**Social Studies 30-1 Workbook**

**Unit 3: Politics**

*To what extent are the principles of liberalism viable?*

|  |
| --- |
| **The Big Questions** |
| * *To what extent should governments reflect the will of the people?* * *To what extent is the rejection of liberalism justified?* * *To what extent does ideological conflict shape our world?* |
| **The Main Topics** |
| * *Are the values and principles of liberalism viable?* * *How did political liberal values evolve (what are political liberal values)?* * *Should these values be followed (what are the pros and cons to democracy)?* * *How are these ideas applied in Canada and the United States and which system is superior?* * *What are liberal political and economic values?* * *Why do some societies reject these values (what are the cons to liberalism)?* * *What are some of the consequences of rejecting liberal values (pros and cons of dictatorships)?* * *What are the characteristics of right wing (fascist) and left wing (communist) dictators?* |
| **Major Assignment – Political Party Manifesto Part 3** |
| * Where does your party fall on the political spectrum? M * What are your party’s views on consensus decision-making, direct and representative democracies, and authoritarian political systems? Which approach does your party advocate and why are the other approaches not used? * List the names, position titles, and responsibilities of each the group members. * Describe various branches of government in your country * Describe the various branches of government in your country. * Describe the election model for your country  |  | | --- | | **Major Assignment – Authoritarianism Project: Magazine Cover (Individual)** |  * **YOU ARE NOW A TOTALITARIAN DICTATOR** * Create unity behind the goals of the government * Create support for the policies of the government * Centralize authority into the hands of the ruler  |  | | --- | | **Key Terms/Individuals/Concepts** |  |  |  |  | | --- | --- | --- | | * Locke, Montesquieu, Mill, Burke * backbencher * bicameral legislature * bureaucracy * cabinet (party) solidarity * cabinet minister * caucus * checks and balances * separation of powers * civil servant * coalition * Congressional * consensus decision making * constitutional monarchy * electorate * federalism * filibuster * first past the post * free press * independent courts * lobby group * majority tyranny | * minority government * Parliamentary * partisanship * party whip * patronage * periodic elections * pluralism * political party * portfolio * power of the purse * proportional representation * direct democracies * referendum/plebiscite * representation by population * representative democracies * republic * referendum/plebiscite * responsible government * secret ballot * suffrage * unwritten constitution | * veto * vote of non-confidence * written constitution * “Great Man” theory * anti-Semite * autocracy * communism * conservatism (Burke) * coup d’état * crisis theory * fascism * glasnost * junta * Lenin, Stalin, Hitler * Marxism * Nazi Germany * oligarchy * perestroika * techniques of a dictator * totalitarianism * USSR | | * Stalin\* * Khrushchev * Brezhnev\* * Gorbachev * Truman * Eisenhower\* * Kennedy * Nixon\* * Reagan\* * McCarthy | * expansionism * containment * deterrence * brinkmanship * detente * nonalignment * demilitarized * covert * armistice * sphere of influence | * Berlin Airlift * Berlin Wall * NATO, NORAD, Warsaw Pact * domino theory * Truman Doctrine * Marshall Plan * Breznev Doctrine * Marshall Plan * isolationist/interventionist |  **Democracy** Revisit John Locke and outline how his ideas demonstrate the ideas of democracy:  Definitions:   * Politics * Democracy   What are the four rules to make democracy work?  What are the elements of democracy?  Compare and contrast Direct Democracy and Representative Democracy   |  |  | | --- | --- | | **Direct Democracy** | **Representative Democracy** | | **Philosopher:** | **Philosopher:** | |

Draw Canada’s Government System

What is first past the post (FPTP) and how does it work?

Compare the aspects of both political systems below

|  |  |
| --- | --- |
| **Proportional Representation** | **Representation by Population** |
|  |  |

**Critical Thinking:**

Out of the two systems above, which one do you believe is better? Explain your answer in a paragraph below:

Use the equation to determine proportional representation and the calculate it for each party with the 2021 Federal Election results:

**% of popular vote x \_\_\_\_\_\_\_\_\_?\_\_\_\_\_\_\_\_\_\_/100 = \_\_\_\_\_\_\_\_\_\_\_\_ x # of Total Seats**

**Techniques of Democracy:**

* Representation by Population:
* Periodic Elections:
* Secret Ballot:
* Power of the Purse:
* Political Parties:
* Interest Groups:
* Free Press:

***Critical Thinking Question:***

Which technique of democracy do you believe is most effective and why?

**Disadvantages of Democracy:**

* Tyranny of the Majority:
* Inefficiency of Decision-Making Pluralism:
* Formation of Elite Groups:
* Uninterested Electorate:
* Bureaucracy:

**Will of the People:**

\* *There is a high chance (based on previous diploma sources) that an essay on the diploma will focus on the will of the people, be sure to take DETAILED notes \**

Explain the concept of the will of the people (WOTP)

What are the techniques that governments use to attempt to follow the will of the people? List each one and provide an example of each technique.

## **Democracy Source Practice**

A picture containing diagram

Description automatically generated

## **Canadian Democracy**

Canada is a federal state, parliamentary democracy, and a constitutional monarchy.

**Federal State:**

**Parliamentary Democracy:**

**Constitutional Monarchy:**

Name and explain the three branches of government:

Outline Montesquieu’s theory on the **separation of powers**

**Three Levels of Canadian Government:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Federal** | **Provincial/Territorial** | **Municipal** |
| **Type of Leader** |  |  |  |
| **Type of Elected Representative** |  |  |  |
| **Division of Responsibility** |  |  |  |
| **Current Leader and Party in Power (2021 – Canada, Alberta, Chestermere)** |  |  |  |

What is the significance of Section 91-95 in the Constitution Act?

## **Canadian Government and Electoral Systems**

Define **Responsible Government:**

What are Checks and Balances? What are the ways that Canada maintains checks and balances?

Define the following:

* General Election:
* Motion/Vote of Non-Confidence:
* Snap Election:
  + Outline an example of a snap election in Canada:

Label and explain each of the steps in a **General Election:**

**Step 1:**

**Step 2:**

**Step 3:**

**Step 4:**

**Step 5:**

**Step 6:**

Who can run in a general election?

***Critical Thinking:***

Based on the information above, do you believe snap elections are viable in Canadian democracy?

## **Canada Vs. USA – Differences in Democracy**

|  |  |  |
| --- | --- | --- |
| **Branch** | **Canada** | **United States** |
| **Democracy Type** |  |  |
| **Political Party system** |  |  |
| **Electoral Systems** |  |  |
| **Constitution** |  |  |
| **Executive** | Who?  How are they selected?  Roles / Powers / Functions | Who?  How are they selected?  Roles / Powers / Functions |
| **Legislative** | Bodies?  How are they selected?  Roles / Powers / Functions | Bodies?  How are they selected?  Roles / Powers / Functions |
| **Judicial** |  |  |

Using the information in the chart above and the video titled ***“Parliamentary vs. Presidential Democracy Explained”*** to compare Canada and the US:

* A note about the video: While the video uses the UK as an example, Canada is VERY similar to the UK in this video.

1. What are the similarities in how the government is run?
2. What are the differences in how the government is run?

## **Extra Notes Page**

## **Authoritarianism**

**Authoritarian government**: A form of government that vests authority in an elite group that may or may not rule in the interests of the people.

What are the Characteristics of Authoritarian Regimes?

**Types of Authoritarian Governments**

|  |  |  |
| --- | --- | --- |
| **Type of Government** | **Explanation**  What is it? | **Example**  (Countries with these gov’s.) |
| Absolute Monarchies |  |  |
| Minority Tyranny |  |  |
| Military Dictatorships |  |  |

## **Authoritarianism Source Practice**

|  |
| --- |
| ***The people who cast the votes decide nothing. The people who count the votes decide everything.***  **- *Joseph Stalin*** |

## **Techniques of Authoritarian Governments**

*Use the PowerPoint and class knowledge to complete the information here.*

**Leader’s Vision**

|  |  |
| --- | --- |
| What is it? | Purpose? |
| **How was it used by: Stalin?** | **How was it used by: Hitler?** |
|

**Propaganda**

|  |  |
| --- | --- |
| What is it? | Purpose? |
| Methods |  |
| **How was it used by: Stalin?** | **How was it used by: Hitler?** |
|

**Controlled Participation**

|  |  |
| --- | --- |
| What is it? | Purpose? |
| **How was it used by: Stalin?** | **How was it used by: Hitler?** |
|

**Directing Public Discontent - “scapegoating”**

|  |  |
| --- | --- |
| What is it? | Purpose? |
| **How was it used by: Stalin?** | **How was it used by: Hitler?** |
|

**Terror and force**

|  |  |
| --- | --- |
| What is it? | Purpose? |
| **How was it used by: Stalin?** | **How was it used by: Hitler?** |

## **Communism vs. Fascism**

Left Right

|  |  |
| --- | --- |
| **Communism**  **(ex. Stalin – USSR)** | **Fascism**  **(ex. Hitler – Germany + Mussolini – Italy)** |
| * International Goal – Wants to use expansionism to spread Communism throughout the world | * National Goals |
| * Public Property | * Private Property |
| * Support from Working Classes | * Support from all classes especially the elite |
| * Eliminate Class Conflict by Eliminating Various Classes from Society | * Eliminate Class Conflict but Maintain Various Classes in Society (the elite) |
| * Everything is done is done for the betterment of the working class | * Everything that is done is done for the betterment of the state |
| * “Workers of the world, UNITE” | * “Germans of the world, UNITE” |

## **Communism**

How did the 5-year plan work from a political standpoint? – Think Political Control

Who were the Kulaks? Why were they opposed to Stalin’s plans? How did Stalin treat them?

What were the Purges? Why do you think Stalin felt it was necessary to do this? What was his main goal by conducting the purge of 1936-1938?

Why is this period (the purges) often referred to as the Great Terror?

What was the Gulag system? Using your resources describe how they (the gulags) were used.

How was propaganda used during Stalin’s reign of terror? What was Prolekult and how did this philosophy conform with the “new” communist ideology?

## **Fascism in Nazi Germany**

A picture containing text, book

Description automatically generated

*The ideology of fascism in Nazi Germany was in part an expression of Adolf Hitler’s deep-seated hatred of liberalism, Jews, and communists. His desire was to rebuild Germany into an empire that would reclaim and increase its international power and influence.* *He pledged to restore the economic strength and national pride that he and others believed had been lost as a result of signing the Treaty of Versailles, and the machinations of liberals, Jews, and Marxists—in his and his supporters’ view—who had undermined the German nation during and after the First World War.*

How did Hitler consolidate his power – outline in a short timeline how he was able to gain complete control of Germany? Include the Night of the Long Knives, the Reichstag Fire, and *Enabling Act* (1933)

Describe the German economy under Nazism. What was the relationship between the Nazis and wealthy industrialists?

Why were Jews persecuted and what legislation was created to systematically eliminate them from Germany and Europe?

How were eugenics a part of Nazi ideology? Who were Untermenschen (sub-humans) and what happened to those people?

How were German women treated under Nazism?

Why were young people so important for the Nazi government? State and explain how both boys and girls were indoctrinated in ways beyond the classroom.

What are some of the main aspects of the Nazi Party Program? How do these demonstrate the rejection of liberalism?

## **Introduction to the Cold War**

What is the Cold War? (General Overview)

What was the main difference between the attitudes at the Yalta Conference and the Potsdam Conference?

What were the major provisions of the Potsdam Conference?

What is the Iron Curtain?

Define Expansionism and Spheres of Influence in the USSR

What reasons would Stalin have for wanting Germany to remain divided?

Using the chart below, compare the policies of Containment used by the United States

|  |  |  |
| --- | --- | --- |
|  | **Marshall Plan** | **Truman Doctrine** |
| Objective / Purpose |  |  |
| How does this demonstrate the policy of **containment?**  **Define Containment:** |  |  |

What was the Soviet Union’s Response to the policy of Containment?

Use the chart below to outline the alliances during the Cold War

|  |  |  |
| --- | --- | --- |
|  | **North American Treaty Organization** | **Warsaw Pact and COMECON** |
| **Goals of the Organization** |  |  |
| **Ideology Practiced** |  |  |
| **Originally Aligned Countries** |  |  |

## **Cold War: Berlin Airlift, Arms Race, and Space Race**

How was Germany broken up after the end of WW2?

Explain the state of affairs in Berlin after WW2

What was the Soviet Union’s response to the Marshall Plan? How did this impact Berlin?

What was the Berlin Airlift?

**Critical Thinking:**

How does the Berlin Airlift reflect the values of the Cold War?

Explain the following ideological boundaries created in the Cold War

* Eastern Bloc
* Iron Curtain

Explain the physical boundaries of the Cold War and how it impacted Germans living in Berlin

* **Berlin Wall:**

Why is the Berlin Wall referred to as a canvas of concrete?

What was the arms race?

How does Mutually Assured Destruction (MAD) prevent the Cold War from escalating?

What is the space race?

**Critical Thinking:**

In your opinion, who won the space race and why?

*Write a full paragraph on the different tactics and methods the USSR and the USA used to prove why you are right.*

## **Cold War: Proxy Wars, Deterrence, and Cuban Missile Crisis**

Define proxy war

What is the Domino Theory?

Using the chart below outline the Korean, Vietnam, Afghanistan Proxy Wars

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Korean War** | **Vietnam War** | **Afghanistan** |
| **Dates** |  |  |  |
| **Conflict (Major events and sponsors)** |  |  |  |
| **Outcome (Winners? Losers? Death Tolls?)** |  |  |  |
| **Today**  **(What legacy still seen today)** |  |  |  |

Define Deterrence and how it led to the creation of Weapons of Mass Destruction (WMD):

Outline the events and key figures of the Cuban Missile Crisis

How did the Cuban Missile Crisis end?

## **Cold War: McCarthyism, Alignment, and Liberation**

Definitions:

* McCarthyism
* Espionage
* Third/Developing World

How did the ideological conflict lead to the Red Scare? What happened in the US at this time?

Explain Alignment and Non-Alignment

What is a liberation movement and why were they occurring near the end of the Cold War?

Use the chart below to outline and compare the events and impact of the Liberation Movements near the end of the Cold War

|  |  |  |
| --- | --- | --- |
|  | **Hungarian Revolution** | **Prague Springs** |
| **Dates** |  |  |
| **Major Events** |  |  |
| **Soviet Response** |  |  |
| **Outcome (Were they liberated?)** |  |  |

Outline the events of the East German Liberation:

* Fall of the Berlin Wall
* Perestroika and Glasnost
* Ronald Reagan - “Tear down this wall”

What is SALT I and SALT II? Why were they created? What did they accomplish?

How did the Cold War end?

## **Study Guide Unit 3**

### **Where Are You on the Political Spectrum?**

This questionnaire will indicate, in general terms, whether you fall on the political spectrum. Indicate whether you **Strongly Agree** (SA), **Agree** (A), **Disagree** (D) or **Strongly Disagree** (SD) next to each statement

|  |  |
| --- | --- |
| 1. The death penalty is wrong and should not be allowed under any circumstances. |  |
| 2. The government should use tax money to help pay for the cost of daycare for all parents. |  |
| 3. Presidents and CEOs of big companies that pollute our air and water should be fined and held personally responsible. |  |
| 4. The government should welcome any person who wants to immigrate to Canada. |  |
| 5. Canada’s Indigenous peoples should be given the land they were promised in treaties signed with governments. |  |
| 6. If a factory is polluting the air and water, the government should close it down, even if it means that its workers would lose their jobs. |  |
| 7. The government should spend less money on our armed forces. |  |
| 8. Laws should be passed and enforced to ensure that women receive the same pay as men when they do work of equal value. |  |
| 9. The United States should not be allowed to test weapons in Canada, even if this means that some Canadian workers would lose their jobs. |  |
| 10. High school students should be allowed to take any course they want; there should be no compulsory subjects. |  |
| 11. If a person is poor, the government should support them by providing adequate financial aid. |  |
| 12. The government should control the amount of rent that a landlord can charge tenants. |  |
| 13. The tax laws should be changed to make rich people and big companies pay more than those who are less wealthy. |  |
| 14. The government should provide financial support to parents to allow them to stay at home after they have had a baby. |  |
| 15. Change is more important than tradition in our society. |  |
| 16. No person or government should be allowed to censor any book, movie or piece of music. |  |
| 17. Artists, writers and musicians are more important in society than business executives. |  |
| 18. Going on strike is a justifiable way of communicating strong dissatisfaction in the workplace. |  |
| 19. The government should give more money to universities and community colleges in order to keep student fees low, even if this means raising taxes. |  |
| 20. Canada should give financial aid to poorer countries. |  |

**Scoring Sheet: Where Are You on the Political Spectrum?**

Write down the number of responses in each category, then multiply each by the number indicated below and calculate your total.

Number of **Strongly Agree** \_\_\_\_\_\_\_ x 5 = \_\_\_\_\_\_\_

Number of **Agree** \_\_\_\_\_\_\_ x 3 = \_\_\_\_\_\_\_

Number of **Disagree** \_\_\_\_\_\_\_ x 2 = \_\_\_\_\_\_\_

Number of **Strongly Disagree**  \_\_\_\_\_\_\_ x 0 = \_\_\_\_\_\_\_

TOTAL: \_\_\_\_\_\_\_

Indicate where you think you fit on the political spectrum:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **100** | **75** | **50** | **25** | **0** |
| Left Wing | Moderate Left Wing | Centre | Moderate Right Wing | Right Wing |

**Topics and Vocab**

1. Model dictatorship
2. Techniques of Dictatorship - ALL 4 of them
   1. Direction of Popular Discontent
   2. Indoctrination
   3. Force
   4. Controlled participation
3. Totalitarianism
4. Fascism
5. Nazism
6. Elite
7. Communism
8. Democracy
9. Representative Democracy
10. Direct Democracy
    1. Plebiscite
    2. Referendum
11. Lobby/Special Interest Group
12. Dissent
13. Minority Government
14. FPTP - Advantages & Disadvantages
15. Proportional Representation - Advantages & Disadvantages
16. Party Solidarity
17. Accountability
18. Rep by Population
19. Reform
20. Periodic Elections
21. Vote of Non- Confidence
22. Canadian House of Commons
23. Canadian Senate
24. Canadian Political Parties - Lib, Con, NDP, Green, Bloc Quebecois
25. Locke
26. Montesquieu
27. Branches of Government
    1. Legislative
    2. Executive
    3. Judicial
28. Proxy wars
29. Alignment/Non-Alignment
30. Deterrence
31. Detente
32. Expansionism
33. Afghanistan War (1980)
34. Vietnam War
35. Cuban Missile Crisis
36. Berlin Blockade
37. Berlin Wall
38. Expansionism
39. *“The Domino effect” is referenced in the exam, it refers to several Asian countries becoming communist in the space of 15-20 years after WWII*
40. Containment
41. Perestroika & Glasnost

**Cold War Events – Tensions & significance.**

Connect the date and the events, then circle the + for increasing of tensions, the – for decreasing of tensions and the triangle for tensions staying the same. You will have to use the textbook and research some of these events

List of events:

* American-Soviet cooperation ends at end of WW II
* American-Soviet hotline established
* Bay of Pigs Invasion
* Berlin Airlift
* Berlin Wall is built
* Berlin Wall torn down
* Creation of Warsaw Pact
* Cuban Missile Crisis
* Czech uprising (Prague Spring)
* Four powers divide Germany
* France pushed out of Vietnam
* Germany is re-united
* Helsinki Accords
* Hungarian Revolt
* I.N.F. Treaty signed
* Iron Curtain collapses
* Khrushchev calls for “peaceful co-existence”
* Korean War
* NATO set up
* Partial Test Ban Treaty signed
* Polish “Solidarity” uprisings
* SALT treaty signed
* Soviet invasion of Afghanistan
* Soviet Union ceases to exist
* Soviet Union develops H-Bomb
* Sputnik is launched
* START
* U.S. announces “Containment”
* U.S. puts Marshall Plan into action
* U.S. develops H-Bomb
* U.S. Star Wars research begins
* U.S. votes to admit Communist China into U.N.
* U-2 incident and Paris Peace Summit
* Vietnam War
* Warsaw Pact dissolves

|  |  |  |
| --- | --- | --- |
| Date & Event | Did this event increase or decrease tensions? | Significance of the event |
| 1945 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1945 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1946  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1947 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1948-49 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1948-49 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1949 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1950-53  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1952 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1953 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1954  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1955 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Shape  Description automatically generated |  |
| 1956 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1956 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1957? - 1975 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1957 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1960  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1961 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1961 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1962 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1963 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1963 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1968 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1971 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1972 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1975 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1979 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Shape  Description automatically generated |  |
| 1980 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1982 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1983 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1987 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1989  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1989 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1990 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1991 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| 1991 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

**Cold War Key Terms**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Definition** | **Cold War Example** | **Modern Example** |
| **Expansionism** |  |  |  |
| **Containment** |  |  |  |
| **Spheres of Influence** |  |  |  |
| **Detente** |  |  |  |
| **Deterrence** |  |  |  |
| **Brinkmanship** |  |  |  |
| **Alignment** |  |  |  |
| **Berlin Blockade** |  |  |  |
| **Iron Curtain** |  |  |  |
| **WMD** (weapons of mass destruction) |  |  |  |
| **Arms Race** |  |  |  |
| **Space Race** |  |  |  |