

Cold War Essay

Choose **one** of the following questions below for your essay topic. Be sure to answer in proper essay form with an introduction, at **least three reasons** with supporting evidence and examples, and a conclusion. Do not start with the words "yes, no, or well". You may use class material and do additional research. Be sure to cite any source used that are outside of the class material.

Questions:

1. Do you believe the United States should have followed a policy of containment during the Cold War? Explain.
2. With reference to one country, assess the social impact of the Cold War. To answer this question well you would need specific examples of sports, art, music, TV, radio, movies, toys, and fashion which we haven't gone into in depth in class. But if you feel like doing a little extra research...
3. To what extent did events in Eastern European countries contribute to the end of the Cold War?
4. Evaluate the impact of the Cold War on the culture of two countries, each chosen from a different region.
 - Region 1: Americas
 - Region 2: Europe/Russia
 - Region 3: Asia: including Afghanistan, India, SE Asia, Japan etc.
5. Assess the part played by differing ideologies in the origin of the Cold War.
6. Examine the conflicting aims and policies of rival powers which caused the Cold War.
7. Review the Cold War era and the threats to American families. Include what you would do to protect your family in case of an attack. Include the following parts:
 - Describe the historical and political conditions of the Cold War era.
 - Explain the specific threats to American citizens.
 - Describe the preparations you would make to protect your family
8. What were the consequences of the arms race and space race in the USA and USSR? Include the following parts:
 - Did nuclear arms prevent nuclear war occurring but wars fought by conventional armies and weapons still existed?
 - Did the space race contribute to the arms race?
 - Did nuclear weapons build up help end the cold war?

Grading Rubric	
16–20:	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Detailed specific knowledge is used as evidence to support assertions and arguments. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively.
13–15:	Answers are clearly focused on the demands of the question. Specific knowledge is applied as evidence, and analysis or critical commentary are used appropriately to produce a specific argument. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented.
10–12:	Answers indicate that the question is understood but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context and understanding of historical processes, such as comparison and contrast are present. There may be awareness of different approaches and interpretations but they are not based on relevant historical knowledge. There is a clear attempt at a structured approach.
8–9:	The demands of the question are generally understood. Historical knowledge is present but is not fully or accurately detailed. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. An attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
6–7:	Answers indicate some understanding of the question but historical knowledge is limited in quality and quantity. Historical context may be present as will understanding of historical processes but underdeveloped. The question is only partially addressed.
4–5:	There is little understanding of the question. Historical details are present but are mainly inaccurate and/or of marginal relevance. Historical context or processes are barely understood and there is minimal focus on the task.
1–3:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There are no more than vague, unsupported assertions.
0:	Answers not meeting the requirements of descriptors should be awarded no marks.

Source: <http://www.westbranch.k12.oh.us/userfiles/276/Courses/1370/Cold%20War%20Essay.pdf>