

History

The Super-Powers and the Cold War: 1945 -1991

It is not necessary to carry out all the activities contained in this unit. Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	The Super-Powers and the Cold War: 1945-1991	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-5
	Activating Students' Existing Knowledge	6
	Completing Sentences	12
	Multiple Choice	13
	Writing	14
	Wordsearch	17
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	7
	Picture Sentences	8
	Odd One Out	9
	History Keywords	10
	Unscramble the letters	11
	Alphaboxes	16
Language support: Additional activities for Language Support:	Play Snap	18-20
	Vocabulary	15
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using History textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>History Revision for Junior Certificate</i> by Desmond O' Leary.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.

Encourage students to:

- Bring the relevant **subject textbooks** to learning/language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
- Take some **responsibility for their own learning** programmes by:



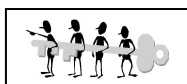
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows:

Nouns

authority
base
blockade
capitalism
coal
communism
community
crises
doctrine
market
member
membership
missile
operation
production
proposal
state
superpower
tension
union
unity
zone

Proper nouns

(names of people and places)

Berlin
Cuba

De Gaulle
EEC
Europe
France
Germany
Korea
Khrushchev
Luxembourg
Maastricht
Marshall
Stalin
The USSR

Verbs

agree (to)
announce
expand
negotiate
rebuild
rebuild

Adjectives

agricultural
cold
democratic
European

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Vocabulary file 1

Word	Meaning	Note or example*
communist		
cold		
democratic		
capitalism		
tension		
crisis		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your home language, provide a translation into your language.



Get your teacher to check this and then file it in your folder so you can use it in the future.

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Vocabulary file 2

Word	Meaning	Note or example
international		
steel		
production		
tension		
missiles		
community		



Get your teacher to check this and then file it in your folder so you can use it in the future.

Language Level: all
Type of activity: whole class
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Communism

Capitalism

The EU

- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



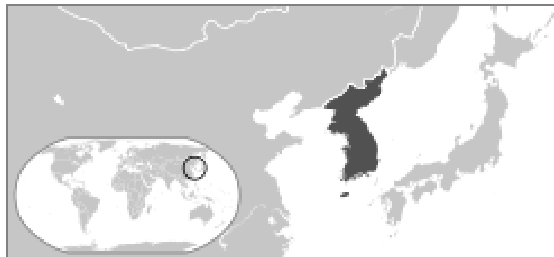
All students should record vocabulary and terms from the spidergram in their personal dictionaries.

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes

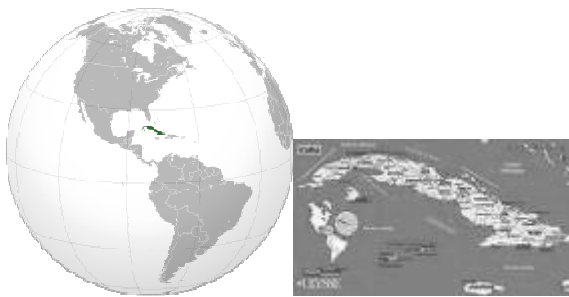


Working with words

1. Can you name these countries? Use your textbooks to help you.



- a) Ireland
- b) Cuba
- c) Korea
- d) Germany



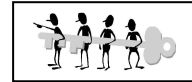
- a) Ireland
- b) Cuba
- c) Korea
- d) Germany

2. Find these words in your textbook.

Write your own explanation for these words. Then write a note or example to help you remember each word. Use your textbook or a dictionary if necessary.

Word	Page in textbook	Explanation	Note or example
capitalism			
communism			
blockade			
missile			

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



Sentences

1. Join a word on the left with a word on the right. Use your history textbook to help you.

Berlin	Allies
Cold	Curtain
Iron	War
Korean	Blockade
Cuban	War
Western	Missile Crisis

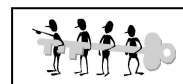
2. Put these words in the correct order to form sentences about Germany after World War 11.

divided /the Allied powers/ Germany/ into/ separate zones/ four

separate sectors/ Berlin/ was divided /four/ into

developed /serious differences/ the USSR/ between/ and other Allies

Language Level: A1/A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: *apple orange banana taxi*

- | | | | |
|-----------|-----------|------------|-----------|
| communism | Cuba | blockade | Ireland |
| France | South | North | Korea |
| ally | friend | enemy | supporter |
| Truman | Gorbachev | Eisenhower | Reagan |
| missile | weapon | flag | bomb |

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to negotiate _____

to expand _____

to rebuild _____

to agree _____

to produce _____



Check that these key words are in your personal dictionary.

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Language Level: A2 / B1
Type of activity: individual
Suggested time: 20 minutes



History Keywords

1. Fill in the missing letters of the keywords listed below.
On the line beside each word, write whether the word is a noun, an adjective or a verb.

K_r_a_ _____
is _le _____
u_i_n _____
t_ea_y _____
G_rm_n_ _____
bl_ck_d_ _____

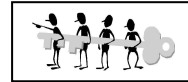
2. Write as many words as possible related to this unit. You have 3 minutes!



Check that these key words are in your personal dictionary.

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Language Level: A1 / A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. A German city BRELNI

Answer _____

2. A communist country CBAU

Answer _____

3. A type of weapon MSISLEI

Answer _____

4. A type of bomb NCULARE

Answer _____

Solve the secret code

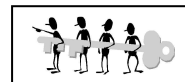
English	B	C	D	E	F	I	N	M	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

example: EAWYFRA = STUDENT

BLOB _____

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Language Level: A2 / B1
Type of activity: pairs or individual
Suggested time: 30 minutes



Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

The Cold War

1. The period from the Berlin blockade (1949) until the _____ of communism (1990) is known as the 'Cold War'.
2. During this time the USA and the USSR built up (i) huge _____ forces and (ii) vast quantities of atomic weapons.
3. They competed in a 'space _____'.
4. They also backed _____ factions in Africa, the Middle East and South-East Asia.
5. Sometimes they became actively involved in _____, e.g. the USA in Korea (1950-3) and Vietnam (1961-75) and the USSR in Afghanistan (1979-88).

Word Box

military conflict opposing collapse race

Language Level: A2 / B1
Type of activity: individual
Suggested time: 40 minutes



Multiple choice

Read the text below and choose the best answers.

In 1957 the members of the ECSC signed the Treaty of Rome and formed the European Economic Community (EEC).

Signing the Treaty of Rome

* The EEC aimed to remove all tariff barriers between its members so that goods, services and labour could pass freely between them.

* The EEC hoped that this would improve living standards as goods became cheaper and increase employment as the various countries developed wider markets for their goods.

* Europe's strengthened economy would then be able to compete with larger economic units like the USA and USSR. Eventually the EEC might evolve into a fully united Europe.

1. In what year did the members of the ECSC sign the treaty?

- | | |
|---------|---------|
| a) 1975 | b) 1957 |
| c) 1988 | d) 1897 |

2. What did the EEC aim to remove?

- | | |
|--------------------|---------------|
| a) people | b) animals |
| c) tariff barriers | d) income tax |

3. What did the EEC hope this would improve?

- | | |
|---------------------|------------|
| a) living standards | b) schools |
| c) housing | d) nothing |

4. Did the ECSC sign the treaty of Rome?

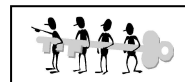
- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Does Europe want to compete with the USA and the USSR?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

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Language Level: A2/B1
Type of activity: individual
Suggested time: 30 minutes



Vocabulary building

Nationalities

1. Study the different ways we form an adjective (nationality) from a noun (the name of the country)

Ireland/Irish

Europe/European

China/Chinese

2. Nationality quiz. Write down the correct nationality beside the name of the country. Check your spellings carefully. Add two more countries and nationalities to the list.

England/_____

Switzerland/_____

Nigeria/_____

Poland/_____

Latvia/_____

Lithuania/_____

France/_____

Somalia/_____

_____/_____

the Czech republic/_____

Romania/_____

Hungary/_____

USA/_____

Mexico/_____

Bolivia/_____

Japan/_____

Croatia/_____

_____/_____

3. The following people are associated with the period 1945-1991. What nationality were they? Use your textbook to help you find out

Fidel Castro, J.F. Kennedy, Mikhail Gorbachev, Nikita

Khrushchev, Dwight Eisenhower, Mao Tse-tung, Harold

Truman, President de Gaulle, Romano Prodi

Alphaboxes

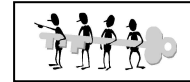
Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.



Word search

Find the words from the list below.

E G W
 X T E N S I O N M
 S I N W V Z S N W C Q I F
 Q I B X Q W E H T T E U T F K S Q
 E G G Y T M K H D C B L O C K A D E R
 K K G H T T O P E R A T I O N V K Y L Z Z
 X B Y G F X Y M H T U N R T A D A A I X U
 Q P Q H U X V U M A R K E T O Q M S D C C V G
 S T A T E U M I U P F Y O L L N Q C R I S E S
 L M I E Q X U O S Q U M H G Z S D H M Y T J B N J
 B H S L O G Y I E D O C T R I N E M E M B E R I K
 K R C A P I T A L I S M K E B Y O K U N I O N X T
 I Q A Z L B G W M E M B E R S H I P R R E I S E R L J
 P I C C O M M U N I S M O Y M I S S I L E M X O X R L
 H G C H H H Z R M J B P R O P O S A L L L I B G Z D T
 D P R O D U C T I O N H O J A A H U Q Y P U I F N
 K S A R G W V M G I K V O C O M M U N I T Y B T D
 E D T H I P O B A S E K M H B G U L F L X O U M T
 V C R C N G S U P E R P O W E R P X U U N W F
 I N I F F L Q C E I D P I X E H F W T K P V F
 N X B K K A U T H O R I T Y M U N I T Y K
 G P X A F A F Q L G I O Y H H W H N H V H
 W H J S W S C O A L U U J B W Y D Z I
 X B U C L O C K K Z O N E X R D G Q
 E M Z Z B T Z O H K R A O
 H V F N H W S A Y
 N P J

AUTHORITY	COMMUNITY	MISSILE	TENSION
BASE	CRISES	OPERATION	UNION
BLOCKADE	DOCTRINE	PRODUCTION	UNITY
CAPITALISM	MARKET	PROPOSAL	ZONE
COAL	MEMBER	STATE	
COMMUNISM	MEMBERSHIP	SUPERPOWER	

Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



democratic	democratic
Korea	Korea
Cuba	Cuba

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missile	missile
communist	communist
Marshall	Marshall

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doctrine	doctrine
Berlin	Berlin
Superpower	Superpower

Answer key

Working with words, page 7

1. c, b

Sentences, page 8

1. Berlin Blockade, Cold War, Iron Curtain, Korean War, Cuban Missile Crisis, Western Allies

2. The Allied powers divided Germany into four separate zones.

Berlin was divided into four separate sectors.

Serious differences developed between the USSR and other Allies.

Odd one out, page 9

Ireland, France, enemy, Gorbachev, flag

Keywords, page 10

Korean (adjective), missile (noun), union (noun), treaty (noun), Germany (noun), blockade (noun)

Unscramble the letters, page 11

Berlin, Cuba, missile, nuclear

Secret code; bomb

Completing Sentences, page 12

1. The period from the Berlin Blockade (1949) until the **collapse** of Communism (1990) is known as the 'Cold War'.

2. During this time the USA and the USSR built up (i) huge **military** forces and (ii) vast quantities of atomic weapons.

3. They competed in a 'space **race**'.

4. They also backed **opposing** factions in Africa, the Middle East and South-East Asia.

5. Sometimes they became actively involved in **conflicts**, e.g. the USA in Korea (1950-3) and Vietnam (1961-75) and the USSR in Afghanistan (1979-88).

Multiple Choice, page 13

1.b, 2.c, 3.a, 4.a, 5.a

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Grammar point, page 15

2. England/English

Switzerland/Swiss

Nigeria/Nigerian

Poland/Polish

Latvia/Latvian

Lithuania/Lithuanian

France/French

Somalia/Somali

the Czech republic/Czech

Romania/Romanian

Hungary/Hungarian

USA/American

Mexico/Mexican

Bolivia/Bolivian

Japan/Japanese

Croatia/Croatian

3. Fidel Castro/Cuban, J.F. Kennedy/American, Mikhail Gorbachev/Russian, Nikita Khrushchev/Russian, Dwight Eisenhower/American, Mao Tse-tung/Chinese, Harold Truman/American, President de Gaulle/French, Romano Prodi/Italian

