

Cold War Final Project: The Situation Room

Mission Objective: You and your team are a specialized intelligence agency assigned to a specific era of the Cold War. Your goal is to brief the President (the class) on the global landscape of your time, the strategies you've deployed, and the risks of total nuclear war.

The Eras

- **1945–1953: The Architects** (Focus: The Iron Curtain, Truman Doctrine, and the birth of containment).
 - **1954–1963: The Brinkmen** (Focus: Interventionism, Space Race, and the Cuban Missile Crisis).
 - **1964–1975: The Jungle Fighters** (Focus: The Vietnam War, the domino theory, and the anti-war movement).
 - **1976–1991: The Endgamers** (Focus: From détente and SALT to Reagan, Gorbachev, and the fall of the Berlin Wall).
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Day 1: Intelligence Gathering (Research)

Today, your group must compile a research folder. You need to find and document the following three "intelligence assets." Each INDIVIDUAL must fill this out, though you will be expected to work together (same answers are okay).

1. Identify at least two locations where hot wars or major crises occurred during your era (except for Vietnam, which will be one). Why were these specific spots the focus of US and Soviet attention?
2. Find one piece of American propaganda and one piece of Soviet propaganda from your years. What story was each side trying to tell the world during your era?

3. Identify one major technological or scientific breakthrough (e.g., the H-Bomb, Sputnik, or the SDI "Star Wars" program). How did this invention change the balance of power during your era?

Day 2: Strategic Production (Design)

Now that you have your intel, you must prepare your poster with the following:

- **Create the Visuals:** Include each of the following to convey the information that you found in your research: Big headlines, clear maps, and high-impact images (can print in the library if needed).
- **Create the Text:** Include *short* summaries of the answers you provided above.
- **The Decision Point:** Choose one historical dilemma, such as the Berlin Blockade or the Cuban Missile Crisis, from your era and create a visual on your poster that shows **two options** available to leaders at the time (remember, this is an intelligence briefing!). Be ready to explain the consequences of the path history actually took and what could have gone differently.
- **Poster items:** Headlines, maps, images, decision point, short answers to the questions you answered above
- Don't rush this part!

The Summit (Presentation)

The Situation Room is live. Every group has **5 minutes** to brief the room.

1. **The Briefing:** Begin by presenting the details of the poster (visuals and text).
2. **The Crisis:** Present your Decision Point *last* and ask the class what they would have done before revealing the historical outcome.
3. **The Cross-Examination:** After your briefing, be prepared to state what could have gone differently.

4. **Tracking the Tension:** As other groups present, you will fill out a **Global Tension Graph**. You will rate the level of world danger from 1 (Peaceful) to 10 (Nuclear Midnight) for every era presented.

Submission Checklist

These four items will be submitted by the end of class on Friday.

- **Research:** A copy of this document with your original notes (Google Classroom)
- **Briefing Visuals:** Your poster (turn in to me)
- **Global Tension Meter:** Completed while other groups present (turn in to me)
- **Individual Reflection:** A short paragraph explaining which era you think was the most dangerous and why (turn in to me - same document as the global tension meter)

Rubric

Category	95-100 - Mastery	85-95 - Proficient	70-85 - Developing	Less than 70 - Emerging
Research	Includes all 3 assets (Map, Propaganda, Tech) with deep historical context.	Includes all 3 assets with accurate info, though it may be lacking in detail.	Missing one asset or contains minor historical inaccuracies/vague descriptions.	Missing multiple assets or research is significantly historically inaccurate.
Briefing Posters	Posters are professional and enhance the presentation without being wordy.	Posters are clear and support the briefing well, though some parts may be slightly disorganized.	Posters are disorganized, difficult to read from a distance, or lack high-impact imagery.	No posters were produced, or they did not relate to the assigned era.
Era Knowledge & Performance	Group speaks with authority, handles the Decision Point brilliantly, and answers the cross-exam question with specific evidence.	Group is prepared and explains their era well. They handle the Decision Point and follow-up questions adequately.	Group relies heavily on reading notes/slides. Knowledge of the era appears surface-level during questions.	Group was unprepared to speak or showed significant confusion about their era's events.
Global Tension Meter	The graph is fully completed with detailed, evidence-based justifications for every era (even those not their own).	The graph is complete with basic explanations for why the tension rose or fell.	The graph is mostly complete, but justifications are vague (e.g., "it felt dangerous").	The graph is incomplete or shows no engagement with peer presentations.

Individual Reflection	A sophisticated argument that connects era-specific details to the broader Cold War Era.	A clear reflection that identifies the most dangerous era and provides a logical reason why.	A brief reflection that identifies an era but lacks specific historical evidence to support the choice.	The reflection was not submitted or does not address the prompt.
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- **1945–1953: The Architects** Millie, Adrian, Christian, Ethan
- **1954–1963: The Brinkmen** Kaylin, Mariana, Isabela
- **1964–1975: The Jungle Fighters** Zach, Matthew, Caasi
- **1976–1991: The Endgamers** Colton, Chris, Ajani

