

CENTER FOR COLD WAR STUDIES
University of California, Santa Barbara
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Title : “NATO : Changing Roles From Cold War to Peacekeeping to the War on Terror”

Duration of lesson : 2 days, consecutive or non-consecutive

Placement with the Unit : Because this lesson serves a dual purposes, both to teach about the creation and utilization of NATO during the Cold War and to illustrate the dramatic changes in US foreign policy post-Cold War and 9/11, this lesson can either be taught in 2 consecutive, or if the instructor would prefer a chronological approach to U.S. foreign policy 1945-present, 2 non-consecutive days.

Rationale : The California Standard related to the Cold War is really an examination of United States foreign policy post-1945 and, consequently, it is important that students see the ever changing nature of foreign policy as the global situation changes. In this instance, the transition from a Cold War mentality with its themes of containment of a rival super-power (i.e. the Soviet Union) to a world threatened by terrorism.

This lesson would be prefaced with an examination of post-World War II issues as well as an understanding of the rivalries between the United States and the Soviet Union. To illustrate the tensions and ever-present possibility of a “cold war” going “hot”, students will begin by reviewing crucial Cold War terminology and events previously introduced – Truman Doctrine, Marshall Plan, “iron curtain”, containment, and the Berlin Airlift. This lesson examines the original purpose for NATO of enforcing containment in Europe and the degree to which it was successful up until the collapse of that “war” in 1991.

The second part of this lesson will focus on U.S. foreign policy since 9/11 through an examination of how a cold war institution such as NATO has changed gears and is now being used far beyond its original intentions and borders, as well as assuming a larger role as peacekeeper and security in the post-9/11 world.

Standards :

11.9 Students analyze U.S. foreign policy since World War II.

2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- Truman Doctrine
- Berlin Blockade

6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.

Student Outcomes : At the end of this lesson :

- Students will be able to define NATO as well as be familiar with the original member countries of that organization
- Student will understand the original purpose of NATO as stated in the North Atlantic Treaty of 1949.
- Students will be familiar with actions taken by NATO during the Cold War by examining a few case studies.
- Students will be able to identify the current members of NATO
- Students will understand the new role of NATO as largely a peacekeeping force in areas beyond that originally designated by the 1949 treaty.
- Students will, through an examination of NATO's changing roles, understand why U.S. foreign policy has changed post-9/11 as well as the new challenges faced in the continuing war on terrorists.

Diversity Component : Europe, the United States, Canada, the former Soviet Union, the Middle East

Diverse Student needs Component :

During the course of the lesson, students work both as a class and in individual groups. Students have an opportunity to compete with fellow classmates, analyze visuals, use technology (i.e. internet) and have time to reflect and discuss the topic at hand.

Materials

- Blank maps of Cold War Europe and modern Europe
- PowerPoint Templates Who Wants to be a Millionaire for purposes of review (see under Sources for access to these template)
- PowerPoint Presentation on **NATO** (See attachment)
- Handout of the North Atlantic Treaty, 1949 (primary document) and questions
- Political Cartoon for discussion (these can be found ALL OVER the web)

Sources :

NATO : <http://www.nato.int>

North Atlantic Treaty : <http://www.nato.int/docu/basicxt/treaty.htm>

PowerPoint Who Wants to Be A Millionaire Template : Created by Mark E. Damon - <http://www.teachnet.com/lesson/misc/winnergame022500.html>

History of NATO : NPR Interview :

<http://www.npr.org/features/feature.php?wfId=1048747>

Political Cartoon (dove) : <http://www.cartoonstock.com/directory/n/nato.asp>

Bush Cartoon : <http://www.cartoonstock.com/directory/n/nato.asp>

NATO bomber with doves : <http://cagle.slate.msn.com/news/yugo/>

“NATO and Peacekeeping” by Robert J. Jackson : <http://www.nato.int/acad/fellow/95-97/jackson.pdf>

“NATO and UN Peacekeeping Operations” : <http://www.bits-berlin.de/NRANEU/Peacekeeping.htm#II.%20Nato%20Peacekeeping>

NATO’s new agenda : <http://www.nato.int/docu/speech/2004/s040712c.htm>

NATO’s role in Iraq :

http://story.news.yahoo.com/news?tmpl=story&cid=518&e=16&u=/ap/nato_iraq

“Can NATO fight terror” : <http://www.csmonitor.com/2002/0528/p01s04-woeu.html>

Procedures :

Anticipatory Set :

Day 1 : Whole-Class Review Game (Who Wants to be a Millionaire) (10 min): This review activity will get students to reflect on Cold War concepts and events that are crucial to an understanding of NATO and its purpose and function during the Cold War. While the questions can vary, it is crucial that the Truman Doctrine, the Marshall Plan, the “iron curtain” speech, and the Berlin Airlift are all discussed.

Day 2 : Short Map Quiz (10-15 min): Have students identify a) the “iron curtain” and b) highlight those countries in Europe who were members of NATO. This will help to refresh their memories as to the topic discussed previously.

Introduction to NATO & the Cold War:

Day 1 : Explain to students that they will be studying a Cold War institution whose original purpose was to ally Western Europe against the possible threat of a Soviet invasion. It also created an alliance between the United States, Canada, and Western Europe that would come to each other’s defense if necessary.

NATO post-Cold War

Day 2 : With the end of the Cold War, many have wondered if it is any longer necessary. Students will come to see that NATO now has found itself in the fairly unique role of playing the peacekeeper in many places, not just confined to Europe. They will also discover that this new role has helped NATO to readjust to the new conditions of terrorism.

GEOGRAPHY

Who originally belonged to NATO?

Day 1 (10-15 min): Pass out the blank map of both Cold War Europe and present day Europe. With a transparency of the Cold War map, have students identify the “iron curtain” as well as all of the original members of NATO. Discuss ways in which this alliance could thwart the expansion of Soviet Russia.

Who now belongs to NATO / Where have they “seen action” / identify “hot spots”

Day 2 (10-15 min): With the present day map, students will not only identify all of the new members of NATO, but will also examine NATO actions in the 1990s and “hot spots” where NATO could act to prevent future conflict.

POWERPOINT LECTURE

Day 1 (5-10 min): Presentation on foundation of NATO and its function during the Cold War.

Day 2 (15 min) : Presentation on the role of NATO after the Cold War and the issues and function that it serves/ will serve in the new age of terrorism. This is also the time to raise the question of how successful NATO has been in places like the former Yugoslavia and to the degree they deserve the title “peacekeeper” during the transitional period post-Cold War and pre-9/11. Finally, some discussion will be given to NATO’s role in Iraq and their ability to fight terror today.

PRIMARY SOURCE ANALYSIS

Day 1 (15 –20 min) : Students will examine the **North Atlantic Treaty, 1949** within small groups (3-4) analyzing the various articles of the treaty.

Logistics : After each group is assembled, hand them a copy of the Treaty and assign one group the preamble and every other group 2 articles. It is the responsibility of each group to come up with 2-3 sentences in which they paraphrase (IN THEIR OWN WORDS) the meaning of the preamble and articles. The class will rejoin to discuss.

CLOSURE / ASSESSMENT

Day 1 : Discussion of the various groups’ paraphrasing of the North Atlantic Treaty will provide closure for this day.

Day 2 : Evaluating a few current political cartoons, students can evaluate NATO – what should it do? Is it any longer a necessary institution? Can it fight war or prevent war in this era of Terror?

The North Atlantic Treaty

Washington D.C. - 4 April 1949

The Parties to this Treaty reaffirm their faith in the purposes and principles of the [Charter of the United Nations](#) and their desire to live in peace with all peoples and all governments. They are determined to safeguard the freedom, common heritage and civilisation of their peoples, founded on the principles of democracy, individual liberty and the rule of law. They seek to promote stability and well-being in the North Atlantic area. They are resolved to unite their efforts for collective defence and for the preservation of peace and security. They therefore agree to this North Atlantic Treaty :

Article 1

The Parties undertake, as set forth in the [Charter of the United Nations](#), to settle any international dispute in which they may be involved by peaceful means in such a manner that international peace and security and justice are not endangered, and to refrain in their international relations from the threat or use of force in any manner inconsistent with the purposes of the United Nations.

Article 2

The Parties will contribute toward the further development of peaceful and friendly international relations by strengthening their free institutions, by bringing about a better understanding of the principles upon which these institutions are founded, and by promoting conditions of stability and well-being. They will seek to eliminate conflict in their international economic policies and will encourage economic collaboration between any or all of them.

Article 3

In order more effectively to achieve the objectives of this Treaty, the Parties, separately and jointly, by means of continuous and effective self-help and mutual aid, will maintain and develop their individual and collective capacity to resist armed attack.

Article 4

The Parties will consult together whenever, in the opinion of any of them, the territorial integrity, political independence or security of any of the Parties is threatened.

Article 5

The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that,

if such an armed attack occurs, each of them, in exercise of the right of individual or collective self-defence recognised by [Article 51 of the Charter of the United Nations](#), will assist the Party or Parties so attacked by taking forthwith, individually and in concert with the other Parties, such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area.

Any such armed attack and all measures taken as a result thereof shall immediately be reported to the Security Council. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security .

Article 6 (1)

For the purpose of Article 5, an armed attack on one or more of the Parties is deemed to include an armed attack:

- on the territory of any of the Parties in Europe or North America, on the Algerian Departments of France (2), on the territory of or on the Islands under the jurisdiction of any of the Parties in the North Atlantic area north of the Tropic of Cancer;
- on the forces, vessels, or aircraft of any of the Parties, when in or over these territories or any other area in Europe in which occupation forces of any of the Parties were stationed on the date when the Treaty entered into force or the Mediterranean Sea or the North Atlantic area north of the Tropic of Cancer.

Article 7

This Treaty does not affect, and shall not be interpreted as affecting in any way the rights and obligations under the Charter of the Parties which are members of the United Nations, or the primary responsibility of the Security Council for the maintenance of international peace and security.

Article 8

Each Party declares that none of the international engagements now in force between it and any other of the Parties or any third State is in conflict with the provisions of this Treaty, and undertakes not to enter into any international engagement in conflict with this Treaty.

Article 9

The Parties hereby establish a Council, on which each of them shall be represented, to consider matters concerning the implementation of this Treaty. The Council shall be so organised as to be able to meet promptly at any time. The Council shall set up such

subsidiary bodies as may be necessary; in particular it shall establish immediately a defence committee which shall recommend measures for the implementation of Articles 3 and 5.

Article 10

The Parties may, by unanimous agreement, invite any other European State in a position to further the principles of this Treaty and to contribute to the security of the North Atlantic area to accede to this Treaty. Any State so invited may become a Party to the Treaty by depositing its instrument of accession with the Government of the United States of America. The Government of the United States of America will inform each of the Parties of the deposit of each such instrument of accession.

Article 11

This Treaty shall be ratified and its provisions carried out by the Parties in accordance with their respective constitutional processes. The instruments of ratification shall be deposited as soon as possible with the Government of the United States of America, which will notify all the other signatories of each deposit. The Treaty shall enter into force between the States which have ratified it as soon as the ratifications of the majority of the signatories, including the ratifications of Belgium, Canada, France, Luxembourg, the Netherlands, the United Kingdom and the United States, have been deposited and shall come into effect with respect to other States on the date of the deposit of their ratifications. ⁽³⁾

Article 12

After the Treaty has been in force for ten years, or at any time thereafter, the Parties shall, if any of them so requests, consult together for the purpose of reviewing the Treaty, having regard for the factors then affecting peace and security in the North Atlantic area, including the development of universal as well as regional arrangements under the Charter of the United Nations for the maintenance of international peace and security.

Article 13

After the Treaty has been in force for twenty years, any Party may cease to be a Party one year after its notice of denunciation has been given to the Government of the United States of America, which will inform the Governments of the other Parties of the deposit of each notice of denunciation.

Article 14

This Treaty, of which the English and French texts are equally authentic, shall be deposited in the archives of the Government of the United States of America. Duly

certified copies will be transmitted by that Government to the Governments of other signatories.

Footnotes :

1. The definition of the territories to which Article 5 applies was revised by [Article 2 of the Protocol to the North Atlantic Treaty](#) on the accession of Greece and Turkey signed on 22 October 1951.
2. On January 16, 1963, the North Atlantic Council noted that insofar as the former Algerian Departments of France were concerned, the relevant clauses of this Treaty had become inapplicable as from July 3, 1962.
3. The Treaty came into force on 24 August 1949, after the deposition of the ratifications of all signatory states.