

Glasnost and Goodwill: The Cold War, Washington State, and the Power of Citizen Diplomacy



Citizen Diplomacy in the Northwest

A RESOURCE PACKET FOR EDUCATORS

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Using This Resource Guide

NOTE: Many of these descriptions were excerpted directly from the source website

Recommended Resource



Visual Media



Lesson Plan



Audio

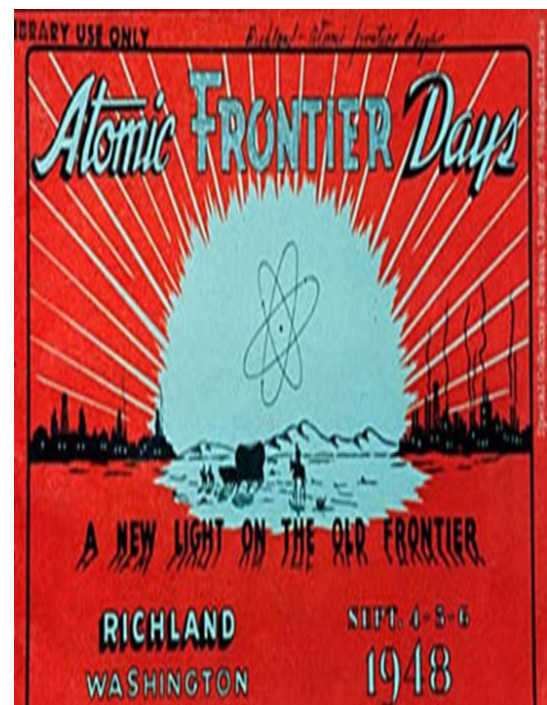


English/Language Arts



Charts and Graphs

GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE
USED THIS RESOURCE PACKET IN YOUR CLASSROOM!
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AND TELL US YOUR STORY.



<http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%2024/24.html>

Introduction of Speakers



Tony Allison worked for many years for Marine Resources Company, the only jointly owned Soviet-American venture of its time. He was the first Fisheries Operations Manager at sea on Soviet processing vessels receiving catches from US boats (the operations continued for 12 years). Later Tony served as Director of the Nakhodka and Moscow offices, and then served as CEO from 1990 until the company's closure in 2001. Marine Resources Company sponsored or initiated several forms of citizen diplomacy with the USSR-Russia, including a baseball exchange, long-distance chess matches between school children, and a sister city relationship between Bellingham and Nakhodka. Tony subsequently became a high school history teacher in Seattle for several years, and then transitioned to teaching environmental education at the Washington Park Arboretum and Mountains to Sound Greenway Trust. He recently initiated an environmental education exchange between Botanical Gardens in the Russian Far East and the Pacific Northwest.

Elena Campbell is an associate professor of History at the University of Washington. She completed her graduate studies at the Russian Academy of Sciences, Institute of Russian History in St. Petersburg, Russia in 1999. She taught at the European University at St. Petersburg, the University of Michigan, and Harvard University before coming to the University of Washington. Her book, *The Muslim Question and Russian Imperial Governance* (Bloomington: Indiana University Press, 2015) examines how Russia dealt with its Muslim subjects in the late 19th and early 20th century as growing nationalism was transforming the empire's relationship with its many different ethnic and religious communities. Her current book project, tentatively titled: *Northern Empire: Development, Environment, and Power in Late Imperial Russia* aims to explore Russia's turn to the North during the late tsarist era (1860s-1917). She teaches the following courses: "Imperial Russia from 1700 to 1917," "Imperial Russia: Historiography," "St. Petersburg/Leningrad: City as History, from 1703 to the Present," "Russian History through Biography," "History and Memory," and "Empire and Nationalism in Russian History."



Glennys Young is a historian of Russia and the Soviet Union and is a professor in the History Department and the Jackson School of International Studies at the University of Washington. Over the course of her career, she has become increasingly interested in the USSR's involvement in transnational movements and processes, whether political, social, cultural, or economic. She has also pursued research interests in the history of Communism and world history. She has published articles on a number of topics in Soviet social and political history. She has written books on the Russian Revolution and communism in the 20th century. Her most recent book project is titled *Refugee Worlds: The Spanish Civil War, Soviet Socialism, Franco's Spain, and Memory Politics*.

A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled ***Educating for Global Competence: Preparing Our Youth to Engage the World*** (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.



COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	• Civics • Economics • Geography • History	• Gathering and Evaluating Sources • Developing Claims and Using Evidence	• Communicating and Critiquing Conclusions • Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

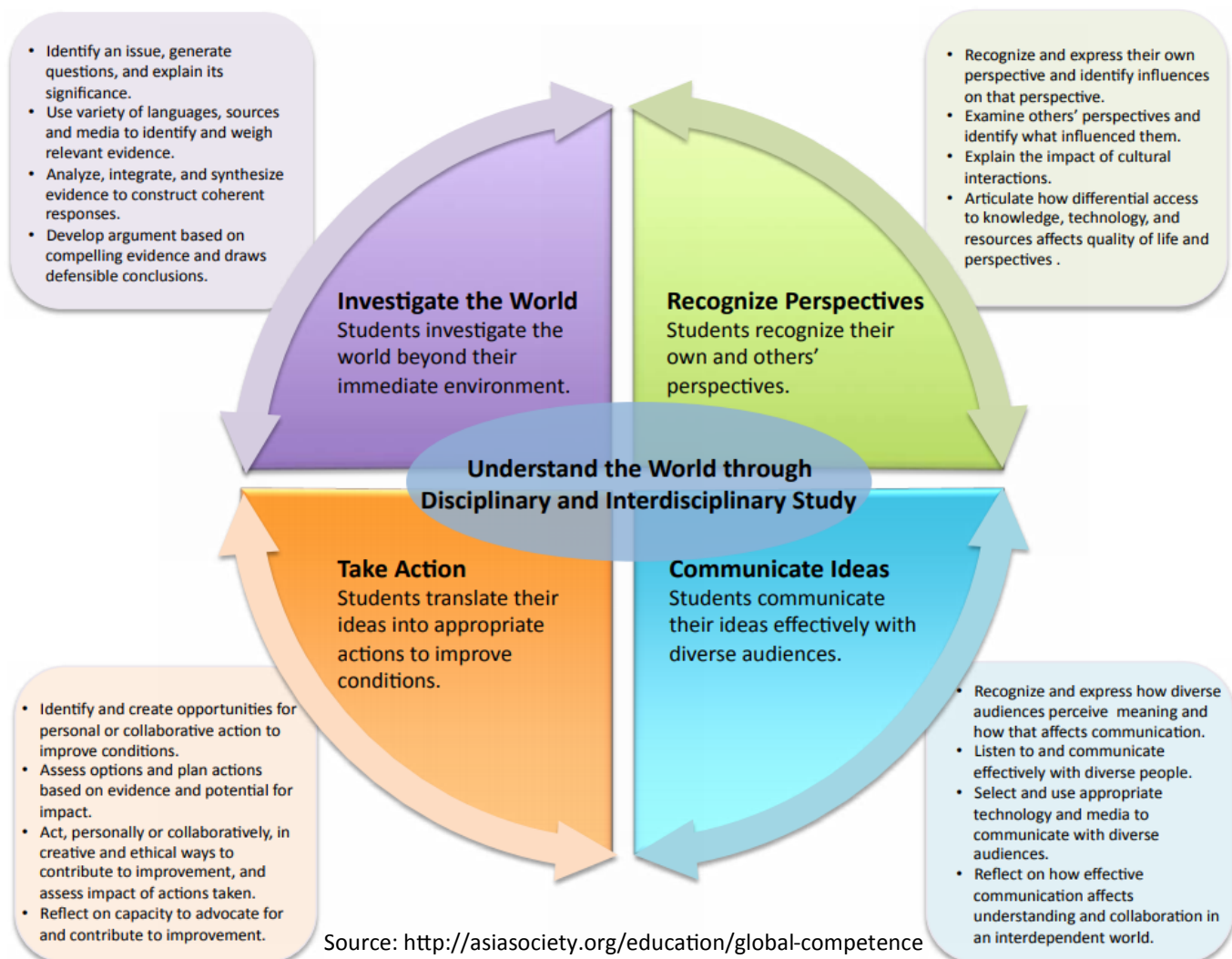
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

"Global competence is the capacity and disposition to understand and act on issues of global significance" (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Learning Objectives Addressed in this Packet

Learning Objective 1: Students will be able to identify and explain key events that shaped American-Russian relations during the Cold War.

Learning Objective 2: Students will be able to identify and analyze key developments in science and technology during the Cold War and evaluate their impact on Russia and the United States.

Learning Objective 3: Students will be able to define and explain the political and economic reforms (Glasnost and Perestroika) implemented by Soviet leader Mikhail Gorbachev. In addition, students will be able to analyze and discuss the impact of these reforms on Russian society.

Learning Objective 4: Students will be able to identify, discuss, and explain how and why Washingtonians contributed to positive U.S-Russian relations during the Cold War.

Learning Objective 5: Students will be able to define citizen diplomacy and identify opportunities for cross-cultural exchange. In addition, students will be able to explain how citizen diplomacy can be used to strengthen relations and foster goodwill across nations.



https://www.huffingtonpost.com/2014/12/26/communist-propaganda-post_n_6377336.html

Helpful Terms and Key People

Key Terms

Cold War: This term, coined by Bernard Baruch, referred to the tense, wary relationship between the communist East and democratic, capitalist West.

Iron Curtain: A term coined by Winston Churchill for the physical, military and ideological barriers that isolated citizens living in the Eastern Bloc and kept them from freely communicating with or traveling to Western nations (members of the NATO alliance).

Arms race: Perceiving a need to have more firepower than each other, the United States and USSR began building and stockpiling nuclear weapons after World War II.

Key Policies

Strategic Arms Reduction Treaty (START): START I, signed by Gorbachev and George H.W. Bush, further reduced arsenals and helped ease tensions raised as part of the arms race during the Cold War. START II, signed by Bush and Boris Yeltsin, banned the use of multiple independently targetable reentry vehicles (MIRVs) on intercontinental ballistic missiles (ICBMs).

Warsaw Pact: The USSR's response to the NATO treaty established a defense-friendship alliance between Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania and the USSR.

Glasnost: Literally "openness," this policy, introduced by Mikhail Gorbachev, increased political transparency of Soviet institutions and freedom of information.

Perestroika: Literally "reconstruction" or "rebuilding." Series of political and economic reforms adopted by Gorbachev that moved the country away from centralized state control.

Key People

Mikhail Gorbachev: Leader whose time in office most contributed to the fall of the Soviet Union and the Iron Curtain; adopted the policies of glasnost and perestroika.

Nikita Khrushchev: Came to power after the death of Stalin in 1953; began a process of liberalization and denounced Stalin's brutality and abuse of power in his "secret speech" to the 20th Party Congress; ruled until 1964, when Brezhnev had him ousted.

Dwight D. Eisenhower: 34th President of the United States, managed Cold-War era tensions with the Soviet Union. Elected in 1953 he promised to institute a more forceful anticommunist foreign policy than that of his predecessor Harry S. Truman.

Winston Churchill: Served as Prime Minister of Great Britain from 1940-1945. He led Britain's fight against Nazi Germany. In a 1946 speech he warned that the Soviet Union had built an "Iron Curtain."

Joseph Stalin: Soviet revolutionary, political leader, and Soviet Union dictator. He helped formalize the idea of Marxism-Leninism.

Soviet Union

History and Background



Soviet Union Timeline: <http://www.bbc.com/news/world-europe-17858981>

This article provides a timeline of key events from 1917– 1991.



Post-Soviet Union World: What You Need to Know About the 15 States: <https://www.theguardian.com/world/2014/jun/09/sp-profiles-post-soviet-states>

A brief overview of the states that have risen from the ashes of the Soviet Union.

The Rise of the Soviet Union: <https://www.youtube.com/watch?v=kpgvGSTqWvI>

This short video looks at the rise of the Soviet Union and highlights key events. (4:31)

The Fall of the Soviet Union: <http://www.history.com/topics/history-of-the-soviet-union>

This short video looks at the events that led to the collapse of the Soviet Union. (3:22)



The Union of Soviet Socialist Republics (U.S.S.R.), also known as the Soviet Union, was a socialist state in Eurasia that existed from 1922 to 1991. The former Eurasian empires stretched from the Baltic and Black Seas to the Pacific ocean and consisted of 15 Soviet Socialist Republics. Within its borders there were more than 100 distinct nationalities living together. The U.S.S.R. was seven times the size of India and two and one-half times that of the United States.

The U.S.S.R was the successor to the Russian Empire of the tsars. Following the 1917 Revolution, four socialist republics were established on the territory of the former empire: the Russian and Transcaucasian Soviet Federated Socialist Republics and the Ukrainian and Belorussian Soviet Socialist Republics. On Dec. 30, 1922, these constituent republics established the U.S.S.R.

By December 1991 the Union of Soviet Socialist Republics had virtually ceased to exist, and the future of its territories and people was uncertain. Three republics—Estonia, Latvia, and Lithuania—had achieved complete independence and were internationally recognized as sovereign states, and several others were demanding independence. Attempts were made, led by Mikhail Gorbachev, the president of the Soviet Union, to establish a new “Union of Sovereign States” with some degree of integration in foreign policy, defense, and economic affairs, but agreement among the remaining 12 republics was not achieved.

Excerpted from Britannica: <https://www.britannica.com/place/Soviet-Union>

Geography of the Cold War

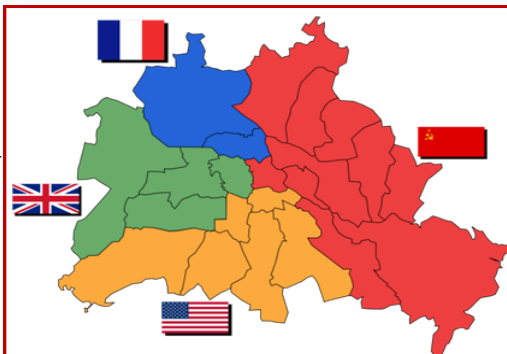
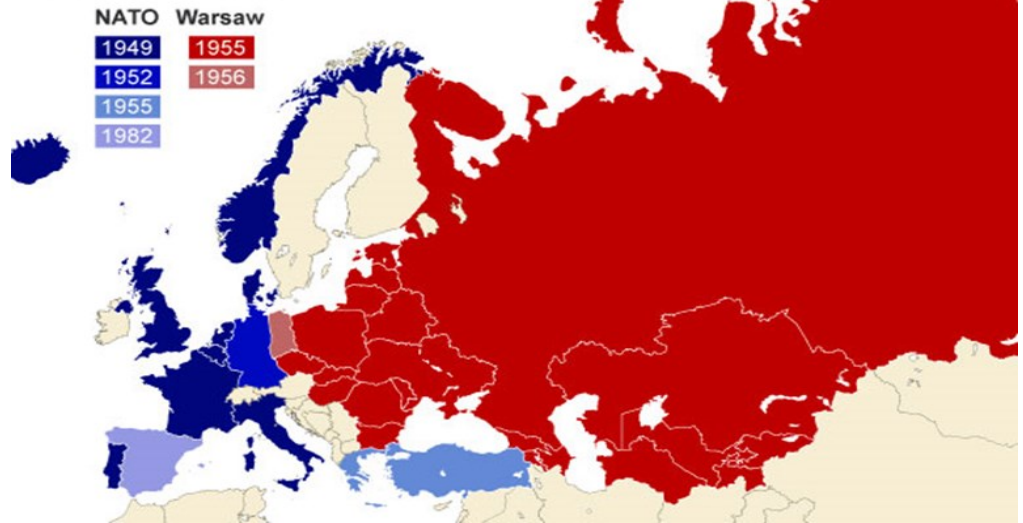
NATO vs Warsaw Pact:



<http://www.history.com/topics/cold-war/formation-of-nato-and-warsaw-pact>

Gives a brief background and history of why NATO and the Warsaw Pact were created along with what nations were a part of which alliance.

Warsaw Pact



Berlin, the most populous city and the capital of Nazi Germany, was divided into four zones by the UK, France, US, and the USSR.

The Divide of Germany:

<https://www.britannica.com/place/Germany/The-era-of-partition>

This is an in-depth look at the reasoning behind dividing Germany and Berlin, and the effects it had on the German people and East-West relations.

<http://www.the-map-as-history.com/maps/14-cold-war-western-eastern-bloc.php>

These maps provide some context as to how the Eastern and Western worlds were pushing up against each other. The border between Europe and the Eastern Bloc was only one example of this; others included in these maps are Korea, Cuba, and Vietnam.



<http://study.com/academy/lesson/sphere-of-influence-definition-significance.html>

General overview of what a sphere of influence is. This does not specifically speak about the Cold War, but will provide an explanation as to why the Cold War was so global.



A full list of lesson plans revolving around the Cold War. This includes lesson plans on very general Cold War history and ideas, along with more specific events and ideas.

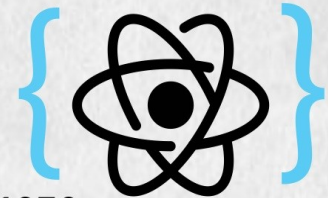
https://www.trumanlibrary.org/whistlestop/study_collections/coldwar/index.php?action=lessons

Timeline of the COLD WAR



1945- 1947

WWII ends and the U.S./U.S.S.R alliance dissolves. President Truman expresses the need to contain Communism and the Red Scare begins. Numerous figures in Hollywood and the federal government are investigated, tried, and persecuted, while others are "black-listed" due to accusations of supporting communism.



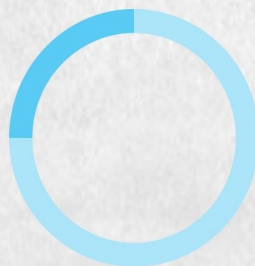
1949- 1950
Bombs Away

The Soviet Union tests their own atomic bomb and the Arms Race begins. Truman responds by announcing intentions to build a superbomb and joins in the Korean War in efforts to stop communism spreading. Korean War ends in a stalemate cease-fire in 1953.



1953- 1956
Upheaval

U.S. backs a coup and overthrows the Iranian government. President Eisenhower sends aid to South Vietnam and the Soviets end an anti-communism revolution in Hungary.



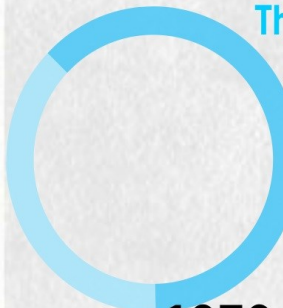
1957- 1961

Russia launches Sputnik into the earth's orbit. America fears the Soviet Union's technological capabilities. Communist Fidel Castro overthrows American-backed dictator in Cuba. After 2 years of unsuccessful attempts to thwart Castro, the CIA initiates the Bay of Pigs invasion which fails. In Europe, East Berlin builds the Berlin Wall.



1962- 1964
The Cuban Missile Crisis

American Navy blockades Cuba after the Soviet Union places missiles in Cuba. Kennedy pulls away from Cuba in exchange for the Soviet's removal of Cuban missiles. Meanwhile, China successfully tests its first A- bomb while America begins air raid attacks on North Vietnam.



1965- 1972

President Johnson sends troops to Vietnam and to the Dominican Republic to prevent "another Cuba." Soviet Red Army invades Czechoslovakia, to stop the "Prague Spring", a move toward liberation & away from communism. In '72, President Nixon and Soviet leader Leonid Brezhnev sign the Strategic Arms Limitation Treaty which makes it illegal to manufacture nuclear weapons.



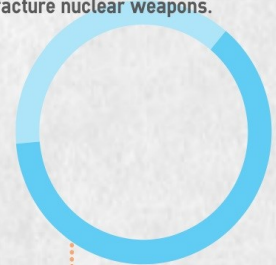
1973- 1979
Guerilla Warfare

America's combat in Vietnam ends but it secretly backs a coup that overthrows the Chilean president. The Soviet Red Army invades Afghanistan. Guerilla warfare with guns supplied by U.S. are used against the Soviet army, but it takes 10 years for them to leave without victory.



1980- 1981

The Solidarity Union forms when Polish workers lead labor strikes. In '81, President Reagan resumes the mission to contain communism with the Reagan Doctrine, with focus on Central America.



1983- 1985
Invasion of Grenada

The U.S. invades Grenada, overthrowing the government and replacing it with a U.S.-friendly one. Mikhail Gorbachev becomes premier of the Soviet Union and his policies are the catalyst for the Soviet Union's collapse.



1989- 1991

Protesters gather in Tiananmen Square who wish for the Chinese Communist Party to reform. The Party kills many young students. In Poland, the Solidarity Union forms a non-communist government and Hungary replaces its communist leadership. In Germany, the Berlin Wall is torn down. Additionally, Communists attempt a coup against Gorbachev, which fails, and the Soviet Union collapses. The Cold War ends and Boris Yeltsin is elected President of Russia.



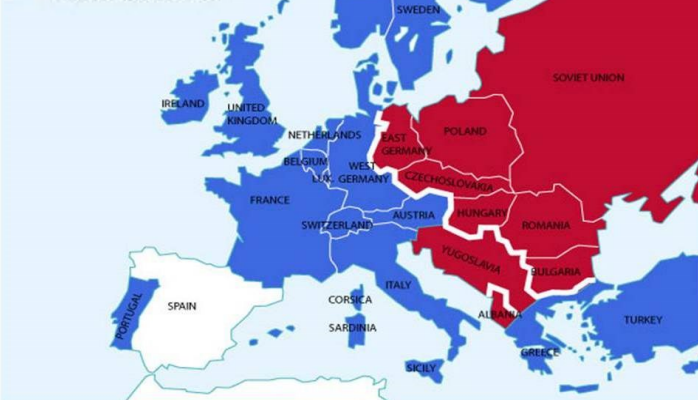
Source: <http://vfwsouthernconference.org/2015/10/07/the-cold-war-timeline-infographic/>

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vfwsouthernconference.org

Design by Jemully Media
jemully.com

COLD WAR

 EASTERN BLOC
 WESTERN BLOC
 IRON CURTAIN



The Iron Curtain and Propaganda



Winston Churchill's "Iron Curtain" Speech:

<https://www.youtube.com/watch?v=IMt7zCaVOWU>

Historic footage of Winston Churchill giving the "Iron Curtain" speech where he warns people about the USSR and the Eastern Bloc.



Fall of the Iron Curtain: [https://](https://www.youtube.com/watch?v=GzPoKhIVAlc)

www.youtube.com/watch?v=GzPoKhIVAlc

Discusses the events that contributed to the German reunification and the revolution that ultimately resulted

<http://www.virtualmilitia.com/2016/02/06/bernice-talks-about-socialism/map-iron-curtain/>

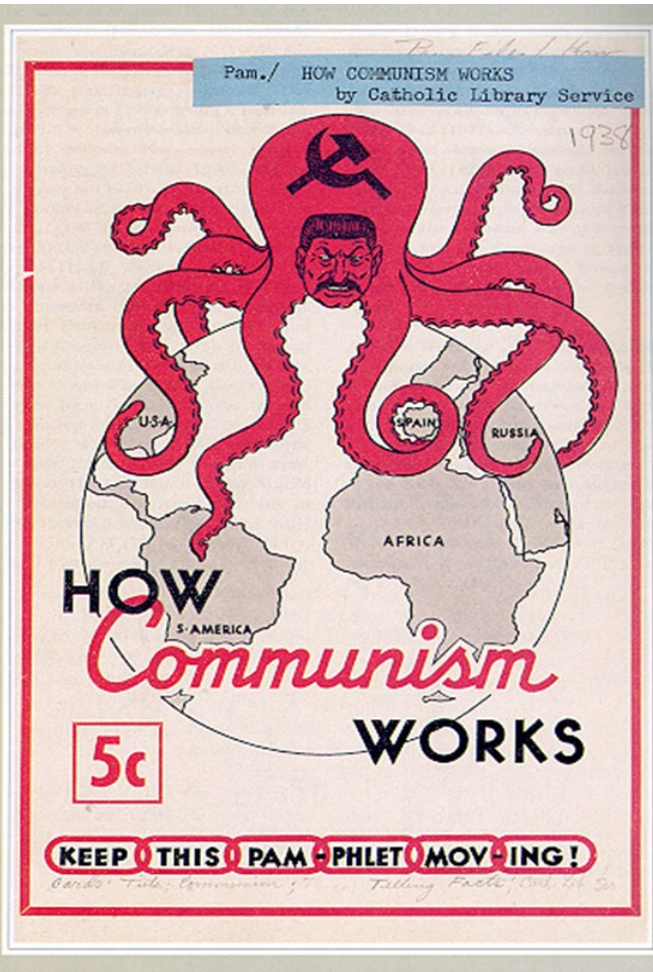
Lesson Plan Idea!

This site include 3 different lessons! Each plan is based around American or Soviet Union propaganda. There are also links for the recommended pictures. Click here for more information: [Propaganda Lesson Plan](#)



КАПИТАЛ

Да не будут тебе блага мира,
 Дай тебе дивное богатство,
 Раба, омытого правдой мой!
 Своей отчаянной наукой
 Окутай в мех шар земной,
 И — возмощенье КАПИТАЛА,
 И — повелевай мировом!
 Вышебей бокс в мою металл —
 Мой владыка и голос властный мой.
 И омылешь их оны,
 Мне все «отчество» — золото,
 Где оны — золотые плечи.
 Хочу — пишу сталь и дождик,
 Хочу — на бойню их говно,
 Мой имак — и области в руинах,
 И храм предам огню.
 Среди всех твердишь — мой твердишь
 Стоит дельнейшей главой.
 Храм биржевой — моя святость.
 Директ — мой бухгалтер,
 И в этом храм — мирд верховный!
 Первоначальник наш и вождь,
 Первая поднят мой духовный,
 И золотой обрядом дождь.
 Мои сопровождаю посетить,
 Их не отдам я без борьбы.
 Да будут вечно же безотчетны
 Мой услащенный рай!
 Да будут святы их ступени,



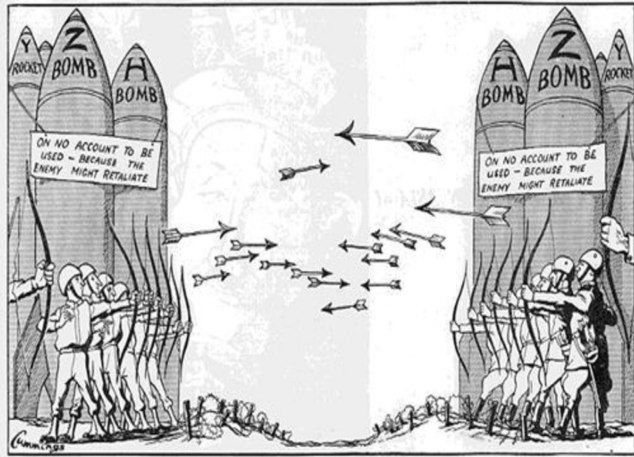
<http://www.pbs.org/newshour/rundown/these-soviet-propaganda-posters-meant-to-evoke-heroism-pride/>

<https://sheepdogusa.wordpress.com/2013/12/21/thoughts-on-symbols-of-oppression-in-america/communism-pamphlet/>

Arms Race: U.S. and U.S.S.R.



<http://www.infographicreview.org/>



<https://www.thinglink.com/scene/732985460246183937>

Cold War Arms Race: <http://www.history.com/topics/cold-war/cold-war-history/videos/cold-war-arms-race>

On March 21, 1960, U.S. Vice Admiral Hyman Rickover discusses the importance of keeping abreast of Soviet technological developments. (3:00)

NATO and the Warsaw Pact: <http://www.history.com/topics/cold-war/arms-race/videos>

Tensions between the United States and the Soviet Union resulted in the formation of key alliances that would endure throughout the Cold War. (4:00)

Hiroshima: Dropping the Bomb: <https://www.youtube.com/watch?v=NF4LQaWJRDg>

The arms race between the US and the USSR began with the first atomic bombs being dropped on Hiroshima and Nagasaki, Japan. This video by BBC includes first-hand accounts and looks at some of the horrors of the atomic warfare.



What's the arms race? A short history: <https://www.usatoday.com/story/news/politics/2016/12/23/whats-arms-race-short-history/95792412/#>

This article offers a brief history of when the arms race occurred, a brief timeline, and reviews terms such as MAD and hydrogen bomb, and more.



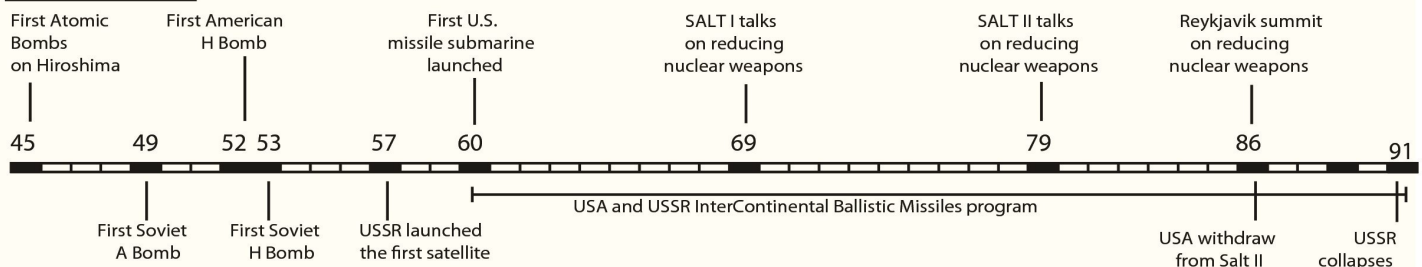
How Russia Won the Nuclear Arms Race Against the U.S.: <http://www.newsweek.com/russia-military-united-states-president-power-641350>

This is a republished story ran by Newsweek in 1977 that offers a perspective of then versus now on how the US responded during the arms race with the USSR.

THE NUCLEAR ARMS RACE

It was the main issue in the Cold War when both America and Russia challenging each other to increase their stockpiles of nuclear weapons.

TIMELINE



<https://visual.ly/community/infographic/entertainment/nuclear-arms-race>

Arms Race: U.S. and U.S.S.R.

Read All About It! Newspaper Headlines

"All the News That's Fit to Print"

The New York Times.

Copyright 1951 by The New York Times Company
NEW YORK, TUESDAY, AUGUST 7, 1949
THREE CENTS

LATE CITY EDITION
 (Partly cloudy, hot, humid today.
 (Cloudy and much cooler tomorrow.
 Temperature today—Max. 75, Min. 68.
 Tomorrow—Max. 70, Min. 65.

FIRST ATOMIC BOMB DROPPED ON JAPAN; MISSILE IS EQUAL TO 20,000 TONS OF TNT; TRUMAN WARNS FOE OF A 'RAIN OF RUIN'

HIRAM W. JOHNSON, REPUBLICAN DEAN IN THE SENATE, DIES
 Well-known House Speaker, U. S. Entry Into League—Opposed World Charter

Jet Plane Explosion Kills Major Bong, Top U. S. Ace
 Flier Who Downed 40 Japanese Craft, Sent Home to Be 'Safe,' Was Flying New 'Shooting Star' as a Test Pilot

KYUSHU CITY RAZED
 Kanney's Planes Blast Tarumizu in Record Blow From Okinawa

REPORT BY BRITAIN
 By God's Mercy We Beat Nazis to Bomb, Churchill Says

Steel Tower 'Vaporized' In Trial of Mighty Bomb
 Scientists Awe-Struck as Blinding Flash Lighted New Mexico Desert and Great Cloud Bore 40,000 Feet Into Sky

NEW AGE USHERED
 Day of Atomic Energy Hailed by President, Revealing Weapon

HIROSHIMA IS TARGET
 'Impenetrable' Cloud of Dust Hides City After Single Bomb Strikes

ROCKET SITE IS SEEN
 Roosevelt Aid Cited

125 B-29's Hit Japan's
 Toyokawa Naval Arsenal in Demolition Strike

Raiders Wrecked Norse Laboratory in Race for Key to Victory
 By God's Mercy We Beat Nazis to Bomb, Churchill Says

<http://www.nytimes.com/learning/general/onthisday/big/0806.html>

They SHOULD Be Shot—the DOGS!
 Berlin, Germany.—(AP)—The mayor of a small upper-Bavarian town found something had to be done about peeing dogs. So he had signs put up, warning dog owners "Those who have dogs and run around without leashes, will be shot." A critical citizen said it should be made clear that the dogs would be shot, not the owners. The mayor had the sign changed to read: "Those who have dogs and run around without leashes, will be shot—the dogs."

THE DEMOCRAT

AND LEADER

94TH YEAR—No. 289.
DAVENPORT, IOWA, FRIDAY EVENING, SEPTEMBER 23, 1949.
26 PAGES PRICE 5 CENTS

Weather
 Fair and warmer Saturday.
 (See page 12 for details.)

RUSSIA HAS ATOMIC BOMB!

U. S. Learns of Recent Explosion, President Discloses Pentagon Shows Excitement, But Officials Mum

Bargaining In Steel Resumed
 Strike Clouds Over Industry Are Lightened.
 Pittsburgh.—(AP)—Big Steel and the CIO United Steelworkers went back to the bargaining table Friday in an effort to settle their insurance-war and wage out-the threat of a nationwide strike. Union Chairman Philip Murray and Vice President John A. Stephens of U. S. Steel corporation got together in Hotel Williams here to resume negotiations after a three-month strike. Both declared comment as they went into conference behind closed doors. Reconciliation was expected.

Russ Possession of Bomb Peace Threat, Congressmen Believe
 ALCOA Fights Bettendorf's Adoption Plan
 Prepares for Every Legal Step Needed to Prevent Annexation.
 For the first time Friday the Aluminum Company of America plant east of Bettendorf, Iowa, entered into the fight against the city of Bettendorf's plan to annex a large area east of the city.

U. S. Still Ahead of Russians
 No Reason Seen To Believe War May Be Nearer.
 Washington.—(AP)—The United States has lost its monopoly on atomic weapons but is still four years and many accomplishments ahead of Russia. Those are the standard facts in estimates by the best informed government officials of the impact from Russia's atomic explosion on the balance of power between Russia and the United States. State Department officials generally said the line that they did not believe the danger of

Details on Blast in USSR Not Revealed; Vishinsky Urges Pact
 No Change Made in Disposition of American Forces, Johnson Declares; Political Repercussions Expected.
 New York.—(AP)—Soviet Foreign Minister Andrei V. Vishinsky called on the Big Five powers Friday to conclude a peace pact. He made no mention of an atomic explosion in the Soviet Union in his general policy address to the United Nations assembly. Vishinsky preferred his peace proposal with his usual slanting aim at the United States and Britain. He also urged the United States and Britain are leading plans for an agreement.



JOHNSON QUESTIONED ON ATOM BLAST
 Secretary of Defense Louis Johnson, (right) holds his jaw as he is questioned by vehicle house members after leaving a cabinet meeting Friday at which President Truman

<https://www.preceden.com/timelines/170093-cold-war--arms-race---space-race>

COMPLETE NEWS
 THE SUN
 NEW YORK, N.Y., MONDAY, AUGUST 15, 1949

The Sun

SCHOOLS PICTURES

COMPLETE NEWS
 THE SUN
 NEW YORK, N.Y., MONDAY, AUGUST 15, 1949

TRUMAN SAYS RUSSIA SET OFF ATOM BLAST

New York World-Telegram

ATOMIC BLAST IN

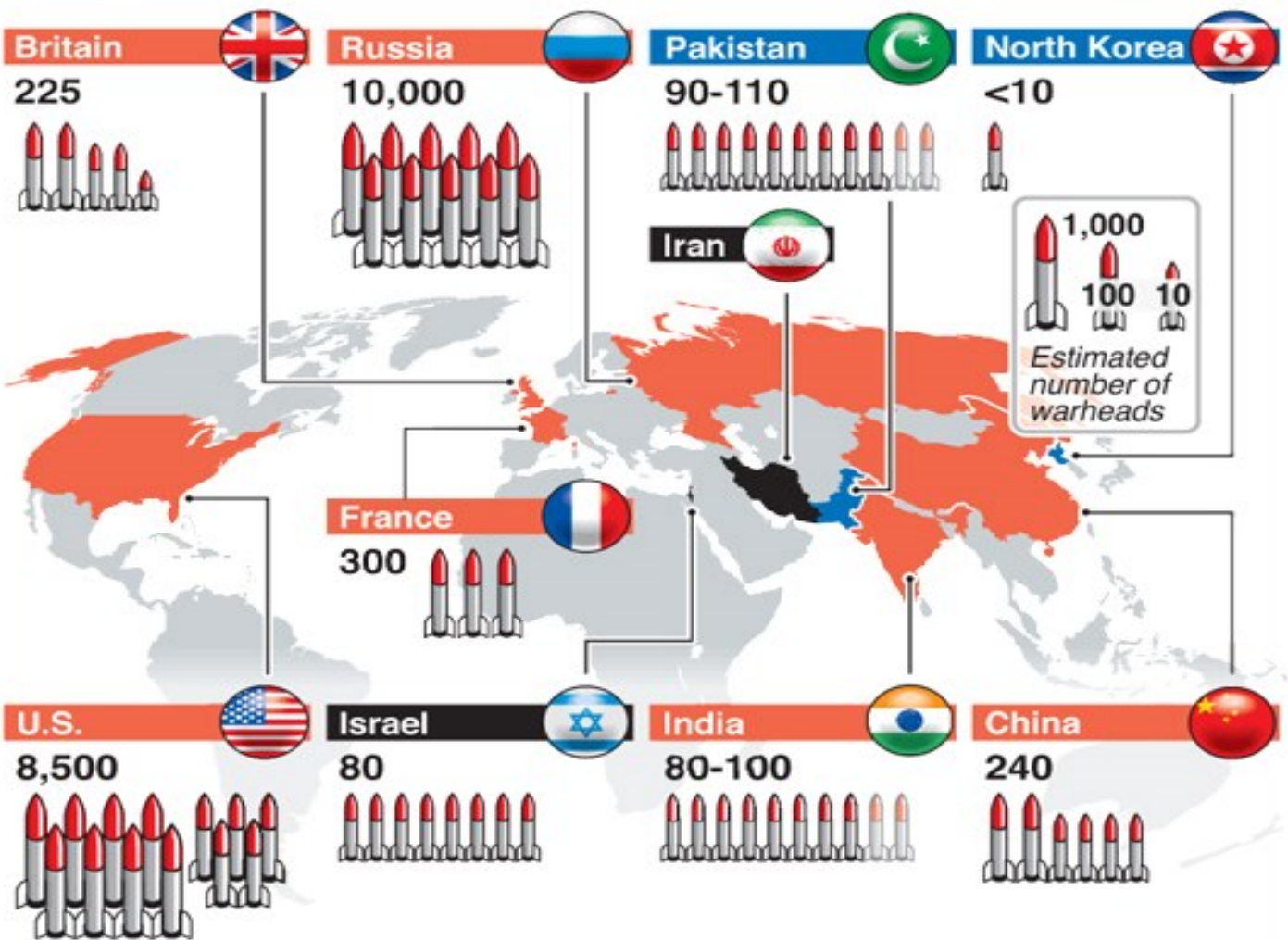
Lesson Plan Idea!

Discuss the effects of the arms race between the U.S. and the U.S.S.R. Have they been positive or negative? Explain.

<http://www.atomicheritage.org/history/hydrogen-bomb-1950>

WORLD NUCLEAR WEAPON STATES

Official nuclear powers Other "declared" nations "Undeclared" nations



World nuclear weapon status in 2012 (estimated)

Country	Operational (strategic)	Operational (non-strategic)	Reserved/undeployed	Military stockpile	Inventory total
Russia	2,430	—	3,000	5,500	10,000
U.S.	1,950	200	2,850	5,000	8,500
France	290	n.a.	Unknown	300	300
China	0	Unknown	180	240	240
Britain	160	n.a.	65	225	225
Israel	—	n.a.	80	80	80
Pakistan	—	n.a.	90-110	90-110	90-110
India	—	n.a.	80-100	80-100	80-100
N. Korea	—	n.a.	<10	<10	<10
TOTAL	4,830	200	6,400	11,500	19,500

Sources: Reuters, www.fas.org

REUTERS

Science and Technology

Race to the Moon

The Space Race grew out of the Cold War between the United States and the Soviet Union, the most powerful nations after World War II. For a half-century, the two superpowers competed for primacy in a global struggle pitting a democratic society against communism.

Space was a crucial arena for this rivalry. Before a watchful world, each side sought to demonstrate its superiority through impressive feats in rocketry and spaceflight. Secret satellites kept a wary eye on the adversary.

At the end of the Cold War, the United States and Russia agreed to build a space station and pursue other joint ventures in space. A contest that began in fear and enmity has become a partnership.

Excerpted from Smithsonian National Air and Space Museum: <https://airandspace.si.edu/exhibitions/space-race/online/>



Race to the Moon Overview: <http://www.historyshotsinfoart.com/space/backstory.cfm>

Highlights the key reasons why the US won the Space race.

Who won the space race? https://www.youtube.com/watch?time_continue=3&v=FxpC-8f--xo (4:46)

Sputnik Mania: https://www.ted.com/talks/david_hoffman_shares_his_sputnik_mania/transcript (3:40)



Lesson Plan Idea!

Explain to students that they will be learning about the history of space exploration and its impact on the Cold War between the United States and the Soviet Union. Explain that they will be reading the stories of three space missions - [Apollo 11](#), [Friendship 7](#), and [STS-7](#).

Check out Scholastic: <https://www.scholastic.com/teachers/lesson-plans/teaching-content/nasa-challenging-space-frontier-teachers-guide/>



The Kitchen Debates:

This debate was integral in showing the Soviet communities the luxury of American home appliances and the difference between a capitalist America and Communist USSR.



<https://www.youtube.com/watch?v=D7HqOrAakco> (7:21)

<https://www.youtube.com/watch?v=z6RLCw1OZFw> (8:43)

Two part video series of the debate itself.

http://www.livinghistoryfarm.org/farminginthe50s/money_02.html

Small article on the significance of the Kitchen debate and how the competitiveness between the two countries was so strong, it even emerged while participating in a peaceful cultural exchange.



Then Vice-President Nixon and Soviet Premier Khrushchev on July 24, 1959.

Gorbachev's Reforms

Glasnost and Perestroika:

A new era in Soviet politics began in 1985 when President Mikhail Gorbachev took charge of the Soviet government. Two ideas quickly surfaced in the USSR—*perestroika*, or “restructuring,” noted a period of governmental reform, and *glasnost*, or “openness,” provided for the idea that citizens should be able to freely express their opinions. These policies were envisioned initially as a move toward a hybrid Communist-Capitalist system.

Excerpted from Washington State History Museum, “Glasnost and Goodwill” exhibition.



TIME Magazine: march 25, 1985

"It would be naïve to think that the problems plaguing mankind today can be solved with means and method which were applied or seemed to work in the past."

- Mikhail Gorbachev



Perestroika: Reform that changed the world: <http://www.bbc.com/news/world-europe-31733045>



Jim Borgman, 1989. Reproduced with permission of King Features Syndicate.

Lesson Plan Idea!



<http://www.pbs.org/pov/myperestroika/lesson-plan/>

Lesson plan revolving around what life was like for Russians living under the Glasnost and Perestroika reforms of Gorbachev. Clips from the documentary 'My Perestroika' provide personal stories of Russian life in the eighties and nineties.



Clip 1: <http://www.pbs.org/pov/myperestroika/video/the-beginning-of-perestroika/>

A group of Russians describe how they felt during the beginning of Gorbachev's perestroika. Openness and reform were ushered into the USSR and would become pivotal to the country's history.



Clip 2: <http://www.pbs.org/pov/myperestroika/video/remembering-the-1991-coup-that-failed/>

Russians remember the mass demonstrations that occurred in 1991 in response to an attempted coup of a group of Soviet hardliners against Soviet President Mikhail Gorbachev's glasnost policy.

Local Washington Connections and Stories

How Washingtonians Established Goodwill Initiatives

In the 1980's when the United States and the Soviet Union were in an arms race where the notion of mutually assured destruction stood between the reality of war and peace, Washingtonians "saw an opportunity to bring peace with their nearby neighbors through business partnerships, sister-city relationships, and cultural exchanges."

Excerpted from Washington State Historical Society



T-shirt from the 1990 Goodwill Games in Seattle.

1990 Goodwill Games Opening Ceremony Seattle: <https://www.youtube.com/watch?v=-ukr8hZWH4E>

A brief clip of the opening ceremony at the 1990 Goodwill Games. (10:15)

The 1990 Goodwill Games featured over 2,500 athletes from more than 50 countries competing in 21 amateur events including basketball, swimming, diving, baseball, track and field, figure skating, gymnastics, boxing, ice hockey, rowing, volleyball, weightlifting, wrestling, yachting, and handball.

Excerpted from TCM Broadcasting



Glasnost & Goodwill: Citizen Diplomacy in the Northwest: <https://www.youtube.com/watch?v=qzgcZHtfZVs&feature=youtu.be>

At the height of the Cold War, citizens in Washington State took action toward peace. During a time when families built backyard bomb shelters, school children practiced emergency response for nuclear attack, and nations stock-piled missiles, fellow Northwesterners worked together to create people-to-people connections across borders and ideologies. They established the very first U.S.-Soviet sister city organization (Seattle/Tashkent), conceived and implemented the international Goodwill Games, worked together in the aerospace and the fishing industries, and climbed the highest mountain in the name of peace.

Presented by the Washington State Historical Society, Glasnost & Goodwill: Citizen Diplomacy in the Northwest dives deep into how citizen diplomacy in our region contributed to the thawing of the Cold War. This short film shares some of those stories.

Excerpted from Washington State Historical Society

Lesson Plan Idea!

Display a map of Washington and ask students to think of a few places created or shaped by the Cold War. You could point out that buildings with bomb shelters and the Space Needle were created during the Cold War, too. These places are physical legacies of the Cold War. Ask students if any of their relatives were affected by the Cold War. Did (or do) any of their relatives work for Boeing or at Hanford? These questions can help students begin thinking about how the Cold War affected Washington and its residents.

For more ideas or suggestions visit [Center for the Study of the Pacific Northwest](https://www.pacificnorthwestcenter.org/)



Local Washington Connections and Stories

Canwell Committee: The Interim Committee on Un-American Activities, commonly known as the [Canwell Committee](#), (1947-1949) was a special investigative committee of the Washington State Legislature. In 1948, the Canwell Committee investigated the influence of the Communist Party in Washington state. Named after its chairman, Albert F. Canwell, the committee focused on the communist influence in the Washington Commonwealth Federation and its relationship to the Democratic Party in Washington, as well alleged Communist Party membership of certain faculty members at the University of Washington in Seattle.



Albert Canwell: Communism in

Washington State: [http://](http://depts.washington.edu/labhist/cpproject/canwell_interview.shtml)

depts.washington.edu/labhist/cpproject/canwell_interview.shtml (1:30)

This website includes 18 segments, each no longer than 2:30, of the interview with Albert F. Canwell discussing his anti-communism campaign.

Lesson Plan Idea!



Act it Out! Role play the Canwell hearings. Break students into groups—investigators, former communists bitter about their experiences in the Party, current communists scared of losing their jobs, people falsely accused of being communists, professional anti-communist witnesses, and anti-Canwell demonstrators in the audience. Have each group discuss its strategy. The investigators should prepare their interrogation, the groups of witnesses should compose statements they wish to make during their testimony, and the demonstrators should make signs. You can play the role of Canwell—bang a gavel, call and dismiss witnesses, and keep unruly demonstrators in line.

For more classroom materials visit [The Cold War and Red Scare in Washington State](#)

Target Seattle

As the Cold War continued, the people of Seattle became increasingly aware that their city was a potential target for a nuclear attack. In the early 1980s, a small group of concerned citizens held meetings at activist and philanthropist Kay Bullitt's home, planning a conference that was the first of its kind: *Target Seattle: Preventing Nuclear War*. Target Seattle held dozens of community meetings and invited experts from throughout the world to participate. Many of Seattle's top leaders were involved in this conference which was capped off by an event in the King Dome on October 2nd, attended by over 10,000 people. This event elicited pointed questions: What do the Russians want? What are Russian people like? To answer these questions, a second event, *Target Seattle: Soviet Realities*, was held in 1983. It focused on learning more about the people in the Soviet Union. Discussion circles were held in Seattleites' homes, inviting them to get to know other activists and make plans for change.

<http://mynorthwest.com/774191/target-seattle-and-the-citys-long-history-of-anti-nuclear-activism/>



Article discussing the Target Seattle group which was serving as a leader to Washingtonians and Americans in general.



<http://ellis.fyi/writings/non-fiction/seattle-civil-defense-manual/>

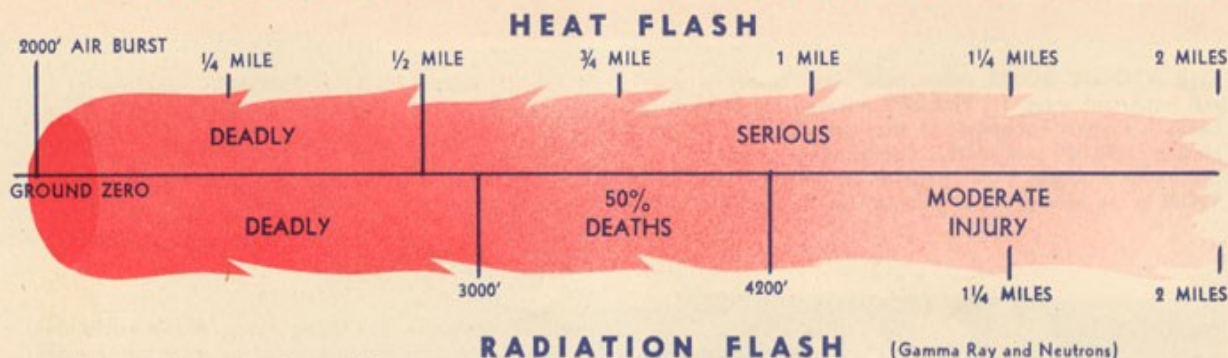
The 1951 Seattle Civil Defense Manual explains to Seattleites how to prepare for atomic attacks and what to do when an atomic attack hits Seattle. Images show a map of Seattle and the effects an atomic bomb would have within a particular radius of the drop zone.

Did You Know?

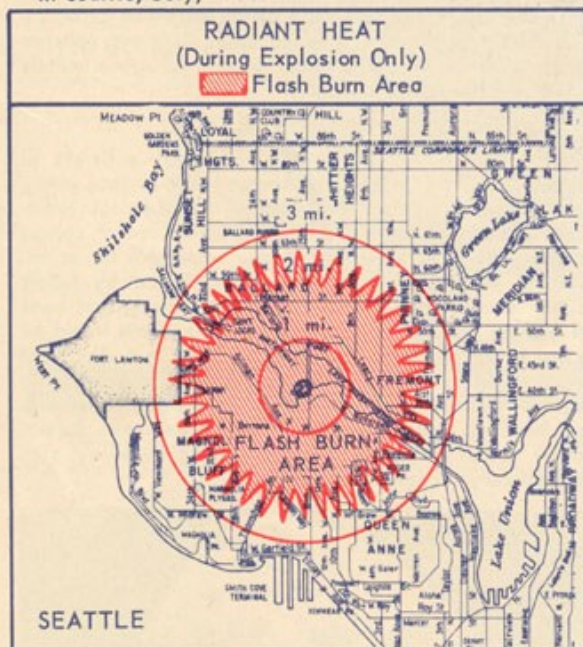
In 1984, Washington has passed laws which prohibit its citizens from building bunkers or taking other measures to mitigate the effects of nuclear attack on the area. This was done to show the USSR Washington's trust in them was genuine. "The comprehensive, all-hazard emergency plan authorized under this subsection may not include preparation for emergency evacuation or relocation of residents in anticipation of nuclear attack." - Section 3

<http://app.leg.wa.gov/rcw/default.aspx?cite=38.52.030>

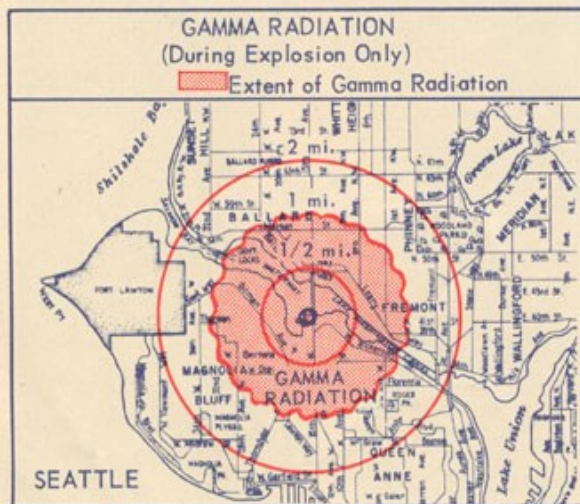
DAMAGE EFFECTS OF AN



Hypothetical atom bombing problem as worked out in Seattle, July, 1950.



Hypothetical atom bombing problem as worked out in Seattle, July, 1950.



THERMAL EFFECTS

At the time of the explosion a terrific heat flash is generated. It goes out in straight lines from the explosion and lasts but a fraction of a second, but during that time it can burn unprotected skin at distances of 2 1/2 miles and has been felt up to 5 miles. It has scorched telegraph poles at 2 miles. FIRE, set directly by the flash of radiant heat, or started by the ignition of gas from disrupted mains, or short circuits, can destroy huge areas. In Nagasaki, it was estimated that almost **immediately** after the detonation, fires were started in dwellings within a radius of 3,000 feet from ground zero. Debris-choked streets usually hamper or make fire fighting difficult. **If survivors will personally fight the small fires in their immediate area, huge conflagrations may never develop.**

RADIATION EFFECTS

GAMMA RAYS, pulses of electro-magnetic radiation, traveling with the velocity of visible light, are very penetrating. They are usually lethal to anyone in the open up to 3,000 or 4,000 feet from the bomb burst. They do most of their killing in the first second, or not at all. The second gamma ray hazard comes from the radioactive fission products left from the blast, or deposited from the cloud. Fission products from an air burst bomb must be regarded as something of a nuisance but a negligible factor in causing death. In the case of an underwater burst, however, residual radioactivity is much more extreme and may remain a hazard for a considerable time.

ATOM BOMB EXPLOSION

BLAST DAMAGE



BLAST DAMAGE CHART (Air Burst) (AEC)

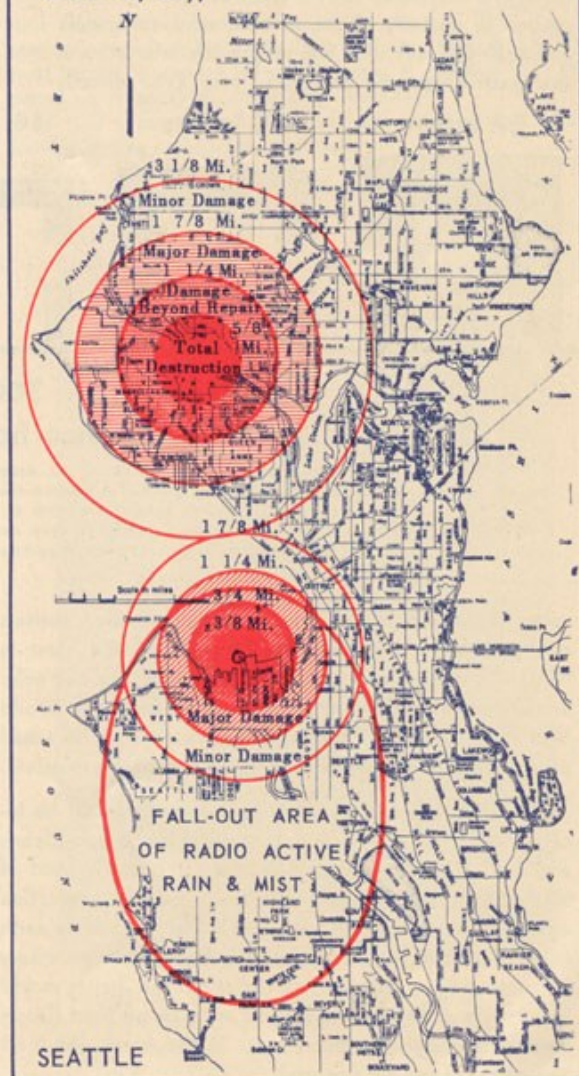
Feet	Damage . (Statistics relate to Japanese explosions.)
0	Ground Zero — or directly beneath the air burst.
1,500	Mass distortion of heavy steel frame buildings.
2,000	Limit of severe structural damage to earthquake resistant reinforced concrete buildings.
2,500	To this point virtually complete destruction of all buildings, other than reinforced concrete.
3,500	18-inch brick walls completely destroyed.
4,000	Roof tiles melted by heat.
4,500	Light concrete buildings collapsed.
5,000	12-inch brick walls severely cracked.
5,500	Electrical installations and trolley cars destroyed.
6,000	Severe damage to entire area. Severe structural damage to steel frame buildings.
6,600	Structural damage to multistory brick buildings.
8,000	Severe damage to homes, heavy damage to window frames and doors, foliage scorched.
8,300	Moderate damage to area.
9,000	Heavy plaster damage.
10,000	Blast damage to majority of homes. Severe fire damage. Flash ignition of combustible materials.
10,300	Partial damage to structures in area.
11,000	Flash charring of telegraph poles.
12,000	Light damage to window frames and doors, moderate plaster damage.
8 MILES	— Limit of light damage.

While giant skyscrapers with reinforced concrete structures and long periods of vibration should withstand the shock very well the masonry would be stripped off, girders twisted and people literally blown out of the top floors

BLAST DAMAGE AREA

	Total Destruction		Major Damage
	Damage Beyond Repair		Minor Damage

Hypothetical atom bombing problem as worked out in Seattle, July, 1950.

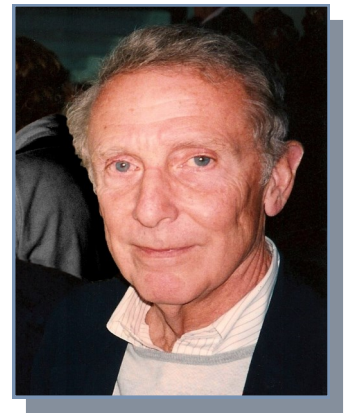


Key Washingtonians



Ralph Munro did a great deal to build relationships between Washington State and the USSR/Russia, particularly Russia's Far East, while serving as Secretary of State from 1980 to 2000. His energy, open-mindedness, and far-sightedness helped to open many doors between Washingtonians and Soviets/Russians, including the opening of a US Consulate in Vladivostok, and he made several rigorous and productive trips to Russia to pursue these goals. He was given an award from President Yeltsin in 1998 that testified to the importance of his role (he also assisted in putting together the Glasnost and Goodwill exhibit). Ralph served for many years on the board of FRAEC, the Seattle-based Foundation for Russian-American Economic Cooperation.

Jim Talbot initiated and became the US owner and president of US-USSR Marine Resources Company (later Marine Resources Company International, or MRCI), a unique and highly successful joint business venture with the Soviet Ministry of Fisheries. He was also the founder and president of Bellingham Cold Storage, the largest frozen cold storage on the West Coast in its time. After forming MRCI he used his Russian contacts to initiate several relationships and activities involving Washington State and the USSR/Russia, such as: chess matches by telex between Lakeside School (Jim's alma mater) and a school in Moscow; several sister-city relationships such as those between Bellingham and Nakhodka (still active today), Everett and Sovetskaya Gavan, and Wenatchee and Tynda; an annual 10km race in Nakhodka involving local Russians and US visitors; and a baseball exchange between high school players from the Olympia area and from Sakhalin Island. Jim also served for many years on the board of FRAEC, the Seattle-based Foundation for Russian-American Economic Cooperation.



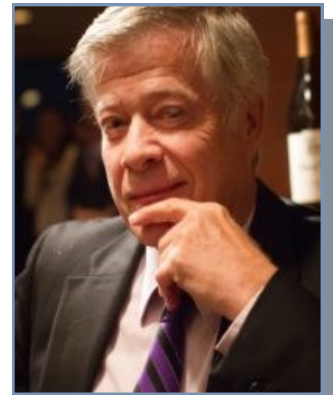
Helen Riaboff Whiteley born to Russian parents in Harbin, China, she immigrated to Seattle in 1924 and later California during the depression. At a time when few women worked in the field of microbiology, she earned her doctorate and established a distinguished career in teaching and research at the University of Washington. After completing her Ph.D at the University of Washington, she spent two years as a postdoctoral fellow with the U.S. Atomic Energy Commission in California. Helen served a term as president of the American Society for Microbiology and 10 years as chairwoman of the society's publications board. She also chaired the U.S. side of the U.S.- Soviet Joint Working Group on Microbiology, a group that was formed under the U.S.- U.S.S.R. Agreement on Science and Technology.

Key Washingtonians



Herbert J. Ellison was an esteemed professor at the University of Washington for 34 years and is considered among the world's leading figures in the field of Soviet and post-Soviet studies. Herbert also held a variety of important administrative positions, such as serving as Director of the Jackson School of International Studies, Director of the Kennan Institute for Advanced Russian Studies at the Woodrow Wilson International Center for Scholars, and Director of Eurasian Research for the National Bureau of Asian Research (NBR) in Seattle. He was also a key player in the creation of the Russian language program in the Soviet Union organized by the Council for International Educational Exchange (CIEE). He also produced a stream of enlightening publications on diverse aspects of Soviet history and post-Soviet international relations, including important works on such topics as Soviet foreign policy toward Western Europe, Sino-Soviet relations, the nature of Gorbachev's perestroika and the role of post-Soviet Russia in the changing international arena of Northeast Asia.

Bob Walsh was an entrepreneur and humanitarian who brought 13 major national sporting events to Seattle, including the 1990 Seattle Goodwill Games. Bob has also coordinated events and formed nonprofits that have brought medical care, nutritional support education and community investments worth nearly \$1 billion to over 7 million people in three dozen countries. He also directed humanitarian efforts in the Soviet Union and later Republic of Georgia, both of which led to honorary awards. Bob was known for believing in the power of everyday people to exercise citizens' diplomacy and to establish meaningful human connections across nations and borders. Since his passing, OneWorldNow! plans to launch the Bob Walsh Scholarship Fund to support underserved youth to study abroad and engage with peers around the world.



Wes Uhlman served as the mayor of Seattle from 1969 until 1977. A Washington native, he attended Aberdeen High School, Seattle Pacific College (now Seattle Pacific University), and the University of Washington. In 1958, as a 23-year-old law student, he won election as the youngest member of the Washington State House of Representatives. He served four terms before running for, and winning, a seat in the Washington State Senate. He was elected mayor of Seattle, Washington in 1969 and reelected in 1973. At 34, he was Seattle's youngest mayor. Among his accomplishments are the preservation of the historic Pioneer Square district, the expansion of services for senior citizens, and being the first mayor to adopt a sister city in the then Soviet Union in 1973. Wes established a sister-city relationship with the Central Asian city of Tashkent during the Cold War and this friendship has endured through the Soviet invasion of Afghanistan in 1978 and flowered during glasnost.

Sports Diplomacy



What is Sports Diplomacy?

Sports Diplomacy is an integral part of efforts to build ever-strengthening relations between the United States and other nations. Sports Diplomacy uses the universal passion for sports as a way to transcend linguistic and sociocultural differences and bring people together.

Excerpted from Bureau of Educational and Cultural Affairs



Full timeline of sports in the Cold War. Timeline is accompanied by numerous sound clips of various professionals and/or specialists discussing how the event was perceived from their perspective and what it meant for the USA's and USSR's political relationship.

<http://digitalarchive.wilsoncenter.org/theme/sport-in-the-cold-war>



The direct link to the YouTube playlist which includes all of the audio tracks presented on the Cold War Sports Timeline. Provided by the Wilson Center.

<https://www.youtube.com/playlist?list=PL3m4BwojVr7D3hCwzFHBm3l8PJoU3IyaR>

Miracle on Ice: http://www.iowastatedaily.com/sports/hockey/article_f6c93e7a-b9fa-11e4-8f31-57432fdf3d1d.html

Article explaining how the 1980 hockey game between the USA national team and the USSR national team represented more than a simple hockey game.

1980 Olympic Boycott: <http://digitalarchive.wilsoncenter.org/document/123796>

Transcription of Vice President Mondale's speech to the United States Olympic Committee calling for the boycott of the 1980 Moscow Olympics. Demonstrates the amount of change that occurred between 1980 and 1990 when the Goodwill games were held in Seattle.



<http://www.nydailynews.com/news/national/carter-calls-u-s-boycott-olympics-moscow-1980-article-1.2503536>

Lesson Plan Idea!



A document produced by the US Department of State concerning Sports in a globalized world. While many lesson plans are present on this document, the lesson plan beginning on page 48 is most fitting to the diplomacy aspect of international sports. <https://history.state.gov/education/modules/sports-intro>

Citizen Diplomacy

WHAT IS CITIZEN DIPLOMACY?

Citizen Diplomacy is the concept that the individual has the right to help shape U.S. foreign relations "one handshake at a time." Citizen diplomats can be students, teachers, athletes, artists, business people, humanitarians, adventurers or tourists. They are motivated by a desire to engage with the rest of the world in a meaningful, mutually beneficial dialogue.

How to be Citizen Diplomat

- ◆ Learn a language
- ◆ Stay informed by reading international news
- ◆ Join a organization that promotes your international cause
- ◆ Host people from other countries in your home or school



The Pros and Cons of Citizen Diplomacy: <http://www.nytimes.com/2010/10/05/opinion/05iht-ednye.html>

This short article explains the ways in which public diplomacy has change from a one-way form of communication to a two-way peer-to-peer.



TEDxCincinnati: Cultivating Citizen Diplomats: Bob Herring at TEDxCincinnati: https://www.youtube.com/results?search_query=citizen+diplomacy

Bob Herring talks about what Global Education is essential in cultivating citizen diplomats. (10:23)

Did you Know?

That Seattle has 21 sister cities!

Be'er Sheva, Israel	Kobe, Japan
Bergen, Norway	Limbe, Cameroon
Cebu, Philippines	Mazatlán, Mexico
Chongqing, China	Mombasa, Kenya
Christchurch, New Zealand	Nantes, France
Daejeon, Korea	Pécs, Hungary
Galway, Ireland	Perugia, Italy
Gdynia, Poland	Reykjavik, Iceland
Haiphong, Vietnam	Sihanoukville, Cambodia
Kaohsiung, Taiwan	Surabaya, Indonesia
Tashkent, Uzbekistan	



Seattle-Tashkent Sister City Association: <http://seattle-tashkent.org/history-2/>

Website dedicated to the Seattle-Tashkent sisterhood. It includes the history of the relationship between the two cities, and highlights the importance of the connection during the Cold War.

"In spite of the Cold War, Seattle and Tashkent developed close ties, gradually eroding the enemy image of the Soviet Union and forging lasting friendships that continue to grow and flourish today. Now, with uncertain relations between the US and much of the Islamic world, our long-lived ties are increasingly important as the basis for people-to-people diplomacy."

Excerpted from Seattle-Tashkent.org



Lesson Plan Idea!



45 minute lesson with the goal being to expose students to the important benefits of cultural diplomacy during International Education Week, as a way to foster mutual understanding, empathy and respect for different cultures. Check out AFS: (<http://www.afsusa.org/educators/teachers-toolbox/lesson-plans/fostering-cultural-diplomacy-in-the-classroom/>)

Citizen Diplomacy



How Model UN Builds Global Citizens: <https://www.pyxeraglobal.org/cultivating-citizen-diplomacy-among-dc-area-youth/>

This article discusses cultivating citizen diplomacy among Washington, DC youth through activities like the Model UN.



Citizen Diplomacy In Action: One Example From Oklahoma: <https://uscpublicdiplomacy.org/blog/citizen-diplomacy-action-one-example-oklahoma>

Showcases a non-profit based in Tulsa, Oklahoma called Tulsa Global Alliance. Discusses their efforts in collaborating with the State Department with Sister Cities International and National Council for International Visitors Programs.



How Sister Cities are Strengthening Citizen Diplomacy: <https://culturalvistas.org/blog/features/sister-cities-strengthening-citizen-diplomacy/>

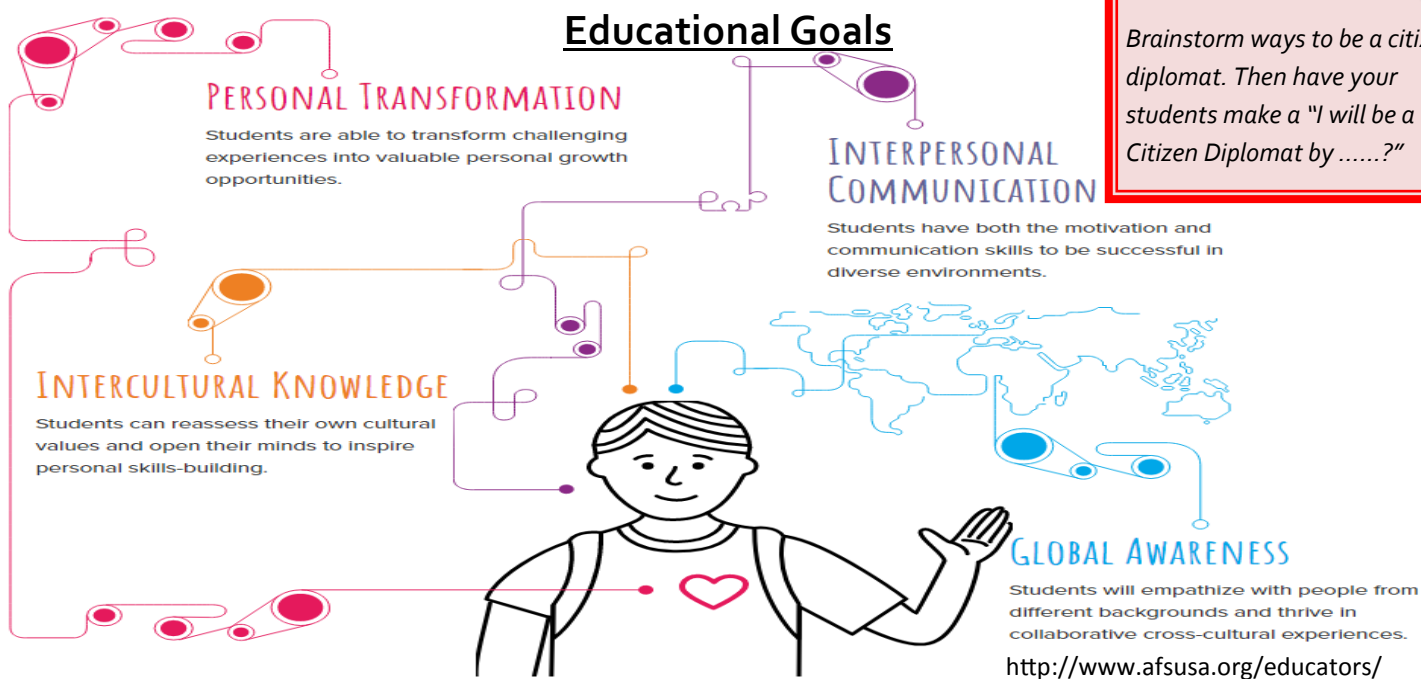
Highlights one girl sister city journey between San Francisco and Zurich. Further it highlights the importance of building and sustain sister city relations.

Lesson Plan Idea!

Brainstorm ways to be a citizen diplomat. Then have your students make a "I will be a Citizen Diplomat by"



Educational Goals



Lesson Plan Ideas!

This lesson was developed by Ryan Hauck, Global Classroom Director, as part of a cross-cultural exchange project sponsored and implemented by American Friends of Russian Folklore. In the summer of 2015, Ryan and three other teachers visited Russia to learn more about Russian history, culture, and government, with a specific focus on folklore traditions. In addition to visiting various sites, Ryan and his colleagues shared American folklore traditions with students and teachers in several schools and learned more about Russian folklore. Ryan shared Native American folklore stories from the Pacific Northwest with an emphasis on Tulalip, where he grew up and currently resides. This exchange opportunity demonstrates the importance of citizen diplomacy and the necessity of bringing people together to build cross-cultural exchange.

<http://www.russianfolklorefriends.org/foramericanclassrooms.html>



Citizen Diplomacy in Action: Student and Teacher Exchange Opportunities



International Research and Exchanges Board: <https://www.irex.org/project/teachers-global-classrooms-program-tgc>

"Teachers for Global Classroom Program (TGC) is a year-long, fully funded professional development opportunity for US elementary, middle, and high school teachers to become leaders in global education."



Goethe Institut USA: <https://www.goethe.de/ins/us/en/spr/eng/top.html>

"Transatlantic Outreach Program (TOP) is a public/private partnership that promotes education about Germany, fosters intercultural dialogue, and provides the opportunity for North American social studies educators, STEC educators, and decision makers to experience Germany."

U.S. Department of Education: <https://www2.ed.gov/programs/iegpsgpa/index.html>



Fulbright-Hays/Group Projects Abroad Program: <https://www2.ed.gov/programs/iegpsgpa/index.html>

"This program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor. Projects may include short-term seminars, curriculum development, group research or study, or advanced intensive language programs."



Keizai Koho Fellowships: <http://www.kkc.or.jp/english/fellowship/>

"The 'KKC Study Tour to Japan 2017' for U.S. and Canadian social studies teachers, aims to deepen the participants' understanding of Japan and contribute to international mutual understanding across the Pacific. Their experiences and findings in Japan have significant value to their students, who will build future ties with Japan."



The NEA Foundation-Global Learning Fellowship:
<https://www.neafoundation.org/for-educators/global-learning-fellowship/>

"The NEA Foundation Global Learning Fellowship increases access to global training and experiences by providing global education professional development opportunities for K-12 public school educators."



U.S. Youth Ambassadors Program with South America: <http://wlyap.tumblr.com/apply>

This program offers two separate 3-week leadership exchanges for U.S. teenagers ages 15-17 and adult mentors to Brazil or Argentina and Chile. Sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, the program aims to develop a group of young adults who engage in civic responsibility, are active in the community, and have an awareness of global issues.



Council on International Educational Exchange (CIEE):
<https://www.ciee.org/about/what-we-do>

CIEE offers three programs: study abroad, work exchange, and professional development programs. They "give students, teachers, and young professionals from across the world skills that make them active and responsible global citizens"

