

History resources for public school by Teresa Kewachuk, Senior Social Studies teacher at Pugwash District High School

Teacher Talk: *If you teach Global History 12 in Nova Scotia, or any history course that covers the Cold War and peace initiatives, you will find valuable resources at this website. The resources includes: audio recordings, articles, interview scripts, photos, books, links to documentaries and video recordings.*

Global History 12 Units and Outcomes that connect with these history resources:

Unit 1 The Global Historian

SCO 1.1 Formulate and support a hypothesis as to how the world arrived at its current state at the beginning of the 21st century, using the discipline of history

SCO 1.2 Illustrate an understanding of the concept of interdependence

SCO 1.3 Apply skills and methods appropriate to the discipline of history

SCO 1.4 Examine all issues from multiple perspectives and with regard to the experiences of youth

SCO 1.5 Design and conduct a research project, independently or collaboratively, using methods appropriate to history

Unit 2 The Dynamics of Geo-Political Power

SCO 2.1 demonstrate an understanding of factors that contributed to the start of the “Cold War” between the “East” and “West”

SCO 2.2 Explain how tensions between ‘East’ and ‘West’ influenced events following post World War Two events

SCO 2.3 Evaluate the extent to which at least two ‘Cold War’ events exhibit characteristics of the ‘East-West’ conflict

SCO 2.4 Formulate and support a hypothesis regarding the geo-political future of the world

Suggested lesson plans:

When teaching about tensions between East and West during the Cold War in Unit 2, I introduce Canada by suggesting that Canada started the Cold War. In the textbook, “Viewpoints”, on page 29, there are reasons why fear and tension occurred between the Soviet Union and western countries, Britain and United States. The final reason was ‘in February 1949 when several Russian agents were arrested in Canada and charged with nuclear espionage’. Students should remember the spy, Igor Gouzenko, from earlier Social Studies courses. To deepen their knowledge about this incident, I give students primary documents from Begbie History contest (appendix 1) and have them analyze political cartoons, police interviews, excerpts from diaries, statistics and newspaper articles. This fits SCOs 1.1 and 1.3. In small groups, students discuss their interpretation of each document. As an assessment piece, students write a mini-thesis that supports or negates the question: Did Igor Gouzenko and Canada start the Cold War? Before they finish their thesis papers, I play the video of a CBC interview with Igor in 1966 so they can gain a sense of his personality. The link is: <http://www.cbc.ca/archives/entry/igor-gouzenko-russian-spy-buster-on-seven-days>

After teaching about the Cold War, pages 26-42 in textbook, “Viewpoints”, I introduce the role that Pugwash played by showing the documentary ‘The Strangest Dream’, which is free to view on our

National Film Board website at: https://www.nfb.ca/film/strangest_dream/ There is a French version with subtitles. If teachers were going to use just one resource suggested here, this is the best one. The documentary tells the story of Joseph Rotblat, the history of nuclear weapons and the birth of the International Pugwash conferences.

At this point in time, student engagement is high and I move to Unit One where students are to conduct research project using the skills of historians. There were many people involved in that first Pugwash conference in 1957; Joseph Rotblat, Bertrand Russell, Cyrus Eaton, Anne Eaton, to name a few. On this website there are resources about the key figures and those who played a supporting role, e.g. staff. For example, while Anne Eaton hosted the conference she wrote a letter describing all the participants. Later, she read the letter and this recording is at: <http://www.thinkerslodgehistories.com/anne-eaton-on-1957-conference.html> Cyrus Eaton, born in Pugwash and responsible for bringing scientists from both sides of the Iron Curtain has many books and newspaper articles describing him as an industrialist and a philanthropist. There is a fascinating audio recording of Mike Wallace interviewing Cyrus about the conference. http://www.hrc.utexas.edu/multimedia/video/2008/wallace/eaton_cyrus_t.html

There is more than enough material for a class of history students to engage in research on individual topics and to learn about the important role that Pugwash played during the Cold War. International Pugwash on Science and World Affairs continues as a global organization seeking nuclear disarmament and peace. Teachers are encouraged to explore the resources and to inspire their students that there are institutions that work for peace. Teachers can arrange to bring their students to tour Thinkers Lodge National Historic site during the months of September, May and June.

Contact: <http://thinkerslodge.org/>

Cold War documents from Begbie History Contest

Background Information After Hitler invaded the USSR in June 1941, Joseph Stalin became an ally of the countries opposed to Germany and Italy. Once the war ended irreconcilable political and economic differences between the United States and the USSR emerged. The two super powers were soon engaged in a contest conducted by diplomatic, economic and psychological methods rather than military means. This period became known as the Cold War. On September 5, 1945, Igor Gouzenko, a Russian cipher clerk working at the Russian embassy in Ottawa, defected to Canada. He brought with him documents providing clear evidence of a large Soviet spy network inside Canada with links to the United States and Britain. Prime Minister Mackenzie King, fearful of upsetting hopes for postwar cooperation, did not immediately make the Gouzenko defection public. He privately informed the president of the United States and the prime minister of Britain of the spying. In early February of 1946 an American journalist made the news of the spying public. King reacted by setting up a special Royal Commission to investigate the matter.

Instructions: Based on your analysis of documents 1 to 10, write an essay on the topic “What role did Igor Gouzenko play in the Cold War?” Take note of the dates of each document.

Document 1



ANVIL CHORUS

The Gazette, November 3, 1943 [Montreal]. The men shown from left to right are Joseph Stalin, Franklin Roosevelt and Winston Churchill.

Document 2

“...saw Robertson [acting under-secretary of state for External Affairs]. His voice betrayed a tremendous concern... that everything was much worse than we would have believed... [The documents] disclose an espionage system on a large scale... Not only had [U.S. Secretary of State] Stettinius been surrounded by spies, etc... but that things came right into our country... The same was true at Earncliffe [the British High Commission]... In the Research Laboratories in Montreal where most of the work was done [on atomic research] there is an English scientist who is pro-Russian and acting as a Russian agent.”

William Lyon Mackenzie King, diary entry for September 7, 1945.

Document 3

“During my residence in Canada I have seen how the Canadian people and their Government, sincerely wishing to help the Soviet people, sent supplies to the Soviet Union, collected money for the welfare of the Russian people, sacrificing the lives of their sons in the delivery of these supplies across the ocean—and instead of gratitude for the help rendered, the Soviet Government is developing espionage activity in Canada, preparing to deliver a stab in the back of Canada...”

Igor Gouzenko, statement made to the Royal Canadian Mounted Police, Oct. 10, 1945.

Document 4

“The Canadian-Russian espionage episode [first made public on February 4] is having sharp repercussions in Washington... it is a dramatic event of the kind which makes people who were preoccupied with other things sit up and take notice. The immediate effect is to make members of Congress ask a series of questions... How much does our government know about foreign espionage within the United States?... What should be done about American citizens who are not engaged in espionage but whose real allegiance is to Communism?... The Canadian incident... strengthens the position of those who have been urging the Administration to oppose more firmly Russian expansion.”

Ernest K. Lindley, “Effect of the Spy Episode,” Newsweek, New York, March 4, 1946.

Document 5

“From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the continent. Behind that line... the populations... are subject in one form or another... to Soviet influence.... The Communist parties, which were very small in all these eastern states of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case... there is no true democracy....”

Winston Churchill, speech, Fulton, Missouri, March 5, 1946. [A copy of the first interim report of the royal commission was given to Churchill before he made his speech; Churchill was the Conservative leader of the opposition in Britain at the time.]

Document 6

WILLIAMS: The Comintern was supposed to have been abolished before 1945?

GOUZENKO: Supposed to be abolished in 1943, but it is not so...

KELLOCK: What did you say was the policy?

GOUZENKO: It is the principle to establish communism in all the world. That is the idea of the leaders of the Communist party in Russia... That principle is never forgotten and never abolished. Even during wartime they were stressing it to the people of Russia ... Russia is preparing for war, even now... For example, they were trying to establish a fifth column in Canada.... which would be a real danger to Canada and which would be a real help for Russia in case of invasion or something like that... The Russian people are being brought up in the single-minded idea that the system existing in Russia is the only system having a future; the systems of the democratic countries... are doomed to defeat and will be destroyed by force and replaced by communism....

Testimony of Igor Gouzenko before the Royal Commission, May 3, 1946.



New Masses, New York, March 19, 1946.

Document 7

Document 8

Do you think Russia can be trusted to cooperate with us after the war? (March 25, 1946)

	Yes	No	Undecided
Sept. 1945	54%	30%	16%
March, 1946	35%	52%	13%

**In general, do you approve or disapprove of the policy Russia is following in world affairs?
(April 1, 1946)**

Approve	7%
Disapprove	71%
No opinion	22%

Have you heard or read of the Russian spy reports in Canada? (May 15, 1946)

Have heard	93%
Have not heard	7%

Public Opinion Quarterly, Chicago, Summer 1946.

Document 9

The
**COMMUNIST THREAT
TO CANADA**



Booklet published by The Canadian Chamber of Commerce, Montreal, 1947.

Document 10

“A smashing exposé and dramatic autobiography, THE IRON CURTAIN is the story of a Soviet cipher expert who discovered the free world and blasted wide open Stalin's atomic spy ring in the nation he was sent to destroy... his daring exposure laid bare the Soviet spy ring to the eyes of a shocked world when he fled to the Canadian authorities with incontrovertible proof against the Canadian betrayers. In THE IRON CURTAIN Gouzenko reveals the scope and insidiousness of the hostile network of spies and subversives radiating from this Soviet embassy... In THE IRON CURTAIN Gouzenko pictures in detail the hunger, the poverty, the corroding fear that govern the daily lives of millions of Russians... The findings [of the Royal Commission investigating Gouzenko's revelations] sparked an international investigation which has left the free world highly conscious of the peril created for it by the Red Empire of Moscow.”

Book cover, Igor Gouzenko, *The Iron Curtain*. E. P. Dutton, New York, 1948. [The Iron Curtain was a best-selling book and was later made into a movie.]