

Mano Koa Enterprises AP US History Curriculum

Lesson: 8.4-A: Cold War Commander Part I

Stage 0: Before the Lesson:

- Peruse the Express Notes Key to bridge any content gaps.
- Calibrate the Reading Check slide on the PowerPoint to match the appropriate chapter(s) in your assigned text.
- **Make sure you have around 10 six sided dice (aka D-6s)**
 - This is roughly one per team.
- Print out:
 - Cold War Commander Strategy Sheet for all students.

Stage 1: Warmup

The following instructions should be on display. They're the first slide from the PowerPoint file MKE 8.4 A-C Warmups.

"Make sure you have a strategy guide from your teacher. It will help you play the game and also help you with your express notes.

Get into a group of four people (no more than five) and pick an appropriate team name for yourself up on the board.

Then quietly review your notes on Cold War foreign policy. They will help you on today's game."

Stage 2: Cold War Commander Round 1

The following is a list of instructional strategies and rationales for outcomes calculated in the game.

Please note: Even though the slides may have a given amount of time, you reserve the right to shorten it to keep the class going. Your goal is to be done with the Bay of Pigs Invasion mission to remain on track.

Cold War Commander: Mission Profile: Korea (Mission 1)

Mission 1: Korea

(If time is a factor, feel free to allow students to use cell phones to take pictures of slides for them to copy on their strategy sheets later. All stages of the briefing go into the section marked "Briefing")

Slide 7-9: Read the slides.

Slide 10: Argument: Containment Read the slide:

- **ESOL Trick:** Consider asking a student what word they see in the word containment to reinforce the fact that containment means keeping communism from spreading.

Slide 11: Argument: Isolation Read the slide:

- **Possible enrichment of content:** Remind the class that the Soviets got the bomb in 1949 courtesy of atomic espionage.

Management Tip: Slide 12 is a framing mechanism to tell the students to pick their solution. If you need students to copy down the argument outline you can verbally tell the students the following. **“Talk amongst your team for two minutes and discuss the following issue: intervene in the Korean conflict or adopt an isolationist policy.”**

Slide 13: Discuss solutions with the class. Pick one team from the blackboard and have them explain their interventionist solution. Then pick one team and have them explain their isolationist solution. If no one in the classroom picked a solution, pick a team at random and have them explain why they didn't pick that solution.

Slide 14: Outcome: Isolationism Listed on 1 slide.

- **Justification for outcome:** Allowing the communists to expand means a Democratic Country is lost and communism gains ground.

Slide 15: Outcome: Intervention: (Contains 4 slides)

- **Justification for outcome for slide 15:** North Korea is backed by both China and the Soviet Union, both of which have considerable resources and manpower. Achieving victory in this scenario is extremely improbable.
- **Justification for Doomsday on Slide 16:** Since North Korea is supported by the Soviets, nuclear exchange is possible. Using nuclear weapons against North Korea heightens the rules of engagement resulting in a nuclear counterattack. Rolling Double 5s illustrates the unlikely success of diplomatically walking back heightened rules of engagement.
- **Justification for Outcome on Slides 17-18:** This truce is what actually happened. If a team decides not to negotiate a truce, the outcome on Slide 18 is a Vietnam War scenario where a stalemate happens and public support quickly sours.

What Really Happened? (Slides 19-21): Read the outcomes.

- Emphasize the justification for Slide 15 to show how the war was difficult to win. Also emphasize on Slide 21 that technically the Korean War only ended in 2018. For several decades, the war ended in a stalemate.

Cold War Commander Mission Profile: Guatemala (Mission 2)

Mission 2: Guatemala

(If time is a factor, feel free to allow students to use cell phones to take pictures of slides for them to copy on their strategy sheets later. All stages of the briefing go into the section marked “Briefing”)

Slides 23-26: Read the slides.

- **Possible enrichment of content:** Remind the class a similar instance is happening in Iran with the Iranian government deciding to expropriate their oil fields. This mission will be included in an Eisenhower expansion pack coming soon from Mano Koa Enterprises.

Argument: Intervene in Operation PBSUCCESS (Slides 27-28)

- Remind students that in a communist country, the government owns everything. Therefore if the government is buying out its utilities, this is a step towards communism.
- **Possible enrichment of content:** Why is the Operation called “PBSUCCESS?” Because covert operations have a long-standing history of intentionally misleading titles. For example, between 1945-1959, the CIA executed Operation Paperclip where Nazi scientists were brought to the United States. In that scenario, Operation “get the Nazis” is too on the nose. In the same way, Operation PBSUCCESS is so named because “Operation Defeat the Commies” is also too on the nose.

Argument: Non-Intervention: (Slide 29)

- **Possible Enrichment of Content:** Remind the students that there is a conflict of interest. The arguments made by the Secretary of State and CIA Director are biased.

Management Tip: Slide 30 is a framing mechanism to tell the students to pick their solution. For purposes of time, you can read the following: *“Talk amongst your team for two minutes and discuss the following issue: execute Operation PBSUCCESS to remove Jacobo Arbenz or let Arbenz’s policies run their course?”*

Slide 31: Discuss solutions with the class. Pick one team from the blackboard and have them explain the one they indicated. If no one in the classroom picked a solution, pick a team at random and have them explain why they didn’t pick that solution.

Outcome: Executing Operation PBSUCCESS (Outcome on 2 slides)

- **Justification for Outcome:** This is what actually happened. Arbenz was deposed. Armas was installed. A civil war happens and Che Guevara becomes radically anti-American. In the short run, the U.S. gains ground but when Cuba becomes communist thanks to Che’s collaboration with the Castro Brothers, the Soviets gain a bigger advantage.

Outcome: Non-Intervention: (Outcome on 1 slide)

- **Justification for Outcome:** Since this is theoretical, outcomes were calculated on the following general historical consensus:
 - The CIA overreacted with Guatemala and the blowback (the Guatemalan Civil War and the radicalization of Che) was not worth it. Leaving Arbenz alone would have significantly diminished this blowback.
 - Therefore, there is a 66% probability that non-intervention would help the U.S. because...
 - There is no Guatemalan Civil War.
 - Che Guevara never becomes radicalized and never meets the Castro Brothers. Therefore the teams that pick this solution create a reality in which Cuba never becomes Communist. In this event, the students earn a major amount of points.
 - **Immunity Scenario:** If the students create a timeline in which Cuba is not communist, they still need to take down notes for the next two missions but they still need to copy notes.

What Really Happened? (Slides 35-36): Read the Outcomes

Cold War Commander Mission Profile: Bay of Pigs Invasion (Mission 3)

Mission 3: Bay Of Pigs Invasion:

(If time is a factor, feel free to allow students to use cell phones to take pictures of slides for them to copy on their strategy sheets later. All stages of the briefing go into the section marked "Briefing")

Slides 37-40: Read the slides

Argument: Arm The Rebels with Advanced Hardware (Slide 41)

- **Possible Enrichment of Content:** Explain to the students that the Brigada 2506 is training at Base Trax in Guatemala.

Argument: Let Exiles Invade As Is (Slides 42-43)

- **Explanation of Plausible Deniability:** Yes, the Rebels are working for us, but the Soviets can't know that. If we give them weapons that are clearly made in the U.S., they will know we helped attack one of their allies. Therefore, in their mind, it's no different than if the U.S. attacked the Soviets. That could result in a war, World War I style.
- **Explanation of Slide 43:** This is an oral history taken from Erneido Oliva which is archived in the book *The Castro Obsession*. This excerpt serves as justification in the outcome for aborting the mission for violent blowback.

Argument: Abort the Mission (Slide 44)

- **Possible Enrichment of Content:** Really emphasize that Kennedy did not come up with the plan and instead he was saddled with Eisenhower's plan.

Management Tip: Slide 45 is a framing mechanism to tell the students to pick their solution. For purposes of time, you can read the following: *Talk amongst your team for two minutes and discuss the following solutions: arm the exiles with better technology and invade Castro's Cuba will full U.S. military support, let the exiles invade without U.S. support or cancel the entire mission?*

Slide 46: Discuss the solutions. Pick one team from the blackboard and have them explain the one they indicated. If no one in the classroom picked a solution, pick a team at random and have them explain why they didn't pick that solution.

Outcome: Brigade 2506 invades Cuba WITH U.S. Support (Slide 47)

- **Justification for Outcome:** Since this is theoretical, outcomes were calculated on the following general historical consensus:
 - Giving Brigade 2506 advanced weapons would allow them to successfully depose Castro.
 - **However,** giving the Brigade advanced U.S. hardware makes their exposure explicitly known. Therefore the Soviets would know the U.S. was directly involved.
 - **Justification for Doomsday:** In this scenario, it is likely that Soviets would retaliate in a full-scale war resulting in doomsday. There is, however, 17% chance that the U.S. could diplomatically diffuse the situation.

Outcome: Brigade 2506 invades Cuba WITHOUT Support (Slide 48)

- **Justification for Outcome:** Since this is what actually happened, the outcome is statistically designed to favor the Soviets over the U.S. However, there is a 17% chance that the invasion could have been successful.

Outcome: Abort The Mission (Slide 49)

- **Justification for Outcome:** Since this is theoretical, outcomes are calculated using the following variables:
 - The Cuban Exiles are vehemently anti-Castro and would be willing to attack the U.S. if it meant they would have a chance to attack Castro afterwards.
- **Immunity Scenario:** If the students choose this solution, they create a timeline where the Bay of Pigs invasion never happened and therefore the Cuban Missile Crisis --which was created as a result of the botched invasion-- never happened. Therefore, students in this scenario are immune from the Cuban Missile Crisis.

What Really Happened? (Slides 50-54) Read off the slides.

- **Possible Enrichment of Content:** Operation Mongoose allowed for Cuban exiles to return to Cuba and create an uprising from inside the country. The idea was that the exiles would organize their own rival government and the U.S. would recognize it. The result of this posturing would allow the U.S. to attack the Castro regime with reduced consequences because the U.S. would be defending the “real/legitimate” Cuba.