

COLD WAR I

Yalta: Peace, Power and Betrayal

Lesson 4: Dangerous Negotiations

Let us never negotiate out of fear. But let us never fear to negotiate.

John F. Kennedy

LEARNING OBJECTIVES

Students will explain the goals of negotiation for each of the Allied leaders, discuss the benefits of knowing the goals of others in negotiation, and examine the many techniques of negotiation employed by the Allied leaders.

CIVICS STANDARDS

from MCREL standards at <http://www.mcrel.org/compendium/Standard.asp?SubjectID=14>

- Understands the impact of significant political and nonpolitical developments on the United States and other nations

LANGUAGE ARTS STANDARDS

from MCREL standards at <http://www.mcrel.org/compendium/Standard.asp?SubjectID=7>

- Uses listening and speaking strategies for different purposes
- Uses viewing skills and strategies to understand and interpret visual media

HISTORY STANDARDS

from MCREL standards at

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=3&StandardID=2>

- Analyzes the effects specific decisions had on history and studies how things might have been different in the absence of those decisions
- Understands how the past affects our lives and society in general

WORKING WITH OTHERS STANDARDS

from MCREL standards at <http://www.mcrel.org/compendium/Standard.asp?SubjectID=22>

- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills

TOOLS AND MATERIALS

- A copy of the educational version of the *Yalta Conference*, a television, and a VCR
- Computers with Internet access

TIME NEEDED

- Time will vary based upon students' and teacher's comfort level with Internet research.

TEACHING STRATEGIES

1. View in class with your students all three segments of, Lesson 4 of the educational version of the *Yalta Conference*. Stop the video for discussion after each segment.
2. Allow time for discussion and reflection upon specific, key parts of the Yalta Conference video concerning what each country will be negotiating for, such as the segments on Roosevelt's goal of creating a United Nations, Churchill's desire to keep the British Empire intact, and Stalin's goal of creating a buffer between the Soviet Union and its traditional enemies.
3. Accompany a viewing of these segments of the *Yalta Conference*, with exploration of what the Smithsonian magazine, January 2000, refers to as the "uneasy alliance" that history later blames for the ineffective assurance of the rights of certain European nations at <http://www.smithsonianmag.si.edu/smithsonian/issues00/jan00/yalta.html> Examine, too, the History Channel's perspective on the broken promises at Yalta on the Internet at <http://www.historychannel.com/cgi-bin/frameit.cgi?p=http%3A//www.historychannel.com/tdih/tdih.html> Try, too, an interactive, class participation in CNN's Cold War Challenge Crossword Puzzle at <http://www.cnn.com/SPECIALS/cold.war/games/crossword/> using the Internet to help find the correct fill-in answers and to discuss the facts and influences on decisions as the class works on the crossword puzzle.
4. Discuss the differences between integrative and distributed negotiations. Use the chart on the Internet offering a visual perspective of the traits of those two, negotiating processes. http://www.lapiana.org/resources/tips/negotiations/11_1998.html
5. Have students discuss the video and facts, focusing on the nature of the negotiation process and the specific, precarious, "high stakes" nature of the Yalta encounters, pressures, and compromises. Discuss with students what each of the three leaders wanted from the conference. Guide students to point out Roosevelt's desire for a United Nations, Churchill's desire to not extract large sums of money from Germany, Stalin's desire to create a buffer between Russia and Germany. Additionally, you may want to help students point out

- other concerns that the leaders had, such as the America and Britain's inclusion of France and Russia's desire to have defectors returned to them.
6. Provide the opportunity for students to discuss how successful each leader was at getting the desired outcome. Ask if there were any goals a leader wanted that were not met. Guide students to discuss the failure of the U.S. and Britain to prevent Stalin from controlling large portions of Eastern Europe. Further, guide students to explain that the U.S. and Britain had little choice in this matter, as Stalin's armies were moving into that territory regardless.
 7. Explain that students will be playing a game in order to model the negotiation process. They will be trying to make pairs of cards while hiding from the other players the cards they need.
 8. Divide the class into groups of four or five students. Provide each group with a deck of cards. Explain that they will be playing a version of "Go Fish."
 9. Explain that students will be trying to get pairs of cards. At the end of three rounds (after all players get a turn), the game is over and each player writes, without showing the other players, the cards he believes each other player needs. Scoring will be as follows:
 - 2 points for each pair made
 - 1 point for each number guessed correctly
 - 4 points for each incorrect guess an opponent makes concerning your cards
 10. Total the points and play two more times.
 11. The player with the highest point total wins.
 12. Discuss with students strategies they employed during the game, such as asking for the wrong number, or asking for a card after another person did so.
 13. Have students speculate how these strategies could be useful in diplomatic negotiations. Have them explain ways in which one of the three leaders from the Yalta Conference video may have employed such a strategy. You may ask more advanced students to discuss game theory, and whether or not there were any times during the game where you could earn more points by cooperating with other players instead of competing with those players.
 14. Discuss other strategies that the leaders from the Yalta Conference employed.
 15. Discuss if there are ways to employ any of these strategies into students' lives and relations with others.

EXTENSIONS AND ADAPTATIONS

1. Certain students may want to explore the process of negotiations and high stakes decision making further. If so, reference them to the Mount Everest Case Study: High Stakes Decision Making offered at the Price Waterhouse Coopers site at <http://www.pwcglobal.com/Extweb/NewCoAtWork.nsf/docid/AD6AB2257B203CB485256C4B0055FF20>

**We don't receive wisdom;
we must discover it for ourselves
after a journey that no one can take for us or spare us.
*Marcel Proust***