## Planning Guide

### Key to Ability Levels
- **BL**: Below Level
- **OL**: On Level
- **AL**: Above Level
- **ELL**: English Language Learners

### Key to Teaching Resources
- Print Material
- Transparency
- CD-ROM or DVD

### Levels Resources

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Note: Please refer to the Unit 5 Resource Book for this chapter’s URB materials.

* Also available in Spanish
### Planning Guide

#### Levels

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is a Student Web Activity?
A Student Web Activity uses the Internet to enrich chapter content. It also helps students to enhance their online research skills.

How can a Student Web Activity help my students?
A Student Web Activity can teach students how to conduct research online and extends the content provided in the textbook. Features include:

- a research topic based on the chapter
- links to Web sites with more information on the topics
- short answer questions to assess comprehension
- a form to e-mail answers to you or to themselves

Visit glencoe.com and enter a QuickPass™ code to go to a Student Web Activity.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.
The following videotape programs are available from Glencoe as supplements to this *Modern Times* chapter:


To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

- A&E Television: [www.aetv.com](http://www.aetv.com)
- The History Channel: [www.historychannel.com](http://www.historychannel.com)

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**Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

**Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

**Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

[www.jamestowneducation.com](http://www.jamestowneducation.com)

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The following articles relate to this chapter:


**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- ZipZapMap! USA Windows (ZipZapMap! USA).

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

[www.nationalgeographic.com](http://www.nationalgeographic.com)
[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

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Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 8 reading level:**

- *Joseph McCarthy and the Cold War,* by Victoria Sherrow

**For students at a Grade 9 reading level:**

- *I Remember Korea: Veterans Tell Their Stories of the Korean War, 1950–53,* by Linda Granfield

**For students at a Grade 10 reading level:**

- *The Emperor’s General: A Novel,* by James Webb

**For students at a Grade 11 reading level:**

- *Wild Swans: Three Daughters of China,* by Jung Chang

**For students at a Grade 12 reading level:**

- *Spectacular Space Travelers,* by Jason Richie
Focus

MAKING CONNECTIONS
How Did the Atomic Bomb Change the World?
Ask students to imagine that a new, powerful weapon has been invented by an enemy nation. This new weapon is so powerful that no one, not even its inventor, knows the extent of the damage that the new weapon might cause. Have students explain what feelings they might have about the use of such a weapon and list them on the board. Explain that many Americans grew fearful of the power of the atomic bomb, especially after the Soviet Union developed a bomb of its own.

The Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1

The Origins of the Cold War

Essential Question: How did the Cold War emerge after World War II? (Relations between the Soviet Union and the other Allies soured as the Soviets set up Communist governments in Eastern Europe.) Tell students that in this section they will learn how the Cold War began and how it affected American foreign policy.

Section 2

The Early Cold War Years

Essential Question: How did President Truman attempt to deter Communism? (Truman authorized billions of dollars of American aid to devastated European nations as well as to the Allies’ former enemies, Germany and Japan.) Tell students that this section will focus on how American policies controlled the spread of Communism during the Cold War.
MAKING CONNECTIONS

How Did the Atomic Bomb Change the World?

The destructiveness of the atomic bomb raised the stakes in military conflicts. Growing tensions between the United States and the Soviet Union after World War II led to a constant threat of nuclear war.

- How did the atomic bomb change relations between nations?
- Do you think the invention of the atomic bomb made the world safer?

Chapter Audio

More About the Photo

Visual Literacy In the 1950s, nuclear tests were regularly carried out above ground. People did not fully understand the dangerous side effects of nuclear fallout. The United States alone has conducted more than 1,000 nuclear tests, some above ground and some below ground. The Test Ban Treaty of 1963 prohibits nuclear weapons tests "or any other nuclear explosion" in the atmosphere, in outer space, and under water. The treaty does not ban underground testing.

Section 3

The Cold War and American Society

Essential Question: How did the Cold War change the nation at home? (People grew fearful of the possibility of Communists infiltrating the U.S. government; others were afraid that the Soviet Union would attack the United States with nuclear weapons). Tell students that in Section 3 they will learn about how the Cold War affected all parts of American society. OL

Section 4

Eisenhower’s Cold War Policies

Essential Question: How did Eisenhower’s policies address Cold War issues? (Eisenhower believed the United States needed a strong economy as well as a strong military; he also used covert operations to prevent Soviet expansion.) Tell students that in Section 4 they will learn about how President Eisenhower confronted the Soviet Union during the Cold War. OL

Introducing Chapter 15

Visit glencoe.com and enter code TAVMT5154c15T for Chapter 15 resources, including a Chapter Overview, Study Central, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.
After the war ended, tensions continued to rise over the amount of freedom the Soviets were going to allow the nations they controlled. Leaders of Britain, the United States, and the Soviet Union held conferences but could not resolve this issue.

The Yalta Conference

**MAIN Idea** Roosevelt, Churchill, and Stalin met at Yalta to discuss Poland, Germany, and the rights of liberated Europe.

**HISTORY AND YOU** Do you remember Wilson’s idealistic Fourteen Points and how they were changed during negotiations after World War I? Read on to learn how negotiations during and after World War II led to results different from what Roosevelt and Truman wanted.

In February 1945, with the war in Europe almost over, Roosevelt, Churchill, and Stalin met at Yalta—a Soviet resort on the Black Sea—to plan the postwar world. Although the conference seemed to go well, several agreements reached at Yalta later played an important role in causing the Cold War.

Poland

The first issue discussed at Yalta was what to do about Poland. Shortly after the Germans invaded Poland, the Polish government fled to Britain. In 1944, however, Soviet troops drove back the Germans and entered Poland. As they liberated Poland from German control, the Soviets encouraged Polish Communists to set up a new government. This meant there were now two governments claiming the right to govern Poland: one Communist and one non-Communist.

President Roosevelt and Prime Minister Churchill both argued that the Poles should be free to choose their own government. “This is what we went to war against Germany for,” Churchill explained, “that Poland should be free and sovereign.”

Stalin quickly responded to Churchill’s comments. According to Stalin, because Poland was on the Soviet Union’s western border, the need for its government to be friendly was a matter of “life and death” from the Soviet point of view. Every time invaders had entered Russia from the west, they had come through Poland. Eventually, the three leaders compromised. Roosevelt and Churchill agreed to recognize the Polish government set up by the Soviets. Stalin agreed that the government would include members of the prewar Polish government and that free elections would be held as soon as possible.
The Declaration of Liberated Europe

At Yalta, the Allies issued the Declaration of Liberated Europe. The Soviet Union’s failure to uphold the Declaration contributed to the coming of the Cold War. The Declaration contained the following commitments:
- The peoples of Europe will be allowed to create democratic institutions of their own choice, but must destroy all remaining aspects of Nazism and fascism in their societies.
- The United States, Great Britain, and the Soviet Union will help the peoples of Europe to do the following:
  1. Establish peace in their country
  2. Provide aid to people in distress
  3. Form temporary governments that represent all democratic elements of the society and hold free elections to choose a government that responds to the will of the people
- The United States, Great Britain, and the Soviet Union will continue to support the principles expressed in the Atlantic Charter.

Dividing Germany

After discussing Poland and agreeing to a set of principles for liberating Europe, the conference focused on Germany. Roosevelt, Churchill, and Stalin agreed to divide Germany into four zones. Great Britain, the United States, the Soviet Union, and France would each control one zone. The same four countries would also divide the German capital city of Berlin into four zones, even though it was in the Soviet zone.

Critical Thinking
Predicting Consequences
Ask: What compromise did Roosevelt, Churchill, and Stalin reach about Poland? (Roosevelt and Churchill agreed to accept the Communist government Stalin had set up, and Stalin promised free elections for Poland as soon as possible.) Based on Stalin’s actions, do you think he would honor his word about a liberated Europe? (probably not; He saw the situation from a “Soviet point of view.”)

Answers:
1. to establish peace in their countries, to provide aid to people in distress, and to form temporary, free governments until a government elected by the people could be formed
2. in the Soviet zone

Activity: Economics Connection

Making Connections Explain to students that after World War II, millions of people were uprooted. After six years of fighting, they had fled their countries, hoping to find a place of refuge. Many large cities were completely devastated, or left in ruins. Have students use library or Internet resources to research the ways in which the United States and Great Britain provided aid to these people in distress. Organize students into three groups to conduct research on the Marshall Plan, the American Red Cross, and UNICEF. Have groups present their findings in a chart showing the main goals of each organization, how aid was given, and the effectiveness of each organization.
Although pleased with the decision to divide Germany, Stalin also demanded that Germany pay heavy reparations for the war damage it had caused. Roosevelt agreed, but he insisted reparations be based on Germany’s ability to pay. He also suggested, and Stalin agreed, that Germany pay reparations with trade goods and products instead of cash. The Allies would also be allowed to remove industrial machinery, railroad cars, and other equipment from Germany as reparations. This decision did not resolve the issue. Over the next few years, arguments about German reparations greatly increased tensions between the United States and the Soviet Union.

Tensions Begin to Rise

The Yalta decisions shaped the expectations of the United States. Two weeks after Yalta, the Soviets pressured the king of Romania into appointing a Communist government. The United States accused the Soviets of violating the Declaration of Liberated Europe. Soon afterward, the Soviets refused to allow more than three non-Communist Poles to serve in the 18-member Polish government. There was also no indication that they intended to hold free elections in Poland as promised. On April 1, President Roosevelt informed the Soviets that their actions in Poland were not acceptable.

Yalta marked a turning point in Soviet-American relations. President Roosevelt had hoped that an Allied victory and the creation of the United Nations would lead to a more peaceful world. Instead, as the war came to an end, the United States and the Soviet Union became increasingly hostile toward each other. This led to an era of confrontation and competition between the two nations that lasted from about 1946 to 1990. This era became known as the Cold War.

Soviet Security Concerns

The tensions between the United States and the Soviet Union led to the Cold War because the two sides had different goals. As the war ended, Soviet leaders became concerned about security. They wanted to keep Germany weak and make sure that the countries between Germany and the Soviet Union were under Soviet control.

Although security concerns influenced their thinking, Soviet leaders were also communists. They believed that communism was a superior economic system that would eventually replace capitalism, and that the Soviet Union should encourage communism in other nations. Soviet leaders also accepted Lenin’s theory that capitalist countries would eventually try to destroy communism. This made them suspicious of capitalist nations.

American Economic Issues

While Soviet leaders focused on securing their borders, American leaders focused on economic problems. Many American officials believed that the Depression had caused World War II. Without it, Hitler would never have come to power, and Japan would not have wanted to expand its empire.

Did the Soviet Union Cause the Cold War?

Many people have debated who was responsible for the Cold War. Most Americans, including diplomat George Kennan who had served in Russia, believed that it was Soviet ideology and insecurity that brought on the Cold War. On the other side, communist leaders, such as Stalin’s adviser Andrei Zhdanov, believed that capitalism and imperialism caused the Cold War.
American advisers also thought that the Depression became so severe because nations reduced trade. They believed that when nations stop trading, they are forced into war to get resources. By 1945, Roosevelt and his advisers were convinced that economic growth was the key to peace. They wanted to promote economic growth by increasing world trade.

Similar reasoning convinced American leaders to promote democracy and free enterprise. They believed that democratic governments with protections for people’s rights made countries more stable and peaceful. They also thought that the free enterprise system, with private property rights and limited government intervention in the economy, was the best route to prosperity.

Truman Takes Control

**MAIN Idea**

Although President Truman took a firm stand against Soviet aggression, Europe remained divided after the war.

**HISTORY AND YOU**

Have you ever had to say no to someone or insist they do something? Read to learn about President Truman’s actions at Potsdam.

Eleven days after confronting the Soviets on Poland, President Roosevelt died and Harry S. Truman became president. Truman was strongly anti-Communist. He also believed that World War II had begun because Britain had tried to appease Hitler. He did not intend to make the same mistake with Stalin. “We must stand up to the Russians,” he told Secretary of State Edward Stettinius the day after taking office.

**Critical Thinking**

**Hypothesizing**

Ask: How can economic growth prevent a country from going to war? (If a country is prosperous, has plenty of resources, and its people are gainfully employed, there is no reason for war.)

**Answer:** The Allies decided Poland’s government, Europeans’ right to choose their own governments, the division of Germany and Berlin into four zones, the addition of the Soviets in the war effort against Japan, and reparations from Germany.

**Primary Source**

*George F. Kennan*

**American Diplomat**

**Primary Source**

“[The] USSR still [believes] in antagonistic ‘capitalist encirclement’ with which in the long run there can be no permanent peaceful coexistence. . . . At bottom of [the] Kremlin’s neurotic view of world affairs is traditional and instinctive Russian sense of insecurity. . . . And they have learned to seek security only in patient but deadly struggle for total destruction of rival power, never in compacts and compromises with it. . . . In summary, we have here a political force committed fanatically to the belief that . . . it is desirable and necessary that the internal harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken, if Soviet power is to be secure.”

—Moscow Embassy Telegram #511, 1946

*Andrei Zhdanov*

**Advisor to Stalin**

**Primary Source**

“The more the war recedes into the past, the more distinct becomes . . . the division of the political forces operating on the international arena into two major camps. . . . The principal driving force of the imperialist camp is the U.S.A. . . . The cardinal purpose of the imperialist camp is to strengthen imperialism, to hatch a new imperialist war, to combat socialism and democracy, and to support reactionary and antidemocratic profascist regimes. . . . As embodiment of a new and superior social system, the Soviet Union reflects in its foreign policy the aspirations of progressive mankind, which desires lasting peace and has nothing to gain from a new war hatched by capitalism.”

—from For a Lasting Peace for a People’s Democracy, no. 1, November 1947

**DBQ: Document-Based Questions**

1. Paraphrasing What belief of the Soviets does Kennan say will prevent “permanent peaceful coexistence” with the United States?

2. Identifying Central Issues What does Zhdanov say are the goals of the “imperialist camp” led by the United States?

Role-Playing to Demonstrate McCarthyism in Action

**Step 1: Researching the Army-Mccarthy Hearings of 1954**

Essential question: How did Senator Joe McCarthy conduct the Army-McCarthy hearings that were televisised in 1954?

**Directions**

Explain to students that they will be re-enacting or improvising the Army-McCarthy hearings that were so influential, and which turned the tide against McCarthyism. For background, they can consult sources found online or in the library. Students can also research in books on McCarthy or McCarthyism to find direct quotations from the hearings or people who witnessed them.

**Putting It Together**

Students should share their research and then discuss the essential elements they want to convey about McCarthyism in the performance they will do for the class.

(Chapter Project continued on page 543)
Reading Strategy

Determining Importance

Truman was determined to demonstrate American resolve toward the Soviet Union. **Ask:** Why was President Truman’s meeting with Molotov an important turning point in U.S.–Soviet diplomacy? (Truman stood up to the Soviets. He demanded that Stalin hold free elections in Poland.)

Skill Practice

Interpreting a Map

Have students look at the map. **Ask:** With which Communist countries did Austria share a border? (Yugoslavia, Hungary, and Czechoslovakia)

Answers:

1. a political and economic barrier between the Soviet sphere and Western Europe; The image provides a strong division between the world and the Soviets. Churchill wanted to illustrate that the Soviets would be a formidable enemy.
2. the Soviet attempts to establish communism in other countries across Europe.

Additional Support

**Teacher Tip**

Collaborative Learning

This activity requires students within each group to participate on some level. Have each group select a leader to help divide the work. A person from each group should be selected to lead the debate.

Activity: Collaborative Learning

**Identifying Central Issues**

Ask students to imagine that they are delegates at the Potsdam Conference. Divide the class into two groups: one representing the Soviet Union, the other the United States. Have each group work together to write a paragraph defending their position on German reparations. Students may use the library or Internet to find primary sources to use in their presentations. Remind students that the Allies were no longer sympathetic toward Stalin. Stalin was worried about the destruction in the Soviet Union. Have a representative from each group engage in a debate. Ask the class to vote on the most convincing argument.

Ten days later, Truman did exactly that during a meeting with Soviet Foreign Minister Molotov. Truman immediately brought up the issue of Poland and demanded that Stalin hold free elections as he had promised at Yalta. Molotov took the unexpectedly strong message back to Stalin. The meeting marked an important shift in Soviet-American relations and set the stage for further confrontations.

The Potsdam Conference

In July 1945 with the war against Japan still raging, Truman finally met Stalin at Potsdam, near Berlin. Both men had come to Potsdam primarily to work out a deal on Germany.

Truman was now convinced that industry was critical to Germany’s survival. Unless that nation’s economy was allowed to revive, the rest of Europe would never recover, and the German people might turn to communism out of desperation.

Stalin and his advisers were equally convinced that they needed reparations from Germany. The war had devastated the Soviet economy. Soviet troops had begun stripping their zone in Germany of its machinery and industrial equipment for use back home, but Stalin wanted Germany to pay much more.
At the conference, Truman took a firm stand against heavy reparations. He insisted that Germany’s industry had to be allowed to recover. Truman suggested that the Soviets take reparations from their zone, while the Allies allowed industry to revive in the other zones. Stalin opposed this idea since the Soviet zone was mostly agricultural. It could not provide all the reparations the Soviets wanted.

To get the Soviets to accept the agreement, Truman offered Stalin a small amount of German industrial equipment from the other zones, but required the Soviets to pay for part of it with food shipments from their zone. He also offered to accept the new German-Polish border the Soviets had established.

Stalin did not like Truman’s proposal. At Potsdam, Truman learned that the atomic bomb had been successfully tested, and he hinted to Stalin that the United States had developed a new, powerful weapon. Stalin suspected that Truman was trying to bully him into a deal and that the Americans were trying to limit reparations to keep the Soviets weak.

Despite his suspicions, Stalin had to accept the terms. American and British troops controlled Germany’s industrial heartland, and there was no way for the Soviets to get any reparations except by cooperating. Nevertheless, the Potsdam conference marked yet another increase in tensions between the Soviets and the Americans.

**The Iron Curtain Descends**

Although Truman had won the argument over reparations, he had less success on other issues at Potsdam. The Soviets refused to make any stronger commitments to uphold the Declaration of Liberated Europe. The presence of the Soviet army in Eastern Europe ensured that pro-Soviet Communist governments would eventually be established in Poland, Romania, Bulgaria, Hungary, and Czechoslovakia. “This war is not as in the past,” Stalin commented. “Whoever occupies a territory also imposes his own social system... It cannot be otherwise.”

The Communist countries of Eastern Europe came to be called satellite nations because they were controlled by the Soviets, as satellites are tied by gravity to the planets they orbit. These nations had to remain Communist and friendly to the Soviet Union. They also had to follow policies that the Soviets approved.

After watching the Communist takeover in Eastern Europe, Winston Churchill coined a phrase to describe what had happened. In a 1946 speech delivered in Fulton, Missouri, he referred to an “iron curtain” falling across Eastern Europe. The press picked up the term and, for the next 43 years, when someone referred to the Iron Curtain, they meant the Communist nations of Eastern Europe and the Soviet Union. With the Iron Curtain separating the Communist nations of Eastern Europe from the West, the World War II era had come to an end. The Cold War was about to begin.

Explaining How did the Potsdam Conference hurt Soviet-American relations?

### Vocabulary

1. Explain the significance of: Yalta, Cold War, Potsdam, satellite nations, Iron Curtain.

### Main Ideas

2. **Identifying** At Yalta, what agreement did the “Big Three” come to about Germany’s future after World War II?
3. **Summarizing** What concerns made the Soviets suspicious of the Western Allies?
4. **Explaining** How did the Potsdam Conference help bring about the Cold War?

### Critical Thinking

5. **Big Ideas** How did different economic systems cause tensions between the United States and the Soviet Union?

6. **Organizing** Use a graphic organizer similar to the one below to list events that led to the Cold War.

   ![Events That Led to Cold War]

   - Soviet refusal to honor Declaration of Liberated Europe
   - Potsdam Conference
   - Soviet actions in Poland
   - Disagreement over Germany
   - Food shipments from their zone

7. **Analyzing Visuals** Study the map on page 536. Why did the Soviet Union want to have control over the countries on its western border?

### Writing About History

8. **Expository Writing** Suppose that you are an adviser to Truman. Write a report explaining your interpretation of Churchill’s “iron curtain” speech.

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**Answers**

1. All definitions can be found in the section and the Glossary.
2. Germany was divided into four zones controlled by Great Britain, France, the Soviet Union, and the United States.
3. The Soviets were suspicious that the Western Allies wanted to increase economic independence in Europe and establish free governments. They were also unwilling to make the Germans pay large reparations.
4. The conference increased the tension between the Soviet Union and the United States. It was clear that Truman, with the atomic bomb in his pocket, was not willing to make concessions.
5. The United States wanted to promote strong economic growth throughout Europe. The Soviet Union wanted only to rebuild its own country.
6. To protect itself from invasion by Germany
7. Reports will vary but should include specific references to Churchill’s speech.
The United States did not send enough Americans did not really care which side. The Communists had more money than the critical factors besides money helped the skill

Section 2 video at discussion, access the Chapter 15, provide a springboard for class To generate student interest and

April 1951 MacArthur fired

South Korea; June 1950 North Korea invades South Korea; November 1950 China intervenes; April 1951 MacArthur fired

P

President Truman worked to contain communism by supporting Greece, Iran, and West Germany. When Communist North Korea invaded South Korea, Truman and the UN sent troops to aid South Korea.

Containing Communism

MAIN Idea The Truman Doctrine offered aid to any nation resisting communism; the Marshall Plan aided European countries in rebuilding.

HISTORY AND YOU Is there a conflict in the world today where you think the United States should intervene? Read on to learn how President Truman adopted policies designed to stop the spread of communism.

Despite growing tensions with the Soviet Union, many American officials continued to believe cooperation with the Soviets was possible. In late 1945 the foreign ministers of the former wartime Allies met first in London, then in Moscow, to discuss the future of Europe and Asia. Although both British and American officials pushed for free elections in Eastern Europe, the Soviets refused to budge. “Our relations with the Russians,” the British foreign minister gloomily concluded, “are drifting into the same condition as that in which we had found ourselves with Hitler.”

The Long Telegram

Increasingly exasperated by the Soviets’ refusal to cooperate, officials at the State Department asked the American Embassy in Moscow to explain Soviet behavior. On February 22, 1946, diplomat George Kennan responded with what became known as the Long Telegram, a 5,540-word message explaining his views of the Soviets.

According to Kennan, the Soviets’ view of the world came from a traditional “Russian sense of insecurity” and fear of the West, intensified by the communist ideas of Lenin and Stalin. Because communists believed that they were in a long-term historical struggle against capitalism, Kennan argued, it was impossible to reach any permanent settlement with them.

Kennan therefore proposed what became the basic American policy throughout the Cold War: “a long-term, patient but firm and vigilant containment of Russian expansive tendencies.” Kennan explained that, in his opinion, the Soviet system had several major economic and political weaknesses. If the United States could keep the Soviets from expanding their power, it would be only a matter of time before the Soviet system would fall apart. Communism could be beaten without going to war. The Long Telegram circulated widely in...
Critical Thinking

Analyzing Primary Sources

Ask students if the United States still practices the policy as set forth by Truman—that the U.S. “must assist free peoples.” Have students use current examples to support their statements.

Skill Practice

Using Geography Skills

Provide students with a map of Eastern Europe. Ask them to identify the following: Turkey, the straits of Dardanelles, the Black Sea, and the Mediterranean Sea.

Ask: Why did the Soviet Union want to gain influence over Turkey? (To secure access to the Mediterranean.)

Answers:
1. to support free peoples, fight Soviet aggression, and stop the spread of communism
2. U.K.; It had been bombed and was America’s closest ally.

Analyzing Information

The Tripartite Treaty of Alliance of January 29, 1942, was an agreement between Russia, Britain, and Iran. Allied troops agreed to withdraw from Iran within six months after the end of World War II. British and American troops left Iran, but Stalin did not. Iranian Prime Minister Ahmad Qavam tried to persuade Stalin to remove his troops by agreeing to a Soviet oil concession and a peace agreement with the Azerbaijani Republic, a Soviet puppet republic set in the Soviet military zone in Northern Iran. When the USS Missouri arrived and the Soviets finally left Iran, Qavam then reclaimed his concessions.

Ask: Why was Iran important to the Allies? Why did Stalin refuse to honor the treaty? Have students look at a current map identifying oil and gas production areas. They should then write a one-page report answering the above questions.
Presidential adviser Dean Acheson saw this move as part of a Soviet plan to control the Middle East. He advised Truman to make a show of force. The president ordered the new aircraft carrier Franklin D. Roosevelt to join the Missouri in protecting Turkey and the eastern Mediterranean.

Meanwhile, Britain tried to help Greece. In August 1946 Greek Communists launched a guerilla war against the Greek government. British troops helped fight the guerrillas, but in February 1947 Britain informed the United States that it could no longer afford to help Greece due to Britain’s weakened postwar economy.

On March 12, 1947, Truman went before Congress to ask for $400 million to fight Communist aggression in Greece and Turkey. His speech outlined a policy that became known as the Truman Doctrine. Its goal was to aid “free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.” In the long run, it pledged the United States to fight the spread of communism worldwide.

The Marshall Plan

Meanwhile, postwar Western Europe faced grave problems. Economies were ruined, people were nearing starvation, and political chaos was at hand. In June 1947 Secretary of State George C. Marshall proposed the European Recovery Program, or Marshall Plan, which would give European nations American aid to rebuild their economies. Truman saw the Marshall Plan and the Truman Doctrine as “two halves of the same walnut,” both essential for containment. Marshall offered help to all nations planning a recovery program:

PRIMARY SOURCE

“Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.”

—quoted in Marshall: Hero for Our Times

Although the Marshall Plan was offered to the Soviet Union and its satellite nations in Eastern Europe, those nations rejected the offer. Instead, the Soviets developed their own economic program. This action further separated Europe into competing regions. The Marshall Plan pumped billions of dollars worth of supplies, machinery, and food into Western Europe. Western Europe’s recovery weakened the appeal of communism and opened new markets for trade.

In his 1949 Inaugural Address, President Truman also proposed assistance for under-developed countries outside the war zone. The Point Four Program aimed to make “scientific advances and industrial progress available for the improvement and growth of underdeveloped areas” regardless of region. The Department of State administered Point Four assistance from 1950 until its merger with other foreign aid programs in 1953.

The Berlin Airlift

President Truman and his advisers believed that Western Europe’s prosperity depended on Germany’s recovery. The Soviets, however, still wanted Germany to pay reparations to the Soviet Union. This dispute brought these nations to the brink of war.

By early 1948, U.S. officials had concluded that the Soviets were trying to undermine Germany’s economy. In response, the United States, Great Britain, and France announced that they were merging their zones in Germany and allowing the Germans to have their own government. They also agreed to merge their zones in Berlin and to make West Berlin part of the new German republic.

The new nation was officially called the Federal Republic of Germany, but it became known as West Germany. The Soviet zone eventually became the German Democratic Republic, also known as East Germany. West Germany was not allowed to have a military, but in most respects, it was independent.

The decision to create West Germany convinced the Soviets that they would never get the reparations they wanted. In late June 1948, Soviet troops cut all road and rail traffic to West Berlin hoping to force the United States to either reconsider its decision or abandon West Berlin. President Truman sent bombers with atomic weapons to bases in Britain and the American commander in Germany warned: “If we mean to hold Europe against communism,
then we must not budge. “The challenge was to keep West Berlin alive without provoking war with the Soviets. Instead of ordering troops to fight their way to Berlin, and thereby triggering war with the Soviet Union, Truman ordered the air force to fly supplies into Berlin instead.

The Berlin airlift began in June 1948 and continued through the spring of 1949, bringing in more than 2 million tons of supplies to the city. Stalin finally lifted the blockade on May 12, 1949. The airlift symbolized American determination to contain communism and not give in to Soviet demands.

NATO

The Berlin blockade convinced many Americans that the Soviets were bent on conquest. The public began to support a military alliance with Western Europe. By April 1949, an agreement had been reached to create the North Atlantic Treaty Organization (NATO)—a mutual defense alliance.

NATO initially included 12 countries: the United States, Canada, Britain, France, Italy, Belgium, Denmark, Portugal, the Netherlands, Norway, Luxembourg, and Iceland. NATO members agreed to come to the aid of any member who was attacked. For the first time in its history, the United States had committed itself to maintaining peace in Europe. Six years later, NATO allowed West Germany to rearm and join its organization. This decision alarmed Soviet leaders. They responded by organizing a military alliance in Eastern Europe known as the Warsaw Pact.

Evaluating

What triggered the beginning of the Berlin airlift?

After the Soviet Union blockaded West Berlin, the United States delivered 4,000 tons of food, medicine, coal and other supplies that were needed every day to keep the city functioning. A cargo plane had to land with supplies every three and a half minutes. To keep the airlift running, crews stayed onboard and food was brought to them while the planes were unloaded and refueled. Meanwhile, 20,000 volunteers in Berlin built a third airport, enabling the flow of supplies to increase to 13,000 tons a day.

Point Four Program

In his 1949 inaugural address, President Harry Truman announced (as the fourth point of his speech) “a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas” around the globe. The program was intended to encourage development and economic growth in poorer countries and thereby diminish the appeal of socialist or communist doctrines. Officially titled the United States Technical Assistance Plan, the Point Four Program focused on providing technical assistance to developing nations.
In 1949, Nationalists fled the Chinese mainland to the island of Taiwan. While mainland China became a Communist stronghold, Taiwan remained tied to the West. Have students work in groups and trace the development of China and Taiwan over the last 55 years. Groups should create a time line to document and illustrate main events and crises between China and Taiwan. Have groups present their time lines in class.

**Contrasting**

In 1949, Nationalists fled the Chinese mainland to the island of Taiwan. While mainland China became a Communist stronghold, Taiwan remained tied to the West. Have students work in groups and trace the development of China and Taiwan over the last 55 years. Groups should create a time line to document and illustrate main events and crises between China and Taiwan. Have groups present their time lines in class. **Ask:** Why does China want Taiwan? How far will China go to ensure Taiwan does not become independent? What do the Taiwanese people want?
The Korean War Begins

At the end of World War II, American and Soviet forces entered Korea to disarm the Japanese troops stationed there. The Allies divided Korea at the 38th parallel of latitude. Soviet troops controlled the north, while American troops controlled the south.

As the Cold War began, talks to reunify Korea broke down. A Communist Korean government was organized in the north, while an American-backed government controlled the south. Both governments claimed authority over Korea, and border clashes were common.

The Soviet Union provided military aid to the North Koreans, who quickly built up an army. On June 25, 1950, North Korean troops invaded the south, rapidly driving back the poorly equipped South Korean forces.

Truman saw the Communist invasion of South Korea as a test of the containment policy and ordered United States naval and air power into action. He then called on the United Nations to act. Truman succeeded because the Soviet delegate was boycotting the UN Security Council over its China policy and was not present to veto the American proposal. With the pledge of UN troops, Truman ordered General MacArthur to send American troops from Japan to Korea.

Role-Playing to Demonstrate McCarthyism in Action

Step 2: Creating the Roles and the Script  Essential question: How much of a hearing can students cast members perform and who will write the script?

Directions  From reading about the hearings or even seeing them if a historical video exists, students will create their script and cast different students in the lead and supporting roles. These roles should include Senator McCarthy, army lawyer Joseph Welch, other senators on the committee, and a witness.

Putting It Together  Students should meet to finalize the product—a script outline (some improvisation might be allowed), and a definite beginning and an end that will make sense to viewers. (Chapter Project continued on page 549)
The American and South Korean troops were driven back into a small pocket of territory near the port of Pusan. Inside the “Pusan perimeter,” as it came to be called, the troops stubbornly resisted the North Korean onslaught, buying time for MacArthur to organize reinforcements.

On September 15, 1950, MacArthur ordered a daring invasion behind enemy lines at the port of Inchon. The Inchon landing took the North Koreans by surprise. Within weeks they were in full retreat back across the 38th parallel. Truman then gave the order to pursue the North Koreans beyond the 38th parallel. MacArthur pushed the North Koreans north to the Yalu River, the border with China.

China Enters the War

The Communist People’s Republic of China saw the advancing UN troops as a threat and warned the forces to halt their advance. When those warnings were ignored, Chinese forces crossed the Yalu River in November. Hundreds of thousands of Chinese troops flooded across the border, driving the UN forces back across the 38th parallel.

President Truman, Secretary of State Dean Acheson, and “The Pentagon” are held over the flame of public opinion for firing General MacArthur. “John Q.” refers to “John Q. Public,” or the American people.

Answers:
1. the one on the right
2. make decisions reserved for the president

Additional Support

Activity: Collaborative Learning

Identifying Central Issues A controversy between Harry S. Truman and General Douglas MacArthur began shortly after the outbreak of the Korean War. It reached a climax when the president relieved MacArthur of his command. Truman believed in limited war; MacArthur wanted total victory.

Have students review the Constitutional powers of the president. Then ask students to use the library or the Internet to locate and read the letter from Truman to MacArthur, dated April 11, 1951. Have students work in groups to discuss if President Truman made the correct choice. Ask: Do you think President Truman exercised his presidential powers according to the Constitution? Should Truman have dealt differently with MacArthur? After groups have reached their conclusions, lead a class discussion, writing major ideas on the board.
“I was sorry to have to reach a parting of the way with the big man in Asia, but he asked for it and I had to give it to him.”

MacArthur, who remained popular despite being fired, returned home to parades and a hero’s welcome. Many Americans criticized the president. Congress and other military leaders, however, supported Truman’s decision and his Korean strategy. American policy in Asia remained committed to limited war—a war fought to achieve a limited objective, such as containing communism. Truman later explained why he favored limited war in Korea:

**Primary Source**

“The Kremlin [Soviet Union] is trying, and has been trying for a long time, to drive a wedge between us and the other nations. It wants to see us isolated. It wants to see us distrust us. It wants to see us feared and hated by our allies. Our allies agree with us in the course we are following. They do not believe we should take the initiative to widen the conflict in the Far East. If the United States were to widen the conflict, we might well have to go it alone.”

—from “Address to the Civil Defense Conference,” May 7, 1951

As Truman also noted, America’s allies in Europe were much closer to the Soviet Union. If war broke out, Europe would suffer the most damage and might well be attacked with atomic bombs. This concern—that all-out war in Korea might lead to nuclear war—was the main reason why Truman favored limited war. This concern shaped American foreign policy throughout the Cold War.

**Changes in Policy**

By mid-1951, the UN forces had pushed the Chinese and North Korean forces back across the 38th parallel. The war then settled down into a series of relatively small battles over hills and other local objectives. In November 1951, peace negotiations began, but an armistice would not be signed until July 1953. More than 33,600 American soldiers died in action in the Korean War, and more than 2,800 died from accidents or disease.

The Korean War marked an important turning point in the Cold War. Until 1950, the United States had preferred to use political pressure and economic aid to contain communism. After the Korean War began, the United States embarked on a major military buildup.

The Korean War also helped expand the Cold War to Asia. Before 1950, the United States had focused on Europe as the most important area in which to contain communism. After the Korean War began, the United States became more militarily involved in Asia. In 1954 the United States signed defense agreements with Japan, South Korea, Taiwan, the Philippines, and Australia, forming the Southeast Asia Treaty Organization (SEATO). American aid also began flowing to French forces fighting Communists in Vietnam.

**Analyzing** How did President Truman view the Communist invasion of South Korea?

**Critical Thinking**

**Determining Cause and Effect** Ask: How did the Korean War change U.S. policy in regard to communism? (Prior to the Korean War, the U.S. preferred to use political and economic pressures. After Korea, the U.S. turned toward a militaristic approach by building up its army and its arsenals.)

Answer: He saw it as a test of the U.S. containment policy.

**Assess**

**History ONLINE**

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**Close**

**Cause and Effect** Have students work in groups to create two cause and effect graphic organizers—one for the Cold War and the other for the Korean War.

**Answers**

1. All definitions can be found in the section and the Glossary.
2. The Truman Doctrine pledged U.S. military involvement to fight the spread of communism, and the Marshall Plan provided economic aid to strengthen resistance to communism.
3. At the end of World War II, the Soviet Union and the United States both entered Korea to disarm Japanese troops. The Soviets took control of Korea north of the 38th parallel, and the U.S. took control south of the 38th parallel. Talks to unite the country broke down with the Soviets establishing a Communist government in the north and the U.S. organizing a non-Communist government in the south.
4. In the Long Telegram, George Kennan recommended a policy of containment of the Soviet Union’s expansion, which became a mainstay of U.S. foreign policy throughout the Cold War.
5. Students should include: Crisis in Iran, Berlin crisis, Korean War, Crisis with Turkey
7. Letters will vary but should express a point of view based on facts.
Focus

Guide to Reading

Answers: Students should complete the outline by including all headings in the section.

To generate student interest and provide a springboard for class discussion, access the Chapter 15, Section 3 video at glencoe.com or on the video DVD.

Section 3

The Cold War and American Society

Feared subversive activity, the government tried to root out Communists in government, Hollywood, and labor unions, while Americans learned to live with the threat of nuclear attack.

A New Red Scare

MAIN Idea Public accusations and trials followed in the wake of fears of communism and spies.

HISTORY AND YOU Do you remember reading about the fears of communism during the early twentieth century? Read on to learn of a second major scare in the 1950s.

During the 1950s, thousands of ordinary people—from teachers to autoworkers to high government officials—shared a disturbing experience. Rumors and accusations of Communists in the United States and of Communist infiltration of the government tapped into fears that Communists were trying to take over the world.

The Red Scare began in September 1945, when a clerk named Igor Gouzenko walked out of the Soviet Embassy in Ottawa, Canada, and defected. Gouzenko carried documents revealing a massive effort by the Soviet Union to infiltrate organizations and government agencies in Canada and the United States, with the specific goal of obtaining information about the atomic bomb.

The Gouzenko case stunned Americans. It implied that spies had infiltrated the American government. Soon, however, the search for spies escalated into a general fear of Communist subversion. Subversion is the effort to weaken a society secretly and overthrow its government.

The Loyalty Review Program

In early 1947, just nine days after his powerful speech announcing the Truman Doctrine, the president established a loyalty review program to screen all federal employees. Rather than calm public suspicion, Truman’s action seemed to confirm fears that Communists had infiltrated the government and helped to increase the fear of communism sweeping the nation.

Between 1947 and 1951, more than 6 million federal employees were screened for their loyalty—a term difficult to define. A person might become a suspect for reading certain books, belonging to various groups, traveling overseas, or even seeing certain foreign films. About 14,000 employees were subject to scrutiny by the Federal Bureau of Investigation (FBI). Some 2,000 employees quit their jobs...
during the check, many under pressure. Another 212 were fired for “questionable loyalty,” although no actual evidence against them was uncovered.

House Un-American Activities Committee (HUAC)

Although the FBI helped screen federal employees, FBI Director J. Edgar Hoover was not satisfied. In 1947 Hoover went before the House Un-American Activities Committee (HUAC). Formed in 1938 to investigate both Communist and Fascist activities in the United States, HUAC was a minor committee until Hoover expanded its importance.

Hoover urged HUAC to hold public hearings on Communist subversion. The committee, Hoover said, could reveal “the diabolic machinations of sinister figures engaged in un-American activities.” Hoover’s aim was to expose not just Communists but also “Communist sympathizers” and “fellow travelers.” Under Hoover’s leadership, the FBI sent agents to infiltrate groups suspected of subversion and wiretapped thousands of telephones.

Hollywood on Trial

One of HUAC’s first hearings in 1947 focused on the film industry as a powerful cultural force that Communists might manipulate to spread their ideas and influence. HUAC’s interviews routinely began, “Are you now, or have you ever been, a member of the Communist Party?” Future American president Ronald Reagan was head of the Screen Actors Guild at the time and, when called before HUAC, he testified that there were Communists in Hollywood.

Answers:
1. They were accused of running a Soviet spy network. They were executed.
2. He opposed the hydrogen bomb and had left-wing views.

Identifying Points of View Many members of Hollywood were brought before the HUAC; half provided names for the committee to investigate, the other half refused to name names. Nine screenwriters and one director went to jail. Nearly 300 writers, directors, and actors were “blacklisted,” or unable to get jobs. One actor, Charlie Chaplin, left the United States. Others changed their names to get work.

Activity: Collaborative Learning

Have students work in groups to research HUAC versus Hollywood. They may use actual transcripts or articles, many of which can be found on the Internet. Ask: Is it un-American to produce a film that contains Communist propaganda? What films were identified as “Communistic”? Does the entertainment business have the power to manipulate public opinion? Was Hollywood a menace to society? Did HUAC violate citizens’ right to free speech? Have students prepare a five minute presentation, offering their views on these questions. Ask students to use specific examples to support their findings.
Differentiated Instruction

Visual/Spatial Have students write two newspaper headlines about the execution of the Rosenbergs. One headline should be from the point of view of someone who believes that the Rosenbergs were innocent of the charges, and the other should be from the point of view of someone who is convinced of their guilt.

Critical Thinking

Recognizing Bias Ask: Do you think union members, schools or universities, churches, or businesses have the right to make members divulge information about their political views? Why or why not? (Responses will vary. Most students will suggest that political views are private and protected under the Constitution.)

Answer: to discover Communists who might have infiltrated the U.S. government or areas of American society

Additional Support

Civics Many people, including Albert Einstein and Pope Pius XII urged clemency for the Rosenbergs. Files released after the fall of the Soviet Union seem to indicate that the Rosenbergs were guilty. However, information revealed in a 1996 interview with David Greenglass, Ethel Rosenberg’s brother, puts Ethel’s guilt in doubt.

During the hearings, ten screenwriters, known as the “Hollywood Ten,” used their Fifth Amendment right to protect themselves from self-incrimination and refused to testify. The incident led producers to blacklist, or agree not to hire, anyone who was believed to be a Communist or who refused to cooperate with the committee. In 1950 a pamphlet called Red Channels was published, listing 151 blacklisted actors, directors, broadcasters, and screenwriters. The blacklist created an atmosphere of distrust and fear.

Alger Hiss In 1948 Whittaker Chambers, a TIME magazine editor and former Communist Party member, testified to HUAC that several government officials were also former Communists or spies.

The most prominent official named by Chambers was Alger Hiss, a diplomat who had served in Roosevelt’s administration, attended the Yalta conference, and taken part in organizing the United Nations. After Hiss sued him for libel, Chambers testified before a grand jury that, in 1937 and 1938, Hiss had given him secret documents from the State Department. Hiss denied being either a spy or a member of the Communist Party, and he also denied ever having known Chambers.

The committee was ready to drop the investigation until Representative Richard Nixon of California convinced his colleagues to continue the hearings to determine whether Hiss or Chambers had lied. Chambers produced copies of secret documents, along with microfilm that he had hidden in a hollow pumpkin on his farm. These “pumpkin papers,” Chambers claimed, proved Hiss was lying. A jury agreed and convicted Hiss of perjury, or lying under oath.

The Rosenbergs Another sensational spy case centered on accusations that American Communists had sold the secrets of the atomic bomb to the Soviets. Many people did not believe that the Soviet Union could have produced an atomic bomb in 1949 without help. This belief intensified the hunt for spies.

In 1950 the hunt led to a British scientist who admitted sending information to the Soviet Union. After hearing his testimony, the FBI arrested Julius and Ethel Rosenberg, a New York couple who were members of the Communist Party. The government charged them with heading a Soviet spy ring.

The Rosenbergs denied the charges but were condemned to death for espionage. Many people believed that they were not leaders or spies but victims caught up in the wave of anti-Communist frenzy. Appeals, public expressions of support, and pleas for clemency failed, however, and the couple was executed in June 1953.

Project Venona The American public hotly debated the guilt or innocence of individuals, like the Rosenbergs, who were accused of being spies. There was, however, solid evidence of Soviet espionage, although very few Americans knew it at the time. In 1946 American and British cryptographers, working for a project code-named “Venona,” cracked the Soviet spy code of the time, enabling them to read approximately 3,000 messages between Moscow and the United States collected during the Cold War.

The messages collected using Project Venona confirmed extensive Soviet spying and an ongoing effort to steal nuclear secrets. The government did not reveal Project Venona’s existence until 1995. The Venona documents provided strong evidence that the Rosenbergs were indeed guilty.

The Red Scare Spreads

Following the federal government’s example, many state and local governments, universities, businesses, unions, churches, and private organizations began their own efforts to find Communists. The University of California required its 11,000 faculty members to take loyalty oaths and fired 157 who refused to do so. Many Catholic groups became strongly anti-Communist and urged their members to identify Communists within the Church.

The Taft-Hartley Act of 1947 required union leaders to take oaths that they were not Communists, but many union leaders did not object. Instead, they launched their own efforts to purge Communists from their organizations. The president of the CIO called Communist sympathizers “skulking cowards” and “apostles of hate.” The CIO eventually expelled 11 unions that refused to remove Communist leaders from their organization.

Activity: Interdisciplinary Connection

Have students research the details of the trial. Ask: Who were the Rosenbergs? How did they come under suspicion? Why was the trial so highly publicized? What were the official charges? Why were they sentenced to death? How many people protested their execution? What exactly did the Venona transcripts reveal about them?

Have students write a two-page summary of their findings to present in class. Encourage students to include photos in their reports.
McCarthyism

**MAIN Idea** Senator Joseph R. McCarthy used the fear of communism to increase his own power and destroy the reputations of many people.

**HISTORY AND YOU** Have you ever known anyone who spread untrue stories about others? Read on to find out about the false accusations that Senator McCarthy spread in the early 1950s.

In 1949 the Red Scare intensified even further. In that year, the Soviet Union successfully tested an atomic bomb, and China fell to communism. To many Americans, these events seemed to prove that the United States was losing the Cold War. Deeply concerned, they wanted to know why their government was failing. As a result, many continued to believe that Communists had infiltrated the government and remained undetected.

In February 1950, soon after Alger Hiss’s perjury conviction, a little-known Wisconsin senator gave a political speech to a Republican women’s group in West Virginia. Halfway through his speech, Senator Joseph R. McCarthy made a surprising statement:

"While I cannot take the time to name all the men in the State Department who have been named as members of the Communist Party and members of a spy ring, I have here in my hand a list of 205 that were known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping the policy of the State Department."

—quoted in *The Fifties*

The Associated Press picked up the statement and sent it to newspapers nationwide. While at an airport, reporters asked McCarthy to see his list of Communists. McCarthy replied that he would be happy to show it to them, but unfortunately, it was in his bag on the plane. In fact, the list never appeared. McCarthy, however, continued to make charges and draw attention.

McCarthy’s use of sensationalist charges was not new. When he ran for the Senate in 1946, he accused his opponent, Robert M. La Follette, Jr., of being “communistically inclined.” McCarthy did not provide any evidence to support his accusation, but it helped him win the election.
Critical Thinking

Interpreting Trump vetoed the McCarran Bill stating, “The basic error of this bill is that it moves in the direction of suppressing opinion and belief...that would make a mockery of the Bill of Rights and of our claims to stand for freedom in the world.” Ask students if they agree with Truman or Congress, which overrode his veto. Ask: Do you think a bill such as the McCarran Act could become law in present times? (Responses will vary.)

Writing Support Descriptive Writing

McCarthyism was often called the “Witch Hunt of the 1950s.” Have students research and explain the metaphor in a one-page paper. (Students should compare McCarthyism to the Puritan persecution of women in Salem.)

Answer: it ruined many careers, colored political life, and influenced popular culture

Additional Support

Activity: Technology Connection

Identifying Points of View News writers, radio broadcasters, average Americans, and even well-known and respected politicians were afraid to speak out against McCarthy for fear they would be next to face his committee (HUAC). When the McCarthy hearings were televised, it drew national attention. The American people were able to witness the bullying techniques of McCarthy.

When McCarthy began attacking the United States Army, he had gone too far. Those who had remained silent finally spoke up, including Edward R. Murrow, an experienced television broadcaster. On March 9, 1954, Murrow used his television program, See It Now, to express his views on McCarthyism. Have students use the Internet and library to discover what Murrow said and how the American public reacted. Have students work in groups to present a “live” or “prerecorded” TV talk show that reflects Murrow’s stance, public reaction, and McCarthy’s spin on the broadcast.
Watkins v. United States, 1957

Background to the Case
In 1954 labor organizer John Watkins testified before the House Un-American Activities Committee. He agreed to discuss his own connections with the Communist Party and to identify people he knew who were still members, but he refused to give information about those who were no longer members. Watkins received a misdemeanor conviction for refusing to answer questions “pertinent to the question under inquiry.” In 1957 he appealed his case to the Supreme Court.

How the Court Ruled
The Watkins case raised the question: Is it constitutional for a congressional committee to ask any question or investigate any topic, whether or not it is directly related to Congress’s law-making function? In a 6-to-1 decision—two members did not participate—the Supreme Court held that the activities of HUAC during its investigations were, indeed, beyond the scope of the stated aims of the committee, as well as the authority of congressional powers.

Primary Source
The Court’s Opinion
“The power of the Congress to conduct investigations is inherent in the legislative process. That power is broad. . . . But, broad as is this power of inquiry, it is not unlimited. There is no general authority to expose the private affairs of individuals without justification in terms of the functions of Congress. . . . Nor is the Congress a law enforcement or trial agency. Investigations conducted solely for the personal aggrandizement of the investigators or to “punish” those investigated are indefensible.”

—Chief Justice Earl Warren, writing for the majority in Watkins v. United States

Primary Source
Dissenting View
“It may be that at times the House Committee on Un-American Activities has, as the Court says, “conceived of its task in the grand view of its name.” And, perhaps, as the Court indicates, the rules of conduct placed upon the Committee by the House admit of individual abuse and unfairness. But that is none of our affair. So long as the object of a legislative inquiry is legitimate and the questions propounded are pertinent thereto, it is not for the courts to interfere with the committee system of inquiry. To hold otherwise would be an infringement on the power given the Congress to inform itself. . . .”

—Justice Tom Campbell Clark, author of the dissenting opinion in Watkins v. United States

Supreme Court Cases

More About the Case
Watkins, who was an active leader in the labor movement, was identified by witnesses as Communist. Watkins testified freely about his own activities, admitting to participating in some Communist activities and to making contributions. As a union official, he also worked closely with the Communist Party. However, Watkins denied that he was ever a “card carrying member” of the Communist Party, and he refused to answer questions about others who may have been members of the Communist Party, claiming that information was not relevant to the Committee’s work.

1. must be based on the law-making, or legislative duties, of Congress
2. He argued that Congress was pursuing an inquiry on a “legitimate” topic, and the judicial branch should not interfere.
3. Warren appears to have been hostile to HUAC.

Differentiated Instruction Strategies

BL Define judicial review using your own words.

AL Write a brief essay in which you argue against the Court’s decision.

ELL Create a list of all of the unfamiliar words in the reading. Then work with a partner to define them.
Life During the Early Cold War

**MAIN Idea** Obsessed with fear of a nuclear attack, many Americans took steps to protect themselves.

**HISTORY AND YOU** Have you ever felt the need to protect yourself from something dangerous or scary? Read to learn more about how Americans tried to deal with their fears during the early 1950s.

The Red Scare and the spread of nuclear weapons had a profound impact on American life in the 1950s. Fear of communism and of nuclear war affected the thinking and choices of many ordinary Americans, as well as their leaders in government. Some Americans responded by preparing to survive a nuclear attack, while others became active in politics in an effort to shape government policy. Writers responded by describing the dangers of atomic war and the threat of communism—sometimes to convince people to take action and sometimes to protest policies they feared might lead to war.

**Facing the Bomb**

Already upset by the first Soviet atomic test in 1949, Americans were shocked when the Soviets again successfully tested the much more powerful hydrogen bomb, or H-bomb, in 1953. The United States had tested its own H-bomb less than a year earlier.

Americans prepared for a surprise Soviet attack. Schools set aside special areas as bomb shelters. In bomb drills, students learned to

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**Differential Instruction**

**Visual/Spatial** Have students create a chart that includes all the nations that have developed nuclear weapons since 1945. The chart should include the name of the country and the year it conducted its first nuclear test.

**Skill Practice**

**Visual Literacy** Have students look at the school picture and the bomb shelter. **Ask:** How did people think they were going to survive a nuclear bomb? (by covering their heads and eyes, hiding underground, eating canned food)

**Ask:** Have you seen any old fallout shelter signs in your community? If so, where are they located? (Answers will vary.)

**Analyzing VISUALS**

**Primary Source**

**Living with the Bomb in the 1950s**

The Cold War convinced many in American society that they needed to be prepared to survive a nuclear attack. While authorities made Civil Defense plans, individuals took it upon themselves to build bomb shelters and stockpile supplies.

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**Analysis VISUALS**

1. In the 1950s school children took part in "duck-and-cover" drills designed to give them a chance at surviving a nuclear blast if they were far enough from the epicenter.

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**Activity: Interdisciplinary Connection**

**Literature** The literature and pop culture of the 1950s reflected themes that were often in conflict with one another. On one side, the view was annihilistic, filled with anti-Communism hysteria and the threat of nuclear war. Ray Bradbury’s *The Martian Chronicles* features a doomsday view of the future. Science fiction movies such as *The Invasion of the Body Snatchers* were allegories for communist (alien) subversion.

The other side portrayed an unrealistic view of family life in suburbia. Houses were filled with new appliances and perfect children. Television shows such as *Ozzie and Harriet* and *Leave It To Beaver* portrayed families who were not concerned about bomb shelters or communism.

Have students read some of Bradbury’s stories, look at movie posters from the 1950s, and watch a few episodes of 1950s sitcoms to create a poster with a 1950s theme to be shared with the class.
duck under their desks, turn away from the windows, and cover their heads with their hands. These “duck-and-cover” actions were supposed to protect them from a nuclear bomb blast.

Although “duck-and-cover” might have made people feel safe, it would not have protected them from deadly nuclear radiation. According to experts, for every person killed outright by a nuclear blast, four more would die later from fallout, the radiation left over after a blast. To protect themselves, some families built backyard fallout shelters and stocked them with canned food.

**Popular Culture in the Cold War**

Worries about nuclear war and Communist infiltration filled the public’s imagination. Cold War themes soon appeared in films, plays, television, the titles of dance tunes, and popular fiction.

In 1953 Arthur Miller’s thinly veiled criticism of the Communist witchhunts, *The Crucible*, appeared on Broadway. The play remains popular today as a cautionary tale about how hysteria can lead to false accusations. Matt Cvetic was an FBI undercover informant who secretly infiltrated the Communist Party in Pittsburgh, Pennsylvania. His story captivated magazine readers in the *Saturday Evening Post* in 1950 and came to movie screens the next year as *I Was a Communist for the FBI*. Another suspense film, *Walk East on Beacon* (1951), features the FBI’s activities in an espionage case.

In 1953 television took up the theme with a series about an undercover FBI counter spy who was also a Communist Party official. Each week, *I Led Three Lives* kept television viewers on edge. Popular tunes such as “Atomic Boogie” and “Atom Bomb Baby” played on the radio.

In 1954 author Philip Wylie published *Tomorrow!* This novel describes the horrific effects of nuclear war on an unprepared American city. As an adviser on civil defense, Wylie had failed to convince the federal government to play a strong role in building bomb shelters. Frustrated, he wrote his novel to educate the public about the horrors of atomic war.

One of the most famous and enduring works of this period is John Hersey’s nonfiction book *Hiroshima*. Originally published as the entire contents of the August 1946 edition of *The New Yorker* magazine, the book provides the firsthand accounts of six survivors of the U.S. dropping of the atomic bomb on Hiroshima, Japan. Not only did it make some Americans question the use of the bomb, *Hiroshima* also underscored the real and personal horrors of a nuclear attack.

At the same time that these fears were haunting Americans, the country was enjoying postwar prosperity and optimism. That spirit, combined with McCarthyism, fears of Communist infiltration, and the threat of atomic attack, made the early 1950s a time of contrasts. As the 1952 election approached, Americans were looking for someone or something that would make them feel secure.

**Vocabulary**

1. Explain the significance of: Red Scare, subversion, loyalty review program, Alger Hiss, perjury, McCarran Act, McCarthyism, censure, fallout.

**Main Ideas**

2. Explaining What was the result of President Truman’s loyalty review program?

3. Analyzing Hearings to investigate Communist subversion in what organization led to McCarthy’s downfall?

4. Identifying What event made Americans fearful of a nuclear attack by the Soviets?

**Critical Thinking**

5. Big Ideas How did the Red Scare and McCarthyism change American society and government?

6. Organizing Use a graphic organizer similar to the one below to list the causes and effects of the Red Scare of the 1950s.

7. Analyzing Visuals Study the cartoons on page 549. Which cartoon do you think makes the stronger point? Explain.

**Writing About History**

8. Persuasive Writing Suppose that you are a newspaper editor during the Army-McCarthy hearings. Write an editorial giving reasons why people should support or condemn Senator McCarthy.

**Assess**

**History ONLINE**

*Study Central™* provides summaries, interactive games, and online graphic organizers to help students review content.

**Close**

Identifying Have students break into groups and discuss how American society reflected fears of the nuclear age.

**Answers**

1. All definitions can be found in the section and the Glossary.

2. Six million federal employees were screened for their loyalty, 2,000 employees quit their jobs, and 212 were fired.

3. The U.S. Army

4. The Soviets successfully tested a hydrogen bomb in 1953.

5. While people were enjoying postwar prosperity and optimism, they feared communism and an atomic attack.

6. Causes: Alger Hiss Trial, Rosenbergs, Russia’s successful test of an atomic bomb

Effects: Loyalty Review Program, HUAC, McCarran Act, McCarthyism, fallout shelters, blacklists, duck-and-cover, and so on

7. Responses will vary. Students should support their answers with sound reasoning.

8. Editorials will vary but should reflect a position supported with persuasive reasons.
President Eisenhower believed developing new technology to deliver nuclear weapons would help prevent war. He also directed the CIA to use covert operations in the struggle to contain communism.

**Massive Retaliation**

Eisenhower fought the Cold War by increasing the U.S. nuclear arsenal and using the threat of nuclear war to end conflicts in Korea, Taiwan, and the Suez.

**HISTORY AND YOU** Do you know anyone who uses threats to get his or her way? Read further to learn about Eisenhower’s use of nuclear threats to achieve foreign policy goals.

By the end of 1952, many Americans were ready for a change in leadership. The Cold War had much to do with that attitude. Many people believed that Truman’s foreign policy was not working. The Soviet Union had tested an atomic bomb and consolidated its hold on Eastern Europe. China had fallen to communism, and American troops were fighting in Korea.

Tired of the criticism and uncertain he could win, Truman decided not to run again. The Democrats nominated Adlai Stevenson, governor of Illinois. The Republicans chose Dwight D. Eisenhower, the general who had organized the D-Day invasion. Stevenson had no chance against a national hero who had helped win World War II. Americans wanted someone they could trust to lead the nation in the Cold War. Eisenhower won in a landslide.

**“More Bang for the Buck”**

The Cold War shaped Eisenhower’s thinking from the moment he took office. He was convinced that the key to victory in the Cold War was not simply military might but also a strong economy. The United States had to show the world that free enterprise could produce a better society than communism. At the same time, economic prosperity would prevent Communists from gaining support in the United States and protect society from subversion.

As a professional soldier, Eisenhower knew the costs associated with large-scale conventional war. Preparing for that kind of warfare, he believed, was too expensive. “We cannot defend the nation in a way which will exhaust our economy,” the president declared. Instead of maintaining a large and expensive army, the nation “must be prepared to use atomic weapons in all forms.” Nuclear weapons, he said, gave “more bang for the buck.”
The Korean War had convinced Eisenhower that the United States could not contain communism by fighting a series of small wars. Such wars were unpopular and too expensive. Instead, wars had to be prevented from happening in the first place. The best way to do that seemed to be to threaten to use nuclear weapons. This policy came to be called massive retaliation.

The new policy enabled Eisenhower to cut military spending from $50 billion to $34 billion. He did this by reducing the size of the army, which was expensive to maintain. At the same time, he increased the U.S. nuclear arsenal from about 1,000 bombs in 1953 to about 18,000 bombs in 1961.

**Brinkmanship**

President Eisenhower’s willingness to threaten nuclear war to maintain peace worried some people. However, Secretary of State John Foster Dulles, the dominant figure in the nation’s foreign policy in the 1950s, strongly defended this approach:

**Primary Source**

“You have to take chances for peace, just as you must take chances in war. Some say that we were brought to the verge of war. Of course we were brought to the verge of war. The ability to get to the verge without getting into the war is the necessary art.... If you try to run away from it, if you are scared to go to the brink, you are lost. We’ve had to look it square in the face. . . . We walked to the brink and we looked it in the face. We took strong action.”

—quoted in *Rise to Globalism*

Critics called this brinkmanship—the willingness to go to the brink of war to force the other side to back down—and argued that it was too dangerous. During several crises, however, President Eisenhower felt compelled to threaten nuclear war.

**Analyzing VISUALS**

1. **Determining Cause and Effect** How did Eisenhower’s nuclear strategy lead to the development of new technologies?
2. **Defining** What is an ICBM and what is its purpose?

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**Differentiated Instruction Strategies**

**BL** List the examples Dulles gives. Why does he give these examples?

**AL** Find another primary source about containment.

**ELL** Outline the speech.
The Korean War Ends

During his campaign for the presidency, Eisenhower had said, “I shall go to Korea,” promising to end the costly and increasingly unpopular war. On December 4, 1952, he kept his promise. Bundled against the freezing Korean winter, the president-elect talked with frontline commanders and their troops. Eisenhower became convinced that the ongoing battle was costing too many lives and bringing too few victories. He was determined to bring the war to an end. The president then quietly let the Chinese know that the United States might continue the Korean War “under circumstances of our own choosing”—a hint at a nuclear attack.

The Taiwan Crisis

Shortly after the Korean War ended, a new crisis erupted in Asia. Although Communists had taken power in mainland China, the Nationalists still controlled Taiwan and several...
small islands along China’s coast. In the fall of 1954, China threatened to seize two of the islands. Eisenhower saw Taiwan as part of the “anti-Communist barrier” in Asia that needed to be protected at all costs.

When China began shelling the islands and announced that Taiwan would be liberated, Eisenhower asked Congress to authorize the use of force to defend Taiwan. He then warned the Chinese that any attack on Taiwan would be resisted by U.S. naval forces stationed nearby and hinted that they would use nuclear weapons to stop an invasion. Soon afterward, China backed down.

**The Suez Crisis**

The following year, a serious crisis erupted in the Middle East. Eisenhower’s goal in that region was to prevent Arab nations from aligning with the Soviet Union. To build support among Arabs, Secretary of State Dulles offered to help Egypt finance the construction of a dam on the Nile River.

The deal ran into trouble in Congress, however, because Egypt had bought weapons from Communist Czechoslovakia. Dulles was forced to withdraw the offer. A week later, Egyptian troops seized control of the Suez Canal from the Anglo-French company that had controlled it. The Egyptians intended to use the canal’s profits to pay for the dam.

The British and French responded quickly to the Suez Crisis. In October 1956, British and French troops invaded Egypt. Eisenhower was furious with Britain and France. The situation became even more dangerous when the Soviet Union threatened rocket attacks on Britain and France and offered to send troops to help Egypt. Eisenhower immediately put U.S. nuclear forces on alert, noting, “If those fellows start something, we may have to hit them—and if necessary, with everything in the bucket.”

Under strong pressure from the United States, the British and French called off their invasion. The Soviet Union had won a major diplomatic victory, however, by supporting Egypt. Soon afterward, other Arab nations began accepting Soviet aid as well.

**Covert Operations**

**MAIN IDEA** Eisenhower directed the Central Intelligence Agency to use covert operations to limit the spread of communism and Soviet influence.

**HISTORY AND YOU** Do you enjoy reading spy novels? Read on to learn of the development and work of a spy agency in the United States.

President Eisenhower relied on brinkmanship on several occasions, but he knew it could not work in all situations. It could prevent war, but it could not, for example, prevent Communists from staging revolutions within countries. To prevent Communist uprisings in other countries, Eisenhower decided to use covert, or hidden, operations conducted by the Central Intelligence Agency (CIA).

Many of the CIA’s operations took place in developing nations—nations with primarily agricultural economies. Many of these countries blamed European imperialism and American capitalism for their problems. Their leaders looked to the Soviet Union as a model of how to industrialize their countries. They often threatened to nationalize, or put under government control, foreign businesses operating in their countries.

One way to stop developing nations from moving into the Communist camp was to provide them with financial aid, as Eisenhower had tried to do in Egypt. In some cases, however, where the threat of communism seemed stronger, the CIA ran covert operations to overthrow anti-American leaders and replace them with pro-American leaders.

**Iran and Guatemala**

Two examples of covert operations that achieved U.S. objectives took place in Iran and Guatemala. By 1953, Iranian Prime Minister Mohammed Mossadegh had already nationalized the Anglo-Iranian Oil Company. He seemed ready to make an oil deal with the Soviet Union. The pro-American Shah of Iran tried to force Mossadegh out of office, but failed and fled into exile. The CIA quickly sent agents to organize street riots and arrange a coup that ousted Mossadegh and returned the shah to power.

**Critical Thinking**

**Drawing Conclusions** First with Korea and then again with Taiwan, Eisenhower “ hints” to China that the U.S. may use nuclear weapons. Ask: How many times do you think a threat like this will work? Is brinkmanship a good diplomatic tool? (Answers will vary. Students may suggest that it will only work a few times.) OL

**Skills Practice**

**Using Geography Skills** Have students locate the Suez Canal on a map. Ask: What two bodies of water does the Suez Canal connect? (the Mediterranean Sea and the Red Sea) BL

Answer: Brinkmanship is the willingness to go to the brink of war to force the other side to back down.

**Role-Playing to Demonstrate McCarthyism in Action**

**Step 4: Critiquing the Performance**

**Essential Question:** Does the role-play or mock hearing succeed in reflecting what happened and give a sense of why McCarthy ultimately failed? (Viewers’ Perspective)

**Directions** Viewers of the performance should divide into groups or meet as whole to critique the performance. Using their notes, viewers should evaluate the performance by answering and discussing the following questions:

- What was the main message of the performance?
- How did the performance compare with the description of McCarthyism in the textbook?
- Why did McCarthy’s early targets not challenge him when they stood accused?
- Why did support for McCarthy eventually fade?

**Putting It Together** After the discussion, have students divide into groups and each choose one of the questions cited above. Give groups a few minutes to agree on an answer. Then have each group recite their answers. OL (Chapter Project continued on the Visual Summary page)
The following year, the CIA intervened in Guatemala. In 1951, with Communist support, Jacobo Arbenz Guzmán was elected president of Guatemala. His land-reform program took over large estates and plantations, including those of the American–owned United Fruit Company. In May 1954, Communist Czechoslovakia delivered arms to Guatemala. The CIA responded by arming the Guatemalan opposition and training them at secret camps in Nicaragua and Honduras. Shortly after these CIA-trained forces invaded Guatemala, Arbenz Guzmán left office.

**Trouble in Eastern Europe**

Covert operations did not always work as Eisenhower hoped. Stalin died in 1953, and a power struggle began in the Soviet Union. By 1956, Nikita Khrushchev had emerged as the leader of the Soviet Union. That year, Khrushchev delivered a secret speech to Soviet officials. He attacked Stalin’s policies and insisted that there were many ways to build a communist society. Although the speech was secret, the CIA obtained a copy of it. With Eisenhower’s permission, the CIA arranged for it to be broadcast to Eastern Europe.

Many Eastern Europeans had long been frustrated with Communist rule. Hearing Khrushchev’s speech further discredited communism. In June 1956 riots erupted in Eastern Europe. By late October, a full-scale uprising had begun in Hungary. Although Khrushchev was willing to tolerate greater freedom in Eastern Europe, he had never meant to imply that the Soviets would tolerate an end to communism in the region. Soon after the uprising began, Soviet tanks rolled into Budapest, the capital of Hungary, and crushed the rebellion.

**The Eisenhower Doctrine**

The United States was not the only nation using covert means to support its foreign policy. President Gamal Abdel Nasser of Egypt had emerged from the Suez crisis as a hero to the Arab people, and by 1957 he had begun working...
with Jordan and Syria to spread pan-Arabism—the idea that all Arab people should be united into one nation. Eisenhower and Dulles worried about Nasser’s links to the Soviets and feared that he was laying the groundwork to take control of the Middle East. In late 1957 Eisenhower asked Congress to authorize the use of military force whenever the president thought it necessary to assist Middle East nations resisting Communist aggression. The policy came to be called the Eisenhower Doctrine. It essentially extended the Truman Doctrine and the policy of containment to the Middle East.

In February 1958 Eisenhower’s concerns appeared to be confirmed when left-wing rebels, believed to be backed by Nasser and the Soviet Union, seized power in Iraq. Fearing that his government was next, the president of Lebanon asked the United States for help. Eisenhower immediately ordered 5,000 marines to Lebanon to protect its capital, Beirut. At the same time, British forces went into Jordan at the request of King Hussein to protect his government. Once the situation stabilized, the U.S. forces withdrew.

A Spy Plane Is Shot Down

After the Hungarian uprising, Khrushchev reasserted Soviet power and the superiority of communism. Although he had supported “peaceful coexistence” with capitalism, he began accusing the “capitalist countries” of starting a “feverish arms race.” In 1957 after the launch of Sputnik, Khrushchev boasted, “We will bury capitalism…Your grandchildren will live under communism.”

Late the following year, Khrushchev demanded the withdrawal of Allied troops from West Berlin. Secretary of State Dulles rejected Khrushchev’s demands. If the Soviets threatened Berlin, Dulles announced, NATO would respond, “if need be by military force.” Brinkmanship worked again, and Khrushchev backed down.

At Eisenhower’s invitation, Khrushchev visited the United States in late 1959. After the success of that visit, the two leaders agreed to hold a summit in Paris. A summit is a formal face-to-face meeting of leaders from different countries to discuss important issues.

Shortly before the summit was to begin in 1960, the Soviet Union shot down an American U-2 spy plane. At first, Eisenhower claimed that the aircraft was a weather plane that had strayed off course. Then Khrushchev dramatically produced the pilot. Eisenhower refused to apologize, saying the flights had protected American security. In response, Khrushchev broke up the summit.

In this climate of heightened tension, President Eisenhower prepared to leave office. In January 1961 he delivered a farewell address to the nation. In the address, he pointed out that a new relationship had developed between the military establishment and the defense industry. He warned Americans to be on guard against the influence of this military-industrial complex in a democracy. Although he had avoided war and kept communism contained, Eisenhower was also frustrated: “I confess I lay down my official responsibility in this field with a definite sense of disappointment… I wish I could say that a lasting peace is in sight.”

Reading Strategy

Reading Strategy

Explaining In what nations did the United States intervene with covert operations?

Main Ideas

1. Explain the significance of: massive retaliation, brinkmanship, covert, Central Intelligence Agency, developing nation, Sputnik, military-industrial complex.

2. Summarizing Why did Eisenhower want to depend on nuclear weapons instead of traditional military approaches to war?

3. Defining What was the goal of the Eisenhower Doctrine?

4. Big Ideas How did technology shape Eisenhower’s military policy?

5. Organizing Use a graphic organizer similar to the one below to list Eisenhower’s strategies for containing communism.

6. Analyzing Visuals Study the photograph of Khrushchev on page 558. How does this photograph illustrate the U.S. and Soviet relationship at this point in the Cold War?

7. Persuasive Writing Suppose that you are a member of Eisenhower’s Cabinet. Defend or attack brinkmanship as a foreign policy tactic. Be sure to provide specific reasons for your opinions.

Vocabulary

- 1. Explain
- 2. Summarizing
- 3. Defining
- 4. Big Ideas
- 5. Organizing
- 6. Analyzing Visuals
- 7. Persuasive Writing

Critical Thinking

1. Explain the significance of: massive retaliation, brinkmanship, covert, Central Intelligence Agency, developing nation, Sputnik, military-industrial complex.

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Assess

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Close

Evaluating Have groups debate the effectiveness of Eisenhower’s foreign policy.

Answers

1. All definitions can be found in the section and the Glossary.

2. He thought large-scale conventional wars were too expensive and would exhaust the economy. Nuclear weapons provided “more bang for the buck.”

3. to extend military aid to the Middle East in order to contain communism

4. It allowed him to pursue the policy of brinkmanship since the nuclear arsenal was a real threat. It also allowed the U.S. to spy on other nations with satellites and spy planes.

5. Strategies for Containing Communism

6. Khrushchev looks strained and defensive, with his fists clenched, an image that reflects the strained relations between the U.S. and the Soviet Union.

7. Responses will vary but should express an opinion supporting or opposing brinkmanship.
**Chapter 15 • Visual Summary**

**Causes of the Cold War**

**Long-Range Causes**
- Both the United States and the Soviet Union believe their economic and political systems are superior.
- Defeat of Germany creates a power vacuum in Europe and leaves U.S. and Soviet forces occupying parts of Europe.
- The U.S. wants to rebuild Europe’s economy and support democratic governments to ensure peace and security.
- The USSR wants Germany weak and believes nations on the Soviet border should have Communist governments.

**Immediate Causes**
- At Yalta, Soviets promise to allow free elections in Eastern Europe but instead gradually impose Communist regimes.
- At Potsdam, Soviets want German reparations, but the U.S. supports rebuilding Germany’s economy.
- Soviet troops help Communists in northern Iran, but U.S. pressure forces a withdrawal.
- George Kennan sends the Long Telegram to U.S. officials, explaining that the Soviets need to be contained.
- Soviets send aid to Communist rebels in Greece and demand Turkey share control of the Dardanelles with the USSR; Truman issues the Truman Doctrine and sends aid to Greece and Turkey.

**Effects of the Cold War**

**Effects in Europe**
- U.S. launches the Marshall Plan to rebuild Europe.
- Germany is divided into two separate nations.
- The USSR blockades Berlin; U.S. organizes the Berlin Airlift.
- The U.S. creates NATO; the USSR creates the Warsaw Pact.

**Global Effects**
- When China falls to communism, the U.S. responds by helping Japan build up its economy and military.
- When Communist North Korea invades South Korea, the U.S. organizes an international force to stop the invasion.

**Effects on the United States**
- Soviet spies are arrested.
- A new Red Scare leads to laws restricting the Communist Party in the U.S. and to investigations by the House Un-American Activities Committee and Senator Joseph McCarthy.
- Americans practice civil defense; some build bomb shelters.
- President Eisenhower orders the development of new rockets, bombers, and submarines that can carry nuclear weapons.
- Eisenhower uses the CIA to covertly contain communism.

**Hands-On Chapter Project**

**Step 5: Wrap Up**

**Role-Playing to Demonstrate McCarthyism in Action**

**Step 5: Wrap Up Essential Question:**
What was the impact of McCarthyism? How did it shape American history?

**Directions**
Students should draw from each step of the chapter project to write a brief essay that answers the essential question (above). You may want to give students the option of recording their answer to the essential question and submitting it to you as an audio file.

**Putting It Together**
Students will synthesize the information presented and the discussions following each step to summarize the big idea—how McCarthyism impacted the history of the United States.
believed Germany needed industry to survive and needed money to fuel industry. Stalin wanted reparations from Germany. He was not concerned with the German economy, because the Soviet economy was so devastated.

8. B Kennan's proposal of containment of Communism became the basis for American Cold War foreign policy. Brinkmanship and massive retaliation were later policies instituted by Eisenhower's administration. The Marshall Plan was a plan to help rebuild Europe after WWII.

9. B It is important that students understand the Korean conflict was between North Korea and South Korea, which eliminates A and D. However, students may have trouble choosing between B and C. Students should remember that the Korean War involved the two main players in the Cold War: the U.S. and USSR.
10. B The Marshall Plan was aimed at rebuilding Europe after the war. An underlying motivation was to stop the spread of communism—strong European economies would help keep European nations from falling to communism.

11. A Remind students that HUAC stands for House Un-American Activities Committee. Un-American activities are anti-American. During the Red Scare that swept the nation in the years following WWII, Communists or those who were believed to be communist “sympathizers” were considered un-American—a threat to the nation.

12. C Although many local governments, businesses, unions, etc., asked employees to take loyalty oaths, such as the University of California, all government employees did not have to take an oath. The government did not order all Communist Party chapters to disband. The act did require these organizations to register with the government. The act was passed over Truman’s veto.

13. B Students should relate attack to retaliation, which may help them remember the policy of massive retaliation. Containment was the policy under the Truman administration. Subversion is a rebellion or treason, and does not fit. Duck-and-cover was a plan to “survive” a nuclear attack.

14. D The Truman Doctrine offered aid to any nation resisting communism and was connected to the policy of containment. The Eisenhower Doctrine was issued in response to the Pan-Arabism movement, which some feared would lead to communism in the Middle East.

15. Critical Thinking

Directions: Choose the best answers to the following questions.

Base your answers to questions 15 and 16 on the map below and on your knowledge of Chapter 15.

**Berlin After World War II, 1945**

15. Why was Stalin initially able to control access to West Berlin?
A. West Berlin was in the Soviet Union.
B. West Berlin was ruled by Communists.
C. West Berlin was in the Soviet sector of Germany.
D. West Berlin had been invaded and occupied by the Red Army.

16. Why did Stalin order a blockade of West Berlin?
A. West Berlin was primarily agricultural and would help feed the Soviet army.
B. Stalin wanted to unite Berlin and organize free elections for Germany.
C. Stalin was afraid of the U.S. nuclear technology and wanted a larger buffer zone.
D. Stalin wanted the United States to abandon West Berlin.
17. **D** The Red Scare during the McCarthy era led many people to discriminate and accept poor or legally suspect treatment of people considered to be Communists and subversives. The culture of fear during the era allowed this discrimination to take place.

18. **B** The car salesman in the cartoon is expressing pride in American know-how, but Uncle Sam looks concerned. Direct students to read the caption. The caption pokes fun at American technology; it says that Americans were making strides in frivolous things like fins on cars while the USSR had already launched a satellite into space.

**Document-Based Questions**

**Directions:** Analyze the document and answer the short-answer questions that follow the document.

Margaret Chase Smith, a Republican senator from Maine, was a newcomer and the only woman in the Senate. Smith was upset by McCarthy’s behavior and hoped that her colleagues would reprimand him. When they failed to do so, Smith made her “Declaration of Conscience” speech.

“As a United States Senator, I am not proud of the way in which the Senate has been made a publicity platform for irresponsible sensationalism. I am not proud of the reckless abandon in which unproved charges have been hurled from this side of the aisle. I am not proud of the obviously staged, undignified countercharges that have been attempted in retaliation from the other side of the aisle… I am not proud of the way we smear outsiders from the Floor of the Senate and hide behind a cloak of congressional immunity…

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of ‘confuse, divide, and conquer’… I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.”

— from Declaration of Conscience

19. In the speech, Smith expresses anger with whom? Why?

20. According to Smith, who is really dividing the nation?

**Extended Response**

21. Students must take a position either that the Cold War could have been prevented or could not have been prevented. Students should use evidence from the chapter, and possible topics for discussion include Yalta, the Marshall Plan, the Berlin Airlift, and the formation of NATO. Essays should adhere to the guidelines for writing a persuasive essay and should present a clear and well-reasoned argument.