

**WITNESS HISTORY**  AUDIO**Preparing for Attack**

June 15, 1955—Wailing sirens announce that Soviet nuclear weapons are on the way. Their targets are New York, Los Angeles, and dozens of other U.S. cities. Schoolchildren duck for cover under their desks. People flee their homes and offices and rush to underground shelters. President Eisenhower is whisked away to a secret mountain location. Millions of casualties are expected. . . .

But this was only a drill. Called Operation Alert, it was one of numerous drills that took place during the Cold War, when the United States was locked in a desperate worldwide struggle against communism and the Soviet Union. *Listen to the Witness History audio to hear more about Operation Alert.*

◀ Schoolchildren try to stay calm during a “duck and cover” nuclear air-raid drill.



Korean War medal



Sign marking a nuclear bomb fallout shelter

**Chapter Preview**

**Chapter Focus Question:** What were the causes, main events, and effects of the early Cold War?

**Section 1**

The Cold War Begins

**Section 2**

The Korean War

**Section 3**


The Cold War Expands

**Section 4**

The Cold War at Home



Comic book warning about the threat of communism

Use the  **Quick Study Timeline** at the end of this chapter to preview chapter events.

**Note Taking Study Guide Online**

For: Note Taking and American Issues Connector  
Web Code: nee-1201



◀ General George Patton

**WITNESS HISTORY** AUDIO**A New Enemy**

After World War II, U.S. General George Patton administered western Germany, while Soviet officials governed eastern Germany. Patton looked to the east and proclaimed:

“Russia knows what she wants. World domination! . . . Let’s keep our boots polished, bayonets sharpened, and present a picture of force and strength to the Russians. This is the only language that they understand and respect. If we fail to do this, then I would like to say that we have had a victory over the Germans and have disarmed them, but we have lost the war.”

—General George S. Patton, October 1945

▲ U.S. and Soviet soldiers celebrate the Allied victory.

## The Cold War Begins

**Objectives**

- Trace the reasons that the wartime alliance between the United States and the Soviet Union unraveled.
- Explain how President Truman responded to Soviet domination of Eastern Europe.
- Describe the causes and results of Stalin’s blockade of Berlin.

**Terms and People**

satellite state	containment
Cold War	Marshall Plan
iron curtain	Berlin airlift
Truman Doctrine	NATO
George F. Kennan	Warsaw Pact

**NoteTaking**

**Reading Skill: Contrast** As you read, contrast the conflicting goals of the United States and the Soviet Union.

American Goals	Soviet Goals

**Why It Matters** In the 1930s, the policies of isolationism and appeasement had contributed to the rise of dictatorships and the outbreak of global war. After World War II, U.S. leaders viewed these past policies as mistakes. They sought new ways to keep the United States safe and to protect its interests around the world. **Section Focus Question:** How did U.S. leaders respond to the threat of Soviet expansion in Europe?

**Roots of the Cold War**

When Franklin Roosevelt died in April 1945, the nation was at a critical point. The United States was still at war. In addition, relations with the Soviet Union—one of the most important wartime allies—were beginning to break down.

**American and Soviet Systems Differ** The United States and the Soviet Union had been united only in their opposition to Nazi Germany. Beyond that, they had little in common. The United States was a capitalist democracy. Its citizens believed in free elections, economic and religious freedom, private property, and respect for individual differences. The Soviet Union was a dictatorship. Under Joseph Stalin, the Communist Party made all key economic, political, and military decisions. The Soviet people could not worship as they pleased, own private property, or express their views freely. Those who opposed or questioned Stalin risked imprisonment and death.

**Allies Disagree on Future of Eastern Europe** By the time Roosevelt, Stalin, and Churchill met at Yalta in February 1945, it was clear that the Allies would defeat Germany. But it was unclear how Germany and the nations of Eastern Europe would be governed after the war. Soviet troops already occupied much of Eastern Europe and some of Germany.

Stalin wanted to keep Germany weak and divided. He also wanted Eastern Europe to remain under the control of the Soviet Union. The United States and Great Britain sought a stronger, united Germany and independent nations in Eastern Europe. At the conference, Stalin agreed to establish “broadly representative” governments and free elections in Eastern Europe and to divide Germany only temporarily into zones of occupation.

Despite Stalin’s promises, nearly all of the lands occupied by the Soviet Red Army in the spring of 1945 remained under Soviet control after the war. The Eastern European countries of Poland, Czechoslovakia, Hungary, Romania, and Bulgaria, as well as the eastern portion of Germany, became **satellite states** controlled by the Soviet Union.

**Truman and Stalin Clash at Potsdam** By the time Soviet, British, and U.S. leaders met at Potsdam in the summer of 1945, Harry Truman had succeeded Roosevelt as President. Truman and Clement Attlee, the new British prime minister, hoped that Stalin would confirm the decisions made at Yalta. However, Stalin refused to make a commitment to allow free elections in Eastern Europe.

**Comparing Viewpoints****What Will Happen to Postwar Europe?**

The Soviet Union and United States disagreed on what should happen to Europe after World War II. The disagreement had much to do with the conflicting values of the two countries and their leaders.

**JOSEPH STALIN**

Stalin was a dictator who ruled the Soviet Union from the 1920s to the 1950s. His policy of collectivizing land led to famine and to the death of millions. He also ordered the execution of thousands of communist officials.

**Primary Source**

“To choose one’s victims, to prepare one’s plan minutely, to slake an implacable vengeance, and then to go to bed . . . there is nothing sweeter in the world.”

“This war is different from all earlier ones; the conqueror of a region imposes his own social system on it.”

**HARRY S. TRUMAN**

As President from 1945 until 1953, Truman tried to stop the spread of communism. He promoted a “Fair Deal” program that included more social security benefits, public health insurance, and an end to racial discrimination.

**Primary Source**

“I would rather have peace in the world than be President.”

“The American people desire, and are determined to work for, a world in which all nations and all peoples are free to govern themselves as they see fit, and to achieve a decent and satisfying life.”

**Compare**

1. How did Truman’s views on power differ from those of Stalin?
2. How did the two leaders disagree on the issue of self-government in Eastern Europe?

### Vocabulary Builder

**aspiration**—(as pih RAY shuhn) *n.* ambition; strong desire to achieve a particular goal

Truman left Potsdam believing that the Soviet Union was “planning world conquest” and that the alliance with the Soviet Union was falling apart. With the Soviet Red Army at his command, Stalin seemed to present a real threat. Thus, the stage was set for a worldwide rivalry between the United States and the Soviet Union. The 46-year struggle became known as the **Cold War** because the two superpowers never faced each other directly in a “hot” military conflict.

✓ **Checkpoint** How did the goals of U.S. and Soviet foreign policy differ after World War II?

## Meeting the Soviet Challenge

President Truman was not the only world leader who believed that Stalin had **aspirations** toward world domination. Winston Churchill also spoke out forcefully against the Soviet Union. On March 5, 1946, he gave an important speech at Fulton College in Missouri, Truman’s home state. Referring to a map of Europe, Churchill noted that “an **iron curtain** has descended across the Continent.” (See the Primary Source on the opposite page.) East of that iron curtain, the Soviet Union was gaining more control by installing communist governments and police states and by crushing political and religious dissent. In addition, Churchill feared, the Soviets were attempting to spread communism to Western Europe and East Asia. The only solution, Churchill said, was for the United States and other democratic countries to stand firm.

**Truman Faces a Crisis** Truman shared Churchill’s beliefs. Born in a small town in Missouri, Truman had been too poor to attend college. He was the only president in the twentieth century with no college education. Instead, he worked the family farm, fought in France during World War I, and eventually began a political career. His life was a testament to honesty, integrity, hard work, and a willingness to make difficult decisions. “The buck stops here,” was his motto as President. It meant that the person sitting in the Oval Office had the obligation to face problems head-on and make hard decisions.

In 1947, no issue was more weighty than the growing crisis between the United States and the Soviet Union. After the war, a number of European and Asian countries were struggling against communist movements supported by the Soviets. In particular, the governments of Greece and Turkey were battling communist forces seeking to gain control. Greece and Turkey needed aid, and in 1947 the United States was the only country with the resources to help them.

**The Truman Doctrine Opposes Communist Expansion** On March 12, 1947, President Truman addressed both houses of Congress. With emotion in his voice, Truman described the plight of the Greek and Turkish people. The fight they were waging, he said, was the fight that all free people had to confront. Truman requested money from Congress “to support free peoples who are resisting attempted subjugation [conquest] by armed minorities or by outside pressures.” If the United States retreated into isolationism, he warned, the peace of the world and the welfare of the nation would be in danger.

Congress responded by voting to give \$400 million in aid for Greece and Turkey. President Truman’s promise to aid nations struggling against communist movements became known as the **Truman Doctrine**, and it set a new course for American foreign policy.

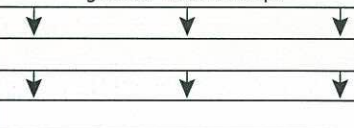
✓ **Checkpoint** What events caused President Truman to propose what became known as the Truman Doctrine?

### NoteTaking

#### Reading Skill: Recognize Sequence

As you read, trace events and developments in Europe that contributed to the growth of Cold War tensions.

Yalta and Potsdam: Allies have conflicting goals for Eastern Europe



## Cold War Europe, 1949

Legend:  
■ Communist nations  
■ Annexed by Soviet Union, 1939–1945  
■ Noncommunist nations  
— Iron curtain

Scale:  
Conic projection  
0 200 400 mi  
0 200 400 km

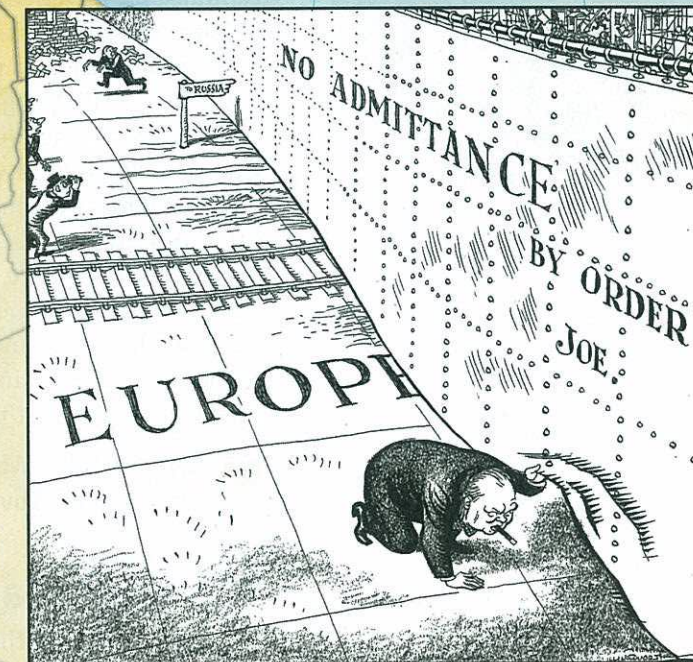
In his speech at Fulton, Missouri, Winston Churchill described the extent of the Soviet “iron curtain,” shown on the map above.

**Primary Source** “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of . . . Central and Eastern Europe. . . . The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control.”

—“Iron Curtain” speech, Winston Churchill, March 5, 1946

**Map Skills** Europe became a divided continent as the Cold War developed after World War II.

- 1. Region** Why did the Soviet Union support the creation of communist states in Eastern Europe?
- 2. Draw Conclusions** Based on the map, in what ways might the Soviet Union have benefited from gaining control of Greece and Turkey?



### Churchill and the Iron Curtain

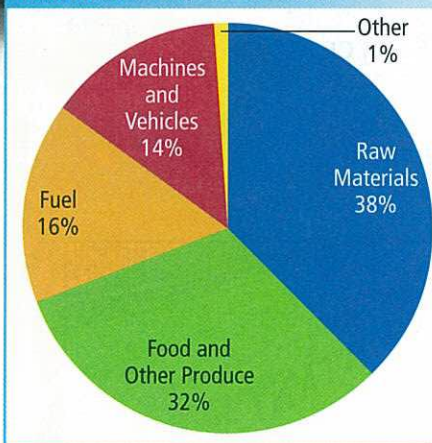
The day after Churchill gave his “Iron Curtain” speech, this cartoon appeared in a British newspaper. It shows Churchill peeping under the barrier built by “Joe” Stalin.

## Marshall Plan Aids European Recovery

These Greek children benefited from U.S. aid designed to promote stable democracies in Europe. *According to the pie chart, what portion of U.S. aid was devoted to reducing famine?*



Shipments Financed by the Marshall Plan, 1948–1951



## Containing Soviet Expansion

In the July 1947 issue of the magazine *Foreign Affairs*, a writer who called himself “X” published an article titled “The Sources of Soviet Conduct.” The author was really **George F. Kennan**, an American diplomat and a leading authority on the Soviet Union. His article presented a blueprint for the American policy that became known as **containment** because its goal was to keep communism contained within its existing borders.

**Kennan Argues for Containment** Kennan contended that while Stalin was determined to expand the Soviet empire, he would not risk the security of the Soviet Union for expansion. In Kennan’s view, the Soviet Union would only expand when it could do so without serious risks. Stalin would certainly not chance war with the United States—a war that might destroy his power in the Soviet Union—just to spread communism.

Kennan cautioned his readers that there would be no quick, easy solution to the Soviet threat. Containment would require a full commitment of American economic, political, and military power:

**Primary Source** “We are going to continue for a long time to find the Russians difficult to deal with. It does not mean that they should be considered as embarked upon a do-or-die program to overthrow our society by a given date. . . . In these circumstances, it is clear that the main element of any United States policy toward the Soviet Union must be that of long-term, patient but firm and vigilant containment of Russian expansive tendencies.”

—George Kennan, “The Sources of Soviet Conduct”

**The Marshall Plan Aids Europe’s Economies** The containment policy’s first great success was in Western Europe. After World War II, people there confronted severe shortages of food, fuel, and medical supplies, as well as brutally cold winters. In this environment of desperate need, Secretary of State George C. Marshall unveiled a recovery plan for Europe. In a speech at Harvard University, he warned that without economic health, “there can be no political stability and no assured peace.”

In early 1948, Congress approved the **Marshall Plan**. Over the next four years, the United States gave about \$13 billion in grants and loans to nations in Western Europe. The program provided food to reduce famine, fuel to heat houses and factories, and money to jump-start economic growth. Aid was also offered to the Soviet satellite states in Eastern Europe, but Stalin refused to let them accept it.

The Marshall Plan provided a vivid example of how U.S. aid could serve the ends of both economic and foreign policy. The aid helped countries that desperately needed assistance. The prosperity it stimulated then helped the American economy by increasing trade. Finally, the good relationships that the aid created worked against the expansion of communism.

**✓ Checkpoint** Why did George Kennan think that containment would work against Soviet expansion?

## The Cold War Heats Up

The front lines of the Cold War were located in Germany. The zones that were controlled by France, Britain, and the United States were combined to form West Germany. West Germany was bordered on the east by the Soviet-controlled East Germany. The Allies also controlled the western part of Berlin, a city tucked deep inside communist East Germany. (See the map on the opposite page.)

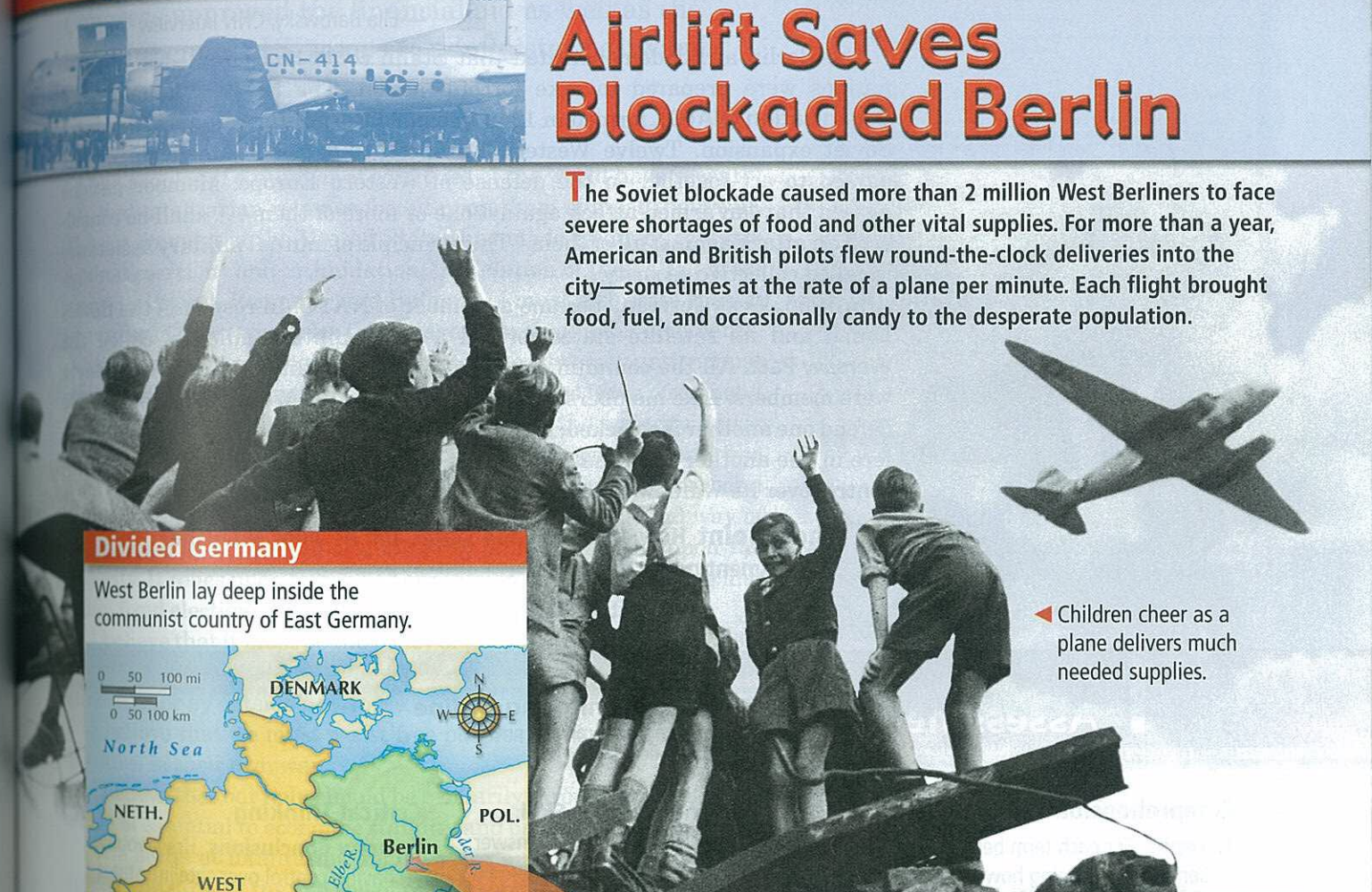
**Berlin Airlift Saves West Berlin** West Berlin was, as one Soviet leader later described it, “a bone in the throat” of the Soviet Union. Its relative prosperity and freedom stood in contrast to the bleak life of East Berliners. Stalin was determined to capture West Berlin or win other concessions from the Western allies. In June 1948, he stopped all highway, railway, and waterway traffic from western Germany into West Berlin. Without any means of receiving aid, West Berlin would fall to the communists.

Stalin was able to close roads, stop barges, and block railways, but he could not blockade the sky. For almost a year, the United States and Britain supplied West Berlin through a massive airlift. Food, fuel, medical supplies, clothing, toys—everything the residents of West Berlin needed was flown into the city.

### INFOGRAPHIC

## Airlift Saves Blockaded Berlin

The Soviet blockade caused more than 2 million West Berliners to face severe shortages of food and other vital supplies. For more than a year, American and British pilots flew round-the-clock deliveries into the city—sometimes at the rate of a plane per minute. Each flight brought food, fuel, and occasionally candy to the desperate population.



Children cheer as a plane delivers much needed supplies.

### Divided Germany

West Berlin lay deep inside the communist country of East Germany.



### Thinking Critically

- Analyze Maps** Why could the Allies not use land routes to supply West Berlin?
- Analyze Visuals** How did the airlift affect West German attitudes toward the United States and Britain?

### History Interactive\*

For: More about the Berlin Airlift  
Webcode: nep-1213

### Vocabulary Builder

**acknowledge**—(ak NAHL ihj) *v.* to admit or recognize

Even through rain and snow, goods arrived regularly. The **Berlin airlift** demonstrated to West Berlin, the Soviet Union, and the world how far the United States would go to protect noncommunist parts of Europe and contain communism.

**Cold War Rivals Form Alliances** In May 1949, Stalin was forced to **acknowledge** that his attempt to blockade Berlin had failed. The Berlin airlift was a proud moment for Americans and Berliners and a major success for the policy of containment. One Berlin resident later recalled her feelings when the blockade was finally lifted:

#### Primary Source

“Sheer joy—nothing else. Nothing else. Joy, and [the feeling that], ‘We have done it! And it works!’ . . . That was so very important. The West has won! I say this quite deliberately in such a crass way because you wanted to know how I felt emotionally. The West—well, we have succeeded. And the West has won and the others have not!”

—Ella Barowsky, CNN interview, 1996

The Berlin airlift demonstrated that Stalin could be contained if Western nations were prepared to take forceful action. The **North Atlantic Treaty Organization (NATO)**, formed in 1949, provided the military alliance to counter Soviet expansion. Twelve Western European and North American nations agreed to act together in the defense of Western Europe. Member nations agreed that “an armed attack against one or more of them . . . shall be considered an attack against all of them.” This principle of mutual military assistance is called collective security.

In 1955, West Germany became a member of NATO. In response, the Soviet Union and its satellite states formed a rival military alliance, called the **Warsaw Pact**. All the communist states of Eastern Europe except Yugoslavia were members. Like members of NATO, nations of the Warsaw Pact pledged to defend one another if attacked. Although members agreed on paper not to interfere in one another’s internal affairs, the Soviet Union continued to exert firm control over its Warsaw Pact allies.

✓ **Checkpoint** How did the United States and its allies apply the containment policy in Europe?

## Primary Source

### Harry S. Truman: The Truman Doctrine

In this address to Congress, President Truman stressed the duty of the United States to combat totalitarian regimes worldwide. His March 12, 1947, speech called for \$400 million in aid to Greece and Turkey, both of which he said were threatened by communism. Congress approved the financial aid as well as the commitment of U.S. troops to administer postwar reconstruction.

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The government of the United States has made frequent protests against coercion<sup>1</sup> and intimidation, in violation of the Yalta agreement, in Poland, Romania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation<sup>2</sup> by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

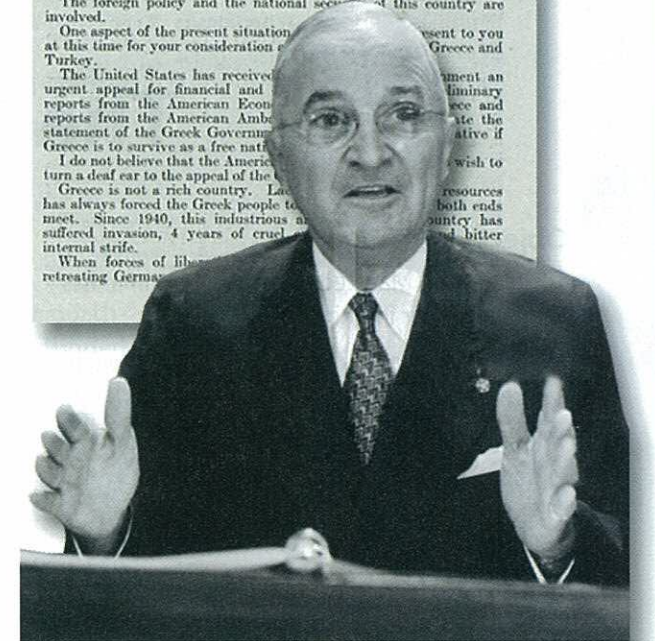
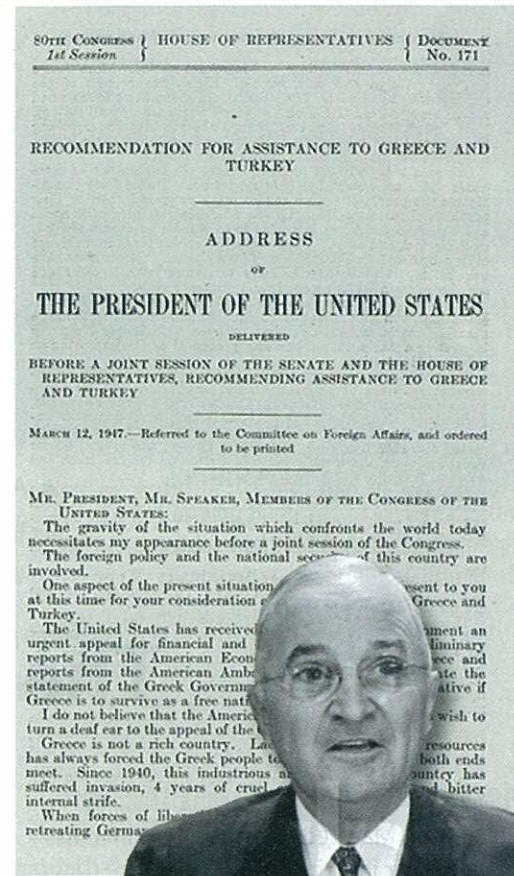
I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own nation.

1. coercion (koh ER zhuhn) *n.* government by force.

2. subjugation (suhb juh GAY shuhn) *n.* condition of being under the control of a conqueror.



▲ President Truman delivering a speech

### Thinking Critically

1. **Make Inferences** What is President Truman referring to when he mentions the two “alternative ways of life”?
2. **Recognize Causes and Effects** According to Truman, how would economic aid support freedom in Greece and Turkey?

## SECTION

# 1

## Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nea-1203

### Comprehension

1. **Terms** For each term below, write a sentence explaining how it changed the lives of people living in post-World War II Europe.

- satellite state
- iron curtain
- Truman Doctrine
- Marshall Plan
- Berlin airlift
- NATO

2. **NoteTaking Reading Skill:**

**Contrast** Use your chart to answer the Section Focus Question: How did U.S. leaders respond to the threat of communism and the Soviet Union?

### Writing About History

3. **Quick Write: Frame Research Questions** Choose one event from this section. Write three questions that you could use as the basis for a research paper. For example, if you chose the Berlin airlift, you might ask, “How much food was flown into Berlin?”

### Critical Thinking

4. **Draw Conclusions** How would having control over satellite states benefit the Soviet Union if it became involved in a European war?

5. **Contrast** How did U.S. foreign policy after World War II differ from U.S. foreign policy after World War I?

6. **Identify Alternatives** What options besides containment might Truman have considered in response to Soviet expansion?



▲ American machine-gunners in Korea

Korean War Medal of Honor ▶

### WITNESS HISTORY AUDIO

#### They Won't Escape This Time

General Lewis B. Puller was the only U.S. marine in history to win five Navy Crosses. Since the time he enlisted in 1918, Puller had fought in Haiti and Nicaragua, commanded marines in China, and waded ashore island after island in the Pacific during World War II. Pinned down by a surprise communist Chinese attack into North Korea, badly outnumbered, and cut off from reinforcement, Puller retained his courage and humor. He informed his regiment:

“The enemy is in front of us, behind us, to the left of us, and to the right of us. They won't escape this time.”

—Lewis “Chesty” Puller, November 1950

## The Korean War

### Objectives

- Explain how Mao Zedong and the communists gained power in China.
- Describe the causes and progress of the war in Korea.
- Identify the long-term effects of the Korean War.

### Terms and People

Jiang Jieshi	Douglas MacArthur
Mao Zedong	limited war
38th parallel	SEATO

### NoteTaking

**Reading Skill: Categorize** As you read, note problems and the steps that President Truman took to solve them. Use a problem-solution table like the one below.

Problem	Solution
Communists threaten takeover of China	

**Why It Matters** Europe had been the first focus of the Cold War. But in the early 1950s, U.S. involvement in the Korean War made East Asia the prime battleground in the long, hard Cold War struggle. The division between North and South Korea remains a source of international tension today. **Section Focus Question:** How did President Truman use the power of the presidency to limit the spread of communism in East Asia?

### Communists Gain Control of China

Since the time of the Russian Revolution in 1917, the Soviets had hoped to spread communism to every corner of the world, training foreigners in Marxist theory and revolutionary strategy. The Soviets were confident that communism would reach worldwide influence. In 1949, events in China seemed to justify their confidence.

**Civil War Divides China** Before Japan invaded China in 1937, Nationalist leader **Jiang Jieshi** (zhee AHNG zhi SHEE), known in the United States as Chiang Kai-shek, had been fighting a civil war against communists led by **Mao Zedong** (mow zeh DUHNG). Although Jiang and Mao temporarily joined forces in an uneasy alliance to fight Japan, the civil war resumed with a new fury after the war ended.

The Soviet Union supported Mao, while the United States sent several billion dollars in aid to Jiang. American leaders feared that Jiang's defeat would create a communist superpower spanning most of Asia.

Jiang's regime proved unequal to the task. Nationalist generals were reluctant to fight. And, while masses of Chinese people faced starvation, corrupt officials diverted U.S. aid dollars into their own pockets. By promising to feed the people, Mao won increased support.

**Communists Win in China** In 1948, Mao's forces dominated the war. Jiang appealed for American military intervention. However, the U.S. government had no intention of sending American troops to support the corrupt Jiang. In 1949, Jiang fled the Chinese mainland, taking control of the large offshore island of Taiwan. Mao's communists then took control of the world's most populous country, renaming it the People's Republic of China.

Mao's victory was an immense shock to Americans. Not only was China under the control of sworn enemies of the United States, but communist regimes controlled about one fourth of the world's landmass and one third of its population. “Who lost China?” Americans asked. Many critics blamed the Truman administration, saying that the United States had failed to give enough support to Jiang. But Secretary of State Dean Acheson argued:

**Primary Source** “The unfortunate but inescapable fact is that the ominous result of the civil war in China was beyond the control of the government of the United States. Nothing that this country did or could have done within the reasonable limits of its capabilities could have changed the result.”

—Secretary of State Dean Acheson, “White Paper on China,” August 1949

✓ **Checkpoint** Why were the communists able to win the Chinese Civil War?

### Americans Fight in Korea

The focus of attention turned to the peninsula of Korea, separated from north-east China by the Yalu River. Once controlled by Japan, Korea had been divided into two independent countries by the United States and the Soviet Union after World War II. The dividing line was set at the **38th parallel** of latitude. In North Korea, the Soviets installed a communist government and equipped its armed forces. The United States provided smaller amounts of aid to noncommunist South Korea.

**North Korea Invades South Korea** American occupation troops remained in South Korea until June 1949. Their departure coincided with the communist victory in China. Soon after, North Korea began a major military buildup.

On June 25, 1950, North Korean forces attacked across the 38th parallel. The 90,000 North Korean troops were armed with powerful tanks and other Soviet weapons. Within days, the northerners overtook the South Korean capital city of Seoul and set out after the retreating South Korean army.

**U.S. Forces Defend South Korea** President Truman remembered how the policy of appeasement had failed to check the German aggression that sparked World War II. Determined that history would not repeat itself, he announced that the United States would aid South Korea.

Within days, the UN Security Council unanimously voted to follow Truman's lead, recommending that “the Members of the United Nations furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security in the area.” Undoubtedly, the Soviet Union would have used its veto power to block the UN resolution if it had been present for the vote. However, it had been boycotting Security Council sessions because the UN had refused to seat Mao's People's Republic of China.



### Communist Victory in China

Carrying hundreds of pictures of their leader, Mao Zedong, these Chinese communists celebrate the defeat of Jiang Jieshi in 1949.

**WITNESS HISTORY DVD**

Watch *A Land Divided: The Korean War* on the United States Witness History DVD to explore how Cold War rivalries brought the United States into a deadly armed conflict.



Truman did not ask Congress for a formal declaration of war, as required by the Constitution. However, supported by the UN resolution, Truman ordered American troops who were stationed in Japan to move to South Korea. The soldiers were mainly occupation troops who had not been trained for forced marches in monsoon rains or heavy combat in rice paddies, nor did they have the military equipment needed to stop the invasion. Soon, they joined their South Korean allies in retreating to the southeast corner of the peninsula near the city of Pusan. There, the allies held fast. As fresh supplies and troops arrived from Japan, soldiers from other UN countries joined the American and South Korean forces.

**MacArthur Drives Back the North Koreans** By September 1950, the UN forces were ready to counterattack. General **Douglas MacArthur**, the World War II hero, had a bold plan to drive the invaders from South Korea. He suspected that the rapid advance of North Korean troops had left North Korea with limited supply lines. He decided to strike at this weakness by launching a surprise attack on the port city of Inchon, well behind enemy lines. Because Inchon was such a poor landing site, with swift currents and treacherous tides, MacArthur knew that the enemy would not expect an attack there.

MacArthur's bold gamble paid off handsomely. On the morning of September 15, 1950, U.S. Marines landed at Inchon and launched an attack into the rear guard of the North Koreans. Communist forces began fleeing for the North Korean border. By October 1950, the North Koreans had been driven north of the 38th parallel.

With the retreat of North Korean forces, U.S. officials had to decide what to do next. Should they declare their UN mandate accomplished and end the war? Or should they send their forces north of the 38th parallel and punish the communists for the invasion? Truman was concerned about the action China would take if the United States carried the war into North Korea. Chinese leaders publicly warned the Americans not to advance near its borders. But MacArthur did not take this warning seriously. He assured Truman that China would not intervene in the war. Based on this advice, the United States pushed a resolution through the UN, calling for a "unified, independent, and democratic" Korea.

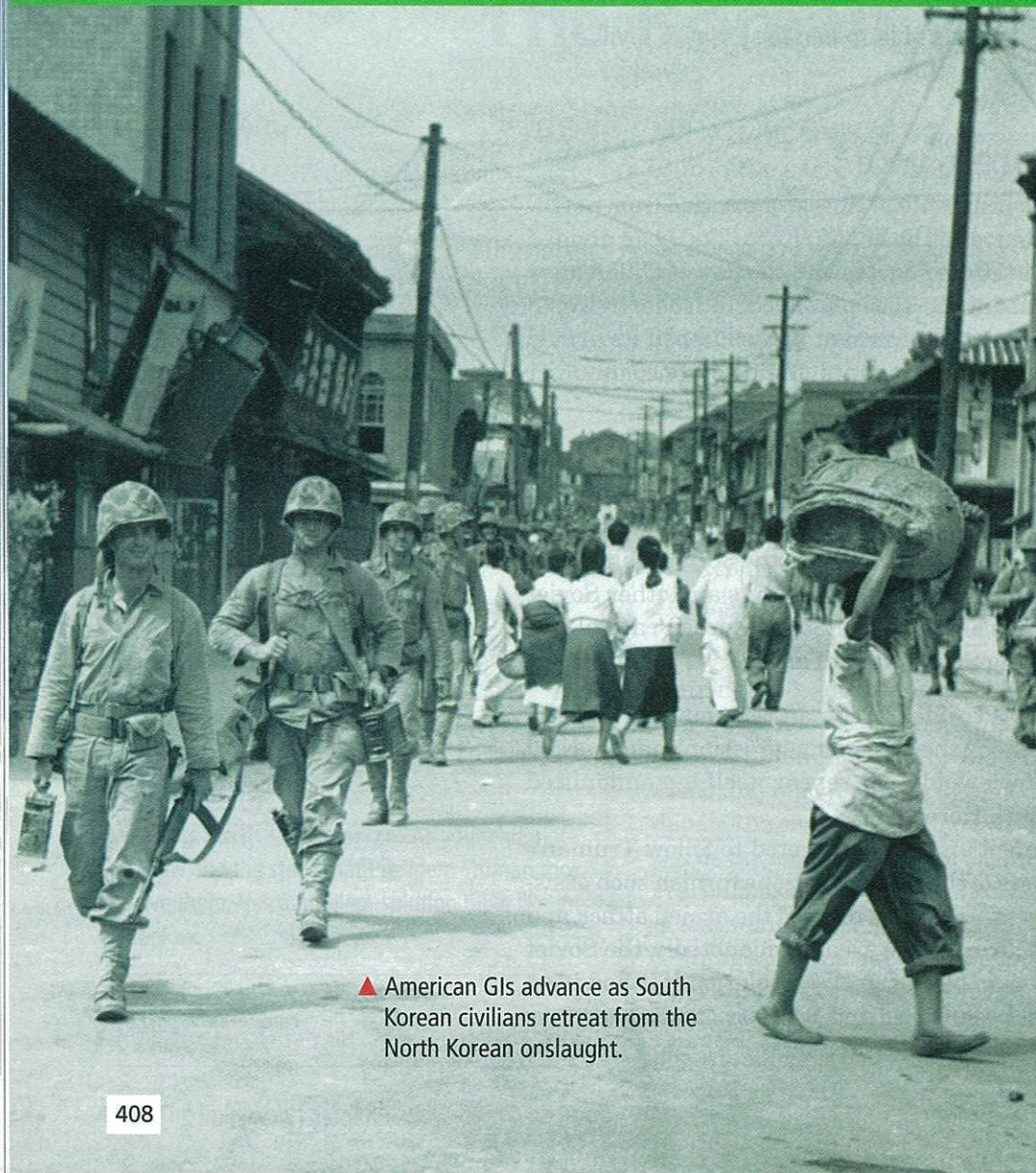
**China Forces a Stalemate** Highly confident, MacArthur attacked north of the 38th parallel. Despite mountainous terrain and freezing temperatures, by Thanksgiving the Allied advance had reached the Chinese border at the Yalu River. Then, on November 25, 1950, some 300,000 Chinese soldiers attacked

**Vocabulary Builder**  
**intervene**—(ihn ter VEEN) *v.* to become involved in; to take action to settle a dispute or influence a course of action

**The Korean War**

**Geography Interactive**

For: Interactive map  
Web Code: nep-1204



▲ American GIs advance as South Korean civilians retreat from the North Korean onslaught.

**North Korea Invades**



**1** June 1950 North Korea invades South Korea.  
**2** July 1950 U.S. and South Korean forces halt their retreat near Pusan.

**UN Fights Back**



**3** Sept. 15, 1950 UN forces land at Inchon and break out of Pusan.  
**4** Nov. 24, 1950 MacArthur starts offensive toward Yalu River.

**China Enters the War**



**5** Nov. 25, 1950 Chinese attack. UN and South Korean forces retreat.  
**6** Jan. 10, 1951 Communists push UN forces to 37th parallel.

**Stalemate**



**7** Jan. 16, 1951 UN forces push communists back to 38th parallel.  
**8** June 27, 1951 Cease-fire is signed, with border at 38th parallel.

**Map Skills** During the Korean War, UN troops supported South Korea, while China backed North Korea. Advantage seesawed between the two sides.

**1. Locate:** (a) 38th parallel, (b) Pusan, (c) Inchon, (d) Yalu River

**2. Movement** Describe the movement of communist troops after November 1950.

**3. Compare** How does the first map differ from the last one?



### Vocabulary Builder

**confront**—(kuhn FRUHNT) *v.* to face

South Korean and U.S. positions. Badly outnumbered, the UN troops were forced back.

With China now in the war, the United States **confronted** a major land war in Asia. It was possible that this war could not be won without huge commitments of troops and even atomic weapons. Truman steadfastly ruled out both of these options. MacArthur, who favored an invasion of China, was enraged. He distrusted Truman's policy of a **limited war** fought to achieve only specific goals. As a soldier, MacArthur favored total victory.

Unable to sway Truman, the general sent a letter to the House Republican leader attacking the President's policies. After the letter became public, Truman fired MacArthur for insubordination. There was a huge outcry in the United States, and MacArthur returned home a national hero.

✓ **Checkpoint** How did President Truman react to the North Korean invasion of South Korea?

## The Korean War Has Lasting Effects

By the spring of 1951, Allied forces had regrouped and stabilized their position near the 38th parallel. The stalemate lasted until 1953. During that time, the two sides fought small, bloody battles with limited results. At the same time, diplomats tried to devise an acceptable peace agreement.

**The War Becomes a Political Issue** The stalemate was a key issue in the presidential election of 1952. Republican candidate Dwight D. Eisenhower promised that if elected he would end the war. Upon his election, he visited Korea, spoke with the troops, and studied the enemy's fortifications.

### Decision Point

## Should the United States Invade China?

China's troops advanced, driving U.S. soldiers and marines back into South Korea. General Douglas MacArthur favored a strong response that included an invasion of China. President Truman disagreed. Read the options below. Then, you decide.

### MacArthur Favors Invasion

#### Primary Source

"I made it clear that if not permitted to destroy the enemy built-up bases north of the Yalu, if not permitted to utilize the friendly Chinese force of some 600,000 men on Formosa [Taiwan], if not permitted to blockade the China coast . . . the position of the command from the military standpoint forbade victory."

—General Douglas MacArthur, April 19, 1951



### Truman Opposes Invasion

#### Primary Source

"We do not want to see the conflict in Korea extended. We are trying to prevent a world war—not to start one. . . . Why can't we take other steps to punish the aggressor? Why don't we bomb Manchuria and China itself? Why don't we assist Chinese Nationalist troops to land on mainland China? If we were to do these things we would . . . become entangled in a vast conflict on the continent of Asia. . . ."

—President Truman, April 11, 1951

#### You Decide

1. Why did MacArthur want to invade China?
2. Why did Truman oppose invasion?
3. What decision would you have made? Why?

### Korean War's Impact on America

#### Quick Study

Immediate Effects	Long-Term Effects
<ul style="list-style-type: none"><li>• 37,000 Americans killed</li><li>• 103,000 Americans wounded</li><li>• Relations with China worsen</li><li>• Armed forces racially integrated</li></ul>	<ul style="list-style-type: none"><li>• Military spending increases</li><li>• Military commitments increase worldwide</li><li>• Relations with Japan improve</li><li>• Future presidents send military into combat without Congressional approval</li></ul>

Eisenhower became convinced that only strong action would break the stalemate. When peace talks threatened to fail, he hinted that he might introduce nuclear weapons into the conflict. That warning, along with the death of Joseph Stalin, convinced the communists to settle the conflict. On July 27, 1953, after slightly more than three years of fighting, the two sides signed a cease-fire. That cease-fire is still in effect today.

**Examining the Lessons of the Korean War** There was no victory in the Korean War. North Korea remained a communist country allied to China and the Soviet Union, and South Korea stayed a noncommunist country allied to the United States and the major democracies. The two Koreas remained divided at about the 38th parallel.

Yet, the war had an important long-term result. Truman had committed U.S. troops to battle without a congressional declaration of war. This set a precedent that future Presidents would follow. The Korean War also led to increased military spending. By 1960, military spending accounted for nearly half of the federal budget. More than a million U.S. soldiers were stationed around the world.

A new alliance underscored U.S. interest in Asia. Like NATO, the **Southeast Asia Treaty Organization (SEATO)** was a defensive alliance aimed at preventing the spread of communism. Its members included Pakistan, Thailand, the Philippines, Australia, New Zealand, France, Britain, and the United States.

✓ **Checkpoint** What were the most important results of U.S. participation in the Korean War?



### U.S. Troops Remain in Korea

American soldiers have stayed in Korea since the war. They patrol the border between the Koreas to prevent another North Korean invasion of South Korea.

## SECTION 2 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nea-1205

### Comprehension

1. **Terms and People** What is the relationship between each of the following items and American policy in East Asia?
  - Jiang Jieshi
  - Mao Zedong
  - 38th parallel
  - limited war
  - SEATO

### 2. NoteTaking Reading Skill:

**Categorize** Use your problem-resolution table to answer the Section Focus Question: How did President Truman use the power of the presidency to limit the spread of communism in East Asia?

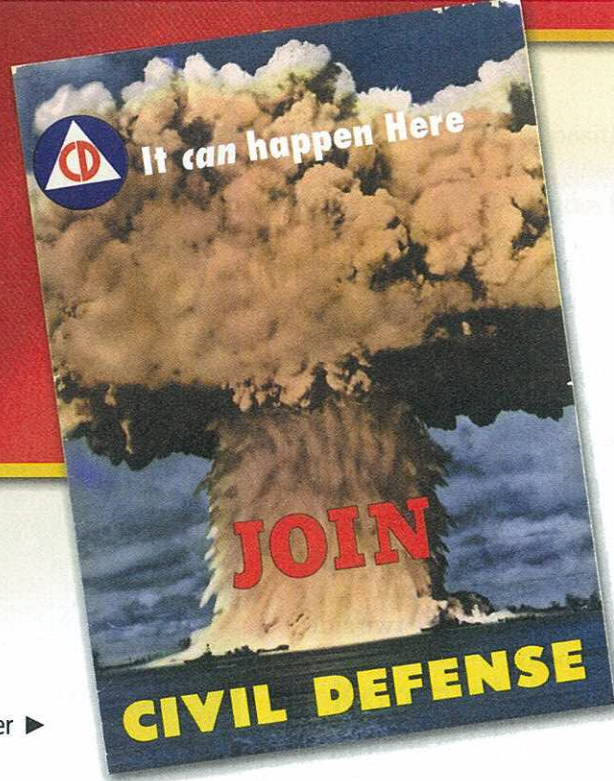
### Writing About History

3. **Quick Write: Plan an Interview** Suppose that you were going to interview some American veterans of the Korean War. Write five questions that you might ask about their experiences and their views of the war.

### Critical Thinking

4. **Identify Central Issues** Why did American aid to Jiang's Nationalists fail to prevent Mao's communists from taking control of China?
5. **Demonstrate Reasoned Judgment** How did General MacArthur's decision to advance toward the Yalu River change the course of the Korean War?
6. **Identify Central Issues** How did the way in which Truman handled the Korean crisis affect the powers of the presidency?





Civil defense poster ►

Nuclear fallout shelter sign ►

**WITNESS HISTORY** AUDIO**The Threat of War**

After the Soviet Union tested an atomic bomb in 1949, President Truman reported to the nation that the nature of war had forever changed:

“[W]ar has undergone a technological change which makes it a very different thing from what it used to be. War today between the Soviet empire and the free nations might dig the grave not only of our Stalinist opponents, but of our own society. . . . Such a war is not a possible policy for rational men.”

—President Harry S. Truman

## The Cold War Expands

**Objectives**

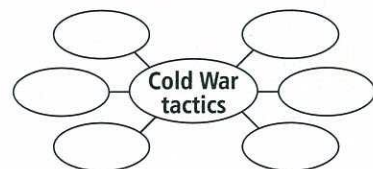
- Describe the causes and results of the arms race between the United States and the Soviet Union.
- Explain how Eisenhower’s response to communism differed from that of Truman.
- Analyze worldwide Cold War conflicts that erupted in Eastern Europe, the Middle East, and other places.
- Discuss the effects of Soviet efforts in space exploration.

**Terms and People**

arms race	Nikita Khrushchev
mutually assured destruction	nationalize
John Foster Dulles	Suez crisis
massive retaliation	Eisenhower Doctrine
brinkmanship	CIA
	NASA

**NoteTaking**

**Reading Skill: Identify Main Ideas** Identify the tactics used to wage the Cold War.



**Why It Matters** By 1950, the United States and the Soviet Union were the two most powerful nations in the world. The conflicting ideologies and goals of these rival nations led to a worldwide struggle for influence. The policies followed by the two superpowers helped shape the modern history of much of the world, from Latin America to the Middle East. **Section Focus Question:** What methods did the United States use in its global struggle against the Soviet Union?

### The Arms Race Heightens Tensions

A change in the balance of world power is usually gradual, taking place over decades or even centuries. But sometimes, the shift happens in a blink of an eye. Such a major shift in the balance of power in the Cold War took place on September 2, 1949. Instruments in an American B-29 aircraft flying over Alaska detected unusual atmospheric radiation. The radiation cloud was drifting eastward from the direction of Siberia.

American nuclear scientists analyzed the data that the aircraft had gathered. They then reached an inescapable conclusion: The Soviet Union had set off an atomic bomb.

**Communist Advances Shock the Nation** The news shook U.S. leaders. They had believed that the Soviet Union was years away from developing an atomic bomb. Now, the Americans no longer had a monopoly on atomic weaponry.

The news that the Soviets had the bomb was followed the next month by news of the communist takeover of China. In a very short time, Americans sensed that the world was a much more dangerous and threatening place.

**Nuclear Arsenal Expand** Three months later, Truman ordered the Atomic Energy Commission to produce a hydrogen bomb. Developers predicted that the H-Bomb would be 1,000 times as powerful as an atomic bomb. They hoped it would restore the United States advantage over the Soviets.

Some scientists, such as J. Robert Oppenheimer and Albert Einstein, opposed developing the H-Bomb, claiming it would only lead to a perpetual arms race. Others argued that Stalin would continue to develop more powerful weapons no matter what the United States did.

In 1952, the United States tested the first hydrogen bomb. The next year, the Soviets tested one of their own. More bombs and tests followed. Most of these tests were conducted aboveground, spewing radioactive waste into the atmosphere. Atomic testing in the American west, at sites such as the Nevada desert, led to increased atmospheric radiation and long-range health problems for people living downwind of the test sites.

During the next four decades, the United States and the Soviet Union developed and stockpiled increasingly powerful nuclear weapons. They armed planes, submarines, and missiles with nuclear warheads powerful enough to destroy each other many times over. Both sides hoped that this program of **mutually assured destruction** would prevent either country from actually using a nuclear device against the other. Still, the threat of nuclear destruction seemed to hang over the world like a dark cloud.

✓ **Checkpoint** Why did the United States government decide to build a hydrogen bomb?

### Eisenhower Introduces New Policies

President Dwight Eisenhower knew firsthand the horrors of war and the need to defend democracy. He had led the World War II Allied invasions of North Africa, Italy, and Normandy. Having worked with top military and political leaders during the war, he was capable of speaking the language of both.

Eisenhower accepted much of Truman’s foreign policy. He believed strongly in a policy to actively contain communism. Eisenhower’s secretary of state, **John Foster Dulles**, was an experienced diplomat who had helped organize the United Nations after World War II. Dulles endorsed the President’s vision of the role the United States should play in the world.

In their approach toward foreign policy, Eisenhower and Dulles differed significantly from Truman and his Secretary of State, Dean Acheson. Both teams of men considered the spread of communism the greatest threat to the free world. But Eisenhower believed that Truman’s approach to foreign policy had dragged the United States into an endless series of conflicts begun by the Soviet Union. These limited, regional conflicts threatened to drain the country’s resources.

**Eisenhower Favors Massive Retaliation** Eisenhower opposed spending billions of dollars on conventional forces, such as troops, ships, tanks, and artillery. Instead, he focused on stockpiling nuclear weapons and building the planes, missiles, and submarines needed to deliver them. He assumed that if there were a major war, it would be nuclear.

Ike’s new policy drew some criticism: Conservatives felt that downgrading conventional forces would weaken American defense, while liberals feared that preparing for nuclear

**Vocabulary Builder**

**perpetual**—(per PEHCH oo uhl)  
*adj.* constant; continuing without interruption

**The Arms Race****Nuclear Warhead Proliferation**

Year	U.S.	USSR	Britain	France	China
1945	6	0	0	0	0
1950	369	5	0	0	0
1955	3,057	200	10	0	0
1960	20,434	1,605	30	0	0
1965	31,642	6,129	310	4	1

**Chart Skills** The chart above shows effects of the arms race. How did the Soviet Union’s development of nuclear weapons affect U.S. defense spending? How did Eisenhower’s policies affect defense spending? Explain.

SOURCE: *Bulletin of the Atomic Scientists*

war made such a war more likely. Still, Eisenhower's approach did save money by providing a "bigger bang for the buck." In 1953, the defense budget was \$50.5 billion; in 1955, it dropped down to \$35.8 billion.

In 1954, Dulles announced the policy of **massive retaliation**. The United States would respond to communist threats to its allies by threatening to use crushing, overwhelming force, perhaps even nuclear weapons.

**Primary Source** "A potential aggressor must know that he cannot always prescribe battle conditions to suit him. . . . The way to deter aggression is for the free community to be willing and able to respond vigorously at places and with means of his choosing."

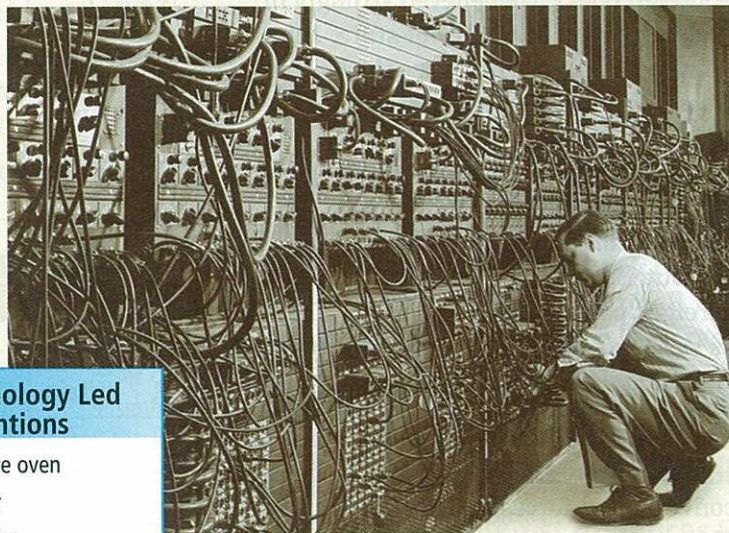
—John Foster Dulles, 1954

Dulles believed that only by going to the brink of war could the United States protect its allies, discourage communist aggression, and prevent war. "You have to take some chances for peace, just as you must take chances in war," he said in 1956. Dulles's approach became known as **brinkmanship**.

**INFOGRAPHIC**

## Domestic Uses Of COLD WAR Technology

To give their nations a military advantage, Cold War scientists rushed to invent advanced weaponry, transportation, and communication. Inventions whose origins go back to the Cold War include space travel, satellites, the Internet, and more.



**Military Technology Led to These Inventions**

- 1946 • Microwave oven
- 1946 • Computer
- 1948 • Hang glider
- 1958 • Nuclear energy plant
- 1960 • Communications satellite
- 1970s • Smoke detector
- 1980s • Global Positioning System

**▲ MONSTER COMPUTERS!**

This 1946 computer calculated artillery trajectories and other military computations. Unlike today's laptop, it filled an entire room, required extensive wiring, and weighed about 30 tons.



**▲ 5-FOOT-TALL MICROWAVE!**

In 1946, a scientist working on radar-related military research noticed that the candy bar in his pocket had melted. Knowing a good thing when he saw it, he eventually invented the "Radarange." The early model above was about 5 feet tall.

**Connect to Your World**

How did military technology indirectly affect the way of life in American homes?

**Stalin's Death Eases Tensions** On March 5, 1953, Joseph Stalin died, setting off a short power struggle. **Nikita Khrushchev** soon emerged as the new head of the Soviet Union. Although a communist and a determined opponent of the United States, Khrushchev was not as suspicious or as cruel as Stalin. He condemned the excesses of the Stalin regime and inched toward more peaceful relations with the democratic West.

In July 1955, Khrushchev met with Eisenhower at a conference in Geneva, Switzerland. Although the meeting yielded few significant results, it did seem to be a small move toward "peaceful co-existence" of the two powers.

**✓ Checkpoint** How was Eisenhower's approach to foreign affairs different from that of Truman?

## The Cold War Goes Global

Peaceful co-existence was easier to imagine than it was to practice. The United States and the Soviet Union remained deeply divided. The Soviet Union would not allow free elections in the areas it controlled, and it continued to attempt to spread communism around the world. Dulles talked about "rolling back" communism and liberating the countries under Soviet rule.

**Unrest Explodes Behind the Iron Curtain** American talk of "rolling back" communist borders and Khrushchev's talk of "peaceful co-existence" were taken seriously by people in Soviet-dominated countries behind the iron curtain. People in Poland, Hungary, and Czechoslovakia resented the control exerted by the Soviet Union. Many hungered for more political and economic freedom.

In 1956, two uprisings shook Eastern Europe. First, workers in Poland rioted against Soviet rule and won greater control of their government. Since the Polish government did not attempt to leave the Warsaw Pact, Soviet leaders permitted the actions.

Then, encouraged by Khrushchev's words and Poland's example, Hungarian students and workers organized huge demonstrations. They demanded that pro-Soviet Hungarian officials be replaced, that Soviet troops be withdrawn, and that noncommunist political parties be organized. Khrushchev responded brutally, sending Soviet soldiers and tanks to crush the Hungarian revolution. The Soviets executed many of the revolution's leaders, killed hundreds of other Hungarians, and restored hard-line communists to power.

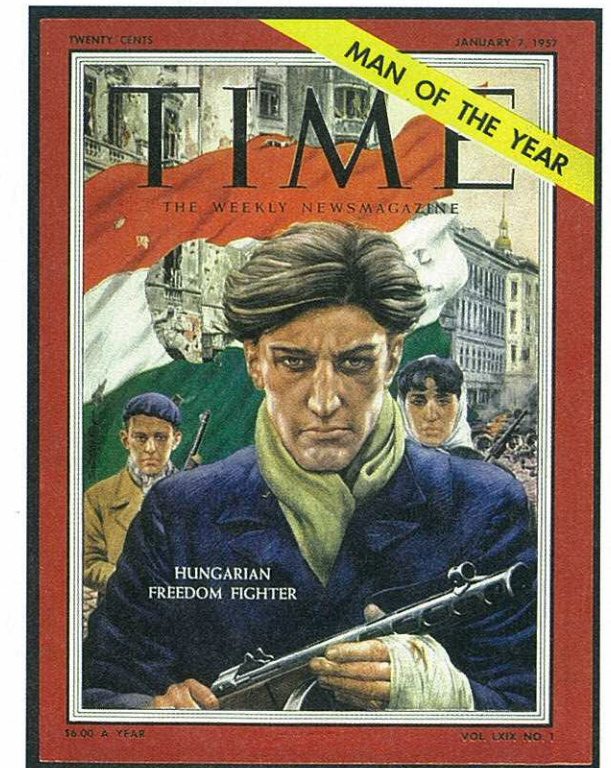
Americans could only watch these events in horror. Eisenhower's massive retaliation approach was powerless. The United States would not use nuclear weapons—or any other weapons—to guarantee Hungarian independence from the Soviet Union.

The Hungarian revolt added a new level of hostility to international relations. At the 1956 Olympic Games, held that November in Melbourne, Australia, the bitter feelings surfaced. A water-polo match between the Soviet Union and Hungary turned violent. Sportswriters called it the "blood in the water" match.

**The U.S. Defuses the Suez Crisis** The United States found itself involved in another world conflict, this time in the Middle East. As Cold War tensions increased, Egypt's president Gamal Abdel Nasser tried to use the U.S.–Soviet rivalry to his advantage. Nasser wanted to construct a dam on the Nile River at Aswan. The United States and Britain initially offered to fund the project, but when Nasser recognized the People's Republic of China and

### Revolt in Hungary

Americans admired the brave men and women who sacrificed their lives fighting against Soviet domination in Hungary. *Time* magazine even chose the Hungarian Freedom Fighter as its "Man of the Year" for 1956.



opened talks with the Soviet Union, the Eisenhower administration withdrew its offer. In response, Nasser **nationalized** the Suez Canal, placing it under government control. The canal, which connects the Mediterranean Sea with the Red Sea, had originally been managed by a British-French company and was protected by British armed forces.

Nasser's action threatened the flow of Middle Eastern oil to Europe. Without consulting with Eisenhower, Britain and France plotted to get the canal back into Western hands. They joined forces with Israel, a young nation that had long suffered from raids along its border with Egypt. Britain and France used the **Suez crisis** as an excuse to seize control of the Suez Canal.

President Eisenhower was outraged by these actions. Rather than support his Western allies, Ike criticized them and refused to supply them with U.S. oil. The three nations had counted on Eisenhower's support, and when it did not come, they were forced to withdraw their troops from Egypt.

**Eisenhower Promises Strong Action** In response to Soviet influence in the Middle East and elsewhere, the President made a statement in January 1957 that became known as the **Eisenhower Doctrine**. Eisenhower announced that the United States would use force to help any Middle Eastern nation threatened by communism. Eisenhower used his doctrine in 1958 to justify

sending troops to Lebanon to put down a revolt against its pro-American government.

The Eisenhower administration also used the **Central Intelligence Agency (CIA)** in its struggle against communism. Congress had created the CIA in 1947 as an intelligence-gathering organization. Eisenhower gave it a new task. He approved covert, or secret, CIA operations to protect American interests. In 1953, the CIA aided a coup that installed a new government in Iran. In 1954, it accomplished a similar mission in Guatemala. While both operations helped to place anticommunist leaders in power, they also created long-term resentment against the United States.

**The Cold War Blasts Off Into Space** Although the United States successfully contained the spread of communism on the ground, it did suffer a setback in outer space. On October 4, 1957, the Soviet Union launched a 184-pound steel ball containing a small transmitter into an orbit of Earth. The Soviets named the tiny satellite *Sputnik 1*. The following month they launched a much larger satellite. It carried a dog, named Laika, to see how a living creature would react to life in outer space. Since there was no way to return the satellite to Earth, Laika died in orbit.

The launches shocked many Americans, who had long believed that superior technology would keep the United States ahead of the Soviet Union. Would Soviet space technology give them the rocket power to launch missiles onto American cities?

In a state of crisis, Congress quickly approved the National Defense Education Act, a \$1 billion program intended to produce more scientists and teachers of science. The act authorized money for loans to enable high school and college graduates to continue their education in science. In addition, Congress created the **National Aeronautics and Space Administration (NASA)** to coordinate the space-related efforts of American scientists and the military.

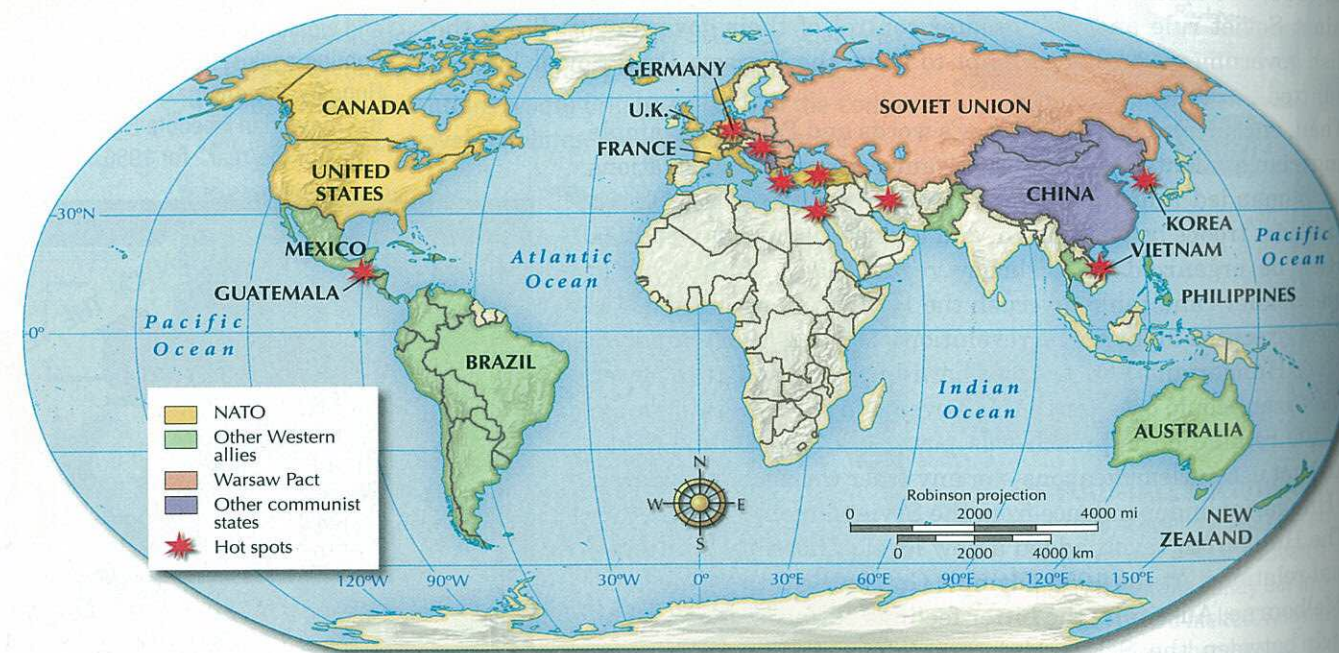
**Checkpoint** How did the Hungarian and Suez crises of 1956 raise Cold War tensions?



**Russians Succeed in Space**  
The dog Laika, aboard *Sputnik 2*, was the first living creature to orbit Earth. He was hailed as a Soviet hero.

## Global Cold War, 1946–1956

**Geography Interactive**  
For: Interactive map  
Web Code: nep-1206



**Map Skills** The Cold War spread globally as the United States and the Soviet Union formed alliances and competed for power around the world. NATO and the Warsaw Pact were the two strongest alliances.

**1. Region** Identify a region where there were many Cold War hot spots. Why do you think there were so many conflicts in that region?

**2. Compare** How was Latin America important to the United States in the same way that Eastern Europe was important to the Soviet Union?

## SECTION 3 Assessment

**Progress Monitoring Online**  
For: Self-test with vocabulary practice  
Web Code: nea-1207

### Comprehension

- Terms** For each term below, write a sentence explaining its importance to the United States during the Cold War.
  - arms race
  - mutually assured destruction
  - massive retaliation
  - brinkmanship
  - Eisenhower Doctrine

### 2. NoteTaking Reading Skill:

**Identify Main Ideas** Use your completed charts to answer the Section Focus Question: What methods did the United States use in its global struggle against the Soviet Union?

### Writing About History

- Quick Write: Identify Sources** Identify two sources you might use to find answers to research questions about the arms race. One source should be a book from your school or public library. The other should be a reliable site on the Internet.

### Critical Thinking

- Identify Point of View** Do you think that the massive retaliation policy favored by John Foster Dulles successfully deterred the Soviet Union? Explain your answer.
- Contrast** How were the covert operations of the CIA in Guatemala and Iran different from the military operations of the United States Army in Korea?
- Demonstrate Reasoned Judgment** Were Americans justified in being alarmed when the Soviets launched *Sputnik 1*? Explain.

# EXPERIENCE THE COLD WAR

Fathers built bomb shelters in backyards, mothers stocked survival kits in basements, and children practiced ducking under their school desks. Across the nation, Americans prepared for the possibility that the Soviet Union might launch nuclear weapons against American cities. This was all part of the civil defense system of the early Cold War.

Throughout the 1950s and early 1960s, the civil defense system shaped American attitudes about their country and the Cold War. As the Cold War ended, civil defense became less important. But since 2001 and the rise of terrorism, it reemerged in a new form known as homeland security.



▲ **Evacuate!**

In 1955, wailing sirens signaled a simulated nuclear attack and sent New Yorkers scurrying into underground fallout shelters. Similar drills took place across the nation.

▼ **Stay Tuned!**

Emergency information would be broadcast on AM radio stations.

**In Case of Attack!**

TUNE YOUR AM RADIO DIAL TO  
 640 OR 1240

FOR OFFICIAL INFORMATION

**CONELRAD**

FEDERAL CIVIL DEFENSE ADMINISTRATION

**ON MY! DANGER**

**BERT DUCKS and COVERS**

HE'S SMART, BUT HE HAS HIS SHELTER ON HIS BACK... YOU MUST LEARN TO FIND SHELTER

► **Duck and Cover!**

Schoolchildren were taught to "duck and cover" under their desks during nuclear air-raid drills.



**ATTEND A HOME PREPAREDNESS WORKSHOP**

Earn this award this HOME is prepared

**FOR SURVIVAL YOU WILL NEED**



food and water...enough for at least 14 days

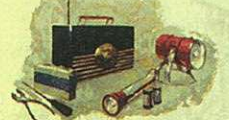
first aid and home care of the sick...when there is no trained medical help



sanitation...safeguard your family's health



firefighting and rescue...self-reliance for safety



Conelrad, utilities...a guide to family action

receive this **CITATION**



by acquiring **FAMILY FALLOUT SHELTER** and completing the **READINESS REQUIREMENTS**

▲ **Be Prepared!**

The Civil Defense Administration taught Americans how to survive a nuclear attack.

◀ **Take Shelter!**

Homeowners built backyard bomb shelters stocked with radiation suits and medical kits.

**DO YOU QUALIFY AS A RADEF VOLUNTEER?**

**IF YOU DO, YOU MAY BECOME A NUCLEAR AGE MINUTEMAN**

◀ **Volunteer!**

Citizens monitored the skies for enemy planes, stocked air-raid shelters, and maintained emergency equipment.

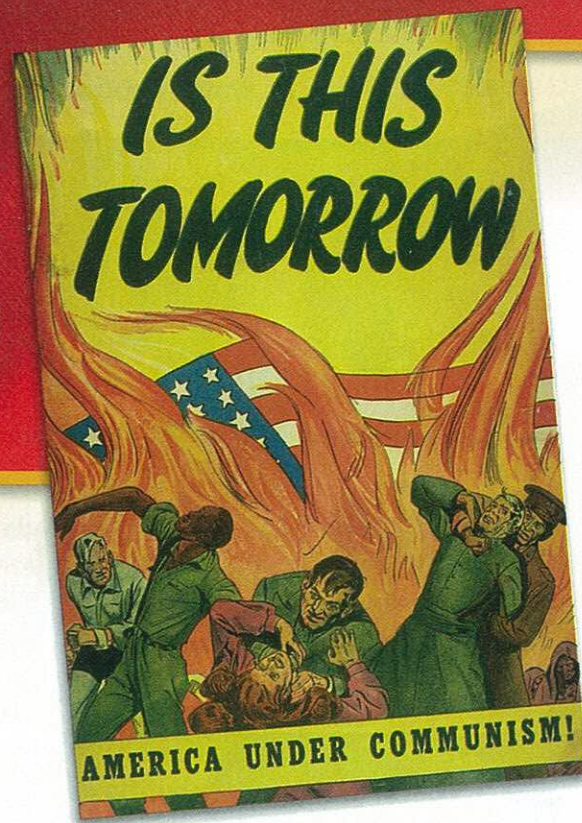
**Thinking Critically**

- Analyze Visuals** How did civil defense literature appeal to Americans' sense of duty and citizenship?
- Draw Conclusions** Do you think the civil defense program made Americans feel safer or more fearful? Explain.

**Connect to Today** Do research to learn about today's homeland security system. How are the methods and goals of this system similar to and different from the civil defense system of the 1950s?

**History Interactive**

For: To discover more about the Cold War Web Code: nep-1208



▲ Anticommunist comic

## WITNESS HISTORY AUDIO

## Battling the Communist Menace

In the 1950s, Americans were alarmed by charges that communists had infiltrated their government and other institutions. Cold War themes made their way into movies, television shows, and novels. Even comic-book heroes like Superman battled the communist menace. In a 1952 comic book, a character states the concerns of many Americans:

“Today’s headlines shout of battles with Communist hordes in Korea—of Red riots in Rome and Paris and Berlin! But there’s another secret battle taking place—right here, right now! A [secret] underground fight between Communism and democracy for the youth of America.”

—“Backyard Battleground,” in *Daring Confessions*, 1953

## The Cold War at Home

### Objectives

- Describe the efforts of President Truman and the House of Representatives to fight communism at home.
- Explain how domestic spy cases increased fears of communist influence in the U.S. government.
- Analyze the rise and fall of Senator Joseph McCarthy and the methods of McCarthyism.

### Terms and People

Red Scare	Alger Hiss
Smith Act	Julius and Ethel Rosenberg
HUAC	Joseph R. McCarthy
Hollywood Ten blacklist	McCarthyism

### NoteTaking

#### Reading Skill: Identify Causes and Effects

List efforts taken to protect Americans from communism and how these policies affected rights.

Anticommunist Policy	Effect on Rights

**Why It Matters** Americans have often faced the difficult task of balancing the need to provide national security with the need to protect people’s rights and freedoms. In times of crisis, rights have sometimes been limited. Beginning in the late 1940s, the Cold War dominated American life. For some of those years, the nation was in the grip of a new Red Scare. The hunt for communists netted some spies, but it also disrupted the lives of thousands of innocent Americans. **Section Focus Question:** How did fear of domestic communism affect American society during the Cold War?

### Worrying About Communists at Home

The Cold War influenced many aspects of American life. American soldiers fought and died in Korea. Industries hummed with activity, turning out weapons and supplies. Americans read newspaper articles about who “lost” China or who was winning the “space race.” Popular culture reflected an us-versus-them attitude—democrats versus totalitarians, capitalists versus communists, the West versus the East. In the end, the Cold War was turning out to be every bit as global and as encompassing as World War II had been.

**Truman Roots Out Communists** The fear that communists both outside and inside America were working to destroy American life created a reaction known as a **Red Scare**. This fear was not unique to the late 1940s and 1950s. The 1917 Russian Revolution and the

communists’ call for worldwide revolution had led to a similar Red Scare in 1919 and 1920. However, the Red Scare that followed World War II went deeper and wider—and lasted far longer—than the earlier Red Scare. Truman’s Attorney General, J. Howard McGrath, expressed the widespread fear of communist influence when he warned that communists “are everywhere—in factories, offices, butcher stores, on street corners, and private businesses. And each carries in himself the death of our society.”

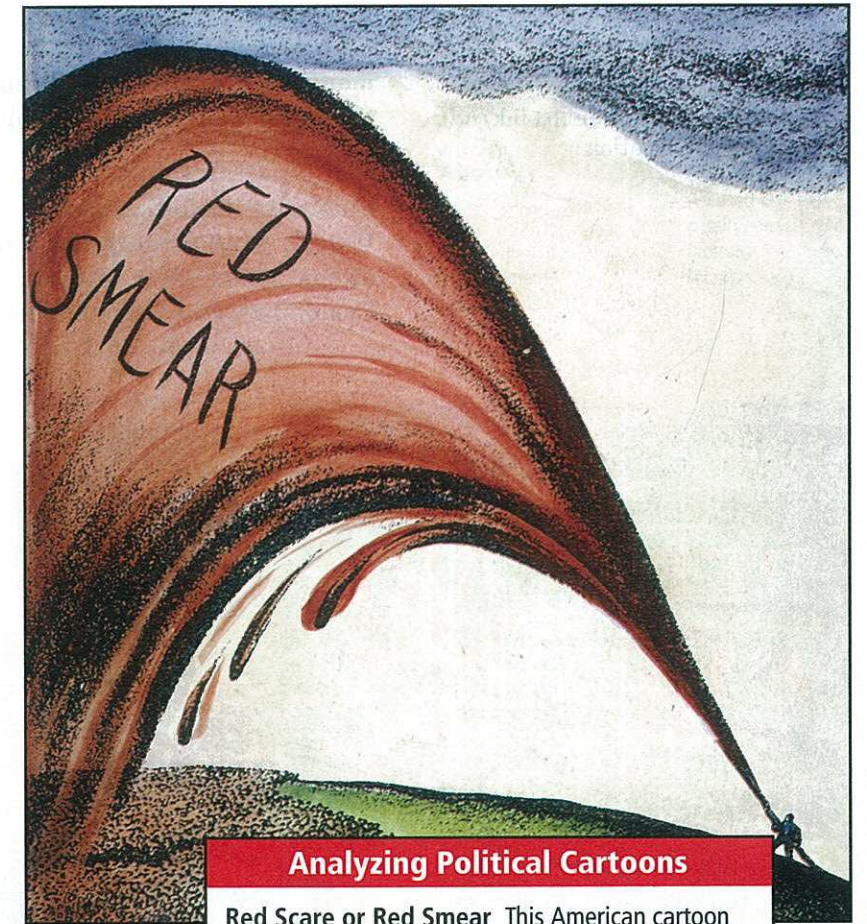
The spread of communism into Eastern Europe and Asia raised concerns that American communists, some in influential government positions, were working for the enemy. In truth, some American communists were agents of the Soviet Union, and a handful of them held high-ranking positions in government. However, overwhelmingly, government officials were loyal to the United States.

Recognizing public concern about domestic communism, President Truman created a Federal Employee Loyalty Program in March 1947. The order permitted the FBI and other government security agencies to screen federal employees for signs of political disloyalty. About 3,000 federal employees either were dismissed or resigned after the investigation. The order also empowered the Attorney General to compile a list of “totalitarian, fascist, or subversive organizations” in the United States. Americans who belonged to or supported organizations on the Attorney General’s list were singled out for more intense scrutiny. Many were labeled “security risks” and dismissed from their jobs.

The Truman administration also used the 1940 **Smith Act** to cripple the Communist Party in the United States. This act made it unlawful to teach or advocate the violent overthrow of the U.S. government. In 1949, a New York jury found 11 communists guilty of violating the Smith Act and sent them to prison.

**Congress Hunts Communists** Congress joined in the search for communists. In 1938, the House of Representatives had created the **House Un-American Activities Committee (HUAC)** to investigate possible subversive activities by fascists, Nazis, or communists. After the war, the committee conducted several highly publicized hearings on communist activities in the United States. HUAC investigators probed the government, armed forces, unions, education, science, newspapers, and other aspects of American life.

The best-known HUAC hearings targeted the movie industry in 1947. The HUAC investigations uncovered people who were, or had been, communists during the 1930s and 1940s. A group of left-wing writers, directors, and producers known as the **Hollywood Ten** refused to answer questions, asserting their Fifth Amendment rights against self-incrimination. The hearings turned into a war of attacks and counterattacks as committee members and witnesses yelled at each other and pointed accusatory fingers.



### Analyzing Political Cartoons

**Red Scare or Red Smear** This American cartoon appeared in 1949, when government officials were prosecuting communists and others for subversive activities.

1. What is the cartoonist’s attitude toward the attempt to uncover communists?
2. How do you think President Truman might have responded to this cartoon?

After the hearings, the Hollywood Ten were cited for contempt of Congress and were tried, convicted, and sent to prison. Movie executives circulated a **blacklist** of entertainment figures who should not be hired because of their suspected communist ties. The careers of those on the list were shattered. Not until the case of *Watkins v. United States* (1957) did the Supreme Court decide that witnesses before HUAC could not be forced to name radicals they knew.

The HUAC investigation had a powerful impact on filmmaking. In the past, Hollywood had been willing to make movies about controversial subjects such as racism and anti-Semitism. Now, most producers concentrated only on entertainment and avoided addressing sensitive social issues.

**Freedom of Speech Takes a Hit** The case of the Hollywood Ten demonstrated that in the mood of fear created by Soviet aggression, freedom of speech was not guaranteed. Americans lost their jobs because they had belonged to or contributed to an organization on the Attorney General's list. Others were fired for associating with people who were known communists or for making remarks that were considered disloyal. Teachers and librarians, mail carriers and longshoremen, electricians and construction workers—people from all walks of life—might be accused and dismissed from their jobs.

The effort to root out communist influence from American life cut across many levels of society. Communists were exposed and blacklisted in the country's **academic** institutions, labor unions, scientific laboratories, and city halls.

**Government Investigates Oppenheimer** The case of J. Robert Oppenheimer illustrates the difficulty of distinguishing loyalty from disloyalty. During World War II, Oppenheimer had led the Manhattan Project, which developed the atomic bomb. After the war, he became chairman of the General Advisory Committee of the U.S. Atomic Energy Commission (AEC). However, Oppenheimer

**Vocabulary Builder**  
**academic**—(ak uh DEHM ihk) *adj.*  
 related to education

had ties to people who belonged to the Communist Party, including his wife and brother.

In 1954, the AEC denied Oppenheimer access to classified information. Although the AEC had no evidence that Oppenheimer himself had ever been disloyal to the United States, it questioned whether his communist ties disqualified him from holding this position.

✓ **Checkpoint** What steps did Truman and Congress take to investigate communist influence in the United States?

## Spy Cases Worry Americans

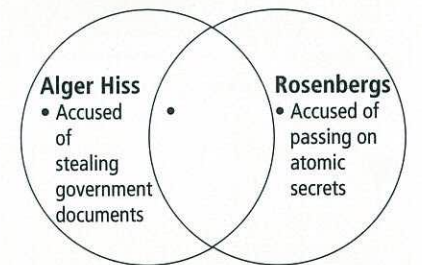
Two sensational spy trials drew the nation's attention to the threat posed by communist agents working to subvert the United States. The accused in the two cases could not have been more different. **Alger Hiss** had been educated at Johns Hopkins University and Harvard Law School. **Julius and Ethel Rosenberg** were from the poor, lower east side of Manhattan. Although Hiss and the Rosenbergs never met, their crimes and their trials have linked them in the public's imagination.

**Whittaker Chambers Accuses Alger Hiss** Until 1948, Alger Hiss's career seemed flawless. A seemingly dedicated government servant, Hiss had worked on several important New Deal agencies and helped to organize the United Nations. But a man named Whittaker Chambers disrupted Hiss's image.

As a young man, Chambers had become a communist espionage agent. But Chambers later turned against communism because of the brutality of Stalin's rule. Chambers began writing compellingly about the evils of communism. In 1948, he testified before HUAC about his

## NoteTaking

**Reading Skill: Compare and Contrast** As you read, identify similarities and differences between the Hiss case and the Rosenberg case. Consider both the facts and the impact of the two spy cases.



## INFOGRAPHIC AUDIO

# RED SCARE CULTURE

Pop culture reflected the fears of the time. Some books and films bordered on hysteria. Audiences were shocked by the 1950 film *I Married a Communist*, but they cheered when John Wayne starred as Big Jim McClain, a two-fisted HUAC investigator chasing communists in Hawaii.

▲ This comic book enlisted a popular hero in the fight against communism.

THEY PUSH A BUTTON AND VAST CITIES VANISH BEFORE YOUR VERY EYES!



## INVASION U.S.A.

▲ Some novels and movies predicted a devastating atomic war between the United States and the Soviet Union.

## THE SATURDAY EVENING POST SERIAL THAT JOLTED MILLIONS!

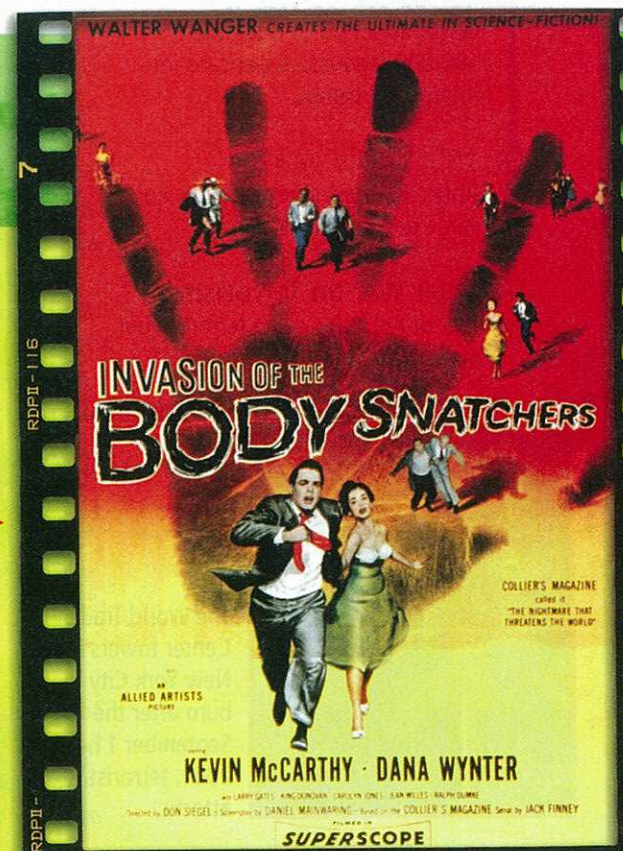


◀ *I Was a Communist for the F.B.I.* thrilled movie-goers in 1951.

In this science-fiction classic, aliens invade Earth and take over people's minds. Many viewed this as a warning about communist influence. ▶

## Thinking Critically

- 1. Draw Conclusions** Do you think the investigations of the HUAC influenced the nature of pop culture? Explain.
- 2. Recognize Cause and Effect** Do you think the culture of the 1950s made Americans feel safe? Explain.



TRACK THE ISSUE

What is the proper balance between national security and civil liberties?

The Constitution guarantees rights and freedoms to all American citizens. But during war and other crises, government leaders have limited such civil liberties in order to protect citizens' lives. Should they? Use the timeline below to explore this enduring issue.

- 1790s Undeclared War With France**  
Alien Act allows President to imprison or deport resident aliens. Sedition Act limits freedoms of speech and press.
- 1860s Civil War**  
Lincoln suspends the right of habeas corpus.
- 1940s World War II**  
Government sends more than 100,000 Japanese Americans into internment camps.
- 1950s Cold War**  
Anticommunist investigations violate some people's rights.
- 2001 War on Terrorism**  
Patriot Act helps catch terrorists but may reduce privacy rights.



The World Trade Center towers in New York City burn after the September 11, 2001, terrorist attacks.



A traveler has his baggage searched at an airport security checkpoint.

DEBATE THE ISSUE

**Terrorism and the Patriot Act** After the devastating terrorist attacks of September 11, 2001, the United States declared a "War on Terrorism." Congress passed the Patriot Act to help law enforcement agencies prevent future terrorist attacks.

"I have a lot of problems with the Patriot Act. . . . It gives the government the ability to spy on its citizens and on foreign nationals without probable cause of a crime, to get wiretaps and warrants. It gives them the ability to get records from libraries and bookstores on people who are not targets of any criminal investigation."

—David Cole, professor, Center for Constitutional Rights

"Right after 9-11, the President turned to the Attorney General and said very simply, "John, you make sure this does not happen again." Preventing another catastrophic attack on the American homeland would have been extremely difficult if not impossibly so without the tools that Congress provided in the USA Patriot Act."

—Viet Dinh, Assistant U.S. Attorney General

Connect to Your World

- 1. Compare** Why does Professor Cole oppose the Patriot Act? Why does the Assistant Attorney General support it?
- 2. Analyze** Which of the two people above would have been more likely to oppose the work of HUAC during the Cold War? Why?
- 3. Debate** Learn more about recent debates on civil liberties and the war on terrorism. Then, prepare an argument supporting one viewpoint. **Web Code:** neh-1208

communist past and named Alger Hiss as one of his contacts in the federal government. Hiss soon appeared before HUAC. He denied that he was a communist and an espionage agent, and he denied that he even knew Whittaker Chambers. But Richard Nixon, a young member of Congress from California, convinced the other committee members to press the case. Slowly, Hiss's story began to unravel. Chambers proved that he did know Hiss and that Hiss had given him confidential government documents. Chambers had even kept a microfilm copy of some of those documents, storing them in a hollowed-out pumpkin on his Maryland farm. Hiss was tried for perjury. The first trial ended in a hung jury. At his second trial, he was found guilty and sentenced to five years in prison. Even after his conviction, many Americans continued to believe that Hiss was innocent. However, as years passed, the evidence grew overwhelmingly against him. The fact that someone as influential as Hiss was a communist agent raised serious concerns. The Hiss case had another unexpected effect. The congressional hearings thrust Richard Nixon into the national spotlight. In 1952, he was named Eisenhower's running mate and would later become President.

**The Rosenbergs Are Executed** Nothing created more concern about internal security than the charge that some Americans had helped the Soviets build an atomic bomb. The case began when a scientist named Klaus Fuchs was charged with sending atomic secrets to the Soviet Union. The investigation against Fuchs ultimately led to the arrest of Ethel and Julius Rosenberg in 1950. The Rosenbergs were charged with conspiring to pass secret information about nuclear science to Soviet agents.

The trial of the Rosenbergs generated intense controversy in America and around the world. The case against them was based largely on the word of one confessed spy. Pleading innocent, the Rosenbergs claimed that they were being persecuted for being Jewish and for holding unpopular beliefs. In the end, both were found guilty and sentenced to death. Many believed that the harsh sentence was intended as a lever to force them to identify other members of the alleged spy ring. But the Rosenbergs claimed they had no such information.

After 26 months on death row, the Rosenbergs were electrocuted in 1953. Years of debate followed the executions. Some believe that anti-Semitic sentiment did influence the outcome. In the 1990s, tangible evidence emerged indicating that Julius Rosenberg was guilty. Ethel Rosenberg appears to have played only a minor role in the espionage. Many people continue to believe that the death penalty was too severe for the little involvement she may have had.

**Checkpoint** Why did the Rosenberg case attract nationwide attention and controversy?

McCarthy Uses Ruthless Tactics

The early Cold War years saw one ominous event after another. The fall of China, Soviet nuclear bombs, and the exposure of Soviet agents in the United States all undermined American confidence. At that time, as Americans worried about the nation's security, a clever and unscrupulous man began to take

**EXTRA**  
RACE RESULTS Los Angeles Times PICTORIAL  
SATURDAY MORNING, JUNE 20, 1953

# ROSENBERGS DIE

## Pair Executed for Atom Spying

Supreme Court and Eisenhower Reject Couple's Last Pleas

ROSENBERGS, N.Y., June 19—Atom spies Julius and Ethel Rosenberg died by firing squad in Sing Sing prison's electric chair shortly before sundown today. The execution followed quickly after the Supreme Court set aside a stay of execution granted Wednesday by Justice William O. Douglas and President Eisenhower's top aide for great harm to the country.

SING SING PRISON, N.Y., June 19 (AP)—Atom spies Julius and Ethel Rosenberg were ordered electrocuted late today for betraying their country's secrets to Russia and threatening the lives of millions by helping the world enter an atomic war. The Justice Department set the time for the couple's death in Sing Sing prison's electric chair after a day of suspense in which the U.S. Supreme Court denied their final appeals and President Eisenhower again refused clemency.

Julius, 34, was sentenced to 30 years in prison and with maximum time set to end in 1955. Ethel, 31, was sentenced to 30 years in prison. Both were given the right to appeal. The execution was the first since the war.

Headline: **WEST BERLIN'S RED OFFICES WRECKED** 20 Injured as Fireworks Blast Soviet Tank Reinforcements in East Sector

Headline: **TRUCE DELEGATES FACE CRUCIAL TALK** (Clouds Clamp Cool Damper as Charge Cooldown by U.S. in POW Escape; Summer Nears

0068310 ROSENBERG EXECUTION, 1953. Credit: The Granger Collection, New York

**Rosenbergs Executed**  
Julius and Ethel Rosenberg were executed after being found guilty of spying for the Soviet Union.

**Vocabulary Builder**  
**tangible**—(TAN juh buhl) *adj.*  
solid; definite; capable of being felt or understood

advantage of this sense of fear and helplessness. He suggested that these setbacks were really caused by the work of traitors inside the United States.

**McCarthy Makes Accusations** In February 1950, a little-known senator from Wisconsin made a speech in Wheeling, West Virginia. The senator, **Joseph R. McCarthy**, charged that the State Department was infested with communist agents. He waved a piece of paper, which, he said, contained the names of State Department employees who were secretly communists.

**Primary Source** “The reason why we find ourselves in a position of [weakness] is not because the enemy has sent men to invade our shores, but rather because of the traitorous actions of those who have had all the benefits that the wealthiest nation on earth has had to offer—the finest homes, the finest college educations, and the finest jobs in Government we can give. . . . I have here in my hand a list of 205 [individuals] 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.”

—Joseph McCarthy, February 9, 1950

The charge provoked a furor. When challenged to give specific names, McCarthy said he had meant that there were “205 bad security risks” in the department. Then, he claimed that 57 employees were communists. Over the next months, the numbers on his list changed. McCarthy never did produce the list of communists. Still, with the outbreak of the Korean War in June 1950, McCarthy’s accusations grabbed the attention of the American public.

At the time of the above speech, McCarthy was finishing his first term in the Senate. He had accomplished very little in that term and was looking for a popular issue on which to focus his 1952 reelection campaign. Anticommunism seemed to be just the issue. McCarthy was easily reelected to a second term.

**McCarthy’s Power Increases** In the following four years, McCarthy put forward his own brand of anticommunism—so much so that the term **McCarthyism** became a catchword for extreme, reckless charges. By making irresponsible allegations, McCarthy did more to discredit legitimate concerns about domestic communism than any other single American.

Between 1950 and 1954, McCarthy was perhaps the most powerful politician in the United States. Piling baseless accusations on top of charges that could not be proved, McCarthy became chairman of an investigations subcommittee. Merely being accused by McCarthy caused people to lose their jobs and destroyed their reputations. He attacked ruthlessly. When caught in a lie, he told another. When one case faded, he introduced a new one.

Confident because of his increasing power, McCarthy took on larger targets. He attacked former Secretary of State George Marshall, a national hero and author of the Marshall Plan. Even other senators came to fear McCarthy. They worried that he would brand them as communist sympathizers.

**McCarthy Falls From Power** In 1954, McCarthy went after the United States Army, claiming that it, too, was full of communists. Army leaders responded that McCarthy’s attacks were personally motivated.



Finally, the Senate decided to hold televised hearings to sort out the allegations. For weeks, Americans were riveted to their television sets. Most were horrified by McCarthy’s bullying tactics. For the first time, the public saw McCarthy badger witnesses, twist the truth, and snicker at the suffering of others. It was an upsetting sight for many Americans.

By the time the hearings ended in mid-June, the senator had lost many of his strongest supporters. The Senate formally censured, or condemned, him for his reckless accusations. Although McCarthy continued to serve in the Senate, he had lost virtually all of his power and influence.

The end of the Korean War in 1953 and McCarthy’s downfall in 1954 signaled the decline of the Red Scare. The nation had been damaged by the suppression of free speech and by the lack of open, honest debate. However, Americans had come to realize how important their democratic institutions were and how critical it was to preserve them.

**Checkpoint** What events led to Senator McCarthy being censured by the U.S. Senate?

## SECTION 4 Assessment

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nea-1209

### Comprehension

- 1. Terms and People** For each of the following items, write a sentence explaining its significance.
  - HUAC
  - blacklist
  - Alger Hiss
  - Julius and Ethel Rosenberg
  - McCarthyism
- 2. NoteTaking Reading Skill: Identify Causes and Effects** How did fear of domestic communism affect American society during the Cold War?

### Writing About History

- 3. Quick Write: Plan Research** Choose one specific topic from this section as the basis for a possible research paper. Write a paragraph describing how you would begin doing research on this topic. Identify one question you would like to answer. Then, describe how you would try to find the information. Be specific about the steps you would take in your research.

### Critical Thinking

- 4. Identify Central Issues** Were Americans correct in worrying that domestic communists endangered their security?
- 5. Draw Conclusions** How effective was McCarthy’s campaign against communists in government?
- 6. Identify Points of View** How do movies reflect the values of a society?

### McCarthy Accuses

Day after day, from April to June 1954, Americans watched the Army-McCarthy hearings on TV. Here, the senator displays a piece of evidence. *How can TV coverage influence government and court proceedings?*

### HISTORY MAKERS

#### Margaret Chase Smith (1897–1995)

In 1950, Margaret Chase Smith of Maine was the only woman in the U.S. Senate. Like McCarthy, Smith was a Republican, but she strongly opposed her colleague’s tactics. In June 1950, she spoke out, delivering what she called her “Declaration of Conscience” on the Senate floor. “Those of us who shout the loudest about Americanism in making character assassinations,” she said, “are all too frequently those who . . . ignore some of the basic principles of Americanism: the right to criticize, the right to hold unpopular beliefs, the right to protest.

Her stand against McCarthyism won Smith nationwide attention. In 1964, she ran for president—the first woman nominated for that office at the convention of a major party. She finally retired in 1972 after 32 years in the Senate.





## Quick Study Guide

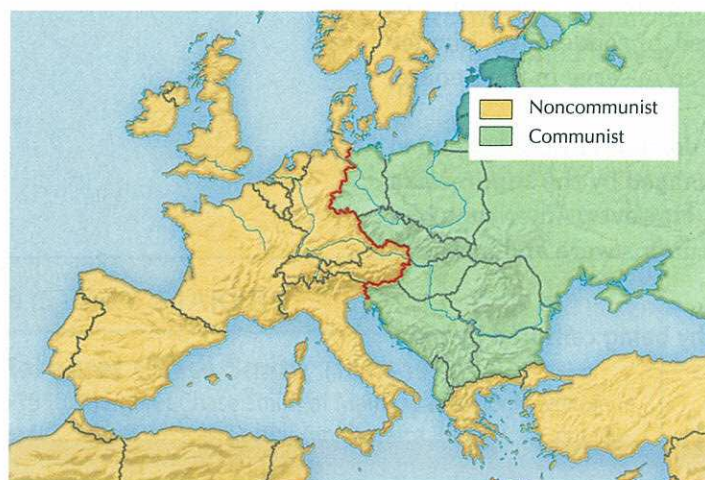
### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: nea-1210

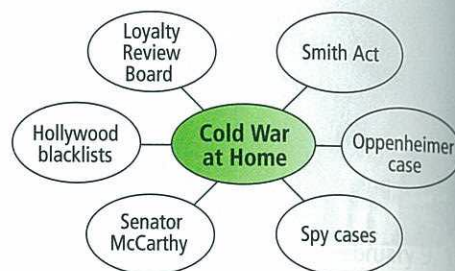
### Early Cold War Flashpoints

Flashpoint	Action and Reaction
Poland	<ul style="list-style-type: none"> <li>U.S. urges democratic elections.</li> <li>USSR installs communist government.</li> </ul>
Turkey	<ul style="list-style-type: none"> <li>USSR demands territory from Turkey and communist rebels threaten Greece.</li> <li>U.S. approves Truman doctrine to aid Turkey, Greece, and other states resisting communism.</li> </ul>
Berlin	<ul style="list-style-type: none"> <li>USSR blockades West Berlin.</li> <li>U.S., Britain, and France airlift supplies to the city.</li> </ul>
Korea	<ul style="list-style-type: none"> <li>North Korea invades South Korea.</li> <li>U.S. and UN enter war on South Korean side.</li> <li>China enters war on North Korean side.</li> </ul>
Europe	<ul style="list-style-type: none"> <li>U.S. forms NATO for mutual defense.</li> <li>USSR forms Warsaw Pact for mutual defense.</li> </ul>

### Divided Europe



### Cold War at Home



### Cold War Alliances, 1955

NATO		Warsaw Pact
Belgium	Netherlands	Albania
Canada	Norway	Bulgaria
Denmark	Portugal	Czechoslovakia
France	Turkey	East Germany
Greece	United Kingdom	Hungary
Iceland	United States	Poland
Italy	West Germany	Romania
Luxembourg		Soviet Union

### Quick Study Timeline

#### In America

**1947**  
Truman proposes the Truman Doctrine to fight communism

**1948**  
Marshall Plan brings relief to Europe

**1949**  
United States joins NATO

**1950**  
Senator McCarthy starts an anticommunist campaign

**1954**  
Senate censures McCarthy

**1957**  
Eisenhower Doctrine combats Soviet influence in the Middle East

#### Presidential Terms

Harry S. Truman 1945–1953

Dwight D. Eisenhower 1953–1961

#### Around the World

**1945**  
United Nations is established

**1948**  
State of Israel is established

**1949**  
China becomes a communist nation  
Soviet Union tests an atomic bomb

**1950**  
United States and China clash in Korea

**1954**  
CIA helps overthrow Guatemala's government

**1956**  
Soviets crush the Hungarian uprising

### History Interactive

For: Interactive timeline  
Web Code: nep-1212

## American Issues Connector

By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: [www.PHSchool.com](http://www.PHSchool.com) Web Code: neh-1211).

### Issues You Learned About

● **Civil Liberties and National Security** From the beginning of the American republic, Americans have debated to what extent individual freedom should be limited when the safety of the nation is at stake.

1. How does the Bill of Rights guarantee the rights of people accused of crimes?
2. During the Civil War, what action did President Lincoln take that limited these guaranteed rights? Why?
3. During the Cold War, what effect did the actions of HUAC and Senator McCarthy have on individual rights?

● **Balance of Power in Government** The balance of power in American government changes over time.

4. According to the Constitution, which branch of government has the power to declare war?
5. How did U.S. soldiers fight in Korea without a declaration of war?
6. How did Truman's actions affect the balance of power between the executive and legislative branches of the government?

● **America Goes to War** During times of conflict, Americans debate whether U.S. entry into war is justified.

7. What were arguments in favor of the United States going to war against North Korea?
8. What were arguments against U.S. entry into the Korean War?

### Connect to Your World

### Activity

**America and the World** What is America's best course of action when dealing with threats to regional stability throughout the world? During the Cold War, Presidents Truman and Eisenhower believed the primary role of the United States was to contain or reverse the spread of communism. Today, many Americans feel that it is in the nation's best interests to support the growth of democracy around the globe. Other Americans feel that the burden of military intervention should be shared among the countries of the United Nations. Still, more Americans feel that the United States should get involved only when the situation poses an immediate threat to the country. What do you think? Go online or to your local library to research recent U.S. actions abroad. Create a table to detail the different opinions surrounding each action.

# Chapter Assessment

## Terms and People

1. Define **satellite state**. Why did the Soviets want satellite states?
2. Define the **Truman Doctrine**. How was it implemented in Berlin?
3. Who were **Jiang** and **Mao**? What role did the United States play in their conflict?
4. Define **arms race**. How did the nuclear arms race promote the Red Scare in the United States?
5. What was the **HUAC**? How did its tactics help lead to McCarthyism?

## Focus Questions

The focus question for this chapter is **What were the causes, main events, and effects of the early Cold War?** Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

### Section 1

6. How did U.S. leaders respond to the threat of Soviet expansion in Europe?

### Section 2

7. How did President Truman use the power of the presidency to limit the spread of communism in East Asia?

### Section 3

8. What methods did the United States use in its global struggle against the Soviet Union?

### Section 4

9. How did fear of domestic communism affect American society during the Cold War?

## Writing About History

**Writing a Research Report** The early Cold War includes many stories of great courage and personal sacrifice. Write a research report that describes the actions of the person or group and explains why their actions were heroic. Write your report on one of the following topics: Pilots in the Berlin airlift, U.S. troops at Inchon, Senator Margaret Chase Smith opposing Senator McCarthy.

### Prewriting

- Choose the topic that most interests you, and create a set of questions about the topic.
- Take notes about the people involved and the personal risks they took.
- Gather additional resources.

## Critical Thinking

10. **Explain Causes** What were the causes of the Cold War?
11. **Problem Solving** What problem did the Marshall Plan help solve?
12. **Compare and Contrast** How were Soviet activities in Berlin and Hungary similar? How were they different?
13. **Decision Making** Identify two key decisions made by President Truman regarding the Korean War. Explain the reasons that Truman had for his decisions. Explain the significant effects of each decision.
14. **Analyzing Tables** The table below shows Korean war casualties. Did communists or non-communists suffer more casualties? What are some possible reasons for the difference between communist and noncommunist losses?

Country or Organization	Total Killed and Wounded
China	900,000
South Korea	843,572
North Korea	520,000
United States	157,530
United Nations	15,465

SOURCE: U.S. Department of Defense

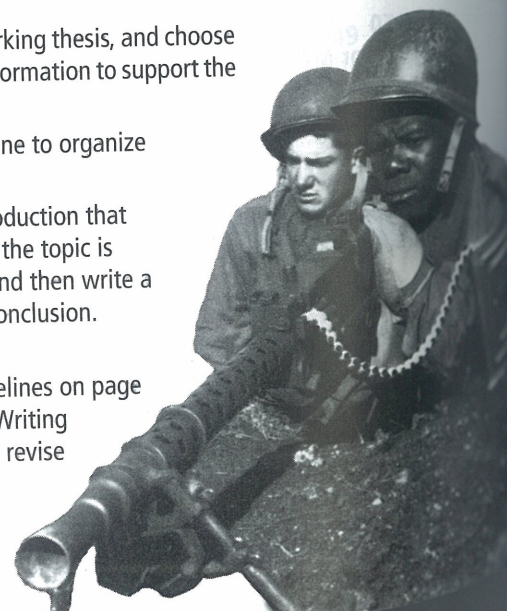
15. **Explain Effects** How did the arms race affect the United States economy?
16. **Compare** How was the Eisenhower Doctrine similar to the Truman Doctrine?
17. **Explain Effects** How did the Cold War affect freedom of speech and freedom of the press in the United States?

### Drafting

- Develop a working thesis, and choose supporting information to support the thesis.
- Make an outline to organize the report.
- Write an introduction that explains why the topic is interesting, and then write a body and a conclusion.

### Revising

- Use the guidelines on page SH14 of the Writing Handbook to revise your report.



# Document-Based Assessment

## Analysis of Senator McCarthy

Was Senator McCarthy a power-hungry politician who deliberately misled and manipulated people? Or was he a product of the time, working like other officials to defend the American people against the threat of communism? Use your knowledge of the Cold War and Documents A, B, C, and D to answer questions 1 through 4.

### Document A

In my opinion the State Department, which is one of the most important government departments, is thoroughly infested with communists. I have in my hand 57 cases of individuals who would appear to be either card-carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy.

*Senator Joseph McCarthy, February 1950*

### Document B



### Document C

[He] was in many ways the most gifted demagogue ever bred on these shores. No bolder seditionist ever moved among us—nor any politician with a surer, swifter access to the dark places of the American mind. The major phase of McCarthy's career was mercifully short. It began in 1950, three years after he had taken his seat in the Senate, where he had seemed a dim and inconsiderable figure. . . . If he was anything at all in the realm of ideas, principles, doctrines, he was a species of nihilist; he was an essentially destructive force, a revolutionist without any revolutionary vision, a rebel without a cause.

*Richard H. Rovere, Senator Joe McCarthy*

### Document D

Emotions ran very, very high about how to conduct the Cold War, about how to deal with the threat of Stalinism, both abroad but also at home. You had American soldiers dying in Korea. The Korean War formed the vivid backdrop for all of McCarthy's career. There was a bitter, bitter partisan battle in which people were prepared to say almost anything to blacken the reputations and to smear their political opponents. McCarthy did it, and his Republican allies did it. You also have to remember that the Democrats were quite prepared to do the same thing, and often did against McCarthy, calling him a Nazi sympathizer, talking about his investigations as posing a threat to American democracy and so on, charges which really don't, in the light of historical evidence and historical perspective, hold any kind of water.

*Arthur Herman, The Rise and Fall of Joseph McCarthy*

1. Which of the documents is a secondary source that claims that McCarthy was like other politicians of his time and not a significant threat to the American political system?
  - A Document A
  - B Document B
  - C Document C
  - D Document D
2. According to Richard Rovere, which of the following statements is the most accurate assessment of McCarthy?
  - A He was a power-hungry politician who destroyed people without good reason.
  - B He was a gifted politician who protected Americans from destructive forces.
  - C He was a man with high ideals whose career in politics was too short.
  - D He was evil, but he helped defeat communism.
3. The political cartoon most closely agrees with which of the other documents?
  - A Documents A and D
  - B Documents C and D
  - C Document C
  - D Document D
4. **Writing Task** With which of the historians quoted in the documents above do you most strongly agree? Use your knowledge of the Cold War, the Red Scare, and specific evidence from the primary sources above to support your opinion.