



# CHAPTER

# 21

# The Cold War Begins 1945–1960

## Why It Matters

After World War II, an intense rivalry developed between the United States and the Soviet Union—two superpowers with very different political and economic systems. This rivalry, known as the Cold War, led to a massive buildup of military weapons on both sides. The determination of American leaders to contain communism also led to the Korean War, in which over 36,500 Americans died.

## The Impact Today

The effects of Cold War events are still evident today.

- The NATO alliance works to guarantee the security of many democratic countries.
- The math and science training important to the space race remains an educational priority.



**The American Republic Since 1877 Video** The Chapter 21 video, "Symbols of the Cold War," examines the era by focusing on the crisis of the Berlin airlift.

**1945**

- Yalta conference
- Franklin Roosevelt dies

**1947**

- Truman Doctrine declared



**1948**

- Berlin airlift begins

**1949**

- NATO established

**1950**

- McCarthy charges that Communists staff the U.S. State Department
- Korean War begins



United States

Truman  
1945–1953



PRESIDENTS

1945

1950



World

**1945**

- Italian women gain right to vote

**1946**

- Orwell's *Animal Farm* published

**1948**

- State of Israel created

**1949**

- People's Republic of China established

**1952**

- Britain produces an atomic bomb



During Nixon's 1959 visit to Moscow, the vice president exchanged angry words with Soviet leader Nikita Khrushchev during the "kitchen" debate at an exhibit at the U.S. Trade and Cultural Fair.

**1953**

- Rosenbergs executed for treason
- Armistice reached in Korean War

**Eisenhower**  
1953–1961



**1955**

**1953**

- Stalin dies

**1956**

- Suez Canal crisis
- Hungarians rise up against their Communist government

**1957**

- Soviet Union launches *Sputnik*

**1959**

- Khrushchev and Eisenhower hold summit

**1960**

- U-2 incident



**HISTORY**  
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**Chapter Overview**

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# SECTION 1 Origins of the Cold War

## Guide to Reading

### Main Idea

The detonation of the atomic bomb and the end of World War II led to disagreements among the “Big Three” wartime Allies and a shift in American attitudes toward the Soviet Union.

### Key Terms and Names

Cold War, Potsdam, satellite nation, iron curtain

### Reading Strategy

**Categorizing** As you read about the origins of the Cold War, complete a graphic organizer similar to the one below by filling in the names of the conferences held among the “Big Three” Allies and the outcomes of each.

Conferences	Outcomes

### Reading Objectives

- **Explain** the growing tensions between the United States and the Soviet Union at the end of World War II.
- **Identify** the goals of Stalin’s foreign policy immediately after the war.

### Section Theme

**Global Connections** As World War II was ending, the United States and the Soviet Union began to negotiate to influence the shape of the postwar world.

### Preview of Events



## ★ An American Story ★



Harry S. Truman

On April 23, 1945, President Harry S. Truman welcomed Soviet Foreign Minister Vyacheslav Molotov into the Oval Office of the White House. Truman had been president for less than two weeks, but he was determined to get tough with Molotov.

Truman told the Soviet diplomat how disgusted he was with Moscow’s refusal to permit free elections in Poland, expressing his “deep disappointment” that the Soviet Union was not carrying out its agreements. Bluntly, he warned Molotov that Soviet defiance would seriously shake the confidence of the United States and Great Britain in their wartime ally.

Molotov began to explain the Soviet position, but Truman interrupted again and again, repeating his demand that Stalin “carry out that agreement in accordance with his word.” Astonished, Molotov blurted out, “I have never been talked to like that in my life!”

“Carry out your agreements,” the president snapped back, “and you won’t get talked to like that!”

—adapted from *The Cold War: A History*

## A Clash of Interests

Even before World War II ended, the wartime alliance between the United States and the Soviet Union had begun to show signs of strain. President Roosevelt had hoped that a victory over the Axis and the creation of the United Nations would lead to a more peaceful world. Instead, the United States and the Soviet Union became increasingly hostile toward each other after the war. This led to an era of confrontation and competition between the United States and the Soviet Union that lasted from about 1946 to 1990. This era became known as the **Cold War**.





**Soviet Security Concerns** Tensions between the United States and the Soviet Union began to increase because the two sides had different goals. As the war ended, Soviet leaders became concerned about security. Germany had invaded Russia twice in less than 30 years. The Soviets wanted to keep Germany weak and make sure that the countries between Germany and the Soviet Union were under Soviet control.

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

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

American advisers also thought the Depression had been overly severe because countries cut back on trade. They believed that when nations seal themselves off economically, it forces them to go to war to get the resources they need. By 1945 President Roosevelt and his advisers were convinced that economic growth was the key to world peace. They wanted to promote economic growth by increasing world trade.

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

### Reading Check

**Describing** Why did U.S. leaders promote both international trade and free enterprise?

## The Yalta Conference

In February 1945, Roosevelt, Churchill, and Stalin met at the Soviet resort of **Yalta** to plan the postwar world. There, Stalin reaffirmed the Soviet pledge to enter the war against Japan after Germany was defeated. Several agreements reached at Yalta, however, later played an important role in causing the Cold War.

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

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

Stalin quickly responded to Churchill's comments. According to Stalin, the Polish government had to be friendly to the Soviet Union. It was a matter of "life and death." Eventually, the three leaders compromised. Roosevelt and Churchill agreed to recognize the Polish government set up by the Soviets. Stalin agreed that the government would include members

**Germany in Ruins** World War II devastated many German cities. Here a woman sits among the ruins of Cologne, a northern city on the Rhine River.





of the prewar Polish government and that free elections would be held as soon as possible.

**Declaration of Liberated Europe** After reaching a compromise on Poland, Roosevelt, Churchill, and Stalin agreed to issue the **Declaration of Liberated Europe**. The declaration asserted “the right of all people to choose the form of government under which they will live.”

The Allies promised that the people of Europe would be allowed “to create democratic institutions of their own choice.” They also promised to create temporary governments that represented “all democratic elements” and pledged “the earliest possible establishment through free elections of governments responsive to the will of the people.”

**Dividing Germany** After agreeing to a set of principles for liberating Europe, the conference focused on Germany. Roosevelt, Churchill, and Stalin agreed to divide Germany into four zones. Great Britain, the United States, the Soviet Union, and France would each control one zone. The same

four countries would also divide the city of Berlin, even though it was in the Soviet zone.

Although pleased with the decision to divide Germany, Stalin also wanted to weaken the country economically. He demanded that Germany pay heavy reparations for the war damage it caused. Roosevelt agreed, but he insisted reparations be based on Germany’s ability to pay. He also suggested, and Stalin agreed, that Germany pay reparations with trade goods and products instead of cash. The Allies would also be allowed to remove industrial machinery, railroad cars, and other equipment from Germany as reparations.

This decision did not resolve the issue. Over the next few years, arguments about reparations and economic policy in Germany increased tensions between the United States and the Soviet Union. These arguments became one of the major causes of the Cold War.

**Tensions Begin to Rise** The Yalta decisions shaped the expectations of the United States. Two weeks after Yalta, the Soviets pressured the King of Romania into

**NATIONAL  
GEOGRAPHIC**

## **MOMENT in HISTORY**

### **AID FOR WAR'S YOUNGEST VICTIMS**

The gift of a new pair of shoes from the American Red Cross lights up the face of a young Austrian refugee. Millions of people across Europe were uprooted by almost six years of fighting that seldom distinguished between combatants and civilians. Millions more fled as victorious Soviet troops advanced through Eastern Europe into Germany at the end of World War II. The fate of the refugees became enmeshed in the growing power struggle between the United States and the Soviet Union, which turned the former allies into Cold War enemies.





appointing a Communist government. The United States accused the Soviets of violating the Declaration of Liberated Europe.

Soon afterward, the Soviets refused to allow more than three non-Communist Poles to serve in the 18-member Polish government. There was also no indication that they intended to hold free elections in Poland as promised. On April 1, President Roosevelt informed the Soviets that their actions in Poland were not acceptable. Eleven days later, with Soviet-American relations deteriorating, President Roosevelt died, and Vice President Harry Truman took office.

### **Reading Check** Identifying

What did the Allies decide at Yalta?



### **Picturing History**

**Potsdam Trio** Issues about Germany dominated the Potsdam meeting, which was attended by (from left to right) Britain's Clement Attlee, President Truman, and Soviet leader Joseph Stalin. [What agreement did they reach regarding reparations?](#)

## Truman Takes Control

Although inexperienced in diplomacy, Truman already had his own views about how to deal with the Soviets. Truman was strongly anticommunist and suspicious of Stalin. He believed World War II had begun because Britain had tried to appease Hitler. He was determined not to make the same mistake with Stalin. "We must stand up to the Russians," he told Secretary of State Edward Stettinius, the day after taking office.

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

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

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

Stalin and his advisers were equally convinced that they needed reparations from Germany. The war had devastated their economy. Soviet troops had begun stripping their zone in Germany of its machinery and industrial equipment for use back home, but Stalin wanted Germany to pay much more.

At the conference, Truman took a firm stand against heavy reparations. He insisted that Germany's industry had to be allowed to recover. Truman suggested that the Soviets take reparations from their zone, while the Allies allowed industry to revive in the other zones. Stalin opposed this idea since the Soviet zone was mostly agricultural. It could not provide all of the reparations the Soviets wanted.

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

Stalin did not like Truman's proposal. At Potsdam, Truman learned that the atomic bomb had been successfully tested, and he told Stalin about the test. Stalin suspected Truman was trying to bully him into a deal and that the Americans were trying to limit reparations to keep the Soviets weak.

Despite his suspicions, Stalin had to accept the deal. American and British troops controlled





**Geography Skills**

- 1. Interpreting Maps** What nation was divided into Communist and non-Communist zones?
- 2. Applying Geography Skills** Why did so many Eastern European nations have Communist governments?

Germany's industrial heartland, and there was no way for the Soviets to get any reparations except by cooperating. Nevertheless, the Potsdam conference marked yet another increase in tensions between the Soviets and the Americans, further paving the way for the Cold War.

**The Iron Curtain Descends** Although Truman had won the argument over reparations, he had less success on other issues at Potsdam. The Soviets refused to make any stronger commitments to uphold the

Declaration of Liberated Europe. The presence of the Soviet army in Eastern Europe ensured that eventually, pro-Soviet Communist governments would be established in Poland, Romania, Bulgaria, Hungary, and Czechoslovakia. "This war is not as in the past," Stalin commented. "Whoever occupies a territory also imposes his own social system. . . . It cannot be otherwise."

The Communist countries of Eastern Europe came to be called **satellite nations**. Although not under direct Soviet control, they had to remain Communist and friendly to the Soviet Union. They also had to follow policies that the Soviets approved.

As he watched the Communist takeover in Eastern Europe, Winston Churchill coined a phrase to describe what had happened. On March 5, 1946, in a speech delivered in Fulton, Missouri, Churchill said:

“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 the ancient states of central and Eastern Europe. . . . All are subject, in one form or another, not only to Soviet influence, but to a very high and increasing measure of control from Moscow.”

—quoted in *The United States and the Origins of the Cold War, 1941–1947*

With the **iron curtain** separating the Communist nations of Eastern Europe from the West, the World War II era had come to an end. The Cold War was about to begin.

**Reading Check Explaining** How did the Potsdam conference hurt Soviet-American relations?

**SECTION 1 ASSESSMENT**



**Study Central™** To review this section, go to [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Study Central™**.

**Checking for Understanding**

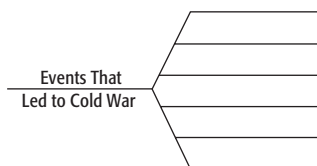
- 1. Define:** Cold War, iron curtain.
- 2. Identify:** Potsdam, satellite nation.
- 3. Reviewing Facts** Why did tensions grow between the United States and the Soviet Union after World War II?

**Reviewing Themes**

- 4. Global Connections** At Yalta, what agreement did the “Big Three” come to about Germany’s future after World War II?

**Critical Thinking**

- 5. Synthesizing** Do you think Roosevelt could have prevented the Cold War? Why or why not?
- 6. Organizing** Use a graphic organizer similar to the one below to list events that led to the Cold War.



**Analyzing Visuals**

- 7. Analyzing Maps** Study the map on this page. Why did the Soviet Union want the countries on its western border to have strong Communist governments?

**Writing About History**

- 8. Expository Writing** Imagine you are an adviser to President Truman. Write a report explaining your interpretation of Churchill’s iron curtain speech.



## SECTION 2

# The Early Cold War Years

### Guide to Reading

#### Main Idea

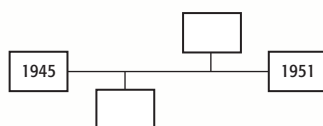
As the Cold War began, the United States struggled to oppose Communist aggression in Europe and Asia through political, economic, and military measures.

#### Key Terms and Names

George Kennan, containment, Marshall Plan, NATO, limited war

#### Reading Strategy

**Sequencing** As you read about the Cold War, complete a time line similar to the one below by recording the major events involving the Korean War.



#### Reading Objectives

- **Describe** the American view of the Soviet Union and the policy of containment.
- **Explain** the causes of the Korean War.

#### Section Theme

**Global Connections** Beliefs about Soviet goals and actions had a lasting effect on American policies abroad and on the agencies used to carry them out.

#### Preview of Events



## ★ An American Story ★



Lieutenant Gail Halvorsen

Air Force lieutenant Gail Halvorsen was one of the pilots who airlifted supplies into Berlin in 1948. On one of his days off, he was shooting a home movie outside Berlin's Tempelhof Airport and soon drew a crowd of curious boys and girls. As a wartime pilot, Halvorsen had met children in other cities. They would playfully confront American soldiers, asking, "Any gum, chum?" While digging into his pockets for gum, Halvorsen had an idea. He said that if the children would wait at the end of the runway the next day, he would drop candy from his airplane.

The next day, eager children gathered at the airport. As Halvorsen's plane flew overhead, three small white parachutes floated down with a payload of candy. Halvorsen's "chocolate bombs" became a routine, earning him the nickname *Schokoladenflieger* ("chocolate-flyer"). Other pilots joined in, and by the end of the airlift, American pilots had dropped 250,000 candy parachutes for the children of Berlin.

—adapted from *Berlin in the Balance*

## Containing Communism

The early Cold War shaped the politics and economics of many parts of the world, especially Europe. The airlift of supplies to Berlin, like Halvorsen's own candy airlift, reassured Europeans that the United States would help them rebuild their lives, even in the shadow of growing Soviet hostility.



## Causes and Effects of the Cold War

### Causes

- Soviet Union controls Eastern Europe after World War II.
- Chinese Communists win control of mainland China.
- United States and Soviet Union explode atomic bombs.

### Effects

- Marshall Plan provides aid to Western Europe.
- Western nations form NATO; Communist nations respond with Warsaw Pact.
- Korean War erupts.
- American and Soviet arms race begins.
- Red Scare leads to hunt for Communists in the United States.

### Graphic Organizer → Skills

The Cold War between the United States and the Soviet Union dominated postwar politics.

**Evaluating** What do you think was the most important cause of the Cold War? Why?

Despite the growing tensions between the Soviet Union and the United States, many American officials continued to believe cooperation with the Soviets was possible. In late 1945, the foreign ministers of the former wartime Allies met first in London, then in Moscow, to discuss the future of Europe and Asia.

Although Ernest Bevin, the British foreign minister, and James Byrnes, the American secretary of state, pushed the Soviets to hold free elections in Eastern Europe, the Soviets refused to budge. “Our relations with the Russians,” Bevin gloomily concluded, “are drifting into the same condition as that in which we had found ourselves with Hitler.”

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

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

Kennan therefore proposed what became the basic American policy throughout the Cold War: “a long-term, patient but firm and vigilant containment of

Russian expansive tendencies.” Kennan explained that, in his opinion, the Soviet system had several major economic and political weaknesses. If the United States could keep the Soviets from expanding their power, it was only a matter of time until the Soviet system would fall apart. Communism could be beaten without going to war. The Long Telegram circulated widely in Truman’s administration. It gave rise to the policy of **containment**—keeping communism within its present territory through the use of diplomatic, economic, and military actions.

**Crisis in Iran** While Truman’s administration discussed Kennan’s ideas, a series of crises erupted in the spring and summer of 1946. These crises seemed to prove that Kennan was right about the Soviets. The first crisis began in Iran in March 1946.

During World War II, the United States had put troops in southern Iran while Soviet troops occupied northern Iran to secure a supply line from the Persian Gulf. After the war, instead of withdrawing as promised, the Soviet troops remained in northern Iran. Stalin then began demanding access to Iran’s oil supplies. To increase the pressure, Soviet troops helped local Communists in northern Iran establish a separate government.


To American officials, these actions signaled a Soviet push into the Middle East. Secretary of State James Byrnes sent Moscow a strong message demanding that they withdraw. At the same time, the battleship USS *Missouri* sailed into the eastern Mediterranean. The pressure seemed to work. Soviet forces withdrew, having been promised a joint Soviet-Iranian oil company. The Iranian parliament later rejected the plan.



**The Truman Doctrine** Frustrated in Iran, Stalin turned to Turkey. There the straits of the Dardanelles were a vital route from Soviet Black Sea ports to the Mediterranean. For centuries Russia had wanted to control this strategic route. In August 1946, Stalin demanded joint control of the Dardanelles with Turkey. Presidential adviser **Dean Acheson** saw this move as the first step in a Soviet plan to control the Mideast, and he advised Truman to make a show of force. The president declared, “We might as well find out whether the Russians are bent on world conquest.” He then ordered the new aircraft carrier *Franklin D. Roosevelt* to join the *Missouri* in protecting Turkey and the eastern Mediterranean.

While the United States supported Turkey, Britain tried to help Greece. In August 1946, Greek Communists launched a guerrilla war against the Greek government. For about six months, British troops helped the Greeks fight the guerrillas. The effort strained Britain’s economy, which was still weak from World War II. In February 1947, Britain informed the United States that it could no longer afford to help Greece.

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

 (See page 958 for more on the Truman Doctrine.)

## **ECONOMICS**

**The Marshall Plan** Meanwhile, postwar Western Europe faced grave problems. Economies were in ruin, people were near starvation, and political chaos was at hand. The terrible winter of 1946 made things worse.

In June 1947, Secretary of State George C. Marshall proposed the European Recovery Program, or **Marshall Plan**, which would give European nations American aid to rebuild their economies. Truman saw the Marshall Plan and the Truman Doctrine as “two halves of the same walnut,” both essential



*George Marshall*

for containment. Marshall offered help to all nations planning a recovery program:

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

—quoted in *Marshall: A Hero for Our Times*

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

 **Reading Check** **Summarizing** What were the goals of the Truman Doctrine and the Marshall Plan?

## **The Berlin Crisis**

The Marshall Plan was only one part of the American strategy for rebuilding Europe. President Truman and his advisers believed that Western Europe’s prosperity depended on Germany’s recovery. The Soviets, however, still wanted Germany to pay reparations to the Soviet Union. Eventually, the dispute over Germany brought the United States and the Soviet Union to the brink of war.

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

The new nation was officially called the Federal Republic of Germany, but it became known as West Germany. West Germany’s economy was completely separate from the Soviet zone, which eventually became known as East Germany. West Germany was not allowed to have a military, but in most respects, it was independent.





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

 **Reading Check** **Evaluating** What triggered the beginning of the Berlin airlift?

## The Cold War Spreads to East Asia

The Cold War eventually spread beyond Europe. Conflicts also emerged in Asia, where events in China and Korea brought about a new attitude toward Japan.

**Civil War and Revolution in China** In China, Communist forces led by **Mao Zedong** had been struggling against the Nationalist government led by Chiang Kai-shek since the late 1920s. During World War II, the two sides suspended their war to resist Japanese occupation. With the end of World War II, however, civil war broke out again. Although Mao made great gains, neither side could win, and neither would accept a compromise.

To prevent a Communist revolution in Asia, the United States sent the Nationalist government \$2 billion in aid beginning in the mid-1940s, but it squandered this advantage with poor military planning and corruption. By 1949 the Communists had captured the Chinese capital of Beijing and moved southward, while support for the Nationalists declined.

In August 1949, the State Department discontinued aid to the Chinese Nationalists. The defeated Nationalists then fled the Chinese mainland for the small island of Taiwan (Formosa). The victorious Communists established the People's Republic of China in October 1949.

**After the Fall** China's fall to communism shocked Americans. To make matters worse, in September 1949 the Soviet Union announced that it had successfully

### Picturing History

**Bucking the Blockade** The Berlin airlift became a symbol of American determination to resist the Soviet Union's effort to control Berlin. [For how many months did American pilots supply Berlin with food and supplies?](#)

**The Berlin Airlift** The decision to create West Germany convinced the Soviets that they would never get the reparations they wanted. In late June 1948, Soviet troops cut all road and rail traffic to West Berlin. The blockade provoked a crisis. President Truman sent long-range bombers with atomic weapons to bases in Britain. General Lucius Clay, the American commander in Germany, warned that if Berlin fell, West Germany would be next. "If we mean to hold Europe against communism, then we must not budge," he said.

The challenge was to keep West Berlin alive without provoking war with the Soviets. In June 1948, Truman ordered the **Berlin airlift** to begin. For 11 months, cargo planes supplied Berliners with food, medicine, and coal. The airlift continued through the spring of 1949, bringing in over 2 million tons of supplies. Stalin finally lifted the blockade on May 12. The Berlin airlift became a symbol of American determination to stand by the divided city.

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



tested its first atomic weapon. Then, early in 1950, the People's Republic of China and the Soviet Union signed a treaty of friendship and alliance. Many Western leaders feared that China and the Soviet Union would support Communist revolutions in other nations.

The United States kept formal diplomatic relations with only the Nationalists in Taiwan. It used its veto power in the UN Security Council to keep representatives of the new Communist China out of the UN, allowing the Nationalists to retain their seat.

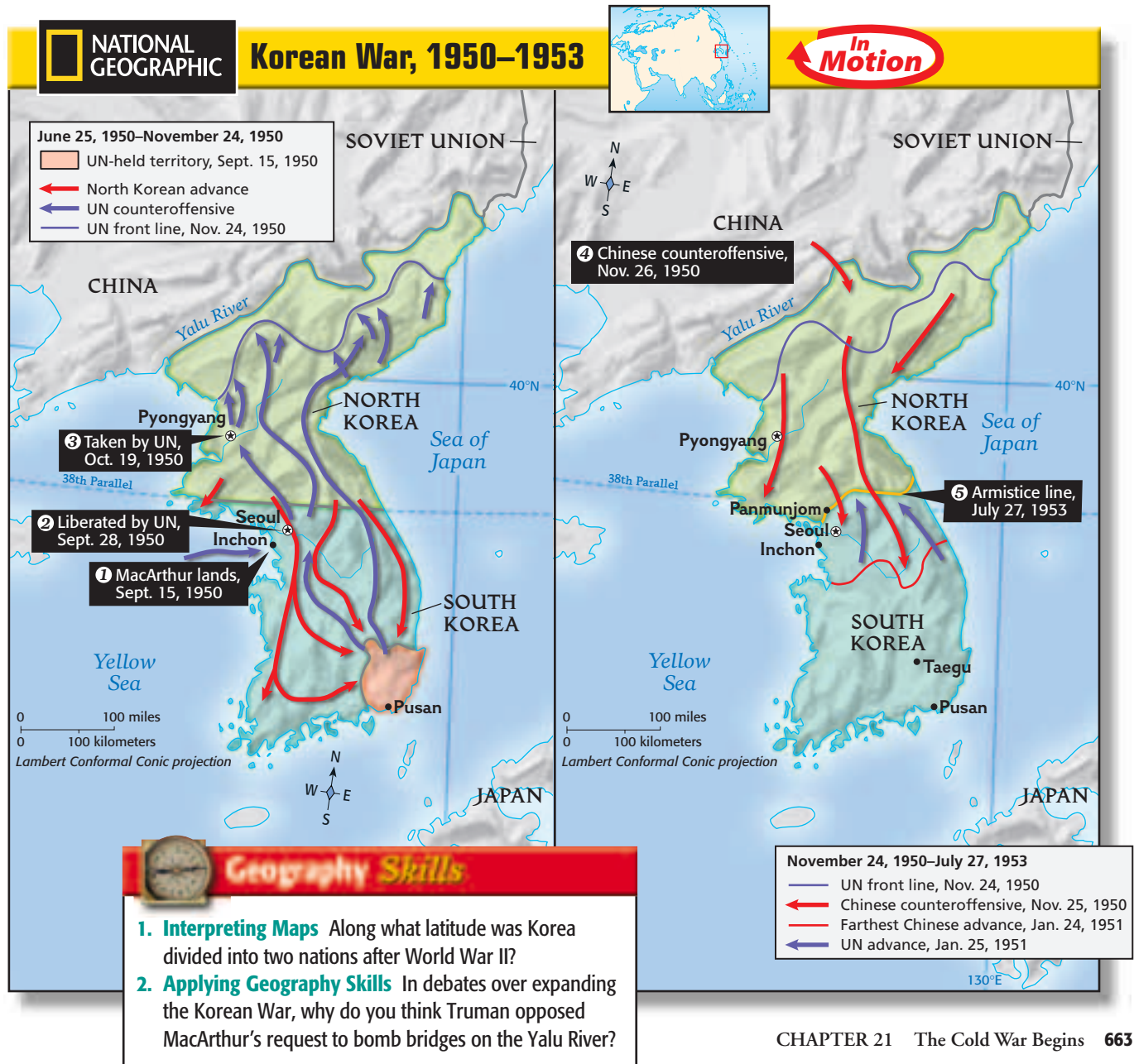
The Chinese revolution brought about a significant change in American policy toward Japan. At the end of World War II, General Douglas MacArthur had taken charge of occupied Japan. His mission was to introduce democracy and keep Japan from

threatening war again. Once the United States lost China as its chief ally in Asia, it adopted policies to encourage the rapid recovery of Japan's industrial economy. Just as the United States viewed West Germany as the key to defending all of Europe against communism, it saw Japan as the key to defending Asia.

**Reading Check Analyzing** How did the revolution in China affect American foreign policy with Japan?

## The Korean War

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





# Different Viewpoints

## Should the War in Korea Be Expanded?

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

### President Harry S Truman defends limited war:

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

If we go it alone in Asia, we may destroy the unity of the free nations against aggression. Our European allies are nearer to Russia than we are. They are in far greater danger. . . . Going it alone brought the world to the disaster of World War II. . . .

I do not propose to strip this country of its allies in the face of Soviet danger. The path of collective security is our only sure defense against the dangers that threaten us.

parallel of latitude. Soviet troops controlled the north, while American troops controlled the south.

As the Cold War began, talks to reunify Korea broke down. A Communist Korean government was organized in the north, while an American-backed government controlled the south. Both governments claimed authority over all of Korea, and border clashes were common. The Soviet Union provided extensive military aid to the North Koreans, who quickly built up a large, well-equipped army. On June 25, 1950, North Korean troops invaded into the south, rapidly driving back the poorly equipped South Korean forces.

**The UN Intervenes** Truman saw the Communist invasion of South Korea as a test of the containment policy and ordered United States naval and airpower



### General Douglas MacArthur addresses Congress, April 19, 1951:

History teaches with unmistakable emphasis that appeasement but begets new and bloodier war. . . . Like blackmail, it lays the basis for new and successively greater demands, until, as in blackmail, violence becomes the only other alternative. Why, my soldiers asked of me, surrender military advantage to an enemy in the field? I could not answer.

It was my constant effort to preserve them and end this savage conflict honorably and with the least loss of time and minimum sacrifice of life.

I am closing 52 years of military service. . . . But I still remember the refrain of one of the most popular barrack ballads of that day which proclaimed most proudly that—

“Old soldiers never die, they just fade away.” And like the old soldier of that ballad, I now close my military career and just fade away—an old soldier who tried to do his duty as God gave him the light to see that duty. Good-by.

### Learning From History

- 1. Identifying Central Issues** How did MacArthur view Truman's decision to fight a limited war in Korea? How did Truman see it?
- 2. Making Inferences** On the basis of what authority did Truman fire MacArthur?

into action. He then called on the United Nations to act. Truman succeeded because the Soviet delegate was boycotting the Security Council over its China policy and was not present to veto the American proposal. With the pledge of UN troops, Truman ordered General MacArthur to send American troops from Japan to the Korean peninsula.

The American and South Korean troops were driven back into a small pocket of territory near the port of Pusan. Inside the “Pusan perimeter,” as it came to be called, the troops stubbornly resisted the North Korean onslaught, buying time for MacArthur to organize reinforcements.





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

**China Enters the War** The Communist Chinese government saw the advancing UN troops as a threat and warned the forces to halt their advance. When those warnings were ignored, China launched a massive attack across the Yalu River in November. Hundreds of thousands of Chinese troops flooded across the border, driving the UN forces back across the 38th parallel.

As his troops fell back, an angry MacArthur demanded approval to expand the war against China. He asked for a blockade of Chinese ports, the use of Chiang Kai-shek's Nationalist forces, and the bombing of Chinese cities with atomic weapons.

**Truman Fires MacArthur** President Truman refused MacArthur's demands because he did not want to expand the war into China or to use the atomic bomb. MacArthur persisted. He publicly criticized the president, saying, "There is no substitute for victory."

Determined to maintain control of policy and show that the president commanded the military, an exasperated Truman fired MacArthur for insubordination in April 1951. MacArthur, who remained popular despite being fired, returned home to parades and a hero's welcome. Despite criticism, Truman remained committed to **limited war**—a war fought to achieve a

limited objective, such as containing communism.

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

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

The Korean War also helped expand the Cold War to Asia. Before 1950 the United States had focused on Europe as the most important area in which to contain communism. After the Korean War began, the United States became more militarily involved in Asia. Defense agreements were signed with Japan, South Korea, Taiwan, the Philippines, and Australia. American aid also began to flow to the French forces fighting Communist guerrillas in Vietnam.

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

**HISTORY Online**  
**Student Web Activity** Visit the *American Republic Since 1877* Web site at [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Student Web Activities—Chapter 21** for an activity on the Cold War.

## SECTION 2 ASSESSMENT

**HISTORY Online** **Study Central™** To review this section, go to [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

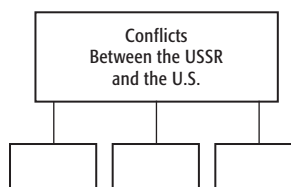
- Define:** **containment**, **limited war**.
- Identify:** George Kennan, Marshall Plan, NATO.
- Review Facts** How did the Truman Doctrine and the Marshall Plan address the spread of communism?

### Reviewing Themes

- Global Connections** What long-term Cold War strategy did the United States follow?

### Critical Thinking

- Evaluating** How did the Long Telegram influence American policy?
- Categorizing** Use a graphic organizer similar to the one below to list early conflicts between the USSR and the U.S.



### Analyzing Visuals

- Analyzing Maps** Study the maps of the Korean War on page 663. When did the United Nations control the most territory in Korea? When did both sides finally agree upon an armistice line?

### Writing About History

- Persuasive Writing** Write a letter to the editor of a newspaper explaining whether you agree or disagree with President Truman's firing of General MacArthur.

# Looking Back...

## The American Revolution

**Why It Matters** The Cold War between the United States and the Soviet Union stemmed from a number of factors, from mutual fear and mistrust to a desire by both superpowers to spread their influence around the world. On another level, however, the effort to contain communism reflected a basic tradition of Americans first seen in the American Revolution: standing up to tyranny and fighting for freedom.

The United States was founded on the principles of individual liberty and democratic rule. Since then, Americans have felt a special duty to promote these ideals and challenge any attempt to undermine them abroad as well as at home. In confronting the Soviet Union, Americans believed they were carrying on a long tradition of battling oppression and despotism.



### Steps to . . . the American Revolution

A central idea behind the American Revolution was that the colonists had a right to rebel because the British were suppressing their basic rights. Americans have remained committed to this political principle. By contrast, many of these rights—for example, the right to free speech or to own property—were not recognized in the Soviet Union.

**Samuel Adams** Few colonists were as unyielding in their opposition to British rule as Samuel Adams. Adams was one the most outspoken of the patriots and the founder of the prominent resistance group, the Sons of Liberty. He admired the ideas of English

philosopher John Locke, agreeing with Locke that every citizen enjoyed the natural rights of life, liberty, and property.

A government, Adams declared, “has no right to absolute, arbitrary power over the lives of and fortunes of the people. . . .”

**Thomas Jefferson** Perhaps no colonist did more to advance freedom than Thomas Jefferson, one of the main authors of the Declaration of Independence. When the debate over whether to fight Great Britain began, Jefferson was one of many who argued that personal liberty and self-determination were worth fighting for.

“We have counted the cost of this contest and find nothing so dreadful as voluntary slavery,” Jefferson stated in a 1775 declaration cowritten with

*“If we wish to be free; if we mean to preserve inviolate those inestimable privileges for which we have been so long contending; if we mean not basely to abandon the noble struggle in which we have been so long engaged, . . . we must fight!”*

—Patrick Henry, 1775

## American vs. Soviet Government Systems

U.S. Constitutional System	Soviet System
Bill of Rights to protect individual rights with access to independent judiciary	Soviet constitution states protections, but they are not enforced; no independent judiciary
Free elections	Government-controlled elections
Representative government at federal, state, and local levels	Central Committee of Communist Party in control of central, state, and local government
Police under civilian control	Police under party control; active secret police unit to control dissent
Free press	State-controlled press
Military under control of elected civilian government bodies	Military under control of central leadership of Communist Party
Extensive private property ownership	State ownership of major industries; very limited private ownership

John Dickinson. “Honor, justice, and humanity forbid us tamely to surrender that freedom which we received from our gallant ancestors, and which our [descendants] have a right to receive from us.”

**George Washington** During the Revolution, George Washington’s duties were mostly military, but he believed strongly in civilian government. He showed his political beliefs at the end of the Revolutionary War, when he learned that a group of military officers who had not been paid were considering seizing control of the government. He criticized the plotters and expressed his disgust with the idea of military rule. Such an action, Washington declared, “has something so shocking in it that humanity revolts at the idea. . . .” Washington’s position reflected his commitment to a government by the people.

**Benjamin Franklin** Benjamin Franklin, the American philosopher, diplomat, and inventor, also supported independence. For a long time, Franklin was friendly to Great Britain, but he eventually came to see British rule as oppressive. In a satirical 1773 piece entitled *Rules by Which a Great Empire May Be Reduced to a Small One*, Benjamin Franklin explained that Britain was following all the necessary steps to create a colonial rebellion:

“If you are told of discontents in your colonies, never believe that they are general, or that you have

given occasion for them; therefore, do not think of applying any remedy, or of changing any offensive measure. . . .”

**Free Speech and Free Press** Free speech and freedom of the press were important freedoms for which the colonists fought. Before the American Revolution, colonists could be charged with sedition for criticizing the government. After the Revolution, many state constitutions guaranteed the right to free speech and a free press.

The Virginia Declaration of Rights of 1776 stated that “the freedom of the press is one of the greatest bulwarks of liberty and can never be restrained but by despotic governments.” These ideas led to the lines in the First Amendment of the Constitution guaranteeing free speech and freedom of the press. These freedoms are rarely found in Communist societies or in military dictatorships. Protecting these freedoms was one more reason the United States opposed the spread of communism.

### Check for Understanding

1. What doctrine of John Locke did Samuel Adams promote?
2. What principle did George Washington believe was important in the relationship between government and the military?

### Critical Thinking

1. Why do you think that dictatorships and other tyrannical forms of governments oppose freedom of the press?
2. In what ways were the revolutionary leaders mentioned here similar to American leaders during the Cold War?



## SECTION 3

# The Cold War and American Society

### Guide to Reading

#### Main Idea

The Cold War heightened Americans' fears of Communist infiltration and atomic attack.

#### Key Terms and Names

subversion, loyalty review program, Alger Hiss, perjury, McCarran Act, McCarthyism, censure, fallout, fallout shelter

#### Reading Strategy

**Taking Notes** As you read about American reaction to the Cold War, use the major headings of the section to create an outline similar to the one below.

The Cold War and American Society  
I. A New Red Scare  
A. The Loyalty Review Program  
B.  
C.  
D.

#### Reading Objectives

- **Describe** the new Red Scare.
- **Discuss** how American society reflected fears of the nuclear age.

#### Section Theme

**Civic Rights and Responsibilities** In the early part of the Cold War, the fear of communism led to a hunt for spies and to intolerance and suspicion of people with radical ideas in the United States.

#### Preview of Events

◆ 1947

**March 1947**  
Loyalty Review Board established

◆ 1950

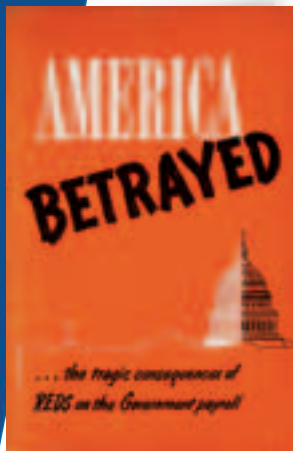
**February 1950**  
McCarthy claims to have a list of Communists in the State Department

◆ 1953

**September 1950**  
McCarran Act passed

**June 1953**  
Rosenbergs executed

## ★ An American Story ★



Book produced during the Red Scare of the 1950s

In the 1940s, Ruth Goldberg belonged to the Parent-Teacher Association in Queens, New York. In 1947 she agreed to run for PTA president, but the campaign turned nasty. Because Goldberg had associated with people with left-wing interests, a rumor spread through the neighborhood that she was a Communist. Suddenly Goldberg's quiet life became terrifying. Callers threatened her, and the local priest denounced her in his sermons. One afternoon, Goldberg's eight-year-old son came home in tears. A playmate had told him, "You know, your mother's a Red. She should be put up against a wall and shot."

Looking back much later, Goldberg saw the PTA campaign as part of a bigger and more complex pattern of distrust and hatred. "It was a small thing, but it was an indication of what had happened with the Cold War, with this Red specter—that somebody like me could be a danger to a community."

—adapted from *Red Scare*

## A New Red Scare

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



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

The Gouzenko case stunned Americans. It implied that spies had infiltrated the American government. Soon, however, the search for spies escalated into a general fear of Communist subversion. **Subversion** is the effort to secretly weaken a society and overthrow its government. As the Cold War intensified in 1946 and early 1947, Americans began to fear that Communists were secretly working to subvert the American government.

### **GOVERNMENT**

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

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

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

Hoover urged HUAC to hold public hearings on Communist subversion. The committee, Hoover said, could reveal “the diabolic machinations of sinister figures

engaged in un-American activities.” Once Communists were identified, he explained, the public would isolate them and end their influence. Hoover's aim was to expose not just Communists but also “Communist sympathizers” and “fellow travelers.” Under Hoover's leadership, the FBI sent agents to infiltrate groups suspected of subversion and wiretapped thousands of telephones.

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

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

The committee was ready to drop the investigation until Representative Richard Nixon of California convinced his colleagues to continue the hearings to determine whether Hiss or Chambers had lied. As the committee continued to question Hiss, he admitted that he had indeed met Chambers in the 1930s. When Chambers continued to claim that Hiss was a Communist, Hiss sued him, claiming that his accusations were unfounded and malicious.

To defend himself, Chambers produced copies of secret documents along with microfilm that he had hidden in a hollow pumpkin on his farm. These “pumpkin papers,” Chambers claimed, proved that

### **Picturing History**

**Convicted of Conspiracy** Ethel and Julius Rosenberg were convicted of transmitting atomic secrets to Soviet Russia. [What sentence did they receive?](#)



he was telling the truth. A jury agreed and convicted Hiss of **perjury**, or lying under oath.

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

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

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

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

messages between Moscow and the United States collected during the Cold War. The messages confirmed extensive Soviet spying and sent federal investigators on a massive hunt. To keep the Soviets from learning how thoroughly the United States had penetrated their codes, authorities chose not to make the intercepted messages public. Not until 1995 did the government reveal **Project Venona’s** existence. The Venona documents provided strong evidence that the Rosenbergs were guilty.

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

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

**Reading Check** **Explaining** What was the purpose of the loyalty review boards and HUAC?

## Hollywood on Trial

One of HUAC’s first hearings focused on the film industry as a powerful cultural force that Communists might use and manipulate. Its interviews routinely began, “Are you now, or have you ever been, a member of the Communist Party?” As fear of Communists in Hollywood spread, producers then drew up a blacklist and agreed not to hire anyone in the film industry who was believed to be a Communist or who refused to cooperate with the committee. The blacklist created an atmosphere of distrust and fear. People could be blacklisted for making chance remarks, criticizing HUAC, or knowing a suspected Communist.

Ronald Reagan, head of the Screen Actors Guild at the time, testified that there were Communists in Hollywood.



Ten screenwriters, known as the “Hollywood Ten” (shown here with their lawyers), used their Fifth Amendment right to protect themselves from self-incrimination and refused to testify before HUAC.





## “A Conspiracy So Immense”

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

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

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

—quoted in *The Fifties*

By the next day, the Associated Press had picked up the statement and sent it to papers all over the country. When McCarthy arrived at the Denver airport,

reporters crowded around him and asked to see his list of Communists in the state department. McCarthy replied that he would be happy to show them the list, but unfortunately, it was packed in his bag on the plane. In fact, the list never appeared. McCarthy, however, continued to make charges and draw attention.

**McCarthy’s Charges** Born in 1908 near Appleton, Wisconsin, Joseph R. McCarthy studied law and served in World War II before his first run for the Senate. McCarthy’s 1946 political campaign sounded the keynote of his career. Without making any specific charges or offering any proof, McCarthy accused his opponent, Robert M. La Follette, Jr., of being “communistically inclined.” Fear of communism, plus McCarthy’s intense speeches, won him the election.

After becoming a senator, McCarthy continued to proclaim that Communists were a danger both at home and abroad. To some of his audiences, he distributed a booklet called “The Party of Betrayal,” which accused Democratic Party leaders of corruption and of protecting Communists. Secretary of State Dean Acheson was a frequent target. According to McCarthy, Acheson was incompetent and a tool of Stalin. He wildly accused George C. Marshall, the former army chief of staff and secretary of state, of disloyalty as a member of “a conspiracy so immense as to dwarf any previous such ventures in the history of man.”



*Red Channels*, published in 1950, was prepared by three ex-FBI agents. The booklet claimed to identify 151 subversive entertainers in radio and television.



A number of well-known Hollywood celebrities, including actors Humphrey Bogart and Lauren Bacall (front row), went to Washington to protest HUAC’s investigation of alleged Communists.



## Picturing History

**McCarthy Goes Too Far** Army lawyer Joseph Welch listens to Senator McCarthy during the televised Army-McCarthy hearings. [How did televising the hearings affect McCarthyism?](#)



McCarthy was not alone in making such charges. In the prevailing mood of anxiety about communism, many Americans were ready to believe them.

**The McCarran Internal Security Act** In 1950, with the Korean War underway and McCarthy and others arousing fears of Communist spies, Congress passed the Internal Security Act, usually called the **McCarran Act**. Declaring that “world Communism has as its sole purpose the establishment of a totalitarian dictatorship in America,” Senator Pat McCarran of Nevada offered a way to fight “treachery, infiltration, sabotage, and terrorism.” The act made it illegal to “combine, conspire, or agree with any other person to perform any act which would substantially contribute to . . . the establishment of a totalitarian government.” The law required all Communist Party and “Communist-front” organizations to register with the United States attorney general and publish their records. The act also created other restrictions for Communists. For example, they could not get passports to travel abroad.

The McCarran Act did not stop there. In case of a national emergency, it allowed the arrest and detention of Communists and Communist sympathizers. Unwilling to punish people for their opinions, Truman vetoed the bill, but Congress easily passed it

over his veto in 1950. Later Supreme Court cases, however, ensured that the McCarran Act would never be very effective.

**McCarthy’s Tactics** After the 1952 election gave the Republicans control of Congress, McCarthy became chairman of the Senate subcommittee on investigations. Using the power of his committee to force government officials to testify about alleged Communist influences, McCarthy turned the investigation into a witch hunt—a search for disloyalty based on flimsy evidence and irrational fears. His tactic of damaging reputations with vague and unfounded charges became known as **McCarthyism**.

McCarthy’s theatrics and sensational accusations drew the attention of the press, which put him in the headlines and quoted him widely. When he questioned witnesses, McCarthy would badger them and then refuse to accept their answers. His tactics left a cloud of suspicion that McCarthy and others interpreted as guilt. Furthermore, people were afraid to challenge him for fear of becoming targets themselves.

**McCarthy’s Downfall** In 1954 McCarthy began to look for Soviet spies in the United States Army. Alerted to his intentions, the army conducted its





own internal investigation and found no spies or any suspicion of espionage. Furious at the denial, McCarthy took his investigation onto television. He questioned and challenged officers in a harsh voice, harassing them about trivial details and accusing them of misconduct.

During weeks of televised **Army-McCarthy hearings** in the spring of 1954, millions of Americans watched McCarthy bully witnesses. His popular support started to fade. Finally, to strike back at the army lawyer, Joseph Welch, McCarthy brought up the past of a young lawyer in Welch's firm who had been a member of a Communist-front organization during his law school years. Welch, who was fully aware of the young man's past, now exploded at McCarthy for possibly ruining the young man's career: "Until this moment, I think I never really gauged your cruelty or your recklessness. . . . You have done enough. Have you no sense of decency, sir, at long last? Have you left no sense of decency?"

Spectators cheered. Welch had said aloud what many Americans had been thinking. One senator on the committee, Stuart Symington of Missouri, was also repelled: "The American people have had a look at you for six weeks. You are not fooling anyone." McCarthy had lost the power to arouse fear. Newspaper headlines repeated, "Have you no sense of decency?"

Later that year, the Senate passed a vote of **censure**, or formal disapproval, against McCarthy—one of the most serious criticisms it can level against a member. His influence gone, McCarthy faded from public view. Although he remained in the Senate, he had little influence. He died in 1957, a broken and embittered man.

 **Reading Check** **Evaluating** What were the effects of McCarthyism?

## Life During the Early Cold War

The Red Scare and the spread of nuclear weapons had a profound impact on life in the 1950s. Fear of communism and of nuclear war dominated life for ordinary Americans as well as for government leaders throughout the era.

**Facing the Bomb** Already upset by the first Soviet atomic test in 1949, Americans were shocked when the USSR again successfully tested the much more powerful hydrogen bomb, or H-bomb, in 1953. This was less than a year after the United States had tested its own H-bomb.

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

### Picturing History

**Signs of the Times** During the Cold War, the media often gave survival tips for the nuclear holocaust many saw just around the corner. At right, a California resident works on his fallout shelter. **How did such fears affect American politics?**







### Fact

### Fiction

### Folklore

**Cold War Words** The development of nuclear weapons and artificial satellites created not only new anxieties but also new words and expressions.

“*Sputnik*,” the name of the Soviet satellite, started its own language trend, as words gained a *-nik* ending for a foreign-sounding effect. One new word, *beatnik*, described a young person influenced by the style of Beat writers such as Jack Kerouac and Allen Ginsberg. Another word, *peacenik*, was used to describe a peace activist.

The atomic bomb test on Bikini Atoll gave the Nuclear Age two new words: *fallout*, the term for the harmful radiation left over after an atomic blast, and *bikini*, a skimpy swimsuit that French designers promised would produce an “explosion” on the beach.

desks, turn away from the windows, and cover their heads with their hands. These “duck-and-cover” actions were supposed to protect them from a nuclear bomb blast.

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

**Popular Culture in the Cold War** Worries about nuclear war and Communist infiltration filled people’s imaginations. Cold War nightmares soon appeared in films and popular fiction.

Matt Cvetic was an FBI undercover informant who secretly infiltrated the Communist Party in Pittsburgh. His story captivated magazine readers in the *Saturday Evening Post* in 1950 and came to the screen the next year as *I Was a Communist for the FBI*. Another suspense film, *Walk East on Beacon* (1951), features the FBI’s activities in an espionage case. In 1953 television took up the theme with a series about an undercover FBI counterspy who was also a Communist Party official. Each week, *I Led Three Lives* kept television viewers on edge.

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

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

**Reading Check** **Describing** How did the Cold War affect life in the 1950s?

## SECTION 3 ASSESSMENT



**Study Central™** To review this section, go to [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

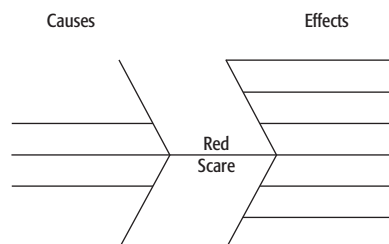
- Define:** *subversion, perjury, censure, fallout, fallout shelter.*
- Identify:** loyalty review program, Alger Hiss, McCarran Act, McCarthyism.
- Explain** the goals of Project Venona.
- Review Facts** What did the McCarran Act propose to do?

### Reviewing Themes

- Civic Rights and Responsibilities** How did McCarthyism and the Red Scare change American society and government?

### Critical Thinking

- Interpreting** Why did McCarthy initially receive a lot of support for his efforts to expose Communists?
- Organizing** Use a graphic organizer to list the causes and effects of the new Red Scare.



### Analyzing Visuals

- Analyzing Photographs** Study the photograph on page 672 of the Army-McCarthy hearings. From their postures, how would you describe the attitude of army lawyer Joseph Welch toward Senator Joseph McCarthy? Do you think Welch respects McCarthy’s presentation?

### Writing About History

- Persuasive Writing** Imagine you are a newspaper editor during the McCarthy hearings. Write an editorial supporting or condemning Senator McCarthy. Defend your position.

# SECTION 4 Eisenhower's Policies

## Guide to Reading

### Main Idea

As president, Eisenhower developed plans to reduce world tensions while containing and competing with communism.

### Key Terms and Names

massive retaliation, *Sputnik*, brinkmanship, covert, Central Intelligence Agency, developing nation, military-industrial complex

### Reading Strategy

**Organizing** As you read about Eisenhower's presidency, complete a graphic organizer similar to the one below by filling in aspects of Eisenhower's "New Look".



### Reading Objectives

- **Evaluate** Eisenhower's military policy known as the "New Look."
- **Debate** the effectiveness of Eisenhower's foreign policy.

### Section Theme

**Science and Technology** Nuclear technology enabled Eisenhower to change American military policy, while new missile technology marked the beginning of the space age.

### Preview of Events



## ★ An American Story ★



Francis Gary Powers

On May 1, 1960, CIA pilot Francis Gary Powers sat in the cockpit of his U-2 spy plane, flying at more than 60,000 feet over Afghanistan. His mission was to fly over suspected Soviet missile bases and photograph them.

As Powers passed over the forbidden border into the Soviet Union, he felt a familiar thrill. "There was no abrupt change in topography," he remembered, "yet the moment you crossed the border, you sensed the difference. . . . Knowing there were people who would shoot you down if they could created a strange tension. . . . I wondered how the Russians felt, knowing I was up here, unable to do anything about it. . . . I could imagine their frustration and rage."

Suddenly, Powers heard a dull thump. A surface-to-air missile exploded nearby in a flash of orange. The plane's wings snapped off, leaving the spinning aircraft plummeting down towards the earth. Powers screamed, "I've had it now!"

The downing of Powers's plane set off one of the major confrontations of the Cold War during the presidency of Dwight D. Eisenhower.

—adapted from *May-Day: The U-2 Affair*

## Eisenhower's "New Look"

By the end of 1952, many Americans were ready for a change in leadership. The Cold War had much to do with that attitude. Many Americans believed that Truman's foreign policy was not working. The Soviet Union had acquired the atomic bomb and consolidated its hold on Eastern Europe. China had fallen to communism, and American troops had been sent across the Pacific to fight in the Korean War.



Tired of the criticism and uncertain he could win, Truman decided not to run again. The Democrats nominated Adlai Stevenson, governor of Illinois. The Republicans chose Dwight D. Eisenhower, the general who had organized the D-Day invasion.

Despite Stevenson's charming personality and skilled speech making, he had no chance against a national hero who had helped win World War II. Americans were looking for someone they could trust to lead the nation in its Cold War struggle against communism. Eisenhower won in a landslide.

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

As a professional soldier, Eisenhower knew the costs associated with large-scale conventional war. Preparing for that kind of warfare, he believed, would cost far too much money. "We cannot defend

the nation in a way which will exhaust our economy," Eisenhower declared. A "New Look" in defense policy was needed. Instead of maintaining a large and expensive army, the nation "must be prepared to use atomic weapons in all forms." Nuclear weapons, he said, gave "more bang for the buck."

**Massive Retaliation** The Korean War had convinced Eisenhower that the United States could not contain communism by fighting a series of small wars. Such wars were unpopular and too expensive. Instead, they had to be prevented from happening in the first place. The best way to do that seemed to be to threaten to use nuclear weapons if a Communist state tried to seize territory by force. This policy came to be called **massive retaliation**.

The new policy enabled Eisenhower to cut military spending from \$50 billion to \$34 billion. He did this by cutting back the army, which required a lot of money to maintain. At the same time, he increased America's nuclear arsenal from about 1,000 bombs in 1953 to about 18,000 bombs in 1961.

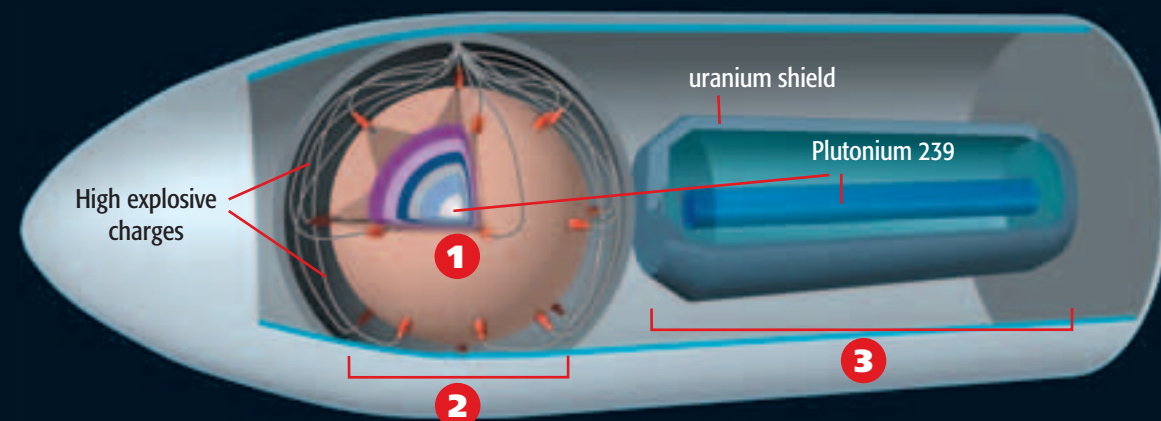
**The Sputnik Crisis** The New Look's emphasis on nuclear weapons required new technology to deliver them. In 1955 the air force unveiled the huge B-52

## TECHNOLOGY & History

### The Hydrogen Bomb

The atomic bomb dropped on Hiroshima in 1945 had an explosive force of 20,000 tons of TNT. As devastating as that bomb was, the hydrogen bomb was exponentially more powerful. Designed by Edward Teller and Stanislaw Ulam, the hydrogen test bomb, nicknamed "Mike," was first detonated on November 1, 1952. Its explosive force was equal to 10 million tons of TNT. **How did the two explosive devices combine to create an explosion?**

- 1 The **plutonium core** provides the radiation from plutonium essential for a fusion reaction.



- 2 The **primary device** sets off a smaller atomic explosion that creates x-ray radiation pressure.
- 3 In the **secondary device**, the fusion process begins when pressure builds inside the bomb casing from the release of radiation.



bomber, which was designed to fly across continents and drop nuclear bombs anywhere in the world. Because bombers could be shot down, Eisenhower also began development of intercontinental ballistic missiles (ICBMs) that could deliver bombs anywhere in the world. He also began a program to build submarines capable of launching nuclear missiles.

As the United States began to develop long-range nuclear missiles, Americans were stunned to discover the Soviet Union had already developed their own. On October 4, 1957, the Soviets launched *Sputnik*, the first artificial satellite to orbit the earth. This technological triumph alarmed Americans, who took it as a sign that the United States was falling behind the Soviet Union in missile technology.

Eisenhower insisted he was not worried just because the Soviets “put one small ball into the air.” Members of Congress, on the other hand, feared the nation was falling behind in scientific research. The following year, Congress created the **National Aeronautics and Space Administration** (NASA) to coordinate research in rocket science and space exploration. It also passed the **National Defense Education Act** (NDEA), which provided funds for education and training in science, math, and foreign languages.

 **Reading Check** **Summarizing** How did Eisenhower alter the nature of defense spending?

## Brinkmanship In Action

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

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

—quoted in *Rise to Globalism*

Critics called this **brinkmanship**—the willingness to go to the brink of war to force the other side to back down—and argued that it was too dangerous.



### Analyzing Political Cartoons

**Cold War Worries** The speaker here is comparing American prosperity with the Soviets’ launching of *Sputnik*. **What is the cartoonist’s intent?**

Several times, however, President Eisenhower felt compelled to threaten nuclear war during a crisis.

**The Korean War Ends** During his campaign for the presidency, Eisenhower had said, “I shall go to Korea,” promising to end the costly and increasingly unpopular war. On December 4, 1952, just weeks after his election, he kept his promise. Bundled against the freezing Korean winter, the president-elect talked with frontline commanders and their troops.

Eisenhower became convinced that the ongoing battle was costing too many lives and bringing too few victories. “Small attacks on small hills,” the former general declared, “[will] not end this war.” The president then quietly let the Chinese know that the United States might continue the Korean War “under circumstances of our own choosing”—a hint at nuclear attack.

The threat to go to the brink of nuclear war seemed to work. In July 1953, negotiators signed an armistice. The battle line between the two sides, which was very near the prewar boundary, became the border between North Korea and South Korea. A “demilitarized zone” (DMZ) separated them. There was no victory, but the war had at least stopped the spread of communism in Korea—the goal of containment. American troops are still based in Korea, helping South Korea defend its border.



**The Taiwan Crisis** Shortly after the war ended, a new crisis erupted in Asia. Although the Chinese Communists had taken power in mainland China, the Chinese Nationalists still controlled Taiwan and several small islands along China's coast.

In the fall of 1954, China threatened to seize two of the islands from the Nationalists. Eisenhower saw Taiwan as part of the "anticommunist barrier" in Asia. When China began shelling the islands and announced that Taiwan would soon be liberated, Eisenhower asked Congress to authorize the use of force to defend Taiwan.

Eisenhower then warned the Chinese that any attempt to invade Taiwan would be resisted by American naval forces stationed nearby. He and Dulles hinted that they would use nuclear weapons to stop an invasion. Soon afterward, China backed down.

**The Suez Crisis** The year after Eisenhower went to the brink of war with China, a serious crisis erupted in the Middle East. Eisenhower's goal in the Middle

East was to prevent Arab nations from aligning with the Soviet Union. To build support among Arabs, Dulles offered to help Egypt finance the construction of a dam on the Nile River. The Egyptians eagerly accepted the American offer.

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

The British and French responded quickly to the Suez Crisis. In October 1956, British and French troops invaded Egypt. Eisenhower was furious with Britain and France. He declared they had made a "complete mess and botch of things." The situation became even more tense when the Soviet Union threatened rocket attacks on Britain and France and offered to send troops to help Egypt. Eisenhower immediately put American nuclear forces on alert, noting, "If those



## NATO and the Warsaw Pact, 1955



### Geography Skills

By the mid-1950s, two powerful military alliances, NATO and the Warsaw Pact, were facing each other in Europe. **Applying Geography Skills** How many European nations had Communist governments in 1955?





fellows start something, we may have to hit them—and if necessary, with everything in the bucket.”

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

**Reading Check** **Identifying** What was brinkmanship?

## Fighting Communism Covertly

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

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

American officials feared that these leaders might align their nations with the Soviet Union or even stage a Communist revolution. One way to stop developing nations from moving into the Communist camp was to provide them with financial aid, as Eisenhower had tried to do in Egypt. In some cases, however, where the threat of communism seemed stronger, the CIA staged covert operations to overthrow anti-American leaders and replace them with pro-American leaders.

**Iran and Guatemala** Two examples of covert operations that achieved American objectives took place in Iran and Guatemala. By 1953 Iranian prime minister Mohammed Mossadegh had already nationalized the Anglo-Iranian Oil Company. He seemed ready to make an oil deal with the Soviet Union. In 1953 Mossadegh moved against the pro-American Shah of Iran, who was temporarily forced into exile. Dulles quickly sent agents to organize street riots and arrange a coup that ousted Mossadegh, and the Shah returned to power.



### **Picturing History**

**Distinguished Brothers** John Foster Dulles (right) became secretary of state under Eisenhower; his brother Allen Dulles (center) was director of the CIA in the 1950s. **With what policy is John Foster Dulles associated?**

The following year, the CIA acted to protect American-owned property in Guatemala. In 1951 Jacobo Arbenz Guzmán won election as president of Guatemala with Communist support. His land reform program took over large estates, including those of the American-owned United Fruit Company. In May 1954, Communist Czechoslovakia delivered arms to Guatemala. The CIA responded by arming the Guatemalan opposition and training them at secret camps in Nicaragua and Honduras. Shortly after these CIA-trained forces invaded Guatemala, Arbenz Guzmán left office.

**Uprising in Hungary** Covert operations did not always work as Eisenhower hoped. In 1953 Stalin died, and a power struggle began in the Soviet Union. By 1956 **Nikita Khrushchev** had emerged as the leader of the Soviet Union. That year, Khrushchev delivered a secret speech to Soviet leaders. He attacked Stalin’s policies and insisted there were



many ways to build a Communist society. Although the speech was secret, the CIA obtained a copy. With Eisenhower's permission, the CIA arranged for it to be broadcast to Eastern Europe.

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

 **Reading Check** **Explaining** Why did Eisenhower use covert operations?

## Continuing Tensions

The uprising in Hungary forced Khrushchev to reassert Soviet power and the superiority of communism. Previously, he had supported "peaceful coexistence" with capitalism. Now he accused the "capitalist countries" of starting a "feverish arms race." In 1957, after the launch of Sputnik, Khrushchev boasted, "We will bury capitalism. . . . Your grandchildren will live under communism."

In late 1958 Khrushchev demanded that the United States, Great Britain, and France withdraw their troops from West Berlin. Secretary of State Dulles rejected Khrushchev's demands. If the Soviets threatened

Berlin, Dulles announced, NATO would respond, "if need be by military force." Brinkmanship worked again, and Khrushchev backed down.

To try to improve relations, Eisenhower invited Khrushchev to visit the United States in late 1959. The visit went well, and the two leaders agreed to hold a summit in Paris in 1960. A **summit** is a formal face-to-face meeting of leaders from different countries to discuss important issues.

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

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

 **Reading Check** **Evaluating** Why did Eisenhower warn Americans about the military-industrial complex?

## SECTION 4 ASSESSMENT



**Study Central™** To review this section, go to [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

1. **Define:** massive retaliation, brinkmanship, covert, developing nation, military-industrial complex.
2. **Identify:** *Sputnik*, Central Intelligence Agency.
3. **Reviewing Facts** What was the significance of the Soviet Union's launching of *Sputnik* in 1957?

### Reviewing Themes

4. **Science and Technology** How did technology shape Eisenhower's military policy?

### Critical Thinking

5. **Interpreting** Do you think Eisenhower's foreign policy was successful? Why or why not?
6. **Organizing** Use a graphic organizer similar to the one below to list Eisenhower's strategies for containing Communism.



### Analyzing Visuals

7. **Analyzing Maps** Study the map on page 678. How many nations belonged to NATO? How many nations belonged to the Warsaw Pact? Which nations did not belong to either NATO or the Warsaw Pact?

### Writing About History

8. **Persuasive Writing** Imagine you are a member of Eisenhower's cabinet. Defend or attack brinkmanship as a foreign policy tactic. Be sure to provide specific reasons for your point of view.



# Critical Thinking SKILLBUILDER

## Making Decisions

### Why Learn This Skill?

Suppose you have been given the choice of taking an art class or a music class during your free period during school. How will you decide which class to take?

### Learning the Skill

When you make a decision, you are making a choice between alternatives. In order to make that choice, you must be informed and aware. There are five key steps you should follow that will help you through the process of making decisions.

- Identify the problem. What are you being asked to choose between?
- Gather information to identify and consider various alternatives that are possible.
- Determine the consequences for each alternative. Identify both positive and negative consequences.
- Evaluate the consequences. Consider both the positive and negative consequences for each alternative.
- Determine which alternative seems to have more positive than negative consequences. Then make your decision.

### Practicing the Skill

Decisions throughout history have affected the outcome of events and defined history as we know it today. Identify the alternatives and describe their consequences for each of the following events that occurred after World War II. Each of these events took place as a result of a decision made by a person or a group of people.

- 1 Britain and the United States recognize the Soviet-backed government that takes control in Poland.
- 2 The United States orchestrates the Berlin airlift to assist residents of West Berlin after Stalin cuts off surface transportation bringing supplies from the West.



*President Truman and Dean Acheson*

- 3 The Marshall Plan for rebuilding war-torn Western Europe is approved.
- 4 President Truman relieves General Douglas MacArthur of his command because of insubordination.

### Skills Assessment

Complete the Practicing Skills questions on page 683 and the Chapter 21 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Making Decisions** Use a newspaper or magazine to find a current issue that directly affects your life. Identify the issue, and then review the facts and what you already know about the issue. Identify various alternatives and determine the consequences for each. Use this information to evaluate both positive and negative consequences. Make a sound decision about which alternative would be best for you, and write a paragraph defending your decision.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

**Reviewing Key Terms**

On a sheet of paper, use each of these terms in a sentence.

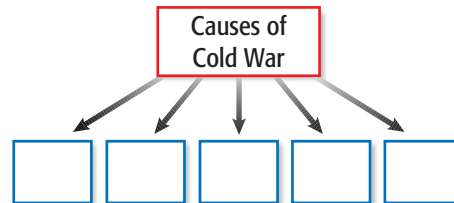
- 1. Cold War
- 2. iron curtain
- 3. containment
- 4. limited war
- 5. subversion
- 6. perjury
- 7. censure
- 8. fallout
- 9. fallout shelter
- 10. massive retaliation
- 11. brinkmanship
- 12. covert
- 13. developing nation
- 14. military-industrial complex

**Reviewing Key Facts**

- 15. **Identify:** Potsdam, Marshall Plan, NATO, McCarthyism.
- 16. How did Stalin’s postwar foreign policy goals add to the growing tensions between the United States and the USSR?
- 17. Why were NATO and the Warsaw Pact formed?
- 18. What was the long-term strategy of the United States during the Cold War?
- 19. What were the effects of the new Red Scare on federal employees?
- 20. What was President Eisenhower’s “new look” for the military?

**Critical Thinking**

- 21. **Analyzing Themes: Global Connections** How did the Truman Doctrine and the Marshall Plan cause the United States to change its foreign policy goal of isolationism?
- 22. **Evaluating** How did the Korean War affect American domestic and international policy?
- 23. **Organizing** Use a graphic organizer similar to the one below to list the causes of the Cold War.



- 24. **Interpreting Primary Sources** Margaret Chase Smith, a Republican from Maine, was elected to the Senate in 1948. As a newcomer and the only woman in the Senate, she had very little power. Smith was upset by Joseph McCarthy’s accusations, but she hoped her senior colleagues would reprimand him. When they failed to do so, Smith made her “Declaration of Conscience” speech. Read the excerpt and answer the questions that follow.

**Chapter Summary**

**The Cold War**

**Soviet Union**

- To create a protective sphere of Communist countries along European border
- To promote the spread of communism
- Occupied Eastern European nations and saw that Communist governments were established
- Sought access to oil in Iran
- Aided Communists in Greece and pressured Turkey for access to the Mediterranean
- Communists seize power in China in 1949
- China and Soviet Union signed treaty of friendship and alliance
- Communist North Korea invaded South Korea to start Korean War
- Chinese troops fought for North Korea
- Promoted development of high-technology weapons and surveillance

**General Goals**

**In Europe**

**In the Middle East**

**In Asia**

**At Home**

**Western Allies**

- To contain the spread of communism by supporting capitalist democratic governments
- Expected free elections to occur in Soviet-controlled Eastern Europe
- Forced Soviet withdrawal from Iran
- Pledged aid to halt Soviet threats to Turkey and Greece
- Aided China’s Nationalist government
- Dedicated money and troops to establish democratic stronghold in Japan
- United Nations troops sent to fight for South Korea in Korean War
- Focused on the development of advanced technology weapons



**Self-Check Quiz**

Visit the *American Republic Since 1877* Web site at [tarvol2.glencoe.com](http://tarvol2.glencoe.com) and click on **Self-Check Quizzes—Chapter 21** to assess your knowledge of chapter content.

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

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

- a. With whom is Smith angry, and why?
- b. According to Smith, who is really dividing the nation?

**Practicing Skills**

25. **Making Decisions** Study the text on the Truman Doctrine on page 661. Then use the steps you learned about making decisions on page 681 to identify the alternatives the president had in making a decision to ask for aid to fight Soviet aggression in Turkey and Greece. Create a graphic organizer to list the alternatives you have identified.

**Chapter Activity**

26. **Technology Activity: Developing a Multimedia Presentation** Use the Internet and other resources to find out more about American popular culture during the Cold War. Then create a multimedia report about popular culture at this time, and present your report to the class. Your report could discuss films, books, and magazine articles.

**Writing Activity**

27. **Persuasive Writing** Imagine that you have witnessed the crowds giving General MacArthur a hero’s welcome. Write an opinion piece for a magazine justifying his reception or criticizing it because of his disagreement with Truman.



**Geography and History**

28. The map above shows the occupation of Berlin after World War II. Study the map and answer the questions below.
  - a. **Interpreting Maps** How was West Berlin’s location a disadvantage? How did Stalin use this disadvantage against the Western Allies?
  - b. **Applying Geography Skills** What transportation advantage did West Berlin have over East Berlin? How did the United States use this advantage when West Berlin was stranded?

**Standardized Test Practice**

**Directions:** Choose the phrase that best completes the following sentence.

One historical lesson of McCarthy’s approach is the realization that

- A loyalty oaths prevent spying.
- B communism is influential in prosperous times.
- C Communist agents had infiltrated all levels of the U.S. government.
- D public fear of traitors can lead to false accusations and unfair consequences.

**Test-Taking Tip:** Think about the definition of McCarthyism, the use of unsubstantiated accusations to discredit people. Which of the answers relates best to this definition?