

# The Cold War



## Essential Question

How might the Cold War have been prevented?



**About the Photo:** After World War II, the United States and the Soviet Union engaged in a nuclear arms race. Here, American students practice a “duck-and-cover” drill, designed to protect them from a nuclear bomb blast.

### Explore ONLINE!



#### VIDEOS, including...

- The Arms Race
- The Berlin Airlift
- Korean War Begins
- Suburbia and the Baby Boom

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- ✓ Image with Hotspots: Fear of Communism
- ✓ The Korean War Begins
- ✓ Image Carousel: Major Spy Cases
- ✓ Interactive Graphs: Postwar Boom, 1945–1960

In this module you will learn how American life changed as a result of the Cold War.

### What You Will Learn ...

**Lesson 1: Adjusting to Peace.** . . . . . 868

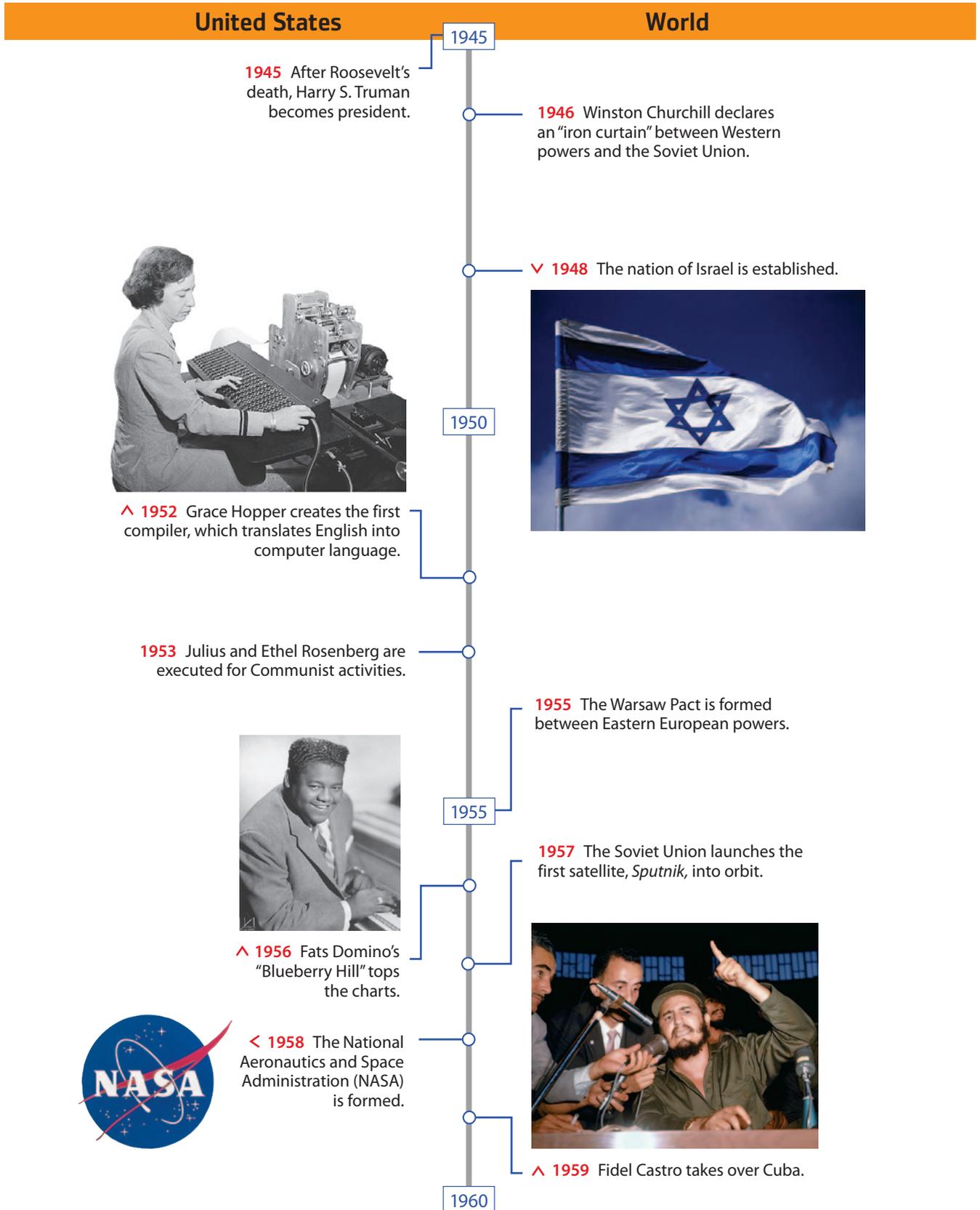
**The Big Idea** After World War II, Americans adjusted to new challenges both at home and around the world.

**Lesson 2: War in Korea and a New Red Scare.** . . . . . 876

**The Big Idea** During the Cold War, the U.S. government confronted communism globally and within the United States.

**Lesson 3: The Nation Prospers.** . . . . . 882

**The Big Idea** An expanding economy led to new ways of life for many Americans in the 1950s.



# Reading Social Studies

## THEME FOCUS:

### Politics, Science and Technology

In this module you will learn about the Cold War between the United States and the Soviet Union. This war was unlike other wars in that it was often fought between politicians instead of soldiers. Each country used developments in science and technology to declare itself superior. You will also read about U.S. society and its reaction to the Cold War.

## READING FOCUS:

### Understand through Visualizing

Visualizing how your life might have been different if you had been alive during a period in history can help you understand life at that time.

**Visualizing** Using clues about everyday life that you find in a history module like this one can help you imagine what life was like in the past. You can imagine yourself and your life, and how life would have been different if you had lived in the past. Or, you can try to imagine what life was like for the people then.

Notice the clues in this passage that give you an idea of the thinking of people living during the Cold War.

All the time, in the homely [plain], cluttered rooms of our private lives the television displayed the continuing spectacle of public life—all of it still going on in the windless places on the other side of the screen.

Presidents and First Secretaries trod [climbed] down the metal staircases from the bellies of great aircraft to shake hands on the tarmac [runway] and climb into big black cars. Tanks wheeled down blind streets and across muddy fields. Rolls of heavy wire netting were unwound and veered [turned] upwards against a dawn sky.

—From *The Cruel Peace*, by Fred Inglis

The author is using description to inform the reader about the feeling of watching the Cold War unfold on television.

Here the author uses frightening images to help the reader understand the fear of the Cold War.

# You Try It!

The following passage is from the module you are getting ready to read. As you read the passage, look for details that help you visualize the past.

In 1946 Winston Churchill described how Soviet control cut these countries off from the Western world. “An iron curtain has descended [fallen] across the [European] Continent,” he said. The term *iron curtain* thus came to be used to describe this division. Presidential adviser Bernard Baruch warned of the seriousness of the Soviet threat, saying, “Let us not be deceived—we are today in the midst of a cold war.” The phrase *Cold War* came to be used to describe the struggle for global power between the United States and the Soviet Union.

After you read the passage, answer the following questions.

1. Which visual description helps you understand the attitude existing between the United States and the Soviet Union?
2. How does the quote by Winston Churchill help you visualize the political atmosphere of the time?
3. How does the phrase *Cold War* help you visualize the political atmosphere of the time?

**As you read Module 28**, look for details that help you visualize the past.

## Key Terms and People

### Lesson 1

Yalta Conference  
Nuremberg trials  
United Nations  
superpowers  
Cold War  
containment  
Truman Doctrine  
Marshall Plan  
North Atlantic Treaty Organization  
GI Bill of Rights  
Fair Deal

### Lesson 2

Mao Zedong  
38th parallel  
Joseph McCarthy  
hydrogen bomb  
arms race  
*Sputnik*  
brinkmanship

### Lesson 3

baby boom  
Sun Belt  
urban renewal  
beats

# Adjusting to Peace

## The Big Idea

After World War II, Americans adjusted to new challenges both at home and around the world.

## Main Ideas

- As World War II ended, leaders began planning the future of the postwar world.
- The United States and the Soviet Union went from being allies to enemies after World War II.
- Americans adjusted to postwar life.

## Key Terms and People

Yalta Conference  
 Nuremberg trials  
 United Nations  
 superpowers  
 Cold War  
 containment  
 Truman Doctrine  
 Marshall Plan  
 North Atlantic Treaty  
 Organization  
 GI Bill of Rights  
 Fair Deal

## If YOU were there . . .

You are an adviser to President Harry S. Truman in July 1945. You have traveled with him to Potsdam, outside the ruined city of Berlin, where Allied leaders are discussing postwar plans. Everyone agrees that steps must be taken to prevent another world war. But you are worried that Soviet leader Joseph Stalin cannot be trusted.

**What advice would you give to President Truman?**

## The Future of the Postwar World

As 1945 began, it was becoming clear that the Allies were going to win World War II. In February Allied leaders known as the Big Three—Franklin D. Roosevelt of the United States, Winston Churchill of Great Britain, and Joseph Stalin of the Soviet Union—met in the Soviet city of Yalta to discuss plans for peace.

In February, at the **Yalta Conference**, the three leaders made important decisions about the future of European governments. They expressed support for the creation of an international peacekeeping organization. They also agreed that nations freed from Germany should have the right “to create democratic institutions of their own choice.” Stalin promised to allow free elections in the Soviet-occupied countries in Eastern Europe. However, after driving German troops out of Poland, Soviet forces set up a pro-Soviet Communist government.

In July 1945 President Truman met with the new British prime minister Clement Atlee and Soviet leader Joseph Stalin near Berlin, Germany, at the Potsdam Conference. The Allied leaders divided conquered Germany into four zones. Britain, France, the United States, and the Soviet Union would each occupy one zone. The capital city of Berlin—located deep inside the Soviet zone—was also divided into four zones.



Winston Churchill, Franklin Roosevelt, and Joseph Stalin (seated left to right) met at Yalta in 1945.



Clement Attlee, Harry Truman, and Joseph Stalin (seated left to right) met at Potsdam in 1945.

**War Crimes Trials** After World War II, Allied leaders formed a special court, called the International Military Tribunal, to try Axis leaders accused of war crimes. In November 1945 the tribunal put high-ranking Nazis on trial in the German city of Nuremberg in what became known as the **Nuremberg trials**. U.S. Supreme Court justice Robert H. Jackson served as the chief American attorney. In his opening statement, Jackson explained the importance of the trials:

“The wrongs which we seek to condemn and punish have been so calculated [well planned], so malignant [evil] and devastating, that civilization cannot tolerate their being ignored because it cannot survive their being repeated.”

—Robert H. Jackson, quoted in *The Nuremberg Trial*, edited by Mitchell Bard

The court charged Nazi officials with “crimes against humanity.” One defendant was Hermann Goering, a key planner of Hitler’s “final solution.” Another was Hans Frank, Poland’s wartime governor, who had organized the killing of hundreds of thousands of Poles and Polish Jews. The tribunal found 19 Nazi leaders guilty. Of these, 12 leaders, including Goering and Frank, were sentenced to death.

The International Military Tribunal for the Far East held trials in Japan. Japan’s wartime leader Hideki Tojo was convicted and executed. Seven other Japanese leaders were also sentenced to death. The trials in Germany and Japan helped establish the principle that individuals must be held responsible for committing war crimes, even when acting on behalf of a government.

**The United Nations** During the war, President Roosevelt had spoken of the need for a new international organization to promote world peace. Roosevelt did not believe the United States alone could bring peace to the whole world. “The structure of world peace,” he said, “must be a peace which rests on the cooperative effort of the whole world.”

In 1944 American, British, Soviet, and Chinese representatives met to draft a plan for the **United Nations** (UN)—an organization dedicated to

Today, the United Nations has more than 190 members and works to prevent war, provide disaster relief, prevent hunger and disease, and combat international terrorism.



resolving international conflicts. In 1945 representatives from 50 countries met to write the United Nations Charter. The UN Charter declared the organization's commitment "to unite our strength to maintain international peace and security." President Truman appointed Eleanor Roosevelt as one of the first U.S. delegates to the UN.

At the UN, Eleanor Roosevelt helped write and advocate for the Universal Declaration of Human Rights, which the UN adopted in 1948. During Franklin Roosevelt's presidency, she had changed the role of First Lady by holding her own press conferences, making speeches, and writing newspaper columns that actively promoted human rights, children's welfare, and equal rights for women and minorities.

One of the UN's first actions concerned Palestine, occupied by the British after World War I. The UN General Assembly voted to divide the area into separate Arab and Jewish states. Jews had begun moving to Palestine, an area important to the Jewish, Christian, and Islamic religions, after World War I. Many more moved there before and during World War II. On May 14, 1948, Jewish leaders announced the creation of the nation of Israel.

The United States quickly recognized the new Jewish state. Arab leaders refused to do so and claimed the land as their own. Armies from five Arab states attacked Israel. Israeli forces drove them back, and the two sides reached a truce in 1949. Israel then joined the UN. But tensions remained high.

## From Allies to Enemies

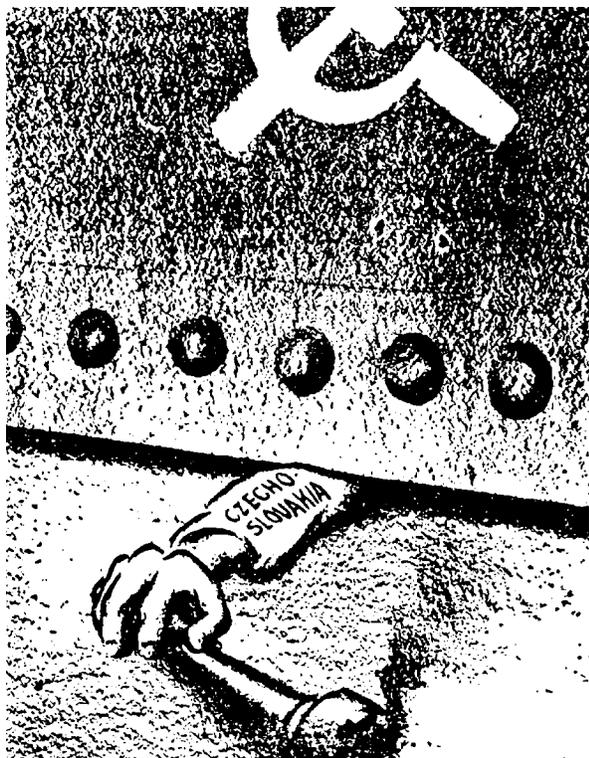
After World War II, the United States and the Soviet Union emerged as **superpowers**, or powerful countries who influenced events in their regions of the world. During World War II, the two countries had cooperated to win the war. Afterward, the differences between the two nations led to new hostility. The Soviet Union hoped to spread communism around the world. Americans remained committed to capitalism and democracy.

### Reading Check

#### Find Main Ideas

What steps did world leaders take to establish peace?

**The Iron Curtain** After Stalin created a Communist government in Poland, the Soviet Union expanded its control over Eastern Europe by creating “satellite states”—countries under complete Soviet control. In 1946 Winston Churchill described how Soviet control cut these countries off from the Western world. “An iron curtain has descended [fallen] across the [European] Continent,” he said. The term *iron curtain* thus came to be used to describe this division. Presidential adviser Bernard Baruch warned of the seriousness of the Soviet threat, saying, “Let us not be deceived—we are today in the midst of a cold war.” The phrase **Cold War** came to be used to describe the struggle for global power between the United States and the Soviet Union.



This cartoon shows Czechoslovakia's freedom being crushed by the Soviet Union.

**Cold War Policies** The United States quickly developed a new foreign policy to deal with the Cold War. It was based on the goal of **containment**, or preventing the Soviet Union from expanding its influence around the world.

In 1945 the Soviet Union began demanding control over areas in the Mediterranean Sea that were under Turkish authority. In 1946 Communist rebels in Greece threatened to topple the Greek monarchy. At Truman's request, Congress passed an aid package worth millions of dollars for Greece and Turkey. The money, the president said, would “support free peoples who are resisting attempted subjugation [conquest] by armed minorities or outside pressures.” U.S. aid helped the Greek army defeat the Communist rebels and protected Turkey from Soviet expansion. This policy of providing aid to help foreign countries fight communism became known as the **Truman Doctrine**.

The nations of Europe, meanwhile, were still devastated from World War II. American secretary of state George C. Marshall saw this as a threat both to

stability in Europe and to the U.S. economy, which depended on trade with Europe. Marshall called on European leaders to develop plans for economic recovery, which the United States would help fund. Under the **Marshall Plan**, Western Europe received more than \$13 billion in U.S. loans and grants for European economic recovery between 1948 and 1952. Soviet leaders rejected Marshall Plan aid. They also kept Eastern European nations from participating.

Japan was also left devastated by World War II. With the end of the war, U.S. forces under General Douglas MacArthur occupied Japan and began a series of reforms to help rebuild the country and to keep communism from taking hold. As part of the reform, Japan's emperor lost most of his authority. Power was given instead to an elected parliament. The Americans also helped strengthen and modernize the Japanese economy.

Cold War tensions rose further in 1948 when France, Britain, and the United States decided to join their occupation zones of Germany into one

unit. The Soviet Union had good reason to fear the creation of a strong West German state. On June 24, the Soviet Union suddenly blocked all rail, highway, and water traffic between western Germany and the city of Berlin. West Berlin's 2 million residents were trapped behind the iron curtain.

To respond to this crisis without using military force, U.S. and British planes began airlifting supplies into West Berlin. For more than a year, planes delivered lifesaving food, fuel, and machinery to West Berliners. The Soviet Union made no determined effort to stop the airlift, fearing a war. It then lifted the blockade in May 1949.

That same year, the United States joined nine Western European countries, along with Iceland and Canada, to form the **North Atlantic Treaty Organization** (NATO). NATO members promised to defend each other if attacked. In 1955 the Soviet Union created the Warsaw Pact, which provided a unified system of military command between the Soviet Union and its Eastern European satellite countries for their mutual defense. When the Cold War ended, many former Warsaw Pact nations joined NATO. Today, NATO has 28 member nations.

### Reading Check

Compare

How were NATO and the Warsaw Pact similar?

 Explore ONLINE!

## Cold War Europe, 1955



### Interpret Maps

- Place** Which countries remained nonaligned during the Cold War?
- Location** What is the northernmost NATO member country shown on the map?



In the aftermath of World War II, President Truman was charged with transitioning the nation's economy and people to peacetime.

## Postwar America

You have read about the economic depression that followed the end of World War I. As World War II ended, President Truman was worried about a similar downturn. More than 16 million Americans had served in the armed forces during the war. Now they were coming home, and most would be looking for work.

President Truman, who was sworn in as president when Roosevelt died in 1945, led the country through the end of World War II and the start of the Cold War. He had been an artillery officer in France during World War I, and he was familiar with the issues veterans faced returning from war.

**The Postwar Economy** To provide jobs for returning veterans, the government urged the millions of women who had gone to work during the war to give up their jobs. New laws also eased the transition for returning soldiers. The Servicemen's Readjustment Act, or **GI Bill of Rights**, offered veterans money for school as well as loans for houses, farms, and businesses. The GI Bill's home loans enabled veterans to buy about 20 percent of the new houses built right after the war. Some 8 million veterans used the GI Bill's educational benefits to attend colleges and technical schools to receive training for jobs. Thousands more took out loans to open their own businesses. Bob Dole, former U.S. senator from Kansas, described how the GI Bill changed his life:

"In my case, I went from a couple of nondescript [ordinary] years in college before the war, and came back and made excellent grades. I went on to law school and got involved in politics. None of that would have happened without the GI Bill."

—Bob Dole, quoted in *GI Bill: The Law That Changed America*, by Milton Greenberg

Another major postwar change was Truman's decision to end the rationing of scarce products. Prices skyrocketed as people rushed to buy gasoline and other products that had been limited during the war. The inflation rate in 1946 rose above 18 percent. The U.S. economy remained strong, however.

**Labor Unrest** More than 35 percent of all nonfarm workers were members of unions in 1946, more than ever before. With prices rising quickly, workers went on strike to demand higher wages. In 1946 alone, 4.5 million workers participated in nearly 5,000 strikes.

The strikes became a major political problem for President Truman. Many people began to wonder if he could handle the presidency. In April 1946 the 400,000-member United Mine Workers of America union went on strike. When Truman was unable to negotiate a settlement, he placed the mines under government control. In May Truman ended a railroad strike by threatening to draft all the striking workers into the army.

To reduce the power of labor unions, Congress passed the Taft-Hartley Act in 1947. This act outlawed closed shops—businesses that could hire only union members. It also allowed the president to order an 80-day "cooling-off" period before a strike began. In addition, union leaders had

to swear they were not Communists. In spite of his clashes with unions, Truman thought this bill went too far to weaken unions. He vetoed the bill, but Congress overrode his veto.

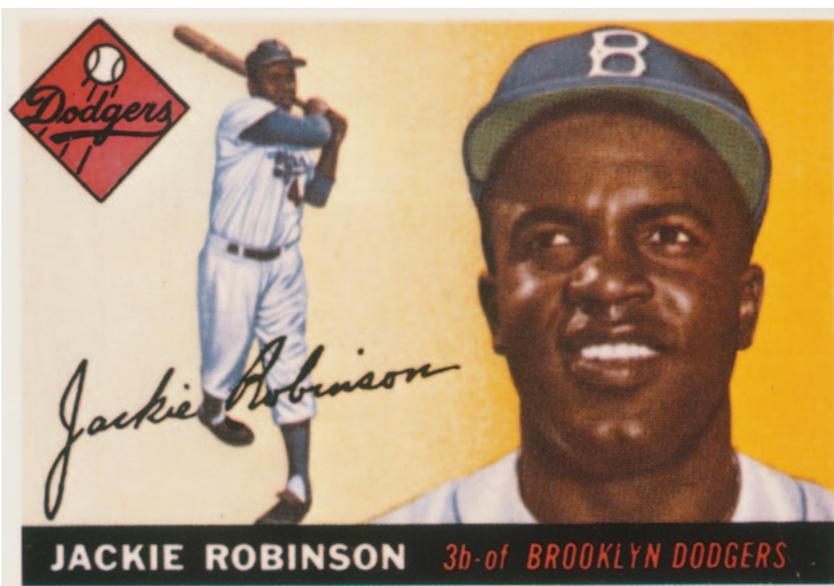
**Civil Rights** After serving their country in World War II, many African Americans faced prejudice and segregation at home. “Black servicemen were overseas dying for this country,” said civil rights lawyer Constance Baker Motley. “And . . . they would be coming home to a situation that said, in effect, You’re a second-class citizen.” African American veterans helped lead a major effort to gain equal rights.

Truman responded in 1946 by appointing the Committee on Civil Rights to investigate discrimination and suggest solutions. As a result of the committee’s report, Truman recommended that Congress pass anti-lynching laws, outlaw segregation, and protect civil rights. Congress failed to act on Truman’s ideas. But in 1948, under pressure from African American groups, Truman issued an executive order ending segregation in the armed forces. He also banned discrimination in the hiring of federal employees.

**The Election of 1948** As the election of 1948 drew near, President Truman’s chances of re-election looked bleak. The Republicans had gained control of Congress in 1946. They felt confident that their presidential candidate, New York governor Thomas Dewey, could beat Truman.

Truman faced challenges from within the Democratic Party as well. Some southern Democrats protested Truman’s support for civil rights laws by walking out of the 1948 Democratic National Convention. Many joined the States’ Rights Party, or Dixiecrats, which favored racial segregation. The Dixiecrats nominated their own presidential candidate—South Carolina governor Strom Thurmond.

Truman took his case for re-election directly to the American people. He traveled more than 30,000 miles by train and delivered hundreds of speeches. He attacked what he called the “do-nothing, good-for-nothing” Congress for refusing to pass his legislation.



Jackie Robinson

On April 15, 1947, Jackie Robinson played his first game for the Brooklyn Dodgers. Robinson became a hero to millions by ending segregation in major league baseball. He went on to be a Hall of Fame player—and an outspoken supporter of equal rights. “The right of every American to first-class citizenship is the most important issue of our time,” Robinson said.

*How did Robinson show his support for equal rights for all Americans?*

“I spoke I believe altogether to between fifteen and twenty million people,” he later said. “I met them face to face, and I convinced them, and they voted for me.” Truman won a surprise victory. The Democratic Party also regained control of both houses of Congress.

In his 1949 State of the Union Address, Truman urged Congress to support his plans for the nation. Truman’s domestic program, called the **Fair Deal**, included a higher minimum wage, the creation of a national health insurance plan for all Americans, and expanded Social Security benefits for the elderly. It also asked for federal protection of civil rights and an end to racial discrimination in hiring.

Congress approved some parts of the Fair Deal, such as a higher minimum wage and expanded Social Security benefits. Congress rejected other Fair Deal proposals. These included civil rights legislation that would have created a permanent Fair Employment Practices Committee.

**Summary and Preview** The United States faced a series of new challenges after World War II. In the next lesson you will learn how the fear of communism grew in the 1950s.

### Reading Check

**Analyze Information**  
How did the GI Bill help returning soldiers?

## Lesson 1 Assessment

### Review Ideas, Terms, and People

1. **a. Describe** How did the Allies divide Germany at the Potsdam Conference?  
**b. Explain** Why were the Nuremberg trials important?  
**c. Predict** Based on its founding and early years, do you think the United Nations would be an effective organization?
2. **a. Identify** What was the Truman Doctrine?  
**b. Analyze** How did the Marshall Plan help stabilize Western Europe?  
**c. Elaborate** Why do you think the United States and Western European countries were concerned about Soviet expansion?
3. **a. Recall** What kinds of programs were included in President Truman’s Fair Deal?  
**b. Explain** What was the purpose of the Taft-Hartley Act?  
**c. Evaluate** Do you think President Truman did enough to promote civil rights? Why or why not?

### Critical Thinking

4. **Categorize** In this lesson you learned about changes that happened as a result of World War II. Create a chart and use it to identify the effects of the war’s end on the United States and the world.

Results of World War II	
In the United States	In the World

# War in Korea and a New Red Scare

## The Big Idea

During the Cold War, the U.S. government confronted communism globally and within the United States.

## Main Ideas

- The United States fought Communist North Korea in the Korean War.
- Fear of Communists led to a new Red Scare at home.
- President Eisenhower faced Cold War crises around the world.

## Key Terms and People

Mao Zedong  
38th parallel  
Joseph McCarthy  
hydrogen bomb  
arms race  
*Sputnik*  
brinkmanship

## If YOU were there . . .

A radio broadcast on June 26, 1950, delivers a shocking announcement. Communist forces from North Korea have just invaded South Korea. President Truman has demanded that the North Koreans halt their invasion, but they seem to be ignoring this demand. Now Truman has to decide whether to use American military force to stop the North Koreans.

**Do you think the United States should send troops to Korea? Why or why not?**

## The Korean War

The Cold War began in Europe but quickly spread to the Asian nations of China and Korea. In China the Communist Party and the Nationalist Party had been struggling for control of the country since the early 1900s. The two rivals joined forces against Japan during World War II but then resumed their civil war after Japan's defeat. The United States, as part of its commitment to stop the spread of communism, backed the Nationalists. The Nationalists were defeated, however, and were forced to flee to the island of Taiwan. Led by **Mao Zedong**, the Communists officially established the People's Republic of China on October 1, 1949. Many Americans saw this as a disastrous failure of U.S. foreign policy. They feared that all of Asia might soon fall to communism.

These fears were heightened by a crisis in Korea. Japan had controlled Korea from 1910 to the end of World War II. After the war, the Allies divided Korea at the **38th parallel**. The Soviet Union controlled the northern part of Korea, and the United States occupied the south. Both sides set up governments, neither of which recognized the other as legitimate.

**Fighting in Korea** On June 25, 1950, North Korea's Soviet-trained and -equipped army stormed across the 38th parallel and invaded South Korea. The United Nations called for a cease-fire. But the North Koreans continued their attack.

# The Korean War



President Truman had to make an immediate decision: Should the United States use force to try to stop the North Korean invasion? On June 27 Truman announced: "I have ordered United States air and sea forces to give the [South] Korean government troops cover and support." That same day, the UN decided to help South Korea "to repel the armed attack." American general Douglas MacArthur was put in command of the UN forces, which included troops from the United States and 15 other countries. The majority of the troops were from the United States and South Korea.

Douglas MacArthur graduated first in his class at West Point, and then began an army career that would last more than 50 years. He reached the rank of general in 1918 and commanded troops in World War I, World War II, and the Korean War.

In the early battles in the Korean War, MacArthur's forces were driven back to the southeastern tip of the Korean Peninsula, near the city of Pusan. Fierce fighting raged for six weeks before the UN troops turned the tide of the war with a surprise attack. Landing at the port city of Inchon on September 15, UN forces attacked the North Koreans from behind. About a month later, MacArthur's troops captured Pyongyang, North Korea's capital. They then advanced north to the Yalu River, the border between North Korea and China. MacArthur told Truman he would "have the boys home by Christmas."

Then China suddenly sent hundreds of thousands of soldiers across the border to join the North Koreans. They drove UN forces south again, back below the 38th parallel. MacArthur suggested air strikes on Chinese cities and an attack on mainland China. Truman refused permission. He was determined to contain the war in Korea.

When MacArthur publicly criticized the president's strategy, Truman relieved the general of command. "I fired General MacArthur because he wouldn't respect the authority of the president," Truman said. This was a very unpopular decision with the American public. MacArthur came home to a hero's welcome.

**The War Ends** By the spring of 1951 the fighting in Korea settled into a violent stalemate. The UN forces had driven the North Koreans and Chinese back across the 38th parallel. But neither side seemed able to win the war.

Americans' frustration with the war dominated the 1952 presidential election. The Republicans nominated war hero Dwight D. Eisenhower. He promised to end the increasingly unpopular conflict, saying, "The first task of a new administration will be to . . . bring the Korean War to an early and honorable end."

This promise helped Eisenhower win the election. Eisenhower visited Korea, but the conflict dragged on. A cease-fire finally ended the fighting on July 27, 1953. After three years of fighting, North and South Korea were again divided near the 38th parallel. More than 130,000 Americans had been killed or wounded. Korean and Chinese casualties topped 2 million.

## A New Red Scare

The first Red Scare swept America after the Russian Revolution in 1917. Cold War fears led to another Red Scare in the late 1940s and 1950s. Attorney General J. Howard McGrath summed up these fears when he said, "There are today many Communists in America. They are everywhere—in factories, offices, butcher shops, on street corners."

**Fear of Communists** A congressional committee called the House Un-American Activities Committee (HUAC) investigated Communist influence in America. In 1947 HUAC launched a series of hearings to expose what it believed was Communist influence in the Hollywood movie industry. The committee branded as "red," or Communist, actors and writers who would not answer questions or who refused to reveal the names of suspected Communists. People suspected of Communist sympathies were often blacklisted, or denied work. Some of these people never worked in movies again.

Explosive spy cases also fed the fears that Communists were at work in the United States. In 1950 a German-born physicist was convicted of providing the Soviets information about the atomic bomb project at Los Alamos, New Mexico, that allowed them to develop an atomic bomb at least one year earlier than they would have. In 1951 Julius and Ethel Rosenberg also were tried for providing Soviet spies with secret details about atomic bomb design. The Rosenbergs denied the charges but were found guilty and executed in 1953.

**The Rise of McCarthy** Wisconsin senator **Joseph McCarthy** contributed to fears in the early 1950s by charging that Communists were working inside the State Department. He claimed to have the names of 57 people

### Reading Check

Summarize

What were the effects of the Korean War?



Ethel and Julius Rosenberg passed military secrets related to the atomic bomb to the Soviets in the late 1940s. They were accused and convicted in 1951.

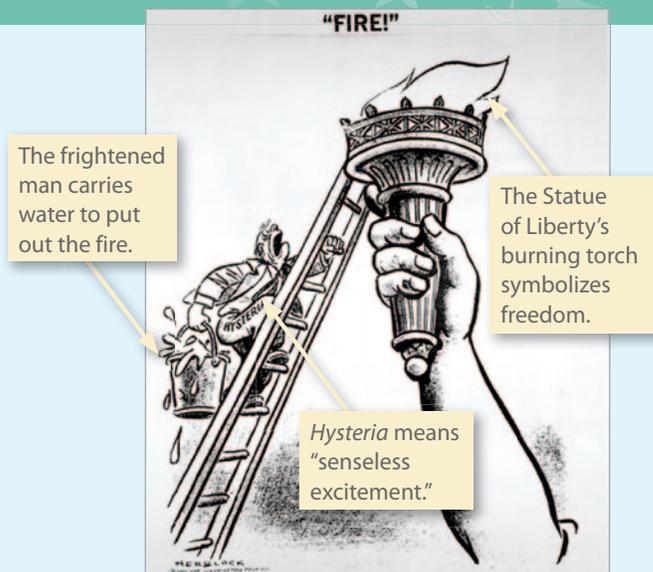
## Historical Sources

### Fear of Communism

In the 1950s the fear of communism caused some government leaders to ignore the civil liberties of suspected Communists. Some critics, like this cartoonist, believed these tactics threatened the freedom of all Americans. Here, a frightened man climbs the arm of the Statue of Liberty to put out her torch.

#### Analyze Historical Sources

Why is the man shown to be putting out Liberty's torch?



"FIRE!" from *Herblock: A Cartoonist's Life* (Times Books 1998)

#### Academic Vocabulary

concrete specific,real

who were "either card-carrying members or certainly loyal to the Communist Party."

McCarthy produced no **concrete** proof of crimes. Many people spoke out about McCarthy's accusations. When challenged, he made up new charges, labeling those who questioned him as "soft on communism." This method of making aggressive accusations without proof became known as McCarthyism.

Edward R. Murrow, a prominent journalist of the time, frequently criticized Senator McCarthy's tactics.

"If none of us ever read a book that was 'dangerous,' nor had a friend who was 'different,' or never joined an organization that advocated 'change,' we would all be just the kind of people Joe McCarthy wants. Whose fault is that? Not really [McCarthy's]. He didn't create this situation of fear. He merely exploited [took advantage of] it, and rather successfully."

"Murrow is a symbol—the leader and the cleverest of the jackal [wild dog] pack which is always found at the throat of anyone who dares to expose individual Communists and traitors. I am compelled by the facts to say to you that Mr. Edward R. Murrow, as far back as twenty years ago, was engaged in propaganda for Communist causes."

McCarthy finally went too far in 1954. In televised Senate hearings he charged that there were Communists in the U.S. Army. For five weeks Americans watched McCarthy's bullying tactics. At one point McCarthy tried to discredit Joseph Welch, the army's attorney, by attacking a young assistant in Welch's law firm. This shocked Welch—and the nation

### Reading Check

Compare How were HUAC's and McCarthy's actions similar?

watching the hearings on television. "Let us not assassinate this lad further, Senator," Welch said. "Have you left no sense of decency?" A later Senate vote condemned McCarthy's actions, but it came too late for those whose careers had been ruined by his attacks.

## Eisenhower and the Cold War

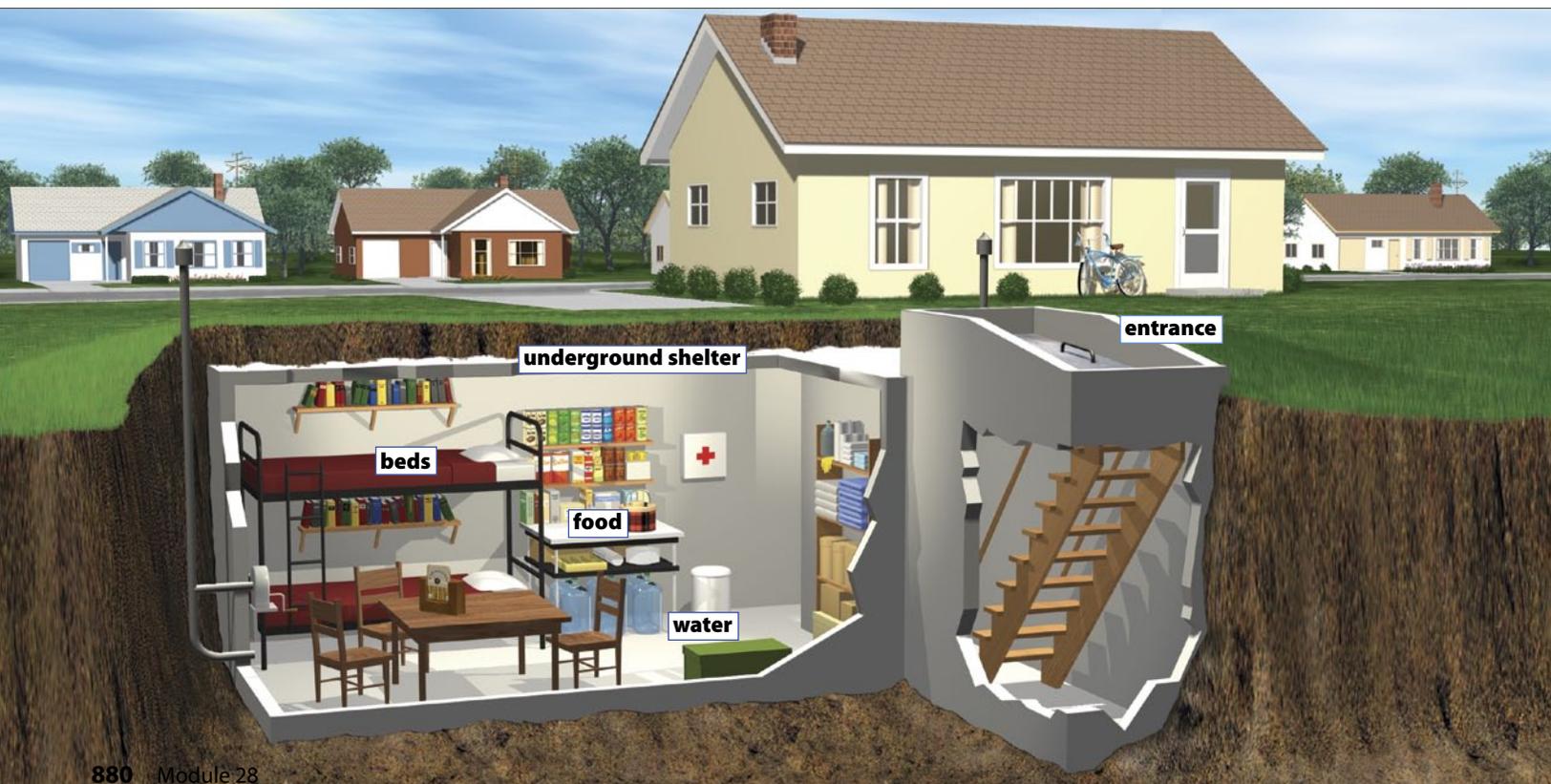
Cold War tensions increased around the world during the presidency of Dwight Eisenhower. In this hostile atmosphere, Americans adjusted to the reality of living with the constant threat of nuclear war.

**The Arms Race** In 1950 President Truman approved work on the **hydrogen bomb**, a weapon far more powerful than the atomic bombs used in World War II. American scientists tested the first hydrogen bomb in the South Pacific in 1952. "The fireball expanded to three miles in diameter," said a test observer. He soon saw that the entire island on which the bomb exploded "had vanished, vaporized."

The Soviet Union tested its first atomic bomb in 1949 and its first hydrogen bomb in 1953. With these tests, the Soviet Union became the world's second nuclear superpower, or powerful country in possession of nuclear weapons. In what became a nuclear **arms race**, both the United States and the Soviet Union rushed to build more and more weapons. American school children practiced "duck-and-cover" drills, in which they were taught to crouch under their desks in case of nuclear attack. Some families built underground bomb shelters in their backyards for use in a nuclear emergency. The shelters were stocked with essentials.

In October 1957 the Soviets launched **Sputnik**, the world's first artificial satellite. Americans feared that if the Soviet Union could launch a satellite, it could launch missiles to attack the United States. In January 1958 the

Families kept essentials in their bomb shelters such as food, water, first aid supplies, and clothing.



United States responded by launching its own satellite. Later that year, the U.S. government established the National Aeronautics and Space Administration (NASA) to conduct space research.

**Cold War Crises** President Eisenhower modified Truman’s policy of containment. He and Secretary of State John Foster Dulles supported **brinkmanship**—a willingness to go to the brink of war to oppose communism. “The ability to get to the verge [edge] without getting into war is the necessary art,” Dulles explained. The president and Dulles also threatened the Soviet Union with “massive retaliation” against Soviet advances.

As part of his effort, Eisenhower used covert, or secret, operations around the world. In 1953, for example, the Central Intelligence Agency (CIA) helped overthrow the premier of Iran. American officials had feared he was a Communist. In 1954 the CIA helped organize the removal of the Guatemalan president for similar reasons.

In 1956 a crisis in Egypt seemed to push the world to the brink of a third world war. Egyptian leader Gamal Abdel Nasser nationalized the Suez Canal, a vital waterway connecting the Mediterranean and Red seas, in an attempt to collect tolls from the canal to finance a major dam project. Britain and France, which relied on the canal for trade, allied with Israel, a longtime enemy of Egypt, and invaded the area around the canal. The Soviet Union, an ally of Egypt, threatened to crush the invaders. This would force the United States to defend its allies. Finally, the Americans and the Soviet Union agreed to condemn the invasion, and the Suez crisis ended. After the brief moment of cooperation, the Cold War continued.

**Summary and Preview** After World War II, Americans responded to Communist threats at home and abroad. In the next lesson you will read about how America prospered during these challenging times.

### Reading Check

Analyze Information  
How was the arms race a display of brinkmanship?

## Lesson 2 Assessment

### Review Ideas, Terms, and People

- a. Identify** What is the 38th parallel, and why was it important in the Korean War?

**b. Analyze** How did the outcome of China’s civil war affect the U.S. response to North Korea’s attack?

**c. Evaluate** Do you think President Truman should have fired MacArthur? Explain your answer.
- a. Describe** Why did a second Red Scare occur in the late 1940s and 1950s?

**b. Explain** How did television affect Joseph McCarthy’s power?

**c. Elaborate** Why do you think the Red Scare lasted so long?
- a. Recall** How did Eisenhower deal with Cold War crises during his administration?

- b. Make Inferences** How can you tell that the U.S. government took the launch of *Sputnik* seriously?
- c. Elaborate** Why do you think the United States and the Soviet Union were able to cooperate during the Suez crisis?

### Critical Thinking

- 4. Categorize** In this lesson you learned about Cold War conflicts and crises. Create four boxes similar to the ones below and use each box to list each event under its appropriate location.

Asia	Soviet Union	United States	Others
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# The Nation Prospers

## The Big Idea

An expanding economy led to new ways of life for many Americans in the 1950s.

## Main Ideas

- America's economy boomed in the 1950s.
- Americans enjoyed new forms of popular culture.
- Social critics found fault with 1950s society.

## Key Terms and People

baby boom

Sun Belt

urban renewal

beats

## If YOU were there . . .

You live with your parents in an apartment building in 1954. You have grown up in the city, and you are used to walking or taking the subway everywhere you need to go. But your parents are talking about moving out to the suburbs. They like the idea of having a house of their own, with a driveway and a backyard. They ask what you think about moving to the suburbs.

**How would you respond?**

## America's Economy in the 1950s

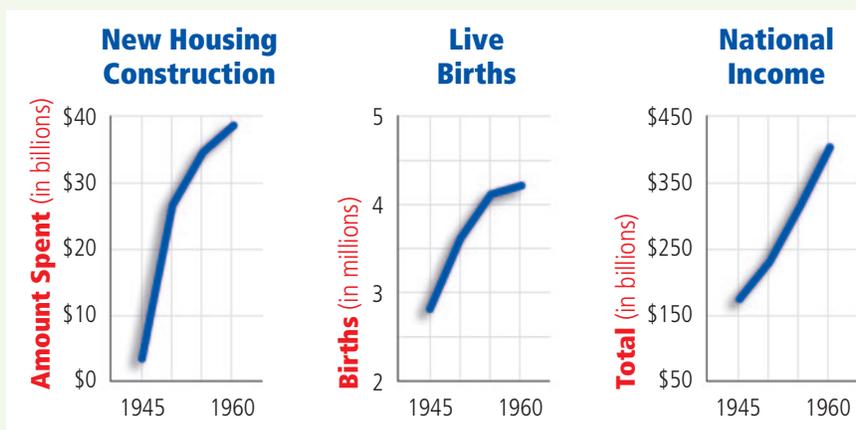
The American economy boomed during the 1950s. Millions of Americans earned more money than ever before and, therefore, had more money to spend on homes, cars, vacations, and large appliances. Feeling better off than they had during the Depression and World War II, many young Americans were getting married and starting families. This led to a **baby boom**, or a significant increase in the number of babies born.

**A Nation on the Move** Americans were also on the move in the 1950s, as people relocated to new parts of the country to take jobs and improve the quality of their lives. Many businesses and workers moved to the **Sun Belt**—southern and western states that offered a warm climate year-round and low tax rates. As a result, the region's population doubled in the 30 years after World War II.

The 1956 Highway Act also encouraged travel. This new law provided billions of dollars for the construction of a 41,000-mile interstate highway system. New highways helped to greatly increase both business and personal travel between cities throughout the country. The roads also made it easier for people to move to suburbs and commute to jobs in cities.

**Suburbs and Cities** The rising demand for homes in the suburbs encouraged developers to build new suburban neighborhoods. On Long Island, New York, William Levitt

## Postwar Boom, 1945-1960



## Analyze Visuals

How did rising wealth affect families in the 1950s?

created Levittown, one of the nation's first preplanned suburbs. Between 1946 and 1951, Levitt built more than 17,000 low-priced, mass-produced houses. Like Henry Ford's Model T, Levitt's homes were designed to be simple and affordable. By the mid-1950s, builders were constructing similar suburban homes all over the country. By 1970 more Americans lived in suburbs than in cities.

Many families welcomed the comfort and convenience of suburban living. Suburban homes usually had driveways, large lawns, and labor-saving appliances. New schools were built in suburbs across the country to accommodate the increased number of students. Suburban children could participate in a wide variety of sports and other activities. Many mothers spent so much time driving their children from one activity to another that one commentator referred to the task as "motherhood on wheels."

Some critics of suburbs complained that suburban life was too heavily based on consumer culture. They also criticized the suburbs for encouraging conformity, or sameness. Most of the people living in the suburbs were white and middle class. In fact, some communities—including Levittown—refused to sell homes to black families.



Many American families used their newfound wealth to buy consumer products like houses, automobiles, and appliances. Advertisements like this one used an idealized version of an American family to sell products.

Some critics also complained that Levitt and other developers turned productive farmland into less productive residential areas. As more suburbs were built surrounding major cities—a process known as urban sprawl—less land was available to farmers. In the late 1970s and 1980s, many states, fearing that the country’s most productive farmland would all be lost, passed laws to protect and preserve local farms.

As middle-class families moved to the suburbs, cities collected fewer tax dollars. This led to a decline in city services. Those who were unable to afford a move to the suburbs lived in increasingly decaying urban areas. As conditions worsened, the federal government began an **urban renewal** program—a plan to improve life in cities. Urban renewal projects focused on improving city services and urban housing. In reality, however, the programs sometimes led to more problems for urban residents.

**Reading Check**  
Contrast

How was life different in suburbs and cities?

## American Pop Culture

American life was changing quickly in the 1950s as new technology developed. More money was available to buy a wider variety of products, and technological advances made life safer and easier for many.

### Life in the 1950s

Life for the average citizen in the United States changed dramatically in the prosperous years after World War II. More money was available to buy a wider variety of products, and technological advances made life safer and easier for many.



In 1952 Dr. Jonas Salk developed a vaccine for the paralyzing disease of polio.

Teenagers enjoyed the music of Elvis Presley and other rock ‘n’ roll stars.



Drive-in movie theaters became increasingly popular during the 1950s. Movies were shown on large outdoor screens as patrons watched from their cars. The largest drive-ins could accommodate 3,000 cars.

Many people began shopping in malls and eating at new fast-food restaurants. By the end of the decade, nearly 90 percent of all American families owned at least one television set. On average, American families watched about six hours of television a day.

Americans all over the country shared the experience of watching the same news, comedies, and sports programs. Many shows, such as *The Lone Ranger*, were versions of shows that began on the radio. Early hits included Milton Berle's variety show *Texaco Star Theater* and the Western drama *Gunsmoke*. But the most popular show was *I Love Lucy*, a situation comedy (or sitcom) starring Lucille Ball and her real-life husband, Cuban American bandleader Desi Arnaz. About 44 million Americans tuned in to one episode of *I Love Lucy* in 1953 to see the birth of their son—twice the number that watched President Eisenhower's inauguration the next day.

New styles of music also helped reshape American culture in the 1950s. African American jazz greats Charlie Parker and Dizzy Gillespie became known as the Fathers of Bebop, a complex jazz style often played at a rapid pace. Meanwhile, musicians like Elvis Presley, Buddy Holly, Chuck Berry, and Little Richard helped rock 'n' roll sweep the nation. Teenage music fans powered the rock 'n' roll revolution, buying more than 70 percent of all records sold in the late 1950s. Just like jazz in the 1920s, rock music drew criticism from some adults. One journalist even labeled rock 'n' roll "a menace to morals." An Arizona teenager responded to this type of criticism by saying, "Man, I believe the older generation just doesn't want the younger generation to have any fun."

### Reading Check

#### Find Main Ideas

What changes took place in American pop culture during the 1950s?



Ralph Ellison began his writing career with the Federal Writers' Project during the Great Depression. He eventually became famous for writing about discrimination against African Americans.

## Social Critics

Though the postwar years were happy and productive for many Americans, not everyone was happy with American society in the 1950s. Some women, for instance, were frustrated that they could only find work in a limited number of fields such as teaching, nursing, or office work. Others were discouraged by the expectation that they would give up their jobs when they got married. One woman recalled,

"There was always the assumption, even when I was getting my graduate degree in education, that any work I did was temporary, something to do until I assumed [began] my principal role in life which was to be the perfect wife and mother, supported by my husband."

—Sally Ann Carter, quoted in *The Fifties: A Women's Oral History*, by Brett Harvey

Many writers commented on 1950s society in their work. In 1951 J. D. Salinger published *The Catcher in the Rye*. The novel's teenage

narrator, Holden Caulfield, criticizes the “phoniness” of the adults around him, who he believed loved only money and wanted everyone to be the same. In his 1952 novel *Invisible Man*, Ralph Ellison wrote about how African Americans felt left out by American society. “I am an invisible man,” Ellison wrote. “I am invisible, understand, simply because people refuse to see me.”

Young people known as beatniks, or **beats**, criticized society with unusual writing styles and rebellious behavior. The works of beat poet Allen Ginsberg and novelist Jack Kerouac inspired many young people to question the rules of mainstream American society. Many young people also identified with rebellious characters in popular movies of the 1950s. In the 1953 film *The Wild One*, actor Marlon Brando plays Johnny, a wild biker who challenges the rules of society. When asked, “Hey Johnny, what are you rebelling against?” Johnny replies, “Whadda ya got?”

**Summary and Preview** In the 1950s, suburban life, television, and pop culture changed American society. In the next module you will learn how the civil rights movement affected the United States.

### Reading Check

Find Main Ideas

Why did people criticize 1950s society?

## Lesson 3 Assessment

### Review Ideas, Terms, and People

- a. Recall** How did a booming economy affect life in the United States in the 1950s?

**b. Explain** How did the growth of suburbs affect cities?

**c. Elaborate** How do you think the baby boom affected 1950s society?
- a. Identify** How did American pop culture change in the 1950s?

**b. Make Inferences** Based on what you have read, how was teenage culture in the 1950s different from adult culture?
- a. Describe** What was the novel *Invisible Man* about?

**b. Compare** What did J. D. Salinger and Jack Kerouac have in common?

**c. Predict** How do you think some women in the 1950s might have wanted to change their lives?

### Critical Thinking

- Analyze Information** In this lesson you learned about 1950s suburban life and culture. Create a chart similar to the one below and use it to list the benefits and challenges of suburban life and culture.



# Social Studies Skills

## Interpret Battle Maps

### Define the Skill

Battle maps show events during a battle or war. They may show army movements or locations of battles. A single battle map often shows events that occurred at different times. Reading the map key is very important when you interpret battle maps. Battle maps usually include many different symbols. The map key explains the symbols used on the map.

### Learn the Skill

Follow these steps to interpret battle maps.

1. Read the title to determine what the map is about.
2. Study the map key to understand what the symbols on the map mean. Locate the symbols from the key on the map.

3. Look for labels and other information on the map. Use what you already know about the time period to determine the importance of these features.
4. Use the map to make a generalization about a battle or war, such as which side won.

### Practice the Skill

1. What is this map about?
2. What does the solid blue line on this map represent? What does the solid red line represent?
3. What does the green line on the 38th parallel show? Why is this important? Based on this map, make a generalization about the Korean War.



# Module 28 Assessment

## Review Vocabulary, Terms, and People

Match the numbered person or term with the correct lettered definition.

- |                      |   |
|----------------------|---|
| 1. GI Bill of Rights | a. U.S. senator who unfairly accused many citizens of being Communists  |
| 2. Yalta Conference  | b. meeting at which Franklin Roosevelt, Winston Churchill, and Joseph Stalin discussed strategy for postwar peace |
| 3. Truman Doctrine   | c. package of domestic reforms proposed by President Truman   |
| 4. Joseph McCarthy   | d. U.S. policy of containing communism through economic aid   |
| 5. Fair Deal         | e. program that offered veterans money for school after World War II  |
- 

## Comprehension and Critical Thinking

### Lesson 1

6. a. **Recall** What is the United Nations?  
b. **Explain** Why did Franklin Roosevelt support the formation of the UN?  
c. **Elaborate** Would you have supported the policy of containment? Why or why not?

### Lesson 2

7. a. **Identify** How did the United States battle communism in Asia in the 1950s?  
b. **Explain** What effect did the launch of *Sputnik* have on the United States?  
c. **Evaluate** What were some risks and advantages of the strategy of brinkmanship?

### Lesson 3

8. a. **Describe** How did life in the United States change in the 1950s?  
b. **Summarize** Why were some women frustrated with 1950s society?  
c. **Elaborate** How has American popular culture changed since the 1950s? How has it stayed the same?

# Module 28 Assessment, continued

## Review Themes

9. **Politics** How did the Cold War affect political relations between the United States and the Soviet Union?
10. **Economics** What steps did the United States take to help rebuild Europe and Japan after World War II?
11. **Science and Technology** How did science and technology advance during the 1950s?

## Reading Skills

**Understand through Visualizing** Use the Reading Skills taught in this module to answer the question below.

Wisconsin senator Joseph McCarthy contributed to fears in the early 1950s by charging that Communists were working inside the State Department. He claimed to have the names of 57 people who were “either card-carrying members or certainly loyal to the Communist Party.”

12. What elements of the selection above help you visualize the feelings created by the Red Scare?

## Social Studies Skills



**Interpret Battle Maps** Use the Social Studies Skills taught in this module to answer the question below.

13. Look back at the battle map in Lesson 2. In what year did North Korean forces make their farthest advance?

## Focus on Writing

14. **Write Song Lyrics** To begin to write a song about the 1950s, first decide on a theme for your song. That theme can focus either on one event or idea or on several events. The lyrics should address something specific about what it was like to live in the United States in the 1950s. You may even want to write the song from the point of view of a young person living in the 1950s. What would that person think about? What would be his or her hopes and fears?

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