



**TERMS & NAMES**

1. containment, p. 811
2. North Atlantic Treaty Organization (NATO), p. 814
3. Mao Zedong, p. 8116
4. Korean War, p. 817
5. McCarthyism, p. 826
6. John Foster Dulles, p. 829
7. brinkmanship, p. 829
8. Central Intelligence Agency (CIA), p. 829
9. Nikita Khrushchev, p. 832
10. U-2 incident, p. 833

**MAIN IDEAS**

1. To encourage democracy; to gain access to raw materials and markets; to rebuild Europe; to contain Soviet expansion
2. A policy of helping countries resist Communist takeover; strongly supported by Americans
3. To prevent Soviet aggression
4. Communist victory in China; North Korea's attack on South Korea
5. Truman wanted to limit the Korean War to Korea. MacArthur wanted to bomb and invade China.
6. McCarthy's allegation of Communists in government and in the armed forces
7. The Rosenberg case involved transfer of nuclear secrets to the Soviets; Americans feared any Soviet influence in the United States and their possession of nuclear weapons.
8. By sponsoring covert actions to overthrow governments unfriendly to the United States

**VISUAL SUMMARY**

**COLD WAR CONFLICTS**

**CAUSES**

- Soviet domination of Eastern Europe
- Communist victory in China
- Mutual suspicion between United States and Soviet Union



**IMMEDIATE EFFECTS**

- Truman Doctrine and Marshall Plan
- East-West tensions over Berlin
- Establishment of NATO and Warsaw Pact
- McCarthyism

**LONG-TERM EFFECTS**

- Arms race between superpowers
- Superpower rivalry for world power

**TERMS & NAMES**

For each term or name below, write a sentence explaining its significance to the Cold War.

- |  |                                      |
|--|--------------------------------------|
| 1. containment                               | 6. John Foster Dulles                |
| 2. North Atlantic Treaty Organization (NATO) | 7. brinkmanship                      |
| 3. Mao Zedong                                | 8. Central Intelligence Agency (CIA) |
| 4. Korean War                                | 9. Nikita Khrushchev                 |
| 5. McCarthyism                               | 10. U-2 incident                     |

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions.

**Origins of the Cold War** (pages 808–814)

1. What were the goals of U.S. foreign policy in the Cold War?
2. Describe the Truman Doctrine and how America reacted to it.
3. What was the purpose of the NATO alliance?

**The Cold War Heats Up** (pages 815–821)

4. What global events led to U.S. involvement in Korea?
5. What issue between General Douglas MacArthur and President Truman eventually cost MacArthur his job?

**The Cold War at Home** (pages 822–827)

6. What actions of Joseph McCarthy worsened the national hysteria about communism?
7. How did the Rosenberg case fuel anti-communist feeling?

**Two Nations Live on the Edge** (pages 828–833)

8. How did the U.S., including the CIA, wage the Cold War in the 1950s?

**CRITICAL THINKING**

1. **USING YOUR NOTES** Create a cause-and-effect diagram like the one shown for each of these events: (a) the United States' adoption of a policy of containment, and (b) the beginning of the nuclear arms race between the United States and the Soviet Union.



2. **ANALYZING EVENTS** What government actions during the Communist scare conflicted with the Bill of Rights? Explain.
3. **INTERPRETING MAPS** Look carefully at the map on page 811. How did the absence of a natural barrier on the western border of the Soviet Union affect post-World War II Soviet foreign policy? Explain your answer.

**CRITICAL THINKING**

**1. Using Your Notes**

- (a) Event—containment  
 Cause—Soviet aggression in Europe; Effect—Truman Doctrine.  
 Cause—Soviets hold West Berlin hostage; Effect—Berlin airlift.  
 Cause—North Koreans invade South Korea; Effect—U.S. enters the Korean War.  
 (b) Event—nuclear arms race  
 Cause—Soviets explode atomic

- bomb. Effect—U.S. develops an H-bomb. Cause—U.S. tests H-bomb. Effect—Soviets develop an H-bomb. Cause—U.S. builds nuclear arsenal. Effect—Soviets build a comparable arsenal.

**2. Analyzing Events** Loyalty Review Board, HUAC, McCarran Act, McCarthy's unsupported accusations

**3. Interpreting Maps** Some students may say that the lack of a natural barrier caused the Soviets to create buffer nations. Others may argue that the Soviets would have created buffer nations even if they had provided natural protection.

## Standardized Test Practice

Use the quotation below and your knowledge of U.S. history to answer question 1.

“In 1945 I had ordered the A Bomb dropped on Japan at two places devoted almost exclusively to war production. We were at war. We were trying to end it in order to save the lives of our soldiers and sailors. . . . We stopped the war and saved thousands of casualties on both sides.

In Korea we were fighting a police action with sixteen allied nations to support the World Organization which had set up the Republic of Korea. We had held the Chinese after defeating the North Koreans and whipping the Russian Air Force. I just could not make the order for a Third World War. I know I was *right*.”

—Off the Record: The Private Papers of Harry S. Truman

1. According to President Truman, what was the main difference between using the atomic bomb on Japan in 1945 and the possibility of using it on China in 1951?
  - A Japan was more of a military power in 1945 than China was in 1951.
  - B In 1945 we had many allies, but in 1951 we had only two.
  - C In 1945 the bomb ended a world war, but in 1951 it would have started one.
  - D The Japanese were much fiercer fighters than the Chinese were.

Use the cartoon below and your knowledge of U.S. history to answer question 2.



2. What point of view about the arms race does this 1950 cartoon *best* support?
  - F The arms race between “Russia” and the United States is as dangerous as a war.
  - G Communism uncontained will spread.
  - H The bombs of the United States only threaten countries other than the United States.
  - J The United States needs to build up its arsenal in order to compete with “Russia.”

ADDITIONAL TEST PRACTICE, pages S1–S33.



## ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 807:

*What do you do when a friend is accused?*

Suppose your best friend has been accused of being a Communist. You have been called to serve as a character witness for him or her.

Write a speech that you will present to the House Un-American Activities Committee (HUAC). In your speech explain why you feel that your friend’s constitutional rights are being violated.

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video, “The Cold War Comes Home: Hollywood Blacklists the Kahn Family.” Discuss the following questions, and then do the activity:

- How was Gordon Kahn caught up in events beyond his control?
- What alternatives did Gordon have? Do you think he chose the right path? Explain your opinion.

**Cooperative Learning Activity** With a small group, create a step-by-step flowchart to show how Gordon Kahn’s life, reputation, and career were ruined by blacklisting.

*Cold War Conflicts* 837

## ALTERNATIVE ASSESSMENT

## 1. INTERACT WITH HISTORY

## Rubrics

The speech. . .

- should focus on the issue of constitutional rights
- use specific details to support the speaker’s position
- employ oral skills and use persuasive techniques

## 2. LEARNING FROM MEDIA

## Rubrics

The flow chart should. . .

- be organized chronologically
- clearly describe events
- show cause-and-effect relationships

## Standardized Test Practice

1. The correct answer is C.

The bomb was used to bring an end to military actions in World War II. To bomb China during the Korean Conflict would have started a war with the Chinese. Letters A and D are incorrect because China was just as much of a military power as Japan, and the Chinese, too, were fierce fighters. Letter B is incorrect because, in each case, more countries would have been affected by the actions than just the United States and the country that was bombed.

2. The correct answer is F.

The cartoon shows that the arms race threatened the world. Letter G is incorrect because the cartoon does not refer to Communism. Letter H is incorrect because the bombs were a threat to all countries, including the United States. Letter J is incorrect because it shows that the nuclear arsenals of both nations were equally dangerous.

UNIT

PROJECT

## DEBATE

## Tips for Teaching

- Tell students in a formal debate they have a specified time limit to present their argument and a specified time limit in which to respond to the opponents challenges.
- Have students prepare their opening speech.
- Remind students to use evidence to support their arguments.
- The Unit Project is introduced on page 730 of the student text.

Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 467–478