

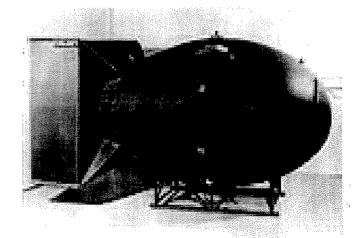
Big Three at Potsdam



Korean War

Early Cold War Era Chapter 14,15 & 17

Name			
Pariod	Í		



A- Bomb



Early Cold War Era

Essential Questions

- 1. Defend the stance in 1945 of why the world needed an organization like the United Nations. What does this organization do and who is involved in it.
- 2. Discuss why there was conflict between the United States and the Soviet Union following the end of WW II. What American policies were there to check Soviet Expansion. (Containment, Domino Theory, Marshall Plan, Berlin Airlift, Truman Doctrine, and NATO)
- 3. Assess the U.S. role during the Korean War. Why were we involved and how did it end? Debate who had the correct policy, Truman or MacArthur. Identify why the Korean War is AKA "The Forgotten War."
- 4. Identify the emergence of popular culture in the U.S. during the 1950's. What fads and fashions were in? (Music, TV, drive through movie theaters, and emergence of the teenager, etc)

State Standards

9.12.1 I

Describe the causes and effects of the Cold War, including:

Europe:

Middle East:

Asia: Americas:

Marshall Plan

♦ Egypt

Japan Cuba

Berlin

♦ Israel

China United States

♦ NATO

♦ Afghanistan

Vietnam

Korea

9.12.2 I

Describe the effects of the Cold War on the United States, including:

- * arms race and nuclear testing
- ♦ McCarthyism
- * space race
- ♦ Cuban Missile Crisis

Chapter Readings

Chapters 14, 15, 17

Word Wall- Early Cold War

United Nations Satellite Nations Iron Curtain Containment Truman Doctrine				
United Nations Satellite Nations Iron Curtain Containment Truman Doctrine Berfin Airlift NATO Korean War	Term	Definition		Symbol
Nations Satellite Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Korean War S8 th Parallel				
Nations Satellite Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Korean War S8 th Parallel	United			
Satellite Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Corean War Sath Parallel	t i			
Satellite Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Corean War S8th Parallel	Trations			
Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Korean War S8 th Parallel		4		
Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Korean War S8 th Parallel				
Nations Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Korean War S8 th Parallel	Catallita			
Iron Curtain Containment Truman Doctrine Berlin Airlift NATO Korean War				
Containment Truman Doctrine Berlin Airlift NATO Corean War	Nations			
Containment Truman Doctrine Berlin Airlift NATO Corean War				
Containment Truman Doctrine Berlin Airlift NATO Corean War				
Containment Truman Doctrine Berlin Airlift NATO Corean War				
Containment Truman Doctrine Berlin Airlift NATO Corean War	Iron Curtain			
Containment Truman Doctrine Berlin Airlift NATO Korean War 38th Parallel				
Containment Truman Doctrine Berlin Airlift NATO Korean War 38th Parallel				
Containment Truman Doctrine Berlin Airlift NATO Korean War 38th Parallel				
Truman Doctrine Berlin Airlift NATO Korean War 88th Parallel				
Doctrine Berlin Airlift NATO Korean War 28th Parallel	Containment			
Doctrine Berlin Airlift NATO Korean War 28th Parallel				
Doctrine Berlin Airlift NATO Korean War 28th Parallel				
Doctrine Berlin Airlift NATO Korean War 28th Parallel				
Doctrine Berlin Airlift NATO Korean War 28th Parallel	Truman			
Berlin Airlift NATO Korean War 88 th Parallel	· · · · · · · · · · · · · · · · · · ·			
NATO Korean War 88 th Parallel	Doctrine		j	
NATO Korean War 88 th Parallel				
NATO Korean War 88 th Parallel				
NATO Korean War 88 th Parallel	Berlin Airlift			
Korean War 88 th Parallel				
Korean War 88 th Parallel				
Korean War 88 th Parallel				
Korean War 88 th Parallel	NATO			
38 th Parallel	NATO			
38 th Parallel				
38 th Parallel				
38 th Parallel				
38 th Parallel	Korean War			
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Varsaw Pact	38 th Parallel			
Varsaw Pact				
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Varsaw Pact				
valsaw ract	Wareau Bact			
	vvaisaW Pact			

Word Wall Continued

Term	Definition	Symbol
	DOM:	
H-Bomb		
McCarthyism		
U-2 Incident		
· · ·		
Sputnik		
•		
G.I. Bill of the Rights		
MgHts		
Baby Boom		
Rock n Roll		
Cuban Missile		
Crisis		
Berlin Wall		
	I	<u></u>

Key Individuals - Cold War

Directions: In complete sentences please identify these people and their importance to the unit.

- 1. Chiang Kai-Shek-2. Mao Zedong-3. Joseph McCarthy-4. Francis Gary Powers-5. Nikita Khrushchev-6. Jonas Salk-7. Fidel Castro-8. John F. Kennedy-
 - 9. Lyndon B. Johnson-

COLD WAR TIMELINE

Directions: Chart these 20 important events on the timeline you have created.

Cuban Missile Crisis, Elvis records "Hound dog", United Nations is established, Truman Doctrine, Marshall Plan, Soviets explode their first A-bomb, China falls to Communism, U.S. astronauts walk on the moon, U.S. joins NATO, Soviets launch Sputnik, JFK is assassinated, Korean War ends, Jackie Robinson integrates MLB, U-2 Spy Plane shot down by Soviets, U.S. Sends troops to Korea, U.S. explodes first H-bomb

5

Europe Rebuilds Chapter 14 Section 1.1 Pages 460- 461

Pages 460-461 Directions- Chapter 14 Section 1.1- Use the following words/ phrases to complete the chapter summary. ☐ Schools ☐ Isolationism ☐ Peace □ 52 ☐ Democracy ☐ Geneva Conventions ☐ More ☐ Creating ☐ More☐ World War II☐ Atlantic Charter ☐ European Recovery ☐ Prisoners of War ☐ Future Program ☐ Marshall Plan ☐ Communist System □ 10% ☐ Freedoms ☐ World Bank ☐ Rebuild ☐ International Peace □ New Markets□ Human Rights□ Destruction ☐ Soviet Union ☐ Recovery ☐ Powerful Nation ☐ United Nations (UN) ☐ Regulate THE UNITED NATIONS In 1945, after the end of _____, the world felt relief as _____arrived. The Allies, who fought together during the war, turned their attention to ______a lasting peace. They believed in ideals like _____ and mutual respect among nations, as seen in the _____signed earlier in the war. This led to the establishment of the on October 24, 1945, with member nations by the end of the year. The UN's main goal was to promote_______, but it also focused on economic development, social progress, and ______ globally. Organizations like UNESCO were created to rebuild _____ and cultural institutions destroyed in the war. The UN Commission on Human Rights, founded in 1946, aimed to protect fundamental human rights and . In 1948, the UN adopted the Universal Declaration of Human Rights. outlining basic rights for all people. To aid post-war_____, institutions like the International Monetary Fund (IMF) and the ____ were established in 1945, with GATT launching in 1947 to world trade. Additionally, nations agreed to the ______ in 1949, setting rules for the humane treatment of ______, sick soldiers, and civilians in war zones. The Allies' post-war efforts focused not only on rebuilding but also on promoting a humane and just world for the . THE MARSHALL PLAN After World War II, Europe faced immense_____, with ruined rail lines, impassable roads, and cities in rubble. The United States, emerging as a______, aimed to help. In 1947, Secretary of State George C. Marshall proposed the or Marshall Plan, to provide massive financial aid. The U.S. assured it was not about control but battling hunger, poverty, desperation, and fear. Americans, breaking from______, accepted responsibility for peace. Congress granted billions of dollars, over ____ of the federal budget, to ____ Europe. The plan succeeded, aiding nations like Britain, Germany, and France. Although the ______ initially participated, they left due to concerns about sharing economic information and the impact on their ______. The boosted European economies, increased American trade, and created

for U.S. goods.

The Soviet Threat Chapter 14 Section 1.2 Pages 462- 464

Pages 462-464 Directions- Chapter 14 Section 1.2- Use the following words/ phrases to complete the chapter summary. ☐ Yalta
☐ Containment
☐ Soviets ☐ State
☐ Eastern Bloc □ Poland and ☐ Spread and ☐ Stalin

 □ roland and
 □ State
 □ Stalin
 □ Yalta
 □ Spread and

 Hungary
 □ Eastern Bloc
 □ Democratic
 □ Containment
 □ Confront

 □ Spread and
 □ Communist East
 □ Defeat
 □ Soviets
 □ Struggle

 □ Confront
 □ Lack
 □ Cold War
 □ Truman Doctrine
 □ Supported

 □ Allies
 □ Iron Curtain
 □ Economic and
 □ Capitalist West
 □ Expanding

 □ Occupation Zones
 □ West Germany
 Military
 □ Installing

 □ Postwar Europe
 □ Eastern
 □ George F. Kennan
 □ West

 □ Expansion
 □ Smaller
 □ Greece
 □ No

 □ Eastern European
 □ Tension
 □ Japan
 □ Resources

 THE DIVISION OF EUROPE After World War II, the_____, including the United States, Soviet Union, and Great Britain, worked together to ______ Germany and ______. They had a tough time agreeing on plans for during a meeting at _____ in 1945. The main disagreement was about the type of governments in Europe. The U.S. and Britain wanted _____capitalist governments, where private individuals own _____ for profit. However, the Soviet Union, led by _____, wanted communist control over _____ countries, with the _____owning all resources. This difference in political and economic ideas caused . Soviet forces stayed in Eastern Europe after the war, ______communist governments in countries like _____, creating what became known as the _____. Stalin suppressed political opposition, leading to a _____ of independence in these countries. In Germany, the victorious Allies split the country into occupation zones, with the Soviets controlling the ____ are Soviets created _____. This division highlighted the ongoing conflict between the and _____, setting the stage for the Cold War, a long period of tension and rivalry between the United States and the Soviet Union. CONTAINMENT AND THE TRUMAN DOCTRINE In 1946, Winston Churchill visited the United States and spoke about the growing worry over Soviet______. He used the term "_____" to describe the division in Europe between Western capitalist and Eastern communist countries. Churchill believed the U.S. should lead in preventing communism's further ______ the Soviets from a position of strength.

Around the same time, ______, a U.S. foreign service officer, devised the doctrine , aiming to control Soviet influence. This policy guided American foreign affairs for four decades, focusing on preventing communism from ______. President Truman strongly ______ this approach, asserting that firm actions were necessary to avoid another war with the In 1947, the U.S. implemented the ______ in response to Soviet threats in the Mediterranean. The Soviet Union aimed to seize territory in Turkey, and communist-led guerrillas in were in conflict with the government. Truman proposed providing to nations threatened by communism, securing ______from Congress for Greece and Turkey. This marked the beginning of the ______, a period of tension between the U.S. and the Soviet Union lasting from the late 1940s to 1991. Despite ____ direct warfare, both nations competed

7

globally, influencing conflicts. The consequences of this ideological and geopolitical

were significant worldwide.

THE UNITED NATIONS

Game Rules

- The class will be divided into groups of 3 or 4 students. Each group will try to unscramble the key words in the sentences below. Write the unscrambled words in the spaces provided. (All group members must do this.) Time limit: 30 minutes.
- 2. As soon as your team finishes, give one copy of your group's answer sheets to the teacher. At the end of the allotted time, teams that have not finished should also give one copy of their answers to the teacher. These answer sheets will then be exchanged among the groups, and the correct answers will be announced.
- 3. The team that has the most correct answers wins the game. If two or more teams are tied, then the team that submitted its answer sheets first is the winner. If none of the teams that were tied finished during the 30-minute time period, then the teams involved are each declared winners.

The Founding of the United Nations

ine rounding of the
s to the nas CRFANISOC (1)
Representatives of 50 countries attending the NAS CRFANISOC (1) of the United Nations.
101E 1 1 10E 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Conference in 1945 signed the ACHIERR (2) This document set forth plans for an organization that would work for CEAEP This document set forth plans for an organization that would work for CEAEP
(3) and human dignity. World War.
were anxious to prevent the occurrence of a HDTRI (4) world war.
were anxious to provide its head-

The United Nations at first met in Great Britain, but soon voted to move its head-. Part of the land on which the UN was built was donated by the city of New York, while the rest was purchased with a gift quarters to ENW RYOK TICY (5) , Jr., son of the famous of \$8½ million from John D. KRELOFCELRE (6) American oil tycoon. Today, more than ENO RDNUHED (7) countries from all corners of the world belong to the United Nations.

The United Nations Charter

The Charter of the United Nations is the organization's constitution. It sets must follow. The Charter begins guidelines that SUCORINTE (8) with a preamble which expresses the purposes and goals of the UN:

"to save succeeding generations from the scourge of AWR (9) which twice in our lifetime has brought untold sorrow to mankind"

"to reaffirm faith in fundamental UHNAM RISTHG (10) in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small"

"to promote social progress and better standards of FLIE (11)

The Organization of the United Nations

The United Nations has six major branches to carry out its goals: the General Assembly, Security Council, Secretariat, Economic and Social Council, International. Court of Justice, and Trusteeship Council.

COULT OF SESSEAL	- × 1
(12)	is the only branch where
The REGENLA ABMSSELY (12)	It can discuss any matters of
	are represented. It can all and a series are
LAL ONTUCKSEL (13)	
· · · · · · · · · · · · · · · · · · ·	actions that should be taken to the first total
gioniticance, and can recommend	actions that should be taken to the General Assembly, which holds
	ING CENETAL ROSCOMAN,
ing the use of MRAED SECROF (14)	T i make together in an
THE CHE USE OF THE	(an De DIOUgut Cogether and De Diougut Cogether and
"	(for about three months), can be brought together in an
one "regular session each year	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\

"emergency special session" if peace is threatened and the Security Council has not acted. Decisions made by the General Assembly are only "recommendations." Members are not required to BOEY (15) any votes except decisions regarding the UN budget.	
The primary responsibility of the URITCESY OUCINCL (16) keeping the peace, and it has special powers to accomplish this purpose. The Security Council has 15 members, including 5 "permanent members" — United Kingdom, France; Russia, China, and the ETINUD SETATS (17) members serve two year terms. All UN member countries must accept decisions made by the Council. On many questions, 9 of the 15 members — including all 5 permanent members — must vote YSE (18) before action can be taken.	
The TSETARCREIA (19) — made up of the secretary-general (who oversees UN operations), administrators, clerks, and secretaries — helps the other five branches carry out their TDUEIS (20) as smoothly as possible.	
The MEOCIONC DAN SOAICL CUOCNIL (21) works in such areas as human rights and the raising of people's standards of ILIVGN (22)	
The TINERANITONAL CUOTR FO JUTISCE (23) handles disputes involving international ALW (24) at The Hague in The Netherlands. The Court has 15 DUJGSE (25) hear cases brought before them voluntarily by countries willing to abide by their decisions. The Court has been successful in settling disputes over fishing rights and BDAORYUN (26) 1 ines.	
The TETEUSIPRSH LCOINUC (27) erritories that did not have self-government at the time the United Nations was organized. The territories were former colonies of Germany, Italy, and JPAAN (28) The Council helped many "trust territories" become independent countries or parts of other UNCOTSEIR (29)	
UN Agencies	
Special agencies have been created to assist the General Assembly, Security Council, and other branches of the United Nations:	
The World Bank lends money to countries for such projects as dams, irrigation systems, power plants, and SROARLIAD (30)	
The World Health Organization deals with a wide range of LEHATE (31) - related matters.	
The Universal Postal Union works for international cooperation in the delivery of IAML (32)	
The United Nations High Commissioner for Refugees gives food, shelter, and medical care to persons fleeing from one country to another because of AWR (33), famine, or some other difficult situation.	
UNICEF the United Nations Children's Fund provides aid for child development and care, job training, and AILYFM (34) planning.	
The Food and Agriculture Organization fights hunger by trying to improve the production and distribution of food and other agricultural products. It also provides mergency OFDO (35)	2.7
Keeping the Peace	
There are several ways that the Security Council can try to settle a dispute between two countries:	

| ~l 1350

The United Nations

Multiple Choice:	
1. The Charter of the United Nations was dra	awn up by representatives of 50 countries attending the (a)
San Francisco Conference (b) London Conference	-
	y are only "recommendations." If an important question is
being considered, a decision by (a) 7 (b) 9 (c) 11 me	
3. The Security Council's main responsibilit	y is to (a) control the UN budget (b) keep peace in the world
(c) supervise the Secretariat.	
	pers of the Security Council must agree before action can
	mber will stop action. This is called the (a) majority rule (b)
power of recommendation (c) veto power.	
	a) are no longer colonies (b) have not yet become
independent (c) are under the administration of a s	ingle country.
Matching:	
6. General Assembly	A. Helps other branches carry out their duties.
7. Security Council	B. Has 15 members, including 5 permanent ones.
8. Secretariat	C. The only branch where all nations are
9. Economic and Social Council	represented. D. Tries cases involving disputes between nations.
10 International Court of Justice	E. Works to improve people's living standards all
10. International Court of Justice	over the world.
Fill in the Blanks	over the world.
•	ated in the city of
11. The headquarters of the United Nations is loc	
_	ons from the scourge of, which twice in
our lifetime has brought untold sorrow to mankir	
13. The was established by the Ur	nited Nations because it was unable to maintain world
peace.	
14. UNICEF — the United Nations	Fund — provides aid for child development and
care, job training, and family planning.	
15. The philosophy of the United Nations is symb	olized by a statue showing a man using a hammer to
shape his sword into a	
True/False:	
16 The United Nations was organized at	the end of World War II.
17 The General Assembly is the only brai	nch of the United Nations where all nations are
represented.	
18. The International Court of Justice sett	les disputes only between United Nations members.
	concerned with the improvement of children's health
and welfare.	•
	lture Organization are concerned with the proper use of
the world's food resources.	



GEOGRAPHY APPLICATION: REGION The Marshall Plan

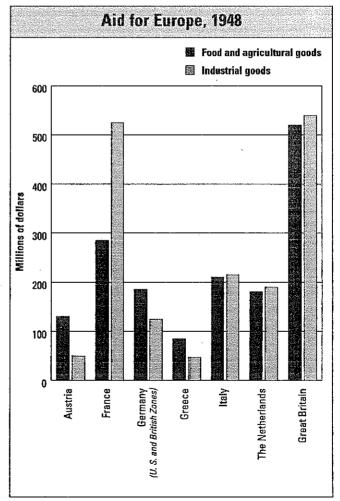
Directions: Read the paragraphs below and study the graph carefully. Then answer the questions that follow.

When World War II ended and the countries of Europe needed emergency relief and economic aid, the United States, Canada, and other nations contributed to the effort. Despite their efforts, necessities were still in short supply. In some countries, food was even scarcer than it had been during the war. To determine the full extent of the problem, President Truman sent former President Herbert Hoover on a fact-finding mission to 22 European nations. On his return, Hoover reported the stark reality to Truman. People were starving in Europe, and stopgap aid would not solve the problem. A long-term plan was needed.

During a Harvard College commencement address in June 1947, Secretary of State George C. Marshall offered the aid of the United States to all European nations in need. He asked the nations of Europe to agree on a plan of recovery and to tell the United States what aid was needed. In return for the aid of the United States, Marshall proposed that European nations would have to agree to cooperate and remove trade barriers. Although invited to participate, the Soviet Union refused Marshall's offer. In addition, the Soviets prevented their satellite nations in Eastern Europe from applying for aid.

In all, 16 Western European countries applied for assistance under what was known as the European Recovery Program, or the Marshall Plan. Congress heatedly debated the plan for ten months. The loudest and most insistent criticism concerned the estimated cost—about \$12.5 billion. For a time, it looked as if Congress would reject the plan. However, in February 1948, a Soviet-backed uprising put Communists in control of Czechoslovakia. Alarmed by this Soviet aggression, Congress promptly approved the Marshall Plan by large majorities in both houses.

The Marshall Plan proved to be a great success, both politically and economically. The spread of communism was halted, and Western European economies quickly revived. Within three years, the production of goods in Western Europe surpassed prewar levels. The Marshall Plan also proved beneficial to the American economy, for an economically revitalized Western Europe provided a ready market for American goods and services.



Cold War Around the Globe Chapter 14 Section 2.2 Pages 472- 473

Directions- Chapter 14 Section 2.2- Use the following words/ phrases to complete the

chapter summary.			:
☐ Indochina	☐ communist leader	_	☐ Korea
☐ Reignited	☐ Mao Zedong		☐ Nationalist Party
□ North	☐ Dien Bien Phu		☐ Vietnam
☐ containment policy	☐ Major	☐ France	☐ domino theory
☐ Taiwan		☐ South	□ enemy
☐ inspiring leader	of China	☐ China	□ corrupt and unpopular
☐ Vietnam	☐ guerrilla tactics	☐ West ☐ government-in-	unpopular support
☐ faced off	☐ Japan☐ Soviet Union☐	_	□ suppoit
☐ Divided			
THE CHINESE REVO	_ 101118 1	L (Tottkill), al	
		1. against the	Soviet Union, another
communist nower was ris	sing— 2 Commun	ist forces in China, led by	3. and
the	A clashed with Chian	ig Kai-shek's	5 in the 1930s.
Drains World Was II the	4, Clashed white Chian	ag Kai-slick's	e war their civil
During world war II, the	y temporarny united again	st6, but after the	and hecome
war /. Chian		resources on paper, but it h	ad become
	8.	O Comment for 1	his Communist Doute has
Mao, on the other	hand, was an	9, gaining support for 1	ms Communist Farty by
championing the commo	n people. Despite U.S	10. for Chiang, M	ao's People's Liberation
- · · · -		tured key cities, and Mao d	leclared
the	11, aligning with the	12.	
Chiang and his for	ces retreated to	13, establishing a	14.
The U.S. strongly suppor	ted Chiang's claim as the l	legitimate Chinese governr	nent. China's shift from a
U.S. ally to an1	5. was a significant loss for	or the16. A deba	te in Washington ensued
about who was responsib	le for " 17. " to	communism, with critics	blaming
18. for not prioritizing Cl	hina enough. The world, al	lready19. betw	veen the U.S. and Soviet
spheres of influence, saw	China's change as a	20. setback for the We	est
FROM CHINA TO SO	-		
The	21, which aimed to	stop the spread of commi	unism, was supported by
the 22. Le	aders believed that if one	country turned communist	it would influence its
23. like a	line of falling dominoes.	This fear, especially in	24, led to actions after
World War II.	•		
In Southeast Asia,	called 25	, the French controlled cou	intries like26.
Ho Chi Minh, a	27, led a revolt agai	nst French rule. In 1945, h	is group,
the 28, d	eclared independence for	North Vietnam. With U.S.	support,29.
		but Ho's3	
In 1954, the Viet Minh w	on at	31, leading to a divided V	ietnam: communist
32. and d	emocratic 3	3. The U.S. would later ge	t more involved, but
before that, they focused	on stopping communism	in 34.	

Graphic Organizer- The Korean War Chapter 14 Section 2.3

Pages 474- 477

Directions- Use the chart below to record visual and textual information for Section 2.3 "The Korean War."

1. What imaginary line separated North Korea from South Korea after World War II? 38th parallel of north latitude	Why was the Korean War both an international war and a civil war?
3. Why did the United States decide to intervene in the Korean War?	4. Which group suffered the greatest loss of life in the Korean War?
How did control of the Korean peninsula change from June to September 1950?	6. How did control of the Korean peninsula change from September to November 1950?
7. Why did China decide to intervene in the Korean War?	What reason did President Truman give in his statement for firing General MacArthur?
9. How did the Korean War end?	10. Who won the Korean War?

調整 - Amistica line MANCHURIA (China) $\left\{ \cdot \right\}$ 8 SOFFEE ■ MacArthur attack | 289 MANCHURIA (Ching) () Map Activity
The Korean War Ħ MANCHURA (Ching) À の記載 MANCHURA (Chira)

29

Source: Thomas A. Bailey et al., The American Pageant: A History of the Republic, Houghton Milflin Company, 1998 (adapted)

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Zer. 25, 1930

Sept. 14, 1950

The Korean War 1950-1953 Map Activity

Explanation:

In the final days of World War II, the U.S. and the Soviets both rushed to occupy Korea, a peninsular country that had long been a colony of Japan. Having attacked and routed Japanese troops in Manchuria on August 8, Soviet troops were poised to occupy the entire peninsula. Soviet forces, however, did not push south of the 38th parallel. As a result, the Soviet army occupied the northern half and the U.S. occupied the southern half of Korea. In 1949, the Soviets ended their occupation of the North and left the pro-communist regime of Kim II Sung in charge. Shortly thereafter, the Americans pulled out of South Korea and installed a pro-Western regime led by American-educated Syngman Rhee. During the summer of 1950, the North Korean government, militarily far more powerful than the South's, decided to take advantage of its superiority and invade South Korea. In an effort to justify its aggressive action, North Korea argued that the "illegal" South Korean government had blocked reunification of Korea.

Initially North Korean forces advanced quickly into the South, taking the South Korean capital of Seoul as well as a great deal of territory further to the south. By September, however, North Korean advances were halted when U.N. forces, led by General MacArthur, established a defensive perimeter around Pusan. Then, MacArthur1s brilliant amphibious landing at Inchon behind North Korean lines changed the tide of the war. By November MacArthur had retaken Seoul, captured the North's capital of Pyongyang, and pushed North Korea's troops almost to the Yalu River, the border between China and North Korea. Refusing to heed Mao Zedong's warnings, MacArthur continued to move north towards China. In November, Mao responded by sending hundreds of thousands of "volunteer" Chinese soldiers into Korea. During the winter, U.N. troops were forced to retreat and, again, the North captured Seoul. By March, MacArthur was able to push the Northern troops back to the 38th parallel where the line of fighting stabilized for the rest of the war. In July 1951, negotiations between the two opposing sides began at Panmunjom near the 38th parallel. After two years of negotiations, the two sides finally reached a cease-fire agreement in 1953, which re-established the border along the 38th parallel.

Using the map and the explanation above, answer the following questions:

- 1. In 1950 what line of latitude formed the border between North and South Korea?
- 2. What were the objectives of North Korea and South Korea? What were those of the U.S. and the Soviet Union?
- 3. Why did China become involved in the Korean War?

Red Scare & Rise of McCarthyism Chapter 14 Sections 3.1 & 3.2 Pages 478-481

Directions – Take notes to help you summarize the most important facts and details you encounter as you read Section 3. Summarize the main ideas and details for Sections 3.1 and 3.2.

Title: A Second Red Scare
Main Idea:
Details:
Title: The Hollywood Ten
Main Idea:
Details:
Title: Spy Cases Grip the Nation
Main Idea:
Details:
Title: McCarthy's List of Communists
Main Idea:
Details:
Title: Reckless Accusations
Main Idea:
Details:
Title: McCarthy's Fall
Main Idea:
Details:



LITERATURE SELECTION from The Nuclear Age by Tim O'Brien

The main character of this novel by American author Tim O'Brien, 49-year-old William Cowling, grew up under the dark cloud of anxiety that loomed during the height of the Cold War. In this excerpt, Cowling recalls how he reacted to the threat of nuclear attack when he was growing up in the United States in the 1950s. As you read, think about the steps Cowling takes to protect himself. Do you think his plan could help him survive a nuclear war?

I was a witness.

I saw it happen.

In dreams, in

imagination,

I watched the

world end.

When I was a kid, I converted my Ping-Pong table into a fallout shelter. Funny? Poignant? A nifty comment on the modern age? Well, let me tell you something. The year was 1958, and I was scared. Who knows how it started? Maybe it was all that CONELRAD stuff on the radio, tests of the Emergency Broadcast System, pictures of H-bombs in *Life* magazine, strontium 90 in the milk, the times in school when we'd crawl under our desks and cover our heads in practice for the real thing. Or maybe it was rooted deep inside me. In my own inherited fears, in the genes, in a coded conviction that the world wasn't safe for human life.

Really, who knows?

Whatever the sources, I was a frightened child. At night I'd toss around in bed for hours, battling the snagged sheets, and then when sleep finally came,

sometimes close to dawn, my dreams would be clotted with sirens and melting ice caps and radioactive gleamings and ICBMs whining in the dark.

I was a witness. I saw it happen. In dreams, in imagination, I watched the world end.

Even as a kid, maybe because I was a kid, I understood that there

was nothing make-believe about doomsday. No hocus-pocus. No midnight fantasy. I knew better. It was real, like physics, like the laws of combustion and gravity. I could truly see it: a sleek nose cone, the wiring and dials and tangled circuitry. Real fire-power, real danger. I was normal, yes, stable and levelheaded, but I was also willing to face the truth.

Anyway, I didn't have much choice. The night-mares had been squeezing my sleep for months, and finally, on a night in early May, a very quiet night, I woke up dizzy. My eyeballs ached. Things were so utterly silent I feared I'd gone deaf. Absolute

silence. I sat up and wiped my face and waited for the world to rebalance itself. I'd been dreaming of war—whole continents on fire, oceans boiling, cities in ash—and now, with that dreadful silence, it seemed that the universe had died in its sleep.

I was a child. There were few options.

I scrambled out of bed, put on my slippers, and ran for the basement. No real decision, I just did it.

Basement, I thought.

I went straight for the Ping-Pong table.

Shivering, wide awake, I began piling scraps of lumber and bricks and old rugs onto the table, making a thick roof, shingling it with a layer of charcoal briquettes to soak up the deadly radiation. I fashioned walls out of cardboard boxes filled with newspapers and two-by-fours and whatever basement junk I could find. I built a ventilation shaft out of card-

board tubing. I stocked the shelter with rations from the kitchen pantry, laid in a supply of bottled water, set up a dispensary of Band-Aids and iodine, designed my own little fallout mask.

When all this was finished, near dawn, I crawled under the table and lay there face up, safe, arms folded across my chest.

And, yes, I slept. No dreams.

My father found me down there. Still half asleep, I heard him calling out my name in a voice so distant, so muffled and hollow, that it might've come from another planet.

I didn't answer.

A door opened, lights clicked on. I watched my father's slippers glide across the concrete floor.

"William?" he said.

I sank deeper into my shelter.

"Hey, cowboy," my father said. "Out."

His voice had a stern, echoing sound. It made me coil up.

Excerpt from *The Nuclear Age* by Tim O'Brien. Copyright © 1985 by Tim O'Brien. Used by permission of Alfred A. Knopf, a division of Random House, Inc.

"Out," he repeated.

I could see the blue veins in his ankles. "Okay, in a minute," I told him. "I'm sort of busy right now."

My father stood still for a moment, then shuffled to the far end of the table. His slippers made a whish-whish noise. "Listen here," he said, "it's a swell little fort, a dandy, but you can't—"

"It's not a fort," I said.

"No?"

And so I explained it to him. How, in times like these, we needed certain safeguards. A line of defense against the man-made elements. A fallout shelter.

My father sneezed.

He cleared his throat and muttered something. Then, suddenly, in one deft motion, he bent down and grabbed me by the ankles and yanked me out from under the table.

Oddly, he was smiling.

"William," he murmured. "What's this?"

"What?"

"This. Right here."

Leaning forward, still smiling, he jabbed a finger at my nose. At first I didn't understand.

"Oh, yeah," I said. "It's a fallout mask."

Actually, of course, it was just a paper bag filled with sawdust and charcoal briquettes. The bag had ventilation holes in it, and the

whole contraption was attached to my face by strings and elastic bands. I grinned and started to show him how it worked, but my father raised his arm in a quick jerky movement, like a traffic cop, as if to warn me about something, then he squeezed my shoulder.

"Upstairs," he said. "On the double. Right now." He seemed upset.

He pulled the mask off and marched me up the stairs, coming on strong with all that fatherly stuff about how I could've caught pneumonia, how he had enough to worry about without finding his kid asleep under a Ping-Pong table. All the while he kept glancing at me with those sharp blue eyes, half apprehensive and half amused, measuring.

When we got up to the kitchen, he showed my mother the mask. "Go ahead," he said, "guess what it is." But he didn't give her a chance. "A fallout mask. See there? Regulation fallout mask."

My mother smiled.

"Lovely," she said.

Then my father told her about the Ping-Pong table. He didn't openly mock me; he was subtle about it—a certain change of tone, raising his eyebrows when he thought I wasn't looking. But I was looking. And it made me wince. "The Ping-Pong table," he said slowly, "it's now a fallout shelter. Get it? A fallout shelter." He stretched the words out like rubber bands, letting them snap back hard: "Fallout shelter. Ping-Pong."

"It's sweet," my mother said, and her eyes did a funny rolling trick, then she laughed.

"Fallout," my father kept saying.

Again, they didn't mean to be cruel. But even after they'd scooted me in for a hot bath, I could hear them hooting it up, making jokes, finally tiptoeing down to the basement for a peek at my handiwork. I didn't see the humor in it.

Over breakfast, I tried to explain that radiation could actually kill you. Pure poison, I told them.

Or it could turn you into a mutant or a dwarf or something. "I mean, cripes," I said, "don't you guys even think about it, don't you worry?" I was confused. I couldn't understand those sly smiles. Didn't they read the newspapers? Hadn't they seen pictures of people who'd been exposed to radioactivity—hair burned off, bleeding tongues, teeth falling out, skin curled up

like charred paper? Where was the joke in all that? Somehow, though, I started feeling defensive, almost guilty, so finally I shut up and finished my pancakes and hustled off to school. God, I thought,

am I crazy?

"The Ping-Pong

table," he said slow-

ly, "it's now a fall-

out shelter. Get it?

A fallout shelter."

But that didn't end it.

All day long I kept thinking about the shelter, figuring ways to improve on it, drawing diagrams, calculating, imagining how I'd transform that plywood table into a real bastion against total war. In art class, I drew up elaborate renovation blueprints; in study hall, I devised a makeshift system for the decontamination of water supplies; during noon recess, while the rest of the kids screwed around, I began compiling a detailed list of items essential to human survival.

No question, it was nuke fever. But I wasn't wacko. In fact, I felt fully sane—tingling, in control.

In a way, I suppose, I was pushed on by the

memory of that snug, dreamless sleep in my shelter. Cozy and walled in and secure. Like the feeling you get in a tree house, or in a snow fort, or huddled around a fire at night. I'll even admit that my motives may have been anchored in some ancestral craving for refuge, the lion's instinct for the den, the impulse that first drove our species into caves. Safety, it's normal. The mole in his hole. The turtle in his shell. Look at history: the Alamo, castles on the Rhine, moated villages, turrets, frontier stockades, storm cellars, foxholes, barbed wire, an attic in Amsterdam, a cave along the Dead Sea. Besides, you can't ignore the realities. You can't use psychology to explain away the bomb.

I didn't need a shrink. I needed sanctuary.

And that's when the Pencil Theory hit me. I was sitting at my desk during the final hour of classes

sitting at my desk during the final hour of classes that day, daydreaming, doodling, and then bang, the answer was there like a gift from God. For a second I sat there frozen. I held the solution in my hand—a plain yellow pencil.

"Pencils," I said.

I must've said it in a loud voice, too loud, because the teacher suddenly jerked her head and gave me a long stare. I just smiled.

The rest was simple.

When the final bell rang, I trotted down to the school supply room, opened up my book bag, stuffed it full of No. 2 soft-lead pencils, zipped the bag shut, and hightailed it for home. Nothing to it. I didn't like the idea of thievery, but this wasn't a time for splitting moral hairs. It was a matter of live or die.

That evening, while my mom and dad were watching I've Got a Secret, I slipped down into the basement and quietly went to work reinforcing my shelter.

The theory was simple: Pencils contain lead; lead acts as an effective barrier against radiation. It made perfect sense. Logical, scientific, practical.

Quickly, I stripped the table of everything I'd piled on it the night before, and then, very carefully, I began spreading out the pencils in neat rows, taking pains not to leave any cracks or spaces. Wizard, I thought. I replaced the lumber and bricks and rugs, added a double layer of charcoal briquettes, and then crowned it off with an old mattress. All told, my shelter's new roof was maybe three feet thick. More important, though, it now included that final defensive shield of solid lead.

Research Options

- 1. Evaluating Courses of Action William builds a fallout shelter so that he'll be safe in the event of a nuclear war. What are the pros and cons of his design? First, research the effects of nuclear war in the 1950s. Then determine whether William's fallout shelter would protect him from those effects. Share your conclusions with classmates.
- 2. Creating a Multimedia Presentation Some Americans did build backyard fallout shelters during the Cold War. Find different pictures—photographs, diagrams, advertisements—that illustrate what these fallout shelters looked like. To locate pictures, you might use resources such as history books about the Cold War in the 1950s and early 1960s, magazine articles from the time, or print or on-line encyclopedia articles. With your classmates, create a bulletin board display of fallout shelters. Then, as a class, compare the real fallout shelters with William's.

APPARTS

Document
Author:
Place & Time
Prior Knowledge:
Audience:
Reason:
The Main Idea:
The Main Idea:
The Significance:
Vocabulary: Look up and write four (4) words whose meanings you are unsure of.

21

The Butter Battle Book By Dr. Suess

1.	What is the name of the two fueding parties?
2.	What do the Yooks and Zooks disagree over?
3.	What happens when the Yooks unveil their improved weapon the "Triple Sling Jigger" to the Zooks?
4.	Describe the Bitsy-Big-Boy-Boomeroo? Why does everyone have to go into a shelter underground?
5.	What do you believe the Bitsy-Big-Boy-Boomeroo represents?
6.	What country do you think represent the Yooks and Zooks?
7.	How does the story speak volumes on how conflicts are caused by the lack of communication?
8.	How is this silly story a satire for the Cold Ware era between the U.S. and Soviet Union? (Paragraph 6-8 sentences) Satire= the use of irony, sarcasm, ridicule, or the exposing, denouncing, or deriding vice, folly, etc.

Culture of the 50's Chapter 15 Section 2.3 Pages 508- 511

Directions- Chapter 15 Section 2.3- Use the following words/ phrases to complete the chapter summary.

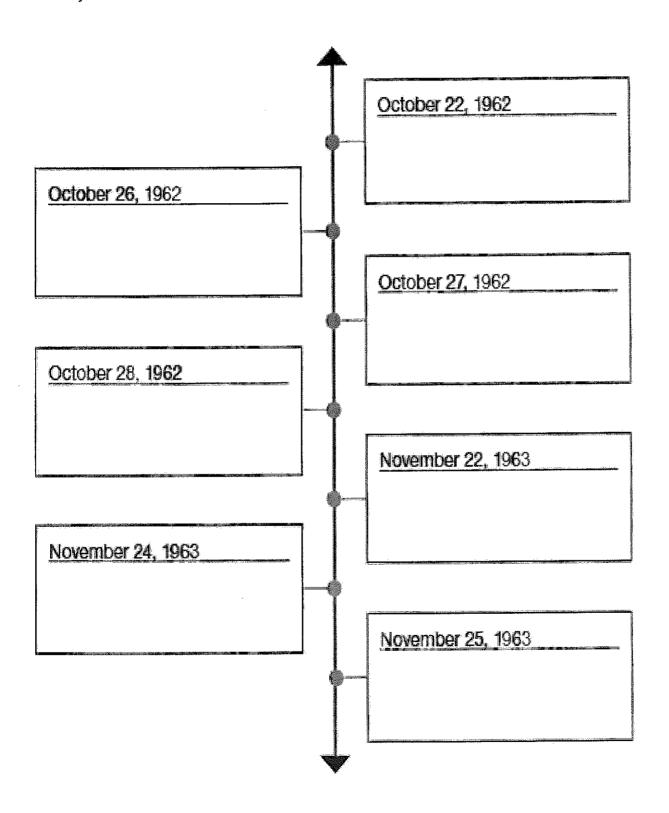
□ \$9 billion □ 83% □ Ads □ Advertising □ African- American □ Alan Freed □ Amos 'n' Andy □ Beat □ Generation □ Bestseller □ Black and White □ Chuck Berry	☐ Cover Artists ☐ Davy Crockett ☐ Elvis Presley ☐ Freedom of Expression ☐ Golden Age ☐ I Love Lucy ☐ Little Richard ☐ Major	 □ On the Road □ One Camera □ Prosperity □ Provocative □ Dancing □ Radio □ Radio 	 □ Rock and Roll □ Sears Catalog □ Sitcom □ Special Cables □ Spending □ Summer Jobs
THE GOLDEN AGE C	F TELEVISION		
		1. in the United States,	
households having one. I	Early TV shows were bas	sic, filmed with just	2. and
actors wearing special m	akeup. However, by 195	9, over3. of hom	nes had a television.
TV initially took i	nspiration from	4., which was popular	r in the 1930s and
1940s. The introduction	of 5. TV in 19	950 marked a significant o	change in
communication, and	6. connec	ted coasts, allowing milli	ons to watch the
same program. In 1949,	a TV set was first feature	ed in the	7., priced at
\$149.95. A year later, An	nericans were buying 20	,000 TVs daily.	
By 1954,	8.—ABC, CBS	, and NBC—were regular	rly broadcasting.
They had an advantage o	lue to their profitable	9., enal	oling investments in
new TV programming. T	hese networks introduce	ed or reinvented genres lik	te variety shows,
quizzes, and dramas. A p	opular genre was the	10., like "	11,"
	with live audiences and		
While racial mino	rities12. appo	eared in 1950s sitcoms, th	ie show
"1	3." featured an all-black	cast, receiving both critic	cism and praise for its
portrayal of	14. life.		
In the mid-1950s,	children's programming,	, like Walt Disney's	15.
series, became a huge su	ccess. The show led to a	craze with kids wearing	
16. a	and buying related merch	andise.	
Advertisers recogn	nized TV's power, sponso	oring entire programs and	boosting the
industry. The "	17." of television	on in the mid-1950s broug	ght economic growth,
providing jobs for many	and challenging the dom	ninance of the	18.
industry. TV became a c	rucial part of American of	culture and a powerful too	ol for
19. ar	nd entertainment.		

A NEW KIND OF MUSIC
In the 1950s, a unique teenage culture emerged in America, influenced by post-World
War II 20. and a booming population. Despite the constant fear of nuclear war,
teens experienced affluence and were surrounded by21. promoting22.
rather than thrift. While fewer teens worked than before the war, around half had
23, and many had their own money. In 1956, teenagers collectively spent
24. annually, with each teen spending as much on entertainment as the average
family did in 1941.
A popular choice for spending their money was the emerging music genre called
25. Rooted in rhythm and blues brought north by African-American
26. during the Great Migration, most early rock and roll songs were
originally created by African-American artists. However, these songs were often rerecorded by
white "27." to make them acceptable to28. and radio
stations.
The music scene began to change in 1951 when a disc jockey named
29. started playing African-American rhythm and blues on the air after
discovering white teens buying those records in30. In 1955,
31., an African-American artist, recorded "Maybellene," one of the
first rock and roll hits. 32., a 21-year-old truck driver from Memphis,
became a sensation in 1955, incorporating country, gospel, and blues into his music. Though
criticized for his33., Presley's popularity soared among young
neonle.
In 1956, rock and roll took a significant step when34., an
African-American singer, outsold tamer versions of his songs recorded by white artists. This
success led 35. companies to record more rock and roll, performed by
both 36. musicians. Technological advances like portable radios and
37. contributed to a tripling of music sales during the 1950s.
THE BEAT GENER ATION
In the 1950s, as rock and roll revolutionized music, a literary rebellion called the
38. emerged. Comprising young writers in San Francisco and
New York City, the Beats 39. against mainstream American values, coining
New York City, the Beats39. against mainstream American values, coining the term "beat" to express their weariness with a40. Rejecting politics,41., and technology, they celebrated creative expression. Poet Allen
41., and technology, they celebrated creative expression. Poet Allen
Ginsberg captured their disdain for societal norms in his poem "Howl" (1955). The Beats, led
by Jack Kerouac's "42." (1957), sought43. and
authentic living. Like Elvis Presley, Little Richard, and Ginsberg, Kerouac resonated with
dissatisfied youth, becoming a national44. and a cult favorite on college

campuses.

Graphic Timeline - The Cuban Missile Crisis Chapter 17 Section 1.3 Pages 572- 575

Directions- After you read Section 1.3, "The Cuban Missile Crisis," consider the dates below. Review the text and identify one event for each date listed. Write a description of the event in the box provided.



CUBAN MISSILE CRISIS

After World War II ended in 1945, the United States and the Soviet Union became superpowers. For almost 50 years the countries often placed themselves on opposite sides during a tense period known as the Cold War

In 1962 the Soviet Union attempted to set up nuclear missile bases in Cuba located just 90 miles south of Florida. The United States responded by demanding that the Russians withdraw their missiles from Cuba. This confrontation, known as the Cuban Missile Crisis brought the two nations to the brink of war.

Directions: Read through the chronology of events that tells the story of the Cuban Missile Crisis. Then answer the questions that follow.

Tuesday, October 16, 1962

President John F. Kennedy was having breakfast when he was interrupted by national security adviser McGeorge Bundy. The Soviet Union, said Bundy, was constructing offensive nuclear missiles bases in Cuba; Rumors of such activity had circulated in Washington and in the press for weeks, drawing Russian denials. But now U.S. intelligence agencies had proof. Detailed photographs, made from high-flying U-2 reconnaissance planes, clearly showed the sites and the Chinese with which the missile bases were being built. Military experts estimated that the bases would be operable within a week, posing the threat of destructions to U.S. cities.

Later that morning, Kennedy met with his top national security advisers. Secretary of Defense Robert McNamara and Attorney General Robert F Kennedy the-President's brother both urged a Blockade of Cuba. The U.S. Navy would halt Russian delivery of nuclear missiles to Cuban ports. U.S. naval forces would have to stop and board Russian ships in search of arms, a risky step that lead to war.

Monday, October 22

In a nationwide broadcast, President Kennedy announced his decision to blockade the island of Cuba He said that Soviet missiles already in place had a range of more than 1,000 miles. Jet members in Cuba were also capable of carrying nuclear weapons. The Soviet Union responded by denying once again the presence of "offensive weapons" in Cuba. A Russian spokesman insisted that missile sites under construction were for defensive antiaircraft missiles. Russian ships carrying on their decks nuclear rockets continued steaming toward Cuban islands.

Tuesday, October 23

A United Nations resolution called for the removal of Soviet missile from Cuba. The Organization of American States approved the use of military measures to enforce the Blockade of Cuba.

Wednesday, October 24

Soviet Premier Nikita S. Khrushchev warned that if the United States carried out direct military actions against the Soviet Union, his country would move to defend itself.

Thursday, October25

Adilai Stevenson, the U.S. ambassador to the United Nations, displayed for the UN delegates U-2 photographs that clearly showed Russian offensive weapons in Cuba.

Friday, October 26

A letter from Khrushchev to President Kennedy indicated his willingness to remove the missiles from Cuba. He asked Kennedy to promise that the United States would not invade the island. They accepted Khrushchev's proposal.

Sunday, October 28

Premier Khrushchev informed President Kennedy that the Soviets would dismantle the bases. "Withdrawal all the arms" which you describe as offensive," and "to allow UN representatives to verify the of the bases." Soon after, the missiles were removed; the American naval blockadewar was averted. The Cuban Missile Crisis came to an end.

Questions What was the cause of the Cuban Missile Crisis? (40-60 words).		
How did the United States respond to the presence of Soviet missiles in Cuba? (40-60 words).		
Describe the agreement between the United States and the Soviet Union that ended the Cuban Missile Crisis. (40-60 words).		

Cuban Missile Crisis

Directions: Indicate whether or not each of the following events occurred during the Cuban Missile Crisis by filling in the spaces with YES or NO. 1) The Soviet Union was building offensive nuclear missile bases in Cuba, 2) The Soviets were constructing bases in several countries in the Caribbean region. 3) President John F. Kennedy was informed of the Cuban Missile Crisis by his national security affairs adviser. 4) The United States reacted to the Russian threat by setting up missile sites in southern Florida. 5) The Soviet Union denied that it had offensive weapons in Cuba. 6) U.S. intelligence agencies used U-2 reconnaissance planes to photograph the Russian missile bases. 7)_____ American military experts warned that the Russian bases would be operable within three to six months. 8) _____The Soviet missiles posed a direct threat to Cuba's neighbors, but not to the United States. 9) Advisers to President Kennedy recommended that he order a blockade of Cuba to prevent the arrival of more Soviet weapons. 10)______ U.S. naval forces stopped several Soviet ships and removed hundreds of nuclear bombs. 11) Russian planes in Cuba were equipped to carry nuclear weapons. 12) Kennedy asked Congress to declare war on the Soviet Union. 13) _____ The Russians claimed they were installing antiaircraft missiles for defensive purposes only. 14) On October 22, 1962, the Soviet Union agreed not to send any other missiles to Cuba. 15) The United Nations sided with the Soviet Union during the Cuban Missile Crisis. 16) The Organization of American States was opposed to the blockade of Cuba. 17) Premier Nikita S. Khrushchec warned the United States that the Soviets would respond to any U.S. military action. 18. _____Photographs displayed at the United Nations showed that the Russians had offensive weapons in Cuba. 19._____After Kennedy and Khrushchev agreed to end the missile crisis, the Soviet Union dismantled its bases. 20._____The United States agreed not to invade Cuba, and ended the blockade of the island.

MAP EXERCISE: THE COLD WAR

The "Cold War" was a period of tension between democratic and communist governments following World War II. Both sides thought their political and economic systems were the best. Differences led to revolutions, local wars, and the exchange of heated words. Each side said that the other wanted to rule the world. The Soviet Union became the leader of the Communist bloc nations, while the United States led the Free World democracies.

Many people feared that the Cold War would explode into World War III. The greatest danger was a potential clash between the superpowers — the United States and the Soviet Union. More than a few observers thought that such a confrontation would result in the destruction of mankind.

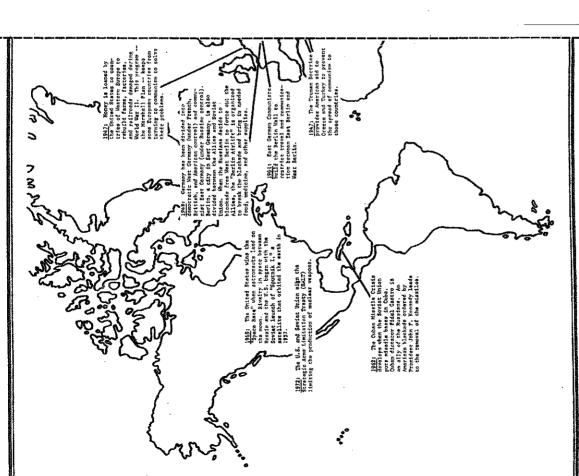
The major events of the Cold War period are described on the world map. Place the two map sections in front of you on your desk. Find the dotted line along the margin of one of the sections. Crease and carefully tear-off this margin. Then join the two map sections by laying one on top of the other. The page with the margin removed should be on top.

Use the map, and the information on the chart below, to answer the questions on the next page.

Terms Related to the Cold War

Free World - made up of countries with non-communist governments the East - the Soviet Union, China, and other communist countries of Eastern Europe and Asia the West - the United States, Great Britain, France, and other democratic nations nonaligned nations - countries remaining neutral in the Cold War -- India, Sweden, Switzerland, and various African and Asian nations arms race - competition between communist and Free World nations -especially the Soviet Union and the United States -- to develop powerful new weapons containment - a policy of political, economic, and military pressure to restrict the spread of communism Iron Curtain - the Soviet Union's tight control over travel and communication between Soviet-dominated Eastern Europe and the Free World limited war - a small-scale war without nuclear weapons that involves just one area of the world Space Race - the rivalry between the United States and the Soviet Union for superiority in space exploration and communication satellites - the countries of Eastern Europe that came under the control of the Soviet Union after World War II propaganda - ideas spread by one side in the Cold War to support its own policies or to criticize the other side's actions and beliefs Radio Free Europe - broadcasts supporting democratic principles and ideals transmitted to people living behind the Iron Curtain Peace Corps - American volunteers who help disadvantaged people in underdeveloped countries of the world detente - a time of improved relations between the United States and the Soviet Union during the 1970's peaceful coexistence - the two sides in the Cold War decide to cooperate in such areas as space, trade, education, and science

Mult	iple-Choice
(1)	The practice of spreading ideas to help one's cause or to harm an opposing
(2)	cause is known as: (a) detente (b) containment (c) propaganda The "Free World" is the same as: (a) the West (b) the East (c) the
(2)	nonaligned nations
(3)	The Eastern European countries that came under Soviet control after World
	War II were called: (a) satellites (b) colonies (c) neutral states
(4)	An American policy of the 1950's aimed at preventing the spread of communism
	in the Middle East was the: (a) Monroe Doctrine (b) Truman Doctrine
/E\	(c) Eisenhower Doctrine A crisis involving the United States and the Soviet Union occurred when
(5)	Russian missile bases were set up in: (a) East Germany (b) East Berlin
	(c) Cuba
(6)	The U-2 spy plane belonged to: (a) the Soviet Union (b) China (c) the
. ,	United States
(7)	The person who said that an "Iron Curtain" had descended around Eastern
	Europe was: (a) Winston Churchill (b) Franklin D. Roosevelt (c) Dwight D.
/n\	Eisenhower In the Middle East, the United States: (a) backed the Arab countries
(8)	(b) supported Israel (c) remained neutral
(9)	The Cold War began when: (a) the Soviet Union refused to pull its troops
(3)	out of Eastern Europe (b) the United Nations was organized (c) East Germany
	and West Cormany became separate countries
(10)	The United States opposed the spread of communism in Europe during the late
	1940'c by: (a) using the Truman Doctrine and Marshall Plan (b) lighting
	limited wars (c) sending Peace Corps volunteers to war-torn nations
	Market and
$\frac{\text{Comp}}{(11)}$	letion American and United Nations troops fought against Communist North Korean and
(11)	Chinago formed during the War.
(12)	transmitted Western ideas to countries behind the Iron
• •	Curtain.
(13)	The was an alliance formed by 12 countries to oppose
	the spread of communism in Western Europe. Thousands of American servicemen lost their lives in Southeast Asia during the
(14)	Thousands of American servicemen lost their lives in obtained the
(15)	The was built to divide the German city of Berlin into
(13)	a sector sector and a democratic western sector.
(16)	Communists under Mao Zedong defeated Chiang Kai-shek's Nationalists during a
	civil war in
(17)	The broke the Soviet blockade of West Berlin and kept
	the city out of Communist hands.
(18)	The country that started the Space Race by launching "Sputnik I" in 1957 was the
(10)	The United States and the Soviet Union agreed to limit the production of nuclear
(19)	ه ماآنه السيسية الاستان الاستا
(20)	To oppose the enread of communism in the Far East, the United States, Great Britain,
(20)	and several countries in Southeast Asia formed an alliance called the
	Dwight D. Eisenhower was the president of the United States during the
(21)	Cuban Miccile Crisis
(22)	The Coviet Union was the first country to land a man on the moon.
(23)	Hagtern European countries rebuilt their farms, factories, and failtout
	site financial aid provided by the U.S. under the Marshall riam.
(24)	Relations worsened between the United States and the Soviet Union during
	the period of "detente" in the 1970's.
(25)	The Cold War began at the end of World War I.
	- 136B -



- 136c -

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- 136D

History Themes: Early Cold War

LILISUUL	'y A		: Early Columnat
SYMBOL	ТНЕМЕ	QUESTION TO ANSWER	EXAMPLES DEMONSTRATED IN UNIT
	MODERN DAY RELEVANCE	WHY DOES IT MATTER TODAY?	Events that effect how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?
	CIVIC	WHAT IS THE CITIZEN'S ROLE IN SOCIETY?	What are the people suppose to do? What are the laws, rules, codes, unwritten expectations. Roles of women/men and children.
	SCIENCE AND TECHNOLOGY	How does SCIENCE AND TECHNOLOGY AFFECT SOCIETY?	Inventions, Advancements, things that effect today's world, How did they improve something?
	MULTIPLE PERSPECTIVES	How is the world understood from different points of view?	How did groups of people see the society different? Ex. Slaves vs. rich. Kings vs. Priests Workers vs. nobility Hunter gatherer v. civilized man
x	GEOGRAPHY	WHAT IS THE RELATIONSHIP BETWEEN HUMANS ÄND THE ENVIRONMENT?	·

ECONOMIC AND SOCIAL CLASSES	How do money AND RESOURCES AFFECT THE WAY PEOPLE LIVE?	What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was there economic system? What resources did they have available to them?
Power	How do Nations, Groups, and Individuals ATTAIN AND MAINTAIN POWER?	Who has it? How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?
CULTURE	WHAT ARE THE TRADITIONS, BELIEFS AND VALUES SHARED BY A GROUP OF PEOPLE? (ART FAMILY RELIGION)	Celebrations, food, clothing, Religion, music, tools, language, social customs, entertainment, holidays, technology, government, values, attitudes, and gender roles.
CONFLICT AND COOPERATION	How do NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?	What problems did they face? How did they fix or deal with them? Why did the problems exist? How did they work together to solve?
JUSTICE	HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?	Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Government