

Military parade in Red Square,  
Moscow, USSR, 1987

Buzz Aldrin and the U.S. flag on  
the moon, 1969

# Cold War: Superpowers Face Off

## MAIN IDEA

**ECONOMICS** The opposing economic and political philosophies of the United States and the Soviet Union led to global competition.

## WHY IT MATTERS NOW

The conflicts between the United States and the Soviet Union played a major role in reshaping the modern world.

## TERMS & NAMES

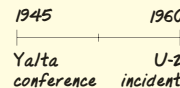
- United Nations
- iron curtain
- containment
- Truman Doctrine
- Marshall Plan
- Cold War
- NATO
- Warsaw Pact
- brinkmanship

## CALIFORNIA STANDARDS

**10.9.3** Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

## TAKING NOTES

**Following Chronological Order** Organize important early Cold War events in a time line.



**SETTING THE STAGE** During World War II, the United States and the Soviet Union had joined forces to fight against the Germans. The Soviet army marched west; the Americans marched east. When the Allied soldiers met at the Elbe River in Germany in 1945, they embraced each other warmly because they had defeated the Nazis. Their leaders, however, regarded each other much more coolly. This animosity caused by competing political philosophies would lead to a nearly half-century of conflict called the Cold War.

## Allies Become Enemies

Even before World War II ended, the U.S. alliance with the Soviet Union had begun to unravel. The United States was upset that Joseph Stalin, the Soviet leader, had signed a nonaggression pact with Germany in 1939. Later, Stalin blamed the Allies for not invading German-occupied Europe earlier than 1944. Driven by these and other disagreements, the two allies began to pursue opposing goals.

**Yalta Conference: A Postwar Plan** The war was not yet over in February 1945. But the leaders of the United States, Britain, and the Soviet Union met at the Soviet Black Sea resort of Yalta. There, they agreed to divide Germany into zones of occupation controlled by the Allied military forces. Germany also would have

► Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin meet at Yalta in 1945.



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## OBJECTIVES

- Analyze the U.S.-Soviet postwar split.
- Explain how Soviet domination of Eastern Europe developed.
- Describe U.S. containment of Communist expansion.
- Define the Cold War.

## 1 FOCUS & MOTIVATE

Ask students to name the world's superpowers. Ask, have there been other superpowers in the past? (*Superpower: United States; Possible Answers: past superpowers: Soviet Union, United Kingdom*)

## 2 INSTRUCT

### Allies Become Enemies

10.9.3

#### Critical Thinking

- What made 1945 an especially good time to found the United Nations? (*Possible Answers: Superpowers still on good terms. With war fresh on their minds, most people supported the effort to promote peace.*)

## CALIFORNIA RESOURCES

California Reading Toolkit, p. L75  
California Modified Lesson Plans for English Learners, p. 145  
California Daily Standards Practice Transparencies, TT67  
California Standards Enrichment Workbook, pp. 95–96  
California Standards Planner and Lesson Plans, p. L141  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM

## SECTION 1 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 1

#### Formal Assessment

- Section Quiz, p. 294

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 132

#### Reading Study Guide (Spanish), p. 179

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 1
- Building Vocabulary, p. 6
- Reteaching Activity, p. 21

#### Reading Study Guide, p. 179

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 5

- Literature: from *The Nuclear Age*, p. 14
- Connections Across Time and Cultures: Restoring the Peace, p. 19

- Science and Technology: Super Spy Plane, p. 20

## INTEGRATED TECHNOLOGY

### eEdition CD-ROM

### Voices from the Past Audio CD

### Power Presentations CD-ROM

### Geography Transparencies

- GT33 The Berlin Airlift, 1948–1949

classzone.com

More About . . .

The Security Council

In 1965, the membership in The Security Council was increased to 15. Nonpermanent members are elected by the UN General Assembly and serve two years. Members are chosen for regional balance. Five members come from Africa or Asia, one from eastern Europe, two from Latin America, and two from Western Europe.

History from Visuals

Interpreting the Map

Ask students to name the Communist countries shown on the map. (Soviet Union, East Germany, Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, Bulgaria, Albania)

**Extension** Have students stage a debate between U.S. and Soviet spokespeople defending their postwar goals.

SKILLBUILDER Answers

- Drawing Conclusions** Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, Bulgaria, Albania, East Germany
- Comparing** encourage democracy (U.S.), encourage communism (Soviet), reunite Germany (U.S.), keep Germany divided (Soviet)

INTEGRATED TECHNOLOGY

**Interactive** This map is available in an interactive format on the eEdition.

to pay the Soviet Union to compensate for its loss of life and property. Stalin agreed to join the war against Japan. He also promised that Eastern Europeans would have free elections. A skeptical Winston Churchill predicted that Stalin would keep his pledge only if the Eastern Europeans followed “a policy friendly to Russia.”

**Creation of the United Nations** In June 1945, the United States and the Soviet Union temporarily set aside their differences. They joined 48 other countries in forming the **United Nations** (UN). This international organization was intended to protect the members against aggression. It was to be based in New York.

The charter for the new peacekeeping organization established a large body called the General Assembly. There, each UN member nation could cast its vote on a broad range of issues. An 11-member body called the Security Council had the real power to investigate and settle disputes, though. Its five permanent members were Britain, China, France, the United States, and the Soviet Union. Each could veto any Security Council action. This provision was intended to prevent any members of the Council from voting as a bloc to override the others.

**Differing U.S. and Soviet Goals** Despite agreement at Yalta and their presence on the Security Council, the United States and the Soviet Union split sharply after the war. The war had affected them very differently. The United States, the world’s richest and most powerful country, suffered 400,000 deaths. But its cities and factories remained intact. The Soviet Union had at least 50 times as many fatalities. One in four Soviets was wounded or killed. Also, many Soviet cities were demolished. These contrasting situations, as well as political and economic differences, affected the two countries’ postwar goals. (See chart below.)

A. Answer Their aims were in conflict: the U.S. wanted to promote the economic recovery and growth of Western Europe; the Soviet Union wanted to protect itself and spread communism.

MAIN IDEA

**Summarizing** Why did the United States and the Soviet Union split after the war?

Superpower Aims in Europe

INTERACTIVE

United States

- Encourage democracy in other countries to help prevent the rise of Communist governments
- Gain access to raw materials and markets to fuel booming industries
- Rebuild European governments to promote stability and create new markets for U.S. goods
- Reunite Germany to stabilize it and increase the security of Europe

Soviet Union

- Encourage communism in other countries as part of a worldwide workers’ revolution
- Rebuild its war-ravaged economy using Eastern Europe’s industrial equipment and raw materials
- Control Eastern Europe to protect Soviet borders and balance the U.S. influence in Western Europe
- Keep Germany divided to prevent its waging war again



SKILLBUILDER: Interpreting Maps and Charts

- Drawing Conclusions** Which countries separated the Soviet Union from Western Europe?
- Comparing** Which U.S. and Soviet aims in Europe conflicted?

CONNECTIONS ACROSS TIME AND CULTURES

Peacekeeping Institutions

**Class Time** 20 minutes

**Task** Comparing and contrasting the League of Nations and the UN

**Purpose** To analyze the League of Nations and the UN

**Instructions** Project Critical Thinking Transparency CT74 and complete it with the headings shown. Then give students copies of the worksheet for Connections Across Time and Cultures: Restoring the Peace. Have students work in pairs. Tell them to copy the chart and use it to compare and contrast the UN with the League of Nations, which they studied in chapters 13 and 15. Ask them to

consider why the League failed and the UN has endured and been somewhat successful in promoting world peace.

	League of Nations	United Nations
Purpose	international peacekeeping	international peacekeeping
Established		
Disbanded		
Member nations		
Accomplishments		

**CONNECTIONS ACROSS TIME AND CULTURES**

**Restoring the Peace**

1. After World War I, the nations allied had different goals. France and England demanded reparations from central countries, wanted to punish Germany, and make it impossible to fight against another war. American President Wilson wanted to create a lasting peace organization, the League of Nations.

a. After World War II, what were the U.S. goals for peace?

b. What were the goals of the Soviet Union?

2. After World War I, the Allies had written away from Germany, England the aim of the German army and England Germany to pay 133 billion to reparations. How did the Allies treat Germany after World War II?

3. The Treaty of Versailles established the League of Nations after World War I. However, the United States did not join. Germany and the Soviet Union were not members, and the League proved unable to prevent world peace. How successful was the United Nations, the world peacekeeping body established after World War II?

4. The Soviet Union was not included in the peace discussions among the Allies after World War I. In fact, some of its territory was taken to form independent nations in central Europe.

a. How did the other Allies treat the Soviet Union after World War II?

b. How might the experience of the Soviet Union after World War II have affected its policies after World War II?

5. The United States refused to sign the Treaty of Versailles to join the League of Nations after World War I. How was U.S. policy different after World War II?

6. It took more than 20 years after World War I ended, another massive international conflict began. Even though there have been more wars since the end of World War II, there has not been a worldwide war. In your opinion, what are the major factors that have contributed to the relative peace since World War II?

Restoring the Peace: World II 19

In-Depth Resources: Unit 5

## Eastern Europe's Iron Curtain

A major goal of the Soviet Union was to shield itself from another invasion from the west. Centuries of history had taught the Soviets to fear invasion. Because it lacked natural western borders, Russia fell victim to each of its neighbors in turn. In the 17th century, the Poles captured the Kremlin. During the next century, the Swedes attacked. Napoleon overran Moscow in 1812. The Germans invaded Russia during World Wars I and II.

**Soviets Build a Buffer** As World War II drew to a close, the Soviet troops pushed the Nazis back across Eastern Europe. At war's end, these troops occupied a strip of countries along the Soviet Union's own western border. Stalin regarded these countries as a necessary buffer, or wall of protection. He ignored the Yalta agreement and installed or secured Communist governments in Albania, Bulgaria, Hungary, Czechoslovakia, Romania, Poland, and Yugoslavia.

The Soviet leader's American partner at Yalta, Franklin D. Roosevelt, had died on April 12, 1945. To Roosevelt's successor, Harry S. Truman, Stalin's reluctance to allow free elections in Eastern European nations was a clear violation of those countries' rights. Truman, Stalin, and Churchill met at Potsdam, Germany, in July 1945. There, Truman pressed Stalin to permit free elections in Eastern Europe. The Soviet leader refused. In a speech in early 1946, Stalin declared that communism and capitalism could not exist in the same world.

**An Iron Curtain Divides East and West** Europe now lay divided between East and West. Germany had been split into two sections. The Soviets controlled the eastern part, including half of the capital, Berlin. Under a Communist government, East Germany was named the German Democratic Republic. The western zones became the Federal Republic of Germany in 1949. Winston Churchill described the division of Europe:

### PRIMARY SOURCE

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . All these famous cities and the populations around them lie in the Soviet sphere and all are subject in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow.

WINSTON CHURCHILL, "Iron Curtain" speech, March 5, 1946

Churchill's phrase "[iron curtain](#)" came to represent Europe's division into mostly democratic Western Europe and Communist Eastern Europe.

## United States Tries to Contain Soviets

U.S.-Soviet relations continued to worsen in 1946 and 1947. An increasingly worried United States tried to offset the growing Soviet threat to Eastern Europe. President Truman adopted a foreign policy called [containment](#). It was a policy directed at blocking Soviet influence and stopping the expansion of communism. Containment policies included forming alliances and helping weak countries resist Soviet advances.



▲ The Iron Curtain is shown dropping on Czechoslovakia in this 1948 political cartoon.

## Eastern Europe's Iron Curtain

### 10.9.3

#### Critical Thinking

- Why did Stalin refuse to allow free elections in eastern Europe? (*He wanted eastern Europe under Communist control as a buffer against invasion.*)
- How is "iron curtain" an apt term for the division between democratic and Communist Europe? (*Iron is visually and physically impenetrable and cuts off contact between each side.*)

## Tip for Struggling Readers

Winston Churchill's language may give some students difficulty. Explain that *Stettin* and *Trieste* are cities in Europe; the *Baltic* and *Adriatic* are seas. The "*Soviet sphere*" refers to the circle or area of influence. Help students paraphrase the quotation for greater understanding.

## United States Tries to Contain Soviets

### 10.9.3

#### Critical Thinking

- How were the Truman Doctrine and the Marshall Plan alike? (*Both provided economic assistance to countries opposed to Communism.*)
- Why didn't Russia want the occupied zones of Germany to be reunited? (*feared Germany would again become a military threat*)

**B. Possible Answer** because the West would be unable to penetrate Eastern Europe now that it was under Soviet control

#### MAIN IDEA

#### Analyzing Primary Sources

Why might Winston Churchill use "iron curtain" to refer to the division between Western and Eastern Europe?

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## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### Understanding the Cold War

**Class Time** 45 minutes

**Task** Creating political cartoons

**Purpose** To use political cartoons as a means of understanding the cold war

**Instructions** Call students' attention to the political cartoon at the top of the page. Discuss the symbols with students: the iron wall represents the iron curtain; the hammer and sickle represents the Soviet Union or Communism; the arm represents the people of Czechoslovakia; the torch represents liberty. Discuss the meaning of the cartoon: The iron curtain has come down on the people of Czechoslovakia, squelching their attempt

to achieve liberty. Explain that political cartoons typically use strong symbolism to communicate an opinion about events.

Have students work in four groups and assign each of the parts of this section to a different group. Tell each group to read and discuss their section. Have them evaluate and discuss their ideas and thoughts about the events. Then have them brainstorm ideas for expressing an opinion in a political cartoon about one or more of the events. Allow them to work individually or as a group to create a cartoon. Have students post their cartoons on the wall and use them as basis for a class review of the main ideas.

More About . . .

The Truman Doctrine

When Stalin broke his promise to hold free elections in Europe, Truman saw a repetition of Hitler’s broken promises to Britain and France before World War II. He was determined not to mimic the British and French indecision that led to such a disaster in the war. He therefore took a tough line with Stalin. “A totalitarian state is no different whether you call it Nazi, Fascist, Communist, or Franco’s Spain,” he wrote in a letter to his daughter. “I went to Potsdam [the final wartime conference of The Big Three in 1945] with the kindest feeling toward Russia—in a year and a half they cured me of it.”

History from Visuals

Interpreting the Chart

Ask students how much aid Iceland received. How many countries received more than \$1 billion in aid? (\$29 million; 4)

**Extension** Have students use an almanac or statistical abstract to find out which countries listed in the chart currently rank among the top 10 U.S. trading partners. (Germany, Great Britain, France)

SKILLBUILDER Answers

- Drawing Conclusions** Great Britain
- Making Inferences** Possible Answer: They were the principal U.S. allies during World War II.

**The Truman Doctrine** In a speech asking Congress for foreign aid for Turkey and Greece, Truman contrasted democracy with communism:

PRIMARY SOURCE

One way of life is based upon the will of the majority, and is distinguished by free institutions . . . free elections . . . and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression . . . fixed elections, and the suppression of personal freedoms. I believe it must be the policy of the United States to support free people . . . resisting attempted subjugation [control] by armed minorities or by outside pressures.

PRESIDENT HARRY S. TRUMAN, speech to Congress, March 12, 1947

Truman’s support for countries that rejected communism was called the **Truman Doctrine**. It caused great controversy. Some opponents objected to American interference in other nations’ affairs. Others argued that the United States could not afford to carry on a global crusade against communism. Congress, however, immediately authorized more than \$400 million in aid to Turkey and Greece.

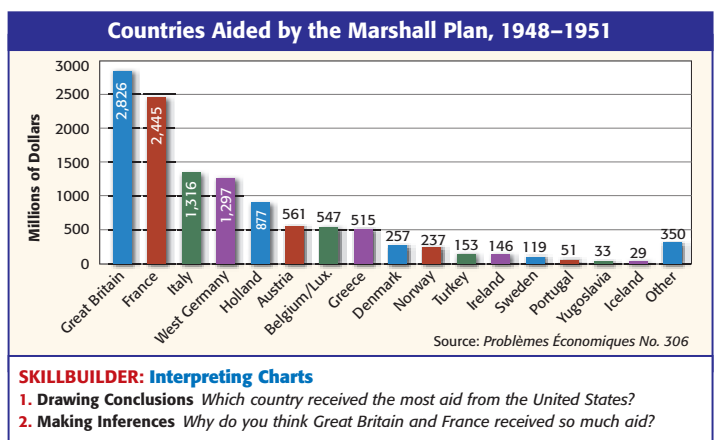
**The Marshall Plan** Much of Western Europe lay in ruins after the war. There was also economic turmoil—a scarcity of jobs and food. In 1947, U.S. Secretary of State George Marshall proposed that the United States give aid to needy European countries. This assistance program, called the **Marshall Plan**, would provide food, machinery, and other materials to rebuild Western Europe. (See chart.) As Congress debated the \$12.5 billion program in 1948, the Communists seized power in Czechoslovakia. Congress immediately voted approval. The plan was a spectacular success. Even Communist Yugoslavia received aid after it broke away from Soviet domination.

C. Answer help European countries rebuild and become strong enough to resist Communist expansion

MAIN IDEA

Making Inferences

What was Truman’s major reason for offering aid to other countries?



SKILLBUILDER: Interpreting Charts

- Drawing Conclusions** Which country received the most aid from the United States?
- Making Inferences** Why do you think Great Britain and France received so much aid?

**The Berlin Airlift** While Europe began rebuilding, the United States and its allies clashed with the Soviet Union over Germany. The Soviets wanted to keep their former enemy weak and divided. But in 1948, France, Britain, and the United States decided to withdraw their forces from Germany and allow their occupation zones to form one nation. The Soviet Union responded by holding West Berlin hostage.

Although Berlin lay well within the Soviet occupation zone of Germany, it too had been divided into four zones. (See map on next page.) The Soviet Union cut off highway, water, and rail traffic into Berlin’s western zones. The city faced starvation. Stalin gambled that the Allies would surrender West Berlin or give up

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

The Berlin Airlift

**Class Time** 20 minutes

**Task** Answering questions about the Berlin Airlift

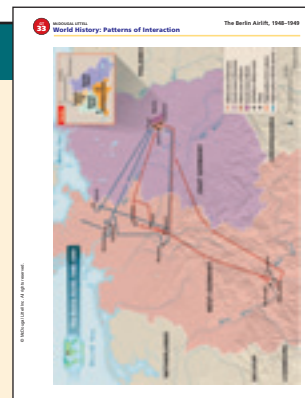
**Purpose** To better understand the conflict between the U.S. and its allies and the Soviet Union

**Instructions** Show Geography Transparency GT33, The Berlin Airlift. Remind students that allied planes made 278,000 flights over 11 months to keep West Berlin out of the hands of the Soviet Union. Have pairs of students work together to answer the following questions:

- Why did the Soviet Union set up a blockade around West Berlin? (To force the Allies to either give up their

parts of the city or give up the idea of allowing Germany to become one nation.)

- Why was the Soviet Union so afraid of allowing Germany to become a single nation? (Russia is close to Germany. The Russians had been invaded by the German army. Russia wanted to keep Germany weak and divided.)
- Why did the Allies fly food and supplies into Berlin? (They didn’t want to give in to Stalin because they disliked and distrusted him. They were opposed to communism.)



Geography Transparencies

**The Berlin Airlift**

From June 1948 to May 1949, Allied planes took off and landed every three minutes in West Berlin. On 278,000 flights, pilots brought in 2.3 million tons of food, fuel, medicine, and even Christmas gifts to West Berliners.

**Divided Germany, 1948–1949**

## History in Depth

**The Berlin Airlift**

The Soviets believed the blockade would force the allies to give up Berlin. In fact, the allies were able to turn the tables on the Soviet Union. First, the airlift operated in two directions, both supplying the Berliners with needed goods and also keeping Berlin's economy alive by allowing industry to continue exporting goods. Second, the allies placed an embargo on exports from the Communist nations, bringing about economic hardships that helped force the Soviet Union to release its grip on Berlin.

**Geography Transparencies**

- GT33 The Berlin Airlift, 1948–1949

**MAIN IDEA****Summarizing**

What Soviet actions led to the Berlin airlift?  
 D. Answer the Soviet blockade of West Berlin

their idea of reunifying Germany. But American and British officials flew food and supplies into West Berlin for nearly 11 months. In May 1949, the Soviet Union admitted defeat and lifted the blockade.

**The Cold War Divides the World**

These conflicts marked the start of the **Cold War** between the United States and the Soviet Union. A cold war is a struggle over political differences carried on by means short of military action or war. Beginning in 1949, the superpowers used spying, propaganda, diplomacy, and secret operations in their dealings with each other. Much of the world allied with one side or the other. In fact, until the Soviet Union finally broke up in 1991, the Cold War dictated not only U.S. and Soviet foreign policy, but influenced world alliances as well.

**Superpowers Form Rival Alliances** The Berlin blockade heightened Western Europe's fears of Soviet aggression. As a result, in 1949, ten western European nations joined with the United States and Canada to form a defensive military alliance. It was called the North Atlantic Treaty Organization (**NATO**). An attack on any NATO member would be met with armed force by all member nations.

The Soviet Union saw NATO as a threat and formed its own alliance in 1955. It was called the **Warsaw Pact** and included the Soviet Union, East Germany, Czechoslovakia, Poland, Hungary, Romania, Bulgaria, and Albania. In 1961, the East Germans built a wall to separate East and West Berlin. The Berlin Wall symbolized a world divided into rival camps. However, not every country joined the new alliances. Some, like India, chose not to align with either side. And China, the largest Communist country, came to distrust the Soviet Union. It remained nonaligned.

**The Threat of Nuclear War** As these alliances were forming, the Cold War threatened to heat up enough to destroy the world. The United States already had atomic bombs. In 1949, the Soviet Union exploded its own atomic weapon. President Truman was determined to develop a more deadly weapon before the Soviets did. He authorized work on a thermonuclear weapon in 1950.

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**DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS****Literature of the Cold War**

**Class Time** 45 minutes

**Task** Analyzing the literature of the Cold War

**Purpose** To understand the effects of the Cold War on literature and society

**Instructions** The Cold War affected not only politics, but literature as well. Fiction took on new dimensions as writers reflected on the realities of life during the Cold War and the possibilities that the war opened up. Spy novels such as John le Carré's *The Spy Who Came in from the Cold*, for example, include agents with double agendas

and sophisticated technology. Science fiction works such as Ray Bradbury's *The Martian Chronicles* and Jack Finney's *The Body Snatchers* explore what the world might be like if Cold War trends in nuclear weapons and pervasive fear continued. Tim O'Brien's *The Nuclear Age* provides a realistic view of what it was like living during the Cold War. Have students read one of these books and write a report that analyzes how realistic it seems in today's world. Alternatively, have students read the excerpt from O'Brien's *The Nuclear Age* in In-Depth Resources for Unit 5, pages 14–16.

**The Cold War Divides the World**

## 10.9.3

**Critical Thinking**

- How did the arms race help prevent war between the superpowers?  
(*weapons were so devastating neither side was willing to risk war*)
- How did a Soviet dominance in space pose a threat to the United States?  
(*Space could be used against the U.S. for surveillance and military purposes; technology developed for space would give the Soviets an advantage in all kinds of military technology.*)

**DIFFERENTIATING INSTRUCTION:****GIFTED AND TALENTED STUDENTS**

**LITERATURE SELECTION** from *The Nuclear Age*  
by Tim O'Brien

**17** The main character of this novel is concerned with the ethics of nuclear weapons. He is a soldier in the Vietnam War who is haunted by the thought of the nuclear war that could be fought between the United States and the Soviet Union. He is a soldier in the Vietnam War who is haunted by the thought of the nuclear war that could be fought between the United States and the Soviet Union.

**W**hen I was a kid I read a book called *The Nuclear Age*. It was written by a guy named Tim O'Brien. He was a soldier in the Vietnam War and he was haunted by the thought of the nuclear war that could be fought between the United States and the Soviet Union. He was a soldier in the Vietnam War and he was haunted by the thought of the nuclear war that could be fought between the United States and the Soviet Union.

**I** was a witness. I was a witness to the end of the world. I was a witness to the end of the world. I was a witness to the end of the world.

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In-Depth Resources: Unit 5

More About . . .

U-2

The U-2 was first flown in 1955 and became central to U.S. strategic surveillance during the 1960s. It flew at 494 miles per hour and cruised at about 70,000 feet. In addition to its use over the Soviet Union, it was used to observe the Soviet missile buildup in Cuba in 1962. The U-2 was in service only until the mid-1960s when it was replaced by a new, much faster surveillance plane, the SR-71 Blackbird.

In-Depth Resources: Unit 5

- Science & Technology: Super Spy Plane, p. 20

3 ASSESS

SECTION 1 ASSESSMENT

Have students work in pairs to answer the questions. Have volunteers share their charts for Item 2 with the class.

Formal Assessment

- Section Quiz, p. 294

4 RETEACH

Have students use the Reading Study Guide for Section 1 for reviewing the main ideas of the section.

Reading Study Guide, pp. 179–180 (also in Spanish)

In-Depth Resources: Unit 5

- Reteaching Activity, p. 21

The hydrogen or H-bomb would be thousands of times more powerful than the A-bomb. Its power came from the fusion, or joining together, of atoms, rather than the splitting of atoms, as in the A-bomb. In 1952, the United States tested the first H-bomb. The Soviets exploded their own in 1953.

Dwight D. Eisenhower became the U.S. president in 1953. He appointed the firmly anti-Communist John Foster Dulles as his secretary of state. If the Soviet Union or its supporters attacked U.S. interests, Dulles threatened, the United States would “retaliate instantly, by means and at places of our own choosing.” This willingness to go to the brink, or edge, of war became known as **brinkmanship**. Brinkmanship required a reliable source of nuclear weapons and airplanes to deliver them. So, the United States strengthened its air force and began producing stockpiles of nuclear weapons. The Soviet Union responded with its own military buildup, beginning an arms race that would go on for four decades.

**The Cold War in the Skies** The Cold War also affected the science and education programs of the two countries. In August 1957, the Soviets announced the development of a rocket that could travel great distances—an intercontinental ballistic missile, or ICBM. On October 4, the Soviets used an ICBM to push *Sputnik*, the first unmanned satellite, above the earth’s atmosphere. Americans felt they had fallen behind in science and technology, and the government poured money into science education. In 1958, the United States launched its own satellite.

In 1960, the skies again provided the arena for a superpower conflict. Five years earlier, Eisenhower had proposed that the United States and the Soviet Union be able to fly over each other’s territory to guard against surprise nuclear attacks. The Soviet Union said no. In response, the U.S. Central Intelligence Agency (CIA) started secret high-altitude spy flights over Soviet territory in planes called U-2s. In May 1960, the Soviets shot down a U-2 plane, and its pilot, Francis Gary Powers, was captured. This U-2 incident heightened Cold War tensions.

While Soviet Communists were squaring off against the United States, Communists in China were fighting a civil war for control of that country.

E. Answer The U.S. and the Soviet Union began a contest to see who could amass the greater number of nuclear weapons more quickly.

MAIN IDEA

Recognizing Effects

How did the U.S. policy of brinkmanship contribute to the arms race?

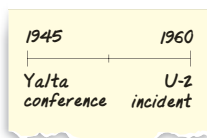
SECTION 1 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- United Nations • iron curtain • containment • Truman Doctrine • Marshall Plan • Cold War • NATO • Warsaw Pact • brinkmanship

USING YOUR NOTES

2. Which effect of the Cold War was the most significant? Explain. (10.9.3)



MAIN IDEAS

3. What was the purpose in forming the United Nations? (10.9.3)
4. What was the goal of the Marshall Plan? (10.9.3)
5. What were the goals of NATO and the Warsaw Pact? (10.9.3)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** What factors help to explain why the United States and the Soviet Union became rivals instead of allies? (10.9.3)
7. **ANALYZING MOTIVES** What were Stalin’s objectives in supporting Communist governments in Eastern Europe? (10.9.3)
8. **ANALYZING ISSUES** Why might Berlin be a likely spot for trouble to develop during the Cold War? (10.9.3)
9. **WRITING ACTIVITY** **ECONOMICS** Draw a **political cartoon** that shows either capitalism from the Soviet point of view or communism from the U.S. point of view. (Writing 2.4.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research NATO today. Prepare a **chart** listing members today and the date they joined. Then compare it with a list of the founding members. (Writing 2.3.d)

INTERNET KEYWORD

North Atlantic Treaty Organization

ANSWERS

1. United Nations, p. 532 • iron curtain, p. 533 • containment, p. 533 • Truman Doctrine, p. 534 • Marshall Plan, p. 534 • Cold War, p. 535 • NATO, p. 535 • Warsaw Pact, p. 535 • brinkmanship, p. 536

2. **Sample Answer:** 1945—Yalta Conference; 1945—United Nations; 1946—Iron Curtain; 1947—Truman Doctrine; 1947—Marshall Plan; 1948—Berlin Airlift; 1949—NATO; 1955—Warsaw Pact; 1960—U2 incident. Students may say the Marshall Plan was most significant because it rebuilt Europe.
3. to protect members against aggression
4. to provide aid to European countries damaged by World War II

5. **Possible Answer:** Both military alliances had been formed to contain its enemies with force, if necessary.
6. **Possible Answer:** competition for leadership, different goals, conflicting ideologies
7. **Possible Answers:** to protect borders; to counteract U.S. influence; to have access to raw materials; to keep Germany from rebuilding and threatening Russia
8. **Possible Answer:** The West wanted to keep Berlin free even though it was inside Communist East Germany.

9. **Rubric** The political cartoon should
  - have either a Soviet or American viewpoint.
  - be understandable to the viewer.
  - exhibit creativity.

INTEGRATED TECHNOLOGY

Rubric The chart should

- be clearly labeled.
- contain date, membership, and purpose for each alliance.
- present data in an understandable style.

# The Space Race

Beginning in the late 1950s, the United States and the Soviet Union competed for influence not only among the nations of the world, but in the skies as well. Once the superpowers had ICBMs (intercontinental ballistic missiles) to deliver nuclear warheads and aircraft for spying missions, they both began to develop technology that could be used to explore—and ultimately control—space. However, after nearly two decades of costly competition, the two superpowers began to cooperate in space exploration.



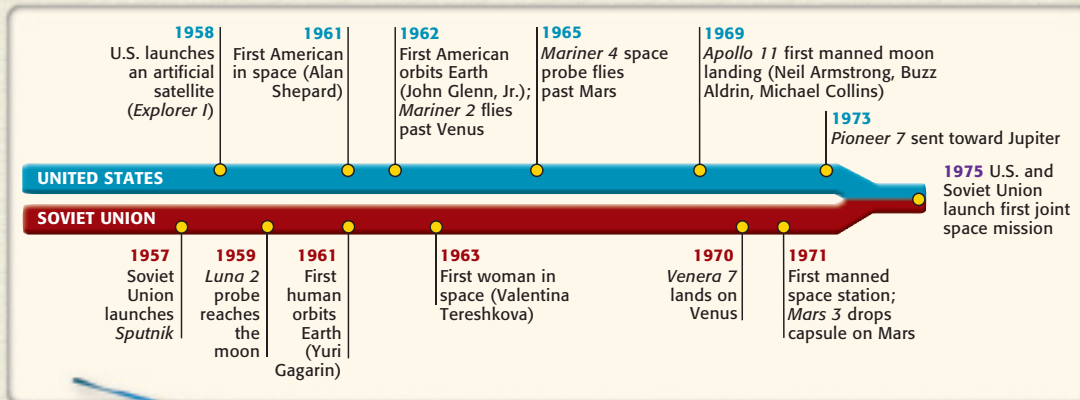
▲ In a major technological triumph, the United States put human beings on the moon on July 20, 1969. Astronaut Buzz Aldrin is shown on the lunar surface with the lunar lander spacecraft.

**CALIFORNIA STANDARDS**

10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

**INTEGRATED TECHNOLOGY**

**RESEARCH LINKS** For more on the space race, go to [classzone.com](http://classzone.com)



▲ The Soviet Union launched *Sputnik*, the first successful artificial space satellite, on October 4, 1957. As it circled the earth every 96 minutes, Premier Nikita Khrushchev boasted that his country would soon be “turning out long-range missiles like sausages.” The United States accelerated its space program. After early failures, a U.S. satellite was launched in 1958.



◀ The joint *Apollo* and *Soyuz* mission ushered in an era of U.S.-Soviet cooperation in space.

### Connect to Today

- 1. Comparing** Which destinations in space did both the United States and the Soviet Union explore?  
See Skillbuilder Handbook, page R7.
- 2. Making Inferences** What role might space continue to play in achieving world peace?

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Science & Technology

## OBJECTIVE

- Describe important milestones in the history of space exploration.

## INSTRUCT

Emphasize that although the space program developed as a direct result of the arms race, it has become primarily a scientific endeavor. Along the way, it has given the United States and the Soviet Union (now Russia) the opportunity to cooperate in exploring space. Point out that the patch for the *Apollo/Soyuz* mission demonstrates how far the collaboration has gone—all the way to combined U.S.-Soviet flights.

## More About . . .

### Current Space Exploration

The exploration of space goes forward with many projects. First among them is the International Space Station, which is the largest and most sophisticated space craft ever built. It has been continuously occupied since November 2, 2000. The United States’ MER mission will land two robot rovers to explore the surface of Mars in 2004. The Hubble Space Telescope continues to provide scientists with detailed views of deep space that were never possible from Earth. The United States has many other projects underway and planned. Some projects are in cooperation with other nations.

## CONNECT TO TODAY: ANSWERS

### 1. Comparing

The United States and the Soviet Union both explored Venus, Mars, and the moon.

### 2. Making Inferences

*Possible Answers:* Joint space explorations may build trust and cooperation among participating nations. The sharing of science and technology may prevent one nation from gaining an advantage over other nations that might lead to new weapons used to control others.

## LESSON PLAN

### OBJECTIVES

- Analyze the civil war between the Nationalists and the Communists.
- Explain how China split into two nations.
- Describe how Mao's Marxist regime transformed China.

### 1 FOCUS & MOTIVATE

Have students list the qualities that can make someone a great leader. Then explain that when China underwent a civil war, each side was led by a charismatic leader. Tell students to evaluate these leaders as they read and decide which shares more of the qualities they've listed.

### 2 INSTRUCT

#### Communists vs. Nationalists

##### 10.9.4

##### Critical Thinking

- How did Mao's use of money compare to Jiang's? (*Mao spent money on the peasants; Jiang allowed money to be taken by corrupt officers.*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L76  
California Modified Lesson Plans for English Learners, p. 147  
California Daily Standards Practice Transparencies, TT68  
California Standards Enrichment Workbook, pp. 93–94, 97–98  
California Standards Planner and Lesson Plans, p. L143  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Military parade in Red Square, Moscow, USSR, 1987

Buzz Aldrin and the U.S. flag on the moon, 1969

# Communists Take Power in China

#### MAIN IDEA

**REVOLUTION** After World War II, Chinese Communists defeated Nationalist forces and two separate Chinas emerged.

#### WHY IT MATTERS NOW

China remains a Communist country and a major power in the world.

#### TERMS & NAMES

- Mao Zedong
- Jiang Jieshi
- commune
- Red Guards
- Cultural Revolution

#### CALIFORNIA STANDARDS

**10.9.2** Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

**10.9.4** Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

**HI 2** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

**HI 3** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

**SETTING THE STAGE** In World War II, China fought on the side of the victorious Allies. But the victory proved to be a hollow one for China. During the war, Japan's armies had occupied and devastated most of China's cities. China's civilian death toll alone was estimated between 10 to 22 million persons. This vast country suffered casualties second only to those of the Soviet Union. However, conflict did not end with the defeat of the Japanese. In 1945, opposing Chinese armies faced one another.

#### Communists vs. Nationalists

As you read in Chapter 14, a bitter civil war was raging between the Nationalists and the Communists when the Japanese invaded China in 1937. During World War II, the political opponents temporarily united to fight the Japanese. But they continued to jockey for position within China.

**World War II in China** Under their leader, **Mao Zedong** (MOW dzuh•dahng), the Communists had a stronghold in northwestern China. From there, they mobilized peasants for guerrilla war against the Japanese in the northeast. Thanks to their efforts to promote literacy and improve food production, the Communists won the peasants' loyalty. By 1945, they controlled much of northern China.

Meanwhile, the Nationalist forces under **Jiang Jieshi** (jee•ahng jee•shee) dominated southwestern China. Protected from the Japanese by rugged mountain ranges, Jiang gathered an army of 2.5 million men. From 1942 to 1945, the United States sent the Nationalists at least \$1.5 billion in aid to fight the Japanese. Instead of benefiting the army, however, these supplies and money often ended up in the hands of a few corrupt officers. Jiang's army actually fought few battles against the Japanese. Instead, the Nationalist army saved its strength for the coming battle against Mao's Red Army. After Japan surrendered, the Nationalists and Communists resumed fighting.

**Civil War Resumes** The renewed civil war lasted from 1946 to 1949. At first, the Nationalists had the advantage. Their army outnumbered the Communists' army by as much as three to one. And the United States continued its support by providing nearly \$2 billion in aid. The Nationalist forces, however, did little to win popular support. With China's economy collapsing, thousands of Nationalist soldiers deserted to the Communists. In spring 1949, China's major cities fell to

#### TAKING NOTES

##### Recognizing Effects

Use a chart to identify the causes and effects of the Communist Revolution in China.

Cause	Effect
1.	1.
2.	2.
3.	3.

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## SECTION 2 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 2
- Skillbuilder Practice: Interpreting Charts, p. 7

#### Formal Assessment

- Section Quiz, p. 295

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 133
- Skillbuilder Practice: Interpreting Charts, p. 137

#### Reading Study Guide (Spanish), p. 181

#### Reading Study Guide Audio CD (Spanish)

- Primary Source: from *No Tears for Mao*, p. 10

### STRUGGLING READERS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 2
- Building Vocabulary, p. 6
- Skillbuilder Practice: Interpreting Charts, p. 7
- Reteaching Activity, p. 22

#### Reading Study Guide, p. 181

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 5

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### World Art and Cultures Transparencies

- AT72 Spring Walk to the Chi-Ch'ang Park
- classzone.com





Chinese Political Opponents, 1945		
Nationalists		Communists
Jiang Jieshi	<b>Leader</b>	Mao Zedong
Southern China	<b>Area Ruled</b>	Northern China
United States	<b>Foreign Support</b>	Soviet Union
Defeat of Communists	<b>Domestic Policy</b>	National liberation
Weak due to inflation and failing economy	<b>Public Support</b>	Strong due to promised land reform for peasants
Ineffective, corrupt leadership and poor morale	<b>Military Organization</b>	Experienced, motivated guerrilla army

**SKILLBUILDER: Interpreting Charts**

- Drawing Conclusions** Which party's domestic policy might appeal more to Chinese peasants?
- Forming and Supporting Opinions** Which aspect of the Communist approach do you think was most responsible for Mao's victory? Explain.

**A. Possible Answer** The victory of the Chinese Communists reinforced U.S. belief that the Communists would take over the world.

**MAIN IDEA**

**Recognizing Effects**

How did the outcome of the Chinese civil war contribute to Cold War tensions?

the well-trained Red forces. Mao's troops were also enthusiastic about his promise to return land to the peasants. The remnants of Jiang's shattered army fled south. In October 1949, Mao Zedong gained control of the country. He proclaimed it the People's Republic of China. Jiang and other Nationalist leaders retreated to the island of Taiwan, which Westerners called Formosa.

Mao Zedong's victory fueled U.S. anti-Communist feelings. Those feelings only grew after the Chinese and Soviets signed a treaty of friendship in 1950. Many people in the United States viewed the takeover of China as another step in a Communist campaign to conquer the world.

**The Two Chinas Affect the Cold War**

China had split into two nations. One was the island of Taiwan, or Nationalist China, with an area of 13,000 square miles. The mainland, or People's Republic of China, had an area of more than 3.5 million square miles. The existence of two Chinas, and the conflicting international loyalties they inspired, intensified the Cold War.

**The Superpowers React** After Jiang Jieshi fled to Taiwan, the United States helped him set up a Nationalist government on that small island. It was called the Republic of China. The Soviets gave financial, military, and technical aid to Communist China. In addition, the Chinese and the Soviets pledged to come to each other's defense if either was attacked. The United States tried to halt Soviet expansion in Asia. For example, when Soviet forces occupied the northern half of Korea after World War II and set up a Communist government, the United States supported a separate state in the south.

**China Expands under the Communists** In the early years of Mao's reign, Chinese troops expanded into Tibet, India, and southern, or Inner, Mongolia. Northern, or Outer, Mongolia, which bordered the Soviet Union, remained in the Soviet sphere.

In a brutal assault in 1950 and 1951, China took control of Tibet. The Chinese promised autonomy to Tibetans, who followed their religious leader, the Dalai Lama. When China's control over Tibet tightened in the late 1950s, the Dalai Lama fled to India. India welcomed many Tibetan refugees after a failed revolt in Tibet in

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**History from Visuals**

**Interpreting the Chart**

Make sure that students understand that the middle column identifies the topic of each row. Ask which rows help explain why the Nationalists lost to the Communists. (*the last three*)

**Extension** Have students examine a map and contrast the topography, cities, and resources of northern and southern China. Which area seems to be better developed and more economically important? (*southern China*) Ask students to discuss how Mao triumphed over Jiang despite his weaker geographic position.

**SKILLBUILDER Answers**

- Drawing Conclusions** Communists
- Forming and Supporting Opinions** Possible Answers: military organization and public support.

**The Two Chinas Affect the Cold War**

10.9.2

**Critical Thinking**

- How did the Cold War contribute to Jiang's survival? (*It ensured aid and protection from the U.S., which wanted to maintain some influence in China.*)
- How did Chinese promises to the Tibetan people resemble the Soviet Union's promises to the countries of eastern Europe? (*Both promised autonomy but later took control away.*)

**SKILLBUILDER PRACTICE: INTERPRETING CHARTS**

**Understanding Nationalists and Communists**

**Class Time** 20 minutes

**Task** Interpreting a chart

**Purpose** To practice skills in using charts

**Instructions** Explain that charts provide a visual presentation of information that clarifies the relationships among ideas and makes them easier to grasp. In a chart, information is grouped into categories. Reading down the columns and across the rows of a chart offers a quick summary of the information in a category. It also makes the comparison and contrast between entries clear.

Ask students the following questions:

- Based on the chart, which characteristics did the Nationalists and Communists share? (*none*)
- Which category indicates that the conflict in China was part of the Cold War? (*foreign support*)
- Which category indicates that the Nationalists and the Communists were directly opposed? (*domestic policy*)

For students who need additional help, use the Skillbuilder Practice worksheet for Unit 5, p. 7



**SKILLBUILDER PRACTICE Interpreting Charts**

Directions: Use charts to organize and compare information in a simple, easy-to-understand way. In a chart, information is grouped into categories, making comparison and contrast between entries straightforward. After you do the skillbuilder practice in this chart, you can compare it to the chart in the Skillbuilder Practice.

Characteristics	People's Republic of China	Nationalists
Population	1,304,000,000	21,000,000
Language	Mandarin official	Mandarin official
% Urban	31%	95%
Per capita GDP*	\$340	\$10,000
Infrastructure	Road, steel, utilities and cooking, machine building, military equipment	Textiles, clothing, electronics, processed foods, chemicals
Labor Force	20% agriculture and forestry, 25% industry and commerce, 20% military and commerce, 10% agriculture	20% agriculture and forestry, 25% industry and commerce, 10% agriculture
Government	Communist Party-led state	Democracy
Education	Compulsory ages 6-14	Compulsory ages 6-15
Literacy Rate	85%	85%

\*Gross Domestic Product

Source: For the People's Republic of China, data are from the 1990s. For the Nationalists, data are from the 1950s.

1. Based on the information in the chart, what characteristics are shared by the two Chinas?

2. Which category indicates that the two Chinas held opposing ideologies?

3. Based on the categories in the chart, how do the missions of the two Chinas compare?

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**In-Depth Resources: Unit 5**

History Makers

Mao Zedong

Ask students what qualities made Mao a strong leader. (*recognized the power of the peasants, their need for economic opportunity*)

In 1972, when President Nixon told Mao Zedong that his teachings had transformed China and affected the whole world, Mao replied, "All I have done is change Beijing and a few of its suburbs." Considering the size of China's population (a quarter of the world's total), however, Mao may have been the most influential leader of the 20th century.

The Communists Transform China

10.9.4

Critical Thinking

- What was the significance of Mao's role as head of both the Communist party and the national government? (*nation was united behind single leader, had clear goals and political philosophy*)
- How did nationalizing industry further the Communist goal of social equality? (*eliminated private ownership and with it the wealth of some compared to moderate or low income of others*)
- Why were intellectuals targeted in the Cultural Revolution? (*They were the elite, not consistent with social equality.*)

History Makers



Mao Zedong  
1893–1976

Born into a peasant family, Mao embraced Marxist socialism as a young man. Though he began as an urban labor organizer, Mao quickly realized the revolutionary potential of China's peasants. In 1927, Mao predicted:

*The force of the peasantry is like that of the raging winds and driving rain. . . . They will bury beneath them all forces of imperialism, militarism, corrupt officialdom, village bosses and evil gentry.*

Mao's first attempt to lead the peasants in revolt failed in 1927. But during the Japanese occupation, Mao and his followers won widespread peasant support by reducing rents and promising to redistribute land.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Mao Zedong, go to [classzone.com](http://classzone.com)

1959. As a result, resentment between India and China grew. In 1962, they clashed briefly over the two countries' unclear border. The fighting stopped but resentment continued.

The Communists Transform China

For decades, China had been in turmoil, engaged in civil war or fighting with Japan. So, when the Communists took power, they moved rapidly to strengthen their rule over China's 550 million people. They also aimed to restore China as a powerful nation.

**Communists Claim a New "Mandate of Heaven"** After taking control of China, the Communists began to tighten their hold. The party's 4.5 million members made up just 1 percent of the population. But they were a disciplined group. Like the Soviets, the Chinese Communists set up two parallel organizations, the Communist party and the national government. Mao headed both until 1959.

**Mao's Brand of Marxist Socialism** Mao was determined to reshape China's economy based on Marxist socialism. Eighty percent of the people lived in rural areas, but most owned no land. Instead, 10 percent of the rural population controlled 70 percent of the farmland. Under the Agrarian Reform Law of 1950, Mao seized the holdings of these landlords. His forces killed more than a million landlords who resisted. He then divided the land among the peasants. Later, to further Mao's socialist principles, the government forced peasants to join collective farms. Each of these farms was comprised of 200 to 300 households.

Mao's changes also transformed industry and business. Gradually, private companies were nationalized, or brought under government ownership. In 1953, Mao launched a five-year plan that set high production goals for industry. By 1957, China's output of coal, cement, steel, and electricity had increased dramatically.

**"The Great Leap Forward"** To expand the success of the first Five-Year Plan, Mao proclaimed the "Great Leap Forward" in early 1958. This plan called for still larger collective farms, or **communes**. By the end of 1958, about 26,000 communes had been created. The average commune sprawled over 15,000 acres and supported over 25,000 people. In the strictly controlled life of the communes, peasants worked the land together. They ate in communal dining rooms, slept in communal dormitories, and raised children in communal nurseries. And they owned nothing. The peasants had no incentive to work hard when only the state profited from their labor.

The Great Leap Forward was a giant step backward. Poor planning and inefficient "backyard," or home, industries hampered growth. The program was ended in 1961 after crop failures caused a famine that killed about 20 million people.

**New Policies and Mao's Response** China was facing external problems as well as internal ones in the late 1950s. The spirit of cooperation that had bound the Soviet Union and China began to fade. Each sought to lead the worldwide Communist movement. As they also shared the longest border in the world, they faced numerous territorial disputes.

MAIN IDEA

Analyzing Issues

What aspects of Marxist socialism did Mao try to bring to China?

B. Answer collective ownership of land, communal living, government control of industry

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding Communist China

Class Time 30 minutes

Task Writing letters about China

Purpose To master information about Communist China

Instructions Tell students to choose a date during the 1930s through 1960s. Then have them imagine that they are living at this time. Remind them that important events were occurring in China throughout this period, including the Chinese civil war between the Communists and the Nationalists, the invasion of Tibet, the establishment of the Communes, the Cold War, and the Cultural Revolution. Explain to students that they have a friend who lives in

China. Ask them to write a letter to their friend in which they ask questions about life and events in China at that time. They should limit their questions to information that can be found or inferred from details in the text. You may wish to review the format of a friendly letter with students before they begin to write.

When students have finished writing, have them exchange letters and write a response. When they've finished these letters, tell them to meet with their partner to review their letters and check the accuracy of their answers. For help, have students use the Reading Study Guide for the section.

CHAPTER 17 Section 2 (Pages 539–547)

**STUDY AND ANSWER**  
**Main Idea** Communist leaders who followed the Nationalist and the People's Republic of China along with Nationalist leaders set up a new government in Taiwan. Communist leaders stayed in China and the Republic of China.

**BEFORE YOU READ**  
 In the last section, you read about tensions between the superpowers.

**AS YOU READ**  
 Use the Start Boxes to take notes on changes in China.

**Communist vs. Nationalist**  
 Who brought the civil war?  
 Nationalists and Communists fought for control of China in the 1930s. During World War II, they joined forces to fight against the Japanese. The Communists led by Mao Zedong, organized an area of peasants in northeastern China. From there they fought the Japanese in the northeast.


**Start Boxes**  
 The Nationalists led by Chiang Kai-shek controlled northeastern China. The Nationalists were pushed from the Japanese by the Nationalist government and the Nationalist army, but they only fought a few battles against the Communists. The Communists and Nationalists resumed their civil war. The war lasted from 1946 to 1949. The Communists won because their forces were well-trained in guerrilla war. They also enjoyed the backing of the peasants to whom they had

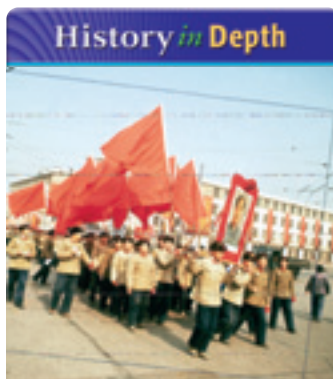
**Reading Study Guide**

After the failure of the Great Leap Forward and the split with the Soviet Union, Mao reduced his role in government. Other leaders moved away from Mao's strict socialist ideas. For example, farm families could live in their own homes and could sell crops they grew on small private plots. Factory workers could compete for wage increases and promotions.

Mao thought China's new economic policies weakened the Communist goal of social equality. He was determined to revive the revolution. In 1966, he urged China's young people to "learn revolution by making revolution." Millions of high school and college students responded. They left their classrooms and formed militia units called **Red Guards**.

**The Cultural Revolution** The Red Guards led a major uprising known as the **Cultural Revolution**. Its goal was to establish a society of peasants and workers in which all were equal. The new hero was the peasant who worked with his hands. The life of the mind—intellectual and artistic activity—was considered useless and dangerous. To stamp out this threat, the Red Guards shut down colleges and schools. They targeted anyone who resisted the regime. Intellectuals had to "purify" themselves by doing hard labor in remote villages. Thousands were executed or imprisoned.

Chaos threatened farm production and closed down factories. Civil war seemed possible. By 1968, even Mao admitted that the Cultural Revolution had to stop. The army was ordered to put down the Red Guards. Zhou Enlai (joh ehn•leye), Chinese Communist party founder and premier since 1949, began to restore order. While China was struggling to become stable, the Cold War continued to rage. Two full-scale wars were fought—in Korea and in Vietnam. 



**The Red Guards**

The Red Guards were students, mainly teenagers. They pledged their devotion to Chairman Mao and the Cultural Revolution. From 1966 to 1968, 20 to 30 million Red Guards roamed China's cities and countryside causing widespread chaos. To smash the old, non-Maoist way of life, they destroyed buildings and beat and even killed Mao's alleged enemies. They lashed out at professors, government officials, factory managers, and even parents.

Eventually, even Mao turned on them. Most were exiled to the countryside. Others were arrested and some executed.

**History in Depth**

**The Red Guards**

The Cultural Revolution gave rise to a new class system in China from which the Red Guard arose. At the new bottom was the "Black Five" class. It was made up of people unacceptable to the revolutionaries—landlords, rich peasants, and others labeled "counter-revolutionaries," or "Bad People." The "Red Five" class included the heroes of the revolution—poor peasants, workers, and revolutionary soldiers. Only youth in the Red Five class were allowed to join Mao's Red Guards.


**In-Depth Resources: Unit 5**

- Primary Source: from *No Tears for Mao*, p. 9

**C. Possible Answer** The social upheaval it caused brought about economic chaos and threatened civil war.

**MAIN IDEA**

**Drawing Conclusions**

 Why did the Cultural Revolution fail?

**SECTION 2 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Mao Zedong
- Jiang Jieshi
- commune
- Red Guards
- Cultural Revolution

**USING YOUR NOTES**

2. Which effect of the Communist Revolution in China do you think had the most permanent impact? Explain. (10.9.4)

Cause	Effect
1.	1.
2.	2.
3.	3.

**MAIN IDEAS**

- How did the Chinese Communists increase their power during World War II? (10.9.4)
- What actions did the Nationalists take during World War II? (10.9.4)
- What was the goal of the Cultural Revolution? (10.9.4)

**CRITICAL THINKING & WRITING**

- MAKING INFERENCES** Why did the United States support the Nationalists in the civil war in China? (10.9.4)
- ANALYZING ISSUES** What policies or actions enabled the Communists to defeat the Nationalists in their long civil war? (10.9.4)
- IDENTIFYING PROBLEMS** What circumstances prevented Mao's Great Leap Forward from bringing economic prosperity to China? (10.9.4)
- WRITING ACTIVITY** **REVOLUTION** Write summaries of the reforms Mao Zedong proposed for China that could be placed on a propaganda poster. (Writing 2.3.b)

**CONNECT TO TODAY** CREATING A COMPARISON CHART

Find political, economic, and demographic information on the People's Republic of China and Taiwan, and make a **comparison chart**. (Writing 2.3.d)

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**3 ASSESS**

**SECTION 2 ASSESSMENT**

Direct students to work in small groups to answer the questions. Have them check their answers in the text.

**Formal Assessment**

- Section Quiz, p. 295

**4 RETEACH**

Use the Reteaching Activity for Section 2 to review the main ideas of the section.

**In-Depth Resources, Unit 5**

- Reteaching Activity, p. 22

**ANSWERS**

1. Mao Zedong, p. 538 • Jiang Jieshi, p. 538 • commune, p. 540 • Red Guards, p. 541 • Cultural Revolution, p. 541

2. **Sample Answer:** cause—civil war; effect—two Chinas; cause—superpowers reacted; effect—Soviets supported Communists; U.S. supported Taiwan; cause—Communists controlled mainland; effect—China expanded; cause—Mandate of Heaven; effect—reshaped economy; cause—Great Leap Forward; effect—failure of economy; cause—Cultural Revolution; effect—destruction of intellectual, artistic base. **Possible Answers:** land distribution remade the economy; cultural revolution caused chaos.

- mobilized peasants for war, promoted literacy, and improved food production
- fought occasional battles against the Japanese, took aid from United States
- to establish a society of peasants and workers in which all were equal
- Possible Answer:** U.S. did not want Communists to control another country.
- Possible Answer:** won peasants' loyalty; trained troops in guerrilla techniques; promised land reform
- Possible Answer:** lack of privacy and personal life, lack of incentives for working hard, poor

- planning, crop failure
9. **Rubric** The summaries should
- identify key reforms.
  - be understandable to the viewer.
  - be written in brief phrases.

**CONNECT TO TODAY**

**Rubric** The chart should

- include information for both China and Taiwan.
- show evidence of thorough research.
- present data in a style that will aid in understanding the information.

## LESSON PLAN

### OBJECTIVES

- Trace the course and consequences of the Korean War.
- Summarize the causes of the Vietnam War and describe its aftermath.
- Describe conditions in Cambodia and Vietnam after the Vietnam War.

### 1 FOCUS & MOTIVATE

Ask students to recall the problems faced the divided Germany. Korea and Vietnam were also divided. What problems do they think these countries faced? (*Possible Answers: Cold War pressures from the United States and Russia; internal pressure to reunite the countries*)

### 2 INSTRUCT

#### War in Korea

10.4.4

##### Critical Thinking

- Why would the Soviet Union boycott the Security Council, thereby allowing the UN to enter the Korean war? (*Possible Answer: They didn't think the UN would go to war.*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L77  
California Modified Lesson Plans for English Learners, p. 149  
California Daily Standards Practice Transparencies, TT69  
California Standards Enrichment Workbook, pp. 53–54  
California Standards Planner and Lesson Plans, p. L145  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Military parade in Red Square, Moscow, USSR, 1987

Buzz Aldrin and the U.S. flag on the moon, 1969

## Wars in Korea and Vietnam

#### MAIN IDEA

**REVOLUTION** In Asia, the Cold War flared into actual wars supported mainly by the superpowers.

#### WHY IT MATTERS NOW

Today, Vietnam is a Communist country, and Korea is split into Communist and non-Communist nations.

#### TERMS & NAMES

- 38th parallel
- Douglas MacArthur
- Ho Chi Minh
- domino theory
- Ngo Dinh Diem
- Vietcong
- Vietnamization
- Khmer Rouge

#### CALIFORNIA STANDARDS

**10.4.4** Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

**SETTING THE STAGE** When World War II ended, Korea became a divided nation. North of the **38th parallel**, a line that crosses Korea at 38 degrees north latitude, Japanese troops surrendered to Soviet forces. South of this line, the Japanese surrendered to American troops. As in Germany, two nations developed. (See map on next page.) One was the Communist industrial north, whose government had been set up by the Soviets. The other was the non-Communist rural south, supported by the Western powers.

#### War in Korea

By 1949, both the United States and the Soviet Union had withdrawn most of their troops from Korea. The Soviets gambled that the United States would not defend South Korea. So they supplied North Korea with tanks, airplanes, and money in an attempt to take over the peninsula.

**Standoff at the 38th Parallel** On June 25, 1950, North Koreans swept across the 38th parallel in a surprise attack on South Korea. Within days, North Korean troops had penetrated deep into the south. President Truman was convinced that the North Korean aggressors were repeating what Hitler, Mussolini, and the Japanese had done in the 1930s. Truman's policy of containment was being put to the test. And Truman resolved to help South Korea resist communism.

South Korea also asked the United Nations to intervene. When the matter came to a vote in the Security Council, the Soviets were absent. They had refused to take part in the Council to protest admission of Nationalist China (Taiwan), rather than

#### TAKING NOTES

**Comparing and Contrasting** Use a diagram to compare and contrast the Korean and Vietnam Wars.



► UN forces landing at Inchon in South Korea in 1950



542 Chapter 17

## SECTION 3 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 3
- History Makers: Ho Chi Minh, p. 17

#### Formal Assessment

- Section Quiz, p. 296

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 134

Reading Study Guide (Spanish), p. 183

Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 3
- Building Vocabulary, p. 6
- Reteaching Activity, p. 23

Reading Study Guide, p. 183

Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 5

- Primary Source: from *When Heaven and Earth Changed Places*, p. 11

### Electronic Library of Primary Sources

- from "Peace Without Conquest"

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### World Art and Cultures Transparencies

- AT73 *Laying a Road*

#### Electronic Library of Primary Sources

- from "Peace Without Conquest"

classzone.com

Communist China, into the UN. As a result, the Soviet Union could not veto the UN's plan to send an international force to Korea to stop the invasion. A total of 15 nations, including the United States and Britain, participated under the command of General **Douglas MacArthur**.

Meanwhile, the North Koreans continued to advance. By September 1950, they controlled the entire Korean peninsula except for a tiny area around Pusan in the far southeast. That month, however, MacArthur launched a surprise attack. Troops moving north from Pusan met with forces that had made an amphibious landing at Inchon. Caught in this "pincer action," about half of the North Koreans surrendered. The rest retreated.

**The Fighting Continues** The UN troops pursued the retreating North Koreans across the 38th parallel into North Korea. They pushed them almost to the Yalu River at the Chinese border. The UN forces were mostly from the United States. The Chinese felt threatened by these troops and by an American fleet off their coast. In October 1950, they sent 300,000 troops into North Korea.

The Chinese greatly outnumbered the UN forces. By January 1951, they had pushed UN and South Korean troops out of North Korea. The Chinese then moved into South Korea and captured the capital of Seoul. "We face an entirely new war," declared MacArthur. He called for a nuclear attack against China. Truman viewed MacArthur's proposals as reckless. "We are trying to prevent a world war, not start one," he said. MacArthur tried to go over the President's head by taking his case to Congress and the press. In response, Truman removed him.

Over the next two years, UN forces fought to drive the Chinese and North Koreans back. By 1952, UN troops had regained control of South Korea. Finally, in July 1953, the UN forces and North Korea signed a cease-fire agreement. The border between the two Koreas was set near the 38th parallel, almost where it had been before the war. In the meantime, 4 million soldiers and civilians had died.

**Aftermath of the War** After the war, Korea remained divided. A demilitarized zone, which still exists, separated the two countries. In North Korea, the Communist dictator Kim Il Sung established collective farms, developed heavy industry, and built up the military. At Kim's death in 1994, his son Kim Jong Il took power. Under his rule, Communist North Korea developed nuclear weapons but had serious economic problems. On the other hand, South Korea prospered, thanks partly to massive aid from the United States and other countries. In the 1960s, South



**A. Answer** About 4 million Koreans and soldiers died and neither North nor South Korea had gained any territory.

#### MAIN IDEA

#### Recognizing Effects

What effects did the Korean war have on the Korean people and nation?

## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### The Chronology of the Korean War

**Class Time** 20 minutes

**Task** Creating a chronology of the Korean War

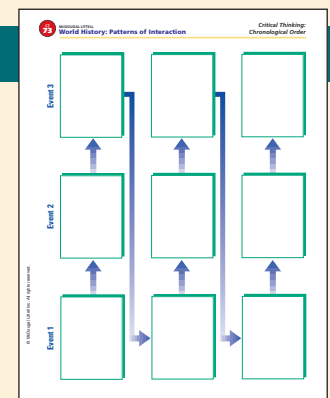
**Purpose** To clarify the sequence of events leading up to and through the Korean War

**Instructions** Ask students to review the text on pages 542–543 that discusses the War in Korea. Then project transparency CT73 and guide students in creating a chronology of the war. Lead the discussion by asking questions such as the following:

- When was Korea divided into two nations?
- On what date did North Korea invade South Korea?

- What had happened by September 1950?
- What happened immediately after North Korea had almost overrun the entire peninsula?
- When did the Chinese invade the Korean peninsula?
- What had happened by the end of November 1950?
- What was the situation in Korea in January 1951?
- When was a cease-fire finally signed?

Complete the chart with students' answers, encouraging additional questions and discussion. Then urge students to copy the chart for their notes.



Critical Thinking Transparencies

## History from Visuals

### Interpreting the Map

Make sure students understand that this map traces the course of the Korean War over time. Ask, Which color line marks the extent of the first North Korean surge? (*red*) From which direction did Chinese troops attack in 1950? (*northwest*).

**Extension** Have students create a time line that shows the advances and retreats of troops in the Korean War. Have them use the information on this map to create the framework for their time line and use classroom or Internet resources to add more detailed information.

## INTEGRATED TECHNOLOGY

**Interactive** This map is available in an interactive format on the eEdition. Students can view the step-by-step progress of the war.

### SKILLBUILDER Answers

- Movement** Choson
- Movement** Both occupied nearly all of the enemy's territory at some point.

### Vocabulary Note: Words in Context

Point out the word *amphibious*. Tell students that it means that the soldiers invaded Korea from the water and then came ashore. Explain that this word comes from the same base word as *amphibian*, a class of animals that live in the water part of their lives and on land part of their lives. Examples include frogs and salamanders.

## War Breaks Out in Vietnam

10.4.4

### Critical Thinking

- How were the Vietnamese Nationalists and Communists different from the Nationalists and Communists in China after World War II? (*China—Nationalists and Communists fought each other; Vietnam—they fought together against the French.*)
- How did the Cold War influence the international peace conference’s decision to divide Vietnam? (*It responded to the pressures of Soviet Union and United States.*)

## History Makers

### Ho Chi Minh

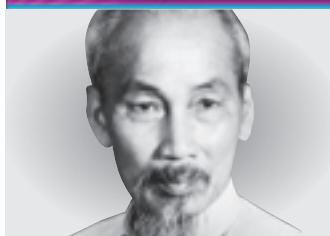
Ask students if it was consistent for Ho Chi Minh to remain a Communist and still believe that “all men are created equal”? Have them explain. (*Yes, because as a Communist, he wanted all people to share economic equality.*)

In 1945, Ho sent two telegrams to President Truman seeking a seat on a British-American-Russian-Chinese Advisory Commission on the Far East that would decide the fate of Indochina. Truman ignored him. Have students discuss why they think the United States refused to deal with Ho.

### In-Depth Resources: Unit 5

- History Makers: Ho Chi Minh, p. 17

## History Makers



**Ho Chi Minh**  
1890–1969

When he was young, the poor Vietnamese Nguyen That (uhng-wihn thaht) Thanh worked as a cook on a French steamship. In visiting U.S. cities where the boat docked, he learned about American culture and ideals. He later took a new name—Ho Chi Minh, meaning “He who enlightens.” Though a Communist, in proclaiming Vietnam’s independence from France in 1945, he declared, “All men are created equal.”

His people revered him, calling him Uncle Ho. However, Ho Chi Minh did not put his democratic ideals into practice. He ruled North Vietnam by crushing all opposition.

Korea concentrated on developing its industry and expanding foreign trade. A succession of dictatorships ruled the rapidly developing country. With the 1987 adoption of a democratic constitution, however, South Korea established free elections. During the 1980s and 1990s, South Korea had one of the highest economic growth rates in the world.

Political differences have kept the two Koreas apart, despite periodic discussions of reuniting the country. North Korea’s possession of nuclear weapons is a major obstacle. The United States still keeps troops in South Korea.

## War Breaks Out in Vietnam

Much like its involvement in the Korean War, the involvement of the United States in Vietnam stemmed from its Cold War containment policy. After World War II, stopping the spread of communism was the principal goal of U.S. foreign policy.

**The Road to War** In the early 1900s, France controlled most of resource-rich Southeast Asia. (French Indochina included what are now Vietnam, Laos, and Cambodia.) But nationalist independence movements had begun to develop. A young Vietnamese nationalist, **Ho Chi Minh**, turned to the Communists for help in his struggle. During the 1930s, Ho’s Indochinese Communist party led revolts and strikes against the French.

The French responded by jailing Vietnamese protesters. They also sentenced Ho to death. He fled into exile, but returned to Vietnam in 1941, a year after the Japanese seized control of his country during World War II. Ho and other nationalists founded the Vietminh (Independence) League. The Japanese were forced out of Vietnam after their defeat in 1945. Ho Chi Minh believed that independence would follow, but France intended to regain its colony.

**The Fighting Begins** Vietnamese Nationalists and Communists joined to fight the French armies. The French held most major cities, but the Vietminh had widespread support in the countryside. The Vietminh used hit-and-run tactics to confine the French to the cities. In France the people began to doubt that their colony was worth the lives and money the struggle cost. In 1954, the French suffered a major military defeat at Dien Bien Phu. They surrendered to Ho.

The United States had supported France in Vietnam. With the defeat of the French, the United States saw a rising threat to the rest of Asia. President Eisenhower described this threat in terms of the **domino theory**. The Southeast Asian nations were like a row of dominos, he said. The fall of one to communism would lead to the fall of its neighbors. This theory became a major justification for U.S. foreign policy during the Cold War era.

**Vietnam—A Divided Country** After France’s defeat, an international peace conference met in Geneva to discuss the future of Indochina. Based on these talks, Vietnam was divided at 17° north latitude. North of that line, Ho Chi Minh’s Communist forces governed. To the south, the United States and France set up an anti-Communist government under the leadership of **Ngo Dinh Diem** (NOH dih D’YEM).

**B. Possible Answer** intervention in any situation that might otherwise result in gains of territory or power by the Communists

### MAIN IDEA

### Making Inferences

What actions might the United States have justified by the domino theory?

## COOPERATIVE LEARNING

### Vietnam War Movie

**Class Time** 45 minutes

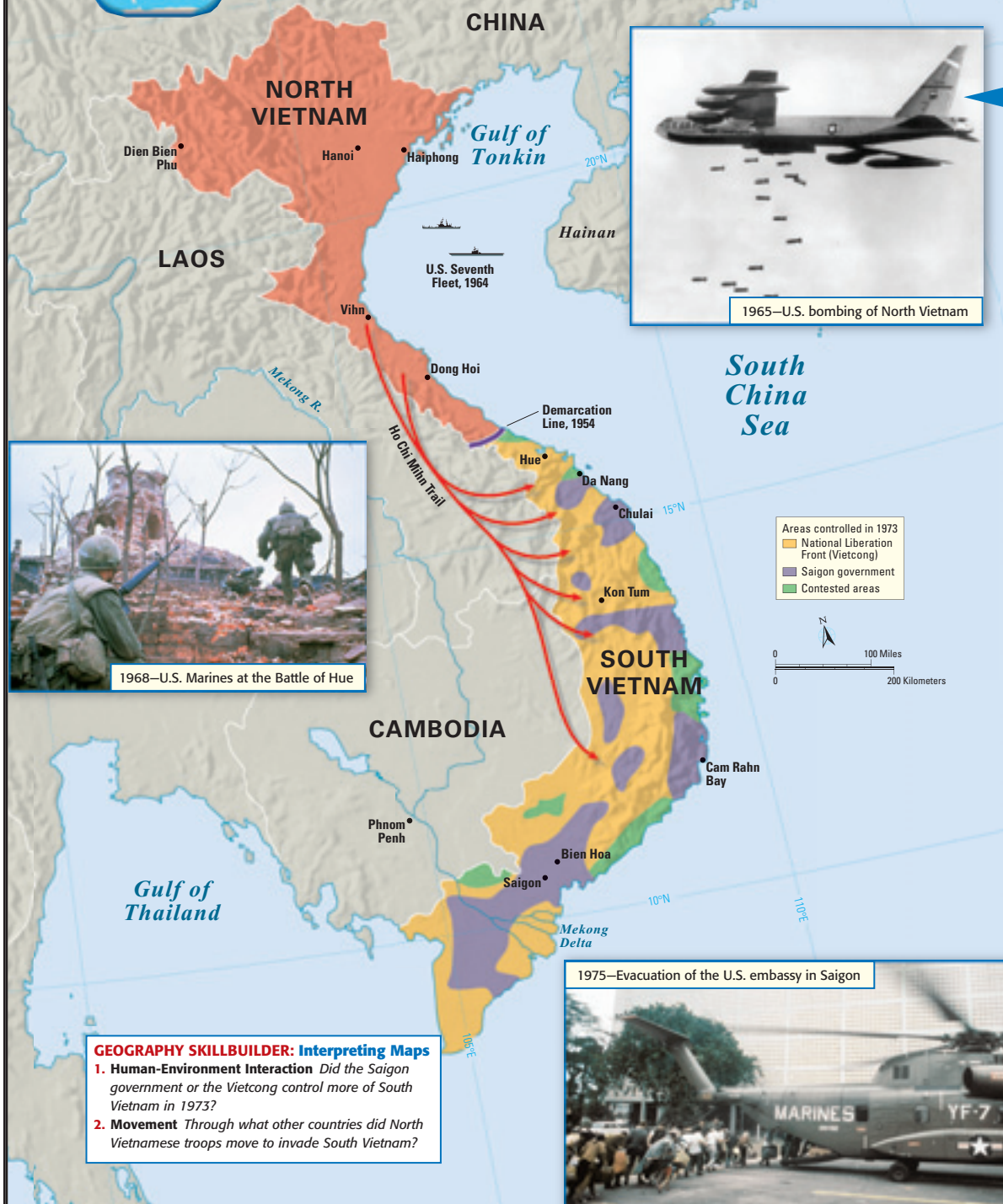
**Task** Scripting scenes for a Vietnam War movie

**Purpose** To develop an understanding of the political and personal realities of the Vietnam War.

**Instructions** Have students work in small groups to brainstorm a scene for a movie about the Vietnam War. They may choose any perspective: that of U.S. soldiers, Vietcong, or South Vietnamese civilians, for example. Emphasize that they should focus on a single dramatic situation and several well-defined characters. Tell them that the setting and plot of their scene should be as realistic as possible. Encourage them to consider the following:

- Where does the scene take place? What does it look like?
- What is the weather like? Is it hot or cold? Is it raining or clear?
- What time is it? What season?
- What events have led up to the scene they are describing?
- Who are their characters? What do they think of their situation?

Have students work together to write the scene. Remind them that their scripts should include descriptive passages, stage directions, and realistic dialogue. Have students meet with other groups and share their ideas and read their dialogue.



History from Visuals

Interpreting the Map

Have students study the map key and then contrast the colors shown in South Vietnam with those shown in North Vietnam. Ask, In which country were several armies battling for territory? (*South Vietnam*)

**Extension** Have students compare this map to one that shows Vietnam’s terrain and vegetation. What problems might those geographic features create for armies conducting a ground war? (*Swampy coastal plains and densely jungled mountains would make troop movement difficult.*)

SKILLBUILDER Answers

1. Human-Environment Interaction

Vietcong

2. Movement Laos, Cambodia

In-Depth Resources: Unit 5

- Primary Source: from *When Heaven and Earth Changed Places*, p. 11

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Human-Environment Interaction** Did the Saigon government or the Vietcong control more of South Vietnam in 1973?
- Movement** Through what other countries did North Vietnamese troops move to invade South Vietnam?

**DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**

**Art and War**

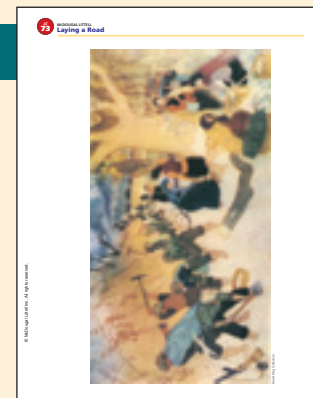
**Class Time** 30 minutes

**Task** Analyzing Vietnamese war art

**Purpose** To learn about the art and society of Vietnam during the Vietnam War

**Instrctions** Project transparency AT73 from World Art and Cultures Transparencies. Explain to students that a Vietnamese artist produced this painting during the time of the Vietnam War. It depicts soldiers building a road through a forest. Ask students to find details in the image that identify the workers as soldiers. Point out that these

are guerrilla fighters: they lack uniforms, although they wear helmets. Discuss the role of women in supporting the troops. Invite students to share other responses to the picture. Then ask them to do Internet research to learn more about art produced during the long war and to view more examples. Have them find one painting or other art object to examine in detail. Have them make a copy and present it to the group. As a group, ask them to talk about the dominant themes of Vietnamese war art. Ask, What attitude toward war does this art project?



World Art and Cultures Transparencies

### Tip for English Learners

Explain that a coup is a sudden, illegal overthrow of a government. It is an abbreviated form of the French phrase *coup d'état*, which means “blow at state.” In other words, it is a “strike at the state.”

### The United States Gets Involved

#### 10.4.4

#### Critical Thinking

- Why did the attack on the U.S. destroyers provide a basis for sending in troops? (*direct attack on United States*)
- How were the South Vietnamese and American people alike? Why? (*Both opposed the war because of the many casualties.*)

▼ The skulls and bones of Cambodian citizens form a haunting memorial to the brutality of its Communist government in the 1970s.

### More About . . .

#### The Gulf of Tonkin Incident

The Gulf of Tonkin incident took place at night during a storm. The two U.S. destroyers picked up the images of 22 torpedoes on their tracking systems. No one saw the Vietnamese attackers, however, and the next morning Captain Herrick, who commanded the ships, decided his radar might have mistaken “freak weather effects” for an attack. To this day, no one knows whether the attacks used to justify American escalation of the Vietnam War ever really took place.

#### Electronic Library of Primary Sources

- from “Peace Without Conquest” by Lyndon B. Johnson



Diem ruled the south as a dictator. Opposition to his government grew. Communist guerrillas, called **Vietcong**, began to gain strength in the south. While some of the Vietcong were trained soldiers from North Vietnam, most were South Vietnamese who hated Diem. Gradually, the Vietcong won control of large areas of the countryside. In 1963, a group of South Vietnamese generals had Diem assassinated. But the new leaders were no more popular than he had been. It appeared that a takeover by the Communist Vietcong, backed by North Vietnam, was inevitable.

### The United States Gets Involved

Faced with the possibility of a Communist victory, the United States decided to escalate, or increase, its involvement. Some U.S. troops had been serving as advisers to the South Vietnamese since the late 1950s. But their numbers steadily grew, as did the numbers of planes and other military equipment sent to South Vietnam.

**U.S. Troops Enter the Fight** In August 1964, U.S. President Lyndon Johnson told Congress that North Vietnamese patrol boats had attacked two U.S. destroyers in the Gulf of Tonkin. As a result, Congress authorized the president to send U.S. troops to fight in Vietnam. By late 1965, more than 185,000 U.S. soldiers were in combat on Vietnamese soil. U.S. planes had also begun to bomb North Vietnam. By 1968, more than half a million U.S. soldiers were in combat there.

The United States had the best-equipped, most advanced army in the world. Yet it faced two major difficulties. First, U.S. soldiers were fighting a guerrilla war in unfamiliar jungle terrain. Second, the South Vietnamese government that they were defending was becoming more unpopular. At the same time, support for the Vietcong grew, with help and supplies from Ho Chi Minh, the Soviet Union, and China. Unable to win a decisive victory on the ground, the United States turned to air power. U.S. forces bombed millions of acres of farmland and forest in an attempt to destroy enemy hideouts. This bombing strengthened peasants’ opposition to the South Vietnamese government.

**The United States Withdraws** During the late 1960s, the war grew increasingly unpopular in the United States. Dissatisfied young people began to protest the tremendous loss of life in a conflict on the other side of the world. Bowing to intense public pressure, President Richard Nixon began withdrawing U.S. troops from Vietnam in 1969.

Nixon had a plan called **Vietnamization**. It allowed for U.S. troops to gradually pull out, while the South Vietnamese increased their combat role. To pursue Vietnamization while preserving the South Vietnamese government, Nixon authorized a massive bombing campaign against North Vietnamese bases and supply routes. He also authorized bombings in neighboring Laos and Cambodia to destroy Vietcong hiding places.

In response to protests and political pressure at home, Nixon kept withdrawing U.S. troops. The last left in 1973. Two years later, the North Vietnamese overran South Vietnam. The war ended, but more than 1.5 million Vietnamese and 58,000 Americans lost their lives.

### Postwar Southeast Asia

War’s end did not bring an immediate halt to bloodshed and chaos in Southeast Asia. Cambodia (also known as Kampuchea) was under siege by Communist rebels.

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Vietnam War Posters

**Class Time** 25 minutes

**Task** Creating a war poster to protest or support the Vietnam War

**Purpose** To analyze support or opposition to the Vietnam War

**Instructions** Guide a discussion of why the United States entered the Vietnam War. Point out that many Americans opposed the war and explain that thousands of people demonstrated against it. Create a pro-and-con chart on the board to summarize the positions. Tell students to consider the arguments and decide whether they are for continuing the war or for pulling out of Vietnam. If students need more help, have them use the Reading Study Guide, pages 183–184. Then ask them to create a poster stating their position.

Pros	Cons
stop the spread of communism	thousands of U.S. soldiers are dying
support the legitimate South Vietnam government	thousands of Vietnamese are dying
	the country is being destroyed



C. Possible Answer His followers killed nearly 2 million people.

**MAIN IDEA**  
**Recognizing Effects**

What was one of the effects of Pol Pot's efforts to turn Cambodia into a rural society?

During the war, it had suffered U.S. bombing when it was used as a sanctuary by North Vietnamese and Vietcong troops.

**Cambodia in Turmoil** In 1975, Communist rebels known as the **Khmer Rouge** set up a brutal Communist government under the leadership of Pol Pot. In a ruthless attempt to transform Cambodia into a Communist society, Pol Pot's followers slaughtered 2 million people. This was almost one quarter of the nation's population. The Vietnamese invaded in 1978. They overthrew the Khmer Rouge and installed a less repressive government. But fighting continued. The Vietnamese withdrew in 1989. In 1993, under the supervision of UN peacekeepers, Cambodia adopted a democratic constitution and held free elections.

**Vietnam after the War** After 1975, the victorious North Vietnamese imposed tight controls over the South. Officials sent thousands of people to "reeducation camps" for training in Communist thought. They nationalized industries and strictly controlled businesses. They also renamed Saigon, the South's former capital, Ho Chi Minh City. Communist oppression caused 1.5 million people to flee Vietnam. Most escaped in dangerously overcrowded ships. More than 200,000 "boat people" died at sea. The survivors often spent months in refugee camps in Southeast Asia. About 70,000 eventually settled in the United States or Canada. Although Communists still govern Vietnam, the country now welcomes foreign investment. The United States normalized relations with Vietnam in 1995.

While the superpowers were struggling for advantage during the Korean and Vietnam wars, they also were seeking influence in other parts of the world.



**Vietnam Today**

Vietnam remains a Communist country. But, like China, it has introduced elements of capitalism into its economy. In 1997, a travel magazine claimed that Hanoi, the capital of Vietnam, "jumps with vitality, its streets and shops jammed with locals and handfuls of Western tourists and businesspeople." Above, two executives tour the city.

Along Hanoi's shaded boulevards, billboards advertise U.S. and Japanese copiers, motorcycles, video recorders, and soft drinks. On the streets, enterprising Vietnamese businesspeople offer more traditional services. These include bicycle repair, a haircut, a shave, or a tasty snack.

**Connect to Today**

**Vietnam Today**

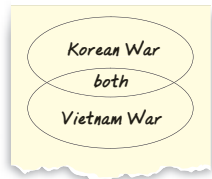
In seeking economic growth through foreign investment, Vietnam is following the example of China, South Korea, and other east Asia countries. One victim of this growth has been the environment. The number of elephants in Vietnam, for example, has dropped from 2,000 to 300.

**SECTION 3 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.  
• 38th parallel • Douglas MacArthur • Ho Chi Minh • domino theory • Ngo Dinh Diem • Vietcong • Vietnamization • Khmer Rouge

**USING YOUR NOTES**

2. In what ways were the causes and effects of the wars in Korea and Vietnam similar? (10.4.4)



**MAIN IDEAS**

- 3. What role did the United Nations play in the Korean War? (10.4.4)
- 4. How did Vietnam become divided? (10.4.4)
- 5. What was the Khmer Rouge's plan for Cambodia? (10.4.4)

**CRITICAL THINKING & WRITING**

- 6. **ANALYZING MOTIVES** What role did the policy of containment play in the involvement of the United States in wars in Korea and Vietnam? (10.4.4)
- 7. **IDENTIFYING CAUSES** How might imperialism be one of the causes of the Vietnam War? (10.4.4)
- 8. **FORMING OPINIONS** Do you think U.S. involvement in Vietnam was justified? Why or why not? (10.4.4)
- 9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a two-paragraph **expository essay** for either the United States or the Soviet Union supporting its involvement in Asia. (Writing 2.3.a)

**CONNECT TO TODAY** **WRITING A BIOGRAPHY**

Research the present-day leader of one of the countries discussed in this section. Then write a three-paragraph **biography**. (Writing 2.1.a)

*Restructuring the Postwar World* 547

**3 ASSESS**

**SECTION 3 ASSESSMENT**

Have students work in pairs to answer the questions.

**Formal Assessment**

- Section Quiz, p. 296

**4 RETEACH**

Assign the Reading Study Guide for Section 3 for reviewing main ideas.

**Reading Study Guide**, pp. 183–184 (also in Spanish)

**In-Depth Resources: Unit 5**

- Reteaching Activity, p. 23

**ANSWERS**

- 1. 38th parallel, p. 542 • Douglas MacArthur, p. 543 • Ho Chi Minh, p. 544 • domino theory, p. 544 • Ngo Dinh Diem, p. 544 • Vietcong, p. 546 • Vietnamization, p. 546 • Khmer Rouge, p. 547

2. **Sample Answer:** Korean War—neither side gained an advantage; Vietnam War—Soviet-supported North Vietnamese won; Both—U.S. and Soviet involvement stemmed from Cold War; land was destroyed; millions of people died. **Possible Answer:** Similar because of intervention by the U.S.; many deaths.

3. The UN sent an international force to Korea to stop the North Korean invasion of South Korea.

- 4. peace settlement after French defeat
- 5. to turn Cambodia into a communist society
- 6. **Possible Answer:** U.S. trying to prevent Korea and Vietnam from becoming communist.
- 7. The struggle against French colonialism began the fighting in Vietnam.
- 8. **Possible Answers:** Yes—important to stop communism. No—nations should decide for themselves.
- 9. **Rubric** The expository essay should
  - demonstrate an understanding of the issues involved.

- clearly state a position.
- present supporting reasons.

**CONNECT TO TODAY**

- Rubric** The biography should
- convey accurate information about the subject's life.
  - be logically organized.
  - be written in an interesting style.

## LESSON PLAN

### OBJECTIVES

- Explain how the Cold War affected developing nations.
- Describe superpower confrontations in Latin America after World War II.
- Identify Cold War conflicts in the Middle East.

### 1 FOCUS & MOTIVATE

When businesses compete for customers, they may advertise, give extra service, have sales, and give prizes away. Ask what superpowers might do to win the loyalty of poor nations. (Possible Answers: foreign aid, espionage, propaganda)

### 2 INSTRUCT

#### Fighting for the Third World 10.9.2; 10.9.3

##### Critical Thinking

- Should the U.S. sometimes engage in assassination? (Possible Answers: Yes—it may save lives by ending despotic governments; No—U.S. should never condone murder.)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L78  
California Modified Lesson Plans for English Learners, p. 151  
California Daily Standards Practice Transparencies, TT70  
California Standards Enrichment Workbook, pp. 93–94, 95–96, 99–100  
California Standards Planner and Lesson Plans, p. L147  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Military parade in Red Square, Moscow, USSR, 1987

Buzz Aldrin and the U.S. flag on the moon, 1969

# The Cold War Divides the World

#### MAIN IDEA

**REVOLUTION** The superpowers supported opposing sides in Latin American and Middle Eastern conflicts.

#### WHY IT MATTERS NOW

Many of these areas today are troubled by political, economic, and military conflict and crisis.

#### TERMS & NAMES

- Third World
- nonaligned nations
- Fidel Castro
- Anastasio Somoza
- Daniel Ortega
- Ayatollah Ruhollah Khomeini

#### CALIFORNIA STANDARDS

**10.9.2** Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

**10.9.3** Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

**10.9.5** Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

**CST 1** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**HI 2** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

**SETTING THE STAGE** Following World War II, the world's nations were grouped politically into three "worlds." The first was the industrialized capitalist nations, including the United States and its allies. The second was the Communist nations led by the Soviet Union. The **Third World** consisted of developing nations, often newly independent, who were not aligned with either superpower. These nonaligned countries provided yet another arena for competition between the Cold War superpowers.

### Fighting for the Third World

The Third World nations were located in Latin America, Asia, and Africa. They were economically poor and politically unstable. This was largely due to a long history of colonialism. They also suffered from ethnic conflicts and lack of technology and education. Each needed a political and economic system around which to build its society. Soviet-style communism and U.S.-style free-market democracy were the main choices.

**Cold War Strategies** The United States, the Soviet Union, and, in some cases, China, used a variety of techniques to gain influence in the Third World. (See feature on next page.) They backed wars of revolution, liberation, or counterrevolution. The U.S. and Soviet intelligence agencies—the CIA and the KGB—engaged in various covert, or secret, activities, ranging from spying to assassination attempts. The United States also gave military aid, built schools, set up programs to combat poverty, and sent volunteer workers to many developing nations. The Soviets offered military and technical assistance, mainly to India and Egypt.

**Association of Nonaligned Nations** Other developing nations also needed assistance. They became important players in the Cold War competition between the United States, the Soviet Union, and later, China. But not all Third World countries wished to play a role in the Cold War. As mentioned earlier India vowed to remain neutral. Indonesia, a populous island nation in Southeast Asia, also struggled to stay uninvolved. In 1955, it hosted many leaders from Asia and Africa at the Bandung Conference. They met to form what they called a "third force" of independent countries, or **nonaligned nations**. Some nations, such as India and Indonesia, were able to maintain their neutrality. But others took sides with the superpowers or played competing sides against each other.

#### TAKING NOTES

**Determining Main Ideas**  
Use a chart to list main points about Third World confrontations.

Country	Conflict
Cuba	
Nicaragua	
Iran	

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## SECTION 4 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 4
- Geography Application: The Cuban Missile Crisis, p. 8
- History Makers: Ruhollah Khomeini, p. 18

#### Formal Assessment

- Section Quiz, p. 297

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 135
- Geography Application, p. 138

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Reading Study Guide (Spanish), p. 185

Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 4
- Building Vocabulary, p. 6
- Geography Application, p. 8
- Reteaching Activity, p. 24

Reading Study Guide, p. 185

Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: The Cuban Missile Crisis, p. 12

#### Electronic Library of Primary Sources

- from *444 Days: The Hostages Remember*

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Critical Thinking Transparencies

- CT33 Global Superpowers Face Off

#### Electronic Library of Primary Sources

- from *444 Days: The Hostages Remember*

classzone.com

History *in* Depth

## How the Cold War Was Fought

During the Cold War, the United States and the Soviet Union both believed that they needed to stop the other side from extending its power. What differentiated the Cold War from other 20th century conflicts was that the two enemies did not engage in a shooting war. Instead, they pursued their rivalry by using the strategies shown below.



Egypt built the Aswan Dam with Soviet aid.



## Major Strategies of the Cold War

Foreign Aid	Espionage	Multinational Alliances
The two superpowers tried to win allies by giving financial aid to other nations. For instance, Egypt took aid from the Soviet Union to build the Aswan High Dam (see photograph above).	Fearing the enemy might be gaining the advantage, each side spied on the other. One famous incident was the Soviet downing of a U.S. U-2 spy plane in 1960.	To gain the support of other nations, both the Soviet Union and the United States entered into alliances. Two examples of this were NATO and the Warsaw Pact (shown on map above).
Propaganda	Brinkmanship	Surrogate Wars
Both superpowers used propaganda to try to win support overseas. For example, Radio Free Europe broadcast radio programs about the rest of the world into Eastern Europe.	The policy of brinkmanship meant going to the brink of war to make the other side back down. One example was the Cuban Missile Crisis.	The word surrogate means substitute. Although the United States and the Soviet Union did not fight each other directly, they fought indirectly by backing opposing sides in many smaller conflicts.

## SKILLBUILDER: Interpreting Visuals

- Generalizing** Judging from the map, how would you describe the effect on Europe of multinational alliances?
- Analyzing Motives** What motive did the two superpowers have for fighting surrogate wars?

## CALIFORNIA STANDARDS

10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

Reconstructing the Postwar World 549

History *in* Depth

## How the Cold War Was Fought

The Cold War can be dated from 1946 when Winston Churchill defined the iron curtain and asserted the will of the West to halt communist expansion. In 1947, Bernard Baruch, a financier and presidential advisor, first used the term “Cold War.” During a congressional debate he declared: “Let us not be deceived—we are today in the midst of a cold war.” A year later, he added the phrase, “which is getting warmer.” He was, in fact, reporting on the rise in world tensions as the United States and the Soviet Union intensified their competition. This war reached its peak between 1948 and 1953.

## SKILLBUILDER Answers

- Generalizing** Europe was pretty much split down the middle in its allegiance to the two superpowers.
- Analyzing Motives** Possible Answer: to stop the other superpower from gaining control of the country where the surrogate war was taking place

## COOPERATIVE LEARNING

## Cold War Thermometer

**Class Time** 30 minutes

**Task** Making a Cold War temperature chart

**Purpose** To explore the fluctuations in tensions over the course of the Cold War.

**Instructions** Explain to students that the levels of tension between the United States and Soviet Union varied over time. Some confrontations, such as the Cuban Missile Crisis, raised tension to especially high levels; it could easily have erupted in war. Other individual events weren't nearly so hot, but during the late 1940s and early 1950s, a lot of events happened during a short period. The frequency of events increased the overall tensions.

Have students work in groups and brainstorm ways of tracking the rise and fall of Cold War tensions on a temperature scale. You might suggest, for example, that they consider a scale such as degrees C—degrees of crisis—and assign a number to each confrontation or avoidance of confrontation between the superpowers. Then have small groups each choose a Cold War incident, write a short description of their incident, and assign it a rating on the crisis scale. Have the groups meet and plot their individual incidents on a crisis temperature chart. As a group, they might assign a higher temperature to a period when events were frequent.

INTERACTIVE

### History from Visuals

#### Interpreting the Map

Point out that the U.S. containment policy was only partly successful. Ask students which Communist countries were not on the same continent as the Soviet Union and China. (*Angola, Congo, Mozambique, Cuba*)

**Extension** Have students do research to determine the outcome of interventions by the United States and the Soviets in various countries around the world.

#### INTEGRATED TECHNOLOGY

**Interactive** This map is available in an interactive format on the eEdition. It includes an interactive timeline that allows students to view the development of events over time.

#### SKILLBUILDER Answers

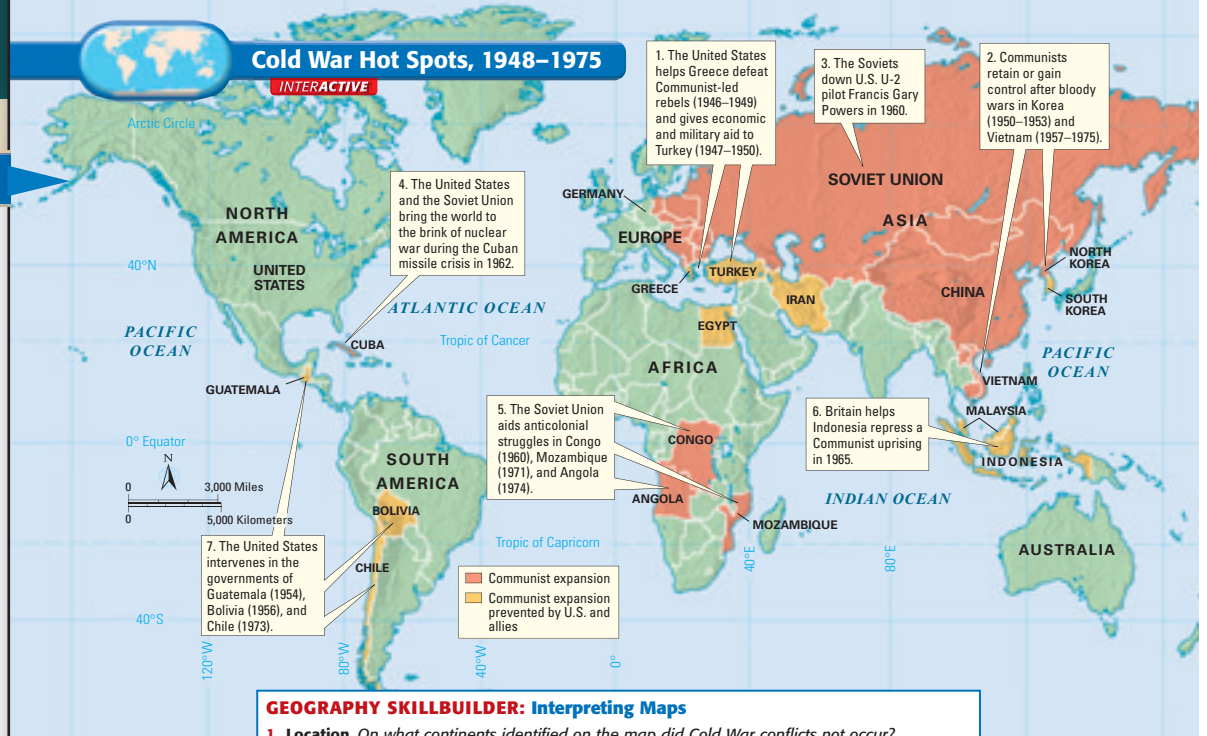
- 1. **Location** Australia
- 2. **Region** about one-third

### Confrontations in Latin America

10.9.2; 10.9.3

#### Critical Thinking

- How did the U.S. policy toward Cuba backfire? (*By supporting Batista, and then opposing Castro, the U.S. drove Cuba into the Soviet sphere.*)
- What did the Cuban Missile Crisis reveal about the policy of the United States? (*demonstrated U.S. would stand firm against Communist expansion*)



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** On what continents identified on the map did Cold War conflicts not occur?
2. **Region** About what fraction of the globe did Communists control by 1975?

### Confrontations in Latin America

After World War II, rapid industrialization, population growth, and a lingering gap between the rich and the poor led Latin American nations to seek aid from both superpowers. At the same time, many of these countries alternated between short-lived democracy and harsh military rule. As described in Chapter 12, U.S. involvement in Latin America began long before World War II. American businesses backed leaders who protected U.S. interests but who also often oppressed their people. After the war, communism and nationalistic feelings inspired revolutionary movements. These found enthusiastic Soviet support. In response, the United States provided military and economic assistance to anti-Communist dictators.

**Fidel Castro and the Cuban Revolution** In the 1950s, Cuba was ruled by an unpopular dictator, Fulgencio Batista, who had U.S. support. Cuban resentment led to a popular revolution, which overthrew Batista in January 1959. A young lawyer named **Fidel Castro** led that revolution. At first, many people praised Castro for bringing social reforms to Cuba and improving the economy. Yet Castro was a harsh dictator. He suspended elections, jailed or executed his opponents, and tightly controlled the press.

When Castro nationalized the Cuban economy, he took over U.S.-owned sugar mills and refineries. In response, Eisenhower ordered an embargo on all trade with Cuba. Castro then turned to the Soviets for economic and military aid.



## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### U.S. and Cuba

**Class Time** 45 minutes

**Task** Preparing a collage on the history of Cuba since 1950

**Purpose** To gain a better understanding of people and events involving Cuba

**Instructions** Because Cuba is so near to the United States, it has always been an object of America's attention. Ask students to investigate this relationship over the past fifty years. Tell students to use the Internet and library resources to find photographs, headlines, quotations, and other artifacts concerning Cuba during the Cold War. They

might use the following key words as starting points for a search:

- Fulgencio Batista
- Fidel Castro
- embargo
- Bay of Pigs invasion
- Cuban Missile Crisis
- Communism in Cuba

Have students make copies of the images they find or use colored markers to copy quotations and newspaper headlines. Then have them work together to assemble a collage about Cuba and events of the Cold War. Have them use the Reading Study Guide for Section 4 as an additional resource.

**CHAPTER 17** Section 4 (Pages 546–550)

### The Cold War Divides the World

**BEFORE YOU READ**  
 Do you know which countries were in Europe and Vietnam?  
 In this section, you will learn about Cold War struggles in other parts of the world.

**AS YOU READ**  
 Do you have ideas to take notes on Cold War conflicts?

COUNTRY	CONFLICT OR CHANGE
Greece	Castro takes power

**Fighting for the Third World**  
 Many Third World nations had serious problems. These problems were often due to a long history of colonialism. Some Third World nations found political unrest that threatened the power of colonial nations. Other problems included poverty and a lack of education and industry. Some of these countries tried to stay neutral in the Cold War. They were known as **neutral nations**. They were not aligned with either the United States or the Soviet Union. The **Third World** was composed of developing nations in Africa, Asia, and Latin America.

**KEY WORDS**  
 neutral nations: nations that are not aligned with either the United States or the Soviet Union  
 Fulgencio Batista: Cuban dictator who was overthrown in 1959  
 Fidel Castro: Cuban revolutionary leader who took power in 1959  
 embargo: a ban on trade with another country

**CHAPTER 17** Differentiating Instruction: English Learners 555

In 1960, the CIA began to train anti-Castro Cuban exiles. In April 1961, they invaded Cuba, landing at the Bay of Pigs. However, the United States did not provide the hoped for air support. Castro's forces easily defeated the invaders, humiliating the United States.

**Nuclear Face-off: the Cuban Missile Crisis** The failed Bay of Pigs invasion convinced Soviet leader Nikita Khrushchev that the United States would not resist Soviet expansion in Latin America. So, in July 1962, Khrushchev secretly began to build 42 missile sites in Cuba. In October, an American spy plane discovered the sites. President John F. Kennedy declared that missiles so close to the U.S. mainland were a threat. He demanded their removal and also announced a naval blockade of Cuba to prevent the Soviets from installing more missiles.

Castro protested his country's being used as a pawn in the Cold War:

**PRIMARY SOURCE**

Cuba did not and does not intend to be in the middle of a conflict between the East and the West. Our problem is above all one of national sovereignty. Cuba does not mean to get involved in the Cold War.

**FIDEL CASTRO**, quoted in an interview October 27, 1962

But Castro and Cuba were deeply involved. Kennedy's demand for the removal of Soviet missiles put the United States and the Soviet Union on a collision course. People around the world feared nuclear war. Fortunately, Khrushchev agreed to remove the missiles in return for a U.S. promise not to invade Cuba.

The resolution of the Cuban Missile Crisis left Castro completely dependent on Soviet support. In exchange for this support, Castro backed Communist revolutions in Latin America and Africa. Soviet aid to Cuba, however, ended abruptly with the breakup of the Soviet Union in 1991. This loss dealt a crippling blow to the Cuban economy. But the aging Castro refused to adopt economic reforms or to give up power.

**Civil War in Nicaragua** Just as the United States had supported Batista in Cuba, it had funded the Nicaraguan dictatorship of **Anastasio Somoza** and his family since 1933. In 1979, Communist Sandinista rebels toppled Somoza's son. Both the United States and the Soviet Union initially gave aid to the Sandinistas and their leader, **Daniel Ortega** (awr•TAY•guh). The Sandinistas, however, gave assistance to other Marxist rebels in nearby El Salvador. To help the El Salvadoran government fight those rebels, the United States supported Nicaraguan anti-Communist forces called the Contras or *contrarevolucionarios*.

The civil war in Nicaragua lasted more than a decade and seriously weakened the country's economy. In 1990, President Ortega agreed to hold free elections, the first in the nation's history. Violeta Chamorro, a reform candidate, defeated him. The Sandinistas were also defeated in elections in 1996 and 2001.

**History Makers**



**Fidel Castro**  
1926–

The son of a wealthy Spanish-Cuban farmer, Fidel Castro became involved in politics at the University of Havana. He first tried to overthrow the Cuban dictator, Batista, in 1953. He was imprisoned, but vowed to continue the struggle for independence:

*Personally, I am not interested in power nor do I envisage assuming it at any time. All that I will do is to make sure that the sacrifices of so many compatriots should not be in vain.*

Despite this declaration, Castro has ruled Cuba as a dictator for more than 40 years.

**INTEGRATED TECHNOLOGY**

**INTERNET ACTIVITY** Create a time line of the important events in Castro's rule of Cuba. Go to **classzone.com** for your research.

**History Makers**

**Fidel Castro**

How do you account for Castro's change from a modest leader seeking his people's freedom into a dictator? (*corrupted by power*)

Since 1959, when he overthrew the Batista regime, Castro has withstood numerous attempts to topple his regime through assassination, invasion, and economic pressure. He is the world's longest-surviving Communist ruler.

**INTEGRATED TECHNOLOGY**

**Rubric** Time lines should

- include a list of significant events.
- be accurate and brief.

**More About . . .**

**The Sandinistas**

The Sandinista National Liberation Front was formed in 1961. It drew its support from students, workers, and peasants. The Sandinista government included non-Communists as well as Communists, although during the long civil war, many non-Communists dropped out of the party, allowing it to drift more into the Soviet camp. Even so, the Sandinistas never adopted the Soviet economic plan. Small and medium-sized farms and businesses remained private. Some political opposition was also tolerated, which ultimately allowed Nicaraguans to vote the Sandinistas out of power. Today, they remain as an opposition party.

**A. Answer U.S.—** desire to protect itself and prevent the spread of communism; Soviet—desire to support its Communist ally

**MAIN IDEA**

**Contrasting**

What differing U.S. and Soviet aims led to the Cuban missile crisis?

**B. Answer because** the Sandinistas were supporting socialist rebels in El Salvador

**MAIN IDEA**

**Analyzing Motives**

Why did the U.S. switch its support from the Sandinistas to the Contras?

**DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**

**Cuban Missile Crisis**

**Class Time** 25 minutes

**Task** Preparing a news broadcast reporting the Cuban Missile Crisis

**Purpose** To gain a better understanding of events and tensions during the Cuban Missile Crisis

**Instructions** Explain to students that the Cuban Missile Crisis developed quickly and took the public by complete surprise. Have them work in a group as a news team to duplicate the urgency and drama of a live broadcast of the time. Students should prepare by mastering details of

the event as presented in their text as well as in the Geography Application and in the Speech by John F. Kennedy in In-Depth Resources for Unit 5. You might also ask them to do additional research to find more in-depth details. Then have students divide up roles. These might include the news anchors and reporters, key figures involved in the event, such as President Kennedy and Secretary McNamara, and citizens of the time who might give their reactions to events. Students should write a brief script outline and then present their broadcast to the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

**17** **GEOGRAPHY APPLICATION: REGION**  
**The Cuban Missile Crisis**

Section 4

Directions: Read the speech below and study the map carefully. Then answer the questions that follow.

**17** **PRIMARY SOURCE** **The Cuban Missile Crisis**  
Speech by John F. Kennedy

**On October 22, 1962, the White House announced that President John F. Kennedy had received information from the National Security Agency that the Soviet Union had secretly agreed to place nuclear missiles in Cuba. This was the first time the United States had learned about the presence of Soviet nuclear sites in Cuba and the Cuban Missile Crisis had begun. The following day, Kennedy announced that the United States would blockade Cuba.**

On October 22, 1962, the world learned another shocking news item: the United States had learned that the Soviet Union had secretly agreed to place nuclear missiles in Cuba. This was the first time the United States had learned about the presence of Soviet nuclear sites in Cuba and the Cuban Missile Crisis had begun. The following day, Kennedy announced that the United States would blockade Cuba.

It is difficult to write or even discuss these problems as an objective of education. That is which is made either independently or in response to another's work. It is not and will be not with this intention.

The goal is to have students for the present a full of hands, as all parties had it in the case of the Cuban Missile Crisis. The goal is to have students for the present a full of hands, as all parties had it in the case of the Cuban Missile Crisis. The goal is to have students for the present a full of hands, as all parties had it in the case of the Cuban Missile Crisis.

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ably, it could not be as an order to destroy the missiles and their sites in Cuba.

On October 22, Kennedy announced a blockade of Cuba. The United States would not permit any further shipments of missiles and other weapons to Cuba. Kennedy also announced that the United States would block Cuba.

Kennedy announced that the United States would block Cuba. Kennedy also announced that the United States would block Cuba.

Kennedy announced that the United States would block Cuba. Kennedy also announced that the United States would block Cuba.

Kennedy announced that the United States would block Cuba. Kennedy also announced that the United States would block Cuba.

**Research Options**

**1. Analyzing Effects** Research the short- and long-term effects of the Cuban Missile Crisis on the United States and the Soviet Union. Write a brief report on your findings.

**2. Creating a Multimedia Presentation** Find additional images, videos, or audio recordings, and create a multimedia presentation about the Cuban Missile Crisis. Share your presentation with your classmates.

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**In-Depth Resources: Unit 5**

## Confrontations in the Middle East

10.9.2; 10.9.5

### Critical Thinking

- Was Communism the cause of the ouster of Shah Pahlavi from Iran? Explain. (*No. Nationalism and protecting traditional Islamic values were*)
- Could the United States have gained Khomeini's support by withdrawing aid to the shah? (*No. He opposed the threat of Western influence and values on Islamic values.*)

## More About . . .

### American Hostages in Iran

Taking diplomats hostage was so unprecedented that no one dreamed how long the Iranian crisis would endure. One of the hostages recalled that he refused to take off his jacket or tie after he was blindfolded and strapped to a chair on the first day because he was due at a dinner party that night. At the same time, his most pressing worry was notifying his "very chic Iranian hostess" that he was not going to be able to attend her party.

#### In-Depth Resources: Unit 5

- History Makers: Ruholla Khomeini, p. 18

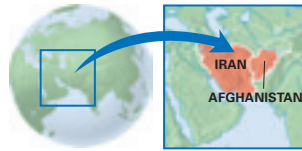
#### Electronic Library of Primary Sources

- from *444 Days: The Hostages Remember*

## Confrontations in the Middle East

As the map on page 550 shows, Cold War confrontations continued to erupt around the globe. The oil-rich Middle East attracted both superpowers.

**Religious and Secular Values Clash in Iran** Throughout the Middle East, oil industry wealth fueled a growing clash between traditional Islamic values and modern Western materialism. In no country was this cultural conflict more dramatically shown than in Iran (Persia before 1935). After World War II, Iran's leader, Shah Mohammed Reza Pahlavi (pah•luh•vee), embraced Western governments and wealthy Western oil companies. Iranian nationalists resented these foreign alliances and united under Prime Minister Mossadeq (moh•sah•DEHK). They nationalized a British-owned oil company and, in 1953, forced the shah to flee. Fearing Iran might turn to the Soviets for support, the United States helped restore the shah to power.



**The United States Supports Secular Rule** With U.S. support, the shah westernized his country. By the end of the 1950s, Iran's capital, Tehran, featured gleaming skyscrapers, foreign banks, and modern factories. Millions of Iranians, however, still lived in extreme poverty. The shah tried to weaken the political influence of Iran's conservative Muslim leaders, known as ayatollahs (eye•uh• TOH•luhz), who opposed Western influences. The leader of this religious opposition, **Ayatollah Ruholla Khomeini** (koh• MAY•nee), was living in exile. Spurred by his tape-recorded messages, Iranians rioted in every major city in late 1978. Faced with overwhelming opposition, the shah fled Iran in 1979. A triumphant Khomeini returned to establish an Islamic state and to export Iran's militant form of Islam.

**Khomeini's Anti-U.S. Policies** Strict adherence to Islam ruled Khomeini's domestic policies. But hatred of the United States, because of U.S. support for the shah, was at the heart of his foreign policy. In 1979, with the ayatollah's blessing, young Islamic revolutionaries seized the U.S. embassy in Tehran. They took more than 60 Americans hostage and demanded the United States force the shah to face trial. Most hostages remained prisoners for 444 days before being released in 1981.

Khomeini encouraged Muslim radicals elsewhere to overthrow their secular governments. Intended to unify Muslims, this policy heightened tensions between Iran and its neighbor and territorial rival, Iraq. A military leader, Saddam Hussein (hoo•SAYN), governed Iraq as a secular state.

▼ Ayatollah Khomeini (inset) supported the taking of U.S. hostages by Islamic militants in Tehran in 1979.



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## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Time Line for the Cold War

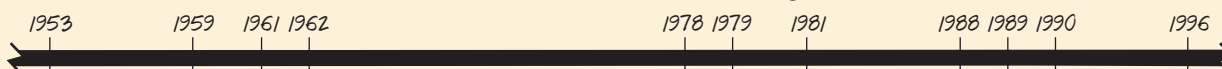
**Class Time** 20 minutes

**Task** Completing a time line of major events during the Cold War

**Purpose** To identify and develop understanding of the sequence of events during the Cold War

**Instructions** Draw the following time line on the

*Latin America*



*Middle East*

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chalkboard. Then have students work as a group at the board to write at least one event for either Latin America or the Middle East for each date shown on the time line. Alternatively, break students into smaller groups and have them copy the time line onto a piece of paper and complete it. Have them use their texts to find the information. If they need additional help, provide them with the Guided Reading worksheet for Section 4.

**7** GUIDED READING *The Cold War Decides the World*

**A. Following Chronological Order** As you read about conflict between the superpowers, look for the dates and the Middle East events on the timeline.

1953	Ruholla Khomeini leads a revolution in Iran.	1. How did revolutionaries affect Cuba?
1961	Cuba backs Cuba's invasion of Bay of Pigs.	2. Why did the United States support the invasion?
1962	Soviet nuclear missiles that Cuba withdraw missiles from Cuba.	3. How was the Cuban Missile Crisis resolved?
1979	Communist Sandinista rebels overthrow dictatorship in Nicaragua.	4. How does the communist of civil war for Nicaragua?
1981	Iran releases U.S. hostages.	5. Why did the Iranian Khomeini take the United States?
1988	U.S. ceasefire ends hostilities between Iran and Iraq.	6. What part did the United States play in this conflict?
1989	Saddam Hussein withdraws his forces from Afghanistan.	7. How was the Soviet withdrawal in Afghanistan ended in U.S. involvement in Iraq?

**B. Researching Main Ideas** Use the back of this paper, a folder, and give examples of the Third World and nonaligned nations.

4 Unit 5, Chapter 17

In-Depth Resources: Unit 5

War broke out between Iran and Iraq in 1980. The United States secretly gave aid to both sides because it did not want the balance of power in the region to change. The Soviet Union, on the other hand, had long been a supporter of Iraq. A million Iranians and Iraqis died in the war before the UN negotiated a ceasefire in 1988.

**The Superpowers Face Off in Afghanistan** For several years following World War II, Afghanistan maintained its independence from both the neighboring Soviet Union and the United States. In the 1950s, however, Soviet influence in the country began to increase. In the late 1970s, a Muslim revolt threatened to topple Afghanistan's Communist regime. This revolt led to a Soviet invasion in 1979.

The Soviets expected to prop up the Afghan Communists and quickly withdraw. Instead, just like the United States in Vietnam, the Soviets found themselves stuck. And like the Vietcong in Vietnam, rebel forces outmaneuvered a military superpower. Supplied with American weapons, the Afghan rebels, called mujahideen, or holy warriors, fought on.

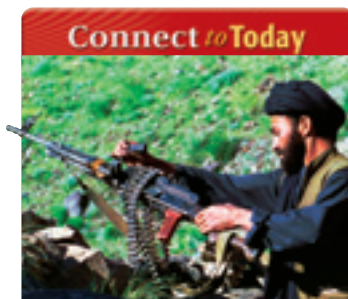
The United States had armed the rebels because they considered the Soviet invasion a threat to Middle Eastern oil supplies. President Jimmy Carter warned the Soviets against any attempt to gain control of the Persian Gulf. To protest the invasion, he stopped U.S. grain shipments to the Soviet Union and ordered a U.S. boycott of the 1980 Moscow Olympics. In the 1980s, a new Soviet president, Mikhail Gorbachev, acknowledged the war's devastating costs. He withdrew all Soviet troops by 1989. By then, internal unrest and economic problems were tearing apart the Soviet Union itself.

D. Answer Both superpowers became mired in long, bloody struggles with guerrilla forces who ultimately defeated them.

**MAIN IDEA**

**Comparing**

In what ways were U.S. involvement in Vietnam and Soviet involvement in Afghanistan similar?



**The Taliban**

Islamic religious students, or taliban, were among the *mujahideen* rebels who fought the Soviet occupation of Afghanistan. Various groups of students loosely organized themselves during a civil war among *mujahideen* factions that followed the Soviet withdrawal in 1989.

In 1996, one of these groups, called the Taliban, seized power and established an Islamic government. At first, they were popular among many Afghans. But they imposed a repressive rule especially harsh on women, and failed to improve the lives of the people. They also gave sanctuary to international Islamic terrorists. In 2001, an anti-terrorist coalition led by the United States drove them from power.

**Connect to Today**

**The Taliban**

The Taliban had little support outside of Afghanistan. Most countries opposed their policy toward women, their severe criminal punishments, and their destruction of non-Islamic art relics. One of the worst crimes against non-Islamic art was the destruction of two giant Buddhas, one more than 175 feet high, that dated from the 4th and 5th centuries.

**SECTION 4 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Third World
- nonaligned nations
- Fidel Castro
- Anastasio Somoza
- Daniel Ortega
- Ayatollah Ruholla Khomeini

**USING YOUR NOTES**

2. Which confrontation had the most lasting significance? (10.9.3)

Country	Conflict
Cuba	
Nicaragua	
Iran	

**MAIN IDEAS**

- How was the Cuban Missile Crisis resolved? (10.9.2)
- What was significant about the 1990 elections in Nicaragua? (10.9.2)
- Why did the Soviet Union invade Afghanistan? (10.9.5)

**CRITICAL THINKING & WRITING**

- MAKING INFERENCES** What advantages and disadvantages might being nonaligned have offered a developing nation during the Cold War? (10.9.2)
- COMPARING** What similarities do you see among U.S. actions in Nicaragua, Cuba, and Iran? (10.9.3)
- ANALYZING CAUSES** What were the reasons that Islamic fundamentalists took control of Iran? (10.9.5)
- WRITING ACTIVITY** **REVOLUTION** For either Cuba, Nicaragua, or Iran, write an annotated **time line** of events discussed in this section. (Writing 2.3.d)

**CONNECT TO TODAY WRITING AN OPINION PAPER**

Research the effects of the U.S. trade embargo on Cuba. Write a two-paragraph **opinion paper** on whether it would be in the best interests of the United States to lift that embargo. (Writing 2.4.a)

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**3 ASSESS**

**SECTION 4 ASSESSMENT**

Have students answer the questions individually. Then have them meet in small groups to discuss and check their work.

**Formal Assessment**

- Section Quiz, p. 297

**4 RETEACH**

Instruct students to use the Reteaching Activity to review the main ideas of the section.

**In-Depth Resources: Unit 5**

- Reteaching Activity, p. 24

**ANSWERS**

- Third World, p. 548 • nonaligned nations, p. 548 • Fidel Castro, p. 550 • Anastasio Somoza, p. 551 • Daniel Ortega, p. 551 • Ayatollah Ruholla Khomeini, p. 552

- Sample Answer:** Cuba—dictator to Communist, later resisted U.S. invasion; Nicaragua—dictator to Communist, then democratic; Iran—dictator to Islamic fundamentalist. **Possible Answer:** students may choose Cuba because of proximity to the U.S. and the duration.
- Soviet Union withdrew missiles; U.S. pledged not to invade Cuba.
- first free elections in Nicaragua's history
- to support the Communist regime
- Possible Answer:** Advantages—control over

- own politics and economies; ability to accept help from either side; Disadvantages—lack of economic and military support from superpowers
- Possible Answer:** U.S. supported dictators who were overthrown by popular uprisings. It intervened in all three countries to protect its interests—a takeover by Communist Sandinistas in Nicaragua and by Castro in Cuba, and loss of vital oil supplies from Iran.
  - Possible Answers:** wanted to return to traditional values; they were opposed to

- Western influences.
- Rubric** The time line should
    - be organized chronologically.
    - contain all major events described for either Cuba, Nicaragua, or Iran.

**CONNECT TO TODAY**

- Rubric** The opinion paper should
- clearly state a position about the issue.
  - present supporting reasons.
  - rebut the other point of view.

## LESSON PLAN

### OBJECTIVES

- Analyze Soviet domination of Eastern Europe and the Soviet Union-China split.
- Trace the origins of détente and its effects on the Cold War.
- Describe the renewal of Cold War tensions in the 1980s.

### 1 FOCUS & MOTIVATE

Ask students if Stalin's name belongs on a list of famous bullies. Point out that real-life bullies can be punished, although not always in their lifetime.

### 2 INSTRUCT

#### Soviet Policy in Eastern Europe and China

10.9.1; 10.9.2; 10.9.5

#### Critical Thinking

- Why was the Soviet Union determined to keep Hungary as a satellite? (*to keep it as a buffer zone; to prevent other East European nations from rebelling*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L79  
California Modified Lesson Plans for English Learners, p. 153  
California Daily Standards Practice Transparencies, TT71  
California Standards Enrichment Workbook, pp. 91–92, 93–94, 99–100, 103–104  
California Standards Planner and Lesson Plans, p. L149  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Military parade in Red Square, Moscow, USSR, 1987

Buzz Aldrin and the U.S. flag on the moon, 1969

## The Cold War Thaws

#### MAIN IDEA

**EMPIRE BUILDING** The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy.

#### WHY IT MATTERS NOW

The United States and the countries of the former Soviet Union continue to cooperate and maintain a cautious peace.

#### TERMS & NAMES

- Nikita Khrushchev
- Leonid Brezhnev
- John F. Kennedy
- Lyndon Johnson
- détente
- Richard M. Nixon
- SALT
- Ronald Reagan

#### CALIFORNIA STANDARDS

**10.9.1** Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

**10.9.2** Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

**10.9.5** Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

**10.9.7** Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

**SETTING THE STAGE** In the postwar years, the Soviet Union kept a firm grip on its satellite countries in Eastern Europe. These countries were Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania, and East Germany. (Yugoslavia had broken away from Soviet control in 1948, although it remained Communist.) The Soviet Union did not allow them to direct and develop their own economies. Instead, it insisted that they develop industries to meet Soviet needs. These policies greatly hampered Eastern Europe's economic recovery.

#### Soviet Policy in Eastern Europe and China

More moderate Soviet leaders came to power after Stalin's death. They allowed satellite countries somewhat more independence, as long as they remained allied with the Soviet Union. During the 1950s and 1960s, however, growing protest movements in Eastern Europe threatened the Soviet grip on the region. Increasing tensions with China also diverted Soviet attention and forces.

**Destalinization and Rumblings of Protest** After Stalin died in 1953, **Nikita Khrushchev** became the dominant Soviet leader. In 1956, the shrewd, tough Khrushchev denounced Stalin for jailing and killing loyal Soviet citizens. His speech signaled the start of a policy called destalinization, or purging the country of Stalin's memory. Workers destroyed monuments of the former dictator. Khrushchev called for "peaceful competition" with capitalist states.

But this new Soviet outlook did not change life in satellite countries. Their resentment at times turned to active protest. In October 1956, for example, the Hungarian army joined protesters to overthrow Hungary's Soviet-controlled government. Storming through the capital, Budapest, mobs waved Hungarian flags with the Communist hammer-and-sickle emblem cut out. "From the youngest child to the oldest man," one protester declared, "no one wants communism."

A popular and liberal Hungarian Communist leader named Imre Nagy (IHM•ray nahj) formed a new government. Nagy promised free elections and demanded Soviet troops leave. In response, Soviet tanks and infantry entered Budapest in November. Thousands of Hungarian freedom fighters armed themselves with pistols and bottles, but were overwhelmed. A pro-Soviet government was installed, and Nagy was eventually executed.

#### TAKING NOTES

**Outlining** Organize main ideas and details about the Cold War thaw.

I. Soviet Policy in Eastern Europe and China

A.

B.

II. From Brinkmanship to Détente

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## SECTION 5 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 5

#### Formal Assessment

- Section Quiz, p. 298

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 136

#### Reading Study Guide (Spanish), p. 187

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 5
- Building Vocabulary, p. 6
- Reteaching Activity, p. 25

#### Reading Study Guide, p. 187

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 5

- Primary Source: Political Cartoon, p. 13

#### Electronic Library of Primary Sources

- Speech on Stalin by Nikita Khrushchev

- from *A Student's Diary*

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Critical Thinking Transparencies

- CT69 Chapter 33 Visual Summary

#### Electronic Library of Primary Sources

- Speech on Stalin by Nikita Khrushchev
- from *A Student's Diary*

classzone.com



## History Makers

**Imre Nagy (1896–1958)**

Imre Nagy was born into a peasant family in Hungary. During World War I, he was captured by the Soviets and recruited into their army. He then became a Communist.

Nagy held several posts in his country's Communist government, but his loyalty remained with the peasants. Because of his independent approach, he fell in and out of favor with the Soviet Union. In October 1956, he led an anti-Soviet revolt. After the Soviets forcefully put down the uprising, they tried and executed him.

In 1989, after Communists lost control of Hungary's government, Nagy was reburied with official honors.



▲ Czech demonstrators fight Soviet tanks in 1968.

**Alexander Dubček (1921–1992)**

Alexander Dubček was the son of a Czech Communist Party member. He moved rapidly up through its ranks, becoming party leader in 1968.

Responding to the spirit of change in the 1960s, Dubček instituted broad reforms during the so-called Prague Spring of 1968. The Soviet Union reacted by sending tanks into Prague to suppress a feared revolt. The Soviets expelled Dubček from the party. He regained political prominence in 1989, when the Communists agreed to share power in a coalition government. When Czechoslovakia split into two nations in 1992, Dubček became head of the Social Democratic Party in Slovakia.

## History Makers

**Imre Nagy and Alexander Dubček**

Why was Dubček able to survive the Soviets whereas Nagy could not? (*Nagy led an actual revolt; Dubček led a reform movement, not a revolt.*)

Imre Nagy and Alexander Dubček were unlikely heroes. Nagy seemed to be more of an idealistic bookworm than a man of action. Nevertheless, he not only agreed to lead the Hungarian uprising, but also defended his country's bid for independence with his life. A Hungarian supporter said, "If his life was a question mark, his death was an answer."

In contrast, Dubček played by Communist rules and rose steadily through the ranks. He revealed his reformist colors, however, in 1967 when he won the support of political and economic reformers. He granted greater freedom of expression to the press and in 1968 proposed a full-blown reform program designed to democratize the country.

**The Revolt in Czechoslovakia** Despite the show of force in Hungary, Khrushchev lost prestige in his country as a result of the Cuban Missile Crisis in 1962. In 1964, party leaders voted to remove him from power. His replacement, **Leonid Brezhnev**, quickly adopted repressive domestic policies. The party enforced laws to limit such basic human rights as freedom of speech and worship. Government censors controlled what writers could publish. Brezhnev clamped down on those who dared to protest his policies. For example, the secret police arrested many dissidents, including Aleksandr Solzhenitsyn, winner of the 1970 Nobel Prize for literature. They then expelled him from the Soviet Union.

Brezhnev made clear that he would not tolerate dissent in Eastern Europe either. His policy was put to the test in early 1968. At that time, Czech Communist leader Alexander Dubček (DOOB•chek) loosened controls on censorship to offer his country socialism with "a human face." This period of reform, when Czechoslovakia's capital bloomed with new ideas, became known as Prague Spring. However, it did not survive the summer. On August 20, armed forces from the Warsaw Pact nations invaded Czechoslovakia. Brezhnev justified this invasion by claiming the Soviet Union had the right to prevent its satellites from rejecting communism, a policy known as the Brezhnev Doctrine.

**The Soviet-Chinese Split** While many satellite countries resisted Communist rule, China was committed to communism. In fact, to cement the ties between Communist powers, Mao and Stalin had signed a 30-year treaty of friendship in 1950. Their spirit of cooperation, however, ran out before the treaty did.

The Soviets assumed the Chinese would follow Soviet leadership in world affairs. As the Chinese grew more confident, however, they resented being in Moscow's shadow. They began to spread their own brand of communism in Africa and other

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## MAIN IDEA

## Analyzing Issues

Why was Nikita Khrushchev removed from power in 1964?

## A. Possible

Answer because he lost face during the Cuban Missile Crisis of 1962

## More About . . .

**The Brezhnev Doctrine**

Leonid Brezhnev's claim that the Soviet Union had a right to prevent its satellite countries from rejecting Communism came to be known as the Brezhnev Doctrine. This policy was invoked as late as 1979 to justify the Soviet invasion of Afghanistan.

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

**Honoring Cold War Heroes**

**Class Time** 30 minutes

**Task** Writing statements and staging a ceremony to honor heroes of the Cold War

**Purpose** To evaluate Cold War issues and personalities

**Instructions** Have students work in small groups and choose a Cold War hero, such as Imre Nagy or John F. Kennedy. Then tell them to write a testimonial honoring that person's contributions to history. The testimonial statements should:

- identify the hero.
- describe the person's actions during the Cold War that earned recognition.

- describe the challenges, dangers, or other obstacles the person faced.
- convey the person's personality.
- provide biographical information.

You might also ask groups to create visual materials, such as posters and collages to accompany their statements. The materials should depict the hero's actions or the events that surrounded him. Then provide time for an awards ceremony. Have each group select one member to represent the group and make the presentation. Use the Guided Reading worksheet for additional help with the section.



Guided Reading: *The Cold War Threats*  
Section 5

A. Determining Main Ideas As you read this section, take notes to answer the questions.

How did each country try to resist Soviet rule?		
1. Hungary	2. Czechoslovakia	3. China

What was the foreign policy of each U.S. president?

4. John F. Kennedy	5. Lyndon Johnson	6. Richard Nixon	7. Gerald R. Ford

What was the objective of each of the following?

8. Berlin	9. SALT I Treaty	10. "Star Wars"

B. Checking On the back of this paper, identify Nikita Khrushchev and Leonid Brezhnev.

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In-Depth Resources: Unit 5

## From Brinkmanship to Détente

10.9.2

### Critical Thinking

- Who was the Soviet leader who blinked? What happened to him? (*Khrushchev; removed from power*)
- How was the SALT I Treaty an example of realpolitik? (*practical, flexible solution to arms race*)

### Electronic Library of Primary Sources

- Speech on Stalin by Nikita Khrushchev
- from *A Student's Diary*

## Tip for English Learners

Read Secretary Rusk's statement and call attention to the metaphor "eyeball to eyeball . . . just blinked." Tell students that when two people confront each other, it's sometimes said they're standing eyeball to eyeball, or staring at each other. If one blinks, it's because that person has lost courage and given up.

▼ U.S. president Nixon visits China in 1972, accompanied by Chinese premier Zhou Enlai (left).



parts of Asia. In 1959, Khrushchev punished the Chinese by refusing to share nuclear secrets. The following year, the Soviets ended technical economic aid. The Soviet-Chinese split grew so wide that fighting broke out along their common border. After repeated incidents, the two neighbors maintained a fragile peace.

## From Brinkmanship to Détente

In the 1970s, the United States and the Soviet Union finally backed away from the aggressive policies of brinkmanship that they had followed during the early post-war years. The superpowers slowly moved to lower tensions.

**Brinkmanship Breaks Down** The brinkmanship policy followed during the presidencies of Eisenhower, Kennedy, and Johnson led to one terrifying crisis after another. Though these crises erupted all over the world, they were united by a common fear. Nuclear war seemed possible.

In 1960, the U-2 incident prevented a meeting between the United States and the Soviet Union to discuss the buildup of arms on both sides. Then, during the administration of **John F. Kennedy** in the early 1960s, the Cuban Missile Crisis made the superpowers' use of nuclear weapons a real possibility. (See page 551.) The crisis ended when Soviet ships turned back to avoid a confrontation at sea. "We're eyeball to eyeball," the relieved U.S. Secretary of State Dean Rusk said, "and I think the other fellow just blinked." But Kennedy's secretary of defense, Robert McNamara, admitted how close the world had come to disaster:

### PRIMARY SOURCE

In the face of an air attack [on Cuba] and in the face of the probability of a ground attack, it was certainly possible, and I would say probable, that a Cuban sergeant or Soviet officer in a missile silo, without authority from Moscow, would have launched one or more of those intermediate-range missiles, equipped with a nuclear warhead, against one or more of the cities on the East Coast of the United States.

**ROBERT MCNAMARA**, quoted in *Inside the Cold War*

Tensions remained high. After the assassination of Kennedy in 1963, **Lyndon Johnson** assumed the presidency. Committed to stopping the spread of communism, President Johnson escalated U.S. involvement in the war in Vietnam.

**The United States Turns to Détente** Widespread popular protests wracked the United States during the Vietnam War. And the turmoil did not end with U.S. withdrawal. As it tried to heal its internal wounds, the United States backed away from its policy of direct confrontation with the Soviet Union. **Détente**, a policy of lessening Cold War tensions, replaced brinkmanship under **Richard M. Nixon**.

President Nixon's move toward détente grew out of a philosophy known as realpolitik. This term comes from the German word meaning "realistic politics." In practice, realpolitik meant dealing with other nations in a practical and flexible manner. While the United States continued to try to contain the spread of communism, the two superpowers agreed to pursue détente and to reduce tensions.

**Nixon Visits Communist Powers** Nixon's new policy represented a personal reversal as well as a political shift for the country. His rise in politics in the 1950s was largely due to his strong anti-Communist position. Twenty years later, he became the first U.S. president to visit Communist China. The visit made sense in a world in which three, not just two,

**B. Possible Answers** Yes, because the Soviets had installed missiles in Cuba with the intent to use them against the United States. No, because the Soviets intended their missiles only to be a threat and not used.

### MAIN IDEA

#### Analyzing Primary Sources

Do you think that Robert McNamara's view of the Soviet threat in Cuba was justified? Explain.

### Vocabulary

**Détente** is a French word meaning "a loosening."

## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### Summarizing and Sequencing Events

**Class Time** 15 minutes

**Task** Identifying and using key vocabulary

**Purpose** To clarify understanding of events of the Cold War

**Instructions** Divide the class into six groups. Have each group create a poster about a key Cold War event. Possible events include the following:

- 1956 Hungarian uprising
- Prague Spring
- Cuban missile crisis

- expansion of the war in Vietnam
- President Nixon's visit to China
- Soviet invasion of Afghanistan
- signing of the Salt I Treaty

Have students provide a heading, slogan, or very brief caption for their posters. The posters can be a straightforward representation of the events, or they can present an editorial comment on the events. Have students share responsibilities for presenting their posters to the class. For help, provide students with the Reading Study Guide in Spanish for Section 5.

**CHAPTER 17** Section 5 (Pages 554-557)

### The Cold War Thaws

**ANTES DE LEER**  
En el capítulo anterior, viste acerca de las luchas en el mundo durante la Guerra Fría.  
En esta sección, verás acerca de los principios básicos de la Guerra Fría en la década de 1950 a los 1980.

**AL LEER**  
Haz un cuadro para tomar notas sobre los eventos que acontecieron o desarrollaron tensiones entre las superpotencias.

**HEMOS Y ANDEMOS**  
Nikita Khrushchev dirigía la Unión Soviética durante el Secretario de Estado John Foster Dulles.  
Durante la década de 1950, el mundo estuvo dividido en dos bloques: el bloque occidental y el bloque oriental.  
El líder soviético Nikita Khrushchev fue el primero en visitar los Estados Unidos.  
El líder estadounidense John F. Kennedy fue el primero en visitar la Unión Soviética.  
El líder soviético Leonid Brezhnev fue el primero en visitar los Estados Unidos.  
El líder estadounidense Richard M. Nixon fue el primero en visitar China.  
El líder soviético Leonid Brezhnev fue el primero en visitar los Estados Unidos.

**Soviet Policy in Eastern Europe and China**  
¿Cómo mantuvieron las superpotencias el control sobre Europa oriental?  
Nikita Khrushchev fue el dirigente más liberal de la Unión Soviética.  
El líder soviético Leonid Brezhnev fue el primero en visitar los Estados Unidos.  
El líder soviético Leonid Brezhnev fue el primero en visitar los Estados Unidos.

**Reading Study Guide: Spanish Translation**

superpowers eyed each other suspiciously. “We want the Chinese with us when we sit down and negotiate with the Russians,” Nixon explained.

Three months after visiting Beijing in February 1972, Nixon visited the Soviet Union. After a series of meetings called the Strategic Arms Limitation Talks (**SALT**), Nixon and Brezhnev signed the SALT I Treaty. This five-year agreement, limited to 1972 levels the number of intercontinental ballistic and submarine-launched missiles each country could have. In 1975, 33 nations joined the United States and the Soviet Union in signing a commitment to détente and cooperation, the Helsinki Accords.

## The Collapse of Détente

Under presidents Nixon and Gerald Ford, the United States improved relations with China and the Soviet Union. In the late 1970s, however, President Jimmy Carter was concerned over harsh treatment of protesters in the Soviet Union. This threatened to prevent a second round of SALT negotiations. In 1979, Carter and Brezhnev finally signed the SALT II agreement. When the Soviets invaded Afghanistan later that year, however, the U.S. Congress refused to ratify SALT II. Concerns mounted as more nations, including China and India, began building nuclear arsenals.

**Reagan Takes an Anti-Communist Stance** A fiercely anti-Communist U.S. president, **Ronald Reagan**, took office in 1981. He continued to move away from détente. He increased defense spending, putting both economic and military pressure on the Soviets. In 1983, Reagan also announced the Strategic Defense Initiative (SDI), a program to protect against enemy missiles. It was not put into effect but remained a symbol of U.S. anti-Communist sentiment.

Tensions increased as U.S. activities such as arming Nicaragua’s Contras pushed the United States and Soviet Union further from détente. However, a change in Soviet leadership in 1985 brought a new policy toward the United States and the beginnings of a final thaw in the Cold War. Meanwhile, as you will learn in the next chapter, developing countries continued their own struggles for independence.



▲ Ronald Reagan's 1980 political poster highlights the strong patriotic theme of his campaign.

C. Answer Nixon pursued a policy of détente, or easing of tensions. Reagan brought tensions to a new height.

### MAIN IDEA

#### Contrasting

In what ways did Nixon's and Reagan's policies toward the Soviet Union differ?

## SECTION 5 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

• Nikita Khrushchev • Leonid Brezhnev • John F. Kennedy • Lyndon Johnson • détente • Richard M. Nixon • SALT • Ronald Reagan

### USING YOUR NOTES

2. What do you consider the most significant reason for the collapse of détente? (10.9.7)

- I. Soviet Policy in Eastern Europe and China
  - A.
  - B.
- II. From Brinkmanship to Détente

### MAIN IDEAS

3. What effects did destalinization have on Soviet satellite countries? (10.9.5)
4. What changes did Alexander Dubček seek to make in Czechoslovakia in 1968, and what happened? (10.9.5)
5. Why was the policy of brinkmanship replaced? (10.9.7)

### CRITICAL THINKING & WRITING

6. **DEVELOPING HISTORICAL PERSPECTIVE** In view of Soviet postwar era policies toward Eastern Europe, what reasons did people in Eastern Europe have for resistance? (10.9.1)
7. **EVALUATING DECISIONS** Do you think it was a wise political move for Nixon to visit Communist China and the Soviet Union? Why or why not? (10.9.7)
8. **RECOGNIZING EFFECTS** What was the result of Reagan's move away from détente? (10.9.7)
9. **WRITING ACTIVITY** **REVOLUTION** Write a short poem or song lyrics expressing protest against Communist rule by a citizen of a country behind the Iron Curtain. (Writing 2.1.e)

### CONNECT TO TODAY WRITING A SUMMARY

Look through a major newspaper or newsmagazine for articles on Eastern European countries. Then, write a brief **summary** of recent developments there. (Writing 2.3.b)

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## The Collapse of Détente

### 10.9.7

#### Critical Thinking

- What would have been two effects of Congress's refusal to ratify SALT II? (Possible Answers: expansion of nuclear arsenals; greater risk of nuclear war)
- How did SDI increase world tensions? (threatened détente and started new arms race)

## 3 ASSESS

### SECTION 5 ASSESSMENT

Have students work in pairs to answer the questions.

#### Formal Assessment

- Section Quiz, p. 298

## 4 RETEACH

Have students use the Reading Study Guide for Section 5 and the Visual Summary to review the main ideas of the section.

**Reading Study Guide**, pp. 387–388 (also in Spanish)

#### Critical Thinking Transparencies

- CT69 Chapter 33 Visual Summary

#### In-Depth Resources: Unit 5

- Reteaching Activity, p. 25

## ANSWERS

1. Nika Krushchev, p. 554 • Leonid Brezhnev, p. 555 • John F. Kennedy, p. 556 • Lyndon Johnson, p. 556 • détente, p. 556 • Richard M. Nixon, p. 556 • SALT, p. 557 • Ronald Reagan, p. 557

2. **Sample Answer:** I. A. destalinization; B. revolt in Hungary, C. revolt in Czechoslovakia; D. Soviet-Chinese split; II. A. U-2 incident, B. Cuban missile crisis, C. escalation of Vietnam War, D. end to Vietnam war, E. Nixon's China trip; F. SALT I treaty; III. A. non-ratification of SALT II, B. SDI  
**Possible Answers:** Détente collapsed because of refusal to ratify SALT II, Soviet invasion of Afghanistan, SDI.
3. **Possible Answer:** None; their resentment and protest against Soviet rule continued

4. **Possible Answer:** Dubček attempted to moderate socialism; Soviets invaded.

5. **Possible Answer:** U.S. decided to reduce tensions.

6. absence of freedom, subordination to Communist control and Soviet interests

7. **Possible Answers:** Wise—Nuclear war threatened world. China could not be ignored. Unwise—Visit hurt efforts to contain communism

8. **Possible Answer:** Tensions increased between the superpowers.

9. **Rubric** The poem or song lyrics should
  - give an idea of life under communism.
  - give reasons to revolt.
  - use rhythm and repetition.

### CONNECT TO TODAY

**Rubric** The summary should

- show an understanding of the articles.
- convey the information accurately.