9. The Cold War in the United States

In World War II, the U.S. had two main goals: stop Japan and Germany from expanding. In these two aspects Americans achieved success. The Allies destroyed the militaristic regimes of Japan and Germany and erected new democratic societies in both of these lands. However, the peace of World War II did not bring U.S. troops home. U.S. troops did not come home after World War II, and they still are stationed in western Europe.

After World War II, the world was split into two main camps, the communist nations and the democratic nations. American soldiers stationed in Europe and Asia stayed and fought to counter communism and the Soviet Union. Latin America also became the battleground of ideas of communism and democracy. A new kind of war began for America and the world, the Cold War.

In your essay, trace the development of the Cold War from its beginnings through the 1960s, focusing mainly on the effects of the Cold War in the United States. Answer the question "How did the Cold War affect American society, 1945–1969?" To answer this question fully, you need to understand the nature of the Cold War, the Soviet government of communism, and the U.S. support of democracy.

You should be familiar with these terms and people as they apply to the Cold War:

- communism
- totalitarianism
- democracy
- Vladimir Lenin
- Josef Stalin
- the Potsdam Conference
- the Soviet Bloc
- containment
- the Loyalty Program
- Ethel and Julius Rosenberg
- Joseph McCarthy
- the Iron Curtain
- McCarran-Walter Act
- domino theory

This essay has six assignments:

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## Prewriting Activities
### A. Taking Notes

Follow the structure below to write notes.

|-----------|-------|------|-------|--------|------|------------------------|

Source:
B. The Rise of Communism

1. What are the main points of *The Communist Manifesto* (1848) by Karl Marx and Robert Engels? The system of capitalism is morally wrong because owners of capital oppress the city workers. The workers do not receive the fruits of their labor. All workers should be owners in the companies they work in. History is a science that is moving toward a communist world, where capitalism will not exist.
2. What kind of government did Russia have in 1916? Russia had a monarchy.
3. What were the problems in Russia in 1916? Russia was losing many lives in World War I, famine was widespread, and Russians were upset with monarch Czar Nicholas II.
4. Who were the Bolsheviks and when did they take over Russia? The Bolsheviks were the main Communist Party in Russia that took over by force in November 1917.
5. In 1920, who were the top two Bolsheviks in Russia? Vladimir Lenin, Leon Trotsky.
6. Under Vladimir Lenin, Russia reorganized into a federation. What was the new name of the country? The Union of Soviet Socialist Republics (U.S.S.R.)
7. In the Soviet Union what freedoms were denied? What could people not do, nor say, that they could in the United States? People could not practice religion, speak against the government, read anything critical against the government, read any literature the government didn’t like, choose where they wanted to live, choose their job, travel freely inside and outside the country, listen to many kinds of music, and start businesses.
8. What did the Communists do to private property and to Church property? Why? Russian Communists took private property and Church property and made it state property, because they believed property should be owned by all through the state.
9. After Lenin died who took over in the Soviet Union? Joseph Stalin
10. What was The Five-Year Plan? The Five-Year Plan was a government-organized set of goals and methods to increase production and improve the economic system in the U.S.S.R.
11. How many civilian lives were killed because of communism? Estimates fall somewhere in between 60,000,000 to 130,000,000.
12. The Soviet Union is known as the world’s first modern totalitarian state. Why was it called totalitarian? The state controlled nearly every facet of the individual’s life.
14. In a Communist state, who or what is more important — the state or the individual? The state
15. Does communism continue the tradition of Western political thought, begun by the Greco-Roman and Judeo-Christian cultures? How or how not?

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C. U.S. Policy against Communism, 1945–1969

1. Who was at the Potsdam Conference at the end of World War II? What was decided among these leaders? Soviet Secretary Joseph Stalin, British Prime Minister Clement Attlee, and President Harry Truman met at Potsdam. These leaders decided to split Germany and Austria up into separate countries and to partition these countries under their respective commands. The Soviet Union promised free elections in Eastern Europe. Germans were expelled from neighboring countries.
2. What happened in the countries occupied by the Soviet Union after World War II? The Soviet Union did not hold free elections and through force controlled all the countries it occupied.
3. What was the Berlin Airlift? Why did the United States help the West Berliners? The Soviet Union blocked all roads leading into Western Berlin and tried to take over this free city. The United States flew in necessary goods for the West Berliners to survive.
4. What was the Marshall Plan? Who participated in the Marshall Plan? Secretary of State George Marshall implemented a huge plan to rebuild Western Europe. The free, noncommunist countries of Europe participated.
5. What was the effect of the Marshall Plan on the countries that participated? The Marshall Plan jump started the rebuilding of Western Europe and sealed the defeat of communist Soviet Union from taking over Europe.
6. Why did most Americans not trust the Communists in the Soviet Union? The communists had been responsible for the murder of tens of millions of their own citizens in the 1920s and 1930s. Soviet communists outlawed religion, locked up or killed religious and political leaders, and reneged on promises to hold free elections in Eastern Europe.
7. In the United States, what law or laws showed that Americans were afraid of communism within America? In 1918, the United States passed the Sedition Act, which made it illegal to speak against the government and gave the Postmaster General the power to deny mail to citizens suspected of dissenting. The Smith Act made it illegal to be a Communist in the United States.
8. What did the House Un-American Activities Committee (HUAC) investigate? The HUAC investigated people suspected of subversion or propaganda that attacked the form of government guaranteed by the U.S. Constitution.
9. Who were the Hollywood Ten? These were film actors, directors or screenwriters who had been affiliated with the Communist Party USA and who would not testify to Congress in regards to their communist activities.
11. How did some Americans prepare for a third world war against the Soviet Union? (What did they build in their backyard?) Some Americans built bomb shelters in their back yards. Schools practiced what to do during a nuclear attack.
D. Class Discussion

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates’ ideas will help you form your own judgment.

Each student must interview at least three classmates who do not sit next to one another. The answers to the following questions must be written down on a piece of paper.

1. What is your name?
3. How did you find your answers?

Reflection

After you have written down all your classmates’ responses, think about them and ask yourself the following questions. Write down your answers under your classmates’ responses.

1. What do I think of my classmates' answers?
2. Which answer is the best to question #2 above?

You should now have a chance to present your ideas in a class discussion. If somebody says something with which you disagree, speak up! In your discussion, you may find out they are actually right and you are wrong. All possible viewpoints should be stated and defended out loud. Test your ideas in class.
5. Using Quotes

An effective analytical essay in social studies will use quotes. For example, an essay about the Declaration of Independence will be stronger if certain passages from this document are used. When you argue a point about the past, there is no better evidence than a quote from a primary source. Also, when you use quotes, it is essential that you frame the quote. Before the quote is used, you need to introduce it. Introducing a quote means to write the original author’s name and the speech or document from which the quote was taken, and to explain the quote briefly. Then write the quote. After you write the quote, tell the reader its meaning. It is your job to lead the reader through the quote, so your main point is emphasized. Do not imagine the reader will understand exactly what you mean, unless you tell the reader exactly what you are thinking.

Look at the example below. The paragraph is part of an answer to the question "According to Thomas Jefferson, is there anybody in society who should have more rights than others?"

According to Thomas Jefferson, all men should have the same rights in society. In the Declaration of Independence, Jefferson writes, “All men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.” This means that each person should be treated equally under the law. Whether you are rich or poor, or whether your family is famous or not, all citizens should have the same rights.

Practice
Practice framing three quotations from your textbook. Use correct punctuation.

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
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3. __________________________________________________________
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23. Analyzing Primary Sources

When you read history and try to analyze it, pay attention to details of the document that tell you important details of the source. These small details can give you incredible insight as to how you should analyze the historical information. Here are a few basic questions to which you should find answers, while you are analyzing historical texts, paintings, or any historical documents.

1. Who wrote (drew, illustrated) it? What position does the writer have? Is the writer a professor, an author of novels? Is the author(s) respected in the field? Did multiple authors prepare the text?

2. Who is (was) the audience? Students? Bookstore customers? Newspaper readers? Magazine readers?

3. When was the text written (drawn/illustrated)? Was it written during a critical time of history that the text is about? Was it written many years after the time of history it is written about? Are historians more biased about events that happen during our lifetime?

4. Who paid for the text to be written? Is there a chance that the author(s) will be biased because of who is paying for the text?

5. Where was the text written? Was the text written in a place that is in the middle of the historical study the text is about? Is it possible the author can be biased based on where it was written? What country is the author from? Is it possible the country might affect someone's perspective?

6. Who is the publisher? Could the publisher have a bias that might affect the veracity (truth) of the materials?

7. Why was the text written? What was the purpose of the text? Was it meant to be part of a textbook? Was it meant to stir emotions for or against the government?