



Elkins High School
Tiger Pride!

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Timothy A. Patrick II

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Students,

Attached is your Snow Days 6-10 Packet. This packet, the Module 21 text and Module 21 PPT is also available on the Elkins High School website as well as on Schoology (the packet is under assignments). Please read through Module 21, complete the packet and, if required, complete the test. Below is a timeline you should follow for completing this work. If you have any questions please reach out to me on Schoology, the e-mail posted above or through LiveGrades. I hope you are all doing well!

Module 21 Starts on page 910 in the textbook you may also refer to the PPT for additional information.

Snow Day Packet Day 6 – read pages 912-922 in the textbook and complete pages 1-5 in the packet

Snow Day Packet Day 7 – read pages 923-931 in the textbook and complete pages 6-10 in the packet

Snow Day Packet Day 8 – read pages 932-939 in the textbook and complete pages 11-12 in the packet

Snow Day Packet Day 9 – read pages 940-949 in the textbook and complete pages 13-15 in the packet

Snow Day Packet Day 10 – read pages 950 – 971 in the textbook and complete the Module 21 test

*For the Module 21 test you need to complete 10 Key I.D.'s & 1 essay

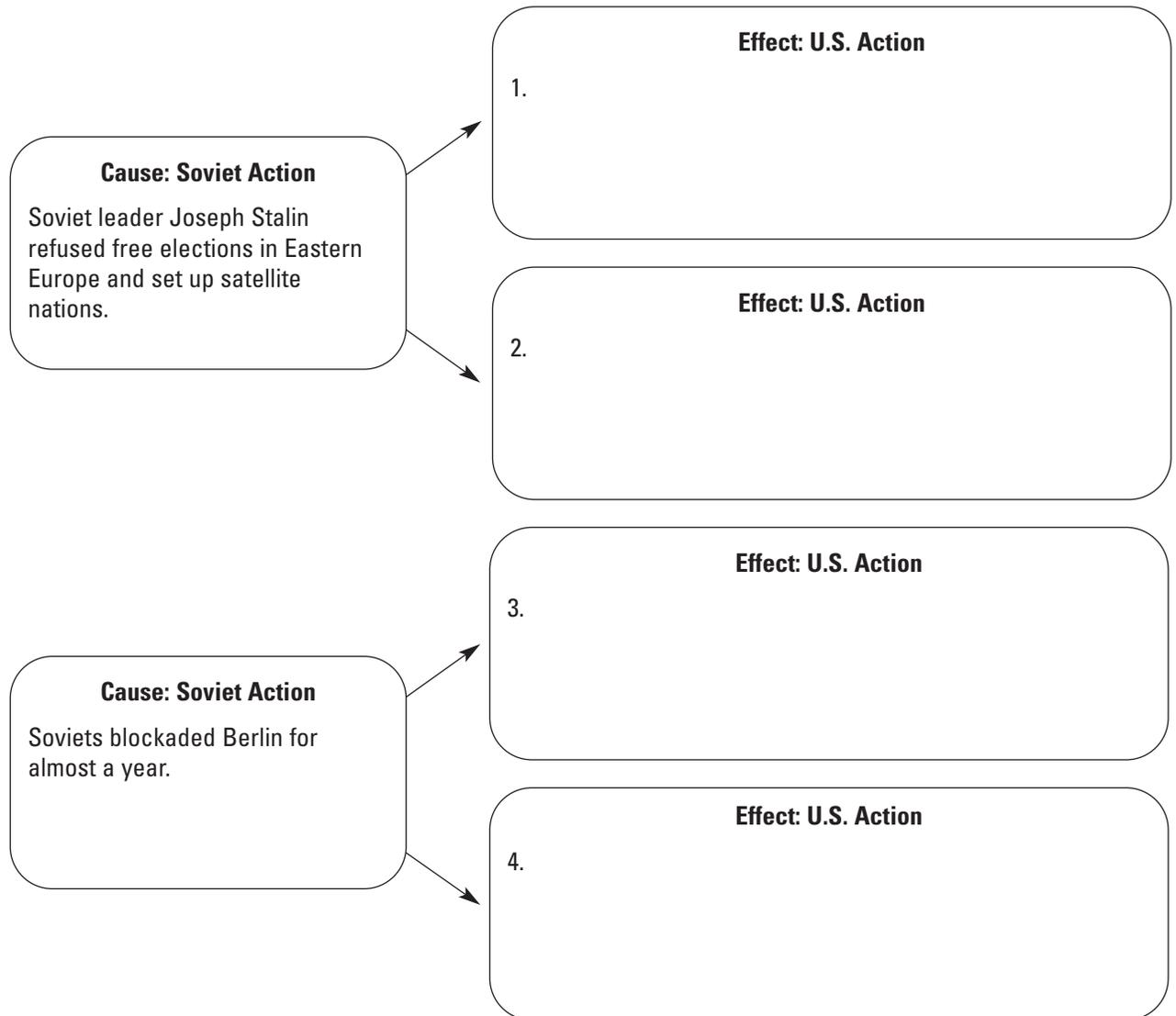
Sincerely,

Timothy A. Patrick II

Origins of the Cold War

A. As you read this section, complete the cause-and-effect diagram with the specific U.S. actions made in response to the Soviet actions listed. Use the following terms and names in filling out the diagram:

containment Truman Doctrine Berlin airlift NATO



B. On the back of this paper, explain the significance of each of the following terms:

Cold War Marshall Plan

SKILLBUILDER PRACTICE *Analyzing Motives*

How did the Cold War develop so soon after the success of the Allied victory in World War II? When you analyze the motives of the United States and the Soviet Union at the end of the war, look at the experiences, emotions, and needs that compelled each nation to act in a certain way. Read the following passage, and then complete the chart below.

U.S. and Soviet War Experiences The Soviet Union suffered more casualties in World War II than all the other Allies combined. The Soviet Red Army lost approximately 7.5 million soldiers, more than twice Germany's loss of about 3.5 million. Moreover, there were about 19 million Soviet civilians killed during the war and another 25 million refugees left homeless. Much of Russia, Poland, and the Ukraine lay in ruins, having been overrun and scorched several times during the fighting.

Although 405,000 U.S. soldiers died in the war, there were no civilian casualties, and the continental United States was never invaded or bombed. The industrial production necessitated by the war helped the country out of the Depression and revitalized its capitalist economy. By 1945, almost half of all the goods and services produced in the world came from the United States.

U.S. and Soviet Goals It was clear even before the end of the war that the United States and the Soviet Union had different goals for Europe.

The United States wanted to rebuild Europe, especially Germany, so that the burden of feeding so many refugees would not fall on American tax-

payers. It was also in U.S. interests to have economically strong European countries that were able to buy U.S. products. The Soviet Union, on the other hand, wanted to rebuild itself. Stalin thought Germany should pay \$20 million in machinery and raw material as reparations for the wrongs the Soviets had suffered during the war.

After the Soviet experience in the war, Stalin feared invasion from the West. Gaining military and political control of Eastern Europe was his way of creating a buffer from further attack. Since the Red Army occupied the countries it liberated from the Germans, Stalin quickly set up or supported similar Communist governments. According to Stalin, "In this war, each side imposes its system as far as its armies can reach. It cannot be otherwise."

For its part, the United States feared totalitarian regimes that imposed their own systems on otherwise free and independent nations. Stalin in his desire for absolute control, Truman argued, was every bit as ruthless and dangerous as Hitler. Truman's efforts to contain communism was a diplomatic compromise between going to war again and stopping the Soviets from gaining any more power in the world than they already had.

	Experiences During War	Emotions After War	Needs After War
SOVIET UNION			
UNITED STATES			

GEOGRAPHY APPLICATION: REGION *The Marshall Plan*

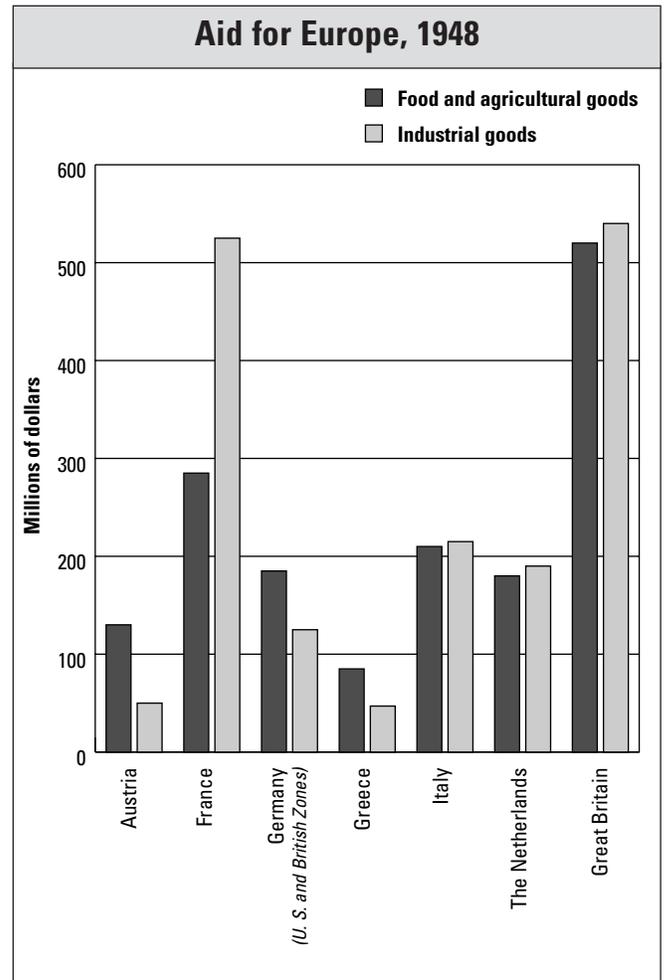
Directions: Read the paragraphs below and study the graph carefully. Then answer the questions that follow.

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

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

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

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



Interpreting Text and Graphics

1. What commodity was particularly scarce in Europe after the war? _____

2. Which two countries on the graph received the most total aid in 1948, the first year of the Marshall Plan? _____

Why do you suppose this was true? _____

3. Why do you think the Soviet Union opposed the Marshall Plan? _____

4. How many dollars worth of food and agricultural aid did Italy receive in 1948?

5. Which country received the most in total aid in 1948? _____

What was the total dollar amount, approximately? _____

6. What event finally moved Congress to approve the Marshall Plan? _____

7. In your own words, explain the following statement: "The Marshall Plan saved Western Europe from being absorbed into the Soviet Bloc." _____

PRIMARY SOURCE *from* “The Truman Doctrine”

In this excerpt, President Truman explains why the United States should respond to pleas for economic assistance from Greece and Turkey. As you read, think about the reasons for providing aid that Truman emphasizes.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. . . .

We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States.

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. . . .

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, 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, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. . . .

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation

are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they sacrificed so much. Collapse of free institutions and loss of independence would be disastrous not only for them but for the world. Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence.

Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East. . . .

If we falter in our leadership, we may endanger the peace of the world—and we shall surely endanger the welfare of our own Nation.

from “The Truman Doctrine” by Harry S. Truman

Discussion Questions

1. What does Truman suggest should be the U.S. policy toward other nations?
2. According to Truman, how would the fall of Greece to totalitarianism affect the rest of the world?
3. Why do you think Truman believed that economic aid was critical to preventing totalitarian regimes from spreading?

GUIDED READING *The Cold War Heats Up*

A. As you read this section, fill out the chart below by writing answers to the questions in the appropriate boxes.

	Civil War in China	Civil War in Korea
1. Which side did the United States support, and why?		
2. What did the United States do to affect the outcome of the war?		
3. What was the outcome of the war?		
4. How did the American public react to that outcome, and why?		

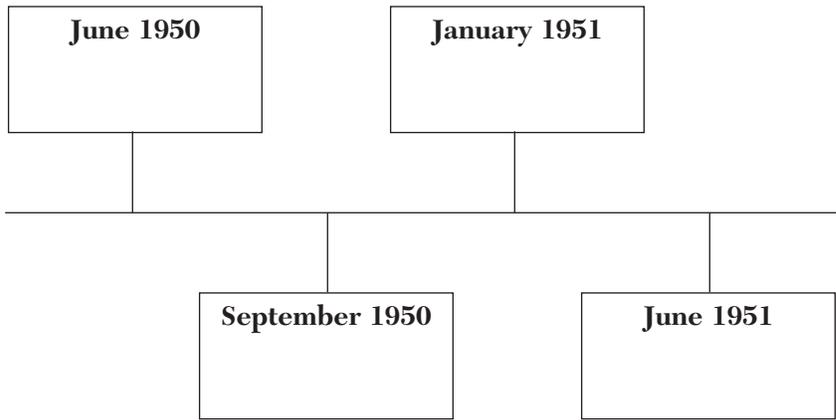
B. On the back of this paper, explain the significance of each of the following terms and names:

Mao Zedong Chiang Kai-shek Taiwan (Formosa) 38th parallel

The Cold War Heats Up

Sequencing

A. Complete the time line below by describing the key events of the Korean War.



Finding Main Ideas

B. Answer the following questions in the space provided.

1. What was the reaction in America to the Communist takeover of China?

2. Why did President Truman fire General MacArthur?

3. How did the stalemate in Korea impact the U.S. political scene?

PRIMARY SOURCE *from Douglas MacArthur's Farewell Address to Congress*

President Truman's dismissal of General MacArthur as Commander of the UN forces in Korea sparked debate in Congress over Truman's strategy of fighting a limited war in Korea. MacArthur was asked to address a Joint Session of Congress as part of the congressional investigation into this issue. What follows is an excerpt of MacArthur's speech in which he defends his position. As you read his speech, pay attention to the reasons he gives for expanding the war and decide whether you agree with him.

Mr. President, Mr. Speaker, and distinguished members of the Congress:

I stand on this rostrum with a sense of deep humility and great pride—humility in the wake of those great American architects of our history who have stood here before me, pride in the reflection that this forum of legislative debate represents human liberty in the purest form yet devised. Here are centered the hopes, and aspirations, and faith of the entire human race.

I do not stand here as advocate for any partisan cause, for the issues are fundamental and reach quite beyond the realm of partisan consideration. They must be resolved on the highest plane of national interest if our course is to prove sound and our future protected. I trust, therefore, that you will do me the justice of receiving that which I have to say as solely expressing the considered viewpoint of a fellow American. I address you with neither rancor nor bitterness in the fading twilight of life with but one purpose in mind—to serve my country. . . .

I now turn to the Korean conflict. While I was not consulted prior to the President's decision to intervene in support of the Republic of Korea, that decision from a military standpoint proved a sound one as we hurled back the invaders and decimated his forces. Our victory was complete and our objectives within reach when Red China intervened with numerically superior ground forces. This created a new war and an entirely new situation—a situation not contemplated when our forces were committed against the North Korean invaders—a situation which called for new decisions in the diplomatic sphere to permit the realistic adjustment of military strategy. Such decisions have not been forthcoming.

While no man in his right mind would advocate sending our ground forces into continental China,

and such was never given a thought, the new situation did urgently demand a drastic revision of strategic planning if our political aim was to defeat this new enemy as we had defeated the old.

Apart from the military need as I saw it to neutralize the sanctuary protection given the enemy north of the Yalu, I felt that military necessity in the conduct of the war made mandatory:

1. The intensification of our economic blockade against China.
2. The imposition of a naval blockade against the China coast.
3. Removal of restrictions on air reconnaissance of China's coast areas and of Manchuria.
4. Removal of restriction on the forces of the Republic of China on Formosa [Taiwan] with logistical support to contribute to their effective operations against the common enemy.

For entertaining these views, all professionally designed to support our forces committed to Korea and bring hostilities to an end with the least possible delay and at a saving of countless American and Allied lives, I have been severely criticized in lay circles, principally abroad, despite my understanding that from a military standpoint the above views have been fully shared in the past by practically every military leader concerned with the Korean campaign, including our own Joint Chiefs of Staff.

I called for reinforcements, but was informed that reinforcements were not available. I made clear that if not permitted to destroy the buildup bases north of the Yalu; if not permitted to utilize the friendly Chinese force of some 600,000 men on Formosa [Taiwan]; if not permitted to blockade the China coast to prevent the Chinese Reds from getting succor from without; and if there were to be no hope of major reinforcements, the position of

the command from the military standpoint forbade victory. We could hold in Korea by constant maneuver and at an approximate area where our supply line advantages were in balance with the supply line disadvantages of the enemy, but we could hope at best for only an indecisive campaign, with its terrible and constant attrition upon our forces if the enemy utilized his full military potential.

I have constantly called for the new political decisions essential to a solution. Efforts have been made to distort my position. It has been said, in effect, that I am a warmonger. Nothing can be further from the truth. I know war as few other men now living know it, and nothing to me is more revolting. I have long advocated its complete abolition as its very destructiveness on both friend and foe has rendered it useless as a means of settling international disputes. . . .

But once war is forced upon us, there is no other alternative than to apply every available means to bring it to a swift end. War's very object is victory—not prolonged indecision. In war, indeed, there can be no substitute for victory.

There are some who for varying reasons would appease Red China. They are blind to history's clear lesson; for history teaches with unmistakable emphasis that appeasement but begets new and bloodier war. It points to no single instance where the end has justified that means—where appeasement has led to more than a sham peace. Like blackmail, it lays the basis for new and successively greater demands, until, as in blackmail, violence becomes the only other alternative.

Why, my soldiers asked of me, surrender military advantages to an enemy in the field? I could not answer. Some may say to avoid spread of the conflict into an all-out war with China; others, to avoid Soviet intervention. Neither explanation seems valid. For China is already engaging with the maximum power it can commit and the Soviet will not necessarily mesh its actions with our moves. Like a cobra, any new enemy will more likely strike whenever it feels that the relativity in military or other potential is in its favor on a worldwide basis.

The tragedy of Korea is further heightened by the fact that as military action is confined to its territorial limits, it condemns that nation, which it is our purpose to save, to suffer the devastating impact of full naval and air bombardment, while the enemy's sanctuaries are fully protected from such attack and devastation. Of the nations of the

world, Korea alone, up to now, is the sole one which has risked its all against communism. The magnificence of the courage and fortitude of the Korean people defies description. They have chosen to risk death rather than slavery. Their last words to me were, "Don't scuttle the Pacific."

I have just left your fighting sons in Korea. They have met all tests there and I can report to you without reservation they are splendid in every way. It was my constant effort to preserve them and end this savage conflict honorably and with the least loss of time and a minimum sacrifice of life. Its growing bloodshed has caused me the deepest anguish and anxiety. Those gallant men will remain often in my thoughts in my prayers always.

I am closing my fifty-two years of military service. When I joined the Army, even before the turn of the century, it was the fulfillment of all my boyish hopes and dreams. The world has turned over many times since I took the oath on the plain at West Point, and the hopes and dreams have long since vanished. But I still remember the refrain of one of the most popular barrack ballads of that day which proclaimed most proudly that—

Old soldiers never die;
they just fade away.

And like the old soldier of that ballad, I now close my military career and just fade away—an old soldier who tried to do his duty as God gave him the light to see that duty.

Good-by.

from The 82nd Congress, 1st Session, *House Doc. No. 36*

Discussion Questions

1. What parts of this speech excerpt do you find the most persuasive? the least persuasive?
2. What do you think MacArthur's attitude in this speech is? To get a sense of his attitude, try reading parts of the speech aloud as you think he might have delivered it. Then, cite words and phrases from the speech as evidence to support your opinion.
3. After its investigation, Congress failed to agree on whether to continue Truman's policy of a limited war in Korea. If you had been a member of Congress at the time, how would you have voted? Cite evidence from your textbook, as well as from MacArthur's speech, to support your opinion.

AMERICAN LIVES **Douglas MacArthur**
Flashy, Career Soldier

"When I joined the Army, even before the turn of the century, it was the fulfillment of all my boyish hopes and dreams."—Douglas MacArthur in his farewell address to Congress (1951)

Born to a Civil War hero and career officer, Douglas MacArthur grew up on military bases and spent almost his whole life in the Army. He was egotistical, a flashy dresser, and a self-promoter. Another officer once said that MacArthur's father "was the most flamboyantly egotistic man I had ever seen—until I met his son." MacArthur was also a superb officer—in the words of General George Marshall, "our most brilliant general."

MacArthur (1880–1964) succeeded through intelligence, hard work, and self-confidence instilled by his mother. As he prepared for the entrance exam for West Point, she told him, "You'll win if you don't lose your nerve. You must believe in yourself, my son, or no one else will believe in you." He outscored all competitors.

During World War I, MacArthur won a name for bravery in battle. He was also known for his non-regulation dress, which included a long scarf wrapped dashingly around his neck.

In 1935, he was loaned to the Philippines to build an army. MacArthur relished the chance to organize the force—and to design his own uniform—as field marshal in the Philippine army. In mid-1941, President Franklin Roosevelt recalled MacArthur to active duty and gave him command of U.S. forces in the Philippines.

MacArthur's troops were trapped when the Japanese attacked in late 1941. In March 1942, MacArthur and his troops managed to escape to Australia, thereby providing the American people with a hero when they needed one. MacArthur declared, "I came through, and I shall return." Characteristically, he did not say that "we"—the United States—would return.

It took two years, but MacArthur did return by pursuing an effective island-hopping strategy. He held casualties down by invading less-well-defended islands. He made effective use of bombers. Finally, in October 1944, U.S. forces landed on the Philippines. MacArthur bravely came ashore the same day and had his picture taken wading ashore. He told the

Philippine people, "I have returned! . . . Rally to me!"

After the war, MacArthur led the American occupation of Japan. He helped demilitarize the country and his staff wrote a new constitution that included democratic reforms. The Japanese people appreciated his efforts.

When North Korea invaded the South in 1950, the situation was dire. MacArthur, placed in command of UN forces by President Harry Truman, planned a brilliant campaign—the invasion of Inchon, a port on the west side of the Korean peninsula behind enemy lines. Navy officers urged against it, as there were logistical problems with the landing site. At a meeting, MacArthur urged approval of the plan: "I can almost hear the ticking of the second hand of destiny. We must act now or we will die. . . . We shall land at Inchon and I shall crush them." The plan was adopted, and MacArthur was proven correct. American spirits soared as apparent defeat had turned to victory. However, MacArthur and President Truman began to disagree on war strategy, and MacArthur publicly disputed him. Then, in early 1951, just a few months after the Inchon landing, Truman shocked the nation by recalling—firing—MacArthur.

After Truman removed him from command, MacArthur was invited to speak before Congress and given a ticker-tape parade in New York. MacArthur hoped to run for president in 1952, but the Republicans turned to another general—Dwight Eisenhower. MacArthur lived the remainder of his life in uncharacteristic quiet.

Questions

1. What kind of image do you think MacArthur wanted to project?
2. MacArthur lived outside the United States from 1937 to 1951. What effect might that have had on his relations with Truman?
3. Why might Eisenhower have been more appealing as a presidential candidate than MacArthur?

GUIDED READING *The Cold War Comes Home*

A. As you read this section, fill out the charts below by writing answers to the questions in the appropriate boxes.

	a. What were they accused of ?	b. How were they affected by the accusations?	c. Do the accusations seem to have been fair? Explain.
1. The Hollywood Ten			
2. Alger Hiss			
3. Ethel and Julius Rosenberg			

McCarthyism		
4. What seems to have motivated it?	5. Why did it succeed at first?	6. Why did it fall out of favor?

B. On the back of this paper, explain the significance of each of the following terms and names:

HUAC

blacklist

Senator Joseph McCarthy

AMERICAN LIVES **Margaret Chase Smith**
Independent Moderate

“Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.”—Margaret Chase Smith in a Senate speech (1950)

Margaret Chase Smith (1897–1995) was an independent-minded Republican from Maine. The first woman to serve in both the House and the Senate, Smith spoke her mind and voted her beliefs—from 1940, when she supported Democratic President Franklin Roosevelt, to 1970, when she criticized Republican President Richard Nixon.

Margaret Chase began working as a teenager, even then showing her independence. “I didn’t go to work because we were poor,” she later recalled. “I went to work because I wanted to be independent.

I wanted to spend my own money as I wanted to.” Her jobs included work as a night telephone operator (at 10 cents an hour). Through this work, she met Clyde H. Smith, a politician.

By 1930, she had married Smith and entered local politics. She joined the Maine Republican Committee and became Smith’s secretary when he was elected to Congress in 1936. Four years later, Smith died, and Margaret Chase Smith was elected to the seat. From the start, she followed her beliefs. In 1940, she voted for the Lend-Lease Act and the Selective Service Act, both positions counter to Republican policy but reflecting her interest in defense matters.

In 1948, Smith easily won election to the Senate. She served there until 1972 and eventually became senior Republican on the Armed Services and Aeronautical and Space Sciences committees.

In 1950, Smith realized that Senator Joe McCarthy had little evidence to back his charges about Communists in the government. Many were afraid to confront him, however. She wrote a “Declaration of Conscience” and persuaded six other Republican moderates to sign. On June 1, she spoke in the Senate against McCarthy. Then she read the declaration, which did not hesitate to criticize President Harry Truman for “lack of effective leadership” and “petty bitterness against” critics. But the declaration blasted “certain elements of the Republican Party” for “resorting to political smears.” McCarthy rose from his seat and quietly left the chamber. Soon, though, he belittled Smith, her co-signers, and one other supporting senator as

“Snow White and the Seven Dwarfs.”

McCarthy sought revenge in 1954. He sent a young supporter to run against Smith in the primary for her Senate seat. Smith trounced her opponent by a five-to-one margin. Her victory plus growing public disapproval of McCarthy convinced the Senate to censure him in 1954.

Smith took other independent stands in her career. She broke with Republican leadership in supporting federal aid to education, health insurance for older people, and some civil rights laws. Always in favor of a strong defense, Smith criticized President John F. Kennedy in 1961 for weakness in a summit with Soviet Premier Nikita Khrushchev. Once criticized by McCarthy, she was now attacked by Khrushchev, who called her “the devil in the disguise of a woman.” In 1964, she became the first woman nominated for president by a major party, pulling 27 votes at the Republican convention.

In 1970 near the end of her Senate career—20 years after her stand against McCarthy—Smith once again urged moderation. Angered by the extremism of some of those protesting the Vietnam War, she lamented that “we have a national sickness now from which I pray we will recover.” She also expressed anger at the Nixon administration for its overreaction to protesters.

Through all the years, Smith worked hard, setting a record for attending 2,941 straight Senate votes. Smith lost her re-election bid in 1972 and retired. She remained active into her nineties in charitable work as director of the Lily Endowment (1976–1992).

Questions

1. What stands did Margaret Chase Smith take against Republican Party positions?
2. What do you think Smith meant by the statement at the top of the page, which she made in her prelude to the “Declaration of Conscience”?
3. Compare Smith with her fellow senator Joseph McCarthy. Give three examples of some major differences between them.

GUIDED READING *Two Nations Live on the Edge*

A. As you read this section, write your answers to the question in the appropriate boxes.

	How did the United States react, and why?
1. The Soviet Union exploded its first atomic bomb in 1949.	
2. In 1951, the Iranian prime minister placed the oil industry in Iran under the Iranian government's control.	
3. The Guatemalan head of government gave American-owned land in Guatemala to peasants.	
4. In 1956, Britain, France, and Israel invaded Egypt and occupied the Suez Canal.	
5. Soviet tanks invaded Hungary and fired on protesters in 1956.	
6. In 1957, the Soviet Union launched Sputnik.	
7. In 1960, the Soviet Union brought down an American U-2 piloted by Francis Gary Powers.	

B. On the back of this paper, explain the significance of each of the following terms and names:

- | | | | |
|---------------|----------------------------|-----------------------------|---------------------------|
| H-bomb | brinkmanship | Nikita Khrushchev | Warsaw Pact |
| CIA | Eisenhower Doctrine | Dwight D. Eisenhower | John Foster Dulles |

Two Nations Live on the Edge

Matching

A. Match the description in the second column with term or name in the first column. Write the appropriate letter next to the word.

- | | |
|--------------------------------------|--|
| _____ 1. Central Intelligence Agency | a. prompted conflict by seizing Suez Canal |
| _____ 2. Guatemala | b. world's first artificial satellite |
| _____ 3. Shah of Iran | c. engaged in covert operations abroad |
| _____ 4. <i>Sputnik</i> | d. alliance of Eastern European countries |
| _____ 5. Warsaw Pact | e. Middle East ally of the United States |
| _____ 6. Gamel Abdel Nassar | f. site of covert CIA activities |

Completion

B. Complete each sentence with the appropriate term or name.

- | | |
|---------------------|-----------------|
| Eisenhower Doctrine | brinkmanship |
| Spain | Hungary |
| space race | Truman Doctrine |
| Israel | Czechoslovakia |

1. In 1956, the Soviets brutally put down a pro-democracy rebellion in _____.
2. The _____ stated that the United States would defend the Middle East against the spread of communism.
3. The U.S.-Soviet competition for supremacy of the earth's orbit was know as the _____.
4. The three nations that confronted Egypt over its seizure of the Suez Canal were France, Great Britain, and _____.
5. The policy of going to the edge of all-out war is known as _____.

PRIMARY SOURCE *from* Dwight D. Eisenhower's
Statement on the U-2 Incident

When Nikita Khrushchev announced that an American U-2 had been shot down over Soviet territory, U.S. officials at first denied that the U-2 was a spy plane. Then, President Dwight D. Eisenhower decided to tell the truth in a TV and radio broadcast. As you read this excerpt from his speech, keep in mind the reasons he gives for spying on the Soviets.

Our safety, and that of the free world, demand, of course, effective systems for gathering information about the military capabilities of other powerful nations, especially those that make a fetish of secrecy. This involves many techniques and methods. In these times of vast military machines and nuclear-tipped missiles, the ferreting out of this information is indispensable to free-world security. . . .

I take full responsibility for approving all the various programs undertaken by our government to secure and evaluate military intelligence.

It was in the prosecution of one of these intelligence programs that the widely publicized U-2 incident occurred.

Aerial photography has been one of many methods we have used to keep ourselves and the free world abreast of major Soviet military developments. The usefulness of this work has been well established through four years of effort. The Soviets were well aware of it. . . . Only last week, in his Paris press conference, Chairman Khrushchev confirmed that he knew of these flights when he visited the United States last September.

Incidentally, this raises the natural question—why all the furor concerning one particular flight? He did not, when in America last September, charge that these flights were any threat to Soviet safety. He did not then see any reason to refuse to confer with American representatives. This he did only about the flight that unfortunately failed, on May 1, far inside Russia.

Now, two questions have been raised about this particular flight: first, as to its timing, considering the imminence of the summit meeting; second, our initial statement when we learned the flight had failed.

As to the timing, the question was really whether to halt the program and thus forgo the gathering of

important information that was essential and that was likely to be unavailable at a later date. The decision was that the program should not be halted. The plain truth is this: When a nation needs intelligence activity, there is no time when vigilance can be relaxed. Incidentally, from Pearl Harbor we learned that even negotiation itself can be used to conceal preparations for a surprise attack.

Next, as to our government's initial statement about the flight, this was issued to protect the pilot, his mission, and our intelligence processes, at a time when the true facts were still undetermined.

Our first information about the failure of this mission did not disclose whether the pilot was still alive, was trying to escape, was avoiding interrogation, or whether both plane and pilot had been destroyed. Protection of our intelligence system and the pilot, and concealment of the plane's mission, seemed imperative. . . .

I then made two facts clear to the public: first, our program of aerial reconnaissance had been undertaken with my approval; second, this government is compelled to keep abreast, by one means or another, of military activities of the Soviets, just as their government has for years engaged in espionage activities in our country and throughout the world.

from *Department of State Bulletin*, June 6, 1960,
pp. 899–903

Discussion Questions

1. What reasons does Eisenhower give for gathering information about the Soviet military?
2. In your opinion, was the United States right to spy on the Soviets during the Cold War? Support your opinion with facts and reasons.

Name: _____

Block Number: _____

Any notes for this test needs to be **hand written** on the **back** of this paper. If any notes are written on the front or on any other paper you **will not** be able to use them for this test.

Key I.D.'s - You will need to provide a brief **definition** of the I.D. as well as the **historical significance** from the following list. The brief **definition** is worth 2 points and the **historical significance** is worth 1 for a total of 3 points per I.D.

1. USSR	2. 'Iron Curtain'	3. Cold War	4. Containment	5. Truman Doctrine
6. Marshall Plan	7. Berlin airlift	8. NATO	9. 38° N Latitude	10. HUAC
11. Hollywood Ten	12. McCarthyism	13. H-Bomb	14. Brinkmanship	15. Warsaw Pact
16. U-2	17. Domino Theory	18. Fidel Castro	19. Bay of Pigs	20. Berlin Wall
21. Richard Nixon	22. Gerald Ford	23. Jimmy Carter	24. Ronald Reagan	25. INF Treaty

Essay – You will need to write a complete essay that covers one of these topics. Your essay will need to include an **introduction paragraph** with a **thesis statement**, **body paragraphs** with **supporting details**, and a **closing paragraph**.

1. Explain the breakdown in relations between the United States and the Soviet Union after World War II.
2. Explain how Communists came to power in China and how the United States reacted.
3. Describe the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States.
4. Summarize the impact of *Sputnik* and the U-2 incident on the United States.
5. Summarize major events in the space race.
6. Identify Ronald Reagan's role and the changes in the Communist world that ended the Cold War.