

# THE EARLY COLD WAR

1945–1962 / U.S. HISTORY

# APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



**U.S. HISTORY / 1945 – 1962**

# **THE EARLY COLD WAR**

**CHARLIE BOONE**



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CULVER CITY, CALIFORNIA



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## Introduction

### Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

### Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

### Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

### Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6-8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

### Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

# Common Core Standards

## READING

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

### Range of Reading and Level of Text Complexity

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## SPEAKING AND LISTENING

### Comprehension and Collaboration

#### **SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## WRITING

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.6-8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u><b>RH.6-8.1</b></u>				
<u><b>RH.6-8.2</b></u>				
<u><b>RH.6-8.3</b></u>				
<u><b>RH.6-8.4</b></u>				
<u><b>RH.6-8.5</b></u>				
<u><b>RH.6-8.6</b></u>				
<u><b>RH.6-8.7</b></u>				
<u><b>RH.6-8.8</b></u>				
<u><b>RH.6-8.9</b></u>				
<u><b>RH.6-8.10</b></u>				
<u><b>SL.8.1</b></u>				
<u><b>WHST.6-8.1</b></u>				
<u><b>WHST.6-8.2</b></u>				
<u><b>WHST.6-8.4</b></u>				
<u><b>WHST.6-8.5</b></u>				
<u><b>WHST.6-8.6</b></u>				
<u><b>WHST.6-8.7</b></u>				
<u><b>WHST.6-8.8</b></u>				
<u><b>WHST.6-8.9</b></u>				
<u><b>WHST.6-8.10</b></u>				

Note: WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.



# Key Ideas and Details

**ACTIVITY 1**

Was Alger Hiss a Spy?

**RH.6-8.1**

**RH.6-8.2**

**ACTIVITY 2**

Nuclear Fallout

**RH.6-8.1**

**RH.6-8.2**

**RH.6-8.3**

# ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
2 class periods

## Was Alger Hiss a Spy?

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **WHST.6-8.1**

Write arguments focused on discipline-specific content.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- The class reads “Background on the Alger Hiss Case” together, filling in “Evidence Table” as they go.
- Students are placed into four-person groups. Each member of the group will focus on a different source: “Quotations,” “Pumpkin Papers,” “Pointing Fingers,” and open research on a laptop. Students use their different sources and work together to add to “Evidence Table.”
- As a group, students decide whether they think Hiss is guilty or innocent. They select their three strongest pieces of evidence and write a claim together.
- Groups share their claims and evidence with the class. Students listen, adding anything they missed to “Evidence Table.”
- Students independently answer the two questions on “Was Alger Hiss a Spy?”



## BACKGROUND ON THE ALGER HISS CASE

In 1948 Americans were forced to confront a frightening question: Could Soviet spies be working for the American government? The case against Alger Hiss forced Americans to consider this possibility. It captivated the nation and continues to be debated today.

The Alger Hiss trial began in 1949 after an editor for *Time* magazine, Whittaker Chambers, claimed Hiss was a communist. Before the accusation, Alger Hiss had played a prominent role in American politics, starting as a law clerk for a Supreme Court Justice right out of law school, continuing in the 1930s as a lawyer for Franklin Roosevelt's government, and later working for the Department of Justice, Department of Agriculture, and the State Department. When accused by Chambers, he was not part of the government, but working for a foreign-policy think tank.

Hiss denied Chambers's charge, and after Chambers repeated the claim on a radio show, Hiss sued Chambers for libel (for spreading harmful lies about him). Chambers then declared that Hiss was not only a communist, but also a spy for the Soviet Union.

The FBI had already been suspicious of Alger Hiss. Chambers had told the assistant secretary of state about Hiss's communist affiliations in 1939. In 1945 a Soviet defector (Igor Gouzenko) claimed that a member of the State Department was a Soviet spy. Later that year, Elizabeth Bentley, who had been a Soviet spy, became a government informant. Among many other bombshells, she mentioned that she had heard a man with the last name Hiss was involved in espionage. J. Edgar Hoover responded by having the FBI tail Hiss and tap his phone for two years. They did not find any incriminating evidence during this time. In 1948 Chambers was called in to answer questions.

Chambers claimed that he and Hiss had met in the communist underground and become close friends. In 1937 Hiss began to pass him State Department documents, which Chambers delivered to a Soviet agent. Chambers saved four handwritten notes, sixty-five typed State Department documents, and five strips of microfilm. Chambers handed everything over but the film at first. Then one night he grew concerned about "Hiss forces" and hid them in a pumpkin. Chambers called the FBI, who came over to Chambers' farm to get them. (The press seized on this detail, nicknaming the documents the "Pumpkin Papers.")

Because of the statute of limitations (a rule that after a certain amount of time one can't be charged with a crime), Hiss was not sent to jail for being a spy. Instead, he served over three and a half years for perjury (lying under oath). Upon his release from jail, Hiss continued to work to clear his name and get a retrial. These attempts were unsuccessful. He died in 1996 still maintaining his innocence.

Ironically, although this case ended Alger Hiss's political career, it jump-started the future of a first-term representative from California—Richard Nixon. Nixon was charged with leading a subcommittee dedicated to finding out whether it was Chambers or Hiss that was lying. He gained national recognition during the investigation. It helped him gain a senatorial seat in 1950 and the vice presidency in 1952.



Alger Hiss, 1950

## QUOTATIONS 1/2



Whittaker Chambers, 1948

### Chambers Quotations

In 1952 Whittaker Chambers published *Witness*, his account of the Alger Hiss case. The following are selected excerpts from the book.

I do not hate Mr. Hiss. We were close friends, but we are caught in a tragedy of history. Mr. Hiss represents the concealed enemy we are all fighting and I am fighting. I have testified against him with remorse and pity.

My intention was clear, too. I did not wish to harm, more than was unavoidable, those whom I must testify against. . . . But I must testify that they had been concealed Communists and that an underground had existed in the Government.

I came to Washington as a Communist functionary. . . . I was connected with the underground group of which Mr. Hiss was a member. Mr. Hiss and I became friends.

The system of transmission was as follows. In the case of Alger Hiss, he would bring home a brief case containing documents from the State Department. . . . We would transfer the documents from Hiss's brief case to one that I had brought (thus if the documents were found in my possession, Hiss could always claim I stole them). I would then take the documents to Baltimore to be photographed, returning them to Alger Hiss late the same night.

Source: Chambers, Whittaker. *Witness*. Washington DC: Regnery Publishing, 1952.

## Hiss Quotations

On August 5, 1948, Hiss spoke in front of the House Committee on Un-American Activities. He maintained,

I am not and never have been a member of the Communist Party.

Alger Hiss sat down for an interview with James Day, the host of the public television program *Day at Night* in 1974. The following are excerpts from their conversation.

A whole book by a psychoanalyst, Dr. Meyer Zeligs, in California, has analyzed Chambers' motive—or motives—and I think the clearest one I've arrived at is that Chambers was an impostor. A draft of a book I've read describes a dozen different roles he played. He may briefly have been [a Communist] but there are indications he also flirted with pretending he was a Nazi. And it seems now clear that certainly he was in no underground. This was merely a role. Now Chambers was a strange duck, that's all I can say to that.

In 1957, Alger Hiss published the following statement in his book *In the Court of Public Opinion*.

As to the typed documents, assuming that they had been typed on our old Woodstock, as the Federal attorney insisted, then Chambers must have got access to the typewriter while we still had it.

Sources:

Hiss, Alger. "The *Day at Night* Interview." The Alger Hiss Story: Search for the Truth. <http://www.algerhiss.com/daynight.html>.

———. *In the Court of Public Opinion*. New York: Alfred A Knopf, 1957.

———. "Testimony of Alger Hiss before the House Committee on Un-American Activities." University of Missouri–Kansas City School of Law. <http://law2.umkc.edu/faculty/projects/ftrials/hiss/8-5testimony.html>.

## PUMPKIN PAPERS

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### Pumpkin Papers

After Hiss filed a libel lawsuit against Chambers, Chambers accused Hiss of not only being a communist, but also being a spy for the Soviet Union. As proof, Chambers produced sixty-five pages of typed State Department documents, four notes in Hiss's handwriting, and five strips of microfilm (which he hid in a pumpkin, then later handed over to investigators for the House Un-American Committee). Hiss denied having anything to do with any of them at first, although after an expert connected him to the handwriting, he admitted that he probably wrote the notes.

Chambers claimed the State Department papers were brought home by Hiss, retyped by his wife—she was faster at typing—and given to Chambers, who then took them, or photos of them, to a Soviet agent. Information among the Pumpkin Papers included trivial matters like instructions to paint future government fire extinguishers red, blank slides, and documents available to the public. However, the papers did contain classified documents referring to the Spanish Civil War, Germany's annexation of Austria, and the Soviet Union. These materials were not particular to Hiss's department and could have been acquired by various people who worked for the government.

### The Woodstock Typewriter

Hiss continued to deny that he, or his wife, had typed the State Department letters Chambers produced. Since he had given away his typewriter from that time, a search for the typewriter commenced. Eventually, Hiss's chief investigator, Horace Schmahl, helped track it down to a junkyard. Hiss was sure the typewriter would prove his innocence, but instead, the typeface of the letters identically matched the typed documents.

After he was released from jail, one theory Hiss proposed was that the government created a fake typewriter that would match his, and then had Schmahl, who may have been a government agent, find it. As support, Hiss noted that Schmahl later switched to the prosecution's side. Additionally, Schmahl had worked for a government organization OSS, a precursor to the CIA, during World War II, and there is evidence that he was an informant for the FBI during the trial. (Schmahl says he switched sides because Hiss's lies convinced him Hiss was guilty.) It was also later discovered that the serial number showed that the typewriter was produced after the man who sold Hiss the typewriter retired. The FBI knew this, but did not release this information. Lastly, John Dean, a former White House counsel member, claimed he heard from a different counsel member that Nixon admitted they built a typewriter for the Hiss case. Nixon denied this. Still, even if this was not Hiss's typewriter, he, or his wife, still could have retyped the documents on a different typewriter that was not found.

## POINTING FINGERS <sup>1/2</sup>

### McCarran Committee

William Bullitt had been an American diplomat in France who was questioned in 1952 by the Senate's McCarran committee. He testified in 1939 that the prime minister of France, Edouard Daladier, told him that according to French intelligence Hiss was a spy. Daladier denied ever saying this. The McCarran committee also interviewed Nathaniel Wehl. An admitted former communist, Wehl claimed that he saw Hiss at a few secret communist meetings, but he doubted that Hiss was a spy.

### Noel Field and Hede Massing

Noel Field later admitted to being a communist while working for the U.S. Foreign Service from the late 1920s to 1936. In 1949 Hungarian authorities imprisoned him. (They incorrectly thought he was an American spy.) His captors tortured him and he told them, "Around the summer of 1935 Alger Hiss tried to induce me to do service for the Soviets. I was indiscreet enough to tell him he had come too late." This confirmed what Hede Massing had told authorities in 1947. She claimed she had joked with Hiss about recruiting Field. Once free, Field claimed that he said many incorrect things while being tortured. He maintained that Hiss was innocent and that Massing's story was an "outrageous lie."

### Venona Files

These were files sent by the Soviet Union and intercepted by the CIA. They started becoming declassified in 1995. One cable, #1822, mentioned a Soviet agent referred to as "ALES." It stated that ALES attended the Yalta Conference from February 4 to 11 and then went to Moscow—which exactly matched Alger Hiss's travel plans. Hiss defenders bring up that there were other people who also had that same schedule.

### KGB Archives

In 1991 the Soviet Union dissolved. The following year, Hiss asked the new Russian government to open up their files. Specifically, Hiss contended that if he were a KGB spy, this would be listed in their files. Russians looked through the files and found nothing. Hiss and his lawyer declared victory only to have the overseer of Soviet intelligence say he only looked for two days and could not say for sure that Hiss was not a spy.

Against Hiss's claims of innocence, in 1993 Random House paid the Russian foreign intelligence service to allow Alexander Vassiliev, an ex-KGB agent, access to KGB archives. He took extensive notes and multiple books came out based on them. A chapter in the 2009 book *Spies: The Rise and Fall of the KGB in America* focused on evidence found out about Hiss.

Among various other findings, more evidence came out connecting Hiss to ALES, many of Chambers's claims were validated, and Hiss's name was mentioned. The authors, Haynes and Klehr, state that these documents "unequivocally identify Hiss as a long-term espionage source." On the other hand, Russia has not allowed access to these files since. Therefore, other historians have not been able to go through the files to double-check Vassiliev's work or find other, previously unreleased information.

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EVIDENCE TABLE

Facts and quotations that support that Alger Hiss <i>was</i> a spy	Facts and quotations that support that Alger Hiss <i>was not</i> a spy



\_\_\_\_\_

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# Nuclear Fallout

## COMMON CORE STANDARDS

### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## DIRECTIONS

- The teacher shows *Duck and Cover: Bert the Turtle Civil Defense Film*. (It can be found online.) Students answer as many "Procedure Questions" as they can while watching the movie.
- Students work with a partner to finish the questions. Students share what they wrote with the class.
- With a partner, students use the pamphlet to answer "Pamphlet Questions." Students share answers with the class.
- Students independently complete an exit ticket for the following questions: "What is nuclear fallout? Why is it dangerous? What was the purpose of the 'Duck and Cover' drills? What was the purpose of the 'Facts about Fallout' pamphlet?"

## IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- |                 |                 |             |
|-----------------|-----------------|-------------|
| ▪ Atomic bomb   | ▪ Evacuate      | ▪ Ingenuity |
| ▪ Bomb shelter  | ▪ Fallout       | ▪ Radiation |
| ▪ Civil defense | ▪ Hydrogen bomb | ▪ Rural     |
| ▪ Contamination |                 |             |

## PROCEDURE QUESTIONS <sup>1/2</sup>

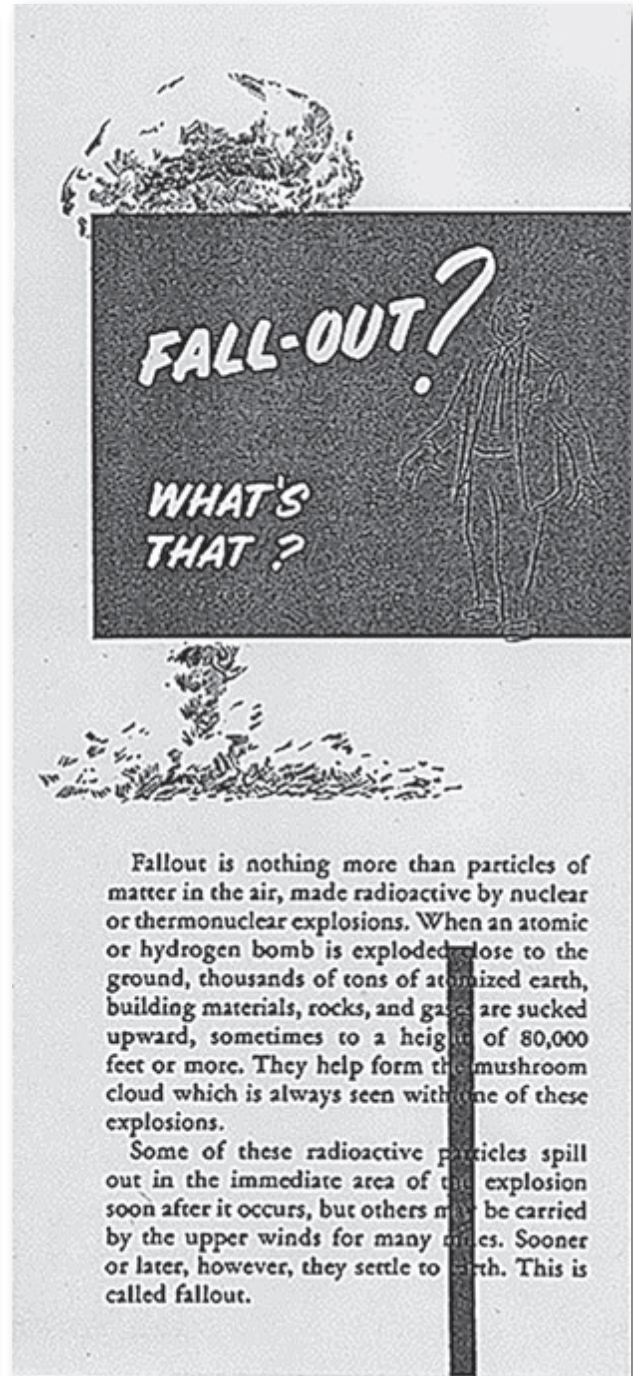
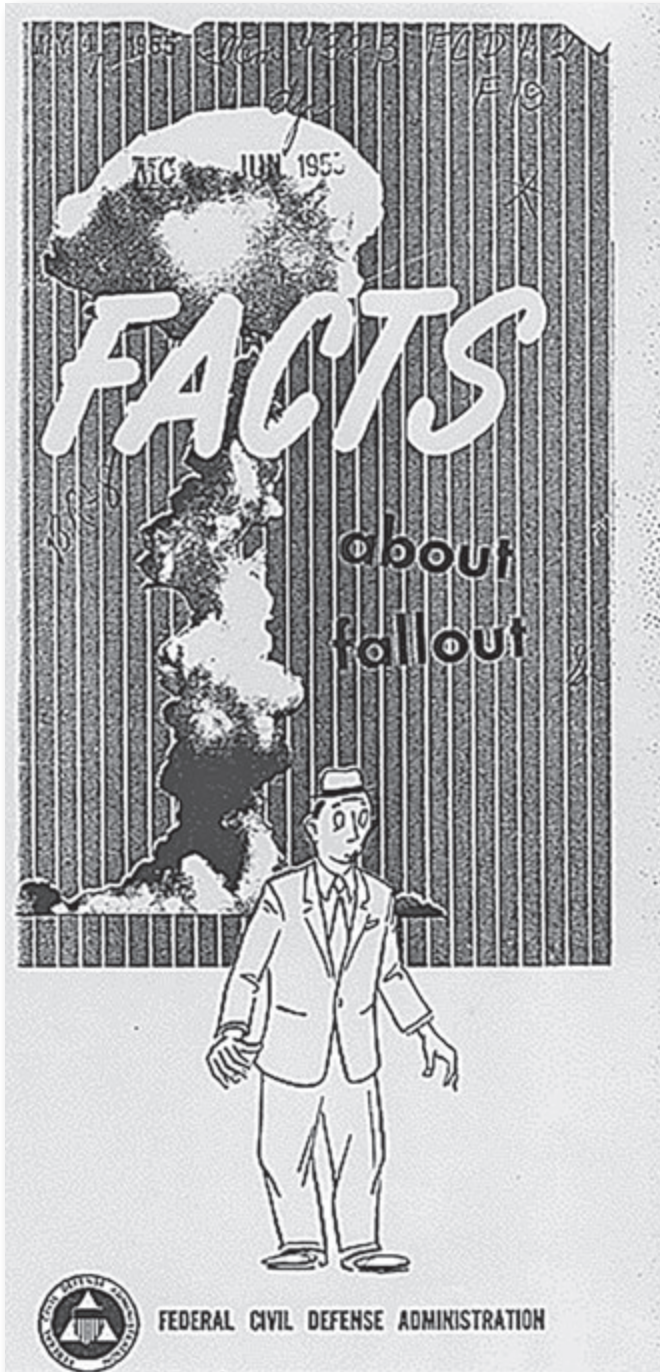
---

1. What is the procedure for an air raid drill during school?
2. What is the procedure if you hear an air raid siren while outside?
3. What is the procedure if you see an atomic bomb flash while outside?
4. What is the procedure if you see an atomic bomb flash while on a picnic?
5. Why do you think a turtle is used for these movies?

6. The actors in the film seem very calm. Why was it important to the makers of the film that the actors appear calm?
7. In what ways would this film not make you feel calm?
8. How are air raid drills similar to drills you do at school? How are they different?
9. Air raid drills are considered unnecessary today. Do you think fire drills are necessary? What about lockdowns?

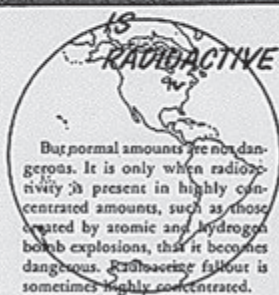
## "FACTS ABOUT FALLOUT" PAMPHLET <sup>1/4</sup>

By 1955, the United States and the Soviet Union had hydrogen bombs, which were about 1,000 times stronger than the atomic bombs that leveled Hiroshima and Nagasaki. Pamphlets like the following were published to prepare the country for a potential nuclear attack.





## RADIOACTIVITY IS NOTHING NEW...



If you are exposed to it long enough—

**IT WILL HURT YOU!**

**IT MAY EVEN KILL YOU!**

## WHOM WILL IT HIT ?

**IT COULD HIT YOU !**



Yes, it could settle anywhere. The upper winds could carry fallout to the most remote parts of the country. Small towns and rural areas many miles from the scene of a nuclear explosion may be endangered by fallout. Every citizen is a potential target for fallout.



**YOU CAN'T HEAR IT**



**YOU CAN'T TASTE IT**

**HOW  
WILL I  
KNOW IT ?**



**YOU CAN'T TOUCH IT**



**YOU CAN'T SMELL IT**



**OFTEN YOU CAN'T EVEN  
SEE IT**





(text at right, first panel)

IF IT COMES MY WAY,  
WHAT DO I DO THEN?

If there enough warning time, your local Civil Defense director may order a general evacuation of the area to get away from the bomb or its effects, before it hits.

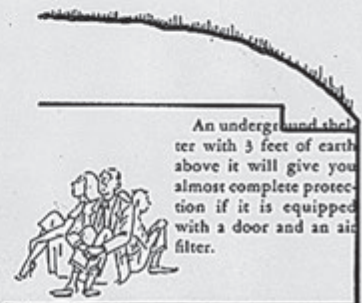
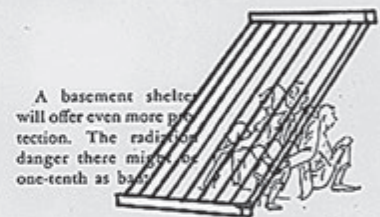
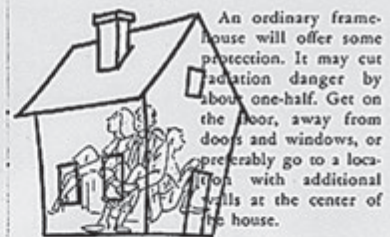
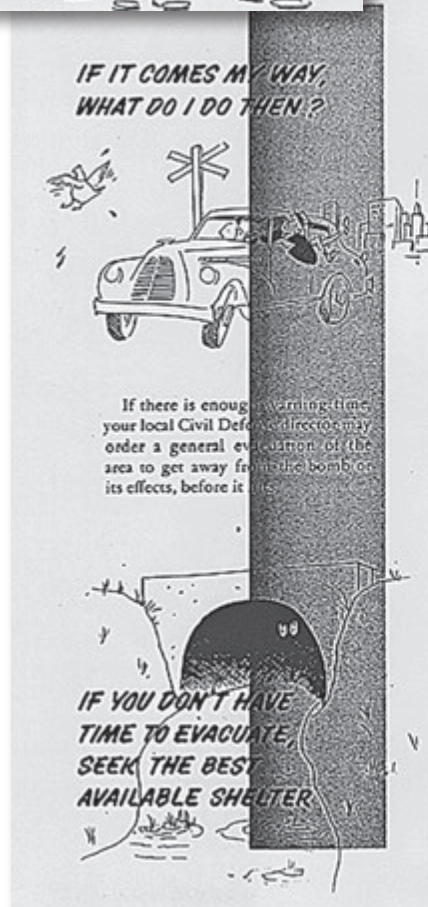
IF YOU DON'T HAVE  
TIME TO EVACUATE,  
SEEK THE BEST  
AVAILABLE SHELTER

(second panel)

An ordinary frame-house will offer some protection. It may cut radiation danger by about one-half. Get on the floor, away from doors and windows, or preferably go to a location with additional walls at the center of the house.

A basement shelter will offer even more protection. The radiation danger there might be one-tenth as bad.

An underground shelter with 3 feet of earth above it will give you almost complete protection if it is equipped with a door and an air filter.







(far left)

And old-fashioned storm cave or root cellar is ideal. Stock up with food staples as Grandmother did. Add water supplies, first-aid kits, blankets, a lantern, fuel . . .

EVERYTHING YOU NEED TO LIVE IN IT FOR A FEW DAYS

(right, first panel)

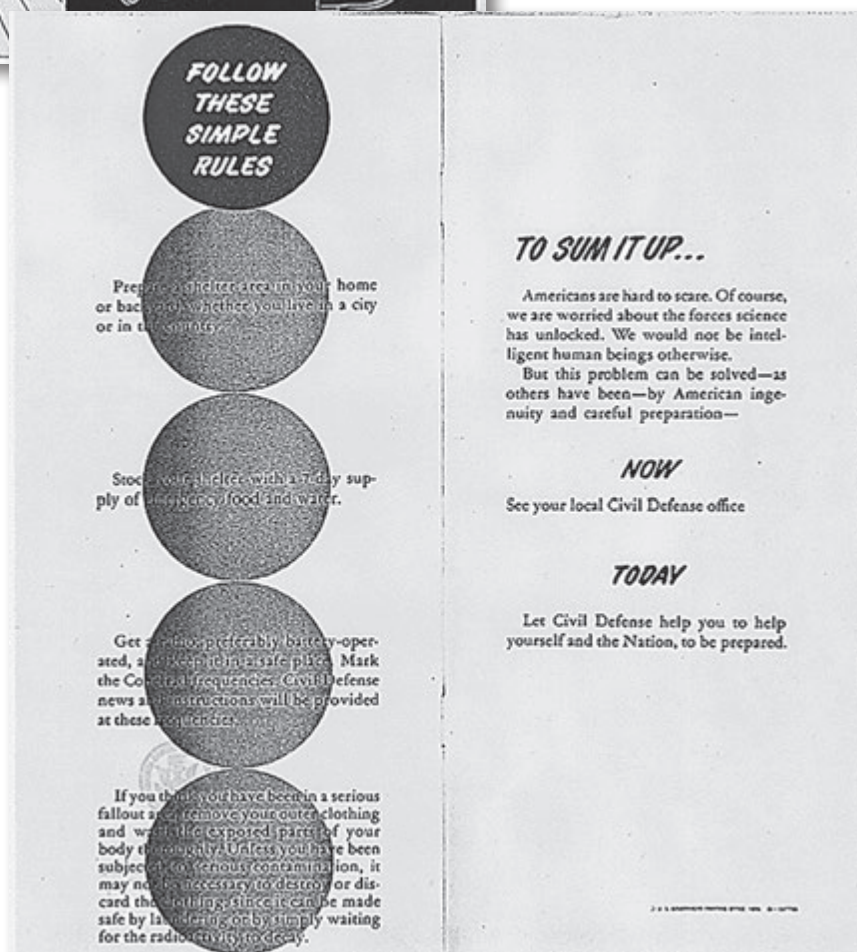
### FOLLOW THESE SIMPLE RULES

Prepare a shelter area in your home or backyard, whether you live in a city or in the country.

Stock your shelter with a 7-day supply of emergency food and water.

Get a radio, preferably battery-operated, and keep it in a safe place. Mark the Conelrad frequencies. Civil Defense news and instructions will be provided at these frequencies.

If you think you have been in a serious fallout area, remove your outer clothing and wash the exposed parts of your body thoroughly. Unless you have been subjected to serious contamination, it may not be necessary to destroy or discard the clothing, since it can be made safe by laundering or by simply waiting for the radioactivity to decay.



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# Craft and Structure

**ACTIVITY 3**

McCarthyism

**RH.6-8.4**

**RH.6-8.6**

**ACTIVITY 4**

American-Backed Coups in Iran and Guatemala

**RH.6-8.5**

**RH.6-8.6**

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# McCarthyism

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The teacher reads aloud the “‘Enemies from Within’ Speech” while students highlight any loaded language or phrases that put communists in a bad light. Students share what they highlighted with a neighbor, then the class.
- Students read “McCarthy’s Telegram to Truman” with a neighbor, highlighting loaded language or phrases that put communists in a bad light. Students share what they highlighted with the class.
- Students independently read the remaining texts, highlighting any loaded language or phrases that put Senator McCarthy in a bad light. Students share what they highlighted with a neighbor, then the class.
- Students independently answer “McCarthyism Questions.”

### EXTENSIONS

- Have students look into how much the Venona files (intercepted messages from the KGB declassified in the 1990s) support McCarthy’s accusations.
- Discuss with the class the blacklisting that happened to many people in the film industry during this time.
- Assign students to learn more about Ethel and Julius Rosenberg, two Americans executed for passing nuclear secrets to the Soviet Union.

## "ENEMIES FROM WITHIN" SPEECH <sup>1/2</sup>

On February 9, 1950, Senator Joseph McCarthy gave his famous "Enemies from Within" speech to the Senate.

Five years after a world war has been won, men's hearts should anticipate a long peace—and men's minds should be free from the heavy weight that comes with war. But this is not such a period—for this is not a period of peace. This is a time of "the cold war." This is a time when all the world is split into two vast, increasingly hostile armed camps—a time of a great armament race. . . .

The real, basic difference, however, lies in the religion of immoralism . . . invented by Marx, preached feverishly by Lenin, and carried to unimaginable extremes by Stalin. This religion of immoralism, if the Red half of the world triumphs—and well it may, gentlemen—this religion of immoralism will more deeply wound and damage mankind than any conceivable economic or political system.

Karl Marx dismissed God as a hoax, and Lenin and Stalin have added in clear-cut, unmistakable language their resolve that no nation, no people who believe in a god, can exist side by side with their communistic state. . . .

Today we are engaged in a final, all-out battle between communistic atheism and Christianity. The modern champions of communism have selected this as the time, and ladies and gentlemen, the chips are down—they are truly down. . . .

Ladies and gentlemen, can there be anyone tonight who is so blind as to say that the war is not on? Can there [be] anyone who fails to realize that the Communist world has said the time is now? . . .

Unless we face this fact, we shall pay the price that must be paid by those who wait too long.

Six years ago, . . . there was within the Soviet orbit, 180,000,000 people. Lined up on the antitotalitarian side there were in the world at that time, roughly 1,625,000,000 people. Today, only six years later, there are 800,000,000 people under the absolute domination of Soviet Russia—an increase of over 400 percent. On our side, the figure has shrunk to around 500,000,000. In other words, in less than six years, the odds have changed from 9 to 1 in our favor to 8 to 5 against us.

This indicates the swiftness of the tempo of Communist victories and American defeats in the cold war. As one of our outstanding historical figures once said, "When a great democracy is destroyed, it will not be from enemies from without, but rather because of enemies from within." . . .

The reason why we find ourselves in a position of impotency is . . . because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate, or members of minority groups who have been traitorous to this Nation, but rather those who have had all the benefits that the wealthiest Nation on earth has had to offer . . . the finest homes, the finest college education and the finest jobs in government we can give.

This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been most traitorous. . . .



I have here in my hand a list of 205 . . . a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. . . .

As you know, very recently the Secretary of State proclaimed his loyalty to a man guilty of what has always been considered as the most abominable of all crimes—being a traitor to the people who gave him a position of great trust—high treason. . . .

He has lighted the spark which is resulting in a moral uprising and will end only when the whole sorry mess of twisted, warped thinkers are swept from the national scene so that we may have a new birth of honesty and decency in government.

---

Source:  
McCarthy, Joseph. "Enemies from Within." Speech delivered February 9, 1950. Quoted in History Matters, The U.S. Survey Course on the Web, George Mason University, <http://historymatters.gmu.edu/d/6456>.

## MCCARTHY'S TELEGRAM TO TRUMAN

On February 11, 1950, two days after his “Enemies from Within” speech to the Senate, McCarthy sent a telegram to the president at the time, Harry Truman.

The President

The White House

In a Lincoln Day speech at Wheeling Thursday night I stated that the State Department harbors a nest of communists and communist sympathizers who are helping to shape our foreign policy. I further stated that I have in my possession the names of 57 communists who are in the State Department at present. A State Department spokesman flatly denied this and claimed that there is not a single communist in the department. You can convince yourself of the falsity of the State Department claim very easily. . . . I believe the following is the minimum which can be expected of you in this case:

(1) That you demand that Acheson give you and the proper congressional committee the names and a complete report on all of those who were placed in the department by Alger Hiss, and all of those still working in the State Department who were listed by your board as bad security risks because of the communistic connections.

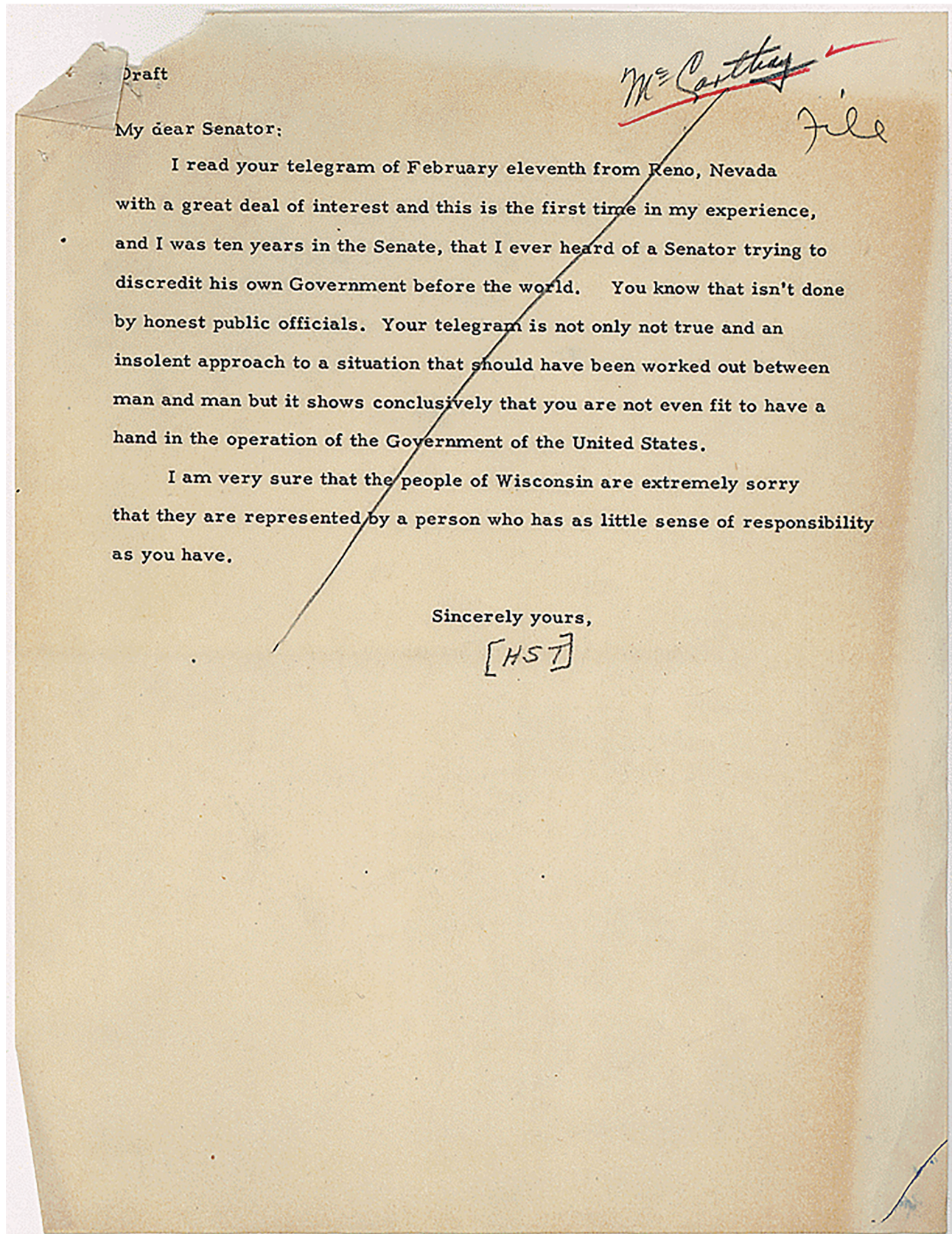
(2) That under no circumstances could a congressional committee obtain any information or help from the Executive Department in exposing communists.

Failure on your part will label the Democratic Party of being the bed-fellow of international communism. Certainly this label is not deserved by the hundreds of thousands of loyal American Democrats throughout the nation, and by the sizable number of able loyal Democrats in both the Senate and the House.

Source: McCarthy, Joseph. Senator Joseph McCarthy to President Harry Truman, February 9, 1950. U.S. National Archives and Records Administration. <https://research.archives.gov/id/201514?q=mccarthy%20telegram%20to%20truman>.

## TRUMAN'S RESPONSE

The following is a draft of a reply President Truman wrote to Senator McCarthy. He never sent it.





## EDWARD R. MURROW

Senator McCarthy used his congressional committee to interrogate suspected communists. Even though his accusations often had little to no support, Americans took his claims very seriously, and many people had their careers ruined after McCarthy accused them of being communists. McCarthy's popularity particularly began to wane after he began to accuse the army of harboring communists. In the midst of those hearings, Edward R. Murrow, a popular broadcaster, devoted an entire episode of his show *See It Now* to McCarthyism and ended with the below statement.

.....

No one familiar with the history of this country can deny that congressional committees are useful. It is necessary to investigate before legislating, but the line between investigating and persecuting is a very fine one, and the junior Senator from Wisconsin has stepped over it repeatedly. His primary achievement has been in confusing the public mind, as between the internal and the external threats of Communism. We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason, if we dig deep in our history and our doctrine, and remember that we are not descended from fearful men—not from men who feared to write, to speak, to associate and to defend causes that were, for the moment, unpopular.

This is no time for men who oppose Senator McCarthy's methods to keep silent, or for those who approve. We can deny our heritage and our history, but we cannot escape responsibility for the result. There is no way for a citizen of a republic to abdicate his responsibilities. As a nation we have come into our full inheritance at a tender age. We proclaim ourselves, as indeed we are, the defenders of freedom, wherever it continues to exist in the world, but we cannot defend freedom abroad by deserting it at home.

The actions of the junior Senator from Wisconsin have caused alarm and dismay amongst our allies abroad, and given considerable comfort to our enemies. And whose fault is that? Not really his. He didn't create this situation of fear; he merely exploited it—and rather successfully. Cassius was right. "The fault, dear Brutus, is not in our stars, but in ourselves."

Good night, and good luck.

.....

Source: Murrow, Edward R. *See It Now*. "A Report on Senator Joseph R. McCarthy," first broadcast 9 March 1954 by CBS. Transcript. <http://www.lib.berkeley.edu/MRC/murrowmccarthy.html>.

## MCCARTHY'S CENSURE

Tired of the manner in which Senator McCarthy was handling his congressional committee, the Senate voted to censure him. Censures do not remove senators from office but rather are public condemnations. Since the Civil War, only six senators have been censured.

83d CONGRESS  
2d SESSION

S. RES. 301

(NOTE.—Fill in all blank lines except those provided for the date and number of resolution.)

IN THE SENATE OF THE UNITED STATES

July 30 1954 JUL 30 LEG. DAY JUL 2 '54

MR. FLANDERS submitted the following resolution, which was

which was ordered printed

**RESOLUTION**

Resolved, That the conduct of the Senator from Wisconsin, Mr. McCarthy, is unbecoming a Member of the United States Senate, is contrary to senatorial traditions, and tends to bring the Senate into disrepute, and such conduct is hereby condemned.

$\frac{V}{3}$  X



## MCCARTHYISM QUESTIONS <sup>1/3</sup>

---

1. Senator McCarthy said, "There was within the Soviet orbit, 180,000,000 people." What does "orbit" mean in this context?
2. Edward R. Murrow said, "It is necessary to investigate before legislating, but the line between investigating and persecuting is a very fine one." What does "legislating" mean in this context?
3. Cite three examples of loaded language or phrases that put communism in a bad light.
4. Cite three examples of loaded language or phrases that put Senator McCarthy in a bad light.

5. Cite an example of a fact that Senator McCarthy used to make his point that communism is a problem. Explain what makes this example a fact.
6. Cite an example of an opinion that Senator McCarthy used to make his point that communism is a problem. Explain what makes this example an opinion.
7. In McCarthy's "Enemies from Within" speech, he claimed there were 205 communists working in the State Department. Two days later in his telegram to Truman, he said there were 57. What might this tell us about McCarthy?
8. What do you think Edward R. Murrow meant when he said, "We must not confuse dissent with disloyalty"?

9. Why does it make sense that Senator McCarthy would be concerned about communism?
10. Why does it make sense that President Truman and the Senate would want to censure Senator McCarthy?
11. Why might President Truman have decided not to send his response to Senator McCarthy?

## ACTIVITY 4

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# American-Backed Coups in Iran and Guatemala

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students answer the following question in their journals: “When is it okay for America to remove or replace another country’s leader? List as many of these situations as you can think of.” Students share what they wrote with a neighbor, then the class.
- The teacher explains that the reading is about similarities and differences between Iran and Guatemala and the coups that occurred there. Students read the text independently, highlighting similarities and underlining differences.
- Students share with a neighbor what they highlighted and underlined, adding any they missed. Students share what they wrote with the class.
- Students independently answer the questions.

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- |            |                      |                 |
|------------|----------------------|-----------------|
| ▪ CIA      | ▪ Jacobo Arbenz      | ▪ Propaganda    |
| ▪ Coup     | ▪ Mohammad Mosaddegh | ▪ Repercussions |
| ▪ Covertly | ▪ Nationalized       | ▪ Shah          |

## AMERICAN-BACKED COUPS IN IRAN AND GUATEMALA <sup>1/2</sup>

37

ACTIVITY 4 Craft and Structure

Although considered by many to be the world's first real democracy, America did not always respect other countries' democratic institutions during the Cold War. Two blatant examples of this were the American-backed coups in Iran in 1953 and Guatemala in 1954. Despite differences in the details, these operations had a great deal in common.

In both Iran and Guatemala, a primary reason the coups began was because new leaders in each country were trying to gain more control over their own nation's resources. In Iran, Britain had been taking (at least) 84 percent of the oil profits. When Britain refused to renegotiate these terms, in 1951, Iran, under its new prime minister Mohammad Mosaddegh, nationalized its oil industry. In Guatemala, one American banana company, United Fruit, owned around 20 percent of Guatemala's farmable land in 1952 and did not use 85 percent of it. Their new president, Jacobo Arbenz, thought his citizens should be able to farm this unused land. Under his leadership, the Agrarian Reform Law was passed, which allowed the government to buy uncultivated land back at the price United Fruit was claiming it was worth on their taxes. The owner of United Fruit sought help from the American government to stop the Guatemalan government from taking back their land. A CIA-backed coup followed, which toppled Arbenz's government and placed in charge a new president, Castillo Armas, who revoked the Agrarian Reform Law.



Iran



Northern Central America

The United States was also concerned that both countries would turn to communism. Neither leader was aligned with the Soviet Union, but the United States thought they might be. The United States recognized that redistributing land and nationalizing companies were actions many communist governments supported. Also, Iran shared a border with the Soviet Union, making it easy for them to aid each other if needed. And although Guatemala was far from the Soviet Union, the United States was very uncomfortable with the thought of a country so close turning "red." A major reason the United States supported these coups was to install leaders that were more likely to prevent Iran and Guatemala from becoming communist.

The United States spent millions of dollars to initiate and carry out these coups in Guatemala and Iran covertly. "Operation Ajax" was the CIA's name for the 1953 plan to overthrow the Iranian government. With this operation, the CIA wanted to make it appear as though Iranians—and not a foreign nation—were behind the removal of Mosaddegh. Using vast sums of money, the CIA bribed Iranian politicians, journalists, army officers, and reli-



gious leaders to say bad things about Mosaddegh. When this wasn't quite enough, the CIA paid Iranian thugs to trash the capital city. During the general chaos, where, reportedly, 300 Iranians died, the Iranian army took over the government and returned the Shah to power.

Launched in 1953, Operation PBSUCCESS was the CIA's plan to remove Jacobo Arbenz, Guatemala's leader from power. The U.S. government provided \$4.5 million to the operation. The goal of this coup was similar to that in Iran; the CIA wanted to remove a leader in a manner that made it appear as though it had been started by Guatemalans. For this overthrow, America basically created a fake civil war. The CIA found Carlos Castillo Armas, a general willing to lead an uprising, and helped him to raise and train an army. While Castillo Armas's troops marched towards the capital, the United States bombed Guatemala City (pretending

the bombs were dropped from Castillo Armas's planes) and broadcasted fake pro-Castillo Armas propaganda from Florida (but pretended it was coming from Guatemala). Knowing he had no chance against an American-backed coup, Arbenz stepped down on June 27, 1954, and was replaced by Castillo Armas.

Although citizens in both countries were unhappy about their respective government overthrows, the repercussions of these coups were unique to each country. In Iran, the Shah welcomed American oil companies in, and the United States continued to support him financially even though he repressed democracy. Popular unrest eventually

led to a revolution that replaced the Shah with religious fundamentalists who took over 60 Americans hostage in 1979. Iran and America have been enemies ever since, and Iran funds various regimes hostile to U.S. interests.

Within weeks of the new government taking over in Guatemala, political parties were banned and United Fruit was allowed to keep their land. By the 1960s, a brutal civil war had broken out between rebels and Guatemala's military leaders. The rebels never took over in Guatemala, but their fighting came at a steep price. Guatemala's leaders used harsh suppression methods, including burning down villages suspected to be sympathetic to rebels and having rebels "disappear" (taken away at night, never to return). Approximately 200,000 Guatemalans died during the fighting (with the soldiers responsible for an estimated 93 percent of these deaths). America's influence remained, with the United States spending hundreds of millions of dollars between 1960 and 1990 to support the Guatemalan government in its campaign to stay in power. Guatemala has been a democracy since 1996, but it still has a legacy of violence. A 2012 United Nations report found it to have the fifth highest murder rate in the world. The drug trade moving south from Mexico is most likely the biggest factor for this, but the abundant numbers of weapons already there certainly did not help the situation.

The lessons from these overthrows are many, and the United States may have learned from them. The two most recent coups led by the United States (Iraq and Afghanistan) resulted in dictators being replaced by elected leaders. Still, as terror created by the group that calls itself the Islamic State (IS) rages through Iraq and as Afghanistan struggles to maintain a functioning democracy, many people question the value of America ever backing a coup in another country.



Hostages return home from Iran, 1981

1. How do we know the author of this reading is against the coups? Explain.
2. Make a counterargument for why the American coups were a good thing.
3. Was this reading organized sequentially, causally, or comparatively? Explain.
4. How were the reasons for the coups in Iran and Guatemala similar?
5. How were the reasons for the coups in Iran and Guatemala different?

6. How were the coups in Iran and Guatemala similar?
7. How were the coups in Iran and Guatemala different?
8. How were the repercussions of both coups similar?
9. How were the repercussions of both coups different?
10. Make up a scenario where modern-day America has something similar done to it by a foreign country.

# Integration of Knowledge and Ideas

**ACTIVITY 5**

Korean War Charts

**RH.6-8.7**

**ACTIVITY 6**

The Marshall Plan

**RH.6-8.8**

**RH.6-8.9**

## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# Korean War Charts

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### DIRECTIONS

- The teacher projects the six questions from “Korean War Analysis.”
- Students look at “Korean War Charts” independently, considering the six questions.
- Students are placed into groups of three. Within each group, students take turns answering a question.
- Students independently complete “Korean War Analysis.” Students should be reminded that their job is not to answer every question, but to answer two or three questions in depth (one to two paragraphs per question).
- Students trade their responses to the questions with someone who was not in their group before. They read what their partner wrote and complete “Questions about Peer’s Analysis.” When done, students should share what they wrote with the author.

### TEACHING SUGGESTIONS

- Teachers may want to use this as an introduction to the Korean War.
- Teachers may want to create a rubric to use to assess the analyses. This would give a better idea to students about what is expected and would probably increase the quality of the analyses.

## KOREAN WAR CHARTS <sup>1/3</sup>

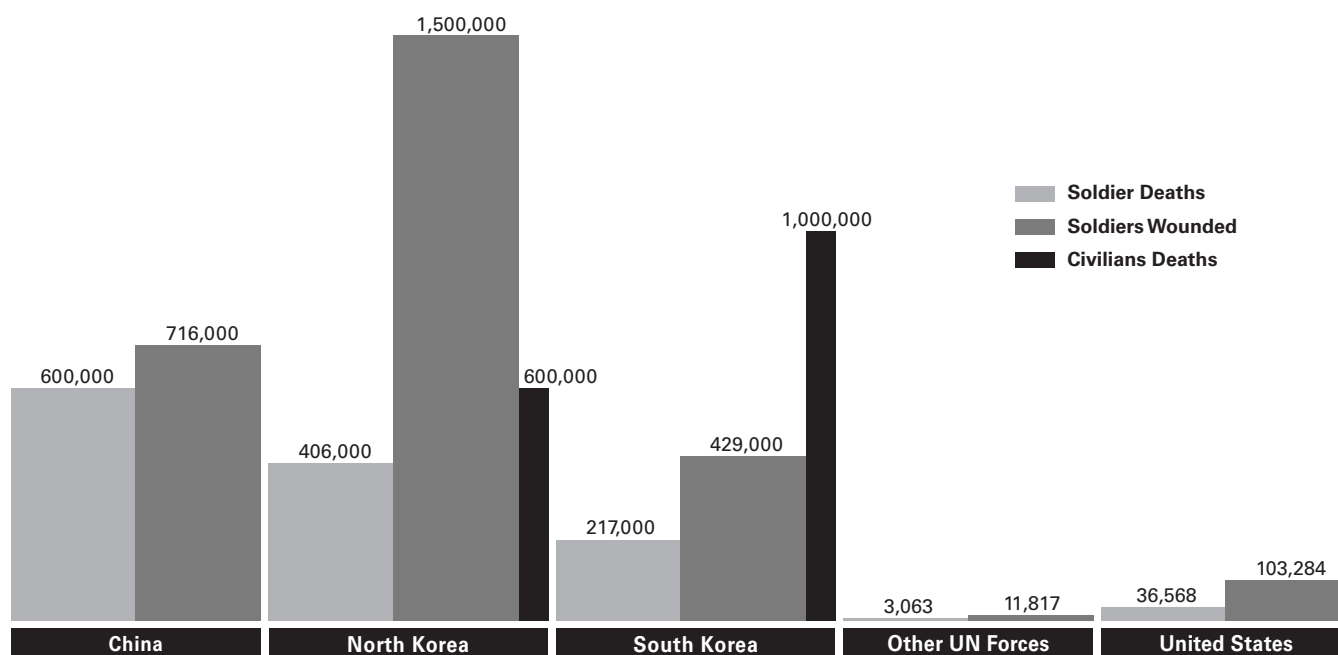
### Background

After World War II ended, many countries were occupied by Allied powers. Previously, Korea had been under Japan's control, but after the war, the United States and Soviet Union split Korea along the 38th parallel, with the United States administering the southern section and the Soviet Union the northern area. Both countries were soon run by strongmen, with northern Korea's leader advocating communism. The Soviet Union pulled out its troops in 1948; the United States withdrew its forces in 1949.

On June 25, 1950, the northern half of Korea attacked the southern half and quickly overtook most of the peninsula. A UN force, led by the United States, intervened and managed to retake most of the peninsula by the end of 1950. As the UN force neared China's borders, China entered the war for North Korea. The Chinese helped the North Korean troops regain all of their original land and take some of South Korea's. Soon though, the border between the north and south would return to, more or less, the 38th parallel. The Soviet Union, wanting to avoid declaring war on countries in the UN, never sent in ground troops, but supported North Korea's army by helping them with strategy, giving them military and medical aid, and having Soviet pilots fly bombing flights in Chinese and Korean planes (so that their direct military involvement could remain unknown). For the last two years of the war, the borders barely changed. On July 27, 1953, the two sides agreed to a truce. North Korea and South Korea continue to be two separate countries.

Source: Data from "Korean Peninsula," WorldAtlas.

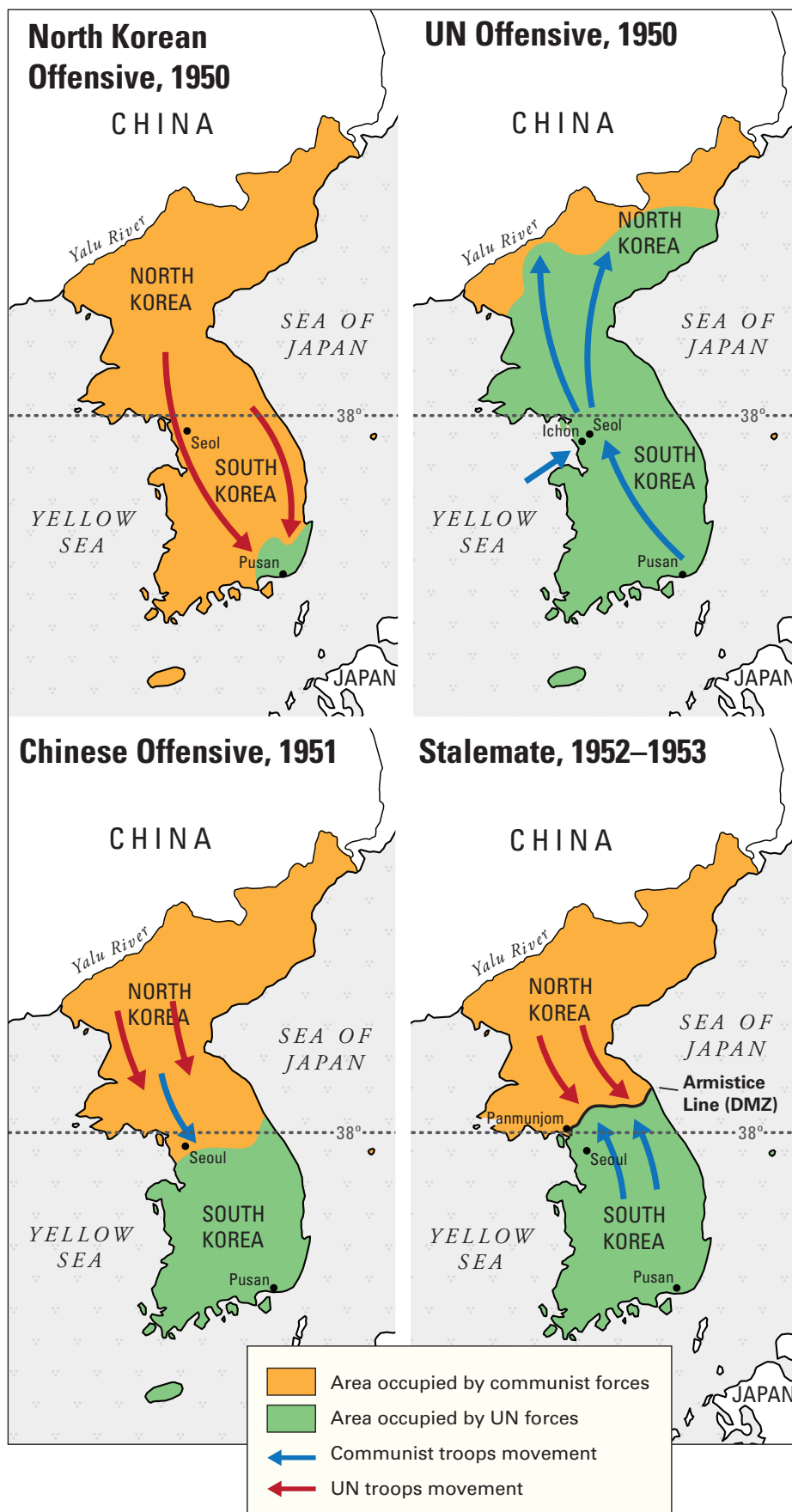
### Korean War: Battle Casualties



Source data: "Korean War: Battle Casualties." Encyclopaedia Britannica Online.

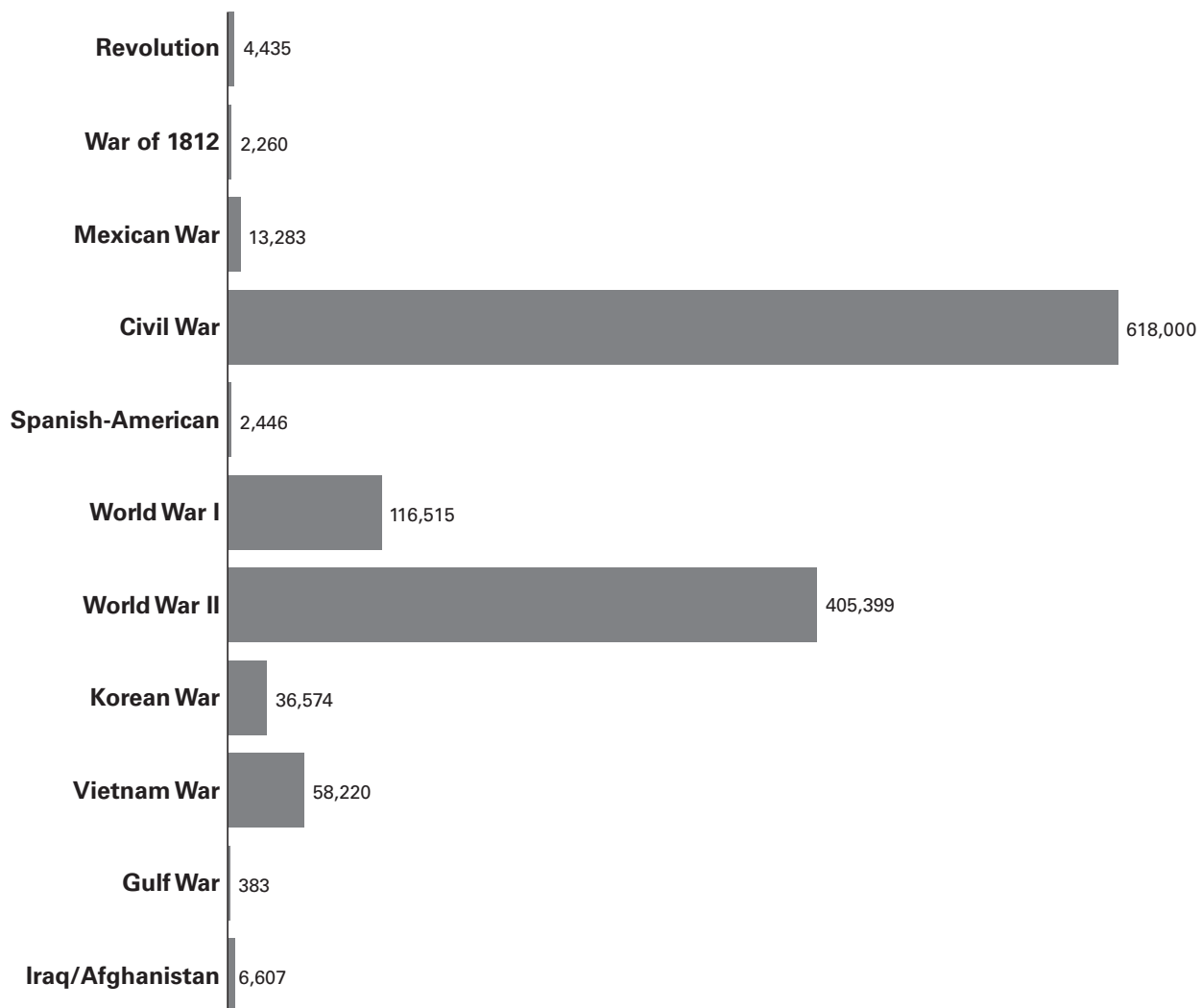


## Phases of the Korean War



Source: Data from McDougall Littell Classzone, Korean War.

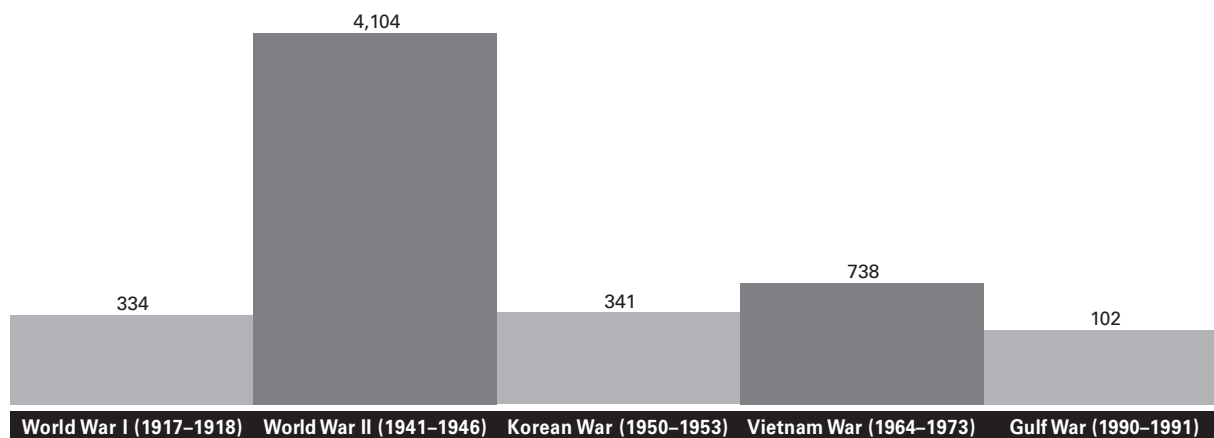
## American War Deaths



Source: Data from Paul Waldman, "American War Dead, By the Numbers," American Prospect.

## Cost of Major U.S. Wars

(Billions of Dollars in 2011)



Source data: Stephen Daggett, "Costs of Major U.S. Wars," Congressional Research Service.

## KOREAN WAR ANALYSIS <sup>1/2</sup>

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Answer any of the below questions. It is better to go more in depth (one to two paragraphs per question) while answering a few questions than it is to give short answers to all of them. Use data from the charts to support your answers.

1. What surprised you? Why?
2. What happened in each phase of the war?
3. How does the Korean War compare with other wars in which America has fought?

4. Compare America's, China's, and the Soviet Union's roles in this war according to these charts. What role might these countries have played that would not have been reflected in these charts?

5. Who won the war? How can you tell?

6. What information would you like to know that is not on these charts? Why?

## QUESTIONS ABOUT PEER'S ANALYSIS

---

1. Which questions did this analysis answer?
2. What is something your partner's analysis discussed that yours did not?
3. What is something your analysis discussed that your partner's did not?
4. What did you think was the strongest part of your partner's analysis?
5. What part of your partner's analysis do you think was either incorrect or could have gone into more depth? Explain.
6. What did you learn about the Korean War by reading another student's analysis?

## The Marshall Plan

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### DIRECTIONS

- Students are placed into groups and given all four sources.
- The class reads the first two paragraphs of "Source #1: George Marshall's Speech" together, filling out the applicable sections of the table together.
- Students finish reading Source #1: George Marshall's Speech" independently, filling out the applicable sections of the table. Students share what they wrote with the class.
- As a group, students use the last three sources to complete the table. The teacher should let students know that all sections will not be filled out for each source.
- Students share what they wrote in their table and the teacher leads a discussion about arguments for and against instituting the Marshall Plan.
- Students complete an exit ticket that answers three questions: "What was the Marshall Plan? Why did Europe need it? Why did United States do it?"

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- |                |                |                  |
|----------------|----------------|------------------|
| ▪ Antagonizing | ▪ Dislocation  | ▪ Infrastructure |
| ▪ Arbitrary    | ▪ Grave        | ▪ Predicated     |
| ▪ Commercial   | ▪ Humanitarian | ▪ Rehabilitation |
| ▪ Demoralizing | ▪ Ideological  | ▪ Restoration    |



## SOURCE #1: GEORGE MARSHALL'S SPEECH

On June 5, 1947, Secretary of State George Marshall gave a speech at Harvard University that detailed why the United States should give Europe financial aid. This aid would become known as the Marshall Plan.

In considering the requirements for the rehabilitation of Europe the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy. For the past ten years conditions have been highly abnormal. The feverish preparation for war and the more feverish maintenance of the war effort engulfed all aspects of national economies. Machinery has fallen into disrepair or is entirely obsolete. Under the arbitrary and destructive Nazi rule, virtually every possible enterprise was geared into the German war machine. Long-standing commercial ties, private institutions, banks, insurance companies and shipping companies disappeared, through the loss of capital, absorption through nationalization or by simple destruction. In many countries, confidence in the local currency has been severely shaken. The breakdown of the business structure of Europe during the war was complete. . . .

The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character. . . .

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.

It is virtually impossible at this distance merely by reading, or listening, or even seeing photographs or motion pictures, to grasp at all the real significance of the situation. And yet the whole world of the future hangs on a proper judgment. It hangs, I think, to a large extent on the realization of the American people, of just what are the various dominant factors. What are the reactions of the people? What are the justifications of those reactions? What are the sufferings? What is needed? What can best be done? What must be done? Thank you very much.

Source: Marshall, George. "The 'Marshall Plan' Speech at Harvard University, 5 June 1947." OECD. <http://www.oecd.org/general/themarshallplanspeechatharvarduniversity5june1947.htm>.

## SOURCE #2: USHISTORY.ORG

The following is an excerpt from a current history website summarizing the Marshall Plan.

In the aftermath of WWII, Western Europe lay devastated. The war had ruined crop fields and destroyed infrastructure, leaving most of Europe in dire need. On June 5, 1947, Secretary of State George Marshall announced the European Recovery Program. To avoid antagonizing the Soviet Union, Marshall announced that the purpose of sending aid to Western Europe was completely humanitarian, and even offered aid to the communist states in the east. Congress approved Truman's request of \$17 billion over four years to be sent to Great Britain, France, West Germany, Italy, the Netherlands and Belgium.

The Marshall Plan created an economic miracle in Western Europe. By the target date of the program four years later, Western European industries were producing twice as much as they had been the year before war broke out. Some Americans grumbled about the costs, but the nation spent more on liquor during the years of the Marshall Plan than they sent overseas to Europe. The aid also produced record levels of trade with American firms, fueling a postwar economic boom in the United States.

Lastly and much to Truman's delight, none of these nations of western Europe faced a serious threat of communist takeover for the duration of the Cold War.

Source: Independence Hall Association. "Containment and the Marshall Plan." UShistory.org. <http://www.ushistory.org/us/52c.asp>. Available under the Creative Commons Attribution 4.0 International License, <http://creativecommons.org/licenses/by/4.0/>.

## SOURCE #3: NEWSPAPER ARTICLE ON JULY 8, 1947

The following is a British newspaper article that discusses how the British foreign secretary, Ernest Bevin, felt about the Marshall Plan.

Foreign Secretary Ernest Bevin said today the Marshall program of American aid "may yet make the biggest contribution to the unity of the peoples of Europe."

Bevin declared that the Marshall offer—predicated on American assistance in the economic restoration of European countries which work together to help themselves—was purely economic.

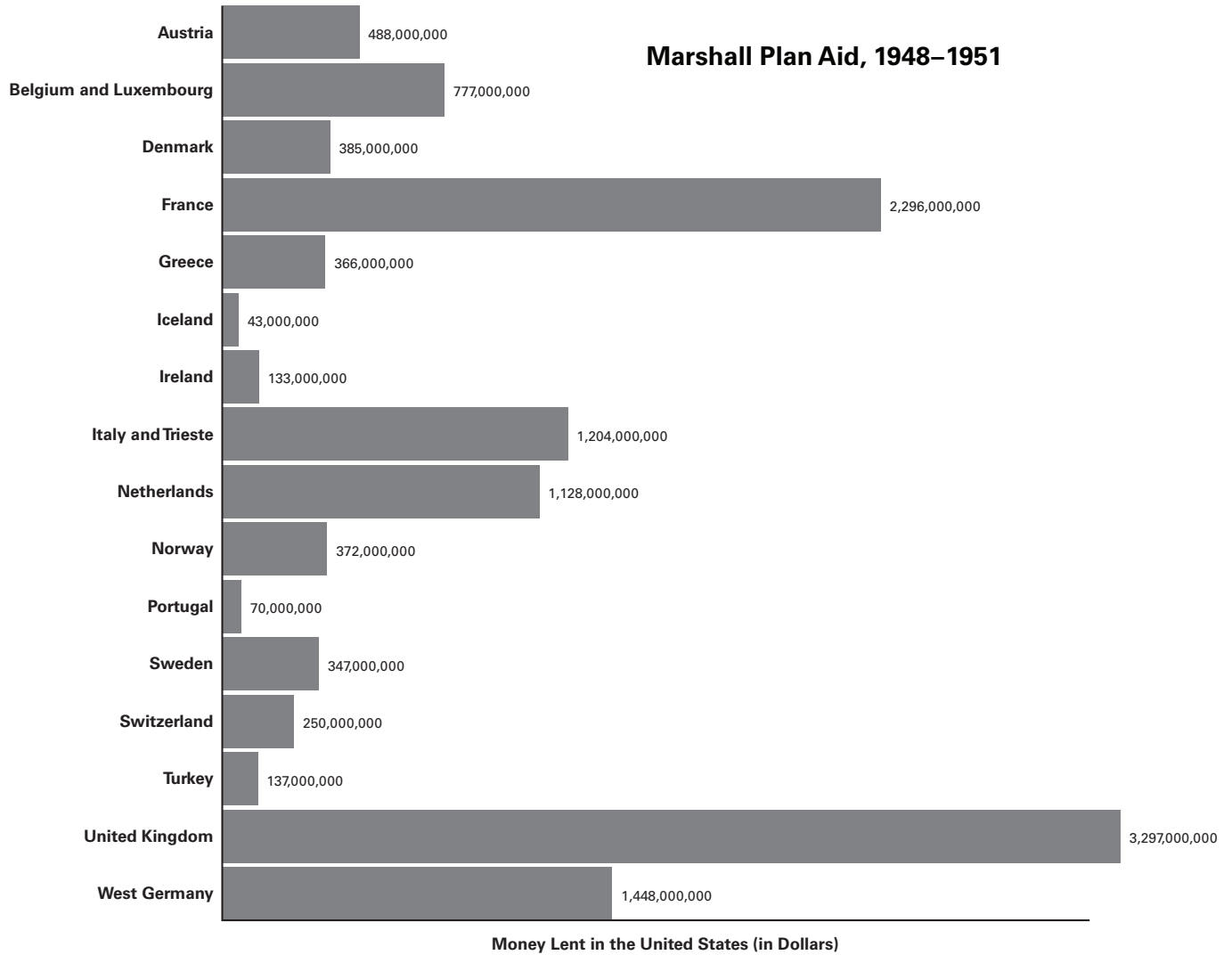
He dismissed as political the idea for a "United States of Europe" as advocated by Winston Churchill, Britain's wartime prime minister.

"Europe is bleeding to death," Bevin said, "it must be stopped and in the stopping of it, you have got to rule out any prejudices, either religious or ideological."

Source: "Marshall Plan Is Praised by Bevin." *Fredericksburg (VA) Free Lance-Star*, July 8, 1947. <http://news.google.com/newspapers?nid=1298&dat=19470708&id=abYwAAAAIBAJ&sjid=UYoDAAAIBAJ&pg=5699,703883>.

## SOURCE #4: MARSHALL PLAN AID

The below table estimates how much money the United States lent to individual European countries between 1948 and 1951 as part of the Marshall Plan.



Source: Data from Sarath Rajapatirana and Deepak Lal, "The Triumph of Hope over Experience: A Marshall Plan for Sub-Saharan Africa?" American Enterprise Institute.

THE MARSHALL PLAN TABLE

	Source #1	Source #2	Source #3	Source #4
Is this a primary or secondary source? Why?				
Facts/ quotations about the Marshall Plan.				
Ways the Marshall Plan helped/ could help Europe.				
Reasons the Marshall Plan could help the United States.				





# Writing Standards

**ARGUMENTATIVE WRITING**

Truman versus MacArthur

**WHST.6-8.1**  
**WHST.6-8.4**  
**WHST.6-8.6**  
**WHST.6-8.9**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

The Space Race

**WHST.6-8.2**  
**WHST.6-8.5**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**NARRATIVE WRITING**

Cuban Missile Crisis

**W.8.3**  
**WHST.6-8.5**  
**WHST.6-8.10**

## Truman versus MacArthur

### COMMON CORE STANDARDS

#### WHST.6-8.1

Write arguments focused on *discipline-specific content*.

#### WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students are assigned one of two sides: Truman made the right decision, or Truman made the wrong decision.
- Students are paired up with someone who was assigned the same side. They use the four readings to fill in the table together.
- Students use the table to write their papers individually.
- Once students have finished their papers, the teacher may want to organize a debate between the two sides.

## SHOULD TRUMAN HAVE REPLACED MACARTHUR?

### Overall

In one of the highest-profile confrontations between a president and military commander in U.S. history, on April 11, 1951, President Truman dismissed General MacArthur as commander of the U.S. forces in Korea for insubordination. You will be assigned a side, learn more about the issue, and then write a paper about whether or not President Truman made the right decision. You must use a persuasive voice throughout your paper. The paper should be 1 to 2 pages long.

### Sides

- Harry Truman made the right decision in replacing General MacArthur.
- Harry Truman made the wrong decision in replacing General MacArthur.

### Paragraphs

- An introduction that states the paper's claim and previews the arguments
- Two body paragraphs that state the arguments and support them with reasons, facts, and quotations
- A third body paragraph that brings up a counterclaim and disputes it
- A conclusion that restates the claim

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Argument</b>	Uses logical reasoning and solid support to write highly convincing arguments and dispute a counterclaim.	Uses logical reasoning and solid support to write convincing arguments. Brings up a counterclaim but may struggle to successfully dispute it.	At times arguments are solid, but needs to improve reasoning, support, and/or counterclaim.	Arguments are weak due to issues with reasoning, support, and/or counterclaim.

## KOREAN WAR BACKGROUND

### Early Battles

After World War II, the Soviet Union and the United States occupied Korea. Soon both nations had their own government in Korea: a communist one north of the 38 degree latitude line and an anti-communist one in the south. In 1950, North Korea launched a major offensive against South Korea; North Korea attacked on June 25 and managed to take control of over 90 percent of the country. The United States, with support from other United Nations countries, came to South Korea's defense. An American, General Douglas MacArthur, led these forces.

On September 15, 1950, MacArthur launched an ambitious amphibious (by land and water) attack at Inch'on, South Korea, which was twenty-five miles from Seoul (capital of the southern section of Korea). Soon, the South Koreans controlled land back up to the 38th parallel, where they had started.

### The Chinese Counterattack

Korea shares a border with China, much of it along the Yalu River. China, which was a communist nation in 1950, warned that if the United States crossed the 38th parallel, China would enter the war. The United States crossed the line anyway, and as South Korean forces progressed up the Korean Peninsula, China prepared to attack. MacArthur assured Truman that the Chinese army would either not attack or be easily repulsed. This did not end up being the case. On November 26, 1950, China struck with as many as 400,000 troops and overwhelmed the South Korean forces. China and the North Korean forces soon controlled the area just south of the 38th parallel and threatened to retake Seoul.

### Stalemate

The UN force fought back to the 38th parallel (again). At this point General MacArthur and President Truman had a serious disagreement over what the war's goals should be. Truman sought to avoid war with China. MacArthur wanted to retake North Korea, even if it meant dropping a nuclear bomb on China. When Truman wouldn't budge, MacArthur wrote a letter urging all-out war with China that he allowed to be leaked to the press. Truman responded by replacing MacArthur with General Matthew Ridgway. This was incredibly controversial at the time. A Gallup poll at the time showed 69 percent of Americans supported MacArthur. The war went on for three more years, although the line remained virtually the same.

### Korea Today

Six decades later, Korea remains divided into two separate countries. South Korea is a democratic country with a rich world economy. North Korea is one of the most politically repressive countries in the world, whose dysfunctional economic policies have resulted in mass starvations.

## IN TRUMAN'S WORDS

On April 11th, 1951, Truman explained to the country in a press conference why General MacArthur was being replaced. Below are excerpts from the speech.

We do not want to see the conflict in Korea extended. We are trying to prevent a world war—not to start one. The best way to do that is to make it plain that we and the other free countries will continue to resist the attack.

But you may ask, why can't we take other steps to punish the aggressor. Why don't we bomb Manchuria and China itself? Why don't we assist Chinese Nationalist troops to land on the mainland of China?

If we were to do these things we would be running a very grave risk of starting a general war. If that were to happen, we would have brought about the exact situation we are trying to prevent.

If we were to do these things, we would become entangled in a vast conflict on the continent of Asia and our task would become immeasurably more difficult all over the world.

What would suit the ambitions of the Kremlin better than for our military forces to be committed to a full-scale war with Red China? . . .

I believe that we must try to limit the war in Korea for these vital reasons: to make sure that the precious lives of our fighting men are not wasted; to see that the security of our country and the free world is not jeopardized; and to prevent a third world war.

A number of events have made it evident that General MacArthur did not agree with that policy. I have therefore considered it essential to relieve General MacArthur so that there would be no doubt or confusion as to the real purpose and aim of our policy.

It was with the deepest personal regret that I found myself compelled to take this action. General MacArthur is one of our greatest military commanders. But the cause of world peace is more important than any individual.

The change in commands in the Far East means no change whatever in the policy of the United States. We will carry on the fight in Korea with vigor and determination in an effort to bring the war to a speedy and successful conclusion. . . .

We do not want to widen the conflict. We will use every effort to prevent that disaster. And, in so doing, we know that we are following the great principles of peace, freedom, and justice.



President Truman signing a proclamation that starts U.S. involvement in Korea, 1950

Source: Truman, Harry S. "Speech Explaining Firing of MacArthur." Speech delivered April 13, 1951. Quoted in TeachingAmericanHistory.org, <http://teachingamericanhistory.org/library/document/speech-explaining-the-firing-of-macarthur/>.

Image source: Public domain, via Wikimedia Commons

## IN MACARTHUR'S WORDS <sup>1/2</sup>

Truman's dismissal of MacArthur proved highly controversial. Congress invited MacArthur to deliver a farewell speech. He did so on April 19, 1951, using it as an opportunity to give his side of the conflict with Truman. His use of a line from an army ballad, "Old soldiers never die; they only fade away," became the most famous line from the speech. It was a notable moment in the early history of television, as more people watched the broadcast of his speech than they had any television program ever before.

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. . . .

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 count-

less 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 enemy built-up bases north of the Yalu, if not permitted



General Douglas MacArthur

to utilize the friendly Chinese Force of some 600,000 men on Formosa, 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. . . .

Efforts have been made to distort my position. It has been said, in effect, that I was a warmonger. *Nothing* could be further from the truth. I know war as few other men now living know it, and nothing to me is more revolting. . . .

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. . . .

I have just left your fighting sons in Korea. They have met all tests there, and I can report to you without reservation that 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 and in my prayers always.

I am closing my 52 years of military service. When I joined the Army, even before the turn of the century, it was the fulfillment of all of 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 Bye.

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Source: MacArthur, Douglas. “Farewell Address to Congress.” Speech delivered April 19, 1951. American Rhetoric. Last modified January 7, 2008. <http://www.americanrhetoric.com/speeches/douglasmacarthurfarewelladdress.htm>.

## NEWSPAPER AT THE TIME <sup>1/2</sup>

On April 11, 1951, the *New York Times* reported on General MacArthur's dismissal. The following article focused on MacArthur's actions that led to replacement.

. . . The White House made the announcement of the relieving of General MacArthur at a hastily summoned press conference at 1 A.M. White House Press Secretary Joseph Short said that the announcement had been timed to coincide with delivery of the order to General MacArthur from the President which was dispatched over regular Army telecommunication. The hour in Tokyo was 3 P.M. Wednesday. . . .

In making public the order relieving General MacArthur, the White House also released secret documents that had been sent as instructions to General MacArthur and that, it was indicated, the General had violated, leading to his dismissal.

The secret classification on these documents was removed by direction of the President in order that the public might be given the background leading to the President's action.

The first, under date of Dec. 6, 1950, and sent by the Joint Chiefs of Staff to General MacArthur and all other United States Army commanders, said that the President had directed, among other things, the following:

"No speech, press release or other public statement concerning foreign policy should be released until it has received clearance from the Department of State.

"No speech, press release or other public statement concerning military policy should be released until it has received clearance from the Department of Defense.

"In addition to the copies submitted to the Department of State or Defense for clearance, advance copies of speeches and press releases concerning foreign policy or military policy should be submitted to the White House for information.

"The purpose of this memorandum is not to curtail the flow of information to the American people, but rather to insure that the information made public is accurate and fully in accord with the policies of the United States Government."

That same document included another Presidential directive to Defense Secretary Marshall and Secretary of State Dean Acheson. The President told them that all officials overseas, including both military commanders and diplomatic representatives, should exercise "extreme caution" in all their public statements, should clear all except routine statements with their departments and should "refrain from direct communication on military or foreign policy with newspapers, magazines, or other publicity media in the United States.

General MacArthur had, of course, violated this directive several times since it was issued.

The second document in the White House dossier dated March 20 and addressed to General MacArthur from the Joint Chiefs of Staff advised him that the State Department was planning a Presidential announcement in the near future that the United Nations was prepared to discuss conditions of settlement in Korea now that the bulk of South Korea had been cleared of aggressors.

"Strong United Nations feeling persists that further diplomatic efforts toward settlement should be made before any advance with major forces north of the Thirty-eighth Parallel," the March 20 directive said.

“Time will be required to determine diplomatic reactions and permit new negotiations that may develop. Recognizing that [the Thirty-eighth] Parallel has no military significance, State [Department] has asked J.C.S. (Joint Chiefs of Staff) what authority you should have to permit sufficient freedom of action for next few weeks to provide security for United Nations forces and maintain contact with enemy. Your recommendation desired.”

The next document in the White House release was the text of General MacArthur’s statement on Korea as it appeared in *the New York Times* of March 25. The implication was obvious that the only source the White House had for this declaration was *the Times* and that it had not arrived by cable from General MacArthur in advance as his military superiors had directed. It was in that statement that the general reported that South Korea had been substantially cleared of all organized Communist forces, that the enemy was suffering heavily from United Nations action and that General MacArthur announced his readiness to confer at any time with the enemy commander-in-chief in the field “in an earnest effort to find any military means whereby the realization of the political objectives of the United Nations in Korea, to which no nation may justly take exception, might be accomplished without further bloodshed.”

On March 24 the Joint Chiefs of Staff in a message marked “Personal for MacArthur” told the Far Eastern Commander that Mr. Truman had again called his attention to the Dec. 6 directive for advance clearance of statements bearing on foreign or military policy. Referring to the general’s most recent statement, the Joint Chiefs of Staff added that “any further statements by you must be coordinated as prescribed” in the December instructions.

“The President has also directed that in the event Communist military leaders request an armistice in the field you immediately report that fact to the J.C.S. for instructions,” the March 24 instruction said.

The next document dated Jan. 4 also addressed from the Joint Chiefs to General MacArthur said that the problem of arming additional Republic of Korea troops was under consideration. It detailed the problems of armament, supplies, and shortages. The J.C.S. said that it appeared that the South Korean forces could be increased from 200,000 to 300,000 men armed with rifles, automatic rifles, carbines and submachine guns.

The message added, however, that if these troops were organized into new divisions they would be relatively ineffective due to lack of artillery and other supporting weapons. The Joint Chiefs added, therefore, that it was probable that only about 75,000 more South Koreans can be effectively utilized immediately,” with an ultimate build-up to 100,000. . . .

The Final Document was General MacArthur’s letter to Republican Leader Martin. In parentheses the White House noted that this statement of foreign and military policy had been obtained from the Congressional Record of April 5, 1951 although it was dated March 20, 1951 and had not come to the White House for review between the date of its writing and the time Representative Martin chose to make it public.

The implication was more than clear that this was the letter in which General MacArthur wrote himself out of a job. . . .

## TRUMAN VERSUS MACARTHUR TABLE

Facts from Texts That Support Your Side	Quotations from Texts That Support Your Side

## The Space Race

### COMMON CORE STANDARDS

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students choose which Space Race subject they would like to research.
- Students choose three paragraph topics (or make up their own) and research these, recording information on the research page. Students should keep track of their sources as they go.
- The teacher reviews transitions, and gives students examples of effective ones.
- Students use their research to complete an outline. If students have a lot of information on one topic, they can choose to do just two body paragraphs.
- Students use the outline to write a final draft.

## THE SPACE RACE

### Overall

In 1957 the Soviet Union launched *Sputnik*, the world's first artificial satellite. This ignited a new arena of the Cold War, often referred to as the "Space Race," as the United States and the Soviet Union devoted considerable resources to trying to be the first to create technology that allowed them to better explore space. Your assignment is to write a research paper about a Space Race subject of your choice. The paper should be about 1 to 2 pages and include a Works Cited page.

### Paragraphs

- An opening paragraph that hooks the reader, introduces the subject, and previews what will be covered
- Two to three body paragraphs about a specific topic
- A conclusion that summarizes the paper and explains why this topic is important

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Informative</b>	Comprehensively informs about the required topics using specific accurate details.	Sufficiently informs about the required topics using accurate details.	Informs well at times, but needs to go into more detail or has significant factual errors.	Has little/no information about topic.
<b>Organization</b>	Begins with a strong hook, contains smooth transitions, and has a conclusion that convincingly shows the subject is very important.	Begins with a successful hook, contains effective transitions, and has a conclusion that shows the subject is important.	Contains a hook, transitions, and a conclusion, but all three do not succeed in their purpose.	Is missing a hook, transitions, and/or a conclusion.



## SUBJECTS AND PARAGRAPH TOPICS

### Subjects

#### Technology

Sputnik 1 (*first humanmade object to orbit earth*)  
 Explorer I (*first American humanmade object to orbit earth*)  
 Luna 2 (*first spacecraft to land on moon*)  
 Vostok (*carried first people to space*)  
 Voshkod 1 (*carried multiple people to space*)  
 Saturn V (*launch vehicle*)  
 Soyuz (*Soviet space crafts*)  
 Apollo Lunar Module (*carried crew from the moon's orbit to the moon's surface*)  
 Apollo Command/Service Module (*housed crew*)  
 Salyut 1 (*first space station*)  
 Skylab (*first American space station*)  
 Viking 2 (*landed on Mars*)

#### People

Yuri Gagarin (*first man to orbit earth*)  
 Alan Shepard (*first American in space*)  
 John Glenn (*first American to orbit earth*)  
 Sergey Korolyov (*chief engineer of Soviet space program*)  
 Vladimir Komarov (*first in-flight death*)  
 Neil Armstrong (*first man to walk on moon*)  
 Edwin "Buzz" Aldrin (*on Apollo 11*)  
 Michael Collins (*on Apollo 11*)

#### Missions/Programs

Vostok Program (*Soviet manned space program*)  
 Voshkod Program (*multi-manned space program*)  
 Mercury Program (*America's first manned space program*)  
 Gemini Program (*multi-manned space flights*)  
 Apollo 1 (*fire on board*)  
 Apollo 7 (*163-orbit flight with men*)  
 Apollo 8 (*first manned flight to leave Earth's orbit*)  
 Apollo 11 (*first moon landing*)  
 Apollo 12 (*second moon landing*)  
 Apollo 13 (*major accident*)  
 Apollo 15 (*moon landing plus more research*)  
 Apollo 16 (*landed in lunar highlands*)  
 Apollo 17 (*final flight to the moon*)

#### Miscellaneous

NASA  
 Chimpanzees in space  
 Soviet space dogs  
 Moon landing hoax theories

### Paragraph Topics

What was it?  
 How did they make it?  
 What did it look like?  
 What role did it have in the Space Race?  
 Why was it important?  
 What happened?  
 What were some difficulties that it faced?  
 What did they learn from it?  
 How did this affect the Space Race?  
 What did they do?  
 What was their childhood like?  
 Why were they selected to be part of the space program?  
 What role did they have on the mission?  
 What happened on their mission(s)?  
 Outside of the Space Race, what are they known for?  
 Why was this controversial?

# THE SPACE RACE RESEARCH PAGE

Write three paragraph topics in the header below.


THE SPACE RACE OUTLINE <sup>1/2</sup>

<b>Hook</b> (Fact, description, quotation, question, etc.)	
<b>Main Topic + a Preview of Other Topics</b>	
<b>Transition/Topic Sentence</b>	
<b>First Paragraph</b>	

Transition/Topic Sentence	
Second Paragraph	
Transition/Topic Sentence	
Third Paragraph	
Conclusion (Summary statement and explanation for why this subject is important)	

## Cuban Missile Crisis

### COMMON CORE STANDARDS

#### W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### DIRECTIONS

- Students read “Cuban Missile Crisis Information,” highlighting any sections they think would make a good scene to write about. Students share what they highlighted with the class and explain why those might make interesting scenes.
- Students discuss with a neighbor which day they want to choose to write about and what their scene will include. The teacher may allow students time to do extra research.
- Students write a rough draft of their paper.
- Students trade papers with a partner and complete a peer review.
- Students use the peer review to write their final draft.

## CUBAN MISSILE CRISIS

### Overall

In 1962 the world braced as the United States and the Soviet Union came close to nuclear war. For this assignment, you will learn about the details of the crisis and write a historically accurate narrative where you are one of the main characters.

### Requirements

- Write about the Cuban Missile Crisis from the perspective of President Kennedy
- Write in first person (use "I")
- Length of  $\frac{3}{4}$  to 1 page

### Things to Decide

- When: What day does your scene take place? Choose a date between October 16 and October 28, 1962.
- Setting: Where does this scene take place?
- Characters: Which historical figures will be in this scene?
- Problem: What is the specific problem in this scene and how is it resolved?
- Hook: How will you hook the read from the beginning? Some options include dialogue, in-depth description, action, onomatopoeia, etc.
- Conclusion: How will you end your scene? Some options include foreshadowing, full circle (connect it to beginning), a punch line (a short statement that leaves the reader thinking), or cliffhanger (leave us hanging).

### Rubric

	Exceeding	Proficient	Developing	Beginning
<b>Writing</b>	Uses numerous accurate details, vivid word choice, and a highly believable voice to write a highly engaging story.	Uses accurate details, appropriate word choice, and a believable voice to write an engaging story.	Story has accurate details, but is not engaging due to ordinary word choice and/or a weak voice.  <i>or</i> Story is engaging, but includes too many inaccurate details.	Story is not written in first person.  <i>or</i> Story includes few accurate details.
<b>Conventions</b>	No convention errors.  <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area.  <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions.  <i>or</i> Major issues with conventions.



## CUBAN MISSILE CRISIS INFORMATION <sup>1/2</sup>

### Important People Involved

John F. Kennedy: President of the United States from 1961–1963

Jacqueline Kennedy: First Lady

Robert Kennedy: President Kennedy's brother and the attorney general

Curtis LeMay: Chief of Staff of the Air Force

Nikita Khrushchev: Premier of Soviet Union from 1958–1964

Andrei Gromyko: Soviet Union's Foreign Minister

Fidel Castro: Leader of Cuba

Major Rudolf Anderson: American pilot

### Time Line

- **January 1, 1959:** Fidel Castro takes over Cuba.
- **April 17, 1961:** The Bay of Pigs invasion took place. This is when a CIA-trained group of Cuban exiles attempted to overthrow Castro and failed.
- **December 2, 1961:** Fidel Castro declares that he is a communist. The relationship between Cuba and the Soviet Union grows closer.
- **August 31, 1962:** An American senator announces that they have evidence that there are Soviet missiles on Cuba.
- **September 11, 1962:** Andrei Gromyko states that war with Cuba would mean war with the Soviet Union.
- **October 14, 1962:** Photographs of missile sites in Cuba are taken.



President John F. Kennedy and Chairman Nikita Khrushchev, 1961

- **October 16, 1962:** Kennedy does not want the public to know about the missiles so he keeps his schedule as normal as possible. He does meet with his military advisers to discuss military options against Cuba. The joint chiefs of staff, including Curtis LeMay, recommend an aggressive response entailing airstrikes on the missile sites and a naval blockade. Kennedy does not want to bomb Cuba.
- **October 17, 1962:** More photos are taken that show there are multiple missile sites with sixteen to thirty-two missiles. It's Wednesday, but Kennedy goes to a short religious service because it is the National Day of Prayer.
- **October 18, 1962:** Kennedy has a meeting with Gromyko. Kennedy does not let him know that the United States is aware of the missiles in Cuba. Gromyko assures Kennedy that any military aid for Cuba is to help Cuba defend its borders, not for any type of attack.
- **October 19, 1962:** Kennedy flies to Ohio and Illinois on a campaign trip.
- **October 20, 1962:** Kennedy returns to the capital. After five hours of talks with his advisers, they decide to start with a naval blockade but be prepared for air strikes.

- **October 21, 1962:** Kennedy attends Sunday mass with his wife, Jacqueline Kennedy. Later, he meets with General Walter Sweeney of Tactical Air Command to discuss air strikes. Sweeney says that he cannot guarantee that air strikes would take out all of the missiles.
- **October 22:** Kennedy phones three former presidents—Truman, Hoover and Eisenhower—to tell them about the situation. Also that day, Kennedy writes Khrushchev a letter saying he knows about the missiles. At 7 p.m. Kennedy appears on television and tells the nation about the crisis. Kennedy states that the naval blockade will not let up until the missiles are removed.
- **October 23:** American ships begin to surround Cuba. Khrushchev sends a letter to Kennedy about the seriousness of the situation. Kennedy asks Khrushchev to stop all Soviet ships from coming to Cuba, warning that the U.S. Navy might fire on one.
- **October 24:** Khrushchev responds to Kennedy's letter, arguing that the Soviet Union has every right to send arms to Cuba for Cuba's self-defense.



Aerial photo of missile sites during Cuban Missile Crisis, 1962

- **October 25:** Kennedy writes Khrushchev a letter, asking him to reconsider. Soviet ships bringing weapons to Cuba turn around, but a Soviet ship carrying oil is allowed through the blockade to Cuba.
- **October 26:** Khrushchev sends Kennedy a letter saying that the Soviet Union will remove their missiles if Kennedy ends the blockade and promises never to attack Cuba.
- **October 27:** In a new letter, Khrushchev increases his demands, requesting that America also remove missiles from Turkey. That same day an American plane is shot down while flying over Cuba. The pilot, Major Rudolf Anderson, dies. Kennedy meets with his advisers. Many want to respond by bombing the missile sites. Kennedy does not want to do this. They decide to agree to the terms of the first letter (ending the blockade and promising not to attack Cuba) but not mention the American missiles in Turkey. Later that night, Robert Kennedy makes a secret deal with a Russian ambassador to eventually remove the missiles from Turkey.
- **October 28:** Khrushchev agrees to remove Soviet missiles from Cuba. The Americans end the naval blockade. The Cuban Missile Crisis is over.

**CUBAN MISSILE CRISIS PEER EDIT** <sup>1/2</sup>**Scene**

1. When does this scene take place?
2. Where does this scene take place?
3. List three to five details your partner could add to the scene.

**Problem**

1. What is the problem in this scene?
2. How is the problem resolved?

## Hook and Conclusion

1. On a scale of 1 (weak) to 5 (strong), how strong was the hook? Explain.
2. On a scale of 1 to 5, how strong was the conclusion? Explain.
3. Give advice on how your partner could improve either the hook or the conclusion.

## Rubric

Assess the paper's writing on the rubric.

	<b>Exceeding</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
Writing	Uses numerous accurate details, vivid word choice, and an extremely believable voice to write a highly engaging story.	Uses accurate details, appropriate word choice, and a believable voice to write an engaging story.	Story has accurate details, but is not engaging due to ordinary word choice and/or a weak voice.  <i>or</i> Story is engaging, but includes too many inaccurate details.	Story is not written in first person.  <i>or</i> Story includes few accurate details.
Conventions	No convention errors.  <i>or</i> Uses high-level conventions with few to no errors.	Convention errors in one area.  <i>or</i> A single error in a few areas.	Convention errors in two or more areas.	Too short to assess conventions.  <i>or</i> Major issues with conventions.

# Selected Answers

## ACTIVITY 1

### Evidence Table

Facts and quotations that support that Alger Hiss was a spy	Facts and quotations that support that Alger Hiss was not a spy
Bentley heard that a man named Hiss worked for the government.	Chambers changed story, not mentioning Hiss was a spy until after Hiss sued him.
The Pumpkin Papers included handwritten notes by Hiss.	Despite being tailed and having his phone tapped, no evidence was found supporting Hiss as a spy.
The typewriter brought as evidence matched the typewriter used to type State Department notes.	"I am not and never have been a member of the Communist Party." –Hiss
"We would transfer the documents from Hiss's brief case to the one that I had brought."–Chambers	Russians who looked through KGB files in 1991, did not find anything about Hiss.
William Bullitt heard from French intelligence that Hiss was a spy.	"A whole book by a psychoanalyst, Dr. Meyer Zelig, in California, has analyzed Chambers' motive—or motives—and I think the clearest one I've arrived at is that Chambers was an impostor."–Hiss
Noel Field admitted to Hungarian interrogators that Hiss was a communist. Although Field later recanted, he may have done so to protect Hiss.	A chief investigator on Hiss's defense team (Schmahl) had worked for the government before and informed for the FBI during the trial.
Files intercepted by the CIA described an agent, ALES, who had Hiss's same traveling schedule after the Yalta Conference.	According to the typewriter's serial number, the typewriter was built after Hiss's family bought it.
Gouzenko, a Soviet defector, said that he heard that the Soviet Union had a spy in the State Department.	Most of the Pumpkin Papers contained unimportant information.
The KGB documents "unequivocally identify Hiss as a long-term espionage source." –Haynes and Klehr	Few people have gotten to see the KGB files.

### Was Alger Hiss a Spy?

1. Answers will vary, but the following is one possible answer: I believe that Alger Hiss was a spy. First of all, I see no reason to doubt what Whittaker Chambers said. He gained nothing by accusing Hiss, the KGB files have supported his claims, and he even produced government documents that were in Hiss's handwriting. Secondly, Chambers is not alone in claiming Hiss was a spy or a communist. William Bullitt, Noel Field, Hede Massing, and Elizabeth Bentley all heard or claimed that Hiss was a spy. Lastly, the KGB archives that were opened were filled with evidence supporting the theory that Hiss was a spy. Haynes and Klehr, authors of a book about the KGB archives said they "unequivocally identify Hiss as a long-term espionage agent."
2. Answers will vary, but the following is one possible answer: I am "8" or "9" confident that Hiss was guilty. It just seems like there is so much evidence against him. If I could read what exactly was written in the KGB archives, I might even be a 10.

## ACTIVITY 2

### Procedure Questions

1. Drop to the floor, duck under a desk or table, and cover your neck and face with your arms.
2. Stop what you're doing and get to the nearest safe place.
3. Duck and cover wherever you are as fast as you can.
4. Throw the picnic cloth over your family and cover as much as possible.
5. Because when a turtle is in danger, it hides in its shell, which is similar to the "duck and cover." Also, animals appeal to children, the target audience of the film.
6. They do not want people to panic during a drill. People panicking could make it harder for everybody to get protected or cause people to forget what to do.
7. The film spends a lot of time emphasizing how a nuclear attack could happen anywhere and at anytime.
8. Answers will vary, but the following is one possible answer: They are very similar to tornado drills, where we get on the floor and cover our head. They are different because in air raid drills they cover as fast as possible, but with tornado drills we line up and go into the hall before we cover ourselves.
9. Answers will vary, but the following is one possible answer: I do not think air-raid drills are necessary today because there is no longer the same immediate threat of nuclear bombings as there once was. I do think fire drills and lockdown drills are necessary because fires and shootings now happen every year.

### Pamphlet Questions

1. Debris can go up to 80,000 feet in the air; there is always radioactivity everywhere on the earth; upper winds can take particles miles away from where the bombing occurred; etc.
2. The fallout's path will be announced on the radio.
3. If there's not enough time to evacuate, they should find a safe shelter.
4. First-aid kits, water, seven days worth of food, a lantern, blanket, etc.
5. Answers will vary, but the following is one possible answer: "It may even kill you," and, "You can't hear it. You can't taste it. You can't touch it. You can't smell it." It is scary to think something so hard to sense can kill you.
6. "We would not be intelligent beings otherwise." This is loaded language because even though all humans can be described as "intelligent beings," in this instance they are speaking specifically about Americans and are trying to imply that Americans are very smart.
7. Answers will vary, but the following is one possible answer: Perhaps the pamphlet did not mention the Soviet Union because it would make the threat seem more real and scary if a specific country was connected to it.

## ACTIVITY 3

### McCarthyism Questions

1. Sphere of influence
2. Making laws
3. "This religion of immoralism"; "whole sorry mess of twisted, warped thinkers"; "harbors a nest of communists"; etc.
4. "The actions of the junior Senator from Wisconsin have caused alarm and dismay"; "This isn't done by honest public officials"; "unbecoming"; etc.
5. "Very recently the Secretary of State proclaimed his loyalty to a man guilty of . . . high treason." This is a fact because it had just happened with Alger Hiss.

6. "There the bright young men who are born with silver spoons in their mouths are the ones who have been the most traitorous." This is an opinion because there was no proof that rich people were more likely to be traitors.
7. Answers will vary, but the following is one possible answer: This might show us that McCarthy is prone to exaggeration and that he makes claims that he can't always substantiate.
8. People can disagree with the government and still be good citizens.
9. It makes sense that McCarthy was concerned about communism because of the evidence that had just been released showing Hiss may have been a spy.
10. It makes sense that Truman would want McCarthy censured because McCarthy was questioning him and scaring the public with unfounded accusations. For the senators, McCarthy was making them look bad and possibly making it more difficult to find spies.
11. Answers will vary.

## ACTIVITY 4

### Coups in Iran and Guatemala Questions

1. This author is clearly against these coups because he or she emphasizes all of the negative events that occurred as a result of them. Also, the author brings up multiple times that American policy undermined democracies.
2. America was right to perform coups in Iran and Guatemala. Protecting business interests helps out all Americans, and during this era, it was important for the United States to keep communism from spreading.
3. Comparatively—This reading compares how the coups in Iran and Guatemala were similar and different.
4. Business interests and fears of communism played a major role.
5. The desirable resource in Iran was oil, while the desirable resource in Guatemala was farmland.
6. The CIA was behind both overthrows, and the organization attempted to make it seem like the country's citizens were behind both coups.
7. In Iran, the CIA paid people to say bad things about the leader and start riots. In Guatemala, the CIA helped raise an army and bombed the nation's capital.
8. After the coups, both Guatemala and Iran were no longer democracies.
9. Iran ended up having a revolution that placed a religious fundamentalist regime in charge. Guatemala also had a revolution, which continued for many years, but the rebels were never able to replace the U.S.-instated government.
10. Answers will vary, but the following is one possible answer: Canada decides that it wants all of America's natural gas, so Canada trains a group of people who dislike the U.S. president so it can rise up and take over the government. Once in charge, the new rulers allow Canadian companies to take over most of the natural gas operations in the country.



## ACTIVITY 6

### Marshall Plan Table

	Source #1	Source #2	Source #3	Source #4
<b>Is this a primary or secondary source? Why?</b>	Primary. It is the original speech George Marshall gave about the Marshall Plan.	Secondary. It is a summary of what happened that was written recently.	Primary and Secondary. It could be considered a primary source since it was written during the time of the Marshall Plan. Or it could be considered a secondary since it is a newspaper article that is reporting about an event the author did not witness.	Secondary. It is an estimation of facts gathered from other sources.
<b>Facts/quotations about the Marshall Plan.</b>	Many cities, factories, mines, and railroads were destroyed during the war.  Many factories had been altered in order to produce war items for the Nazis.	The United States sent \$17 billion of aid to Great Britain, France, West Germany, Italy, and other nations.  After four years, Western European countries were producing twice as much as they had before the war.	Ernest Bevin said the Marshall Plan "may yet make the biggest contribution to the unity of the peoples in Europe."  "Europe is bleeding to death," Ernest Bevin said, "it must be stopped."	Over 1 billion dollars was lent to France, Italy, the Netherlands, the United Kingdom, and West Germany each.  The United Kingdom received the most aid
<b>Ways the Marshall Plan helped/could help Europe.</b>	Europe cannot recover without help.  Problems could arise if people get too desperate.	It really helped their economies.	Europe was in desperate need of help.	By getting all this money the European countries could rebuild and would have more prosperous neighbors to trade with.
<b>Ways the Marshall Plan helped/could help the United States.</b>	Helping the world's economy also helps the U.S. economy.	The American economy was strengthened by the increase of trade with these countries.		

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