

U.S. History

Explores American history from 1775 to the present through an interdisciplinary approach that includes literature, art, and biographies. Students are encouraged to integrate information, discover patterns, and develop critical thinking skills in their responses to significant issues and events in American history. Throughout this course, students are required to use information from the text and related sources to evaluate causes and explore values in history. All assignments are designed to help students think more widely, feel more deeply, and act more intelligently. The following books are required for this course:

- The Oak Meadow U.S. History Syllabus
- *The American Vision* by Appleby/Brinkley/Broussard/McPherson/Ritchie; McGraw-Hill/Glencoe, 2005

Outline of the U.S. History Syllabus:

Unit 1: Three Worlds Meet: Beginnings to 1763

Lesson 1: Converging Cultures: Prehistory to 1520

Lesson 2: Colonizing America: 1519-1733

Lesson 3: Colonial Ways of Life: 1607-1763

Unit 2: Creating a Nation: 1754-1816

Lesson 4: The American Revolution: 1754-1783

Lesson 5: Creating a Constitution: 1781-1789

Lesson 6: Federalists and Republicans: 1789-1816

Unit 3: The Young Republic: 1816-1848

Lesson 7: Growth and Division: 1816-1832

Lesson 8: The Spirit of Reform: 1828-1845

Lesson 9: Manifest Destiny: 1835-1848

Unit 4: The Crisis of Union: 1848-1877

Lesson 10: Sectional Conflict Intensifies: 1848-1860

Lesson 11: The Civil War: 1861-1865

Lesson 12: Reconstruction: 1865-1877

Unit 5: The Birth of Modern America: 1865-1901

Lesson 13: Settling the West: 1865-1900

Lesson 14: Industrialization: 1865-1901

Lesson 15: Urban America: 1865-1896

Lesson 16: Politics and Reform: 1877-1896

Unit 6: Imperialism and Progressivism: 1872-1920

Lesson 17: Becoming a World Power: 1872-1912

Lesson 18: Midterm Project

Lesson 19: The Progressive Movement: 1890-1919

Lesson 20: World War I and its Aftermath: 1914-1920

Unit 7: Boom and Bust: 1921-1939

Lesson 21: The Jazz Age: 1921-1929

Lesson 22: Normalcy and Good Times: 1921-1929

Lesson 23: The Great Depression Begins: 1929-1932

Lesson 24: Roosevelt and the New Deal: 1933-1939

Unit 8: Global Struggles: 1931-1960

Lesson 25: A World in Flames: 1931-1941

Lesson 26: America and World War II: 1941-1945

Lesson 27: The Cold War Begins: 1945-1960

Lesson 28: Postwar America: 1945-1960

Unit 9: A Time of Upheaval: 1954-1980

Lesson 29: The New Frontier and the Great Society: 1961-1968

Lesson 30: The Civil Rights Movement: 1954-1968

Lesson 31: The Vietnam War: 1954-1975

Lesson 32: The Politics of Protest: 1960-1980

Unit 10: A Changing Society: 1968-2003

Lesson 33: Politics and Economics: 1971-1980

Lesson 34: Resurgence of Conservatism: 1980-1992

Lesson 35: Into a New Century: 1992-2003

Lesson 36: Final Project

Lesson 27: The Cold War Begins, 1945-1960

Chapter Overview

This chapter explains how a Cold War developed as relations between the United States and the Soviet Union deteriorated and the threat of communism seemed to penetrate every aspect of American life.

Section 1 discusses how the alliances between the United States, the Soviet Union, and Britain unraveled in the years after World War II. The Soviet Union and the United States emerged from World War II with very different goals. Soviet leaders wanted to secure their borders and spread communism, while the United States wanted to promote free trade and democracy. At the Yalta Conference, the Big Three agreed that Europeans should choose their own governments and that Germany should be divided into four zones. However, Soviet-American relations deteriorated when Stalin demanded heavy German reparations for war damages. At the Potsdam Conference, it became apparent that the United States and the Soviet Union had very different visions of post-war Germany. The Soviets refused to make further commitments to upholding the Declaration of Liberated Europe, and Stalin never fulfilled his promise to allow free elections in Soviet-occupied countries. As the countries of Eastern Europe fell under the influence of communism, an iron curtain separated Eastern Europe from the West.

Section 2 describes how the United States struggled to oppose Communist aggression in Europe and Asia at the start of the Cold War. Fearing Soviet expansion, President Truman initiated a policy to contain communism. The Truman Doctrine pledged the United States to fight against communism, while the Marshall Plan used economic aid to help Western Europe's recovery. Truman's policies would be tested in Iran, Greece, and Turkey. A Soviet blockade of West Berlin convinced Americans that the Soviets were bent on conquest. The United States, Canada, and 10 European nations formed a mutual defense alliance — NATO. The Soviets countered with their own military alliance in Eastern Europe — the Warsaw Pact. Fears about the spread of communism heightened as China fell to Mao Zedong's Communist forces and a Soviet-Chinese alliance emerged. When Communist North Koreans invaded pro-Western South Korea, Truman decided to contain communism with a show of might.

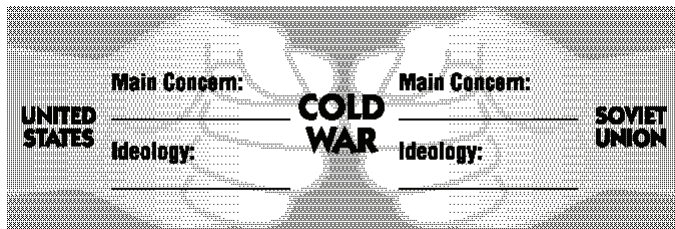
Section 3 details the growing fear of communism that took hold during the Cold War. When China fell to communism and reports of Cold War espionage flooded the media, Americans began to fear that Communists were plotting to overthrow the United States government. President Truman's plan to screen all federal employees for loyalty fanned the flames of fear, while federal hearings attempted to expose Communists. The Red Scare spread as spy trials grabbed national attention, Congress passed anti-Communist legislation, and the search for spies widened. Wisconsin Senator Joseph McCarthy promoted national hysteria by turning his very public anti-Communist campaign into a witch hunt. News of the Soviet H-bomb heightened Americans' fears of nuclear attack and prompted many to designate bomb shelters, practice bomb drills, and prepare fallout shelters. It seemed Americans couldn't escape their fears as movies, television, and novels dramatized the fears of nuclear war and Communist infiltration.

Section 4 follows President Eisenhower's efforts to reduce world tensions while containing communism. In the 1952 presidential election, Americans elected military hero Dwight D. Eisenhower to lead the nation in its Cold War struggle against communism. In order to fulfill his goals of promoting free enterprise and protecting the United States from subversion, Eisenhower gave the American defense policy a "New Look." His strategy of massive retaliation threatened the use of nuclear weapons if a Communist nation tried to seize a territory by force. Eisenhower used brinkmanship in negotiations over Korea, Taiwan, and the Suez Canal. When brinkmanship would not work, he sometimes used covert operations to prevent Communist uprisings in developing countries. A new Soviet leader accused the United States and other capitalist countries of starting an "arms race." Indeed, after the Soviets launched the first artificial satellite to orbit the Earth, Congress raced to create a federal program to research rocket science and space exploration.

Read Chapter 26, Sections 1-4, pages 776-802

Answer the following questions:

1. In what ways did the Korean War mark a turning point in the Cold War?
2. Explain the reasoning behind "massive retaliation" and "brinkmanship," and describe how Eisenhower used these concepts to help end the Korean War.
3. Tensions between the United States and the Soviet Union began to increase after World War II because the two nations had different goals. Complete the diagram below. Then use it to help you discuss the different concerns and beliefs that contributed to the Cold War.



4. Describe the tactics of Joseph McCarthy and explain why few challenged him.

Choose one of the following projects:

- a) Create a thematic map that shows the countries affected by Yalta. Indicate where the Soviets did not abide by the Yalta agreement.
- b) Write an editorial expressing an opinion about when, if ever, it is appropriate for a military leader to override a president's decision.
- c) Take on the role of a person living during the Cold War and write a journal entry. Assume one of the following roles: A history teacher finding out that the FBI is investigating her; a blacklisted

actor having just returned from an audition; an office worker who has discussed the Hiss or Rosenberg case with coworkers; or someone whose family is discussing building a fallout shelter.

- d) Use library and Internet resources to learn how mass hysteria contributed to the hunt for Communists in the United States in the 1950s, and write a short report. What fears did people have that made them so worried about Communist infiltration? How did media and government actions fuel these fears?
- e) The overthrow of the leftist Guatemalan government was made possible by the activities of the Central Intelligence Agency. Is secret aggression, such as that by the CIA, justifiable? Why or why not? What events in your lifetime have helped shape your opinion?