## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how two sides faced off in Europe during the Cold War.
- Learn how nuclear weapons threatened the world.
- Understand how the Cold War spread globally.
- Compare and contrast the Soviet Union and the United States in the Cold War.

## Prepare to Read

### Build Background Knowledge  L3

Ask students to recall some of the conflicts that remained at the end of World War II. Ask them to predict ways that the Soviet Union and United States might clash in the postwar years.

### Set a Purpose  L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

  🔊 AUDIO **Witness History Audio CD,** An Iron Curtain

  Ask **According to Churchill, who controls the states of Central and Eastern Europe?** *(the Soviet Union, whose capital is Moscow)*

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. *(Answer appears with Section 1 Assessment answers.)*

- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

- **Reading Skill** Have students use the *Reading Strategy: Summarize* worksheet.

  **All in One Teaching Resources, Unit 7,** p. 8

- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p.T20). As they read, have students fill in the chart showing the consequences of the Cold War.

  **Reading and Note Taking Study Guide,** p. 274

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Nuclear fallout shelter sign

### WITNESS HISTORY 🔊 AUDIO

#### An Iron Curtain

In 1946, Winston Churchill, former prime minister of Britain, spoke of an "iron curtain" sealing off the countries in Eastern Europe that the Soviet Union had occupied at the end of World War II:

❝ [A]n iron curtain has descended [fallen] across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . [A]ll these famous cities . . . lie in what I must call the Soviet sphere, and are all subject . . . to a very high . . . measure of control from Moscow. ❞

Winston Churchill

**Focus Question** What were the military and political consequences of the Cold War in the Soviet Union, Europe, and the United States?

# The Cold War Unfolds

## Objectives
- Understand how two sides faced off in Europe during the Cold War.
- Learn how nuclear weapons threatened the world.
- Understand how the Cold War spread globally.
- Compare and contrast the Soviet Union and the United States in the Cold War.

## Terms, People, and Places

| | |
|---|---|
| superpowers | John F. Kennedy |
| anti-ballistic missiles (ABMs) | ideology |
| Ronald Reagan | Nikita Khrushchev |
| détente | Leonid Brezhnev |
| Fidel Castro | containment |

### Note Taking

**Reading Skill: Summarize** Sum up the consequences of the Cold War in the United States, Europe, and the Soviet Union in a chart like the one below.

**Consequences of the Cold War**

| United States | Europe | Soviet Union |
|---|---|---|
| • | • | • |

---
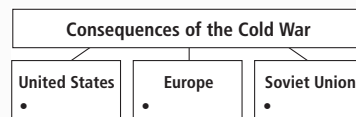
After World War II devastated Europe and Japan, two great powers remained: the United States and the Soviet Union. These two nations were known as **superpowers,** or nations stronger than other powerful nations. The Cold War between these superpowers cast a shadow over the world for more than 40 years.

## Two Sides Face Off in Europe

Cold War confrontation began in Europe, where the two superpowers' armies confronted each other after World War II. Each superpower formed a European military alliance made up of the nations that it occupied or protected. The United States led the North Atlantic Treaty Organization, or NATO, in Western Europe. The Soviet Union led the Warsaw Pact in Eastern Europe. The two alliances in Europe faced each other along the Iron Curtain, the tense line between the democratic West and the communist East.

**A Wall Divides Berlin** Berlin was a key focus of Cold War tensions. The city was split into democratic West Berlin and communist East Berlin. In the 1950s, West Berlin became a showcase for West German prosperity. A massive exodus of low-paid East Germans, unhappy with communism, fled into West Berlin. To stop the flight, East Germany built a wall in 1961 that sealed off West Berlin. When completed, the Berlin Wall was a massive concrete barrier, topped with barbed wire and patrolled by guards. The wall showed that workers, far from enjoying a communist paradise, had to be forcibly kept from fleeing.

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## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.
**All in One Teaching Resources, Unit 7,** p. 7; **Teaching Resources, Skills Handbook,** p. 3

| High-Use Word | Definition and Sample Sentence |
|---|---|
| **comprise,** p. 970 | *vt.* to be made up of<br>The school **comprises** students from three different towns. |

**Eastern Europe Resists** Other explosions of Cold War tension included revolts against Soviet domination in East Germany, Poland, Hungary, and Czechoslovakia. One of the earliest revolts occurred in East Berlin. In 1953, some 50,000 workers confronted the Soviet army in the streets of the German capital. The uprising spread to other East German cities, but the demonstrators could not stand up to Russian tanks.

In 1956, Eastern Europeans challenged Soviet authority in the name of economic reform in both Poland and Hungary. Poles were responding in part to Soviet-backed mass arrests of noncommunist leaders and government seizures of private lands and industry. Hungarian leader Imre Nagy (nahj) went furthest, ending one-party rule and seeking to pull his country out of the Warsaw Pact. In response, Soviet troops launched a massive assault that overwhelmed resistance. Nagy was later executed.

In early 1968, Czechoslovak leader Alexander Dubček introduced greater freedom of expression and limited democracy. This blossoming of freedom came to be known as the "Prague Spring." Soviet leaders feared that democracy would threaten communist power and Soviet domination. Warsaw Pact troops launched a massive invasion of Czechoslovakia in August of that year to put an end to these freedoms.

✔ **Checkpoint**  How was Europe divided, and what were three consequences of its division?

## Nuclear Weapons Threaten the World

One of the most terrifying aspects of the Cold War was the arms race that began right after World War II. At first, the United States was the only nuclear power. By 1949, however, the Soviet Union had also developed nuclear weapons. By 1953, both sides had developed hydrogen bombs, which are much more destructive than atomic bombs.

Critics argued that a nuclear war would destroy both sides. Yet each superpower wanted to be able to deter the other from launching its nuclear weapons. Both sides engaged in a race to match each other's new weapons. The result was a "balance of terror." Mutually assured destruction—in which each side knew that the other side would itself be

**Soviet Nuclear Missiles**
Every year on May 1, the Soviet Union demonstrated its military strength, including nuclear weaponry, in a parade through Moscow's Red Square. *Why might the Soviet Union have wanted to show off its nuclear might?*

## Nuclear Weapons Threaten the World ⓛ3

### Instruct

- **Introduce** Ask students to describe nuclear weapons and share what they know about the role of these weapons in ending World War II. Point out that people vividly remembered the atomic destruction at Hiroshima and Nagasaki. Do students think that nuclear power was an asset or a liability for nations of the world? Would students have supported nuclear proliferation or disarmament during the Cold War period?

- **Teach** Have students look at the chart on this page. Identify the major agreements: SALT, ABM Treaty, START. As students read, have them list in their notes the main features of each treaty. Ask **Why were these treaties necessary?** *(The United States and Soviet Union were building up nuclear weapons arsenals to threaten each other. People feared that nuclear destruction would result from this arms race.)* **What did each treaty seek to do?** *(control and limit the spread and use of nuclear weapons)*

### Independent Practice

Ask students to list the steps the two sides took to reduce the threat of Cold War. Then ask them to choose which step was most significant and write a one-paragraph essay explaining why. Use the Think-Write-Pair-Share strategy (TE, p. T23) and have students share their work.

### Monitor Progress

- To check student understanding, ask them to reread the black headings and summarize the information under each one.

- As students work on their paragraphs, circulate to ensure their paragraphs include sound reasoning.

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**Arms Control Agreements**

| Date | Agreement | Effect |
|------|-----------|--------|
| 1963 | Nuclear Test Ban Treaty | Banned testing of nuclear weapons in the atmosphere |
| 1972 | SALT I Interim Agreement | Froze existing number of weapons held by each side |
| 1972 | SALT I Anti-Ballistic Missile Treaty | Set strict limits on missiles that could shoot down missiles from the other side |
| 1979 | SALT II Treaty | Set absolute limit on number of weapons each side could hold |
| 1991 | START Treaty | Required both sides to reduce the number of weapons each held |

**Chart Skills** Compare the Nuclear Test Ban Treaty, the SALT II Treaty, and the START Treaty. *How did each of the later treaties advance beyond the treaty that came before it?*

SOURCE: *Encyclopaedia Britannica*

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destroyed if it launched its weapons—discouraged nuclear war. Still, the world's people lived in constant fear of nuclear doom.

**Limiting Nuclear Weapons** To reduce the threat of nuclear war, the two sides met at disarmament talks. Although mutual distrust slowed progress, the rival powers did reach some agreements. In 1969, the United States and the Soviet Union began Strategic Arms Limitation Talks (SALT) to limit the number of nuclear weapons held by each side. In 1972 and 1979, both sides signed agreements setting these limits.

One of these agreements limited **anti-ballistic missiles (ABMs),** or missiles that could shoot down other missiles from hostile countries. ABMs were seen as a particular threat to the balance of terror because, by giving one side some protection against the other, they might encourage the protected side to attack. They were also seen as a technology that could provoke a renewed arms race. During the 1980s, U.S. President **Ronald Reagan** launched a program to build a "Star Wars" missile defense against nuclear attack. Critics objected that this program would violate the ABM treaty. Nonetheless, the two sides signed the Strategic Arms Reduction Treaty (START) in 1991.

**Building Détente** American and Soviet arms control agreements led to an era of **détente** (day TAHNT), or relaxation of tensions, during the 1970s. The American strategy under détente was to restrain the Soviet Union through diplomatic agreements rather than by military means. The era of détente ended in 1979, when the Soviet Union invaded Afghanistan.

**Stopping the Spread of Nuclear Weapons** By the late 1960s, Britain, France, and China had developed their own nuclear weapons. However, many world leaders worked to keep the arms race from spreading any further. In 1968, many nations signed the Nuclear Non-Proliferation Treaty (NPT). These nations agreed not to develop nuclear weapons or to stop the proliferation, or spread, of nuclear weapons.

✓ **Checkpoint** What factors discouraged the use of nuclear weapons during the Cold War?

## The Cold War Goes Global

Although the Cold War began in Central Europe, it quickly spread around the world. When World War II ended, the Soviets were assisting communist forces in China and Korea. American leaders saw that the United States faced a conflict as global as the two world wars that had preceded it. They therefore developed policies to respond to challenges anywhere in the world.

**Building Alliances and Bases** As part of its strategy to contain Soviet power, the United States reached out to the rest of the world both diplomatically and militarily. The NATO alliance with Europe's democracies was only one of several regional alliances.

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### Answers

**Chart Skills** The Nuclear Test Ban Treaty banned just atmospheric testing; SALT II went on to limit numbers of weapons; START required actual weapons reductions.

✓ Neither side wanted to start a destructive war that would devastate both sides. Both sides eventually signed treaties to limit nuclear weapons.

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**Link to Technology**

**The Hydrogen Bomb** After the Soviets exploded an atomic bomb in 1949, U.S. politicians and scientists began to debate whether to develop a hydrogen bomb, which would be one thousand times more destructive than the atomic bomb. Many scientists, including J. Robert Oppenheimer, who led the project to develop the atomic bomb, were opposed on both moral and practical grounds. Yet the threat of the Soviet Union developing it first grew too great for many politicians. Soon after it was discovered that the Soviet Union had been given U.S. preliminary data on the hydrogen bomb, Truman approved the project. First he asked his advisors, "Can the Russians do it?" "Yes," they said. Truman replied, "We have no choice. We'll go ahead."

**Geography** *Interactive*
**For:** Interactive map
**Web Code:** nap-3011



Soviet Union and allies
Other communist countries
United States and allies
Other noncommunist countries
Cold War conflicts

**Map Skills** During the Cold War, much of the world was divided into two powerful alliances, led by the United States and the communist Soviet Union. Communism reached its maximum extent around 1977, the date of this map. The inset shows details in Europe.
1. **Locate** (a) the Soviet Union (b) the United States (c) Poland
2. **Location** Where were most Cold War conflicts located in relation to the two alliances shown on the map?
3. **Draw Inferences** Why might Cold War conflicts be concentrated as they are?

Soviet troops in Afghanistan ▶

# The Cold War Goes Global

## Instruct ⓛ3

- **Introduce** Read the Vocabulary Builder term and definition. Ask students to predict which countries would *comprise* each alliance. Then have them read ahead to find out whether their predictions were accurate.

- **Teach** Review the ways that the Cold War spread across the globe and the key moments in which it flared into shooting battles and crises. Display **Color Transparency 181: Europe During the Cold War.** Ask **How did the Cold War become a global conflict?** *(Nations around the world allied themselves with either the United States or the Soviet Union.)* **Why did the Cold War sometimes get "hot"?** *(The United States and Soviet Union competed for influence in areas such as Southeast Asia by supporting local forces with weapons and military advice.)*

  🗔 **Color Transparencies,** 181

- **Quick Activity** **Web Code nap-3011** will take students to an interactive map on the Cold War world. Have students complete the interactivity and then answer the questions in the text.

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**Differentiated**
Instruction       **Solutions for All Learners**

ⓛ1 **Special Needs**   ⓛ2 **Less Proficient Readers**

Use the map on this page to reinforce why Cuba's fall to communism was such a significant threat to the United States. Have students locate the United States and the Soviet Union on the map. Then have them locate Cuba and note how close it is to Florida. Ask students to explain the threat to a partner.

Use the following resources to help students acquire basic skills.

**Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 274
- Adapted Section Summary, p. 275

## Answers

### Map Skills
1. Review locations with students.
2. in countries near the Soviet Union or its allies
3. Sample: because of the U.S. policy of containment of Soviet power

■ **Quick Activity** Show students *Show-down: The Cuban Missile Crisis* from the **Witness History Discovery School**™ video program. Ask them to explain. Ask students to synthesize the information from the video and the Infographic and summarize the events of this confrontation.

In 1955, the United States and its allies formed another alliance, the Southeast-Asia Treaty Organization (SEATO). SEATO included the United States, Britain, France, Australia, Pakistan, Thailand, New Zealand, and the Philippines. The Central Treaty Organization (CENTO) comprised Britain, Turkey, Iran, and Pakistan. The United States also formed military alliances with individual nations, such as Japan and South Korea.

Meanwhile, the Soviet Union formed its own alliances. In addition to the Warsaw Pact in Europe, the Soviet Union formed alliances with governments in Africa and Asia. A Soviet alliance with the government of Communist China lasted from 1949 to 1960. The Soviet Union and its allies were often known as the Soviet bloc.

Unlike the Soviets, the Americans established army, navy, and air force bases around the globe. By the end of the Cold War, the Soviets faced the military nightmare of encirclement by an enemy. American army camps, naval stations, and air bases spread across Europe, Asia, North America, and the Pacific islands, while American fleets patrolled the world's oceans.

**Where the Cold War Got Hot** Because both superpowers had a global reach, local conflicts in many places played into the Cold War. Often, the United States and its allies supported one side, and the Soviet bloc supported the other. Through such struggles, the superpowers could confront each other indirectly rather than head to head. Political shifts around the world added to Cold War tensions. When communist forces won control of mainland China in 1949, the United States feared that a tide of communism would sweep around the world. During this period, European colonies in Africa and Asia demanded independence. As colonies battled for independence, liberation leaders and guerrillas frequently sought help from one or the other Cold War power.

On occasion, the Cold War erupted into "shooting wars," especially in Asia. Both Korea and Vietnam were torn by brutal conflicts in which the United States, the Soviet Union, and China played crucial roles. More commonly, however, the superpowers provided weapons, training, or other aid to opposing forces in Asia, Africa, or Latin America.

**Cuba Goes Communist** The most serious Cold War conflict in the Western Hemisphere involved the Latin American island nation of Cuba, just 90 miles off the coast of Florida. In the 1950s, **Fidel Castro** organized an armed rebellion against the corrupt dictator who then ruled Cuba. By 1959, Castro had led his guerrilla army to victory and set about transforming the country. This transformation is known as the Cuban Revolution. Castro sought the support of the Soviet Union. He nationalized businesses and put most land under government control. In addition, Castro severely restricted Cubans' political freedom. Critics of the new regime were jailed or silenced, and hundreds of thousands fled to Florida.

The United States attempted to bring down the communist regime next door. In 1961, President **John F. Kennedy** supported an invasion attempt by U.S.-trained Cuban exiles. The Bay of Pigs Invasion, known for the bay where the invaders came ashore in Cuba, quickly ended in failure when Castro's forces captured the invaders. The United States imposed a trade embargo on Cuba that remains in effect today.

**Cuban Missiles Spark a Crisis** In 1962, the Soviet Union sent nuclear missiles to Cuba. President Kennedy responded by imposing a naval blockade that prevented further Soviet shipments. Kennedy demanded that the Soviet Union remove its nuclear missiles from Cuba, and for a few tense days, the world faced a risk of nuclear war over the issue. Finally, however, Soviet Premier Nikita Khrushchev agreed to remove the Soviet missiles, and war was averted.

✔ **Checkpoint** How did the U.S. and the Soviet Union confront each other around the world during the Cold War?

● **INFOGRAPHIC**

# THE CUBAN MISSILE *CRISIS*

In the summer of 1962, the United States learned that the Soviet Union was shipping nuclear missiles to Cuba, less than 100 miles off the coast of Florida. President John F. Kennedy demanded that the Soviet Union remove the missiles from Cuba. In October 1962, the United States imposed a naval blockade on Cuba. For one week, a tense confrontation brought the world to the brink of nuclear war. Finally, on October 28, Khrushchev agreed to remove the Soviet missiles. ◀)) AUDIO

▲ Soviet Premier Nikita Khrushchev

◀ U.S. President John F. Kennedy

◀ During the U.S. naval blockade, the U.S. Navy surrounded Cuba with ships. (See the map below). In this photo, the USS *Barry* inspects the cargo of a Soviet freighter returning from Cuba.

▲ This aerial photo shows Soviet missiles being unloaded at a Cuban port.

**Map Legend:**
- Soviet missile base
- U.S. naval blockade
- U.S. naval base

Florida

UNITED STATES
CUBA

Havana

B A H A M A S

CUBA

Guantanamo

Miller Projection
0   100   200 mi
0   100  200 km

## Thinking Critically
1. **Map Skills** Considering Cuba's location on the map, why did Soviet nuclear missiles on the island pose a threat to the United States?
2. **Draw Conclusions** Why might Khrushchev have agreed to withdraw the missiles from Cuba?

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## Independent Practice
■ Direct students to the Infographic on the Cuban Missile Crisis and ask them to study the photos and captions. Then play the accompanying audio. Have students work in pairs to summarize the issues and events of the crisis in their own words and to answer the Thinking Critically questions.

◀)) AUDIO **Witness History Audio CD,** The Cuban Missile Crisis

■ Have students fill in the Outline Map *Cold War World* and label the allies of the Soviet Union and the United States.

All in One **Teaching Resources, Unit 7,** p. 14

## Monitor Progress
■ Circulate to make sure that students are filling in their Outline Maps by accurately identifying communist and democratic nations. Administer the Geography Quiz.

All in One **Teaching Resources, Unit 7,** p. 16

■ Check answers to map skills questions.

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**Differentiated**
Instruction    **Solutions for All Learners**

**L4** **Gifted and Talented**

Tell students that during the Cuban Missile Crisis, President Kennedy publicly demanded that the Soviet missiles be removed, or "face American military action." Yet privately, he promised not to invade Cuba. A little while later, the U.S. quietly withdrew American missiles from Turkey. After this confrontation, the two sides set up a "hot line," or direct line of communication. Ask students to discuss the value of having public, private, and back channel negotiations. Ask **Why would the heads of state want to have a direct line of communication?** *(Sample: to avoid any misinterpretations, which may happen when multiple people pass on a message)*

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## *Answers*

✔ The two nations confronted each other militarily, by supporting opposing sides in local conflicts, and politically, by assembling opposing alliances.

## Thinking Critically
1. because of its close proximity to U.S. soil
2. Sample: He didn't want to start a nuclear war.

## The Soviet Union in the Cold War  🔴L3

### Instruct

- **Introduce: Key Terms** Ask students to find the key term *ideology* (in blue) in the text and define its meaning. Point out that during the Cold War, the Soviet Union sought to advance its ideology within its nation and within other nations. Is it possible to persuade all the people of a nation to follow a single ideology? What might be some advantages and disadvantages of this approach to governing?

- **Teach** Trace the ways that Soviet leaders supported Soviet ideology. Ask **What was Stalin's approach to leadership?** *(He brutally controlled all aspects of Soviet life and attempted to purge the society of influences he disliked.)* **How was Soviet leader Khrushchev similar to and different from Stalin?** *(Khrushchev denounced Stalin's methods and eased central control, but maintained Soviet goals and political control.)*

- **Quick Activity** Display **Color Transparency 182:** *No Time To Take A Bow,* by Clifford Baldowski. Have students discuss ways that the cartoon reflects the image of Soviet leadership portrayed within the Soviet Union during the Cold War.

  🏛 **Color Transparencies,** 182

### Independent Practice

In groups, have students chart or illustrate the succession of leaders in the Soviet Union and the dissidents who resisted them. Challenge them to identify the forces in conflict—control and freedom. Use the Numbered Heads strategy (TE, p. T23) to have groups share their work with the class.

### Monitor Progress

To review Soviet policies, ask students to explain why a leader such as Khrushchev might have called for peaceful coexistence with the West.

### *Answer*

**Chart Skills** Sample: In communist countries, government-controlled economies limited consumer choices; in capitalist countries, consumers have more choices because they make economic decisions.

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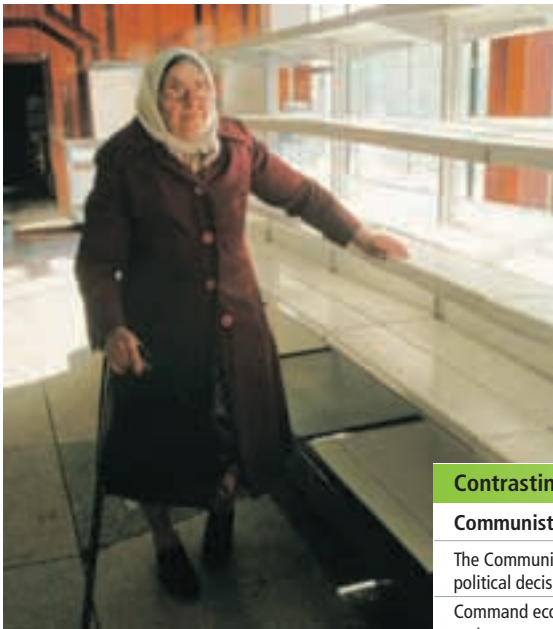
| Contrasting Systems | |
| --- | --- |
| **Communist Countries** | **Democratic Capitalist Countries** |
| The Communist Party makes all political decisions. | The people and their elected representatives make decisions. |
| Command economy (The government makes most economic decisions and owns most property.) | Market economy (Private consumers and producers make most economic decisions and own most property.) |
| The political leadership values obedience, discipline, and economic security. | The political leadership values freedom and prosperity. |

**Chart Skills** The communist system often offered few choices for consumers, such as for the Russian woman above. By contrast, capitalist societies provided a wealth of choices for consumers, such as for the American girl at the right. *What facts in the chart above help to explain the different experiences of consumers under these contrasting systems?*

## The Soviet Union in the Cold War

Victory in World War II brought few rewards to the Soviet people. Stalin continued his ruthless policies. He filled labor camps with "enemies of the state" and seemed ready to launch new purges when he died in 1953.

**Soviet Communism** In the Soviet Union, the government controlled most aspects of public life. Communists valued obedience, discipline, and economic security. They sought to spread their communist **ideology,** or value system and beliefs, around the globe. The Soviet Union also aimed to spread its communist command economy to other countries. In command economies, government bureaus make most economic decisions. They often make decisions for political reasons that do not make much economic sense. The government owns most property.

**Stalin's Successors Hold the Line** After Stalin's death in 1953, **Nikita Khrushchev** (KROOSH chawf) emerged as the new Soviet leader. In 1956, he shocked top Communist Party members when he publicly denounced Stalin's abuse of power. Khrushchev maintained the Communist Party's political control, but he closed prison camps and eased censorship. He called for a "peaceful coexistence" with the West.

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### Differentiated Instruction  **Solutions for All Learners**

**🔴L2 Less Proficient Readers**

To help students better understand the Cold War rivalry, have them make a chart comparing the Soviet Union and the United States. Ensure they include not only the economic and political value systems, but also leaders, policies, and conditions under each government. Have students share their work with a partner. If they are having difficulty, have them refer to the chart in the Quick Study Guide, p. 1008. Then have them use their completed charts to write one to two sentences comparing the two superpowers.

Khrushchev's successor, **Leonid Brezhnev** (BREZH nef) held power from the mid-1960s until he died in 1982. Under Brezhnev, critics faced arrest and imprisonment.

**Some Soviets Bravely Resist** Despite the risk of punishment, some courageous people dared to criticize the government. Andrey Sakharov (SAH kuh rawf), a distinguished Soviet scientist, spoke out for civil liberties. Brezhnev's government silenced him. As a Soviet soldier during World War II, Aleksandr Solzhenitsyn (sohl zhuh NEET sin) wrote a letter to a friend criticizing Stalin. He was sent to a prison camp. Under Khrushchev, he was released and wrote fiction that drew on his experience as a prisoner. His writing was banned in the Soviet Union, and in 1974 he was exiled. Despite the government's actions, Sakharov and Solzhenitsyn inspired others to resist communist policies.

✔ **Checkpoint** How did the Soviet government handle critics of its policies?

## The United States in the Cold War

The Cold War was not just a military rivalry. It was also a competition between two contrasting economic and political value systems. Unlike the communist countries, the democratic, capitalist countries, led by the United States, gave citizens the freedom to make economic and political choices. These nations valued freedom and prosperity.

**Free Markets** While communist countries had command economies, capitalist countries had market economies. In market economies, producers and consumers make economic decisions. Prices are based on supply and demand in a free market. Property is privately owned. Producers compete to offer the best products for the lowest prices. By deciding what to buy, consumers ultimately decide which products are produced. Producers who win consumers' business make profits and grow.

The United States economy is basically a market economy. However, the United States and Western Europe have what can be called mixed economies, because their governments have an economic role.

**Containing the Soviet Union** America's basic policy toward communist countries was known as **containment.** This was a strategy of containing communism, or keeping it within its existing boundaries and preventing further expansion. This strategy meant supporting any government facing invasion or internal rebellion by communists.

**Living With Nuclear Dangers** The nuclear threat led many people in the United States and other countries to build fallout shelters. Fallout shelters

**Preparing for a Nuclear Attack**
"Duck and cover" air-raid drills were common during the Cold War, even though it is doubtful that ducking and covering would offer much protection in an actual nuclear attack. *What does this photo suggest about Americans' fears during the Cold War?*

- **Introduce: Key Terms** Ask students to find the key term *containment* (in blue) in the text and explain its meaning. Tell them that the desire to contain Soviet influence became a key factor in U.S. foreign and even domestic policy during the Cold War era. Have students speculate on the kinds of decisions this policy might have led to for the U.S. government. How could this focus lead to a fear of communism in the United States?

- **Teach** Review the ways that containment affected U.S. foreign and domestic policy. Ask **What were the ways that the United States and Soviet Union competed during the Cold War?** *(militarily, politically, and economically)* **What was the goal of containment?** *(to limit communist power and influence)* **How did the United States pursue this goal politically and militarily?** *(It supported governments facing a communist threat or invasion with military aid and political support.)*

- **Analyzing the Visuals** Have students compare the images on the previous page. Then have them use the Contrasting Systems chart to summarize the differences between market and command economies. Ask students how these economic systems were supported by the United States and Soviet governments.

### Independent Practice
**Viewpoints** To help students better understand the differences between command and market economies, have them read the selection *Comparing Competing Economic Systems* and complete the worksheet.

**All in One** **Teaching Resources, Unit 7,** p. 10

### Monitor Progress
Check Reading and Note Taking Study Guide entries for student understanding.

### *Answers*

✔ The Soviet government arrested and imprisoned critics of its policies.

**Caption** Fears were widespread and part of everyday life.

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### History Background

**Sputnik's Impact on the U.S.** When the Soviet Union launched Sputnik, the first man-made satellite, into space, some Americans feared that the Soviet Union had more advanced technology and more weaponry than the United States. Although Eisenhower knew that the perceived "missile gap" was overstated, he was swayed by popular opinion, which held that the U.S. needed to catch up to Soviet achievement. In the following months, Eisenhower would increase weapons spending, sponsor the creation of NASA, and launch the National Defense Education Act, a program that funneled millions of dollars to schools and aimed at ensuring U.S. children were as well educated as their Soviet counterparts.

**Red Scare Culture**
Pop culture during the "red scare" of the 1940s and 1950s reflected the fears of the times. "I Was a Communist for the FBI" thrilled movie-goers in 1951.

were structures, often underground, designed to protect people from fallout, or radioactive particles from a nuclear explosion. In 1961, the U.S. government launched a community fallout shelter program to create fallout shelters in public and commercial buildings, stocked with a two-week supply of food for the surrounding population. The fear of nuclear attack reached a peak in the United States during the Cuban missile crisis of 1962. Thousands of Americans built private fallout shelters underneath their backyards.

From the 1950s into the 1970s, American schools conducted air-raid drills in anticipation of a nuclear attack. These drills were nearly as common as fire drills. Children were trained to duck underneath desks and crouch with their hands over their heads. Although this would not have protected them from an actual nuclear explosion, the drills reflected the widespread fear of nuclear war.

**Seeking Enemies Within** Cold War fears led to a "red scare" within the United States. During the late 1940s and early 1950s, many Americans feared that communists inside the United States might try to undermine the U.S. government. Around 1950, Senator Joseph McCarthy led a hunt for suspected American communists. McCarthy became notorious for unproven charges. Accusing innocent people of communism, and the fear that this created, became known as McCarthyism. McCarthy's influence, however, faded after he attacked the patriotism of the United States Army.

During the same period, the House Un-American Activities Committee (HUAC) led a similar campaign to identify supposed communist sympathizers. HUAC was made up of members of the U.S. House of Representatives. In 1947, the Committee sought to expose communist sympathizers in Hollywood's movie industry. People who had flirted with communist ideas in their youth and later rejected them were labeled as communists. Many who were labeled in this way were no longer able to get decent jobs.

✓ **Checkpoint**  **How did America respond to the threat of communism at home and overseas?**

# 1 Assessment

**Progress Monitoring *Online***
**For:** Self-quiz with vocabulary practice
**Web Code:** naa-3011

**Terms, People, and Places**

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

**Note Taking**

2. **Reading Skill: Summarize** Use your completed chart to answer the Focus Question: What were the military and political consequences of the Cold War in the Soviet Union, Europe, and the United States?

**Comprehension and Critical Thinking**

3. **Make Generalizations** What kinds of conflicts resulted from the global confrontation between the two superpowers?
4. **Draw Inferences** How did the buildup of nuclear weapons discourage their use?
5. **Make Comparisons** Identify similarities and differences between the Soviet Union and the United States during the Cold War.

● **Writing About History**

**Quick Write: Understand the Purpose** To write a problem-solution essay, you first need to understand the purpose of this type of essay. In this section, you learned that the superpowers' possession of nuclear weapons posed a risk of nuclear war. Write sentences answering each of the following questions: What makes this issue a problem? What benefit comes from solving this problem?

These soldiers, from five different nations, were all part of a NATO-led peacekeeping force in Bosnia in 1999.

## In what ways have groups or countries cooperated over time?

Throughout history, people have worked together to achieve their goals, knowing that there is "strength in numbers." For example, prehistoric humans cooperated in hunting for food. Later, countries worked together as allies to defend themselves from threats or to attack other countries. Today, military alliances still exist, but countries also cooperate to improve trade and to resolve problems that affect the entire world. Consider the following examples of cooperation:

### Military
After World War II, facing the threat of attack by the Soviet Union, 12 nations from North America and Europe formed a defensive alliance called the North Atlantic Treaty Organization (NATO). Led by the United States, NATO played a vital role in winning the Cold War. Today, 26 NATO members contribute to the group's collective security.

### Economic
The goal of expanding trade has continued to lead to international alliances. The European Union (EU), established in 1993, focuses on economic cooperation among its 25 members. Another regional trading group, the North American Free Trade Agreement (NAFTA), started in 1994. NAFTA's free trade zone includes the United States, Canada, and Mexico.

### World Issues
Today, the issue of climate change has led to cooperation among nations and the people of the world. In 2005, the Kyoto Accords went into effect. This treaty is an attempt to limit the global emissions of greenhouse gases, such as carbon dioxide. Many scientists believe that these gases contribute to climate change, which could damage the environment.

### The European Union



European Union (EU) countries

Other countries
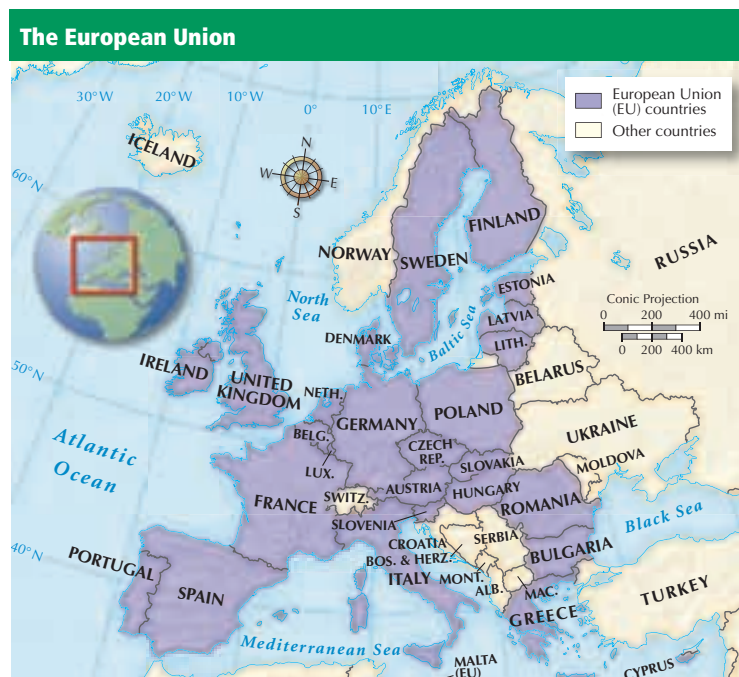
### Thinking Critically
1. Markets are often limited to a single country because of legal barriers and fees collected at borders. When nations join the European Union (EU), barriers and fees no longer limit trade across borders. Based on the map, how has the EU changed the physical extent of markets in member countries?
2. **Connections to Today**  Research these or other examples of international cooperation to find out more about them. Write an editorial supporting or opposing economic or military agreements among nations.

### History Background

**Smallpox**  Countries also cooperate to rid the world from infectious diseases such as polio and smallpox. For example, in 1958, Soviet epidemiologist Viktor Zhdanov called for the global eradication of smallpox; this disease is thought to have killed more people than any other infectious disease. In a political move designed to help American-Soviet relations, President Lyndon Johnson endorsed this idea in 1965. Then the World Health Organization put together an international team of doctors and health workers, who worked with local governments to contain outbreaks of smallpox and inoculate the population against it. In 1966, the year the program began, two million people per year were dying from smallpox. By 1977, the last known natural case occurred in Somalia.