

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

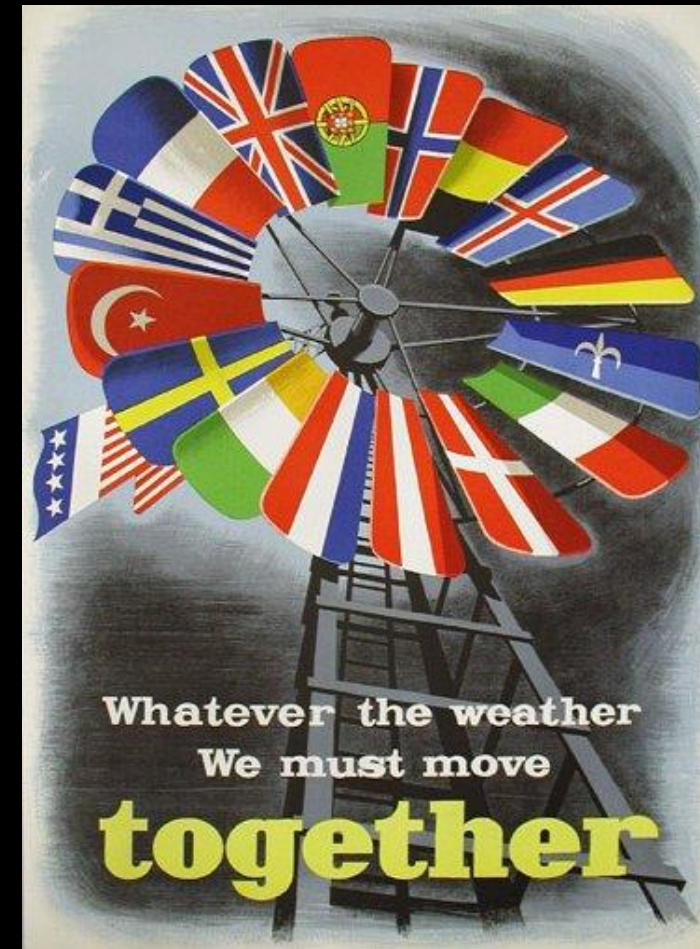
a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.

b. Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.

c. Examine the influence of Sputnik on U.S. technological innovations and education.

# Marshall Plan

- The European Recovery Program, better known as the Marshall Plan for Secretary of State George Marshall, was America's main program for rebuilding Western Europe and opposing communism after World War II.
- The plan was put into action in July 1947 and operated for four years. During that time, the United States spent \$13 billion on economic and technical assistance for the war-torn democratic European countries that had been nearly destroyed during World War II. The Marshall Plan offered the same aid to the Soviet Union and its allies if they would make political reforms and accept certain outside controls; however, the Soviets rejected this proposal.



# Commitment to Europe

- To halt the spread of communism to Western Europe from the Soviet-controlled nations of Eastern Europe, the United States formed the North Atlantic Treaty Organization (NATO) with many of the noncommunist nations in Europe, including former wartime allies Britain and France.
- In response, the Soviet Union created the Warsaw Pact, an alliance of the communist nations it controlled in Eastern Europe. Convinced the Soviets were attempting to establish a sphere of influence throughout the world, the United States viewed these actions as a direct threat to American security. This determination to stop the spread of communism is known as the policy of containment and was the basis for many U.S. foreign policy decisions during the Cold War.



# Truman Doctrine



- In 1947, President Harry S. Truman proclaimed the Truman Doctrine. It stated the United States would supply any nation with economic and military aid to prevent its falling under the Soviet sphere of influence. Truman called upon the United States to “support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.” Although Truman never referred directly to the USSR, anyone who heard the declaration, including the Soviet leaders, knew the Soviets were the “outside pressures” Truman talked about.
- The Cold War involved the building of physical and figurative walls. The Soviets built physical walls to keep citizens of communist nations in and democratic influences out. The Berlin Wall is a good example of the walls the Soviets built.
- The United States built figurative “walls” surrounding communist nations to keep their influence from spreading. An example of a figurative wall built by the United States is the 38th parallel, which divides North Korea from South Korea. The conflicts that arose between communist and democratic nations were usually the result of attempts to break through these walls.

# WWII Newspaper Article

- The students will write newspaper editorial about the changes that are occurring in the United States due to the war.
- **Topics that must be included are rationing, war time conversion, and the role of women.**
- **How is the country changing? What does the country need to continue fighting? What should citizens do to help out?**
- This should be at least a page long



## Warm up

- Write your essential question
- Answer in notes packet: How would a "cold war" differ from a "hot war"?

# Korean War

- In 1950, the United States and the democratic government of South Korea went to war against the communist government of North Korea. North Korea was being aided by the new Chinese communist government that had recently won the Chinese Civil War.
- Combat began when communist troops invaded South Korea. Concerned over the spread of communism beyond the Soviet Union and China, the United States sent its troops to force the communists back to North Korea.



# Korean War

- The U.S. decision to enter the conflict was part of its larger strategy of geographically containing communism in order to isolate and eventually defeat it. Driving North Korean forces across the border, U.S. troops then followed the enemy into North Korea in an effort to entirely eliminate communism from the Korean peninsula.
- However, when the Americans reached the border between North Korea and China, the Chinese attacked, forcing the Americans back to South Korea







**North Korea**

**Pyongyang**

**Seoul**

**South Korea**

# Warm Up

- Complete standard breakdown for yesterday and today.
- Do the “#066 Warm Up”

## Poster Contest Votes So Far

Name	Votes
L. Smith	1
M. Tarpley	1
C. Stripling	5
E. Sturgeon	5
V. Martinez	1
T. Lewis	1

# GI Bill

- To provide relief for the veterans of World War II, and to diminish the labor surplus, Congress passed the **SERVICEMAN'S READJUSTMENT ACT OF 1944**. Known as the GI Bill, this law granted government loans to veterans who wished to start a new business or build a home. It also provided money for veterans to attend school or college. Thousands took advantage, and Americans enjoyed the double bonus of relieving unemployment and investing in a more educated workforce.



# Integration of Military

- In the aftermath of World War II, America sought to demonstrate to the world the merit of free democracies over communist dictatorships. But its segregation system exposed fundamental hypocrisy. Change began brewing in the late 1940s. President Harry Truman ordered the end of segregation in the armed forces, and Jackie Robinson became the first African American to play Major League Baseball. But the wall built by Jim Crow legislation seemed insurmountable.





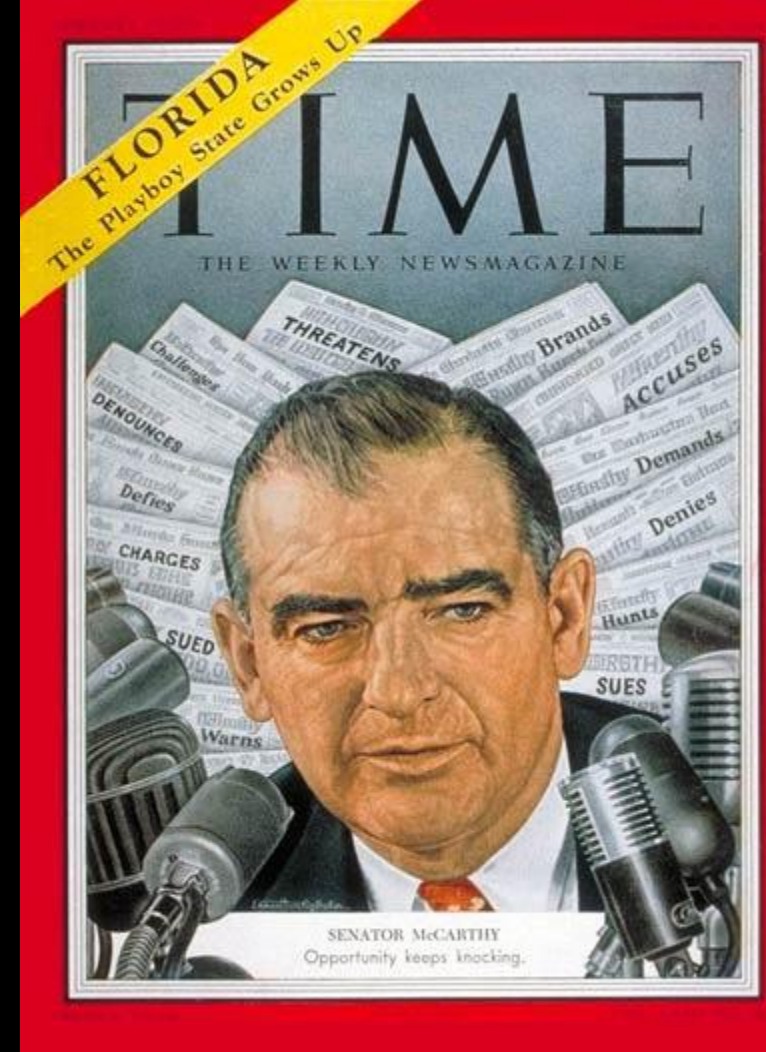
# Civil rights movement origins

- 1948—President Harry Truman issued an executive order to integrate the U.S. armed forces and to end discrimination in the hiring of U.S. government employees. In turn, this led to the civil rights laws enacted in the 1960s.



# McCarthyism

- "Are you now, or have you ever been, a member of the Communist party?"
- In the 1950s, thousands of Americans who toiled in the government, served in the army, worked in the movie industry, or came from various walks of life had to answer that question before a congressional panel.
- Senator Joseph McCarthy rose to national prominence by initiating a probe to ferret out communists holding prominent positions. During his investigations, safeguards promised by the Constitution were trampled.
- McCarthy capitalized on national paranoia by proclaiming that **Communist spies** were omnipresent and that he was America's only salvation.





- An atmosphere of fear of world domination by communists hung over America in the postwar years. There were fears of a nuclear holocaust based on the knowledge that the Soviet Union exploded its first A-bomb in 1949. That same year, China, the world's most populous nation, became communist. Half of Europe was under Joseph Stalin's influence, and every time Americans read their newspapers there seemed to be a new atomic threat.
- He proclaimed that he was aware of 205 card-carrying members of the communist Party who worked for the United States Department of State. A few days later, he repeated the charges at a speech in Salt Lake City. McCarthy soon began to attract headlines, and the Senate asked him to make his case.
- On February 20, 1950, McCarthy addressed the Senate and made a list of dubious claims against suspected communists. He cited 81 cases that day. He skipped several numbers, and for some cases repeated the same flimsy information. He proved nothing, but the Senate called for a full investigation. McCarthy was in the national spotlight.



# National Interstate and Defense Highway Act

- On June 29, 1956, President Dwight Eisenhower signed the Federal-Aid Highway Act of 1956. The bill created a 41,000-mile “National System of Interstate and Defense Highways” that would, according to Eisenhower, eliminate unsafe roads, inefficient routes, traffic jams and all of the other things that got in the way of “speedy, safe transcontinental travel.” At the same time, highway advocates argued, “in case of atomic attack on our key cities, the road net [would] permit quick evacuation of target areas.” For all of these reasons, the 1956 law declared that the construction of an elaborate expressway system was “essential to the national interest.” The Interstate Highway Act authorized the construction of thousands of miles of high speed roads that made living farther from work a possibility.



# Brown vs Board of Education

- **1954—In the Brown v. Board of Education case, the U.S. Supreme Court declared that state laws establishing “separate but equal” public schools denied African American students the equal education promised in the Fourteenth Amendment.**
- **The Court’s decision reversed prior rulings dating back to the Plessy v. Ferguson case in 1896. Many people were unhappy with this decision, and some even refused to follow it.**
- **The governor of Arkansas ordered the National Guard to keep nine African American students from attending Little Rock’s Central High School; President Eisenhower sent federal troops to Little Rock to force the high school to integrate.**



- In 1957, the Soviet Union launched the first artificial satellite—Sputnik I—a feat that caused many Americans to believe the United States had “fallen behind” the Soviet Union in terms of understanding science and the uses of technology.
- The success of the Soviet satellite launch led to increased U.S. government spending on education, especially in mathematics and science, and on national military defense programs.
- Additionally, Sputnik I increased Cold War tensions by heightening U.S. fears that the Soviet Union might use rockets to launch nuclear weapons against the United States and its allied nations.

## Space Race



# Group Assignments

- Group 1 & 2: Students will complete a graphic organizer that compares and contrasts the development of the USSR space program and the US space program. Students will have to decide which country won the space race and explain why.
- Groups 3 & 4: Students will create a timeline. On top of the timeline, they will complete a chronology of the USSR's accomplishments in the Space Race and below the timeline, they will do the same for the US. Then, students will conclude with who won the Space Race and why.
- Groups 5 & 6: Students will do a close reading on telegrams and memos sent from the White House to NASA and the USSR. Students will answer analysis questions and determine the motive behind NASA actions in the Space Race. Then, they will write a persuasive paragraph arguing who won the Space Race and why.