

**Social Science Department
United States History II
May 18-22**



Greetings USII Students! We hope you are safe and well with your families!
Below is the lesson plan for this week:

Content Standard:

Content Topic 5: United States and globalization: Causes and consequences of important domestic Cold War trends; roots of domestic anticommunism as well as the origins and consequences of McCarthyism.

Practice Standard(s):

3. Organize information and data from multiple primary or secondary sources
6. Argue or explain conclusions, using valid reasoning and evidence

Weekly Learning Opportunities:

1. Newsela 1950s Text Set
2. PBS Documentary-The 1950s: Video Summary
3. 1950's Web quest
4. Senator Joseph McCarthy Speech Analysis
5. McCarthyism Blacklist Pamphlet

Long Term Opportunities:

1. McCarthyism DBQ
2. Cold War Historical Fiction Short Story

Additional Resources:

- **Lost 50s:** <https://www.youtube.com/watch?v=Pwk9MX9-02c>
- **PBS American Experience-Joseph McCarthy:**
 - <https://www.youtube.com/watch?v=97reHqY6oPo>
 - https://www.youtube.com/watch?v=svUyYzzv6VI&list=RDCMUC5zrlRzhT_cFI9zT6uQSijg&index=2

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

Cold War, warm hearth

By The Gilder Lehrman Institute of American History, adapted by Newsela staff on 11.03.19

Word Count 1,306

Level 1050L



Image 1. Families walk down the driveway while touring a model home with a concrete basement fallout shelter in Texas in 1961. Photo: Shel Hershorn/Getty Images

In the summer of 1959, a young couple married and spent their honeymoon in a fallout shelter. Life magazine featured the "sheltered honeymoon" with a photograph of the duo surrounded by canned goods and supplies. Another photograph showed them kissing as they descended 12 feet underground into the shelter.

As the couple embarked on married life, all they had to enjoy their honeymoon were some consumer goods and their privacy. This is a powerful image of the nuclear family in the nuclear age: isolated, prosperous, and protected against approaching doom by the wonders of modern technology.

The stunt was little more than a publicity device, but it has taken on symbolic significance. In the early years of the Cold War, the home seemed to offer protection from the dangers of the outside world. The message was mixed, however, for the family also seemed particularly vulnerable. It needed heavy protection against the intrusions of forces outside itself. The self-contained home held out the promise of security in an insecure world and offered a vision of abundance and

fulfillment. As the Cold War began, young Americans were rushing into this vision of marriage and family life.

Postwar Domestic Explosion: It's Complicated

In the period after World War II, Americans were more eager than ever to start families. The bomb-shelter honeymooners were part of a group of Americans of all racial, ethnic and religious groups who lowered the age of marriage. They quickly brought the birthrate to a 20th-century high, producing the "baby boom." Although the nation remained divided along lines of race and class, family fever affected all Americans. The trend of early marriage and relatively large families lasted for more than two decades. From the late 1940s through the early 1960s, Americans married at a higher rate and at a younger age than Europeans.

Why did postwar Americans turn to marriage and parenthood with such enthusiasm and commitment? Scholars frequently point to the family boom as the result of a return to peace and prosperity. They argue that postwar Americans were eager to put the hardships of economic depression and war behind them and enjoy the abundance at home. There is, of course, some truth in this claim. However, prosperity followed other wars in our history with no similar increase in marriage and childbearing.

Peace and affluence alone do not explain the many complexities of the postwar domestic explosion. The trends went far beyond what was expected from a return to peace. Indeed, nothing on the surface of postwar America explains the rush of young Americans into marriage, parenthood and traditional gender roles.

It might have been otherwise. The Great Depression of the 1930s brought about widespread challenges to traditional gender roles that could have led to a restructured home. The war intensified these challenges and pointed the way toward major changes in the institutions of work and family life.

Wartime brought thousands of women into the paid labor force when men left to enter the armed forces. After the war, Americans had increased job and educational opportunities as well as increased access to birth control. These changes might have led young people to delay marriage and to have fewer children. Indeed, many observers at the time feared that these changes seriously threatened the American family. However, the exact opposite came to pass.



The Counterculture Remakes The Rules

Postwar American society experienced a surge in family life that included distinct roles for women and men.

This demographic explosion in the American family was a temporary change to long-term trends. It lasted only until the baby-boom children came of age. The parents, having grown up during the Great Depression and the war, had begun their families during years of prosperity.

Their children, however, grew up amid affluence during the Cold War. They reached adulthood during the 1960s and 1970s, creating the counterculture and a new women's liberation movement. In vast numbers, they rejected the political assumptions of the Cold War, along with the domestic and sexual codes of their parents. This generation brought the 20th-century birthrate to an all-time low and the divorce rate to an all-time high.

Observers often point to the 1950s as the last gasp of time-honored family life before the 1960s generation made a major break from the past. However, the comparison is shortsighted. In many ways, the youths of the '60s resembled their grandparents, who came of age in the first decades of the 20th century. Like many of their baby-boom grandchildren, the grandparents had challenged the norms of their day. They pushed the divorce rate up and the birthrate down, and they created a unique youth culture. They also behaved in similar ways politically, developing powerful feminist and civil rights movements. It is the generation in between — with its strong family values and traditional politics — that stands out as different.

What makes the postwar demographic explosion even more unusual is that it affected all groups in society. Americans of all backgrounds rushed into marriage and childbearing. Racial and class divisions were concealed beneath an appearance of unity in the period after the war. America presented itself as politically harmonious and blessed with widespread wealth. Spared the devastation of war-torn Europe and Asia, the United States embraced its position as the "leader of the free world."

Defining Security When An Ally Turns Foe

Still, major challenges lay ahead if the nation was to maintain its leadership in the world. The atomic blasts that devastated Japan marked both the end of World War II and the beginning of the Cold War. The United States now faced its former ally, the Soviet Union, as its major foe. The Cold War was largely an ideological struggle between the two superpowers. Each country hoped to increase its power and influence across the globe. In the propaganda battles of this era, American leaders promoted the "American way of life." It was characterized by affluence, located in suburbia and epitomized by white middle-class families. Increasing numbers of Americans gained access to this ideal — but not everyone could achieve it.

Poverty excluded many from suburban affluence, and racism excluded others. Nevertheless, officials insisted that the combined forces of democracy and prosperity would bring the fruits of the "good life" to all. Racial strife, they said, was declining. Workers, they argued, were prosperous. However, anxieties surrounding these issues did not disappear. Policymakers perceived racial and class divisions as particularly dangerous because dissatisfied workers and racial minorities might be drawn to left-wing politics, leading to socialism or even communism.

According to the Cold War thinking of the time, conflict within the United States would harm our image abroad and strengthen the Soviet Union. Some leaders feared it would weaken the nation, making it vulnerable to communism. The worst-case scenario was a communist takeover and the defeat of the United States in the Cold War. However, other observers worried that the real dangers to America were internal: racial strife, class conflict and disruption of the family.

To reduce these fears, Americans turned to family for support. Meanwhile, experts, leaders and politicians promoted codes of conduct and public policies that would strengthen the American home. Like their leaders, most Americans agreed that a strong family was the best protection

against the dangers of the Cold War era. Young adults were especially eager for the comforts and security that the nuclear family promised. The prosperous and protected home became the location of their own personal pursuit of happiness.

Elaine Tyler May is a professor of American studies and history at the University of Minnesota and the author of "Homeward Bound: American Families in the Cold War Era" (2008) and "Pushing the Limits: American Women, 1940–1961" (1994).

McCarthyism: Witch Hunting and Blacklisting in 1950s America

By USHistory.org, adapted by Newsela staff on 04.25.17

Word Count **842**

Level **940L**



Senator Joseph McCarthy (center), a Republican from Wisconsin, questions Army Secretary Robert Stevens on April 26, 1954, during a Senate investigations subcommittee hearing in Washington, D.C. AP Photo/William J. Smith

Historians call it the "Red Scare." In the 1950s, anyone in America who was considered a communist could be questioned and thrown in jail.

The political system of communism, symbolized by its red flag, was embraced by an enemy country, the Soviet Union, or USSR. (In the 1990s, the USSR separated into Russia and several other countries.)

Senator Joseph McCarthy rose to national fame by promising to find communist spies in the United States.

Government workers and movie stars suspected of being communists were brought before a panel of lawmakers. The suspects were asked questions about their loyalty.

Many people compared the questioning to a witch hunt.

Why did so many people follow McCarthy? Why was this questioning allowed?

A tense relationship with the USSR

In communist countries, the government owns most things. Few people have the right to own private property, like land, or the right to own businesses. The government owns and runs businesses in the name of the people. The citizens of those countries often have fewer freedoms as a result.

The United States opposed communism, which was spreading because of the Soviet Union. The United States had a tense relationship with the USSR's government. The United States' government preferred capitalism, where the government and business remain separate. The U.S. also embraced a democratic government.

After World War II, America was very afraid of the Soviet Union and communists. The Soviet Union tested a deadly atomic bomb in 1949 (the U.S. had already used atomic weapons in World War II), and there were fears that it could be used against the United States. That same year, China, the world's most populated nation, became communist. Much of Europe was influenced by Joseph Stalin, the communist leader of the USSR.

In the late 1940s, Alger Hiss, a high-ranking government official, was convicted of spying. Fear of communists living in the United States grew stronger.

McCarthy used this fear in his rise to power. He proclaimed that communist spies were everywhere and that with his help America could be saved.

"Have you no sense of decency left?"

On February 9, 1950, McCarthy proclaimed in a speech that he knew of 205 communists working for the United States Department of State, which is in charge of America's foreign relations. He repeated the charges in other speeches and soon began to attract news headlines.

On February 20, 1950, McCarthy addressed the Senate and made a list of questionable claims. His proof was flimsy and he proved nothing, but the Senate called for a full investigation of these "communists."

After accusing some less powerful officials, McCarthy went bigger, even questioning the loyalty of two people who had been Secretary of State.

McCarthy's claims continued into 1954, this time targeting the Army. For eight weeks, in front of millions of television viewers, McCarthy questioned Army officials, including many war heroes.

But this was his major mistake. On television, McCarthy and his questioning appeared mean-spirited. The Army fought back, with one Army official simply asking McCarthy, "At long last, have you no sense of decency left?"

Many polls showed the American people thought McCarthy was unfair in his attack of the Army.

Fed up, McCarthy's fellow lawmakers criticized him, and the hearings came to a close. In poor health and an alcoholic, McCarthy himself died three years later.

Banned from Hollywood

McCarthy was not the only person on the hunt for communists.

The U.S. Congress created a committee that sought to find "Un-American Activities" in the Hollywood film industry. Actors, writers, and producers were ordered to appear before the committee and provide names of people they knew who may have been members of the Communist Party. Even future president Ronald Reagan — himself an actor at the time — was called to appear before the committee.

People who named names of suspected communists were allowed to return to their Hollywood jobs. Those who refused to address the committee were cited as disobedient, and many were fired from jobs in the entertainment industry. Some were "blacklisted" and never allowed to work in Hollywood again.

Were there, in fact, communists in America?

The answer is yes, but many of the people accused had attended rallies for communism 15 or more years before the hearings. Communism was seen more favorably and as less of a threat in the 1930s, before World War II, and before the Soviet Union began to spread.

Many of the accused were innocent

The vast majority of the accused were innocent victims. Many local governments followed in McCarthy's footsteps, questioning employees and firing people suspected of being communists.

Many books were pulled from library shelves, including "Robin Hood." It was said to be communist-like for suggesting the idea of stealing from the rich to give to the poor.

Nearly every politician that discussed trading with China was branded a communist.

Although McCarthyism was dead by the mid-1950s, its effects lasted for decades.

Above all, several messages became clear to the average American: Don't criticize the United States. Don't be different. Just follow.

The 1950s Part One: McCarthy and the Red Scare

By Alan Brinkley, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 01.09.17

Word Count **923**

Level **1070L**



Joseph Welch (left), the chief Senate counsel representing the United States Army and a partner at Hale and Dorr, with Senator Joe McCarthy of Wisconsin (right) at the Senate Subcommittee on Investigations' McCarthy-Army hearings, June 9, 1954. United States Senate

The first in a three-part series

In 1954, an angry group of men gathered in a hearing room in a Senate office building, officially to mediate a dispute. But in fact, it was to do battle before the world.

On one side was Senator Joseph McCarthy and his staff, bolstered by the support of millions of adoring citizens connected to the event through television, radio and the newspapers. On the other side were representatives of the combined forces of the presidency, the Army, the Republican Party, the Democratic Party, and members of the press and the legal profession.

These two sides battled for the five days in what became known as the Army-McCarthy hearings. Finally, McCarthy staggered from the contest discredited. With McCarthy's fall came the beginning of the end of one of the great Red Scares of the time.

Government promotes a fear of communism

The Red Scares were when government officials and others promoted a fear of communism in the United States. Communism is a political and economic system controlled by a single-party government, and wealth is divided equally. People worried communism would overthrow U.S. democracy and capitalism. People were afraid of being called communists or being associated with communists.

McCarthy was first elected to the Senate in Wisconsin in 1946 and began searching for a way to make himself stand out among the other senators. At a speech in West Virginia in 1950, he claimed to have a list of people serving in government who were members of the Communist Party.

Over time, the list fluctuated widely, but never once did McCarthy identify anyone who was convicted. But, he attracted devoted followers who saw him as courageous.

McCarthy was welcomed by Republicans to help break the 20-year Democratic lock on the presidency. But after the election of Republican Dwight Eisenhower to the presidency in 1952, McCarthy's tactics became an embarrassment. His claims of communist influence in the military particularly enraged Eisenhower, who had spent most of his life in the Army. The Army-McCarthy hearings of 1954 discredited McCarthy in large part because of the role of the Eisenhower administration.

States pass laws to stop communist activities

McCarthy was only one of many who helped create the great fear. The Red Scare was visible in almost every area of American life. It was produced and largely sustained by government, even if it ultimately spread beyond the government. Anti-communism became official government policy not just in Washington, D.C., but at every level of government.

Forty-four out of the 48 state governments in the United States passed laws between 1949 and 1955 to stop communist activities. But it was in the federal government that the Red Scare developed most rapidly and decisively.

In 1947, the House Un-American Activities Committee (HUAC) began investigating Hollywood. HUAC was established early in World War II to prevent a domestic dictatorship, but was unclear about its mission after the war. The members of HUAC were mostly Republicans and some Democrats. HUAC decided to investigate communist infiltration of the film industry, which it believed was full of communists.

The Hollywood Ten trials

The trials of the Hollywood Ten — a group of screenwriters charged with communist leanings — generated enormous publicity. That was partly, of course, because the accused were from Hollywood, but also because they themselves were determined to generate as much publicity as possible. In the end, it did little to help them. Among them were a group of famous writers, including Dalton Trumbo, Ring Lardner and others.

In 1948, Whitaker Chambers, an editor of Time magazine, announced that in 1937 he had passed classified documents from the U.S. government to its main rival, the Soviet Union, a communist superpower. The man who had given him the documents, he said, was Alger Hiss, who had been a high-ranking official in the State Department. Hiss, who was now out of government, denied the

charges, and most people seemed to believe him. But Chambers produced evidence that damaged Hiss' claim of innocence. Richard Nixon, a young congressman from California and a member of HUAC who would later become president of the United States, pursued Hiss with great determination. Hiss was finally convicted and sentenced to a short term in prison. The Hiss case seemed to support that many Americans in powerful positions were in fact secret communists.

The Rosenbergs are convicted of treason

Then, in 1950, a British atomic scientist named Klaus Fuchs turned himself in, admitting that he had been passing all the atomic secrets to the Soviets. Fuchs' confession sparked investigations that led to a lower-middle-class Jewish couple in New York: Julius and Ethel Rosenberg. The Rosenbergs were charged with having been the connectors through whom Fuchs' secrets, and the secrets of others, had been passed to the Soviets. The Rosenbergs were Communist Party members, so sympathy for them was limited from the beginning. Ultimately, they were convicted of treason and sentenced to death.

The great fear slowly declined, but remained into the 1960s and well beyond for those who believed that communism was not just in the Soviet Union, but also in the United States as well.

Alan Brinkley is a professor of American history at Columbia University. He is the author of several books, including "Voices of Protest: Huey Long, Father Coughlin, and the Great Depression" (1982), which received the National Book Award for History; "The End of Reform: New Deal Liberalism in Recession and War" (1994); "Liberalism and its Discontents" (1998); "Franklin D. Roosevelt" (2009); and "John F. Kennedy" (2012).

The 1950s Part Two: The Affluent Society

By Alan Brinkley, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 01.10.17

Word Count **897**

Level **930L**



TOP: A family watches television in 1958; National Archives and Records Administration. MIDDLE: Aerial view of a suburban housing development with rows of similar houses, 1955; Lambert/Getty Images. BOTTOM: The cover of the anti-communist comic book "Is This Tomorrow," 1947; Photo: Wikimedia Commons.

The second in a three-part series

In the years following World War II, the United States became much richer very quickly. To many, it seemed like a miracle. During the first 10 years after the war, average family income grew as much as it had grown in the previous 50 years combined. Between 1940 and 1965, average family incomes almost tripled.

There was also a significant decrease in poverty during those years. In 1950, around 30 percent of American families were below the official poverty line. By the 1960s, only 14 percent were. Between 1950 and 1970, poverty in America declined by over 60 percent.

What brought about this remarkable economic growth? Increased government spending was one important cause. During the early 1950s, most of this increase came from military spending on the Korean War. After the war ended, the government began to spend heavily on highway and home construction. The government helped returning soldiers attend college and buy homes. It also

sponsored scientific research, in particular work related to the growing space program. All this government spending led to greater opportunities and more jobs.

The "baby boom"

Another cause of the postwar economic boom was a tremendous increase in the birth rate. This increase is known as the "baby boom," and people born during those years are known as "baby boomers." In the late 1940s and 1950s the U.S. population grew at twice the rate it had grown in the 1930s. The rapidly increasing population led to an increased demand for all sorts of goods and services. In turn, that led to new jobs.

Changes in where Americans lived also helped create new wealth. During the 1950s, 18 million people moved to the new suburbs that began to spring up outside of big cities. The American population as a whole grew 19 percent during these years, but the suburban population grew 47 percent. Suburbs created a vast new market. New homes had to be constructed and furnished, new highways had to be built and new cars had to be bought.



Another important cause of the country's increasing wealth was the growing power of unions, groups that represented workers. Strong unions helped workers win better wages and pulled many people out of poverty.

Capitalism viewed as a better economic system

The growth of the American economy also affected people's ideas about capitalism. In a capitalistic system, a country's business and trade are controlled by private owners, rather than by the government. America's growing wealth led many to believe that capitalism was a better economic system than they had previously thought. They believed it might be the key to lasting growth and stability.

During the postwar years, there was rapid growth in the number of people able to afford a "middle-class" standard of living. In 1945 only 40 percent of Americans owned their own home. By 1960, around 60 percent did. By 1960, 75 percent of all families owned a car, and 87 percent owned a television.

However, not everyone shared in the good times. About 25 to 40 percent of the population remained outside the middle class. More than 23 percent of Americans still lived in poverty. In particular, many African-Americans were stuck in deep poverty, largely because they were not given equal opportunities.

Trouble for those who looked or acted differently

The 1950s were very good times for many middle-class white Americans. However, they were not such good times for those who thought, looked or acted differently. For them, things could be very bad.

The Cold War was perhaps the main reason for this. The Cold War was not a real war, but a struggle for global influence fought between the U.S. and the Soviet Union, a group of countries controlled by Russia. The U.S. government was eager to stop the spread of communism, a system governing the Soviet Union and a number of other countries, including China. Under communism, the government owns all of the property. As a result, people who criticized the U.S. government or who wanted social change were often accused of being communist agents secretly working for Russia or China. Many innocent people were caught up in this so-called Red Scare. Writers who had spoken out against injustices were prevented from working, and television reporters had to watch what they said.

Becoming a rich and powerful nation

Today, many people look back at the 1950s as a golden age. In many ways, it was. Yet there were deep problems and terrible injustices hidden away under its happy, bright surface. Many people still remained poor. Life was hard and deeply unfair for African-Americans, who still did not have equal rights. Those who spoke out against injustice could be branded communist agents and see their lives ruined.

Nonetheless, the postwar years were a remarkable period in which many Americans were lifted out of poverty. It was during these years that the United States became the richest and most powerful nation in the world.

Alan Brinkley is a professor of American history at Columbia University. He is the author of several books, including "Voices of Protest: Huey Long, Father Coughlin, and the Great Depression" (1982), which received the National Book Award for History; "The End of Reform: New Deal Liberalism in Recession and War" (1994); "Liberalism and its Discontents" (1998); "Franklin D. Roosevelt" (2009) and "John F. Kennedy" (2012).



The 1950s Part Three: The Rise of the Counterculture

By Alan Brinkley, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 01.12.17

Word Count 829

Level 1030L



Festive residents of Greenwich Village in New York City make their way to night court to act as character witnesses for some accused rioters. They ride in a small convertible with the top down, so their music instrument cases will fit. Photo: Bettmann/Getty Images

The last in a three-part series

Beneath the shining surface of America in the 1950s was another nation, a shadow nation slowly forming a critique of American society. This critique, which would appear in the 1960s, took many forms. African-Americans would demonstrate against unequal treatment, beginning the Civil Rights Movement. Women would protest the obstacles they faced in the workplace and in the larger culture as they tried to move out of their roles as wives and mothers. Scientists and ecologists would voice concern about the environment as they saw the dangers of reckless economic growth.

People lost their individuality

But also important were critiques particular to the white male culture of the time. There was a growing fear that the modern world threatened their freedom, their independence, their authenticity.

Critics of the 1950s and early 1960s argued that employees of large organizations lost their individuality. Employees learned to dress alike, to adopt similar values and goals, and to "get along" at work. There was great pressure to obediently fall in line with others. Social scientists said this pressure made it hard for people to have psychological autonomy, or the freedom to make choices about their own lives. Employees of large organizations, they argued, were afraid to be different.

In 1950, sociologist David Riesman wrote that modern society was giving birth to a new kind of person. In earlier times, most men and women had based their ideas of themselves on their own values and goals. Now, most people based their ideas of themselves on the opinions and goals of others or of the organization.

The Beats did not believe in materialism

Perhaps the clearest example of dissatisfaction with this way of life was a group of young writers and artists who called themselves "the Beats." They came from the middle class but rejected middle-class culture. The Beats criticized social and political values such as material success, technology and organization. Many of them embraced an alternative lifestyle that involved anti-materialism and drugs.

The poet Allen Ginsberg was considered the founder and the most important member of the Beat movement. In 1955, he wrote "Howl," a poem that came to represent the Beats:

"I saw the best minds of my generation destroyed by madness, starving, hysterical, naked, dragging themselves through the Negro streets at dawn looking for an angry fix..."

"Howl" was an attack on modern middle-class culture and society, and even on rationality itself.

The Beats attracted relatively little attention from the American mainstream in the 1950s and early 1960s. Yet they were significant because they paved the way for the counterculture that emerged in the late 1960s.

Women did not like their role in society

A more powerful critique of middle-class culture in the 1950s came from feminism. Although that critique did not become widely visible until the late 1960s, it addressed problems that were part of 1950s culture. In 1963, Betty Friedan published "The Feminine Mystique," which she wrote and researched largely in the late 1950s. This book is considered important in the rebirth of modern feminism.

Friedan was a writer who graduated from Smith College in 1942. In 1957, she traveled around the country to interview her former classmates for a magazine article. The women Friedan interviewed were nearly all married with children in upper middle-class suburbs. They were living the dream that society had created for women by acting out the roles of wives, mothers and homemakers. Friedan called this dream the "mystique of feminine fulfillment." At first, the women spoke proudly of their husbands, children and homes. Yet Friedan found in nearly all the women an underlying sense of uneasiness, frustration and unhappiness that was difficult to express. Friedan said that the real problem was the nature of the roles society had imposed on them. The women she met were intelligent, educated and talented, but they had no outlets for their talents except

housework, motherhood and the companionship they offered their husbands. “The feminine mystique,” she wrote, “has succeeded in burying millions of women alive.”

The image of the 1950s as a time of ideal family life and middle-class comfort is not entirely wrong. It was the image that many middle-class Americans accepted at the time, and a reflection of the way many of them lived. Yet it would be a mistake to take that interpretation at face value. In order to understand society in the 1950s, it is important to know that the middle class worldview was not fully accepted, even by many members of the middle class itself.

Alan Brinkley is the Allan Nevins Professor of American History at Columbia University and author of "Voices of Protest: Huey Long, Father Coughlin, and the Great Depression" (1982), which received the National Book Award for History; "The End of Reform: New Deal Liberalism in Recession and War" (1994); "Liberalism and its Discontents" (1998); "Franklin D. Roosevelt" (2009); "The Publisher: Henry Luce and His American Century" (2010); and "John F. Kennedy" (2012).

Protesting nuclear weapons during the Cold War

By Doug Rossinow, Cricket Media on 10.01.19

Word Count **911**

Level **MAX**



Image 1. Protesters hold signs showing their disagreement with U.S. Treasury spending on nuclear war weapons. Photo: Ron Case/Getty Images

As sirens blared, Mary Sharmat took her baby son, Jimmy, and stood outside on the street in New York City. It was 1959, and the government had ordered citizens to pretend that the country was under attack from nuclear bombs, but Sharmat refused to go along. She was ready to be arrested.

"[I]t was clear to me," she said later, "that New York City would become a desert in the event of nuclear war ... felt that nuclear air-raid drills taught fear and hate ... I would disobey a bad law." No one else joined her. Jimmy cried, but policemen decided not to arrest Sharmat.

One year later, on April 1, 1960, Sharmat and other women organized 500 people, who stood together outside at lunchtime. This time, the police arrested 28 people for refusing to hide indoors. In 1961, the protests spread, and hundreds were arrested in nine different states.

During these years, refusing to hide from make-believe dangers was a crime. Why did the government want Americans to pretend they were under attack? And why did a small but growing number of Americans risk arrest by refusing to participate in the practice drills?

At the very end of World War II in 1945, the United States dropped two atomic bombs over Japan. These weapons killed about 115,000 people, while many more suffered from illnesses and deaths resulting from the aftereffects of the bombing in the months that followed. Soon after 1945, America and the Union of Soviet Socialist Republics (USSR), which had been wartime allies, began a conflict called the Cold War and engaged in a nuclear arms race.

After the Soviets tested their own atomic bomb in 1949, American leaders decided to create a much more powerful weapon: a hydrogen bomb. The United States tested it on a tiny, rocky island in the Pacific Ocean in 1952. The island was vaporized. The hydrogen bomb was 1,000 times more powerful than the atomic bomb used against Japan.

Soon the Soviet Union exploded its own hydrogen bomb. The two governments claimed that by building bombs, they would prevent war. Each country would be too scared of the outcome to start a nuclear war. But to make sure the weapons worked, they had to test some of them.

People around the world worried that the leaders of the United States or the Soviet Union might really use nuclear weapons, wiping out whole societies or perhaps even destroying the planet. People were also concerned that testing nuclear weapons was dangerous. It created huge clouds of "fallout," or unhealthy radioactive dust, which could travel thousands of miles. People who lived near nuclear testing areas often got cancer. Americans became worried that dairy cows were absorbing fallout and producing milk that was unsafe to drink.

At first, only pacifists were willing to defy their government's authority. Then people like Sharmat got involved. She was a member of a group called the Committee for a Sane Nuclear Policy (SANE), founded in 1958. SANE wanted the United States and the Soviet Union to limit nuclear testing and bomb building. But most people in SANE weren't ready to defy the law. They wanted to be viewed as "respectable."



The 1950s were a time when disagreement with authority could get you into a lot of trouble. Americans who worked for peace or racial equality were often accused of working secretly for the Soviets, America's enemy. Very few people were willing to go out on a limb.

But America's peace protesters knew they were not alone. Starting in 1958, thousands of people in Great Britain marched every year on Easter to call upon their own government to get rid of its nuclear weapons. Antinuclear protest movements appeared in Japan, Algeria, and many other countries.

Everywhere that people gathered to protest the nuclear arms race, they did the same things. They carried signs that read "Ban the Bomb" and "All Men Are Brothers," among other slogans. They marched quietly and dressed neatly. They gathered to listen to speakers, including scientists who thought nuclear weapons threatened the human race.

Some progress was made in 1963 when President John F. Kennedy responded to public pressure and signed the Limited Test Ban Treaty. This treaty prevented the "superpowers" from testing

nuclear weapons in the open air. However, they just moved their nuclear testing underground — and actually exploded more bombs.

In the 1980s, President Ronald Reagan wanted to build many more nuclear weapons. Once again, Americans protested. But this time it wasn't a few hundred. On June 12, 1982, almost 1 million people gathered in New York to call for a "freeze" on building nuclear bombs. Things had changed since the 1950s. People were no longer afraid of being arrested for exercising their constitutional rights of free speech and free assembly.

By the end of the 1980s, Reagan and the Soviet premier, Mikhail Gorbachev, agreed to destroy some of their nuclear weapons — the first time this ever happened. They negotiated a series of treaties that reduced the number of nuclear weapons in existence. Peace activists, first a lonely few and later a great many, had played a big role in getting their governments to agree that there were no winners in a nuclear arms race.

Activity A: Video Summary

Directions: Using the YouTube links provided, view the three-part documentary on the 1950s. Create a one page typed summary of the documentary. Below are questions that can be used to help you make the summary.

NOTE: You do not have to answer every guided question, they are to help give you guidance when writing your video summary.

Video Segments

PBS Documentary-The 1950s: Segment 1 of 3 (23:26 minutes)

<https://www.youtube.com/watch?v=qXOq04idCi4>

PBS Documentary-The 1950s: Segment 2 of 3 (21:40 minutes)

<https://www.youtube.com/watch?v=LwzaQGjTxIw>

PBS Documentary-The 1950s: Segment 3 of 3 (13:05 minutes)

<https://www.youtube.com/watch?v=HX067WDifT8>

Guiding Questions:

1. What were some aspects of the “American Dream”?
2. What was the economy like during the 1950s?
3. What were some new technology introduced during the 1950s?
4. How did people view sports during the 1950s?
5. What were some conflicts during the Cold War? Who was it between?
6. What were living conditions like in the trenches compared to life in America?
7. What was school like for students during the 1950s/Cold War era?
8. During the 1950s, the Civil Rights Movement began to take form, what were some challenges and victories during this time?
9. How did medicine develop?
10. What was style like during the 1950s? What type of music did teenagers listen to?

Activity B: 1950s Webquest

Directions: Using the link provided, explore the “1950s” article and answer each question in complete sentences

Link: <https://www.history.com/topics/cold-war/1950s>

1. What did Churchill mean when he said, “America at this moment, stands at the summit of the world”?
2. Historians use the word “boom” when describing the 1950’s. What three things were booming during this time?
3. When did the baby boom start and finish?
4. How many babies were born each year during the baby boom? And in total?
5. Why were so many Americans interested in having babies after World War II?
6. What was built during the 1950’s because of government spending?
7. Why did middle class people have more money to spend than ever before?
8. What did William Levitt build after World War II that became very popular?
9. What was the GI Bill and how did this help with suburbia?
10. Why were suburban houses perfect for families?

11. Why were suburban houses not so perfect for women at this time?

12. What social movement was happening during the 1950's for African Americans?

13. What did the Brown v Education ruling state?

14. What actions did people in the South take because they resisted the Brown ruling?

15. Who signed the "Southern Manifesto" and what did this manifesto declare?

16. Why was Rosa Parks arrested in 1955?

17. What did Rosa Parks' arrest spark in Montgomery?

18. Who "fought" in the Cold War? 19. What was the Cold War about? (this answer will take a few sentences to answer)

20. Why did tens of thousands of Americans lose their jobs, families, and friends between 1945-1952?

Activity D: Speech Analysis

Directions: Read the following speech given by Senator Joseph McCarthy on February 9, 1950. Answer the questions following the speech in complete sentences.

Background: Senator Joseph McCarthy gave the following speech regarding the threat and potential spread of communism. The speech took place in Wheeling, West Virginia on February 9, 1950. The claim made at the end of the speech (underlined) is one of his best-known quotations.

Senator Joseph McCarthy's Speech

A 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 one encouraging thing is that the “mad moment” has not yet arrived for the firing of the gun or the exploding of the bomb which will set civilization about the final task of destroying itself. There is still a hope for peace if we finally decide that no longer can we safely blind our eyes and close our ears to those facts which are shaping up more and more clearly... and that is that we are now engaged in a show-down fight... not the usual war between nations for land areas or other material gains, but a war between two diametrically opposed ideologies.

B The great difference between our western Christian world and the atheistic Communist world is not political, gentlemen, it is moral. For instance, the Marxian idea of confiscating the land and factories and running the entire economy as a single enterprise is momentous. Likewise, Lenin's invention of the one-party police state as a way to make Marx's idea work is hardly less momentous. Stalin's resolute putting across of these two ideas, of course, did much to divide the world. With only these differences, however, the east and the west could most certainly still live in peace.

C 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.

D 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. Karl Marx, for example, expelled people from his Communist Party for mentioning such things as love, justice, humanity or morality. He called this... “sloppy sentimentality.” 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... truly down.

E Lest there be any doubt that the time has been chosen, let us go directly to the leader of communism today—Joseph Stalin. Here is what he said—not back in 1928, not before the war, not during the war—but 2 years after the last war was ended: “To think that the Communist revolution can be carried out peacefully, within the framework of a Christian democracy, means one has either gone out of one’s mind and lost all normal understanding, or has grossly and openly repudiated the Communist revolution.” . . .

F 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? ... that this is the time for the show-down between the democratic Christian world and the communistic atheistic world? Unless we face this fact, we shall pay the price that must be paid by those who wait too long.

G Six years ago, there was within the Soviet orbit, 180,000,000 people. Lined up on the anti-totalitarian side there were... 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.

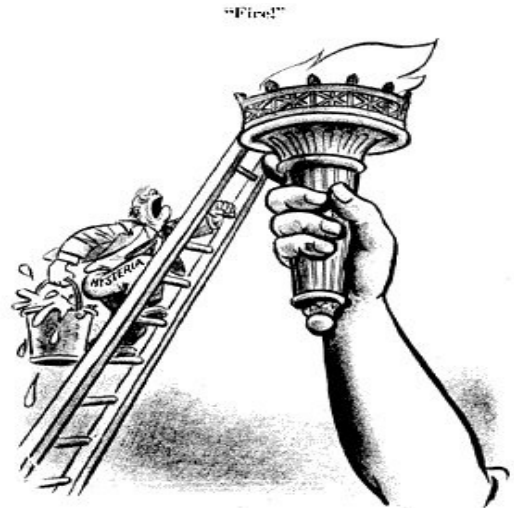
H This indicates the swiftness of the tempo of Communist victories and American defeats in the cold war. As one of our outstanding historical figures once said, “When a great democracy is destroyed, it will not be from enemies from without, but rather because of enemies from within.” . . .

The reason why we find ourselves in a position of impotency is not because our only powerful potential enemy has sent men to invade our shores . . . but rather 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.

I 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...

Analyzing Senator Joseph McCarthy's Speech

1. McCarthy suggests that war has shifted to a cold war. How does he see this war as being different (paragraph A)?
2. How is the communism vs. capitalism a “moral” struggle (paragraph B)?
3. What are some examples from Marx, Lenin or Stalin that McCarthy considers “immoralism” (paragraph D)?
4. Put Stalin’s quotation into your own words (paragraph E)
5. By McCarthy’s estimation, what has happened in terms of the numbers of people on both sides of the conflict (paragraph G)
6. How does the tone and the topic shift toward the end of the speech (paragraph H)?
7. What is the meaning of the political cartoon?



Activity D-McCarthyism and the Blacklist Pamphlet

Read about McCarthyism here: www.pbs.org/wnet/americanmasters/arthur-miller-mccarthyism/484/

Part 1: Background Information Questions

1. Who was Joseph McCarthy and what was McCarthyism?
2. Why was “In God We Trust” added to American currency during the McCarthy era?
(Hint: it has to do with the Cold War)
3. What was the goal of the House Un-American Activities Committee?
4. What do the following three people have in common: Alger Hiss, Julius Rosenberg, Ethel Rosenberg?
5. What was the "Blacklist"?

Part 2:

Imagine you're a producer in the entertainment industry. The Red Scare is in full effect and you are worried about the negative publicity that hiring a suspected communist might bring. Create a booklet (this can be done in PowerPoint, Microsoft Word, or hand drawn in which you can take a picture of it) highlighting the people your directors need to avoid hiring.

Front Cover: Title Page (use the word “blacklist” and include a visual that would indicate it’s about suspected communists in Hollywood)

Inside 2 pages: This is where you're going to create small portraits for each of the people listed below. There are 6 so you can split them up 3 per page.

Back Cover: Answer the background information questions above. Write in complete sentences.

NOTICE: You can read about the individuals that were blacklisted by clicking on their names in the article linked above as well as research them.

Artists:

- Dashiell Hammet
- Lillian Hellman
- Lena Horne
- Paul Robeson
- Elia Kazan
- Arthur Miller

For each artist, you must have the following:

1. Picture (this does not have to be photorealistic, but it should be distinct enough to be able to tell who they are)
2. Name
3. What their job was in Hollywood (actor, composer, writer, etc.)
4. How they ended up on the Blacklist
 - a. What did they do that aroused suspicion?

HISTORICAL FICTION AND SHORT STORIES

WHAT IS HISTORICAL FICTION?

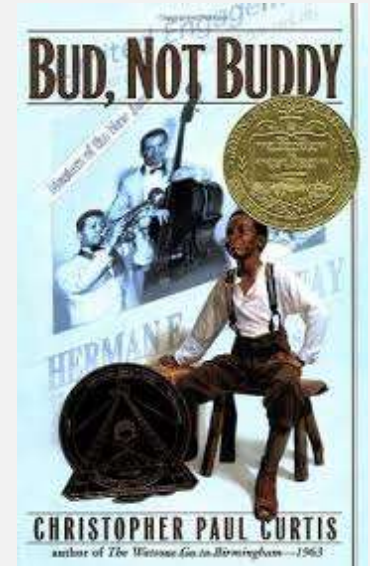
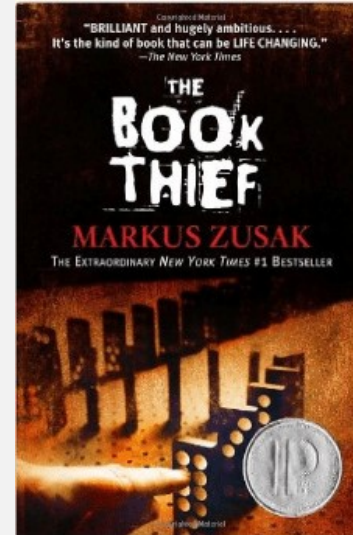
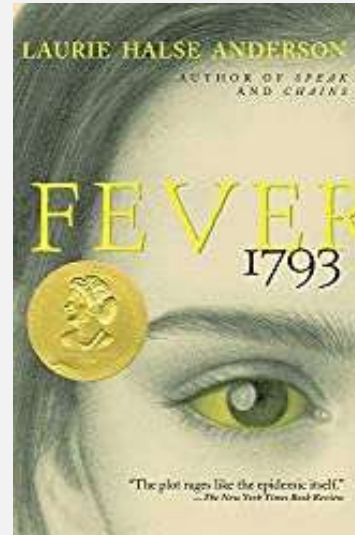
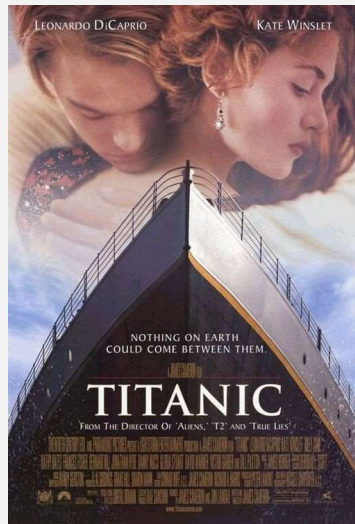
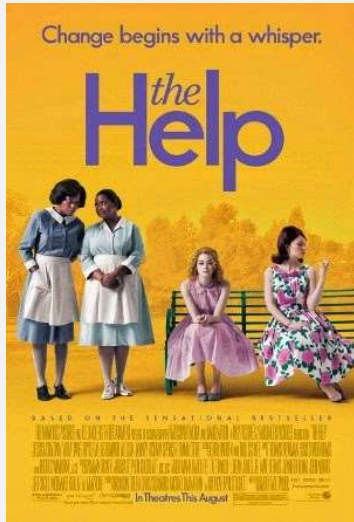
- Historical Fiction is a literary genre in which the plot takes place in a setting located in the past.
- An essential element of historical fiction is that it is set in the past and pays attention to the manners, social conditions and other details of the time period.
- Authors often choose to explore notable historical figures in these settings, allowing readers to better understand how these individuals might have responded to their environments.

WRITING HISTORICAL FICTION

Historical fictions transports readers to another time and place, either real or imagined. Writing historical fiction requires

1. A balance of research
2. Creativity
3. Real people or events

EXAMPLES OF HISTORICAL FICTION



WHAT IS A SHORT STORY?

- A short story is a piece of fiction that can be read in one sitting.
- A short story is mostly a short narrative and has few features. The standard features includes a beginning, complication, conflict, climax of the story and resolution/ending of the conflict.

KEY ELEMENTS TO A SHORT STORY

- **Setting:** the setting of a short story is often in one time and place and has 1-2 main characters
- **Plot:** short stories usually short stories are more likely to begin in the middle of the action, drawing readers right into a dramatic scene.
- **Theme:** short stories often revolve around a central theme or moral lesson.

EXAMPLES OF SHORT STORIES

- “The Tell-Tale Heart” by Edgar Allan Poe
 - https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf
- “The Necklace” by Guy de Maupassant
 - <https://photos.state.gov/libraries/hochiminh/646441/vantt/The%20necklace.pdf>
- “The Gift of the Magi” by O. Henry
 - https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf
- “The Lottery” by Shirley Jackson
 - http://web1.nbed.nb.ca/sites/ASD-S/1820/J%20Johnston/The_Lottery_with_questions_Shirley_Jackson.pdf

SHORT STORY READING ACTIVITY

Before you begin writing your own historical fiction short story, click on the link below and read the short story

<https://www.shortstoryproject.com/story/blast-written-orders/>

United States History II

Writing a Historical Fiction Short Story

As we look back on the past, there are many landmark moments in American history. But, what if you could sit in a time machine, pull a few levers and disappear into the past? Historical fiction can allow you to try to do just that. You will be writing a historical fiction short story set in the Cold War time era.

Short stories are generally 500-800 words (3 to 4 typed pages), have few characters, cover a short period of time and have only one setting.

Good historical fiction will meet the following criteria:

- The story is told well and is historically accurate
- Characters are realistically portrayed
- The setting is authentic
- Historical facts are skillfully included in the text.

Select a time and place or event with which to base your story. Research the background material for your story by using information learned in class, the primary sources included in the assignment and your own research.

- **What historical events happened during this time?**
- **How did people speak to one another?**
- **What were their surroundings like?**
- **What were their religious practices, traditions and primary occupations (jobs)?**
- **How did people spend their time?**

Take notes on any aspects you'll need to incorporate into your story.

PLANNING: After gaining a better understanding of the events and setting of your historical event, begin to plan your short story.

Things to consider as you begin to plan/write are:

- Who are the main characters?
- What is the setting?
- What is the conflict? What kind of conflict is it? Remember, the basic conflict is the center of the story. The historical details are to add to the story in order to be more realistic.
- Who will narrate the story? A character (1st person-using "I", "my", "me") or an outside person (3rd person-using "him", "her", "they", "their" or "them")

Directions

1. Choose **ONE** of the following prompts to write your short story about.

Writing Prompt #1: You are a United States soldier writing home during the war (Korea or Vietnam). Write a short story describing the events and your experience.

Writing Prompt #2: You are a teenager during the 1950s watching cultural changes around you in the United States. Write a short story describing some of the cultural changes and how your character adapts to them.

Writing Prompt #3: You have finally reached the age to vote! Choose one presidential candidate during the Cold War (JFK, LBJ or Nixon), choose one of their policies, and write a short story about your characters decision and thoughts on the two items.

2. **TAKE NOTES:** Research what life was like during the Cold War by using the primary source documents provided as well as knowledge you have learned during remote learning. You may also partake in your own research.
3. **PLAN:** Using and outline and the checklist below, plan out your short story to ensure you have all aspects of a historical fiction short story **BEFORE** you begin writing
 - Strong characters
 - Setting: time and place your story takes place
 - Plot: series of events that leads to the climax (conflict) of the story
 - Theme: revealed by the story's end
 - Point of View: Choose either 1st person or 3rd person
 - Historical facts
 - This includes but is not limited to
 - Historical figures
 - Historical events during the 1920s
 - Social life and pressures during the 1920s
 - Aspects of the economy
4. **ROUGH DRAFT:** Now that you have research and planned out your historical fiction short story, begin writing a rough draft.
5. **WRITE:** Using your rough draft, revise and finalize your short story. Your historical fiction short story should follow the guidelines on the rubric. Refer to the rubric to guide your finalized 500-800 word historical fiction short story.

Primary Sources

1. 1950s: <https://cnu.libguides.com/ps1950s>
 - a. Topics: Art, Business, Civil Rights Movement, Cold War, Fashion, General Sources, Home & Family, HUAC, Immigration, Korean War, Labor & Employment, Law & Crime, Literature, McCarthyism & Espionage, Medicine, Science & Technology, Music & Dance, Notable People, Personal Sources, Politics & Government, Popular Culture, Race & Ethnicity, Radio, Film & Television, Religion, Sexuality, Social Reform & Policy, Sports, Sputnik Launch, Theater, Women and World Affairs
2. Vietnam War Primary Sources: https://avalon.law.yale.edu/subject_menus/indoch.asp
3. Korean War Primary Sources: http://www.loc.gov/rr/frd/Military_Law/KW_atrocities.html
4. National Archives: Archives Library Information Center-Military Resources: The Korean War: <https://www.archives.gov/research/alic/reference/military/korean-war.html>
5. The Literature & Culture of the American 1950s: <http://writing.upenn.edu/~afilreis/50s/home.html>

Historical Fiction Short Story Rubric

Criteria	4	3	2	1
Plot (x2)	-Presents events that create a clear narrative -Developed plot with a beginning, a climax and satisfying ending	-Presents sequence of events -Plot with a complete beginning, middle and satisfying ending	-Presents a confusing sequence of events -Plot with a beginning, middle and end	-Presents no logical order -Plot is missing some aspects
Characters (x2)	Successfully goes in-depth with description; clearly covers all aspects of character	Goes in-depth with description; covers all aspects of character	Includes some description; covers some aspects of character	Does not go in-depth with description; does not cover all aspects of character
Point of View (x2)	Writes from a consistent point of view	Told from a specific point of view	Contains inconsistent points of view	Uses an inconsistent point of view
Dialogue and Story Development (x2)	-Contains details that provide insight to character(s) -Contains dialogue that reveal character(s) and furthers plot -Valid main conflict that drives the story	-Contains details and dialogue that develop character(s) -Main conflict is evident	-Contains character(s) and setting -Contains some dialogue -Main conflict is weak	-Contains few or no details to develop character(s) or setting -No dialogue provided -No main conflict to drive the action of the story
Historical Content (x2)	-Evidence that the author researched historical facts in the time period -Includes accurate historical facts into the story	-Evidence that the author researched historical facts in the time period -Historical facts are accurate, but mentioned as after-thoughts	-Some evidence of historical research, though facts may be inaccurate -Little or no historical facts are presented	-No evidence of research -No historical facts are presented in any way
Grammar	Contains no errors in grammar, punctuation and spelling	Contains few errors in grammar, punctuation and spelling	Contains some errors in grammar, punctuation and spelling	Contains many errors in grammar, punctuation and spelling
Use of Language	Uses detailed and appropriate language	Uses interesting and appropriate language	Uses questionable language	Uses inappropriate language
Word Length	Meets required word length (500-800 words)	-----	-----	Does not meet required word length

Point Total: _____/52

APPLY

Student Resource

Name: _____



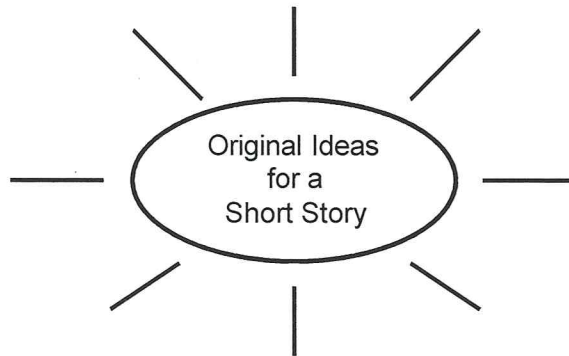
SHORT STORY PLANNING GUIDE

Use this guide to help plan your short story.

When writing a short story consider:

- your audience
- characters
- a central problem
- possible solutions
- resolution
- suspense
- possible appropriate ideas
- setting/mood
- an interesting plot
- a climax/the most exciting part
- editing

1. Choose a genre for your story. e.g., fantasy, comedy, romance, sci-fi, mystery, drama, action/adventure
2. Brainstorm possible original ideas for your short story.



3. Decide on a **problem** or **conflict**.



Choose 3 possible solutions for your conflict and explain a little about each.

Choose the best solution for the conflict in your story.



(continued)

4. Create some **characters**.

For each character include descriptive characteristics and details that you will use in your story.

Name	Sketch	Descriptors

5. Decide on a **setting**. Where, when and under what circumstances does the story take place?

Where:	When:	Other details:	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MAKE A DETAILED ILLUSTRATION OF YOUR SETTING

Use your illustration to make a list of descriptive words to use in your story.

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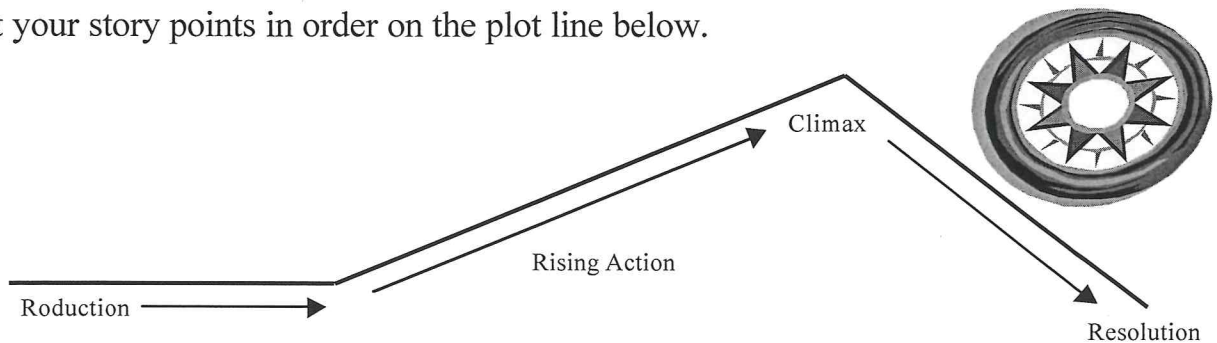
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Plot Outline

Briefly outline what will happen in your story. Be sure your points flow in order. Build suspense into your story.

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |

Plot your story points in order on the plot line below.



Conflict Resolution

Have an obvious **climax** where the main character has made some kind of decision that affects his or her situation.

It is at this point in your story that the main character has to deal with the **problem** or **conflict** and tries to solve it.

The problem or conflict in my story is solved when:

Be sure to tie up the loose ends at the end of your story. The proper term for this is the **resolution** or **denouement**.

Give your story a title. _____