Long Story Short – 1.1

**USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.**

Close your eyes (although you may be tempted, please don’t fall asleep). Imagine a map of the United States. Now, focus in on the east coast and imagine that it’s the 17th century. Do you see it? It’s the three colonial regions. The New England, Mid-Atlantic and Southern colonies. Each region had unique characteristics that you will need to know for your EOC.

Let’s start with the Southern colonies, in a colony that should be VERY familiar to you (hint: you’re sitting in it). South Carolina (known as the Carolinas in the early years) was a hub for farmers, and the richest farmers, the coastal planters, controlled the governments here. Actually, the planters tended to control the government in most southern colonies. Georgia, originally founded as a colony for criminals, became another agricultural hub and eventually joined the ranks of the Carolinas and Virginia as plantation colonies. Slavery was the norm and cash crops grew in abundance. The purpose for founding the southern colonies, which was to make money, was being fulfilled. Rice, indigo and especially tobacco were important colonial era crops in the South (hint: NOT cotton, not yet!). Speaking of tobacco, the Virginia colony had plenty. They also created the first colonial governing body: the House of Burgesses, established in 1619. Finally, the Southerners could boast that the Anglican church (a branch of the Church of England) was founded in the southern region. Even still, the South was known as being religiously tolerant (in other words, they “put up with” people of different religions).

Now, we move a little further north to the Mid-Atlantic region. These colonies had the best of both worlds. A little bit of agriculture, a little bit of trading & shipping – they were a perfect combination of the Southern and New England regions. These colonies were known for their religious toleration and diversity, as they accepted many new immigrants and were very tolerant of other religions. They even passed an act to show how tolerant they were: The Maryland Act of Toleration (catchy, right?) Surprisingly, the Maryland Act of Toleration wasn’t tolerant at all and really only allowed certain groups (Catholics under the protection of Lord Baltimore) to freely practice their religions. Speaking of religion, let’s talk about William Penn and the colony that he creatively named, Pennsylvania. William Penn was a Quaker, a religion that called themselves a “Society of Friends” and who were very tolerant of other religions, as well as very friendly to the Native Americans (a rare trait for colonists). Penn created Pennsylvania as a haven, or safe place, for the Quakers. In fact, the mid-Atlantic colonies became a safe haven for many people, including dissenters from the New England region.

As we move into the New England region, its important to note that religion was the motivating factor for people moving into this region. The Pilgrims (Separatists) and the Puritans came to the New England colonies to move away from the Church of England. The Massachusetts Bay Colony was known as a “city on a hill”, as they were to be the shining example to the rest of the new world. However, the New England colonies were the LEAST tolerant of other religions and beliefs that differed from their own. Its why men like Roger Williams and women like Anne Hutchinson were literally exiled, or kicked out, of the New England colonies – because they dared to voice a different opinion. In New England, there was no escaping religion, as church and state were anything BUT separate. In fact, the clergy, or religious leaders of New England, were also the leaders of the governing bodies and town hall meetings.

These early colonists literally took pages from the laws in England (Magna Carta, English Bill of Rights & Petition of Rights) in order to set up early government structures. And, while we often think about the English as being controlling or abusive to the colonies, they actually were not – AT LEAST not in the beginning. You see, in the early 17th century (1600s) the English were fighting their own battles and practiced what we call salutary neglect on the colonies. Salutary neglect is basically a fancy phrase for “the British
were IGNORING us!” – which we loved. A final point to note about the New England colonies are their economic activities. Without the favorable climate and fertile soil of the Southern colonies, the New England colonies were forced to trade, build ships, sell lumber and fish in order to make money.

**SO, long story short? The colonial regions were three distinct regions defined by their geography, religion and economic activities.** (Hint: You’ll want to pay attention to these summaries in standard 1. In standards 2-8, you will be in charge of the summaries 😊)

**Standard 1.1 Practice**

1. After being cultivated by John Rolfe in the early 17th century, which crop became the cornerstone of the Virginia colony?
   a. Indigo
   b. Cotton
   c. Tobacco
   d. Rice

2. William Penn created the Pennsylvania colony as a haven for what religious group?
   a. Catholics
   b. Quakers
   c. Christians
   d. Baptists

3. By allowing colonial legislatures to self-govern, the British had implemented an unofficial policy of ___________ in the colonies:
   a. Mercantilism
   b. Salutary neglect
   c. Limited government
   d. Rule of law

4. Which of the following was one of the first examples of self-government in the colonies?
   a. Maryland Act of Toleration
   b. Articles of Confederation
   c. “A Modell of Christian Charity”
   d. Virginia House of Burgesses

“Every manor shall consist of not less than three thousand acres, and not above twelve thousand acres, in one entire piece and colony, but any three thousand acres or more in one piece, and the possession of one man shall not be a manor, unless it be constituted a manor by the grant of the palatine’s court.”

5. Which of the following colonial regions is the excerpt above most likely discussing?
   a. New England
   b. Southern
   c. Mid-Atlantic
   d. New York

**Free Response:**

1. Discuss the ideas embraced by the Puritans:

________________________________________________________________________

2. Who were the separatists?

________________________________________________________________________

3. Who were Roger Williams and Anne Hutchinson?

________________________________________________________________________
4. How did Puritans treat others that had different religious practices than their own?
__________________________________________________________

5. How did the Puritan community see the responsibilities of family life?
________________________________________________________________

6. How did Pennsylvania colonists treat Native Americans?
________________________________________________________________

7. What aspects of their culture did enslaved Africans retain?
________________________________________________________________

8. What was the Mayflower Compact?
________________________________________________________________

9. How did salutary neglect help promote self-government in the colonies?
________________________________________________________________

10. Explain the concept of mercantilism:
___________________________________________________________________
___________________________________________________________________
## Standard 1.1 Activity

**Colonial Regions Graphic Organizer**

*Fill in the chart below by researching each subtopic.*

<table>
<thead>
<tr>
<th>Colonial Region</th>
<th>Politics</th>
<th>Society</th>
<th>Religion</th>
<th>Economy</th>
<th>Geography</th>
</tr>
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<tbody>
<tr>
<td>New England</td>
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<tr>
<td>Mid-Atlantic</td>
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<tr>
<td>Southern</td>
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**Critical Thinking:** How did geography affect each colonial region’s economy?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Long Story Short 3.5

USHC-3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W.E.B. DuBois, and Ida B. Wells-Barnett.

Can’t stop, won’t stop. Even with everything fighting against them, many African Americans just kept on going. They kept fighting for equality and for the rights that the Constitution said they had. The Compromise of 1877 took the troops (protection for African Americans) out of the south and in a way set the south back to “business as usual”, but there are several leaders that refused to accept this fate. Three leaders were stand outs and even though they had different ideas on how to achieve equality, they all so badly wanted it.

Let’s talk about a man named Booker T. Washington. He was born a slave in Virginia. He founded the Tuskegee Institute in Alabama, after working his way through vocational (school that trains you for a certain job) and agricultural school. Because of his background he firmly believed that African Americans could benefit greatly from vocational schooling. He wanted rights for African Americans, BUT….he thought that African Americans should put vocational education above asking for political and social equality. He felt that African Americans would be more likely to gain rights through learning trades, and whites were more accepting of his stance. He was willing to accept Jim Crow laws, poll tests, and even second-hand citizenship if whites would consider hiring African Americans. Booker T. Washington was invited to the International Exposition in Atlanta in 1895 and there he shared a speech outlining his views on African American equality. He basically assured the white audience that his race would not act “uppity” or agitate whites with pleas for equality, voting rights, or other political rights, if again, they would give African Americans jobs. He promised that his race was content and even thankful for vocational jobs and basic education. Even though whites liked this deal, they never came through on their end of the bargain with providing jobs. This became known as the Atlanta Compromise and African Americans in the North saw this as a sort of “sell out” to whites, especially W.E.B. DuBois.

W.E.B. Du Bois was born free in the North and received scholarships to attend privileged schools. He earned a PhD from Harvard and became a professor at Atlanta University. Du Bois believed that African Americans deserved every right that whites had. He did not believe that African Americans should have to compromise or accommodate the feelings that whites had about equality among races. Du Bois publicly criticized Booker T. Washington’s stance on African American equality. He thought that Washington was wronging African Americans by pushing for them to only train in “blue collar” type careers. Du Bois believed that African Americans could and should pursue any career they felt passionate about. He was a founder of the NAACP and his opinions energized many African Americans, but were not appealing to whites (he did not even care what was appealing to them).

Our third and final activist had a strategy all her own as well. Ida B. Wells-Barnett was born a slave in the South. She was educated in a Reconstruction era school and became a teacher herself (YASSSS!). She also wrote for a newspaper and published many articles about African American struggles. She was once forcibly removed from a railroad car with whites on it and placed on the car for blacks. She sued the railroad company, initially winning her case, but the end result was an appeal not in her favor. Her articles researched and exposed the practice of lynching. Lynching is when you illegally kill someone; usually a mob does this, for a crime they supposedly committed and most of the time the method was hanging. In one of her articles she openly criticized the Mississippi school system in which she taught and lost her teaching job over it. Ida
went on to work with Jane Addams (you’ll meet her later, but she was pretty awesome as well), helping immigrants and pushing for women’s rights. She strongly objected Booker T. Washington’s stance on equality and took a more militant stance herself (meaning she wasn’t afraid to be aggressive and even violent). She was a founding member of the NAACP, but left the group because they were not militant enough for her. Overall, Ida raised awareness for African Americans and their quest for equality, but sadly, she did not witness much change in her lifetime.

So, long story short?

_______________________________

Standard 3.5 Practice

1. Which of the following best outlines the difference between Booker T. Washington’s stance on civil rights and W.E.B. Du Bois’ stance on civil rights?
   a. DuBois felt African Americans were capable of achieving equality in all aspects of life, while Washington felt African Americans could never receive any type of education  
   b. DuBois felt African Americans were incapable of achieving equality in all aspects of life, while Washington felt that with education, African Americans could achieve any level in society  
   c. Washington thought it best to demand equality on all levels immediately, while DuBois felt gradually working up to equality in society was the right method.  
   d. Washington thought it best to gradually climb to equality, while DuBois thought it right to demand equality immediately.

2. Which of the following best describes the perspective Ida B. Wells-Barnett had of Booker T. Washington’s stance on attaining equality?
   a. She objected for the most part, but was encouraged that he was speaking out to whites  
   b. She was supportive of a fellow activist in the fight for full social equality for African Americans  
   c. She strongly objected and took a more militant stance  
   d. She strongly supported his stance as she was a strong advocate for education herself

3. Even though the methods for obtaining equality varied from one civil rights leader to the next, they all wanted...
   a. The 15th amendment to include women  
   b. The corruption of Grant’s administration to end  
   c. The amendments of Reconstruction to be properly enacted  
   d. Slavery to stop

4. Why might Booker T. Washington’s stance on equality for African Americans appeal more to whites?
   a. he publicly admitted that African Americans were better suited for legal and medical fields than whites  
   b. he publicly admitted that African Americans should first educate themselves, then attempt to be militant  
   c. he publicly asked for jobs for African Americans if they focused more on educating themselves instead of asking for political and social equality  
   d. he publicly asked for jobs for African Americans if they in return would focus more on pushing for political equality.
5. Why did W.E.B. DuBois focus more on creating organizations like the NAACP than advocating for vocational education for African Americans?
   a. He believed that African Americans deserved complete social and political equality and organizations like the NAACP could help them advance in those ways.
   b. He believed that African Americans deserved jobs and organizations like the NAACP could help them find employment.
   c. He believed that African Americans would have to prove themselves for many years before asking for equality in the social realm.
   d. He believed that African Americans would need an organization to help them negotiate with Southern whites.

Free Response
1. Why did African Americans need to fight for equality even after the passing of 14th and 15th amendments?

2. What were some of the methods that leading activists used to draw attention to their cause?

3. What shaped civil rights activists’ opinions on the best way to attain equality in America?

4. Why did Booker T. Washington found the Tuskegee Institute?

5. Why did many Northern activists see Booker T. Washington as a man “catering” to the desires of whites?

6. How did W.E.B. DuBois feel about education for African Americans and how did his “Talented Tenth” promote his views?
7. Although it would be many years before the NAACP saw success in gaining rights for African Americans, why did W.E.B. DuBois see it as a vital organization?

______________________________________________________________________

8. Provide an example of de facto segregation and de jure segregation.

______________________________________________________________________


______________________________________________________________________

10. What did Ida Wells-Barnett’s writing focus on and why did she focus on this so much?

______________________________________________________________________

Standard 3.5 Activity

After Reconstruction, Southerners are no longer forced to grant rights to Freedmen. Because of this struggle, that will last nearly a century, leaders in the African American community emerge seeking to solve this issue on inequality. These leaders seek the same end goal, but had different methods of obtaining that goal. Below you will need to describe each leader’s method and stance. To ensure understanding, add your opinion after each as well.

**Booker T. Washington**

Stance on Equality: _____________________________________________

______________________________________________________________________

Your response/opinion: _____________________________________________

______________________________________________________________________
W.E.B. DuBois
Stance on Equality: ____________________________________________________________

__________________________________________________________

Your response/opinion: ________________________________________________________

Ida B. Wells-Barnett
Stance on Equality: ____________________________________________________________

__________________________________________________________

Your response/opinion: ________________________________________________________

Long Story Short 4.1

**USHC 4.1 Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.**

Are you still with us? That last standard was tough. Our nation went through a terrible time – brother vs. brother, state vs. state, and not everyone lived to see the ending. Since the Civil War was SO massive and affected so many states, including our own state of South Carolina, it’s easy to assume that it was the only event happening at the time. However, even during the chaos that was the “War Between the States”, more change was occurring in the world of industry and westward expansion. Before the war, the idea for a transcontinental railroad was discussed at length. Politicians and businessmen from all parts of the country wanted better transportation and more ways to sell their goods. A transcontinental railroad, or a railroad that would stretch across the entire United States, seemed like the perfect solution. And, for many people, it was. However, for some groups, like the Native Americans, the transcontinental railroad meant a MASSIVE amount of change, and not for the better.

The first thing that had to be taken care of in order to ensure that the railroads would succeed, was securing the land on which they would be built. The federal government gave land grants to railroad companies while also offering cheap land for settlers willing to move west. The land grants guaranteed that the railroad companies would have plenty of room for their railroads while the cheap land offered to settlers would make sure that there were actual PEOPLE living in those areas. People who would form towns, then states and eventually, businesses. Better transportation meant that the farmers and businessmen out west could transport their goods and open the United States to new markets. All of this was happening DURING the Civil War, a time when Southern Democrats were absent from Congress. Republicans took advantage of this opportunity to pass laws that gave the national government a broader role.

While the Civil War was being fought in the East and the railroad was being developed in the West, one group of people were about to have their lives completely altered, AGAIN, by Americans. The Native Americans had been pushed from their tribal lands in the Southeast and were now concentrated in the middle of America – exactly where the railroad companies were beginning to clear land. The biggest issue
for the railroad companies was actually the buffalo! Bison were EVERYWHERE out west and they were making it very difficult for the railroad to be built. So, the railroad companies actually encouraged people to KILL the buffalo. Now, this was bad for the buffalo (for obvious reasons) but it was really bad for the Native Americans too – especially the Plains Indians, who had depended on the buffalo for centuries. As the Native Americans were trying to figure out a way to survive without one of their main food sources, the situation got even worse. White settlers were now trying to force western tribes off of their land. Some tribes signed treaties, agreeing to live on smaller portions of land (reservations). Eventually, the American government would find some resource that they wanted on that land and relocated the Natives once again. Some tribes even agreed to send their youngest members to live back east and attend Native American schools that were designed to make them “more American” (teach the English, Christianity, etc.) This process is known as assimilation, which is basically when you try to make a minority group behave like the majority group. They were trying to make them like the white man! Some tribes refused all of this and thus launched a series of wars against white settlers and the American government. These same tribes tried desperately to preserve their culture, which was slowly being erased by Americans. One instance of this can be seen at the massacre at Wounded Knee, South Dakota. Members of the Sioux tribe there were performing one of their cultural ceremonies, the Ghost Dance, when American army officials spotted this activity and viewed it as a threat. They killed over 100 Native Americans that day {our history is not always comfortable to read!}. After the Indian Wars of this time period, Native Americans were left to try and preserve their culture in a world where they lived in poverty and without any voice in American democracy.

So, long story short?

Standard 4.1 Practice

1. Which of the following is a term that describes a minority culture being absorbed into the majority culture?
   a. Acculturation
   b. Assimilation
   c. Nativism
   d. Immersion

2. While Plains Indians depended on this natural resource, the railroad companies systematically destroyed it:
   a. Coal
   b. Horses
   c. Oil
   d. Bison

3. During the Civil War, Southern Democrats were noticeably absent from Congress at which point Republicans began to pass laws that granted more power to the
   a. State governments
   b. Supreme Court
   c. National government
   d. Northern governors

“We see him as he is…….all he ever has been, a savage in every sense of the word; no worse, perhaps than his white brother would be similarly born and bred, but one whose cruel and ferocious nature far exceeds that of any wild beast of the desert.” – General Custer

4. The above quote is most likely referring to:
   a. an African slave
   b. a Chinese immigrant
   c. a Native American
   d. a Latin American man
5. The rail system that stretched from the Atlantic Ocean to the Pacific Ocean and was completed in 1869 was known as the
   a. Pacific Railway                c. Trans-Atlantic Railroad
   b. Transcontinental Railroad    d. Union Pacific Railroad

Free Response:
1. How were Native Americans affected by the railroads?

___________________________________________________________________________________
___________________________________________________________________________________

2. Discuss the situation at Wounded Knee:

___________________________________________________________________________________

3. How did white Americans attempt to assimilate Native Americans into white culture?

___________________________________________________________________________________

4. What specific problems were bison causing for the transcontinental railroad?

___________________________________________________________________________________

5. How did railroad companies acquire land on which to build the railroad?

___________________________________________________________________________________

6. What has happened to Native Americans in the United States since the late 19th century?

___________________________________________________________________________________

7. Summarize the Dawes Severalty Act:

___________________________________________________________________________________

8. How did the discovery of gold affect the settlement of the West?

___________________________________________________________________________________

9. How did the federal government deal with removing Native Americans from their land in the
   SECOND half of the 19th century?

___________________________________________________________________________________

10. Summarize the Homestead Act of 1862:

___________________________________________________________________________________
Standard 4.1 Activity

Document Analysis: Using the historical documents below, answer the questions that follow:

Document A
“...It has become a matter of serious import whether the treaty system in use ought longer to be continued. In my judgment it should not. A treaty involves the idea of a compact between two or more sovereign powers, each possessing sufficient authority and force to compel a compliance with the obligations incurred. The Indian tribes of the United States are not sovereign nations, capable of making treaties.... They are held to be wards of the government, and the only title the law concedes to them to the lands they occupy or claim is a mere possessory one. But because treaties have been made with them...they have become falsely impressed with the notion of national independence. It is time that this idea should be dispelled, and the government cease the cruel farce of thus dealing with its helpless and ignorant wards.” - Ely S. Parker, United States Commissioner of Indian Affairs

1. According to the author, what is required of a treaty?

______________________________________________________________________________________
______________________________________________________________________________________

2. What prevents the Indian tribes from being able to make treaties?

______________________________________________________________________________________
______________________________________________________________________________________

3. What does the author mean by the words “cruel farce” and “ignorant wards”?

______________________________________________________________________________________
______________________________________________________________________________________

Document B
“The policy of collecting the Indian tribes upon small reservations...seems to be the best that can be devised.... When upon the reservation they should be taught as soon as possible the advantage of individual ownership of property; and should be given land in severalty as soon as it is desired by any of them, and the tribal relations should be discouraged.... The titles should be inalienable from the family of the holder for at least two or three generations. The civilized tribes now in the Indian territory should be taxed, and made citizens of the United States as soon as possible. The treaty system should be abandoned, and as soon as any just method can be devised to accomplish it, existing treaties should be abrogated. The legal status of the uncivilized Indians should be that of wards of the government; the duty of the latter being to protect them, to educate them in industry, the arts of civilization, and the principles of Christianity; elevate them to the rights of citizenship, and to sustain and clothe them until they can support themselves.”
1. What might be a reason that the authors of this document would want to discourage tribal relations?

____________________________________________________________________________________

____________________________________________________________________________________

2. According to the document, what is the duty of the government?

____________________________________________________________________________________

____________________________________________________________________________________

3. How might putting Indian tribes on reservations (paragraph 1) benefit the Indians? How might it benefit the railroad companies? How might it benefit the government?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Long Story Short 7.5

USHC-7.5 Analyze the impact of the Cold War on national security and individual freedom, including the containment policy and the role of military alliances, the effects of the “Red Scare” and McCarthyism, the conflicts in Korea and the Middle East, the Iron Curtain and the Berlin Wall, the Cuban missile crisis, and the nuclear arms race.

The world didn’t even finish their collective sigh of relief after WWII before the next war started. Now, most could have called it, but the Soviets and the Americans went from being strained allies to all out enemies when the war ended. This icy relationship was called the Cold War and will be different from any war we have discussed so far. This war was not traditional with a first physical battle and a turning point and then a treaty at the end. This was a war of ideas. A war to prove which country had the better perspective, government, and economic system. The US and the Soviet Union “fought” the Cold War for roughly four decades. Both sides tried to prove themselves and spread their way of governing to the world and in the process national security was greatly impacted along with individual freedoms. The Cold War was played out in two traditional wars, numerous acts of espionage, the arms race, the space race, and attempted peace talks.

Let’s go back and tie up some loose ends from WWII. Right after Japan’s unconditional surrender, and even before, it was clear that the Soviets and the US wanted very different things for Europe and the world. The Soviets wanted a buffer zone of states that they could trust (aka control) all along their western border. Germany had attacked them two world wars in a row and they did NOT want that to happen again. The US wanted countries in Europe to hold their own elections and not be communist. The US also wanted to support Great Britain and France in gaining back control of their “spheres of influence.” For example, Great Britain was helping Greece avoid communism, but no longer had the means to help them... so the US
stepped in. With France, we attempted to help them regain some of their past holdings in South East Asia. WWII ended in 1945 and by 1946, the tension between the US and the Soviets was so obvious, Winston Churchill publicly addressed it in a speech. He said that an “iron curtain” had descended across the continent. What he meant by this was that the Soviets were being super shady and it was gonna be a rough ride ahead. The official strategy of the US in “fighting” the Communist Soviets was called Containment. Think of communism as a horrible disease. You would want to contain it and eventually have it die out altogether. Americans wanted to contain communism and rid the world of it. President Truman was the first of many presidents to step up to the plate and take a swing at fighting communism. The Truman Doctrine promised to contain communism and saw its first bit of action when Greece and Turkey needed our military to help keep communist forces away. The US was so afraid that the devastated and destroyed Western Europe would be too weak to fight off communism, so we stepped in yet again. This time the US was offering money to help rebuild Europe and it was called the Marshall Plan. Germany was divided after WWII and all of the allies got a piece of the German “pie.” Great Britain, France and the US merged their pieces and became known as West Germany, while the Soviets became East Germany. The city of Berlin was also divided into East and West. Think “evil east” and “welcoming west” to help keep good guys and bad guys straight! The first confrontation of the Cold War came when Stalin was acting out and blockaded Berlin. The world was watching to see how the US would react and buddy hold on to your seats…this one is gooood! The US could have started WWIII by taking military force to breach the blockade. The US could have done nothing and let innocent people starve to death. They did neither. They flew over the blockade and dropped food to the trapped people below! Day saved and the win goes to America! This was called the Berlin Airlift by the way. Years later the Soviets constructed a physical wall through the city of Berlin to stop people from leaving the Communist East for the free West. Ummm…if you have to hold people by force in your country, is your government really that great?

1949 rolled around and it was a tough year for Americans. While the creation of NATO (North Atlantic Treaty Organization) was an organization aimed at fighting the Soviets, it still sent the message that there was a lot of tension. The Soviets tested atomic bombs in ’49 and we scrambled to finish developing an even bigger bomb (hydrogen bomb). Annd as if military alliances and bombs weren’t enough to scare everyone, China (with its HUGE population) turned communist. In 1950 the first “actual” war of the Cold War started when North Korea invaded South Korea. The Soviets backed the North, while the US backed the South. The fighting was fierce, but in the end, Communism was contained. The American public was not as united behind the goals of the Korean War as they had been behind WWII, but Communism was contained nonetheless. In response to NATO, the Soviets formed their own military alliance organization called the Warsaw Pact in 1955. In 1957 the Soviets launched the first satellite into space (Sputnik) and boy did the US feel defeated. Congress passed the National Defense Education Act in response to this defeated and math and science were promoted more than ever in America. In the end America took the lead in the Space race by landing the first man on the moon in 1969! Both the arms race and the space race really put fear in Americans that communism was winning and could spread to their country. The Red Scare was a legitimate movement filled with anxiety and one man, Joseph McCarthy certainly didn’t help matters. This Republican senator, that mostly wanted to make Democrats look bad, accused countless government officials of being Soviet spies. In the end very few he accused were actual spies, he was rejected by the public because of his bully like behavior on national television, and unfortunately innocent public officials had their careers ruined by his lies.
Still with me? Good! Let’s head to Cuba and see what happened with the Cold War there. America had a guy in charge there, but Fidel Castro and his forces overthrew him. Castro took over companies that America owned there and basically kicked them out. Castro had a cozy relationship with the Soviet Union (the leader is Nikita Khrushchev btw). In 1961 President Kennedy launched an invasion of Cuba called the Bay of Pigs. We trained Cubans that had been kicked out of Cuba and they did the invasion... we were hoping they could go in and stage an uprising against Castro. Big problem is we got caught in the act. President Kennedy took the blame and saved some face from not putting it off on someone else (he easily could have), but we still had a communist dictator in our backyard. Later, in 1963, Kennedy was keeping an eye on Cuba through spy planes. The Soviets had placed nuclear missiles in Cuba! The cool-headed president placed a blockade around Cuba to prevent more missiles from coming over and he sat and waited. The world waited. The Soviets had a tough choice. Back down or possibly start a nuclear war. Kennedy was not embarrassed this time. The Soviets turned back and did not breach the blockade! The Cuban Missile Crisis was a win for the US in the Cold War. The Cold War would carry on and span the globe. In the Middle East, the US continued to support Israel while the Soviets backed the countries in the region that opposed Israel. Like Truman’s containment efforts in Europe, President Eisenhower after them, had his on policy in the Middle East. The Eisenhower Doctrine worked to contain communism there, but conflict remained for decades. From the Suez Crisis to the Iran Hostage Crisis, Americans and their influence has not always been welcome in the Middle East. The Cold War required the US to back some unlikely groups over the years and this one might really shock you. When the Soviets invaded Afghanistan to support the side there that would be friendly to them, we intervened and took the side of the rebels. Those rebels became the Taliban. The Cold War finally ended as a result of a weak economy in the Soviet Union, a costly war in Afghanistan, and a movement for liberation in Eastern Europe.

So, long story short?

_________________________________________________________________________________________

_________________________________________________________________________________________

Standard 7.5 Practice

1. Which of the following BEST explains why the United States adopted a policy of containment during the Cold War?
   a. The US felt that it was essential to remove Communism from nations controlled by the Soviet Union after WWII
   b. The US believed that it could produce more nuclear weapons than the USSR and thus win the arms race
   c. The US did not believe that it could remove communism from nations already controlled by the Soviet Union, but it hoped to prevent it from spreading
   d. The US believed it could form alliances that would eventually make it possible to invade the Soviet Union.

2. The term “Cold War” refers to which of the following?
   a. The conflict in Berlin because it occurred during the harsh winter
   b. The conflict in North Korea
   c. The tension that arose after the Soviets shot down a German submarine
   d. The mistrust between the US and Soviet Union that impacted foreign policy for decades
3. Which of the following was the pledge by the US to contain communism in Europe?
   a. NATO
   b. The Bay of Pigs
   c. The Truman Doctrine
   d. The Eisenhower Doctrine

4. Which of the following describes McCarthyism?
   a. irrational fear created for personal political gain
   b. irrational fear created by President Truman
   c. a grassroots movement to bring communism to Cuba
   d. the ideology that political parties should not weigh in on the Cold War

5. Which of the following was the first confrontation of the Cold War?
   a. Construction of the Berlin Wall
   b. North Korean invasion
   c. Creation of the hydrogen bomb
   d. Berlin Blockade

Free Response:

1. How did the Cold War impact national security?

   ____________________________________________________________
   ____________________________________________________________

2. How did the Cold War sometimes negatively impact individual freedoms?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What actions did Americans take to prepare for the worst?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Compare the goals of the US and the Soviet Union following WWII:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. What promise did the US make through the Truman and Eisenhower Doctrines?

   ____________________________________________________________
   ____________________________________________________________

6. What events occurred in 1949 that increased fear in Americans?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
7. How did the Marshall Plan make the US look to the world and how did it help America?

____________________________________________________________________________________

____________________________________________________________________________________

8. What were the Camp David Accords and why were they needed?

____________________________________________________________________________________

____________________________________________________________________________________

9. What events led to the taking of one hundred fifty American hostages in Iran? -

____________________________________________________________________________________

____________________________________________________________________________________

10. What did the fall of the Berlin Wall symbolize?

____________________________________________________________________________________

____________________________________________________________________________________

**Standard 7.5 Activity**

**Cold War “Battles”**

Describe the following events/battles and determine who came out on top….Soviets or Americans?

**Berlin Blockade**

**Mao Zedong’s Rise to Power**

**Red Scare/McCarthyism**

**Korean War**
Suez Crisis

Sputnik Launched

Castro’s Rise to Power

Bay of Pigs

Berlin Wall

Cuban Missile Crisis