



CHAPTER
33

Section 1

GUIDED READING

Cold War: Superpowers Face Off

A. Analyzing Causes and Recognizing Effects As you read this section, take notes to explain how each of the following actions or policies led to the Cold War between the United States and the Soviet Union.

1. Meeting at Potsdam, Germany	2. Policy of containment
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3. Truman Doctrine	4. Marshall Plan
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5. Blockade of Berlin	6. Formation of North Atlantic Treaty Organization (NATO)
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7. Policy of brinkmanship	8. Launching of <i>Sputnik I</i>
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B. Determining Main Ideas On the back of this paper, explain the objectives and organization of the United Nations.



GUIDED READING *Communists Take Power in China*

Section 2

A. Determining Main Ideas As you read about the civil war in China and the creation of two Chinas, take notes to answer the questions.

1. Who? Who was Mao Zedong? Who was Jiang Jieshi?	
2. When? When did the civil war in China resume? When did the civil war end?	
3. What? What advantages did Nationalist forces have? What advantages did Communist forces have?	
4. Where? Where is Nationalist China located? Where is the People's Republic of China located?	
5. How? How did the superpowers react to the existence of two Chinas? How did Mao transform the economy of China?	
6. Why? Why did the Great Leap Forward fail? Why did Mao launch the Cultural Revolution?	

B. Clarifying On the back of this paper explain the reasons for the formation of **communes** and **Red Guards** in Communist China.



GUIDED READING

Wars in Korea and Vietnam

Section 3

A. Analyzing Causes and Recognizing Effects As you read this section, fill out the chart below to help you better understand the causes and outcomes of wars in Asia.

War in Korea

Causes	Outcomes
1. Why did the UN send an international force to Korea?	2. What was the legacy of the war for North Korea and South Korea?

French War in Vietnam

Causes	Outcomes
3. Why did war break out between the Vietnamese Nationalists and the French?	4. What was the outcome of the war for France and for Vietnam?

U.S. War in Vietnam

Causes	Outcomes
5. How did the United States get involved in Vietnam?	6. Why did the United States withdraw its troops from Vietnam?

B. Clarifying On the back of this paper, identify the following people or groups:

Douglas MacArthur

Ho Chi Minh

Ngo Dinh Diem

Vietcong

Khmer Rouge



GUIDED READING

The Cold War Divides the World

Section 4

A. Following Chronological Order As you read about conflict between the super-powers over Latin America and the Middle East, answer the questions about events listed in the time line.

1959	Fidel Castro leads a revolution in Cuba.	→	1. How did revolution affect Cuba?
1961	Castro turns back Cuban invasion at Bay of Pigs.	→	2. Why did the United States support the invasion?
1962	United States demands that Soviets withdraw missiles from Cuba.	→	3. How was the Cuban missile crisis resolved?
1979	Communist Sandinista rebels overthrow dictatorship in Nicaragua.	→	4. What were the consequences of civil war for Nicaragua?
1981	Iran releases U.S. hostages.	→	5. Why did the Ayatollah Khomeini hate the United States?
1988	UN ceasefire ends hostilities between Iran and Iraq.	→	6. What part did the United States play in this Muslim war?
1989	Soviet Union withdraws its forces from Afghanistan.	→	7. How was the Soviet involvement in Afghanistan similar to U.S. involvement in Vietnam?

B. Determining Main Ideas On the back of this paper, define and give examples of the **Third World** and **nonaligned nations**.

CHAPTER
33

Section 5

GUIDED READING *The Cold War Thaws*

A. Determining Main Ideas As you read this section, take notes to answer the questions.

How did each country try to resist Soviet rule?

1. Hungary	2. Czechoslovakia	3. China

What was the foreign policy of each U.S. president?

4. John F. Kennedy	5. Lyndon Johnson	6. Richard Nixon	7. Ronald Reagan

What was the objective of each of the following?

8. détente	9. SALT I Treaty	10. "Star Wars"

B. Clarifying On the back of this paper, identify **Nikita Khrushchev** and **Leonid Brezhnev**.



BUILDING VOCABULARY

Restructuring the Postwar World

A. Matching Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- | | |
|----------------------------|---|
| _____ 1. iron curtain | a. American general who commanded United Nations troops at the beginning of the Korean War |
| _____ 2. containment | b. foreign policy directed at blocking Soviet influence and stopped the spread of communism |
| _____ 3. brinkmanship | c. American president during the Cuban Missile Crisis |
| _____ 4. Fidel Castro | d. the idea that the fall of one country to communism would lead to the fall of its neighbors |
| _____ 5. Nikita Khrushchev | e. the division of Europe into mostly democratic Western Europe and Communist Eastern Europe |
| _____ 6. John F. Kennedy | f. leader of the Soviet Union who started destalinization |
| _____ 7. Douglas MacArthur | g. Communist dictator of Cuba |
| _____ 8. domino theory | h. willingness to go to the edge of war |

B. Completion Select the term or name that best completes the sentence.

United Nations	Cold War	Third World	Vietnamization
Marshall Plan	Warsaw Pact	détente	Truman Doctrine

- The U.S. assistance program that provided food, machinery, and other materials to rebuild Western Europe after World War II was called the _____.
- The struggle over political differences between the United States and the Soviet Union that stopped short of war was called the _____.
- The alliance that the Soviet Union formed with Eastern Europe countries in response to the formation of NATO was called the _____.
- The plan to increase the combat role of the South Vietnamese while gradually pulling out U.S. troops in the Vietnam War was called _____.
- Developing nations who were not aligned with the United States or the Soviet Union after World War II made up the _____.
- President Richard Nixon's policy of lessening Cold War tensions was called _____.

C. Writing Using the following terms, write a paragraph describing some of the changes that the Communists brought to China in the 1950s and 1960s.

Mao Zedong	Red Guards	Cultural Revolution	commune
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Section 2

SKILLBUILDER PRACTICE *Interpreting Charts*

Historians use charts to organize and summarize information in a simple, easy-to-follow way. In a chart, information is grouped into categories, making comparisons between entries immediately clear. Use the information presented in the chart below to compare the two Chinas. (See Skillbuilder Handbook)

Characteristics	People's Republic of China	Taiwan
Population	1,304,196,000	22,603,000
Language	Mandarin (official)	Mandarin (official)
% Urban	37%	75%
Per capita GDP*	\$4,400	\$18,000
Industries	Iron, steel, textiles and clothing, machine building, military equipment	Textiles, clothing, electronics, processed foods, chemicals
Labor Force	50% agriculture and forestry, 28% services, 25% industry and commerce	58% services, 35% industry and commerce, 7% agriculture
Government	Communist Party-led state	Democracy
Education	Compulsory ages 6–14	Compulsory ages 6–15
Literacy Rate	86%	94%
*Gross Domestic Product		Source: <i>The World Almanac and Book of Facts 2004</i> . Copyright © 2004 Primedia Reference Inc. All rights reserved. Reprinted by permission.

1. Based on the information in the chart, what characteristics are similar in the two Chinas? _____

2. Which category indicates that the two Chinas hold opposing philosophies? _____

3. Based on the categories in the chart, how do the economies of the two Chinas compare? _____

CHAPTER
33

Section 4

GEOGRAPHY APPLICATION: REGION

The Cuban Missile Crisis

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

In 1962, the world narrowly escaped nuclear holocaust during the Cuban Missile Crisis. The United States and the Soviet Union faced each other in a dispute over Soviet placement of nuclear missiles in Cuba, 90 miles off the coast of Florida.

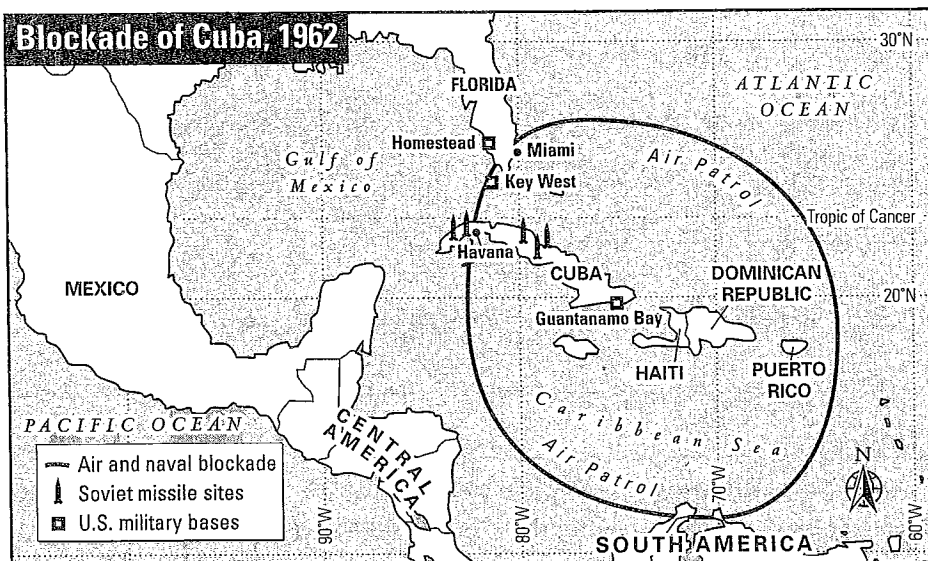
There are several possibilities why the Soviets placed nuclear missiles in Cuba. First, the missiles could protect Cuba from possible U.S. military aggression. Second, the Soviets would gain a strategic advantage on the United States in case of global nuclear war. Finally, the missiles would counter the U.S. installation of missiles in Turkey, near Soviet territory, in 1959.

The U.S. government had an idea Soviets wanted to place missiles in Cuba for some time. However, it was not until August 29, 1962, that a U-2 spy plane confirmed this to President John F. Kennedy. Secretary of Defense Robert McNamara proposed three courses of action for the United States. First, it could try to resolve the problem diplomatically by discussing it with the Soviets and the Cubans. Second, it could form an air and naval blockade around Cuba to prevent further shipments of mis-

siles. Finally, it could order an air strike to destroy the missiles and then invade Cuba.

On October 22, Kennedy announced a blockade of Cuba. The United States would seize "offensive weapons and associated matériel" that the Soviets were delivering to Cuba. After six tense days, Nikita Khrushchev, the Soviet leader, agreed to halt further shipments of missiles and to dismantle the existing ones in Cuba. He agreed to this only after Kennedy promised not to invade Cuba. Khrushchev also wanted the U.S. missiles removed from Turkey. In formal negotiations, Kennedy refused but then informally agreed to remove them and did so.

Documents released 35 years later reveal that, unknown to both U.S. and Soviet leaders, Soviet field commanders in Cuba had complete authority to fire their missiles. In addition, U.S. military officials undertook several secret sabotage missions in Cuba, and an American aircraft accidentally strayed into Soviet airspace at the height of the crisis. Any of these situations could have triggered a nuclear war.



Interpreting Text and Visuals

1. Why do you think the U.S. government wanted to remove Soviet missiles in Cuba? _____

2. Describe the area of the U.S. blockade. _____

3. According to the map, how many military bases did the United States have in this area? _____

4. What are some of the reasons for the Soviet placement of missiles in Cuba? _____

5. What options did the United States have to counter the Soviet build-up of missiles in Cuba?

6. What were some of the unforeseen situations that might have started a nuclear war in 1962?

7. Why do you think Kennedy decided to remove U.S. missiles from Turkey? _____



PRIMARY SOURCE *from No Tears for Mao*
by Niu-Niu

Section 2

In 1966 Mao Zedong launched the Cultural Revolution in China to establish a society of peasants and workers in which all were equal. Mao's Red Guards, militia units made up of high school and college students, targeted those who in some way threatened the goals of the revolution. In this excerpt from her memoir, Niu-Niu describes how the Red Guards arrested her parents—actors who publicly resisted Mao's regime. How did Niu-Niu react to her parents' arrest?

That was the year, the month, the very day. I was in the courtyard of our house in Chengdu, playing with my big sister, Mimi. Inside, my parents and grandparents were quietly chatting over tea. I remember the lovely flowers in the garden, the light wind that caressed my cheeks—suddenly the door flew open and a screaming hurricane roared past me.

It consisted of about fifteen or twenty men carrying rifles and waving their Little Red Books. I couldn't understand why they broke our windows and turned everything upside down in our house. I cried out, horribly afraid. When I ran towards my parents, the men formed a wall around them, beating them, screaming insults at them. I didn't understand the ugly words, all I saw was that these men were pointing their fingers at my father and mother.

"Papa! Mama!"

My stunned grandparents suddenly roused themselves as they heard our cries. They scooped Mimi and me into their arms, while one of the men bellowed, "Shut up. . . !"

I saw my parents stammer something under the blows. My grandmother, suddenly panicked, put me down hastily and tried desperately to stop these savages. My grandfather begged them to stop, but they knocked him to the floor. At that point no one was paying any attention to Mimi and me.

Terribly frightened, I screamed. On all fours I crawled toward my parents; one of the men picked me up by the neck like a kitten and threw me aside.

After they had broken everything in the house, gathered everything that could be burned—our old paintings, books, papers, photographs—they stole the clothes, the furs, the jewelry and the two little golden Buddhas on the altar of our ancestors. They even wrecked our ancestral altar.

They jerked my parents' hands high behind their backs, and tied them there with strong cords. Then they pushed their heads down and shaved off all their hair.

"You're criminals!" the leader screamed. "Counterrevolutionaries! You have to pay for your crimes!" He gave the order to take my parents out. But they resisted, struggling. For this their faces were beaten bloody with belts. . . . I saw blood running from their mouths.

A final plea, one last effort. My grandparents, Mimi and I grabbed the legs of these men to stop them from taking our parents away. But that was stupid. They began to beat us as if we were rabid dogs, crushing our hands under their enormous shoes. . . .

My memories began on that day when I was four years old. Ten days after I was born, on May 16, 1966, the "Great Cultural Revolution" had erupted. From a haze of banners and ubiquitous posters, the Red Guards had emerged, harbingers of death. I am haunted to this day by nightmares from that time.

I could not understand why my parents had to leave, why their mouths were bleeding. Were they hurt? Where had they gone? Why had the house been ransacked?

from Niu-Niu, Enne and Peter Amman, trans., No Tears for Mao: Growing Up in the Cultural Revolution (Chicago: Academy Chicago Publishers, 1995), 1–3.

Discussion Questions

Summarizing

1. What different activities were Niu-Niu and her family engaged in when the Red Guards stormed into their house?
2. How did the Red Guards treat Niu-Niu and the other members of her family?
3. **Evaluating Courses of Action** What do you think of the methods used by the Red Guards to achieve the goals of the Cultural Revolution?



Section 3

PRIMARY SOURCE

from *When Heaven and Earth Changed Places* by Le Ly Hayslip

*Le Ly Hayslip grew up in the rural village of Ky La in central Vietnam. In 1989 she published *When Heaven and Earth Changed Places*, one of the few autobiographical accounts of the Vietnam War from a Vietnamese point of view. In this excerpt from her autobiography, Hayslip shares her childhood memories of being indoctrinated by the Vietcong—Communist guerrillas backed by North Vietnam—into the children's troop. How did the Vietcong encourage Hayslip to help their cause?*

When the Viet Cong could not be found (they spent most of their time, after all, hiding in caverns underground with entrances hidden by cookstoves, bushes, false floors, or even underwater by flowing rivers themselves), the Republican soldiers took out their frustration on us: arresting nearby farmers and beating or shooting them on the spot, or carting anyone who looked suspicious off to jail. As these actions drove even more villagers to the Viet Cong cause, more and more of our houses were modified for Viet Cong use. The cadresmen told us that each family must have a place in which liberation troops could hide, so my father dug an underground tunnel beneath our heavy cookpot which could house half a dozen fighters. While my father and other villagers worked on their tunnels, we children were taken to a clearing beyond the village graveyard, on the threshold of the swamp, where we were taught revolutionary songs. One of the first we learned was in praise of Uncle Ho—Ho Chi Minh—who, we were told, awaited news of our heroism like a kindly grandfather:

The full moon shines on our land,
So that we can sing and dance
And make wishes for Uncle Ho.
Uncle Ho—we wish you a long life!
We wish you a long beard that we can stroke
While you hold us in your arms
And tell us how much you love us and our
country!

We were also taught what we were expected to do for our village, our families, and the revolution. If we were killed, we were told we would live on in history. We learned that, like the French, men of another race called Americans wanted to enslave us. "Their allies are the traitorous Republicans of Ngo Dinh Diem!" the Viet Cong shouted. "Just as our fathers fought against the French and their colo-

nial administrators, so must we now fight against these new invaders and their running dogs!" . . .

Although it was nearly dawn when I got home from the first meeting, my parents were still awake. They asked what I'd been doing and I told them proudly that I was now part of the "political cadre"—although I had no idea what that meant. I told them we were to keep an eye on our neighbors and make sure the liberation leaders knew if anyone spoke to the hated Republicans. I told my mother to rejoice, that when her son—my beloved brother Bon—came back from Hanoi, he would be a leader in the South, just as the leaders of our own cadre had been trained in Hanoi and now were helping our village gain victory over the invaders.

Although my mother was not sure that my involvement with the cadre was a good idea, she seemed happy that through them, somehow, Bon's return might be hastened. My father, however, looked at me with an expression I had never seen before and said nothing. Although Ky La's first big battle had yet to be fought, it was as if he had seen, in my shining, excited, determined little face, the first casualty of our new war.

from Le Ly Hayslip with Jay Wurts, *When Heaven and Earth Changed Places* (New York: Doubleday, 1989), 41–42.

Activity Options

1. **Creating an Oral Presentation** With several classmates, role-play a discussion between Hayslip and her parents after the first meeting of the political cadre.
2. **Analyzing Bias** Propaganda is the use of slanted information to further one's own cause or to damage an opponent's cause. What are two examples of propaganda the Vietcong used to persuade the children of Hayslip's village to aid them in the war?



Section 4

PRIMARY SOURCE

The Cuban Missile Crisis

Speech by John F. Kennedy

On October 22, 1962, the White House announced that President John F. Kennedy would deliver a speech of the "highest national urgency." That evening, the president went on television and radio to inform the American people about the presence of Soviet missile sites in Cuba and his plans to remove them. As you read this excerpt from Kennedy's speech, think about why he demanded that the Soviets withdraw their missiles from Cuba.

Good evening, my fellow citizens. This Government, as promised, has maintained the closest surveillance of the Soviet military build-up on the island of Cuba. Within the past week unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purposes of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Upon receiving the first preliminary hard information of this nature last Tuesday morning (October 16) at 9:00 A.M., I directed that our surveillance be stepped up. And having now confirmed and completed our evaluation of the evidence and our decision on a course of action, this Government feels obliged to report this new crisis to you in fullest detail.

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles capable of carrying a nuclear warhead for a distance of more than 1,000 nautical miles. Each of these missiles, in short, is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City, or any other city in the southeastern part of the United States, in Central America, or in the Caribbean area. . . .

This nation is prepared to present its case against the Soviet threat to peace, and our own proposals for a peaceful world, at any time and in any forum. . . .

We have in the past made strenuous efforts to limit the spread of nuclear weapons. We have proposed the elimination of all arms and military bases in a fair and effective disarmament treaty. We are prepared to discuss new proposals for the removal of tensions on both sides—including the possibilities of a genuinely independent Cuba, free to determine its own destiny. We have no wish to war with the Soviet Union, for we are a peaceful people who desire to live in peace with all other peoples.

But it is difficult to settle or even discuss these problems in an atmosphere of intimidation. That is why this latest Soviet threat—or any other threat which is made either independently or in response to our actions this week—must and will be met with determination. . . .

The path we have chosen for the present is full of hazards, as all paths are; but it is the one most consistent with our character and courage as a nation and our commitments around the world. The cost of freedom is always high—but Americans have always paid it. And one path we shall never choose, and that is the path of surrender or submission.

Our goal is not the victory of might but the vindication of right—not peace at the expense of freedom, but both peace and freedom, here in this Hemisphere and, we hope, around the world. God willing, that goal will be achieved.

from John Kennedy, U.S., Department of State, Bulletin, Volume XLVII, No. 1220 (November 12, 1962), 715–720. (Address delivered from the White House by T.V. and radio on October 22, 1962.) Reprinted in David L. Larson, ed., The "Cuban Crisis" of 1962 (Boston: Houghton Mifflin, 1963), 41–46.

Research Options

1. **Recognizing Effects** Research the short- and long-term effects of the Cuban missile crisis. Then make a chart listing these effects and share it with your classmates.
2. **Creating a Multimedia Presentation** Find additional primary sources—editorial cartoons, newspaper headlines, quotes by government officials, film clips, and so forth—about the Cuban missile crisis. With your classmates, create a bulletin board display. Then discuss the climate around the world during the standoff between the United States and the Soviet Union.

CHAPTER
33

Section 5

PRIMARY SOURCE **Political Cartoon**
by Herbert Block

Herbert Block drew this political cartoon shortly after the Cuban missile crisis, the most serious U.S.-Soviet confrontation. Notice that, unlike many American politicians and journalists who were severely critical of the Soviet leader at the time, Block depicts Nikita Khrushchev as an equal of President Kennedy in struggling to contain nuclear war.



"Let's Get a Lock for This Thing," from *Herblock: A Cartoonist's Life* (Lisa Drew Books/Macmillan, 1993).

Discussion Questions

1. **Analyzing Political Cartoons** What message does this cartoon send to the leaders of the United States and the Soviet Union?
2. **Forming and Supporting Opinions** Considering the climate of the Cold War in 1962, do you think the spirit of this cartoon is overly optimistic? Why or why not?



Section 1

LITERATURE SELECTION *from The Nuclear Age*
by Tim O'Brien

The main character of this novel by American author Tim O'Brien, 49-year-old William Cowling, grew up under the dark cloud of anxiety that loomed during the height of the Cold War. In this excerpt, Cowling recalls how he reacted to the threat of nuclear attack when he was growing up in the United States in the 1950s. As you read, think about the steps Cowling takes to protect himself. Do you think his plan could help him survive a nuclear war?

When I was a kid, I converted my Ping-Pong table into a fallout shelter. Funny? Poignant? A nifty comment on the modern age? Well, let me tell you something. The year was 1958, and I was scared. Who knows how it started? Maybe it was all that CONELRAD stuff on the radio, tests of the Emergency Broadcast System, pictures of H-bombs in *Life* magazine, strontium 90 in the milk, the times in school when we'd crawl under our desks and cover our heads in practice for the real thing. Or maybe it was rooted deep inside me. In my own inherited fears, in the genes, in a coded conviction that the world wasn't safe for human life.

Really, who knows?

Whatever the sources, I was a frightened child. At night I'd toss around in bed for hours, battling the snagged sheets, and then when sleep finally came, sometimes close to dawn, my dreams would be clotted with sirens and melting ice caps and radioactive gleamings and ICBMs whining in the dark.

I was a witness. I saw it happen. In dreams, in imagination, I watched the world end. . . .

Even as a kid, maybe because I was a kid, I understood that there was nothing make-believe about doomsday. No hocus-pocus. No midnight fantasy. I knew better. It was real, like physics, like the laws of combustion and gravity. I could truly see it: a sleek nose cone, the wiring and dials and tangled circuitry. Real fire-power, real danger. I was normal, yes, stable and levelheaded, but I was also willing to face the truth.

Anyway, I didn't have much choice. The nightmares had been squeezing my sleep for months, and finally, on a night in early May, a very quiet night, I woke up dizzy. My eyeballs ached. Things were so utterly silent I feared I'd gone deaf. Absolute

silence. I sat up and wiped my face and waited for the world to rebalance itself. I'd been dreaming of war—whole continents on fire, oceans boiling, cities in ash—and now, with that dreadful silence, it seemed that the universe had died in its sleep.

I was a child. There were few options.

I scrambled out of bed, put on my slippers, and ran for the basement. No real decision, I just did it.

Basement, I thought.

I went straight for the Ping-Pong table.

Shivering, wide awake, I began piling scraps of lumber and bricks and old rugs onto the table, making a thick roof, shingling it with a layer of charcoal briquettes to soak up the deadly radiation. I fashioned walls out of cardboard boxes filled with newspapers and two-by-fours and whatever basement junk I could find. I built a ventilation shaft out of card-

board tubing. I stocked the shelter with rations from the kitchen pantry, laid in a supply of bottled water, set up a dispensary of Band-Aids and iodine, designed my own little fallout mask.

When all this was finished, near dawn, I crawled under the table and lay there face up, safe, arms folded across my chest.

And, yes, I slept. No dreams.

My father found me down there. Still half asleep, I heard him calling out my name in a voice so distant, so muffled and hollow, that it might've come from another planet.

I didn't answer.

A door opened, lights clicked on. I watched my father's slippers glide across the concrete floor.

"William?" he said.

I sank deeper into my shelter.

"Hey, cowboy," my father said. "Out."

His voice had a stern, echoing sound. It made me coil up.

*I was a witness.
I saw it happen.
In dreams, in
imagination,
I watched the
world end.*

"Out," he repeated.

I could see the blue veins in his ankles. "Okay, in a minute," I told him. "I'm sort of busy right now."

My father stood still for a moment, then shuffled to the far end of the table. His slippers made a whish-whish noise. "Listen here," he said, "it's a swell little fort, a dandy, but you can't—"

"It's not a fort," I said.

"No?"

And so I explained it to him. How, in times like these, we needed certain safeguards. A line of defense against the man-made elements. A fallout shelter.

My father sneezed.

He cleared his throat and muttered something. Then, suddenly, in one deft motion, he bent down and grabbed me by the ankles and yanked me out from under the table.

Oddly, he was smiling.

"William," he murmured. "What's this?"

"What?"

"This. Right here."

Leaning forward, still smiling, he jabbed a finger at my nose. At first I didn't understand.

"Oh, yeah," I said. "It's a fallout mask."

Actually, of course, it was just a paper bag filled with sawdust and charcoal briquettes. The bag had ventilation holes in it, and the whole contraption was attached to my face by strings and elastic bands. I grinned and started to show him how it worked, but my father raised his arm in a quick jerky movement, like a traffic cop, as if to warn me about something, then he squeezed my shoulder.

"Upstairs," he said. "On the double. Right now."

He seemed upset.

He pulled the mask off and marched me up the stairs, coming on strong with all that fatherly stuff about how I could've caught pneumonia, how he had enough to worry about without finding his kid asleep under a Ping-Pong table. All the while he kept glancing at me with those sharp blue eyes, half apprehensive and half amused, measuring.

When we got up to the kitchen, he showed my mother the mask. "Go ahead," he said, "guess what it is." But he didn't give her a chance. "A fallout mask. See there? Regulation fallout mask."

My mother smiled.

"Lovely," she said.

Then my father told her about the Ping-Pong table. He didn't openly mock me; he was subtle about it—a certain change of tone, raising his eyebrows when he thought I wasn't looking. But I was looking. And it made me wince. "The Ping-Pong table," he said slowly, "it's now a fallout shelter. Get it? A fallout shelter." He stretched the words out like rubber bands, letting them snap back hard: "Fallout shelter. Ping-Pong."

"It's sweet," my mother said, and her eyes did a funny rolling trick, then she laughed.

"Fallout," my father kept saying.

Again, they didn't mean to be cruel. But even after they'd scooted me in for a hot bath, I could hear them hooting it up, making jokes, finally tiptoeing down to the basement for a peek at my handiwork. I didn't see the humor in it.

Over breakfast, I tried to explain that radiation could actually kill you. Pure poison, I told them.

Or it could turn you into a mutant or a dwarf or something. "I mean, cripes," I said, "don't you guys even think about it, don't you worry?" I was confused. I couldn't understand those sly smiles. Didn't they read the newspapers? Hadn't they seen pictures of people who'd been exposed to radioactivity—hair burned off, bleeding tongues, teeth falling out, skin curled up

like charred paper? Where was the joke in all that?

Somehow, though, I started feeling defensive, almost guilty, so finally I shut up and finished my pancakes and hustled off to school. God, I thought, am I crazy?

But that didn't end it.

All day long I kept thinking about the shelter, figuring ways to improve on it, drawing diagrams, calculating, imagining how I'd transform that plywood table into a real bastion against total war. In art class, I drew up elaborate renovation blueprints; in study hall, I devised a makeshift system for the decontamination of water supplies; during noon recess, while the rest of the kids screwed around, I began compiling a detailed list of items essential to human survival.

No question, it was nuke fever. But I wasn't wacko. In fact, I felt fully sane—tingling, in control.

In a way, I suppose, I was pushed on by the

"The Ping-Pong table," he said slowly, "it's now a fallout shelter. Get it? A fallout shelter."

memory of that snug, dreamless sleep in my shelter. Cozy and walled in and secure. Like the feeling you get in a tree house, or in a snow fort, or huddled around a fire at night. I'll even admit that my motives may have been anchored in some ancestral craving for refuge, the lion's instinct for the den, the impulse that first drove our species into caves. Safety, it's normal. The mole in his hole. The turtle in his shell. Look at history: the Alamo, castles on the Rhine, moated villages, turrets, frontier stockades, storm cellars, foxholes, barbed wire, an attic in Amsterdam, a cave along the Dead Sea. Besides, you can't ignore the realities. You can't use psychology to explain away the bomb.

I didn't need a shrink. I needed sanctuary.

And that's when the Pencil Theory hit me. I was sitting at my desk during the final hour of classes that day, daydreaming, doodling, and then bang, the answer was there like a gift from God. For a second I sat there frozen. I held the solution in my hand—a plain yellow pencil.

"Pencils," I said.

I must've said it in a loud voice, too loud, because the teacher suddenly jerked her head and gave me a long stare. I just smiled.

The rest was simple.

When the final bell rang, I trotted down to the school supply room, opened up my book bag, stuffed it full of No. 2 soft-lead pencils, zipped the bag shut, and hightailed it for home. Nothing to it. I didn't like the idea of thievery, but this wasn't a time for splitting moral hairs. It was a matter of live or die.

That evening, while my mom and dad were watching *I've Got a Secret*, I slipped down into the basement and quietly went to work reinforcing my shelter.

The theory was simple: Pencils contain lead; lead acts as an effective barrier against radiation. It made perfect sense. Logical, scientific, practical.

Quickly, I stripped the table of everything I'd piled on it the night before, and then, very carefully, I began spreading out the pencils in neat rows, taking pains not to leave any cracks or spaces. Wizard, I thought. I replaced the lumber and bricks and rugs, added a double layer of charcoal briquettes, and then crowned it off with an old mattress. All told, my shelter's new roof was maybe three feet thick. More important, though, it now included that final defensive shield of solid lead.

Research Options

1. **Evaluating Courses of Action** William builds a fallout shelter so that he'll be safe in the event of a nuclear war. What are the pros and cons of his design? First, research the effects of nuclear war in the 1950s. Then determine whether William's fallout shelter would protect him from those effects. Share your conclusions with classmates.
2. **Creating a Multimedia Presentation** Some Americans did build backyard fallout shelters during the Cold War. Find different pictures—photographs, diagrams, advertisements—that illustrate what these fallout shelters looked like. To locate pictures, you might use resources such as history books about the Cold War in the 1950s and early 1960s, magazine articles from the time, or print or on-line encyclopedia articles. With your classmates, create a bulletin board display of fallout shelters. Then, as a class, compare the real fallout shelters with William's.



HISTORYMAKERS

Ho Chi Minh

Father of Vietnam

Section 3

*"He was taut and quivering, with only one thought in his head, his country."—
French Communist who worked with Ho Chi Minh*

Ho Chi Minh spent his entire life working to win independence for his home country of Vietnam. He did not let anything stand in his way.

The Vietnamese patriot was born Nguyen That Thanh in 1890. During this time, Vietnam was part of the French colony of Indochina. At age 19, he left for Europe to learn from the West how to defeat it. He took a job as a cook's assistant on a steamer. The ship brought him to Asia, Europe, Africa, and the United States.

In 1919, Nguyen was in Paris during the talks that led to the Treaty of Versailles, which ended World War I. He hoped to meet with American President Woodrow Wilson to plead for the right of self-determination for the people of Vietnam. However, it became clear that the right of national self-rule would apply only to European countries and not their colonies. Frustrated, Nguyen joined French socialists and wrote articles against French colonial rule. At a 1920 meeting, the socialists split into two groups. Nguyen joined the faction that called for the end to European colonialism. This group became the French Communist party.

Nguyen spent the next 20 years traveling and studying in the Soviet Union, Europe, and China. He organized a group of like-minded people from the colonial countries in Asia and called his party the League of Oppressed Peoples of Asia. However, he sometimes fell into trouble with authorities. He was arrested as a troublemaker in Hong Kong.

In 1941, Nguyen finally reached Vietnam again. He formed a revolutionary group called the Viet Minh. He placed all those fighting for independence under his authority. At this time, he took the name Ho Chi Minh, which means "Enlightened One."

Early in World War II, Japan conquered Indochina. Ho was pleased to see the French gone, but he "feared the Japanese wolf as much as he opposed the French tiger." He fought the Japanese even though it meant defying the Soviet Union, which had a nonaggression pact with Germany and Japan.

In 1942, Ho went to China to seek help. He was arrested as a French spy and held in a Chinese prison. He won his release by agreeing to supply the Chinese and Americans with intelligence reports on Japanese army movements in Vietnam. Japan finally surrendered to the allies on September 1, 1945. The next day, Ho declared the independence of Vietnam: "We hold the truth that all men are created equal, that they are endowed by their Creator with certain inalienable rights, among them life, liberty, and the pursuit of happiness." He was sure that the United States—whose Declaration of Independence he echoed—would support him.

Criticized as a Communist, Ho briefly disbanded the Communist Party. He got the French to recognize his government, but by 1946 they broke their deal and sent troops to reclaim Indochina. Ho's forces finally drove the French out of Vietnam. However, a peace settlement split the country in two. Ho kept control of the north while non-Communist forces held the south. The agreement called for the country to be united in two years under a government to be elected by all the people of Vietnam.

No elections were ever held, and Ho's North Vietnamese Communist troops tried to win control in the south. In the 1960s, the United States entered the conflict in support of South Vietnam to try to prevent the Communist takeover of the country. From 1954 until his death in 1969, Ho's leadership role was gradually reduced. His goal of a unified Vietnam would be realized in 1976.

Questions

1. **Forming Opinions** What do you think of Ho's idea of learning from Europe how to defeat it?
2. **Making Inferences** Why did Ho use words from the American Declaration of Independence when he declared the independence of Vietnam?
3. **Drawing Conclusions** How did Ho show his own independence?



Section 4

HISTORYMAKERS

Ruholla Khomeini

Traditional Revolutionary

"We don't say that the Government must be composed by the clergy but that the Government must be directed and organized according to the divine law, and this is only possible with the supervision of the clergy."—Khomeini, Unveiling the Mysteries (1941)

Voicing the centuries-old principles of Islam, Ayatollah Ruholla Khomeini used today's technology to lead a long-distance revolution. In an increasingly secular world, he ruled his nation by religious law.

Khomeini was born in 1902 in Persia, which is modern Iran. One grandfather and his father both were ayatollahs. This title, which means "the Sign of God," is given to Iran's religious leaders of the Shi'a branch of Islam. This is the religion of more than 90 percent of Iranians.

In 1907, Khomeini's father was killed while on a pilgrimage when the boy was five years old. Young Khomeini was raised by his mother and an aunt, who taught him that it was his duty to protect Islam. He studied in Qum, a city sacred to Shi'a Muslims. Until 1962, Khomeini concentrated on studying and teaching the principles of Islam. He trained more than 1,000 of Iran's Muslim clergy.

Khomeini believed that Muslim clerics should play a leading role in an Islamic state. He read *The Republic*, the description of an ideal government by the ancient Greek philosopher Plato. In this work, Plato argued that a wise ruler—a philosopher-king—was the best choice to lead a people. Some think this idea influenced Khomeini, though the idea that a Muslim state should be governed by Muslim law was squarely in the Islamic tradition. Khomeini crystallized his thinking in the 1941 book *Unveiling the Mysteries*. He blasted the shah, Iran's ruler, for attacking the Muslim clergy, destroying Islamic culture, and giving in to Western powers. Khomeini later made similar charges against the shah's son, Mohammed Reza Pahlavi, who ruled from 1941 to 1979.

Khomeini's opposition to Shah Pahlavi began in earnest in 1962. That year, Khomeini led the Islamic clergy in a large-scale strike to protest a new law. The law said that witnesses in Iranian courts no longer had to swear on the Qur'an. Khomeini also protested the shah's "White Revolution," a program meant to modernize—and Westernize—Iran. In

1963, Khomeini told a crowd of 100,000 that the shah should be overthrown. When Khomeini was arrested, riots broke out across the land.

In 1964, the shah exiled Khomeini. He stayed briefly in Turkey but lived from 1965 to 1978 in Iraq. Nevertheless, he maintained his attacks on the shah. Followers tape-recorded his lectures and smuggled them back to Iran. While he criticized the shah's policies, Iranians were frustrated that the wealth earned from selling oil benefited only a few.

In 1977, Khomeini's oldest son died. Many thought that the shah's secret police had killed him, although it was never proven. Later, Khomeini called for the army to depose the shah. As a result, the shah pressured Iraq to expel Khomeini, who later moved to France. Contacting followers by phone, Khomeini persuaded more than 180,000 members of Iran's clergy to call for strikes. As protests grew, the shah lost control of his country. In January of 1979, he fled. On February 1, Khomeini returned in triumph, greeted by millions along his route from the airport to Teheran, the capital city.

Though Khomeini had no formal title, he was effectively the ruler of Iran for ten years. He worked to make Iran reflect "the image of Muhammad." He banned influences such as coeducational schools, Western movies, and Western television shows. He also led Iran in a long and bloody war with its neighbor, Iraq. His will, read at his death in 1989, said "he was proud to be trying to implement the rules of the holy Qur'an and the traditions of the Prophet."

Questions

- Following Chronological Order** Prepare a chronology of Khomeini's life.
- Analyzing Primary Sources** How does the quotation at the top of the page reveal Khomeini's thinking about religion and government?
- Drawing Conclusions** What Western ideas or methods did Khomeini use to achieve his goals?



Section 1

CONNECTIONS ACROSS TIME AND CULTURES

Restoring the Peace

As you read in this chapter, two superpowers—the United States and the Soviet Union—emerged at the end of World War II. Allied during war, they disagreed sharply over postwar plans for the “victorious peace” and split Europe into a democratic West and a Communist East. After World War I, the Treaty of Versailles tried to establish a lasting peace, but Europe was at war again barely 20 years later. What factors might account for the continuing tensions after both world wars of the twentieth century? Review Chapter 29, Section 4, and answer the questions that follow.

1. After World War I, the victorious allies had different goals. France and England, determined to protect their national security, wanted to punish Germany and make it incapable of fighting another war. America’s President Wilson wanted to create a lasting peace supervised by the League of Nations.
 - a. After World War II, what were the U. S. goals for peace? _____
 - b. What were the goals of the Soviet Union? _____
2. After World War I, the Allies took territory away from Germany, limited the size of the German army, and required Germany to pay \$33 billion in reparations. How did the Allies treat Germany after World War II? _____
3. The Treaty of Versailles established the League of Nations after World War I. However, the United States did not join, Germany and the Soviet Union were not members, and the League proved unable to preserve world peace. How successful was the United Nations, the world peacekeeping body established after World War II? _____
4. The Soviet Union was not included in the peace discussions among the Allies after World War I. In fact, some of its territory was taken to form independent nations in central Europe.
 - a. How did the other Allies treat the Soviet Union after World War II? _____
 - b. How might the experience of the Soviet Union after World War I have affected its policies after World War II? _____
5. The United States refused to sign the Treaty of Versailles or join the League of Nations after World War I. How was U.S. policy different after World War II? _____
6. A little more than 20 years after World War I ended, another massive international conflict began. Even though there have been many wars since the end of World War II, there has not been a worldwide war. In your opinion, what are the major factors that have contributed to the relative peace since World War II? _____

CHAPTER
33**Section 1****SCIENCE & TECHNOLOGY** **Super Spy Plane**

During the Cold War, the Soviet Union and the United States competed for influence in the world and in space. The ability of one nation to gather secret information about the other was vital to maintaining power. As a result, each country spent millions of dollars to develop spying technology.

By the early 1960s, the American U-2 spy planes were becoming vulnerable to surface-to-air missiles. As a result, the United States Air Force asked the Lockheed Corporation to develop a reconnaissance plane that could fly faster than the speed of sound. At the super-secret "Skunk Works" in Palmdale, California, Lockheed engineers developed the world's fastest airplane. Originally code-named Project Oxcart, the SR-71 Blackbird entered active service in 1966 and became one of the most amazing aircraft ever to fly.

This plane is 161 feet long and is covered with special black paint that makes it nearly invisible to radar. The Blackbird holds the world speed record for an airplane, which stands at 2,193 miles per hour—more than three times the speed of sound. It normally flies at altitudes above 85,000 feet. By comparison, a passenger jet flies around 500 miles per hour at altitudes of about 33,000 feet.

The shell of the SR-71 is made of titanium. A large amount of heat from air friction causes the skin of the plane to expand during flight. Captain Thomas L. Peterson, a Blackbird pilot, said "The [windshield] gets so hot that a pilot can't keep his hand on it for more than 20 seconds even with flame-retardant gloves." A fast landing speed requires the use of a parachute to help the plane stop. The wheels are filled with nitrogen, instead of normal air, to keep the tires from burning up when they touch the runway. Special fuel, called JP-7, was developed to keep the engines running at high altitudes.

Blackbird crews start getting ready for a flight three days before takeoff. Navigation preparation is especially important since the plane covers more than 30 miles every minute. The pilot, navigator, and radar officer wear pressure suits similar to an astronaut's and use oxygen tanks to help their breathing. Special engines are used to start the aircraft. During photographic spying missions, the Blackbird's cameras can take pictures of 100,000 square miles every hour.

The SR-71 was used extensively for spying and

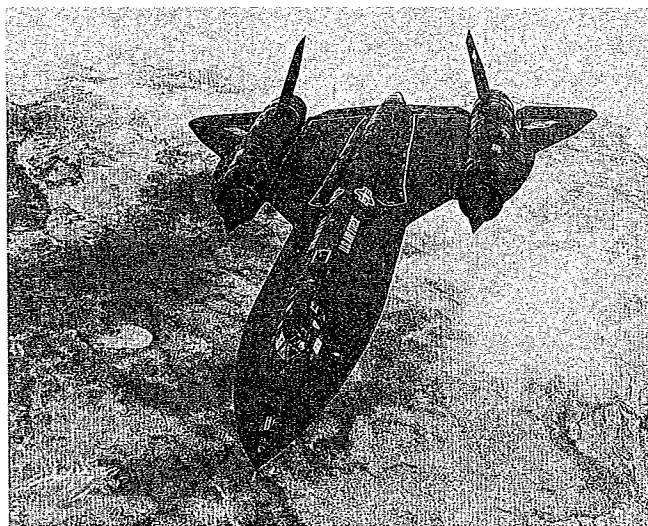
reconnaissance missions during the Vietnam War and the several years that followed. Improved technology of space-based spy satellites, combined with high maintenance and operating costs of the SR-71, made it difficult to justify the continued operation of the plane.

The last operational flight of an SR-71 was made in 1989, and the remainder of the Blackbird squadrons have since been deactivated. It flew for almost 25 years, set many still-standing speed records, and made an immeasurable contribution to national security during a difficult time in the history of the United States.

Questions

1. **Drawing Conclusions** Why did the Air Force decide to stop flying the SR-71?
2. **Clarifying** How much area can the Blackbird's cameras photograph in an hour?
3. **Comparing and Contrasting** Compare the advantages and disadvantages of a space-based satellite and the SR-71 Blackbird.

Courtesy Lockheed Martin Skunk Works.



A Blackbird soars through the sky. In 1991, the SR-71 broke the transcontinental speed record when it flew from California to Maryland in just over an hour.



Section 1

RETEACHING ACTIVITY

*Cold War:
Superpowers Face Off*

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- | | |
|--|---------------------------------------|
| _____ 1. Soviet leader at Yalta | A. Marshall Plan |
| _____ 2. International organization formed to protect its members against aggression | B. Harry S. Truman |
| _____ 3. U.S. president at Yalta | C. brinkmanship |
| _____ 4. British representative at conference at Potsdam, Germany | D. Truman Doctrine |
| _____ 5. Phrase used to represent Europe's division into mostly democratic Western Europe and Communist Eastern Europe | E. Stalin |
| _____ 6. U.S. foreign policy directed at blocking Soviet influence and stopping the expansion of communism | F. Franklin D. Roosevelt |
| _____ 7. Truman's pledge of support for countries that rejected communism | G. Warsaw Pact |
| _____ 8. U.S. assistance program that would provide food, machines, and other materials to European countries that needed it | H. containment |
| _____ 9. Struggle between the United States and the Soviet Union over political differences carried on by means short of war | I. North Atlantic Treaty Organization |
| _____ 10. Defensive military alliance of 10 Western European nations with the United States and Canada | J. iron curtain |
| _____ 11. Soviet alliance with East Germany, Czechoslovakia, Poland, Hungary, Romania, Bulgaria, and Albania | K. Cold War |
| _____ 12. Willingness of a country to go to the edge of war | L. United Nations |



Section 2

RETEACHING ACTIVITY

Communists Take Power in China

Sentence Completion Select the name or term that best completes the sentence.
Write the name or term in the blank.

China

Taiwan

Dalai Lama

communes

People's Republic of China

Soviet Union

Mao Zedong

Great Leap Forward

Cultural Revolution

Germany

Jiang Jieshi

Tibet

Red Guards

1. Country that suffered World War II casualties second only to those of the Soviet Union:

2. Communist Chinese leader who held a stronghold in northwestern China:

3. Leader of Nationalist forces that dominated southwestern China:

4. New name for China under Mao Zedong: _____
5. Island to which Nationalist forces retreated: _____
6. Country that provided aid to Communist China: _____
7. Country taken over by China in a brutal assault in 1950 and 1951:

8. Tibetan religious leader who fled to India when China took control of Tibet:

9. Mao's plan for large collective farms: _____
10. Large collective farms where peasants worked the land together and life was strictly controlled:

11. Militia units formed when Mao attempted to revive the revolution in 1966:

12. Major uprising in China whose goal was to establish a society in which all were equal and intellectual and artistic activity was considered dangerous: _____



RETEACHING ACTIVITY *Wars in Korea and Vietnam*

Section 3

Clarifying Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- ____ 1. At the end of World War II, Korea was divided into the Communist South and non-Communist North along the 38th parallel.

- ____ 2. President Roosevelt was determined to help South Korea resist Communism.

- ____ 3. The UN leader in a surprise attack against Communist forces in Korea was Douglas MacArthur.

- ____ 4. General MacArthur asked the president to launch a nuclear attack against China.

- ____ 5. Under Kim Jong's rule, North Korea developed nuclear arms and its economy prospered.

- ____ 6. Ho Chi Minh was a Korean nationalist who sought support from Communists in freeing his country from French control.

- ____ 7. The Vietminh League was a nationalist body that used hit-and-run tactics against the French.

- ____ 8. The theory that the fall of one Southeast Asian nation to Communism would lead to the fall of its neighbors was called containment.

- ____ 9. The United States and France set up an anti-Communist government with Ngo Dinh Diem as its leader.

- ____ 10. The Vietcong were Communist guerrillas who opposed Diem's government.



Section 4

RETEACHING ACTIVITY

The Cold War Divides the World

Multiple Choice Choose the best answer for each item. Write the letter of your answer in the blank.

- | | |
|---|---|
| <p>_____ 1. During the Cold War, the Third World consisted of</p> <ul style="list-style-type: none">a. developing nations not aligned with either the United States or the Soviet Union.b. capitalist nations, including the United States and its allies.c. Communist nations led by the Soviet Union.d. nations involved in the Cold War itself. <p>_____ 2. Countries that remained independent of either of the Cold War superpowers were called</p> <ul style="list-style-type: none">a. neutral powers.b. Allies.c. satellite nations.d. nonaligned nations. <p>_____ 3. The leader of the revolution against Fulgencio Batista in Cuba was</p> <ul style="list-style-type: none">a. Nikita Khrushchev.b. Anastasio Somoza.c. Fidel Castro.d. Daniel Ortega. <p>_____ 4. The 1962 confrontation in Cuba between the United States and the Soviet Union was caused by</p> <ul style="list-style-type: none">a. Castro's taking over U.S.-owned sugar mills.b. Soviet buildup of missiles in Cuba.c. the U.S. embargo on trade with Cuba.d. Castro's and Khrushchev's trade agreements. | <p>_____ 5. In the civil war in Nicaragua, the United States switched its support from the Sandinista rebels to</p> <ul style="list-style-type: none">a. the Contras.b. Anastasio Somoza.c. Violeta Chamorro.d. El Salvador. <p>_____ 6. The Iranian leader who, after World War II, embraced Western governments and wealthy Western oil companies was</p> <ul style="list-style-type: none">a. Prime Minister Muhammad Mossadeq.b. Ayatollah Ruholla Khomeini.c. Saddam Hussein.d. Shah Mohammed Reza Pahlavi. <p>_____ 7. Conservative Muslim leaders in Iran were known as</p> <ul style="list-style-type: none">a. shahs.b. sheiks.c. ayatollahs.d. <i>mujahideen</i>. <p>_____ 8. An organization of Islamic religious students who established a harsh and repressive rule were known as</p> <ul style="list-style-type: none">a. the ayatollahs.b. the Taliban.c. the <i>mujahideen</i>.d. the Contras. |
|---|---|



Section 5

RETEACHING ACTIVITY

The Cold War Thaws

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

- | | |
|---|---------------------------|
| _____ 1. A postwar satellite country in Eastern Europe | A. Imre Nagy |
| _____ 2. Member of the Soviet Communist party who came to power after Stalin's death | B. Lyndon Johnson |
| _____ 3. Communist leader who formed a new government in Hungary | C. Romania |
| _____ 4. Event that caused Khrushchev to lose prestige in the Soviet Union | D. Richard Nixon |
| _____ 5. Succeeded Khrushchev as leader of the Communist party in the Soviet Union | E. Ronald Reagan |
| _____ 6. Soviet dissident who won the 1970 Nobel Prize for literature | F. Nikita Khrushchev |
| _____ 7. U.S. president during the Cuban missile crisis | G. Leonid Brezhnev |
| _____ 8. Became president after John Kennedy was assassinated | H. SALT |
| _____ 9. U.S. policy of lessening Cold War tensions by backing away from direct confrontation with the Soviet Union | I. John F. Kennedy |
| _____ 10. U.S. president whose policies grew out of a philosophy of realpolitik | J. détente |
| _____ 11. Strategic Arms Limitation Treaty | K. Aleksandr Solzhenitsyn |
| _____ 12. Anti-Communism U.S. president who took office in 1981 | L. Cuban missile crisis |