

CHAPTER

26

1945-1960

Postwar America

THE BIG PICTURE

In the years following World War II, the nation experienced tremendous economic growth and prosperity. Many Americans bought new homes, cars, and televisions as fast as they came on the market, transforming the way middle-class people lived. The Cold War arms race with the Soviet Union, however, cast a dark cloud of anxiety over the Eisenhower years.

Skills Focus

After the war, Americans eagerly bought products that were denied them during the war years. Many people also moved to newly created suburbs. A neat home with a white picket fence came to symbolize middle-class prosperity in the postwar years.

Interpreting Visuals What signs of prosperity can you identify for this family of five?

See **Skills Handbook**, p. H30



U.S.



World



1947

Bell Laboratories invents the transistor.

1945

Nuremberg trials of Nazi leaders begins.

June 1951

The first computer comes on the market.

1948

1948

The nation of Israel is founded.

1951



June 1951
The first computer comes on the market.

October 1952
The United States tests a hydrogen bomb.



June 1956
Congress approves funds for the Interstate Highway System.

May 1960
Soviets shoot down an American U-2 spy plane.



1948
The nation of Israel is founded.

1951



1954

March 1953
Soviet leader Joseph Stalin dies.

1956

Egypt takes control of the Suez Canal.

1957

1957
Soviets launch *Sputnik*, the first artificial satellite.



1960

The Eisenhower Era

BEFORE YOU READ

MAIN IDEA

The presidency of Dwight D. Eisenhower was shaped in large part by the Cold War and related conflicts.

READING FOCUS

1. What were the circumstances of Eisenhower's election in 1952?
2. How did the continuing Cold War affect the Eisenhower administration?
3. What were the Cold War "hot spots" of the 1950s?

KEY TERMS AND PEOPLE

Richard M. Nixon
John Foster Dulles
brinkmanship
massive retaliation
CIA
Nikita Khrushchev
Warsaw Pact
summit
SEATO
Eisenhower Doctrine

TAKING NOTES

As you take notes on Eisenhower's Cold War policies, Record your notes in a graphic organizer like the one shown here. You may need to add more rows.

Policy	How It Worked

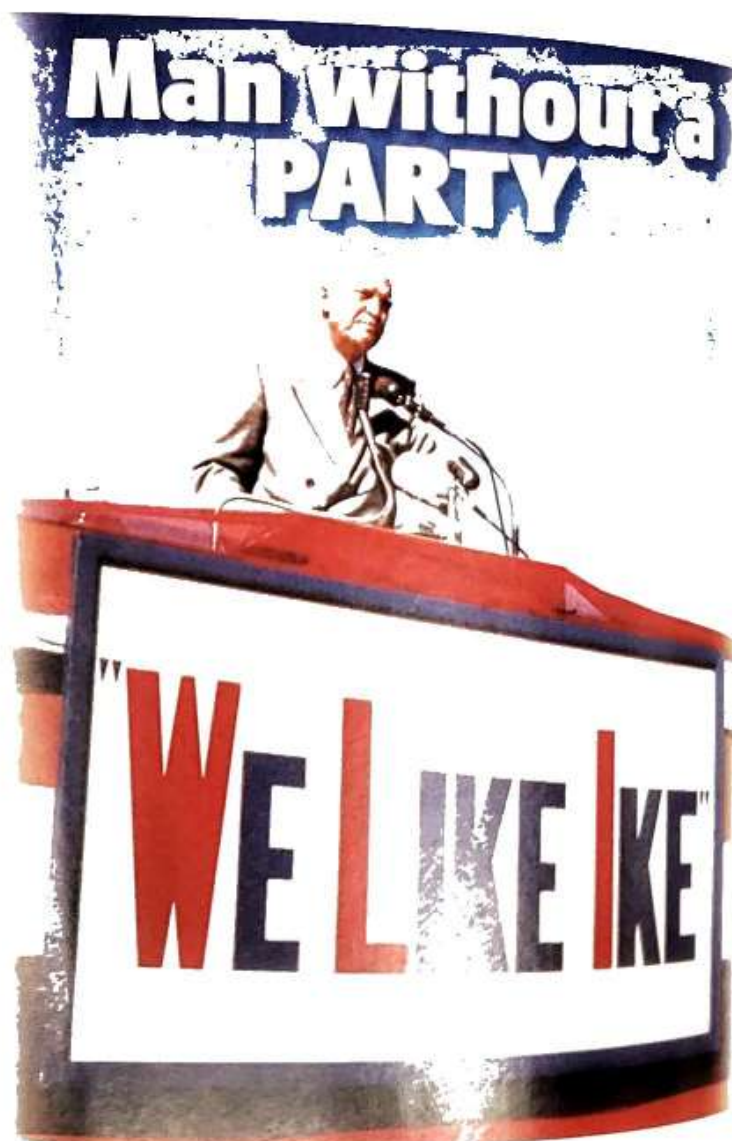
THE INSIDE STORY

Which party would Eisenhower pick in 1952?

If there was one thing on which Republicans and Democrats could agree in 1952, it was that General Dwight D. Eisenhower would make an excellent president. The World War II hero had an outstanding reputation with voters on both sides of the political divide. Yet as the election year approached, Eisenhower refused to announce whether he would seek the White House. In fact, no one really knew for certain which political party he might belong to.

President Truman seemed to think that Eisenhower might run as a Democrat. After all, the general had worked closely with Truman and with Franklin Roosevelt before that. In 1948 Truman had reportedly even offered to run with Eisenhower—as the vice presidential candidate on a ticket headed by the general. What's more, Truman and Eisenhower shared a strong opposition to the isolationist views of the leading Republican figure of the day, Senator Robert Taft of Ohio. In late 1951 Truman questioned Eisenhower on his willingness to run. He reportedly offered his help in getting Eisenhower the Democratic nomination. Eisenhower replied that he was not interested in politics.

Days later, the nation received startling news: Eisenhower would in fact be seeking the presidency—as a Republican. The entry of the popular war hero into the 1952 presidential race greatly changed the campaign. As you will read, there would be more surprises to follow.



▲ "Likeable Ike" on the campaign trail in 1952

The Election of 1952

Truman's admiration for Eisenhower may have affected his decision not to seek re-election in 1952. The year before, the states had ratified the Twenty-second Amendment. This set a 10-year limit on the number of years a president could serve. Truman was specifically excluded from the amendment's limits. Still, he felt he had served long enough. "In my opinion," he declared, "eight years as president is long enough and sometimes too much for any man to serve in this capacity."

Stevenson vs. Eisenhower With the race wide open, Democrats nominated Illinois governor Adlai Stevenson. Republicans chose Eisenhower, known to the public as "Ike."

On the campaign trail, Eisenhower sharply criticized the Democrats for their handling of the Korean War. Peace talks had been dragging on for months, and soldiers were dying by the thousands. Eisenhower vowed that if elected he would go to Korea to end the war. In response, Democrats noted that if Eisenhower knew how to end the Korean war, he should have done so long ago.

American voters, however, seemed to trust and admire Eisenhower. As election day neared, polls showed him well in the lead.

Nixon and the Checkers speech The Eisenhower campaign did hit one major snag. It involved Ike's vice presidential running mate, **Richard M. Nixon**. Nixon was a senator from California who had made his name as a strong anti-Communist, having led the investigation of Alger Hiss.

During the 1952 campaign, reporters alleged that Nixon had an \$18,000 fund made up of gifts from political supporters. At the time, such a fund was not illegal. Nixon's critics, however, **implied** that he was dishonest.

In a dramatic move, Nixon went on television to defend his conduct. His outstanding performance in the so-called Checkers speech saved his spot on the Republican ticket. With the issue behind them, the Eisenhower campaign moved on to a solid election-day victory.

READING CHECK

Summarizing What were the key events of the presidential campaign of 1952?

PRIMARY SOURCES

Speech

In what became known as the Checkers speech, Richard M. Nixon admitted having a secret political fund but denied using it improperly. He detailed his personal finances—and admitted to having accepted one special gift in 1952. The speech was well received, and it saved his political career.

"We did get something, a gift, after the election. A man down in Texas heard [my wife] Pat on the radio mention the fact that our two youngsters would like to have a dog, and . . . the day before we left on this campaign trip we got a message from Union Station down in Baltimore, saying they had a package for us. We went down to get it. You know what it was? It was a little cocker spaniel dog, in a crate that he had sent all the way from Texas, black and white, spotted, and our little girl, Tricia, the six-year-old, named it Checkers. And, you know, the kids, like all kids, loved the dog, and I just want to say this, right now, that regardless of what they say about it, we're going to keep it."

Nixon used the image of his daughter and her puppy to build sympathy.

Skills Focus

READING LIKE A HISTORIAN

- Analyzing Primary Sources** What was the gift that Nixon admitted to having received?
- Drawing Conclusions** Why do you think the speech was effective at ending the scandal?

See **Skills Handbook**, pp. H12, H28–H29

The Cold War Continues

True to his promise, Eisenhower traveled to Korea in December 1952. There he began the task of getting the stalled peace talks going. The effort proved difficult. A cease-fire was not achieved until July 1953. Even with the end of the fighting in Korea, the Cold War continued to rage throughout the 1950s and to dominate Eisenhower's presidency.

Eisenhower's Secretary of State At the center of Eisenhower's foreign policy team was Secretary of State **John Foster Dulles**. Dulles had played a role in the Truman administration.

ACADEMIC VOCABULARY

imply to express indirectly

Like Eisenhower, he was sharply critical of the Democrats' foreign policy. In particular, Dulles wanted to reverse the nation's approach to communism. Rather than merely containing it, as Truman had called for, Dulles spoke of rolling it back.

To stand against the Soviets, Dulles favored building more nuclear weapons. Only the threat of nuclear war, he believed, would stop the Soviets. Dulles's belief was a part of the policy known as **brinkmanship**, the diplomatic art of going to the brink of war without actually getting into war. The practice of brinkmanship involved making threats that were strong enough to bring results without having to follow through on the threats.

Related to this notion was Dulles's concept of **massive retaliation**. This was the pledge that the United States would use overwhelming force against the Soviet Union, including nuclear weapons, to settle a serious conflict.

While Dulles presented the public face of American foreign policy, there was also a secret side. The Central Intelligence Agency, or **CIA**, was formed in 1947 to collect information about—and spy on—foreign governments. The CIA was increasingly active in the 1950s. In addition to collecting information, CIA agents also took part in secret actions against hostile governments. For example, during Eisenhower's first term CIA agents helped overthrow governments in Guatemala and Iran.

Changes in the Soviet Union In March 1953 longtime Soviet leader Joseph Stalin died. His death brought an end to a terrible

period in Soviet history. A ruthless dictator, he had been responsible for the deaths of millions of his own citizens. He had also led the Soviet Union in its domination of Eastern Europe and the start of the Cold War.

Stalin's death raised many questions in the United States. Observers were unsure what policies his successor would pursue. Eventually, **Nikita Khrushchev** emerged as the new leader. Many political prisoners jailed under Stalin were freed. Nevertheless, the Soviet Union remained a Communist dictatorship—and a bitter rival of the United States.

The Warsaw Pact forms In 1955 the Soviets established a new organization called the **Warsaw Pact**. This was a military alliance with the Soviet-dominated countries of Eastern Europe. It was roughly similar in purpose to NATO. The Warsaw Pact, however, was entirely under the control of the Soviet Union. Warsaw Pact nations stood ready to defend each other and the Soviet Union. At the same time, the pact was a tool that helped the Soviets solidify control in Eastern Europe.

Communist control was firm—and when necessary, ruthless. For example, in June 1956 soldiers violently put down an anti-Communist protest in Poland. Dozens were killed.

Several months later, a larger uprising occurred in Hungary. There, many citizens rose up to demand changes to their harsh, Soviet-style government. Some also sought the return of a former leader, Imre Nagy. Nagy was a Communist, but he favored a more democratic system of government.



This cartoon of Khrushchev and Eisenhower appeared on the cover of Newsweek in 1959.

July 1953
Fighting in Korea ends in a stalemate.

November 22, 1952
Eisenhower is elected president in part on the strength of his tough and Communist stance.

March 1953
Stalin dies; eventually Nikita Khrushchev emerges as the new Soviet leader.

In response to public demands, Nagy was named prime minister in late October. Once in office, he promised new reforms for Hungary. He also tried to force the withdrawal of Soviet troops from his country. When these efforts failed, he declared that Hungary would withdraw from the Warsaw Pact.

As demonstrations continued in the Hungarian capital of Budapest, the Soviets used the unrest as an excuse to send in military forces. Soviet tanks rolled through the streets, and planes bombed the city. The Hungarians fought back, but they could not resist the Soviets. The Soviets had sent a powerful message: They were in control in Eastern Europe.

U.S.-Soviet relations Although the 1950s were a time of Cold War tension, the Americans and Soviets did meet in the first postwar U.S.-Soviet summit in 1955. A **summit** is a meeting of the heads of government. The summit took place in Geneva, Switzerland.

Eisenhower proposed an "open skies" treaty. Under it, both the Soviets and the Americans could fly over each other's territory to learn more about the other's military abilities. Eisenhower believed this would help lower tensions because neither side would have to imagine the worst about the other's military strength. The Soviets, however, rejected the proposal.

This setback did not shake voters' faith in Eisenhower and his handling of international affairs. He easily won re-election in 1956, again defeating Adlai Stevenson.

The Soviet rejection of the open skies proposal did not prevent Eisenhower from seeking

information about the Soviet military. The United States sent U-2 aircraft into Soviet airspace to inspect their military facilities. The U-2s carried advanced spying equipment and flew at altitudes thought to be out of reach of Soviet defenses. In 1960, however, the Soviets shot down pilot Francis Gary Powers's U-2 spy plane and captured Powers. Powers was freed in 1962 in exchange for the U.S. release of a captured Soviet spy. The incident greatly damaged U.S.-Soviet relations.

READING CHECK **Identifying Cause and Effect** Identify several events that represent the continuation of the Cold War in the 1950s.

Cold War "Hot Spots"

The Cold War had led to armed conflict in Korea. Cold War tensions also flared in several other spots around the world in the 1950s.

Vietnam and the seeds of war In 1954 France lost a bloody struggle to keep control of its Southeast Asian colony in Vietnam. After a terrible defeat in the battle of Dien Bien Phu, the French sought peace with the Vietnamese rebels who had been fighting to oust them. Among these rebels were many Communists.

The peace talks between the French and Vietnamese reflected Cold War rivalries. The final agreement divided Vietnam in northern and southern halves. The north came under the control of Communist leader Ho Chi Minh. As in Korea, this division was supposed to be temporary. The peace agreement called for a

COLD WAR CONFLICT AREAS, 1950s

Poland and Hungary
Anti-Communist uprisings in 1956 led to violent Soviet responses, especially in Hungary.



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Region** Which part of Europe was under the domination of the Soviet Union?
- 2. Place** Which countries tried to resist Soviet dominance?
See **Skills Handbook**, p. H20

1956 election. Vietnamese voters would then get to choose for themselves what kind of government they would have.

For Eisenhower, this agreement was unacceptable: An election might lead to a Communist victory. Communism in Vietnam could lead to the spread of communism in the region.

HISTORY'S VOICES

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly . . .

But when we come to the possible sequence of events, the loss of [Vietnam], of Burma, of Thailand, of the Peninsula, and Indonesia following . . . the possible consequences of the loss are just incalculable to the free world.”

—Dwight D. Eisenhower, press conference, April 7, 1954

To address this danger, the United States and its anti-Communist allies created a new organization. This was called the Southeast Asia Treaty Organization, or **SEATO**. Members included Australia, Great Britain, France, New Zealand, Pakistan, the Philippines, Thailand, and the United States. SEATO nations agreed to work together to resist Communist aggression.

SEATO and the United States supported the creation of a new anti-Communist nation in 1955: South Vietnam. In the coming years, the United States provided much military and economic support to this government. Unfortunately, its president, Ngo Dinh Diem, angered his own people with his harsh leadership.

Meanwhile, the North Vietnamese were growing impatient. They still wanted to unite all of Vietnam under their control. This set the stage for later armed conflict.

Trouble in the Middle East The Middle East was another region troubled by Cold War tensions. These tensions were heightened by the conflict between Jews and Arabs. This conflict reached a crisis point in 1948, when Israel declared its independence. The creation of Israel followed a UN resolution dividing Palestine into a Jewish and an Arab state. Israel's Arab neighbors—Egypt, Syria, Jordan, Lebanon, and Iraq—immediately attacked Israel. In the war that followed, Israel won. The land that had been set aside for the Palestinians came under the control of Israel and the nations of Jordan and Egypt.

In 1954 Gamal Abdel Nasser rose to power in Egypt. Nasser sought to unite and strengthen the Arab nations. Toward this goal, he was willing to seek the support of the Soviet Union.

U.S. leaders were unhappy with Nasser's growing relationship with the Soviet Union. In 1956 the United States withdrew its financial support for a major Egyptian building project, the Aswan High Dam.

In response, Nasser seized control of the Suez Canal, the vital waterway between the Mediterranean Sea and the Red Sea. A British-controlled company owned the canal, through which Europe received two-thirds of its petroleum. Britain and France wanted to continue to use the canal and to protect their oil supplies.

Egypt's action in the Suez also blocked Israel's only outlet to the Red Sea. In response, Israel launched a military attack on Egypt. The British and French quickly sent in their forces to take control of the canal. The Soviets then threatened to enter the fight on the side of Egypt. This, Eisenhower knew, might draw the United States into the conflict.

The Suez crisis ended when Eisenhower insisted that the invaders leave Egypt. A wider conflict was averted, although Egypt kept control of the canal. The incident also demonstrated the leadership of the United States over its European allies.

The Suez crisis had not resulted in a larger war over the Suez Canal. Eisenhower was worried, however, about the growing influence of the Soviets in the Middle East. In January 1957 he issued the **Eisenhower Doctrine**. This declared the right of the United States to help, on request, any nation in the Middle East trying to resist armed Communist aggression.

Using the doctrine, Eisenhower sent marines into Lebanon in 1958 to help put down a popular uprising against Lebanon's government. Though no Communists threatened Lebanon, Eisenhower wanted to prevent a wider crisis that might invite Soviet involvement.

READING CHECK **Identifying the Main Idea** What made the Cold War "hot spots" hot?

THE IMPACT TODAY

Economics

Some 25,000 ships pass through the Suez Canal annually, carrying about 14 percent of the world's shipping.

SECTION 1 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SD7 HP26

Reviewing Ideas, Terms, and People

- 1. a. Recall** What were the key issues and individuals of the 1952 presidential campaign?
b. Elaborate How did Nixon's Checkers speech help the Eisenhower campaign?
- 2. a. Define** Write a brief definition of each of the following terms: **brinkmanship**, **massive retaliation**, **Warsaw Pact**.
b. Compare How was the Warsaw Pact similar to and different from NATO?
c. Evaluate What do you think were the strengths and weaknesses of Dulles's policy of brinkmanship and massive retaliation?
- 3. a. Describe** How did Cold War tensions contribute to conflicts in Vietnam and in Egypt?
b. Explain What did President Eisenhower mean when he compared Vietnam to a domino?

- c. Elaborate** Do you think Eisenhower was right to request that Great Britain, France, and Israel end their attack on Egypt during the Suez crisis? Explain.

Critical Thinking

- 4. Identifying the Main Idea** Copy the chart below and use information from the section to record details that support the main idea of the section.



Focus

- 5. Persuasive** Assume the point of view of President Eisenhower. Make a speech to British, French, and Israeli leaders, urging them to end their attack on Egypt.

BEFORE YOU READ

MAIN IDEA

The growing power of, and military reliance on, nuclear weapons helped create significant anxiety in the American public in the 1950s.

READING FOCUS

1. What was the hydrogen bomb, and when was it developed?
2. What was the arms race, and what were its effects in the United States?
3. How did Americans react to the growing threat of nuclear war?

KEY TERMS AND PEOPLE

hydrogen bomb
ICBM
Sputnik
satellite
NASA
nuclear fallout

TAKING NOTES

As you read, take notes on Americans' fears about nuclear weapons and war. Record your notes in a graphic organizer like the one shown here.

Growth of Nuclear Program

Americans' Fears

THE INSIDE STORY

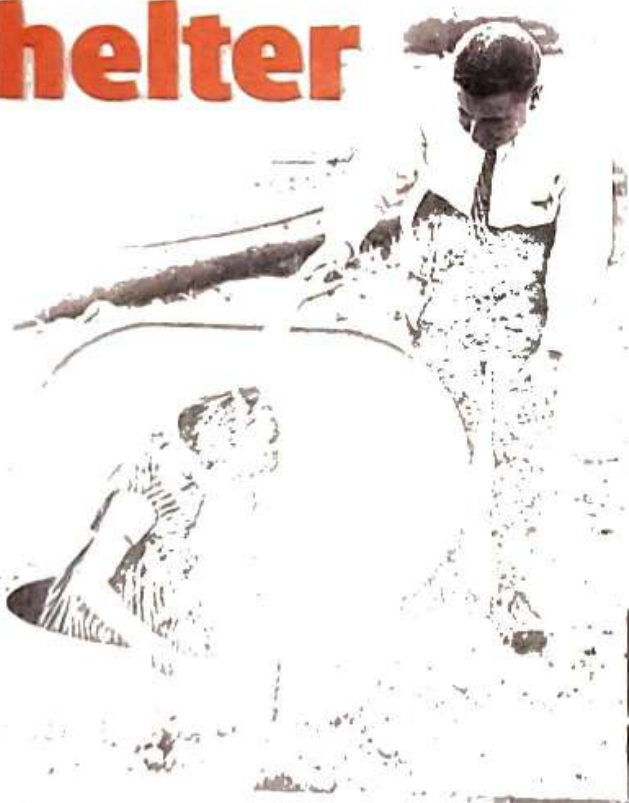
Where would you go if the unthinkable happened?

To Americans of the 1950s, war was something that took place in faraway lands. Few people had seriously faced the threat of death and destruction in their own communities. The atomic bomb, however, changed that comfortable feeling. With the bomb came the realization that devastation could come to them with no more warning than the wail of an air-raid siren.

How could Americans living in such a world protect their families? Some sought protection in backyard bomb shelters. Homeowners across the country were urged to install underground bunkers, complete with supplies of food and water that would help them and their loved ones survive a nuclear attack. There were a number of models available on the market. Popular magazines included helpful plans for do-it-yourselfers. For those unable to install an underground shelter, the government provided tips on how to create a bomb-safe area within an existing structure.

Nuclear weapons had brought a kind of peace to the world. They also brought uneasiness. As you will read, this tension colored much of American life in the 1950s.

Three Rooms, Two Baths, One Bomb Shelter



In theory, a family could survive up to five days in one of these underground backyard shelters.



The Hydrogen Bomb

The atomic bombs that the United States used at the end of World War II had changed the world. Their terrible power persuaded Japanese leaders to do what millions of Allied soldiers had been unable to get them to do: surrender. Military strategy would never be the same.

American leaders chose not to use nuclear weapons during the Korean War. Nevertheless, these weapons were clearly a key part of the nation's military future. Even as soldiers were dying in Korea, the United States was building up its atomic stockpile and testing new and improved weapons. Nuclear testing took place in a variety of locations, including New Mexico, Nevada, Colorado, Mississippi, and Alaska.

Among the weapons being studied during this time was a different kind of nuclear device: the **hydrogen bomb**. The atomic bombs that destroyed Hiroshima and Nagasaki used energy that came from splitting apart atoms. The new hydrogen bomb would get its power from the fusing together of hydrogen atoms. Fusion is the same process that creates the energy of the sun and stars. Harnessed into a weapon, fusion had the potential to create a blast hundreds of times more powerful than an atomic bomb. Indeed, the hydrogen bomb—also known as the H-bomb or super bomb—was so potentially devastating that some scientists argued against ever building it.

HISTORY'S VOICES

“In determining not to proceed to develop the super bomb, we see a unique opportunity of providing by example some limitations on the totality of war and thus of limiting the fear and arousing the hopes of mankind.”

—Report of the General Advisory Committee of the Atomic Energy Commission, October 1949

In spite of these concerns, development of the hydrogen bomb went forward in the late 1940s and early 1950s. President Truman had made the final decision. “It is part of my responsibility as commander-in-chief,” he declared, “to see to it that our country is able to defend itself against any possible aggressor.” Truman did not want to take the chance that the Soviet Union would develop its own hydrogen bomb. That would give the Soviet Union a significant military advantage over the United States.



The first hydrogen bomb, detonated in 1951, was code-named “Mike,” for megaton.

THE FIRST HYDROGEN BOMB TEST

When detonated: **November 1, 1952, Eniwetak Atoll, Marshall Islands**

Amount of energy released: **10.4 megatons, equivalent to 10.4 million tons of TNT**

Size of fireball: **3 miles in diameter**

Height of mushroom cloud: **more than 25 miles**

By 1952 scientists had solved the difficult technical challenges of building a hydrogen bomb. On November 1 they tested it. The blast was beyond anything they had imagined. The island on which the bomb had been placed simply vanished. “I was stunned,” recalled one observer of the explosion. “It looked as though it blotted out the whole horizon.”

The explosion of the H-bomb once again put the United States ahead of the Soviet Union in weapons technology. This lead, however, was short-lived. In August 1953 the Soviets successfully tested a hydrogen bomb of their own.

READING CHECK

Drawing Conclusions

Why did President Truman decide to develop the hydrogen bomb?

The Arms Race

The United States and the Soviets again had roughly the same technology. Each side, however, remained concerned that the other would gain an advantage. To prevent this, both countries began to build stockpiles of weapons. They also sought new and better ways of delivering those weapons to potential targets.

Each improvement or technological advance by one country was met with some response by the other. Thus the United States and Soviet Union began an arms race—an international contest between countries seeking a military advantage over each other.

New military strategies The arrival and advance of nuclear weapons forced American leaders to reconsider the way the United States built its military defenses. When Eisenhower took office, he scaled back the nation's reliance on so-called conventional forces, such as soldiers and tanks. In their place, he increased reliance on nuclear weapons. This shift helped lead to the development of John Foster Dulles's policies of brinkmanship and massive retaliation. Instead of resisting its enemies with armies at the point of attack, the United States would seek to prevent its enemies from attacking in the first place by promising a devastating nuclear response.

Eisenhower and Dulles's strategies placed great importance on keeping the lead in the arms race. The American threat of massive retaliation would be more effective if its forces were superior to those of any adversary.

New bombs The first American hydrogen bomb was massive, not just in its destructive power but also in its size. It stood three stories tall and weighed a million pounds. It was so big, there would have been no way to actually use the weapon against an enemy.

Scientists therefore worked hard to reduce the size of the H-bomb. Before long, they had succeeded in making weapons that could be more easily delivered to enemy targets. The first such bomb was tested in 1954.

Early on, the United States focused on aircraft as the means of delivering nuclear weapons. As a result, the U.S. Air Force grew substantially in the 1950s. While Eisenhower was cutting budgets in many other parts of the military, he spent large amounts on new long-range bomber aircraft, such as the B-52. These bombers had the ability to deliver nuclear weapons anywhere in the world.

The U.S. fleet of bombers was spread across dozens of locations in Europe, Africa, and elsewhere. The American nuclear arsenal was constantly on the move. Bombers were always in the air, and those on the ground were ready to take off within 15 minutes. This helped ensure that no enemy would be able to destroy the American ability to launch an attack.

While the United States at first relied on aircraft to carry its nuclear weapons, scientists were hard at work developing missiles that could be equipped with these weapons. The effort involved reducing the size of the weapons themselves. It also involved developing missiles that could reach enemy targets accurately.

The development of missiles represented a major technological challenge. In the early 1950s, American rockets were capable of carrying a small nuclear weapon only a short distance. By the end of the 1950s, Americans had developed intercontinental ballistic missiles, or **ICBMs**. The ICBMs could travel thousands of miles and strike very close to their intended targets. They could also deliver powerful nuclear weapons.

Other new technologies While scientists were exploring the atom's destructive power, they were also learning to use it for other purposes. In 1954 the U.S. Navy launched the first nuclear-powered submarine. On this vessel, the *USS Nautilus*, nuclear fuel heated water to create steam. This steam powered the engine.

Unlike earlier submarines, the *Nautilus* could travel for months without needing to refuel. Thus, vessels such as the *Nautilus* could perform missions over greater distances. Nuclear-powered submarines were also capable of traveling at high speeds underwater.

ACADEMIC VOCABULARY

equipped fitted with; possessing certain equipment

THE IMPACT TODAY

Science and Technology

In recent times, the United States and other nations have worked to prevent the spread of nuclear weapons to developing countries, including Iran and North Korea.

Several years after launching the *Nautilus*, the United States began fitting its nuclear-powered submarines with nuclear missiles. By sending some of its nuclear weapons underwater, out of reach of enemy attack, the United States had found another way to ensure that any enemy move could be met with a devastating nuclear response.

Nuclear power was put to use for peaceful purposes on land as well. Nuclear power plants in the United States began to produce electricity for homes and businesses in 1957.

Soviet advances in technology The Soviet Union was also improving and expanding its weapons. Throughout the 1950s, the Soviets built new and improved weapons and delivery systems. The Soviets did lag behind the United States in the number of weapons it possessed. Nevertheless, it was well understood that any nuclear attack would lead to terrible destruction for both sides.

Soviet technological skill was demonstrated in shocking fashion in 1957. On October 4 the

The Cold War Arms Race

During the Cold War, the United States and the Soviet Union competed vigorously to achieve superiority in the arms race.

United States

October 1952

Americans explode an H-bomb.

January 1954

United States launches a nuclear-powered sub.

April 1957

United States tests a missile with a 2,000-mile range.



NASA

January 1958

United States launches a satellite.

July 1958

NASA is formed to lead U.S. space exploration programs.

May 1960

Francis Gary Powers's U-2 is shot down by the Soviets.



Soviet Union

August 1953

Soviets explode an H-bomb.

August 1957

Soviets test a missile with a 4,000-mile range.

October 1957

Sputnik, the first artificial satellite, is launched.

November 1957

Sputnik II is launched, carrying a dog into space.

SQUEEZE PLAY

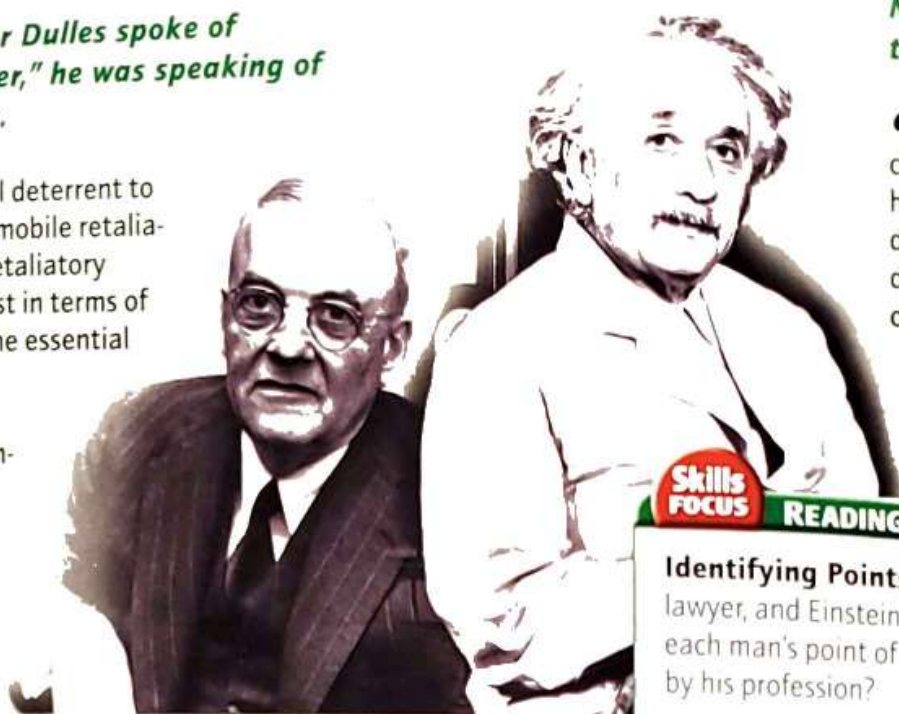


The Arms Race

When John Foster Dulles spoke of “retaliatory power,” he was speaking of nuclear weapons.

“[T]he principal deterrent to aggressive war is mobile retaliatory power. This retaliatory power must be vast in terms of its potential . . . The essential is that a would-be aggressor should realize that he cannot make armed aggression.”

John Foster Dulles, 1957



The Russell-Einstein Manifesto took its name from Nobel Prize winners Bertrand Russell and Albert Einstein. Nine other scientists signed the document.

“There lies before us, if we choose, continual progress in happiness, knowledge, and wisdom. Shall we, instead, choose death, because we cannot forget our quarrels?”

Albert Einstein and others, 1955

Skills Focus

READING LIKE A HISTORIAN

Identifying Points of View Dulles was a lawyer, and Einstein was a scientist. How might each man's point of view have been influenced by his profession?

See **Skills Handbook**, pp. H28–H29

Soviets launched the first-ever artificial satellite, named **Sputnik**. A **satellite** is an object that orbits around the Earth. *Sputnik* was small, only about the size of a basketball and weighed 200 pounds. The Soviets launched *Sputnik II* less than a month later. This satellite carried a dog, the first living creature to orbit Earth in space.

The *Sputnik* launches caused great concern in the United States. To many Americans, it signaled that the Soviets had surpassed American scientists in terms of technical skill and knowledge. Many worried this would translate into better, more accurate weaponry.

The United States was quick to respond to the *Sputnik* challenge. By January 1958, the United States was ready to launch a satellite of its own. In addition, in July of that year Congress established the National Aeronautics and Space Administration, or **NASA**. This new agency took charge of the nation's programs for exploring outer space. You will read more about NASA in future chapters.

The American people also took a hard look at their educational system. Many wondered whether a decline in the nation's schools had

enabled the Soviet Union to surpass the United States in technological achievement. In response to this concern, Congress in 1958 passed the National Defense Education Act, which provided hundreds of millions of dollars for education in the United States.

READING CHECK

Identifying Cause and Effect What was NASA, and how was its creation related to the arms race of the 1950s?

Americans React to the Threat of Nuclear War

After World War II, Americans had experience with the dangers of war. With the Japanese attack on Pearl Harbor, they had even experienced an attack by a foreign enemy. But the threat of nuclear attack was something new.

For the first time, Americans had to face the possibility that entire cities might be destroyed by the fireball of a nuclear explosion. Another danger was **nuclear fallout**, streams of radioactive particles produced by nuclear explosions. Some radiation drifts down through

the atmosphere like rain to the ground. Exposure to nuclear fallout can cause burns and increase the risk of future health problems, such as cancer and birth defects. The environmental dangers from nuclear fallout can last for many years.

The American public was reminded of the terrible effects of nuclear fallout following the testing of a hydrogen bomb in the Marshall Islands in 1954. In that incident, bad weather spread a large cloud of nuclear fallout over a large area. The fallout harmed sailors on a Japanese fishing boat. One died as a result. In addition, many people living on the islands near the huge blast were forced to leave their homes—permanently. The levels of radioactivity left behind were too high for people to safely endure.

Strengthening civil defense American foreign policy was designed to prevent war. But there was no way to be sure that war would never come. As a result, American leaders also worked to prepare the nation for what to do in the event of a nuclear attack.

The Truman administration created the Federal Civil Defense Administration (FCDA) to help educate and prepare the public for nuclear emergencies. The FCDA stressed the

key role of the average citizen in being ready to handle a crisis. In a nuclear war, the thinking went, the public might not be able to depend on the military to keep them safe.

In the words of FCDA leader Millard Caldwell, the “back yard may be the next front line.” Indeed, during the Eisenhower administration, a strong civil defense program was seen as a good way to deter Soviet aggression.

To help educate the public, the FCDA issued materials, such as the booklet “How to Survive an Atomic Bomb.” Educational films such as *Duck and Cover*, which featured a friendly turtle named Bert, taught schoolchildren techniques for protecting themselves from the deadly effects of a nuclear blast.

Air-raid sirens were installed in communities across the country. Tested on a regular basis, their haunting wail became a familiar sound to millions of Americans.

Women played a central role in the FCDA’s civil defense program. They were seen as the keepers of the family and the guardians of the home. It became their job, according to the FCDA, to prepare the home for emergency—and to recognize the warning signals of attack.

The FCDA began staging tests of the nation’s civil defense program in 1955. These tests, called Operation Alert, explored the

**ACADEMIC
VOCABULARY**
issued officially
distributed

Preparing for Attack



The government encouraged citizens to take steps to protect themselves in the event of a nuclear attack. This included having a family emergency plan, knowing how to shelter in place, and practicing “duck and cover” drills in schools. The government also encouraged citizens to participate in civil defense drills, such as Operation Alert, to test the nation’s civil defense program.

possible effects of a nuclear attack on major American urban areas. They took into account the results of the 1954 hydrogen bomb test, in which significant nuclear fallout spread over an area of 7,000 square miles.

The results of the 1955 Operation Alert were deeply disturbing. According to the FCDA's evaluation in the densely populated New York City area, a nuclear attack could leave millions dead and millions more injured and homeless.

In other cities, participation in the tests was inconsistent. In Washington, D.C., for example, the U.S. Congress simply ignored the exercise and continued its work.

In case anyone had had any doubt, Operation Alert made it clear that a true nuclear attack on a major urban area would have terrible, long-lasting results.

HISTORY'S VOICES

“This demonstration gives new emphasis to President Eisenhower’s dictum [statement] that war no longer presented the possibility of victory or defeat, but only the alternative of varying degrees of destruction.”

—*The New York Times*, June 16, 1955

Nuclear fears The government’s efforts did raise preparedness. It also raised fears, leading many Americans to build bomb shelters in their yards. The public also began to express concern over the testing of nuclear weapons and

the effects of nuclear fallout. These concerns eventually helped lead to negotiations with the Soviet Union for a treaty limiting nuclear testing. The Limited Test-Ban Treaty was ratified in 1963.

Nuclear fears also affected the culture of the times. A number of 1950s movies had plots that centered on the dangers of radiation. Comic books for young readers featured heroes and villains doing battle in a nuclear world.

The military-industrial complex While the public learned to live with the fear of nuclear attack, President Eisenhower used part of his farewell address in 1961 to inform them of a new danger: the “military-industrial complex.” In the past, Eisenhower said, the United States had no permanent arms industry. When war came, factories changed from making cars, for example, to making tanks. By the 1950s, however, that had changed.

“We have been compelled to create a permanent armaments industry of vast proportions,” Eisenhower said. While necessary, he noted, it was still a threat to freedom. “The potential for the disastrous rise of misplaced power exists and will persist,” Eisenhower warned. Thus, as the 1950s ended and a new decade began, Americans had a new challenge to face.

READING CHECK Identifying Supporting

Details How were the American people regularly reminded of the threat of nuclear war?

SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SD7 HP26

Reviewing Ideas, Terms, and People

- Describe** How did the hydrogen bomb differ from the atomic weapons used on Hiroshima and Nagasaki?
 - Draw Conclusions** How do you think a more powerful weapon such as the hydrogen bomb would fit within the policies of brinkmanship and massive retaliation?
- Define** Write a brief definition of each of the following terms: ICBM, *Sputnik*, NASA
 - Summarize** Why was the Soviet development of a satellite so significant to the people of the United States?
 - Predict** How do you think the race to find an edge in nuclear weapons will affect the nature of nuclear weapons in the decades to come?
- Describe** What was the job of the FCDA?
 - Contrast** How did the nuclear threat differ from the kinds of threats that had faced the American people in the past?

Critical Thinking

- Identifying the Main Idea** Copy the chart below and use information from the section to record details that support the main idea of the section. Refer to the main idea at the beginning of this section.



FOCUS ON WRITING

- Narrative** Write a brief narrative paragraph that tells the story of the arms race of the 1950s. Include details from this section.

SECTION 3

The Television Age

BEFORE YOU READ

MAIN IDEA

Television was a major influence on American culture in the 1950s, mirroring larger changes in technology and culture.

READING FOCUS

1. How did television change American life in the 1950s?
2. What other technological developments occurred during the 1950s?
3. How was American culture changing during the 1950s?

KEY TERMS AND PEOPLE

Lucille Ball
transistor
integrated circuit
Jonas Salk
vaccine
Levittown
Sunbelt
Interstate Highway System

TAKING NOTES

As you read, take notes about Americans' lifestyles during the 1950s. Record your notes in a graphic organizer like the one shown here.

Entertainment and Culture	Housing	Transportation

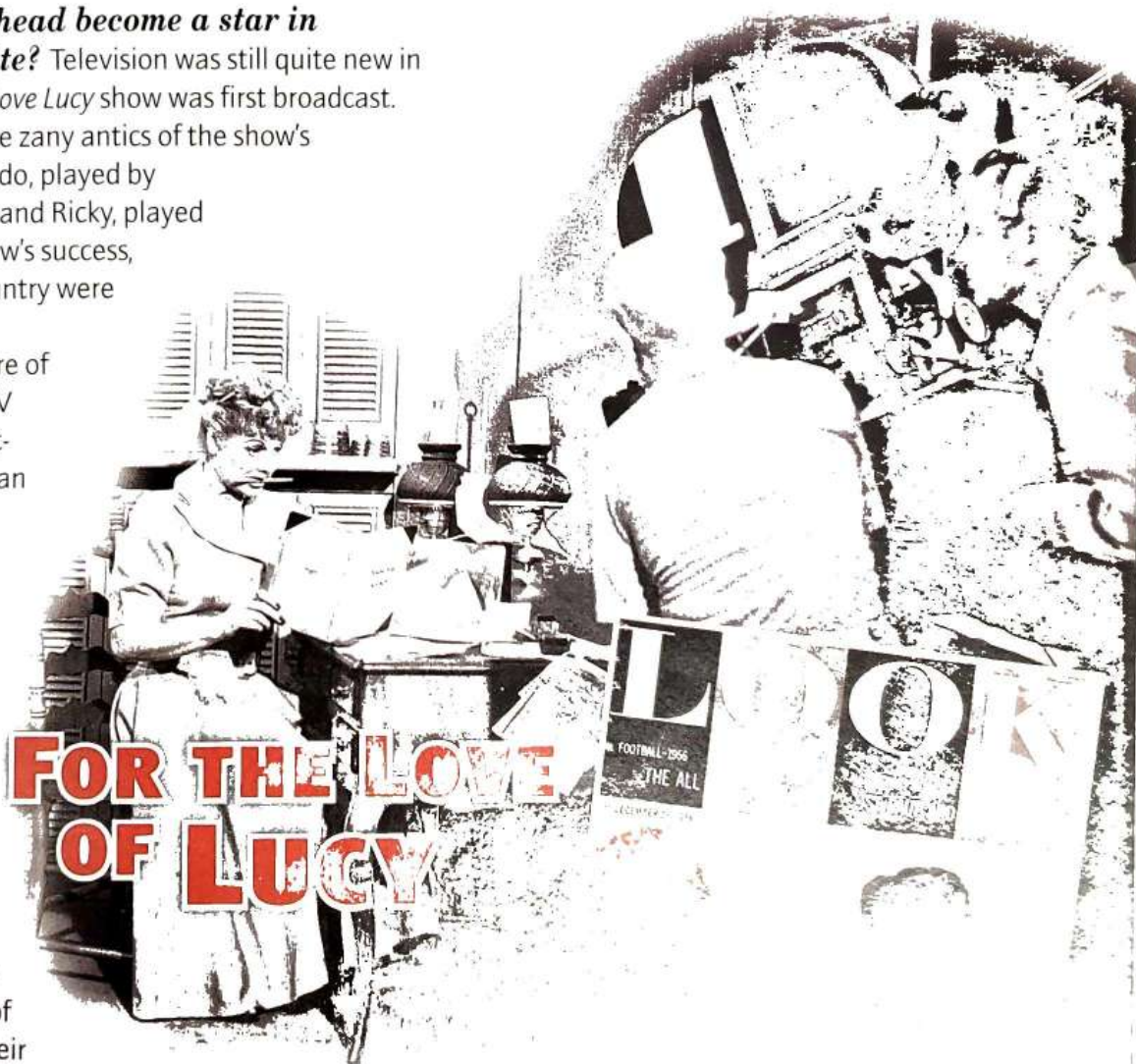
THE INSIDE STORY

How did a redhead become a star in black-and-white? Television was still quite new in 1951 when the *I Love Lucy* show was first broadcast.

The nation quickly fell in love with the zany antics of the show's characters: the redheaded Lucy Ricardo, played by Lucille Ball, and her bandleader husband Ricky, played by Desi Arnaz. At the peak of the show's success, two of three television sets in the country were tuned in for every episode.

The show helped shape the future of television itself. Prior to *I Love Lucy*, TV did not have its own style and distinctive art. Programs were little more than filmed versions of radio programs or vaudeville routines. But under the shrewd guidance of Ball and Arnaz, *I Love Lucy* pioneered new production techniques. For example, the show was filmed rather than broadcast live. This enabled the stars to perfect their comic routines—with hilarious results.

The program also broke ground with its casting. In 1951 Ball was a movie star in decline. Cuban-born Arnaz spoke with a thick Spanish accent. Neither fit the mold of the traditional star of the time. Yet their chemistry—the two were married in real life—was remarkable. Together they produced some of the most memorable moments in TV history. In the process, they helped television revolutionize American life.



▲ Ball's new ideas changed how TV shows were made.

Television Changes American Life

Though broadcast television was still young when Lucille Ball captured the hearts of the nation, TV technology had existed for a number of years. Scientists had been working on it at least since the 1920s. By the end of World War II, television was ready for home use. Post-war consumers, eager to spend after years of wartime sacrifice, purchased the new devices. Between 1945 and 1950, some 5 million TV sets appeared in American homes.

That was just the beginning. During the 1950s, the number of Americans owning TVs continued to rise. By 1959 more than 40 million American homes had at least one set.

TV and politics One field in which television had an immediate impact was politics. America's leaders quickly learned that TV had great power to change their relationships with the voters. You have read how vice presidential candidate Richard Nixon used television in 1952 to appeal to the voting public. As you will read later, Nixon would also find that TV could do harm to a candidate's image.

Television also altered the career of Senator Joseph McCarthy, the Communist hunter. The televised 1954 Army-McCarthy hearings finally gave the public the chance to see his disgraceful, bullying behavior. The hearings left his once-lofty reputation ruined and his career in tatters.

Television advertising Advertisers were another group that quickly recognized the promise of television. TV's combination of picture and sound gave it more persuasive potential than radio. By 1960 television was the major method of advertising in the country.

Early TV advertising was patterned after radio advertising. A single advertiser sponsored the broadcast of an entire program. On programs such as the *Colgate Comedy Hour*, the line between program and advertisement was blurry. The product being sold was actually a part of the action.

As the cost of producing entire TV programs rose, advertisers shifted to buying just one- or two-minute segments during shows to sell their products. Ads were separated from programming, and the TV commercial was born.

Programming Of course, for most Americans, television was mainly about the programs. Each day and night, audiences tuned in to watch their favorites. The *I Love Lucy* show was only one example of many popular television programs.

Television's first big hit was the *Tenney Star Theater*, starring comedian Milton Berle, which later became the *Milton Berle Show*. Berle's great success earned him the nickname "Mr. Television." His hugely popular program of comedy and music is credited with helping television get established in its earliest days. The hit show *American Bandstand* got its appeal from another cultural movement of the 1950s: rock and roll music. The show, which began in 1957, featured young people dancing to popular songs. *American Bandstand* remained on television until 1987.

The 1950s also saw the introduction of some of the many categories of programs popular today. Daytime dramas (known as soap operas), crime dramas, and game shows almost all got their start during this decade. To help people keep track of their favorite programs, a magazine called *TV Guide* began publishing.

Concerns about television As television's popularity ballooned, some people began to question its effects. Of special concern was TV's possible impact on children.

On several occasions in the 1950s, Congress looked into the effects of violent content on young viewers. To address this concern, the TV industry adopted its own voluntary standards. For example, the industry promised that law enforcement would always appear in a positive light and that criminals would always be presented as "bad guys." Satisfied, Congress took no formal action to limit television content during the 1950s. Still, Americans would continue to discuss the effect of television on children for years to come.

TV experienced a scandal in the late 1950s when the public learned that a popular game show had been rigged. Congress held hearings into the matter, and one of the contestants involved, Charles Van Doren, wound up leaving his job as a university professor.

READING CHECK **Identifying Cause and Effect** What were some of the effects of television on American life and culture in the 1950s?

ACADEMIC VOCABULARY

categories

groups or classes with members that share common features

THE IMPACT TODAY

Science and Technology

Today most televisions are built to include a device called the V-chip. This device allows concerned adults to block the display of certain programs, such as those that contain violent content.

HISTORY CLOSE-UP

Milestones in Television History

Television has made history, and it has recorded history. Along the way, many changes have taken place in television. In the 1950s three major networks—ABC, CBS, and NBC—dominated TV broadcasting with shows aimed at the same general audience. Today the major networks share the television market with hundreds of cable networks airing programs tailored to specific age groups and interests.

1950 9 percent of U.S. households have televisions.

1951 Coast-to-coast live television broadcasts begin.

1954 CBS and NBC begin regular color broadcasting, even though just 1 percent of U.S. households own a color TV set. The NBC "peacock" logo is shown above. ▲



TV Guide magazine is published for the first time.

1960 The first televised presidential debate takes place.

87 percent of U.S. households have televisions. Programming is aimed at a family audience. ▼



A 1950 TV set ▲

1963 ABC, CBS, and NBC broadcast four days of continuous live coverage of the assassination and funeral of President John F. Kennedy. Millions of people around the world watch the state funeral on TV.

1969 *Sesame Street* airs for the first time, breaking new ground in children's educational programming.

An estimated 720 million people watch the first moon landing on live television. ▼



1970 The sitcom *Julia* is the first to feature an African American actor in the title role, played by Diahann Carroll. ►



1971 Under federal law, cigarette advertising is banned on television and radio.

1972 The first cable network, Home Box Office (HBO), begins broadcasting.

1980 Cable News Network (CNN) offers the first 24-hour news service. ▼



1986 The *Challenger* space shuttle explodes just over a minute after takeoff. Millions of Americans witness the disaster on live TV.

1999 V-chip technology is introduced, allowing parents to block violent or unsuitable television programming from their children.

Today 98 percent of U.S. households have televisions. 76 percent of TV households have more than one set. About 68 percent of TV households have cable TV.



Skills Focus

INTERPRET

Making Generalizations In what ways has television changed since the 1950s?

See **Skills Handbook**, p. H18

Other Technological Developments of the 1950s

Television was certainly the most popular technological innovation of the 1950s. A number of other breakthroughs, however, also helped to transform American life.

Transistors and computers Machines have been used to perform calculations for thousands of years. In the 1940s, however, researchers began to build the first of what we might recognize today as computers. These devices used electricity to perform complicated calculations. For example, in Great Britain, scientists used an early type of computer to help break communications codes during World War II.

To build the first computers, scientists used thousands of vacuum tubes. These were glass and metal devices that helped form the complicated electronic workings of the machines. Because computers used so many tubes, they took up hundreds of square feet of floor space. They also drew large amounts of electricity.

In 1947 scientists at Bell Laboratories developed a device called the **transistor**. These devices worked much like tubes but with several advantages. For one, they were smaller. They also did not break as often as tubes did.

The invention of transistors led to the improvement of all kinds of electronics, from radios to televisions. Transistors also made possible smaller and more efficient computers.

In 1951 the first computer available for commercial use hit the market. It was called the UNIVAC, short for universal automatic computer. The UNIVAC earned fame for predicting the outcome of the 1952 presidential election based on early returns.

Use of computers continued to expand in the 1950s. New computer makers, such as International Business Machines (IBM), entered the market. The computers were still large. A complete UNIVAC system could weigh 30,000 pounds.) Even relatively inexpensive systems cost up to \$50,000 or more. Nevertheless, large companies and government agencies purchased computers. By the end of the decade, for example, banks were using computers to help process checks.

Meanwhile, computer technology continued to improve. In 1958 scientists developed the **integrated circuit**, a single piece of material that includes a number of transistors and other electronic components. Also known as computer chips, integrated circuits made possible the dizzying advancement of computer technology in the years ahead.

Linking to Today

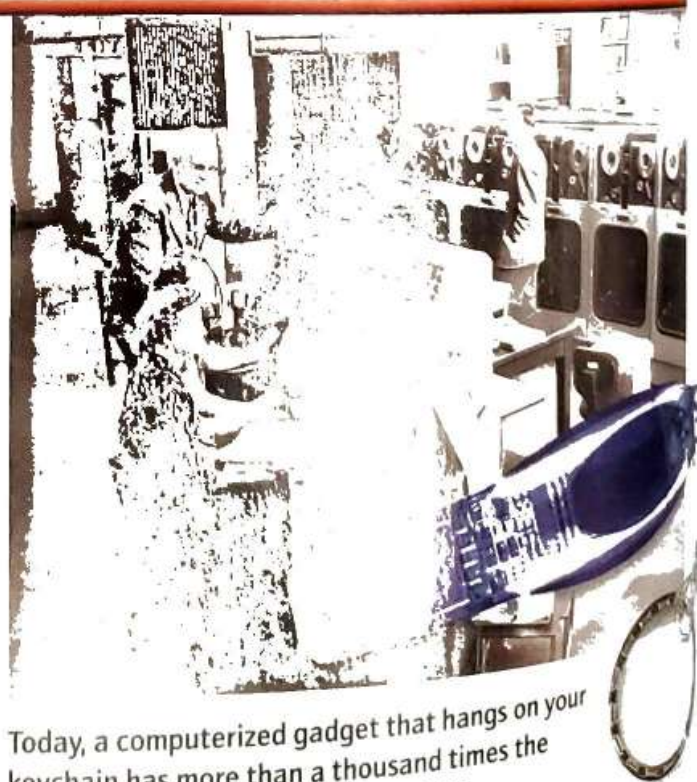
The Computer Revolution

The first general-purpose electronic computer was developed in the 1940s. The Electronic Numerical Integrator and Computer (ENIAC) was about 8½ feet long, 8 feet high, and 2 feet deep.

New developments allowed more people to use computers. By the 1980s, Apple Computer had popularized tools such as the mouse, and Compaq had developed a portable computer that weighed 28 pounds.

Today, laptop computers weigh just a few pounds and do not require wires. Powerful computing devices fit in the palm of your hand.

Drawing Conclusions Why was ENIAC not useful to most people?



Today, a computerized gadget that hangs on your keychain has more than a thousand times the data storage of the room-sized ENIAC.

The Salk vaccine Earlier in this book, you read about Franklin D. Roosevelt and his bout with polio. The disease left him without the use of his legs. Another common effect of polio, which often struck children, was an impaired ability to breathe. Many victims died.

Polio was a contagious disease. Outbreaks were all too common in the early 1900s. When polio hit, it spread quickly. For weeks at a time, parents would keep their children out of school or other public places.

The worst year on record for polio in the United States came in 1952. More than 57,000 people came down with the dreaded disease. That year, scientist **Jonas Salk** developed a new polio vaccine. A **vaccine** is a preparation that uses a killed or weakened form of a germ to help the body build defenses against that germ. Vaccines are often given by injection.

The public announcement of the discovery of the polio vaccine came in 1955, and Salk became a hero. Children began receiving the shot, and the number of polio cases plunged.

READING CHECK Summarizing What were the major technological developments of the 1950s?

Cultural Change in the 1950s

The 1950s in the United States is often viewed as a time of peace and prosperity. For some, this was true. At the same time, though, the richness and variety of American life formed a more complicated picture.

Boom times The threats of nuclear war and the spread of communism did cause unease for millions of Americans. At the same time, many people took comfort in the nation's stunning economic success. Indeed, in the 1950s the United States had clearly emerged as the world's greatest economic power. The American people made up just 6 percent of the world's population. Yet American workers and farmers produced about one-third of the world's goods and services.

As you have read, the years after World War II saw a sharp increase in birthrates—a baby boom. The baby boom continued throughout the 1950s. To house these growing families, builders such as Bill and Alfred Levitt created whole new communities of individual houses. (See the History Close-Up on the next page.)

FACES OF HISTORY

Jonas SALK

1914–1995



Jonas Salk dedicated his career to fighting diseases that kill and maim people. After helping develop a vaccine for influenza for the Army

during World War II, Salk turned his attention to fighting polio.

Salk worked for eight years to develop a polio vaccine. Confident of success, he tested his vaccine on himself, his wife, and their three sons in 1952. None of them became ill. After further testing, Salk's polio vaccine began to be used for mass vaccinations nationwide.

Salk refused to patent the vaccine. He did not want to profit from it. Rather, he wanted it made available to as many people as possible. Salk later served as a spokesperson for vaccinations. In 1995 he announced a new search—for an HIV vaccine.

Draw Conclusions In what ways was Salk's commitment to ending polio truly heroic?

New homes were filled with new stoves, refrigerators, and washing machines. New TVs ran ads urging people to want and buy even more.

Americans also purchased automobiles by the millions. To help fuel the desire of consumers, carmakers revised the styling of cars regularly. All this buying meant busy factories and high company profits. This, in turn, meant plentiful jobs. Employment was generally high in the 1950s. Wages rose steadily.

Indeed, a leading economist of the time, John Kenneth Galbraith, used the term “affluent society” to describe America in the postwar years. Yet Galbraith's view of the United States was not a positive one. In fact, he criticized an America overly focused on its own wealth.

HISTORY'S VOICES

“The family which takes its . . . air-conditioned, power-steered, and power-braked automobile out for a tour passes through cities that are badly paved, made hideous by litter, blighted buildings, billboards, and posts for wires that should long since have been put underground.”

—John Kenneth Galbraith, *The Affluent Society*, 1958

Another critic of the 1950s was Michael Harrington. His book *The Other America*, published in 1962, described the plight of the nation's poor. In his view, people living in poverty had been forgotten amid the economic success of the 1950s.

ACADEMIC VOCABULARY

revise changing or modifying

THE IMPACT TODAY

Daily Life

The postwar baby boom is having a huge effect on society today as this large population is entering retirement. Health care costs are expected to rise as the boomers age and require more services.

Still another critic of the 1950s was William H. White. In his book *The Organization Man*, he observed the push toward "sameness" and the increasing loss of individuality among the growing class of business workers.

New communities Many new homes built in the 1950s were parts of new suburban developments. The most famous of these was the enormous **Levittown**, New York, started in 1947 by Bill and Alfred Levitt.

The key to the success of Levittown and the many similar communities built in the postwar years was affordability: A family could purchase a single-family home at a reasonable price, often financed with the help of the government under the terms of the GI Bill.

Levittown was not a diverse community. Like many builders at the time, the Levitts at first refused to sell to African Americans.

The Levitts later built other communities in New Jersey and Pennsylvania. Overall, however, the U.S. population was beginning to shift in settlement toward the warmer southern and western portions of the United States—the so-called **Sunbelt**. In the 1950s the wide availability of home air conditioning helped make this move practical. This population shift continued to the present.

California was (and still is) a major Sunbelt destination. At the start of the 1950s, just over 10.5 million people called California home. Over the next 10 years, more than 5 million people moved to the state.

Northern population centers such as New York and Illinois grew much more slowly. The shift from the North to the South and West was dramatized in the late 1950s when two New York baseball teams, the Brooklyn Dodgers and New York Giants, moved to California.

HISTORY CLOSE-UP

Building Levittown

Levittown, New York was a large community that eventually included more than 17,000 mass-produced homes. Levittown became a symbol for the many similar suburban towns that sprang up during the postwar years.

Developers kept costs down by using mass-production assembly-line techniques.

The houses were fairly inexpensive. Many American families could afford to buy a new, single-family home with little or no down payment.

Although all the houses were similar, builders did use different colors for the siding and roofing.



New highways During the 1950s the United States launched an ambitious building project: the **Interstate Highway System**. This system was designed to be a network of high-speed roads for interstate travel, all built on the same design.

President Eisenhower had long favored such a system. In 1956 Congress finally approved funding for a planned 40,000-mile system. With its construction, the United States reinforced its commitment to cars and trucks as its main means of ground transportation.

The art of rebellion Interestingly, the arts of the 1950s often stressed rebellion against sameness and conformity. Film stars such as Marlon Brando and James Dean built images

as rebels who defied social norms. Jack Kerouac and other writers of the Beat generation also took the position of outsiders. They borrowed language from African American jazz music and rejected many social norms.

In popular music, rock and roll represented the rebellion of young people. Early stars such as Elvis Presley shocked many older Americans with his on-stage behavior. (Rock and roll was also influenced by African American musical forms, including jazz and rhythm and blues.)

If America seemed fascinated with the image of the rebel, it was mainly a male image. Women in film and literature tended to fill more traditional roles. It would be several years before women began to make their rebellion from the limits of American cultural norms.

READING CHECK

Summarizing What were some key features of cultural change in the 1950s?

The Levittown planners created shopping areas, recreation centers, schools, and other attractive features for residents.

SECTION 3

ASSESSMENT

go.hrw.com

Online Quiz

Keyword: 5DZ 11P26

Reviewing Ideas, Terms, and People

- a. Recall** What was the significance of **Lucille Ball** and **Milton Berle** in the 1950s?

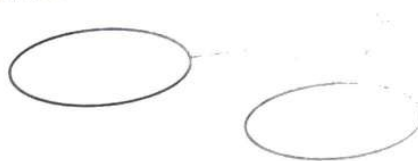
b. Draw Conclusions Why do you think **Richard Nixon** used television as a means of persuading the public that he had done no wrong in 1952?
- a. Define** Write a brief definition of each of the following terms: transistor, integrated circuit, vaccine

b. Make Inferences Why do you think the development of the computer was so important in spite of the fact that only large companies could afford computers in the 1950s?
- a. Identify** What was the significance of **Levittown** and the **Sunbelt** in the 1950s?

b. Contrast How did the concepts of the "affluent society" and the "other America" relate to the general prosperity of the 1950s?

Critical Thinking

- Identifying the Main Idea** Copy the chart below and use information from the section to record details that support the main idea of the section.



FOCUS ON WRITING

- Descriptive** Assume the point of view of a citizen living in the United States in the 1950s. Write a letter to a friend in another country describing the changing life and culture in your country.

Skills
FOCUS

INTERPRETING INFOGRAPHICS

Scenes such as this were common in the 1950s. **Analyzing Information** What might make such communities attractive places to live?

See **Skills Handbook**, p. H18

Perspectives on Interstate Highways

Historical Context The documents below provide information on the impact of the Interstate Highway System.

Task Examine the documents and answer the questions that follow. Then you will be asked to write an essay about the impact of the Interstate Highway System, using facts from the documents and from the chapter to support the position you take in your thesis statement.

DOCUMENT 1

Before the Interstate Highway System, it was possible to travel cross-country by car—although at a more leisurely pace—on roads such as Route 66, “America’s main street.” The celebrated route ran from Chicago to Los Angeles. Unlike the limited-access interstates, Route 66 ran directly through hundreds of towns. Nat King Cole recorded a song about Route 66 in 1946. It reflects a different era of automobile travel.

“If you ever plan to motor west,
Travel my way, take the highway that is best.
Get your kicks on Route Sixty-six.

It winds from Chicago to L.A.,
More than two thousand miles all the way.
Get your kicks on Route Sixty-six.

Now you go through Saint Louis, Joplin, Missouri
And Oklahoma City is mighty pretty.
You see Amarillo, Gallup, New Mexico, Flagstaff,
Arizona.

Don't forget Winona, Kingman, Barstow, San
Bernadino.

Won't you get hip to this timely tip:
When you make that California trip
Get your kicks on Route Sixty-six.

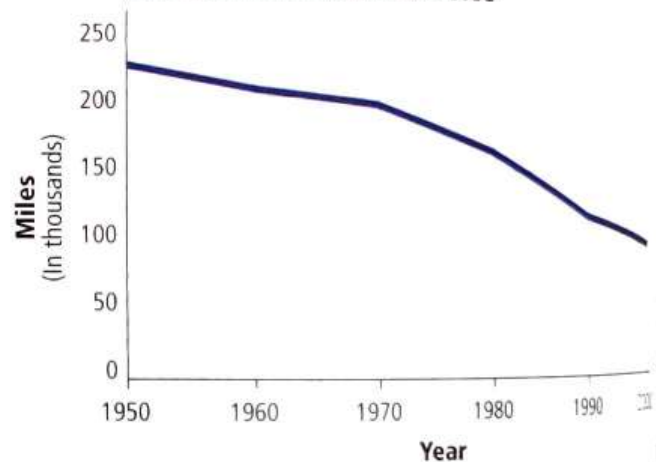
Won't you get hip to this timely tip:
When you make that California trip
Get your kicks on Route Sixty-six.
Get your kicks on Route Sixty-six.
Get your kicks on Route Sixty-six.”

DOCUMENT 2

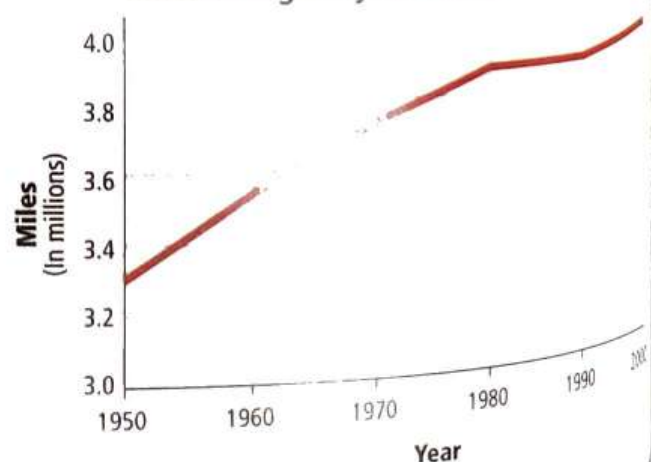
Within a few short years of the creation of the Interstate Highway System, trucks replaced railroads as the major means of freight transportation. These charts show how the amount of available railroad and highway transportation changed within 50 years.

TRANSPORTATION MILEAGE, 1950–2000

Miles of Railroad in Service



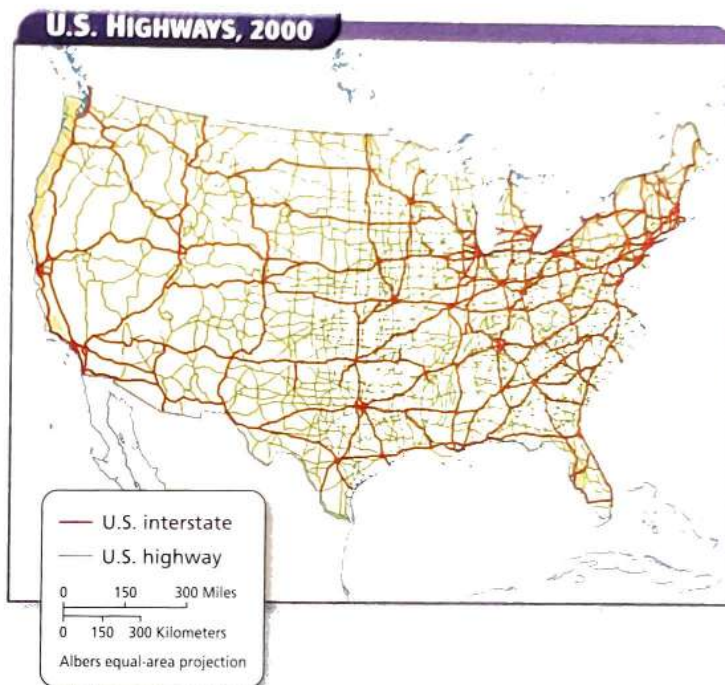
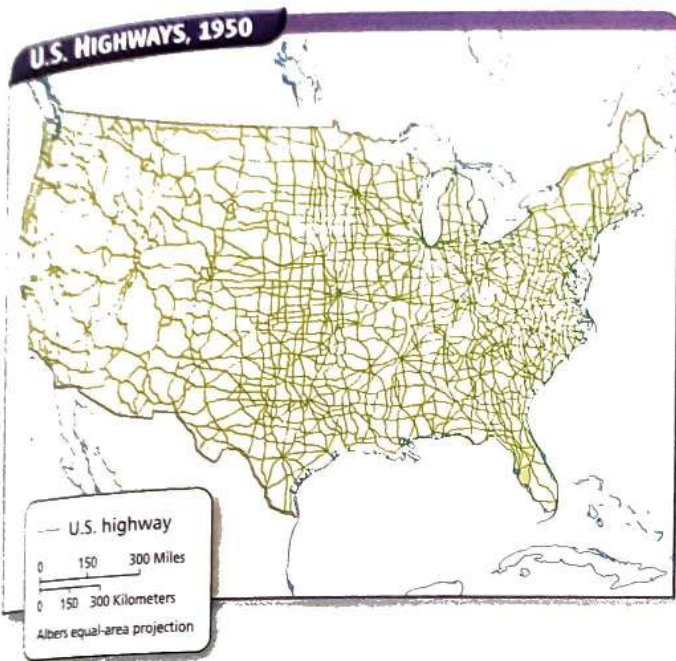
Miles of Highway in Service



Source: Bureau of Transportation Statistics

DOCUMENT 3

Even with the expansion of air travel, driving by car is still the preferred means of getting around today. People routinely drive to destinations hundreds of miles away. In the year 2000 alone, domestic travelers spent nearly \$500 billion visiting other places in the United States. The maps below show how U.S. highways expanded between 1950 and 2000. The red lines indicate interstate highways. Green lines are other highways.



Skills FOCUS

READING LIKE A HISTORIAN

1. **a. Identify** Refer to Document 1. What does the singer mean by "get your kicks on Route Sixty-six"?

b. Elaborate Why do you think Americans were so fascinated by Route 66 and by highways in general?

2. **a. Describe** Refer to Document 2. What happened to railroad and highway mileage during this period?

b. Analyze What do you think were some of the reasons that highways came to replace railroads?

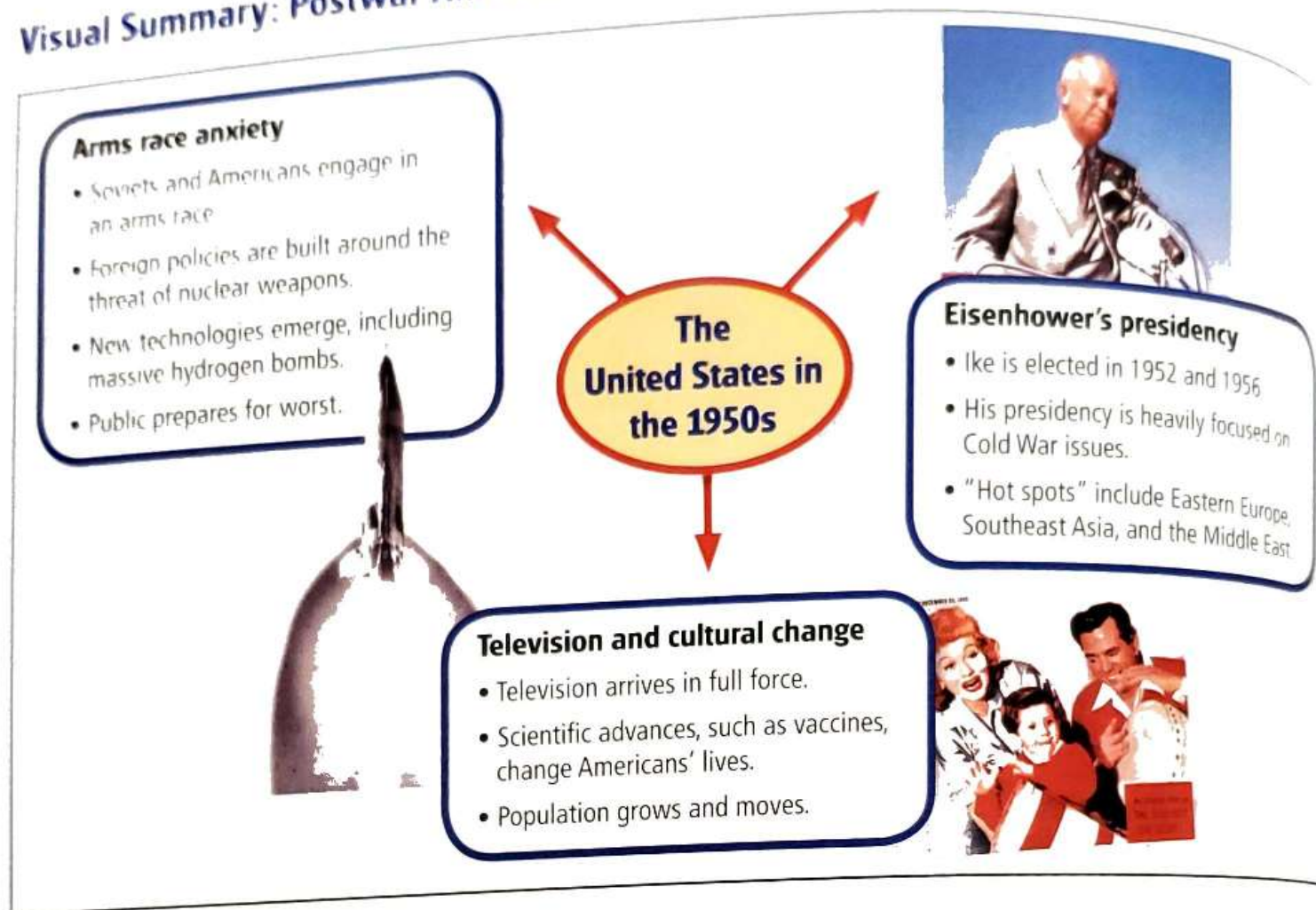
3. **a. Describe** Refer to Document 3. Where were most highways concentrated in 1950? in 2000?

b. Elaborate What do you think a similar map of highways in 2050 will look like? Explain.

4. **Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, and 3, create an outline and write a short essay supporting your position. How did the expansion of highways affect the United States?

See **Skills Handbook**, pp. H17, H20, H28–H29

Visual Summary: Postwar America



Reviewing Key Terms and People

For each of the following questions, choose the letter that corresponds to the best available answer:

- Following the launch of *Sputnik*, the U.S. government established which of the following?
 - SEATO
 - NASA
 - ICBM
 - CIA
- Brinkmanship and massive retaliation are both associated with which person?
 - John Foster Dulles
 - Jonas Salk
 - Nikita Khrushchev
 - Richard M. Nixon
- This weapon raised the stakes in the conflict between the United States and the Soviet Union in the Cold War.
 - integrated circuit
 - transistor
 - Sputnik*
 - H-bomb

- Which of the following was under the influence of the Soviet Union?
 - SEATO
 - Warsaw Pact
 - CIA
 - Interstate Highway System
- Which term represents the new suburban housing developments that appeared in the postwar years?
 - Sunbelt
 - Interstate Highway System
 - Levittown
 - integrated circuit
- Jonas Salk is associated with which of these 1950s inventions?
 - polio vaccine
 - satellites
 - transistor
 - Sunbelt

Comprehension and Critical Thinking

SECTION 1 (pp. 848–853)

- 7. a. Identify** What is the significance of each of the following to the events described in this section? Hungary, Vietnam, Egypt
- b. Contrast** How did Eisenhower claim to differ in his ideas about foreign policy compared with Truman?
- c. Evaluate** Do you think that Eisenhower actually was different from Truman in the way that he claimed? Explain your answer.

SECTION 2 (pp. 854–860)

- 8. a. Describe** What was the arms race, and how did it evolve in the 1950s?
- b. Summarize** How did the arms race in the 1950s change the concept of victory and defeat in war?
- c. Evaluate** What were some effects of the government's efforts to educate people about how to respond to a nuclear attack? Why do you think people responded this way?

SECTION 3 (pp. 861–867)

- 9. a. Recall** What were some of the major technological advancements of the 1950s?
- b. Draw Conclusions** How did the economic prosperity of the 1950s also present certain challenges to the country?
- c. Rank** In your opinion, which was the most significant technological change of the 1950s in terms of its long-term impact on the nation? Explain your reasoning.

Using the Internet

- 10. I Love Lucy** and other programs captivated the attention of American television audiences during the 1950s. Some of those TV programs are still broadcast on cable and satellite channels today. Using the keyword above, do research to learn more about popular television programs of the 1950s. Then create a report that explains the appeal of those programs in the 1950s and why some of those programs remain popular among some audiences today. Refer to specific examples from your research.

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Practice Online

Keyword: SD7 CH26

Analyzing Primary Sources

Reading Like a Historian

The photograph shows an example of a bomb shelter from the 1950s.



- 11. Identify** Who do you think might be interested and able to buy and install a bomb shelter?
- 12. Draw Conclusions** How long do you think someone could survive in the type of shelter shown here?

Critical Reading

Read the passage from Section 1 under the heading “Cold War ‘Hot Spots.’” Then answer the following question.

- 13.** According to this passage, Eisenhower believed that
- A** it would be foolish to fight over communism in Vietnam.
 - B** it was necessary to fight over communism in Vietnam.
 - C** the French had failed to hold the line against Communist aggression.
 - D** the United States would be better off waiting to see what happened in Vietnam and then reacting.

WRITING FOR THE SAT

Think about the following issue:

In Vietnam, following the departure of the French, it appeared that a truly free election might lead to the election of a Communist regime that was friendly with the Soviet Union.

- 14. Assignment** Was the United States correct to support the creation of an anti-Communist South Vietnam? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.