

Joe McCarthy and the Red Scare

"We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason, if we dig deep in our history and our doctrine, and remember that we are not descended from fearful men--not from men who feared to write, to speak, to associate and to defend causes that were, for the moment, unpopular." ~Edward R. Murrow

Overview

In this lesson, students will study the effects of the actions of Joseph McCarthy and the Red Scare on American life in the 1950's. During the warm up, students will be set up to replicate the actions of Senator McCarthy by accusing particular people of being communist, with no information other than a picture. Students will then receive an overview of the First Red Scare, as well as gain an understanding of the foreign and domestic reasons for the Second Red Scare, via an interactive Power Point presentation. The lesson culminates with students creating television commercials and campaign posters supporting or opposing the reelection of Senator Joe McCarthy.

Grade

11

NC Essential Standards for American History II

- AH2.H.1.2- Use Historical comprehension...
- AH2.H.1.3- Use historical analysis and interpretation...
- AH2.H.1.4- Use historical research...
- AH2.H.2.1 - Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).
- AH2.H.4.3 - Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).
- AH2.H.5.1 - Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).
- AH2.H.7.1 - Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).
- AH2.H.7.3 - Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

Materials

- “Who’s the Communist?” warm-up activity (attached)
- “Joe McCarthy and the Red Scare” Power Point available in the Database of K-12 Resources (in PDF format)
 - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
 - To request an editable PPT version of this presentation, send a request to cnorris@unc.edu
- Speech of Joseph McCarthy, Wheeling, West Virginia February 9, 1950 (attached)
 - Source: http://www.uoregon.edu/~eherman/teaching/texts/McCarthy_Wheeling_Speech.pdf
- Joseph McCarthy to President Harry Truman, February 11, 1950
 - Source: http://www.uoregon.edu/~eherman/teaching/texts/McCarthy_Wheeling_Speech.pdf
- Chart Paper
- “Joe McCarthy: Should He Stay or Should He Go?” Instructions Handout and grading rubric (attached)
- “Joe McCarthy: Should He Stay or Should He Go?” Group Handouts (attached):
 - Republican Seven (represented by Senator Margaret Chase Smith)
 - Concerned Media Members (represented by Edward R. Murrow)
 - Hollywood Against Communists (HAC) (represented by Ronald Reagan)
 - Soldiers Against McCarthy (represented by Joseph Welch)
 - Campaign for the Reelection of Senator Joe McCarthy (represented by Joe McCarthy)
- “Joe McCarthy: Should He Stay or Should He Go?” Notes Sheet (attached)
- Pens, pencils, markers, crayons
- Additional research materials – magazines, books, laptops w/ internet access, worksheets, etc. (not provided)

Essential Questions:

- What was the Red Scare?
- Who is Joseph McCarthy and in what ways did he impact the society in which he lived? What impact did he have on American History?
- In what ways did Joseph McCarthy violate American values in his search for communists?
- What is McCarthyism? What are some examples of McCarthyism?

Duration

90-120 minutes (can be split over two class periods)

Student Preparation

- Students should have a basic understanding of the events from 1945-1950 that led to the Cold War (i.e. the Korean War, the fall of China, etc.).
- For homework the night before, have students review the First Red Scare via a textbook or Internet reading.

Teacher Preparation

- To provide students with additional research materials, contact the school’s Media Center and reserve materials concerning McCarthyism and/or the Red Scare.

- Laptops and/or time in the computer lab are not necessary to complete this project, but they may be used for additional research.

Procedure

Warm Up: Who's the Communist?

1. Distribute the attached "Who's the Communist?" photo array. Instruct students to pair up and take a few minutes to examine the pictures and information provided. When they have finished, tell them to choose which person they think is a communist. They must defend their choice because whoever they pick could lose their job and/or face jail time.
2. After the allotted time, choose a few students to share their conclusion of which person is a communist and to defend their choice. Allow students to question and challenge one another's choices. (The more students can combat one another on who the actual communist is and why, the better.) As discussion and debate reach a climax, tell the students that in actuality, none of those pictured were communists, but they were all controversial figures. Share the actual background information regarding these people with students (see the attached fact sheet.)
Further discuss:
 - First, how many of you know what a communist is? (Encourage students to share their thoughts, correcting any misinformation, and provide a review of communism.)
 - Why did you assume that any of these people were a communist?
 - Why did you even complete this activity? Why didn't any of you challenge me and say that it wasn't possible to know which of these people were communist based only on a little bit of information and their pictures? (Discuss student fears of possible consequences such as getting into trouble or receiving a zero. Also discuss the concept of apathy – perhaps it was just easy to do what was expected and follow instructions rather than question authority.)
 - What made you choose the particular person you accused? (While it is true that students were set up to accuse one of the people of being a communist based on the instructions given, use this as an opportunity to discuss stereotyping, making generalizations and assumptions, challenging authority versus following authority/going with the flow, etc.)
 - In what real life scenarios do people actually do what you just did in that activity – make assumptions based on appearances, or without enough information? (Encourage students to note examples from their school/community – i.e. gossip, rumors, etc. – and also examples throughout history.)

Introduction to the Red Scare

3. To further the conversation, project slide 2 of the "McCarthy and the Cold War" Power Point, which features the political cartoon "Fire!" by famous political cartoonist Herb Block. Instruct students to silently examine the cartoon and then discuss:
 - What do you see? What did you first notice?
 - What symbols are used in the cartoon?
 - What issue do you think this political cartoon addressing? What evidence makes you think this?
 - What message is the cartoonist trying to convey?
 - When do you think this cartoon was drawn and why?
 - Does the message still apply today? Can you give some examples?

4. Pose the following question to the class before moving onto the next slide:
 - How are the “Find the Communist Activity” and the cartoon related?
5. Move to slide 3 and explain to students that just as they accused the people on their handout of being communists, without any real reason or evidence and only because they were told to do so, so did our government during a period of recent history called the Red Scare. Select one student to read the following information aloud:

“In the aftermath of World War II, Americans reacted with dismay as relations between the United States and the Soviet Union deteriorated, the Russians imposed communist control over much of Eastern Europe, and China was on the verge of going communist. People worried that communists might try to subvert schools, labor unions, and other institutions. Government agencies and private groups began to look for evidence of subversive activity. In this climate of fear and suspicion, the House Committee on Un-American Activities, which Herb Block had opposed since its inception in the 1930s, became active. Herb Block recognized the danger to civil liberties posed by such activities and warned of them in his work.” (Source: <http://www.loc.gov/rr/print/swann/herblock/fire.html>)

6. Inform students that they will be learning about other people who were affected by, protested against, or were in some way involved in the Red Scare. The power point should serve as a source of basic information and a catalyst for discussion. (Depending on students’ familiarity with this time period, teachers may also need to assign supplemental readings from the textbook or Internet to ensure student understanding.)

What was the Red Scare?

7. Move on to slide 4 and ask student volunteers to describe what they already know about each of the events listed as a review of the “First Red Scare.” Fill in important details that students leave out and correct any misinformation.
 - Russian Revolution: A series of revolutions in Russia that destroyed the monarchy and replaced it with a communist government.
 - Comintern: Communist International, an organization created by the Soviet Union with the expressed purpose of exporting the communist ideology and revolution to the world.
 - Labor Unrest/Strikes: Post-war economic problems led some unions to strike for better wages and benefits. Some Americans felt that the unrest was inspired by the communist revolution because some of the rhetoric used by strike leaders sounded similar to communist rhetoric.
 - The Palmer Raids: A series of raids against suspected “radicals” led by Attorney General Mitchell Palmer. Thousands of people were arrested without charges and hundreds of people were deported. Palmer was eventually discredited when a series of predictions turned out to be false. This led to the end of the First Red Scare.
 - Anti-Immigrant Feelings: During the early 20th century a large influx of immigrants were arriving from Southern and Eastern Europe, China, and Japan. Many Americans viewed these new immigrants with suspicion because of cultural differences and fears of losing political and economic power. Most of these immigrants worked as unskilled laborers in factories. Some tried to organize unions to push for better working conditions, which some Americans saw as a sign of communist leanings.

Before moving on to slide 5, ask students to predict what events they think would lead to a “Second Red Scare.”

8. Slides 5 through 15 deal with the major events – foreign and domestic - that contributed to the Second Red Scare. Use the following discussion questions to engage students as you go through the information:
- Slide 5 – What appears to be happening in the poster? Who do you think created this poster and for what purpose? How might propaganda materials like this have affected Americans?
 - Slide 6 – Why would these events influence Americans at home?
 - Slide 8 – What do you think Herb Block’s cartoon is saying about the HUAC and their methods? Do you think it is okay to violate people’s constitutional rights to protect American citizens from a potential or real threat? What might be dangerous about the government investigating newspapers?
 - Slide 9 – What do you think constitutes “association” with a particular group? How do you determine if a group is subversive towards the US government?
 - Slide 10 – Imagine being unable to get a job based on a rumor about you. How would this make you feel? Think about your favorite actors, musicians, etc. today. Are any of them controversial in anyway? How would you feel if the government prohibited them from creating their music or movies because it disagreed with their views? (Students will learn more about the Hollywood Black List in the culminating activity.)
 - Slide 11 – Inform students that Hiss was not convicted of espionage because the statute of limitations had run out. Richard Nixon made himself a household name as a member of the HUAC investigating the Hiss case. He had pressed the investigation against Hiss and was vindicated by the perjury conviction. This helped him earn the Republican VP nomination in 1952.
 - Slide 12 – How do you think Americans reacted to the Hiss and the Rosenberg cases? Did they help quell or fuel the Red Scare?
After the fall of the USSR, declassified documents from the Venona Project – a code breaking project -- were released. They provided evidence of the Rosenberg’s guilt and strong evidence suggesting Hiss was really a Soviet spy. There is still some doubt, but a majority of scholars now believe that both parties were guilty.
 - Slide 13 – How do you think the previously discussed events lead to McCarthy’s rise to power?

McCarthyism and the Red Scare

9. Move to slide 14 of the power point and read the instructions for the next activity aloud:

In your group, define McCarthyism. You have approximately thirty minutes to read aloud the two McCarthy documents and answer the questions provided as a group. After reading the speeches and answering the questions, has your definition of McCarthyism changed? If so, how? Write your final definition of McCarthyism on a piece of chart paper and post it in the room.

10. Divide students into small groups of 3 – 5 and provide each group with the two attached documents relating to Joseph McCarthy – “Speech of Joseph McCarthy, Wheeling, West Virginia, February 9, 1950” and “Telegram from Joseph McCarthy to President Harry Truman, February 11, 1950”. Instruct the groups to read the documents aloud and then answer the questions provided

as a group on a separate sheet of paper. Encourage every student to read a paragraph of the speech out loud, rather than one student doing all of the reading.

Allow the groups twenty to thirty minutes to complete their readings and questions. Project a timer (available at <http://www.online-stopwatch.com/>) to alert students to the time remaining.

11. Once time has expired, allow students to share their various definitions of “McCarthyism,” noting any similarities or differences in their final definitions. Ask groups to discuss how their definitions changed after completing their readings and discussion.

Also review and discuss the questions and readings with the class. Inform students that the number of communists in the State Department that McCarthy cited was constantly changing and that he never did produce the list to the public domain.

12. Explain to students that the term “McCarthyism”, was coined by the cartoonist Herb Block. Move to slide 15 and discuss:
 - What do you see? What first strikes you about this cartoon?
 - What symbols are being used?
 - What does the platform say?
 - What does the elephant symbolize?
 - Why doesn’t the elephant want to get on the platform?
 - What is Herb Block saying about “McCarthyism”?
13. Share with students the “accepted” definition of McCarthyism:
 - a mid-20th century political attitude characterized chiefly by opposition to elements held to be subversive and by the use of tactics involving personal attacks on individuals by means of widely publicized indiscriminate allegations especially on the basis of unsubstantiated charges; *broadly* : defamation of character or reputation through such tactics. (Source: Merriam Webster Dictionary)

Discuss:

- How do Herb Block’s cartoon and the documents you read, relate to the definition of McCarthyism?

Joe McCarthy: Should He Stay or Should He Go?

14. Instruct students to remain in their groups for the next activity and explain that they are going to be transported back to the 1950’s to the time of the Red Scare. Senator Joseph McCarthy is running for reelection in 1954 and they are responsible for creating a pro- or anti-McCarthy television commercial and a newspaper advertisement. Each group will be assigned a different person or special interest group in the election on whose ideals/opinions they will base their advertisements. Students should conduct additional research using computers, their textbooks, and/or additional books provided by the teacher.
15. Distribute the attached instruction handouts for the following people or special interests:
 - Republican Seven (represented by Senator Margaret Chase Smith)
 - Concerned Media Members (represented by Edward R. Murrow)

- Hollywood Against Communists (HAC) (represented by Ronald Reagan)
- Soldiers Against McCarthy (represented by Joseph Welch)
- Campaign for the Reelection of Senator Joe McCarthy (represented by Joe McCarthy)

Be sure to note that the groups are fictitious, but the people representing the groups are real. Although each of the groups represents a different perspective, the overall directions for the project are the same for each group. Review the instructions and then allow students to work independently.

- **Optional Activity:** To give students an idea of various campaign commercials, visit <http://www.livingroomcandidate.org/> for a collection of campaign ads from 1952 – 2008.

16. Allow students to work on their campaigns for the remainder of the class. Remind them that they will be performing their commercials at the start of class tomorrow.

Day 2

17. Forego a warm up activity and allow the groups to meet for five minutes to finalize their television commercials and to hang their posters at the front of the room.
18. Before students begin, distribute the attached “Joe McCarthy: Should He Stay or Should He Go? Notes Sheet”. Review audience expectations before allowing groups to present and instruct students to record notes while groups are presenting. The teacher should keep time for each presentation or can elect a student to do so.
19. After each group has presented, allow the audience time to ask questions about their commercial. You can include a list of sample questions on the board if necessary.
- What did you learn about Joseph McCarthy?
 - Do you agree with his tactics?
 - Why do you think he is such a controversial figure?
20. Once all the groups have presented and discussed, lead a gallery walk of the posters and then allow the class to vote on which one they think would be the most appealing to voters.
21. Debrief students by discussing the following questions:
- What American ideals and values do you hold dear (i.e., free speech, right to a fair trial, right to not incriminate oneself, right to face accusers, etc.)? (Note student responses on the board.)
 - In what ways were these ideals and values challenged during the Red Scare, by McCarthy, and by the House of Un-American activities?
 - Ultimately, what caused the Red Scare? What themes and emotions were at play during this period of history?
 - Who is to blame for the Red Scare? (Ensure students not only discuss the obvious culprits, such as Senator McCarthy and other government officials who allowed him to carry on, but also the average American.)
 - If you feel your government officials are not behaving justly or responsibly, what should you do?
 - Why do you think McCarthy chose the groups he chose to go after?

- Why do you think Joe McCarthy had such a significant impact on American history?
- Do you see similar tactics as those used by McCarthy used by government officials or other groups today? Explain. Do you ever see such tactics used in your own community or school?
- Are there other examples of events similar to the Red Scare that have occurred throughout history?
- What can we do to ensure history does not repeat itself, and that innocent people are not jailed or persecuted for their personal beliefs?

Additional Activities

- Have students research arguments defending McCarthy and then write a short essay about whether or not the portrayal of McCarthy throughout history is fair.
- Have students search for McCarthy style attacks on public figures in newspapers and magazines.

Resources

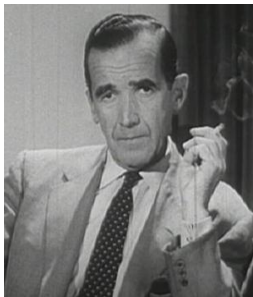
- History Matters Primary Sources (search “McCarthy” for documents): <http://historymatters.gmu.edu>
- McCarthyism Primary Sources: <http://www.wisconsinhistory.org/turningpoints/tp-039/>
- Edward R. Murrow – See It Now (March 9, 1954) Video Clip: <http://www.youtube.com/watch?v=anNEJJYLU8M&feature=related>
- “He May Be a Communist”: <http://www.youtube.com/watch?v=AWeZ5SKXvj8&feature=related>



- Parents were immigrants
- Responsible for the “loss” of China to Communism
- Critics said he was “soft on communism”



- Investigated the War Department during World War II
- Nicknamed “Moscow Maggie”
- She stated the basic principles of "Americanism" were:
 - The right to criticize;
 - The right to hold unpopular beliefs;
 - The right to protest;
 - The right of independent thought.



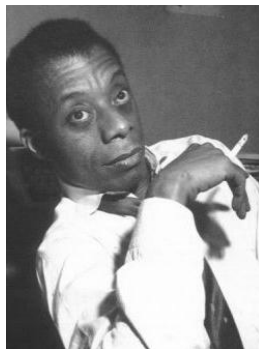
- Lived abroad during World War II
- Constantly clashed with his bosses
- Criticized US government officials



- Parents were Italian immigrants and were classified as “enemy aliens” during WWII
- Grew up in San Francisco
- One of his wives divorced him for inflicting “mental cruelty“.



- Endorsed legalization of medical marijuana
- Said that he would fight religious organizations, “every step of the way.”
- Had ties to mafia convicts



- Born in the US but spent most of his life abroad in France, Switzerland, and Turkey.
- Political activist
- Controversial Writer

WHO'S THE COMMUNIST?

Facts Regarding the People Pictured

SECRETARY OF STATE DEAN ACHESON

- Parents were immigrants (FROM CANADA).
- Responsible for the “loss” of China to Communism (CRITICS FELT THAT HIS “CONTAINMENT” POLICY WAS TOO SOFT ON COMMUNISM AND HELPED LEAD TO A COMMUNIST VICTORY IN CHINA)
- Critics said he was “soft on communism” (THIS IS TRUE)

SENATOR MARGARET CHASE SMITH

- Investigated the War Department during World War II (INVESTIGATED WHERE THEY WOULD PUT NEW US MILITARY BASES IN THE US)
- Nicknamed “Moscow Maggie” (SHE OPPOSED CERTAIN TACTICS TO ROOT OUT COMMUNISTS IN GOVERNMENT; SUPPORTERS OF THESE TACTICS SAID SHE WAS “SOFT ON COMMUNISM” AND GAVE HER THAT NICKNAME.)
- She stated the basic principles of “Americanism” were:
 - The right to criticize;
 - The right to hold unpopular beliefs;
 - The right to protest;
 - The right of independent thought.

(THESE ARE FROM A SPEECH SHE GAVE – *Declaration of Conscience* - DENOUNCING SCARE TACTICS TO ROOT OUT COMMUNISTS)

JOURNALIST EDWARD R. MURROW

- Lived abroad during World War II (TO REPORT ON WAR)
- Constantly clashed with his bosses (OVER CONTENT SHOWN ON NEWS PROGRAM THAT UPSET HIS BOSSES)
- Criticized US government officials (PART OF A JOURNALIST’S JOB. FAMOUS FOR HIS CLASHES WITH SEN. JOE MCCARTHY)

BASEBALL PLAYER JOE DIMAGGIO

- Parents were Italian immigrants and were classified as “enemy aliens” during WWII (AS WERE MANY ITALIAN IMMIGRANTS REGARDLESS OF ANYWRONG DOING. THEY BECAME US CITIZENS AFTER WWII.)
- Grew up in San Francisco
- One of his wives divorced him for inflicting “mental cruelty.” (MARILYN MONROE)

SENATOR BARRY GOLDWATER

- Endorsed legalization of medical marijuana (TRUE)
- Said that he would fight religious organizations, “every step of the way.” (THIS WAS IN RESPONSE TO RELIGIOUS ORGANIZATIONS THREATENING TO VOTE HIM OUT IF THEY DIDN’T VOTE ACCORDING TO THEIR BELIEFS)
- Had ties to mafia convicts (KNOWN TO ASSOCIATE WITH RACKETEERS, BUT TO WHAT EXTENT IS UNKNOWN.)

WRITER AND ACTIVIST JAMES BALDWIN

- Born in the US but spent most of his life abroad in France, Switzerland, and Turkey. (TRUE, LEFT THE US TO ESCAPE PERSECUTION)
- Political activist (CIVIL RIGHTS ACTIVIST)
- Controversial Writer (TRUE)

**Speech of Joseph McCarthy
Wheeling, West Virginia
February 9, 1950**

Ladies and gentlemen, tonight as we celebrate the one hundred forty-first birthday of one of the greatest men in American history, I would like to be able to talk about what a glorious day today is in the history of the world. As we celebrate the birth of this man who with his whole heart and soul hated war, I would like to be able to speak of peace in our time—of war being outlawed—and of world-wide disarmament. These would be truly appropriate things to be able to mention as we celebrate the birthday of Abraham Lincoln.

Five years after a world war has been won, men's hearts should anticipate a long peace—and men's minds should be free from the heavy weight that comes with war. But this is not such a period—for this is not a period of peace. This is a time of "the cold war." This is a time when all the world is split into two vast, increasingly hostile armed camps—a time of a great armament race.

Today we can almost physically hear the mutterings and rumblings of an invigorated god of war. You can see it, feel it, and hear it all the way from the Indochina hills, from the shores of Formosa, right over into the very heart of Europe itself.

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

The great difference between our western Christian world and the atheistic Communist world is not political, gentlemen, it is moral. For instance, the Marxian idea of confiscating the land and factories and running the entire economy as a single enterprise is momentous. Likewise, Lenin's invention of the one-party police state as a way to make Marx's idea work is hardly less momentous.

Stalin's resolute putting across of these two ideas, of course, did much to divide the world. With only these differences, however, the east and the west could most certainly still live in peace.

The real, basic difference, however, lies in the religion of immoralism . . . invented by Marx, preached feverishly by Lenin, and carried to unimaginable extremes by Stalin. This religion of immoralism, if the Red half of the world triumphs—and well it may, gentlemen—this religion of immoralism will more deeply wound and damage mankind than any conceivable economic or political system.

Karl Marx dismissed God as a hoax, and Lenin and Stalin have added in clear-cut, unmistakable language their resolve that no nation, no people who believe in a god, can exist side by side with their communistic state.

Karl Marx, for example, expelled people from his Communist Party for mentioning such things as love, justice, humanity or morality. He called this "soulful ravings" and "sloppy sentimentality." . . .

Today we are engaged in a final, all-out battle between communistic atheism and Christianity. The modern champions of communism have selected this as the time, and ladies and gentlemen, the chips are down—they are truly down.

Lest there be any doubt that the time has been chosen, let us go directly to the leader of communism today—Joseph Stalin. Here is what he said—not back in 1928, not before the war, not during the war—but 2 years after the last war was ended: "To think that the Communist revolution can be carried out peacefully, within the

framework of a Christian democracy, means one has either gone out of one's mind and lost all normal understanding, or has grossly and openly repudiated the Communist revolution." . . .

Ladies and gentlemen, can there be anyone tonight who is so blind as to say that the war is not on? Can there be anyone who fails to realize that the Communist world has said the time is now? . . . that this is the time for the show-down between the democratic Christian world and the communistic atheistic world?

Unless we face this fact, we shall pay the price that must be paid by those who wait too long.

Six years ago, . . . there was within the Soviet orbit, 180,000,000 people. Lined up on the antitotalitarian side there were in the world at that time, roughly 1,625,000,000 people. Today, only six years later, there are 800,000,000 people under the absolute domination of Soviet Russia—an increase of over 400 percent. On our side, the figure has shrunk to around 500,000,000. In other words, in less than six years, the odds have changed from 9 to 1 in our favor to 8 to 5 against us.

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

The reason why we find ourselves in a position of impotency is not because our only powerful potential enemy has sent men to invade our shores . . . but rather because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate, or members of minority groups who have been traitorous to this Nation, but rather those who have had all the benefits that the wealthiest Nation on earth has had to offer . . . the finest homes, the finest college education and the finest jobs in government we can give.

This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been most traitorous. . . .

I have here in my hand a list of 205 . . . a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. . . .

As you know, very recently the Secretary of State proclaimed his loyalty to a man guilty of what has always been considered as the most abominable of all crimes—being a traitor to the people who gave him a position of great trust—high treason. . . .

He has lighted the spark which is resulting in a moral uprising and will end only when the whole sorry mess of twisted, warped thinkers are swept from the national scene so that we may have a new birth of honesty and decency in government.

Answer the following questions as a group on a separate sheet of paper:

1. How is this war "...not the usual war," according to McCarthy?
2. Why do you think McCarthy mentions religion – "western Christian world and the atheistic Communist world" – in his speech? Do you agree that the Cold War was a "moral war," not a "political war" as McCarthy claims?
3. What do you think McCarthy is implying when he says "no nation, no people who believe in a god, can exist side by side with their communistic state"?
4. What proof does McCarthy give that Communism is a serious threat?
5. Despite the threat posed by the USSR, who should American's really fear according to McCarthy? Why?
6. How does McCarthy describe the "traitors"? Where are they located within the United States Government?
7. What proof does McCarthy offer to back up his claims of communists in the US Government?
8. Who do you think McCarthy is referring to when he says, "the Secretary of State proclaimed his loyalty to a man guilty of what has always been considered as the most abominable of all crimes [...] high treason..."?
9. How do you think communists in government will be exposed?

Source: http://www.uoregon.edu/~eherman/teaching/texts/McCarthy_Wheeling_Speech.pdf

Telegram from Joseph McCarthy to President Harry Truman, February 11, 1950

In the Lincoln Day speech at Wheeling Thursday night I stated that the State Department harbors a nest of Communists and Communist sympathizers who are helping to shape our foreign policy. I further stated that I have in my possession the names of 57 Communists who are in the State Department at present. A State Department spokesman promptly denied this, claiming that there is not a single Communist in the Department. You can convince yourself of the falsity of the State Department claim very easily. You will recall that you personally appointed a board to screen State Department employees for the purpose of weeding out fellow travelers—men whom the board considered dangerous to the security of this Nation. Your board did a painstaking job, and named hundreds which had been listed as dangerous to the security of the Nation, because of communistic connections.

While the records are not available to me, I know absolutely of one group of approximately 300 certified to the Secretary for discharge because of communism. He actually only discharged approximately 80. I understand that this was done after lengthy consultation with the now-convicted traitor, Alger Hiss. I would suggest, therefore, Mr. President, that you simply pick up your phone and ask Mr. Acheson how many of those whom your board had labeled as dangerous Communists he failed to discharge. The day the House Un-American Activities Committee exposed Alger Hiss as an important link in an international Communist spy ring you signed an order forbidding the State Department's giving any information in regard to the disloyalty or the communistic connections of anyone in that Department to the Congress.

Despite this State Department black-out, we have been able to compile a list of 57 Communists in the State Department. This list is available to you but you can get a much longer list by ordering Secretary Acheson to give you a list of those whom your own board listed as being disloyal and who are still working in the State Department. I believe the following is the minimum which can be expected of you in this case.

1. That you demand that Acheson give you and the proper congressional committee the names and a complete report on all of those who were placed in the Department by Alger Hiss, and all of those still working in the State Department who were listed by your board as bad security risks because of their communistic connections.
2. That you promptly revoke the order in which you provided under no circumstances could a congressional committee obtain any information or help in exposing Communists.

Failure on your part will label the Democratic Party of being the bedfellow of international communism. Certainly this label is not deserved by the hundreds of thousands of loyal American Democrats throughout the Nation, and by the sizable number of able loyal Democrats in both the Senate and the House.

Source: U.S. Senate, State Department Loyalty Investigation Committee on Foreign Relations, 81st Congress; Joseph McCarthy to President Harry Truman February 11, 1950, Congressional Record, 81st Congress

Answer the following questions on a separate sheet of paper:

1. What are some differences between McCarthy's "West Virginia Speech" and his "letter to President Truman"? What are some similarities?
2. What evidence of Truman's own actions does McCarthy present to Truman that the State Department must have communists?
3. How do you think McCarthy knows that there are communists in the State Department if he doesn't have access to the records?
4. Do you believe McCarthy's two demands are reasonable?
5. What might be a problem with his requests?
6. What does McCarthy imply in the last paragraph? What is dangerous about that type of rhetoric?

Joe McCarthy: Should He Stay or Should He Go?

You're part of a special interest group that either supports or opposes the 1954 reelection of Senator Joseph McCarthy. Using the information provided in class and information you've obtained through additional research, it is your job to convince the voters of Wisconsin to either reelect or defeat Senator McCarthy through a television commercial. In addition, you must create a poster supporting your views that will run in newspapers across the state.

Steps for Completion:

1. **ROLES:** Each person should assume a group roll. (Note that all group members should still participate in each step, whether you are in charge of that step or not.)
 - **Artistic Director** – Keeps the group on task throughout the entire process and ensures everyone is contributing to all aspects of the assignment; ensures all requirements for both the commercial and poster are met; manages the time; communicates with teacher when necessary; makes sure that all group members participate in the final commercial, which should be practiced from start to finish at least twice before the final performance
 - **Researcher** – Leads the group throughout researching additional information for the commercial and poster; ensures each student stays on track while researching and that each student keeps track of sources; researcher can continue to research if needed while the rest of the group begins brainstorming the commercial; responsible for providing a final list of sources to the teacher
 - **Screen Writer** – Leads the group through brainstorming, drafting, and finalizing a script for the campaign commercial; responsible for writing out and turning in the final script.
 - **Artist** – Leads the group through brainstorming, drafting, and finalizing a campaign poster; responsible for providing the final poster to the teacher

2. **RESEARCH:** Under the direction of the Researcher, all group members should begin by conducting additional research on McCarthy and your assigned group's ideals and views regarding McCarthy.

3. **BRAINSTORM and CREATE a TV ADVERTISEMENT:** As your research comes to a close, the screen writer will lead the group in beginning to think about ideas for your commercial, based on what you now know about your special interest group, their views on McCarthy, and McCarthy himself. Note the following **Television Advertisement Requirements:**
 - The ad must be between one and two minutes.
 - Your ad should introduce the spokesperson of the group. (e.g. "I'm Joseph McCarthy, Republican Senator from Wisconsin).
 - Your ad should include 3 specific reasons to support or oppose (depending on who your assigned special interest group is) McCarthy's reelection. Include sources, for example, "According to the New York Times, Joseph McCarthy did this and that..." (As noted above, your group must use your additional research and cannot rely solely on your handout for information. Remember to cite your sources.)
 - Make sure your ad answers the question, "*What American values are being destroyed/defended by Joseph McCarthy?*"
 - The ad should be acted out in front of the class with everyone in the group participating.
 - Additional credit will be awarded for the groups that create props, scenery, costumes, etc.

4. **BRAINSTORM and CREATE a POSTER:** In addition to your television ad, the Artist will also lead your group through brainstorming and designing a complementary poster advertisement. Note the following **Poster Advertisement Requirements:**
 - Poster should be colorful and eye catching.
 - Should illustrate one or two reasons to support or oppose McCarthy's reelection.
 - Final poster should include text and art work.
 - Answers the question, "*What American values are being destroyed/defended by Joseph McCarthy?*"

Optional Rubrics for Grading

POSTER RUBRIC

CATEGORY	4	3	2	1
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Sources	Your group researched three additional sources	Your group researched two additional sources	Your group researched one additional source	Your group researched no additional sources

TV AD RUBRIC:

CATEGORY	4	3	2	1
Time-Limit	Presentation is 1- 2 minutes long.	Presentation is 15 seconds over/under the allotted time.	Presentation is 30 seconds over/under the allotted time.	Presentation is presentation is greater/less than 30 seconds over/under allotted time.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Sources	Your group researched three additional sources	Your group researched two additional sources	Your group researched one additional source	Your group researched no additional sources
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.



Your group represents a group of Republican Senators – the Republican Seven – that OPPOSES the reelection of Senator Joseph McCarthy on the grounds that his methods for finding communists are harmful and excessive. The following excerpts from a speech given by Senator Margaret Chase Smith – “Declaration of Conscience” highlight your group’s views. Be sure to conduct additional research to defend your position.

[...] I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism— The right to criticize; The right to hold unpopular beliefs; The right to protest; The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn’t? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as “Communists” or “Fascists” by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases, such as the Amerasia case, the Hiss case, the Coplon case, the Gold case, to cause Nation-wide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

As a Republican, I say to my colleagues on this side of the aisle that the Republican Party faces a challenge today that is not unlike the challenge that it faced back in Lincoln’s day. The Republican Party so successfully met that challenge that it emerged from the Civil War as the champion of a united nation—in addition to being a party that unrelentingly fought loose spending and loose programs.

Today our country is being psychologically divided by the confusion and the suspicions that are bred in the United States Senate to spread like cancerous tentacles of “know nothing, suspect everything” attitudes. Today we have a Democratic administration that has developed a mania for loose spending and loose programs. History is repeating itself—and the Republican Party again has the opportunity to emerge as the champion of unity and prudence.

The record of the present Democratic administration has provided us with sufficient campaign issues without the necessity of resorting to political smears. America is rapidly losing its position as leader of the world simply because the Democratic administration has pitifully failed to provide effective leadership.

The Democratic administration has completely confused the American people by its daily contradictory grave warnings and optimistic assurances—that show the people that our Democratic administration has no idea of where it is going.

The Democratic administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country. Surely it is clear that this nation will continue to suffer as long as it is governed by the present ineffective Democratic administration.

Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this Nation. The Nation sorely needs a Republican victory. But I don’t want to see the Republican Party ride to political victory on the four horsemen of calumny—fear, ignorance, bigotry and smear.

I doubt if the Republican Party could—simply because I don’t believe the American people will uphold any political party that puts political exploitation above national interest. Surely we Republicans aren’t that desperate for victory.

I don’t want to see the Republican Party win that way. While it might be a fleeting victory for the Republican Party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican Party and the two-party system that has protected our American liberties from the dictatorship of a one-party system.

As members of the minority party, we do not have the primary authority to formulate the policy of our Government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in Senate debate—and I use the word “debate” advisedly.

As a United States Senator, I am not proud of the way in which the Senate has been made a publicity platform for irresponsible sensationalism. I am not proud of the reckless abandon in which unproved charges have been hurled from this side of the aisle. I am not proud of the obviously staged, undignified countercharges that have been attempted in retaliation from the other side of the aisle.

I don’t like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of “confuse, divide and conquer.” As an American, I don’t want a Democratic administration “whitewash” or “cover-up” any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican “Fascist” just as much as I condemn a Democrat “Communist.” I condemn a Democrat “Fascist” just as much as I condemn a Republican “Communist.” They are equally dangerous to you and me and to our country. As an American, I want to see our Nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts I have drafted what I call a Declaration of Conscience. I am gratified that Senator Tobey, Senator Aiken, Senator Morse, Senator Ives, Senator Thyne and Senator Hendrickson, have concurred in that declaration and have authorized me to announce their concurrence.

Statement of Seven Republican Senators

1. We are Republicans. But we are Americans first. It is as Americans that we express our concern with the growing confusion that threatens the security and stability of our country. Democrats and Republicans alike have contributed to that confusion.
2. The Democratic administration has initially created the confusion by its lack of effective leadership, by its contradictory grave warnings and optimistic assurances, by its complacency to the threat of communism here at home, by its over sensitiveness to rightful criticism, by its petty bitterness against its critics.
3. Certain elements of the Republican Party have materially added to this confusion in the hopes of riding the Republican party to victory through the selfish political exploitation of fear, bigotry, ignorance, and intolerance. There are enough mistakes of the Democrats for Republicans to criticize constructively without resorting to political smears.
4. To this extent, Democrats and Republicans alike have unwittingly, but undeniably, played directly into the Communist design of “confuse, divide and conquer.”
5. It is high time that we stopped thinking politically as Republicans and Democrats about elections and started thinking patriotically as Americans about national security based on individual freedom. It is high time that we all stopped being tools and victims of totalitarian techniques—techniques that, if continued here unchecked, will surely end what we have come to cherish as the American way of life.

Source: <http://historymatters.gmu.edu/d/6459>



Your group represents a group of media members – from newspapers, television, and radio – that **OPPOSES** the reelection of Senator Joseph McCarthy on the grounds that his methods for finding communists are harmful and excessive.

Edward R. Murrow was a radio and television journalist who took a stand against Joseph McCarthy using his CBS News program “See It Now”. McCarthy issued attacks against Murrow calling him the “leader of the jackal pack” and he accused Murrow of communist connections. Murrow has come to represent a major voice of opposition to Senator Joe McCarthy.

Use the editorial from *Collier’s Magazine – McCarthy Cries Again* - the Murrow quote, and the Herb Block cartoon to highlight your group’s views and concerns.

McCarthy Cries Again

A couple of years ago Senator Joe McCarthy buckled on his armor and, like a twentieth-century Don Quixote, set out to slay the dragon of American Communism singlehanded. His intentions seemed noble as those of the good knight. But also like the good knight, who attacked a procession of monks and a flock of sheep under the impression that they were brigands and ogres, he got a little confused about the targets of his sallies.

Thus it has come to pass, as his crusade continues, that anyone who takes issue with him assumes the look of the Red dragon itself. Disagreement becomes lies or crookedness. An adverse editorial comment is automatically a “left-wing smear.” And the senator charges treason against a countryman as recklessly as Don Quixote charged the windmill.

Mr. McCarthy has had a busy time of it, because there are a great many people who approve the purpose of his crusade, but object strongly to his methods. There are many publications which feel the same way. One of them is *Collier’s*. Another is *Time*. And we at *Collier’s* feel just a little discriminated against because, so far, the senator has ignored us while singling out *Time* and accusing it of “twisting and distorting the facts about my (McCarthy’s) fight to expose and remove Communists from government.”

This charge apparently grew out of a *Time* cover story on Senator McCarthy. The senator had earlier attacked it as a “vicious and malicious lie.” But recently he employed a new tactic which was definitely not cricket.

Backed by the prestige of his office, he sent a letter to “practically all *Time* advertisers,” according to his own statement, which, while it did not come right out and ask them to take their business elsewhere, suggested that they were doing their country a disservice by their continued support of the magazine.

Since some of these advertisers were “not aware of the facts,” the letter stated, they were “unknowingly helping to pollute and poison the waterholes of information.” Still swimming along in his aquatic metaphor, the senator said that “it is much more important to expose a liar, a crook or a traitor who is able to poison the streams of information flowing into a vast number of American homes than to expose an equally vicious crook, liar or traitor who has no magazine or newspaper outlet for his poison.”

The source of the senator’s “facts” was an article from the *American Mercury* and a reprint from the *Congressional Record*. On the basis of these, the gentleman who complains about distortions and smears virtually accused *Time’s* editors of dishonesty and treason in so many words.

Naturally Mr. McCarthy anticipated some criticism. “I realize,” he said, “that bringing these facts to the attention of *Time’s* advertisers will cause some of the unthinking to shout that this is endangering ‘freedom of the press.’” But, he added, “To allow a liar to hide behind the cry ‘You are endangering freedom of the press’ is not only ridiculous, it is dangerous.”

To this we can only answer that when a man hides behind the cry “You are a liar” before anyone has accused him of endangering freedom of the press, he must be feeling rather insecure. And when he tries to intimidate a critical publication by seeking to alienate its chief sources of revenue, he is something less than courageous.

Senator McCarthy has set himself up as the final authority on loyalty and Americanism. He insists that his accusations are not to be doubted, and his judgment is not to be questioned. Yet, a few weeks after he wrote his letter to *Time’s* advertisers, he testified in Syracuse, New York that the *Washington Post* and the *New York (Communist) Daily Worker* “parallel each

other quite closely in editorials.” And when he was asked whether he would consider the Christian Science Monitor a “left-wing smear paper,” he replied, “I can’t answer yes or no.”

Those are the statements of a man who is either woefully unperceptive or wholly irresponsible. And when such a man asks that his wild-swinging attacks be accepted without question, he is, to borrow his own words, not only ridiculous but dangerous.

We are not concerned that, on the basis of this editorial, the senator may now add us to his company of “left-wing smearers,” or that he may also warn our advertisers of the danger of supporting another publication which pollutes the waterholes of information. What does concern us is the real danger of Communist infiltration in government, and the fact that this danger is too serious to be obscured and clouded by Senator McCarthy’s eccentricities, exaggerations and absurdities.

Source: <http://historymatters.gmu.edu/d/6453>

Murrow Quote

"We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason, if we dig deep in our history and our doctrine, and remember that we are not descended from fearful men--not from men who feared to write, to speak, to associate and to defend causes that were, for the moment, unpopular."

Source: http://en.wikiquote.org/wiki/Edward_R._Murrow

Herb Block Cartoon



Source: <http://goodcomics.comicbookresources.com/2008/10/06/stars-of-political-cartooning-herb-block/>



Hollywood Against Communists (HAC) Represented by Ronald Reagan



Your group represents a group of Hollywood actors, studio executives, producers, and directors that SUPPORT the reelection of Senator Joseph McCarthy on the grounds that fighting communism at home is the most important domestic issue facing American's today.

Ronald Reagan was a Hollywood actor and president of the Screen Actors Guild during the HUAC investigations of Hollywood in the late 1940's (this predates the rise of Joseph McCarthy). He was a committed anti-Communist, and he cooperated with HUAC in commenting on the alleged activities of communists in Hollywood and the Screen Actors Guild.

The HUAC investigations into Hollywood were highly publicized and well known. Include some background information about the investigations, "blacklist", and the "Hollywood Ten" in your commercial supporting Joe McCarthy.

Hollywood vs. HUAC

The best known HUAC hearings targeted the movie industry in 1947. The HUAC investigations uncovered people who were, or had been, communists during the 30's and 40's. A group of writers, directors and producers refused to answer questions, asserting their Fifth Amendment rights against self incrimination. They became known as the "Hollywood Ten" and after the hearings they were cited for contempt of Congress and were tried, convicted, and sent to prison. Movie executives circulated a **blacklist** of entertainers who should not be hired for suspected communist sympathies.

Source: United States History. Boston, MA: Prentice Hall, 2009. 736-43. Print.

Excerpt of Ronald Reagan's HUAC Testimony:

STRIPLING: Were you ever solicited to sponsor the Joint Anti-Fascist Refugee Committee?

REAGAN: No, sir, I was never solicited to do that, but I found myself misled into being a sponsor on another occasion for a function that was held under the auspices of the Joint Anti-Fascist Refugee Committee.

STRIPLING: Did you knowingly give your name as a sponsor?

REAGAN: Not knowingly. Could I explain what that occasion was?

STRIPLING: Yes sir.

REAGAN: I was called several weeks ago. There happened to be a financial drive on to raise money to build a badly needed hospital called the All Nations Hospital. I think the purpose of the building is so obvious by the title that it has the support of most of the people of Los Angeles. Certainly of most of the doctors. Some time ago I was called to the telephone. A woman introduced herself by name. I didn't make any particular note of her name, and I couldn't give it now. She told me that there would be a recital held at which Paul Robeson would sing, and she said that all the money for the tickets would go to the hospital, and asked if she could use my name as one of the sponsors. I hesitated for a moment, because I don't think that Mr. Robeson's and my political views coincide at all; and then I thought I was being a little stupid because, I thought, here is an occasion where Mr. Robeson is perhaps appearing as an artist, and certainly the object, raising money, is above any political consideration: it is a hospital supported by everyone. I have contributed money myself. So I felt a little bit as if I had been stuffy for a minute, and I said, "Certainly, you can use my name." I left town for a couple of weeks and, when I returned, I was handed a newspaper story that said that this recital was held at the Shrine Auditorium in Los Angeles under the auspices of the Joint Anti-Fascist Refugee Committee. The principal speaker was Emil Lustig, Robert Burman took up a collection, and the remnants of the Abraham Lincoln Brigade were paraded on the platform. I did not, in the newspaper story, see one word about the hospital. I called the newspaper and said I am not accustomed to writing to editors but would like to explain my position, and he laughed and said, "You needn't bother, you are about the 50th person who had also been listed as sponsors of that affair."

STRIPLING: Would you say from your observation that that is typical of the tactics of the communists, to solicit and use the names of prominent people to either raise money or gain support?

REAGAN: I think it is in keeping with their tactics, yes sir.

STRIPLING: Do you think there is anything democratic about those tactics?

REAGAN: I do not, sir.

STRIPLING: Mr. Reagan, what is your feeling about what steps should be taken to rid the motion picture industry of any communist influences?

REAGAN: Well, sir, 99 percent of us are pretty well aware of what is going on, and I think, within the bounds of our democratic rights and never once stepping over the rights given us by democracy, we have done a pretty good job in our business of keeping those people's activities curtailed. After all, we must recognize them at present as a political party. On that basis we have exposed their lies when we came across them, we have opposed their propaganda, and I can certainly testify that in the case of the Screen Actors Guild we have been eminently successful in preventing them from, with their usual tactics, trying to run a majority of an organization with a well organized minority. In opposing those people, the best thing to do is make democracy work. In the Screen Actors Guild we make it work by insuring everyone a vote and by keeping everyone informed. I believe that, as Thomas Jefferson put it, if all the American people know all of the facts they will never make a mistake. Whether the party should be outlawed, that is a matter for the government to decide. As a citizen, I would hesitate to see any political party outlawed on the basis of its political ideology. However, if it is proven that an organization is an agent of foreign power, or in any way not a legitimate political party -- and I think the government is capable of proving that -- then that is another matter. I happen to be very proud of the industry in which I work; I happen to be very proud of the way in which we conducted the fight. I do not believe the communists have ever at any time been able to use the motion picture screen as a sounding board for their philosophy or ideology.

CHAIRMAN: There is one thing that you said that interested me very much. That was the quotation from Jefferson. That is why this committee was created by the House of Representatives: to acquaint the American people with the facts. Once the American people are acquainted with the facts there is no question but what the American people will do the kind of job that they want done: that is, to make America just as pure as we can possibly make it. We want to thank you very much for coming here today.

REAGAN: Sir, I detest, I abhor their philosophy, but I detest more than that their tactics, which are those of the fifth column, and are dishonest, but at the same time I never as a citizen want to see our country become urged, by either fear or resentment of this group, that we ever compromise with any of our democratic principles through that fear or resentment. I still think that democracy can do it.

Source: <http://www.twcnet.edu/cschutz/history-page/Consensus/Reagan-huac-testimony.html>



Soldiers Against McCarthy Represented by Joseph Welch



Your group represents a group of US soldiers who OPPOSE Joseph McCarthy's reelection on the grounds that his methods for finding communists are reckless and un-American.

You are represented by Chief Counsel for the Army, Joseph Welch, who defended the army from McCarthy's charges. You are famous for your contentious exchange with McCarthy on live television during the Army-McCarthy hearings.

Include some background information regarding the Army-McCarthy hearings and the exchange between Welch and McCarthy in your campaign commercial.

Background information regarding the Army-McCarthy hearings:

The Senate Permanent Subcommittee on Investigations decided to hold hearings that became known as the Army-McCarthy hearings, televised from the Senate Caucus Room. McCarthy relinquished his chairmanship position to Republican Karl Mundt from South Dakota so that the hearings could commence. Both sides of that dispute aired on national television between April 22 and June 17, 1954, for 188 hours of broadcast time in front of 22 million viewers. McCarthy's frequent interruptions of the proceedings and his calls of "point of order" made him the object of ridicule, and his approval ratings in public opinion polls continued a sharp decline.

On June 9, the hearings reached their moment of greatest drama, when McCarthy attacked a young legal aide of Joseph Nye Welch (Army Chief Counsel). The aide, Fred Fisher, had once worked for the National Lawyers Guild (an organization with communist ties) and Welch had advised him to stay away from the hearings for his own good. Even though the man was not present, McCarthy impugned his character. Welch's reply became famous: "Until this moment, senator, I think I never gauged your cruelty or recklessness Have you no sense of decency, sir, at long last? Have you left no sense of decency?" When McCarthy attempted to respond, Welch cut him off demanding that the chairman call the next witness. Hesitating for a moment, the silent gallery broke into applause. McCarthy was stunned. The hearings drew to an inconclusive finish shortly afterwards.

Televised coverage of the hearings exposed McCarthy's obnoxious demeanor did much to ruin his reputation. His nasally "point of order" phrase became a national cliché and members of the subcommittee became household names and faces.

Sources: <http://www.u-s-history.com/pages/h1769.html>; *United States History*. Boston, MA: Prentice Hall, 2009. 736-43. Print.

Excerpt of a famous exchange between Mr. McCarthy and Mr. Welch during the Army-McCarthy hearings:

On June 9, 1954, the 30th day of the hearings, McCarthy accused Fred Fisher, one of the junior attorneys at Welch's firm, of association (while in law school) with the National Lawyers Guild (NLG), a group that some felt had communist ties. Welch wrote off Fisher's association with the NLG as a youthful indiscretion and went after McCarthy for dragging the young man's name before a nationwide television audience with no prior warning or previous agreement to do so:

"Until this moment, Senator, I think I have never really gauged your cruelty or your recklessness. Fred Fisher is a young man who went to the Harvard Law School and came into my firm and is starting what looks to be a brilliant career with us. Little did I dream you could be so reckless and so cruel as to do an injury to that lad. It is true that he will continue to be with Hale and Dorr. It is, I regret to say, equally true that I fear he shall always bear a scar needlessly inflicted by you. If it were in my power to forgive you for your reckless cruelty I would do so. I like to think that I am a gentle man but your forgiveness will have to come from someone other than me."

When McCarthy tried to go on the attack once more, Welch stepped in again and famously rebuked:

Senator, may we not drop this? We know he belonged to the Lawyers Guild. Let us not assassinate this lad further, Senator. You've done enough. Have you no sense of decency, sir? At long last, have you left no sense of decency?

McCarthy tried to ask Welch another question about Fisher, and Welch cut him off:

Mr. McCarthy, I will not discuss this further with you. You have sat within six feet of me and could ask - could have asked me about Fred Fisher. You have seen fit to bring it out. And if there is a God in Heaven it will do neither you nor your cause any good. I will not discuss it further. I will not ask Mr. Cohn any more questions. You, Mr. Chairman, may, if you will, call the next witness.

	<u>Favorable</u>	<u>No Opinion</u>	<u>Unfavorable</u>	<u>Net Favorable</u>
1954 January	50	21	29	+21
1954 March	46	18	36	+10
1954 April	38	16	46	-8
1954 May	35	16	49	-14
1954 June	34	21	45	-11
1954 August	36	13	51	-15
1954 November	35	19	46	-11

Sources: http://en.wikipedia.org/wiki/Joseph_Welch

Polsby, Nelson W. (October 1962). "Towards an Explanation of McCarthyism". *Political Studies* 8: 252.



Campaign for the Reelection of Joseph McCarthy Represented by Senator Joseph McCarthy



Your group represents a group of American's that SUPPORT Joseph McCarthy's reelection on the grounds that exposing communist infiltration of the government is more important than protecting individual rights.

You are represented by Senator Joseph McCarthy.

Include some biographical information and excerpts from the primary sources from the previous activity in your campaign commercial:

Short Biography of Joseph McCarthy

Joseph Raymond McCarthy (November 14, 1908 – May 2, 1957) was an American politician who served as a Republican U.S. Senator from the state of Wisconsin from 1947 until his death in 1957. Beginning in 1950, McCarthy became the most visible public face of a period in which Cold War tensions fueled fears of widespread Communist subversion. He was noted for making claims that there were large numbers of Communists and Soviet spies and sympathizers inside the United States federal government and elsewhere. Ultimately, McCarthy's tactics and his inability to substantiate his claims led him to be censured by the United States Senate.

The term *McCarthyism*, coined in 1950 in reference to McCarthy's practices, was soon applied to similar anti-communist activities. Today the term is used more generally to describe demagogic, reckless, and unsubstantiated accusations, as well as public attacks on the character or patriotism of political opponents.

Born and raised on a Wisconsin farm, McCarthy earned a law degree at Marquette University in 1935 and was elected as a circuit judge in 1939, the youngest in state history. At age 33, McCarthy volunteered for the United States Marine Corps and served during World War II. He successfully ran for the United States Senate in 1946, defeating Robert M. La Follette, Jr. After several largely undistinguished years in the Senate, McCarthy rose suddenly to national fame in February 1950 when he asserted in a speech that he had a list of "members of the Communist Party and members of a spy ring" who were employed in the State Department. McCarthy was never able to prove his sensational charge.

In succeeding years, McCarthy made additional accusations of Communist infiltration into the State Department, the administration of President Truman, Voice of America, and the United States Army. He also used charges of communism, communist sympathies, or disloyalty to attack a number of politicians and other individuals inside and outside of government. With the highly publicized Army–McCarthy hearings of 1954, McCarthy's support and popularity began to fade.

Sources: http://en.wikipedia.org/wiki/Joseph_McCarthy; *United States History*. Boston, MA: Prentice Hall, 2009. 736-43. Print.

The Communist movement in the United States . . . stands for the destruction of our American form of government; it stands for the destruction of American democracy; it stands for the destruction of free enterprise; and it stands for the creation of a "Soviet of the United States" and ultimate world revolution. . . .

I would have no fears if more Americans possessed the zeal, the fervor, the persistence, and the industry to learn about this menace of Red fascism. I do fear for the liberal and progressive who has been hoodwinked and duped into joining hands with the Communists. I confess to a real apprehension so long as Communists are able to secure ministers of the gospel to promote their evil work and espouse a cause that is alien to the religion of Christ and Judaism. I do fear so long as school boards and parents tolerate conditions whereby Communists and fellow travelers, under the guise of academic freedom, can teach our youth a way of life that eventually will destroy the sanctity of the home, that undermine[s] faith in God, that causes them to scorn respect for constituted authority and our revered Constitution.

I do fear so long as American labor groups are infiltrated, dominated, or saturated with the virus of communism. I do fear the palliation and weasel-worded gestures against communism indulged in by some of our labor leaders who should know better but who have become pawns in the hands of sinister but astute manipulations for the Communist cause.

I fear for ignorance on the part of all our people who may take the poisonous pills of Communist propaganda. . . .

The Communists have been, still are, and always will be a menace

³ Ellen Schrecker, *The Age of McCarthyism: A Brief History with Documents* (Boston: Bedford Books, 1994), 114, 119-20.

to freedom, to democratic ideals, to the worship of God, and to America's way of life.

I feel that once public opinion is thoroughly aroused as it is today, the fight against communism is well on its way. Victory will be assured once Communists are identified and exposed, because the public will take the first step of quarantining them so they can do no harm. Communism, in reality, is not a political party. It is a way of life – an evil and malignant way of life. It reveals a condition akin to disease that spreads like an epidemic and like an epidemic a quarantine is necessary to keep it from infecting the nation.

Source: Schrecker, Ellen. *The Age of McCarthyism: A Brief History with Documents* (Boston: Bedford Books, 1994), 114, 119 – 20)

Name _____

Joe McCarthy: Should He Stay or Should He Go? Notes Sheet

Group Name	Three Things You Learned from The Campaign Commercial
Campaign for the Reelection of Senator Joseph McCarthy	
Soldiers Against McCarthy	
Hollywood Against Communism	
Concerned Media Members	
Republican Seven	