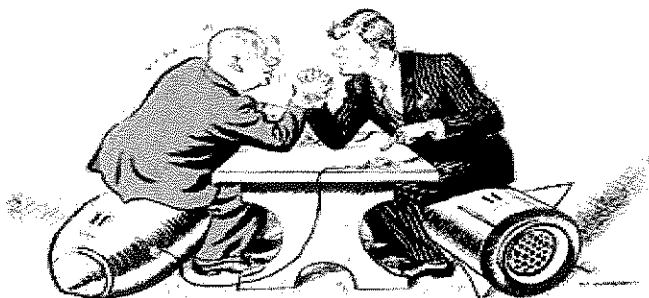
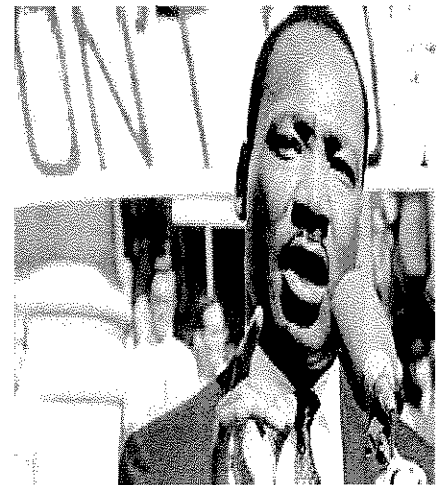


TMCC 102
DUAL CREDIT UNIT 3
CHAPTERS 25,26,27,28,29 & 30

NAME _____

PERIOD _____



TMCC 102 UNIT 3 - ESSENTIAL QUESTIONS

Textbook Chapters	Maps & documents
Chapter 25- Cold War America 1945-1963 Chapter 26- Triumph of the Middle Class Chapter 27- Civil Rights Era Chapter 28- Uncivil War Chapter 29- ERA Limitations Chapter 30- Conservative Resurgence	1. The Marshall Plan, 1947 2. Letter from the Birmingham Jail, Martin Luther King, Jr.

Essential Questions: Think about these questions **before**, **during**, and **after** the reading. They are very general; there is no specifically correct answer. If you understand their complexity and feel confident in using information from the text and the supplementary reading in answering these questions, you should understand the major themes from this period.

1. What perceptions or misperceptions at the end of World War 2 created the Cold War?
2. To what extent does the "domino effect" explain America's actions in Asia since the end of World War 2? Is this an example of the Truman Doctrine and of NSC-68? How?
3. Why did America emerge into the post-World War 2 era as a "super" power?
4. Compare and contrast the Red Scare at the end of World War 1 and the McCarthyism at the end of World War 2.
5. Even though American society changed radically for most groups in the post-World War 2 period, many groups were left out of these changes. Which groups and why were they bypassed?
6. To what extent and in what ways did the "domino theory" accurately account for American foreign policy in the immediate post-World War 2 period?
7. Describe containment and the bipolar vision of the world that dominated American foreign policy from 1945 through at least the 1960s. How did this view come to replace the "One World" ideal? How realistic a view of world political realities was the bipolar concept of "free world" and communist bloc?
8. Discuss the factors which contributed to the landmark Civil Rights Acts of 1964 and 1965. How and why did the civil rights movement change from 1965 to 1968?
9. In the light of what he hoped to accomplish, who was the most effective president—Kennedy or Johnson?
10. The domestic programs of Kennedy and Johnson shared two fundamental goals: Maintaining the strength of the American economy and expanding the responsibilities of the federal government for the general social welfare. Discuss how and how well these goals were accomplished.
11. Discuss the factors which led President Johnson to expand America's commitment in Vietnam into a full-scale war. Analyze the conditions and constraints which made Vietnam a "quagmire" for American forces and policies.
12. What forces have been at work since 1945 to make Americans more homogeneous in taste, thought, and life style? What have been the forces for diversity and change in those areas?

Suggestions for required and extra work outside readings:

1. *Lies My Teacher Told Me*, chapters 9 through the end of the book.
2. *The Complete Idiot's Guide to American History*, Part 7 & Part 8.
3. *Grand Expectations: The United States, 1945-1974*, James T. Patterson.
4. *The Autobiography of Malcolm X*, Alex Haley.
5. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*, Juan Williams.
6. *All The President's Men*, Bob Woodward and Carl Bernstein.

DUAL CREDIT 102 - UNIT 3

WORD WALL

TERM	DEFINITION OF TERM FOR THIS ERA
Yalta Conference	
United Nations	
Potsdam Conference	
Containment	
Truman Doctrine	
Marshall Plan	
North Atlantic Treaty Organization (NATO)	
Warsaw Pact	
Taft-Hartley Act	
House Un-American Activities Committee (HUAC)	
Domino Theory	
Eisenhower Doctrine	
Bay Of Pigs	
Cuban Missile Crisis	
International Monetary Fund (IMF)	
Sputnik	

National Defense Education Act	
Collective Bargaining	
Beats	
Baby boom	
Shelly v. Kraemer	
Kerner Commission	
Congress of Racial Equality (CORE)	
Jim Crow	
American GI Forum	
Brown v. Board of Education of Topeka	
Montgomery Bus Boycott	
Southern Christian Leadership Conference (SCLC)	
Student Nonviolent	

Coordinating Committee (SNCC)	
March on Washington	
Civil Rights Act of 1964	
Mississippi Freedom Democratic Party	
Voting Rights of 1965	
Black nationalism	
Nation of Islam	
Black Panther Party	
United Farm Workers (UFW)	
American Indian Movement (AIM)	
Great Society	
Economic Opportunity Act	
Medicare	
Medicaid	
The Feminine Mystique	
Gulf of Tonkin Resolution	

Operation Rolling Thunder	
New Left	
Counterculture	
Tet Offensive	
1968 Democratic Nation Convention	
Title IX	
Silent Majority	
Vietnamization	
My Lai	
Détente	
Warren Court	
<i>The Conscience of a Conservative</i>	
Hostage Crisis	
Reagan Coalition	
Moral Majority	
Regan Democrats	

Supply-Side Economics	
Economic Recovery Tax Act	
National Debt	
Deregulation	
HIV/AIDS	
Iran-Contra affair	
<i>Glasnost</i>	
Persian Gulf War	

DUAL CREDIT – UNIT 3

KEY INDIVIDUALS

Individual	Important Contributions to the Unit
Joseph Stalin	
George F Kennen	
Joseph McCarthy	
Nikita Khrustchev	
John Kennedy	
Ho Chi Minh	
Dwight D. Eisenhower	
Miles Davis	
Billy Graham	
Dr. Bemjamin Spock	
Cesar Chavez	
Thurgood Marshall	
Rosa Parks	

Martin Luther King Jr.	
Malcolm X	
Stokely Carmichael	
Lyndon B. Johnson	
Barry Goldwater	
Betty Friedan	
Ngo Dinh Diem	
Robert Kennedy	
Richard M. Nixon	
George C Wallace	
Henry Kissinger	
Gerald Ford	
Jimmy Ford	
Phyllis Schlafly	
Harvey Milk	
Billy Graham	

MORE UNIT 3
KEY INDIVIDUALS

Individual	Important Contributions to the Unit
Barry Goldwater	
Ronald Reagan	
William E. Buckley	
Sandra Day O'Connor	
Mikhail Gorbachev	
George H. W. Bush	
Osama bin Laden	
Bill Clinton	

DOCUMENT 19.1 | HARRY S. TRUMAN, On Atomic Technology

1945

When Harry S. Truman (1884–1972) became president after Franklin Delano Roosevelt's death in 1945, it fell to him to bring to fruition the United States' nuclear weapons program. In this speech, which Truman gave after meeting with Joseph Stalin, leader of the Soviet Union, and Clement Attlee, prime minister of Great Britain, at an Allied conference in Potsdam, Germany, the president revealed the existence of the atomic bomb to the American people.

... We now have two great plants and many lesser works devoted to the production of atomic power. Employment during peak construction numbered 125,000 and over 65,000 individuals are even now engaged in operating the plants. Many have worked there for two and a half years. Few know what they have been producing. They see great quantities of material going in and they see nothing coming out of these plants, for the physical size of the explosive charge is exceedingly small. We have spent two billion dollars on the greatest scientific gamble in history—and won.

But the greatest marvel is not the size of the enterprise, its secrecy, nor its cost, but the achievement of scientific brains in putting together infinitely complex pieces of knowledge held by many men in different fields of science into a workable plan. And hardly less marvelous has been the capacity of industry to design and of labor to operate, the machines and methods to do things never done before so that the brainchild of many minds came forth in physical shape and performed as it was supposed to do. Both science and industry worked under the direction of the United States Army, which achieved a unique success in managing so diverse a problem in the advancement of knowledge in an amazingly short time. It is doubtful if such another combination could be got together in the world. What has been done is the greatest achievement of organized science in history. It was done under high pressure and without failure.

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will

follow sea and land forces in such number and power as they have not yet seen and with the fighting skill of which they are already well aware. . . .

The fact that we can release atomic energy ushers in a new era in man's understanding of nature's forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a basis to compete with them commercially. Before that comes there must be a long period of intensive research. It has never been the habit of the scientists of this country or the policy of this government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under present circumstances it is not intended to divulge the technical processes of production or all the military applications, pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.

Harry S. Truman Library and Museum, www.trumanlibrary.org/publicpapers/index.php?pid=100&st=atomic&st1=bomb.

PRACTICING Historical Thinking

Identify: Identify three or four significant reasons that Truman provides for praising atomic weaponry.

Analyze: Do these reasons primarily pursue progress in the name of peace and technology, or something else? Explain.

Evaluate: To what extent does the "unique success" that Truman describes represent a continuation of the ways that American technology paved the way for economic and political power?

George Kennan (1904–2005) was an American diplomat who was based in Moscow when he wrote his famous long telegram to the US State Department to persuade Washington policy makers to take a more cautious policy toward the Soviet Union (USSR).

(1) Our first step must be to apprehend, and recognize for what it is, the nature of the movement with which we are dealing. We must study it with same courage, detachment, objectivity, and same determination not to be emotionally provoked or unseated by it, with which doctor studies unruly and unreasonable individual.

(2) We must see that our public is educated to realities of Russian situation. I cannot over-emphasize importance of this. Press cannot do this alone. It must be done mainly by Government, which is necessarily more experienced and better informed

on practical problems involved. In this we need not be deterred by [ugliness?] of picture. I am convinced that there would be far less hysterical anti-Sovietism in our country today if realities of this situation were better understood by our people. There is nothing as dangerous or as terrifying as the unknown. It may also be argued that to reveal more information on our difficulties with Russia would reflect unfavorably on Russian-American relations. I feel that if there is any real risk here involved, it is one which we should have courage to face, and sooner the better. But I cannot see what we would be risking. Our stake in this country, even coming on heels of tremendous demonstrations of our friendship for Russian people, is remarkably small. We have here no investments to guard, no actual trade to lose, virtually no citizens to protect, few cultural contacts to preserve. Our only stake lies in what we hope rather than what we have; and I am convinced we have better chance of realizing those hopes if our public is enlightened and if our dealings with Russians are placed entirely on realistic and matter-of-fact basis.

(3) Much depends on health and vigor of our own society. World communism is like malignant parasite which feeds only on diseased tissue. This is point at which domestic and foreign policies meets. Every courageous and incisive measure to solve internal problems of our own society, to improve self-confidence, discipline, morale and community spirit of our own people, is a diplomatic victory over Moscow worth a thousand diplomatic notes and joint communiqués. If we cannot abandon fatalism and indifference in face of deficiencies of our own society, Moscow will profit—Moscow cannot help profiting by them in its foreign policies.

(4) We must formulate and put forward for other nations a much more positive and constructive picture of sort of world we would like to see than we have put forward in past. It is not enough to urge people to develop political processes similar to our own. Many foreign peoples, in Europe at least, are tired and frightened by experiences of past, and are less interested in abstract freedom than in security. They are seeking guidance rather than responsibilities. We should be better able than Russians to give them this. And unless we do, Russians certainly will.

(5) Finally we must have courage and self-confidence to cling to our own methods and conceptions of human society. After A1, the greatest danger that can befall us in coping with the problem of Soviet communism, is that we shall allow ourselves to become like those with whom we are coping.

Akis Kalaitzidis and Gregory W. Streich, eds., *U.S. Foreign Policy: A Documentary and Reference Guide* (Santa Barbara, CA: ABC-CLIO, 2011), 144–145.

Identify: Paraphrase Kennan's concerns about the rise of Communism, as well as his beliefs about how Americans should cultivate their values.

Analyze: Kennan states: "I feel that if there is any real risk here involved, it is one which we should have courage to face, and sooner the better. But I cannot see what we would be risking. Our stake in this country, even coming on heels of tremendous demonstrations of our friendship for Russian people, is remarkably small." Given this statement, why does Kennan feel that it is important for the US to pay attention to the Soviet Union?

Evaluate: How does Kennan's long telegram revise American isolationist policy? And is this revision primarily political or economic? Explain.

McCarthyism

Directions: Answer the following questions on the McCarthy era and the Red Scare.

1. What originally prompted Senator Joseph McCarthy to claim that he held in his hand the names of 205 known communists in the State Department?
2. Many Americans were sure that the Russians were not intelligent enough to build their own atomic bomb. Many Americans felt vindicated when Klaus Fuchs, the Rosenbergs and several others were convicted as spies. How did these events affect the Red Scare mood?
3. After the Soviets had the atomic bomb, the United States became increasingly sensitive about threats to internal security. How did this feeling pave the way for McCarthy's Red Scare?
4. Did the Red Scare violate constitutional rights of American citizens? Explain your answer.

5. List and explain the four major pieces of anticommunist legislation.
6. To what extent were these laws effective in accomplishing their objectives?
7. Explain the American public's initial faith in McCarthy.
8. Why did the Senate hold the Army-McCarthy hearings in 1954?
9. How did the hearings lead to Senator McCarthy's downfall?
10. How has the media portrayed communism since the early 1990s?

**JOHN N. WHEELER, Letter Home from
Korean War**

1950

The Korean Conflict (1950–1953) grew from the division of Korea in the aftermath of the Second World War. When communist North Korea invaded US-supported South Korea, the United States found itself compelled to apply the Truman Doctrine to Asia. Although the United States fought under a United Nations mandate, US and South Korean soldiers did most of the fighting throughout the conflict.

Can't say as I blame you, Dad, for your opinions of Mr. Truman and his administration. However, you must remember that his opinions as well as his actions represent the vast majority of the "Soft-bellied Americans" who, for the life of them, couldn't see giving up a few of the needless luxuries of life to support a military machine big enough to protect the peace and liberty that they take for granted. Only those who have visited foreign countries can realize what they mean. It would be a good lesson to the Americans if they had to fight a war on their own soil, and had to lie for a short time under the sadistic rule of this band of perverted sadists who call themselves communists. They claim that they want to help the "worker"—all they want to do is to help themselves. Mass murder, rape torture, and starvation is the rule and not the exception with them. They have proved it here as well as everywhere else. I could see nothing more fitting for a young man to do then to devote his entire life to killing everyone of them.

Andrew Carroll, ed, *War Letters: Extraordinary Correspondence from American Wars* (New York: Simon & Schuster), 2001.

PRACTICING Historical Thinking

Identify: What arguments are most prominent in this letter?

Analyze: What is the writer's tone? What words best illustrate his tone?

Evaluate: Did the American soldier represent the full American worldview in the late 1940s and early 1950s? Use classroom notes and your textbook to help you respond.

U.S. Involvement in the Korean War

Directions: In each of the following sentences, rearrange the scrambled letters to form a key word, name, or term. Write your answers in the spaces provided.



Causes of the War

- (1) In 1895, the Japanese took control of Korea and in 1910 made it part of **PNJAA** _____.
- (2) After Japan was defeated in World War II, Korea was occupied by troops of the **SVIEOT UIONN** _____ and the United States.
- (3) Soviet forces in northern Korea and American soldiers in southern Korea were separated by the 38th parallel, a latitude line that divided the country in **FLHA** _____.
- (4) The United Nations called for **LEECSNOIT** _____ to choose one government for the entire country, but the Soviets opposed the idea.
- (5) North Korea and South Korea became separate nations. Their troops sometimes clashed along the **RERODB** _____.
- (6) The United States withdrew its forces from Korea in 1949. In 1950, the Communist leaders of North Korea ordered an **NINSOVAI** _____ of South Korea.

Major Events of the War: 1950-1953

- (7) North Korea **INGORDE** _____ a United Nations demand that it pull its army out of South Korea.
- (8) President Harry S. Truman ordered American forces to South Korea. Fifteen other **UEDNIT NONASTI** _____ members also sent soldiers.
- (9) About **ENINYT** _____ percent of the UN troops were Americans.
- (10) The North Korean Army was helped by soldiers from **CHAIN** _____.
- (11) General Douglas MacArthur of the United States was named **CODEMMRAN** _____ in chief of the United Nations Command.
- (12) MacArthur directed Allied operations from his headquarters in **OKTYO** _____, Japan.
- (13) Lieutenant General Walton H. Walker became field commander of the **ELALID** _____ ground forces in Korea.
- (14) During the first months of the war, the North Korean Communists captured Seoul, the **CITAAPL** _____ of South Korea.
- (15) After U.S. and UN forces arrived in Korea, **EOSUL** _____ was recaptured.
- (16) The Allies advanced into North Korea and seized Pyongyang, the capital city, on October 19, 1950. The **MCUSOMNIST** _____ retreated farther north.
- (17) General MacArthur and the Allies were confident that the war would be over by Christmas. But in late November, China sent a huge army into Korea to fight the **ALESLI** _____.

- (18) The Chinese forced U.S. and UN troops to withdraw from **GAYNNOYPG** _____ and retreat into South Korea.
- (19) General Walker was killed in a **EEJP** _____ accident, and Lieutenant General Matthew B. Ridgway took command.
- (20) By the summer of 1951, the two sides had dug in and began fighting along a battle line **ONRHT** _____ of the 38th parallel.
- (21) A continuing dispute between MacArthur and defense leaders in Washington led President Truman to replace the general as commander in chief. MacArthur wanted to use "all-out measures," including bombing bases in China, to achieve victory. Truman and his advisers feared such actions might lead to a third **RWODL AWR** _____.
- (22) The Korean War marked the first battle between **EJT SAPEIRLAN** _____.
- (23) As many as 100 to 150 U.S. F-86 Sabre jets and **TIOSE** _____ - built MIG-15's took part in some air battles.
- (24) For the first time during a war, **ECHOPLISRET** _____ carried soldiers into combat. They were also used to make daring rescues of Allied pilots who had been shot down.
- (25) The U.S. Navy helped troops land by firing **HLSSEL** _____ at enemy targets on shore.

End of the War

- (26) After lengthy peace talks, an armistice agreement was signed on July 27, 1953, and the **THFIGNGI** _____ ended.
- (27) A 2 1/2-mile wide Demilitarized Zone was set up to keep the two sides apart. Both agreed not to increase their **MILARITY** _____ strength.
- (28) After the armistice was signed, the Allies and Communists charged each other with torture and starvation of prisoners, and other war crimes. The two sides exchanged 88,559 **ERSNORPIS** _____.
- (29) The Korean War caused extensive damage throughout the country. More than a million **IVILCIASN** _____ were killed.
- (30) Although the fighting stopped, negotiators were unable to draw up a permanent peace plan. They were also unsuccessful in reunifying **KAOER** _____.

U.S. Involvement in the Korean War

Multiple-Choice

- (1) ____ Korea first became a divided nation after World War II when: (a) Soviet and American troops occupied the country (b) a civil war began between the north and south (c) Japan made it a colony
- (2) ____ The government of North Korea was controlled by: (a) Communists (b) a democratically-elected President and Congress (c) a monarch having divine right
- (3) ____ The Korean War began when: (a) Korea attacked Japan (b) the Soviet Union refused to trade with the Koreans (c) North Korea invaded South Korea
- (4) ____ The world peacekeeping organization that tried unsuccessfully to prevent the Korean War was the: (a) League of Nations (b) United Nations (c) Organization of American States
- (5) ____ The President who ordered U.S. troops to South Korea was: (a) Franklin D. Roosevelt (b) Harry S. Truman (c) Lyndon B. Johnson

Completion

- (6) About ninety percent of the United Nations forces in Korea were sent there by the _____.
- (7) General _____ was commander in chief of the UN Command until losing his job because of a dispute with Washington officials.
- (8) In the early months of the war, the Communists captured _____, the capital of South Korea.
- (9) The Allies eventually occupied Pyongyang, the capital of _____.
- (10) _____ planes and helicopters were used for the first time during the Korean War.

Matching

- | | |
|-------------------------|---|
| (11) ____ United States | (a) sent ground troops to help the North Korean Army |
| (12) ____ Soviet Union | (b) Walton H. Walker and Matthew B. Ridgway served in the armed forces of this nation |
| (13) ____ North Korea | (c) built the M15's that fought against the F-86's |
| (14) ____ China | (d) it was defended by the United States during the war |
| (15) ____ South Korea | (e) country above the 38th parallel |

True-False

- (16) ____ The Allies used "all-out measures," including bombing bases in China, during the Korean War.
- (17) ____ After the fighting ended, the Allies and Communists accused each other of committing war crimes.
- (18) ____ The Korean War resulted in widespread damage and loss of life.
- (19) ____ North Korea and South Korea were unified into a single nation at the end of the war.
- (20) ____ The Korean War lasted from 1974 until 1977.

NIKITA KHRUSHCHEV, Diplomatic Cable to Fidel Castro

1962

When Fidel Castro (b. 1926) overthrew Fulgencio Batista's government in Havana, Cuba, in 1959 and started to receive support from the Soviet Union in 1960, the United States began to seek to overthrow this communist government ninety miles off its shore. In 1962, the Soviet Union placed short-range nuclear missiles in Cuba, and President John F. Kennedy (1917–1963) responded with a military blockade that threatened to escalate into a full-scale conflict with the USSR. In the letter below, Soviet Premier Nikita Khrushchev (1894–1971) informed Castro that the Soviet Union had negotiated the removal of its short-range missiles from Cuba.

Dear Comrade Fidel Castro:

Our October 27 message to President Kennedy allows for the question to be settled in your favor, to defend Cuba from an invasion and prevent war from breaking out. Kennedy's reply, which you apparently also know, offers assurances that the United States will not invade Cuba with its own forces, nor will it permit its allies to carry out an invasion. In this way the president of the United States has positively answered my messages of October 26 and 27, 1962.

We have now finished drafting our reply to the president's message. I am not going to convey it here, for you surely know the text, which is now being broadcast, over the radio.

With this motive I would like to recommend to you now, at this moment of change in the crisis, not to be carried away by sentiment and to show firmness. I must say that I understand your feelings of indignation toward the aggressive

actions and violations of elementary norms of international law on the part of the United States.

But now, rather than law, what prevails is the senselessness of the militarists at the Pentagon. Now that an agreement is within sight, the Pentagon is searching for a pretext to frustrate this agreement. This is why it is organizing the provocative flights. Yesterday you shot down one of these, while earlier you didn't shoot them down when they overflowed your territory. The aggressors will take advantage of such a step for their own purposes.

Therefore, I would like to advise you in a friendly manner to show patience, firmness and even more firmness. Naturally, if there's an invasion it will be necessary to repulse it by every means. But we mustn't allow ourselves to be carried away by provocations, because the Pentagon's unbridled militarists, now that the solution to the conflict is in sight and apparently in your favor, creating a guarantee against the invasion of Cuba, are trying to frustrate the agreement and provoke you into actions that could be used against you. I ask you not to give them the pretext for doing that.

On our part, we will do everything possible to stabilize the situation in Cuba, defend Cuba against invasion, and assure you the possibilities for peacefully building a socialist society.

I send you greetings, extensive to all your leadership group.

October 28, 1962

N. KHRUSHCHEV

James G. Blight, Bruce J. Allyn, and David A. Welch, *Cuba on the Brink: Castro, the Missile Crisis, and the Soviet Collapse* (Lanham, MD: Rowman and Littlefield, 2002), 510–511.

PRACTICING Historical Thinking

Identify: What does Khrushchev mean when he states: "But now, rather than law, what prevails is the senselessness of the militarists at the Pentagon"?

Analyze: What is Khrushchev's tone? Defensive? Conciliatory? Bitter? Explain your response.

Evaluate: To what extent can this document be regarded as a blow for Communism? Or to what extent can this document be regarded as a warning against American international aggression?

1953

The following excerpt on assassination is from a manual published by the Central Intelligence Agency (CIA) in 1953 as part of the United States' attempt to prevent the rise of socialist and communist governments in Latin America.

Definition

Assassination is a term thought to be derived from "Hashish," a drug similar to marijuana, said to have been used by Hasan-Dan-Sabah to induce motivation in his followers, who were assigned to carry out political and other murders, usually at the cost of their lives.

It is here used to describe the planned killing of a person who is not under the legal jurisdiction of the killer, who is not physically in the hands of the killer, who has been selected by a resistance organization for death, and whose death provides positive advantages to that organization.

Employment

Assassination is an extreme measure not normally used in clandestine operations. It should be assumed that it will never be ordered or authorized by any U.S. Headquarters, though the latter may in rare instances agree to its execution by members of an associated foreign service. This reticence is partly due to the necessity for committing communications to paper. No assassination instructions should ever be written or recorded. Consequently, the decision to employ this technique must nearly always be reached in the field, at the area where the act will take place. Decision and instructions should be confined to an absolute minimum of persons. Ideally, only one person will be involved. No report may be made, but usually the act will be properly covered by normal news services, whose output is available to all concerned.

Justification

Murder is not morally justifiable. Self-defense may be argued if the victim has knowledge which may destroy the resistance organization if divulged. Assassination of persons responsible for atrocities or reprisals may be regarded as just punishment. Killing a political leader whose burgeoning career is a clear and present danger to the cause of freedom may be held necessary.

But assassination can seldom be employed with a clear conscience. Persons who are morally squeamish should not attempt it.

Nick Cullather, *Secret History: The CIA's Classified Account of Its Operations in Guatemala, 1952-1954* (Palo Alto, CA: Stanford University Press, 1999), 137-138.

PRACTICING Historical Thinking

Identify: Summarize the message of this passage.

Analyze: How does the manual distinguish assassination from murder?

Evaluate: Does the CIA's involvement in Central America during the 1950s differ from America's first steps into international alliances, as seen during the Woodrow Wilson administration (Docs. 18.4 and 18.5)? Explain.

CUBAN MISSILE CRISIS

After World War II ended in 1945, the United States and the Soviet Union became superpowers. For almost 50 years the countries often placed themselves on opposite sides during a tense period known as the Cold War

In 1962 the Soviet Union attempted to set up nuclear missile bases in Cuba located just 90 miles south of Florida. The United States responded by demanding that the Russians withdraw their missiles from Cuba. This confrontation, known as the Cuban Missile Crisis brought the two nations to the brink of war.

Directions: Read through the chronology of events that tells the story of the Cuban Missile Crisis. Then answer the questions that follow.

Tuesday, October 16, 1962

President John F. Kennedy was having breakfast when he was interrupted by national security adviser McGeorge Bundy. The Soviet Union, said Bundy, was constructing offensive nuclear missiles bases in Cuba; Rumors of such activity had circulated in Washington and in the press for weeks, drawing Russian denials. But now U.S. intelligence agencies had proof. Detailed photographs, made from high-flying U-2 reconnaissance planes, clearly showed the sites and the Chinese with which the missile bases were being built. Military experts estimated that the bases would be operable within a week, posing the threat of destructions to U.S. cities.

Later that morning, Kennedy met with his top national security advisers. Secretary of Defense Robert McNamara and Attorney General Robert F. Kennedy the-President's brother both urged a Blockade of Cuba. The U.S. Navy would halt Russian delivery of nuclear missiles to Cuban ports. U.S. naval forces would have to stop and board Russian ships in search of arms, a risky step that lead to war.

Monday, October 22

In a nationwide broadcast, President Kennedy announced his decision to blockade the island of Cuba. He said that Soviet missiles already in place had a range of more than 1,000 miles. Jet fighters in Cuba were also capable of carrying nuclear weapons. The Soviet Union responded by denying once again the presence of "offensive weapons" in Cuba. A Russian spokesman insisted that missile sites under construction were for defensive anti-aircraft missiles. Russian ships carrying on their decks nuclear rockets continued steaming toward Cuban islands.

Tuesday, October 23

A United Nations resolution called for the removal of Soviet missile from Cuba. The Organization of American States approved the use of military measures to enforce the Blockade of Cuba.

Wednesday, October 24

Soviet Premier Nikita S. Khrushchev warned that if the United States carried out direct military actions against the Soviet Union, his country would move to defend itself.

Thursday, October 25

Adlai Stevenson, the U.S. ambassador to the United Nations, displayed for the UN delegates U-2 photographs that clearly showed Russian offensive weapons in Cuba.

Friday, October 26

A letter from Khrushchev to President Kennedy indicated his willingness to remove the missiles from Cuba. He asked Kennedy to promise that the United States would not invade the island. They accepted Khrushchev's proposal.

Sunday, October 28

Premier Khrushchev informed President Kennedy that the Soviets would dismantle the bases. "Withdrawal all the arms" which you describe as offensive," and "to allow UN representatives to verify the ... of the bases." Soon after, the missiles were removed; the American naval blockadewar was averted. The Cuban Missile Crisis came to an end.

Questions

What was the cause of the Cuban Missile Crisis? (40-60 words).

How did the United States respond to the presence of Soviet missiles in Cuba? (40-60 words).

Describe the agreement between the United States and the Soviet Union that ended the Cuban Missile Crisis. (40-60 words).

Cuban Missile Crisis

Directions: Indicate whether or not each of the following events occurred during the Cuban Missile Crisis by filling in the spaces with **YES** or **NO**.

- 1)_____ The Soviet Union was building offensive nuclear missile bases in Cuba,
- 2)_____ The Soviets were constructing bases in several countries in the Caribbean region.
- 3)_____ President John F. Kennedy was informed of the Cuban Missile Crisis by his national security affairs adviser.
- 4)_____ The United States reacted to the Russian threat by setting up missile sites in southern Florida.
- 5)_____ The Soviet Union denied that it had offensive weapons in Cuba.
- 6)_____ U.S. intelligence agencies used U-2 reconnaissance planes to photograph the Russian missile bases.
- 7)_____ American military experts warned that the Russian bases would be operable within three to six months.
- 8)_____ The Soviet missiles posed a direct threat to Cuba's neighbors, but not to the United States.
- 9)_____ Advisers to President Kennedy recommended that he order a blockade of Cuba to prevent the arrival of more Soviet weapons.
- 10)_____ U.S. naval forces stopped several Soviet ships and removed hundreds of nuclear bombs.
- 11)_____ Russian planes in Cuba were equipped to carry nuclear weapons.
- 12)_____ Kennedy asked Congress to declare war on the Soviet Union.
- 13)_____ The Russians claimed they were installing anti-aircraft missiles for defensive purposes only.
- 14)_____ On October 22, 1962, the Soviet Union agreed not to send any other missiles to Cuba.
- 15)_____ The United Nations sided with the Soviet Union during the Cuban Missile Crisis.
- 16)_____ The Organization of American States was opposed to the blockade of Cuba.
- 17)_____ Premier Nikita S. Khrushchev warned the United States that the Soviets would respond to any U.S. military action.
- 18)_____ Photographs displayed at the United Nations showed that the Russians had offensive weapons in Cuba.
- 19)_____ After Kennedy and Khrushchev agreed to end the missile crisis, the Soviet Union dismantled its bases.
- 20)_____ The United States agreed not to invade Cuba, and ended the blockade of the island.

The Economy after World War II

Directions: Examine the following statistics and comments as indicators of the American economic experience through the Truman and Eisenhower administrations. Then answer the questions.

	1940	1947	1949	1951	1953	1955	1957	1959
Life expectancy at birth	62.9	66.8	68.0	68.4	68.8	69.6	69.5	69.6
GNP (in billions)	\$43.9	\$74.6	\$79.1	\$85.6	\$88.3	\$90.9	\$97.5	\$101.6
GNP per capita	\$754	\$1,605	\$1,719	\$2,129	\$2,286	\$2,408	\$2,576	\$2,731
Average annual income of a full-time employee	\$1,299	\$2,589	\$2,844	\$3,217	\$3,581	\$3,851	\$4,230	\$4,594
Average annual income of a full-time railroad worker	\$1,906	\$3,211	\$3,703	\$4,161	\$4,415	\$4,697	\$5,416	\$6,054
Average annual income of a full-time employee in health services	\$927	\$1,821	\$1,912	\$2,099	\$2,335	\$2,497	\$2,660	\$2,907
Average annual income of a non-salaried dentist	\$3,281 (for 1941)	\$6,610	\$7,146	\$7,820	\$10,873 (for 1952)	\$12,480	\$14,311	—
Retail price of one pound of bread	\$0.08	\$0.12	\$0.14	\$0.16	\$0.16	\$0.18	\$0.19	\$0.20
Retail price of one pound of round steak	\$0.36	\$0.76	\$0.85	\$1.09	\$0.92	\$0.90	\$0.94	\$1.07
Percentage of families owning at least one car	—	—	56%	60%	61%	70%	75%	74%
Unemployment rate	14.6	3.9	5.9	3.3	2.9	4.4	4.3	5.5

Sources: *Historical Statistics of the United States: Colonial Times to 1970* and other reports from the U.S. Census Bureau.

... The Bureau of Labor Statistics in 1950 calculated that a family income of \$3,717 was necessary to maintain a family of four on a "modest but adequate" budget.

In 1935-36 this poorest one-fifth of the families had received just 4.1 per cent of the total family income, and the richest one-fifth had received 51.7 per cent. In 1950 the percentages stood at 4.8 and 45.7, respectively, and by 1958 they were 4.7 and 45.5. The distribution of personal income had actually changed very little. The improvement in the living standard of the poorest one-fifth came about because total income increased tremendously rather than because they got a significantly larger share of this total.

Furthermore, personal income was not regionally well distributed. In 1959 the per capita personal income of the entire United States (total of personal income divided by population) was \$2,166. In other words, the mythical average American family received that amount for each family member. State figures showed a great diversity: Connecticut, \$2,817; California, \$2,661; New York, \$2,736; South Dakota, \$1,476; Mississippi, \$1,162.¹

1. How would you describe the U.S. economy between World War II and 1960? Cite specific evidence to support your conclusions.
2. In 1958, John Kenneth Galbraith's *The Affluent Society* was published. Was he correct in describing the United States of that period as affluent? Support your answer.
3. Pinpoint economic and social dangers suggested by the statistics.
4. How would you rate the overall effectiveness of President Harry S. Truman's economic policies and of President Dwight D. Eisenhower's economic programs?
5. What advice would President Truman and President Eisenhower have given to President John F. Kennedy regarding the economy as he entered the presidency?

¹David A. Shannon, *Twentieth-Century America: World War II and Since*, 3rd ed. (Chicago: Rand McNally College Publishing Company, 1974), 143.

Historical Court Cases Dealing with School Segregation

Directions: Research the following Supreme Court cases. Identify the main points of each case with regard to school desegregation.

1. *Roberts v. City of Boston* (1849)

2. *Dred Scott v. Sandford* (1857)

3. Slaughterhouse Cases (1873)

4. Civil Rights Cases (1883)

5. *Plessy v. Ferguson* (1896)

6. *Cumming v. Richmond County Board of Education* (1899)

7. *Berra College v. Kentucky* (1908)
8. *Gong Lum v. Rice* (1927)
9. *University of Maryland v. Murray* (1936)
10. *Missouri ex rel. Gaines v. Canada* (1938)
11. *Sweatt v. Painter* (1950)
12. *McLaurin v. Oklahoma State Regents* (1950)

DOCUMENT 20.5 | Civil Rights Act of 1964

When President John F. Kennedy called on Congress to enact civil rights legislation, the bill was stalled by segregationist legislators. Only after Kennedy's assassination was President Lyndon B. Johnson able to secure its passage. Johnson signed the Civil Rights Act into law on July 2, 1964.

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes. . . .

(2) No person acting under color of law shall—

(A) in determining whether any individual is qualified under State law or laws to vote in any Federal election, apply any standard, practice, or procedure different from the standards, practices, or procedures applied under such law or laws to other individuals within the same county, parish, or similar political subdivision who have been found by State officials to be qualified to vote;

(B) deny the right of any individual to vote in any Federal election because of an error or omission on any record or paper relating to any application, registration, or other act requisite to voting, if such error or omission is not material in determining whether such individual is qualified under State law to vote in such election; or

(C) employ any literacy test as a qualification for voting in any Federal election unless (i) such test is administered to each individual and is conducted wholly in writing, and (ii) a certified copy of the test and of the answers given by the individual is furnished to him within twenty-five days of the submission of his request made within the period of time during which records and papers are required to be retained and preserved pursuant to title III of the Civil Rights Act of 1960 (42 U.S.C. 1974—74e; 74 Stat. 88): Provided, however, That the Attorney General may enter into agreements with appropriate State or local authorities that preparation, conduct, and maintenance of such tests in accordance with the provisions of applicable State or local law, including such special provisions as are necessary in the preparation, conduct, and maintenance of such tests for persons who are blind or otherwise physically handicapped, meet the purposes of this subparagraph and constitute compliance therewith. . . .

Civil Rights Act of 1964, Public Law 88-352, *Revised Statutes*, Volume 78, page 241. July 2, 1964.

PRACTICING Historical Thinking

Identify: Identify the rights conferred on people from minority groups by this legislation.

Analyze: Compare these rights to the ones that are articulated in the Declaration of Independence and Gettysburg Address. How similar are they?

Evaluate: In what ways do these rights respond to an early movement toward equity—the Progressive movement during the early 1900s?

The Struggle for African American Voting Rights

In 1965 Selma, Alabama, became a battle-ground of the Civil rights movement. Like many other southern towns, over half of Selma's voters were African American. Yet only about one percent of African Americans, around 150 people, had been able register to vote. Many more African Americans had wanted to register. However several white residents had threatened them. Many African Americans feared they might lose their jobs or worse, face violence. Those who had come to the county courthouse to register had been arrested by Selma's sheriff.

Civil rights leaders in Selma decided to begin a campaign to increase voter registration among African Americans in the South. Their work brought Martin Luther King, Jr. to Selma. After an African American named Jimmie Lee Jackson was shot and killed during a voter rights protest, King spoke at his funeral. He said Jackson had been murdered by politicians who fed their followers "the stale bread of hatred and spoiled meat of racism" and by every African American who "passively . . . stands on the sidelines in the struggle for justice."

To call attention to the issue, King and other civil rights leaders organized a march from Selma to Alabama's Capital city, Montgomery. Over 500 protesters gathered on Sunday morning, March 7, to begin the 50-mile walk. Yet the marchers never made it beyond Selma's city limits. When they reached the Edmund Pettus Bridge, about 200 state troopers and sheriff's deputies were waiting for them. In what came to be called "Bloody Sunday" the troopers and deputies attacked the marchers with clubs, whips and tear gas. Sheyann Webb, who was eight years old at the time, recalled the incident:

[The] closer we got to the bridge, the more I began to get frightened. . . I could see hundreds of policemen. The helmets, state troopers, dogs and horses, police cars.... My heart was beginning to beat real, real fast. Then people began to kneel down and pray again. . I knelt down with everybody. Shortly after we got up, a burst of tear gas began. I could see the troopers and policemen swinging their clubs. People began to run, and dogs and horses began to trample them. You could hear people screaming . . . I began to run. I... was crying. . I was shocked at what I had seen.

Millions of television viewers across America watched in horror at the violence. A few days later a white minister who supported the civil rights movement was killed in Selma. Many more were attacked. King called on religious leaders from all over the nation to come to Selma for another march. Ministers, rabbis, priests and thousands of others, both black and white answered the call. This time Army troops and the Alabama National Guard were there to protect the marchers. The Guard had been put under federal control by President Johnson after Alabama's governor told the President he could not be responsible for the safety of the marchers. The march ended peacefully in Montgomery four days later. A victory had been won in the long struggle for African American voting rights.

The Struggle for African American Voting Rights

Review Questions

1. Why were African Americans in Selma, and across the south, not registered to vote?

2. Why did Martin Luther King, Jr. come to Selma?

3. What action did civil rights activists in Selma take to draw attention to their cause?

4. What was "Bloody Sunday?" How did it create more support for voting rights for African Americans?

5. **Critical Thinking:** Why might some white residents of Selma and other southern towns have tried to prevent African Americans from registering to vote?

"A Time for Justice"

Video Questions

1. The average income of an African American in Mississippi during the 1950's was \$900.00?

True

False

2. The two men involved in Emmitt Till's murder were found guilty?

True

False

3. Rosa Parks refused to give up her seat in the city of Birmingham, Alabama?

True

False

4. The bus boycott lasted for 381 days.

True

False

5. "The Little Rock Nine", were harassed and protested against at Central High School, Arkansas?

True

False

6. Those protesters who were involved in sit-ins never faced danger or violence at lunch counters in the South?

True

False

7. Freedom Riders were those who traveled north to protest the segregated bus laws.

True

False

8. The State of Mississippi pressed for charges against Sheriff Price for the murder of three Civil Rights workers in Philadelphia, Mississippi?

True

False

9. Only 1% of Marion, Mississippi black population was registered to vote?

True

False

10. "Sunday, Bloody Sunday", was organized march from Selma to Birmingham, Alabama to create awareness of voting laws for African American?

True

False

Could you have been a non-violent protester in the 1950's and 1960's? Break the law knowingly and take the abuse and beatings and not fight back?

Great Society Programs, Critique, and Aftermath

Directions: Read the following excerpts, and answer the questions.

Document 1

Major Great Society Programs

Lyndon B. Johnson's presidency was marked by a legislative agenda aimed at improving the lives of the poor in America. Many of his Great Society programs attacked poverty by improving living conditions. Other programs attempted to break the cycle of poverty, in which so many Americans were mired, by providing schools in poor areas with new and better-equipped classrooms, additional funds for scholarships, and a program of low-interest college loans for qualifying students. New childhood education programs like Head Start provided disadvantaged four- and five-year-olds with an advantage. The establishment of Medicare and Medicaid guaranteed health care to every American over the age of sixty-five and to individuals living below the poverty level. Other programs sought to reclaim and conserve the environment and to promote the preservation of our nation's artistic and literary heritage. The Job Corps, a new program to provide skills to American youth, many of whom lived below the poverty line, was also created.

Document 2

New Deal to Great Society

The New Deal of Franklin D. Roosevelt established the foundation of a welfare state in America. During Roosevelt's administration, the majority of programs benefited whites rather than African-Americans, who were still confined to the lower ranks of the labor class and denied the training needed for higher paying jobs. Few whites who benefited from the programs recognized the fact that their advantageous position came about because of government intervention or aid. By the 1960s, programs aimed to redistribute the opportunity to succeed and to move out of poverty by providing the means to succeed directly to the poor.

Lyndon B. Johnson in his Great Society programs sought to redistribute not wealth in America, but rather the opportunity to become wealthy. Through the establishment of programs and resources which provided the poor, particularly poor blacks, with improved educational opportunities and job training, Johnson, with an eye toward fiscal conservatism, tried to manage with little in the way of new funds. By the end of the 1960s, a middle-class backlash against the Great Society had begun, even though most of the programs had spread their benefits to the middle class as well as to those living below the poverty line. Federal funds for educational improvements were distributed through school systems, not directly to poor children. All schools in a district benefited, not just the poor ones. The Federal School Lunch Program, which mainly benefited middle class families, was not regarded by most of its beneficiaries as welfare, but food stamps were seen as a form of dependence on the federal government, as a portion of "the dole."

Document 3

The Domestic Side of Imperialism

The result is that after 1969, President Nixon largely gave up working with Congress on domestic initiatives. His most important initiative, the Family Assistance Plan, sought welfare reform via a negative income tax for low-income households. It did not work, partly because Nixon failed to institute an effective White House lobbying organization along the Kennedy/Johnson lines to intensely lobby for major White House programs, and even more because the majority Democrats both north and south had established stake holdings with welfare client interests such as the nursing home industry by 1970. Another program, general revenue sharing, was designed to transfer federal surplus monies to states without the extensive federal restrictions inherent in Johnson-era categorical grant programs. Congress accepted that, but as a supplement rather than substitute for existing grants (for which congressional credit-taking is easily achieved). So by mid-1970 Nixon had practically abandoned conciliation with Congress, and he embarked on plans to find and reverse congressionally mandated policies. He avoided open attack on well-grounded and popular programs such as school desegregation and environmentalist initiatives. . . . Never one to back from a fight, Nixon was rhetorically and administratively prepared for an institutionally based slugfest with the Congress.¹

1. What were the purposes of some of these programs?

2. How was Lyndon B. Johnson's Great Society an extension of the New Deal programs of Franklin D. Roosevelt?

3. How did President Nixon change course?

DOCUMENT 21.6

ABBIE HOFFMAN, *Steal This Book*

1970

Abbie Hoffman (1936–1989) became an icon of the youth counterculture movement when he formed the Youth International Party in 1967. Yippies, as the party's members were called, took part in the antiwar demonstrations at the 1968 Democratic National Convention in Chicago, and Hoffman and six other antiwar leaders of the protests were tried for inciting riots. Hoffman's book *Steal This Book* was a popular summation of countercultural and antiwar sentiments that were held by many members of the New Left in the late 1960s.

It's perhaps fitting that I write this introduction in jail—the graduate school of survival. Here you learn how to use toothpaste as glue, fashion a shiv out of a spoon and build intricate communication networks. Here too, you learn the only rehabilitation possible—hatred of oppression.

Steal This Book is, in a way, a manual of survival in the prison that is Amerika. It preaches jailbreak. It shows you where and exactly how to place the dynamite that will destroy the walls. The first section—SURVIVE!—lays out a potential action program for our new Nation. The chapter headings spell out the demands for a free society. A community where the technology produces goods and services for whoever needs them, come who may. It calls on the Robin Hoods of Santa Barbara Forest to steal from the robber barons who own the castles of capitalism. It implies that the reader already is “ideologically set,” in that he understands corporate feudalism as the only robbery worthy of being called “crime,” for it is committed against the people as a whole. Whether the ways it describes to rip-off . . . [things] are legal or illegal is irrelevant. The dictionary of law is written by the bosses of order. Our moral dictionary says no heisting from each other. To steal from a brother or sister is evil. To *not* steal from the institutions that are the pillars of the Pig Empire is equally immoral.

Community within our Nation, chaos in theirs; that is the message of SURVIVE!

PRACTICING Historical Thinking

Identify: What is Hoffman's claim about stealing?

Analyze: Is Hoffman's intended audience the same or different from Rachel Carson's (Doc. 21.5)? Explain.

Evaluate: How does Hoffman's argument reflect both antiwar sentiments about the United States military involvement in Vietnam and emerging technologies in the second half of the twentieth century?

President Nixon

Early in his political career, Richard M. Nixon was a member of the Congress in Washington, D.C. He served in the House of Representatives and later in the Senate. President Dwight D. Eisenhower chose him to be his Vice President, a position Nixon held from 1953 until 1961. The Republican Party made him its candidate for President in 1960, but he was narrowly defeated by Democrat John F. Kennedy. Two years later, he ran for governor of California, his home state, but lost.



Most people thought Nixon's political career was over. However, six years later he made a stunning comeback by winning the presidential election of 1968. He served one four-year term and part of another before being forced to resign from office in 1974 during the Watergate Scandal.

Contest Rules: As you read the following paragraphs, decide which choices in parentheses best complete the sentences. Write your answers in the spaces provided. The people with the most correct answers win the contest.

Election of 1968

Nixon, the Republican Party candidate, received 31,785,148 (electoral votes; popular votes) 1. _____ to 31,274,503 for Democrat Hubert Humphrey and 9,901,151 for George Wallace of the American Independent Party.

Nixon won the election by getting the necessary "majority" — (over half; two-thirds) 2. _____ — of the total number of electoral votes cast. He had (201; 301) 3. _____ electoral votes to 191 for Humphrey and 46 for Wallace.

First Administration: 1969-1973

The Vietnam War

1969 Nixon ordered a stepped-up training program for South Vietnamese forces so that American troops could be gradually withdrawn from Vietnam. This policy was known as (Vietnamization; isolationism) 4. _____.

1969 Nixon proposed the building of the antiballistic missile (ABM) system called Safeguard. The new missiles would protect U.S. underground missiles and bomber bases from enemy attack. (Congress; The state legislatures) 5. _____ approved the plan.

1969 The Supreme Court ruled that all public school districts in the United States must end segregation "at once." A 1955 Supreme Court decision had called for an end to segregation "with all deliberate speed," but many states (had; had not yet) 6. _____ halted the separation of the races in their schools.

1969 Apollo 11 astronauts Neil Armstrong and Edwin Aldrin became the first people to walk on (the moon; another planet) 7. _____.

1970 As the Vietnam War dragged on, demonstrations broke out on hundreds of college campuses. At Kent State University in Ohio, National Guardsmen fired into a crowd of (war supporters; anti-war protesters) 8. _____, killing four students and wounding nine others.

1970 Congress replaced the government's (Federal Express Delivery Network; Post Office Department) 9. _____ with an independent agency that would operate the nation's postal system.

1970 The (Executive Committee; Senate) 10. _____ approved Nixon's choice of Judge Harry Blackmun to fill a vacant position on the Supreme Court.

1970 Amid growing public concerns about pollution of the land, air, and water, Nixon set up the (Environmental Protection Agency; Federal Wetlands Agency) 11. _____.

1971 The 26th Amendment was added to the United States Constitution. It (gave women the right to vote; lowered the voting age to 18) 12. _____ in elections.

1971 Worries about rising prices led to the establishment of a Price Commission. It regulated price and rent increases and was able to (slow down; speed up) 13. _____ the rate of inflation.

1972 Nixon ordered a blockade of North Vietnam to cut off its war supplies from the Soviet Union and China. The blockade included the mining of North Vietnam's ports and the bombing of its rail and highway links to China. The President also ordered extensive bombing of (Saigon; Hanoi) 14. _____, the North Vietnamese capital.

1972 Nixon visited China for seven days. His trip helped improve relations between the United States and China. The Americans and Chinese resumed trading with each other for the first time since they had fought on opposite sides during the (Gulf War; Korean War) 15. _____.

1972 The President traveled to the Soviet Union and met with Communist Party chairman Leonid Brezhnev. The two leaders signed agreements to limit the production of nuclear weapons. The Soviet Union became a major buyer of U.S. (aircraft; wheat) 16. _____.

1972 Congress approved Nixon's "revenue sharing" program. The legislation provided (millions; billions) 17. _____ of dollars in federal tax money to state and local governments.

Election of 1972

President Nixon and Vice President Spiro Agnew easily won renomination for a second term at the Republican National (Caucus; Convention) 18. _____ in Miami Beach, Florida.

The Democrats nominated Senator (George McGovern; Lyndon Johnson) 19. _____ and running mate Sargent Shriver, former director of the Peace Corps.

In the election, Nixon received 520 of the 538 electoral votes. In political terms, he won a ("landslide"; "convincing") 20. _____ victory.

Second Administration: 1973-1974

1973 An agreement was signed by the United States and the other participants in the Vietnam War which called for an immediate end to the fighting and an exchange of prisoners. (North Vietnam; The United States) 21. _____ withdrew all of its troops from South Vietnam.

1973 Nixon carried out one of his campaign pledges when he ended the military draft. National security was put in the hands of (the Peace Corps; an all-volunteer force) 22. _____.

1973 Relations between Nixon (a Republican) and the Democratic-controlled Congress began to deteriorate when the President blocked the spending of money on projects that Congress had

approved. Later, Congress passed the War Powers Resolution over Nixon's veto. It (increased; limited) 23. _____ the President's ability to order U.S. armed forces into combat.

1973 The (literacy rate; inflation rate) 24. _____ rose by 8.8% during the year, the largest increase since 1947.

1973 Several employees of Nixon's 1972 reelection committee were sentenced to jail for breaking into Democratic Party Headquarters in the Watergate building complex in Washington, D.C.

Investigators later found evidence that some (Congressmen; top White House aides) 25. _____ either knew about the break-in or tried to hide information about it.

1973 Vice President Spiro Agnew resigned from office after it was discovered that he had accepted illegal payments while Governor of Maryland and as Vice President. He had also cheated the government on his federal income tax payment for 1967. (Nixon; The Senate)

26. _____ chose Senator Gerald R. Ford to be the next Vice President.

1974 The House Judiciary Committee reviewed evidence that showed Nixon had been involved in the Watergate Scandal. The committee voted to recommend charges of impeachment against him. Faced with almost certain impeachment by the House of Representatives and removal from office by the (Supreme Court; Senate) 27. _____, Nixon resigned from office. Vice President Ford became the 38th President.

President Nixon

Multiple-Choice

- (1) ____ Before being elected President, Richard M. Nixon was: (a) a Supreme Court justice (b) the Governor of California (c) a Representative, Senator, and Vice President
- (2) ____ To win a presidential election, a candidate must: (a) receive a majority of the electoral votes (b) get the most popular votes (c) receive 2/3 of the votes in the Electoral College
- (3) ____ After becoming President, Nixon adopted a "Vietnamization" policy for the purpose of: (a) reducing U.S. involvement in the Vietnam War (b) stepping up the bombing of North Vietnam (c) sending more Americans to Vietnam in order to win the war
- (4) ____ The ruling that public school districts had to be segregated "at once" was handed down by: (a) Congress (b) President Nixon (c) the Supreme Court
- (5) ____ Nixon was the President of the United States for: (a) one term (b) one term and part of another (c) 2 terms

Completion Write Neil Armstrong, Spiro Agnew, Harry Blackmun, Gerald Ford, and Richard Nixon in the appropriate spaces in the sentences below.

- (6) The Senate approved Nixon's choice of _____ to become a Supreme Court justice.
- (7) The first person to walk on the moon was American astronaut _____.
- (8) U.S. relations with China and the Soviet Union improved after _____ visited the two countries in 1977.
- (9) During Nixon's second term, Vice President _____ resigned from office after being charged with political misconduct.
- (10) When Nixon resigned during the Watergate Scandal, Vice President _____ became the next President of the United States.

Matching

- | | |
|---|--|
| (11) ____ Safeguard | (a) fired into a crowd of students at Kent State University who were demonstrating against the Vietnam War |
| (12) ____ 26th Amendment | (b) was set up by Nixon to deal with concerns about land, air, and water pollution |
| (13) ____ National Guard | (c) took action to slow down the rate of inflation |
| (14) ____ Price Commission | (d) lowered the voting age from 21 to 18 |
| (15) ____ Environmental Protection Agency | (e) U.S. missile system that could shoot down enemy missiles fired at American military installations |

True-False

- (16) ____ President Nixon's revenue sharing program required states and local governments to give tax monies to the federal government in Washington, D.C.
- (17) ____ Nixon started a military draft to replace the all-volunteer force.
- (18) ____ During these years, American troops were withdrawn from Vietnam.
- (19) ____ The Judiciary Committee voted to recommend to the House of Representatives charges of impeachment against President Nixon.
- (20) ____ The Supreme Court has the power to remove a president from office.

1976

Phyllis Schlafly (b. 1924), lawyer and conservative activist, led the movement against adding the Equal Rights Amendment (ERA) to the US Constitution. The ERA would have guaranteed civil rights to all citizens regardless of gender. In the interview below with a reporter for the *Washington Star*, Schlafly presents her critique of the ERA.

Q: Do you think that women would be as well off today were it not for the women's movement?

Schlafly: I certainly do. There were more women in Congress prior to the women's movement than there are today.

Q: Well, haven't there been a lot of other gains, though? There are many more women working today and a lot of them are getting better salaries too.

Schlafly: And a lot of them who are working would prefer to be in the home. They are working for economic reasons.

Q: But if they have to work then it's important that they make as much money as they can, at least as much as men, for what they are doing.

Schlafly: I believe in equal pay for equal work. I do not believe in hiring unqualified women over qualified men to remedy some alleged oppression of 25 years ago.

Q: Do you think that people are being forced to hire this way?

Schlafly: Yes, we had a good example of that recently in a federal court, a ruling that has ordered the Chicago Police Department to hire 16 percent women, on a quota. Now in order to do this they have got to throw out the physical qualifications that are required to be a policeman on the Chicago police force. And I feel this is absolutely wrong.

It's hurtful to men, it's hurtful to women and it's hurtful to the community. And it will do nothing but demoralize and destroy the police force.

Q: You think the women will not be able to perform the job as well as men?

Schlafly: That's correct. The same thing's true in the military. There is an honorable place for women in the military. They have the best of both worlds in the military today. They are protected from combat service and from some of the dangerous and unpleasant jobs in the military.

Interview from *The Washington Post*, January 18, 1976. © 1976 Washington Post Company. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or transmission of this Content without express written permission is prohibited.

PRACTICING Historical Thinking

Identify: What is Schlafly's argument against the Equal Rights Amendment?

Analyze: How is her argument a product of the women's rights movement of the early twentieth century?

Evaluate: To what extent does Schlafly's argument reflect a conservative response to the liberal reforms of the 1960s?

ROE V. WADE



*One of the most controversial decisions by the United States Supreme Court in the twentieth century was issued in 1973. Most states, including Texas, had laws making abortions illegal. After hearing arguments on a Texas case, Roe v. Wade, on appeal, the court ruled 7-2 that all state laws that denied women the right to terminate a pregnancy in the first trimester were unconstitutional. Ironically, the woman, given the pseudonym Jane Roe in this case, gave birth to a child before the appeal was granted, and later became an outspoken opponent of abortion.**

... We forthwith acknowledge our awareness of the sensitive and emotional nature of the abortion controversy, of the vigorous opposing views, even among physicians, and of the deep and seemingly absolute convictions that the subject inspires. One's philosophy, one's experiences, one's exposure to the raw edges of human existence, one's religious training, one's attitudes toward life and family and their values, and the moral standards one establishes and seeks to observe, are all likely to influence and to color one's thinking and conclusions about abortion.

In addition, population growth, pollution, poverty, and racial overtones tend to complicate and not to simplify the problem.

Our task, of course, is to resolve the issue by constitutional measurement, free of emotion and of predilection. We seek earnestly to do this, and, because we do, we [410 U.S. 113, 117] have inquired into, and in this opinion place some emphasis upon, medical and medical-legal history and what that history reveals about man's attitudes toward the abortion procedure over the centuries. We bear in mind, too, Mr. Justice Holmes' admonition in his now-vindicated dissent in *Lochner v. New York*, 198 U.S. 45, 76 (1905):

"[The Constitution] is made for people of fundamentally differing views, and the accident of our finding certain opinions natural and familiar or novel and even shocking

ought not to conclude our judgment upon the question whether statutes embodying them conflict with the Constitution of the United States."

The Constitution does not explicitly mention any right of privacy. However, the Court has recognized that a right of personal privacy, or a guarantee of certain areas or zones of privacy, does exist under the Constitution. In varying contexts, the Court or individual Justices have, indeed, found at least the roots of that right in the First Amendment; in the Fourth and Fifth Amendments; in the penumbras of the Bill of Rights; in the Ninth Amendment; or in the concept of liberty guaranteed by the first section of the Fourteenth Amendment. These decisions make it clear that only personal rights that can be deemed "fundamental" or "implicit in the concept of ordered liberty" are included in this guarantee of personal privacy. They also make it clear that the right has some extension to activities relating to marriage, procreation, contraception, family relationships, and child rearing and education.

This right of privacy, whether it be founded in the 14th Amendment's concept of personal liberty and restrictions upon state action, as we feel it is, or, as the District Court determined, in the Ninth Amendment's reservation of rights to the people, is broad enough to encompass a woman's decision whether or not to terminate her pregnancy. The detriment that the State would impose upon the pregnant woman by denying this choice altogether is apparent. Specific and direct harm medically diagnosable even in early pregnancy may be involved. Maternity, or additional offspring, may force upon the woman a distressful life and future. Psychological harm may be imminent. Mental and physical health may be taxed by child care. There is also the distress, for all concerned, associated with the unwanted child, and there is the problem of bringing a child into a family already unable, psychologically and otherwise, to care for it. In other cases, as in this one, the additional difficulties and continuing stigma of unwed motherhood may be involved. All these are factors the woman and her responsible physician necessarily will consider in consultation....

...In view of all this, we do not agree that, by adopting one theory of life, Texas may override the rights of the pregnant woman that are at stake. We repeat, however, that the State does have an important and legitimate interest in preserving and protecting the health of the pregnant woman, whether she be a resident of the State or a nonresident who seeks medical consultation and treatment there, and that it has still another important and legitimate interest in protecting the potentiality of human life. These interests are separate and distinct. Each grows in substantiality as the woman approaches [410 U.S. 113, 163] term and, at a point during pregnancy, each becomes "compelling."

With respect to the State's important and legitimate interest in the health of the mother, the "compelling" point, in the light of present medical knowledge, is at approximately the end of the first trimester. This is so because of the now-established medical fact...that until the end of the first trimester mortality in abortion may be less than mortality in normal childbirth. It follows that, from and after this point, a State may regulate the abortion procedure to the extent that the regulation reasonably relates to the preservation and protection of maternal health. Examples of permissible state regulation in this area are requirements as to the qualifications of the person who is to perform the abortion; as to the licensure of that person; as to the facility in which the procedure is to

be performed, that is, whether it must be a hospital or may be a clinic or some other place of less-than-hospital status; as to the licensing of the facility; and the like.

This means, on the other hand, that, for the period of pregnancy prior to this "compelling" point, the attending physician, in consultation with his patient, is free to determine, without regulation by the State, that, in his medical judgment, the patient's pregnancy should be terminated. If that decision is reached, the judgment may be effectuated by an abortion free of interference by the State....

...To summarize and to repeat:

1. A state criminal abortion statute of the current Texas type, that excepts from criminality only a life-saving procedure on behalf of the mother, without regard to pregnancy stage and without recognition of the other interests involved, is violative of the Due Process Clause of the Fourteenth Amendment.

(a) For the stage prior to approximately the end of the first trimester, the abortion decision and its effectuation must be left to the medical judgment of the pregnant woman's attending physician.

(b) For the stage subsequent to approximately the end of the first trimester, the State, in promoting its interest in the health of the mother, may, if it chooses, regulate the abortion procedure in ways that are reasonably related to maternal health.

(c) For the stage subsequent to viability, the State in promoting its interest in the potentiality of human life [410 U.S. 113, 165] may, if it chooses, regulate, and even proscribe, abortion except where it is necessary, in appropriate medical judgment, for the preservation of the life or health of the mother.

DOCUMENT ANALYSIS

1. On what constitutional grounds does the Supreme Court find that women have the right to terminate their pregnancy during the first trimester?
2. In its written opinion in the *Roe* case, to what extent does the Supreme Court acknowledge the strongly divided public opinion on the sensitive issue of abortion?

1987

Starting in 1985, the Soviet Union began rapidly opening its economy and civic life. In this June 12, 1987, speech at the Berlin Wall, Ronald Reagan sought to hasten this process by demanding that the Soviets remove their troops from East Berlin and East Germany and return sovereignty to the German people.

... We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control. Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty can only strengthen the cause of world peace.

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace. General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!

Ronald Reagan, *Public Papers of the Presidents of the United States, Book 1, January 1 to July 3, 1987* (Washington, DC: Government Printing Office, 1987), 633.

PRACTICING Historical Thinking

Identify: What reasons does Reagan provide to "tear down" the Berlin Wall?

Analyze: Who is Reagan's intended audience? In what ways does this audience represent America's new role in foreign policy?

Evaluate: Is Reagan's statement more of an invitation or a threat? Explain your response.

General Secretary Gorbachev: A New Beginning or a Return to Socialist Values?

Directions: Read the excerpts, and answer the questions that follow.

Document 1

Mikhail Gorbachev, *Perestroika* (1987)

The policy of restructuring puts everything in its place. We are fully restoring the principle of socialism. "From each according to his ability, to each according to his work," and we seek to affirm social justice for all, equal rights for all, one law for all, one kind of discipline for all, and high responsibilities for each. Perestroika raises the level of social responsibility and expectation. . . .

Perestroika means mass initiative. It is the comprehensive development of democracy, socialist self-government, encouragement of initiative and creative endeavor, improved order and discipline, more glasnost, criticism and self-criticism in all spheres of our society. It is utmost respect for the individual and consideration for personal dignity.¹

Document 2

Gorbachev's Speech to the United Nations (1988)

Our country is undergoing a truly revolutionary upsurge. The process of restructuring is gaining pace; we started by elaborating the theoretical concepts of restructuring; we had to assess the nature and scope of the problems, to interpret the lessons of the past, and to express this in the form of political conclusions and programs. This was done. The theoretical work, the re-interpretation of what had happened, the final elaboration, enrichment, and correction of political stances have not ended. They continue. However, it was fundamentally important to start from an overall concept, which is already now being confirmed by the experience of past years, which has turned out to be generally correct and to which there is no alternative.

In order to involve society in implementing the plans for restructuring it had to be made more truly democratic. Under the badge of democratization, restructuring has now encompassed politics, the economy, spiritual life, and ideology. We have unfolded a radical economic reform, we have accumulated experience, and from the new year we are transferring the entire national economy to new forms and work methods. Moreover, this means a profound reorganization of production relations and the realization of the immense potential of socialist property. . . .

Now about the most important topic, without which no problem of the coming century can be resolved: disarmament. . . .

Today I can inform you of the following: The Soviet Union has made a decision on reducing its armed forces. In the next two years, their numerical strength will be reduced by 500,000 persons, and the volume of conventional arms will also be cut considerably. These reductions will be made on a unilateral basis, unconnected with negotiations on the mandate for the Vienna meeting. By agreement with our allies in the Warsaw Pact, we have made the decision to withdraw six tank divisions from the GDR, Czechoslovakia, and Hungary, and to disband them by 1991. Assault landing formations and units, and a number of others, including assault river-crossing forces, with their armaments and combat equipment, will also be withdrawn from the groups of Soviet forces

situated in those countries. The Soviet forces situated in those countries will be cut by 50,000 persons, and their arms by 5,000 tanks. All remaining Soviet divisions on the territory of our allies will be reorganized. They will be given a different structure from today's which will become unambiguously defensive, after the removal of a large number of their tanks. . . .

Finally, being on U.S. soil, but also for other, understandable reasons, I cannot but turn to the subject of our relations with this great country. . . . Relations between the Soviet Union and the United States of America span five and a half decades. The world has changed, and so have the nature, role, and place of these relations in world politics. For too long they were built under the banner of confrontation, and sometimes of hostility, either open or concealed. But in the last few years, throughout the world people were able to heave a sigh of relief, thanks to the changes for the better in the substance and atmosphere of the relations between Moscow and Washington.²

1. What does *perestroika* mean in your own words?
2. What does *glasnost* mean in your own words?
3. In what ways are these terms consistent with socialism?
4. In what ways were these ideas a new start for Soviet domestic policy?
5. What did Gorbachev plan to do in terms of foreign policy?
6. In what ways were his plans different from those of his predecessors?

Name _____

Period _____

Conservative Resurgence

1. What is the Immigration Act of 1965? And how did this law change America?
2. What effect did Reagan's speech at the 1966 Republican National Invention?
3. What are the two key branches of the new conservative movement?
4. Why did the Religious branch defeat the Equal Rights Amendment? What are some of key ideas or issues the Religious branch used to prevent the passage of the ERA?
5. What event ultimately ruined Carters chances in the 1980's election?
6. What are Reagan's views on the role of government? Why do so many Americans like Reagan?
7. Why did Reagan have trouble balancing the budget?
8. What are Reagan's successes?
9. How did Clinton capitalize on the changing views of liberalism?
10. What scandal ultimate hurt Clinton's presidency and legacy?
11. What are some of Clinton's biggest successes?
12. How did George W. Bush attract voters in the 2000 election?
13. Who ultimately decided the 2000 election?
14. What is the legacy of the Conservative Resurgence?

5. What factors led to the postwar red scare, and what were its ramifications for civil liberties in the United States?
6. What were the components of cold war liberalism, and why did the Democratic Party embrace them?
7. How did the cold war between the United States and Soviet Union affect disparate regions such as the Middle East and South East Asia?
8. How was Kennedy's approach to the cold war similar and different from Eisenhower and Truman's?

1945-1963

Review Questions: People-circle, Events- Underline, Terms- Box

4. Why was there an increased in births in the decades after World War II, and what were some of the effects of this baby boom?

5. What transformations in women's economic role took place in the 1950s and 1960s?
6. What were the contradictions in postwar domesticity and middle class morality?
7. Place postwar suburbanization in the context of the growing size and influence of the federal government. How did the national government encourage suburbanization?
8. In what sense was the United States becoming, in the language of the Kerner Commission report, "two sciences"?

1945-1963

Review Questions: People-circle, Events- Underline, Terms- Box

4. How were the circumstances facing Mexican and Japanese Americans similar to those facing African Americans? How were they different?

5. How did the NAACP go about developing a legal strategy to attack racial segregation?
6. What lessons did activists learn from the evolution of the civil rights movement between 1957 and 1961?
7. In what ways did white resistance hinder the civil rights movement? In what ways did it help?
8. Why were Black Power and Black Nationalism compelling too many African Americans?

5. What changed between 1965 and 1968, and how did these developments affect national political life?
6. Why might a Democratic supporter of FDR in the 1940s have decided to vote for Republican Richard Nixon in 1968?
7. How did women's liberation after 1968 differ from the women's movement of the early 1960s?
8. How did the antiwar movement, women's liberation, and gay liberation break with an earlier liberal politics?
9. How was President Nixon's Vietnam policy different from President Johnson's?

CHAPTER 29: Focus Questions

THE SEARCH FOR ORDER IN AN ERA OF LIMITS 1973 - 1980

1. What major factors led to the birth of the environmental movement in the 1970s?
2. What major developments shaped the American economy in the 1970s and contributed to its transformation?
3. How did cities and suburbs experience the "era of limits" differently and why?
4. What changed and remained the same in American politics as a result of the Watergate scandal?
5. What kind of president did Jimmy Carter hope to be, and how successful was he at implementing his agenda?

6. How did affirmative action evolve between 1961 and 1978?
7. How did the idea of civil rights expand during the 1970s?
8. Why did the struggles of working families become more prominent in the 1970s, and what social and economic concerns did those families have?
9. What were the three major consequences of the sexual revolution of the 1960s and 1970s?
10. How did evangelical Christianity influence American society in the 1970s?

1980 – 1991

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5. In what ways did American society embrace economic success and individualism in the 1980s?
6. How did Reagan's approach to the Soviet Union change between 1981 and 1989?
7. Why did the United States intervene in the conflicts between Iraq and Iran and between Iraq and Kuwait?