

Mr. Portteus' Social Studies Classes Round 3

Hello All:

In this packet of awesomeness, you will find work for roughly about two weeks of work. It will last from May 6-May 22nd. You will be graded for accuracy according to the rubric established by the teachers. The goal of the work is to be done a little at a time. **You should be spending roughly 25-30 mins a day on the work here.** This is not meant for you to stay up late like you are binge watching shows on Netflix!! You need to work on this a little at a time!

This time around for some of the classes you will find notes printed and attached with it is a worksheet that you must complete! You will be required to read the notes and write test questions for several sets of notes. If you find that in your assignment follow the directions given. **If you can attend the weekly check-ins and ask questions!!**

I will be holding office hours from 1-3 pm every day in addition to the weekly check-ins. The office hours work as follows: If you have a question email me, if you need a face to face email me and I will setup a hangout for us to talk it through. As always you can email me at William.Portteus@leonagroup.com

Please stay safe and work diligently as you can. I know this is a very difficult situation and that these are trying times but as Winston Churchill once said ***“All the great things are simple, and many can be expressed in a single word: freedom; justice; honor; duty; mercy; hope.”***

Take care all and as always if you have questions, comments and concerns please let me know.

Name: _____ period: _____

Notes Assignment: New Deal Notes

Directions: Since I cannot direct teach you over the duration of the stay at home order, your job is to look at the slides attached and write possible test questions. You will write the question and when we start our class meetings, we will discuss them as a class. I will also ask you questions to check for understanding. All of this is for a grade!! So, take your time on the assignment! This assignment should be spread over the duration of the extension. This activity should take no less than an hour. **Please make sure you include the answer to the question! You will be asking them on the calls!!**

Modern World History: you need to write a total of 25 questions

American History: You need to write a total of 25 questions

Intro to Law: you will need to write a total of 30 questions.

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A NEW DEAL

E.Q.: What was FDR's goal with his New Deal?

Vocabulary



- **New Deal:** FDR's program to solve the Great Depression; focused on relief for the needy, economic recovery, and financial reform
- **Glass-Steagall Act:** established the Federal Deposit Insurance Corporation to protect individuals' bank accounts
- **Federal Securities Act:** required corporations to provide complete and accurate information on all stock offerings
- **Deficit spending:** government spent more money than it had coming in

Vocabulary



- **Agricultural Adjustment Act (AAA):** raised crop prices by paying farmers to leave part of their fields unplanted
- **Civilian Conservation Corps (CCC):** put young unemployed men to work building roads, parks, planting trees, and helping with erosion-control and flood-control projects
- **National Industrial Recovery Act (NIRA):** established codes of fair practice for industries and to promote industrial growth

Electing Franklin D. Roosevelt



- Hoover ran for re-election in 1932 against FDR
- Roosevelt proved himself as being successful against the depression in New York as governor
- Roosevelt had a "can do" attitude
- FDR massaced Hoover: 23 million to 16 million
- Democrats also won control of both the Senate and House



Waiting for Roosevelt

- Americans had to wait 4 months after the election for FDR to take over
- FDR was not idle: worked with his advisers he called the "Brain Trust"
- Their plans would help solve the problems of the Great Depression
- Became known as the New Deal

Franklin D. Roosevelt's 1933 Brains Trust



Adolf Berle
(1895-1971)

Raymond Moley
(1886-1975)

Rexford Tugwell
(1891-1979)



The First 100 Days

- During FDR's first 100 days in office more than 15 major pieces of New Deal legislation was passed
- These significantly expanded the federal government's role- opposite of Hoover
- Banking and finance reforms were Roosevelt's first steps
- FDR closed all banks the day after taking the oath and got the Emergency Banking Relief Act passed: inspected banks to see which ones could reopen



The 1st Fireside Chat



- FDR liked to address the nation in radio addresses
- He would talk about issues of public concern and explained everything simply and informally
- 1st chat explained why public support of the government was important
- Addressed people's need to trust banks again
- Urged people to redeposit their savings

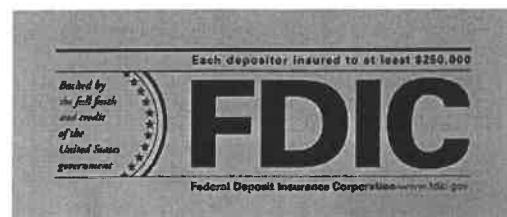


NEW DEAL PT. 2

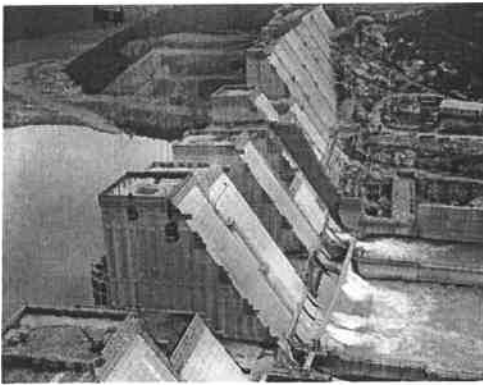
E.Q.: WHAT WAS COMMON AMONGST MOST NEW DEAL PROGRAMS PASSED?

REGULATING BANK AND FINANCE

- The FDIC provided federal insurance for individual bank accounts up to \$5,000
- Congress and FDR worked closely together to regulate the stock market
- Passed the Federal Securities Act and created the Securities and Exchange Commission
- Congress passed a bill allowing the manufacture and sale of some alcoholic beverages



RURAL ASSISTANCE



- Passed the AAA- theory was a reduced supply would raise prices
- Made the public mad for the waste but gave farmers more money
- TVA (Tennessee Valley Authority) developed the Tennessee Valley
 - Renovated dams, constructed new dams, created jobs, provided flood control, and provided electricity

WORK PROJECTS

- New Deal included programs that gave relief through work projects and cash payments
- The Civilian Conservation Corps provided almost 3 million jobs
 - Provided pay (\$30 a month- \$25 sent home), food, and housing
- The Public Works Administration provided money to states to construct schools and community buildings
- FDR established the Civil Works Administration



PROMOTING FAIR PRACTICES



- NIRA established codes of fair practice for individual industries
- National Recovery Administration (NRA)- set prices of products and established standards
- Congress gave workers the right to unionize and bargain collectively

THE NEW DEAL COMES UNDER ATTACK

- New Deal did not end the depression right away
- Roosevelt agreed to allow deficit spending
- Some argued it did not do enough to help the poor
- Some argues it spent too much money



THE SUPREME COURT REACTS

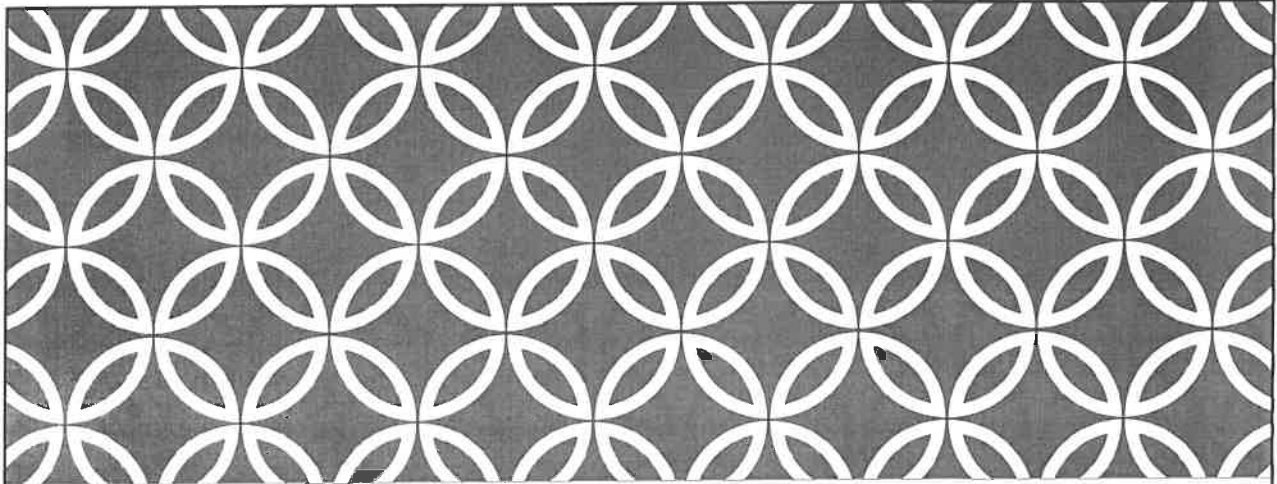
- 1935- NIRA declared unconstitutional- interfered with checks and balances
- 1936- AAA declared unconstitutional- local not state or federal issue
- Roosevelt failed at getting a law passed to allow him to appoint more judges
- Due to retirements and resignations Roosevelt appointed 7 new judges over 4 years



THREE LOUD CRITICS



- Father Charles Coughlin, Dr. Francis Townsend, and Huey Long- biggest critics
- Coughlin wanted a guaranteed annual income and nationalization of banks
- Townsend believed FDR was not doing enough for the poor and elderly
- Long wanted a social program called "Share-Our-Wealth" and wanted to run for president
- Woke FDR up- knew there was more he needed to do



THE SECOND NEW DEAL PART 1

EQ: How did the Second New Deal differ from the first?

VOCABULARY

- ❖ Works Progress Administration (WPA): agency that provided the unemployed with jobs in construction, garment making, teaching, the arts, and other jobs
- ❖ National Youth Administration: agency that provided young Americans with aid and employment during the Great Depression
- ❖ Wagner Act: protected workers' rights after the Supreme Court declared the National Industrial Recovery Act unconstitutional

VOCABULARY

- ❖ **Social Security Act:** provided aid to retirees, the unemployed, people with disabilities, and families with dependent children
- ❖ **New Deal Coalition:** alliance of diverse groups who supported the policies of the Democratic party in the 1930s and 1940s

VOCABULARY

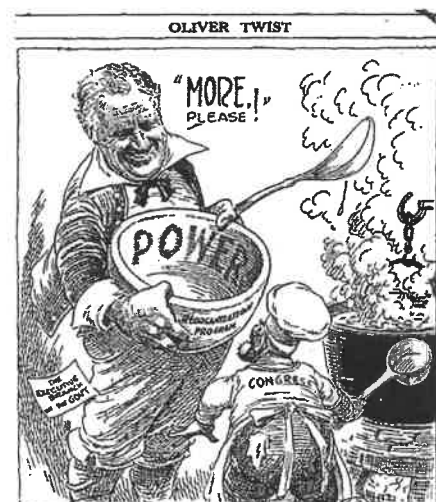
- ❖ **Federal Deposit Insurance Corporation (FDIC):** agency that insures individual's bank accounts, protecting people against losses due to bank failures
- ❖ **Securities and Exchange Commission (SEC):** agency that monitors the stock market and enforces laws regulating the sale of stocks and bonds
- ❖ **National Labor Relations Board (NLRB):** agency that prevented unfair labor practices and to mediate disputes between workers and management

VOCABULARY

- ❖ Parity: government-supported level for the prices of agricultural products, intended to keep farmers' incomes steady
- ❖ Tennessee Valley Authority (TVA): federal corporation established to develop the Tennessee Valley

THE SECOND HUNDRED DAYS

- ❖ Also known as the Second New Deal
- ❖ Were the last 2 years of FDR's first term
- ❖ Called for more extensive relief for farmers and workers
- ❖ FDR motivated by wife Eleanor
 - ❖ She was a social reformer, humanitarian, worked with politics to make things happen



RE-ELECTING FDR



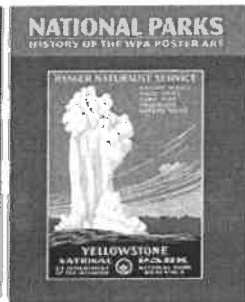
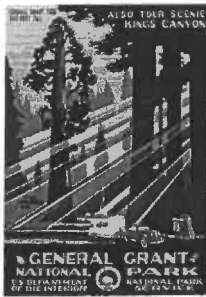
- ❖ Republican Alfred Landon ran against FDR in 1936
- ❖ Democrats won Congress and re-election
- ❖ 1st major elections that majority of African-Americans voted Democratic
- ❖ 1st time unions supported/backed a presidential candidate

FOCUSING ON FARMS

- ❖ Congress passed the Soil Conservation and Domestic Allotment Act to replace the AAA
- ❖ Paid farmers for cutting production of soil-depleting crops
- ❖ Congress passed a second Agricultural Adjustment Act
- ❖ Helped sharecroppers, migrant workers, and poor farmers through the Resettlement Administration
- ❖ Later called the Farm Security Administration- hired photographers to document rural America



HELP FOR WORKERS: WPA



- ❖ Works Progress Administration spent \$11 billion to create more than 8 million jobs over 8 years
- ❖ Built airports, roads and streets, public buildings, sewn clothes
- ❖ Made special efforts to help women, minorities, and young people
- ❖ Boosted morale of workers- restored dignity
- ❖ Created city guides, painted murals, gave performances, and recorded historical stories (slaves)

2ND NEW DEAL PT. 2

E.Q.: HOW DID THE 2ND NEW DEAL HELP WORKERS?

HELP FOR THE YOUTH: NYA

- Provided education, jobs, counseling, and recreation for young people
- Provided student aid for high school, college, and graduate students in exchange for work
 - Was a work study program: worked part-time
- Provided jobs to drop outs and graduates unable to find work



Man on the left is able to attend Boise Jr. College by teaching a class on the Art of Self Defense at a local YMCA, 1936.



LABOR REFORMS PT. 1



DAILY NEWS WAGNER ACT HELD VALID

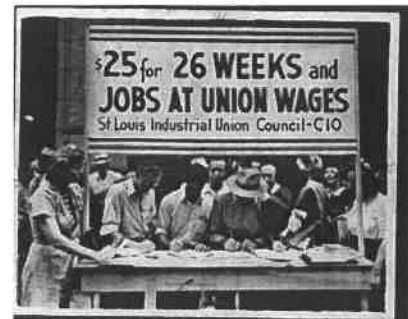


4-Page Special Supplement on the Court's 5 Decisions

- NIRA declared unconstitutional- Wagner Act passed to reinstate collective bargaining
- Prohibited unfair labor practices
 - Threatening workers
 - Firing union workers
 - Interfering with union organizing

LABOR REFORMS PT. 2

- Set up the National Labor Relations Board
 - Heard testimony about unfair practices
 - Held elections to discover if union representation was wanted by workers
- Fair Labor Standards Act passed
 - Set maximum work hours per week (44 to 40), minimum wage (increased by 40 cents), rules for workers under 16, banned hazardous work for workers under 18



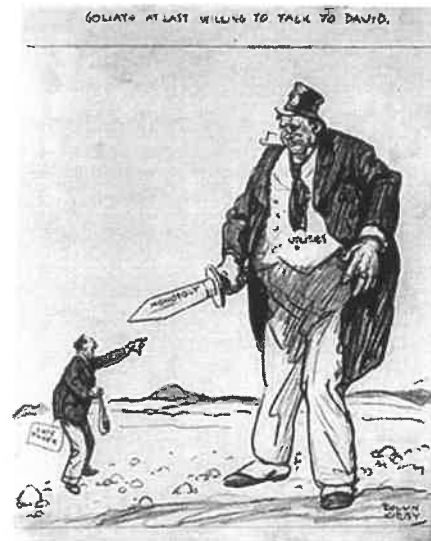
SOCIAL SECURITY ACT



- Passed in 1935- had 3 main parts
- Old-age insurance for retirees 65 or older and their spouses
 - Supplemental retirement plan: 1/2 from worker, 1/2 from employer
- Unemployment compensation system
 - Funded by federal taxes, given out by the state
- Aid to families with dependent children and the disabled

REGULATING UTILITIES

- 2nd New Deal brought electricity to rural farms
 - Created electrical cooperatives to do so
 - Went from 13% to 90% with electricity
- Public Utility Holding Company Act
 - Outlawed ownership of utilities by multiple companies
 - Lowered utility prices: less companies to pay
 - Hard for federal government to enforce



New Deal Affects Many Groups

E.Q.: How did the New Deal affect different groups?

Women

- Many women were appointed to government positions
- Frances Perkins- first female cabinet member
- Still faced discrimination: 82% of Americans said a wife should not work
- Made less than men and were not hired by all of the New Deal programs



African-Americans: Leadership



- FDR appointed more than 100 African-Americans to government positions
- Mary McLeod Bethune- head of the Division of Negro Affairs of the NYA
- Ensured African-Americans were provided job training and other benefits
- Organized FDR's "Black Cabinet" to advise on racial issues

FDR and Civil Rights

- Refused to approve federal anti-lynching laws and end the poll tax
- New Deal agencies paid African-Americans less
- African-Americans organized themselves in the North and South to fight for their civil rights
- FDR was afraid to lose the Southern White vote and did not pursue civil rights



Mexican-Americans



- Supported the New Deal
- Most worked on farms- wages were 9 cents an hour
- Tried to unionize but were met with violence
- Were disqualified from New Deal Programs and discriminated against

Native Americans

- Indian Reorganization Act passed- gave tribes their culture and land back
 - Stepped away from assimilation policies
- Act changed 3 main areas: economy, culture, politics
- Had the right to vote, land returned back to tribes, and schools on reservations instead of boarding schools



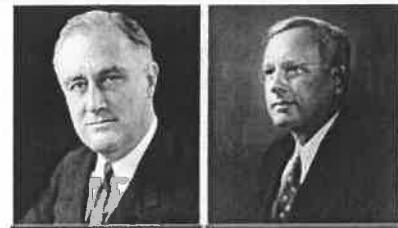
New Deal Coalition and Unions



- Helped Democrats dominate national politics
- Unions rebounded from 1920s, helped workers' conditions, and helped mass production industries make a profit
- Workers would protest with sit-down strikes
- Memorial Day Massacre: Chicago-police attacked workers striking at a steel plant

1936 Election

- FDR had support of major religious and ethnic groups
- Urban voters made up a big part of the New Deal Coalition- got people to vote for FDR
- New Deal helped as it affected many different social groups



Nominee	Franklin D. Roosevelt	Alf Landon
Party	Democratic	Republican
Home state	New York	Kansas
Running mate	John Nance Garner	Frank Knox
Electoral vote	523	8
States carried	46	2
Popular vote	27,762,648	16,881,862
Percentage	60.8%	36.5%

Impact of the New Deal

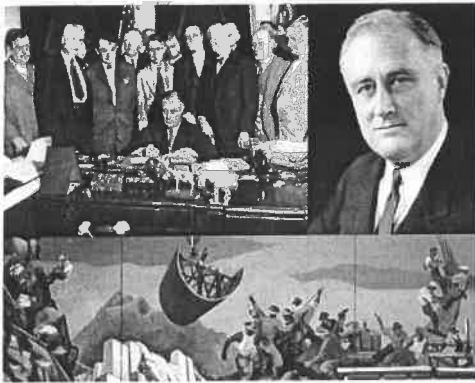
E.Q.: How did the New Deal impact today's life?

Government Role in Economy

- Established the Federal Deposit Insurance Corporation (FDIC) and the Securities and Exchange Commission (SEC)
- Infused federal funds into economy by creating jobs and controlling the supply and demand of goods
- Helped pull U.S. out of depression but did not end it
- Gave America hope and workers dignity



Workers' Rights



- New Deal needed to protect workers' rights
- Set standards for wages and hours
- Banned child labor
- Protected workers' right to unionize and bargain collectively
- National Labor Relations Board still mediates disputes

Banking and Finance

- SEC still monitors the stock market and enforces the laws regulating the sale of stocks and bonds
- FDIC restored Americans' faith in the banking system
- FDIC insures individual accounts up to \$100,000.
 - Now up to \$250,000



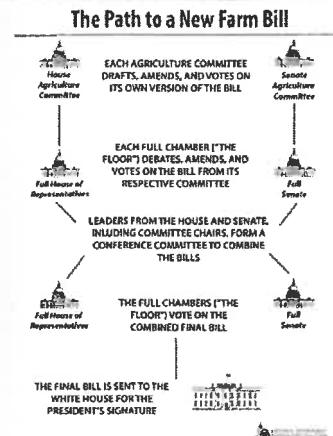
Social Security

- Still helping Americans today
- Retirees over 65 still receive “old-age insurance”
- Aid still given to unemployed and disabled
- Families with dependents receive funds



Rural Scene

- Set quotas on crop production
- Allowed farmers to get loans based on crop surplus value
- Established price supports to keep money in farmers’ pockets
- Programs improved daily life for farmers



The Environment



- The CCC planted trees, created hiking trails, and built fire lookout towers (forest fires)
- Soil Conservation Service taught farmers how to conserve soil through new techniques
- TVA used water power to generate electricity
- TVA helped prevent floods
- Added national parks and wildlife refuges

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Notes Assignment : WWII Notes

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World War II : Mobilizing for defense

EQ: What drew the US into WWII

Selective service and the GI

- 5 million men enlisted after the Pearl Harbor attack
- Selective Service drafted/voluntold 10 million more
- Spent 6 weeks at basic training- all the training they received



Women in the Military



- Staff General George Marshall pushed for the Women's Auxiliary Army Corps (WAAC)
- Military had too many jobs filled by soldiers that women performed better
- Passed into law, giving women the ability to enlist with rank and pay
- Jobs: nurses, radio operators, ambulance drivers, electricians, pilots, non-combat roles

Recruiting and contributions

- Minorities questioned whether or not it was their war to fight
 - Most would be in segregated groups
- 300,000 Mexicans joined
- 1 million African Americans served- mostly noncombat roles
- Roughly 46,000 Chinese and Japanese Americans joined- some were spies and interpreters
- 25,000 Native Americans enlisted



A production miracle



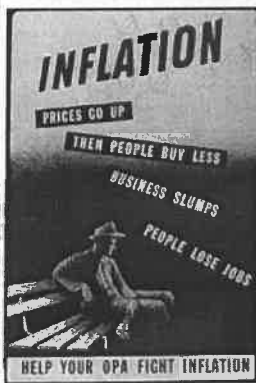
- Automobile plants retooled to produce tanks, planes, boats, and command cars
- Factories were repurposed to produce materials for the war
- More than 6 million women began working in factories during the war
 - Proved they could handle ALL factory jobs
 - Made 40% less than men
- A. Philip Randolph organized a march on Washington DC to protest discrimination in factories and in the military- it was cancelled

Scientists get involved

- New improvements in radar and sonar to locate subs underwater
- Used pesticides to fight insects, including lice
- “Miracle” drugs to save lives, like penicillin
- The Manhattan Project
 - Secret project to develop the atomic bomb



Economic Controls



- FDR created the Office of Price Administration (OPA)
 - Froze prices on most goods to fight inflation
- Congress raised income tax rates and included groups of people who had never paid it before
- Created the War Production Board (WPB) to help convert to war product and reallocate raw materials to key industries
 - Also collected scrap iron, tin cans, paper, rags, and cooking fats to recycle into war goods

Rationing

- Defined: establishing fixed allotments of goods that were essential for the military
- Households received ration books to buy meat, shoes, sugar, coffee, gas
- Hurt those in the West the most
- Most saw rationing as their personal contribution to the war effort
- Others hoarded scarce goods while some purchased goods on the black market



WWII Tech Specs



- Incendiary bombs: bombs that burned everything when it exploded
- Cruise Missiles: guided missile dependent on wind and air lift
- Ballistic Missiles: propelled bombs that can deliver multiple explosives at the same time
- Radar: allowed prevention from sneak attacks
- Penicillin: antibiotic that helped save lives
- Plastic Wrap: that stuff you cover food with. Reduced foil use
 - Aluminum/tin used for supplies: ammo, weapons, tanks, ships, etc.

The War for Europe and North Africa

EQ: how did major battles turn the war?

Battle of the Atlantic

- Hitler ordered submarine attacks on the US's east coast after Pearl Harbor
- Goal: prevent food and war materials from reaching Britain and the Soviet Union
- 1st 4 months Germany was winning- sank 7 ships
- Britain and the US resurrected the **convoy system** used during WWI- added planes this time
- US developed new ship building techniques and could build 140 ships a month
- Allies win!!!!



Battle of Stalingrad



- **Stalingrad**
 - Began Aug. 23, 1942
 - Germans surrounded city
 - Lasted through Feb. 1943
 - Russian winter prevented German army getting its supplies
 - **LOSSES:** 1 million Soviet soldiers, 240,000 German soldiers
 - 90,000 German soldiers surrendered
 - 99% of city destroyed
- ** Turning point in the Eastern European Front**

The North African Front

- Occurred during the Battle of Stalingrad
- Stalin wanted US and Britain to open new front as a distraction
- The launched Operation Torch-invasion of Axis North Africa
- Led by Dwight D. Eisenhower
- Landed in Casablanca; only lasted months
- Allies win!!!!



The Italian Campaign



- Allies wanted an unconditional surrender from the Axis Powers
- Invaded and captured Sicily first
- Mussolini resigns after being forced to by his government
- Hitler stopped the Allies in Italy- did not want to fight in Germany
- Allies did not take over Italy until 1945

Heroes in Combat

- The Tuskegee Airmen
 - Fought in Italy
 - All black squadron
 - Won 2 Distinguished Unit Citations (highest military commendation)
- 92nd Infantry Division- “The Buffaloes”
 - All black unit
 - Won 7 Legion of Merit awards, 65 Silver Stars, and 162 Bronze Stars



D-Day



- AKA: The Battle of Normandy & Operation Overlord
- June 6, 1944- Late August 1944 (no exact date)
- What it was:
 - 156,000 American, British, and Canadian forces
 - Landed on 5 beaches along 50 mile stretch of Normandy Coast
- One of the largest amphibious military assaults in history

D-Day continued

- Often called the beginning of the end of the war in Europe
- Resulted in the liberation of Northern France from Germany
- 5 beaches:
 - Britain: Gold, Sword
 - Canada: Juno
 - US: Utah, Omaha



Battle of the Bulge



- Dec. 16, 1944-Jan. 28, 1945
- Where: Ardennes Forest (Belgium, Luxembourg, France)
- Was Hitler's response to Operation Overlord
- Goal: Cut through Allied Forces and turn war back to Hitler's favor
- Strategy: surprise blitzkrieg (over 250,000 troops and 1,000 tanks)

Battle of the Bulge

- Results: Germany loses, Allies win
 - Germany lost:
 - 120,000 troops
 - 600 tanks and assault guns
 - 1,600 planes



End of the War: Europe



- Allied troops liberate the concentration/death camps
- April 25, 1945: Soviet army storms Berlin
- April 29th: Hitler marries; writes last address- blames Jews for losing the war
- April 30th: Hitler and wife kill themselves and their bodies are burned
- May 8, 1945: Eisenhower accepts unconditional surrender from Germany and Italy
 - Known as V-E Day (Victory in Europe Day)

The War in the Pacific

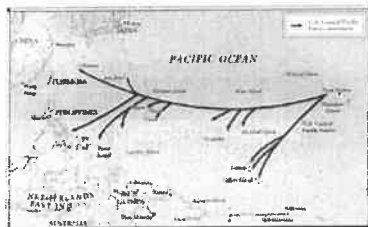
EQ: How did the atomic bomb impact the war?

US v. Japan

- Japan had an empire larger than Germany's 6 months after Pearl Harbor
- Doolittle's Raid: US's immediate response to Pearl Harbor; 16 bombers attacked Tokyo
- Battle of Coral Sea: completely an air battle; 5 days; stopped Japan from invading Australia
- Battle of Midway: turning point in the Pacific Front; US destroyed Japanese naval fleet on its way to invade Midway Island



Offense and Defense



- US gave Japan its first loss on land by invading and taking Guadalcanal
- US “leap frogged” to take back islands Japan took
 - Known as Island Hopping
- Japan developed a new offense/defense: The Kamikaze
 - Suicide planes sent to crash their bomb heavy planes into Allied ships

Iwo Jima

- Iwo Jima= “Sulfur Island”
- Feb. 19-March 26, 1945
- Volcanic island 575 mi from Japan coast
- 23,000 Japanese troops- over 1,000 taken prisoner
- U.S. losses: roughly 6,000 dead; 17,000 wounded
- Operation Detachment: One of the bloodiest battles of WWII
- Neither side willing to surrender: U.S. outnumbered Japanese in arms AND men



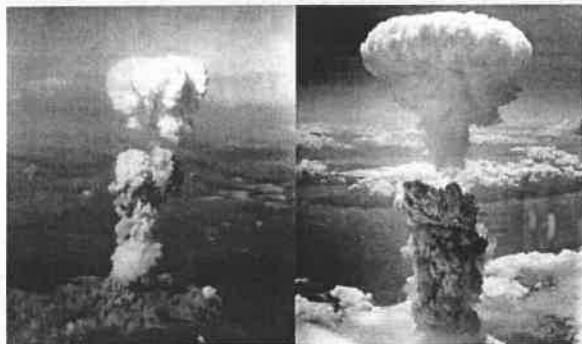
The Dropping of the Bomb



- 70% of Japan already destroyed from fire bombing
- The Manhattan Project
 - Lead Scientist: j. Robert Oppenheimer
 - Included scientists expelled/deported from Germany
 - Including Albert Einstein
 - Created, developed, and tested the atomic bomb

The Dropping of the Bomb

- At the end of the war, 3 bombs were in existence
 - 1 was tested in New Mexico: July 16, 1945
 - From 1946-1949 NO atomic weapons existed
- 2 bombs dropped on Japan: Hiroshima and Nagasaki
- Hiroshima: August 6, 1945
 - 73,000 out of 365,000 killed
- Nagasaki: August 9, 1945
 - 37,500 out of 200,000 killed
- *Many more died after as a result of radiation poisoning
- U.S. dropped bombs to force Japan into surrender



The Dropping of the Bomb



- All of Japan rebuilt, including Hiroshima and Nagasaki
 - Peace Memorial Park: only section of Hiroshima NOT rebuilt
 - Left to remind world how devastating the bomb was
- Started the Cold War and the Atomic Age
 - Soviet Union and United States “raced” to see who could technologically advance the quickest



Nuremburg Trials

- Nazi leaders tried for war crimes against humanity
- Hitler NOT tried: committed suicide before end of war
- 2 rounds of trials:
 - Round 1: Top leaders (24 total)
 - Round 2: Lesser leaders
- Round 1: 12 of 24 top leaders sentenced to death; all others sent to jail
- Round 2: 200 leaders found guilty of war crimes



Europe



- **Terms of Surrender:**
 - Germany divided into 4 parts by Allied Forces
 - Berlin divided in half: West- democratic, East- communist
 - Countries conquered by Nazis given independence back
 - Germany loses ALL gained territory prior to and during the war
 - Allied Forces could attack if Germany broke the terms of surrender
- **Terms of Treaty:**
 - Unlike WWI, each country had its own individual treaty
 - Results: Italy and Germany lose colonies and pay war costs

Europe Results and Effects

- England and France lose status as world super powers
- England dependent on U.S. economically to recover
- Soviet Union and United States rise as global super powers
 - Soviet Union now has a huge army
 - United States leading military and economic power
- France had the most to recover from:
 - Had to undo what the Nazis did
 - Overdrawn due to maintaining colonies: Algeria & Vietnam
 - Wars would eventually break out in these colonies



Japan



- Japan in ruins from extensive bombings: fire and nuclear
- Primary military leaders tried and convicted of war crimes
 - MAINLY from Pearl Harbor and the message delay
- Japan put temporarily under U.S. rule/control
- Japan unconditionally surrendered August 14, 1945
- Japan OFFICIALLY/FORMALLY surrendered September 2, 1945
 - Known as V-J Day (Victory in Japan Day)

Global Results

- 60 million dead
- Hundreds of cities reduced to rubble/ ruins
- 50 million uprooted from their homes
- Property damages in the billions of dollars (Today's trillions)
- Millions of Refugees- mostly displaced, some concentration camp survivors, and POWs

The Results of WWII

End of Colonialism	Division of India
- After WWII, the allies granted their colonies independence. -Ex: England freed India U.S. freed Philippines	-After gaining their independence, India erupted in a Civil War between Muslims & Hindus. - The nation of Pakistan is created for India's Muslims to end the religious fighting
Creation of the United Nations (UN)	Global Superpowers
- International organization dedicated to preventing another World War as well as improving the living conditions of the world's people	-The U.S. & the Soviet Union emerged from the war as the most powerful countries in the world. - The U.S. = Democracy & Capitalism - The Soviet Union = Communism

Human Cost: Military

COUNTRY	HUMAN COST
SOVIET UNION	7-13 MILLION
GERMANY	4 MILLION
CHINA	3.5 MILLION
JAPAN	1.2-1.7 MILLION
UNITED STATES	405,400
YUGOSLAVIA	300,000
BRITISH COMMONWEALTH	344,000
ROMANIA	200,000
FRANCE	200,000
ITALY	165,000
HUNGARY	120,000
POLAND	120,000
CZECHOSLOVAKIA	10,000

Human Cost: Civilians

COUNTRY	HUMAN COST
CHINA	10 MILLION
SOVIET UNION	AT LEAST 7 MILLION
POLAND	6 MILLION
GERMANY	1.6 MILLION + UP TO 2 MILLION
YUGOSLAVIA	1 MILLION
ROMANIA	465,000
FRANCE	400,000
CZECHOSLOVAKIA	330,000
JAPAN	380,000
HUNGARY	280,000
GREECE	250,000
NETHERLANDS	190,000
UNITED KINGDOM	60,000

Human Cost: Totals

ALLIED FORCES	44 MILLION
AXIS POWERS	11 MILLION

The United Nations

- Created 1945, 50 original countries
- Intent: protect members from aggression
- Set up in New York City, N.Y., U.S.A.
- Each country had an equal vote
- Created a **security council** to investigate and settle disputes
 - 5 permanent members: Britain, U.S., China, France, Soviet Union (11 members)
 - Each has a veto power



The Home Front

EQ: How did the war change daily life in the US?

Economic Gains



Between 1941 and 1945:

Average weekly pay in the U.S. grew by \$3.00

The index of farm products got 1% of total growth.

The national debt doubled.

■ Average weekly pay ■ Farm products ■ National debt

Figures in 2008 dollars



- Average weekly pay during WWII rose by 10%
- Farmers got back on track from the Great Depression
 - Better weather
 - New technologies and fertilizers
- Over 6 million women worked during the war
 - Factory, journalists, clerking, waitressing, defense plants

Social Changes

- Many people (millions) moved up North and West
- Family units were run by single mothers (dads @ war)
- Young people rushed to get married- tried to before men were shipped off to war
- GI Bill of Rights: provided education and training for veterans; paid by the government



Civil Rights Protests



- Thousands of African Americans left the South during the war
- James Farmer founded the Congress of Racial Equality (CORE)- an interracial group
 - Started to confront urban segregation in the North
- 1943 was violent due to city overcrowding and race issues
 - Detroit Race Riot: 3 days in June; started by rumor that a black man killed a white woman; 17 white men killed
 - 9 more whites and 25 blacks died after federal troops sent in

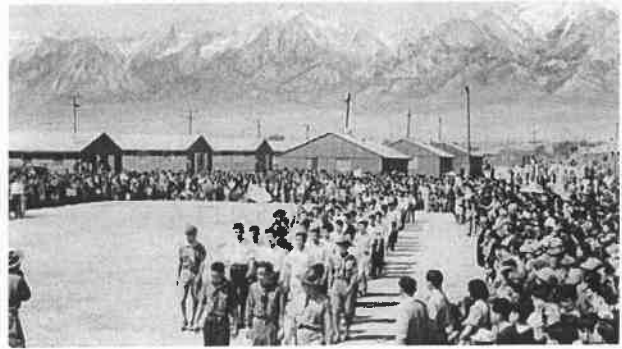
1943 LA Riots



- Mexican Americans faced discrimination in LA due to “zoot suits”
- Mexican American youth wore the zoot suit as a symbol of rebellion
- Sailors reported they were attacked by Mexican Americans in “zoot suits”
- Thousands of people involved in the riot
- Lasted a week; 100s of Mexican American youth beaten

Internment Camps

- The attack on Pearl Harbor caused racial tensions between everyone and Japanese Americans
- Japanese Americans forced to leave homes in Hawaii and West Coast
 - Had to “move” to internment camps (confinement camps)
 - Done for “national security”



Internment Camps



- Supreme Court ruled this was justified during the war
- The Japanese American Citizens League fought for compensation after the war
 - \$38 million spent to repay in 1965: covered 10% of losses
 - Reagan okayed \$20,000 to every Japanese American sent to a relocation camp in 1978

Name: _____ period: _____

Notes Assignment: Cold War

Directions: Since I cannot direct teach you over the duration of the stay at home order, your job is to look at the slides attached and write possible test questions. You will write the question and when we start our class meetings, we will discuss them as a class. I will also ask you questions to check for understanding. All of this is for a grade!! So, take your time on the assignment! This assignment should be spread over the duration of the extension. This activity should take no less than an hour. **Please make sure you include the answer to the question! You will be asking them on the calls!!**

Modern World History: you need to write a total of 25 questions

American History: You need to write a total of 25 questions

Intro to Law: you will need to write a total of 30 questions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Name: _____ period: _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

Name: _____ period: _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

The Cold War

1945-1991







If you see the flash, duck and cover!

Communism v. Democracy

aka: Soviet Union v. United States-
The Ideas and Organizations of the
Cold War Era

**EQ: How did the struggle between communism and
democracy shape the Cold War?**

Communism v. Democracy

- **COMMUNISM:**
 - Political theory
 - Advocates class war
 - Society that all property publicly owned
 - Pay based on abilities and needs

**** has **NOT** reached this point****

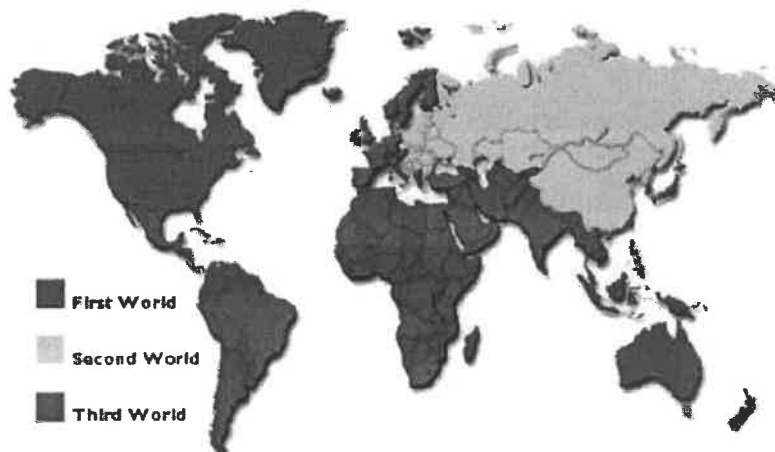
Communism v. Democracy

- **COMMUNISM:**
 - What it's looked like:
 - Revolutionary ideology
 - State controls everything
 - People have no say

Communism v. Democracy

- **DEMOCRACY:**
 - Government system
 - Run by the people/ elected officials
 - Eligible citizens vote/elect officials

Communism v. Democracy



First v. Second v. Third World came about during the Cold War

Communism v. Democracy

- **The Truman Doctrine**
 - Truman's foreign policy
 - Set the pace and precedent for the ENTIRE Cold War for U.S.
 - Drove U.S. decisions: especially Korea and Vietnam
 - Policy of CONTAINMENT: keep/maintain presence of communism, keep it contained, do not let it spread

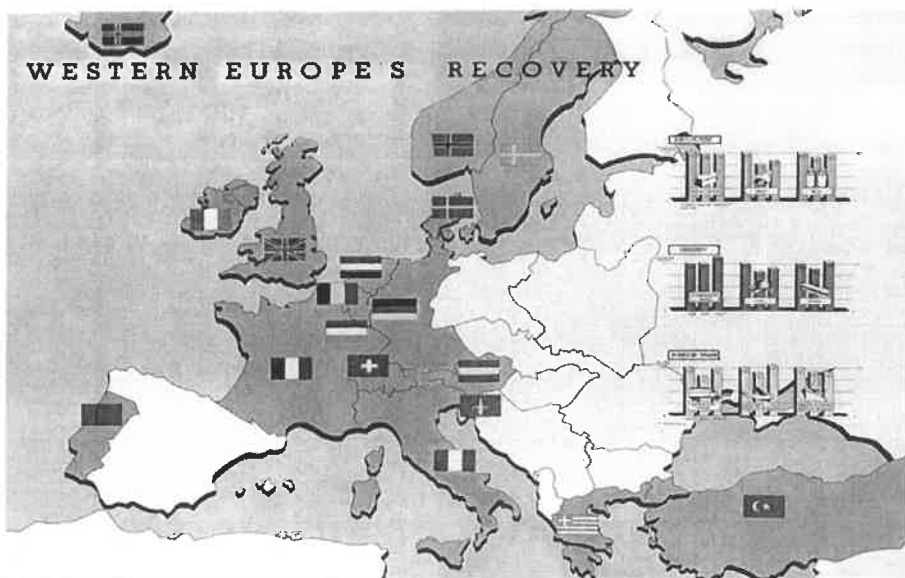


"WHY CAN'T WE WORK TOGETHER IN MUTUAL TRUST & CONFIDENCE?"

Communism v. Democracy

- **The Marshall Plan**
 - U.S. assistance recovery program
 - Created to assist European rebuild after WWII
 - Stabilized Western Europe
 - Prevented another world war
 - Officially known as the **European Recovery Program**
 - Tried to rebuild each nation impacted by the war
 - Western Europe grew economically

Communism v. Democracy

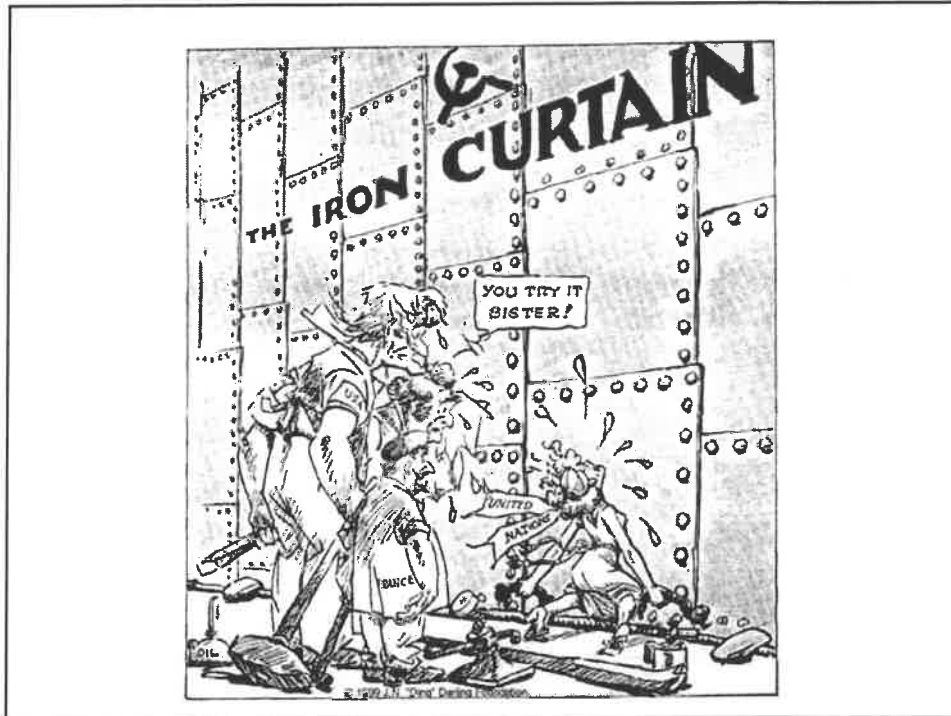


Communism v. Democracy

- **Iron Curtain**

- From East Germany through Soviet Union
- Separated Soviet Union and its sphere of influence from the Western world





Communism v. Democracy

- **NATO: North Atlantic Trade Organization**
 - Economic alliance between countries in the North Atlantic region
 - Originally 12 countries involved, now 28
 - U.S., G.B., Canada, France, Denmark, Iceland, Italy, Norway, Portugal, Belgium, Netherlands, Luxembourg
 - Countered Warsaw Pact
 - Was the U.S./Western option



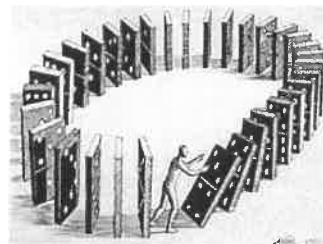
Communism v. Democracy

- **The Warsaw Pact**
 - Called “**The Treaty of Friendship, Co-operation, and Mutual Assistance**”
 - Members: Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, Soviet Union
 - **Countered NATO**
 - **Soviet economic and military alliance option**



Communism v. Democracy

- **Domino Theory:**
 - U.S. foreign policy theory
 - Truman used to justify Korea
 - Kennedy used with Cuba and Vietnam
 - **Theory: if one country OR region fell to communism, then the surrounding countries and regions will/would follow**
 - Also called the **Domino Effect**
 - **Goal: If one is slightly out of place, they all do not fall**



Post-War Germany

A Nation Divided (Literally!)

4 Sections!





Berlin Air Lift!

First Major "Battle" of the Cold War

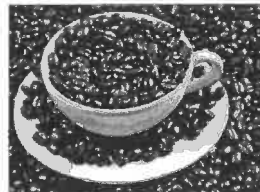
Berlin Air Lift

- Started June 24, 1948
- Lasted roughly over 1 year
- Soviets wanted ALL of Berlin
- Blocked railroad and street access to West Berlin



Berlin Air Lift

- German soldiers built airfields
- U.S. and Britain flew in supplies to West Berlin
 - Included: flour, coal, fuel, coffee, chocolate
 - Grand Total: OVER 2.3 MILLION TONS of cargo
- Failed to get U.S. and British out of Berlin

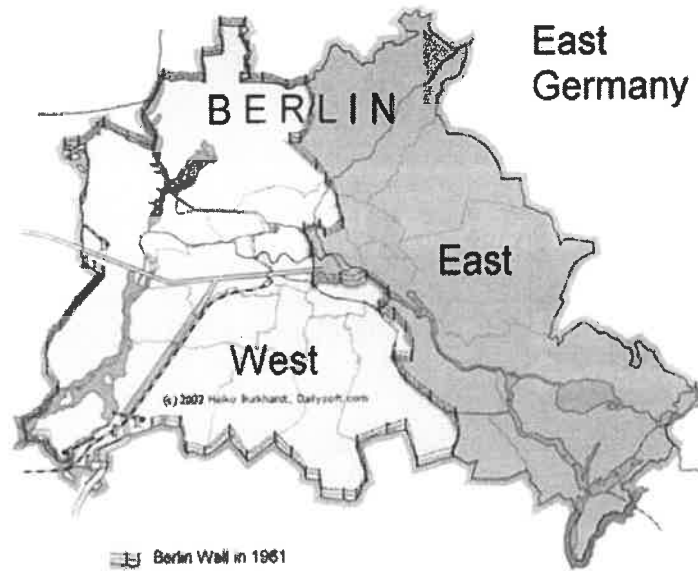


The Berlin Wall

The Berlin Wall

- August 13, 1961
- East Germany constructed a wall
 - Concrete, barbed wire (nothing fancy)
- Purpose:
 - To keep “fascist” Westerners out of East Germany
 - To keep East Germans in East Germany

The Berlin Wall: Berlin Divided



The Berlin Wall



The Making of the Berlin Wall



The Berlin Wall



The Berlin Wall



The Berlin Wall

- Major symbol of Cold War and the battle between Communism and Democracy
- Created problems and tensions between East and West Germans
- Stood until November 9, 1989
 - East Germans told they could freely enter West Germany
 - People went to the wall with hammer and picks to tear the wall down

ISRAEL

and Tension in the Middle East

Creation of Israel

- State of Israel established May 14, 1948
- U.S. President Truman recognizes same day
 - This makes Israel “official”/ “sovereign”
- British OPPOSED
 - Occupied Palestine
 - Against unlimited immigrations of Jewish refugees
 - Wanted to protect/maintain good relations with Arabs

Creation of Israel

- Truman takes to UN and forms committee
 - Handles negotiations for new land for Israel
 - New land comes from Palestine
- UN Resolution 181:
 - Divides Palestine into Jewish half and Arab half
 - Effective when British leaves area

Creation of Israel



Picture This!

- It's 1948 and you've lived in Palestine for your entire life. Then one day you hear part of your country is no longer going to be part of your country and will be home to Jews. How do you feel about this? Would you do anything to try to change this story?

Creation of Israel

- Starts A LOT of TENSION:
 - Arab-Israeli War
 - Baghdad Pact (1955)
 - Central Treaty Organization
 - Suez Crisis

Tension in the Middle East

- Arab-Israeli War of 1948
 - Broke out IMMEDIATELY after Israel a state
 - 5 Arab nations invade Palestine
 - UN Resolution 181: Palestine Arabs refused to recognize
 - Believed Resolution favored Jews; unfair to Arabs
 - U.S. wanted to stay neutral:
 - Supported UN Resolution
 - Encouraged negotiations between Arabs and Jews

Tension in the Middle East

- Fighting started with Arab militia attached to the Arab Liberation Army (ALA)
 - Attacked Jewish cities, settlements, armed forces
 - Were sporadic
 - Jews fought with underground militia forces
 - Goal was to block UN's partition resolution
- Fighting intensified AFTER Israel declared independence
- UN issued 2 cease-fires
- Lasted until Feb. 1949

Tension in the Middle East

- Baghdad Pact/ Central Treaty Organization
 - Formed to try to bring peace to Middle East
 - Was like NATO, SEATO, but for Middle East
 - U.S. wanted to use CENTO to ease tensions in Middle East and prevent communism from reaching Middle East
 - Did not exactly work
 - Goals/Objectives not reached/accomplished

Tension in the Middle East

- Suez Crisis/ Suez Canal
 - Helped seal fate for CENTO
 - Egyptian government seized control of Suez Canal from British and French-owned company
 - July 1956 Egypt nationalized canal
 - Threatened British and French businesses
 - Threatened U.S. relations with the Middle East

U2 Incident

Key Terms:

- U2 Plane
- CIA: Central Intelligence Agency
- Nikita Khrushchev



The U2 Plane: Why do we have it?

- Eisenhower pushed the technology
 - U.S. could not afford to wait for satellite technology
 - Needed to know what the Soviets were capable of
 - They had already developed their own nuclear bomb
- 1954: Operation AQUATONE
 - Plan for CIA to develop long range spy plane
 - Could fly out of Soviet radar detector and defenses
 - Plane only to be used with Eisenhower's permission
 - Used because Khrushchev refused any international inspections

U2 Plane Incident

- May 1, 1960
- CIA Pilot Francis Gary Powers takes off from Pakistan
- TOP SECRET MISSION
 - Fly over territory deep in Soviet Union and photograph
 - Trying to count nuclear weapons as well as progress towards missiles
- U2 Plane shot down over Soviet Union

Bell Ringer

- What was the Berlin Air Lift?
- Why was the Berlin Wall built?
- Where did the UN get land to create Israel from?
- What country took control and ownership of the Suez Canal?

U2 Plane Incident

- Powers ejected from plane and landed in Soviet Union
- Taken prisoner, interrogated intensely
- U.S. claimed it was a routine weather flight
- May 7th: Khrushchev announced Powers alive, uninjured
- Khrushchev used U2 plane remains as evidence of U.S. betrayal

U2 Plane Incident

- May 11th: Eisenhower apologizes to Khrushchev
- STANDSTILL: NO ONE KNOWS WHAT TO DO!!!!
- Powers convicted of spying in Soviet Union
- Sentenced to 3 years in prison, 7 hard labor
- Was released Feb. 1962 with another captive
 - Released in trade: U.S. released convicted Soviet spy

Space Race

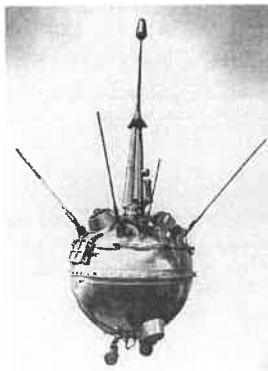
Soviets and Space

- Sputnik
 - Launched October 4, 1957
 - First successful space satellite
 - Circled the earth every 96 minutes



Soviets and Space:

- Luna and Luna 2
- Built to monitor moon
- Took pictures of the moon- including the dark spots
- Eventually landed to gather samples of the ground on the moon



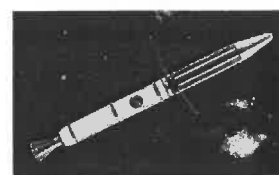
Soviets and Space

- Firsts in Space
 - Man/ human: Yuri Gagarin
 - Woman: Valentina Tereshkova
 - Dog/ Animal: Sputnik



America and Space

- NASA: National Aeronautics and Space Administration
 - Began in 1958
 - President Eisenhower established to counter Soviet's progress in Space Race
- Explorer 1
- Launched Jan. 31, 1958
- First US Satellite
- Smaller and lighter than Sputnik
- Launched using rocket technology designed for missiles



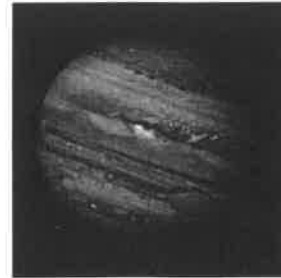
America and Space

–Race to the Moon



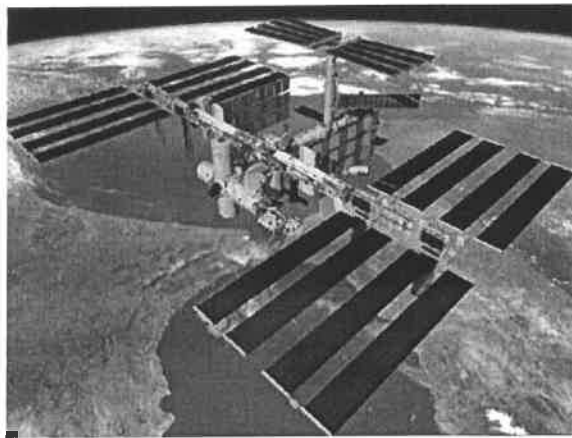
America and Space

- Planet Destinations
- U.S. first to travel to Mars, Venus and Jupiter
- Soviet Union does not reach Venus until 8 years after the U.S.



Soviets, Americans, and Space

- JOINT Space Mission: Space Station



The Korean War



Key Terms: People

- Harry S. Truman
- Dwight D. Eisenhower
- Syngman Rhee
- Kim Sung Il
- General MacArthur



Key Terms: Policy

- Truman Doctrine/ Containment Policy
- Police Action



Key Terms: Locations

- Korea
- 38th Parallel
- Inchon
- Seoul
- Pyongyang
- Panmunjon



Before the War: 1945-1949

- U.S. involved in Korea BEFORE war broke out
- U.N. got involved in negotiations:
 - U.S. was defending South Korea
 - Soviet Union defending North Korea
 - BOTH had troops on respective sides



Korean War Breaks Out: 1950

- North Korea attacks and invades South Korea!
 - Civil War
- President Truman greenlights “limited war”
- Control of “war” goes to Gen. Mac Arthur
- U.S. first attack:
 - Amphibious Assault into Inchon through the Inchon River
 - This is in the heart of North Korea

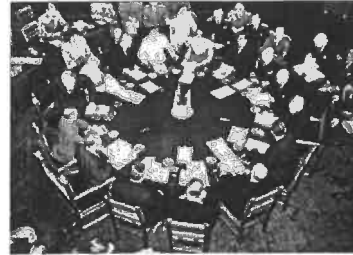


Korean War

- UN wanted members to help resist North Korea
- MacArthur wanted to push North Korea back AND take North Korea
- MacArthur gets Chinese involved on North Korean side
- MacArthur REALLY REALLY REALLY upsets Truman
- Truman fires MacArthur: April 11, 1951

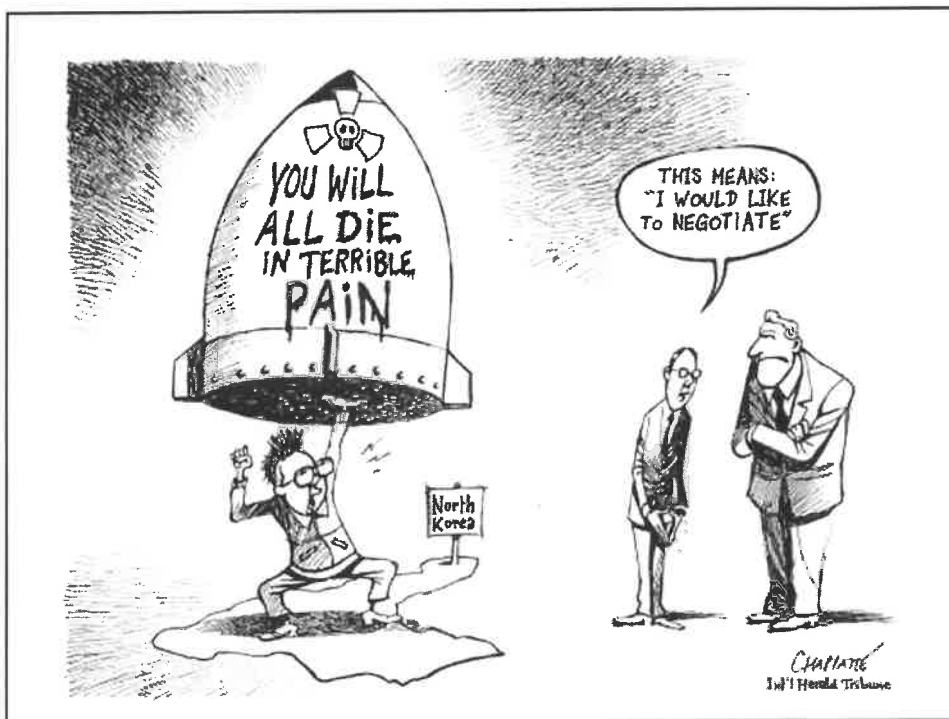
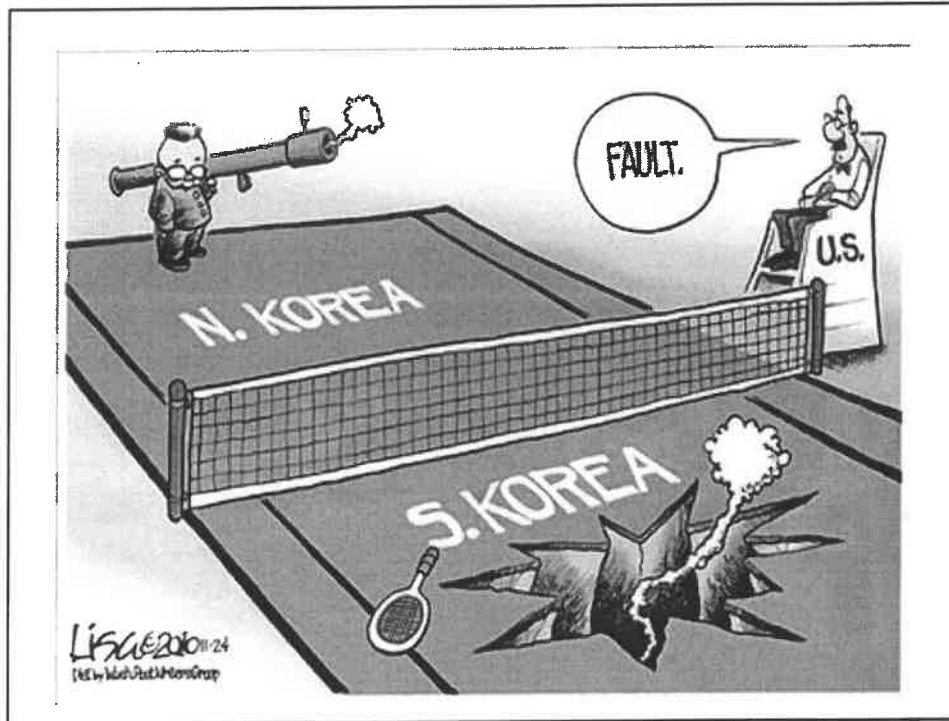
Korean War: Peace Talks

- Started Spring 1951
- Last through all of 1952
- Eisenhower voted President
 - Truman did not seek re-election
- Eisenhower gets US out in 1953
- Peace talks ended June 1953
 - AFTER U.S. attacked at Pork Chop Hill



Why did U.S. stay?

- TRUMAN:
 - Did not want to be seen as soft on Communism
 - Truman Doctrine/ Containment Policy
 - POWS: wanted to keep them safe and returned
- If you were Truman, what would you have done?



Vietnam War

Intro!

North Vietnam Leaders:

- Ho Chi Minh- PM and Pres. Of N. Vietnam
- Le Duan- General Secretary of Communist Party, president
- Le Duc Tho- Vietnamese politician and rep
- Vo Nguyen Giap- lead general: People's Army
- Khmer Rouge- Cambodian Communist movement
- Pol Pot- leader of Khmer Rouge

South Vietnam Leaders:

- Ngo Dinh Diem- President, assassinated Nov. 2, 1963
- Ngo Dinh Nhu- Diem's brother and right-hand man
- Duong Van Minh- leader of S. Vietnamese army, last President of S. Vietnam
- Nguyen Thanh- lead general of S. Vietnamese army

United States Leaders:

- Kennedy- US Pres., sent advisors to Vietnam
- Johnson- US Pres., committed U.S. to Vietnamese war
- Nixon- US Pres., gets US out of Vietnam
- McNamara- Secretary of Defense
- Clark Clifford- McNamara's replacement
- William Westmoreland- lead general in Vietnam

Background: Vietnam

- Vietnam ALWAYS under someone else's control
- Prior to WWII- Japan
- After WWII- France
- Then US stepped in to help/ relieve France
 - France pulled out
 - Sign we should have left?

War Beginnings

- Vietminh= communist group led by Ho Chi Minh
- Vietcong= communist rebel group in South Vietnam
- Vietminh defeat French and gain control of Vietnam
- Both sides agreed to the Geneva Accords
 - Split Vietnam temporarily into North and South

Background: Ho Chi Minh

- Educated, but dropped out before finishing
- Childhood and family= mystery
- Strong nationalist beliefs
- Studied all over Europe, the U.S., and Asia
- Wanted to get Vietnam's independence
- Loved by the people



Background: Ngo Dinh Diem

- Grew up in elite/ well-off family
- Catholic
- Nationalist
- Went to school with Minh- finished
- Not trusted by the people
- Helped get independence for South
- Wanted to create stable S. Vietnam
- Assassinated in military coup
- Long string of leaders after Diem



Fighting Drags On- WHY?

- Vietcong used hit and run ambush tactics
- Vietcong refused to surrender- ever!
- US troops unable to win support of the Vietnamese
 - Used napalm bombs to burn jungle and expose Vietcong
 - Used Agent Orange to clear landscape
 - Conducted search-and-destroy missions

1962 - **Operation Ranch Hand:** burn down jungle and forest to find Viet Cong and Viet Minh trails, used **Agent Orange, Agent White, and Agent Blue**

1963 - **Self- Immolation:** Buddhist Monks protested Diem's ban and laws against Buddhist practices, traditions, and ceremonies. They set themselves on fire and would burn themselves to death as martyrs

- **Diem's Assassination:** Done with U.S.'s approval, both Diem and Nhu murdered

1964 - **Gulf of Tonkin:** 2 Navy ships fired on in the Gulf of Tonkin- the 1st on Aug. 2nd (**USS MADDOX**) and the 2nd on Aug. 4th (**USS C. TURNER JOY**). Resulted in the **Gulf of Tonkin Resolution** being passed in Congress- Like a blank check for LBJ to do what he wanted in Vietnam.

1965	<ul style="list-style-type: none"> - Operation Rolling Thunder: Bombing raids on North Vietnam, lasted for 3 years - la Drang Valley: First conventional battle of Vietnam, lasted 3 days, U.S. 1st Cavalry led by Hal Moore, huge losses on both sides, US VICTORY
1966	<ul style="list-style-type: none"> - HUGE PROTESTS START: continue throughout the war
1967	<ul style="list-style-type: none"> - McNamara speaks out against Johnson: says Operation Rolling Thunder is ineffective
1968	<ul style="list-style-type: none"> - North Vietnamese launch TET Offensive: attack major cities in South Vietnam and capture most. U.S. rallies and recaptures each city captured. HUGE DEFEAT for Communists - My Lai Massacre: Lt. Calley and his 11th Brigade, search and destroy mission, murdered entire village of women and children

1969	<ul style="list-style-type: none"> - Nixon secretly starts bombing Cambodia - Ho Chi Minh dies
1970	<ul style="list-style-type: none"> - Kent State Shooting: National Guard opens fire on student anti-war protest; 4 students killed, 8 wounded - U.S. troop numbers go down in Vietnam
1971	<ul style="list-style-type: none"> - Pentagon Papers published: New York Times and other papers nationwide (Chicago Tribune, LA Times, and others) publish military papers regarding U.S. policy in Vietnam; Nixon claims national security issue and goes to Supreme Court, S.C. rules in favor of newspapers
1972	<ul style="list-style-type: none"> - Nixon pulls 70,000 troops out of Vietnam - B-52s bomb Hanoi and Haiphong: same strategy used in WWII with Japan except w/out nuclear bombs; used Napalm (gel substance used to spread fire after bomb exploded)

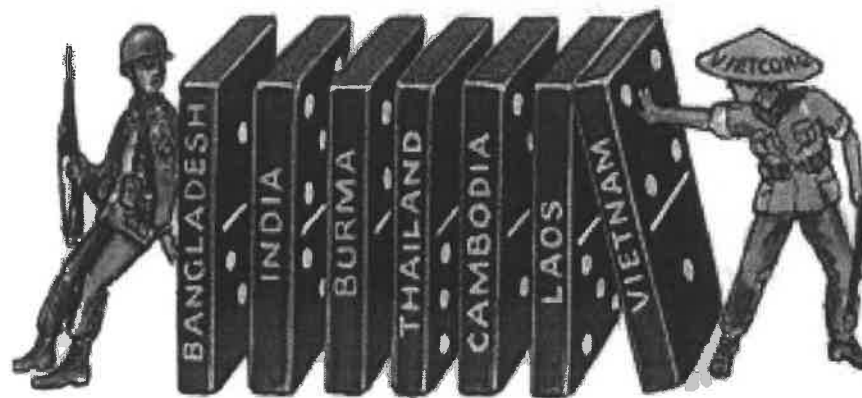
1973	- End of draft - Cease-fire signed in Paris - Last American troops pulled from Vietnam
1974	- Nixon resigns
1975	- South Vietnam slowly falls to Communism: Phuoc Long Province, Hue, Saigon - Last of Americans evacuate Saigon as it falls to North Vietnam

War at Home

- Country torn and protests are everywhere because of the New Left (youth movement)
- Students for a Democratic Society: prominent New Left group; believed in greater individual freedom
- Free Speech Movement: New Left group that attacked business and government
- Dove: American individual who call for America to withdraw from Vietnam
- Hawk: American individual who supported the war effort

Nixon and the War

- Vietnamization: Nixon's plan for getting US out of Vietnam
 - Gradual withdrawal of troops
 - South Vietnamese take over
- Appealed to the silent majority
 - Mainstream American who supported Nixon's policies
- Congress ends war by passing War Powers Act
 - President cannot mobilize troops without Congress approval



Cuban Revolution

WHO

- Cuba
 - Fulgencio Batista: Dictator
 - Fidel Castro: Rising leader/ future dictator
 - Cuban people
- United States
 - President Eisenhower
 - President Kennedy
 - C.I.A.



WHAT

- U.S. supported Cuban dictator Batista
 - Sparked Cuban resentment
 - Led to revolution
- January 1959- Batista overthrown
 - Fidel Castro replaces Batista as dictator



WHAT

- Fidel Castro as dictator
 - PROS: economic, literacy, health care, and women's reforms
 - CONS: harsh dictator, suspended elections, opponents jailed or executed, restricted the press/media



WHAT

- Castro nationalized Cuba's economy
 - Took control of U.S. owned sugar mills and refineries
 - U.S. President Eisenhower embargoes trade with Cuba
 - Embargo: ban/stop trade, making it illegal to do so
 - Castro turned to Soviet Union for aid
 - Leads to the Bay of Pigs

WHAT

- Bay of Pigs
 - 1960: C.I.A. plans invasion of Cuba to overthrow Castro
 - Trained anti-Castro Cuban exiles to execute operation
 - 1961: President Kennedy approves operation
 - April 1962: Exiles land at Bay of Pigs, Cuba
 - Kennedy refused to send air support
 - Castro defeats exile invaders: U.S. humiliated
 - Leads to Cuban Missile Crisis

The Cuban Missile Crisis

October 16-28, 1962

Who:

- United States
 - President John F. Kennedy
- Soviet Union
 - Premier Nikita Khrushchev
- Cuba
 - Fidel Castro

What:

- Soviet Union placed medium-range missiles in Cuba
- US U2 flight discovered missiles
- Led to 13 days of walking on the nuclear war line

What:

- JFK learned of missiles in Cuba
- Formed the EXCOMM: 18 of his closest advisors
 - Included brother Bobby, Cabinet members, and military leaders
- Came up with a response plan in a few days:
 - 1. Air Attack
 - 2. Air Attack + Land Invasion
 - 3. Give warning to Soviet Union and Cuba

What:

- JFK's decision: Blockade/Quarantine of Cuba
- JFK also wrote Khrushchev to remove missiles- opens communication
- Soviets pushed blockade line within 2 days
- Kennedy receives 2 letters from Khrushchev
 - First (10/26): SU removes missiles, US doesn't attack Cuba, removes blockade
 - Second (10/27): SU NOT removing missiles and will attack US if they invade Cuba

What:

- 10/27: U2 plane shot down: Maj. Anderson died
- Bobby Kennedy meets with Soviet Union Ambassador Dobrynin
 - Throws in U.S. removing missiles in Turkey
- Oct. 28: FINAL AGREEMENT!
 - Soviet Union removes missiles from Cuba
 - United States lifts blockade
 - United States will not invade Cuba
 - United States will gradually remove missiles from Turkey

Where:

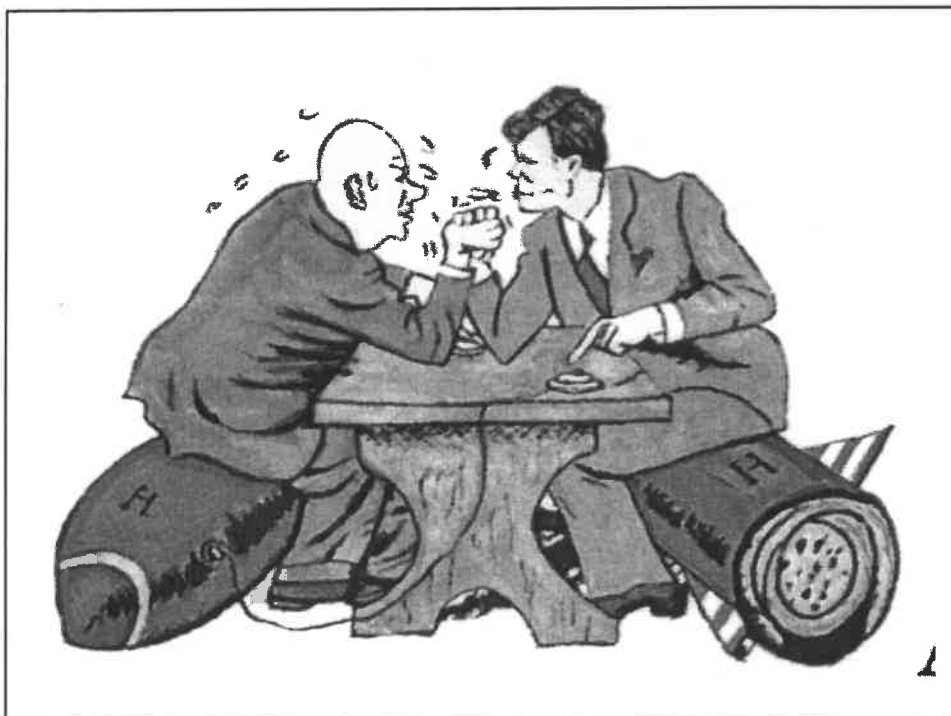
- Cuba
- United States
- Soviet Union

When:

- October 16-28, 1962

Why:

- United States and Soviet Union on the brink of a nuclear war.
- Soviets wanted a more threatening location for missiles against the United States.
- Cubans wanted Soviet's support.



Detente

The End of the Cold War

Soviet Union Reforms

- Mikhail Gorbachev becomes Soviet leader in 1985
- Implemented **glasnost** policy: allowed open criticism of Soviet government in the press
- Restructured Soviet society with **perestroika**
 - Less government control of economy
 - Introduced some free enterprise
 - Took steps towards becoming democratic government
- Leads to Soviet Union dissolving

Communist Regimes Collapse

- East Germany: Berlin Wall taken down
- Yugoslavia: collapsed
- Newly independent: Czechoslovakia, Latvia, Estonia, Lithuania, Hungary, Bulgaria, Romania
- China: loosened grip on economy but not free speech; sent military into Tiananmen Square and slaughtered unarmed protesting students

Persian Gulf War

- Iran and Iraq did not get along (shocker!)
- Went to war and Iraqi troops invaded and looted Kuwait
- After Kuwait they moved on to Saudi Arabia
- All of this threatened US oil supplies

Operation Desert Storm

- US mission to help liberate/free Kuwait from Iraq
- Kuwait was liberated and Iraq backed down from Saudi Arabia
- Small US losses: less than 400 (military and civilian) deaths
- Huge Iraqi losses: 100,000 military and civilian deaths
- Many Iraqi children died from disease (cholera, typhoid, etc) after war due to embargo

CHAPTER 16 Section 1 (pages 528–535)

Dictators Threaten World Peace

BEFORE YOU READ

In the last section, you saw the effects of the New Deal reforms in the United States during the Great Depression.

In this section, you will see how economic and political conditions in Europe and Asia in the 1930s gave rise to expansionist totalitarian states.

AS YOU READ

Take notes on the chart below. Fill it in with the beliefs and goals of these dictators and on what they did to reach their goals.

TERMS AND NAMES

Joseph Stalin Communist dictator of the Soviet Union

totalitarian Government that has complete control over its citizens and puts down all opposition

Benito Mussolini Fascist dictator of Italy

fascism Political system based on a strong, centralized government headed by a dictator

Adolf Hitler Nazi dictator of Germany

Nazism Fascist political philosophy of Germany under Nazi dictator Hitler

Francisco Franco Fascist dictator of Spain

Neutrality Acts Laws passed by Congress to ban the sale of arms or loans to nations at war

DICTATOR / NATION	BELIEFS AND GOALS	ACTIONS
<i>Stalin/Soviet Union</i>	<i>communism, stamp out free enterprise</i>	

Nationalism Grips Europe and Asia (pages 528–534)

How did dictators take power in Europe and Asia?

Woodrow Wilson had hoped that the Treaty of Versailles would provide a “just and lasting peace,” among the world’s most powerful nations. However, the Treaty mostly caused anger and resentment. The German government was angry about losing territory it considered Germany’s, as

well as being blamed for starting the war. The Soviet Union resented losing its own territories.

The peace settlement failed to make the world “safe for democracy” as Woodrow Wilson had hoped. New democratic governments, hurt by economic and social problems, floundered and turned to dictatorships.

In the Soviet Union, **Joseph Stalin** came to power in 1924. He was a ruthless leader who let nothing stand in his way. Stalin focused on creating a model communist state. He wanted to stamp out

private enterprise. He did away with private farms and created collectives, or huge state-owned farms. The state also took over industry. Stalin made the Soviet Union into a leading industrial power.

But he also made it into a police state. Anyone who criticized him or his policies was arrested by the secret police. Many were executed. Millions of others died in famines caused by Stalin's restructuring of Soviet society. It is believed that Stalin was responsible for between 8 and 13 million deaths in the Soviet Union. Stalin created a **totalitarian** government—a government with complete control over its citizens. Individuals had no rights, and the government put down all opposition.

At the same time, **Benito Mussolini** was creating a totalitarian state in Italy. His political movement was called **fascism**. It was based on a strong, centralized government headed by a dictator. Fascism grew out of extreme nationalism. Mussolini, called *Il Duce*, or the leader, was known for his efficiency in running all aspects of Italian life. But he did not want the government to own farms and factories. Fascism was actually anti-communist.

In Germany, another fascist party came to power under the leadership of **Adolf Hitler**. Hitler's political philosophy was called **Nazism**. He hoped to unite all German-speaking people into a new German empire, or Reich. He believed that Germans—especially blond, blue-eyed "Aryans"—were the master race. According to Hitler, Aryans were meant to have power over all "inferior races," such as Jews and nonwhites. Hitler believed Germany needed to expand—to gain territory—so that the German people could thrive.

Nazism combined extreme nationalism, racism, and expansionism. It appealed to unemployed, desperate, and resentful Germans during the Great Depression. In the 1932 elections, the Nazi Party gained power. Hitler became *chancellor* in January 1933. He did away with the *Weimar Republic* and set up the Third Reich, or third German empire.

Meanwhile, in Asia, military leaders had taken over Japan. They believed that Japan needed more land and resources. Japan attacked Manchuria, a province of China, in 1931. The League of Nations protested, but Japan left the League and kept Manchuria.

The League's failure to stop Japan made Hitler and Mussolini bolder: Hitler sent troops into the

Rhineland and rebuilt the German army. These acts broke the Versailles Treaty. Mussolini captured the African nation of Ethiopia. Haile Selassie, the leader of Ethiopia, asked the League for help. When the League did nothing, he said, "It is us today. It will be you tomorrow."

In Spain, the fascist general **Francisco Franco** led a rebellion to overthrow the elected government. Many American volunteers went to Spain to fight the fascists. These volunteers felt that Spain was the place to stop fascism and defend democracy. The governments of the Western democracies sent only food and clothing to democratic forces in Spain. Hitler and Mussolini supported Franco with troops and weapons. When Franco won in 1939, Europe had another totalitarian government.

1. What five major countries were ruled by dictatorships in the 1930s?

The United States Responds Cautiously

(pages 534–535)

How did the United States respond to the rise of dictators?

Most Americans wanted the United States to stay out of foreign conflicts. Many people thought that the United States had made a mistake in getting involved in World War I. Anti-war rallies were held. *Isolationism* became more popular.

Congress passed the **Neutrality Acts**. These laws banned loans or arms sale to nations at war. Because of the Spanish Civil War, the Neutrality Acts included those involved in civil wars.

In 1937, Roosevelt found a way around the Neutrality Acts. Since Japan had not declared war on China, Roosevelt felt free to send military aid to China. He gave a speech in which he talked of "quarantining the aggressors," but growing criticism from isolationists forced FDR to back down.

2. How did the United States react to the rise of expansionist dictatorships in Europe and Asia?

CHAPTER 16 Section 2 (pages 536–541)

War in Europe

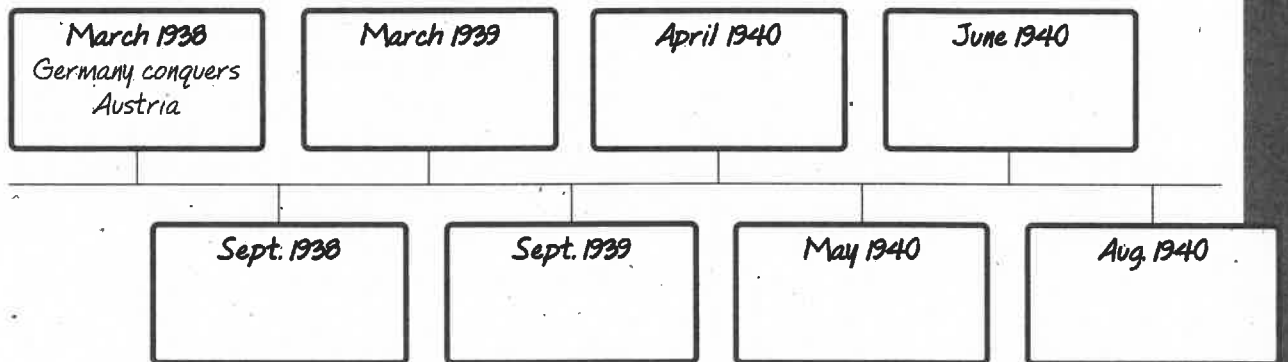
BEFORE YOU READ

In the last section, you saw how dictatorships rose in Europe and Asia in the 1930s.

In this section, you will see how the expansionist policies of Hitler led to World War II in Europe.

AS YOU READ

Fill in the time line below with the major events in Hitler's and Stalin's attempts to expand their territory.



TERMS AND NAMES

Neville Chamberlain Prime minister of Great Britain before World War II

Winston Churchill Prime minister of Great Britain during World War II

appeasement Trying to pacify an aggressor in order to keep the peace

nonaggression pact Agreement between Germany and Russia not to fight each other

blitzkrieg Lightning war strategy used by Germany against Poland

Charles de Gaulle Head of the French government in exile in England

Austria and Czechoslovakia Fall

(pages 536–538)

How did Britain and France react to Hitler's aggression?

Hitler decided that the new living space the German people needed would come from nearby nations. He would annex, or add, Austria and Czechoslovakia. And he was willing to use force to do it.

A majority of Austria's six million people were German-speaking and favored unification with Germany. In March 1938, German troops marched into Austria. They met no opposition. Germany announced an Anschluss, or "union" with Austria.

Then Hitler claimed that the Czechs were mistreating German-speaking people in an area called

the Sudetenland. He massed troops on the border. France and Britain promised to defend Czechoslovakia. Their leaders met with Hitler in Munich, Germany. Hitler promised that the Sudetenland would be his "last territorial demand." France, Britain, and Germany signed the Munich Pact in September 1938. It gave the Sudetenland to Germany.

Neville Chamberlain was the British prime minister who signed the Munich Pact. He called it "peace with honor." Another British leader, **Winston Churchill**, disagreed. He called the Pact dishonorable **appeasement**. That means giving up your principles in order to *pacify* an *aggressor*. Churchill predicted that appeasement would eventually lead to war.

1. How did Hitler begin to expand Germany's territory?

The German Offensive Begins

(pages 538–540)

What did Britain and France do about Nazi and Soviet aggression?

Hitler did not keep the promise he made at Munich. In March of 1939, he conquered the rest of Czechoslovakia.

Then Hitler began to claim that Germans living in Poland were being persecuted. Many people thought Hitler would never attack Poland. They thought he would be afraid that the Soviet Union, on Poland's eastern border, would then fight Germany. But Germany and the Soviet Union signed a **nonaggression pact**, an agreement not to fight each other. In a secret part of this treaty, Hitler and Stalin also agreed to divide Poland between them.

On September 1, 1939, Hitler launched World War II by attacking Poland. The Germans used a new strategy called a *blitzkrieg*, or lightning war. They used tanks and planes to take the enemy by surprise and crush them quickly. Poland fell to the Germans in a month. Britain and France declared war on Germany. Meanwhile, the Soviets attacked Poland from the east, and grabbed some of its territory.

For the next few months, not much happened. This was called the “phony war.” French and British troops gathered on the French border. German troops also waited.

Meanwhile, Stalin seized regions that the Soviet Union had lost in World War I. He took the Baltic states in September and October of 1939. Finland resisted, and was conquered only after fierce fighting in March 1940.

In April, Hitler launched surprise invasions of Denmark and Norway. Then in May, he quickly took the Netherlands, Belgium, and Luxembourg. This war was very real indeed.

2. How did Hitler conquer much of Europe so quickly?

France and Britain Fight On

(pages 540–541)

How did Hitler's attacks on France and on Britain turn out?

Germany attacked France in May 1940—but not where the Allies expected. It cut off Allied forces in the north. The British sent all kinds of boats—from fishing vessels to yachts—to bring nearly 340,000 British, French, and other Allied troops safely across the English Channel.

Meanwhile, Italy joined the war on the side of Germany. The Italians attacked France from the south. France surrendered quickly, in June 1940. The Germans *occupied* the northern part of France while a Nazi-controlled *puppet government*, called the Vichy government, ruled the southern part of France. The French general **Charles de Gaulle** set up a French *government in exile* in England. He promised to free France from the Nazis.

Hitler now made plans to invade Britain. He began with air raids over England. The Germans bombed London night after night in August 1940. The British air force (RAF) defended Britain against these attacks. They used a new technology called radar, and shot down hundreds of German planes. This air war was called the Battle of Britain. The new prime minister, Winston Churchill, rallied the spirits of the British people and declared that Britain would never surrender. Hitler gave up the idea of invading Britain.

3. What happened to Hitler's plans for conquering France and Britain?

Name _____

Date _____

CHAPTER 16 Section 3 (pages 542–549)

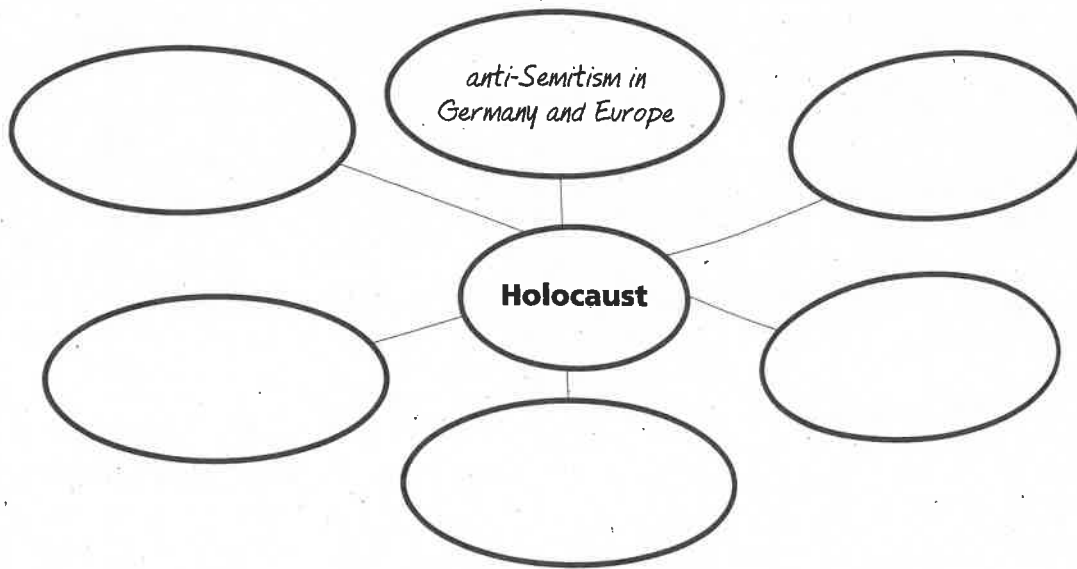
The Holocaust

BEFORE YOU READ

In the last section, you saw how Hitler began World War II. In this section, you will see how Hitler put his plan of Aryan domination into place by killing Jews and other groups he considered inferior.

AS YOU READ

Take notes on the chart below. Fill it in with the attitudes and actions that led to the Holocaust.



TERMS AND NAMES

Holocaust Systematic murder of 11 million Jews and other people in Europe by the Nazis

Kristallnacht Name given the night of November 9, 1938, when Nazis in Germany attacked Jews, their businesses, and their synagogues

genocide Deliberate and systematic killing of an entire people

ghetto A segregated neighborhood

concentration camp Prison camps operated by the Nazis where Jews and others were starved while doing slave labor, or murdered

The Persecution Begins (pages 542–544)

How did the persecution of the Jews begin in Germany?

Part of Hitler's plan for Germany was to make the country racially pure. In 1933, just three months after taking power, Hitler ordered all non-Aryans out of government jobs. Then Hitler began an organized persecution of non-Aryans, particularly of Jews. This resulted in the **Holocaust**—the systematic murder of over 11 million people across Europe. Over half of the murdered people were Jews.

Anti-Semitism, or hatred of Jews, had a long history in Germany and in other parts of Europe.

For a long time, Germans had used Jews as a scapegoat, someone to blame for their own failures and frustrations. Therefore, when Hitler blamed Jews for Germany's defeat in World War I, many Germans agreed. When Hitler blamed the Jews for Germany's economic problems, many Germans supported him.

Persecution of Jews increased under Hitler. In 1935, new laws took away Jews' civil rights and their property. Jews were forced to wear yellow stars of David on their clothing.

On November 9, 1938, organized, violent persecution began with **Kristallnacht**. (*Kristallnacht* is

a German word meaning “crystal night,” or night of broken glass.) Gangs of Nazi *storm troopers* attacked Jewish homes, businesses, and *synagogues* across Germany. The streets were littered with broken glass. Then the Nazis blamed Jews for the destruction. Many Jews were arrested; others were fined.

Many Jews started to flee Germany. Nazis were in favor of this, but other nations did not want to accept the Jewish refugees. Some refugees, including Albert Einstein and Thomas Mann, were allowed into the United States. But the United States would not change its immigration quotas. This was partly American anti-Semitism. It was also because many Americans feared competition for the few jobs during the Depression.

Once war broke out in Europe, Americans said they feared that refugees would be “enemy agents.” The Coast Guard even turned away a ship carrying refugees who had *emigration papers* for the United States. Three-quarters of those passengers were killed by the Nazis after the ship was forced to return to Europe.

1. How did the world react to Germany's persecution of the Jews?

Hitler's “Final Solution” (pages 544–546)

How did the Nazis try to kill off the Jews and others?

In 1939, there were only about a quarter of a million Jews left in Germany. But other countries that Hitler occupied had millions more Jews. Hitler's ultimate goal was to get rid of all of Europe's Jews. He began implementing the “final solution.” This plan amounted to **genocide**, the deliberate and systematic killing of an entire population.

The “final solution” was based on the Nazi belief that “Aryans” were a superior people and that their strength and racial purity must be preserved. To accomplish this, the Nazis arrested people they identified as “enemies of the state,” condemning these people to slavery and death. In

addition to Jews, the Nazis rounded up political opponents—Communists, Socialists, liberals—and other groups including Gypsies, Freemasons, Jehovah's Witnesses, homosexuals, the disabled, and the terminally ill.

Some Jews were forced into **ghettos**—segregated Jewish areas where they were made to work in factories or left to starve. Despite brutal conditions, Jews hung on, resisting the Germans and setting up schools and underground newspapers.

2. Who were the targets of the “final solution”?

The Final Stage (pages 547–549)

How did the Nazis kill so many people?

Most Jews were sent to **concentration camps**, where they suffered hunger, illness, overwork, torture, and death. The early concentration camps did not kill Jews fast enough for the Nazis. In 1941, six death camps were built in Poland. These camps had gas chambers that could kill 12,000 people a day. Prisoners were separated upon arrival at death camps by SS doctors. Those who were too old or too weak to work were led to the gas chambers and killed. At first bodies were buried or burned in huge pits. Then the Nazis built huge ovens called crematoriums that destroyed the bodies and all evidence of the mass murder that had taken place. Other prisoners were shot or hanged or subjected to horrible medical experiments by camp doctors.

Six million Jews died in death camps and Nazi *massacres*. Some Jews, however, were saved. Ordinary people sometimes risked their own lives to hide Jews or to help them escape.

Some Jews even survived the concentration camps. Elie Wiesel, who won the Nobel Peace Prize in 1986, is a survivor of Auschwitz. He has written memorably about his concentration camp experiences and the need to prevent such genocide from ever happening again.

3. Why were certain people separated from the others and led to the gas chambers?

"The Great Arsenal of Democracy" (pages 552–554)

Why did the United States change its policy of neutrality?

After the election, Roosevelt spoke to the American people. He said that the United States could not stand by and let Hitler conquer the world. America would become "the great *arsenal* of democracy." At that time, Britain could no longer pay for arms and supplies. Roosevelt suggested lending or leasing arms to any nation "whose defense was vital to the United States." Isolationists bitterly opposed his policy. But Congress passed the **Lend-Lease Act** in March 1941.

Meanwhile, Germany invaded its former ally, the Soviet Union. The United States gave lend-lease support to the Soviets as well as to Britain.

Nazi submarines called U-boats attacked and sank ships carrying arms across the Atlantic to Germany's enemies. In June 1941, Roosevelt ordered the U.S. Navy to protect lend-lease ships. He also gave American warships permission to attack German U-boats in self-defense.

2. Name two ways in which the United States became the "arsenal of democracy."

FDR Plans for War (pages 554)

How did the United States move toward war?

In August 1941, Roosevelt met secretly with British Prime Minister Winston Churchill. Roosevelt did not actually commit the United States to war. But he and Churchill did sign the **Atlantic Charter**. That was a statement of the goals for fighting World War II. These goals included protecting peoples' rights to choose their own form of government and building a secure peace.

Later, 26 nations signed a similar agreement. These nations, called the **Allies**, were united in fighting Germany, Italy, and Japan.

On September 4, 1941, a German U-boat fired on an American *merchant ship*. President Roosevelt

ordered the U.S. Navy to fire on German ships on sight. U-boats responded by sinking several American ships, and American seamen were killed. The Senate finally allowed the arming of merchant ships. Full scale war seemed inevitable.

3. What events moved the United States closer to war?

Japan Attacks the United States

(pages 554–557)

What brought the United States into conflict with Japan?

In Japan, expansionists had long dreamed of creating a huge empire. Japan was now acting on this dream. It began seizing Asian territory held as colonies by European nations. The United States also owned islands in the Pacific.

When Japan invaded Indochina, the United States cut off trade with Japan. Japan needed American oil to run its *war machine*. The new prime minister of Japan was a *militant* general named **Hideki Tojo**. He started peace talks with the United States, but he also prepared for war.

The United States broke Japan's secret communications code. The Americans knew Japan was preparing for a military strike. But they did not know when, or where the strike would be.

On December 7, 1941—during the peace talks—Japan attacked the main U.S. naval base at Pearl Harbor in Hawaii. The Japanese crippled the U.S. Pacific fleet in one blow. Planes and ships were destroyed. Over 2,400 people were killed.

Roosevelt was grim. He did not want to fight a war on two fronts. He had expected to enter the war in Europe, not to fight in Asia, too. On December 8, 1941, Roosevelt addressed Congress asking for a declaration of war against Japan. He said: "Yesterday, December 7, 1941, a date which will live in infamy . . . [the Japanese launched] an unprovoked and dastardly attack." Congress quickly agreed to declare war. Germany and Italy then declared war on the United States.

4. What event caused the American declaration of war against Japan?

Name _____

Date _____

Glossary**CHAPTER 16 World War Looms**

aggressor One who starts violence, a war, or an invasion

arsenal Supply of ammunition, arms, and other war materials

chancellor Prime minister; leader of the government

emigration papers Official documents giving permission to enter a nation

front Area of contact between combating forces; battlefield

government in exile Government that has had to flee to a foreign country because its own territory has been conquered and occupied

isolationism Policy of opposing political and economic involvement with other countries

massacre Savage killing of many victims

merchant ship Ship used for trade

militant Aggressive; fighting or warring

occupy Seize and maintain control over by force

pacify Ease the anger of; soothe

peacetime draft Forced enrollment of certain persons into the armed forces when there is not a war

puppet government Government with no real power of its own that is controlled by another nation

storm troopers Special German soldiers trained to carry out sudden attacks or assaults

synagogues Jewish houses of worship

war machine Machinery necessary to wage war, including production of weapons, transport, and military vehicles

Weimar Republic Democratic government of Germany set up after World War I

AFTER YOU READ**Terms and Names****A. Write the letter of the name next to the description that fits it best.**

- a. Adolf Hitler
- b. Joseph Stalin
- c. Benito Mussolini
- d. Winston Churchill
- e. Charles de Gaulle
- f. Hideki Tojo

- _____ 1. British prime minister who opposed appeasement
- _____ 2. Italian fascist dictator who formed an alliance with Hitler
- _____ 3. Nazi dictator who believed the Germans were a master race
- _____ 4. French general who set up a government-in-exile when France fell
- _____ 5. Militant general who became prime minister of Japan and planned the attack on Pearl Harbor
- _____ 6. Soviet dictator who signed a nonaggression pact with Hitler and had his own expansionist ideas

B. Circle the name or term that best completes each sentence.

1. _____ is the deliberate and systematic killing of an entire people.
appeasement fascism genocide
2. A _____ is a "lightning war" of quick, crushing surprise attacks.
Holocaust blitzkrieg fascism
3. When Germany, Italy, and Japan formed an alliance, they became known as the _____.
Allies Holocaust Axis powers
4. In the _____, the Nazis systematically murdered over 11 million Jews and others.
blitzkrieg Holocaust appeasement

Name _____ Date _____

AFTER YOU READ (continued)

CHAPTER 16 World War Looms

5. _____ is a form of very nationalistic totalitarian government with a strong dictator.
fascism genocide blitzkrieg
6. The _____ included Britain, France, the United States, and others fighting the Axis.
Lend-Lease Act Allies Holocaust
7. The policy of _____ at Munich allowed Germany to annex part of Czechoslovakia.
Lend-Lease Act appeasement blitzkrieg
8. The racist, nationalistic, expansionist philosophy of Hitler's Germany was called _____.
appeasement Nazism genocide
9. The Nazis rounded up Jews and other people they felt were inferior and sent them to _____.
Axis powers concentration camps blitzkrieg

Main Ideas

1. What are the characteristics of a totalitarian state?
-

2. What was the outcome of Britain's and France's policy of appeasement?
-

3. What groups did the Nazis deem unfit to belong to the Aryan "master race"?
-

4. How did the United States give aid to nations resisting Hitler?
-

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. How did the expansionist ideas of Hitler, Stalin, and Tojo lead to World War II?
2. World War II has been called "the good war" because it was fought to rid the world of brutal and dangerous dictatorships. Explain why people think of it this way.

CHAPTER 17 Section 1 (pages 562–568)

Mobilizing for Defense

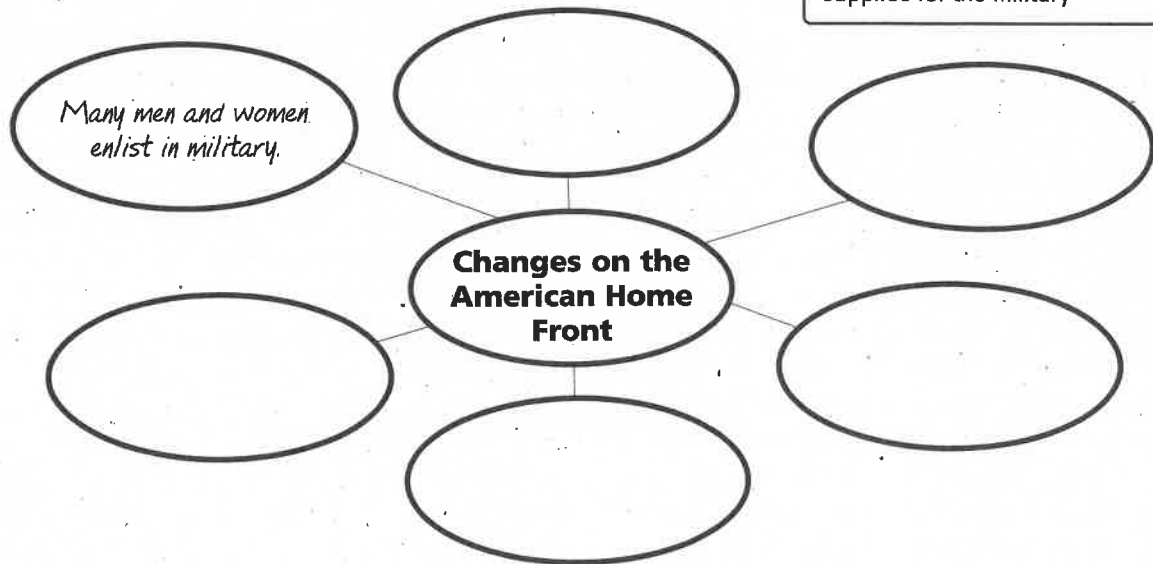
BEFORE YOU READ

In the last section, you learned the reasons why the United States entered World War II.

In this section, you will learn how Americans joined in the war effort.

AS YOU READ

Use the web diagram below to take notes on the changes on the American home front during World War II.



Americans Join the War Effort

(page 562–564)

How did Americans react to Pearl Harbor?

The Japanese had expected Americans to react with fear and despair to the attack on Pearl Harbor. Instead, Americans reacted with rage. "Remember Pearl Harbor" became a rallying cry. Five million men volunteered for military service.

But fighting a war on two fronts—in Europe and in the Pacific—required huge numbers of soldiers. Another ten million men were drafted. New soldiers received eight weeks of basic training. Then they were officially "GIs," a nickname coming from the term "Government Issue."

To free more men for combat, Army Chief of Staff General **George Marshall** suggested using women for noncombat military tasks. Congress created the **Women's Auxiliary Army Corps**

TERMS AND NAMES

George Marshall Army chief of staff during World War II

Women's Auxiliary Army Corps (WAAC) Women volunteers who served in non-combat positions

A. Philip Randolph Important African-American labor leader

Manhattan Project Secret research project that resulted in the Atomic Bomb

Office of Price Administration (OPA) Agency of the federal government that fought inflation

War Production Board (WPB) Government agency that decided which companies would make war materials and how to distribute raw materials

rationing Restricting the amount of food and other goods people may buy during wartime to assure adequate supplies for the military

(WAAC) in 1942. About 25,000 women served in the military. They did not receive the same pay or benefits as men.

Men and women from minority groups also served in World War II. They included Mexican Americans, Asian Americans, and Native Americans. Some African Americans had mixed feelings about defending a country where they were often segregated and denied the basic rights of citizenship. But they also knew they would be worse off under any of the Axis powers. More than a million African Americans served, but in racially segregated units. These units were not even allowed into combat until the last year of the war.

1. How did women and minorities join in the war effort?

A Production Miracle (pages 564–567)

What changes took place in American life?

The nation's factories quickly switched to war production. Automobile factories made planes and tanks. Pencil-makers turned out bomb parts. Shipyards and defense plants expanded. They produced warships with amazing speed.

About 18 million workers kept these war industries going. Some 6 million new factory workers were women. At first, industry did not want to hire women. Men feared women would not be able to handle the heavy work. Once women proved they could do the work, factories hired them. But they paid women only 60 percent as much as men.

Before the war, most defense contractors had refused to hire African Americans. **A. Philip Randolph**, the president of the Brotherhood of Sleeping Car Porters, was an important African-American labor leader. He threatened to have African Americans march on Washington to demand an end to this discrimination. Roosevelt feared such a march. He issued an *executive order* banning discrimination in defense industries.

Even Hollywood contributed to the war effort with patriotic films. They also made escapist romances and comedies. Public hunger for news of the war made magazines and radio more popular.

The government hired scientists to develop new weapons and medicines. They made improvements in radar and *sonar*, and in "miracle drugs" like penicillin. The government also set up the **Manhattan Project**, which developed the atomic bomb.

2. How did the war change life at home?

The Federal Government Takes Control (pages 567–568)

How did the federal government get involved in the economy?

The federal government was worried about economic issues. Congress wanted to prevent the high inflation that had occurred during World War I. Congress set up the **Office of Price Administration (OPA)**. It successfully fought inflation by "freezing," or not increasing, prices on most goods. Congress also raised taxes. The **War Production Board (WPB)** decided which companies would make war materials and how to distribute raw materials.

The OPA also set up a system of **rationing**. Families were issued coupons to be used for buying scarce items, such as meat and gasoline. Most Americans cooperated with the rationing system. They also bought *war bonds* and collected goods, such as tin cans and paper, that could be recycled, or reused, for the war effort.

3. How did the federal government regulate American life during the war?

Name _____

Date _____

CHAPTER 17 Section 2 (pages 569–577)

The War for Europe and North Africa

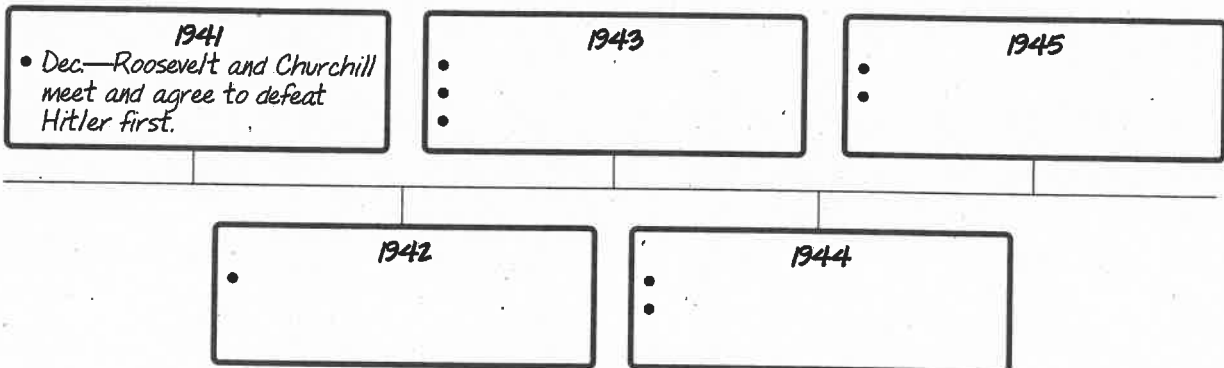
BEFORE YOU READ

In the last section, you saw how the American involvement in World War II affected life on the home front.

In this section, you will see how the United States, Britain, and the Soviet Union combined to defeat Germany and its partners in Europe.

AS YOU READ

Take notes on the time line below. Fill it in with events that led to the defeat of Germany.



TERMS AND NAMES

Dwight D. Eisenhower American general

D-Day Allied invasion to liberate Europe

Omar Bradley American general

George Patton American general

Battle of the Bulge German counteroffensive in December 1944

V-E Day Victory in Europe Day, May 8, 1945

Harry S. Truman 33rd president of the United States

The United States and Britain Join Forces (pages 569–570)

What were the goals of the American and British alliance?

In late December 1941, a few weeks after Pearl Harbor, President Roosevelt met with British Prime Minister Winston Churchill. They planned their war strategy. They agreed that the first thing to do was to defeat Hitler's Germany. Roosevelt and Churchill began a lasting friendship and a strong alliance between America and Britain.

After war was declared, German U-boats increased attacks on American ships in the Atlantic. Many American ships were sunk. The

Allies organized convoys, or groups, for shared protection. Warships and airplanes escorted the convoys. They used sonar and radar to find and destroy many German submarines.

The United States also started building ships at a rapid pace. Soon there were more Allied cargo ships, or Liberty ships, being made than being sunk. By mid-1943, the tide of the Battle of the Atlantic had turned in favor of the Allies.

1. What was the Battle of the Atlantic, and how did the Allies win it?

The Eastern Front and the Mediterranean (pages 571–573)

What happened in the Soviet Union, North Africa, and Italy?

By the summer of 1943, the Allies were winning on land as well as on the sea.

The German invasion of the Soviet Union had begun in 1941. When it stalled early in 1942, Hitler changed his tactics. He moved to capture Soviet oil fields and to take the industrial city of Stalingrad. The Germans bombed Stalingrad until almost the whole city was on fire.

But Stalin refused to give up. In three months of horrible hand-to-hand combat, the Germans took most of Stalingrad. Then the Soviets counter-attacked. They trapped a large German force just as winter came. The Germans froze and starved. In February 1943, the few German soldiers who were still alive surrendered. The Battle of Stalingrad was a turning point. From then on, Soviet forces moved steadily west towards Germany.

Meanwhile, in November 1942, the Allies invaded North Africa. North Africa at the time was controlled by the Axis. American forces led by General **Dwight D. ("Ike") Eisenhower** defeated German troops under General Erwin Rommel. The Germans surrendered in May 1943.

Next, in July 1943, the Allies invaded Italy. They captured Sicily. The war-weary Italian king stripped Prime Minister Mussolini of power and had him arrested. But then Hitler seized Italy. It took 18 long and bloody months of fighting for the Allies to drive the Germans out of Italy. In the Italian campaign, segregated units of African Americans, Mexican Americans, and Japanese Americans all won honors for bravery.

2. How were the Allies victorious in the Soviet Union, North Africa, and Italy?

The Allies Liberate Europe

(pages 574–577)

Why did the Allies invade Normandy?

The Americans and British had been building a huge invasion force for two years. It was designed to *liberate* Europe. June 6, 1944, was **D-Day**—the day the Allies crossed the English Channel and landed in Normandy, France. This invasion was the largest land-sea-air operation in history.

British, American, and Canadian forces landed on the beaches of Normandy. They met fierce German resistance, and many were killed. But they took the beaches. Over 1 million Allied troops landed in France, and began to advance. General **Omar Bradley** opened a huge hole in the German lines. It allowed American General **George Patton** and his Third Army to liberate Paris in August. By September, the Allies had liberated other European nations and had entered Germany itself.

In the United States, Roosevelt won reelection to a fourth term as president.

To the Allies' surprise, Hitler began a counter-attack in December. At first, the Germans cut deeply into Allied lines. After a month of fierce fighting, the Allies pushed the Germans back. The Germans had lost so many men and weapons in this **Battle of the Bulge** that they could only retreat.

Meanwhile, the Soviets pushed through Poland toward Germany. The Soviets were the first to liberate death camps and to describe the unbelievable horrors they saw there. By April 25, the Soviets were in Berlin. Hitler responded to certain defeat by shooting himself.

On May 8, 1945, General Eisenhower accepted the *unconditional surrender* of Nazi Germany. That became known as **V-E Day**—Victory in Europe Day. Roosevelt died on April 12, 1945 before V-E Day. Vice President **Harry S. Truman** became president.

3. How did the Allies liberate Europe and defeat Germany?

Name _____

Date _____

CHAPTER 17 Section 3 (pages 578–587)

The War in the Pacific

BEFORE YOU READ

In the last section, you saw how the Allies won victory in Europe.

In this section, you will see how the Allies defeated Japan in the Pacific.

AS YOU READ

Use the diagram below and list the key military and diplomatic actions of the last years of the war. Tell why they were important.

MILITARY/DIPLOMATIC ACTION	IMPORTANCE
<i>U.S. withdraws from Philippines</i>	<i>Japan begins conquering Pacific islands</i>

The Allies Stem the Japanese Tide (pages 578–580)

What was so important about the Battle of Midway?

In the first six months after Pearl Harbor, the Japanese military had great success. They conquered huge areas of the Asian mainland and many islands in the Pacific. In 1942, Japanese forces threatened the American army in the Philippines. General **Douglas MacArthur** was the commander of the American army. In March 1942, MacArthur left the Philippines but told people left behind, “I shall return.”

The United States started to fight back against the Japanese. In the spring of 1942, Lt. Colonel

James Doolittle led a bombing raid on Tokyo. The U.S. Navy defeated the Japanese at the Battle of Coral Sea. This ended the Japanese threat to invade Australia.

Then, in June 1942, the Japanese steamed toward Midway, an island northwest of Hawaii. American forces broke the Japanese code and knew of their plans. Admiral **Chester Nimitz** commanded American forces that crushed the Japanese. The **Battle of Midway** was a turning point in the Pacific War. After Midway, the Allies began “island hopping,” moving closer to Japan.

1. Why was the Battle of Midway important?

TERMS AND NAMES

Douglas MacArthur American commander in the Philippines

Chester Nimitz Commander of American naval forces in the Pacific

Battle of Midway American victory that was the turning point in the Pacific War

kamikaze Japanese suicide flight

J. Robert Oppenheimer Scientist who led the Manhattan Project

Hiroshima City that was the site of the first atomic-bomb drop in Japan

Nagasaki Japanese city that was the site of the second atomic-bomb drop

Nuremberg Trials Tribunal that tried Nazi leaders for war crimes

The Allies Go on the Offensive (pages 581–583)

What were the important battles in the Pacific?

American forces, led by General MacArthur, now went island-hopping towards Japan. They avoided islands that were well defended by the Japanese. Airfields were built on captured islands. Planes could then bomb Japanese supply lines.

American marines stormed the island of Guadalcanal in August 1942. This marked Japan's first defeat on land. In October 1944, Americans landed on the island of Leyte in the Philippines. The Japanese launched **kamikaze** raids. In these suicide attacks, Japanese pilots crashed their planes into Allied ships supporting the invasion. Still, Japan lost so many ships in the Battle of Leyte Gulf that the Japanese Navy was essentially knocked out of the war.

The Americans took the island of Iwo Jima in March 1945. This extremely bloody battle gave the United States a base to launch heavy bombers that could reach Japan itself.

A fierce battle raged over the island of Okinawa. The island was Japan's last defensive *outpost*. The Americans finally won on June 22, 1945, but it cost 7,600 American lives. Japan lost 110,000 men. The Allies feared the human cost of invading Japan.

2. Why was the Battle of Leyte Gulf so important?

The Atomic Bomb Ends the War (pages 583–584)

Why did the United States use the atomic bomb?

As American forces neared Japan in March 1945, President Roosevelt died. Vice-President Harry S. Truman became president.

President Truman was told about the Manhattan Project. This was the secret development of the atomic bomb led by **J. Robert Oppenheimer**. On July 16, 1945, the first atomic bomb was tested. It was even more powerful than predicted. Many sci-

entists felt it would be immoral to drop the bomb on Japan. Others said it would shorten the war and save lives. It would also give the United States an advantage over the Soviets after the war. Truman decided to use the bomb.

On August 6, 1945, an atomic bomb was dropped on **Hiroshima**, Japan. Almost every building collapsed into dust. But Japan did not surrender. A second bomb was dropped on **Nagasaki**, killing 200,000. Emperor Hirohito was horrified. Japan surrendered September 2, 1945. The war was over.

3. Why did Truman decide to use the atomic bomb?

Rebuilding Begins (pages 585–587)

How did the Allies try to shape the postwar world?

In February 1945, Roosevelt, Churchill, and Stalin met at the Yalta Conference. Stalin and Churchill disagreed on how to treat Germany. Roosevelt made concessions to Stalin. He wanted Stalin to help in the fight to defeat Japan. And he wanted Stalin to support the United Nations. At Yalta, the allies agreed to divide Germany into four zones. Stalin agreed to allow free elections in Poland and other Eastern European countries now occupied by the Soviet Army.

The **Nuremberg Trials**, trials held by an international *tribunal*, was held to try Nazi leaders. For the first time, a nation's leaders were held legally responsible for their wartime acts. They were tried for starting the war; for acts against the customs of war, such as killing prisoners; and for the murder and enslavement of civilians.

American forces, headed by General MacArthur, occupied Japan for six years. First, Japanese officials were put on trial for war crimes. Then, the Americans helped Japan set up a free-market economic system and create a new democratic constitution.

4. How did the Yalta Conference shape the postwar world?

Name _____

Date _____

CHAPTER 17 Section 4 (pages 590–595)

The Home Front

BEFORE YOU READ

In the last section, you saw how the Allies prepared for the postwar world.

In this section, you will see how the war changed the United States.

AS YOU READ

Use the chart below to take notes on the advances and problems in the economy and in civil rights during the war.

TERMS AND NAMES

GI Bill of Rights Law passed by Congress to help servicemen readjust to civilian life

James Farmer Civil rights leader who founded the Congress of Racial Equality

Congress of Racial Equality (CORE) Interracial organization formed to fight discrimination

internment Confinement under guard, especially during wartime

Japanese American Citizens League (JACL) Civil rights group formed by Japanese Americans

	ADVANCES	PROBLEMS
Economy	<i>More jobs Better pay</i>	<i>Housing shortage</i>
Civil Rights: • <i>African Americans</i>		
• <i>Mexican Americans</i>		
• <i>Japanese Americans</i>		

Opportunity and Adjustment

(pages 590–592)

How did the war create opportunities at home?

World War II was a time of opportunity for many Americans. The economy boomed. There were plenty of jobs. Wages rose. Farmers also did well.

Women had many job opportunities during the war. The share of women in the work force rose to 35 percent. (They lost some of these jobs when the men returned from military service.) Women also did a wide range of jobs and entered professions that had not been open to them before the war.

Many Americans relocated—picked up and moved. They moved to where there were defense jobs. States with military bases or defense plants saw huge gains in population. Some city populations grew by one third. The result was a housing shortage. Even though workers had the money to pay, there was no housing to rent. There were also food shortages in some areas.

People had to adjust to new family situations. Many fathers were in the armed forces, so women had to work and raise children on their own.

The war also caused a boom in marriages. Many couples married before the men went overseas.

But when the men returned after years of military service, many of these marriages failed. The divorce rate increased.

In 1944, Congress passed the **GI Bill of Rights** which was designed to help servicemen readjust to civilian life. This bill paid for veterans to attend college or technical school. Over half the returning soldiers took advantage of this opportunity. It also gave federal loan guarantees to veterans buying homes or farms or starting businesses. The GI Bill gave many people opportunities they otherwise would never have had.

1. What opportunities did the war create at home?

Discrimination and Reaction

(pages 592–593)

How did the war affect African Americans and Mexican Americans?

On the *home front*, many African Americans left the South and moved to the West Coast. There they found skilled jobs that paid well. But they also found prejudice. In 1942, civil rights leader **James Farmer** formed a new interracial organization to fight discrimination. It was called the **Congress of Racial Equality (CORE)**.

African Americans also moved into the crowded cities of the North. Tension among the races grew. In 1943 it led to *race riots*. The worst one was in Detroit, where over 30 people were killed. President Roosevelt had to send federal troops to restore order. In response, many communities formed committees to improve race relations.

Mexican Americans experienced prejudice during the war years as well. In 1942, there were anti-Mexican riots in Los Angeles. In the “zoot-suit” riots, Mexican Americans were beaten by white service men and civilians.

2. How did World War II affect African Americans and Mexican Americans?

Internment of Japanese Americans

(pages 594–595)

What happened to Japanese Americans during the war?

Japanese Americans endured terrible treatment during the war. After Pearl Harbor, panic-stricken Americans believed Japanese Americans living in the U.S. were disloyal to the United States. In Hawaii, the commanding general ordered the **internment**, or confinement of about 1 percent of Japanese-American residents.

On February 19, 1942, President Roosevelt ordered the internment of all Japanese Americans living in California, and parts of other western states. More than 100,000 people were rounded up and shipped to *internment camps*.

No charges were ever filed against Japanese Americans. No evidence of subversion was ever found. In 1944, in the case of *Korematsu v. United States*, the Supreme Court said the government policy was justified by “military necessity.” After the war, the **Japanese American Citizens League (JACL)** pushed the government to compensate, or pay back those sent to the camps.

Over the years, Congress passed bills to repay those who had been interned for the loss of their property. Finally, in 1990, cash payments were sent to all former internees. In a letter that year, President Bush said the nation “recognized the injustice done to Japanese Americans during World War II.”

3. What reason was given for the internment of Japanese Americans?

Name _____

Date _____

Glossary

CHAPTER 17 The United States in World War II

executive order Order issued by the president to any part of the executive branch of government

home front Civilian population or the civilian activities of a country at war

internment camp Area where people are kept under guard, especially during wartime

liberate Set free from oppression, imprisonment, or foreign control

outpost Fortified area away from a main settlement, used to prevent an attack on the main settlement

race riots Riots caused by racial hatred or dissension

sonar System using underwater sound waves to detect submerged objects

tribunal Court of justice

unconditional surrender Giving up to an enemy without any demands or requests

war bonds Certificates of debt issued by a government—the government uses the money to pay for a war and pays the investor at a certain future date

AFTER YOU READ

Terms and Names

A. Circle the phrase that best completes each sentence.

- The Battle of the Bulge was _____.
an Allied campaign in North Africa a battle against Japan in the Pacific
the final German counterattack in Europe
- On D-Day, the Allies _____.
landed in Normandy to liberate Europe defeated Japan defeated Germany
- The Manhattan Project _____.
sent Japanese Americans to internment camps planned the Allies' strategy developed the atomic bomb
- In the Nuremberg Trials, the Nazis _____.
were tried for war crimes and crimes against humanity starved and froze outside of a Soviet city
destroyed Jewish businesses
- The GI Bill of Rights _____.
desegregated the armed forces paid for veterans to go to college allowed women to serve in the military
- Rationing was _____.
the scientific process of developing the atomic bomb a way of allotting scarce products, like meat and gasoline
the percentage of women allowed to work in defense industries
- Hiroshima was _____.
the Japanese city on which the first atomic bomb was dropped the emperor of Japan
an internment camp in the United States

Name _____

Date _____

AFTER YOU READ (cont.) **CHAPTER 17** The United States in World War II

B. Write the letter of the name or term next to the description that explains it best.

- a. A. Philip Randolph**
- b. Harry S. Truman**
- c. Nagasaki**
- d. Dwight D. Eisenhower**
- e. Douglas MacArthur**
- f. V-E Day**
- g. Congress of Racial Equality (CORE)**
- h. kamikaze**

- _____ **1.** Japanese city that was the site of the first atomic-bomb drop
- _____ **2.** The day Nazi Germany surrendered to the Allies
- _____ **3.** An important African-American labor leader
- _____ **4.** The American general who liberated the Philippines and supervised the occupation of Japan
- _____ **5.** The American general who commanded the D-Day invasion and received Germany's surrender
- _____ **6.** Japanese suicide-plane air raids
- _____ **7.** An organization formed to fight discrimination
- _____ **8.** The vice-president who became president when Roosevelt died

Main Ideas

1. How did the federal government's actions affect civilian life during World War II?

2. How did the Battle of the Bulge signal that the end of World War II in Europe was near?

3. What was the result of dropping atomic bombs on Hiroshima and Nagasaki?

4. What events showed racial tension in the United States during World War II?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. What social and economic changes in American society arose from World War II?

2. Answer one of the following:

(a) How did the Allies defeat Germany in Europe?

(b) How did the United States defeat Japan in the Pacific?

Name _____

Date _____

CHAPTER 18 Section 1 (pages 602–608)

Origins of the Cold War

BEFORE YOU READ

In the last section, you saw the social and economic changes that would reshape postwar America.

In this section, you will see how the Allied coalition that won the war fell apart and the United States and the Soviet Union came into conflict.

AS YOU READ

Fill in the chart below with notes on U.S. actions and Soviet actions that contributed to the beginning of the Cold War.

TERMS AND NAMES

United Nations (UN) Peacekeeping body of nations

satellite nation Country dominated by the Soviet Union

containment Effort to block Soviet influence by making alliances and supporting weaker nations

iron curtain The division of Europe between free and communist countries

Cold War State of hostility between the Soviet Union and the United States but without military action

Truman Doctrine U.S. policy of sending aid to any nation trying to prevent a Communist takeover

Marshall Plan Program under which the United States gave economic aid to rebuild postwar Western Europe

Berlin Airlift Resupply of West Berlin by U.S. and British planes during Soviet blockade of 1948

North Atlantic Treaty Organization (NATO) Defensive military alliance of the United States, Canada, and ten European nations

SOVIET ACTIONS	U.S. ACTIONS
Stalin sets up satellite nations.	

Former Allies Clash (pages 602–604)

What caused Soviet-American problems?

The United States and the Soviet Union were wartime allies. But there had been trouble between them for some time. A major reason was that they had opposing political and economic systems. In addition, the Soviets were angry that the United States had taken so long to launch an attack against Hitler in Europe. Stalin also did not like that the United States had kept the development of the atomic bomb a secret. Americans were upset that

Stalin had signed a treaty with Hitler before World War II. Still, at the end of the war, people hoped that the **United Nations (UN)** would help bring a time of peace. Instead, the UN became a place where the two *superpowers* competed and tried to influence other nations.

Meanwhile, Roosevelt had died. Harry S. Truman had become president. Truman was a plain, self-educated man. But he had honesty, self-confidence, and a willingness to make tough decisions.

Truman met with the British and Soviet leaders at the Potsdam Conference in July 1945. He reminded Stalin of his promise at Yalta to allow

free elections in Eastern Europe. But Stalin would not listen to Truman. Soviet troops occupied Eastern Europe and Stalin was not going to allow free elections.

1. What were three issues that led to hard feelings between the Soviet Union and the United States?

Tension Mounts (pages 604–605)

What did Stalin and Truman want for postwar Europe?

Truman and Stalin disagreed over the future of Europe. Truman wanted strong democratic nations. He wanted the United States to be able to buy raw materials in Eastern Europe. He also wanted Eastern European markets for American products.

Stalin wished to spread communism. He also wanted to control Eastern Europe to prevent another invasion of Soviet territory. He wanted to use the resources of Germany and Eastern Europe to rebuild his war-torn nation. Stalin also felt that war between the Soviet Union and the West could not be avoided.

Stalin set up Communist governments in the European nations occupied by Soviet troops. They became **satellite nations**, countries that depended on and were dominated by the Soviet Union. The United States answered with a policy of **containment**. This was an effort to block Soviet influence by making alliances and supporting weaker nations.

In 1946, Winston Churchill described “an **iron curtain**” coming down across Europe. It separated the nations in the “Soviet sphere” from the capitalist democracies of *the West*.

2. How did Truman’s and Stalin’s plans differ?

Cold War in Europe (page 606)

What were the Truman Doctrine and the Marshall Plan?

The conflicting aims of the United States and the Soviet Union led to the **Cold War**. This was a state of hostility between these superpowers, but one without military action. Each tried to spread its political and economic influence worldwide.

Truman’s first test of containment was when Greece and Turkey needed economic and military aid

in 1947. In the **Truman Doctrine**, the president argued that aid should be sent to any nation trying to stop Communists from taking over. Congress agreed. Aid was sent to Turkey and Greece.

Western Europe was also in terrible economic shape. Factories and fields had been destroyed. A terrible winter in 1946–1947 increased hardship. Secretary of State George Marshall wanted to send aid to nations that cooperated with American economic goals. Then Soviet troops took over Czechoslovakia in 1949. Congress saw the need for strong, stable governments to resist communism. It approved the **Marshall Plan**. The plan was a great success in rebuilding Western Europe and halting the spread of communism.

3. How did the United States begin to send aid to nations fighting communism?

Superpowers Struggle Over Germany (pages 607–608)

How did the Soviets and the West disagree over Germany?

East and West also disagreed over Germany. Stalin wanted to keep it weak and divided. The Western allies thought Europe would be more stable if Germany were united and productive. Britain, France, and the United States combined their occupied zones into the nation of West Germany.

Berlin was also divided into four occupied zones. But it was located in Soviet-controlled East Germany. The Soviets cut off all transportation to West Berlin. West Berlin was the name given the zones occupied by Britain, France, and the United States. The Soviets said they would hold the city *hostage* until the West gave up the idea of German *reunification*. Instead, the United States and Britain started the **Berlin Airlift**. For 327 days, planes brought food and supplies to West Berlin. Finally, the Soviets gave up the blockade.

The blockade made the West worry about Soviet aggression. The United States and Canada joined with ten European nations in a defensive military alliance called the **North Atlantic Treaty Organization (NATO)**. Members agreed that an attack on one was an attack on all.

4. What led to the Berlin blockade?

Name _____

Date _____

CHAPTER 18 Section 2 (pages 609–615)

The Cold War Heats Up

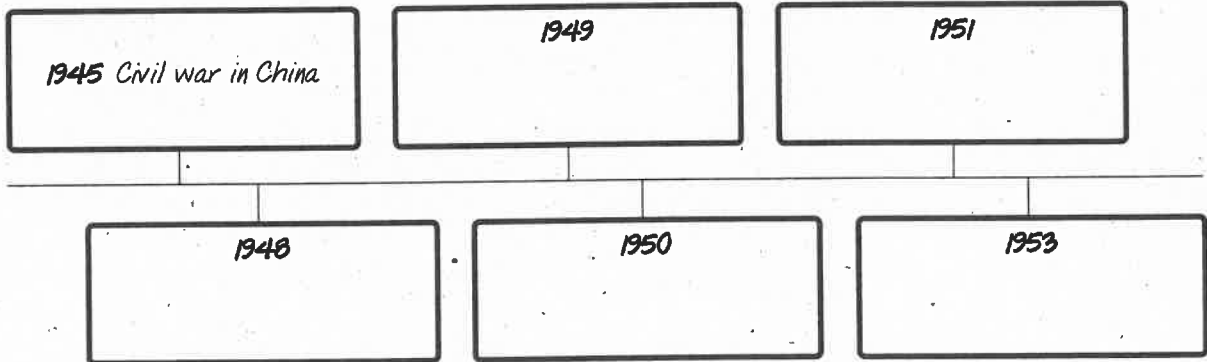
BEFORE YOU READ

In the last section, you read about postwar Europe.

In this section, you will read about the postwar situation in Asia and about the Korean War.

AS YOU READ

Fill in the time line below with the major events of the Communist takeover in China and the Korean War.



TERMS AND NAMES

Chiang Kai-shek Leader of the Nationalist forces in China

Mao Zedong Leader of the Communist forces in China

Taiwan Island off the coast of China

38th parallel Imaginary line that divides Korea at 38 degrees north latitude

Korean War War begun when North Korea invaded South Korea in 1950

China becomes a Communist Country (pages 609–611)

How did the Communists gain control of China?

For two decades the Chinese Communists struggled against the Nationalist government led by **Chiang Kai-shek**. The United States supported Chiang because he opposed communism and sent him aid. But U.S. officials knew that Chiang's government was inefficient and corrupt. He overtaxed the Chinese people even during times of *famine*. He did not have the support of the people.

Mao Zedong led the Communist forces in the North. He won the support of many Chinese *peasants*. Mao distributed land to them and reduced rents. He had an experienced army with high morale.

President Truman refused to send American troops to help the Nationalists fight communism. But he did send aid. Even so, in 1949, Chiang and his forces had to flee to **Taiwan**, an island off the coast of China. China was now Communist. Containment in China had failed!

American conservatives said that the United States had "lost" China because not enough had been done to help the Nationalists. Truman's followers said that the Communist success was because Chiang could not win the support of the Chinese people. Conservatives claimed that the U.S. government was filled with Communist agents. American fear of communism began to burn out of control.

1. How did Communists gain control of China?

The Korean War; The United States Fights in Korea (pages 611–615)

What caused the Korean War?

Japan had ruled Korea since 1910. At the end of World War II, Japanese forces in the north surrendered to the Soviets. In the south, the Japanese surrendered to the Americans. Two nations then developed. They were separated by the **38th parallel**, an imaginary line that divides Korea at 38 degrees north *latitude*.

In 1948, South Korea became an independent nation. North Korea became a Communist nation. Each claimed the right to rule all of Korea.

In June 1950, North Korea started the **Korean War** by invading South Korea. Truman was afraid another Asian nation was about to fall to communism. He ordered air and naval support for South Korea. Then the United Nations agreed to help South Korea. Troops from 16 nations—most of them American—were sent to South Korea. They were led by General Douglas MacArthur.

North Korean troops moved steadily south. They conquered the South Korean capital of Seoul. Then MacArthur launched a counterattack. His forces trapped about half the North Korean Army, which surrendered. MacArthur's success in Korea made him a national hero.

UN and South Korean forces advanced toward the 38th parallel. If they crossed it, the war would become an *offensive* rather than a *defensive* one. In October 1950, the UN told MacArthur to cross the 38th parallel and reunite Korea.

The Chinese opposed UN forces moving into North Korea. China said it would not let the

Americans near its border. The UN ignored the threat and advanced. Then Chinese troops entered North Korea. They drove UN forces back. In January 1951, the Communists recaptured Seoul.

For two years, fighting continued. But neither side advanced: MacArthur wanted to extend the war into China. He even suggested dropping atomic bombs on China. Truman was against this strategy. The Soviets were allies of the Chinese. Truman felt bombing China would start World War III.

MacArthur continued to argue for his plan. He spoke to the press and to Republican leaders. Truman felt that he could no longer allow MacArthur's *insubordination*. He fired MacArthur as commander. At first, the American public sided with MacArthur. Later, they came to agree with Truman's idea of a *limited war*.

Meanwhile, a cease-fire went into effect in June 1951. Both sides agreed on a *demilitarized zone* at the 38th parallel. An *armistice* was signed in July 1953. The agreement was a *stalemate*. Korea was still divided between Communist North Korea and non-Communist South Korea.

Many people felt that American lives had been lost for little gain. As a result, the American people rejected the party in power, the Democrats, in the 1952 election. Republican Dwight D. Eisenhower was elected president. Americans also became even more worried about Communist expansion abroad and Communist spies at home.

2. What was gained by the Korean War?



"Mr. Prima Donna," Brass Hat, Five Star MacArthur" **Harry S. Truman**

Photo Credit: Carl Mydans; *Life Magazine*. Copyright © Time, Inc.

Skillbuilder

Use this picture to answer these questions.

1. What kind of leader do you think MacArthur was from looking at this photo?

2. What does the quote from President Truman tell you about his feelings toward MacArthur?

Name _____

Date _____

CHAPTER 18 Section 3 (pages 616–621)

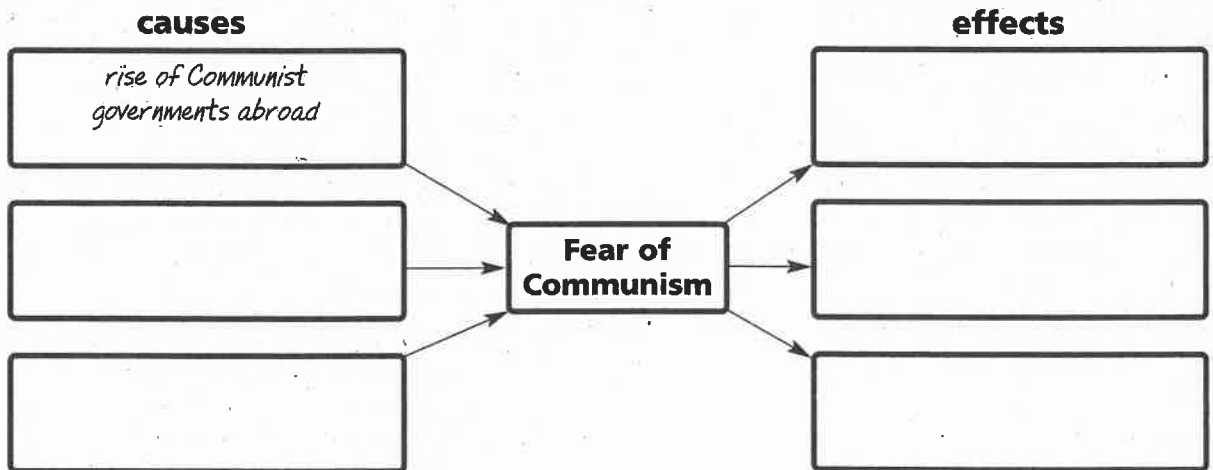
The Cold War at Home

BEFORE YOU READ

In the last section, you read about the Cold War abroad. In this section, you will read about the effects of the Cold War at home.

AS YOU READ

Fill in the diagram below with the causes of the Fear of Communism in the boxes to the left and the effects in the boxes to the right.



TERMS AND NAMES

HUAC House Committee on Un-American Activities

Hollywood Ten People called before HUAC who did not cooperate

blacklist List of people in the Hollywood film industry who were refused jobs because they did not cooperate with HUAC

Alger Hiss Former State Department official

Ethel and Julius Rosenberg Activists in the American Communist Party who were executed as spies

Joseph McCarthy Republican Senator who claimed Communists were taking over the federal government

McCarthyism Term used to refer to tactic of accusing people of disloyalty without producing evidence

Fear of Communist Influence

(pages 616–618)

How did Americans react to the threat of Communist influence?

Many Americans felt threatened by the rise of Communist governments in Europe and Asia. Some even felt that Communists could threaten the U.S. government from within. These fears increased when people found out about some spies selling U.S. government secrets to the Soviets.

Republicans accused the Truman administration of being “soft on communism.” In response to

this pressure, Truman set up a Loyalty Review Board. The Board investigated over 3 million people. About 200 were fired. Many people felt that these investigations were unconstitutional. The accused were not allowed to see the evidence against them or to face their accusers.

In 1947, Congress set up the House Committee on Un-American Activities (**HUAC**). Its purpose was to look for Communists both inside and outside government. HUAC concentrated on the movie industry because of suspected Communist influences in Hollywood. Many people

were brought before HUAC. Some agreed that there had been Communist *infiltration* of the movie industry. They *informed on* others to save themselves.

Ten people called before HUAC refused to testify. They said the hearings were unconstitutional. The **Hollywood Ten**, as they were called, were sent to prison for their refusal.

In response to the HUAC hearings, Hollywood executives created a list of some 500 people they thought were Communist-influenced. They refused to hire the people on this **blacklist**. Many people's careers were ruined.

In 1950, Congress passed the McCarran Act. It outlawed the planning of any action that might lead to a totalitarian dictatorship in the United States.

1. What are three ways that the United States reacted to fear of communism at home?
-

Spy Cases Stun the Nation

(pages 618–620)

How did spies increase fear of communism?

Two spy cases added to the fear of communism sweeping the nation. One involved an official of the State Department named **Alger Hiss**. A former Soviet spy accused Hiss of spying for the Soviet Union. He had documents that *implicated* Hiss. Hiss claimed the documents were forgeries. Hiss was convicted of *perjury*—for lying about the documents—and went to jail.

In 1949, the Soviet Union tested an atomic bomb. Most people thought that it would take the Soviets much longer to develop their own atomic bomb. A British scientist admitted giving the Soviets secret information about the American bomb. He also implicated two Americans: **Ethel and Julius Rosenberg**.

The Rosenbergs were members of the American Communist Party. They denied the charges of spying. But they were convicted and sentenced to death. People from all over the world appealed for *clemency* for the Rosenbergs. They said the evidence against them was weak. The Supreme Court

refused to overturn the decision, and the Rosenbergs were executed in 1953.

2. What two spy cases increased fear of communism in the United States?
-

McCarthy Launches His "Witch Hunt" (pages 623–624)

Who was Senator McCarthy?

In the early 1950s, Republican Senator **Joseph McCarthy** made headlines. He claimed that Communists were taking over the government. He also said the Democrats were guilty of *treason* for allowing this Communist infiltration.

McCarthy never produced any evidence to support his charges. These unsupported attacks on suspected Communists became known as **McCarthyism**. Later, McCarthyism also came to mean the unfair tactic of accusing people of disloyalty without producing evidence.

Many Republicans encouraged McCarthy. They thought that a strong anti-Communist position would help them win the 1952 elections. But some complained that McCarthy was violating people's constitutional rights.

In 1954, McCarthy made accusations against the U.S. Army. The Senate *hearings* were broadcast on national television. The American people watched McCarthy bully witnesses but produce no evidence. McCarthy lost public favor. The Senate voted to condemn him.

There had been much support for Communist *witch hunts* in the early 1950s. Many people were forced to take *loyalty oaths* in order to get jobs. States passed laws making it a crime to speak of overthrowing the government. These laws violated the constitutional right of free speech. But people became afraid to speak their views. Fear of communism made many Americans willing to give up their constitutional rights.

3. What was McCarthyism?
-

CHAPTER 18 Section 4 (pages 622–627)

Two Nations Live on the Edge

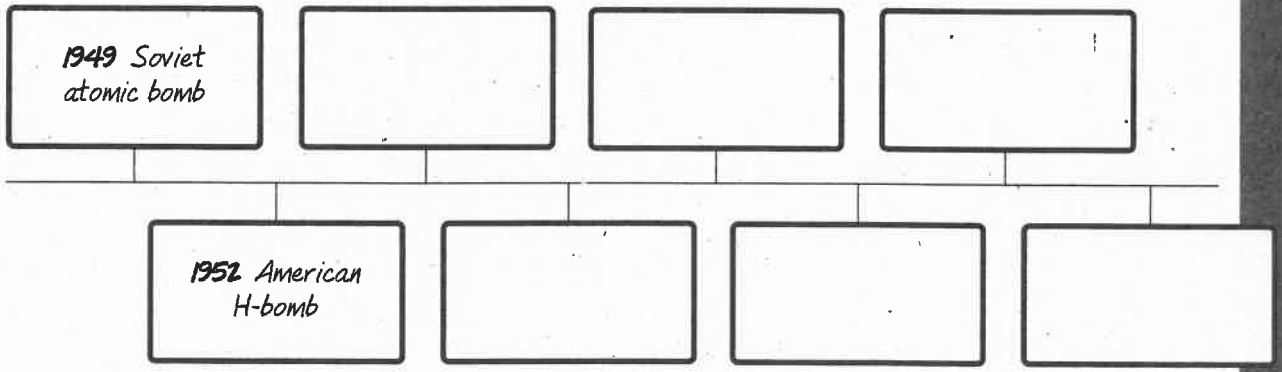
BEFORE YOU READ

In the last section, you saw how the fear of communism affected life in the United States.

In this section, you will see how Cold War tensions increased as both the United States and the Soviet Union tried to spread their influence around the world.

AS YOU READ

Fill in the time line below with events that show how the United States and the Soviet Union competed during the Cold War. Write Soviet actions above the line and U.S. actions below the line. Draw arrows to show how the two nations reacted to each other.



TERMS AND NAMES

H-bomb Hydrogen bomb

Dwight D. Eisenhower President of the United States

John Foster Dulles Secretary of state
brinkmanship Willingness to go to the edge, or brink, of war

CIA Intelligence-gathering, or spy, agency of the United States government

Warsaw Pact Military alliance of the Soviet Union and its satellite nations

Eisenhower Doctrine Policy of the United States that it would defend the Middle East against attack by any Communist country

Nikita Khrushchev Soviet leader

Francis Gary Powers Pilot of an American U-2 spy plane

U-2 incident Downing of a U.S. spy plane and the capture of its pilot by the Soviet Union in 1960.

Brinkmanship Rules U.S. Policy

(pages 622–623)

What was the arms race?

The Soviet Union exploded its first atomic bomb in 1949. American leaders wanted to develop a more powerful weapon. In 1952, the United States exploded the first hydrogen bomb, or **H-bomb**.

But the Soviets tested their own H-bomb in 1953. **Dwight D. Eisenhower** was president. His secretary of state, **John Foster Dulles**, was very anti-Communist. He said America must not compromise. The United States must be prepared to

use all of its nuclear weapons against any aggressor. This willingness to go to the edge, or brink, of war was called **brinkmanship**.

The United States began making more nuclear weapons. So did the Soviet Union. This was called the arms race. Many Americans feared a nuclear attack at any time. They had *air-raid drills* and *fallout shelters* to prepare for these attacks.

1. Why did the arms race begin?

The Cold War Spreads Around the World (pages 623–626)

What events increased Cold War tensions?

The United States was in competition with the Soviet Union all over the world. President Eisenhower began to rely on the **Central Intelligence Agency (CIA)**. The CIA used spies to get information abroad. It also carried out covert actions, or secret operations, to weaken or overthrow governments unfriendly to the United States.

One CIA action involved Iran. In 1953, the CIA convinced the Shah, or monarch, of Iran to get rid of a prime minister who was not friendly to the West. In 1954, the CIA took action in Guatemala. Eisenhower believed Guatemala was friendly to the Communists. The CIA trained an army that overthrew Guatemala's government.

Soviet dictator Josef Stalin died in 1953. At first, tensions eased between the superpowers. People called it a thaw in the Cold War. But when West Germany joined NATO, the Soviet Union formed a military alliance with its satellite nations in 1955. This alliance was called the **Warsaw Pact**.

In 1956, a crisis developed in the Middle East. Egypt seized control of the Suez Canal. The Canal was located in Egypt but owned by Britain and France, who had built it. Egypt was an ally of the Soviet Union. Britain, France, and Israel invaded Egypt to take the Canal back. The Soviets threatened to bomb Britain and France. The United States threatened to *retaliate*. War was prevented when the UN imposed a cease-fire. During the crisis, Eisenhower issued a warning, known as the **Eisenhower Doctrine**. It said the United States would defend the Middle East against Communist attack.

In 1956, the people of Hungary rose in revolt and called for a democratic government. The new government promised free elections. But when the Hungarians asked to leave the Warsaw pact in 1956, Soviet tanks rolled into Hungary. They crushed the reform movement. Many Hungarian reformers were killed, and others fled the country.

2. How did hostilities increase between the United States and the Soviet Union during the 1950s?

The Cold War Takes to the Skies (pages 626–627)

What was the missile race?

The Soviet leader, **Nikita Khrushchev**, came to power in the years after Stalin's death. Unlike Stalin, he believed communism could triumph through peaceful means.

On October 4, 1957, the Soviets shocked the world by launching *Sputnik I*. It was the first artificial satellite to orbit the earth. American scientists also worked hard to catch up. The first attempt to launch a U.S. satellite was a humiliating failure. On January 31, 1958, the United States successfully launched its first satellite.

Meanwhile, the United States had been flying spy missions over the Soviet Union. The CIA used U-2 aircraft that flew so high they could not be shot down. Or so the Americans thought. On May 1, 1960, a U-2 spy plane was shot down over the Soviet Union. The pilot, **Francis Gary Powers**, was captured and convicted of spying. However, he was soon released in exchange for a Soviet spy.

This **U-2 incident** happened right before a meeting between Eisenhower and Khrushchev. At the meeting, Khrushchev criticized the United States and walked out. The U-2 incident hurt Eisenhower's ability to deal with the Soviets.

3. In what two ways was the Cold War fought in the skies?

Glossary**CHAPTER 18 Cold War Conflicts**

air-raid drills Practice of what to do during a bombing attack

armistice Temporary stop to fighting by agreement of both sides

clemency Mercy; reduction of a severe sentence given by a court

defensive Intended to withstand or protect against aggression or attack

demilitarized zone An area where military forces are not allowed

fallout shelters Underground living areas that give protection from the explosion and radiation of a nuclear attack

famine Drastic, wide-reaching food shortage, often resulting in the starvation of many people

hearing Session of an investigating committee at which testimony is taken from witnesses

hostage Person or persons held prisoner in order to get a ransom or agreement to certain demands

implicated Suggested the guilt of; incriminated

infiltration Process of entering gradually or secretly, in order to spy or gain control

informed on Implicated; gave incriminating information about others to the authorities

insubordination Act of disobeying authority

latitude Distance north or south of the earth's equator, measured in degrees

limited war War whose objective is less than the enemy's total defeat

loyalty oath Formal pledge of loyalty to the government, sometimes specifically denying membership in the Communist Party

offensive Attacking; starting a war

peasants Small farmers, tenant farmers, sharecroppers, and farm laborers

perjury False testimony under oath, as in a court of law or Congressional hearing; lying

retaliate To strike back in kind; especially to return a military attack

reunification Recombining of the parts of a nation divided by force

Sputnik I First artificial satellite to orbit the Earth

stalemate Situation in which further action is blocked; a deadlock

superpowers Most powerful and influential nations, especially those that lead a power bloc

treason Betrayal of one's country, especially by aiding its enemies

the West Noncommunist countries of Western Europe and the Americas

witch hunt Investigation that says its purpose is to uncover illegal activities but is actually used to harm those whose views differ

AFTER YOU READ**Terms and Names****A. Write the name or term that best completes each sentence.**

blacklist

containment

Mao Zedong

McCarthyism

NATO

satellite nations

Taiwan

Warsaw Pact

1. Stalin set up Communist governments in Soviet-dominated countries called _____. The United States tried to block Soviet influence in a policy called _____.
2. The United States, Canada, and ten European nations formed _____ to defend each other against Soviet aggression. Later, the Soviet Union and other Communist nations formed a military alliance called the _____.
3. Fear of Communist influence at home led to _____, a "witch hunt" in which many people were unfairly and unconstitutionally accused of being Communists. These people were sometimes put on a _____, which meant they could no longer find work.
4. _____ and his Communist forces won the civil war in China. They forced Chiang Kai-shek and his Nationalist forces to flee to the island of _____.

Name _____

Date _____

AFTER YOU READ (continued)

CHAPTER 18 Cold War Conflicts

B. Write the letter of the name or term next to the description that explains it best.

- a. Cold War**
- b. Korean War**
- c. John Foster Dulles**
- d. brinkmanship**
- e. CIA**
- f. Nikita Khrushchev**
- g. U-2 incident**

- _____ **1.** The willingness to go to the edge of war in order to keep the peace
- _____ **2.** The period of competition and hostility between the United States and the Soviet Union
- _____ **3.** The shooting down of an American spy plane by the Soviets
- _____ **4.** The agency of the U.S. government that used spies to get information and to carry out secret actions abroad
- _____ **5.** The fighting between North Korean and Chinese Communist troops and UN forces for control of Korea
- _____ **6.** The leader of the Soviet Union who thought Communism could triumph peacefully
- _____ **7.** President Eisenhower's secretary of state who developed the policy of brinkmanship

Main Ideas

1. What were the goals of U.S. foreign policy during the Cold War?

2. What goals did the United States achieve by fighting in Korea? What goals did it fail to achieve?

3. What actions of Joseph McCarthy worsened the national hysteria about communism?

4. By what means did the U.S. government, including the CIA, fight the Cold War around the world?

Thinking Critically

Answer the following questions on a separate sheet of paper.

- 1. What was the Cold War? How did containment and the arms race contribute to the Cold War?**
- 2. What were some effects of the fear of communism that swept the United States in the 1950s?**

CHAPTER 19 Section 1 (pages 634–640)

Postwar America

BEFORE YOU READ

In the last section, you read about the developments in the Cold War at home and abroad.

In this section, you will read about the economic boom in the United States after World War II.

AS YOU READ

Take notes on the chart below. List the postwar changes in various segments of American society.

SEGMENT OF AMERICAN SOCIETY	POSTWAR CHANGES
<i>veterans</i>	
<i>economy</i>	
<i>labor</i>	
<i>civil rights</i>	

TERMS AND NAMES

GI Bill of Rights Law that provided financial and educational benefits for World War II veterans

suburb Residential town or community near a city

Harry S. Truman President after World War II

Dixiecrat Southern Democrat who left the party

Fair Deal President Truman's economic and social program

Readjustment and Recovery

(pages 634–636)

How did the end of World War II affect America?

After World War II, millions of returning veterans used the **GI Bill of Rights** to get an education and to buy homes. At first, there was a terrible housing shortage. Then developers such as William Levitt built thousands of inexpensive homes in the **suburbs**, small residential communities near the cities. Many veterans and their families moved in.

The United States changed from a wartime to a peacetime economy. After the war, many defense workers were laid off. Returning veterans added to unemployment. When wartime price controls ended, prices shot up. Congress eventually put back economic controls on wages, prices, and rents.

The economy began to improve on its own. There was a huge pent-up demand for consumer goods. People had been too poor to buy these goods during the Depression. Many items had not been available during the war. Now

Americans bought cars and appliances and houses. The Cold War increased defense spending and employment.

1. What were three effects of the end of World War II on American society?

Meeting Economic Challenges; Social Unrest Persists (pages 636–639)

What were postwar problems?

President **Harry S. Truman** faced a number of problems immediately after the war. One was labor unrest. In 1946, a steel-workers' strike was followed by a coal miners' strike. In addition, the railroad unions threatened to stop all rail traffic in the nation.

Truman was pro-labor. But he would not let strikes cripple the nation. He threatened to draft striking workers into the army and then order them back to work. The unions gave in.

During this time, before the economy turned around, many Americans were disgusted with shortages, rising *inflation*, and strikes. Voters became more conservative. In the 1946 election, conservative Republicans gained control of Congress.

After the war, there was racial violence in the South. African-American veterans demanded their rights as citizens. Truman met with African-American leaders. They asked for a federal *anti-lynching law*, an end to the *poll tax*, and a commission to prevent discrimination in hiring.

Truman put his career on the line for civil rights. But Congress would not pass any of his civil rights measures. Finally, Truman acted on his own. In 1948, he issued an executive order to desegregate the armed forces. He also ordered an end to discrimination in hiring government employees.

Meanwhile, the Supreme Court said that African Americans could not be kept from living in certain neighborhoods. These acts marked the beginning of a federal commitment to deal with racial issues.

Truman was nominated for president in 1948. He insisted on a strong civil rights *plank* in the Democratic Party platform. This split the party. Many Southern Democrats left the Democratic Party. These **Dixiecrats** were against civil rights. They wanted to preserve the "Southern way of life."

They formed the States' Rights Party. Some liberals left the Democratic Party to form the Progressive Party.

It didn't look like Truman could win. But he took his ideas to the people. He criticized the "do-nothing Congress." Truman won a narrow victory. Democrats took control of Congress.

Truman tried to pass economic and social reforms. He called his program the **Fair Deal**. Health insurance and a *crop-subsidy program* for farmers were both defeated by Congress. But an increase in the minimum wage, extension of Social Security, and financial aid for cities passed.

2. What were some issues Truman fought for?

Republicans Take the Middle Road (pages 639–640)

Why did Eisenhower win?

Truman did not run for reelection in 1952. The big issues of that campaign were (1) the stalemate in the Korean War, (2) anti-Communist hysteria and McCarthyism, (3) the growing power of the federal government, (4) strikes, and (5) inflation. Voters wanted a change. The Republicans nominated war hero General Dwight D. Eisenhower. He easily beat Democrat Adlai Stevenson.

Eisenhower was a low-key president with middle-of-the-road policies. He did have to deal with one controversial issue—civil rights. In 1954, the Supreme Court ruled in *Brown v. Board of Education* that public schools could not be segregated. Eisenhower believed that the federal government should not be involved in desegregation. But he upheld the law. When the governor of Arkansas tried to keep African-American students out of a white high school, Eisenhower sent federal troops to integrate the school.

The America of the mid-1950s was a place of "peace, progress, and prosperity." Eisenhower won a landslide reelection in 1956.

3. What two important civil rights actions occurred during Eisenhower's presidency?

CHAPTER 19 Section 2 (pages 641–649)

The American Dream in the Fifties

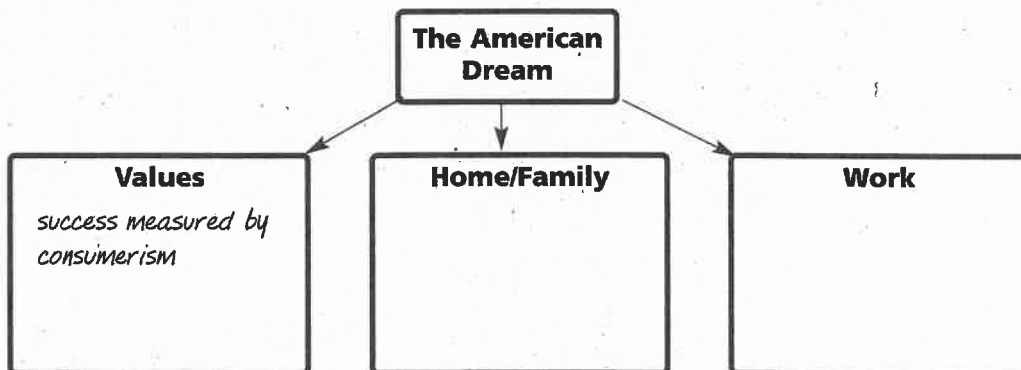
BEFORE YOU READ

In the last section, you read about the postwar boom in the United States.

In this section, you will read how many Americans achieved their dreams of material comfort and prosperity, but some found the cost of conformity too high.

AS YOU READ

Take notes on the chart below. Fill it in with examples of specific goals that characterized the American Dream for suburbanites of the 1950s.



The Organization and the Organization Man (pages 641–643)

What changes took place in the American workplace in the 1950s?

The economy grew rapidly in the 1950s. By 1956, more Americans were *white-collar* workers in offices than were in *blue-collar* factory jobs. White-collar workers were paid better. They usually worked in service industries, such as sales and communications.

Businesses also expanded. They formed **conglomerates**, or major corporations that own smaller companies in unrelated industries. Other businesses expanded by franchising. A **franchise** is a company that offers similar products or services in many locations, such as fast-food restaurants.

TERMS AND NAMES

conglomerate Major corporation that owns smaller companies in unrelated industries

franchise Company that offers similar products or services in many locations

baby boom Soaring birthrate from 1946 to 1964

Dr. Jonas Salk Developer of a vaccine to prevent polio

consumerism Excessive concern with buying material goods

planned obsolescence Purposely making products to become outdated or wear out quickly

These large companies offered well-paying, secure jobs to certain kinds of workers. These workers were conformists, or team players. They were “company people” who would fit in and not rock the boat. Businesses rewarded loyalty rather than creativity. They promoted a sameness, or standardization, of people as well as products. Books such as *The Organization Man* and *The Man in the Gray Flannel Suit* criticized this conformity.

1. What changes occurred in the American work force and workplace in the 1950s?

The Suburban Lifestyle (pages 643–645)

What was life like in the 1950s?

Many Americans enjoyed the benefits of the booming economy. Many worked in cities but lived in suburbs. They had the American dream of a single-family home, good schools, and a safe neighborhood with people just like themselves.

There was an increase in births called the **baby boom**. It was caused by the reuniting of families after the war and growing prosperity. Medical advances also wiped out childhood diseases. **Dr. Jonas Salk** developed a vaccine to prevent polio. Polio had killed or crippled 58,000 children a year.

The baby boom created a need for more schools and products for children. Suburban family life revolved around children. Many parents depended on advice from a popular baby-care book by Dr. Benjamin Spock. He said it was important that mothers stay at home with their children. The role of homemaker and mother was also glorified in the media. But many women felt alone and bored at home.

By 1960, 40 percent of mothers worked outside the home. But their career opportunities usually were limited to “women’s fields.” These included secretarial work, nursing, and teaching. Even if women did the same work as men, they were paid less.

Americans had more *leisure* time. They spent time and money on leisure activities, such as sports. They also watched sports on television and read books and magazines. Youth activities, such as Scouts and Little League, became popular too.

2. What was life like in the suburbs in the 1950s?

The Automobile Culture

(pages 646–647)

Why were cars so important?

Easy credit for buying cars and cheap gasoline led to a boom in automobile ownership. In the 1950s, the number of American cars on the road grew from 40 to 60 million.

A car was a necessity in the suburbs. There was no public transportation. People needed to drive to their jobs in the cities. They also had to drive to

shop and do errands. Therefore, more and better roads were also needed. In 1956, the United States began building a nationwide highway network. In turn, these roads allowed long-distance trucking. This led to a decline in the railroads.

Americans loved to drive. They went to drive-in restaurants and movies. They drove long distances on vacation. Motels and shopping malls were built to serve them. These new industries were good for the economy. But the increase in driving also caused problems. These included stressful traffic jams and air pollution. Many white people left the cities. Jobs and industries followed. This left mostly poor people in crowded inner cities.

3. How did cars change American life?

Consumerism Unbound (pages 648–649)

Why did Americans turn to consumerism in the 1950s?

By the mid-1950s, nearly 60 percent of Americans were in the *middle class*. They had the money to buy more and more products. They measured success by their **consumerism**, or the amount of material goods they bought.

American business flooded stores with new products. Consumers had money to spend and leisure time. They bought household appliances like washing machines, dryers, and dishwashers, and recreational items such as television sets, barbecue grills, and swimming pools.

Manufacturers also tried a new marketing strategy called **planned obsolescence**. They purposefully made products to become outdated or to wear out quickly. Americans began to throw away items in order to buy “new models.” Easy credit, including the introduction of credit cards, encouraged people to buy. Private debt grew.

The 1950s were “the advertising age.” Ads were everywhere—even on the new medium of television. They tried to persuade Americans to buy things they didn’t need. They appealed to people’s desire for status and for a sense of belonging.

4. How was consumerism encouraged in the 1950s?

Name _____

Date _____

CHAPTER 19 Section 3 (pages 652–657)

Popular Culture

BEFORE YOU READ

In the last section, you read about the American dream in the 1950s.

In this section, you will read that popular culture in the 1950s reflected white, middle-class America; and a subculture challenged that conformity.

AS YOU READ

Fill in the chart with notes on what each group contributed to popular culture in the 1950s.

TERMS AND NAMES

mass media Means of communication that reach large audiences

Federal Communications Commission (FCC) Government agency that regulates the communications industry

beat movement Writers who made fun of the conformity and materialism of mainstream American society

rock 'n' roll Form of popular music, characterized by heavy rhythms and simple melodies, that developed from rhythm and blues in the 1950s

jazz A style of music characterized by improvisation

GROUP	CONTRIBUTION TO POPULAR CULTURE OF THE 1950s
<i>Families shown on TV</i>	
<i>Beat generation</i>	
<i>Rock 'n' roll</i>	
<i>African Americans</i>	

New Era of Mass Media

(pages 652–655)

What influence did TV have?

Mass media—the means of communication that reach large audiences—include radio, television, newspapers, and magazines. Television became the most important means of communication in the 1950s. It both showed and influenced popular culture of the time.

The number of homes with television jumped. It went from 9 percent of all homes in 1950 to 90 percent in 1960. At first, the number of television

stations was limited by the **Federal Communications Commission (FCC)**. The FCC is the government agency that regulates the communications industry. Soon, however, TV stations spread across the country. Many shows became widely popular all over the nation.

The 1950s were the “golden age of television.” Comedy shows starring Milton Berle and Lucille Ball were popular. Edward R. Murrow introduced on-the-scene reporting and interviews. There were also westerns, sports events, and original dramas. At first, all shows were broadcast live.

Advertisers took advantage of this new medium, especially of its children's shows. Young fans wanted to buy everything that was advertised on their favorite shows. TV magazines and TV dinners—frozen meals to heat and eat—became popular.

Television reflected the mainstream values of white suburban America. These values were secure jobs, material success, well-behaved children, and conformity. Critics objected to the *stereotypes* of women and minorities. Women were shown as happy, ideal mothers. African Americans and Latinos hardly appeared at all. In short, TV showed an idealized white America. It ignored poverty, diversity, and problems such as racism.

As dramas and comedies moved to TV, radio changed. It began to focus on news, weather, music, and local issues. The radio industry did well. Advertising increased and so did the number of stations.

The movie industry suffered from competition by television. The number of moviegoers dropped 50 percent. But Hollywood fought back. It responded by using color, stereophonic sound, and the wide screen to create spectacular movies.

1. Was the picture of America portrayed on television accurate?

A Subculture Emerges (page 655)

What was the beat movement and rock 'n' roll?

Television showed the suburban way of life. But two *subcultures* presented other points of view. One was the **beat movement** in literature. These writers made fun of the conformity and materialism of *mainstream* American society.

Their followers were called beatniks. They rebelled against consumerism and the suburban lifestyle. They did not hold steady jobs and lived inexpensively. They read their poetry in coffee houses. Their art and poetry had a free, open form. Major works of the beat generation include Allen Ginsberg's long poem *Howl*, Jack Kerouac's novel *On the Road*, and Lawrence Ferlinghetti's *A Coney Island of the Mind*.

2. How did the beat movement criticize mainstream culture?

African Americans and Rock 'n' Roll (pages 655–657)

What role did African-American artists play in the 1950s?

Some musicians also took a new direction. They added electronic instruments to the African-American music called rhythm and blues. The result was **rock 'n' roll**. The new music had a strong beat. Its lyrics focused on the interests of teenagers, including *alienation* and unhappiness in love. And teenagers responded. They bought millions of records. The biggest star of all—the King of Rock 'n' Roll—was Elvis Presley. He had 45 songs that sold more than one million copies.

Some adults criticized rock 'n' roll. They said it would lead to teenage crime and immorality. But television and radio helped bring rock 'n' roll into the mainstream.

Many of the great performers of the 1950s were African American. Nat "King" Cole, Lena Horne, Harry Belafonte, and Sidney Poitier were popular with white audiences. They led the way for later African-American stars. **Jazz** musicians like Miles Davis and Dizzy Gillespie also entertained audiences of both races. The most popular black performers were the early rock 'n' roll stars, like Little Richard and Chuck Berry.

Television was slow to integrate. One of the first programs to do so was Dick Clark's popular rock 'n' roll show *American Bandstand*. In 1957, *Bandstand* showed both black couples and white couples on the dance floor.

Before integration reached radio audiences, there were stations that aimed specifically at African-American listeners. They played the popular black artists of the day. They also served advertisers who wanted to reach black audiences.

3. How did African Americans influence the entertainment industry of the 1950s?

CHAPTER 19 Section 4 (pages 660–663)

The Other America

TERMS AND NAMES

urban renewal Plan to tear down decaying neighborhoods and build low-cost housing

bracero Farm workers entering the United States from Mexico

termination policy Federal government decision to end federal responsibility for Native American tribes

BEFORE YOU READ

In the last section, you read about mainstream American society in the 1950s.

In this section, you will read about Americans who were not part of the American mainstream.

AS YOU READ

Fill in the chart below with notes on the problems faced by each of the groups listed. Then circle the problems that all of the groups faced.

GROUP	PROBLEMS
<i>Urban Poor</i>	
<i>Mexican Americans</i>	
<i>Native Americans</i>	

The Urban Poor (pages 660–661)**What was the plight of the inner cities?**

Prosperity reached many Americans in the 1950s. But it did not reach all Americans. In 1962, one out of every four Americans was poor. Many of these poor people were members of minority groups.

In the 1950s, millions of middle-class white people left the cities for the suburbs. This was called “white flight.” Meanwhile, many poor African Americans moved from the rural South to Northern cities. Businesses—and jobs—followed whites out of the cities. Cities also lost the taxes these people and businesses had paid. City governments could no longer afford to keep up the quali-

ty of schools, public transportation, or other services. The urban poor suffered as their neighborhoods decayed.

Many suburban, middle-class Americans could not believe that a country as rich as the United States had such poverty in its cities. However, Michael Harrington’s 1962 book, *The Other America: Poverty in the United States*, made many Americans aware of the problem.

One way the government tried to solve the problem of the *inner cities* was called **urban renewal**. Minorities could not afford the new homes that had been built in the suburbs during the 1950s. Also, minorities were not welcome in the white suburbs. As a result, inner-city neighborhoods became very overcrowded.

Urban renewal was designed to tear down decaying neighborhoods and build low-cost housing. However, sometimes highways and shopping centers were built instead. The people who had lived in the old *slums* ended up moving to other slums—rather than into better housing.

1. What were some reasons for the decay of America's inner cities?

Poverty Leads to Activism

(pages 661–663)

How were Mexican Americans and Native Americans treated?

During World War II, there was a shortage of laborers to harvest crops. The federal government allowed **braceros**, or hired hands, to enter the United States from Mexico. They were supposed to work on American farms during the war, and then go back to Mexico. However, when the war ended, many braceros stayed illegally. Many other Mexicans entered the United States illegally to find jobs.

Mexican Americans suffered prejudice and discrimination, too, even though they were citizens. When Mexican-American veterans came home from the war, they wanted to be treated fairly. They formed an organization to protest injustices. Other groups worked to help Mexican Americans register to vote. Pressure from these groups forced California to stop placing Mexican-American children in segregated classes. Mexican Americans

began to have a nationwide political voice.

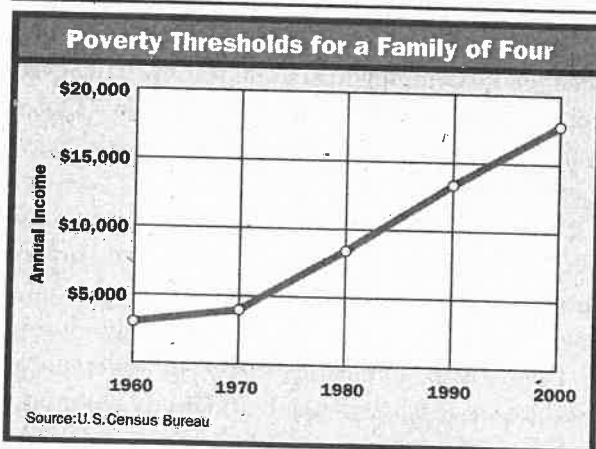
Native Americans also struggled for equal rights. This struggle was complicated by federal involvement in Native American affairs. At first, the government had supported assimilation, or absorbing Native Americans into mainstream American culture. That forced Native Americans to give up their own culture. In 1934, the Indian Reorganization Act changed that policy. The government now wanted Native Americans to have more control over their own affairs.

In 1944, Native Americans formed an organization to work for their civil rights and for the right to keep their own customs. After World War II, Native Americans got less financial help from the government. Outsiders grabbed tribal lands for mining and development.

In 1953, the federal government decided to end its responsibility for Native American tribes. This **termination policy** stopped federal economic support. It also ended the reservation system and distributed tribal land among individual Native Americans. One result of this policy was that many acres of tribal lands were sold to developers.

As part of the termination policy, the Bureau of Indian Affairs also moved thousands of Native Americans to the cities. It helped them find jobs and housing. This program was a failure. Native Americans did not have the skills to succeed in the cities. They were cut off from medical care. And they suffered job discrimination. The termination policy was ended in 1963.

2. How did Mexican Americans and Native Americans work for equal rights after World War II?



Skillbuilder

Use the chart to answer the questions.

1. What was the poverty threshold in 1960?

2. What was the poverty threshold in 2000?

Glossary**CHAPTER 19 The Postwar Boom**

alienation Feeling of being separate from or out of step with the majority or the mainstream

antilynching law Law to protect African Americans from being executed without due process of law, especially being hanged by a mob

blue collar Referring to workers who do manual labor and wear work clothes.

crop-subsidy program Grant from the government to farmers to keep crop prices up

inflation Continuing increase in consumer prices

inner cities Older, central parts of cities, with crowded neighborhoods of low-income, minority residents

leisure Freedom from time-consuming duties or activities

mainstream Most common attitudes and values of a society

middle class People whose economic situation places them between the working classes and the wealthy

plank One of the main principles or proposals of a political party

poll tax Tax used to prevent African Americans from voting

slums Poor, overcrowded urban areas with very bad living conditions

stereotype Oversimplified representation of what is typical of a person, group, or situation

subculture Group within a society that has its own set of customs, attitudes, and values

white collar Refers to workers who do not do manual labor and who wear "business dress"

AFTER YOU READ**Terms and Names****A. Write the letter of the phrase that best completes each sentence.**

1. Followers of the beat movement were _____.
 - a. nonconformist writers who criticized the American emphasis on material goods
 - b. musicians who developed a rhythmic new style of popular music
 - c. typical families shown on television
2. Manufacturers used the strategy of planned obsolescence to get people to _____.
 - a. cater to teenagers
 - b. plan carefully for their retirement
 - c. throw away "out of date" products and buy new ones
3. The termination policy was _____.
 - a. the canceling of credit for consumers
 - b. a U.S. government plan to give up responsibility for Native American tribes
 - c. the deporting of illegal aliens
4. The mass media include _____.
 - a. radio, TV, newspapers, and magazines
 - b. business and labor
 - c. sports, music, and fashion

AFTER YOU READ (continued) **CHAPTER 19** The Postwar Boom

5. Urban renewal was _____.
- a. migration of rural African Americans to the cities
 - b. white flight to the suburbs
 - c. a plan to rebuild the inner cities

B. Write the letter of the name or term next to the description that explains it best.

- | | | |
|--|-------|---|
| a. baby boom | _____ | 1. Truman's plan for economic and social reforms |
| b. Fair Deal | _____ | 2. Mexican farm laborer allowed to enter the United States to work for a period of time |
| c. conglomerate | _____ | 3. Federal agency that regulates the radio and television industries |
| d. consumerism | _____ | 4. Small residential communities near cities |
| e. franchise | _____ | 5. Corporation that owns smaller companies in unrelated businesses |
| f. bracero | _____ | 6. Popular music that developed in the 1950s |
| g. Federal Communications Commission (FCC) | _____ | 7. Business that offers similar products or services in many locations |
| h. Dixiecrat | _____ | 8. Sharp increase in the birth rate after World War II |
| i. suburbs | _____ | 9. Southern Democrat who formed a states' rights party |
| j. rock 'n' roll | _____ | 10. Placing a high value on buying and having material goods |

Main Ideas

1. What domestic and foreign issues concerned voters during the 1952 presidential election?

2. What was portrayed as the American Dream in the 1950s?

3. How did the values of the beatniks differ from those of mainstream America?

4. How did many major cities change in the 1950s?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. What was the American Dream of the 1950s? How did television affect it?

2. How did the postwar boom of the 1950s affect most white Americans? What groups got left out, and why?

Name _____

Date _____

CHAPTER 20 Section 1 (pages 670–678)

Kennedy and the Cold War

BEFORE YOU READ

In the last section, you read about the poverty that existed in the United States in the 1950s.

In this section, you will read how John F. Kennedy became president and how he handled a period of intense foreign affairs.

AS YOU READ

Use this diagram to take notes on the major foreign crises that the Kennedy administration faced.

CRISIS	KENNEDY'S HANDLING	OUTCOME
Bay of Pigs	<i>okays invasion, promises air support</i>	<i>invaders are captured; Kennedy is embarrassed</i>
Cuban Missile Crisis		
Berlin Crisis		

TERMS AND NAMES

John F. Kennedy 35th president of the United States

flexible response Policy of using nonnuclear weapons to fight a war

Fidel Castro Ruler of Cuba

Berlin Wall Barrier built to keep East Germans from fleeing to West Berlin

hot line Direct phone line between the White House and the Kremlin

Limited Test Ban Treaty Treaty that barred nuclear testing in the atmosphere

The Election of 1960; The Camelot Years

(pages 670–672)

How did Kennedy win the election?

In 1960, President Eisenhower's term came to a close. By then, many Americans were worried about the future. The economy was in a *recession*. In addition, the Soviet Union was gaining strength. As a result, some wondered whether the United States was losing the Cold War.

John F. Kennedy and Richard M. Nixon faced off in the 1960 presidential election. Kennedy was a Democratic senator from Massachusetts. Nixon was Eisenhower's vice-president. Kennedy won

the election by a slim margin. Two main factors led him to victory.

During a televised debate, Kennedy impressed viewers with his strong, forceful personality. Nixon appeared nervous and ill at ease.

The second factor was Kennedy's response to the arrest of Dr. Martin Luther King Jr., in October 1960. Kennedy called King's wife to express sympathy and persuaded the judge to release King from jail. His actions won him the support of African-American voters.

President Kennedy and his wife Jacqueline charmed many Americans with their elegance and grace. Jacqueline Kennedy influenced fashion and culture. People talked of the Kennedy Administration as a kind of *Camelot*, the story of King Arthur

that was made into a popular Broadway musical. Kennedy surrounded himself with advisers that one journalist called "the best and brightest."

1. What two factors helped Kennedy win the 1960 presidential election?

**A New Military Policy;
Crises Over Cuba** (pages 673–677)

What two crises involving Cuba did Kennedy face?

Upon entering the White House, Kennedy focused on foreign affairs. He urged a tough stand against the Soviet Union. He also supported a policy called **flexible response**. This policy called for the use of *conventional* weapons rather than nuclear weapons in the event of a war. Conventional weapons included jets, tanks, missiles, and guns. In order to build more conventional weapons, Kennedy increased defense spending.

Kennedy's first foreign policy test came from Cuba. Cuba's leader was **Fidel Castro**. Castro had seized power in 1959. Soon after that, he declared himself a Communist. He then formed ties with the Soviet Union.

Kennedy approved a plan to remove Castro from power. The plan called for Cuban exiles to invade Cuba and overthrow Castro. The U.S. government would supply air support for the exiles.

The attack failed. Many exiles were captured. The failed invasion became known as the Bay of Pigs. It left the Kennedy administration greatly embarrassed.

A year later, the United States and Cuba clashed again. Pictures from U.S. spy planes revealed that the Soviets were building nuclear missile bases in Cuba. Some bases already contained missiles ready to launch. These weapons could be aimed at the United States.

President Kennedy demanded that the Soviets remove the missiles. In October 1962, he surrounded Cuba with U.S. Navy ships. These ships forced Soviet vessels trying to reach Cuba to turn around. A tense standoff followed. It appeared that war might break out. However, Soviet leader Nikita

Khrushchev finally agreed to remove the missiles.

The crisis damaged Khrushchev's prestige in the Soviet Union and the world. Kennedy also endured criticism. Some Americans thought Kennedy had acted too boldly and nearly started a nuclear war. Others claimed he had acted too softly. These critics believed that Kennedy should have invaded Cuba and ousted Castro.

2. Name the two Cuban crises that the Kennedy administration faced.

Crisis Over Berlin

(pages 677–678)

How did the U.S. and Soviets try to ease tensions?

Cuba was not Kennedy's only foreign policy problem. In 1961, the president faced a growing problem in Berlin. The city was still divided. East Berlin was under Communist control. West Berlin was under the control of Great Britain, France, and the United States. By 1961, almost 3 million East Germans had fled into West Berlin.

Khrushchev threatened to block all air and land routes into West Berlin. Kennedy warned the Soviet leader against such action. As a result, Khrushchev changed his plan. He built a large concrete barrier along the border between East and West Berlin. It was known as the **Berlin Wall**. It prevented any more East Germans from fleeing to West Berlin.

Despite their battles, Kennedy and Khrushchev did attempt to reach agreements. They established a **hot line** between their two nations. This special telephone hookup connected Kennedy and Khrushchev. It allowed them to talk directly when a crisis arose. The two leaders also agreed to a **Limited Test Ban Treaty**. This treaty barred nuclear testing in the atmosphere.

3. Name two ways the U.S. and Soviet Union worked to ease tensions between them.

Name _____

Date _____

CHAPTER 20 Section 2 (pages 679–683)

The New Frontier

TERMS AND NAMES

New Frontier The name given to Kennedy's domestic program

mandate An overwhelming show of support by voters

Peace Corps A program that enlisted volunteers to help in poor countries

Alliance for Progress A program that supplied aid to Latin America

Warren Commission The body that investigated the assassination of President Kennedy

BEFORE YOU READ

In the last section, you read about how President Kennedy dealt with explosive foreign matters.

In this section, you will read about Kennedy's domestic agenda and how his presidency—and life—was cut short.

AS YOU READ

Use this diagram to take notes about Kennedy's New Frontier programs.

PROGRAM	DESCRIPTION
<i>deficit spending</i>	<i>government spends more than it has in order to boost economy</i>

The Promise of Progress

(pages 679–682)

What were Kennedy's domestic plans?

President Kennedy called his domestic program the **New Frontier**. However, Kennedy had a difficult time getting Congress to support his program. Conservative Republicans and southern Democrats blocked many of his bills. These included bills to provide medical care for the aged, rebuild cities, and aid education.

One reason for Kennedy's difficulties was that he was elected by a small margin. As a result, he lacked a popular **mandate**, or a clear indication that the voters approved of his plans. Because he

lacked overwhelming support, Kennedy rarely pushed hard for his bills.

Kennedy did succeed with some proposals. To help the economy grow, the Kennedy administration used deficit spending. This occurred when the government spent more money than it received in taxes. Kennedy hoped that increased spending on defense would help boost the economy.

Kennedy also introduced the **Peace Corps**. This was a program of volunteers working in poor nations around the world. The purpose of this program was to decrease poverty *abroad*. It was also meant to increase goodwill toward the United States. The Peace Corps was a huge success.

People of all ages and backgrounds signed up to work for the organization. By 1968, more than 35,000 volunteers had served in 60 nations around the world.

Another program was the **Alliance for Progress**. This program gave aid to Latin American countries. One reason for this program was to keep communism from spreading to these countries.

In 1961 the Soviets launched a person into orbit around the earth. The news stunned America. A space race began between the United States and Soviet Union. President Kennedy pledged that the nation would put a man on the moon by the end of the decade. That goal was reached on July 20, 1969, when Neil Armstrong stepped onto the moon.

The space race affected American society in many ways. Schools taught more science. Researchers developed many new technologies. The space race also contributed to economic growth.

The Kennedy administration also tried to solve the problems of poverty and racism. In 1963, Kennedy called for a national effort to fight American poverty. He also ordered the Justice Department to investigate racial injustices in the South.

1. Name two successful programs of the Kennedy administration.

Tragedy in Dallas (pages 682-683)

Who killed President Kennedy?

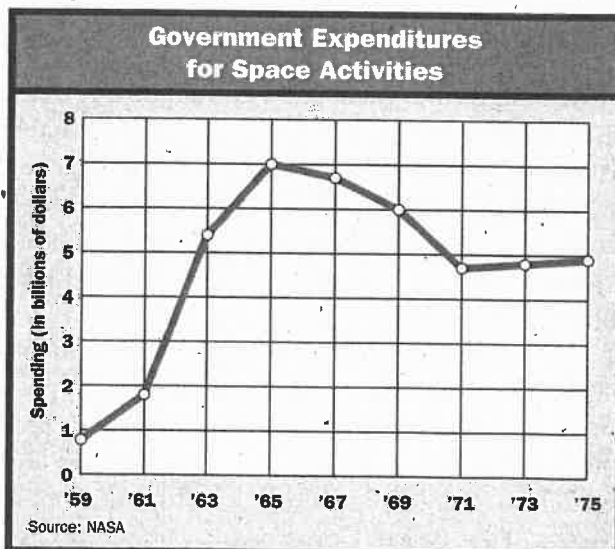
On November 22, 1963, President and Mrs. Kennedy arrived in Dallas, Texas. Kennedy had come there to improve relations with the state's Democratic Party. Large crowds greeted the Kennedys as they rode along the streets of downtown Dallas. Then, rifle shots rang out. Kennedy had been shot. The president died about an hour later at a nearby hospital.

The tragic news spread across the nation and then around the world. Millions of Americans sat glued to their televisions over the next few days. They watched on live television as a gunman shot and killed the president's accused killer, Lee Harvey Oswald.

The events seemed too strange to believe. Many people wondered if Oswald had acted alone or with others. Chief Justice Earl Warren headed a commission to investigate the assassination. The **Warren Commission** determined that Oswald acted alone. However, many people continue to believe that Oswald was part of a *conspiracy*.

The assassination taught Americans that their system of government could survive an upset. Lyndon Johnson took office on Kennedy's death and promised to carry on his programs.

2. What did the Warren Commission determine?



Skillbuilder

Use the chart to answer these questions.

1. Between which two years was there a dramatic rise in government expenditures for space activities?

2. How much was spent in 1965?

Name _____

Date _____

CHAPTER 20 Section 3 (pages 686–693)

The Great Society

BEFORE YOU READ

In the last section, you read about President Kennedy's domestic programs.

In this section, you will read about Lyndon Johnson's bold plan to reshape America.

AS YOU READ

Use this diagram to take notes about President Lyndon Johnson's Great Society programs.

TERMS AND NAMES

Lyndon Baines Johnson 36th president of the United States

Economic Opportunity Act Act that created numerous antipoverty measures

Great Society Name given to Johnson's domestic agenda

Medicare and Medicaid Health benefits for the elderly and poor

Immigration Act of 1965 Established new immigration system that allowed more immigrants into the U.S.

Warren Court The Supreme Court under Chief Justice Earl Warren

reapportionment The way in which states redraw their election districts

PROGRAM	DESCRIPTION
<i>Economic Opportunity Act</i>	<i>Created antipoverty programs</i>

LBJ's Path to Power; Johnson's Domestic Agenda (pages 686–688)

How did Johnson wage a "war" on poverty?

Lyndon Baines Johnson, a Texan, was Senate majority leader in 1960. Johnson was a skilled lawmaker. He demonstrated a great ability to negotiate and reach agreements. During the 1960 presidential campaign, Kennedy's advisers thought that Johnson would make the perfect running mate. They believed that Johnson's connections in Congress and his Southern background would help

Kennedy's presidential chances. Kennedy asked Johnson to be his vice-presidential candidate. Johnson agreed. He helped Kennedy win important states in the South.

Upon Kennedy's death, Johnson became president. Under President Johnson's leadership, Congress passed two bills that President Kennedy had proposed. One was a tax cut to help stimulate the economy. The other was the Civil Rights Act of 1964.

Johnson then launched his own program—a "war on poverty." He worked with Congress to pass the **Economic Opportunity Act**. This law created youth programs, antipoverty measures, loans for

small businesses, and job training. The law created the Job Corps youth training program and the VISTA (Volunteers in Service to America) program.

Johnson ran for president in 1964. He easily defeated his Republican opponent, Barry Goldwater.

1. Name two programs created by the Economic Opportunity Act.

Building the Great Society; Reforms of the Warren Court

(pages 689–692)

How did the Great Society and the Warren Court change America?

President Johnson had a grand vision for America. He called it the **Great Society**. Throughout his term, Johnson introduced legislation to help him create his Great Society. Among other things, these laws:

- provided federal aid for schools to purchase textbooks and library materials;
- created **Medicare and Medicaid** to ensure health care for the aged and poor;
- funded the building of public housing units and created the cabinet-level Department of Housing and Urban Development (HUD);
- lifted restrictions on immigration through the **Immigration Act of 1965**—which opened the door for many non-European immigrants to settle in the United States;
- required efforts to ensure clean water, through the Water Quality Act of 1965;
- offered increased protection to consumers, through the Wholesome Meat Act of 1967;
- established safety standards for automobiles and tires.

The wave of liberal reform that characterized the Great Society also affected the Supreme Court. Chief Justice Earl Warren took an active role in *promoting* more liberal policies. The **Warren Court** ruled school *segregation* unconstitutional. The court also banned prayer in public schools and strengthened the right of free speech.

The Warren Court also changed the area of congressional **reapportionment**. This is the way in which states redraw their election districts. The Court ruled that election districts within each state had to have roughly the same number of people in them. Because so many people lived in the cities, the court's ruling led to the creation of many new urban districts. As a result, political power shifted from the countryside to the cities.

The Warren Court strengthened the rights of people accused of crimes. The Court ruled police had to read suspects their rights before questioning them. These rights are known as Miranda rights.

2. Name one result of the Great Society and one result of the Warren Court.

Impact of the Great Society

(page 693)

How successful was the Great Society?

The Great Society and the Warren Court changed America. People disagree on whether these changes left the nation better or worse off than before. On one hand, Johnson's antipoverty measures helped reduce the suffering of many people. However, many of Johnson's proposals did not achieve their stated goals. Most people agree on one point: No president since World War II increased the power and reach of federal government more than Lyndon Johnson.

Eventually, some Americans began to question the increased size of the federal government. They also wondered about the effectiveness of Johnson's programs. Across the country, people became *disillusioned* with the Great Society. This led to the rise of a new group of Republican leaders.

3. How did the Great Society affect the size of the federal government?

Name _____

Date _____

Glossary**CHAPTER 20 The New Frontier and the Great Society**

abroad Outside of one's own country
conspiracy An agreement between two or more people to perform an illegal or evil act
conventional Using means other than nuclear weapons or energy; traditional

disillusioned Let down or disappointed
promote To contribute to the progress or growth of
recession A temporary decline in economic activity

segregation Separation, including by race

AFTER YOU READ**Terms and Names****A. Choose the letter of the term or name that correctly fits the description or definition.**

- _____ 1. The direct communication link between the president and the Soviet leader set up in the 1960s was
a. the flexible response. **c.** massive retaliation.
b. the hot line. **d.** reapportionment.
- _____ 2. The New Frontier program created to offer economic and technical assistance to help Latin American countries was
a. the Peace Corps. **c.** Economic Opportunity Act.
b. the Great Society. **d.** the Alliance for Progress.
- _____ 3. The way in which states redraw election districts based on the changing number of people in them is called
a. reapportionment. **c.** the hot line.
b. flexible response. **d.** mandate.
- _____ 4. The Chief Justice of the Supreme Court who oversaw liberal court rulings was
a. Richard Nixon. **c.** Earl Warren.
b. Barry Goldwater. **d.** Robert Kennedy.
- _____ 5. This measure was not part of the Great Society.
a. Medicare and Medicaid **c.** flexible response
b. Immigration Act of 1965 **d.** Wholesome Meat Act of 1967

B. Write the letter of the name or term that matches the description.

- a.** Nikita Khrushchev
b. Peace Corps
c. New Frontier
d. flexible response
e. Medicare and Medicaid
f. Great Society

- _____ 1. The Soviet leader who squared off against President Kennedy during the Cuban crisis
- _____ 2. The strategy intended to broaden America's range of options during international crises
- _____ 3. The name for Kennedy's domestic and legislative programs
- _____ 4. The program in which U.S. volunteers provided assistance to developing nations of the world
- _____ 5. Programs that provided low-cost health insurance to the aged and poor

Name _____ Date _____

AFTER YOU READ (continued) **CHAPTER 20** The New Frontier and the Great Society

Main Ideas

1. Why did Kennedy have trouble getting much of his New Frontier legislation through Congress?

2. Describe the two international aid programs launched during the Kennedy administration.

3. How did the Great Society address the problem of poverty?

4. How did the Supreme Court strengthen the rights of people accused of a crime.

5. Why is the Great Society's legacy considered to be mixed?

Thinking Critically

Answer the following questions on a separate sheet of paper.

- 1. How important is a president's personality in his ability to lead? Consider how Kennedy's charm and mystique and Johnson's persuasive skills affected their success as presidents.**
- 2. What do you see as the advantages and disadvantages of increasing the size and reach of the federal government?**

Name _____

Date _____

CHAPTER 21 Section 1 (pages 700–707)

Taking on Segregation

BEFORE YOU READ

In the last section, you read about President Johnson's Great Society.

In this section, you will read how African Americans challenged the nation's policies of segregation and racial inequality.

AS YOU READ

Use this diagram to take notes on early battles of the civil rights movement.

TERMS AND NAMES

Thurgood Marshall African-American lawyer who led the legal challenge against segregation

Brown v. Board of Education Supreme Court case in which segregated schools were ruled unconstitutional

Rosa Parks Woman who helped start Montgomery bus boycott

Martin Luther King, Jr. Leader of the civil rights movement

Southern Christian Leadership Conference (SCLC) Civil rights organization

Student Nonviolent Coordinating Committee (SNCC) Civil rights organization formed by students

sit-in Protest tactic in which blacks occupied whites-only seats at lunch counters

INCIDENT	RESULT
Little Rock School Crisis	National Guard forces school to let in African Americans
Montgomery Bus Boycott	
Lunch counter sit-ins	

The Segregation System

(pages 700–702)

How did World War II help start the civil rights movement?

By 1950, most African Americans were still considered second-class citizens. Throughout the South, Jim Crow laws remained in place. These were laws aimed at keeping blacks separate from whites.

During the 1950s, however, a civil rights movement began. This was a movement by blacks to gain greater equality in American society.

In several ways, World War II helped set the stage for this movement. First, the demand for soldiers during the war had created a shortage of white male workers. This opened up many new jobs for African Americans.

Second, about 700,000 African Americans had served in the armed forces. These soldiers helped free Europe. Many returned from the war ready to fight for their own freedom.

Third, during the war, President Franklin Roosevelt outlawed racial *discrimination* in all federal agencies and war-related companies.

World War II had given American blacks a taste of equality and respectability. When the war ended, many African Americans were more determined than ever to improve their *status*.

1. Name two ways in which World War II helped set the stage for the civil rights movement.

Challenging Segregation in Court (pages 702–703)

What was important in the case of Brown v. Board of Education?

Even before the civil rights movement began, African-American lawyers had been challenging racial discrimination in court. Beginning in 1938, a team of lawyers led by **Thurgood Marshall** began arguing several cases before the Supreme Court.

Their biggest victory came in the 1954 case known as *Brown v. Board of Education* of Topeka, Kansas. In this case, the Supreme Court ruled that separate schools for whites and blacks were unequal—and thus unconstitutional.

2. What did the Supreme Court rule about separate schools for whites and blacks?

Reaction to the *Brown* Decision; the Montgomery Bus Boycott (pages 703–705)

Where did African Americans fight racial segregation?

Some Southern communities refused to accept the *Brown* decision. In 1955, the Supreme Court handed down a second *Brown* ruling. It ordered schools to desegregate more quickly.

The school desegregation issue reached a crisis in 1957 in Little Rock, Arkansas. The state's governor, Orval Faubus, refused to let nine African-American students attend Little Rock's Central High School. President Eisenhower sent in federal troops to allow the students to enter the school.

School was just one place where African Americans challenged segregation. They also battled discrimination on city buses. In Montgomery, Alabama, a local law required that blacks give up their bus seats to whites. In December 1955, Montgomery resident **Rosa Parks** refused to give her seat to a white man. Parks was arrested.

After her arrest, African Americans in Montgomery organized a yearlong *boycott* of the city's bus system. The protesters looked for a person to

lead the bus boycott. They chose **Dr. Martin Luther King, Jr.**, the pastor of a Baptist Church.

The boycott lasted 381 days. Finally, in late 1956, the Supreme Court ruled that segregated buses were illegal.

3. Name two places that African Americans targeted for racial desegregation.

Martin Luther King and the SCLC; The Movement Spreads (pages 705–707)

Where did King get his ideas?

Martin Luther King, Jr. preached nonviolent resistance. He termed it “soul force.” He based his ideas on the teachings of several people. From Jesus, he learned to love one's enemies. From the writer Henry David Thoreau, King took the idea of civil disobedience. This was the refusal to obey an unjust law. From labor organizer A. Philip Randolph, he learned how to organize huge demonstrations. From Mohandas Gandhi, King learned that a person could resist *oppression* without using violence.

King joined with other ministers and civil rights leaders in 1957. They formed the **Southern Christian Leadership Conference (SCLC)**. By 1960, another influential civil rights group emerged. The **Student Nonviolent Coordinating Committee (SNCC)** was formed mostly by college students. Members of this group felt that change for African Americans was occurring too slowly.

One protest strategy that SNCC (“snick”) used was the **sit-in**. During a sit-in, blacks sat at whites-only lunch counters. They refused to leave until they were served. In February 1960, African-American students staged a sit-in at a lunch counter at a Woolworth's store in Greensboro, North Carolina. The students sat there as whites hit them and poured food over their heads. By late 1960, students had desegregated lunch counters in 48 cities in 11 states.

4. Name two people from whom Martin Luther King, Jr. drew his ideas.

Name _____

Date _____

CHAPTER 21 Section 2 (pages 710–716)

The Triumphs of a Crusade

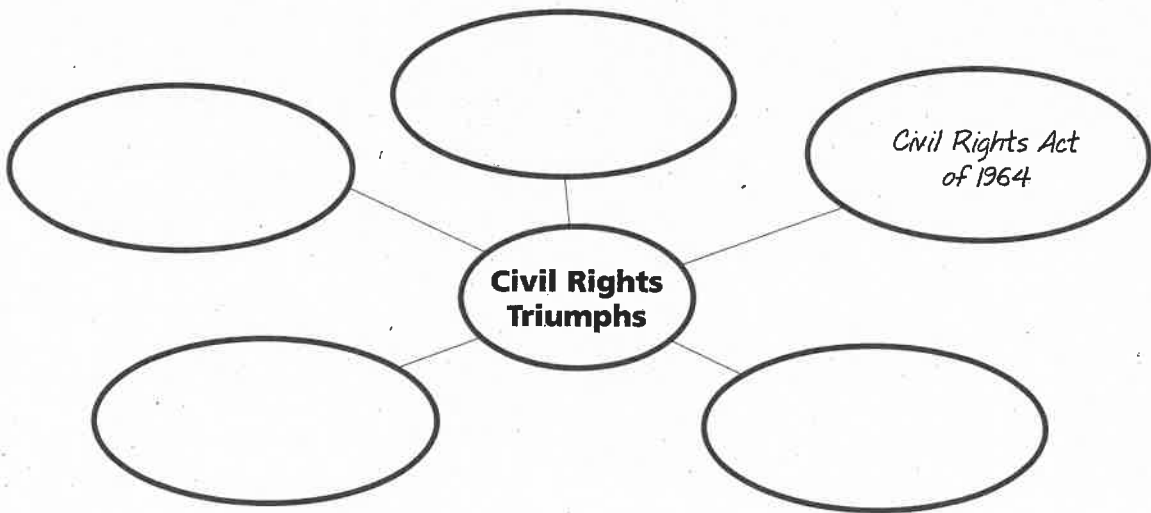
BEFORE YOU READ

In the last section, you read how African Americans began challenging the nation's racist systems.

In this section, you will read how civil rights activists broke down many racial barriers and prompted landmark legislation.

AS YOU READ

Use this diagram to take notes on the achievements of the civil rights movement.



TERMS AND NAMES

freedom riders Civil rights activists who tried to end segregation on national buses.

James Meredith African American who won enrollment to the all-white University of Mississippi

Civil Rights Act of 1964 Law that outlawed racial discrimination

Freedom Summer Name of project to win voting rights for Southern blacks

Fannie Lou Hamer Prominent voting rights activist

Voting Rights Act of 1965 Act that struck down state laws intended to keep blacks from voting

Riding for Freedom (pages 710–711)

Who were the freedom riders?

Freedom Riders were protesters who rode buses with the goal of integrating buses and bus stations. In 1961, a bus of Freedom Riders was attacked in Anniston, Alabama, where a white mob burned the bus. Another instance occurred when a group of Nashville students rode into Birmingham, Alabama, where they were beaten.

Attorney General Robert Kennedy ordered a reluctant bus company to continue to carry the freedom riders. When freedom riders were attacked in

Montgomery, Alabama, the federal government took stronger action. President Kennedy sent 400 U.S. marshals to protect the freedom riders. The Interstate Commerce Commission banned segregation in all travel facilities including waiting rooms, rest rooms, and lunch counters.

1. Name two ways the government tried to help the freedom riders.

Standing Firm (pages 711-714)

What happened in Birmingham?

Civil rights workers soon turned their attention to *integrating* Southern schools. In September 1962, a federal court allowed **James Meredith** to attend the all-white University of Mississippi. However, Mississippi's governor refused to admit him. The Kennedy administration sent in U.S. marshals. They forced the governor to let in Meredith.

Another *confrontation* occurred in 1963, in Birmingham, Alabama. There, King and other civil rights leaders tried to desegregate the city. Police attacked activists with dogs and water hoses.

Many Americans witnessed the attacks on television. They were outraged by what they saw. Eventually, Birmingham officials gave in. They agreed to end segregation in the city.

The growing civil rights movement impressed President Kennedy. He became convinced that the nation needed a new civil rights law. Kennedy called on Congress to pass a sweeping civil rights bill.

2. What was the outcome of the demonstrations in Birmingham?

Marching to Washington

(page 714)

What did the Civil Rights Act of 1964 do?

President Kennedy's civil rights bill outlawed discrimination based on race, religion, national origin, and gender. It also gave the government more power to push for school desegregation. Civil rights leaders wanted Congress to pass the bill. So they staged a massive march on Washington, D.C.

On August 28, 1963, more than 250,000 blacks and whites marched into the nation's capital. There, they demanded the immediate passage of the bill.

Dr. Martin Luther King, Jr., spoke to the crowd. He called for peace and racial harmony in his now-famous "I Have a Dream" speech.

Several months later, President Kennedy was assassinated. Lyndon Johnson became president. He won passage in Congress of Kennedy's **Civil Rights Act of 1964**.

3. Name two things the Civil Rights Act of 1964 did.

Fighting for Voting Rights

(pages 715-716)

Where did workers try to register African Americans to vote?

Civil rights activists next worked to gain voting rights for African Americans in the South. The voting project became known as **Freedom Summer**. The workers focused their efforts on Mississippi. They hoped to influence Congress to pass a voting rights act.

Meanwhile, civil rights activists challenged Mississippi's political structure. At the 1964 Democratic National Convention, SNCC organized the Mississippi Freedom Democratic Party (MFDP). The new party hoped to unseat Mississippi's regular party delegates at the convention.

Civil rights activist **Fannie Lou Hamer** spoke for the MFDP at the convention. She gave an emotional speech. As a result, many Americans supported the seating of the MFDP delegates. However, the Democratic Party offered only 2 of Mississippi's 68 seats to MFDP members.

In 1965, civil rights workers attempted a voting project in Selma, Alabama. They met with violent resistance. As a result, Martin Luther King, Jr. led a massive march through Alabama. President Johnson responded by asking Congress to pass a new voting rights act. Congress passed the **Voting Rights Act of 1965**. The law *eliminated* state laws that had prevented African Americans from voting.

4. Name two states where civil rights workers tried to register blacks to vote.

Name _____

Date _____

CHAPTER 21 Section 3 (pages 717–723)

Challenges and Changes in the Movement

BEFORE YOU READ

In the last section, you read about the triumphs of the civil rights movement.

In this section, you will read about challenges and changes to the movement and how it ultimately left a mixed legacy.

AS YOU READ

Use this diagram to take notes on the mixed legacy of the civil rights movement.

TERMS AND NAMES

de facto segregation Segregation by custom or practice

de jure segregation Segregation by law

Malcolm X African-American civil rights leader

Nation of Islam Group headed by Elijah Muhammad

Stokely Carmichael Leader of Black Power movement

Black Power Movement that stressed black pride

Black Panthers African-American group founded to combat police brutality

Kerner Commission Commission that reported on race relations in America

Civil Rights Act of 1968 Act that banned discrimination in housing

affirmative action Program aimed at hiring or including minorities

ACHIEVEMENTS	REMAINING PROBLEMS
full voting rights	high unemployment

African Americans Seek Greater Equality

 (pages 717–719)

What problems did African Americans in the North face?

The biggest problem in the North was **de facto segregation**—segregation that exists by practice and custom. De facto segregation can be harder to fight than **de jure segregation**—segregation by law. Eliminating de facto segregation requires changing people's attitudes rather than repealing laws.

De facto segregation increased as African Americans moved to Northern cities after World War II. Many white people left the cities. They

moved to suburbs. By the mid-1960s, many African Americans in the North lived in decaying urban slums. There, they dealt with poor schools and high unemployment.

The terrible conditions in Northern cities angered many African Americans. This anger led to many episodes of violence.

1. Name two problems African Americans in the North faced.

New Leaders Voice Discontent

(pages 719–721)

What did new leaders call for?

During the 1960s, new African-American leaders emerged. They called for more *aggressive* tactics in fighting racism.

One such leader was **Malcolm X**. Malcolm preached the views of Elijah Muhammad. Muhammad was the head of the **Nation of Islam**, or the Black Muslims. Malcolm declared that whites were responsible for blacks' misery. He also urged African Americans to fight back when attacked.

Eventually, Malcolm changed his policy regarding violence. He urged African Americans to use peaceful means—especially voting—to win equality. In February 1965, he was assassinated.

Another new black leader was **Stokely Carmichael**. He introduced the notion of **Black Power**. This movement encouraged African-American pride and leadership.

In 1966, some African Americans formed a political party called the **Black Panthers**. The party was created to fight police brutality. They urged violent resistance against whites. Many whites and *moderate* African Americans feared the group.

2. Name two new civil rights leaders.

1968—A Turning Point in Civil Rights

(pages 721–722)

Who was killed in 1968?

In April 1968, a gunman shot and killed Martin Luther King, Jr., in Memphis, Tennessee. Many leaders called for peace. But anger over King's death led many African Americans to riot. Cities across the nation erupted in violence.

A bullet claimed the life of yet another leader in 1968. In June, a man shot and killed Senator Robert Kennedy. Kennedy was a strong supporter of civil rights. The assassin was a Jordanian immigrant. He allegedly was angry about Kennedy's

support of Israel. Kennedy had been seeking the Democratic nomination for president when he was killed.

3. Name two of the nation's leaders killed in 1968.

Legacy of the Civil Rights Movement

(pages 722–723)

Why is the legacy of the civil rights movement considered mixed?

Shortly after taking office, President Johnson formed a group known as the **Kerner Commission**. The commission's job was to study the cause of urban violence. In March 1968, the commission issued its report. It named one main cause for violence in the cities: white racism.

What, then, did the civil rights movement achieve? The movement claimed many triumphs. It led to the passage of important civil rights acts. This included the **Civil Rights Act of 1968**. This law banned discrimination in housing.

The movement had also led to the banning of segregation in education, transportation, and employment. It had also helped African Americans gain their full voting rights.

Yet many problems remained. Whites continued to flee the cities. Throughout the years, much of the progress in school integration reversed. African Americans continued to face high unemployment.

The government continued steps to help African Americans—and other disadvantaged groups. During the late 1960s, federal officials began to promote **affirmative action**. Affirmative-action programs involve making special efforts to hire or enroll minorities.

4. Name one goal the civil rights movement achieved and one problem that remained.

Name _____

Date _____

Glossary

CHAPTER 21 Civil Rights

aggressive Inclined to move in a hostile or angry manner

boycott A protest against something by refusal to buy or use it

confrontation To face with hostility and anger

discrimination The act of regarding someone as different due to various features, including race

eliminate To get rid of; remove

integrate To unify; to open to all races

moderate Mild, calm, reasonable

oppression The state of being kept down, or treated poorly

status The legal condition of a person

AFTER YOU READ

Terms and Names

A. Write the letter of the term that best answers the question.

a. Fannie Lou Hamer

b. *Plessy v. Ferguson*

c. Stokely Carmichael

d. Malcolm X

e. Civil Rights Act of 1968

f. *Brown v. Board of Education*

_____ **1.** What Supreme Court case declared segregation in schools unconstitutional?

_____ **2.** Who urged African Americans to fight back when attacked?

_____ **3.** Who spoke for the Mississippi Freedom Democratic Party in the 1964 Democratic convention?

_____ **4.** Who introduced the idea of Black Power?

_____ **5.** What was the legislation that banned discrimination in housing?

B. If the statement is true, write "true" on the line. If it is false, change the underlined words to make it true.

_____ **1.** The NAACP lawyer who argued the *Brown v. Board of Education* case in front of the Supreme Court was Thurgood Marshall.

_____ **2.** In 1957, Dr. Martin Luther King, Jr., was one of the founders of the Student Nonviolent Coordinating Committee.

_____ **3.** In September 1962, James Meredith was the first African American to attend the University of Mississippi.

_____ **4.** Segregation that exists by practice and custom, not by law, is de jure segregation.

_____ **5.** The Black Panthers was a political party formed to fight against police brutality in the ghetto.

Name _____ Date _____

AFTER YOU READ (continued)

CHAPTER 21 Civil Rights

Main Ideas

1. How did the Montgomery Bus Boycott begin?

2. Describe Martin Luther King, Jr.'s "soul force."

3. What were the different objectives of the freedom rides and Freedom Summer?

4. What did Malcolm X preach?

5. What challenges continued to face the nation in the area of civil rights?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1 A civil rights activist once said, "You can kill a man, but you can't kill an idea." How did the civil rights movement prove this?

2 What civil rights achievement do you consider most important? Explain your answer.

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CHAPTER 22 Section 1 (pages 730–735)

Moving Toward Conflict

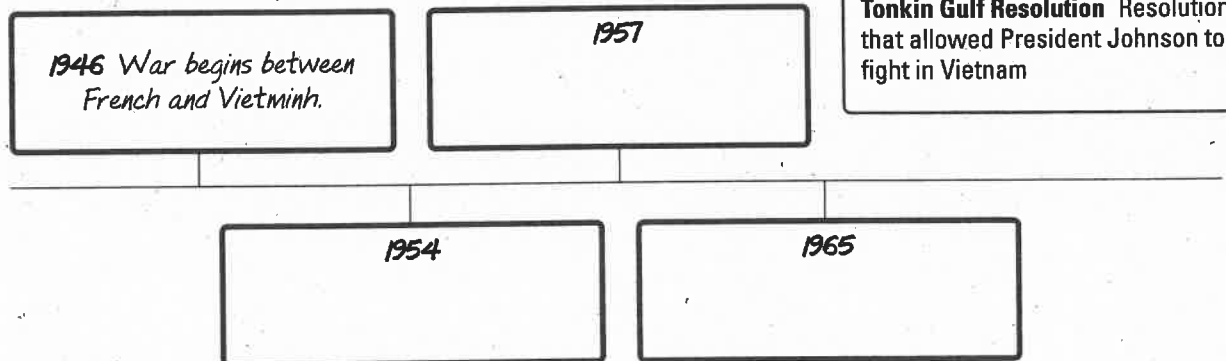
BEFORE YOU READ

In the last section, you read about the legacy of the civil rights movement.

In this section, you will read how the United States became involved in Vietnam.

AS YOU READ

Use the diagram below to take notes on the important Vietnam-related events during the following years.



TERMS AND NAMES

Ho Chi Minh Leader of North Vietnam

Vietminh Communist group led by Ho Chi Minh

domino theory Eisenhower's explanation for stopping communism

Dien Bien Phu Major French outpost captured by the Vietminh

Geneva Accords Peace agreement that split Vietnam in two

Ngo Dinh Diem Leader of South Vietnam

Vietcong Communist rebel group in South Vietnam

Ho Chi Minh Trail Network of paths running between North and South Vietnam

Tonkin Gulf Resolution Resolution that allowed President Johnson to fight in Vietnam

America Supports France in Vietnam

(pages 730–732)

Why did the U.S. get involved?

Vietnam is a long, thin country on a *peninsula* in southeast Asia. From the late 1800s until World War II, France ruled Vietnam. The French treated the Vietnamese badly. As a result, the Vietnamese often rebelled. The Communist Party in Vietnam organized many of the rebellions. The group's leader was **Ho Chi Minh**.

In 1941, Japan conquered Vietnam. That year, the Vietnamese Communists combined with other groups to form an organization called the **Vietminh**. The Vietminh's goal was to achieve independence for Vietnam. In 1945, Japan was defeated in World War II. As a result, the Japanese left Vietnam. The Vietminh claimed independence for Vietnam.

However, France wanted to retake control of Vietnam. French troops moved back into the country in 1946. They conquered the southern half of Vietnam. The Vietminh took control of the North. For the next eight years, the two sides fought for control of the entire country.

The United States supported France during the war. America considered the Vietminh to be Communists. The United States, like other western nations, was determined to stop the spread of communism. President Eisenhower explained his country's policy with what became known as the **domino theory**. Eisenhower compared many of the world's smaller nations to dominoes. If one nation fell to communism, the rest also would fall.

The Vietminh defeated the French. The final blow came in 1954. That year, the Vietminh conquered the large French outpost at **Dien Bien Phu**.

Several countries met with the French and the Vietminh to negotiate a peace agreement. The agreement was known as the **Geneva Accords**. It temporarily split Vietnam in half. The Vietminh controlled North Vietnam. The anti-Communist nationalists controlled South Vietnam. The peace agreement called for an election to unify the country in 1956.

1. For what reason did the United States support France in the war?

The United States Steps In

(pages 732–734)

Who were the Vietcong?

Ho Chi Minh ruled North Vietnam. **Ngo Dinh Diem** led South Vietnam. When it came time for the all-country elections, Diem refused to take part. He feared that Ho would win. And then all of Vietnam would become Communist.

The United States supported Diem's decision. The U.S. government provided aid to Diem. America hoped that Diem could turn South Vietnam into a strong, independent nation. Diem, however, turned out to be a terrible ruler. His administration was *corrupt*. He also refused to allow opposing views.

By 1957, a rebel group had formed in the South. The group was known as the **Vietcong**. It fought against Diem's rule. Ho Chi Minh supported the Vietcong from the North. He supplied arms to the group along a network of paths that ran between North and South Vietnam. Together, these paths became known as the **Ho Chi Minh Trail**.

John Kennedy became president after Eisenhower. Kennedy continued America's policy of supporting South Vietnam. He, like Eisenhower, did not want to see the Communists take over Vietnam.

Meanwhile, Diem's government grew more *unstable*. The Vietcong rebels were gaining greater support among the peasants. The Kennedy administration decided that Diem had to step down. In

1963, military leaders overthrew Diem. Against Kennedy's wishes, they executed Diem.

Two months later, Kennedy himself was assassinated. Lyndon Johnson became president. The growing crisis in Vietnam was now his.

2. Who were the Vietcong fighting?

President Johnson Expands the Conflict

(pages 734–735)

What was the Tonkin Gulf Resolution?

South Vietnam did not improve after Diem's death. A string of military leaders tried to rule the country. Each one failed to bring stability. Johnson, however, continued to support South Vietnam. The president was determined to not "lose" Vietnam to the Communists.

In August 1964, Johnson received reports of an incident in the Gulf of Tonkin off North Vietnam. A North Vietnamese patrol boat allegedly had fired torpedoes at a U.S. destroyer. President Johnson responded by bombing North Vietnam.

He also asked Congress for special military powers to stop any future North Vietnamese attacks on U.S. forces. As a result, Congress passed the **Tonkin Gulf Resolution**. The resolution granted Johnson broad military powers in Vietnam. In February 1965, President Johnson used his new power. He launched a major bombing attack on North Vietnam's cities.

3. What did the Tonkin Gulf Resolution grant President Johnson?

Name _____

Date _____

CHAPTER 22 Section 2 (pages 736-741)

U.S. Involvement and Escalation

BEFORE YOU READ

In the last section, you read how the United States became involved in Vietnam.

In this section, you will read about the war America fought in Vietnam.

AS YOU READ

Use this diagram to take notes on why the United States had trouble fighting the Vietcong.



TERMS AND NAMES

Robert McNamara Secretary of defense under Johnson

Dean Rusk Secretary of state under Johnson

William Westmoreland Commander of U.S. troops in Vietnam

Army of the Republic of Vietnam (ARVN) The South Vietnamese military forces

napalm Gasoline-based explosive

Agent Orange Chemical that destroyed jungle land

search-and-destroy mission Tactic in which U.S. troops destroyed Vietnamese villages

credibility gap Situation in which the U.S. public no longer believed the Johnson administration

Johnson Increases U.S. Involvement

(pages 736-737)

Who supported Johnson's decision to send U.S. troops to Vietnam?

In 1965, Johnson began sending U.S. troops to Vietnam to fight the Vietcong. Some of Johnson's advisers had opposed this move. They argued it was too dangerous.

But most of the president's advisers supported sending in troops. They included Secretary of Defense **Robert McNamara** and Secretary of State **Dean Rusk**. These men believed that America had to help defeat communism in Vietnam. Otherwise, the Communists might try to take over other countries.

Much of the public also agreed with Johnson's decision. Many Americans believed in stopping the spread of communism.

By the end of 1965, the United States had sent more than 180,000 troops to Vietnam. The American commander in South Vietnam was General **William Westmoreland**. Westmoreland was not impressed by the **Army of the Republic of Vietnam (ARVN)** as a fighting force. He asked for even more troops. By 1967, almost 500,000 American soldiers were fighting in Vietnam.

1. Name two groups that supported Johnson's decision to use troops in Vietnam.

Fighting in the Jungle (pages 738–740)

Why did the war drag on?

The United States believed that its superior weaponry would lead to a quick victory over the Vietcong. However, several factors turned the war into a bloody *stalemate*.

The first factor was the Vietcong's fighting style. The Vietcong did not have advanced weapons. As a result, they used hit-and-run *ambush* tactics. The Vietcong struck quickly in small groups. They then disappeared into the jungle or an elaborate system of tunnels. These tactics frustrated the American troops.

The second factor was the Vietcong's refusal to surrender. Throughout the war, the Vietcong suffered many battlefield deaths. However, they continued to fight on.

The third factor was the American troops' inability to win the support of the Vietnamese peasants. In fighting the Vietcong, U.S. troops ended up hurting the peasants as well. For example, U.S. planes dropped **napalm**, a gasoline-based bomb that set fire to the jungle. They did this to expose Vietcong tunnels and hideouts. They also sprayed **Agent Orange**. This was a leaf-killing chemical that destroyed the landscape. Both of these weapons wounded villagers and ruined villages.

American soldiers also turned the peasants against them by conducting **search-and-destroy missions**. During these missions, soldiers destroyed villages they believed supported the Vietcong.

The frustrations of fighting the war caused the *morale* of American soldiers to sink. Soldiers

endured great hardships, especially prisoners of war captured by the North Vietnamese.

2. Name two reasons why the U.S. failed to score a quick victory against the Vietcong.

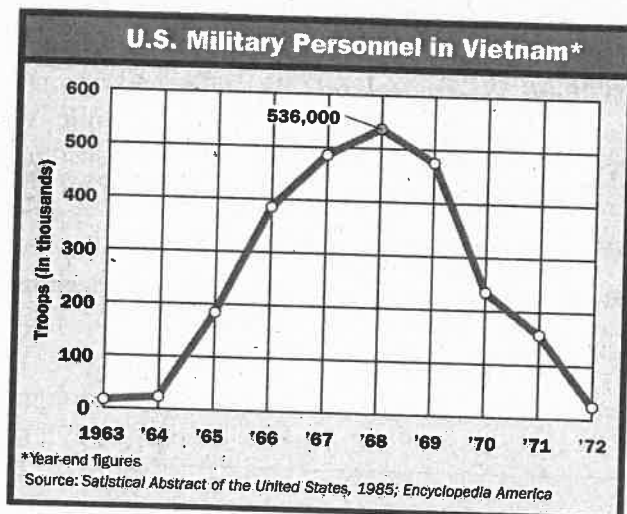
The Early War at Home (pages 740–741)

How did the war affect Johnson's domestic programs?

The number of U.S. troops in Vietnam continued to increase. So did the cost of the war. As a result, the nation's economy began to suffer. In order to pay for the war, President Johnson had to cut spending for his Great Society programs.

By 1967, many Americans still supported the war. However, the images of the war on television began to change that. The Johnson administration told the American people that the war was going well. But television told the opposite story. Each night, Americans watched the brutal scenes of the war on their television screens. This led to a **credibility gap** in the Johnson administration. A growing number of people no longer believed what the president was saying.

3. How did the war affect Johnson's Great Society?



Skillbuilder

Use the graph to answer the questions.

1. What year saw the largest number of U.S. forces in Vietnam?
2. Between which two years was there a dramatic drop in the number U.S. troops in Vietnam?

CHAPTER 22 Section 3 (pages 742–747)

A Nation Divided

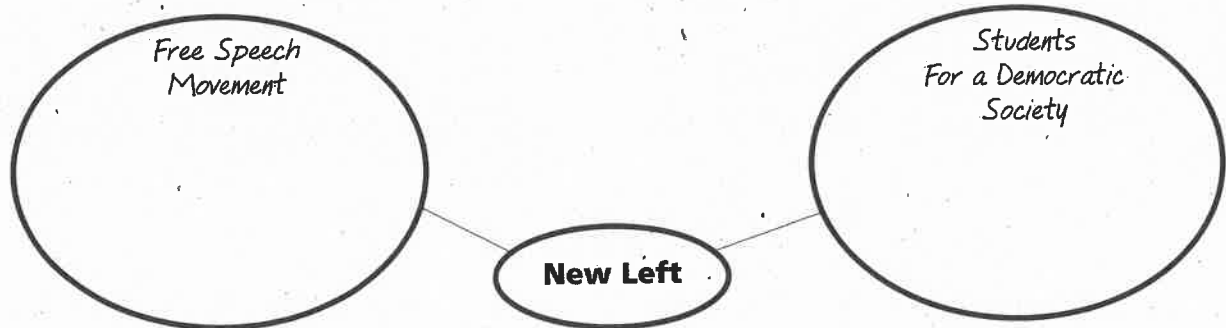
BEFORE YOU READ

In the last section, you read about America's war effort in Vietnam.

In this section, you will read about how the United States became divided over the war in Vietnam.

AS YOU READ

Use this diagram to take notes on the beliefs and actions of the New Left organizations.



TERMS AND NAMES

draft System for calling people to military service

New Left Name given to the youth movement of the 1960s

Students for a Democratic Society (SDS) Prominent group of the New Left

Free Speech Movement New Left group that attacked business and government

dove American individual who called for America to withdraw from Vietnam

hawk American individual who supported the war effort

The Working Class Goes to War

(pages 742–744)

Who fought the war?

Most soldiers who fought in Vietnam were called into combat under the country's Selective Service System, or **draft**. Because the war was growing unpopular, thousands of men tried to avoid the draft.

One of the most common ways to avoid the draft was to attend college. Most men enrolled in a university could put off their military service.

Many university students during the 1960s were white and financially well-off. As a result, a large number who fought in Vietnam were lower-class whites or minorities. Nearly 80 percent of American soldiers came from lower economic levels. Thus, Vietnam was known as a working-class war.

Early on, a high number of African Americans served and died in Vietnam. During the first sever-

al years of the war, 20 percent of American soldiers killed were black. Blacks, however, made up only about 10 percent of the U.S. population. This situation prompted protests from many civil rights leaders, including Martin Luther King, Jr. Many African-American soldiers also endured racism within their units.

The U.S. military in the 1960s did not allow women to serve in combat. However, nearly 10,000 women served in Vietnam as army and navy nurses. Thousands more volunteered in the American Red Cross and the United Services Organization (USO). This organization provided entertainment to the troops.

1. Name two groups of Americans who did most of the fighting early on in Vietnam.

The Roots of Opposition

(pages 744–745)

What were the New Left groups?

By the 1960s, American college students had become politically active. The growing youth movement of the 1960s was known as the **New Left**. The group took its name from the “old” left of the 1930s. That movement had tried to push the nation toward socialism. The New Left did not call for socialism. However, it did demand sweeping changes in American society.

One of the better known New Left groups was **Students for a Democratic Society (SDS)**. This organization called for greater individual freedom in America.

Another New Left group was the **Free Speech Movement (FSM)**. This group was formed at the University of California at Berkeley. It grew out of a fight between students and administrators over free speech on campus. FSM criticized business and government institutions.

The strategies of the SDS and FSM eventually spread to colleges throughout the country. There, students protested mostly campus issues. Soon, however, students around the nation found one issue they could protest together: the Vietnam War.

2. Name two New Left groups.

The Protest Movement Emerges

(pages 745–747)

How did the hawks and doves differ?

Across America, college students rose up in protest against the war. They did so for various reasons. The most common reason was that the conflict in Vietnam was a civil war between the North and South. Thus, the United States had no business being there. Others believed that the war kept America from focusing on other parts of the world. Still others saw the war as morally *unjust*.

In April 1965, SDS helped organize a march on Washington, D.C. About 20,000 protesters participated. In November 1965, a protest rally in Washington drew about 30,000 protesters. Eventually, the antiwar movement reached beyond college campuses. Small numbers of returning veterans protested. Musicians took up the antiwar cause. Many protest songs became popular.

By 1967, Americans were divided into two main groups. Those who wanted the United States to withdraw from the war were called **doves**. Those who supported the war were called **hawks**. Other Americans took no stand on the war. However, they criticized doves for protesting a war in which U.S. troops were fighting and dying.

3. Briefly explain the positions of the hawks and doves.



Skillbuilder

Use this cartoon to answer the questions.

1. Who is the person pictured on the poster?

2. Which group do you think designed it, the hawks or the doves?

A parody of a U.S. World War I poster.

Credit: Peter Newark's American Pictures

CHAPTER 22 Section 4 (pages 748–753)

1968: A Tumultuous Year

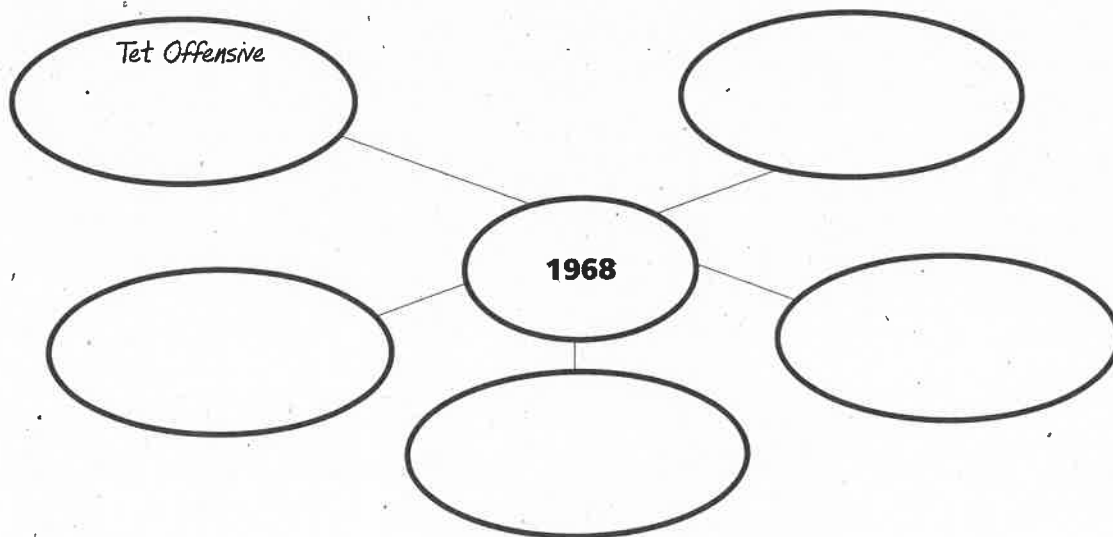
BEFORE YOU READ

In the last section, you read how the Vietnam War divided America.

In this section, you will read about the shocking events that made 1968 one of the most explosive years of the decade.

AS YOU READ

Use this diagram to take notes on the shocking events of 1968.



TERMS AND NAMES

Tet offensive Series of Vietcong attacks during the 1968 Tet holiday

Clark Clifford A Lyndon Johnson adviser who became his secretary of defense

Robert Kennedy A Democratic candidate for president in 1968

Eugene McCarthy A Democratic presidential candidate who ran on antiwar platform

Hubert Humphrey The 1968 Democratic nominee for president

George Wallace A third-party candidate in the 1968 presidential election

The Tet Offensive Turns the War

(pages 748–750)

How did the Tet offensive affect America?

January 30 was the Vietnamese equivalent of New Year's Eve. It was the beginning of festivities known as Tet. During the Tet holiday in 1968, a week-long *truce* was called. Many peasants crowded into South Vietnam's cities to celebrate the holiday.

However, many of the peasants turned out to be Vietcong rebels. The rebels launched a massive attack on nearly 100 towns and cities in South

Vietnam. They also attacked 12 U.S. air bases. The attacks were known as the **Tet offensive**. The offensive lasted for about a month. Finally, U.S. and South Vietnamese forces regained control of the cities.

General Westmoreland declared that the Tet offensive was a major defeat for the Vietcong. From a military standpoint, he was right. The Vietcong lost about 32,000 soldiers during the attacks. The United States and South Vietnam lost only 3,000 soldiers.

However, the Tet offensive shattered America's confidence in the war. The enemy now seemed

everywhere. Many Americans began to think that the war was unwinnable. The Tet offensive also shocked many in the White House. **Clark Clifford** was the president's new secretary of defense. After Tet, Clifford decided that America could not win the war.

The Tet offensive also hurt President Johnson's popularity. By the end of February 1968, nearly 60 percent of the public disapproved of Johnson's handling of the war. In addition, nearly half the country said it had been a mistake to send troops to Vietnam.

1. How did the Tet offensive affect Johnson's popularity?

Days of Loss and Rage (pages 750–751)

Which events shocked the nation?

Even before the Tet offensive, an antiwar group in the Democratic Party had taken steps to *unseat* Johnson. The group looked for someone to challenge Johnson in the 1968 primary election. They asked **Robert Kennedy**, a senator from New York. Kennedy declined. However, Minnesota senator **Eugene McCarthy** agreed. He would run against Johnson on a *platform* to end the Vietnam War.

McCarthy surprised many people by nearly beating Johnson in the New Hampshire Democratic primary. Suddenly, Johnson appeared politically weak. As a result, Robert Kennedy declared himself a presidential candidate. The Democratic Party was now badly divided.

President Johnson decided to address the nation on television. He announced that he would seek peace in Vietnam. Then he declared that he would not seek reelection as president. The country was shocked.

In the days and months ahead, several more incidents stunned the nation. On April 4, a gunman killed civil rights leader Martin Luther King, Jr. Two months later, an assassin gunned down and killed Robert Kennedy.

Meanwhile, antiwar protests continued to rock college campuses. During the first six months of 1968, almost 40,000 students on more than 100 campuses held demonstrations.

2. Name two events that shocked Americans in 1968.

A Turbulent Race for President

(pages 751–753)

What happened in Chicago?

In August 1968, the Democrats met in Chicago for their presidential convention. There, they would choose a presidential candidate. In reality, Democratic leaders had already decided on the candidate: Vice-President **Hubert Humphrey**. This angered many antiwar activists. They favored McCarthy.

About 10,000 antiwar protesters came to Chicago. Some protesters wanted to pressure the Democrats to create an antiwar platform. Others wanted to voice their opposition to Humphrey. Still others wanted to create violence to *discredit* the Democratic Party.

Violence eventually erupted at a downtown park away from the convention hall. There, police moved in on thousands of demonstrators. They sprayed the protesters with Mace. They also beat them with nightsticks. Many protesters fled. Others fought back.

The violence in Chicago highlighted the Democrats' division. The Republicans were more unified. They nominated former Vice-President Richard Nixon for president.

Nixon campaigned on a platform of law and order. He also assured the American people that he would end the Vietnam War. Nixon's campaign was helped by the entry of a third-party candidate, **George Wallace**. Wallace was a former governor of Alabama. He took many democratic votes away from Humphrey. In November, Nixon won the election. It was now up to him to resolve the Vietnam crisis.

3. Name two reasons that protesters came to Chicago for the Democratic convention.

Name _____

Date _____

CHAPTER 22 Section 5 (pages 754–761)

The End of the War and Its Legacy

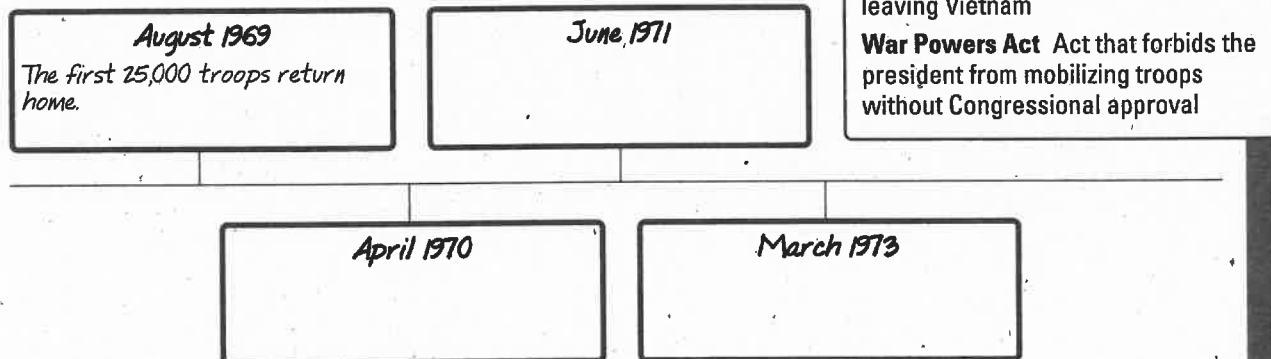
BEFORE YOU READ

In the last section, you read about the explosive events that occurred in 1968.

In this section, you will read how the Vietnam War ended and what effect the war had on America.

AS YOU READ

Use this diagram to take notes on the important dates and events relating to the end of the Vietnam War.



TERMS AND NAMES

Richard Nixon President of the United States, elected 1968

Henry Kissinger Nixon adviser who helped negotiate an end to the war

Vietnamization President Nixon's plan for ending America's involvement in the war

silent majority Those mainstream Americans who supported Nixon's policies

My Lai Site of massacre of Vietnamese civilians by American soldiers

Kent State University Site of protest where National Guard killed four students

Pentagon Papers Government documents that showed the government had no real plan for leaving Vietnam

War Powers Act Act that forbids the president from mobilizing troops without Congressional approval

President Nixon and Vietnamization

(pages 754–755)

How did Vietnamization work?

Richard Nixon pledged to end American involvement in the Vietnam War. With National Security Adviser **Henry Kissinger**, he came up with a plan to end the war. Their plan was known as **Vietnamization**. It called for the gradual withdrawal of U.S. troops and for the South Vietnamese to do more of the fighting. By August of 1969, the first 25,000 U.S. troops had returned home. Over the next three years, the number of American troops in Vietnam dropped from more than 500,000 to less than 25,000.

Nixon, however, did not want to lose the war. So as he pulled American troops out, he ordered a massive bombing attack against North Vietnam.

Nixon also ordered that bombs be dropped on the neighboring countries of Laos and Cambodia. These countries held a number of Vietcong bases.

1. Name both aspects of the Vietnamization plan.

Trouble Continues on the Home Front

(pages 756–757)

Which events weakened support for the war?

To win support for his war policies, Nixon appealed to what he called the **silent majority**. These were *mainstream* Americans who quietly supported the president's strategy. Many Americans did support

the president. However, the war continued to divide the country.

In November of 1969, Americans learned of a shocking event. U.S. troops had massacred more than 100 unarmed Vietnamese in the village of **My Lai**. In April 1970, the country heard more upsetting news. President Nixon announced that U.S. troops had invaded Cambodia. They had tried to destroy Vietcong supply lines there. Upon hearing of the invasion, colleges exploded in protest.

A protest at **Kent State University** in Ohio, turned tragic. To restore order on the campus, the local mayor called in the National Guard. Some students began throwing rocks at the guards. The guards fired into a crowd of protesters. Four students were killed.

Nixon's invasion of Cambodia cost him public support. It also cost him political support. Members of Congress were angry that he had invaded Cambodia without telling them. As a result, Congress repealed the Tonkin Gulf Resolution. This had given the president the freedom to conduct war policy in Vietnam on his own.

Support for the war declined even further in June of 1971. That month, a former Defense Department worker *leaked* what became known as the **Pentagon Papers**. These documents showed that the past U.S. presidents had never drawn up any plans to withdraw from Vietnam.

2. Name two incidents that weakened support for the war.

America's Longest War Ends

(pages 758-759)

Who won the war?

1972 was a presidential election year. To win reelection, Nixon believed he had to end the Vietnam War. Nixon called on Henry Kissinger, his adviser for national security affairs. Kissinger negotiated a peace settlement with the North Vietnamese. In October 1972, Kissinger announced that peace was close at hand. A month later, Nixon was reelected president.

However, the promised peace in Vietnam did not come. South Vietnam objected to the proposed

peace settlement. As a result, the peace talks broke down. Nixon responded by ordering more bombings against North Vietnam.

Eventually, the peace talks resumed. In January 1973, the warring parties signed a peace agreement. By the end of March, the last U.S. combat troops had left. For America, the Vietnam War was over.

Shortly after America left, the peace agreement collapsed. North and South Vietnam resumed fighting. In April 1975, North Vietnamese troops captured the South's capital, Saigon. Soon after, South Vietnam surrendered to North Vietnam.

3. What happened to South Vietnam after America left?

The War's Painful Legacy

(pages 759-761)

How did the war affect America?

The Vietnam War cost both sides many lives. In all, about 58,000 Americans died in Vietnam. Another 303,000 were wounded. Vietnamese deaths topped 2 million.

After the war, Southeast Asia continued to experience violence and unrest. The Communists imprisoned hundreds of thousands of South Vietnamese. In Cambodia, a communist group known as the Khmer Rouge took power in 1975. They attempted to transform the country into a peasant society. In doing so, they killed many government officials and intellectuals. The group is believed to have killed as many as 1 million Cambodians.

In the United States, the war resulted in several policy changes. In November 1973, Congress passed the **War Powers Act**. This law prevented the president from committing troops in a foreign conflict without approval from Congress. In a larger sense, the war made Americans less willing to become involved in foreign wars. The war also left many Americans with a feeling of mistrust toward their government.

4. Name two ways in which the war affected Americans.

Name _____

Date _____

Glossary

CHAPTER 22 The Vietnam War Years

ambush A surprise attack

corrupt Dishonest or immoral

discredit To damage in reputation

leak To reveal secret information

mainstream Representing the commonly occurring attitudes, values and practices of a group

morale Attitude or spirit

peninsula A land area surrounded on three sides by water

platform A declaration of one's beliefs or principles

stalemate A situation in which both sides are stuck; a deadlock

unjust Violating principles of justice or fairness; unfair

truce A temporary halt of fighting

unstable Unsteady, weak

AFTER YOU READ

Terms and Names

A. Write the letter of the best answer.

- _____ 1. Which of the following gave the U.S. president broad military powers in Vietnam?
 - a. Vietnamization
 - b. Pentagon Papers
 - c. War Powers Act
 - d. Tonkin Gulf Resolution
- _____ 2. Which of the following revealed the U.S. had no plans for ending the war as long as the North Vietnamese continued to fight?
 - a. Vietnamization
 - b. Pentagon Papers
 - c. War Powers Act
 - d. Tonkin Gulf Resolution
- _____ 3. What organization called for greater individual freedom in America?
 - a. Free Speech Movement
 - b. Students for a Democratic Society
 - c. hawks
 - d. doves
- _____ 4. Who ran as a third-party candidate in the 1968 election?
 - a. George Wallace
 - b. Eugene McCarthy
 - c. Hubert Humphrey
 - d. Robert McNamara
- _____ 5. What law prevented the president from committing troops in a foreign conflict without the approval of Congress?
 - a. Tonkin Gulf Resolution
 - b. Pentagon Papers
 - c. War Powers Act
 - d. Geneva Accords

Name _____ Date _____

AFTER YOU READ (continued) **CHAPTER 22** The Vietnam War Years

B. Write the name or term that best completes each sentence.

Robert McNamara
New Left
silent majority
domino theory
Robert Kennedy
Eugene McCarthy

1. The idea that countries on the brink of communism were waiting to fall one after the other was called the _____.
2. An adviser to President Johnson who supported the sending of troops to Vietnam was _____.
3. The _____ was the term given to the growing youth movement of the 1960s.
4. _____ decided to join the 1968 Democratic race for president after seeing the surprising results in the New Hampshire primary.
5. President Nixon made a special appeal to the _____ to win support for his war policies.

Main Ideas

1. How did the Tonkin Gulf Resolution lead to greater U.S. involvement in Vietnam?

2. Name three reasons why U.S. troops had difficulty fighting the Vietcong.

3. Why were many African-American leaders opposed to the Vietnam War?

4. Why was the Tet offensive considered the turning point of the war?

5. What was one immediate and one more lasting impact of the Vietnam War on America?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. How did the division at home over the war demonstrate America's long-held belief in freedom of expression?
2. Do you agree or disagree with the War Powers Act? Explain your answer.

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Name _____

Date _____

CHAPTER 23 Section 1 (pages 768–773)

Latinos and Native Americans Seek Equality

BEFORE YOU READ

In the last section, you read about the end of the Vietnam War.

In this section, you will read about how Latinos and Native Americans fought for greater equality.

AS YOU READ

Use the following diagram to take notes on the goals and tactics of the Latino and Native American movements.

GROUPS	GOALS	TACTICS
Latinos	better working conditions	formed farm workers union
Native Americans		

TERMS AND NAMES

César Chávez Leader of the farm workers movement

United Farm Workers Organizing Committee Union that fought for farm workers' rights

La Raza Unida Latino political party

American Indian Movement (AIM) Group that fought for greater reform for Native Americans

The Latino Presence Grows

(pages 768–769)

Who are Latinos?

Latinos are Spanish-speaking Americans. During the 1960s, the Latino population in the United States tripled—from 3 million to more than 9 million.

During this time, the nation's Mexican American population grew. Many were *descendants* of Mexicans who stayed on the land that Mexico surrendered to the United States in 1848. Others were the children and grandchildren of the Mexicans who arrived after Mexico's 1910 revolution. Still others came as temporary laborers during the 1940s and 1950s. Mexican Americans always have made up the largest group of Latinos.

About a million Puerto Ricans have lived in the United States since the 1960s. Most Puerto Ricans

have settled in the Northeast, especially in New York City.

Many Cubans also settled in the United States during the 1960s. They had fled Cuba after the Cuban Revolution in 1959. Most Cubans settled in or near Miami.

Thousands of Salvadorans, Guatemalans, Nicaraguans, and Colombians immigrated to the United States after the 1960s. They came to escape political *persecution* and poverty at home. Wherever they settled, many Latinos experienced poor living conditions and discrimination.

1. Name two groups that make up the Latino community.

Latinos Fight for Change

(pages 769–771)

Which groups fought for change?

In the 1960s, Latinos began to demand equal rights and respect. One such group was Mexican-American farm workers. These men and women worked on California's fruit and vegetable farms. They often worked long hours for little pay.

César Chávez was the group's leader. Chávez believed that the farm workers should organize into a union. In 1962, he helped establish the National Farm Workers Association. In 1966, Chávez merged this group with a Filipino agricultural union. Together, they formed the **United Farm Workers Organizing Committee (UFWOC)**.

California's grape growers refused to recognize the farm workers union. As a result, Chávez called for a nationwide boycott of grapes. His plan worked. In 1970, the grape growers finally signed contracts with the UFWOC. The new contracts guaranteed union workers higher pay and granted them other benefits.

Latinos also wanted greater recognition of their culture. Puerto Ricans demanded that schools offer classes taught in their native language. In 1968, Congress passed the Bilingual Education Act. This law funded *bilingual* and cultural programs for students who did not speak English.

Latinos began organizing politically during the 1960s. Some worked within the two-party system. Others created an independent Latino political movement. José Angel Gutiérrez, for example, started **La Raza Unida** (the United People Party). The party ran Latino candidates and won positions in city government offices.

2. Name two organizations that fought to promote the cause of Latinos.
-
-

Native Americans Struggle for Equality

(pages 771–773)

What problems did Native Americans face?

Native Americans, like Latinos, are a diverse group. However, despite their diversity, most Native Americans have faced similar problems. These problems include high unemployment rates, poor health care, and high death rates.

During the 1950s, the Eisenhower administration tried to solve some of these problems. The government thought that introducing Native Americans to more aspects of mainstream culture would help them. As a result, the government moved Native Americans from their reservations to the cities.

The plan failed. Most Native Americans who moved to the cities remained very poor. In addition, many Native Americans refused to mix with mainstream American society.

Native Americans wanted greater opportunity to control their own lives. In 1961, representatives from 61 Native American groups met to discuss their concerns. They demanded the right to choose their own way of life.

In 1968, President Johnson responded to their demands. He created the National Council on Indian Opportunity. The council's goal was to make sure that government programs reflected the needs and desires of Native Americans.

Many young Native Americans were not satisfied with the government's new policies. They wanted greater reform. They also wanted it more quickly. As a result, some young Native Americans formed the **American Indian Movement (AIM)**. This organization demanded greater rights for Native Americans. At times, the group used violence to make its point.

Meanwhile, Native Americans won greater rights through the court system. Throughout the 1960s and 1970s, they won legal battles that gave them greater education and land rights.

3. Name two problems that Native Americans faced.
-
-

Name _____

Date _____

CHAPTER 23 Section 2 (pages 776–780)

Women Fight for Equality

BEFORE YOU READ

In the last section, you read how Latinos and Native Americans fought for greater rights.

In this section, you will read how the nation's women also attempted to improve their status in society.

AS YOU READ

Use this diagram to take notes on the successes and failures of the women's movement.

TERMS AND NAMES

feminism The belief that women should be equal to men in all areas

Betty Friedan Author of *The Feminine Mystique*

National Organization for Women (NOW) Organization that pushed for women's rights

Gloria Steinem Journalist who tried to help women gain political power

Equal Rights Amendment (ERA) Amendment to the U.S. Constitution that would prohibit discrimination against women

Phyllis Schlafly Equal Rights Amendment opponent

SUCCESSSES	FAILURES
<i>Government declares all-male job ads illegal</i>	<i>ERA is defeated</i>

A New Women's Movement Arises (pages 776–778).

How did the women's movement emerge?

The theory behind the women's movement of the 1960s was **feminism**. This was the belief that women should have economic, political, and social equality with men.

The women's movement arose during the 1960s for several reasons. First, a growing number of women entered the work force. In the workplace, many women received less pay than men—even for the same job. Many women saw this as unfair.

Second, women had become actively involved in both the civil rights and antiwar movements. These movements led women to take action on

behalf of their own beliefs. In addition, many men in these groups refused to give women leadership roles. As a result, many women became more aware of their *inferior* status.

In 1963, **Betty Friedan** published *The Feminine Mystique*. This book expressed the discontent that many women were feeling. Friedan's book helped to unite a number of women throughout the nation.

1. Name two factors that helped launch the women's movement.

The Movement Experiences Gains and Losses (pages 778–779)

What were the movement's successes and failures?

In 1966, several women including Betty Friedan formed the **National Organization for Women (NOW)**. The group's goal was to more actively pursue women's goals. NOW pushed for more child-care facilities. It also called for more educational opportunities.

The organization also pressured the federal government to enforce a ban on *gender* discrimination in hiring. The government responded by declaring that male-only job ads were illegal.

Women also attempted to gain political strength. In 1971, Journalist **Gloria Steinem** helped found the National Women's Political Caucus. This group encouraged women to run for political office.

In 1972, Congress passed a ban on gender discrimination in higher education. As a result, several all-male colleges opened their doors to women. In 1973, the Supreme Court's decision in the case *Roe v. Wade* granted women the right to choose an abortion.

The women's movement also met with some failure, such as with the **Equal Rights Amendment (ERA)**. The ERA was a proposed *amendment* to the U.S. Constitution. It would have outlawed government discrimination on the basis of sex. One prominent ERA opponent was **Phyllis Schlafly**. Schlafly called the ERA the work of *radical* feminists.

In addition, the women's movement angered many of the nation's *conservatives*. In response,

these conservatives joined together to form a movement known as the New Right. This movement emphasized traditional social, cultural, and moral values. Throughout the 1970s, the New Right gained support for its social conservatism.

2. Name one success and one failure of the women's movement.

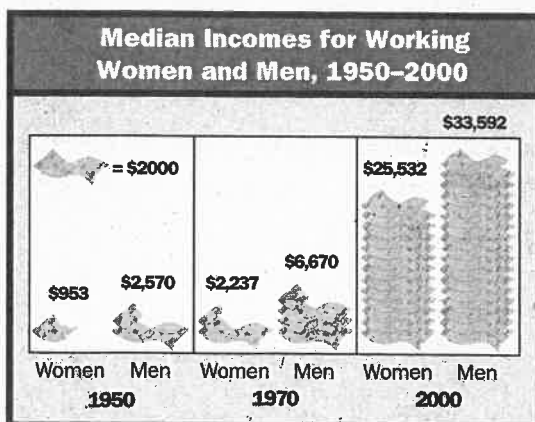
The Movement's Legacy (page 780)

What was the movement's legacy?

In 1977, the ERA was close to being passed, but the New Right gained strength. In 1982, the ERA went down to defeat.

But the influence of the women's movement could be seen in the workplace as more women started careers instead of staying home with their children. In 1970, 8 percent of all medical school graduates and 5 percent of law school graduates were women. By 1998, those numbers had risen to 42 and 44 percent respectively. Women also made political gains as many ran for and were elected to office.

3. Cite two examples of how the women's movement helped women improve their standing in society.



Skillbuilder

Use the graph to answer the questions.

1. How much more did the average woman make in 2000 than she did in 1970?

2. How much less did the average woman make than the average man in 2000?

Name _____

Date _____

CHAPTER 23 Section 3 (pages 781-785)

Culture and Counterculture

TERMS AND NAMES

counterculture Movement whose members sought to drop out of mainstream society

Haight-Ashbury Community in San Francisco that attracted many hippies

the Beatles British rock group that helped popularize rock 'n' roll

Woodstock Massive outdoor concert that demonstrated rock 'n' roll's popularity

BEFORE YOU READ

In the last section, you read about the women's movement that emerged in the United States in the 1960s.

In this section, you will read about the emergence of the counterculture movement—and how the nation reacted to it.

AS YOU READ

Use this diagram to take notes on how the counterculture affected America

IMMEDIATE EFFECT	LONG-TERM EFFECT
<i>Mainstream America blamed it for decline of traditional values.</i>	<i>Rock 'n' roll became a part of mainstream culture.</i>

The Counterculture (pages 781-782)

What characterized the counterculture?

During the 1960s, many young people adopted values that differed from those of mainstream society. These Americans were part of a movement known as the **counterculture**.

The movement was made up mostly of white middle-class youths. Members of the counterculture were known as "hippies." Many hippies shared some of the beliefs of the New Left. They took part in demonstrations against the Vietnam War. However, a majority of hippies chose to turn their backs on America. They wanted to establish a new society based on peace and love.

The main characteristics of the hippie culture were rock 'n' roll, colorful clothes, and the use of drugs. Many also chose to live in large groups called communes. Many hippies moved to San Francisco's **Haight-Ashbury** district. This community was popular mainly because of the availability of drugs.

After a few years, the counterculture movement began to decline. Some aspects of the movement became violent. Many urban communes grew dangerous. The widespread use of drugs also led to the decline of the movement.

More than anything else, hippies eventually found that they could not survive outside mainstream America. They needed money to live. For

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many, this meant returning to mainstream society—and getting a job.

1. Name two characteristics of the counterculture.

A Changing Culture (pages 783–784)

How did the counterculture affect America?

The counterculture movement collapsed after only a few years. However, some aspects of it had a lasting effect on mainstream culture.

The movement affected the worlds of art and fashion. The 1960s saw the rise of popular, or pop, art.

One celebrated pop artist was Andy Warhol. His work was characterized by bright, simple, commercial-looking images such as portraits of soup cans and other icons of mass culture. These images were repeated to look mass-produced as a criticism of the times. They implied that individual freedoms had been lost to a “cookie-cutter” lifestyle.

The most lasting legacy of the counterculture movement was its music. Rock ‘n’ roll continues to be a popular form of entertainment. Perhaps the most influential band was **the Beatles**. The British group took America by storm and helped rock music become part of mainstream America.

A dramatic example of rock ‘n’ roll’s popularity was an event known as **Woodstock**. This was a massive outdoor rock concert in upstate New York. It occurred during the summer of 1969. More than 400,000 people attended—far more than expected. For three days, popular bands and musicians performed. Despite the crowd, however, the festival was peaceful and well organized.

The counterculture movement affected Americans’ social attitudes as well. The American media began to address the subjects of sex and violence. Before this time, few Americans discussed these topics.

2. Name two areas of society affected by the counterculture.

The Conservative Response

(page 785)

Why did mainstream America attack the counterculture?

In the late 1960s, many mainstream Americans criticized the counterculture. They blamed the movement for the decline of traditional American values.

Some conservative groups called the movement a threat to law and order. They also accused members of the counterculture of being *immoral*.

Mainstream America’s anger toward the counterculture affected the country’s political scene. In 1968, the Republicans nominated Richard Nixon as their presidential candidate. Nixon ran on a platform of law and order, and conservative values. His ideas appealed to many voters. As a result, Nixon won the election. He then set the nation on a more conservative course.

3. Cite two reasons why Americans criticized the counterculture.

Name _____

Date _____

Glossary**CHAPTER 23 An Era of Social Change****amendment** A revision or change**bilingual** Presented in two languages**conservative** Cautious, traditional, against change**descendant** An offspring; someone derived from an ancestor**gender** Relating to male or female**immoral** Evil; characterized by bad behavior**inferior** Lower, lesser rank**persecution** The act of oppressing or treating badly**radical** Extreme, carried to the furthest limit; promoting change**AFTER YOU READ****Terms and Names****A.** If the statement is true, write "true" on the line. If it is false, change the underlined word or words to make it true.

1. _____ In the 1970s, La Raza Unida fielded Latino candidates and won positions in several city governments.
2. _____ A major opponent of the Equal Rights Amendment was Betty Friedan.
3. _____ Phyllis Schlafly helped found the National Women's Political Caucus.
4. _____ A popular British band, the Beatles, helped propel rock 'n' roll into mainstream America.
5. _____ Young Native Americans formed a group known as ERA, which helped fight for Indian rights.

B. Write the letter of the name or term that matches the description.

- a. counterculture
- b. Woodstock
- c. César Chávez
- d. National Organization for Women
- e. American Indian Movement

- _____ 1. The person who organized Mexican-American farm workers
- _____ 2. A sometimes violent Native-American rights organization
- _____ 3. An organization created to pursue the goals of the women's movement
- _____ 4. A movement made up of white middle-class youths, who were fed up with mainstream America
- _____ 5. A massive outdoor concert in 1969 that highlighted rock's popularity

AFTER YOU READ (continued) **CHAPTER 23** An Era of Social Change

Main Ideas

1. Name the different ways in which Latinos fought for greater equality.

2. Why did President Eisenhower's Native American plan fail?

3. What achievements did the women's movement make?

4. Why did the counterculture decline?

5. How did many Americans view the counterculture? How did this view affect the nation's political scene?

Thinking Critically

Answer the following questions on a separate sheet of paper.

- 1. How were the Latino and Native American movements similar? How were they different?**
- 2. A stereotype is a generalization made about a group. What stereotypes do you think hippies and mainstream Americans made about each other? Why?**

CHAPTER 24 Section 1 (pages 794–801)

The Nixon Administration

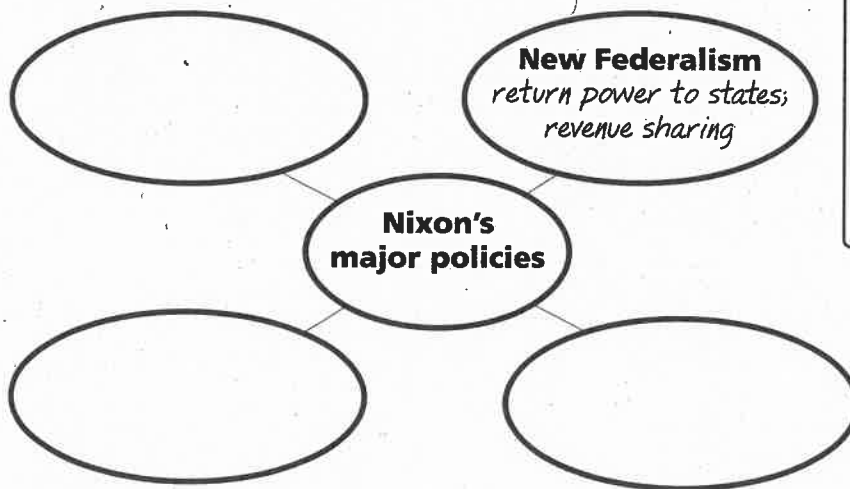
BEFORE YOU READ

In the last section, you read about the counterculture.

In this section, you will learn about President Nixon and his attempts to move the country in a more conservative direction.

AS YOU READ

Use the web below to take notes on the major policies of President Richard Nixon.



Nixon's New Conservatism

(pages 794–796)

How did Nixon pursue conservative policies?

President **Richard M. Nixon** wanted to turn the United States in a more conservative direction. He tried to decrease the power of the federal government. Nixon's plan was called **New Federalism**. Its goal was to give federal power to the states.

Nixon introduced **revenue sharing**. The federal government usually told state and local governments how to spend their federal money. Under revenue sharing, state and local officials could spend their federal dollars however they saw fit with few limits.

TERMS AND NAMES

Richard M. Nixon 37th president

New Federalism Plan to give federal power back to the states

revenue sharing Plan for the federal government to share money with state and local governments

Family Assistance Plan Nixon's welfare reform proposal to give direct relief to poor families

Southern strategy Nixon's effort to attract Southern votes by opposing desegregation

stagflation Situation that occurs when unemployment and inflation rise at the same time

OPEC (Organization of Petroleum Exporting Countries) Organization of nations that export oil

realpolitik Nixon's foreign policy that attempted "realistic politics"

détente Policy aimed at easing Cold War tensions

SALT I Treaty Treaty to limit nuclear weapons

Nixon also wanted to reform welfare. He supported the **Family Assistance Plan** (FAP). Under this plan, every family of four with no income would receive a payment of \$1,600 a year, and could earn up to \$4,000 more a year. But this plan failed to pass Congress.

When Nixon first took office, he cooperated with Congress. But he soon refused to spend money that Congress wanted to spend on programs that he did not like. Federal courts ruled that Nixon's action was unconstitutional. They ordered that Nixon spend the money on the programs.

Nixon also followed "law and order" policies to stop riots and antiwar protests. He used the Central Intelligence Agency (CIA) and the

Internal Revenue Service (IRS) to harass people. He created an "enemies list" and had the CIA and IRS target people on this list. The list included liberals and other opponents of his policies.

1. What conservative programs did Nixon support?

Nixon's Southern Strategy

(pages 796-798)

What was the Southern strategy?

Nixon wanted to make sure he would get reelected in 1972. To achieve this, he used what he called a **Southern strategy** to win the support of Southerners.

To attract white voters, Nixon tried to slow school desegregation. But the Supreme Court ordered the administration to move more quickly. Nixon also opposed the extension of the Voting Rights Act of 1965. But Congress extended the act.

Nixon believed that the Supreme Court under Chief Justice Earl Warren was too liberal. During his presidency, four justices, including Warren, left the Court. This gave Nixon an opportunity to appoint more conservative justices.

2. How did Nixon hope to win Southern support?

Confronting a Stagnant Economy

(pages 798-799)

What is stagflation?

One of the biggest problems facing Nixon was a weak economy. Between 1967 and 1973, *inflation* and unemployment increased. This situation is known as **stagflation**.

Stagflation had several causes. Unemployment increased because *trade competition* increased. This made it harder for Americans to sell their goods overseas. The nation also had trouble finding jobs for millions of baby boomers who reached working age.

Inflation increased for two main reasons. First, more government spending on social programs and the war in Vietnam raised prices. The second cause

was the nation's need for foreign oil. The United States received much of its oil from the Middle East. Many of these countries belonged to a *cartel* called **OPEC (Organization of Petroleum Exporting Countries)**. During the 1960s, OPEC gradually raised oil prices. Then, in 1973, a war broke out, with Israel against Egypt and Syria. The United States sent military aid to Israel.

The OPEC nations sided with Egypt and Syria. They stopped selling oil to the United States. This led to problems in the United States. Between the fall of 1973 and March 1974, motorists faced long lines at the gas stations. Some factories and schools closed. When OPEC started selling oil to the United States again, the price had *quadrupled*.

3. How did OPEC affect the U.S. economy?

Nixon's Foreign Policy Triumphs

(pages 799-801)

What is realpolitik?

Nixon's main foreign policy adviser was Henry Kissinger. Kissinger based his foreign policy views on a philosophy known as **realpolitik**. This meant that Kissinger dealt with other nations in a practical and flexible manner. Kissinger believed it was practical to ignore a country that was weak. But it was important to deal with strong nations.

Realpolitik was a change from the policy of containment. Nixon and Kissinger changed U.S. relations with Communist countries. They called their policy **détente**. This policy was aimed at easing Cold War tensions.

In 1972, Nixon visited Communist China. Before this, the United States had refused to recognize the Communist government. Three months later, Nixon went to the Soviet Union. Nixon and the Soviet leader signed the **SALT I Treaty**. This five-year agreement limited nuclear weapons. Nixon's successes in foreign affairs helped him win reelection.

4. How did Nixon try to ease Cold War tensions?

Name _____

Date _____

CHAPTER 24 Section 2 (pages 802–807)

Watergate: Nixon's Downfall

BEFORE YOU READ

In the last section, you read about President Nixon's approach to politics and the Cold War.

In this section, you will learn about the Watergate scandal.

AS YOU READ

Use the diagram below to take notes about the causes and effects of the Watergate scandal.

TERMS AND NAMES

impeachment The constitutional process for removing a president from office

Watergate Scandal that forced Nixon to resign

H. R. Haldeman Adviser to Nixon

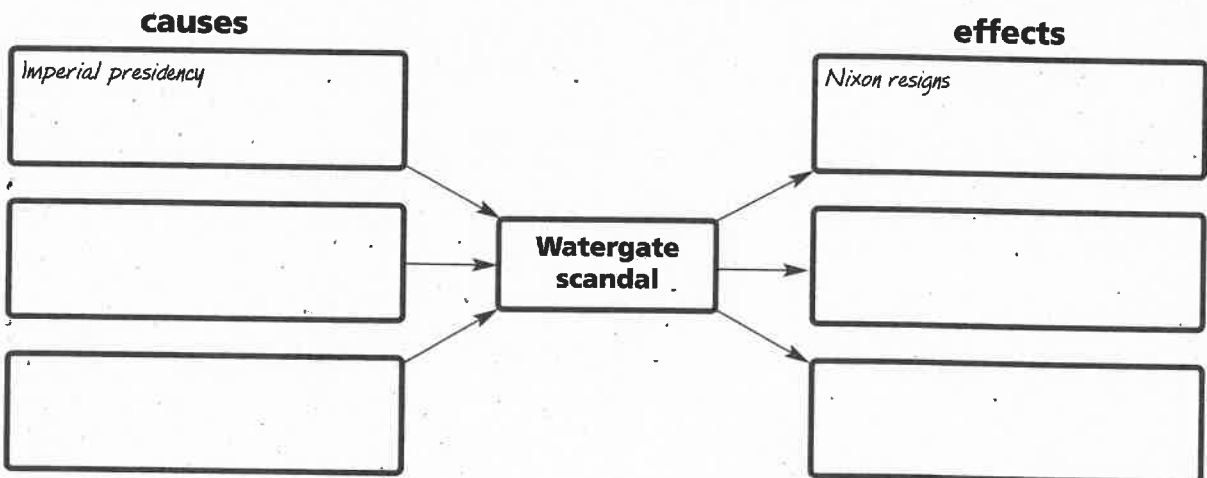
John Ehrlichman Adviser to Nixon

John Mitchell Attorney general and director of Nixon's campaign

Committee to Reelect the President Nixon's campaign committee

Judge John Sirica Judge in the trial of the Watergate burglars

Saturday Night Massacre Nixon's firing of Justice Department officials, including the special prosecutor investigating Watergate



President Nixon and His White House (pages 802–803)

What was Watergate?

In 1974, the House Judiciary Committee voted to recommend the **impeachment** of—the bringing of formal charges against—President Richard Nixon. The cause was the **Watergate** scandal which was an attempt to *cover up* a burglary of the Democratic National Committee (DNC) headquarters.

By the time Richard Nixon became president, the executive branch had become powerful. Nixon expanded the power of the presidency. He confided in a small group of very loyal advisers. These advisers included **H. R. Haldeman**, chief of staff; **John**

Ehrlichman, chief domestic adviser; and **John Mitchell**, the attorney general. These men helped Nixon get reelected. They also shared Nixon's desire for power. This would lead Nixon and his advisers to cover up their role in the Watergate burglary.

1. Define Watergate scandal.

The Drive Toward Reelection

(pages 803–804)

What was the CRP?

Nixon campaign aides were determined to win the 1972 election. They hired five men to raid

Democratic party offices in the Watergate complex in Washington, D.C. The men were caught photographing files and placing wiretaps on phones. The press soon discovered that the group's leader, James McCord, was a former CIA agent. He was also an official of a group known as the **Committee to Reelect the President** (CRP). John Mitchell, who had been attorney general, was the CRP's director.

Nixon and his staff tried to hide the link to the White House. Workers shredded evidence. Nixon and his staff asked the CIA to urge the FBI to stop its investigations into the burglary.

The Watergate burglary was not a big issue in the 1972 election. Only two reporters kept on the story. In a series of articles, the reporters found information that linked members of the administration to the burglary. The White House denied any connections.

2. Why did the CRP order the burglary of the Democratic National Committee headquarters?

The Cover-Up Unravels (pages 804–806)

How did Nixon get caught?

After Nixon's reelection, the cover-up began to unravel. In January of 1973, the Watergate burglars went to trial. All of the burglars except James McCord changed their pleas from innocent to guilty. McCord was found guilty by a jury. The trial's presiding judge, **Judge John Sirica**, believed that the burglars did not act alone. Then in March 1973, McCord sent a letter to Sirica, stating that he had lied under oath. He also stated that the White House was involved in the cover-up.

Soon the public interest in the Watergate burglary increased. In April 1973, three top Nixon aides resigned. The President then went on television and denied any cover-up. He announced that he was appointing Elliot Richardson as the new attorney general. He authorized Richardson to appoint a *special prosecutor* to investigate Watergate.

In May 1973, the Senate began its own investigation of Watergate. The Senate hearings were televised live. In the hearings, one of Nixon's aides said that Nixon knew about the cover-up. Then it was

revealed that White House meetings had been tape-recorded. The Senate committee demanded the tapes. Nixon refused to release them.

Court battles over the tapes lasted a year. Archibald Cox, the special prosecutor, took the president to court in October 1973 to get the tapes. Nixon refused and ordered Richardson to fire Cox. In what became known as the **Saturday Night Massacre**, Richardson refused the order and resigned. The deputy attorney general also refused and resigned. Solicitor General Robert Bork finally fired Cox. But his replacement, Leon Jaworski, was determined to get the tapes.

3. What did Nixon do during the investigation?

The Fall of a President (pages 806–807)

How did Nixon's presidency end?

In March 1974, a grand jury charged seven Nixon aides with *obstruction of justice* and *perjury*. Nixon released more than 1,250 pages of taped conversations. But he did not release the conversations on some key dates. In July 1974, the Supreme Court ordered the White House to release the tapes.

Three days later, a House committee voted to impeach President Nixon. If the full House of Representatives approved, Nixon would go to trial in the Senate. If Nixon was judged guilty there, he would be removed from office. When the tapes were finally released, they proved that Nixon had known of the cover-up. On August 8, 1974, before the impeachment could happen, Nixon resigned.

Watergate produced distrust about the presidency. A poll taken in 1974 showed that 43 percent of Americans had lost faith in the presidency. In the years after Vietnam and Watergate, Americans developed a deep distrust of government officials.

4. Why did President Nixon resign from office?

CHAPTER 24 Section 3 (pages 810–817)

The Ford and Carter Years

TERMS AND NAMES

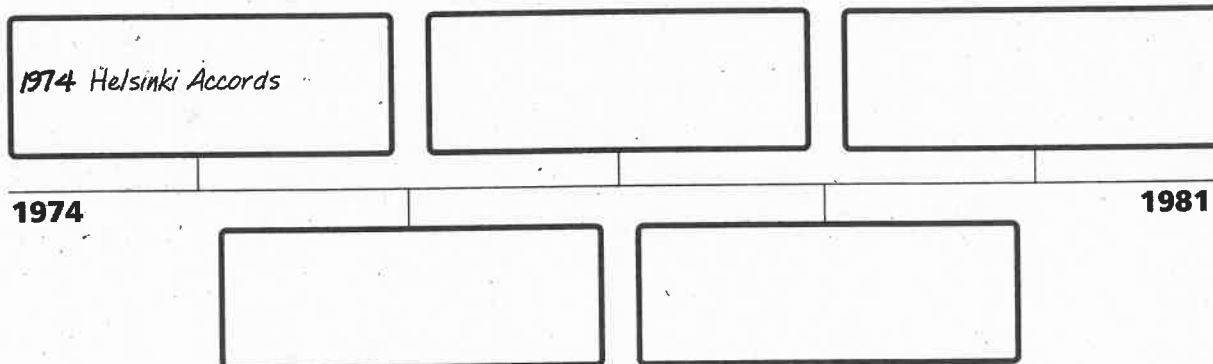
- Gerald R. Ford** 38th president
- Jimmy Carter** 39th president
- National Energy Act** Law that aimed to conserve energy
- human rights** Rights and freedoms that all people should enjoy
- Camp David Accords** Agreements between Israel and Egypt
- Ayatollah Ruhollah Khomeini** Iranian religious leader who led the revolution against the Shah of Iran

BEFORE YOU READ

In the last section, you learned about Watergate. In this section, you will read about the presidencies of Gerald Ford and Jimmy Carter.

AS YOU READ

Use the time-line below to take notes on the major events of the Ford and Carter administrations.



Ford Travels a Rough Road; Ford's Foreign Policy

(pages 810–812)

What did Ford do as president?

Gerald R. Ford replaced Richard Nixon as president. Ford was likable and honest. But he lost public support when he *pardoned* Nixon.

The economy had gotten worse by the time Ford took office. Ford invited the nation's top economic leaders to the White House to discuss what to do. Ford promoted a program to slow inflation by encouraging energy conservation. This program failed. Ford then pushed for higher interest rates. This triggered the worst recession in 40 years.

In foreign affairs, Ford relied on Henry Kissinger, the secretary of state. Ford continued talks with China and the Soviet Union. In 1974, he participated in a meeting in Helsinki, Finland. There, 35 countries, including the Soviet Union, signed the Helsinki

Accords. These were agreements that promised greater cooperation between the nations of Europe.

1. What did Ford do about the economy?

Carter Enters the White House

(page 812)

Why did Carter get elected?

Ford ran for election in 1976 against Democrat **Jimmy Carter**. Carter ran as an outsider, or someone apart from Washington politics. Carter promised he would never lie to Americans. Carter won a close election with this message.

Carter stayed in touch with the people by holding "fireside chats" on radio and television. But Carter

did not try to reach out to Congress. He refused to take part in deal-making. As a result, he angered both Republicans and Democrats in Congress.

2. Why did Carter win the 1976 presidential election?

Carter's Domestic Agenda

(pages 812–814)

How did Carter try to fix the economy?

Carter believed that energy policy should be his top priority. He signed the **National Energy Act**. It placed a tax on gas-guzzling cars. It removed price controls on oil and natural gas. It also funded research for new sources of energy.

But in 1979, violence in the Middle East caused another shutdown of oil imports. High prices made inflation worse. Carter tried voluntary price freezes and spending cuts, but these measures did not stop inflation.

Other changes in the economy caused problems in the 1970s. Greater *automation* meant fewer manufacturing jobs. Competition from other countries cost American jobs, too. Many companies moved their factories from the Northeast to the South and West. They were looking for lower energy costs and cheaper labor.

3. How did Carter try to solve the nation's economic problems?

A Human Rights Foreign Policy

(page 815)

How did human rights affect Carter's foreign policy?

Carter tried to follow moral principles in his foreign policy. He believed the United States should promote **human rights**. Human rights are freedoms and liberties like those listed in the Declaration of Independence and the Bill of Rights.

Carter cut aid to countries that violated the rights of their people. He supported a treaty with Panama to give control of the Panama Canal to that country. Carter signed a nuclear arms treaty—called SALT II—with the Soviets. The treaty was opposed by the Senate. But when the Soviets invaded Afghanistan, Carter refused to fight for the treaty. It was never ratified.

4. What was Carter's foreign policy based on?

Triumph and Crisis in the Middle East

(pages 816–817)

What did Carter do about the Middle East?

In 1978, Carter arranged a meeting between the leaders of Egypt and Israel. The two nations had been enemies for years. After several days of talks, Carter and the two leaders reached agreements known as the **Camp David Accords**.

In 1979, Muslim fundamentalists and their leader **Ayatollah Ruhollah Khomeini** overthrew the *shah* of Iran. In October of 1979, Carter allowed the shah to enter the United States for cancer treatment. This angered the revolutionaries. On November 4, 1979, they took control of the American embassy in Tehran, Iran's capital, and took 52 Americans *hostage*. They demanded that the United States send the shah back to Iran in return for the hostages.

Carter refused. A long standoff followed. Carter could not get the hostages released. They were held for 444 days. The hostages were freed just minutes after Ronald Reagan was inaugurated president on January 20, 1981.

5. Name one success and one defeat in the Middle East for Carter?

Name _____

Date _____

CHAPTER 24 Section 4 (pages 820–825)

Environmental Activism

BEFORE YOU READ

In the last section, you learned about President Ford and President Carter.

In this section, you will see how Americans addressed their environmental concerns.

AS YOU READ

Use the web below to take notes about important events for the environmental movement in the United States.

TERMS AND NAMES

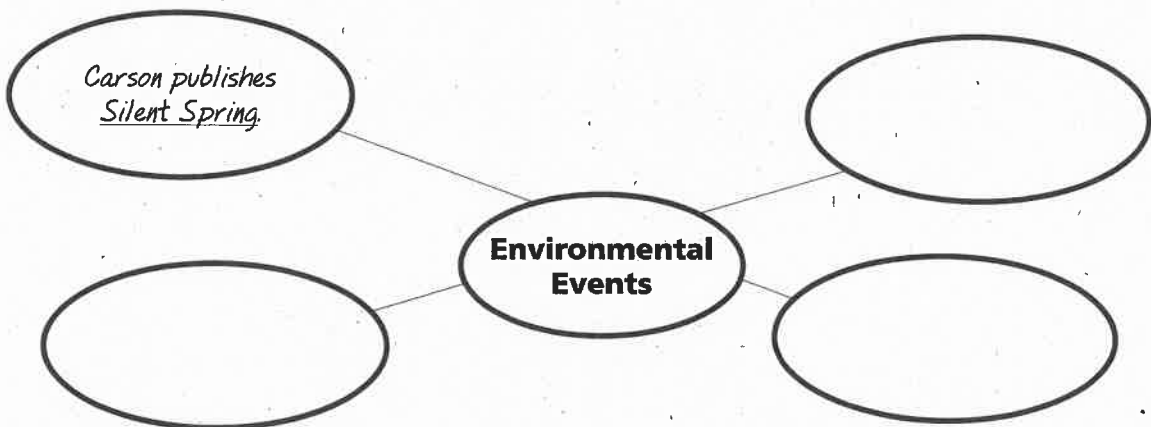
Rachel Carson Environmentalist crusader in the U.S.

Earth Day Annual day to celebrate the environment

environmentalist Person who actively tries to protect the environment

Environmental Protection Agency (EPA) Federal agency formed to decrease pollution

Three Mile Island Site of a nuclear plant that released radiation into the air



The Roots of Environmentalism

(pages 820–821)

What is environmentalism?

Concern for the environment was increased by the 1962 book *Silent Spring*, written by **Rachel Carson**. That book argued that *pesticides* were poisoning food and killing birds and fish. *Silent Spring* sold nearly half a million copies within six months.

Carson's book was an awakening to many Americans. President Kennedy set up a committee to investigate the situation shortly after the book's publication. It took several years, but Carson's work helped to outlaw the use of DDT, a harmful pesticide, in 1972.

1. How did *Silent Spring* encourage environmentalism?

Environmental Concerns in the 1970s

(pages 821–825)

What were the key environmental issues of the 1970s?

On April 22, 1970, Americans celebrated **Earth Day** for the first time. Earth Day became a yearly event to highlight environmental issues.

Richard Nixon was not an **environmentalist**—someone who takes an active role in protecting the

environment. But he did recognize the nation's concern over the environment. In 1970, he created the **Environmental Protection Agency (EPA)**. This agency had the power to regulate *pollution* caused by *emissions* standards and to conduct research.

Nixon also signed the 1970 Clean Air Act. This law required industry to reduce pollution from factories and automobiles. Other new laws to protect the environment also passed.

In 1968, oil was found in Alaska. Oil companies began building a pipeline to carry the oil 800 miles across the state. The discovery of oil and the construction of the pipeline created many new jobs and increased state revenues.

But the pipeline raised concerns about Alaska's environment and the rights of Alaska's native peoples. In 1971, Nixon signed the Alaska Native Claims Settlement Act. This law gave millions of acres of land to the state's native tribes.

In 1978, President Carter set aside 56 million more acres in Alaska as national monuments. In 1980, Congress added another 104 million acres to Alaska's protected conservation areas.

In the 1970s, some people believed that nuclear energy was the energy of the future. They believed that it was cheap, plentiful, and safe.

Others opposed nuclear energy. They warned that nuclear plants were dangerous to humans and the environment. These people also feared accidents and nuclear waste.

On March 28, 1979, the concerns of opponents of nuclear energy appeared to come true. An accident caused one of the nuclear reactors on **Three**

Mile Island, in Pennsylvania, to release *radiation* into the air. An investigation showed that workers at the plant had not been properly trained. It also showed that some safety measures were not taken. Afterwards, the government strengthened nuclear safety regulations.

2. What did the government do after the accident at a nuclear reactor on Three Mile Island?

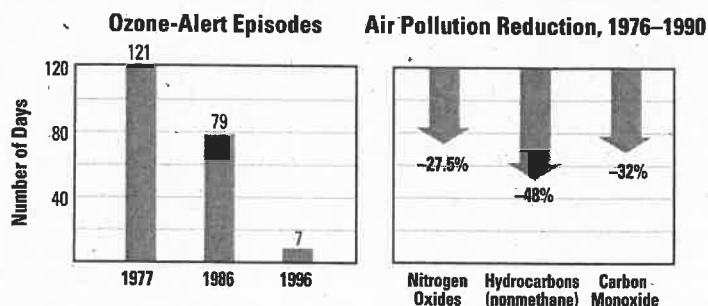
A Continuing Movement (page 825)

Have the goals of the environmental movement changed?

The debate over the environment continues today. The struggle is between proponents of economic growth and conservationists. Environmental regulations sometimes block economic development and cause a loss of jobs for workers. Though there is conflict, it is clear that environmental concerns have gained increasing attention and support.

3. What issue faces Americans today regarding the environment?

Environmental Progress in Los Angeles Region



Source: California Air Resources Board

Skillbuilder

Use the charts to answer these questions.

1. How many days in 1996 did people in Los Angeles face ozone-alert episodes?

2. How much did carbon monoxide pollution decrease in Los Angeles between 1976 and 1990?

Name _____

Date _____

Glossary

CHAPTER 24 An Age of Limits

automation Making things with machines rather than people

cartel An organization that controls enough of the production of an item to set the price

cover up To hide or conceal

emissions Something that is given off or sent out

hostage A person held captive in an attempt to bargain for political or financial demands

inflation A steady increase in prices of consumer goods

obstruction of justice Preventing legal work from proceeding

pardoned Excused or forgave

perjury Lying under oath

pesticides Chemicals used to kill insects and rodents

pollution Waste or harmful material

presiding Holding a position of authority

quadrupled Made four times greater

radiation Possibly dangerous energy that is sent into the air

shah Ruler of Iran before the 1979 revolution

special prosecutor Lawyer appointed to investigate public officials

trade competition Competition from other nations to sell goods

AFTER YOU READ

Terms and Names

A. Write the letter of the term that best answers the question.

- a. John Sirica
- b. environmentalist
- c. realpolitik
- d. Jimmy Carter
- e. stagflation
- f. Gerald Ford

- _____ 1. What is the foreign policy in which nations deal with each other in a practical and flexible manner?
- _____ 2. What is the economic term that refers to the double problems of rising inflation and unemployment?
- _____ 3. Who was the judge in the trial of the Watergate burglars?
- _____ 4. Who was the president who based much of his foreign policy on human rights?
- _____ 5. Who is a person who takes an active role in advocating measures to protect the environment?

B. Write on the blank the name or term that best completes each sentence.

- Earth Day
- Saturday Night Massacre
- Rachel Carson
- revenue sharing
- Camp David Accords

- 1. Through Richard Nixon's plan of _____, state and local governments were allowed to spend their federal dollars however they saw fit within certain limitations.
- 2. When Archibald Cox sued to obtain Nixon's tapes, Nixon set off the _____, by ordering the attorney general to fire Cox.
- 3. President Jimmy Carter negotiated the _____ between Israel and Egypt.
- 4. The book *Silent Spring*, written by _____, prompted Americans to address environmental issues.
- 5. On April 22, 1970, thousands of communities celebrated the first _____ by having some type of environmental awareness activity.

Name _____ Date _____

AFTER YOU READ (continued)

CHAPTER 24 An Age of Limits

Main Ideas

1. How did Nixon try to help the economy?

2. What were the effects of the Watergate scandal?

3. How did Ford handle the economy?

4. Describe one success and one failure of Carter's foreign policy?

5. What happened at Three Mile Island?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. What do you think were President Nixon's successes? What were his failures?

2. How did Rachel Carson's book *Silent Spring* contribute to the environmental movement?

CHAPTER 25 Section 1 (pages 830–833)

A Conservative Movement Emerges

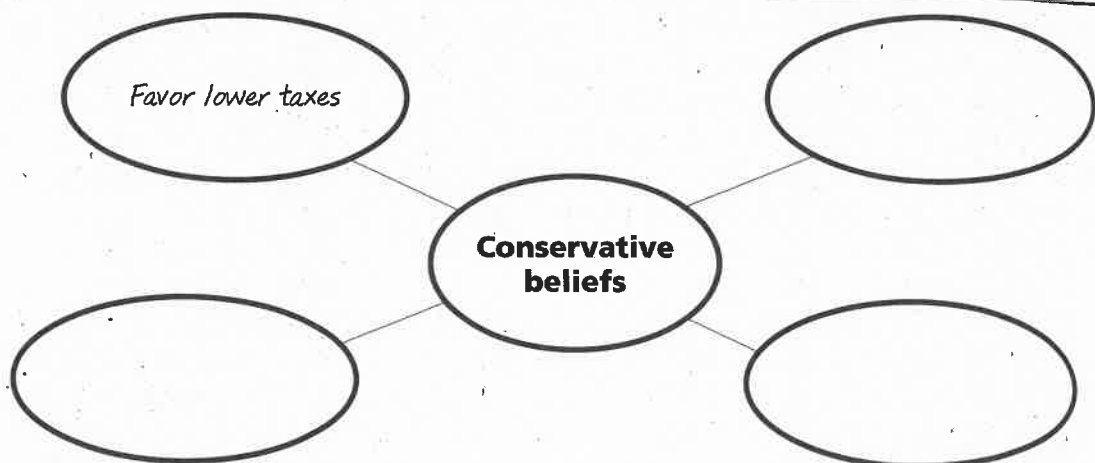
BEFORE YOU READ

In the last section, you read about the environmental movement.

In this section, you will learn about the growth of the conservative movement leading up to 1980.

AS YOU READ

Use the web below to take notes about conservatives and their political beliefs.



TERMS AND NAMES

entitlement program Program that guarantees benefits to particular people

New Right Alliance of conservative groups to support conservative ideas

affirmative action Programs that required special consideration for racial and ethnic minorities and women

reverse discrimination

Discrimination against whites to make up for past discrimination against others

conservative coalition Alliance of business interests, religious people, and dissatisfied middle-class voters to support conservative candidates

Moral Majority Organization formed to fight for traditional values

Ronald Reagan 40th president

The Conservative Movement Builds (pages 830–832)

Why did conservatism grow?

American conservatism had been gaining support since Barry Goldwater's run for the presidency in 1964. Many people were questioning the power of the federal government.

Many Americans resented the cost of **entitlement programs**. These are programs that guaranteed benefits to particular groups. By 1980, one out of every three households was receiving benefits from government programs. Americans were unhappy paying taxes to support these benefits.

Some people also became frustrated with the government's civil rights policies. The Civil Rights Act of 1964 was meant to end racial discrimination. But over the years, some court decisions extended the act. Some people opposed laws that increased minority opportunities in employment or education. During the 1970s, right wing, grass-roots groups emerged to support single issues. Together these groups were known as the **New Right**. Among the causes they supported were opposition to abortion and school busing, blocking the Equal Rights Amendment, and supporting school prayer.

Many in the New Right were critical of **affirmative action**. This was the policy that required

Judicial Power Shifts to the Right (page 836)

What kind of judges did Reagan and Bush nominate?

Regan nominated Antonin Scalia, Anthony M. Kennedy, and **Sandra Day O'Connor** to fill seats in the Supreme Court left by retiring judges. O'Connor was the first woman appointed to the Court. Reagan also nominated Justice William Rehnquist to the position of chief justice.

President George Bush later made the Court more conservative when he nominated David H. Souter to replace the retiring justice William Brennan. He also nominated Clarence Thomas to take the place of Thurgood Marshall. In many decisions, the Court moved away from the more liberal rulings of the previous 40 years. The Court restricted a woman's right to an abortion, put limits on civil rights laws, and narrowed the rights of arrested persons.

2. What was the result of Reagan's and Bush's appointments to the Supreme Court?

Deregulating the Economy

(page 837)

What was deregulation?

Reagan tried to reduce the power of the federal government through **deregulation**. Reagan removed price controls on oil and gas. He deregulated the airline industry and ended government regulation of the savings and loan industry.

Reagan also reduced environmental regulation. He cut the budget of the **Environmental Protection Agency** (EPA). He ignored requests from Canada to reduce acid rain. Reagan appointed opponents of environmental regulation to oversee the environment.

James Watt, Reagan's secretary of the interior took many actions that were questioned by environmentalists. He sold millions of acres of public lands to private developers, allowed drilling for oil and gas in the continental shelf, and encouraged timber cutting in national forests.

3. What actions did James Watt take that hurt the environment?

Conservative Victories in 1984 and 1988 (pages 837-838)

Who won the elections of 1984 and 1988?

By 1984, Reagan had the support of conservative voters who approved of his policies. These voters helped Reagan win the 1984 election. He defeated Democrat Walter Mondale. Mondale chose Representative **Geraldine Ferraro** of New York as his running mate. Ferraro became the first woman on a major party's presidential ticket.

In 1988, Vice-President **George Bush** ran for the presidency. He won the Republican nomination. The Democrats nominated Massachusetts governor Michael Dukakis.

During the campaign, Bush built on Reagan's legacy of low taxes by saying, "Read my lips: no new taxes." Most Americans saw little reason for change. George Bush won the election with 53 percent of the popular vote and 426 electoral votes.

4. What did the presidential elections of 1984 and 1988 show about the mood of the country?

Name _____

Date _____

CHAPTER 25 Section 3 (pages 839–845)

Social Concerns in the 1980s

BEFORE YOU READ

In the last section, you read about the conservative policies of Reagan and Bush.

In this section, you will learn about the social problems that existed in the 1980s.

AS YOU READ

Use the chart below to take notes about social issues during the 1980s and how Americans responded to them.

SOCIAL ISSUES	'AMERICANS' RESPONSES
Drugs	<ul style="list-style-type: none"> • Prosecute users and dealers • Antidrug education

TERMS AND NAMES

AIDS (acquired immune deficiency syndrome) Fatal disease with no known cure, that became a U.S. and world-wide epidemic

pay equity Situation in which women and men receive equal pay for equal work

L. Douglas Wilder Nation's first African-American governor

Jesse Jackson Civil rights leader and presidential candidate

Lauro Cavazos Appointed secretary of education by President Reagan

Dr. Antonia Coello Novello Named Surgeon General by President Bush

Health, Education, and Cities in Crisis (pages 839–841)

What problems did Americans face in the 1980s?

A scary health issue that arose in the 1980s was **AIDS (acquired immune deficiency syndrome)**. The disease is caused by a virus that destroys the *immune system* that protects people from illness. Most of the victims of AIDS were either homosexual men or *intravenous* drug users who shared needles. Many people also contracted AIDS through contaminated blood transfusions.

AIDS began spreading throughout the world possibly as early as the 1960s. It quickly became an

epidemic in the U.S. and threatened much of the public blood supply.

Another issue that concerned Americans was abortion. In the 1973 *Roe v. Wade* decision, the Supreme Court said women had the right to have an abortion. Opponents of legalized abortion described themselves as "pro-life." Supporters of legalized abortion called themselves "pro-choice."

Battles over abortion rights often competed for attention with concerns over rising drug abuse. The Reagan administration declared a war on drugs. Reagan supported laws to catch drug users and drug dealers.

Education remained an important issue. In 1983, a report entitled *A Nation at Risk* criticized the nation's schools. The report showed that

American students' test scores *lagged* behind those of students in other nations. Many people agreed that the nation's schools were not doing a good job. But they did not agree on solutions.

The nation's cities were also in crisis. Many poor and homeless people lived in cities. Budget cuts had eliminated earlier federal programs to aid the cities. Welfare payments to the poor had not kept up with rising prices.

1. How did Americans respond to the problems of the 1980s?

The Equal Rights Struggle

(pages 842-843)

Did women's lives improve in the 1980s?

Women continued to try to improve their lives. Women's groups were unable to get the Equal Rights Amendment ratified. But more women were elected to Congress.

By 1992, nearly 58 percent of all women had entered the work force. But women still earned only 76 cents for every dollar a man earned. New divorce laws and social conditions increased the number of single women heading a household. Many of these women lived in poverty.

Women's organizations and unions called for **pay equity**. This was an idea to make sure that women would earn the same pay as men doing the same work.

Under the pay equity system, jobs would be rated according to the skills and responsibilities they required. Employers would set pay rates to reflect each job's requirements. Women also called for benefits to help working mothers.

2. What political losses and gains did women have in the 1980s?

The Fight for Rights Continues

(pages 843-845)

How did minority groups fight for their rights?

Members of many minority groups achieved greater political power during the 1980s. Hundreds of communities had elected African Americans to serve in public offices. In 1990, **L. Douglas Wilder** of Virginia became the first African-American governor in the United States. The Reverend **Jesse Jackson** ran for the Democratic presidential nomination in 1984 and in 1988.

But the income gap between white Americans and African Americans was larger in 1988 than it was in 1968. In addition, Supreme Court rulings further limited affirmative action.

Latinos became the fastest growing minority group during the 1980s. Like African Americans, Latinos gained political power during the 1980s.

In 1988, President Reagan appointed **Lauro Cavazos** secretary of education. In 1990, President Bush named **Dr. Antonia Coello Novello**, to the post of Surgeon General.

Native Americans faced cuts in federal aid. Some opened casinos on their reservations to earn money. Asian Americans made economic advances but did not gain much political power.

Asian Americans were the second fastest growing minority in the United States during the 1980s. In 1976, an organization called Asian Women United (AWU) was founded to help Asian American women.

During the 1970s and 1980s, homosexual men and women worked for laws to protect their rights. By 1993, seven states and 110 communities had outlawed discrimination against homosexuals.

3. What were some political and social gains made by Latinos during the 1980s?

Name _____

Date _____

CHAPTER 25 Section 4 (pages 848–855)

Foreign Policy After the Cold War

BEFORE YOU READ

In the last section, you learned about some of the social issues Americans faced in the 1980s.

In this section, you will see how American foreign policy changed after the Cold War.

AS YOU READ

Use the chart below to take notes about U.S. foreign policy in different regions of the world.

TERMS AND NAMES

Mikhail Gorbachev Last leader of the Soviet Union

glasnost Gorbachev's policy of openness in discussing problems in the Soviet Union

perestroika Gorbachev's policy of reforming the economy in the Soviet Union

INF Treaty Treaty to reduce nuclear weapons

Tiananmen Square Place in Beijing where Chinese protesters demonstrated against the Communist government

Sandinistas Communist rebel group that took power in Nicaragua

Contras Rebel forces supported by Ronald Reagan to overthrow the Sandinistas

Operation Desert Storm The 1991 U.S. attack on Iraq to force the Iraqis out of Kuwait

MIDDLE EAST	LATIN AMERICA	EUROPE
U.S. refused to sell arms to Iran.		

The Cold War Ends (pages 848–850)

What ended the Cold War?

In March 1985, **Mikhail Gorbachev** became the leader of the Soviet Union. He started talks with the United States to lessen Cold War tensions. Gorbachev thought this would allow the Soviets to cut their military spending. It would also let them reform their economy.

Gorbachev supported **glasnost** (openness in discussing social problems) and **perestroika** (economic restructuring) in the Soviet Union. He let

private citizens own land. He also allowed more free speech and held free elections.

Talks led to the **INF Treaty** (Intermediate-Range Nuclear Forces Treaty). Reagan and Gorbachev signed the treaty in December 1987. The Senate ratified it in May 1988.

The weakness of the economy and Gorbachev's reforms led to the collapse of the Soviet Union. All the republics that were in the Soviet Union

became independent nations. Then they formed a loose confederation called the Commonwealth of Independent States.

The collapse of the Soviet Union ended the Cold War. In January 1993, Russia and the United States signed the START II treaty. This treaty cut both nations' nuclear weapons by 75 percent.

Communists were knocked from power throughout Eastern Europe. Germany reunited. Other Eastern European nations *enacted* democratic reforms.

Students in China demanded freedom of speech. In April 1989, protesters held marches to voice their demands. The marches grew into large demonstrations in Beijing's **Tiananmen Square**. The Chinese military crushed the protesters. Soldiers killed hundreds of them and arrested others. People all over the world watched these actions. They were upset by what they saw.

1. What events in the Soviet Union led to the end of the Cold War?

Central American and Caribbean Policy (pages 851–852)

How did the United States act toward its neighbors?

In 1979, **Sandinista** rebels overthrew the Nicaraguan government. President Carter sent aid, as did the Soviet Union and Cuba. In 1981, President Reagan charged that the Sandinista government was Communist. He supported the **Contras**, a group trying to defeat the Sandinistas. After years of conflict, a peace agreement was signed and free elections were held in 1990.

Reagan sent U.S. troops to Grenada in 1983. He feared its government had ties with Cuba. The U.S. troops overthrew the pro-Cuban government. They set up a pro-American government in its place.

In 1989, President Bush sent more than 20,000 U.S. troops to Panama. He wanted to overthrow

Panamanian dictator Manuel Noriega. He also wanted to arrest him for *drug trafficking*. Noriega was taken by the American military. They took him to Miami. He was tried, convicted, and sentenced to 40 years in prison.

2. How did the United States influence affairs in Grenada?

Middle East Trouble Spots

(pages 852–855)

How did the United States act toward the Middle East?

In 1983, terrorists linked to Iran took some Americans hostage in Lebanon. Reagan condemned Iran. He called on U.S. allies not to sell Iran weapons for its war against Iraq.

Three years later, the American people found out that Reagan was breaking his own policy. Some of his staff had sold missiles to Iran. They were trying to free the hostages in Lebanon. Also, some of the profits from the sale were sent to the Contras in Nicaragua. These illegal activities were called the Iran-Contra affair.

In the summer of 1987, Congress investigated Iran-Contra. Some of Reagan's staff were convicted of crimes in the scandal. In 1992, President Bush pardoned some of these people.

In 1990, Iraq invaded Kuwait. On January 16, 1991, with the support of Congress and the United Nations, President Bush launched **Operation Desert Storm** to fight Iraq and to free Kuwait.

The United States and its allies staged air strikes against Iraq. On February 23, they also launched a ground attack. On February 28, President Bush announced a cease-fire. The Persian Gulf War was over. Kuwait was freed.

3. What was the purpose of Operation Desert Storm?

Name _____

Date _____

Glossary**CHAPTER 25 The Conservative Tide**

deficits Shortages or shortfalls
drug trafficking Delivering illegal drugs
enacted Made into law

immune system Part of the body that fights off illness
intravenous Through the veins
lagged Fell behind

restructuring Reform or reorganization
revenues Monies received or gained

AFTER YOU READ**Terms and Names**

A. If the statement is true, write "true" on the line. If it is false, change the underlined word or words to make it true.

- _____ 1. An entitlement program is one that guarantees benefits to particular people.
- _____ 2. Reaganomics led to an increase in the national debt.
- _____ 3. President Reagan nominated Sandra Day O'Connor to the position of Chief Justice of the Supreme Court.
- _____ 4. The pay equity system was proposed by unions and women's rights organizations to close the income gap that left so many women poor.
- _____ 5. The actions of Iraq against Kuwait led the United States and its allies to start the Strategic Defense Initiative.

B. Write the letter of the best answer on the line.

- _____ 1. Which of the following was an alliance of conservative groups that opposed liberal programs?
 - a. the New Left
 - b. the New Right
 - c. affirmative action
 - d. Silent Majority
- _____ 2. The theory that tax cuts would increase government revenues was called
 - a. affirmative action.
 - b. entitlement programs.
 - c. supply-side economics.
 - d. reverse discrimination.
- _____ 3. The first woman to run on a major party's presidential ticket was
 - a. Sandra Day O'Connor.
 - b. Anita Hill.
 - c. Peggy Noonan.
 - d. Geraldine Ferraro.
- _____ 4. What was the policy that was intended to correct the effects of discrimination in the employment and education of minority groups and women?
 - a. affirmative action
 - b. pay equity
 - c. entitlement program
 - d. deregulation
- _____ 5. What was the policy set up by Mikhail Gorbachev that called for openness in discussing social problems in the Soviet Union?
 - a. perestroika
 - b. affirmative action
 - c. glasnost
 - d. reverse discrimination

Name _____ Date _____

AFTER YOU READ (continued) **CHAPTER 25** The Conservative Tide

Main Ideas

1. Why did Reagan win the election of 1980?

2. Name two key policies of Reaganomics.

3. Define deregulation.

4. Name two gains made by women in the 1980s.

5. What caused the collapse of the Soviet Union?

Thinking Critically

Answer the following questions on a separate sheet of paper.

- 1. What were two goals of the conservative movement in the late 1970s?**
- 2. How did the conservative policies of the Reagan and Bush administrations affect women and minority groups in the 1980s?**

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CHAPTER 26 Section 1 (pages 860–868)

The 1990s and the New Millennium

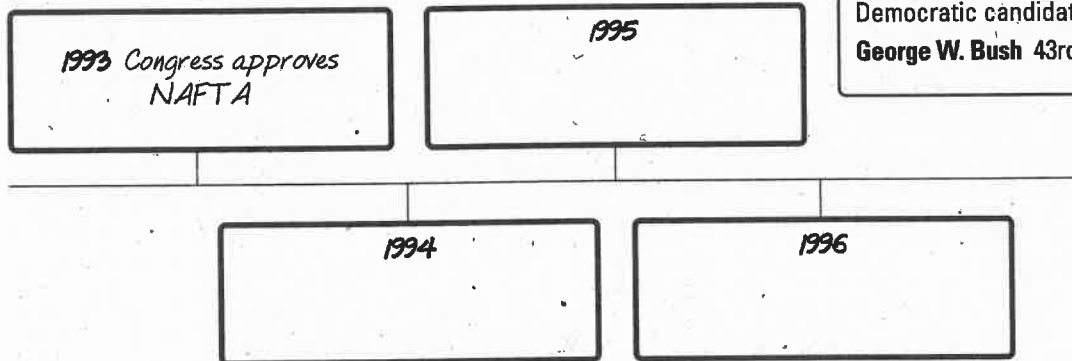
BEFORE YOU READ

In the last section, you learned about American foreign policy at the end of the Cold War.

In this section, you will read about Bill Clinton's presidency.

AS YOU READ

Use the time-line below to take notes about the major events of Clinton's first term.



TERMS AND NAMES

William Jefferson Clinton 42nd president

H. Ross Perot Texas billionaire who was a third-party candidate in 1992 election

Hillary Rodham Clinton First Lady and health-care reformer

NAFTA Trade agreement between Canada, Mexico, and the United States

Newt Gingrich Speaker of the House of Representatives

Contract with America Republican plan for political reform

Kenneth Starr Independent counsel who investigated Clinton

Al Gore Clinton's vice-president, and Democratic candidate in 2000 election

George W. Bush 43rd president of U.S.

Clinton Wins the Presidency; Moderate Reform and Economic Boom

(pages 860–862)

What was the important issue in the 1992 election?

Governor **William Jefferson Clinton** of Arkansas was the first member of the baby-boom generation to win the presidency. Clinton defeated President George Bush and Texas billionaire, **H. Ross Perot** in the election. Bush's popularity, which was sky-high after the Gulf War, fell as the economy went into a recession. Clinton convinced voters he would move the Democratic Party to the political center by embracing both liberal and conservative programs.

Clinton tried to reform the nation's program for health care insurance. He appointed First Lady **Hillary Rodham Clinton** to head the team creating the plan. Congress never voted on the plan after

Republicans attacked its promotion of "big government." Clinton was more successful in balancing the budget. The economy began to produce surpluses for the government and the economy boomed.

1. Why did George Bush's popularity fall after the Gulf War?

Crime and Terrorism (pages 862–863)

Where did terrorists attack?

Terrorism and violence raised Americans' fears during the 1990s and in the first years of the 2000s. In 1993, foreign terrorists exploded a bomb at the World Trade Center in New York City. In 1995, an American terrorist named Timothy McVeigh exploded a bomb at the Federal building in Oklahoma City. The bomb killed 168 men, women, and children.

School violence also plagued the nation. In 1999, two students at Columbine High School in Colorado killed 12 and wounded 23 classmates and a teacher before killing themselves.

In 2001, the worst attack on the United States in its history took place. Foreign terrorists hijacked airplanes and flew them into the World Trade Center and the Pentagon outside Washington, D.C. The explosions leveled the World Trade Center and severely damaged the Pentagon. Approximately 4,500 people died in the attacks.

2. What buildings were the target of two terrorist attacks?

New Foreign Policy Challenges; Partisan Politics and Impeachment

(pages 863–865)

Why was President Clinton impeached?

In the 1990s, the major foreign policy problem was in Yugoslavia where Serbs embarked on a murderous policy of “ethnic cleansing” first in Bosnia, then in Kosovo. The United States and NATO launched air strikes against the Serbs forcing them to back down.

Free trade was a goal of the Clinton administration. In 1994, the **North American Free Trade Agreement (NAFTA)** was signed into law by President Clinton. It provided for free trade between the United States, Mexico, and Canada. Critics of free trade opposed American actions by protesting at meetings of world trade groups in Seattle, Washington, and Quebec City, Canada.

President Clinton developed political troubles beginning in 1994 when the Republicans gained control of both houses of Congress. **Newt Gingrich**, who became speaker of the house, led the Republicans. The Republicans used a document they called the **Contract with America** to oppose President Clinton.

Clinton won reelection in 1996 even though he was being investigated by **Kenneth Starr**, the independent counsel appointed by the federal court. Starr began investigating Clinton’s involvement in a land deal. He then investigated whether Clinton had lied under oath in questioning about an

improper relationship with a young White House intern. The House approved two articles of impeachment against the president even though a majority of Americans approved of Clinton’s job performance. The Senate trial that followed in 1999 failed to convict Clinton and he remained in office. The impeachment trial left bitter political partisanship for the remainder of Clinton’s term in office.

3. Why was President Clinton impeached?

The Race for the White House; The Bush Administration Begins Anew

(pages 866–868)

What was controversial about George W. Bush’s election as president?

The candidates in the 2000 election were Vice-President **Al Gore**, the Democratic candidate, and Texas Governor **George W. Bush**, the Republican candidate. There was confusion on election night over who won the state of Florida. Gore had won the popular vote. But whoever won Florida would win a majority of the electoral votes and the election.

Both sides sent lawyers and spokespeople to Florida to try to secure victory. Bush held a slim lead. A confusing ballot in one county caused many likely Gore voters to cast votes for other candidates. Gore’s representatives called for a recount, while Bush’s representatives opposed the recount. The battle moved to the courts. On December 12, more than a month after Election Day, the U.S. Supreme Court ruled 5-4 to stop the recount. As a result, Bush won Florida and the presidency.

In his first six months in office, Bush signed into law a large tax cut. He faced opposition over environmental decisions. In May, Republican Senator Jim Jeffords of Vermont, unhappy with the conservative direction of Bush’s policies, left the party. As a result, control of the Senate passed from the Republicans to the Democrats, creating further legislative problems for the new president.

4. How was the election of 2000 decided?

CHAPTER 26 Section 2 (pages 869–873)

The New Global Economy

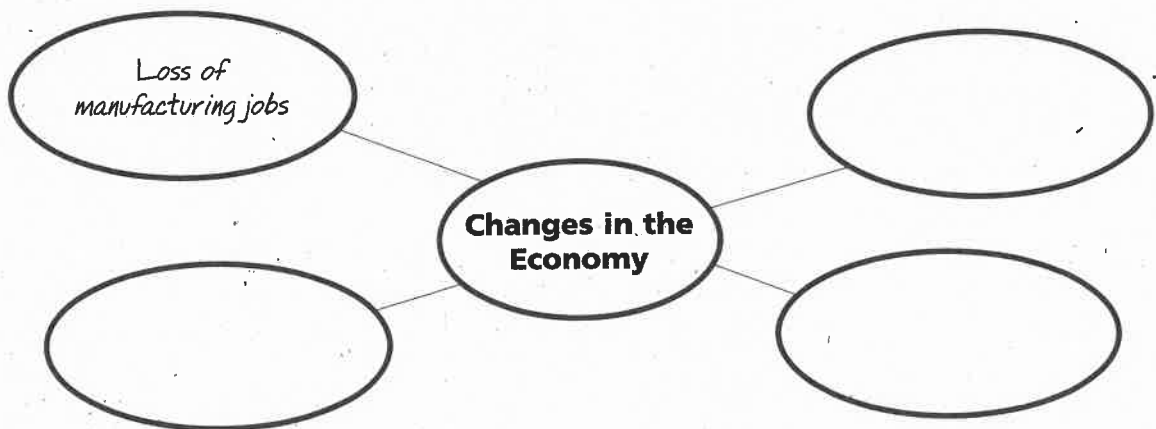
BEFORE YOU READ

In the last section, you learned about the presidencies of Bill Clinton and George W. Bush.

In this section, you will read about the economic issues that Americans faced at the end of the 20th century.

AS YOU READ

Use the web below to take notes about the major changes that occurred in the U.S. economy at the end of the 20th century.



TERMS AND NAMES

service sector The part of the economy where businesses provide services rather than material goods

downsize To reduce the number of workers on staff

Bill Gates Extremely successful owner of Microsoft, a computer software company

NASDAQ The technology-dominated stock index

dotcom Internet related business

GATT International trade agreement

The Shifting American Economy (pages 869–871)

What changed for American workers?

There was good news and bad news about the economy between 1993 and 2000. Millions of new jobs were created. By 2000, the unemployment rate had fallen to the lowest it had been since 1970. But wage inequality between upper-income and low-income Americans also grew.

There was an increase of jobs in the service sector. The **service sector** is the part of the economy that provides services to people. By 2000, nearly 80 percent of American workers were teachers, medical professionals, lawyers, engineers, store clerks,

waitstaff, and other service workers. The largest growth in the service sector came in jobs that paid low wages. These included jobs such as sales clerks and janitors.

Many companies **downsized**—reduced staff in order to cut costs. They hired temporary workers to replace full-time staff. This had serious *consequences* for the workers. Most temporary workers had lower wages, little job security, and few benefits. This led many workers to feel insecure about their jobs.

Manufacturing jobs declined sharply in the 1980s and 1990s. The loss in jobs in manufacturing led to a drop in union membership. Workers with high-paying jobs saw no need to join unions. Workers with low-paying jobs were too worried about losing their jobs to join unions.

Workers in high-tech fields such as computers, made up about 20 percent of the work force. These new high-tech jobs demanded that workers have special skills. Most workers who had high-tech jobs earned high salaries.

By the 1990s, some people who had creative ideas about computers made fortunes. **Bill Gates** was one of these people. He founded Microsoft, a computer *software* company. By 2000, he had assets of more than \$60 billion. This made him the wealthiest man in the world.

High-tech business traded on the **NASDAQ** (National Association of Securities Dealers Automated Quotation System) exchange grew rapidly. These Internet businesses called **dotcoms** created fortunes for their founders. But the stocks of these businesses were terribly overvalued, and beginning in 2000 the NASDAQ fell sharply. Despite the decline, new industries such as web security, and wireless communication had been founded.

1. What were three changes in the workplace in the United States during the 1990s?

Change and the Global Economy (pages 872–873)

What is the global economy?

Improvements in transportation and communication allowed people, goods, and information to move around the world faster than ever. One of President Clinton's major foreign policy goals was to expand trade.

In 1994, the United States joined other nations in signing a world trade agreement called **GATT** (General Agreement on Tariffs and Trade). GATT lowered tariffs. It also set up the World Trade Organization (WTO). This organization was created to settle trade disputes.

Many people believed that GATT would be good for the U.S. economy. But many American workers feared they would lose their jobs. They thought it would help companies make products in countries where wages were low.

Many low-wage American jobs were lost as a result of NAFTA. But exports to Canada and Mexico increased. By 1997, there were 300,000 more jobs in the United States than there had been in 1993.

Developing nations also offered some businesses the chance to avoid laws on the environment. For example, in Mexico, many assembly plants dumped dangerous chemicals on Mexican soil.

2. In what ways did President Clinton try to expand trade?

Persons Employed in Three Economic Sectors*			
Year	Farming	Manufacturing	Service Producing
1900	11,050	7,252	6,832
1950	6,001	18,475	20,721
2006 (projected)	3,618	24,451	111,867

*Numbers in millions
Sources: Historical Statistics of the United States, Colonial Times to 1970; Statistical Abstracts of the United States, 1953, 1954, 1999

Skillbuilder

Use the table to answer the questions.

1. What sector of the U.S. economy has seen the greatest increase in workers?

2. How many more people are expected to be employed in manufacturing than in farming in 2006?

CHAPTER 26 Section 3 (pages 876–881)

Technology and Modern Life

BEFORE YOU READ

In the last section, you saw how the American economy changed in the 1990s.

In this section, you will learn how technology has changed Americans' lives.

AS YOU READ

Use the chart below to take notes on the technological changes described in this section and how these changes have affected your life.

TERMS AND NAMES

information superhighway Popular name for a proposed computer network

Internet Worldwide computer network

telecommute The ability of people to work out of their homes

Telecommunications Act Controversial law to reform the communications industry

genetic engineering Method of changing the genes of living cells

CHANGES	EFFECTS
<i>Information superhighway</i>	<ul style="list-style-type: none"> • Internet • e-mail

The Communications Revolution

(pages 876–878)

How have new technologies affected communications?

President Clinton wanted to create an **information superhighway**. This would be a computer network that would link people around the world. The network would link cable, phone, and computers to provide entertainment and information.

Clinton appointed Vice-President Gore to oversee the government's role in creating the informa-

tion superhighway. They wanted private *entrepreneurs* to build the network. But they believed the government should protect people's rights to use it.

Most people took part in the information superhighway through the **Internet**, a worldwide computer network. By 2000, experts expected that 97 million Americans regularly used the Internet to send e-mail—electronic notes and messages.

New technologies let many Americans **telecommute**, or work out of their homes instead of going to an office every day.

The changes in communications caused the growth of many communications companies. Congress passed the **Telecommunications Act** in 1996 to make sure people would receive good service. The law allowed telephone and cable companies to enter each others' industries. One of the results of the law was an increase in *mergers*. This cut the number of competing companies.

Congress passed the Communications Decency Act as part of the Telecommunications Act. Congress called for a "V-chip" to be placed in television sets. This computer chip would allow parents to block TV programs that they do not want their children to see.

The communications industry liked the Telecommunications Act. But some people believed that the law allowed a small number of people to control the media. Civil rights activists thought the Communications Decency Act limited free speech. Parts of these laws were struck down in court.

1. How did the Internet and cable television affect Americans?

Scientific Advances Enrich Lives

(pages 878–881)

How does technology affect daily life?

In addition to telecommunications, great progress was made in robotics, space exploration, and medicine. Visual imaging and artificial intelligence were combined to provide applications in industry, medicine, and education. Flight simulators helped train pilots. Doctors have been able to better explore within the body. Architects and engineers have used virtual reality to build visual models of buildings and structures.

In space, *Pathfinder* and *Sojourner* transmitted live pictures from the surface of Mars. Shuttle missions began building the *International Space Station (ISS)*. The Hubble Space Telescope was used to discover new planets.

Enormous progress was made in the field of biotechnology. The Human Genome Project announced in 2000 that it had mapped the genes of the human body. Molecular biologists hoped this genetic map of DNA would help them to develop new treatments for inherited diseases. But the applications of this new information or "biotechnology" was controversial. Many people were concerned about animals that were cloned from single cells. The use of **genetic engineering**, the artificial changing of the molecular biology of organisms' cells to alter an organism, aroused concern. Scientists used genetic engineering to alter food crops like corn. Consumer groups resisted the practice, and it was restricted in some places.

Applications of technology helped medical progress. New treatments for cancer and AIDS helped many patients. The use of magnetic resonance imaging (MRI) helped doctors with medical diagnoses.

Environmental concerns rose through the decade. People looked for ways to reduce the use of fossil fuels and the production of acid rain. Americans also improved recycling efforts.

2. What were some important technological advances in the United States?

Name _____

Date _____

CHAPTER 26 Section 4 (pages 882–887)

The Changing Face of America

TERMS AND NAMES

urban flight Movement of people away from cities

gentrification The rehabilitation of old neighborhoods and displacement of lower income people

Proposition 187 California law which cut benefits to illegal immigrants

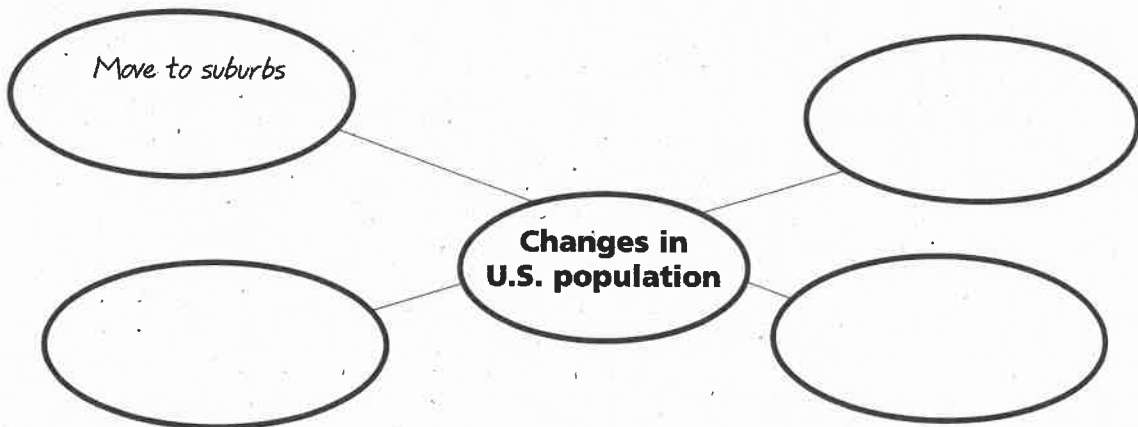
BEFORE YOU READ

In the last section, you learned about the ways technology affects modern life.

In this section, you will read about the changes facing Americans at the start of the 21st century.

AS YOU READ

Use the web below to take notes about the changes occurring in the United States.



Urban Flight (pages 882–884)

Why did people move to suburbs?

Between 1950 and 1970, America experienced a pattern of **urban flight**, where Americans left the cities and moved to the suburbs. By 2000, after years of decline, some major cities had increased their population or slowed the rate of decline.

There were several causes of urban flight. Overcrowding in cities was one. Overcrowding helped cause increased crime and decaying housing. Many city dwellers who could afford to, moved to the suburbs for better schools and safer neighborhoods. Cities lost taxes and downtown shopping districts lost business to suburban malls.

By the mid-1990s, people began to return to the city. In a process known as **gentrification**, they bought and rehabilitated old houses and neighborhoods. Neighborhoods came back, but low-income residents were *displaced* by rising housing costs.

Many suburban workers commuted to the city for work. But suburbs competed for business and industry. Suburbs offered tax breaks to get business to locate there and then saw their tax revenues decline as a result.

1. How did urban flight change the nation's cities?

The Aging of America (pages 884–885)

How will aging affect America?

The 2000 census revealed that Americans are getting older. The median age, 35.2 years, was two years older than the median age in 1990. The cause was simple: people were living longer and the large baby boom generation was getting older. This trend put pressure on programs for the elderly. Social Security was stressed because there were fewer younger workers paying into the system and retirees were living longer.

In 1996, three workers made Social Security contributions to support every retired person. But experts expect that by 2030, there will be only two workers to support each retired person. Social Security will begin to pay out more than it takes in. As a result, some people want to reform the Social Security system.

2. How does the increase in the number of elderly people affect Social Security and Medicare?

The Shifting Population (pages 885–887)

How has immigration affected America?

Changes in Mexico's economy have spurred illegal immigration from Mexico to the United States. The 2000 census showed how immigration was changing the face of one state, California. By 2001, California had become a majority minority state, with ethnic minorities making up more than half its population. Throughout the decade, illegal immigration grew with immigrants from Mexico, Central America, and Haiti arriving every month. By 2001, between 5 and 6 million illegal immigrants lived in the United States. In California, opposition to illegal immigration resulted in the passage of a law known as **Proposition 187**. This law cut all education and non-emergency health benefits to illegal immigrants. Proposition 187 was ruled unconstitutional. It helped inspire Hispanic immigrants, who saw themselves as targets of the law, to become more politically involved.

Native Americans continued to struggle. In 2001, about 32 percent of Native Americans lived

below the poverty line. During the 1990s, Native Americans strived to improve their lives through building casinos and using the courts to gain greater recognition for their tribal ancestry and land rights.

Between 1970 and 1995, the population of the United States increased from 204 million to more than 280 million. Much of this increase was because of immigration. Most of these immigrants came from Latin America and Asia.

Experts believed that immigration would change the ethnic and racial makeup of the United States. They predicted that by 2050, *non-Latino whites* will make up 53 percent of the population, down from 74 percent in 1996. They expect the Latino population to increase from 10 percent of the population in 1996 to 25 percent in 2050. The Asian-American population is expected to increase from 3 percent to 8 percent. The African-American population is expected to increase from 12 percent to 14 percent.

In 1994, almost two-thirds of Americans wanted to cut back immigration. Some people feared that immigrants took jobs away from Americans born in the United States.

Another problem was illegal immigration. By the early 1990s, about 3.2 million illegal immigrants came to the United States.

3. How is immigration changing the United States?

America in a New Millennium (page 887)

What challenges do Americans face in the 21st century?

America entered the 21st century with several concerns, old and new. For example, environmental concerns have become a global issue and have gained importance. Poverty is a major concern, as is curbing acts of terrorism that threaten Americans both at home and abroad.

4. What challenges faced Americans at the turn of the 20th century?

Name _____

Date _____

Glossary

CHAPTER 26 The United States in Today's World

consequences Effects, results

developing nations Countries that are building industries

displaced Moved or forced from the usual place

entrepreneurs People who use their own money to create a new business

manufacturing Making goods such as automobiles

merger Joining together of separate business entities

millennium A period of 1,000 years

network Group of connections

non-Latino whites Ethnically "white" people who are not Latinos

software Programs that make computers work

terrorism Use of violence to create political change through fear

V-chip Computer chip to allow parents to prevent children from watching some TV shows

AFTER YOU READ

Terms and Names

A. Write the letter of the name or term that matches the description.

- a. urban flight
- b. GATT
- c. telecommute
- d. NAFTA
- e. Internet

- _____ 1. Agreement that ended trade barriers between the United States, Canada, and Mexico
- _____ 2. Treaty that lowered tariffs and set up the World Trade Organization (WTO)
- _____ 3. A worldwide computer network
- _____ 4. When Americans left the cities and moved to the suburbs
- _____ 5. To use new communications technology to work from home

B. Write the name or term that best completes each sentence.

genetic engineering

downsize

Hillary Rodham Clinton

gentrification

service sector

- 1. President Clinton appointed _____ to head the task force on health care.
- 2. The 1990s saw a decrease of jobs in manufacturing and an increase in jobs in the _____.
- 3. The fixing up of old city neighborhoods is called _____.
- 4. The use of _____ to alter food caused concern in the 1990s.
- 5. Companies that tried to cut costs would often _____ their staffs.

Name _____ Date _____

AFTER YOU READ CHAPTER 26 The United States in Today's World

Main Ideas

1. What was the Contract with America?

2. Why did some American companies downsize?

3. Describe two ways that technology changed people's lives in the 1990s.

4. How did urban flight affect cities?

5. How will the Human Genome project help people?

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. Describe three ways that the U.S. economy changed by the end of 1990s.

2. What are some possible effects of the American population?