Overview:

In this unit 11th grade AP U.S. History students will explore the various social, economic, military, and political influences and outcomes that shaped American history from 1945-1975. (Part 2 of this unit concludes in 1989.) The students will examine how American involvement in the Cold War evolved and transformed over the course of this time period, and evaluate its relative successes and failures. They will also examine the changing role of the national government in the development of domestic policies and the transformation of the American economy. In addition, students will examine the efforts of various sub groups such as women and African-Americans in their attempts to achieve political, economic, and social gains as well as the different goals and viewpoints within each group. Relying heavily on primary documents, video, and sound recordings, the students will analyze evidence from a variety of perspectives. The students will then apply their knowledge of the key events and themes of the period in order recognize and evaluate relative changes over time as well as the impact of these changes on their own lives today.

Historical Background:

The American experience in the decades following the World War II is one of the most complex and controversial eras in our nation's history. Almost every facet of the period is the subject of intense debate in which scholars present new historical interpretations and even more questions to be answered. Who is responsible for the outbreak of the Cold War? To what extent were the 1950s an era of consensus and conformity? How successful was the Civil Rights movement? Many of the battle lines between conservatives and liberals today trace their origin to the 1960s. It was truly the best of times or the worst of times depending on your perspective. Regardless of one's viewpoint, however, there is no denying that the period was one of profound political, social, and economic change.

Almost as soon as World War II ended the United States found itself entangled in a somewhat subtler and more complex Cold War with the world's only other superpower—the Soviet Union. This ideological conflict was an overwhelming influence in the formulation of American foreign and domestic policies for the next 45 years and redefined the nation's historical role in the world community. American foreign policy that was founded upon George Washington's warning to “beware foreign entanglements” soon found itself rebuilding Europe through the Marshall Plan, defending it under NATO, and eventually struggling to contain communism on a worldwide scale.

Beginning with the Truman Doctrine and continuing through Détente the presidents during this era each developed their unique foreign policy for dealing with Soviet Union as well as crafted
a domestic agenda that either tried to expand, or curb the reach of the New Deal. Each policy represented a change from its predecessor and was eventually replaced itself. While soldiers and statesmen battled the Red Menace overseas, the nation battled against itself on the home front during the Red Scare of the 1950s and the anti-war movement a decade later.

From the hammers of suburbia to the gavel of the Supreme Court the country underwent profound social change as well. The nation witnessed a post-war Baby Boom that eventually developed into a growing youth counter-culture. For the first time in American history children, teenagers, and young adults were a force to be recognized. A host of different groups and key leaders played a role in the struggle for African-American Civil Rights. From Martin Luther King, Jr., Malcolm X, and the Little Rock Nine to the countless unnamed faces who marched, boycotted and endured Southern racism, each had their own strategies, goals, and stories. Swept up in this wave, other seemingly marginalized voices sought to be heard as well. Women such as Betty Freidan questioned the traditional definition of female roles while Native and Mexican-Americans demanded greater recognition within the American social fabric. Each group left their indelible mark upon the American experience.

During this time period the nature of the American economy also underwent a transformation. While the country entered World War II on the heels of the Great Depression, it emerged as an economic colossus. Increased productivity and Cold War military spending combined to fuel an unprecedented boom. This in turn gave birth to a revived consumer culture and the creation of an increasingly service based economy.

By 1975, however, increasing overseas competition, rising government spending and an eventual oil embargo helped bring the economic boom to an end. During the same time the United States experienced defeat in the Vietnam War and witnessed the Watergate scandal which led to the resignation of a president. Many key Civil Rights leaders had been assassinated and the various social movements had seemingly run their course achieving a mixed record of great successes and missed opportunities. A resurgent rise of conservatism attempted to rein in the political excesses of the Great Society and the changing social climate of the seemingly decadent Sixties. In this time of great progress, or turmoil depending on one’s definition, it seemed that the pendulum of history had begun to change direction yet again. It is a convenient halfway point in the study of America during the Cold War.

**Major Understanding:**

The post World War II period provides students with an opportunity to examine America in the midst of profound political, social, and economic change. Students will evaluate how the country’s leaders changed the role of the national government and assess the efforts of African Americans and women to achieve political, economic, and social equality.

**Objectives:**

Students will:

1. Demonstrate an understanding of the key people and events of the period.
2. Analyze and interpret primary sources including document excerpts, photographs, video, and sound recordings to better understand the actions and contributions of key figures of the period.

3. Explore a variety of historical perspectives expressed during this period by examining a range of first-hand accounts and opinions contained in the primary sources.

4. Apply knowledge of key events and themes in order recognize changes over time.

5. Identify and evaluate the current impact of the key events and ideas of this period on their own lives.

6. Apply knowledge of previously covered key events and themes in United States history in order to categorize new information in preparation for the Advanced Placement United States History Exam.

7. Work effectively in small groups using selected primary sources and PowerPoint software to produce a multimedia presentation.

**Standards of Learning:**

**Skills:**

VUS 1: The student will demonstrate skills for historical and geographical analysis, including the ability to
a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
b) evaluate the authenticity, authority, and credibility of sources;
c) formulate historical questions and defend findings based on inquiry and interpretation;
d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
e) communicate findings orally and in analytical essays and/or comprehensive papers;
f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
h) interpret the significance of excerpts from famous speeches and other documents.

**Content:**

VUS 12: The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan.

b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe.

c) explaining the role of America’s military and veterans in defending freedom during the Cold War.
VUS 13: The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
   a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded.
   b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

VUS 14: The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
   a) analyzing the effects of increased participation of women in the labor force.
   b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America.
   c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.

**Culminating Assessment:**

1. The students will take a 40 question multiple choice and essay test based upon released AP exam questions.
2. Working in groups the students will create a multimedia presentation based upon the Billy Joel song "We Didn't Start the Fire." Each group will examine a particular decade (also incorporating events and individuals not included in the song) and write an additional verse updating the song to the present.

**References:**

**Books & Media**

Contains an essay by William Chaffe entitled *America Since 1945* which examines the various aspects of the period as a series of tumultuous changes. The rest of the book also contains thematic essays on social, women’s African-American, and labor History. This work served as the cornerstone of this unit.

Useful to consult, as well as the History Matters website, for descriptions of vetted websites on the Cold War, Civil Rights etc.

This book is a collection of excellent primary sources from a variety of perspectives on a wide range of topics. Each section begins with a brief overview of the issue or period and includes contemporary accounts and documents representing opposing viewpoints.

Website

http://americanhistory.si.edu/brown
This is the website that accompanies the National Museum of American History’s exhibit: Separate is Not Equal: Brown v. Board of Education of Topeka, Kansas. See educational materials for Alonzo Smith’s essay *Separate is Not Equal: Brown v. Board of Education of Topeka, Kansas.* This article illustrates that this seminal court case was the result of a series of previous “ripples” by other groups and individuals who achieved varying degrees of success. An eye opener.

http://historymatters.gmu.edu
Used to locate vetted and relevant websites on the Cold War, Civil Rights etc. as well as primary sources in their section “Many Pasts.”

http://www.fiftiesweb.com/
Your one stop shopping for 1950s popular culture. It has an incredible collection of Fifties social history: music, movies, television fads etc.

http://chnm.gmu.edu/7tah/unitdocs/unit15/Fire.php
Set to the popular Billy Joel song, this fast-paced flash presentation provides a visual tour of history 1945-89 in less than five minutes.

http://www.digitalhistory.uh.edu/modules/index.cfm
Organized by historical era and major themes, this site contains a vast amount of primary source material, interactive maps, lesson plans, fact sheets, and discussion questions.

http://www.historychannel.com/speeches/archive/speech_160.html
This is a wonderful collection of audio speeches. You can hear JFK’s inauguration address, Ralph Ellison on the *Invisible Man*, Allen Ginsberg discuss the Beat Generation, and even hear the news broadcast of the Columbia University riots.

http://www.whitehouse.gov/history/presidents/
This site contains bios and the key events of every president.
Lesson 1: America After World War II
Time Estimated: 1 day

Objectives:
Students will:

1. Recall, discuss and build on what they have studied about the United States during the period prior to World War II in order to compare and contrast key themes from the era (isolationism, the Great Depression, etc.) with that of the United States immediately following the war (superpower status, the United Nations, the economic boom, and changing economy).
2. Be introduced to many of the key terms and themes of the period 1945-1989.
3. Become familiar with the other members of their group and begin work on the culminating activity.

Materials:
- Computer*
- Television or projection screen*
- PowerPoint presentation America Following the War. Use the Historical Background to create this presentation. (*This can also be done by creating overhead transparencies and using an overhead projector.)
- Photo of Levittown, New York in the 1940s. A variety of photos are available at http://tigger.uic.edu/%7Epbhales/Levittown.html
- Link to the We Didn’t Start the Fire flash presentation: http://chnm.gmu.edu/7tah/unitdocs/unit15/Fire.php
- Use the Historical Background to create Lecture/Teacher Talking Points
- Lyric sheets and instructions for the We Didn’t Start the Fire group project.

Strategies:

1. **Hook**: Introductory PowerPoint Slide: If you had some cash to invest, in which of the following would you probably make the most money within the next 20 years?
   - A. Tiny Tots Daycare Centers
   - B. Merck Pharmaceuticals
   - C. Motorola

   Oh yeah, what does something that is going to happen 20 years from now have to do with what we are going to study today?

   *(The best answer is B. *Hopefully this will lead to a brief class discussion on the growing population of retiring Baby Boomers and their impact on Social Security.)*

2. Use the Historical Background to create Lecture/Teacher Talking Points on America at the End of World War II
   - The presentation/lecture addresses the state of the country at the end of World War
II and focuses on four key areas (economy, population, migration, and foreign policy).

- The goal with each slide is to compare the immediate post war period with that of the preceding interwar period. (Great Depression to post war boom, smaller families to the Baby Boom, cities to suburbs, isolationism to the United Nations).
- Allow time for class discussions on how 1945 compares to today. Culpeper is currently undergoing rapid population growth as it increasingly becomes a bedroom community for Northern Virginia. How many of their parents work in factories as opposed to a service related industry? What is the role of the United States in the world today?

3. **Small Group Assignments:**
   - Break the students up into groups for the *We Didn’t Start the Fire* project.
   - Provide instruction sheet and lyrics and allow the students to exchange phone numbers and email addresses.
   - Explain the requirements and due date for the assignment. (I make this due after we finish with the next unit 1975 to the Present.)

4. **We Didn’t Start the Fire** flash presentation:
   [http://chnm.gmu.edu/7tah/unitdocs/unit15/Fire.php](http://chnm.gmu.edu/7tah/unitdocs/unit15/Fire.php)
   - While showing the presentation have the students take a blank piece of paper and just make a check mark every time they hear or see something in the song that they have heard of before.
   - Allow students to share their scores and discuss anything that they found interesting.

5. **Closing:**
   - Allow the students to work on their project/ divide the terms up/ brainstorm lyrics.

**Differentiation:**
The PowerPoint and flash presentations accommodate visual learners and the group assignments allow for the mixture of students of varying abilities and skill levels.
Lesson 2: The Cold War Presidents (1945-75)
Time Estimated: 2 days

Objectives:
Students will:
1. Work in small groups with online sources
2. Be introduced to several of the United States presidents of the Cold War period (Truman, Eisenhower, Kennedy, Johnson, and Nixon).
3. Identify and examine key domestic, foreign policy and Civil Rights initiatives and compare them with those of their predecessors.
4. Focus on broad themes and major examples rather than just list every major detail and accomplishment.
5. Share their information and teach the other members of the class.

Materials:
- Computers and links to websites or printed versions if needed
  http://www.digitalhistory.uh.edu/modules/index.cfm
  http://www.whitehouse.gov/history/presidents/
  http://www.historychannel.com/speeches/poligovt1.html
- Graphic organizers for the Cold War presidents
- Key ideas and terms sheet (1945-75)

Strategies:
1. **Hook:** In 1946 British Prime Minister Winston Churchill gave his famous Iron Curtain Speech in Fulton, Missouri. Of all of the states he could have chosen, why do you think he picked that one? (It is located in Truman’s home state. It was very symbolic and guaranteed to get press coverage.)

2. Allow the students to get back into their groups and give each one a graphic organizer for each president and a copy of the Key Ideas and Terms (1945-75) sheet. This is a large jigsaw activity in which each group will focus on a different president.

3. Provide the list of websites:
   - http://www.digitalhistory.uh.edu/modules/index.cfm
   Go to the Online Textbook and then focus on the last four headings that deal with America after World War II.

   - http://www.whitehouse.gov/history/presidents/
   This site contains bios and the key events of every president.

   This site contains speeches by Presidents Eisenhower, Kennedy, Johnson, and Nixon as well a speech condemning Senator McCarthy.
4. Utilizing the online sources the students will complete their graphic organizer. Remind them that there is a reason why the boxes are so small on the sheets. The goal is to focus on major themes, key events and terms rather than for them to just copy down everything that they have read.

5. Provide a list of guiding questions for the students to consider as they complete their research:
   
   • On domestic issues, was the president’s policy an attempt to expand or limit the role of the federal government initiated by F.D.R. under the New Deal?
   • How successful was it?
   • What factors or events influenced the creation of the foreign policy?
   • Was the president taking proactive steps on Civil Rights issues or reacting to events?

6. On the second day the groups examining Truman and Eisenhower will teach the class about their presidents. In Lessons 6 & 7 those groups with Kennedy, Johnson, and Nixon will present their findings. The teacher will fill in any gaps or expand on items discussed.

7. During the 1950s President Eisenhower had a platoon of 30 soldiers assigned to duty in the basement of the White House. What was their “Top Secret” assignment?

   (Believe it or not, while Ike painted for a hobby, he could not actually draw. These soldiers drew outlines on blank canvasses and numbered the different areas for the president to paint in. He is sort of responsible for the concept of paint by numbers. While it just a piece of trivia, it is interesting to hear what students actually come up with).

8. **Closing questions:** Ask students:
   
   • Are there any similarities between media coverage of the 1948 election and an election in your lifetime?
   • What international events and possible domestic influences prompted the shift in foreign policy from Containment to Rollback under NSC-68?

**Differentiation:**

The group assignments allow for the mixture of students of varying abilities and skill levels. The graphic organizers aid in note taking. The use of speeches takes into account audio learners. The provided questions allow aid in guidance as well as higher level thinking opportunities.
Lesson 3: Consensus and Conformity in the 1950s
Time Estimated: 1 day

Objectives:
Students will:
1. Be introduced to the theme public consensus and conformity and how they are reflected in the popular culture of the 1950s.
2. Be introduced to many of the key facets of popular culture during the 1950s.
3. Examine individual aspects of the 1950s and decide whether they actually represent conformity or a reaction against it.
4. Use what they know about the world around them (music, movies, television etc.) and apply this knowledge to popular culture during the 1950s.
5. Evaluate whether or not the 1950s were a decade of consensus and conformity.

Materials:
- Movie *The Ten Commandments*
- Overhead transparency with key terms from the Key Ideas and Terms (1945-75) sheet
- Computers and list of websites:
  - [http://www.digitalhistory.uh.edu/modules/index.cfm](http://www.digitalhistory.uh.edu/modules/index.cfm)
  - [http://www.whitehouse.gov/history/presidents/](http://www.whitehouse.gov/history/presidents/)

Strategies:

1. Hook:
   A. Show the scene from *The Ten Commandments* when Moses’ mother and sister place the baby in the basket and send him down the river. Explain that the wife of the film’s star Charlton Heston, was pregnant when the movie was cast. The director, Cecil B. DeMille offered the part of baby Moses to the impending young Heston, but only if the child was male.
   B. Show the scene when the King and Queen of Ethiopia are introduced to pharaoh.
   C. Then show the Passover scene when Moses’ adoptive mother and her slaves ask for sanctuary. Explain that her chief slave is the very same actor who portrayed the King of Ethiopia, but he is only credited with the former role.
   D. Then explain that this film was the number one box office draw of the 1950s and second only to *The Passion of the Christ* as the highest grossing religious film of all time.
   E. Lead the class in the discussion of the following questions:
     - What do the first scene and its casting say about male and female roles during the 1950s?
     - What do the last two scenes say about the image of African-Americans during that time? (One actor for two roles was not a cost saving device for this block buster. DeMille hired the entire Egyptian army for the chariot scenes!)
   F. Ask the students to define the terms consensus and conformity and discuss there answers.
2. Lecture: Use the following as Teacher Talking Points:

- One method historians use to examine a particular time period is to look at society and popular culture. In the 20th century what movies, books, music, radio, television shows, and fads were popular provides insights into what was going on within society during the time.
- Unlike the 1960s that are often remembered and portrayed as a time of social unrest and rebellion (the anti-war movement, drug use, the Sexual Revolution), the 1950s are commonly referred to as a period of consensus and conformity. They were the considered Happy Days.
- These ideas were reflected in many aspects of the popular culture of the decade. For example movie musicals were very popular in the 1950s. When is the last time that you saw a movie in which a crowd of people stopped what they were doing and spontaneously burst out into song and dance together? Can anyone name an African-American actor from the 1950s (other than Sidney Poitier)?
- Many scholars argue that this conformity was based upon perceived threats to the social and political landscape (Civil Rights, Women’s Rights, the Red Scare).
- The booming economy and subsequent materialism of the post war era (keeping up with the Joneses) also played a role. The 1950s witnessed the growth of suburbs, birth of fast food chains such as McDonalds, credit cards, and television. Americans increasingly lived in the same style house, ate the same fast food, and watched the same shows.
- Although many women had begun to enter the workforce since World War II, emphasis was placed on the traditional role of women. The Betty Crocker Cook Book and selections from Better Homes and Gardens were among the best seller lists. Although Marylyn Monroe is considered the sex symbol of the decade, her goal in every one of her movies was to get married.
- The United States underwent a modern religious revival. The Bible topped the non-fiction best seller for several years. Seven of ten top grossing movies had religious themes. (The Ten Commandments, Ben Hur, The Robe, etc.)
- The Baby Boomers come of age and teenagers are increasingly becoming recognized as a distinct social group. They are often seen as non-conformist. The term JD (Juvenile Delinquent) was first used in school and court records. The teen idol of the fifties was James Dean, star of Rebel Without a Cause. The fifties witnessed the birth of rock and roll.
- In addition to teens, there were several authors and poets who were critical of this perceived conformity.
- These cords of dissonance would later become more dominant during the sixties.

3. Activity:

- Have the students take a piece of paper and divide into two columns: Examples of Conformity and Challenges to Conformity.
- Using the list provided as well as relying upon what they know, have students research each term on the list and place it in the appropriate column.
- Also provide the students with the following websites to aid in their research:

  http://www.historychannel.com/speeches/poligovt1.html
This site contains an interview with Allen Ginsberg and Margaret Mead about the Beat Generation

http://www.biography.com

http://www.fiftiesweb.com/
Check out the music links

• Have students share their selections during class discussion.
• Inform the students of the upcoming quiz tomorrow.

4. Closing:
Ask students:
• From what you have uncovered, how accurate is it to refer to the 1950s as a decade of consensus and conformity?
• Take a look at the movies, television shows, and music of today. What will historians say about America during the early 21st century?

Differentiation:
This lesson utilizes a variety of different sources (films, music, quotes, lecture etc.) for the students to draw from. It also allows students to build upon what they already know about the popular culture of today. The key terms guide that the students use to complete the two column chart includes items already discussed in class as well as items that they must evaluate on their own.
Lesson 4: The African-American Civil Rights Movement
Time Estimated: 2 days

Objectives:
Students will:
1. Take a short quiz on the material covered during Lessons 1-3.
2. Be introduced to the many different events, groups, key leaders, strategies, and goals of the Civil Rights movement, as well as Southern response to it.
3. Recognize that the Civil Rights movement was an ongoing process that went far beyond the actions of Dr. Martin Luther King, Jr.
4. Examine the role of the federal and various state governments to the movement.

Materials:
- Photo of Emmett Till, as well as a variety of primary sources, a timeline and teacher’s guide available at [http://www.pbs.org/wgbh/amex/till/index.html](http://www.pbs.org/wgbh/amex/till/index.html)
- Graphic organizers and key terms sheet.
- Transparency of the number of African-American voters registered for the 1968 election and the results of the election by state, or copies of the handout: How Successful Was the Struggle for Civil Rights by 1968?

Strategies:
1. The students will take a quiz: The Early Cold War. If possible, go over it once completed.

2. **Hook:** Display a picture of young Emmett Till and ask “What ‘crime’ did this twelve year old child commit that was so heinous in Mississippi that it led to his death? (He dared to talk to a white woman.)

3. Using this election results chart, to what extent had the Civil Rights movement accomplished its goals by 1968? (While the chart illustrates that several million African-Americans were registered to vote in the South, there was also a strong showing by George Wallace in the former Confederacy).

4. Lecture: Hand out the graphic organizers.
   Use the following as Teacher Talking Points:
   - The African-American Civil Rights movement was a long and arduous process. It did not begin with Brown v. Board of Education or end with the “I Have a Dream” speech. Rosa Parks did not just decide to get on the bus one day. It has been argued that its roots can be traced back to early slave revolts such as the one led by Nat Turner and even expressed in simpler forms of resistance in daily efforts by slaves just to survive. Remind students that it continued after the Civil War with the actions of leaders such as Booker T. Washington and W.E.B. Du Bois. It involved many different groups, and
like the disagreements between Washington and Du Bois, they often utilized different strategies and sought different goals. While Dr. King is the most famous, and a central focus, he was only one leader.

• In addition to the struggle for African-American rights other groups during the 1960s and early 1970s, such as women, young people and Native Americans also sought a redress of their social, political, and/or economic status.

• Begin with first part of the graphic organizer: The 1940s

• The modern roots can be traced to American involvement in World War II. Groups such as the NAACP and the newly formed, and more militant Congress of Racial Equality. The Congress of Racial Equality (CORE) sought to tie the war against fascism abroad with the war against racism at home in the Double V campaign. Leaders such as A. Phillip Randolph and Ralph Abernathy threatened a march on Washington to demand equal opportunities for blacks in war jobs.

• In response the government under F.D.R. created the Fair Employment Practices Commission (FEPC). In 1948 President Truman ordered the armed forces desegregated during the war.

• During this period a series of court cases which challenged the concept of “Separate but Equal” instituted in 1896 in Plessey v. Ferguson and that would culminate with the 1954 Brown decision were making their way through the courts.

• Among the Southern responses, in 1948 Southern Democrats dissatisfied with Truman’s Civil Rights position formed the Dixiecrat Party. While its candidate, Strom Thurman came in third in the election, he earned over 1.7 million popular votes and 39 electoral ones.

• 1950-54:
  • The leading groups were CORE and the NAACP and its lead attorneys Thurgood Marshall and Oliver Hill who sought to fight the struggle through the court system.

• In 1954 the Supreme Court decision in Brown v. Board of Education ruled that racially segregated schools were inherently unequal and ordered their desegregation with all deliberate speed.

• In response, white citizens opposing the Brown decision were organized throughout the South. Citing the issue of states’ rights, Virginia, in a strategy labeled Massive Resistance, closed many of its public schools rather than comply with the Supreme Court. (Culpeper did not desegregate until the late 1960s).

• This is a good point to answer questions and encourage class discussion.

5. Inform the students for the next two rows (1955-60 and 1961-65) they will view the
documentary *Eyes on the Prize: Awakenings* – or the alternate PBS film – and fill in the appropriate boxes. Once again the emphasis is on major events and ideas rather than minute details. Leave room because they may be going back to a box more than once. They should refer to the key terms sheet for help.

6. *Eyes on the Prize* is two hours overall. It is best to stop occasionally in order to allow for questions and discussions.

7. Lecture 1966-1968:
   Use the following as Teacher Talking Points:

   • After 1965 the movement shifts in direction both in terms of geography and focus. While Dr. King is still viewed as the central leader, other more militant groups such as the Black Panthers and Nation of Islam were gaining followers in inner city areas in the North and California. While Malcolm X was assassinated in 1965, it is appropriate to place him and his message in this period. They focused primary on racism and economic issues.

   • Their strategy was known as Black Power. It advocated a more separatist and militant approach in order to achieve African-American political and economic rights and was more popular with those who saw the non-violence of Dr. King as too conciliatory and accommodating.

   • Among the key events were a series of riots from 1965-67 in many Northern cities, most notably the Watts section of Los Angeles, Calif. The assassination of Dr. King in 1968 also led to more riots. The increasingly disproportionate number of African-Americans serving in the Vietnam War also increased racial tensions.

   • In response to these riots, President Johnson formed the Kerner Commission to study the causes of African-American unrest in the wake of the recent Civil Rights and Voting Acts. Their report concluded that the United States was actually becoming two Americas, one affluent and white and the other poor and black.

   • In the South staunch segregationist Governor George Wallace ran for election in 1968. A distant third he still garnered 9 million and 48 popular votes.

   • After 1968:
     • While organizations such as CORE and the NAACP are still active, the deaths of Medgar Evers, King, Malcolm X as well as the arrest of most of the leaders of the Black Panther Party, the movement seems to have run its course. Although Jesse Jackson and Al Sharpton still carry the banner and have run for president, many of their actions have made them extremely controversial.

   • Despite setbacks to the movement itself, the number of African-Americans elected to public office has increased. Douglas Wilder was elected governor of Virginia (the former capital of the Confederacy) and recently Senator Barack Obama, from Illinois has emerged as a powerful political figure.
• Every Republican administration from Richard Nixon to George W. Bush has sought to limit the scope of the Great Society, reflecting a conservative trend in American popular politics. While in office Nixon employed a Southern Strategy, appealing to white voters by back-pedaling on Civil Rights issues. George Bush recently opposed an affirmative action case dealing with college admissions that was heard before the Supreme Court.

• An important Supreme Court case after 1968 was the 1978 Bakke decision in which the court ruled in favor of a white student who was denied admissions to a California medical school that used a racial quota system.

• This side of the chart has a column entitled Northern and Southern Responses. During the 1970s white parents in Boston rioted in opposition to a court mandated busing system that sought to desegregate predominately white schools.

8. **Closing:**
   Ask students:
   • What do you think of Affirmative Action? (For AP classes, tread lightly.)
   • Is there any connection between Virginia’s history of separate but unequal schools and the fact that this college preparatory class is predominately white?

**Differentiation:**
This mini unit within a unit provides ample opportunities for differentiation. There is both guided note taking through lecture as well a powerful visual presentation. The use of a graphic organizer helps in both. The hooks and closing call for higher level thinking.
Lesson 5: Other Social Movements  
Time Estimated: 1 day

Objectives:  
Students will:

1. Be introduced to many of the key leaders and events of other the social movements that arose in during the 1960s.
2. Compare and contrast their strategies with those of the African-American Civil Rights movement
3. Examine the impact that the counter culture had upon the Vietnam War.
4. Evaluate how successful each group was in achieving its respective goals.

(In my class I also include homosexuals and an extra row can be added to the organizer. This might be too controversial a topic for some school districts.)

Materials:

- Overhead with Betty Freidan quote (see below)
- Computers and website list
- Graphic organizer
- NBC Miniseries movie The Sixties (Other options include: The 1960s: A Global Revolution, from MPI; and The Fabulous 60s from ABC News.)

Strategies:

1. **Hook:** Display the following quote and ask students when they think it was written. A hundred years ago? Almost fifty years ago? Ten years ago?

   The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered. . . Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children chauffeured Girl Scouts and Brownies, lay beside her husband at night- she was afraid to even ask herself the silent question-“Is this all?”

   Betty Freidan, 1963, from The Feminine Mystique

2. **Introduction:** In addition to the African-American struggle for Civil Rights, other social groups such as women, a growing youth culture, and Native-Americans also sought action on important issues such as equality and the Vietnam War.

3. **Activity:**
   
   • Utilizing the online sources complete the graphic organizer. Remember the box size is important!
http://www.digitalhistory.uh.edu/modules/index.cfm
Go to the Online Textbook and then to America in the Tumultuous ‘60s.

http://www.historychannel.com/speeches/poligovt1.html
This site contains Direct Broadcasts of the 1964 Free Speech Movement and the 1968 Columbia University takeover as well as a 1973 News Report of protest at Wounded Knee.

• Explain that the reason that the Women’s’ box has two rows is that there was female opposition to the ERA as you will find on the site.

• Allow students to share their findings and encourage class discussion.

4. **Closing:** Show the scene from the movie *The Sixties* of the 1968 Chicago Riots. The scene contains actual footage from the riots.

• Why were the protesters shouting “The whole world is watching”?  
• Were they right?  
• How do protests today compare to 1968?  
• Would you march to protest something even if it meant risking arrest and/or injury?  
• For the females in the class: do you feel that you are treated as equals in society today?  
• If there is a draft, should women be included in the draft?
Lesson 6: Kennedy, Johnson, and the Vietnam War
Time Estimated: 1 day

Objectives:
Students will:

1. Be introduced to several of the U.S. presidents of the Cold War period (Kennedy and Johnson).
2. Identify and examine key domestic, foreign policy and Civil Rights initiatives and compare them with those of their predecessors.
3. Focus on broad themes and major examples rather than just list every major detail and accomplishment.
4. Share their information and teach the other members of the class.
5. Examine the evolution of American involvement in the Vietnam War, the nature of the fighting, and impact on the home front.
6. Become familiar with the terms and themes of the war.

Materials: (See Lesson 2)
- The American Leering Institute film The Vietnam War (30 minutes) or, as an alternate choice, Vietnam: Chronicle of a War (86 minutes) CBS News, 1981 videocasette.
- Guiding questions sheet to accompany the movie

Strategies: (See Lesson 2)

1. **Hook:** During the Vietnam War soldiers served in Southeast Asia for one year tours. Upon arriving in Vietnam new troops reported seeing numbers written, painted and carved on walls, trees etc. None of the numbers was higher than 365 and those 14 less would be circled or be followed by an exclamation point. What did these numbers symbolize? (Soldiers were counting down their remaining days.)

2. Imagine you are on patrol in the jungles of Vietnam. Who is most likely in the front of the line a newbie or a short timer? (Most likely the short timer was doing everything possible to stay safe.)

3. After the Kennedy and Johnson groups from day 2 teach the class, distribute the guiding questions sheet and show The Vietnam War.

4. Go over the answers with the class and engage in class discussion.

5. **Closing:** With the current war in Iraq this is a perfect opportunity to make connections between Vietnam and today on a variety of issues such as opposition to the war, troop rotations, fighting a guerilla insurgency, winning the hearts and minds etc.
Lesson 7: 1968 & Nixon  (These are actually two mini lessons in one day)
Time Estimated: 1 day

Objectives:
Students will:

1. Be introduced to many of the key leaders and important events of 1968.
2. Organize and examine these leaders and events along thematic lines (Civil Rights, the Vietnam War, and National Politics).
3. Examine and evaluate the role of television in coverage of these events.
4. Evaluate whether or not it was a watershed year in American history.
5. Identify and examine key domestic, foreign policy and Civil Rights initiatives of Richard Nixon and compare them with those of his predecessors.
6. Share their information and teach the other members of the class.

Materials:
- Overhead transparency made from Lecture Notes/Teacher Talking Points
- The American Leering Institute film *The Vietnam War* (30 minutes)
- A piece of duct tape

Strategies:

1. **Hook #1 (1968):** From what we have discussed during the last week and a half or so list at least two things that happened in 1968. (The Tet Offensive, the assassination of Martin Luther King, Jr., the Democratic National Convention, Nixon’s election)

2. Lecture/Teacher Talking Points: 1968 a Turning Point?
   
   - 1968 was a pivotal year in American history. From the jungles of Southeast Asia to the streets of Chicago, America experienced a year of turmoil. Key leaders were assassinated, a social movement changed focus and a political party was split. Americans began to question the war in Southeast Asia and saw it fought on the home front. And Americans witnessed these events through the wonders of a little box in their living rooms.

   - Civil Rights:
     - The assassination of Martin Luther King, Jr. in 1968 by a white racist seemed to signal the end to the Civil Rights movement and its strategy of non-violence. His death also triggered riots in many cities which were manifestation of an increased sense of black rage which had been building with more militant groups as the Black Panthers.

   - Vietnam:
     - As illustrated in the movie, in January 1968 the Vietcong launched a series of surprise attacks throughout South Vietnam that became known as the Tet Offensive. American military forces were eventually successful and the Vietcong were effectively eliminated as a combat force. As a result, from Tet on, more and more of the fighting in South Vietnam was done by regular units of the North Vietnamese Army. The Tet
Offensive also had repercussions on the American home front. Despite reassuring the public of eventual victory, American general William Westmorland requested additional troops be sent. This request and the fact that the Viet Cong had managed to launch such a well organized offensive led many Americans to question this country’s role in Vietnam.

- One of the most surprising critics was famed newscaster Walter Cronkite who, after reporting on the Tet Offensive, continued on air to question the nation’s ability to win the war. While today cable news network commentators offer their own opinions on a regular basis, this was a bombshell from one of the most trusted news anchors in American history.

- The Tet Offensive also had an impact on President Johnson. Faced with an increasingly determined foe in Vietnam and increasingly anti-war protests at home, he went on live television to announce that he was seeking to reduce American troop strengths and open peace talks with the North Vietnamese. He then announced that he would not seek reelection. It was another televised bombshell.

- National Politics:
  - With LBJ out of the race, the heir apparent to the Democratic nomination was JFK’s brother and former Attorney General Robert Kennedy. On the night of the California primary he was shot on live television by a young Arab angry about Kennedy’s pro-Israel views. His death robbed America of an extremely charismatic and populist leader and opened the doors for a showdown for the nomination.

- As we saw the other day, the Democratic National Convention in Chicago was the scene for a series conflicts between anti-war rioters and local police that Americans saw fought through the wonders of television.

- The two challengers for the Democratic nomination were Vice President Hubert Humphrey and anti-war Senator Eugene McCarthy. While more hawkish Humphrey won the nomination, it split the party on the issue of the war. This opened the door for the Republicans nominated former Eisenhower Vice President Richard Nixon, himself a hawk on foreign policy and a conservative on domestic.

- The election also saw staunch segregationist Governor George Wallace run as an independent who capitalized on racial issues. Wallace ran on an openly anti-Civil Rights platform that also included the need to “Bomb the North Vietnamese back to the Stone Age.”

- Although separated by only 500K votes, the split within the Democratic Party between the Hawks and Doves over Vietnam and Wallace’s strong showing in the traditionally Democratic Deep South gave Nixon an Electoral College victory of 301-191 over Humphrey.

- The Results:
  - The election signaled the end of the seemingly endless chain of Democratic presidents who, except for Eisenhower in the 1950s had held the Oval Office since 1933. The
new Republican hold on the White House would last for 16 of the next 24 years. (Carter won in 1976.)

• Yet despite the conflicts regarding the war and the events in Chicago the nation did not dissolve into revolution and in 1969 as had happened in 1801 after the contentious Adams-Jefferson election, the party in power stepped down without anyone getting killed.

• Soon after taking office Nixon began removing troops from Vietnam. While American involvement in the war had undergone a change, it would take another five years of fighting in Vietnam as well as on college campuses before the last American troops were withdrawn.

• As for Civil Rights, King’s death and a rebirth of conservatism under Nixon effectively put an end the movement. Although it had achieved several of its goals by 1965, by the end of the decade it had been replaced by more militant voices.

3. Closing #1:
   Ask students:
   • In your opinion, was 1968 a major turning point in American history?
   • How important do you think television was in shaping public opinion on issues such as politics and the war?
   • In this era of 24/7 cable news networks, is it possible to have too much coverage?

Part Two: Nixon

1. Hook #2: How did a piece of duct tape eventually lead to the resignation of the President of the United States?
   (A security guard noticed it covering the door lock on an entrance into the building that he was guarding. He removed it and continued on his rounds. When he returned someone had placed another piece of tape over the door. He called the police suspecting a break-in at the Watergate Building. The break-in and subsequent White House cover up eventually led to Nixon’s resignation)

   What significance does duct tape have today? (Homeland Security)

2. Group Presentation (See Lesson 2)

3. Closing #2: Set aside about 15-20 minutes for this part.
   • Looking at all of the presidents and their domestic policies, is there a trend among Democratic and Republican presidents?
   • Which president did the most to expand the New Deal?
   • Which did the best to limit it?
   • Which president’s foreign policy was the most effective? The least?
   • Which president made the greatest strides in promoting African-American Civil Rights?
• Were they proactive on Civil Rights issues or simply reacting to outside events?
• In Star Trek VI the lead character, Captain Kirk is asked to negotiate a treaty with his arch enemies the Klingons. When asked why he was chosen, Kirk was told of an “ancient” Vulcan proverb that states “only Nixon could go to China.” What does that mean? (Unlike Democrats who were accused of being soft on communism in the 1950s, Nixon was a rabid anti-communist. As a result, when he opened up talks with Red China in the 1970s his previous political capital deflected any claims that he was soft.)

**Differentiation:**
The group assignments allow for the mixture of students of varying abilities and skill levels. The graphic organizers aid in note taking. The use of speeches takes into account audio learners. The provided questions allow aid in guidance as well as higher level thinking opportunities.
Lesson 8: Unit Test
Time Estimated: 1 day

Objectives:
Students will:
   1. Take a multiple choice test and write an essay

Materials:
   • Multiple Choice and Essay Test
### The African-American Civil Rights Movement

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Key Leaders, Groups &amp; Strategies</th>
<th>Key Events</th>
<th>Government Actions</th>
<th>Court Cases</th>
<th>Southern Responses</th>
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<td>Key Events</td>
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How successful was the Civil Rights movement during the 1960s?
Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that is best in each case.

1. The announced purpose of the Marshall Plan was to
   (A) stabilize world currencies
   (B) promote advanced technology for use in the military defense of Western Europe
   (C) reduce the dependence of the European economy on overseas empires
   (D) maintain the United States position as the world’s leading creditor nation
   (E) aid the recovery of war-torn Europe

2. The growth of suburbia was vastly accelerated by the
   (A) Sheppard-Towner Act of 1921
   (B) Social Security Act of 1935
   (C) Taft-Hartley Act of 1947
   (D) Federal Highway Act of 1956
   (E) Economic Opportunity Act of 1964

3. The primary difference between United States intervention in Guatemala in 1954 and previous United States intervention in Central America was that the Guatemala intervention
   (A) was not authorized by Congress
   (B) favored the Guatemalan Right
   (C) involved the cooperation of the Organization of American States
   (D) was mounted for economic motives
   (E) involved covert action by the CIA

4. Which of the following statements about the emergence of rock and roll music as a part of the 1950’s popular culture in the United States is true?
   (A) It relied heavily on Black musical traditions.
   (B) It adapted many of the big band tunes of the 1940’s.
   (C) It was a spin-off from British popular music of the time.
   (D) It was the first popular music broadcast nationally.
   (E) It had little appeal in the South and West.

5. The initial response of the United States to the outbreak of the war in Korea was to
   (A) seek the cooperation of the People’s Republic of China to end the fighting
   (B) increase American aid to Indochina to meet the threat of communist aggression
   (C) seek collective action against North Korea through the United Nations
   (D) encourage Japan to rearm
   (E) request a summit meeting with the Soviet Union.
6. A United States response to the successful orbiting of Sputnik in 1957 was to

(A) increase NATO forces in Europe
(B) expand federal aid to education
(C) withdraw from arms-limitation talks with the Soviet Union
(D) force the resignation of important American scientists from government positions
(E) increase cooperation with the Soviet Union in space projects

7. Which of the following is a correct statement about Harry S Truman?

(A) He proposed, through the Fair Deal, to continue and expand the aims of the New Deal.
(B) He enjoyed the consistent support of the public throughout his presidency.
(C) He experienced few problems in the transition from wartime to peacetime economy after the Second World War.
(D) He pursued an increasingly conciliatory foreign policy toward the Soviet Union following the Second World War.
(E) He enjoyed the consistent support of Congress throughout his presidency.

8. Joseph McCarthy’s investigative tactics found support among many Americans because

(A) evidence substantiated McCarthy’s charges against the army
(B) there was widespread fear of communist infiltration of the United States
(C) both Truman and Eisenhower supported McCarthy
(D) McCarthy worked closely with the FBI
(E) McCarthy correctly identified numerous communists working in the State Department

9. In his farewell address, President Dwight D. Eisenhower warned Americans about the dangers of

(A) presidential candidate Richard M. Nixon
(B) insufficient federal spending on the needs of the poor
(C) communist subversion of the Civil Rights movement
(D) the military-industrial complex
(E) the lack of national health insurance program

10. Influential critics of the 1950’s, such as David Riesman, were most concerned with which aspects of life in the United States following the Second World War?

(A) Alienation and conformity in modern society
(B) Schooling for the baby-boom generation
(C) The economic responsibilities of being a world superpower
(D) The threat to the nation from communist subversion
(E) The spread of political corruption
11. The policy of containment, justified by George Kennan’s 1947 analysis of the international situation called for

(A) blocking the expansion of the Soviet Union’s influence
(B) curbing United States foreign investment to limit involvement in world conflict
(C) liberating Eastern Europe from communism
(D) destabilizing the Soviet Union
(E) dividing Germany into zones administered by the United States, Britain, and the Soviet Union

12. Major domestic developments in the United States during President Eisenhower’s two terms included all of the following EXCEPT

(A) a rise in the gross national product (GNP)
(B) the dismantling of the New Deal welfare programs
(C) the peaking of the postwar baby boom
(D) the exodus of Black families from the rural South
(E) the beginning of construction of an interstate highway system
1. In 1962, which of the following contributed most directly to a crisis in Soviet-American relations over Cuba?

(A) Cuban attacks on the United States naval base at Guantanamo
(B) The failure of the Bay of Pigs invasion
(C) Cuban support for leftist guerilla movements in Latin America
(D) Cuban withdrawal from the Organization of American States
(E) The discovery of Soviet missile sites in Cuba

2. Which of the following groups in the American work force has experienced the greatest percentage of growth since 1950?

(A) Agricultural workers
(B) Industrial workers
(C) Union blue-collar workers
(D) Service workers
(E) Construction workers

3. During the 1960’s, young people, Black people, American Indians, Hispanic groups, and women were among the groups protesting various aspects of American society. All of the following were protested against by one or more of these groups EXCEPT the

(A) excessive cost of the social security system
(B) United States involvement in the Vietnam War
(C) marginal status of non-whites
(D) exclusion of women from mainstream American life
(E) increasing bureaucratization and impersonality of American institutions

4. Students staged a sit-in in Greensboro, North Carolina, in 1960 to protest

(A) poverty in the South
(B) cutbacks in student aid
(C) segregation of public facilities
(D) the war in Vietnam
(E) the oppression of women

5. Which of the following had integration rather than Black separatism as a goal?

(A) W.E.B. Du Bois and the Niagara movement
(B) Marcus Garvey and the Back-to Africa movement
(C) Elijah Muhammad and the Black Muslim movement
(D) Stokey Carmichael and the Black Power movement
(E) Huey Newton and the Black Panther movement
6. The high inflation rates of the late 1960’s and early 1970’s were primarily the result of
   (A) major state and federal tax increases
   (B) increased investment in major industries
   (C) spending on social-welfare programs and the Vietnam War
   (D) a decline in foreign trade
   (E) deregulation of major industries

7. Accounts of North Vietnam torpedo boat attacks on United States destroyers in the Gulf of Tonkin during the summer of 1964 were used to justify which of the following United States actions in Vietnam?
   (A) Delivery of formal diplomatic protests to Hanoi
   (B) Discontinuation of American naval involvement
   (C) Escalation of the American war effort
   (D) Withdrawal of all American advisors
   (E) Introduction of the Vietnamization program

8. The Tet Offensive of 1968 during the Vietnam War demonstrated that
   (A) bombing North Vietnam had severely curtailed Vietcong supplies.
   (B) the army of South Vietnam was in control of the South
   (C) American strategy was working
   (D) a negotiated settlement was in the near future
   (E) the Vietcong could attack major cities throughout South Vietnam

9. Richard Nixon’s 1968 political comeback to win the presidency can be partly attributed to
   (A) dissension within the Democratic party over Vietnam
   (B) the defection of Black voters to the Republican party
   (C) Nixon’s cordial relations with the news media
   (D) Nixon’s popularity as Eisenhower’s vice president
   (E) Nixon’s promise of the immediate withdrawal of American forces from Vietnam

10. The support for former Alabama governor George Wallace in the 1968 presidential campaign best illustrates the
    (A) impact of the economic downtown on the working class
    (B) exploitation of race as a national political issue
    (C) growing power of the political Left in American politics
    (D) persistence of anticommunism as a political force
    (E) loss of faith of many Americans in Republican party politics

11. The primary power granted to the Civil Rights Commission in 1957 was the authority to
    (A) investigate and report cases involving discrimination
    (B) issue writs to enforce its decisions after a hearing
    (C) initiate court cases to challenge gender discrimination
    (D) fine employers found guilty of discriminatory hiring practices
    (E) grant monetary awards to victims of discrimination
12. During his presidency, Richard Nixon did which of the following?

(A) Supported the use of school busing to end racial desegregation in public schools
(B) Intensify the conflict between the United States and Japan
(C) Abolish the Tennessee Valley Authority
(D) End American participation in Vietnam
(E) Create the National Aeronautics and Space Administration

13. In the decade following the Second World War, the Supreme Court decision that had the most widespread consequences concerned which of the following?

(A) Immigration policy
(B) Congressional reapportionment
(C) The rights of minority groups
(D) The jurisdiction of courts in determining war guilt
(E) The federal government’s powers of taxation

14. The Strategic Arms Limitations Talks (SALT), expanded trade with the Soviet Union, and President Nixon’s visit to the Peoples Republic of China were all facets of the policy of

(A) brinksmanship
(B) deterrence
(C) détente
(D) rollback
(E) liberation

15. Which of the following is a correct statement about college-level education in the twentieth-century United States?

(A) State universities increased scholarship aid during the Depression.
(B) Private universities raised admission standards during the 1940’s.
(C) The GI Bill financed the education of male students during the post-Second World War era.
(D) The “baby boomers” finished college in large numbers in the 1950’s.
(E) There was a sharp decline in college enrollment during the Vietnam War.

16. During his presidency, Harry S Truman did all of the following EXCEPT

(A) abolish the Tennessee Valley Authority
(B) establish a loyalty program for federal employees
(C) extend Social Security benefits
(D) order the desegregation of the armed forces
(E) veto the Taft-Hartley Act

17. Which of the following best characterizes the goals of Martin Luther King Jr.?

(A) A peaceful separation of Black people into powerful economic and political groups
(B) A peaceful integration of the races in all areas of society
(C) Federal compensation to Black people for past political and legal injustices
(D) A church-centered Black community removed from the oppression of White people
(E) Constant and, if necessary, violent political and social action to achieve long-sought justice
18. The principal reason for the formation of the Dixiecrat party in 1948 was the opposition of dissident Democrats to President Truman’s

(A) Establishment of the Central Intelligence Agency
(B) removal of General MacArthur from his military command
(C) support for the Taft-Hartley Act
(D) proposal for Civil Rights legislation
(E) call for an investigation of the loyalty of all federal employees

19. The author of the statement above most likely was

(A) Angelina Grimke
(B) Susan B. Anthony
(C) Betty Friedan
(D) Angela Davis
(E) Phyllis Schlafly

Directions: Choose ONE question from this part. You are advised to spend 5 minutes planning and 30 minutes writing your answer. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. To what extent was the United States policy of containment successful in Asia between 1945-1975?

2. “1968 was a turning point for the United States.” To what extent is this an accurate assessment? In your answer discuss TWO of the following:

   National Politics
   The Vietnam War
   Civil Rights
We Didn’t Start The Fire
Billy Joel (Storm Front, 1989)
(Lyrics to go with Lesson 1)

Harry Truman, Doris Day, Red China, Johnny Ray
South Pacific, Walter Winchell, Joe DiMaggio

Joe McCarthy, Richard Nixon, Studebaker, Television
North Korea, South Korea, Marilyn Monroe

Rosenbergs, H Bomb, Sugar Ray, Panmunjom
Brando, The King And I, and The Catcher In The Rye

Eisenhower, Vaccine, England's got a new queen
Maciano, Liberace, Santayana goodbye

(Chorus) We didn't start the fire
It was always burning
Since the world's been turning
We didn't start the fire
No we didn't light it
But we tried to fight it

Joseph Stalin, Malenkov, Nasser and Prokofiev
Rockefeller, Campanella, Communist Bloc

Roy Cohn, Juan Peron, Toscanini, Dancron
Dien Bien Phu Falls, Rock Around the Clock

Einstein, James Dean, Brooklyn's got a winning team
Davy Crockett, Peter Pan, Elvis Presley, Disneyland

Bardot, Budapest, Alabama, Khrushchev
Princess Grace, Peyton Place, Trouble in the Suez

(Chorus)

Little Rock, Pasternak, Mickey Mantle, Kerouac
Sputnik, Chou En-Lai, Bridge On The River Kwai

Lebanon, Charles de Gaulle, California baseball
Starkwether, Homicide, Children of Thalidomide

Buddy Holly, Ben Hur, Space Monkey, Mafia
Hula Hoops, Castro, Edsel is a no-go

U2, Syngman Rhee, payola and Kennedy
Chubby Checker, Psycho, Belgians in the Congo

(Chorus)

Hemingway, Eichman, Stranger in a Strange Land
Dylan, Berlin, Bay of Pigs invasion

Lawrence of Arabia, British Beatlemania
Ole Miss, John Glenn, Liston beats Patterson

Pope Paul, Malcolm X, British Politician sex
J.F.K. blown away, what else do I have to say

(Chorus)

Birth control, Ho Chi Minh, Richard Nixon back again
Moonshot, Woodstock, Watergate, punk rock
Begin, Reagan, Palestine, Terror on the airline
Ayatollah's in Iran, Russians in Afghanistan

Wheel of Fortune, Sally Ride, heavy metal, suicide
Foreign debts, homeless Vets, AIDS, Crack, Bernie Goetz
Hypodermics on the shores, China's under martial law
Rock and Roller cola wars, I can't take it anymore

We didn't start the fire
It was always burning,
Since the world's been turning.
We didn't start the fire
But when we are gone
It will still burn on and on and on.....

(Chorus)
We Didn’t Start the Fire Project  
(Instruction Sheet to go with Lesson 1)

**Directions:**

1. Find the other members of your group that have the same time period highlighted on the lyric sheet.

2. From the highlighted selection, select the 4 names or events that you think are the most important.

3. Select 2 additional events from that time period that are not mentioned in the song.

4. Identify these 6 in some form (poster, PowerPoint presentation, simple definitions). Nothing fancy, but try to be creative.

5. The song ends in 1989. With the basic structure in mind, update the song to the present (8 lines minimum) and adapt a new chorus. Be creative. It does not have to be Pop. It can be Country, Metal, or dare I say it; Rap.

6. Be prepared to share steps 4 and 5 with the class.

7. It is due_______

**Other Members of my Group:**

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<th>Phone</th>
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**Key Ideas and Terms (1945-1975)**

(Use with Lessons 2 & 3)

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<tr>
<th>President</th>
<th>Domestic Issues &amp; Policies</th>
<th>Foreign Policy / Wars</th>
<th>Key Elections</th>
<th>Civil Rights &amp; Minorities</th>
<th>Women &amp; Families</th>
<th>Social Critics</th>
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<td>Post War Japan &amp; Germany</td>
<td>1948</td>
<td>Desegregation of the armed forces</td>
<td>Baby Boom</td>
<td>David Riesman</td>
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<td>Republicanism</td>
<td>The Truman Doctrine</td>
<td></td>
<td>White Citizens Councils</td>
<td>ERA</td>
<td>Anti-War Movement</td>
</tr>
<tr>
<td></td>
<td>Interstate Highway Act</td>
<td>Berlin Airlift</td>
<td></td>
<td>SCLC</td>
<td>Phyllis Schafly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H.U.A.C</td>
<td>NATO</td>
<td></td>
<td>Martin Luther King</td>
<td>NOW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>McCarthyism</td>
<td>NSC-68</td>
<td></td>
<td>Bus Boycott</td>
<td>Betty Friedan</td>
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</tr>
<tr>
<td></td>
<td>Red Scare</td>
<td>The Korean War</td>
<td></td>
<td>1957 Civil Rights Commission</td>
<td>ERA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kennedy- New Frontier</td>
<td>Domino Theory</td>
<td></td>
<td>George Wallace</td>
<td>Phyllis Schafly</td>
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<tr>
<td></td>
<td>Johnson- Great Society</td>
<td>Massive Retaliation</td>
<td></td>
<td>SNCC</td>
<td>NOW</td>
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<tr>
<td></td>
<td></td>
<td>Military Industrial Complex</td>
<td></td>
<td>Sit-ins</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Eisenhower Doctrine</td>
<td></td>
<td>Freedom Riders</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Chinese Civil War</td>
<td></td>
<td>Birmingham</td>
<td></td>
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<td></td>
<td></td>
<td>Guatemala</td>
<td></td>
<td>March on Washington</td>
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<td></td>
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<td>Flexible Response</td>
<td></td>
<td>Voting Rights Act</td>
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<td></td>
<td></td>
<td>U2 Incident</td>
<td></td>
<td>Civil Rights Act</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Alliance for Progress</td>
<td></td>
<td>Black Rage</td>
<td></td>
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<td></td>
<td></td>
<td>Bay of Pigs</td>
<td></td>
<td>Black Panthers</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Cuban Missile Crisis</td>
<td></td>
<td>Bobby Seals &amp; Huey Newton</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Vietnam</td>
<td></td>
<td>Malcolm X</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Gulf of Tonkin</td>
<td></td>
<td>Nation of Islam</td>
<td></td>
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<td></td>
<td></td>
<td>Tet Offensive</td>
<td></td>
<td>California v. Bakke</td>
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<td></td>
<td></td>
<td>Vietcong</td>
<td></td>
<td>Boston Busing Riots</td>
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<td></td>
<td></td>
<td>Vietnamization</td>
<td></td>
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<td></td>
<td></td>
<td>Détente</td>
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<tr>
<td></td>
<td></td>
<td>Salt I</td>
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</tr>
</tbody>
</table>
## The Cold War Presidents

<table>
<thead>
<tr>
<th>President:</th>
<th>Foreign Policy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Party:</td>
<td>What factors or events influenced the creation of this policy?</td>
</tr>
<tr>
<td>Years in Office:</td>
<td></td>
</tr>
<tr>
<td>Serve two full terms?</td>
<td></td>
</tr>
<tr>
<td>If not why?</td>
<td></td>
</tr>
</tbody>
</table>

| Domestic Policy: | Major Civil Rights Legislation or Initiatives |
| Did it try to expand the New Deal or limit it? | |
| Was it successful? | |
| Provide two examples: | |
| Were they proactive or reactive? | |
President _______________ and the Cold War

<table>
<thead>
<tr>
<th>Europe &amp; the Soviet Union</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Latin America</th>
<th>The Home Front</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Use with Lesson 7) Guiding Questions to Accompany the Film: The Vietnam War

1. Vietnam is located in (Northeast/Southeast) Asia and borders the country of _____________.

2. It was originally a colony of _________________.

3. He was the Communist leader who led the fight for Vietnamese independence _________________.

4. In 1954, ________________ suffered a major defeat.

5. As a result, the country was divided into Communist controlled (North/South) Vietnam and Democratically led (North/South) Vietnam along the _______ parallel.

6. Saigon was the capital of _____________ Vietnam.

7. The Communist guerilla forces operating in South Vietnam were known as the _____________.

8. According to the ______________ theory, if one nation fell to Communism, the neighboring nations would also fall.

9. Ho and the Communists received aid from (Britain/the Soviet Union).

10. Under President Kennedy, American involvement in Vietnam was originally limited to a few advisors also known as the _________________.

11. The American supported government of South Vietnam was extremely popular. (true/false)

12. As a result of the alleged attack in the Gulf of Tonkin, President Lyndon B. Johnson greatly (increased/decreased) the number of American soldiers in Vietnam.

13. Congress actually declared war on North Vietnam. (true/false)

14. Part of the American strategy called for a massive invasion of North Vietnam. (true/false)

15. The (Americans/Vietcong) were well armed with helicopters, tanks and bombers.

16. Fighting in Vietnam was characterized by (large battles/guerilla raids) in (dense jungles/open fields).

17. This was the major Vietcong supply route which ran from the north along the border with Cambodia _________________.

18. By 1967, American military involvement in Vietnam had grown from 900 soldiers to _________.

19. During the Vietnamese New Year, the Vietcong launched the surprise ________ offensive.
20. Back in America, the Vietnam War was just as popular as World War II had been. (true/false)
21. In 1969, newly elected President ________________ sought a peaceful end to the conflict.
22. Under a plan known as Vietnamization, the number of American troops greatly (decreased/increased).
23. As a result of President Nixon’s secret war in Cambodia, a series of violent protests erupted among (factory workers/college students).
24. After years of negotiation, in 19____ the United States and North Vietnam reached a peace agreement in the city of ________________.
25. The agreement was a signaled major (victory/defeat) for the United States.
26. South Vietnam proved that it was quite able to defend itself. (true/false)
27. To prevent a president from involving American forces in undeclared wars, Congress passed the __________________________, which limited the time he may use troops without a declaration of war.
28. President Nixon was forced to resign from office as a result of the ________________ scandal.
29. In 1975, the war finally came to an end when (North/South) Vietnamese forces captured Saigon.
30. One reason for America’s defeat was ________________________________.
31. Returning Vietnam veterans immediately received a parade upon their return. (true/false)
32. The Vietnam War Memorial is more commonly known as ____________________.
How successful was the struggle for Civil Rights by 1968?

### ESTIMATED PERCENTAGE OF VOTING-AGE AFRICAN AMERICANS REGISTERED IN 1960 AND 1968

<table>
<thead>
<tr>
<th>State</th>
<th>1960</th>
<th>1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>13.7</td>
<td>56.7</td>
</tr>
<tr>
<td>Arkansas</td>
<td>37.3</td>
<td>67.5</td>
</tr>
<tr>
<td>Florida</td>
<td>38.9</td>
<td>62.1</td>
</tr>
<tr>
<td>Georgia</td>
<td>29.3</td>
<td>56.1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>30.9</td>
<td>59.3</td>
</tr>
<tr>
<td>Mississippi</td>
<td>5.2</td>
<td>59.4</td>
</tr>
<tr>
<td>N. Carolina</td>
<td>38.1</td>
<td>55.3</td>
</tr>
<tr>
<td>S. Carolina</td>
<td>15.6</td>
<td>50.8</td>
</tr>
<tr>
<td>Tennessee</td>
<td>58.9</td>
<td>72.8</td>
</tr>
<tr>
<td>Texas</td>
<td>34.9</td>
<td>83.1</td>
</tr>
<tr>
<td>Virginia</td>
<td>22.8</td>
<td>58.4</td>
</tr>
<tr>
<td><strong>Total South</strong></td>
<td><strong>29.1</strong></td>
<td><strong>62.0</strong></td>
</tr>
</tbody>
</table>

### VOTING IN SELECTED STATES IN THE 1968 ELECTION

(with voting totals for all states)

<table>
<thead>
<tr>
<th>State</th>
<th>Dem.</th>
<th>Rep.</th>
<th>AIP</th>
<th>Electoral Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>197</td>
<td>147</td>
<td>691</td>
<td>10</td>
</tr>
<tr>
<td>Arkansas</td>
<td>138</td>
<td>191</td>
<td>241</td>
<td>--</td>
</tr>
<tr>
<td>California</td>
<td>3,244</td>
<td>3,468</td>
<td>487</td>
<td>6</td>
</tr>
<tr>
<td>Florida</td>
<td>677</td>
<td>887</td>
<td>624</td>
<td>14</td>
</tr>
<tr>
<td>Georgia</td>
<td>344</td>
<td>380</td>
<td>536</td>
<td>12</td>
</tr>
<tr>
<td>Illinois</td>
<td>2,040</td>
<td>2,175</td>
<td>391</td>
<td>26</td>
</tr>
<tr>
<td>Indiana</td>
<td>807</td>
<td>1,068</td>
<td>243</td>
<td>13</td>
</tr>
<tr>
<td>Kentucky</td>
<td>398</td>
<td>462</td>
<td>193</td>
<td>9</td>
</tr>
<tr>
<td>Louisiana</td>
<td>510</td>
<td>258</td>
<td>530</td>
<td>10</td>
</tr>
<tr>
<td>Maryland</td>
<td>538</td>
<td>518</td>
<td>179</td>
<td>--</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1,469</td>
<td>767</td>
<td>87</td>
<td>14</td>
</tr>
<tr>
<td>Michigan</td>
<td>1,593</td>
<td>1,371</td>
<td>332</td>
<td>21</td>
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<tr>
<td>Mississippi</td>
<td>131</td>
<td>89</td>
<td>415</td>
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<tr>
<td>Missouri</td>
<td>791</td>
<td>812</td>
<td>206</td>
<td>12</td>
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<tr>
<td>New Jersey</td>
<td>1,264</td>
<td>1,325</td>
<td>262</td>
<td>17</td>
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<td>New York</td>
<td>3,378</td>
<td>3,008</td>
<td>359</td>
<td>43</td>
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<tr>
<td>North Carolina</td>
<td>464</td>
<td>627</td>
<td>496</td>
<td>12</td>
</tr>
<tr>
<td>Ohio</td>
<td>1,701</td>
<td>1,791</td>
<td>467</td>
<td>26</td>
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<tr>
<td>Oklahoma</td>
<td>302</td>
<td>450</td>
<td>192</td>
<td>8</td>
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<tr>
<td>Pennsylvania</td>
<td>2,259</td>
<td>2,090</td>
<td>379</td>
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<tr>
<td>South Carolina</td>
<td>197</td>
<td>254</td>
<td>213</td>
<td>8</td>
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<td>Tennessee</td>
<td>351</td>
<td>473</td>
<td>425</td>
<td>11</td>
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<tr>
<td>Texas</td>
<td>1,267</td>
<td>1,228</td>
<td>584</td>
<td>25</td>
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<tr>
<td>Virginia</td>
<td>442</td>
<td>590</td>
<td>332</td>
<td>12</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>749</td>
<td>810</td>
<td>128</td>
<td>12</td>
</tr>
<tr>
<td><strong>Totals of all 50 states</strong></td>
<td><strong>31,275</strong></td>
<td><strong>31,785</strong></td>
<td><strong>9,906</strong></td>
<td><strong>191</strong></td>
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