Louisiana High School U.S. History

Land of Liberty

World War II

Teacher Guide, Volume 2

Space race

Great Depression

Civil Rights Movement

LAND OF LIBERTY

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VOLUME 2

Introduction

About This Program

Big Idea

The twentieth century transformed the United States into a global superpower, reshaping its economy, society, and role in the world. Through economic depression and prosperity, war and peace, and reform and reaction, Americans confronted challenges rooted in the nation's past and developed new responses that shaped the modern era. By examining the period from the 1920s through the early twenty-first century, students will explore how political conflict, social movements, technological change, and international engagement shaped the modern United States.

The study of modern U.S. history reveals how Americans have responded to rapid change and global responsibility. From the cultural vibrancy and social conflict of the 1920s to the hardships of the Great Depression, from global wars to ideological confrontations shadowed by the threat of nuclear destruction, and from civil rights activism to humanitarian crises, students will observe how the United States balanced liberty, equality, and security in a complex and changing world. By investigating the causes and consequences of these developments, students will gain a better understanding of how the past continues to influence contemporary American society and the ongoing quest for a more perfect union.

At a Glance

The most important ideas in Volume 2 are:

- The prosperity, cultural vibrancy, and technological innovations of the 1920s brought widespread social change alongside deep divisions over immigration, race, gender, and political radicalism.
- The economic collapse of 1929 and the Great Depression that followed revealed the fragility of the American economy and led to unprecedented government action under the subsequent New Deal.
- World War II redefined the nation's role in global affairs, as American industrial strength and military power helped secure victory and ushered in an era of U.S. leadership and global influence.
- The Cold War profoundly shaped American foreign policy, domestic politics, and daily life through confrontation with the Soviet Union, nuclear tensions, and fears of communism at home and abroad, leading to prolonged conflicts such as the Vietnam War that reshaped foreign policy, tested public trust, and influenced global perceptions of U.S. power.
- Postwar prosperity changed American society significantly while the struggle for civil rights for African Americans, women, Native Americans, and others challenged established norms, influenced American culture, and expanded democracy and civic participation through calls for reform.
- The later Cold War era saw a range of new economic and diplomatic strategies, from détente to more assertive approaches, which contributed to the fall of the Berlin Wall, the collapse of the Soviet Union, and the emergence of the United States as the sole global superpower.
- After 1991, the United States faced new global responsibilities and moral challenges, including humanitarian crises and ethnic conflicts abroad, as seen in parts of eastern Europe and Africa.
- The rise of mass communication, from radio and television to the Internet, shaped public awareness and transformed American culture, politics, and civic engagement, amplifying voices while also deepening political polarization.
- Terrorist attacks on September 11, 2001, and ensuing wars in Afghanistan and Iraq redefined U.S. national security, expanded government powers, and reshaped America's role in the twenty-first century.
- Across the last decades of the twentieth century and the first decade of the twenty-first century, Americans continued to debate how best to balance liberty, equality, government power, and global responsibility.

Program Resources

Student Components

Land of Liberty, Student Volumes 1 and 2—six units (three in Volume 1, three in Volume 2)

The Student Volumes provide traditional narrative text and high-quality images that explain and discuss the foundation, development, growth, challenges, and achievements of the United States from the years leading up to the American Revolution through the 2008 election. Interspersed with the text and images are Primary Source Features and Think Twice boxes, which pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. Possible responses to the Think Twice questions are provided in the topic-level support in the Teacher Guide. Each Student Volume also includes a glossary of vocabulary terms.

DBQ *Land of Liberty DBQ Workbook* Student Edition

The DBQ Workbook that accompanies this program provides additional primary and secondary sources related to content in the Student Volumes, including text excerpts, photographs, graphs, and political cartoons. These supplementary sources build on essential ideas within each unit. Each source in the workbook is followed by a set of questions that ask students to apply their knowledge of U.S. history.

Teacher Components

Land of Liberty Teacher Guide, Volumes 1 and 2—six units (three in Volume 1, three in Volume 2)

The Teacher Guide includes topic-level lessons aligned to each unit of the Land of Liberty Student Volumes that contain background and support notes, scaffolded primary source analyses, discussion prompts, and questions designed to reinforce the topic content. The guide also includes activities; those that require additional research time and challenge students to investigate beyond the core standards-based instruction are labeled "Extension Activity."

Topic assessments, a document-based Performance Task Assessment, and activity pages are included in the Teacher Resources at the end of every unit.

- The topic assessments test knowledge of each topic using standard testing formats.
- The Performance Task requires students to apply the knowledge learned during the unit by responding in writing to a claim and supporting their answer with details from primary sources and the unit reading.
- The activity pages are designed to support, reinforce, and extend content and activities presented in the unit.

Land of Liberty DBQ Workbook Teacher Edition

The DBQ Workbook that accompanies this program provides additional primary and secondary sources related to content in the Student Volumes, including text excerpts, photographs, graphs, and political cartoons. These supplementary sources build on essential ideas within each unit. Each source in the workbook is followed by a set of questions that ask students to apply their knowledge of U.S. history. The Teacher Edition provides exemplar answers to these questions and prompts for class discussion and debate, as well as an optional Primary Source Analysis Activity Page and suggestions for implementation, including question frames to further guide historical thinking.

Land of Liberty Instructional Slide Deck—These individual images reinforce key concepts from the Student Volume. In addition to an image, each slide contains a caption and speaker notes designed to guide the teacher as they and students progress through a topic.

Use this link to download the Land of Liberty Online Resources, where the specific links to the Instructional Slide Decks may be found:

Online Resources

www.coreknowledge.org/land-of-liberty

The Online Resources for each unit also include links to resources mentioned in the topic-level support in the Teacher Guide, including maps, diagrams, images, and videos. You should check the links prior to using them in class to assess their suitability.

Using the Teacher Guide

Pacing Guide

Land of Liberty can be implemented as a semester course or a full-year course. We have provided detailed pacing guides as guidance on how to use both volumes of *Land of Liberty* in a semester or full school year. You will find the Sample Pacing Guides in the Land of Liberty Online Resources. There are many options and ways that you may choose to individualize this program for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview the entire program and create your pacing guide before teaching the first unit.

Online Resources

To find the Sample Pacing Guides, download the Land of Liberty Online Resources:

www.coreknowledge.org/land-of-liberty

What Teachers Need to Know

Each topic of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the topic content. The background information will summarize the topic content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning.

To find the What Teachers Need to Know documents, look for the link to download the Land of Liberty Online Resources at the beginning of each topic.

Talk It Over

Each topic includes multiple opportunities for discussion or debate, in the Guided Reading and in the DBQ Workbook. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

Online Resources

For more about classroom discussions and debates, including an evaluation rubric, download the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.org/land-of-liberty

Framing Questions

At the beginning of each Teacher Guide topic, you will find a Framing Question, also found at the beginning of each Student Volume topic. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the topic. The Framing Questions, by topic, are:

Topic	Framing Questions
Unit 4	
1	Was the decade of the 1920s a decade of change or conservatism?
2	What factors contributed to the Great Depression, and how did the government respond?
3	What were the causes and consequences of World War II?
Unit 5	
1	How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?
2	How did the Civil Rights Movement and other social movements of the second half of the twentieth century transform the United States?
3	How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?
Unit 6	
1	How did U.S. foreign policy change after the Cold War?
2	What impact did the presidents of the late twentieth and early twenty-first centuries have on U.S. domestic policy?

Core Vocabulary

Domain-specific vocabulary and phrases highlighted in each topic of the Student Volume are listed at the beginning of each Teacher Guide topic, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary terms in Volume 2, by topic, are:

Topic	Core Vocabulary
Unit 4	
1	bootlegging, graft, protectionism, expatriate, mortgage, separatist, buying on margin, speculation
2	foreclosure, collateral, bank run, insolvent, social welfare, fiscal policy, monetary policy, deficit
3	embargo, totalitarian, fascism, concentration camp, anti-Semitism, appeasement, genocide, theater, refugee, internment, island-hopping campaign
Unit 5	
1	proxy war, ideology, bloc, containment, blacklist, brinksmanship, warhead, cosmonaut
2	civil disobedience, plaintiff, bipartisan, feminism, grassroots
3	guerrilla, détente, subpoena, executive privilege, stagflation
Unit 6	
1	terrorist, coalition, sanction, centrist, nonproliferation, extremist, insurgent
2	deregulation, economic inequality, accessible, polarized, sect, partisan

Activity Pages

The following activity pages can be found in the Teacher Resources for each unit. They are to be used with the topic specified either as reference, for additional classwork, or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

Activity Pages

AP 1.1
AP 3.1
AP 3.2

Unit 4

- Primary Source Analysis (AP 1.1)
- Comparing Ideologies (AP 3.1)
- Domain Vocabulary: Unit 4 (AP 3.2)

Activity Pages

AP 1.1
AP 1.2
AP 3.1

Unit 5

- Primary Source Analysis (AP 1.1)
- Cuban Missile Crisis Communication (AP 1.2)
- Domain Vocabulary: Unit 5 (AP 3.1)

Activity Pages

AP 1.1
AP 2.1

Unit 6

- Primary Source Analysis (AP 1.1)
- Domain Vocabulary: Unit 6 (AP 2.1)

Unit 4: Between the Fires: Through the World at War

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UNIT 4

TOPIC 1: Postwar United States and the 1920s

Framing Question: Was the decade of the 1920s a decade of change or conservatism?

Primary Focus Objectives

- ✓ Describe the social, cultural, economic, and political changes that led the 1920s to be called the "Roaring Twenties." **(US.13, US.13.b, US.13.c, US.13.g)**
- ✓ Explain the causes and events of the First Red Scare, including its effect on immigration and attitudes toward organized labor. **(US.13, US.13.d, US.13.e, US.13.f)**
- ✓ Describe social and cultural outcomes of the Great Migration, including the Harlem Renaissance. **(US.13, US.13.a, US.13.f)**
- ✓ Identify and explain developments in the organized labor movement during the 1920s. **(US.13, US.13.e)**
- ✓ Explain the effects of racial and ethnic tensions in the 1920s and investigate specific related events, including the Tulsa Massacre. **(US.13, US.13.h)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *bootlegging*, *graft*, *protectionism*, *expatriate*, *mortgage*, *separatist*, *buying on margin*, *speculation*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About Postwar United States and the 1920s":

www.coreknowledge.com/land-of-liberty

Materials Needed

Activity Page

AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- 1977 Massachusetts governor's proclamation on Sacco and Vanzetti
- Langston Hughes's poem "The Weary Blues"
- advertisements for the Ford Model T and the Ford weekly purchase plan

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the worksheet, proclamation, poem, and advertisements may be found:

www.coreknowledge.com/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

bootlegging, n. the smuggling of alcoholic beverages, also called *rum-running* **(5)**

Example: Gangsters made a fortune through bootlegging in the years that selling alcohol was outlawed.
Variations: bootlegger (n.), bootleg (adj.)

graft, n. corrupt political practices, especially bribery of public officials **(8)**

Example: Graft was a major problem during the Harding administration, when cabinet secretaries gave away valuable public resources in exchange for monetary gifts.
Variations: graft (v.)

protectionism, n. a policy of protecting a country's domestic industries and producers by restricting foreign competition **(10)**

Example: The attempt at protectionism failed because other countries retaliated by placing high taxes on American goods.
Variations: protectionist (n., adj.)

expatriate, n. a person who lives outside their country of citizenship, colloquially called an *expat* **(22)**

Example: The novel followed the adventures and experiences of a group of American expatriates living in Paris.
Variations: expatriation (n.), expatriate (adj., v.)

mortgage, n. a loan, typically from a financial institution, used to buy property or real estate **(23)**

Example: The family took out a mortgage with a competitive interest rate to buy their first home.
Variations: mortgage (v.)

separatist, n. someone who believes a group of people with common traits (such as ethnic ancestry or political or religious beliefs) should seek independence from their country **(25)**

Example: Marcus Garvey was a separatist who believed that Black Americans should leave behind the unequal treatment they experienced in the United States by moving to Africa.
Variations: separatism (n.), separatist (adj.)

"buying on margin" (phrase) using one's own money to buy a fraction of an asset's value and borrowing the rest **(29)**

Example: When the company's stock began to grow in value, many investors could not resist buying on margin for what they believed would be a lucrative gamble.

speculation, n. trading with substantial risk of loss but also the potential for significant gain **(29)**

Example: Excitement over the ever-increasing stock prices of the mid-1920s led to rampant speculation among both individual investors and banks.
Variations: speculator (n.), speculate (v.)

The Core Lesson

Introduce *Between the Fires: Through the World at War*

Have students turn to the unit opener on page 1, and direct them to take a few minutes to review the opening image, the unit title, and the headings, sidebars, primary sources, and images in Topic 1. Invite students to share what they notice, and ask them to predict how the opener image of Rosie the Riveter might relate to the content of this unit, which covers the years 1919 through 1945. Students will likely mention women's changing roles in society before and during the Second World War, the effects of war on U.S. industry and the economy, and/or the role of public communications such as posters in shaping opinions about social and cultural issues.

Introduce "Postwar United States and the 1920s"

Remind students that in Unit 3, they read about U.S. imperialism at the turn of the century and the political, economic, and social changes Americans experienced during and after the First World War. They also learned about the geopolitical consequences of the way in which the war ended and the peace that was negotiated afterward. In this unit, they will see how postwar demobilization and a shift from wartime industry to a consumer-focused economy affected life in the United States.

Call students' attention to the Framing Question. Tell students to look out for examples of social, economic, and technological change, as well as resistance to or backlash against those same changes.

Guided Reading Supports for "Postwar United States and the 1920s"

Setting the Scene

"The Atlantic, by Air," pages 2–3

Scaffold understanding as follows:

Have students read the section on pages 2–3.

SUPPORT—The aircraft Lindbergh flew, the *Spirit of St. Louis*, carried him through an international tour of flight exhibitions. Formally retired in May 1928, the *Spirit of St. Louis* now hangs in the National Air and Space Museum in Washington, D.C., as part of a Milestones of Flight exhibition.

SUPPORT—Explain that Long Island is separated from Manhattan by the East River and includes two boroughs of New York City: Queens and Brooklyn.

SUPPORT—Tell students that the challenge of a solo nonstop Atlantic air crossing had long captivated people from all walks of life. In 1919, French American hotelier Raymond Orteig had offered a $25,000 reward to the first pilot to achieve such a feat. After a few years in which none attempted it, several pilots tried to claim the Orteig Prize in the mid-1920s. Some died, others abandoned their attempts, and two disappeared at sea. Lindbergh was awarded the prize after he landed in Paris.

SUPPORT—Remind students of what they read in Unit 3 about the dangers of navigation in the Atlantic during World War I. Invite them to consider how a new, faster way to cross the Atlantic might have appealed to Americans for economic, political, cultural, and strategic reasons. (*Possible response: It may have presented opportunities for expanding businesses on an international scale, strengthened political and cultural connections, and provided strategic advantages for faster military travel.*) **(US.13.c)**

After students read the text, ask the following questions:

ANALYTICAL—What difficulties did Lindbergh face crossing the Atlantic that a pilot today would not? **(US.13.c)**

» Lindbergh's transatlantic flight used a slower, less reliable plane. Lindbergh had no GPS and no electronic navigation or weather instruments.

ANALYTICAL—What was the economic and cultural significance of Lindbergh's successful flight? **(US.13.c)**

» Lindbergh's flight had lasting significance because it inspired the Lindbergh boom, a surge of interest in commercial aviation following Lindbergh's crossing of the Atlantic. This resulted in new interest in travel and an increase in aircraft design, which would give a boost to the still-young aviation industry.

"1920s Society" and "Fundmentalism," page 4

Scaffold understanding as follows:

Have students read the section "1920s Society" on page 4.

SUPPORT—Prompt students to connect what they learned in Unit 3 to predict what many Americans may have been feeling and experiencing at the beginning of the 1920s. (*Possible responses: relief that the war was over; anger that so many lives and resources had been lost in the war; resentment over involvement in other parts of the world; fear that another conflict would erupt; excitement over the opportunity to not worry about war and have fun*) Encourage them to keep these predictions in mind as they read about social tensions, the focus of government policy, and both economic and cultural shifts. **(US.1, US.13)**

SUPPORT—Tell students that the 1920 census revealed that for the first time in U.S. history, more than half of the country's population lived in urban areas.

Have students read the section "Fundamentalism" on page 4.

SUPPORT—Explain to students that the American Civil Liberties Union (also known as the ACLU), an organization focused on protecting individual freedoms from government abuse, needed an actual teacher to "test" the Tennessee law against evolution education, and John Scopes, a new high school teacher and part-time football coach in the city of Dayton, agreed to be the test subject. The ACLU published the following advertisement in Tennessee newspapers:

"We are looking for a Tennessee teacher who is willing to accept our services in testing this law in the courts. Our lawyers think a friendly test can be arranged without costing a teacher his or her job. Distinguished counsel have volunteered their services. All we need now is a willing client. By this test we hope to render a real service to freedom of teaching throughout the country, for we do not believe the law will be sustained."

When Dayton businesspeople read the ad, they saw the future trial as an opportunity to boost the local economy and convinced Scopes to volunteer. Today, the *Scopes* trial remains an example of the use of legal action to test a law as it is written in a court of law.

After students read the text, ask the following questions:

LITERAL—What produced tension between some urban and rural Americans during the 1920s? **(US.13)**

» City dwellers became more open-minded about social and cultural changes, such as new hairstyles and music. Many rural Americans considered these changes indicative of moral misbehavior.

ANALYTICAL—What issue was at the heart of the *Scopes* trial? **(US.13)**

» The issue at the heart of the *Scopes* trial was whether teachers should be allowed to educate children about the scientific theory of evolution. The idea that humans evolved from a preexisting species was claimed by some to contradict the story of creation in the Bible. The "Scopes Monkey Trial" opened many Americans' eyes to the deep religious and social divisions in the country.

"Prohibition" and "The Flapper," pages 4–7

Scaffold understanding as follows:

Have students read the section "Prohibition" on pages 4–6.

CORE VOCABULARY—Point out the vocabulary term *bootlegging*, and explain its meaning.

SUPPORT—The Volstead Act, named for Representative Andrew Volstead, passed over President Woodrow Wilson's veto. Wilson objected to the act as an unlawful extension of temporary wartime alcohol restrictions.

TALK IT OVER—Point out to students that some people, including the president, considered Prohibition a form of government overreach. Since that time, controversies have arisen over other laws that ban or restrict goods with known health and social harms, such as tobacco and sugary soft drinks. Have students debate or discuss the following question with a partner or small group: Is the government acting for the "greater good" when it bans or restricts so-called vice goods, such as tobacco, alcohol, and unhealthy foods? Why or why not? **(US.6.a, US.6.c, US.13.g)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.com/land-of-liberty

SUPPORT—In 1933, the Twenty-First Amendment was ratified, thereby ending Prohibition: "The eighteenth article of amendment to the Constitution of the United States is hereby repealed." As of today, the Twenty-First Amendment is the only amendment to repeal another—and the only amendment to be ratified by state conventions, not state legislatures.

Have students read the section "The Flapper" on pages 6–7.

SUPPORT—Explain that turn-of-the-century social values had greatly restricted the activities of young women in the decades leading up to the Roaring Twenties. In "polite" society (the higher social classes), women had to be formally introduced to potential partners and could not attend parties or dances until they had formally "debuted," or been introduced to society—something that usually happened in their late teens. Even then, they would be chaperoned (accompanied) by an older relative, such as an aunt. Although the middle and working classes did not always observe these strict proprieties, they did often aspire to them. Given these expectations, parents of flappers were shocked when their daughters spurned debuts and chaperones and engaged in activities like dancing to jazz music, during which they were in close proximity to men in public spaces.

SUPPORT—The photograph on page 6 gives students a clearer idea of flapper fashions, especially the bobbed haircuts and shorter hemlines. Explain to students that these fashion choices contrasted in several ways with those of the previous generation and therefore with past ideals of femininity. Flappers opted for a slim, straight silhouette and less ornate hairstyles. At the same time, flappers favored a style of dress—sleeveless, draped, and knee- or calf-length—that was often more revealing than the prior generation's long gowns, suggesting a carefree (and therefore often criticized) attitude toward earlier norms of modesty.

After students read the text, ask the following questions:

LITERAL—What did the Eighteenth Amendment and the Volstead Act each accomplish? **(US.3, US.13.g)**

» The Eighteenth Amendment created a constitutional, nationwide ban on the manufacture, sale, and distribution of alcohol. The Volstead Act created a system to enforce the ban.

LITERAL—Explain ways in which people circumvented Prohibition. **(US.13.g)**

» Private households circumvented Prohibition by making their own alcohol. People also went to speakeasies, illegal drinking establishments that provided alcoholic beverages smuggled in from abroad or produced in secret.

ANALYTICAL—Why was the Eighteenth Amendment ultimately repealed? Use information you learned in Unit 2 to support your answer. **(US.6.a, US.13.g)**

» The Eighteenth Amendment was intended to reduce crime, improve public morals, and protect families by prohibiting the production, sale, and distribution of alcohol. Instead, it had the opposite effect. Organized crime expanded, illegal drinking flourished in speakeasies and homes, and the government lost tax revenue.

LITERAL—How did women's participation in politics and the workforce expand during the 1920s? **(US.13.b)**

» The Nineteenth Amendment prohibited denying anyone the right to vote based on sex, allowing many women to participate in electoral politics for the first time in the 1920s. Also, women's participation in the workforce expanded greatly, with about half of single women holding jobs. Their career options, however, often remained limited compared to men's opportunities.

ANALYTICAL—What effect did flappers have on American society in the 1920s? **(US.13.b)**

» Flappers challenged traditional expectations for women by embracing new fashions and social behaviors and demonstrating greater independence. Their rejection of strict gender roles symbolized the broader cultural changes of the 1920s and sparked debates over morality, freedom, and the role of women in modern society.

✓ **THINK TWICE—**What unintended effects did Prohibition have on the culture and economy of the United States?

» Prohibition did not get rid of alcoholic beverages but merely forced their production, sale, and consumption to illegal arenas. It facilitated the rise of illegal production, smuggling, and bar operations that had no government oversight and brought in no tax revenue. This also shifted wealth from the owners of legitimate businesses to smugglers and gangsters.

✓ **THINK TWICE—**Why were some people frustrated by the flapper lifestyle?

» Some people considered flappers' behavior and way of dress to be risqué, as they were rebelling against traditional values.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "Was the decade of the 1920s a decade of change or conservatism?"

"1920s Politics," "The Influenza Pandemic," and "The Harding Presidency," pages 7–10

Scaffold understanding as follows:

Have students read the section "1920s Politics" and the sidebar "The Influenza Pandemic" on page 7.

SUPPORT—Explain that the influenza behind the pandemic described in the Student Volume began while World War I was still raging. It was often called "Spanish flu," a name that arose not because the flu came from Spain but because of wartime newspaper censorship. Leaders of countries fighting in World War I did not want to report the sites or severity of disease outbreaks for strategic reasons, so neutral Spain was among the first nations to candidly document the flu pandemic.

In Louisiana, the influenza pandemic hit hardest between the beginning of October 1918 and the end of February 1919. An estimated 10–15 percent of the state's population was infected, and 5,500 people died.

Have students read the section "The Harding Presidency" on pages 8–10.

CORE VOCABULARY—Point out the vocabulary terms *graft* and *protectionism*, and explain their meanings.

SUPPORT—Remind students how tariffs work: A tariff is a tax on imported goods. Tariffs give domestically produced goods an advantage in price competition.

SUPPORT—Explain that the Teapot Dome oilfield was named after a rock formation in Wyoming that resembled a teapot. Its resemblance is less obvious today because the "spout" portion of the rock collapsed after the 1920s.

After students read the text, ask the following questions:

ANALYTICAL—What tariff laws were enacted during Harding's term in office? How did they differ, and what were their effects? **(US.13)**

» The tariff laws enacted under Harding were the Emergency Tariff of 1921 and the Fordney–McCumber Tariff Act of 1922. The Emergency Tariff applied to agricultural produce. Its effect was to reduce agricultural exports, creating a surplus that forced farmers to sell cheaply. The Fordney–McCumber Tariff Act applied to a wider range of products. Its main effect was to raise the cost of living.

INFERENTIAL—What did Harding and his supporters hope to accomplish via economic protectionism? How did this connect to Harding's call for a "return to normalcy"? **(US.13)**

» Harding and his supporters endorsed protectionist policies because they wanted to protect American manufacturers and farmers from foreign competition. They hoped that the rise in prices for American-made goods would offset the loss of export markets. This focus on domestic improvements fit with a "return to normalcy" that reduced efforts to align the U.S. economic or political agenda with that of foreign countries.

✓ **THINK TWICE—**In what ways did Warren G. Harding show himself to be a "pro-business" president?

» Harding showed himself to be pro-business by loosening regulations and lowering taxes on businesses and by discouraging government agencies from challenging monopolies or prosecuting large corporations.

Primary Source Feature: "The Return to Normalcy, Warren G. Harding, 1920," page 9

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 9.

Introduce the source to students by reading the introductory text. Point out the phrase "foreign entanglements," and encourage students to consider parallels between this speech and George Washington's farewell address from Unit 1 as they read.

Have students read the source.

SUPPORT—Explain that *equipoise*, in the first paragraph, means a state of balance in which different elements are in harmony.

SUPPORT—Call students' attention to the structure of the excerpt's first paragraph: "not X, but Y." Invite students to explain what the alternatives mean in more concrete terms. For example: What effect would "submergence in internationality" have for the United States in the 1920s? What would "triumphant nationality" look like? (*Possible responses: The phrase "submergence in internationality" might mean joining the League of Nations and focusing on international trade and diplomacy; "triumphant nationality" might mean policies like creating trade barriers and avoiding foreign wars.*) **(US.5.a, US.13)**

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: Why do you think a "return to normalcy" appealed to Americans in 1920? How might this idea reflect the social and political mood of the country at the time? **(US.6.a, US.13)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—According to Harding, what does America need after World War I? What does this indicate about his focus for the country? **(US.5.a, US.13)**

» Harding says the country needs "healing," "normalcy," "restoration," "adjustment," and "serenity," focusing on stability, peace, and domestic issues rather than war or radical change.

LITERAL—According to Harding, what must the United States do to enjoy peace at home and a position of global leadership in the post–World War I era? **(US.5.a, US.13)**

» Harding claims that the United States must allow individuals, not the government, to make important decisions if the country is to be peaceful and respected. He repeatedly contrasts "excess of government" with the duly exercised rights of individual citizens.

INFERENTIAL—What does Harding mean when he says that the country's citizenship should focus on "what it may do for the government rather than what the government may do for individuals," and what does this tell you about his goals for the country? **(US.5.b, US.6.a, US.13)**

» Harding is emphasizing citizens' responsibility to actively participate in government rather than rely on government to solve all problems, reflecting a desire for limited government and personal accountability.

ANALYTICAL—Do you think Harding's vision of "normalcy" was realistic for the United States at this time? Explain why using other information in Topic 1. **(US.5.b, US.6.a, US.13)**

» Possible response: While Harding's focus on stability and domestic issues must have appealed to many Americans, the United States still faced significant social, economic, and international challenges, making a full return to prewar normalcy difficult.

ANALYTICAL—Do you agree with Harding's claim that "tranquility at home is more precious than peace abroad"? Why or why not? **(US.5.b, US.6.a, US.13)**

» Possible response: I disagree with this claim because, in my opinion, history shows that a country as big as the United States cannot have tranquility at home if there is widespread war abroad. World War I showed that sooner or later, major conflicts overseas will threaten U.S. interests and thus any tranquility the nation may be enjoying.

DBQ **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

"The Coolidge Years" and "The Bonus Bills," pages 10–13

Scaffold understanding as follows:

Have students read the section "The Coolidge Years" on pages 10–13.

SUPPORT—Prompt students to recall what they learned of the concept of laissez-faire economic policy in Unit 1's discussion of Adam Smith and his argument that the most efficient economy will result if individuals are left to act based on their own self-interest, with limited government intervention. Remind students that during the Second Industrial Revolution, laissez-faire policy resulted in the growth of corporations that were largely unrestrained by government regulation of labor, working conditions, or pricing.

SUPPORT—Explain that a *surplus* is an excess. When producers (a group that includes farmers) have a surplus, they may lower their prices to get consumers to buy more than they would otherwise. When many producers have a surplus, they end up competing to sell it off, trying to find a price that is lower than their competitors but still high enough to keep their business running and, hopefully, make back their costs.

SUPPORT—Remind students that they learned in Unit 1 that when the government subsidizes something, it supports it with public money. This government support is called a *subsidy*. Explain that subsidies can be made directly, such as with cash payments to the group being supported, or indirectly, such as through tax breaks or government-backed price minimums for certain goods.

SUPPORT—Tell students that the German economy was in dire straits in the early 1920s, with inflation reducing the value of its currency, the mark. In 1922, a loaf of bread cost about two hundred German marks, whereas by the end of 1923, it cost hundreds of billions.

SUPPORT—Ask a volunteer to paraphrase the information shown in the diagram of the Dawes Plan on page 12. Then ask the class to react to the idea of the United States lending money to its former enemy in World War I. Prompt them to align the Dawes Plan with "Coolidge prosperity." (*Possible response: Coolidge was obviously a very economy-first president. It's not surprising that he would put aside remaining resentment over World War I if it meant speeding up the repayment of loans that the United States had made years earlier to the other Allies.*) **(US.13)**

Have students read the sidebar "The Bonus Bills" on page 11.

SUPPORT—Explain that in 1945, when the bonus was payable, many World War I veterans would be in their fifties. In 1925, the average life expectancy at birth for men was 57.6 years (and 60.6 years for women). Many veterans did not like having to wait so long for money they felt they were owed, and some derisively referred to the deferred payment as a "Tombstone Bonus."

After students read the text, ask the following questions:

LITERAL—What was Coolidge prosperity? Who benefited from it, and who was left out? **(US.13)**

» Coolidge prosperity was a period marked by low taxes, limited government regulation, and pro-business policies. Businesses and wealthy Americans benefited the most from these policies. Farmers did not benefit from the era's prosperity because they faced low crop prices and struggled to repay debts they had acquired during World War I.

ANALYTICAL—How did Coolidge differ from his predecessor, Warren G. Harding? How were the two presidents' policies similar? **(US.13)**

» Coolidge was more active in foreign policy than Harding; his administration brokered the Dawes Plan, which was intended to help Germany stabilize its economy and eventually pay its war reparations. Coolidge also built a reputation as an anti-corruption president, whereas Harding had become infamous for tolerating graft among his officials. Coolidge, like Harding, was pro-business in the sense that he favored lower taxes and loose government regulation of businesses. He continued Republican economic policies and largely sought to avoid foreign entanglements.

✓ **THINK TWICE—**What impact did the Republican Party have on the politics of the United States during the 1920s?

» During the 1920s, the Republican Party, through the policies of Presidents Harding and Coolidge, promoted pro-business, protectionist, and isolationist measures that shaped U.S. politics and the economy. These policies contributed to prosperity for industry and wealthy Americans but did not address the struggles of farmers, who faced low crop prices and postwar debt.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "Was the decade of the 1920s a decade of change or conservatism?"

"The Postwar Economy," pages 13–14

Scaffold understanding as follows:

Have students read the section on pages 13–14.

SUPPORT—Remind students that the Federal Reserve is the nation's central bank, was created in 1913, and controls interest rates and the money supply.

Note: Students in the Foundations of Freedom: A Louisiana Civics Program course read about monetary and fiscal policy, interest rates, and government spending in Unit 3.

ACTIVITY—Have students work in pairs to use the information in the section to create a simple before-and-after diagram of the U.S. economy during World War I and in the years immediately following the war. Remind students to include production, employment, and government intervention (including price controls and adjustments to interest rates) within their diagrams. Allow time for pairs to swap diagrams and hypothesize as to when the concepts they illustrated might have surfaced again during the twentieth and twenty-first centuries. **(US.1, US.13)**

After students read the text, ask the following questions:

LITERAL—What caused the rise and fall of employment opportunities during and immediately following World War I? **(US.13)**

» With much of the sector's workers serving in the armed forces, the country experienced a drastic labor shortage, resulting in many employment opportunities, even for those groups who did not always easily find employment, such as women. However, there were fewer jobs once veterans returned to civilian employment, and manufacturing slowed because there was no longer a war with a massive industrial demand.

THINK TWICE—How did World War I and its aftermath affect the American economy during the 1920s?

» World War I boosted the American economy by creating huge demand for industrial goods, munitions, and supplies, which led to rapid growth in manufacturing. Because so many men were serving in the military, there was a labor shortage that gave African Americans, Mexican Americans, and women more bargaining power in the workforce. After the war, the removal of price controls and pent-up consumer demand caused inflation, with both wages and prices rising quickly. By 1920 and 1921, however, government spending cuts, higher interest rates, and the drop in wartime demand had led to a recession, bringing high unemployment and a major decline in industrial production.

"Labor Reacts," pages 14–15

Scaffold understanding as follows:

Have students read the section on pages 14–15.

SUPPORT—Clarify that a *strikebreaker* is someone who works while other employees are on strike. This undermines the strike because with enough strikebreakers, the company can continue its operations without the striking workers.

SUPPORT—Explain that the story of organized labor has often involved cycles of progress followed by setbacks. The gains made during World War I were eroded heavily in the 1920s, but not permanently; as students will read later in Unit 4, many protections for labor were restored during the Great Depression and World War II as policy goals and public perceptions shifted yet again.

SUPPORT—As students read about the Great Railroad Strike, remind them that they read about *injunctions*—court orders requiring or prohibiting specific actions—in Unit 2, Topic 2. Point out that such orders have been an important judicial tool throughout the history of the United States.

After students read the text, ask the following questions:

LITERAL—Why did labor unrest increase in the United States after World War I? **(US.13.e)**

» Millions of those who had served in the war returned to the civilian workforce, giving employers more leverage because there were now more people who needed jobs. Wartime restrictions on strikes also ended. Workers faced inflation, wage cuts, and efforts by employers to weaken unions, leading many to go on strike.

ANALYTICAL—How did the response of the Harding administration to the 1922 Great Railroad Strike reflect the government's stance toward labor? **(US.13, US.13.e)**

» The Harding administration sided with employers, using strikebreakers, federal injunctions, and U.S. marshals to end the strike, showing that the government prioritized business interests over workers' demands.

LITERAL—What factors contributed to the decline of labor unions in the 1920s, and how did these factors affect workers' ability to organize? **(US.13.e)**

» Union membership declined because unions were divided on strikes, often excluded African American workers, and faced strong employer opposition. These divisions and exclusions weakened worker solidarity, making collective action less effective.

LITERAL—What was the Brotherhood of Sleeping Car Porters (BSCP)? **(US.13.e)**

» The Brotherhood of Sleeping Car Porters was a labor union of African American railroad workers who provided services to overnight passengers.

ANALYTICAL—Why did the BSCP have to form its own union? **(US.13.e, US.13.h)**

» When the BSCP was formed, African American workers and those in predominantly African American occupations were often left out of union organization.

✓ **THINK TWICE—**Describe two challenges that organized labor faced during the decade following World War I.

» Labor unions struggled because returning veterans increased the labor supply, reducing workers' leverage, while employers and the government often opposed strikes. Internal divisions, such as disagreements over strike support and racial discrimination in unions, weakened solidarity. Postwar inflation and wage stagnation also created economic pressure, and the decline of wartime federal protections left unions vulnerable. These combined factors made it difficult for unions to maintain the gains they had achieved during the war.

"The First Red Scare," "Palmer Raids," "Sacco and Vanzetti," and "Immigration Quotas," pages 15–18

Scaffold understanding as follows:

Have students read the section "The First Red Scare" on pages 15–16.

SUPPORT—Review with students what they read about the Russian Revolution and the Bolsheviks in Unit 3 as well as their introduction to Karl Marx, communism, and socialism in Unit 2.

SUPPORT—Draw students' attention to the cartoon on page 16. Have volunteers describe what they see, then ask: What did *Bolshevism* come to mean in the context of the First Red Scare? How does the cartoon illustrate this interpretation of the word? **(US.5.a, US.13.d)**

» During the First Red Scare, *Bolshevism* came to be a catchall term for any kind of dangerous political radicalism, especially if promoted by immigrants. The cartoon shows that Bolshevism was, at least for some people, a vague, sinister, worldwide threat with origins in Russia.

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

Online Resources

See the Land of Liberty Online Resources for this unit for the link to the worksheet:

www.coreknowledge.org/land-of-liberty

Have students read the section "Palmer Raids" on pages 17–18.

SUPPORT—Point out that for A. Mitchell Palmer, there was also a personal dimension to the "anti-Red" crusade. Because of his support for nativist causes and his calls for a crackdown on suspected radicals, Palmer was among those targeted by the anarchist bombings of 1919. In fact, Palmer was targeted twice: once in April by a mail bomb and again in June by a bombing attempt at his home. Though neither attempt injured him or his family, the second bombing caused serious damage to the Palmer residence. Photos of its shattered facade were circulated in the press.

Have students read the sidebar "Sacco and Vanzetti" on page 17.

SUPPORT—Explain that to be *exonerated* is to be absolved of blame for wrongdoing. This can take the form of a "not guilty" verdict at the time of a trial or an overturned conviction afterward.

Online Resources

ACTIVITY—Display or circulate copies of Massachusetts governor Michael Dukakis's 1977 proclamation on the anniversary of Sacco and Vanzetti's execution. Have students form pairs and discuss why the case remained controversial more than a half century after it first went to trial. Ask: What constitutional principles does Dukakis say were not upheld in the Sacco and Vanzetti trial? (*Possible response: The principle of due process was not upheld, nor was equal treatment under the law.*) **(US.1, US.5.a, US.13.d)**

Reminder: The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

www.coreknowledge.org/land-of-liberty

Have students read the section "Immigration Quotas" on page 18.

SUPPORT—Have students examine the quota chart on page 18. Lead them to identify trends in population growth among American immigrant communities. Ask: How did the quotas established by the 1924 law connect to this sentence in the section "The First Red Scare": "Additionally, many immigrants from countries in southern and eastern Europe with a history of political instability and radicalism worked in manufacturing and industry, leading many Americans to associate them with radical political movements"? (*Possible response: Italy's quota shrank by a factor of ten under the new system, sharply limiting one source of southern European immigrants. Similar drastic decreases took place for immigrants from Greece, which is in southeastern Europe, and Russia, which is partly in southeastern Europe.*) Tell students that some Americans associated immigrants from these countries and regions with sometimes politically unstable governments, biasing them against the immigrants and leading them to make discriminatory generalizations. **(US.4, US.13.d, US.13.f)**

After students read the text, ask the following questions:

LITERAL—What was the Red Scare, and what inspired it? **(US.13.d)**

» The Red Scare was a period after World War I when Americans feared communism, anarchism, and radical ideas. It was inspired by the Russian Revolution and the rise of Bolshevism, labor strikes, and anarchist attacks.

ANALYTICAL—What were the Palmer Raids? What increased public support for these raids? **(US.13.d)**

» Attorney General Palmer authorized a series of raids in which thousands of foreign-born labor activists and anarchists were arrested. The public increasingly supported the raids after a series of bombings tied to anarchists and other radical activists.

ANALYTICAL—How did the immigration quota acts of 1921 and 1924 reflect Harding's promise of a "return to normalcy"? Which act was more restrictive, and why? **(US.13, US.13.f)**

» The Emergency Quota Act of 1921 set a 3 percent quota based on immigrant populations from 1910, and the Immigration Act of 1924 set a 2 percent quota based on the 1890 population figures. Because it used a smaller percentage of numbers that were themselves already smaller, the 1924 law was more restrictive. These laws reflected Harding's "return to normalcy" by limiting immigrants from southern and eastern Europe, reducing perceived social and political threats and emphasizing a return to traditional cultural norms in the United States.

✓ **THINK TWICE—**How did fears about communism and radicalism after World War I influence U.S. government actions toward immigrants and labor unions?

» Fears of communism and radicalism after World War I led many Americans to distrust labor unions and immigrant groups. The government responded with the Palmer Raids, in which thousands of foreign-born labor activists and anarchists were arrested. Congress also passed immigration quota laws in the 1920s that limited immigration from southern and eastern Europe and banned immigration from most of Asia.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "Was the decade of the 1920s a decade of change or conservatism?"

"The Roaring Twenties," "The Harlem Renaissance," "A Uniquely American Genre," and "The Lost Generation," pages 19–22

Scaffold understanding as follows:

Have students read the section "The Roaring Twenties" on pages 19–20.

SUPPORT—Explain that during the silent-film era, dialogue was presented via intertitles, or title cards, which were frames inserted into the film with text printed on them. This practice continued as films began to ship with audio tracks that could provide music and sound effects but were not synchronized enough to reliably deliver dialogue. By the mid-1920s, however, short films with synchronized dialogue were being produced.

Have students read the section "The Harlem Renaissance" on pages 20–22.

Online Resources

ACTIVITY—Have students read "The Weary Blues," the title poem of Langston Hughes's 1926 collection. Explain that Lenox Avenue is the main thoroughfare of Harlem and would have identified the poem's setting to readers of the day. Lead students to discuss the poem's expression of the themes and concerns of the Harlem Renaissance. Ask: How does "The Weary Blues" speak to the struggles of African Americans during the Great Migration era, which you read about in Unit 3? (*Possible response: The man playing the piano feels that he has to look out for himself because nobody else is going to. This makes him weary.*) How does the poem show the importance of the arts and music in the Harlem Renaissance? (*Possible response: The blues offer the unnamed singer a way of expressing his sadness and turning it into something beautiful. Hughes's poetry arguably plays a similar role.*) **(US.5.c, US.13.a)**

Have students read the sidebar "A Uniquely American Genre" on page 20.

EXTENSION ACTIVITY—Have students work in small groups to research the history of jazz in the 1920s, including how it developed and reached such a wide audience. Allow students time to listen to jazz standards from the first half of the twentieth century, and tell them to choose one song they feel reflects their research findings on jazz's appeal and reach. Reserve time for a "concert" during which each group plays a recording of their song for the rest of the class and explains why they chose it. **(US.5.c, US.13, US.13.a)**

Have students read the section "The Lost Generation" on page 22.

CORE VOCABULARY—Point out the vocabulary term *expatriate*, and explain its meaning.

SUPPORT—Share with students that experiences during and following World War I informed the writings of both Fitzgerald and Hemingway. Fitzgerald served in the U.S. Army but never saw action overseas. His work centers on characters who are veterans, but he does not detail their wartime experiences. Hemingway drove a Red Cross ambulance in Italy and sustained a wound from a mortar shell. His 1929 novel *A Farewell to Arms* tells of an American expatriate who served in the ambulance corps.

EXTENSION ACTIVITY—Have students work in pairs to research and read an excerpt from a Lost Generation author, such as Gertrude Stein, Ernest Hemingway, or F. Scott Fitzgerald. (Titles in the public domain include *The Sun Also Rises*, *A Farewell to Arms*, and *Tales of the Jazz Age*.) Encourage students to compare what they read to their experience with Fitzgerald's *The Great Gatsby* as part of the ELA Guidebooks curriculum. Allow time for pairs to share a favorite quotation from their chosen excerpt and explain why that quotation resonates with what they have learned of the 1920s. **(US.5.c, US.13)**

After students read the text, ask the following questions:

LITERAL—What are two explanations for the United States' recovery from the post–World War I recession? **(US.13)**

» One explanation for the country's recovery is that Harding's low-tax policies left consumers with more money to spend. Another explanation involves the loosening of monetary policy; when the Fed cut interest rates, people spent more and companies hired more.

LITERAL—What was significant about the 1927 film *The Jazz Singer*? **(US.13.c)**

» *The Jazz Singer* was the first feature-length film with a soundtrack that included synchronized recorded music along with lip-synced singing and spoken dialogue.

ANALYTICAL—What are some of the lasting effects of the Harlem Renaissance? **(US.13.a)**

» The Harlem Renaissance helped build a sense of shared cultural and political identity and an attitude of self-determination among African Americans. It also helped lay the groundwork for civil rights activism in subsequent decades.

ANALYTICAL—Why were those within the Lost Generation described as "lost"? **(US.13)**

» They were considered "lost" because they struggled with the arguments the government and other groups had used to justify the senseless destruction of World War I. Living through rapid social and cultural changes, they struggled to find stability or meaning in a world that felt uncertain and disillusioning.

✓ **THINK TWICE—**Who were some key figures of the Harlem Renaissance, and how did they contribute to this movement?

» Possible response: Poet Langston Hughes and novelist Zora Neale Hurston were two key figures of the Harlem Renaissance. Their writings captured the day-to-day life as well as the fears, hopes, and aspirations of African Americans. Philosopher Alain Locke helped document the cultural trends of the Harlem Renaissance and explain its significance for African American culture. Duke Ellington led a popular jazz orchestra at Harlem's Cotton Club, helping spread the popularity of jazz.

"Racial Tensions," "The Red Summer," "The Tulsa Race Massacre," and "The Resurgence of the Ku Klux Klan," pages 22–25

Scaffold understanding as follows:

Have students read the sections "Racial Tensions" and "The Red Summer" on pages 22–23.

CORE VOCABULARY—Point out the vocabulary term *mortgage*, and explain its meaning.

SUPPORT—As time permits, describe the course of the Chicago Race Riot as an illustration of many salient aspects of the Red Summer. Explain that the riot illustrates backlash to the Great Migration: When mass migration introduced new pressures on the local housing and job markets, as happened in Chicago, some white residents responded violently and with racial hostility. The riot also shows how informal segregation and vigilantism could have dire consequences.

Share that at the time of the riot, the Lake Michigan shoreline was unofficially segregated, and white beachgoers threw stones at Eugene Williams, an African American youth who happened to swim into "whites-only" territory. When he drowned as a result, police failed to arrest the white perpetrators, arresting a Black man instead. That police inaction was a major spark, and the city erupted in a two-week period of violence that ultimately claimed thirty-eight lives and destroyed the homes of roughly a thousand African American families.

Have students read the section "The Tulsa Race Massacre" on pages 23–24.

SUPPORT—In the days following the Tulsa race massacre, police reports indicated that the African American teenager, Dick Rowland, had likely accidentally stepped on the white elevator operator's foot or stumbled into her by accident. This caused the woman to utter the scream that started the rumor that led to the riot—one of the worst instances of racial violence in U.S. history. Tell students that in 2001, the Oklahoma Commission to Study the Race Riot of 1921 identified thirty-nine dead from the riot, twenty-six African American

and thirteen white, based on contemporary autopsy reports, death certificates, and other records. Another government commission reported estimates of total dead of up to three hundred people. Around eight thousand to ten thousand African Americans were left homeless as a result of the riot's destruction.

Have students read the section "The Resurgence of the Ku Klux Klan" on pages 24–25.

CORE VOCABULARY—Point out the vocabulary term *separatist*, and explain its meaning.

SUPPORT—Explain that as blatantly racist as the film is understood to be today, *Birth of a Nation* was not a fringe phenomenon in its time. Not only was the 1915 film popular—and used as a recruiting tool for the Ku Klux Klan—but it was screened privately for President Woodrow Wilson, his family, and members of the cabinet. Though progressive in some matters, Wilson held segregationist views on race. His personal opinion of the film is hard to verify, but his published historical writings include paternalistic defenses of slavery similar to those offered by director D. W. Griffith.

SUPPORT—In its resurgence, the Ku Klux Klan positioned itself as a mainstream fraternal and political organization, claiming to uphold "traditional American values" as tied to Protestant morality. The KKK organized parades, ran political candidates, and influenced local and state governments in a way the earlier KKK had not.

SUPPORT—Explain to students that Marcus Garvey's support of the "back to Africa" movement called on African Americans to trade their ongoing struggle against unequal treatment in the United States for a new home in Africa (such as in the existing country of Liberia), where Black empowerment and Black pride would help them establish a politically, culturally, and economically thriving society. Garvey himself never visited Africa.

After students read the text, ask the following questions:

LITERAL—What effect did immigration quotas have on the economic prospects of African Americans? **(US.13.f, US.13.h)**

» Immigration quotas potentially improved prospects, but racism and exclusion persisted.

ANALYTICAL—Briefly describe the series of events that culminated in the Tulsa race massacre. **(US.13.h)**

» False rumors arose that a young Black man had assaulted a white woman. These rumors led white vigilantes to demand that the man be handed over to be lynched. African Americans showed up to defend the accused. Shots were fired, and a white mob proceeded to rampage through the prosperous African American district of Greenwood, also known as Black Wall Street.

INFERENTIAL—Compare and contrast Marcus Garvey's and the Ku Klux Klan's reasons for supporting the "back to Africa" policy. **(US.6.b, US.13.h)**

» Garvey, a Black separatist and Black nationalist, wanted African Americans to join him in going back to Africa because he believed they could build a better life there and be free from discrimination. Klan leaders endorsed the "back to Africa" plan because, in line with their white supremacist views, it would decrease the number and the influence of Black people in the United States.

✓ **THINK TWICE—**Describe the reception some African Americans experienced in areas of the North and Midwest during the Great Migration.

» Some African Americans who took part in the Great Migration met with hostility in the North and Midwest. For example, they encountered sundown towns, places where African Americans—and often members of other minority groups—were not welcome after dark. Redlining, a discriminatory housing practice, also took place in many cities.

✓ **THINK TWICE—**What did the aftermath of the Tulsa race massacre reveal about the city's government?

» The aftermath of the massacre revealed that at the time, the city government was not interested in helping its African American community.

✓ **THINK TWICE—**How did the Ku Klux Klan adjust its tactics to reflect the changes of the 1920s?

» In the 1920s, anti-immigrant sentiment was widespread. The "second Klan" pushed for anti-Catholic, anti-Jewish, and anti-immigrant policies in local, state, and national government. It retained, however, the vigilante violence that characterized the "first Klan."

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "Was the decade of the 1920s a decade of change or conservatism?"

"Advancements in Transportation and Communication," "Aviation," "The Automobile," and "The Model T and the American Motorist," pages 25–27

Scaffold understanding as follows:

Have students read the sections "Advancements in Transportation and Communication" and "Aviation" on pages 25–26.

SUPPORT—Amelia Earhart set multiple aviation records in the 1920s and 1930s, including breaking records for speed and altitude. In 1932, she made a transatlantic flight, and in 1935, she became the first to fly solo from Hawaii to California. In 1937, she attempted to fly around the world with navigator Fred Noonan and went missing; her fate remains a mystery today.

Bessie Coleman, an African American woman, went to France for her training after the American flight schools to which she applied rejected her. Like many pilots of the day, Coleman became a stunt performer, attracting crowds under the billing "Queen Bess, Daredevil Aviatrix." She died in 1926 while testing a plane before an exhibition show.

Have students read the section "The Automobile" on pages 26–27.

SUPPORT—Point out the photo of crowded Michigan Avenue on page 27. Explain that the first traffic signals were simple, manually operated stop and go signs that allowed no time for pedestrian-friendly pauses in busy city traffic. One early design resembled the street signs still found at intersections today, but with "Stop" and "Go" instead of street names. A traffic officer would rotate the sign so that the "Stop" and "Go" portions faced the intended directions at any given time. The electric traffic light was invented in the 1910s and was widely adopted during the 1920s. Many such lights, however, were still manually operated and mainly served to improve

visibility; some locations continued to use colored flags, especially during the daytime. The red-yellow-green system now universal in the United States was standardized in the mid-1930s.

Have students read the sidebar "The Model T and the American Motorist" on page 26.

Online Resources

ACTIVITY—Have students examine the various advertisements that Ford created to sell the Model T (sold only in black for much of its production, in the interest of cost and efficiency) over almost twenty years. Ask students what the advertisements indicate about American consumers in the early decades of the twentieth century and about the idea of car ownership. **(US.1, US.5.c, US.13.c)**

After students read the text, ask the following questions:

LITERAL—How did the moving assembly line affect the price and availability of automobiles? What was the result for consumers? **(US.13.c)**

» The moving assembly line made it faster and cheaper to assemble cars because it was less labor-intensive. This meant cars could be sold for a much lower price than originally asked. Mass production of the Model T made the automobile affordable for everyday Americans, not just the wealthy, as in earlier years.

INFERENTIAL—Think about the extent to which American towns and cities today are built around motor travel. How do you think the popularity of the automobile in the 1920s and beyond changed where people chose to live? **(US.1, US.6.c, US.13.c)**

» Possible response: People could live farther from where they worked or went to school, so the rise of the automobile might have led to the creation of something like today's suburbs.

✓ **THINK TWICE—**How did advances in transportation change both American culture and the country's economic direction?

» Advances in motor transport created a car culture that did not exist before, facilitating leisure tourism. The manufacture, sales, and maintenance of cars created hundreds of thousands of jobs. Aviation became an important means of mail and cargo delivery and, by the mid-1930s, of passenger travel.

"Radio," pages 27–28

Scaffold understanding as follows:

Have students read the section on pages 27–28.

EXTENSION ACTIVITY—Explain to students that as the primary source of entertainment and "breaking news," radio broadcasts of the 1920s and 1930s often became famous for the sheer number of listeners who tuned in to hear them. Have students research a popular program or famous news report (for example, *The Shadow* or the news coverage surrounding the Lindbergh kidnapping) and share their findings in a brief multimedia presentation that features quotes and/or audio clips from the show or report. Encourage students to consider the advantages and disadvantages of radio as an audio-only (and still-new) medium. **(US.5.c, US.5.d, US.13.c)**

After students read the text, ask the following questions:

LITERAL—What role did advertisers play in the growth of radio and other mass media? **(US.13.c)**

» Advertisers underwrote, or paid money to be featured in, radio shows and programs. This began a practice of media sponsorship that later extended to television.

ANALYTICAL—How did the rise of radio in the 1920s transform American culture and daily life?

» Radio created a shared national culture by broadcasting music, news, and sports that millions could enjoy at the same time. It also boosted advertising and consumer culture while giving political leaders a powerful way to reach the public directly.

THINK TWICE—How did technological developments shape the media and popular culture of the 1920s?

» The explosion in popularity of radio and film helped develop new, commonly used forms of communication as well as a national culture.

"Consumerism and Speculation," pages 28–29

Scaffold understanding as follows:

Have students read the section on pages 28–29.

CORE VOCABULARY—Point out the vocabulary terms *buying on margin* and *speculation*, and explain their meanings.

Online Resources

SUPPORT—Remind students of what they read in Unit 2, Topic 2, about the beginning of consumerism and its ties to industrialization. As in the late 1800s, new technologies invented and popularized in the 1920s created new products for consumers and new opportunities for companies. Unlike in the late 1800s, consumers now had more choices for how and when they would pay for the products they wanted. As an example, display for students the Ford weekly purchase plan advertisement that encourages Americans to pay for their new car via an installment plan.

SUPPORT—Highlight for students that a major feature of the 1920s economy was the rise of consumer debt. For the first time, many Americans bought goods such as automobiles, radios, and household appliances "on credit," meaning they promised to pay later in installments rather than all at once. This was new because earlier generations had generally avoided debt except for major purchases, such as farmland or houses. Advertising played a key role in this change. Companies used persuasive ads to convince people that modern products were not luxuries but necessities and that buying on credit was an acceptable way to achieve the "good life." This combination of credit and advertising fueled both rapid economic growth and an unsustainable dependence on debt.

SUPPORT—If students express surprise that the practice of commercial banks investing depositors' money in the stock market was allowed, explain that it was made illegal by the Glass–Steagall Act of 1933, which they will read about in Topic 2 of this unit.

SUPPORT—Call students' attention to the Dow Jones graph on page 29. Explain that the *y*-axis of the graph represents the daily closing price of the index, which is an aggregate measure of what all the indexed companies were worth at the end of the trading day. Ask: Using just the Dow Jones Industrial Average as a measure, what do you notice about differences in stock value between the 1920s and 1930s, when the Great Depression took

place? (*Possible response: The Dow crossed 100 in 1923, saw tremendous gains, then dropped drastically at the start of the Great Depression and did not return to 100 until 1933. The Dow is also at about the same price in 1926 and 1936. It almost looks as if the Great Depression wiped out about a decade of economic growth.*) **(US.4, US.14.a)**

After students read the text, ask the following questions:

LITERAL—What does it mean to buy a stock on margin? What happens when such a stock is sold? **(US.14.a)**

» Buying on margin means paying a fraction of the price and borrowing the rest. If the stock is sold at a high price, the investor keeps the profits that were earned on the borrowed money; if the stock is sold for a loss, the investor has to repay all the money borrowed plus the difference between the buying and selling prices.

THINK TWICE—What did a growing enthusiasm for buying on credit and stock market speculation reveal about Americans' attitude toward the economy in the 1920s?

» Americans' open-mindedness to buying on credit and speculation indicates they were optimistic about the economy and thought it would continue to grow at a rapid rate.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "Was the decade of the 1920s a decade of change or conservatism?"

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "Was the decade of the 1920s a decade of change or conservatism?"
  - » Key points students should cite include: Fundamentalist Americans opposed social and cultural changes taking place in cities, revealing tensions between rural conservatism and urban modernism; Prohibition created a lucrative black market for alcohol, fueling organized crime; new cultural movements such as the Harlem Renaissance captured the spirit of the times; President Harding promised a "return to normalcy" and ran a pro-business administration marred by bribery scandals; President Coolidge continued the pro-business agenda and presided over an economy in which big business and the wealthy prospered while some groups, such as farmers, were left out; an anti-communist, anti-immigrant Red Scare fueled by fears of labor unrest and foreign radicalism swept media and government, leading to arrests, deportations, and restrictions on immigration; labor tensions flared back up following the truce of World War I; African Americans migrated north en masse but often encountered racist backlash; radio and film helped create a national culture; consumerism and speculation increased dramatically as the stock market swelled and Americans became more comfortable assuming personal debt.
- Choose three Core Vocabulary words (*bootlegging*, *graft*, *protectionism*, *expatriate*, *mortgage*, *separatist*, *buying on margin*, *speculation*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

TOPIC 2: The Great Depression

Framing Question: What factors contributed to the Great Depression, and how did the government respond?

Primary Focus Objectives

- ✓ Describe the market conditions, policy decisions, and economic trends that contributed to the Great Depression as well as its effects. **(US.14, US.14.a, US.14.b)**
- ✓ Explain the causes and effects of the Dust Bowl during the Great Depression. **(US.14.d)**
- ✓ Identify and consider different government responses to the Great Depression, including the New Deal programs and agencies and the purpose of each. **(US.14.c, US.14.e, US.14.f)**
- ✓ Summarize criticisms of and legal challenges to the New Deal along with responses to those challenges. **(US.14.c, US.14.e, US.14.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *foreclosure*, *collateral*, *bank run*, *insolvent*, *social welfare*, *fiscal policy*, *monetary policy*, *deficit*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About The Great Depression":

www.coreknowledge.com/land-of-liberty

Materials Needed

Activity Page

AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- graphs showing stages of the business cycle and unemployment
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- video on the crash of 1929
- collection of Great Depression–era interviews
- Living New Deal map of Louisiana
- WPA-recorded interview with Fountain Hughes

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the graphs, worksheet, video, map, and interviews may be found:

www.coreknowledge.com/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

foreclosure, n. a legal process in which a lender takes back ownership of a property to recover the amount owed on a loan **(33)**

Example: Banks began initiating foreclosures as Americans lost the jobs and savings that previously had allowed them to make their mortgage payments.
Variations: foreclose (v.)

collateral, n. property pledged to guarantee a loan that can be taken by the lender and sold if the borrower does not repay the debt **(35)**

Example: He had to put his car up as collateral to get the loan.

"bank run" (phrase) a sudden surge in attempted withdrawals from a bank **(36)**

Example: During the bank run, people flooded into the lobby demanding their money.

insolvent, adj. unable to meet ongoing financial obligations **(45)**

Example: When the company became insolvent, it had no choice but to declare bankruptcy.
Variations: insolvency (n.)

social welfare, n. programs and support focused on helping people meet basic needs, such as securing food, housing, and health care **(48)**

Example: Sometimes people need help with the basics of living, and that is why there are social welfare programs.

fiscal policy, n. economic policy concerned with raising and spending public funds **(60)**

Example: The senator said that it was bad fiscal policy to spend more than could be raised in taxes.

monetary policy, n. economic policy concerned with the supply of money and the availability of credit **(60)**

Example: The major goals of American monetary policy are to keep unemployment low and avoid high inflation.

deficit, n. the shortfall when spending exceeds the amount of money brought in **(60)**

Example: When the government runs a deficit, it must borrow money to make up the difference.

The Core Lesson

Introduce "The Great Depression"

Introduce the section by reminding students that for much—but not all—of the country, the 1920s were a period of prosperity and opportunity. Yet in 1929, a stock market crash heralded the beginning of a period of economic struggle and scarcity that lasted more than a decade. Explain that this topic will track how this seemingly abrupt change in American economic life played out, what was done about it, and how it was ultimately resolved.

Call students' attention to the Framing Question. Tell students to look for factors that contributed to the Great Depression, including, but not limited to, risky behaviors in the finance and banking industry. Remind them to look for the breadth and depth of the government response during this period and compare it to what they know of federal government involvement and regulation prior to the 1930s.

"The Bonus Army," pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31.

SUPPORT—The Anacostia Flats (today the site of Anacostia Park) were swampy wetlands near the Anacostia River.

SUPPORT—Remind students that they read about the Bonus Bills—and their deferred payment schedule—in Topic 1.

SUPPORT—Share additional details of the Bonus Army incident. Explain that the Washington, D.C., police superintendent initially tried to remain on friendly terms with the demonstrators and assumed they would eventually disperse of their own will, but his superiors became impatient and ordered him to clear the camps. Fighting broke out, shots were fired, and one of the demonstrators was killed. Despite the urgings of their leaders to remain peaceful, some protesters began throwing bricks and other objects at the police. To restore order, President Hoover called in the U.S. Army and ordered that the Bonus Army be dispersed peacefully. Hoover specifically instructed that force should not be used, but General Douglas MacArthur, a figure students will read more about in Topic 3, ignored these orders. He led a force of roughly a thousand troops, with tanks and tear gas, to drive the protesters out of their encampments. To ensure they would not return, he had camp structures demolished or burned. MacArthur later claimed—without evidence—that many of the men were not veterans at all but communist agitators.

EXTENSION ACTIVITY—Ask students to write a journal entry from the point of view of a Bonus Army veteran, a family member of such a veteran, or a resident of Washington, D.C., during the protests. Encourage them to use prior knowledge from Topic 1 as well as Unit 3 to add detail to their entries. Invite volunteers to share excerpts from their journal entry with the class. **(US.5.a, US.6.b, US.14.b)**

After students read the text, ask the following questions:

LITERAL—Why did World War I veterans travel to Washington, D.C., in the summer of 1932? **(US.14, US.14.c)**

» Veterans of World War I went to Washington, D.C., to demand immediate payment of a cash bonus that they had been promised by Congress.

ANALYTICAL—Some members of the Bonus Army claimed they were simply demanding payment of money that was owed to them. How true is this claim? Explain your reasoning. **(US.14, US.14.c)**

» Possible response: This claim is partly true. The government had agreed to pay veterans the money, but it had not agreed to do so right away. This means that the protesters wanted money that was indeed owed to them, but they wanted it sooner than it had been promised.

"Causes of the Great Depression," "The 1920s Global Economy," "Recession vs. Depression," and "Overproduction and Protectionism," pages 32–34

Scaffold understanding as follows:

Have students read the sections "Causes of the Great Depression" and "The 1920s Global Economy" on pages 32–33.

SUPPORT—Remind students about the stock market conditions in the 1920s, which they read about in Topic 1 of this unit. Ask them to recall the high-risk attitudes toward investment and speculation, common even among commercial banks. Point out that this attitude was not shared by farmers or others who did not share in the surface prosperity of the Roaring Twenties. Point out as well the changes in both demand (the end of the "war economy") and supply (demobilization of U.S. service members) within the post–World War I labor market.

SUPPORT—Describe for students the relative impact of World War I on the United States versus its European allies and adversaries. Some 110,000 U.S. troops died in the war. The United Kingdom, whose overall population was less than half that of the United States, lost 880,000 troops—about 6 percent of the adult male population. In France, these statistics were even higher: 1.3 million troops and 10 percent of the adult male population.

Meanwhile, thousands of square miles of European farmland were destroyed by trench warfare and shelling or contaminated with toxic chemicals and unexploded munitions. In northeastern France, this led to the creation of a Zone Rouge (red zone) that was considered too devastated for humans to return to. This damage to Europe's land and infrastructure actually helped the U.S. economy for a time. While European nations were rebuilding their productive capacity, American farms and factories were able to produce and supply necessary goods.

Have students read the sidebar "Recession vs. Depression" on page 33.

Online Resources

ACTIVITY—The relationship of the business cycle to economic growth is often easiest to understand visually. Present the Federal Reserve Bank of St. Louis's "Stages of the Business Cycle" graph and point out its key features—expansion and contraction, peaks and troughs—to students. Emphasize that historically, the peaks and troughs do not cancel out; long-term economic growth takes place because the economy gains more in expansionary periods than it loses in contractions. **(US.4, US.14.a)**

Have students read the section "Overproduction and Protectionism" on pages 33–34.

CORE VOCABULARY—Point out the vocabulary term *foreclosure*, and explain its meaning.

SUPPORT—Draw students' attention to the cartoon on page 34. Ask them to connect the contrasting scenes of a struggling farm and booming factories with what they have read in the section so far. (*Possible response: The farmer can "see" the prosperity of the other industries, as symbolized by the gigantic dollar signs coming out of the smokestacks. Yet he is suffering from the end of wartime price controls that had brought in more money and allowed him the comfort level to take out loans, which he is now having trouble repaying. He has also likely suffered from the adverse effects of protectionism that made it more expensive to farm and less profitable to sell farm produce.*) **(US.5.a, US.14.a)**

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

Online Resources

See the Land of Liberty Online Resources for this unit for the link to the worksheet:

www.coreknowledge.com/land-of-liberty

After students read the text, ask the following questions:

LITERAL—Identify three economic factors of the 1920s that contributed to the Great Depression. **(US.14.a)**

» Possible response: Overproduction, protectionism, and global financial instability were three factors that contributed to the Great Depression.

LITERAL—How did the economic struggles of European countries after World War I affect the U.S. economy in the 1920s? **(US.14.a)**

» European countries' inability to repay debts or buy American goods reduced demand for U.S. exports, contributing to international financial instability and helping set the stage for the Great Depression.

✓ **THINK TWICE—**How did American farmers struggle immediately after the end of World War I and then again in the 1920s?

» After the war ended, American farmers struggled to pay back the wartime loans they had taken to boost production as well as handle what was now too many crops selling at lower prices. During the 1920s, as overproduction continued, tariffs designed to protect U.S. industry caused the price of imported farming equipment to rise; the tariffs also reduced European demand for U.S. crops.

"Overextension of Credit" and "Continued Speculation and the Stock Market Crash," pages 34–35

Scaffold understanding as follows:

Have students read the section "Overextension of Credit" on page 34.

ACTIVITY—Direct students to an online loan calculator. Ask students to choose an example loan amount (e.g., $10,000) and then change the rate and term of the loan to see how the overall payoff amount changes in response. You may wish to suggest examples of low and high interest rates (e.g., 5 percent and 20 percent) and short and long loan terms (e.g., three years versus twenty). Lead a discussion of how seemingly small changes can have a large cumulative effect on the cost of borrowing money. **(US.14.a)**

Have students read the section "Continued Speculation and the Stock Market Crash" on page 35.

SUPPORT—Prompt students to consider what they have learned of the Federal Reserve's actions thus far in Unit 4. In Topic 1, they learned that the Fed had left interest rates low during World War I, intentionally increased them once the war was over, and then lowered them again in 1921. Have students connect this prior learning with what they read about the Fed's actions in 1928 and 1929. (*After World War I, higher interest rates reduced borrowing and spending, contributing to a brief postwar recession in the very first years of the 1920s; the decrease in rates in 1921 may have given a jump start to the later spending of the 1920s. This watchdog, regulatory-type behavior is similar to how the Fed tried to slow stock market speculation by increasing interest rates in 1928 and sending out a warning in 1929.*) **(US.1, US.14.a, US.14.c)**

Online Resources

SUPPORT—Play the short video on the crash of 1929 for students. Then ask: How is stock speculation similar to or different from other forms of betting, such as sports betting or gambling in a casino? (*Possible response: In both stock speculation and other kinds of betting, people can lose their money very easily, and it is dangerous to risk money that one needs for other purposes. Stocks have value because they are a "piece" of a company, so their value can go up and down many times as the business thrives or struggles. In other kinds of betting, you normally do not get any of your money back if you guess wrong about an outcome or lose a game of chance.*) **(US.14.a)**

After students read the text, ask the following questions:

INFERENTIAL—How do you think the ability to buy many things on credit changed Americans' attitudes toward debt? **(US.1, US.6.a, US.14.a)**

» Possible response: The ability to make many purchases on credit likely made people more comfortable with taking out loans and being in debt. People probably got used to the "buy now, pay later" mentality very quickly.

LITERAL—What happened on October 29, 1929, known as Black Tuesday? **(US.14.a)**

» On Black Tuesday, the stock market continued to fall sharply after several days of already significant decline.

✓ **THINK TWICE—**How did overextension of consumer credit contribute to an economic crisis?

» An overextension of credit meant that more Americans were carrying debt; when the economy started to falter, more Americans had loans to pay back than would have in earlier, less debt-friendly decades.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What factors contributed to the Great Depression, and how did the government respond?"

"Effects of the Crash" and "Ripple Effects of the Crash," pages 35–37

Scaffold understanding as follows:

Have students read the section "Effects of the Crash" on pages 35–36.

CORE VOCABULARY—Point out the vocabulary terms *collateral* and *bank run*, and explain their meanings.

ACTIVITY—Have students create a two-column chart on scratch paper to track the causes and effects of the stock market crash as they read. Allow time for students to compare answers and express any confusion they may have about how certain economic conditions led to such severe outcomes. **(US.14.a, US.14.b)**

SUPPORT—Walk students through the effects of the stock market crash from a supply-and-demand perspective, drawing a simple line graph on the board as necessary. Explain that without the ability to borrow money, consumers' and businesses' demand for new goods decreased. In response, manufacturers (i.e., suppliers) cut back on production, which meant that they needed to employ fewer people and use fewer raw materials. This put more people out of work, decreasing overall consumer purchasing power and thus further shrinking demand. **(US.4, US.14.a, US.14.b)**

Have students read the section "Ripple Effects of the Crash" on pages 36–37.

Online Resources

SUPPORT—Display the graph of the unemployment rate. Show students the massive spike from 1929 to 1933, and also examine later years of the Great Depression. Ask students to use the graph to predict the duration of the Great Depression. (*Possible response: The Great Depression continued throughout the 1930s. Although unemployment began to drop after 1933, it jumped again around 1938. However, it began to decrease again by the next year and had drastically dropped by the middle of 1940.* **(US.4, US.14.b)**

SUPPORT—Direct students' attention to the Margaret Bourke-White photo on page 37. Ask them to explain how it shows the differences between the 1920s and 1930s. (*Possible response: The mural in the background reflects the outlook of Americans in the 1920s, and the bread line in the foreground shows the contrasting reality of the 1930s.*) Discuss what the juxtaposition with 1930s reality suggests about the 1920s ideology of prosperity (*that it was illusory*). **(US.3, US.5.a, US.14.b)**

After students read the text, ask the following questions:

ANALYTICAL—Why did the stock market crash cause bank runs? **(US.14.a, US.14.b)**

» Banks had lent heavily to facilitate stock market speculation. The crash made it unlikely that those loans would be repaid, which would mean heavy losses for the banks. Depositors rushed to withdraw their money from banks, fearing that banks would fail and they would lose all of their money.

LITERAL—How did the Great Depression affect the housing market? **(US.14.b)**

» The Great Depression made homes much less affordable; it was more difficult to buy a new home or to make mortgage payments. By 1933, almost half of American home loans were in default and many renters were behind on their rent, leading to widespread foreclosures, evictions, and homelessness.

ANALYTICAL—How are the terms *contraction*, *recession*, and *depression* related? Why is the period beginning in 1929 known as the Great Depression and not, for example, the Great Contraction? **(US.14.a, US.14.b)**

» A contraction is a normal part of the business cycle in which indicators of economic growth decrease rather than increase. A recession is a particularly bad contraction, and a depression is a particularly bad and long-lasting recession. The term *Great Depression* is appropriate because the economic downturn was very severe and lasted for several years.

✓ **THINK TWICE—**How did the stock market crash of 1929 affect the wider U.S. economy?

» The crash of 1929 created a domino effect in which many people who had invested heavily in the stock market lost their savings, and many banks that had invested lost their holdings and could not meet depositors' demands. Many banks closed as a result.

✓ **THINK TWICE—**In what sense was the early phase of the Great Depression a "downward spiral"?

» The Great Depression played out as a downward spiral because the trends of decreasing availability of credit and decreasing spending and investment played into each other. The less money and credit people had, the less they bought; the less people bought, the more manufacturers laid off workers; as people lost their jobs, they had less money to spend; and the cycle continued.

"The Great Depression Sets In" and "Hoover's Policies," pages 38–40

Scaffold understanding as follows:

Have students read the section "The Great Depression Sets In" on page 38.

Online Resources

EXTENSION ACTIVITY—Have students work in pairs to browse the Great Depression interview special collection hosted by the American Archive of Public Broadcasting. Tell partners to choose one interview to watch and take notes on. Allow time for the class to compare what they learned and discuss the experiences of various individuals and groups during the Great Depression. **(US.5.c, US.14.b)**

Have students read the section "Hoover's Policies" on pages 38–40.

SUPPORT—Explain that the national mood when Hoover took office was much more cheerful than it would be a year later. Hoover's supporters ran a campaign that leveraged his associations with the Coolidge administration and the prosperity that it had supposedly created. Indeed, Hoover's campaign minted a lucky "pocket piece" coin that bore the phrase "Good for four more years of prosperity." At the time, much of the public saw little reason to believe that this promise would not be redeemed at face value. Hoover himself, when inaugurated, declared, "I have no fears for the future of our country. It is bright with hope." Ironically, Hoover had been nicknamed the "Master of Emergencies" and the "Great Humanitarian" for his relief work in World War I and his efforts marshaling aid to regions affected by the devastating Great Mississippi Flood of 1927, which destroyed the homes of more than one million people and left parts of twenty parishes in Louisiana underwater; these titles would not apply to his presidential legacy.

SUPPORT—Point out the phrase "government-backed loans" near the end of the first paragraph on page 39. Explain to students that these are loans made by private lenders, including banks and credit unions, that the government promises to repay to lenders if borrowers fail to repay them.

TALK IT OVER—Point out to students that worries about government overreach have not gone away since Hoover's time. Have students debate or discuss the following questions with a partner or small group: What is the appropriate balance between government intervention and private initiative? When should the federal government step in to solve a problem rather than leave it to state and local governments, businesses, and individuals to address? **(US.6.a, US.14.b, US.14.c)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.com/land-of-liberty

After students read the text, ask the following questions:

LITERAL—What was Herbert Hoover known for prior to becoming president? **(US.14.b, US.14.c)**

» Prior to becoming president, Hoover was known for leading American relief responses to World War I and its aftermath and for serving as secretary of commerce.

ANALYTICAL—How did the Great Depression worsen during the Hoover administration? **(US.14.b, US.14.c)**

» During the Hoover years, the economy spiraled downward as the financial system and manufacturing declined and people lost their jobs and homes in growing numbers.

Also, the Smoot–Hawley Tariff, intended to fight the Depression by making American products more competitive domestically, backfired when foreign countries restricted American imports, depriving American producers of foreign markets for their goods.

LITERAL—Why were Hoovervilles named after President Hoover? **(US.14.b, US.14.c)**

» Hoovervilles were named after Hoover as a sarcastic tribute to the president, whose inaction many blamed for the poor economic conditions.

THINK TWICE—What was Herbert Hoover's approach to relief during the Great Depression, and how did it shift?

» While Hoover did not support widespread federal relief, believing instead that Americans and the market would weather a brief economic downturn through voluntary, local, and private efforts, he eventually lent some support to relief legislation in 1931, including a $2.3 billion emergency relief package and the new Federal Home Loan Bank System.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What factors contributed to the Great Depression, and how did the government respond?"

"The Dust Bowl," pages 40–41

Scaffold understanding as follows:

Have students read the section on pages 40–41.

SUPPORT—Emphasize that the Dust Bowl was a natural disaster made worse by human choices. Unusually adverse climate events and unsustainable farming practices both played a role. Moreover, farmers who overplanted and failed to conserve the soil were not necessarily being greedy but rather trying to survive profound economic pressures, even as much of the rest of the country seemed to be getting ahead.

SUPPORT—Share that the American public learned about the Dust Bowl not only through contemporary journalism but also through literature. John Steinbeck's 1939 novel *The Grapes of Wrath* cemented in the American consciousness the idea of Oklahomans selling their farms and most of their possessions, loading what little was left onto a makeshift truck, and striking out for California in hopes of securing work there.

SUPPORT—Call students' attention to the map of migration routes on page 41. Explain that not all Dust Bowl migrants found agricultural work when they reached their destinations. Many who headed north and east were seeking jobs in factories and other industrial settings. **(US.4, US.14.d)**

After students read the text, ask the following questions:

LITERAL—Which states were directly affected by the Dust Bowl? **(US.14.d)**

» The states directly affected by the Dust Bowl were Texas, Oklahoma, Kansas, Nebraska, Colorado, and New Mexico. Only part of each state was affected.

ANALYTICAL—What effect did the Dust Bowl have on families living in these regions? **(US.14.d)**

» Many families were forced to abandon their farms or the jobs they worked on farms because crops would not grow. Thousands migrated west, especially to California, in search of work and survival, though they often faced poverty and derogatory treatment when they arrived.

ANALYTICAL—How does the story of the Dust Bowl parallel that of the 1929 stock market crash? **(US.3, US.14.a, US.14.d)**

» Both on the farms and in the stock market, people engaged in risky behaviors as a result of the unusual economic trends of the 1920s. Farmers tilled and planted more aggressively than usual, and investors speculated with both their own and borrowed money. These practices left people greatly vulnerable when misfortune came in the form of a drought or a market crash.

✓ **THINK TWICE—**How did farming practices of the 1920s contribute to the Dust Bowl?

» In the states later affected by the Dust Bowl, farming practices of the 1920s removed valuable ground cover and root systems from the prairies, leaving soil bare and unprotected between plantings. This meant that when drought came and high winds followed, the topsoil got swept up into the air in the form of dust storms.

"The Election of 1932," pages 41–45

Scaffold understanding as follows:

Have students read the section on pages 41–45.

SUPPORT—The Roosevelt family tree, like that of many "old money" families in the United States and elsewhere, involved a number of marriages between fairly distant cousins. Franklin and Eleanor Roosevelt were fifth cousins once removed (a difference of one generation). Eleanor was a niece of President Theodore Roosevelt, who walked her down the aisle at her wedding to FDR.

SUPPORT—Much of Roosevelt's wealth was not, for much of his lifetime, strictly his. Rather, it belonged to his parents, who set aside some of it in a trust fund. Roosevelt's personal estate as a young man was about $12,000, or $440,000 in 2025 dollars—a nest egg that many would envy at that stage of life, but not enough that he chose not to work. In addition to elected and appointed positions in government, Roosevelt worked briefly in law and finance before becoming governor of New York.

After students read the text, ask the following questions:

LITERAL—What did Franklin D. Roosevelt mean when he promised "a new deal for the American people"? **(US.14.c)**

» FDR's New Deal was a wide-ranging set of federal social programs that would fight hunger, homelessness, and unemployment.

ANALYTICAL—How did the results of the presidential election of 1932 reflect a desire for change? **(US.14.c)**

» In the election of 1932, Franklin D. Roosevelt obtained nearly 20 percent more of the popular vote than did the incumbent, Herbert Hoover. This strong showing in favor of Roosevelt suggested that the American electorate was willing to try a change of strategy in countering the Great Depression.

✓ **THINK TWICE—**How were Hoover's and Roosevelt's plans to battle the Great Depression different?

» Hoover believed that the Great Depression should be addressed mainly through voluntary cooperation, limited public works, and aid to banks and businesses, avoiding direct federal relief to individuals. Roosevelt, by contrast, promised sweeping government action through the New Deal, including public jobs programs, direct relief, and reforms to stabilize the economy.

Primary Source Features: "America Needs a New Deal, Franklin D. Roosevelt, 1932" and "Roosevelt's New Deal Would Destroy America, Herbert Hoover, 1932," pages 43–44

Scaffold understanding as follows:

Direct students to the Primary Source Features on pages 43–44.

Introduce the sources to students by reading the introductory material for each. Briefly recap the Hoover administration's limited response to the Great Depression compared to the wider changes Roosevelt wanted to enact.

Have students read and compare the two sources.

SUPPORT—Discuss with students what Roosevelt means by "economic laws" and why he feels these should be treated flexibly. Explain that some economic principles are so widely observed across times and places that they are treated somewhat like physical laws. Yet, as Roosevelt points out, economic laws are not as universal or consistent as something like Newton's laws of motion.

One good example to illustrate this is the laws of supply and demand, which in part state that as price decreases, demand increases and supply decreases. Invite students to verify that in most settings, this law applies: People cut back on goods that become more expensive; they are more likely to buy a product when it becomes more affordable. Then ask for examples of goods that do not obey this law. (*Possible responses: For some luxury goods, such as watches and sports cars, the more expensive they are, the more desirable they become. Likewise, some cheap goods are shunned by consumers who treat low cost as a signal of low quality.*) Tie this discussion back to Roosevelt's claim that economic laws are human-made and lack the inevitability of natural laws. Prompt students to keep this claim in mind as they evaluate the second source from Hoover. **(US.5.a, US.14.c, US.14.f)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) for one or both sources independently or with a partner.

After students have read the sources, ask the following questions:

LITERAL—According to Roosevelt, how did Republican leadership fail during the Great Depression? **(US.5.a, US.14.c)**

» Roosevelt accuses the Republican Party of failing to come up with effective policies to combat the Great Depression, ignoring the Depression altogether at times, and failing to provide Americans with a vision for recovery.

LITERAL—According to Hoover, how should free individuals solve problems? **(US.5.a, US.14.c)**

» Hoover says that the people should solve problems through voluntary cooperation.

ANALYTICAL—What is the main criticism of the New Deal that Hoover advances in his speech? **(US.5.a, US.14.c)**

» Hoover's main criticism of the New Deal is that it involves a centralization of government and so will undermine individual freedoms and give the federal government excessive control over the American economy and society.

ANALYTICAL—How does Hoover use this speech to warn voters about the long-term consequences of the election? **(US.5.a, US.14.c)**

» Hoover emphasizes that his opponent's proposals could fundamentally change the nation's traditions and direction. He urges voters to consider the implications carefully, suggesting that the choices made in this election could have effects lasting well into the next century that might not be easily reversed.

DBQ **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

"FDR and the New Deal," "Stabilizing the Financial System," and "The Lame Duck Amendment," page 45

Scaffold understanding as follows:

Have students read the section "FDR and the New Deal" on page 45.

SUPPORT—As students read, encourage them to recall what they read in Unit 1 about how the reach and role of the federal government shifted under John Adams as the young country faced renewed foreign threats. Prompt them to keep this in mind, as well as what they read about the foreign policy of later presidents, as they learn about how Franklin D. Roosevelt expanded the role of the federal government.

SUPPORT—Help students connect the "fireside chat" to the dominance of radio as the mass communication tool of the day. (As with the radio, sitting by the fireplace in one's home was also a common, emotionally connecting activity.) Explain that these broadcasts mark the beginning of mass media as a tool of presidential leadership. Ask students to identify ways, direct and indirect, that political leaders today get their message out, both when campaigning and when explaining current policies. Have them discuss how modern media compares to radio in the 1930s. (*Possible responses: Radio addressed people in groups, whereas modern media is consumed by individuals; radio broadcasts were ephemeral, whereas modern media can be consumed repeatedly and passed on from person to person.*) **(US.1, US.5.c, US.14.c)**

Have students read the section "Stabilizing the Financial System" on pages 45–48.

CORE VOCABULARY—Point out the vocabulary term *insolvent*, and explain its meaning.

SUPPORT—Review with students the Two New Deals chart on page 46. Point out that there was no specific, official date on which one set of policies ended and another began. Rather, there was a gradual shift within a set of policy goals that overlapped from one year to the next. Emphasize that some policies (such as work relief) remained important throughout the two major phases of the New Deal, even as the agencies that administered them grew or changed. Other policy initiatives were strongly associated with one or the other phase, such as banking reform in the first New Deal (Glass–Steagall, 1933) or social insurance in the second (Social Security Act, 1935).

Have students read the sidebar "The Lame Duck Amendment" on page 47.

SUPPORT—Explain the etymology of the term *lame duck*, beginning with the literal meaning: a waterfowl injured by gunfire and hence made vulnerable. From there, the term entered eighteenth-century British usage to refer to insolvent stockbrokers. In the United States, it came to refer to politicians with ruined career prospects, and the meaning gradually shifted to sitting politicians who have not been or cannot be reelected and whose ability to pass laws or make effective change is limited by others' knowledge of their impending departure from office.

After students read the text, ask the following questions:

LITERAL—What was the purpose of the bank holiday of 1933? **(US.14.c, US.14.e)**

» The bank holiday of 1933 temporarily closed all banks so the federal government could inspect them and allow only solvent banks to reopen. This action aimed to stabilize the banking system and restore public confidence, preventing further panic withdrawals.

ANALYTICAL—What were the fireside chats, and how did FDR use them during his presidency? **(US.14.c, US.14.e)**

» Fireside chats were informal radio addresses by President Roosevelt to the American public. Roosevelt used these chats to explain his policies, reassure listeners that the government was on their side during uncertain economic times, and build popular support for his plans.

ANALYTICAL—How did Roosevelt and his congressional allies work to protect the American finance sector from another crash like the one in 1929? **(US.14.c, US.14.e)**

» Roosevelt's financial reforms included the Banking Act of 1933 (Glass–Steagall), which insured deposits through the newly established Federal Deposit Insurance Corporation (FDIC), making bank runs less likely, and barred commercial banks from speculating on stocks with their depositors' money. This lowered the risk that a stock market crash would take down the entire financial system as it had done in 1929.

✓ **THINK TWICE—**Why did Roosevelt believe that a strong banking system was essential to the country's economic recovery?

» Roosevelt believed that if Americans could once again trust banks, people (including businesses) would begin investing, borrowing, and depositing with banks again, thereby building a stable foundation for the U.S. economy.

"Alphabet Agencies," "Addressing Unemployment," "Addressing Poverty," and "Roosevelt's Advisers," pages 48–53

Scaffold understanding as follows:

Have students read the section "Alphabet Agencies" on page 48.

CORE VOCABULARY—Point out the vocabulary term *social welfare*, and explain its meaning.

SUPPORT—Point out the first sentence of the section: "The programs within Roosevelt's New Deal fell into one of three categories: relief, recovery, and reform." Prompt students to try to categorize various programs and agencies as they read about them and identify whether each program provided assistance on an individual, regional, or national level. **(US.14.c, US.14.e)**

SUPPORT—Guide students in a close examination of the Alphabet Agencies chart on page 50. To encourage analytical thinking about the chart's contents, ask questions such as the following:

- What are some goals that were served by multiple agencies? Which agencies were created to pursue those goals? (*Possible response: Multiple agencies were focused on immediate relief and long-term recovery. Reducing unemployment was a goal pursued by the CCC, the PWA, and the WPA.*)
- Some New Deal agencies existed for a long time or remain part of the U.S. government to the present day. Others did not last long. Using prior knowledge, what do you know was happening in the world when agencies such as the WPA and the CCC wound down? What might be the connection? (*World War II had broken out, and wartime employment—and military service—was plentiful.*)
- How do the agencies created in 1934 and 1935 show a continuation of Roosevelt's priorities from 1933, especially reform? How do they show change? (*Possible response: Job programs were still important because agencies like the WPA were being created. Banking and finance reform was still underway, as shown by the creation of the SEC. A new priority was social insurance through the Social Security Administration.*)

Emphasize that the creation of these agencies represented a huge increase not only in the *scope* of the federal government's responsibilities but also in the *size* of the government workforce and budget. **(US.1, US.14.c, US.14.e)**

Have students read the section "Addressing Unemployment" on pages 48–52.

SUPPORT—Direct students' attention to the before-and-after photos of conditions in the Tennessee Valley on page 51. Explain that prior to the TVA, many in this region did not have electricity. Freshwater and wastewater infrastructure was often very poor as well, and flooding was frequent. Moreover, in many areas where the TVA operated, there was limited industry, and thus limited work opportunities existed for locals who found themselves out of a job. Although watersheds throughout the United States did receive attention from the federal government, the Tennessee Valley provided a special opportunity to improve sanitation and infrastructure and raise the general standard of living while mitigating natural disasters and creating jobs.

Online Resources

ACTIVITY—Display the Living New Deal map of Louisiana. Ask students to identify New Deal sites on the map in their town, parish, or region of the state. Work with students to create a chart that shows the variety of agencies involved in creating these projects and the variety of public works still in use today. **(US.4, US.14.e)**

Online Resources

SUPPORT—In the 1930s, the Works Progress Administration documented the experiences of formerly enslaved people. These interviews provide firsthand testimony of the dehumanizing conditions and hard labor faced by those who survived slavery. Play the WPA-recorded interview with one respondent, Fountain Hughes, who recalled the conditions he experienced. (Preview the excerpt, playing from the 8:00 mark through 10:35; there is some language that may be upsetting to some students.) Though recorded decades after slavery was outlawed, these interviews remain an important source for understanding the experiences of slavery from the perspective of people who survived it.

Have students read the section "Addressing Poverty" on pages 52–53.

SUPPORT—The Federal Surplus Relief Corporation (FSRC), later known as the Federal Surplus Commodities Corporation (FSCC), operated from 1933 to 1942 to redistribute surplus farm produce—which would otherwise have gone to waste—to low-income families. Today,

agencies within the Department of Agriculture perform a similar function, though they divert surplus to food banks rather than to individual households.

Have students read the sidebar "Roosevelt's Advisers" on page 49.

SUPPORT—Inform students that prior to her work in the federal government, Mary McLeod Bethune (1875–1955) was a leader of various civic organizations for African American women and the founder of a Florida boarding school that eventually became Bethune–Cookman University. During her time as a member of the Black cabinet, she became vice president of the NAACP, and she remained active in federal policymaking during the Truman administration.

TALK IT OVER—Remind students that although the SSA was controversial at the time, Social Security has become a cornerstone of American federal policy and something on which many millions of Americans rely when they retire or become ill or disabled. Additionally, social welfare programs such as Medicare and Medicaid have become major parts of the federal budget and are now widely seen as indispensable.

Have students take on the perspective of either Herbert Hoover or Franklin D. Roosevelt as they debate or discuss the following question with a partner or small group: Is a government of elected officials justified in undertaking interventions that redistribute wealth the way that Social Security and other social welfare programs do? Why or why not? **(US.6.a, US.14.c, US.14.e)**

After students read the text, ask the following questions:

LITERAL—Why were the New Deal agencies known as "alphabet agencies"? **(US.14.c, US.14.e)**

» The agencies were called alphabet agencies because they were usually referred to by acronyms rather than by their much longer full names.

ANALYTICAL—How did the WPA and the PWA differ in the way they operated? **(US.14.c, US.14.e)**

» The PWA focused on large-scale public works projects like dams and provided contractors with federal funding. The contractors then hired the workers they needed. Under the WPA, the government employed people directly for smaller-scale projects such as parks and artworks.

THINK TWICE—What major programs did Roosevelt institute to battle the Great Depression, which groups did they aim to help, and who was left out?

» Possible response: Roosevelt instituted programs to help both industrial workers and farmworkers, as well as retirees and people with disabilities, among other groups. Those seeking work were helped by programs such as the Civilian Conservation Corps, the Tennessee Valley Authority, and the Public Works Administration. Farmers obtained some relief through the Agricultural Adjustment Act. Finally, the Social Security Act provided a safety net for those who could not work due to old age or disability, though many African Americans, including many agricultural and domestic workers, did not benefit equally from this program.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What factors contributed to the Great Depression, and how did the government respond?"

"Roosevelt, Congress, and the Courts," pages 53–55

Scaffold understanding as follows:

Have students read the section on pages 53–55.

SUPPORT—Call attention to the political cartoon of Uncle Sam promoting the National Recovery Administration on page 54. Invite students to examine details of the cartoon, such as the facial expressions of the figures and the clothes they are wearing. Ask: What do you think this cartoonist wanted viewers to believe about the NRA? What features of the cartoon support this conclusion? (*Possible response: The cartoonist wants people to believe that the NRA will look out for both employers and their employees and that it will pursue a course of action that leaves everyone better off. A viewer can infer this from Uncle Sam's posture, which looks like he is protecting the two other men and perhaps bringing them closer together, and from everyone's smiles.*) **(US.5.a, US.5.b, US.14.e)**

Online Resources

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish. See the Land of Liberty Online Resources for this unit for the link to the worksheet:

www.coreknowledge.org/land-of-liberty

SUPPORT—Share more details about *Schechter Poultry Corp. v. United States* as time permits. Explain that under the NIRA, the NRA could authorize an industry to self-regulate, allowing industry groups to establish their own rules and standards defining fair competition. The agency could then treat these rules as binding. A poultry company in New York City ran afoul of one such set of rules and claimed that the NIRA had given the executive branch legislative authority, which rightfully belonged to Congress. The Supreme Court agreed; it said that Congress can only grant decision-making authority to an executive department agency if it specifies standards the agency must apply.

After students read the text, ask the following questions:

LITERAL—Who were the "Four Horsemen"? **(US.14.c, US.14.e)**

» The Four Horsemen were a bloc of four conservative Supreme Court justices who often opposed New Deal legislation on the grounds that it gave the president power beyond what is permitted by the Constitution.

ANALYTICAL—What was *United States v. Butler* about? What was the reasoning behind the decision? **(US.14.c, US.14.e)**

» *Butler* concerned a challenge to the Agricultural Adjustment Act, which authorized the Agricultural Adjustment Agency to regulate agricultural production. The majority in *Butler* found that there was nothing in the Constitution that authorized Congress to regulate agricultural production and no precedent for Congress ever regulating agricultural production; thus, the Tenth Amendment reserved the power of regulating agricultural production to the states or to the people.

✓ **THINK TWICE—**What were the main sources of the conflict between Roosevelt and the Supreme Court?

» Possible response: Roosevelt and the Supreme Court came into conflict mainly over the extent and constitutionality of the authority granted by New Deal legislation. In several high-profile cases, the Supreme Court found that Congress had gone beyond its constitutional authority in granting powers to the president and the executive branch or had granted powers beyond constitutionally permitted authority.

"Huey Long's Louisiana," pages 55–56

Scaffold understanding as follows:

Have students read the section on pages 55–56.

SUPPORT—Ask students to recall what they learned about populism in Unit 2, Topic 3.

SUPPORT—Huey Long also proposed an idea eventually used in the New Deal: subsidizing farmers to leave fields idle. Long also—unsuccessfully—called for a "Cotton Holiday" in which states throughout the Cotton Belt would ban cotton planting for a year. He theorized that continued cotton sales during a ban would soon deplete the excess supply, which would cause prices to rebound. This plan was not adopted, however.

After students read the text, ask the following questions:

ANALYTICAL—What problems did Louisiana's economy face during Huey Long's term as governor? **(US.14.c)**

» During Huey Long's term as governor, Louisiana faced a variety of economic problems, including depressed agricultural prices, depressed farm yields due to drought, a slump in the oil industry, and a tariff-induced decline in trade through the Port of New Orleans.

ANALYTICAL—Of the problems you just identified, which were nationwide issues that also affected Louisiana, and which were specific to the state's economy? **(US.14.c)**

» Drought affected many parts of the country, not just Louisiana; the Dust Bowl is an example of severe drought elsewhere during the Depression. The problems with the oil industry and New Orleans shipping trade were more specific to Louisiana, even though the tariffs themselves were enacted nationwide.

ANALYTICAL—Why did Huey Long's Share Our Wealth program and slogans like "Every man a king" appeal to many poor and working-class Americans during the Great Depression? **(US.14)**

» Long's ideas and slogans resonated because many Americans were experiencing poverty for the first time and felt left out of the nation's wealth. The promise of redistributed wealth and a decent income gave hope to those struggling to survive, making Long seem like a champion of ordinary people against economic inequality.

✓ **THINK TWICE—**Describe the main idea behind Huey Long's Share Our Wealth program.

» Huey Long's Share Our Wealth program was a program of wealth distribution that would have involved a basic income for those earning the least and extremely steep taxes for the highest-earning households.

"Roosevelt's Second Term" and "The Court-Packing Controversy," pages 56–58

Scaffold understanding as follows:

Have students read the section "Roosevelt's Second Term" on pages 56–57.

SUPPORT—Father Coughlin increasingly promoted anti-Semitic conspiracy claims about "international bankers." As World War II approached, this anti-Semitism took an explicitly pro-Nazi turn that alienated many—though far from all—of his listeners.

TALK IT OVER—Point out to students that Coughlin was, in modern parlance, "canceled," not only for his anti-Semitic broadcasts and writings but also for his criticism of the U.S. government, the Roosevelt administration, and Roosevelt's conduct of the war effort. His periodical *Social Justice* was denied a mailing permit by the federal government under the Espionage Act, and the Catholic Church hierarchy ordered Coughlin to cease his public activities rather than opting to defend him. Discuss these developments in connection with a case students read about in Unit 3, *Schenck v. United States* (1919), which raised similar issues in the context of the First World War.

Then have students debate or discuss the following questions with a partner or small group: Given the protections within the U.S. Constitution, is it appropriate for a government to silence its critics? If so, when? Does it matter whether the country is at peace or at war? **(US.6.a, US.14.c, US.14.e)**

SUPPORT—Direct students' attention to the cartoon on page 57. Explain that the numbers stated—$16 billion + $7 billion ("thousand millions")—are actually low compared to what the New Deal ended up costing overall. It is hard to assign an exact dollar figure to some New Deal initiatives, but one estimate puts the total at just under $42 billion—more than $7,500 per person in today's dollars. Invite students to consider how they would respond to a new government tax or program that was expected to cost $7,500 per person living in the United States. What questions would they have about how this money would be used? (*Possible responses: Who will benefit the most? Who will be left out? How will fraud and corruption be prevented?*) **(US.5.a, US.14.c, US.14.e)**

Have students read the section "The Court-Packing Controversy" on pages 57–58.

SUPPORT—When Congress passed the Judiciary Act of 1789, it created the Supreme Court, complete with one chief justice and five associate justices. Because Supreme Court justices were expected to preside in U.S. circuit courts at times, the number of justices on the highest court increased as the number of circuits increased, moving to a total of seven justices in 1807, nine justices in 1837, and then ten justices in 1863. In 1869, Congress passed a law that capped the total justices at nine to match the current nine circuits—which the Supreme Court justices were no longer compelled to serve on. The court has comprised nine justices since then.

After students read the text, ask the following questions:

LITERAL—What kinds of policies did union leaders want from Roosevelt going into his second term of office? **(US.14.c, US.14.e)**

» Union leaders wanted Roosevelt to push federal legislation that would improve wages for workers and protect their right to collective bargaining.

LITERAL—How many justices made up the Supreme Court in 1937, and how many consistently supported Roosevelt's policies? How many justices, and how many Roosevelt supporters, would there have been if his court-packing plan had gone through? **(US.14.c, US.14.e)**

» In 1937, as today, there were nine Supreme Court justices; three generally supported Roosevelt. The court-packing plan would have added six, raising the total to fifteen, with nine generally expected to support the president.

ANALYTICAL—According to critics of the court-packing plan, what basic principle of republican government did Roosevelt's plan threaten? **(US.14.c, US.14.e)**

» Critics said that Roosevelt's court-packing plan threatened the independence of the judiciary, or more generally, the separation of powers.

✓ **THINK TWICE—**To what extent had the policies of Roosevelt's first term succeeded? What were some major criticisms of those policies?

» Roosevelt's first-term policies had provided economic support for many Americans both within and outside of the workforce while encouraging the building of infrastructure useful to the public. Criticisms involved the amount of spending; the large, growing influence of the federal government in American life; and the perception that Roosevelt was helping businesses more than individuals.

✓ **THINK TWICE—**What solution did Roosevelt propose for the opposition he faced in the judiciary, and why did it fail?

» Roosevelt proposed a bill that would have added six new justices to the Supreme Court. Because these justices would be Roosevelt appointees, they would likely, along with his supporters already on the bench, give him a clear majority of supporters when the Supreme Court heard cases related to his programs and policies. The bill failed because Roosevelt's allies in the Senate could not gain enough votes to pass it into law. FDR's attempt to expand the Supreme Court is often regarded as one of the most controversial and damaging episodes of his presidency and an example of the overreach of executive power.

"The New Deal Continues," pages 59–60

Scaffold understanding as follows:

Have students read the section on pages 59–60.

SUPPORT—Among Roosevelt's later farm relief programs was the Bankhead–Jones Farm Tenant Act (1937). True to its name, this legislation sought to extend benefits to tenant farmers and sharecroppers by providing them with loans to buy their own land. For housing construction, Roosevelt pushed for the United States Housing Act, which created the U.S. Housing Authority. Where the Federal Housing Administration had the authority to help insure home purchases, the USHA had a mandate to finance new construction. Using low-interest, long-term federal loans, many local housing authorities began the construction of government housing. These efforts sometimes drew controversy when existing neighborhoods were demolished to make way for new, higher-density housing developments.

After students read the text, ask the following questions:

LITERAL—What were three provisions of the Fair Labor Standards Act that are now considered a basic part of labor law in the United States? **(US.14.c, US.14.e)**

» The FLSA codified a federal minimum wage, a forty-hour workweek with mandatory overtime pay, and restrictions on child labor.

✓ **THINK TWICE—**What were some major problems that remained unsolved when Roosevelt began his second term of office?

» When Roosevelt began his second term, some groups had been left out of the New Deal relief programs, and many people could still not afford adequate housing. There were also unsolved issues regarding fair pay and child labor that awaited the passage of workers' rights legislation.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What factors contributed to the Great Depression, and how did the government respond?"

"The 'Roosevelt Recession,'" pages 60–61

Scaffold understanding as follows:

Have students read the section on pages 60–61.

CORE VOCABULARY—Point out the vocabulary terms *fiscal policy*, *monetary policy*, and *deficit*, and explain their meanings.

DBQ **Note:** Students have the opportunity to read some of John Maynard Keynes's arguments in the source titled "The End of Laissez-Faire" in the Land of Liberty DBQ Workbook.

SUPPORT—Remind students of how they read about monetary policy in Unit 2 when they learned about bimetallism and other populist-favored economic proposals. Review with students the distinction between fiscal and monetary policies. (Note that there are some differences between the tools used by Congress and the Federal Reserve in the 1930s and the tools used today. In particular, in 2020, the Fed ended the use of reserve requirements as a monetary policy tool.) Then ask students to give examples from the text to illustrate each of the following: **(US.14.f)**

- loose fiscal policy (*Congress lowers taxes and/or spends freely.*)
- tight fiscal policy (*Congress raises taxes and/or spends less.*)
- loose monetary policy (*The Fed lowers interest rates and/or, formerly, lowered the reserve requirement.*)
- tight monetary policy (*The Fed raises interest rates and/or, formerly, raised the reserve requirement.*)

Note: Students in the Foundations of Freedom: A Louisiana Civics Program course read about fiscal and monetary policy in Unit 3.

After students read the text, ask the following questions:

LITERAL—How does the federal government raise the money to operate at a deficit? **(US.14.c)**

» In order to run at a deficit, the government borrows money.

ANALYTICAL—Why did John Maynard Keynes believe that deficit spending was a good way to fight a recession? **(US.14.c, US.14.f)**

» Keynes believed that the additional money put into circulation by deficit spending would encourage businesses to grow and hire, fighting unemployment.

INFERENTIAL—How did the economic changes with the onset of World War II parallel those during World War I? **(US.3, US.6.a, US.14.c)**

» Possible response: During World War II, as during World War I, the United States ramped up manufacturing and heavy industry for the war effort. It also became a major exporter of consumer goods that European countries could no longer produce in adequate quantities.

THINK TWICE—What were the causes and effects of the "Roosevelt recession" of 1937–38?

» The causes of the Roosevelt recession are still debated, but one explanation holds that the government took premature action to reduce national debt by tightening its economic policy. The effect was that unemployment, which had decreased since the worst days of the Great Depression, rose again significantly while industrial production fell.

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "What factors contributed to the Great Depression, and how did the government respond?"
  - » Key points students should cite include: A mixture of stock market speculation, international economic shifts, and protectionist policies is generally blamed for the Great Depression; in several central states, land mismanagement and drought led to extreme dust storms known as the Dust Bowl; federal intervention under President Hoover was slow and limited; Franklin D. Roosevelt won election on the promise of dramatic reforms known collectively as the New Deal; as president, FDR enacted a sweeping series of relief programs to decrease unemployment, mitigate poverty, stabilize banks, and reform the banking and finance systems; legal challenges limited the scope of the New Deal but did not prevent its main programs from taking effect, although certain groups, such as African Americans and tenant farmers, received fewer benefits than others; despite the New Deal, the Great Depression lasted many years.
- Choose three Core Vocabulary words (*foreclosure*, *collateral*, *bank run*, *insolvent*, *social welfare*, *fiscal policy*, *monetary policy*, *deficit*) and use them in the headline and brief first paragraph of an economic news article.

To wrap up the lesson, invite several students to share their responses.

TOPIC 3: World War II

Framing Question: What were the causes and consequences of World War II?

Primary Focus Objectives

- ✓ Describe the rise of totalitarianism and fascism in Germany, Italy, and Japan. **(US.15.a)**
- ✓ Describe U.S. preparations for war prior to December 1941, and explain U.S. entry into the war. **(US.15.b, US.15.c)**
- ✓ Identify the contributions to the U.S. war effort made by specific groups both within the armed forces and among the civilian population. **(US.15.d, US.15.f, US.15.g)**
- ✓ Describe and analyze race- and ethnicity-based persecution and mass murder, including the Holocaust, the Nanjing Massacre, the Holodomor, and Japanese internment. **(US.15.e, US.15.j, US.15.k)**
- ✓ Examine the role of the United States in the Allied victory, including its participation in major battles in Europe and Asia and its decision to use atomic bombs in Japan. **(US.15.g, US.15.h, US.15.i)**
- ✓ Explain postwar international developments, including the Nuremberg trials and the establishment of the United Nations. **(US.15.k, US.15.l)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *embargo*, *totalitarian*, *fascism*, *concentration camp*, *anti-Semitism*, *appeasement*, *genocide*, *theater*, *refugee*, *internment*, *island-hopping campaign*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About World War II":

www.coreknowledge.org/land-of-liberty

Materials Needed

Activity Pages

AP 1.1
AP 3.1
AP 3.2

- individual student copies of Primary Source Analysis (AP 1.1), Comparing Ideologies (AP 3.1), and Domain Vocabulary: Unit 4 (3.2)
- maps of Ukraine showing borders with Russia, the Allied powers' campaigns in Africa and Europe, the Allied "pincer" plan, and Jewish immigration to Israel following World War II
- videos of the World War II map summary and the "Day of Infamy" speech
- Norman Rockwell's *Four Freedoms* paintings
- the preamble to the United Nations Charter

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the maps, videos, paintings, and charter may be found:

www.coreknowledge.org/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

embargo, n. a legal prohibition on buying and selling **(64)**

Example: An embargo within the first two Neutrality Acts, passed by Congress in the 1930s, made it illegal for the United States to sell weapons even to those countries it considered allies.
Variations: embargo (v.)

totalitarian, adj. marked by total control of a country's political system and a suppression of individual liberties **(64)**

Example: During Italy's period of totalitarian rule, every area of life was monitored and controlled by the state.
Variations: totalitarian (n.), totalitarianism (n.)

fascism, n. a form of authoritarian government characterized by dictatorship, political oppression, extreme nationalism, and bigotry against minority groups **(66)**

Example: Anyone suspected of disloyalty was purged and exiled as fascism seized the country.
Variations: fascist (n., adj.)

concentration camp, n. a place where large numbers of political prisoners or other detainees are held without trial on the basis of ethnicity, race, religion, or political affiliation rather than for crimes committed **(67)**

Example: The ultimate purpose of a concentration camp is sometimes, though not always, to kill its prisoners away from the public eye.

anti-Semitism, n. hostility toward or discrimination against Jewish people and institutions **(68)**

Example: In a display of extreme anti-Semitism, the mob set fire to a synagogue.
Variations: anti-Semite (n.), anti-Semitic (adj.)

appeasement, n. agreeing or making concessions, often reluctantly, to an enemy's or opponent's demands to avoid an escalation of conflict **(72)**

Example: It was hoped that appeasement would bring peace, but it merely emboldened the dictator to escalate his demands.
Variations: appease (v.)

genocide, n. the deliberate destruction of an ethnic, racial, national, or religious group **(73)**

Example: The word *genocide* was invented to describe Hitler's attempts to kill all the Jews of Europe.
Variations: genocidal (adj.)

theater, n. in war, a major geographic area of military activity **(75)**

Example: The Allies' main goal in the European theater was the defeat of Nazi Germany.

refugee, n. a person fleeing, usually internationally, from persecution, war, or disaster **(75)**

Example: She fled her home village when it became a war zone and applied for asylum as a refugee upon reaching the border.

internment, n. confinement as a prisoner for political or military reasons rather than as punishment for a crime **(84)**

Example: President Roosevelt ordered internment of Japanese Americans because of widespread but ill-founded fears that they were spies for Japan.
Variations: internee (n.), intern (v.)

"island-hopping campaign" (phrase) a World War II Allied strategy in the Pacific that focused on capturing strategically important islands while bypassing heavily fortified ones, enabling a gradual advance toward Japan **(93)**

Example: The United States implemented an island-hopping campaign to secure a series of island bases that would move U.S. forces closer and closer to Japan.

The Core Lesson

Introduce "World War II"

Remind students that the Great Depression ended gradually, not suddenly, and that the country's economic recovery overlapped with its growing involvement in the Second World War. Explain that some of the efforts made to combat the Depression were no longer necessary once the United States began ramping up production of armaments for Europe and, later, arming itself for its own direct entry into the war.

Call students' attention to the Framing Question. Tell students to keep in mind that while the United States played a decisive role in World War II, the conflict's causes and consequences not only were truly global but also extended well before 1939 and after 1945.

Guided Reading Supports for "World War II"

Setting the Scene

"A Model Air Fleet," pages 62–63

Scaffold understanding as follows:

Have students read the section on pages 62–63.

SUPPORT—None of the fighting of World War II took place on the American mainland, but many Americans were gravely concerned about a potential Japanese or Nazi invasion. Preparedness initiatives on the home front reflected this concern. Many civilians received training in spotting and identifying enemy aircraft should they approach the United States, as well as in guiding others to shelter in case of an air attack.

SUPPORT—If students are not familiar with shop class, explain that these classes offer hands-on instruction in the rudiments of a trade, such as carpentry or drafting. Wood shop classes, like the one that the students in this feature were enrolled in, were once extremely widespread in the United States. Emphasize that the "admiral" and "cadet" designations, among others, were honorary; high schoolers did not attain actual military ranks for their model building, valuable though it was.

After students read the text, ask the following questions:

ANALYTICAL—How did building model airplanes help the war effort? **(US.15.f)**

» The model airplanes students built were used to teach soldiers, sailors, and pilots to identify and distinguish friendly and enemy aircraft.

LITERAL—What are some other ways in which American civilians helped on the home front during World War II? **(US.15.f)**

» In addition to building models in the Victory Corps, American civilians took measures to conserve food and materials, collected scrap materials for war manufacturing, and planted vegetable gardens to become more self-sufficient.

"Causes of World War II," page 64

Scaffold understanding as follows:

Have students read the section on page 64.

CORE VOCABULARY—Point out the vocabulary terms *embargo* and *totalitarian*, and explain their meanings.

SUPPORT—Review with students the human and economic costs of World War I that they learned about in Unit 3, both for the United States and for other countries. (Some of this material is also briefly refreshed in Topics 1 and 2 of this unit.) Invite the class to explain how these experiences informed U.S. foreign policy in the 1920s and 1930s. (*Possible response: Because the First World War had involved such loss of life and such sacrifices on the part of the civilian population, Americans were willing to go to great lengths to avoid another war.*) **(US.2, US.3, US.15.b)**

After students read the text, ask the following questions:

ANALYTICAL—Why did Woodrow Wilson promote the League of Nations? **(US.15.b)**

» Wilson promoted the League of Nations as a means of mediating international disputes without resorting to another world war. He hoped that its creation would be a step toward world peace.

LITERAL—What did the Neutrality Acts do, and what did the 1937 act's "cash-and-carry" clause allow? **(US.15.b)**

» Together, they prohibited U.S. arms sales to nations at war. The 1937 act allowed a cash-and-carry policy for nonmilitary goods. Any nation, even one considered "belligerent," could buy American-made goods if it paid immediately and used non-American ships. This brought the United States immediate payments while keeping it uninvolved in conflict.

ANALYTICAL—Why might the public and Congress have believed that refraining from arms sales would help keep the United States out of war? **(US.15.b)**

» Possible response: Selling weapons to a country that is at war might provoke its enemies. For example, if the United States sold weapons to Country A that was fighting Country B, Country B might see the United States as an enemy and attack.

✓ **THINK TWICE—**How did the Neutrality Acts reflect American foreign policy following World War I?

» Possible response: The Neutrality Acts made isolationism, which was the prevailing foreign policy attitude following World War I, into an official policy for dealing with the countries that became involved in World War II. They reflected the widespread desire not to get dragged into another "European" or "foreign" war.

"Rise of Totalitarianism and Militarism," pages 64–66

Scaffold understanding as follows:

Have students read the section on pages 64–66.

CORE VOCABULARY—Point out the vocabulary term *fascism*, and explain its meaning.

SUPPORT—Discuss with students the shared characteristics of totalitarian regimes. Explain the relevance of the word *total* to such regimes' infiltration of all areas of public and private life and to their demands for absolute loyalty and obedience. As time permits, draw connections to the concept of *total war* introduced in earlier units.

SUPPORT—Review the table on page 65. Confirm that students understand the differences between the ideas, practices, and philosophies explained within it. Then ask them to recall what they learned about communism in earlier units. As students read, ask them to pause and revisit the table to compare political ideologies in the Soviet Union, Germany, Italy, and Japan. **(US.15.a)**

SUPPORT—Share more background on Joseph Stalin as time permits. Explain that Stalin ruled the Soviet Union from 1924 to 1953, and death toll estimates during this time (such as those for the Holodomor, which students will read about later in the topic) vary considerably. Higher figures often include all deaths attributable to Stalin's policies—not only those of gulag prisoners, but also deaths from famine and wartime losses.

After students read the text, ask the following questions:

LITERAL—What programs did Stalin launch to transform the Soviet economy? **(US.15.a)**

» Stalin launched a series of Five-Year Plans to boost industrial production and the collectivization of agriculture under government control.

ANALYTICAL—Compare and contrast how Joseph Stalin consolidated power with how the totalitarian leaders of Germany and Italy consolidated power. **(US.15.a)**

» Stalin came to power through his existing association with the Soviet communist government and then consolidated it using terror, murder, and political maneuvering. In Germany and Italy, rising leaders played on the disillusionment of people to consolidate power and used extreme violence to maintain it.

"Germany: Adolf Hitler" and "Italy: Benito Mussolini," pages 66–69

Scaffold understanding as follows:

Have students read the section "Germany: Adolf Hitler" on pages 66–68.

CORE VOCABULARY—Point out the vocabulary terms *concentration camp* and *anti-Semitism*, and explain their meanings.

SUPPORT—For the first decade or so of its existence under that name, the Nazi Party was a minority force in German politics. In November 1923, the Nazis attempted what became known as the Beer Hall Putsch, a failed coup in Bavaria, where many people resented the Weimar Republic and were sympathetic to nationalist, anti–Versailles Treaty sentiment. The Nazis felt they had a better chance of establishing a base of power there than in most other parts of Germany.

Part of their later strategy for claiming power was to emphasize (and, in some cases, fabricate) the threats posed to the German state by other political groups. The Reichstag fire—an act of arson perpetrated in February 1933—is one example. In that incident, the Nazis used an isolated act of arson, which some scholars believe they encouraged or assisted, in order to paint German communists as a gang of dangerous vandals. Regardless of who started the fire, the Nazis exploited the incident to suspend civil liberties, a key feature of their ironclad rule and a major step in the establishment of their dominance over German culture and politics.

SUPPORT—Clarify that the Nazi concept of an "Aryan race" was a groundless myth. It was not based on actual population genetics or anthropology, not even the anthropology of the 1930s. The term comes from a nineteenth-century theory, itself long discredited, that an ethnic group known as the Aryans conquered ancient India, bringing with them important technological, social, and linguistic changes. The theory underwent a series of mutations before coming to be applied to a "white race" who spoke Indo-European languages such as German and French.

Have students read the section "Italy: Benito Mussolini" on pages 68–69.

SUPPORT—Call students' attention to the photograph of on page 68, which shows the Fascist Party headquarters in Rome. The facade of this building bore not only an enormous likeness of Mussolini's unsmiling face but also the repeated word "*si*" (Italian for yes), symbolizing absolute obedience to the regime. Ask students to explain how the likeness is indicative of the cult of personality they read about. (*Possible response: Mussolini appears threatening and larger than life, which goes along with the all-powerful, heroic figure he created through the Fascist cult of personality.*) **(US.5.a, US.15.a)**

The Blackshirts, so called for their black uniforms, further exemplified the cultlike aspects of fascism with their use of ancient Roman military terminology. Units that would be called *companies* in most modern armies were called *centuries* in the Blackshirt hierarchy, and the officers who commanded them were known as *centurions*.

After students read the text, ask the following questions:

ANALYTICAL—What circumstances left Germans dissatisfied with their country's government after World War I? **(US.15.a)**

» A struggling economy, including extreme inflation, was one source of public dissatisfaction in Weimar Germany. Another was the country's perceived humiliation by the victorious countries in World War I, including territorial losses and the requirement that Germany acknowledge war guilt.

ANALYTICAL—Why did many Jewish people come to believe that there was "no safe future" for them in Germany after Kristallnacht? **(US.15.a)**

» Kristallnacht was a mass attack on Jewish homes, businesses, and places of worship throughout Germany. It showed beyond a doubt that there was widespread and violent anti-Semitism in Germany at the time. This is why many German Jews believed they could no longer expect to live safe and peaceful lives in their home country.

LITERAL—Whom did Mussolini look to as an example of the "pure" Italian identity? **(US.15.a)**

» Mussolini considered the people of the ancient Roman Empire and their descendants to embody the "pure" Italian identity.

THINK TWICE—Describe two ideas or events that benefited Hitler in his quest for power.

» Hitler benefited from the German people's dissatisfaction with life in the country following World War I, including the hyperinflation resulting from harsh treaty reparations and the printing of currency, and from the emotional loss of territory and international blame that Germany experienced after the conclusion of the war.

THINK TWICE—What were characteristics of fascism under Mussolini?

» Fascist Italy was characterized by the belief that the state was more powerful than the individual, the nationalization of large sections of the economy, the suppression of organized labor actions, the encouragement of military service, and the prevalence of extreme nationalistic attitudes that promoted the re-creation of a Roman legacy.

"Japan: Imperial Ambitions" and "Comparing Ideologies," pages 69–71

Have students read the section "Japan: Imperial Ambitions" on pages 69–70.

SUPPORT—Explain that a puppet government is one that appears independent but in practice follows the direction of a stronger foreign power. Clarify that although puppet governments were common during the 1930s and 1940s (such as the Vichy government in France that students will read about shortly), they were not unique to this period. In fact, students encountered an example in Unit 3 when they learned about Cuba under the Platt Amendment, and they will encounter numerous other examples in Unit 5 as they learn about the geopolitics of the Cold War.

SUPPORT—As time permits, share more details about Japan's occupation of Korea to illustrate how cultural and ethnic supremacism played out there. Explain that the residents of occupied Korea were required not only to learn the Japanese language but even to adopt Japanese names. Japan also took economic control, with Japanese landlords and investors dominating Korea's land and industry. This continued until Korea's liberation after World War II; during the war, millions of Koreans were pressed into service as laborers or soldiers.

Have students read the section "Comparing Ideologies" on pages 70–71.

SUPPORT—Remind students that they read about militarism, or the belief that a nation needs a strong military to achieve its political goals, as a cause of World War I in Unit 3.

Activity Page

AP 3.1

ACTIVITY—Lead students in brainstorming the different characteristics that could contribute to a "cult of personality" in a modern government—for example, larger-than-life stories about the leader's strength and intelligence or a prominent display of images of the leader in public places. Have students consider how Hitler, Mussolini, and Hirohito shared characteristics. Then have them complete the Comparing Ideologies chart (AP 3.1) to compare and contrast the three regimes.

After students read the text, ask the following questions:

LITERAL—What belief about the Yamato did Japanese ideologues use to justify expansion? **(US.15.a)**

» Japanese ideologues believed the Yamato, the native people of the Japanese islands, were superior to other peoples of mainland Asia and were destined to lead them. This belief was used as a pretext for racial discrimination and forced assimilation.

LITERAL—How did other countries respond to Japan's invasion of Manchuria? **(US.15.a)**

» The international community did not respond strongly to the invasion of Manchuria. The League of Nations rebuked Japan but imposed no sanctions or penalties, and Japan left the league in 1933.

ANALYTICAL—What was the official goal of the Anti-Comintern Pact, and what broader purposes did it serve? **(US.15.a)**

» Officially, the goal was to oppose the spread of communism. In practice, it brought Germany, Japan, and later Italy closer politically, emboldened expansion, and worsened Japanese–Soviet tensions.

THINK TWICE—How were the goals and ideology of Nazi Germany similar to those of the Empire of Japan?

» Possible response: Both societies emphasized devotion to a single leader at the center of a cult of personality, preached a doctrine of racial supremacy, and used this doctrine to justify the conquest and colonization of neighboring peoples in order to enrich the economy of their respective homelands.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What were the causes and consequences of World War II?"

"Growing German Aggression and Expansion" and "The Holodomor," pages 71–73

Scaffold understanding as follows:

Have students read the section "Growing German Aggression and Expansion" on pages 71–73.

CORE VOCABULARY—Point out the vocabulary term *appeasement*, and explain its meaning.

SUPPORT—Remind students of what they read about Germany's failed Schlieffen Plan during World War I in Unit 3, Topic 2.

SUPPORT—Remind students that German is the primary language of Austria and that many Austrians regarded themselves as ethnically German. The Anschluss was not the first attempt to unify Austria with the other German states; attempts had been made to create a Greater Germany through war or diplomacy since at least the early nineteenth century. Austria might have been included when the modern state of Germany was created in 1871 if not for its then-recent war with Prussia.

TALK IT OVER—Remind students of what the British did and did not know when Chamberlain proclaimed peace while Churchill foresaw disaster, as well as the fact that Great Britain was still recovering from the First World War twenty years prior. They knew that Germany had already broken the Treaty of Versailles by remilitarizing, reoccupying the Rhineland, and annexing other predominantly German-speaking territories. They could not know that Germany was on the verge of invading Poland. Chamberlain's and Churchill's claims were interpretations of what they thought Germany would do next, based on what they had seen its leaders do recently. Have students debate or discuss the following question with a partner or small group: Given what the British and French knew at the time and their experiences during and after World War I, was appeasement a sensible policy? **(US.6.b, US.15.a)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.org/land-of-liberty

SUPPORT—Direct students' attention to the map of German and Soviet occupation on page 72. Trace the progress of the Nazi conquests that they have already learned about, including the occupation of the Rhineland, the Anschluss (Austria), and the absorption of western Czechoslovakia (including the Sudetenland) into Greater Germany. Explain that "Greater Germany" included territory claimed to be the ancestral homeland of ethnically German peoples; it encompassed not only Germany as understood today but also Austria and parts of Czechoslovakia (Bohemia and Moravia). **(US.4, US.15.a)**

SUPPORT—Invite students to examine the map in further detail. Ask what areas of Europe were not under German control in late 1940 (*Spain, Portugal, Great Britain, Ireland, Switzerland, Scandinavia, the Baltic countries, the Balkans, eastern Poland*). Ask: What was Greater Germany, and why did Germans consider it to be a single country? (*Greater Germany was Germany as expanded by Hitler's annexations of neighboring, predominantly German-speaking regions. It was claimed as a single country because its residents supposedly shared a common German identity.*) **(US.4, US.15.a)**

SUPPORT—Hitler and Stalin's relationship was one of mutual fear and dislike, with the two embracing vastly different and incompatible ideologies. Remind students that Hitler and his fellow Nazis included communists among the political enemies they sent to the camps and that they stoked public outrage against communists (most notably following the Reichstag fire, discussed in an earlier Support note) as a pretext to seize power.

Have students read the sidebar "The Holodomor" on page 73.

CORE VOCABULARY—Point out the vocabulary term *genocide*, and explain its meaning.

Online Resources

SUPPORT—Display the map of modern-day Ukraine, calling attention to its strategic position on the Black Sea and its location "between East and West"—that is, between Russia and much of the rest of Europe. Explain that Ukraine's strategic importance to the Soviet Union and then Russia stems largely from its ample tracts of fertile farmland; Ukraine's annual wheat crop in particular is so plentiful that the country has been called "the world's breadbasket." In modern times, Ukraine's rich petroleum reserves have also been of interest to neighbors with expansionist policies. **(US.4, US.15.j)**

SUPPORT—Tell students that the word *genocide* was created in 1948 by a human rights lawyer, Raphael Lemkin, who combined the ancient Greek word *genos* (race, tribe) and the Latin *cide* (killing).

After students read the text, ask the following questions:

LITERAL—How did Britain and France respond at Munich when Hitler threatened Czechoslovakia's Sudetenland? **(US.15.a)**

» Britain and France pursued a policy of appeasement by agreeing to let Hitler annex the Sudetenland in exchange for his promise to make no other territorial demands, hoping this would preserve peace.

ANALYTICAL—What did Hitler obtain from his nonaggression pact with Stalin? How did Stalin benefit? **(US.15.a)**

» Hitler's nonaggression pact with Stalin gave him security on his eastern border, allowing him to invade Poland and expand westward without fear of a two-front war. The

pact gave Stalin the freedom to annex the Soviet Union's western neighbors without interference.

THINK TWICE—Why do you think the leaders of other countries formed pacts with Hitler if they did not believe they could trust him?

» Leaders such as Stalin—and earlier, the leaders of Great Britain and France—signed agreements with Hitler to buy time, avoid immediate conflict, and/or secure short-term gains, such as territory. They knew Hitler might not keep his word but hoped to delay war or strengthen their own position before he turned on them.

"The War in Europe Begins," pages 73–75

Scaffold understanding as follows:

Have students read the section on pages 73–75.

CORE VOCABULARY—Point out the vocabulary term *theater*, and explain its meaning.

SUPPORT—Point out that the term *blitzkrieg* is German for lightning war. Ask: Why was this term an appropriate description of Hitler's military strategy? (*Possible response: Hitler attacked suddenly and overwhelmingly, rapidly attaining victory over countries unprepared for an invasion.*) **(US.15)**

SUPPORT—The Vichy government collaborated with the Nazis but retained nominal control of southeastern France until late 1942; thereafter, the Nazis occupied the entire country directly until the end of the war.

SUPPORT—Invite students to consider the reasons that Hitler and his officers spent so much time and effort attempting to defeat the Royal Air Force and destroy British military capability via aerial bombardment. Refer to the map on page 72 to remind students that Great Britain is separated from the European mainland by only a narrow channel. (*Possible responses: Hitler remembered Great Britain's strength in its victory over Germany in World War I and wanted to contain it earlier this time around; Hitler viewed Great Britain as a major base of operations for ongoing efforts to combat the Nazis and the other Axis powers.*)

Tell students that Hitler's hope in authorizing the Battle of Britain was that the Royal Air Force would be weakened sufficiently for Germany to invade Great Britain by sea, which would lead to a quick surrender, as had happened in France. As it happened, Hitler grossly underestimated both the strength of the Royal Air Force and the tenacity of the British civilian population. Well into the aerial bombardment of 1940, he maintained the belief that a land invasion of Great Britain would be possible by September—something that never came to pass. **(US.4, US.15.a)**

SUPPORT—Explain to students that the name *Axis powers* originates from a 1936 speech delivered by Benito Mussolini, in which he celebrated Italy's entry into the Anti-Comintern Pact. He declared, "This Berlin–Rome protocol is not a barrier; it is rather an axis around which all European states animated by a desire for peace may collaborate on troubles."

TALK IT OVER—Prompt students to reconsider what they have read about earlier appeasement efforts and about U.S. reluctance to enter the war. Have students discuss the following question with a partner or small group: To what extent did U.S. isolationism contribute to the outbreak of World War II, both from Hitler's perspective and from that of those who had tried to appease him? **(US.6.b, US.15, US.15.a)**

Online Resources

SUPPORT—After students have read the section, you may wish to play a segment of the video "World War II: Summary on a Map" (5:50–12:00) to provide a visual description of how and where the Nazis moved so quickly in Europe in the late 1930s.

After students read the text, ask the following questions:

ANALYTICAL—What was the Maginot Line, and why was it ultimately ineffective against a Nazi invasion? **(US.15, US.15.a)**

» The Maginot Line was a line of fortifications on the French–German border. It was ineffective because the Germans knew it was weaker in the northwest, so they invaded Belgium and Luxembourg and passed through them to get to France.

LITERAL—What act triggered Great Britain and France to declare war on Germany? **(US.15, US.15.a)**

» Great Britain and France declared war on Germany once Hitler broke the terms of the Munich Agreement and invaded Poland.

LITERAL—What was the Blitz? How does the use of this term differ from the Battle of Britain? **(US.15, US.15.a)**

» The Blitz was the German bombing of British civilians from late 1940 to the spring of 1941. It came after the Battle of Britain, the air campaign against the British Royal Air Force from July to October 1940.

ANALYTICAL—How did Hitler's decision to back out of his pact with the Soviet Union affect the Nazi war plan? **(US.15, US.15.a)**

» Once Hitler broke his agreement with Stalin, Stalin joined the Allies and began fighting the Germans who had invaded the Soviet Union. This meant that the Nazis were fighting the Allies to both their west and their east.

✓ **THINK TWICE—**Why was appeasement a failure?

» European countries' policy of appeasement gave Hitler time and opportunity to prepare for an invasion of Poland and France. By the time he had crossed the line established by the Munich Agreement, it was too late to stop him from conquering these countries, and even Great Britain was being threatened with invasion.

"The United States Watches and Waits," "The Louisiana Maneuvers," and "The United States Enters the War," pages 75–79

Scaffold understanding as follows:

Have students read the section "The United States Watches and Waits" on pages 75–78.

CORE VOCABULARY—Point out the vocabulary term *refugee*, and explain its meaning.

SUPPORT—Explain that the lack of a U.S. refugee policy had life-or-death consequences for Jews fleeing the Nazis and seeking asylum. In one now-infamous incident, more than nine hundred passengers on the refugee ship *St. Louis* were denied admission to the United States, as well as to Cuba and Canada. About a third were granted entry visas to Great Britain or eventually secured other plans to emigrate from Europe. The rest were taken in by the Netherlands, Belgium, and France. However, these countries fell to German occupation in 1940, and 254 of the *St. Louis* refugees were killed by the Nazis.

Online Resources

ACTIVITY—Display Norman Rockwell's *Four Freedoms* paintings for students. Lead a discussion of the ways that each painting captures the ideals that Roosevelt spoke of in his Four Freedoms speech and the ways in which the Nazi regime threatened these same ideals. For example:

- In *Freedom of Religion*, point out Rockwell's inclusion of representatives of religious minorities: the Jewish man (wearing a yarmulke) in the lower right and the Catholic woman (identifiable by her rosary) at center left.
- In *Freedom of Speech*, potential talking points include the subjects' attire (suggesting the class diversity of the people at this town meeting) and their facial expressions (suggesting an environment of mutual respect). The men in suits listen attentively as the man in workman's flannel and a frayed jacket exercises his right to speak up about town matters. **(US.5.c, US.6.c, US.15, US.15.b)**

SUPPORT—Remind students that before the country entered World War I, Americans debated between isolationism and interventionism. A key factor that pushed the United States toward war then was Germany's use of U-boats to attack merchant ships, including those of neutral countries. Explain that in 1940, a similar debate occurred, with Germany's attacks on shipping again raising questions about whether the United States should intervene. Encourage students to keep this parallel in mind as they read the section.

SUPPORT—The meeting that produced the Atlantic Charter was conducted in utmost secrecy. Officially, Roosevelt was on a long fishing trip, and Churchill departed via battleship from the Orkney Islands in northern Scotland.

Have students read the sidebar "The Louisiana Maneuvers" and the section "The United States Enters the War" on pages 78–79.

SUPPORT—Remind students that they read earlier in the topic that Japan had been unhappy with the United States since the 1930s, when certain U.S. trade embargoes had been put in place.

EXTENSION ACTIVITY—Have partners research online to find various examples of newspaper front pages from the day after the attack on Pearl Harbor. Encourage students to compare coverage of the event and identify themes they see across headlines and front-page articles. Allow time for each pair to present their observations on a specific front page from December 8, 1941. **(US.5.a, US.5.c, US.15.c)**

After students read the text, ask the following questions:

LITERAL—What were the four freedoms that Roosevelt claimed were being attacked by the Nazis and others? **(US.15.a, US.15.c)**

» Roosevelt identified freedom of speech, freedom of religion, freedom from want, and freedom from fear as the basic human freedoms under attack.

ANALYTICAL—How did laws requiring U.S. neutrality evolve during the late 1930s and early 1940s? **(US.1, US.15.b)**

» Successive acts gradually loosened the terms under which the United States would assist countries involved in the conflict. The Neutrality Act of 1939 replaced the arms embargo with a "cash-and-carry" policy, and the Lend-Lease Act of 1941 allowed allies to borrow war supplies and equipment if they returned or replaced it. These changes show that U.S. neutrality evolved from strict noninvolvement to practical support for the country's allies, reflecting growing concern over the threat posed by the Axis powers, while still avoiding full-scale entry into the war until 1941.

ANALYTICAL—Why did the Empire of Japan attack Pearl Harbor? **(US.15.c)**

» The Empire of Japan attacked Pearl Harbor with the immediate goal of destroying or disabling the United States' Pacific fleet. The broader strategic goal was to limit U.S. ability to interfere with Japanese expansion in the Asia-Pacific region.

✓ **THINK TWICE—**Why did the United States not act sooner and more decisively against Nazi Germany?

» Possible response: The people of the United States believed that they had little to gain and much to lose by getting involved in another European war. There was a strong isolationist sentiment well into 1941 that made even indirect support of the Allies controversial.

✓ **THINK TWICE—**How did the Pearl Harbor attack end the isolationism–interventionism debate?

» The Pearl Harbor attack outraged Americans and rallied widespread public support for a declaration of war. This effectively ended the isolationism–interventionism debate, as nearly all Americans now supported active U.S. involvement in World War II.

Primary Source Feature: "Opposition to the Lend-Lease Bill, Charles Lindbergh, 1941," page 77

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 77.

Introduce the source to students by reminding them of Charles Lindbergh's fame as an aviator following his celebrated crossing in 1927 and his gradual emergence as a leader of the isolationist movement via the America First Committee. Tell the class that Charles Lindbergh traveled to Nazi Germany several times in the late 1930s. His most notable visit was in 1938, when he was invited to inspect the German aviation industry and was controversially awarded the Service Cross of the German Eagle by Hermann Göring, who would become one of the most powerful Nazi politicians and military leaders.

Have students read the source.

SUPPORT—Have students discuss why Americans may have opposed sending war materiel convoys to Europe. (*Possible responses: They feared that this would drag the United States into war and that their family members would be sent to fight in Europe; they believed that the British were self-interested and did not deserve American help; they thought the aims of the war were unclear or were not honestly stated.*) **(US.5.b, US.15.b)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following question:

LITERAL—What reasons does Lindbergh offer for keeping the United States out of any further involvement in World War II? **(US.5.a, US.15.b)**

» Lindbergh believes that Britain will lose the war with or without the Lend-Lease Act. He argues that U.S. aid to Britain will only prolong the war, not change its outcome, and that it will deplete U.S. resources against a possible future German attack on the United States.

Primary Source Feature: "'Day of Infamy' Speech, Franklin D. Roosevelt, 1941," page 80

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 80.

Introduce the source to students by recapping the economic sanctions that the United States had imposed on Japan prior to the December 7, 1941 attack.

Online Resources

Have students read the source. You may wish to also have students watch the video of Franklin D. Roosevelt delivering the speech.

> **SUPPORT—**Encourage students to keep in mind what they read in Lindbergh's testimony against the Lend-Lease Act earlier and compare it to Roosevelt's statements in this speech. Tell students that Lindbergh testified in early 1941, almost a full year before the attack on Pearl Harbor.

Online Resources

> **SUPPORT—**Display an online map of the Pacific Ocean (such as via Google Earth) and identify the places that Roosevelt mentions in his speech: Malaya (now the peninsular part of Malaysia), Hong Kong, Guam, the Philippines, Wake Island, and Midway Island. Explain that some of these locations will appear later in the topic as the sites of important battles in the Pacific theater. Ask: Why would Japan launch attacks on all these places? What strategic goal do the smaller islands serve? (*Japan was trying to extend and enforce its control over East and Southeast Asia, where it was establishing colonies to obtain rubber, oil, and other industrial inputs. The smaller islands were places where military bases might be built to project force throughout the Pacific.*) **(US.4, US.5.a, US.15.c)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

> **ANALYTICAL—**How does Roosevelt characterize relations between the United States and Japan prior to the Pearl Harbor attack? How did Prime Minister Hideki Tojo view the nations' relationship at that time? **(US.5.a, US.15.b, US.15.c)**
>
> » Roosevelt says that the United States and Japan were "at peace" and that Japanese leaders had recently expressed an interest in maintaining that peace. Tojo viewed the United States' recent actions as a form of economic warfare against Japan.
>
> **ANALYTICAL—**Consider the historical context of the speech. How might FDR's words have been carefully chosen to focus on various segments of the American population, such as isolationists or those directly affected by the attack? What was a likely effect of this wording? **(US.5.b, US.15.b, US.15.c)**
>
> » Roosevelt emphasized that the attack was unprovoked to show that the United States had not initiated hostilities and was acting in self-defense. By framing Japan as the aggressor, he aimed to unite Congress and the American public (including those Americans not directly affected by the attack) behind a declaration of war. This emphasis helped justify U.S. entry into World War II and likely rallied widespread support among citizens who otherwise might have been hesitant to abandon isolationism.

DBQ **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

"The American Home Front," "The Nation Mobilizes," "The Tuskegee Airmen," and "Women's Contributions," pages 79–83

Scaffold understanding as follows:

Have students read the sections "The American Home Front" and "The Nation Mobilizes" on pages 79–82.

> **SUPPORT—**Direct students' attention to the chart of armed forces personnel on page 81. Point out that the number of service members roughly quadrupled between 1940 and 1941, even though the United States did not enter World War II until December 1941. Ask: What was the reason for this dramatic growth in the size of the armed forces? (*The Selective Service Act instituted a draft in 1940.*) **(US.4, US.15.b)**

Have students read the sidebar "The Tuskegee Airmen" on page 81.

> **SUPPORT—**Explain that prior to the creation of the United States Air Force as a separate branch in 1947, both the U.S. Army and the U.S. Navy maintained their own air forces. Even after the U.S. Air Force was established, military aviation was not limited to a single branch; today, the Army, Navy, Coast Guard, and Marine Corps all continue to employ aviators who pilot a variety of craft in numerous operational roles.

Have students read the section "Women's Contributions" on pages 82–83.

> **TALK IT OVER—**Explain that Rosie the Riveter was intended to help normalize the idea of women doing industrial work at a time when gender roles divided the U.S. workforce much more strictly than is the case today. Have students discuss the following question with a partner or small group: How did the image of Rosie the Riveter reflect changes in women's social and economic roles during World War II? **(US.5.a, US.13.b, US.15.f)**

After students read the text, ask the following questions:

> **LITERAL—**What products did retooled Detroit factories and New Orleans–based Higgins Industries make? **(US.15.f)**
>
> » In Detroit, factories produced planes, jeeps, tanks, and munitions. Higgins Industries made amphibious landing vehicles that could be used in invasions from the sea.
>
> **INFERENTIAL—**How might the Tuskegee Airmen's wartime experiences have influenced their feelings upon coming back to the United States? **(US.6.c, US.15.d)**
>
> » Possible response: During the war, the Tuskegee Airmen played a vital part in the Italian campaign. They were both skilled and courageous, yet they were not treated as the equals of their white fellow airmen. The mistreatment of African American service members after their important service in World War II may have been one of the motivating factors for the Civil Rights Movement that followed.
>
> **ANALYTICAL—**How did the women of the United States contribute to the war effort? **(US.15.d, US.15.f)**
>
> » Women in the United States contributed to the war effort by enlisting in the military through the Women's Army Corps and other branches. They also took up civilian jobs in manufacturing and additional critical industries. Often, women led the way in their households' efforts to adjust to rationing and to collect scrap materials for wartime use.

THINK TWICE—In what ways did U.S. mobilization for war reflect earlier, peacetime plans and preparations?

» The groundwork for the United States' actual military mobilization had been laid in 1940 with the Selective Service Act, which began the process of building up the armed forces in peacetime via a draft. On the industrial front, the National Defense Advisory Commission, also created in peacetime, led efforts to retool factories to produce materiel such as tanks and munitions.

"Sacrifices on the Home Front," pages 83–84

Scaffold understanding as follows:

Have students read the section on pages 83–84.

SUPPORT—Remind students that selling bonds to raise money was not a new practice. During World War I, the government issued Liberty bonds, promoted through celebrity endorsements, propaganda, and strong social pressure, similar to what happened again in World War II. The practice has continued even in modern times. For example, after the September 11, 2001, terrorist attacks, New York issued bonds to help rebuild the area around Ground Zero, raising $8 billion with support from federal funds.

SUPPORT—Draw students' attention to the poster on page 84. Ask: What do you think the government hoped this poster would inspire in Americans? (*Possible response: The government probably hoped that Americans would be reminded of what might be at stake for their children's future if the Nazis were not stopped—something they could assist with a bit by buying war bonds.*) **(US.5.b, US.15.f)**

TALK IT OVER—Review with students how Americans were asked by their government to sacrifice and cooperate on the home front during World War II through rationing, buying war bonds, and shifting industries toward wartime production. Have students debate or discuss the following question with a partner or small group: What do these efforts reveal about the relationship between the government and ordinary citizens in a time of crisis? Do you think the same level of cooperation could happen today? **(US.6.a, US.15.f)**

After students read the text, ask the following questions:

LITERAL—How did rationing affect everyday American households during World War II? **(US.15.f)**

» Rationing limited access to items like meat and gasoline. To make up for shortages, many families planted victory gardens and reused or conserved household materials. They even saved food waste such as cooking fats to be repurposed for the war industry.

LITERAL—How did the U.S. government finance the war effort? **(US.15.f)**

» The government relied on both taxation and borrowing. The Revenue Act of 1942 expanded the income tax to millions more Americans, and the sale of war bonds raised additional funds.

LITERAL—How did the government encourage Americans to support the war financially? **(US.15.f)**

» The government launched bond drives, often promoted by celebrities, and poster campaigns to encourage citizens to buy war bonds as a patriotic act.

THINK TWICE—What were the main ways Americans mobilized to support the war on the home front?

» Americans conserved and rationed essential goods, grew their own food, saved scrap materials, and financed the war through taxes and war bonds. These actions helped redirect resources toward the military while fostering a sense of shared sacrifice.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What were the causes and consequences of World War II?"

"Japanese American Internment," pages 84–85

Scaffold understanding as follows:

Have students read the section on pages 84–85.

CORE VOCABULARY—Point out the vocabulary term *internment*, and explain its meaning.

SUPPORT—*Nisei* is often used to describe many of those affected by World War II–era U.S. internment. Japanese for second generation, *nisei* refers to the American-born children of Japanese immigrants. Other generations were also affected, including the *issei*—those born in Japan—and the younger *sansei*, or third generation.

SUPPORT—The terminology of court cases may be unfamiliar to students. Explain that when someone sues the government for alleged wrongdoing, the case is known as [*Plaintiff's name*] *v. United States*. This designation indicates that the defendant in the case is the U.S. government.

SUPPORT—One notable display of the 442nd's bravery came in 1944, when the regiment's members penetrated deep into enemy territory to rescue the so-called Lost Battalion, a former Texas National Guard unit that was surrounded by German forces in the Vosges Mountains of eastern France. Hundreds of Japanese American soldiers were killed or wounded as they pushed through minefields and artillery fire to free their fellow soldiers. President Harry S. Truman later personally thanked them for their service, saying, "You fought the enemy abroad and prejudice at home, and you won."

After students read the text, ask the following questions:

LITERAL—What was the effect of Executive Order 9066? **(US.15.e)**

» The effect of Executive Order 9066 was that all people of Japanese ancestry living in the exclusion area of western California, along with parts of southern Arizona and the Pacific Northwest, were forcibly removed from their homes, lost property and businesses, and were confined in internment camps far inland.

ANALYTICAL—How did the story of the 442nd Infantry Regiment undermine contemporary claims that Japanese Americans were disloyal? **(US.15.d, US.15.e)**

» The 442nd was a regiment made up of Japanese American men who fought with great valor on behalf of the Allied cause. Their heroism, recognized with many awards and citations, helped disprove the claim that Japanese Americans as a group were disloyal to the United States.

THINK TWICE—How did public opinion about Executive Order 9066 and the *Korematsu* decision change in the years immediately after the war?

» Public opinion began to shift soon after the war ended, when fears of Japanese American disloyalty faded. Many Americans saw that Japanese Americans had fought bravely for the United States and had not engaged in sabotage, which made it clear the mass internment was based more on prejudice than on real danger.

"Theaters of the War" and "The War in Africa," pages 85–87

Scaffold understanding as follows:

Have students read the section "Theaters of the War" on pages 85–86.

Online Resources

SUPPORT—As students read these sections and those on the following pages, display the map of Allied operations in 1942–45. Ask students to track Allied progress from North Africa up through Italy and then from coastal France into Germany. Encourage students to note how France, Great Britain, and the United States pressured Germany to the south and on the Western Front while Stalin maintained pressure on the Eastern Front. You may also wish to display the map of Allied gains in Europe in 1944, which illustrates the success of the "pincer" plan. **(US.4, US.15, US.15.h)**

SUPPORT—Remind students that Hitler and Stalin did not trust each other. Each was using the nonaggression pact as a delaying tactic, buying time to address other concerns without having to fight off a powerful adversary.

Have students read the section "The War in Africa" on pages 86–87.

SUPPORT—British general Bernard Montgomery, mentioned in the Student Volume as key to the major Allied victory in Tunisia, was a well-respected and well-known military officer who played a key role in Dunkirk, the reinvigoration of British soldiers in Egypt, and, after success in North Africa, the Allied invasions of Sicily and Normandy, as well as the Battle of the Bulge. Years after World War II, Montgomery often reentered the international spotlight for his controversial commentary on certain matters, including his criticism of U.S. involvement in Vietnam, which students will learn about in Unit 5. Montgomery declared, "The United States has broken the second rule of war. That is: don't go fighting with your land army on the mainland in Asia. Rule one is, don't march on Moscow. I developed those two rules myself."

SUPPORT—Point out the word *pincer* in the last paragraph of "The War in Africa." Explain to students that a pincer is a two-handled tool with two "jaws," used to grip—and potentially squeeze—something.

After students read the text, ask the following questions:

LITERAL—What major enemies did Nazi Germany face on the Eastern and Western Fronts, respectively? **(US.15, US.15.g)**

» On the Eastern Front, Germany fought against the Soviet Union. On the Western Front, Germany fought an array of Allied forces, including British, French, and American troops.

ANALYTICAL—Why did the Allies want to control North Africa? How was this action important to their larger plan? **(US.15, US.15.g)**

» The Allies wanted to use North Africa as a staging ground for an invasion of Italy. They planned to get closer to German forces in Europe by coming up through the Mediterranean Sea to Sicily and then Italy.

✓ **THINK TWICE—**How did U.S. forces contribute to victory in North Africa?

» Possible response: In Operation Torch, General Eisenhower landed U.S. troops in western North Africa, trapping Axis forces between them and British forces in the east. The two armies closed the "pincers" and surrounded the Axis in Tunisia, forcing their surrender and giving the Allies complete control of North Africa.

"The War in Europe," "The Eastern Front," "The Western Front," and "The Yalta Conference," pages 87–89

Scaffold understanding as follows:

Have students read the sections on pages 87–89.

SUPPORT—Tell students that soon after Italy was invaded during World War II, Mussolini lost support. He was expelled from the government and imprisoned, and the new Italian government began negotiating a truce with the Allies (the anti-Nazi alliance that by then included the United States). While Italians tried to surrender to Allied invaders, German troops invaded from the north and captured most of the country. In the meantime, Mussolini was "rescued" from Italian custody by German forces and became part of a German puppet government in northern Italy. When he tried to escape approaching Allied forces in April 1945, he was spotted by fellow Italians who were sickened by the war and Mussolini's role in it. He was captured and killed by machine-gun fire, and his body was then hung upside down in front of a gas station to be ridiculed and mutilated.

SUPPORT—Explain that while we use the term *D-Day* to refer to the Normandy invasion, it is a military term with the specific technical meaning of the first day of an operation. A parallel term, widely used at the time but now rare in civilian use, is *H hour*, to denote the hour at which an operation will begin. The original strategic purpose of these terms was to allow for the creation of a timetable of events without the exact day and hour being known far in advance.

SUPPORT—Share that Camp Claiborne in Louisiana, the original home of the 101st Airborne, was named for William C. C. Claiborne, the first governor of Louisiana. Claiborne was appointed governor of the Territory of Orleans by Thomas Jefferson, in which role he oversaw the transfer of the territory under the terms of the Louisiana Purchase. He also led the territorial government's response to the German Coast Rebellion of enslaved persons, which students read about in Unit 1. Upon statehood, he won the first gubernatorial election and proceeded to serve as governor of Louisiana from 1812 to 1816.

After students read the text, ask the following questions:

ANALYTICAL—Why is the siege of Stalingrad considered a turning point of World War II? **(US.15.g)**

» At Stalingrad, an already overextended German army spent six months trying, and ultimately failing, to besiege a major Soviet city. This led the way for a German retreat and a Soviet advance on the Eastern Front from 1943 to 1945.

ANALYTICAL—What military objectives did the commanders of Operation Overlord aim to achieve on D-Day, and why were these objectives significant? **(US.15.g)**

» Operation Overlord, the Allied invasion of Normandy on June 6, 1944, or D-Day, aimed to establish a secure foothold in German-occupied France. The objectives included gaining control of beaches along the Normandy coast, breaking through German defenses, and creating a base for further Allied advances into western Europe. By opening this western front, the Allies sought to liberate France, force Germany to fight on multiple fronts, and hasten the defeat of Nazi Germany.

INFERENTIAL—What does the Yalta Conference reveal about the Allied leaders' feelings toward the war in 1945? **(US.6.a, US.15, US.15.h)**

» The Yalta Conference and its discussion of postwar plans took place before Germany surrendered, which indicates that the Allied leaders were feeling optimistic about their progress in the war and its eventual conclusion. Their discussion of reparations and elections also indicates that they were already concerned about keeping the peace and rebuilding after the war concluded—concerns that may have stemmed from the issues resulting from reparations after World War I.

✓ **THINK TWICE—**What were the Allies' objectives on the Eastern and Western Fronts?

» On the Eastern Front, the Soviet Union aimed to drive German forces out of Soviet territory; reclaim land in Ukraine, Poland, and Belarus; and advance toward Germany to secure its borders. On the Western Front, the United States and Great Britain aimed to open a second front by invading German-occupied France, liberate western Europe, and push toward Germany while limiting Soviet influence. These strategies reflect different priorities: The Soviets focused on security and territorial control, while the United States and Great Britain balanced military objectives with postwar political concerns.

"The Holocaust," "The Role of Military Intelligence," and "The Warsaw Ghetto," pages 89–92

Scaffold understanding as follows:

Have students read the section "The Holocaust" on pages 89–92.

SUPPORT—Emphasize that the Nazis, through a systematic program of mass murder, killed six million Jews and millions of others. The largest groups of non-Jewish victims of the Nazis were Soviet prisoners of war (approximately 3.3 million killed) and Poles (i.e., ethnically Polish people; approximately 1.8 million killed). Death tolls for Romani, Serbs, homosexual people, political opponents of the Nazis, and people with disabilities each fall in the tens and sometimes hundreds of thousands.

Point out that despite decades of diligent research, the exact numbers are impossible to obtain for a variety of reasons. One reason is that entire families and even whole communities

were often destroyed by Nazi genocide. Another is that the Nazis did not always keep careful track of how many people they killed, and as the tide of the war turned against them, they often sought to destroy evidence of the scope of their murderous campaign.

SUPPORT—The terminology around the systemic violence of the Nazis can be complex and contentious. Many sources reserve the term *Holocaust* specifically for the mass murder of Jews, while some use it to refer to the entire Nazi genocide or mass murder program that also targeted Roma, various Slavic peoples, and other groups the Nazis deemed undesirable. Jewish commentators often opt for the word *Shoah*, Hebrew for catastrophe.

SUPPORT—Explain that the Wannsee Conference was a joint meeting of the SS and nominally civilian agencies of the Nazi German government, with fifteen high-ranking officials in attendance. It did not decide on the "Final Solution," aspects of which had been authorized by Hitler as early as 1941. Rather, the conference—convened by SS general Reinhard Heydrich—formalized the plan for systematically murdering the entire Jewish population of Europe. Some eleven million Jews were estimated to live in Europe at that time; Heydrich announced a program to systematically kill all of them, and nobody in attendance objected.

Have students read the sidebars "The Role of Military Intelligence" and "The Warsaw Ghetto" on pages 90 and 91.

EXTENSION ACTIVITY—Tell students that there were many Jewish and non-Jewish resistance groups fighting the Nazis and their "Final Solution" during World War II, including the Munich-based White Rose group and the Bielski brothers in Poland. Have students work in small groups to research a resistance group that worked to save those targeted by the Nazis and note their motivations, successes, challenges, and legacy. Then bring the class back together for a group discussion on resistance efforts and what they reveal about the physical and emotional costs of the Holocaust. **(US.5.a, US.15.j)**

After students read the text, ask the following questions:

ANALYTICAL—What were three purposes of the concentration camps built by the Nazis? **(US.15.j)**

» The main purpose of the Nazi concentration camps was the mass killing of Jews and other groups and individuals singled out for extermination by the Nazi state. The camps also served as a source of forced labor for the Nazi war machine and private industry, and they provided Nazi scientists with subjects for medical experiments that did not follow any protocols, resulting in the torture of many people.

LITERAL—What were two new or emerging technologies that the countries involved in World War II used for communication and espionage? **(US.15.g)**

» Possible responses: The German military used electromechanical machines called Enigma machines to encrypt messages so they could not be read. The Allies developed a decoding device to counteract this. Radar, developed in the 1930s, also played a role in Allied detection of Japanese aircraft in the Pacific. Backpack radios created by the Army Signal Corps provided portability for Allied communications.

ANALYTICAL—Why were the Navajo (Diné) code talkers important to the Allied war effort? **(US.15.g)**

» The code talkers spoke a language that very few non-native speakers were familiar with and that did not resemble other, more widely spoken languages. Thus, their messages could not be decoded easily. Their work contributed directly to military success in the Pacific theater.

✓ **THINK TWICE—**What did American soldiers uncover about the scope and methods of the Nazis' "Final Solution," and why was this discovery significant?

» American soldiers discovered the breadth of the Nazis' "Final Solution" and how they had chosen to try to carry it out, including mass murder, starvation, torture, and cruel experimentation. Uncovering the "Final Solution" meant that American soldiers were able to know their enemy's offenses better and hold the Nazis accountable.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What were the causes and consequences of World War II?"

"Asia and the Pacific," pages 92–94

Scaffold understanding as follows:

Have students read the section on pages 92–94.

CORE VOCABULARY—Point out the vocabulary term *island-hopping campaign*, and explain its meaning.

SUPPORT—Remind students of the United States' colonial relationship to the Philippines following the Spanish-American War, which they learned about in Unit 3. Explain that when the Japanese invaded the Philippines in late 1941, beginning an attack the day after their attack on Pearl Harbor, the islands were still a commonwealth of the United States. Filipino and American troops fought side by side in the Philippines campaign from 1941 to 1942. The Philippines' 1935 constitution provided a pathway to independence, which was attained in 1946 following the end of Japanese occupation.

SUPPORT—The horrific conditions of the Bataan Death March may be easier to appreciate if compared to how other Allied POWs were treated. More than 30 percent of the American captives taken at Bataan died before they could return to the United States. This is roughly ten times the death rate of Allied POWs held by the Nazis and the Fascists.

EXTENSION ACTIVITY—Tell students that the island-hopping campaign was far from the only strategy that the U.S. military used in its yearslong effort to force Japan into a surrender. Have partners research a major attack on Japan by American forces, such as the Dolittle Raid (1942) or Operation Meetinghouse (the firebombing raid of Tokyo in March 1945). Tell partners to create a brief presentation in which they explain how their researched event fits within the U.S. strategy in the Pacific theater and to what degree it contributed to the Japanese surrender. **(US.5.a, US.15.g, US.15.j)**

After students read the text, ask the following questions:

LITERAL—What was the strategic significance of Iwo Jima and Okinawa? **(US.15.j)**

» Iwo Jima was an outlying Japanese island whose airfields, once captured, could be used to launch an invasion of Japan. Similarly, Okinawa was an important island for its location only 340 miles (547 km) from Japan's mainland, which the Allies wanted to be able to target soon with both air strikes and blockades.

ANALYTICAL—Examine the timeline on page 96, and note the gap in major Pacific battles between early 1943 and late 1944. What were Allied forces doing in the Pacific theater during this time? **(US.15.g)**

» During 1943 and 1944, Allied forces were undertaking an island-hopping campaign to capture various Japanese-held Pacific islands. This deprived the Japanese of potential naval and air bases while providing launching points for an Allied offensive.

✓ **THINK TWICE—**How did U.S. forces contribute to the Allied victory in the Pacific theater?

» Possible response: U.S. forces in the Pacific theater gradually checked and reversed Japanese expansion by capturing one island at a time.

"The Atomic Bomb," pages 94–96

Scaffold understanding as follows:

Have students read the section on pages 94–96.

SUPPORT—Explain that the development of the atomic bomb also affected the relationship among the Allies. Truman had hoped that the news of the successful Trinity test—the inaugural test of a nuclear bomb, detonated in the desert of New Mexico on July 16, 1945—would give him leverage over Stalin in negotiations at Potsdam. In fact, Stalin had been receiving intelligence on the U.S. nuclear weapons program for years through a network of spies and informants. He showed little surprise when Truman casually disclosed the existence of "a new weapon of unusual destructive force."

SUPPORT—Because the harms of radiation exposure were poorly understood by the public, in the decades following the war, *hibakusha* also frequently faced discrimination in work and marriage. The latter stemmed from fears that radiation exposure might increase the risk of birth defects in children. However, extensive monitoring by medical experts found no statistically significant effect on their pregnancies or their offspring. Many *hibakusha* have, individually or collectively, worked as activists for the abolition of nuclear weapons worldwide and the responsible use of nuclear power.

After students read the text, ask the following questions:

LITERAL—Where and why did the United States use atomic bombs in World War II? **(US.15.i)**

» The United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The purpose was to persuade Japan to surrender and end the war.

LITERAL—What were the immediate and lasting effects of the atomic bombs? **(US.15.i)**

» Immediate effects included the death of tens of thousands of individuals in each city and the destruction of large areas of both cities. Lasting effects on survivors included severe burns and scarring and elevated incidence of cancer.

✓ **THINK TWICE—**What factors contributed to Roosevelt's and Truman's decisions to develop and deploy the atomic bomb?

» Roosevelt approved the development of the atomic bomb because he recognized the danger that the Nazis would develop one first. Truman authorized the use of atomic weapons because he believed they would bring a swift end to the war and save many lives compared to a land invasion of Japan.

"Aftermath of the War" and "The Nuremberg Trials," pages 96–98

Scaffold understanding as follows:

Have students read the section "Aftermath of the War" on pages 96–97.

SUPPORT—Remind students that they have seen multiple examples of postwar reconstruction efforts, including both those that demonstrated hopes for stability and those that created long-term resentment. In Unit 1, Topic 3, they read about the debate over how best to reconstruct the South following the Confederacy's defeat in the Civil War, and in Unit 4, Topic 1, they learned how a post–World War I plan for Germany ultimately paved the way for a second world war. Many of the concerns that motivated these postwar policies were in play following World War II as well.

Have students read the section "The Nuremberg Trials" on pages 97–98.

SUPPORT—Readers may notice that not all twenty-four defendants in the original Nuremberg trials are accounted for: The Student Volume mentions three acquittals, seven prison sentences, and eleven death sentences. The other three cases are slightly more complicated. Martin Bormann, Hitler's private secretary, was sentenced in absentia (he had gone missing in the last days of the war) but was likely already dead by the time of the trials; his remains were discovered much later. Robert Ley, a Nazi Party official, committed suicide early in the proceedings and thus received no formal verdict. Gustav Krupp, an industrialist who benefited from Nazi forced labor, was deemed too ill to stand trial.

After students read the text, ask the following questions:

LITERAL—What disagreements did Truman and Stalin have concerning postwar treatment of Germany? **(US.15, US.15.h)**

» Stalin wanted to demand heavy reparations from Germany, but Truman thought this would repeat the mistake made by the Treaty of Versailles after World War I. The Soviet Union ultimately exacted reparations from its zone and received a share of industrial equipment from the other zones.

ANALYTICAL—What was the significance of the Nuremberg trials in the history of international law? **(US.15.k)**

» The Nuremberg trials were the first time that crimes against humanity were recognized as punishable offenses. The trials also paved the way for the later creation of the International Criminal Court.

✓ **THINK TWICE—**What were the Allied leaders' main goals for the end of World War II?

» The Allies' main postwar goals were to demilitarize and denazify Germany; to exact reparations for wartime losses, primarily in the Soviet occupation zones; and to establish a world order that would prevent another world war.

✓ **THINK TWICE—**Who oversaw the Nuremberg trials, and what was their aim in conducting them?

» Representatives of four Allied powers—France, the United Kingdom, the United States, and the Soviet Union—oversaw the Nuremberg trials. Their aim was to punish the Nazi officials who held the greatest responsibility for war crimes and other atrocities. They also sought to establish that there were crimes committed in war or by regimes

in peacetime that were offenses against all humanity. These crimes included genocide and the planning and waging of an aggressive war. By prosecuting Nazi leaders, the Allies hoped to establish a framework of international law that could prevent or punish such atrocities in the future.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What were the causes and consequences of World War II?"

"The United Nations" and "Legacy of World War II," pages 98–100

Scaffold understanding as follows:

Have students read the sections on pages 98–100.

Online Resources

SUPPORT—Display the preamble to the United Nations Charter for the class and ask a volunteer to read it aloud. Ask: How does the beginning of the UN Charter reflect the circumstances of its creation? (*The preamble acknowledges that war "twice in our lifetime has brought untold sorrow to mankind." This refers to the two world wars. The very first reason given for creating the UN is to prevent more wars like these.*) What are some examples of the "international machinery" that the UN aims to use for social and economic advancement? (*Possible response: The "machinery" here is not literal machines but things like diplomacy and financial aid, and possibly sanctions against countries that violate one another's rights or sovereignty.*) **(US.5.a, US.5.c, US.15.l)**

Online Resources

SUPPORT—Explain that following the war, the survivors of the Holocaust were displaced throughout Europe. Some sought to return to the communities they had lived in before the war, but many found this impossible for one reason or another and sought to emigrate. There were also many Jewish people in the Middle East and North Africa who had been the targets of repressive Nazi policies. Share the map of Jewish immigration patterns to Israel to show how this postwar situation coalesced into a wave of migration in the late 1940s and early 1950s.

After students read the text, ask the following questions:

LITERAL—According to the founders of the UN, what was the cause of the failures of the League of Nations? What remedy did they adopt? **(US.15.l)**

» The founders of the United Nations thought the failures of the League of Nations stemmed from its inability to provide a meaningful check on military aggression. To remedy this, they gave the new UN a Security Council with the power to issue sanctions and authorize military force.

LITERAL—What was the G.I. Bill? **(US.15)**

» The G.I. Bill was a 1944 law that provided health care and tuition aid to American veterans as they demobilized and entered the civilian workforce. It also offered specific lower-rate home loans to veterans.

THINK TWICE—What lasting effects did World War II have on life in the United States?

» The war brought changes to the United States' international role, giving it the status of a superpower in postwar politics and significant influence in the United Nations. Domestically, as veterans returned to civilian life, many of them pursued further education. African American veterans who had become used to better treatment abroad now advocated for equal treatment at home, contributing to the Civil Rights Movement.

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "What were the causes and consequences of World War II?"
  - » Key points students should cite include: Causes: Totalitarian governments with expansionist goals arose in Germany, Italy, and Japan after World War I; these countries gained territory through conquest in Europe, Africa, and Asia; the Soviet Union under Stalin was also a totalitarian state, and after signing a nonaggression pact with Germany in 1939, it expanded its own territory into eastern Poland and the Baltic states; Hitler's invasion of Poland drew Britain and France into the war; the United States long held an isolationist stance but gradually increased its efforts to arm the Allies; the attack on Pearl Harbor led the United States to declare war on Japan, bringing it fully into the conflict. Consequences: Many on the home front supported the war effort through industrial work, rationing, and loans (war bonds); across theaters in Africa, Europe, and the Pacific, the Allies gradually checked and reversed Axis territorial gains; the United States ended the war in the Pacific with the controversial decision to use atomic weapons against Japan; millions of civilians and soldiers died, and the Holocaust resulted in the systematic genocide of Jews and other targeted groups; the United Nations was created to promote international peace and cooperation, and the Nuremberg trials held individuals accountable for violating international law, including crimes against humanity; after the war, the Allies divided and occupied Germany both to denazify the country and to prevent it from becoming a military threat again.
- Choose three Core Vocabulary words (*embargo*, *totalitarian*, *fascism*, *concentration camp*, *anti-Semitism*, *appeasement*, *genocide*, *theater*, *refugee*, *internment*, *island-hopping campaign*) and explain them to a friend or family member who has not read the topic.

To wrap up the lesson, invite several students to share their responses.

Activity Page

AP 3.2

You may wish to assign Domain Vocabulary: Unit 4 (AP 3.2) for homework.

UNIT 4

Teacher Resources

Topic Assessments: Unit 4

- Topic 1: Postwar United States and the 1920s 77
- Topic 2: The Great Depression 82
- Topic 3: World War II 88

Performance Task: Unit 4

- Performance Task Activity 96
- Performance Task Scoring Rubric 97

Activity Pages

- Primary Source Analysis (AP 1.1) 103
- Comparing Ideologies (AP 3.1) 104
- Domain Vocabulary: Unit 4 (AP 3.2) 105

Answer Key: Unit 4 106

Assessment: Topic 1—*Postwar United States and the 1920s*

A. On your own paper, write the letter that provides the best answer.

Use the images to answer questions 1 and 2.

Image A

Image B

1. Who did the demonstrators in Image B want to save? **(US.13.d)**

- **a)** Italian anarchists accused of murder during a store robbery
- **b)** Italian union leaders who had been targeted for their activism
- **c)** Italian anarchists who had led an uprising in the United States
- **d)** Italian American men who had mailed bombs to public officials

2. Which of the following best explains the connection between these two images? **(US.5.c, US.13.d)**

- **a)** The fears expressed in Image A helped lead to the outcome protested in Image B.
- **b)** There is no meaningful connection because Sacco and Vanzetti were not Bolsheviks.
- **c)** The person who created Image A would almost surely have sympathized with the people in Image B.
- **d)** The warning in Image A led to immediate peace talks that resolved the issue shown in Image B.

3. Which of the following best summarizes the United States' trade policy during the 1920s? **(US.13)**

- **a)** Protectionism was increasingly abandoned as it became clear that farmers were suffering.
- **b)** Protectionism, exemplified by tariff laws, remained a cornerstone of U.S. trade policy throughout the decade.
- **c)** After the election of 1924, the formerly protectionist United States pivoted abruptly to embrace extensive global trade.
- **d)** Believing that international trade would promote peace, U.S. leaders renounced protectionism from World War I onward.

Use the excerpt from presidential candidate Warren G. Harding's speech to answer questions 4 and 5.

America's present need is not heroics, but healing; not nostrums [reforms], but normalcy; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; not experiment, but equipoise [equilibrium]; not submergence in internationality, but sustainment of triumphant nationality.

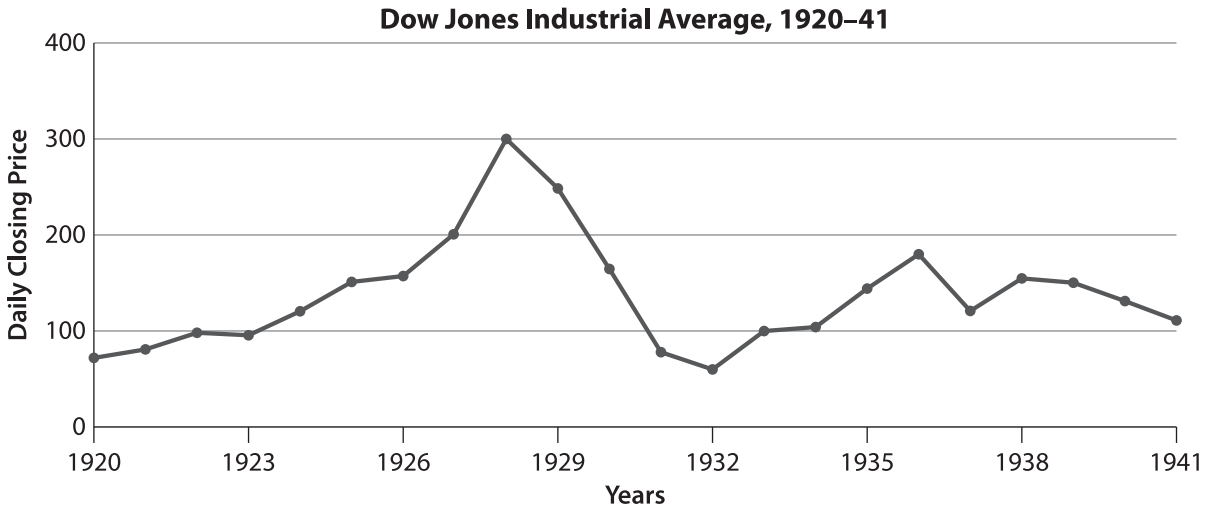
4. Which of the following best defines "normalcy" in the context of this text? **(US.5.a, US.13)**

- **a)** American society and isolationism as it had been before World War I
- **b)** typical diplomatic relations with the European powers
- **c)** a system of government led by the Democratic Party
- **d)** the stabilization of the American stock market

5. To avoid "submergence in internationality," this text's author and his supporters _____. **(US.5.a, US.13)**

- **a)** undertook a campaign to assert the United States' dominance in world affairs
- **b)** cut off diplomatic relations with the countries involved in World War I
- **c)** placed a strict, long-lasting embargo on foreign trade
- **d)** kept the United States out of the League of Nations

Use the graph to answer question 6.



6. Which claim is best supported by the information in this graph? **(US.4, US.13, US.14)**

- **a)** The stock market quickly recovered to its 1929 peak by the mid-1930s.
- **b)** The stock market built fairly steadily toward a peak in the 1920s, then crashed.
- **c)** The stock market steadily declined throughout the 1920s before a sharp uptick after 1929.
- **d)** The stock market experienced occasional peaks in the 1920s but always dipped to new lows before 1929.

Use the image to answer questions 7 and 8.

7. How did the affordability of cars change in the 1920s? **(US.5.a, US.13.c)**

- **a)** Affordability declined as wages stagnated for ordinary workers.
- **b)** Affordability increased as more cars were produced at lower cost.
- **c)** Affordability diminished because the materials for automaking grew more costly.
- **d)** Affordability improved as cheaper imported cars replaced American-made models.

8. Which of the following influenced the increase in car ownership during the 1920s? **(US.5.a, US.13.c)**

- **a)** the popularity of leisure tourism
- **b)** the new invention of the assembly line
- **c)** an uptick in the accessibility of air travel
- **d)** a change in attitude about taking on personal debt

9. Which of the following were push factors for participants in the Great Migration after World War I? Select the **two** correct answers. **(US.13.f, US.13.h)**

- **a)** the depression of the Southern economy caused by the 1918 flu outbreak
- **b)** the arrival of a huge wave of immigrants, causing competition for jobs
- **c)** repressive Jim Crow legislation enacted after Reconstruction
- **d)** the demobilization of World War I veterans of all races
- **e)** a new cultural renaissance in Harlem

10. Who gained notoriety as a separatist advocating that Black Americans leave the country to escape white hostility? **(US.13.a, US.13.h)**

- **a)** W. E. B. DuBois
- **b)** Marcus Garvey
- **c)** James Van Der Zee
- **d)** Zora Neale Hurston

Use the image to answer questions 11 and 12.

11. Which piece of 1920s legislation were the operators of the secret establishment behind the door shown in the photo trying to circumvent? **(US.5.a, US.13.g)**

a) Quota Act
b) Volstead Act
c) Immigration Act
d) Fordney–McCumber Act

12. What led to the repeal of this law and the amendment that supported it? **(US.5.a, US.13.g)**

a) a high-profile temperance movement
b) growing pressure from overseas producers to readmit their product to the U.S. market
c) the belief that consumption of alcohol was no longer widespread enough in the United States to be a problem
d) acknowledgment that Prohibition had emboldened criminals without actually eliminating alcohol from American society and culture

Use the images to answer questions 13–15.

Image A

Image B

13. How did the American film industry change in the 1920s? **(US.5.a, US.13.c)**

- **a)** Feature-length "talkies" displaced shorter films with limited audio.
- **b)** Color films became the norm, displacing films in black and white.
- **c)** Specially built movie theaters first appeared in American cities.
- **d)** The first commercial film companies were founded.

14. What did radio sets like the one in Image B have in common with cars? **(US.5.a, US.13.c)**

- **a)** They became popular mostly in American cities.
- **b)** They were still generally considered a luxury by 1930.
- **c)** They were frequently bought on credit rather than with cash.
- **d)** They operated on a technical principle first discovered in 1920.

15. What do these two images have in common? Select the **two** correct answers. **(US.5.a, US.13.c)**

- **a)** Both portray technologies used mainly to inform.
- **b)** Both show the influence of sports on American culture of the day.
- **c)** Both document forms of entertainment available only to the wealthy.
- **d)** Both depict forms of entertainment that contributed to a national culture.
- **e)** Both depict forms of mass media whose products were distributed nationwide.

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Identify two major social or cultural conflicts in the 1920s, and explain how each reflected the tensions between traditional and modern values. **(US.1, US.3, US.6.a, US.13)**

Assessment: Topic 2—*The Great Depression*

A. On your own paper, write the letter that provides the best answer.

Use the image to answer question 1.

1. Which of the following are reasons that U.S. agriculture did not prosper as industry did during the 1920s? Select the **two** correct answers. **(US.5.a, US.14.a)**

- **a)** A heavy farm tax was passed by Congress.
- **b)** Farmers could not grow enough crops to meet demand.
- **c)** American consumers began importing wheat and corn from abroad.
- **d)** Tariffs raised the prices of manufactured goods that farmers bought.
- **e)** Farmers struggled with loan payments after wartime price controls ended.

2. Which New Deal legislation was enacted specifically to help struggling farmers? **(US.14.c, US.14.e)**

- **a)** Volstead Act
- **b)** Glass–Steagall Act
- **c)** Federal Farm Loan Act
- **d)** Agricultural Adjustment Act

3. Which factor undermined the initial New Deal's attempts to help farmers and provide relief? **(US.14.c, US.14.e)**

- **a)** Not enough land was available to grow adequate crops.
- **b)** Farm aid was absent from the areas hardest hit by drought.
- **c)** Tenant farmers could not benefit as landowning farmers did.
- **d)** No efforts were made to improve flood control and irrigation.

Use the excerpts to answer questions 4–6.

Yes, when—not if—when we get the chance, the Federal Government will assume bold leadership in distress relief. . . . I say that while primary responsibility for relief rests with localities now, as ever, yet the Federal Government has always had and still has a continuing responsibility for the broader public welfare. It will soon fulfill that responsibility. . . . I pledge you, I pledge myself, to a new deal for the American people.

—Franklin D. Roosevelt, 1932

This freedom of the individual creates of itself the necessity and the cheerful willingness of men to act cooperatively. . . . It is in the further development of this cooperation and in a sense of its responsibility that we should find solution for many of the complex problems, and not by the extension of the Government into our economic and social life. The greatest function a government can perform is to build up that cooperation, and its most resolute action should be to deny the extension of bureaucracy. . . . The primary conception of this whole American system is not the ordering of men but the cooperation of free men.

—Herbert Hoover, 1932

4. What was the "new deal" of which Roosevelt spoke? **(US.5.a, US.14.c)**

a) a shift in power from federal to state government
b) an overhaul of the tax code to favor business interests
c) a renegotiation of the United States' foreign trade agreements
d) a comprehensive set of relief measures to fight the Great Depression

5. Based on their policies and the statements above, Hoover and Roosevelt likely agreed on which of the following points? **(US.5.c, US.14.c)**

a) There is no good reason to grow the federal bureaucracy.
b) Local government has an important part to play in emergency relief.
c) Republican Party leaders had not done enough to fight the Great Depression.
d) Most people affected by the Great Depression would recover without significant government intervention.

6. On which points did Hoover and Roosevelt most strongly disagree? Select the **two** correct answers. **(US.5.c, US.14.c)**

a) the fact that stock prices had fallen drastically since 1929
b) the severity and likely duration of the economic downturn
c) whether there was a "large number of destitute people" in 1932
d) the proper extent of the federal government's role in relief efforts
e) the best approach to campaigning in swing states during the 1932 election

Use the image to answer question 7.

7. President Roosevelt's nationwide radio broadcasts to the public were widely known as _____. **(US.5.a, US.14.c)**

a) fireside chats
b) radio updates
c) New Deal bulletins
d) presidential addresses

8. Soon after his inauguration, Roosevelt took to the airwaves to explain to the public an abrupt intervention in the finance sector. What had his administration just done? **(US.14.c, US.14.e)**

a) paused all trading on the New York Stock Exchange
b) closed commercial banks nationwide for inspection
c) granted sweeping new powers to the Federal Reserve
d) enacted a "bank curfew" to prevent after-hours bank runs

9. Why did some people, including the Catholic priest and radio host Father Charles Coughlin, criticize President Roosevelt's New Deal programs and policies? **(US.14.c, US.14.e)**

a) They had expected less federal intervention in fiscal policy.
b) They disagreed with more restrictive regulation of the banking industry.
c) They felt these actions favored big business at the expense of individuals.
d) They were upset that Roosevelt signed a bill that levied more taxes on churches.

Use the image to answer question 10.

10. What were the intended benefits of the Tennessee Valley Authority? Select the **three** correct answers. **(US.5.a, US.14.c, US.14.e)**

a) work relief
b) flood control
c) forest clearance
d) wildland firefighting
e) hydroelectric power
f) new housing construction

11. The Works Progress Administration (WPA), which operated nationwide, was distinguished from other New Deal initiatives by its employment of _____. **(US.14.c, US.14.e)**

a) forest management personnel
b) artists, musicians, and writers
c) construction workers
d) farmers

Use the image to answer questions 12 and 13.

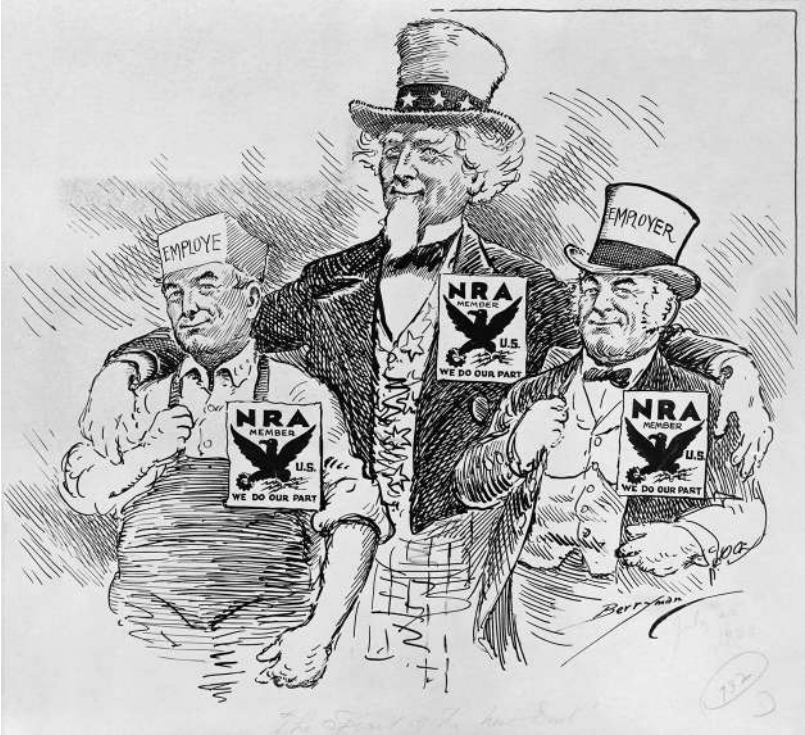
12. The conditions shown in this photograph arose because of _____. Select the **two** correct answers. **(US.5.a, US.14.d)**

a) natural disasters such as severe drought
b) agricultural practices that promoted soil erosion
c) energetic but ultimately failed attempts at soil conservation
d) the mass migration of farmers seeking their fortunes in the 1920s
e) the mass departure of farmers who could not afford to keep their land

13. What resulted when people fleeing these conditions arrived in California? **(US.5.a, US.14.d)**

a) New farming methods became the norm in California.
b) California's agriculture industry experienced a boom.
c) California, too, became prone to severe dust storms.
d) Wages for farmworkers fell.

Use the image to answer question 14.



14. Which New Deal initiative was this political cartoon created to promote? **(US.5.a, US.14.c, US.14.e)**

a) voluntary regulation of industry and labor
b) responsible use and ownership of machinery
c) safe and sanitary practices in the food industry
d) growth of the manufacturing sector for defense needs

15. The law that established the National Recovery Administration was struck down by the Supreme Court for which reason? **(US.14.c, US.14.e)**

a) It benefited employers at the expense of their employees.
b) It had not properly made its way through Congress as a bill.
c) It exceeded the government's powers to regulate commerce.
d) It suppressed freedom of religion as well as freedom of speech.

16. In response to adverse Supreme Court findings, Roosevelt later promoted a bill that would _____. **(US.14.c, US.14.e)**

a) limit the number of cases heard by the Supreme Court each year
b) create a mandatory retirement age for Supreme Court justices
c) restructure the court system to limit the Supreme Court's role
d) increase the number of justices on the Supreme Court

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Identify two major programs or policies of the New Deal, and explain how each helped Americans during the Great Depression. Be sure to include reasoning for why these programs were effective. **(US.6.c, US.14, US.14.c, US.14.e)**

Assessment: Topic 3—*World War II*

A. On your own paper, write the letter that provides the best answer.

Use the image to answer questions 1 and 2.

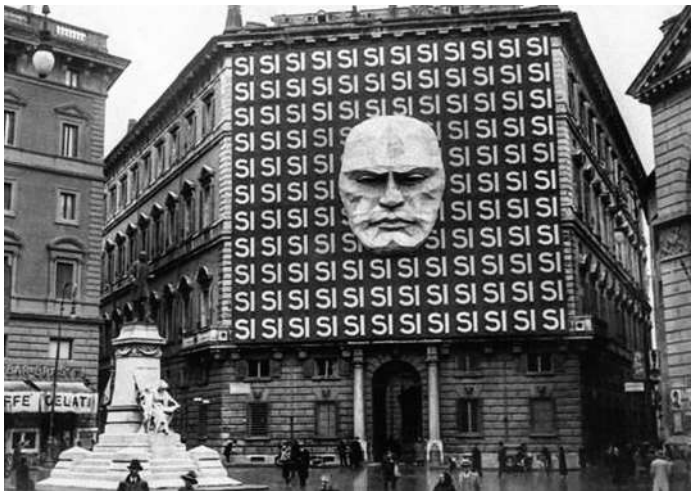
1. Why did Germans use banknotes as wallpaper in the 1920s? **(US.15)**

- **a)** Reparations had led to a widespread paper shortage in Germany.
- **b)** The value of the German currency had fallen so far that it was nearly worthless.
- **c)** Germany had joined a European monetary union that made its national banks obsolete.
- **d)** German homes were in such need of repair after World War I that wallpaper was more valuable than money.

2. In response to this situation, Germans did which of the following? **(US.15.a)**

- **a)** They strongly endorsed the actions of their current government.
- **b)** They embraced nationalist leaders who promised a return to glory.
- **c)** They supported the immediate annexation of wealthier neighbors.
- **d)** They cultivated prosperous new industries using wartime technologies.

Use the images to answer questions 3 and 4.



3. Hitler and Mussolini had which of the following in common? **(US.5.c, US.15.a)**

- **a)** Both based their movements primarily on Marxist ideology.
- **b)** Both supported the establishment of a classless, communist society.
- **c)** Both were democratic leaders who came to power through free multiparty elections.
- **d)** Both promoted aggressive nationalism and ruled through authoritarian, centralized power.

4. Which of the following was true of Mussolini but not true of Hitler? **(US.5.c, US.15.a)**

- **a)** He engaged in colonial ventures in East Africa.
- **b)** He led a country involved in the Tripartite Pact.
- **c)** He developed a cult of personality to support his rule.
- **d)** He attempted to "reconquer" territory from European neighbors.

5. Which statement best describes the British and French response to Hitler's actions in the Sudetenland? **(US.15.a)**

- **a)** They sought to appease him.
- **b)** They urged the United States to fight him.
- **c)** They imposed severe economic sanctions.
- **d)** They immediately sent troops to oppose him.

Use the map to answer questions 6 and 7.

German- and Soviet-Occupied Territory, Late 1940

6. The region known as Greater Germany is best described as _____. **(US.4, US.15.a)**

a) a union of countries that willingly ceded their land to the German Reich
b) the maximum extent of the territory Hitler initially set out to conquer
c) regions claimed by the Nazis as rightful land of the German people
d) the area under German control since the early 1930s

7. Which of the following enabled the Soviets to capture the territory labeled "Soviet annexations"? **(US.4, US.15.a)**

a) the Atlantic Charter
b) an Allied conference
c) a nonaggression pact
d) the Anti-Comintern Pact

Use the chart to answer question 8.

U.S. Military Personnel, 1939–45

Year	Total Service Members
1939	334,473
1940	458,365
1941	1,801,101
1942	3,915,507
1943	9,195,912
1944	11,623,468
1945	12,209,238

8. Which of the following government actions best accounts for the difference between the 1940 and 1941 totals? **(US.4, US.15.b, US.15.d)**

a) Neutrality Act
b) an oil embargo
c) Lend-Lease Act
d) Selective Service Act

Use the excerpt to answer question 9.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

—Franklin D. Roosevelt

9. What event inspired Roosevelt to call upon Congress and his powers as commander in chief in this 1941 speech? **(US.5.a, US.15.c, US.15.h)**

a) the Yalta Conference
b) Hitler's annexation of Austria
c) the success of Operation Torch
d) the Japanese attack on Pearl Harbor

Use the image to answer question 10.

10. In which ways did American labor and industry adjust to support the war economy? Select the **two** correct answers. **(US.5.a, US.15.d, US.15.f)**

a) American workers paid more in income tax to fund the war effort.
b) Women enlisted in the WAC, where they regularly saw combat duty.
c) Men gave up their jobs so that women could take on a more equal role.
d) Automakers retooled their factories to produce planes, tanks, and other war equipment.
e) New Orleans shut down its port to frustrate German U-boat attacks on American shipping.

11. The Allies adopted a "Germany first" strategy, meaning that they _____. **(US.15.g)**

a) invaded Germany before then attacking Italy
b) proceeded to invade Germany immediately and directly
c) resolved to defeat Germany and then the Empire of Japan
d) kept out of the Pacific theater and focused on the European theater

Use the image to answer questions 12 and 13.

12. The swastika shadow in this poster is best understood as _____. **(US.5.a, US.15.f)**

- **a)** the spreading of rumors that compromised Allied strategy
- **b)** the ongoing German bombardment of U.S. cities
- **c)** the Nazi indoctrination of American youth
- **d)** the threat of a future Nazi invasion

13. The main purpose of the product offered in the poster was to _____. **(US.5.a, US.15.f)**

- **a)** boost public morale and promote patriotism
- **b)** encourage U.S. citizens to save for the future
- **c)** help the U.S. government finance the war effort
- **d)** ensure that children growing up after the war could attend college

Use the image to answer question 14.

14. The atomic bombings of August 1945 reflected President Truman's belief that _____. **(US.5.a, US.15.h, US.15.i)**

a) a land invasion of Japan would result in very high American casualties
b) only military installations should be the target of atomic weapons
c) Japan would not surrender even if its major cities lay in ruins
d) the atomic bomb was unreliable and must be tested twice

15. Which of the following best describes the goal of the United Nations as established following World War II? **(US.15.l)**

a) to provide a means of resolving conflict through international cooperation
b) to wield military force against aggressor nations in future wars
c) to try to punish those who perpetrated the Holocaust
d) to limit the spread of communism following the war

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Identify two reasons the events of World War II demonstrate the need for international institutions such as the UN and the International Criminal Court, and explain how each reason supports their creation. **(US.2, US.6.c, US.15, US.15.l)**

Performance Task: *Between the Fires: Through the World at War*

Teacher Directions: During the Great Depression, the federal government assumed broad new responsibilities that pushed the limits of constitutionality. In World War II, the United States set aside years of isolationist foreign policy to actively intervene in a global conflict. In each of these periods, there was much debate about the wisdom of the U.S. government's decision to intervene.

Ask students to respond to the following prompt, using at least two of the four sources that follow. These sources will be familiar to students from the Student Volume. Students can use the sources to support their claim and/or address counterclaims. Encourage students to use information from their Student Volume in their responses.

Prompt:

Evaluate how justified President Franklin D. Roosevelt was in using large-scale government intervention during the Great Depression and World War II. **(US.1, US.2, US.3, US.5.a–d, US.6.a–d, US.14.a–f, US.15.b–f, US.15.h, US.15.i)**

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample claim:	In both the Great Depression and World War II, President Franklin D. Roosevelt was justified in leading the country through the difficult but necessary task of putting aside policies that were once effective. Laissez-faire would not have cured the Great Depression, and isolationism would not have saved the United States in World War II.
Reason:	During the Great Depression and World War II, there were long-standing traditions that stood in the way of the proposed actions. However, the scale and severity of the Great Depression meant that private industry and local government could not solve it, as the continued decline in 1930–32 shows. Likewise, after the attack on Pearl Harbor, the United States had to enter the war, or the Axis powers would have quite possibly conquered the world.
Evidence:	**Great Depression** The Depression continued to worsen into 1933 and only started to resolve after the implementation of New Deal programs. Prior to that, limited government intervention had not meaningfully slowed it. **World War II** By the time the United States finally joined the war effort, France had been overwhelmed, Hitler was advancing on the Soviet Union, and Japan was solidifying its control of the Pacific. Merely arming the Allies, as the United States did up until the attack on Pearl Harbor in late 1941, was not enough to stop these advances.
Counterclaim and answer:	Some argue that Roosevelt's large-scale interventions were not entirely necessary and may have had negative consequences. They argue that the economy might have recovered on its own without such extensive government involvement and that the New Deal's mixed success points to its limitations in solving the Great Depression. However, the New Deal's programs offered direct support through job creation and social safety nets, which were crucial in restoring public confidence and preventing further economic decline.

Name _____ Date _____

Performance Task Activity: *Between the Fires: Through the World at War*

During the Great Depression, the federal government assumed broad new responsibilities that pushed the limits of constitutionality. In World War II, the United States set aside decades of isolationist foreign policy to actively intervene in a global conflict. In each of these periods, there was much debate about the wisdom of the U.S. government's decision to intervene.

Draw evidence from at least two of the four sources provided and from your reading in this unit to respond to the following prompt:

Evaluate how justified President Franklin D. Roosevelt was in using large-scale government intervention during the Great Depression and World War II.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of U.S. history **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

Performance Task Scoring Rubric

Note: Student essays should be evaluated on the basis of the rubric.

Score	Scoring Description
4	Response includes a **correct claim** about the U.S. government's actions during the Great Depression and World War II. Response includes a **correct explanation** that addresses the prompt and includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources.
3	Student meets all criteria to earn a 4 but only references one source instead of two or more. OR Response includes a **correct claim** about the U.S. government's actions during the Great Depression and World War II. Response includes a **correct explanation** that addresses the prompt and includes references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources, but not both. OR Response includes a **correct claim** about the U.S. government's actions during the Great Depression and World War II. Response includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources but does not explain the evidence. OR Response includes a **correct explanation** about the U.S. government's actions during the Great Depression and World War II. The explanation includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources.
2	Student meets all criteria to earn a 3 but only references one source instead of two or more. OR Response includes a **correct claim** about the U.S. government's actions during the Great Depression and World War II with references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources. OR Response includes a **correct explanation** about the U.S. government's actions during the Great Depression and World War II. The explanation includes references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources.

1	Student meets all criteria to earn a 2 but only references one source instead of two or more. OR Response includes a **correct claim** about the U.S. government's actions during the Great Depression and World War II, but does not reference any **sources**. OR Response includes **correct information** that is not directly relevant to the prompt but demonstrates some content knowledge about the U.S. government's actions during the Great Depression and World War II, but it does not reference any **sources**.
0	Response does not include any elements described above.

Source 1

"America Needs a New Deal"

Franklin D. Roosevelt

Our Republican leaders tell us economic laws—sacred, inviolable, unchangeable—cause panics which no one could prevent. But while they prate [talk foolishly] of economic laws, men and women are starving. We must lay hold of the fact that economic laws are not made by nature. They are made by human beings.

Yes, when—not if—when we get the chance, the Federal Government will assume bold leadership in distress relief. For years Washington has alternated between putting its head in the sand and saying there is no large number of destitute people in our midst who need food and clothing, and then saying the States should take care of them, if there are. Instead of planning two and a half years ago to do what they are now trying to do, they kept putting it off from day to day, week to week, and month to month, until the conscience of America demanded action.

I say that while primary responsibility for relief rests with localities now, as ever, yet the Federal Government has always had and still has a continuing responsibility for the broader public welfare. It will soon fulfill that responsibility. . . .

Never before in modern history have the essential differences between the two major American parties stood out in such striking contrast as they do today. Republican leaders not only have failed in material things, they have failed in national vision, because in disaster they have held out no hope, they have pointed out no path for the people below to climb back to places of security and of safety in our American life. . . .

I pledge you, I pledge myself, to a new deal for the American people. Let us all here assembled constitute ourselves prophets of a new order of competence and of courage. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in the crusade to restore America to its own people.

Source 2

"Roosevelt's New Deal Would Destroy America"

Herbert Hoover

This freedom of the individual creates of itself the necessity and the cheerful willingness of men to act cooperatively in a thousand ways and for every purpose as occasion requires, and it permits such voluntary cooperations to be dissolved as soon as it has served its purpose and to be replaced by new voluntary associations for new purposes.

. . . This is self-government by the people outside of the Government. It is the most powerful development of individual freedom and equality of opportunity that has taken place in the century and a half since our fundamental institutions were founded.

It is in the further development of this cooperation and in a sense of its responsibility that we should find solution for many of the complex problems, and not by the extension of the Government into our economic and social life. The greatest function a government can perform is to build up that cooperation, and its most resolute action should be to deny the extension of bureaucracy. . . . The primary conception of this whole American system is not the ordering of men but the cooperation of free men. It is founded upon the conception of responsibility of the individual to the community, of the responsibility of local government to the State, of the State to the National Government. . . .

Now, our American system is founded on a peculiar conception of self-government designed to maintain an equality of opportunity to the individual, and through decentralization it brings about and maintains these responsibilities. The centralization of government will undermine responsibilities and will destroy the system itself. . . .

My countrymen, the proposals of our opponents represent a profound change in American life—less in concrete proposal, bad as that may be, than by implication and by evasion. Dominantly in their spirit they represent a radical departure from the foundations of 150 years which have made this the greatest Nation in the world. This election is not a mere shift from the ins to the outs. It means the determining of the course of our Nation over a century to come.

Source 3

Opposition to the Lend-Lease Bill

Charles Lindbergh

Personally, I do not believe that England is in a position to win the war. If she does not win, or unless our aid is used in negotiating a better peace than could otherwise be obtained, we will be responsible for futilely prolonging the war and adding to the bloodshed and devastation in Europe, particularly among the democracies. In that case, the only advantage we can gain by our action lies in whatever additional time we obtain to prepare ourselves for defense. . . .

What we are doing in following our present policy, is giving up an ideal defensive position in America for a very precarious offensive position in Europe. I would be opposed to our entering the internal wars of Europe under any circumstances. But it is an established fact today, that our army and our air force are but poorly equipped on modern standards, and even our Navy is in urgent need of new equipment. If we deplete our forces still further, as this bill indicates we may, and if England should lose this war, then, gentlemen, I think we may be in danger of invasion, although I do not believe we are today. . . .

I advocate building strength in America because I believe we can be successful in this hemisphere. I oppose placing our security in an English victory because I believe that such a victory is extremely doubtful.

I am opposed to this bill because I believe it endorses a policy that will lead to failure in war, and to conditions in our own country as bad as or worse than those we now desire to overthrow in Nazi Germany.

I do not believe that the danger to America lies in an invasion from abroad. I believe it lies here at home in our own midst, and that it is exemplified by the terms of this bill—the placing of our security in the success of foreign armies, and the removal of power from the Representatives of the people in our own land.

Source 4

"Day of Infamy" Speech

Franklin D. Roosevelt

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. . . .

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. . . .

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. . . .

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

Name _____ Date _____

Activity Page 1.1 **Use with Topics 1–3**

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____ Date _____

Activity Page 3.1 **Use with Topic 3**

Comparing Ideologies

Germany	**Leader:** **Characteristics of cult of personality:** **Strategies used to consolidate power:**
Italy	**Leader:** **Characteristics of cult of personality:** **Strategies used to consolidate power:**
Japan	**Leader:** **Characteristics of cult of personality:** **Strategies used to consolidate power:**

Name _____ Date _____

Activity Page 3.2 **Use with Topics 3**

Domain Vocabulary: Unit 4

Write four sentences that each use at least two of the terms in the word bank. Your sentences should reflect what you have learned in Unit 4.

buying on margin	foreclosure	graft	protectionism
expatriate	collateral	bank run	insolvent
fiscal policy	monetary policy	deficit	fascism
totalitarian	concentration camp	anti-Semitism	appeasement
genocide	refugee	internment	separatist
mortgage	speculation	embargo	

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

Answer Key: *Between the Fires: Through the World at War*

Topic Assessments

Topic 1

A. **1.** a **2.** a **3.** b **4.** a **5.** d **6.** b **7.** b **8.** d **9.** c, d **10.** b **11.** b **12.** d **13.** a **14.** c **15.** d, e

Score	Scoring Description
4	Student correctly identifies and explains **two** social or cultural conflicts in the 1920s and the related tensions in values.
3	Student correctly identifies and explains **one** social or cultural conflict in the 1920s and the related tensions in values. AND Student correctly identifies a **second** social or cultural conflict in the 1920s without explaining it.
2	Student correctly identifies **two** social or cultural conflicts in the 1920s without explaining either. OR Student correctly identifies and explains **one** social or cultural conflict in the 1920s and the related tensions in values.
1	Student correctly identifies **one** social or cultural conflict in the 1920s without explaining it. OR Student includes correct information related to the prompt that demonstrates some content knowledge about social and cultural conflict in the 1920s in the United States.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Topic 2

A. **1.** d, e **2.** d **3.** c **4.** d **5.** b **6.** b, d **7.** a **8.** b **9.** c **10.** a, b, e **11.** b **12.** a, b **13.** d **14.** a **15.** c **16.** d

Score	Scoring Description
4	Student correctly identifies and explains **two** major programs or policies of the New Deal and reasons for their effectiveness.
3	Student correctly identifies and explains **one** major program or policy of the New Deal and reasons for its effectiveness. AND Student correctly identifies a **second** major program or policy of the New Deal without explaining it.
2	Student correctly identifies **two** major programs or policies of the New Deal without explaining either. OR Student correctly identifies and explains **one** major program or policy of the New Deal and reasons for its effectiveness.
1	Student correctly identifies **one** major program or policy of the New Deal without explaining it. OR Student includes correct information related to the prompt that demonstrates some content knowledge about major programs and policies of the New Deal.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Topic 3

1. b **2.** b **3.** d **4.** a **5.** a **6.** c **7.** c **8.** d **9.** d **10.** a, d **11.** c **12.** d **13.** c **14.** a **15.** a

Score	Scoring Description
4	Student correctly identifies and explains **two** reasons for the need for international institutions.
3	Student correctly identifies and explains **one** reason for the need for international institutions. AND Student correctly identifies a **second** reason for the need for international institutions without explaining it.
2	Student correctly identifies **two** reasons for the need for international institutions without explaining either. OR Student correctly identifies and explains **one** reason for the need for international institutions.
1	Student correctly identifies **one** reason for the need for international institutions without explaining it. OR Student includes correct information related to the prompt that demonstrates some content knowledge about the development of international institutions after World War II.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Activity Pages

Primary Source Analysis (AP 1.1): The Return to Normalcy, Warren G. Harding, 1920

Content: This is part of an article from a publication that seems to have appealed specifically to people with protectionist political beliefs. It calls for the United States to "steady down" and tend to its own needs after World War I.

Creation: Presidential candidate Warren G. Harding wrote this in 1920.

Communication: The intended audience is members of the American public who are already at least somewhat supportive of protectionism.

Context: World War I had recently ended, and a global flu pandemic had transpired during and after the end of the war. Americans were weary of conflict and crisis and receptive to politicians who promised peace and stability.

Connection: Harding specifically promises to steer the country toward "healing" and "serenity" without any violent or "dramatic" reforms. He won the presidency, so the message must have worked.

Consideration: Harding's definition of "normalcy" could be debated. He seems to be suggesting that "internationality" is not normal for America and a focus on domestic interests is.

Conclusion: I've heard the phrase "return to normalcy" before, but this article helps define it. For Harding, it also meant staying aloof from international politics and not permitting any disruptive reforms.

Primary Source Analysis (AP 1.1): America Needs a New Deal, Franklin D. Roosevelt, 1932

Content: This is a speech given at the Democratic National Convention in support of bold reforms to alleviate the Great Depression.

Creation: Franklin D. Roosevelt delivered this speech in 1932.

Communication: Roosevelt is speaking mainly to his fellow Democrats, though also to Americans in general. He is trying to rally their support for extensive federal action.

Context: The Great Depression had then been ongoing for almost three years, and under President Hoover the government had done relatively little to stop it.

Connection: Roosevelt channels Americans' feeling of weariness. He declares the Republican policies of limited intervention to be a failure. He promises "a new deal for the American people" that will involve much more vigorous action.

Consideration: Roosevelt draws a line between non-interventionist Republicans and interventionist

Democrats. The distinction was probably not so simple in practice. In fact, I know that many moderate Republicans later joined Roosevelt in promoting at least parts of the New Deal.

Conclusion: This speech shows that the government's response to the Great Depression would look very different once Roosevelt won the presidency. By supporting Roosevelt in the 1932 election, American voters were saying that they wanted the kind of forceful response that he talks about in this speech.

Primary Source Analysis (AP 1.1): Roosevelt's New Deal Would Destroy America, Herbert Hoover, 1932

Content: This is a campaign speech that criticizes Roosevelt's proposed New Deal as giving too much power to the government.

Creation: Herbert Hoover delivered this speech in 1932.

Communication: Hoover is speaking mainly to his fellow Republicans (he calls the Democrats "our opponents"), but he probably wants the whole country to hear what he has to say. He is trying to defeat Roosevelt in the presidential election.

Context: Hoover's administration had drawn criticism for not doing enough to resolve the Great Depression and for insisting that people rely on limited state, local, and private resources instead.

Connection: Hoover implicitly defends his actions by saying that it would be inappropriate for the federal government to do more than it is already doing.

Consideration: Hoover has a strong incentive to make the federal government's response look principled. However, a lot of people then and now thought the response was too little, too late. It is possible to read Hoover's speech as an attempt to cover for a policy mistake that would weaken his party if admitted.

Conclusion: This speech shows that the federal government's response to the Great Depression was the subject of serious debate on both sides. It shows, too, that Republicans were at least officially committed to the idea that the federal government should not overstep its bounds in an attempt to alleviate the Depression.

Primary Source Analysis (AP 1.1): Opposition to the Lend-Lease Bill, Charles Lindbergh, 1941

Content: This is a statement made before Congress in opposition to the Lend-Lease Bill of 1941, later passed as the Lend-Lease Act.

Creation: Charles Lindbergh, the aviator, made this statement in 1941.

Communication: Lindbergh is explaining to Congress why he thinks the Lend-Lease Bill is bad for national security and ultimately not helpful to Great Britain.

Context: The United States had continued to relax its efforts at remaining neutral in World War II and was now arming the Allies, including Britain, under more and more generous terms. The Lend-Lease Bill was poised to expand those terms further.

Connection: Lindbergh takes direct aim at the Lend-Lease Bill and positions it as a strategic mistake.

Consideration: Lindbergh uses an extreme claim to back up his argument: that the Lend-Lease Bill would weaken American military resources so badly that it would lead to conditions "as bad as or worse than those . . . in Nazi Germany."

Conclusion: This statement shows that people in the United States had reasons for isolationism beyond simply saying, "It's not our problem." Lindbergh gives an argument that is based on the need for the United States to defend itself in what he considers the likely event that the Nazis conquer Europe.

Primary Source Analysis (AP 1.1): "Day of Infamy" Speech, Franklin D. Roosevelt, 1941

Content: This is a speech given in response to the Japanese bombing of Pearl Harbor.

Creation: President Franklin D. Roosevelt delivered this speech on December 8, 1941, the day after the Pearl Harbor attack.

Communication: Roosevelt is speaking to Congress, but he likely knows that the content of the speech will reach the American public, whose support for entering the war he urgently wants. He wants Congress to declare war on Japan.

Context: As World War II intensified in Europe and the Pacific, the United States had avoided direct participation. Many Americans maintained an isolationist stance even as they became more open to the idea of arming Allied countries.

Connection: Roosevelt recognizes that the bombing of Pearl Harbor tips the balance from isolationism to interventionism. He calls it a "dastardly" act that created "a state of war."

Consideration: Roosevelt also says the bombing of Pearl Harbor was "unprovoked," which is not entirely true. The United States had been tightening its economic sanctions on Japan for some time and had been using these restrictions as a direct deterrent to Japan's colonial expansion. However, the United States had not committed any violence or acts of war.

Conclusion: This speech explains, in brief, why the United States finally entered the war and why the American people abandoned isolationism very suddenly.

Domain Vocabulary: Unit 4 (AP 3.2)

Possible responses:

1. The 1920s were a decade of great risk and cultural change, as **expatriate** writers moved abroad to escape what they saw as a confusing America and many at home were **buying on margin** in hopes of a quick fortune.
2. During the Great Depression, many banks became **insolvent**, which caused **bank runs** when frightened people rushed to withdraw their money.
3. Britain tried **appeasement** with Hitler in the 1930s, but his desire for conquest and **genocide** soon became clear.
4. Many Japanese Americans were forced into **internment** camps during World War II, and many European Jews fled countries under threat from Hitler as **refugees**.

Unit 5: Tension Abroad and Change at Home

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UNIT 5

TOPIC 1: The Early Cold War, 1945–1960s

Framing Question: How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?

Primary Focus Objectives

- ✓ Compare the political and economic ideologies of the United States and the Soviet Union during the Cold War. **(US.17.c)**
- ✓ Explain the causes and effects of the Marshall Plan and the formation of NATO and the Warsaw Pact. **(US.17.a)**
- ✓ Analyze the foreign and domestic policies and events of the administrations of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy. **(US.17.d, US.17.e, US.17.f, US.17.g)**
- ✓ Explain the role of technology in the Cold War. **(US.17.f, US.18.e)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *proxy war*, *ideology*, *bloc*, *containment*, *blacklist*, *brinksmanship*, *warhead*, *cosmonaut*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About The Early Cold War, 1945–1960s":

www.coreknowledge.org/land-of-liberty

Materials Needed

Activity Pages

AP 1.1

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.1) and Cuban Missile Crisis Communication (AP 1.2)
- maps of the occupation zones of Germany, the Iron Curtain, East Germany and West Germany, the Berlin airlift, East Asia, the progress of the Korean War from June 1950 through July 1953, and the Suez Canal
- newspaper front page on 1949 Soviet bomb detonation
- images of Lyndon B. Johnson's swearing in
- videos of Winston Churchill, *The Donna Reed Show*, Elvis Presley, Bert the Turtle and "duck and cover," the first Nixon–Kennedy debate, and President Kennedy's address to Congress
- letters between President John F. Kennedy and Chairman Nikita Khrushchev

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the maps, newspaper, images, videos, and letters may be found:

www.coreknowledge.org/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

proxy war, n. a military conflict in which nonparticipating countries support those involved in the conflict, such as with supplies or money, in order to influence its outcome without being directly involved **(104)**

Example: Throughout the Cold War, both the United States and the Soviet Union fought proxy wars to influence the outcome of other nations' conflicts in their favor.

ideology, n. a set of beliefs that support a political system, party, or group **(105)**

Example: Unlike in the Soviet Union, the ideology of the United States promoted capitalism and democratic institutions.
Variations: ideological (adj.), ideologically (adv.), ideologue (n.)

bloc, n. a group of nations or other entities united by political agreement or a common interest **(108)**

Example: Poland was one of many eastern European countries that made up the Soviet bloc during the Cold War.

containment, n. the act or process of keeping something within certain limits, such as the spread of communism during the Cold War **(109)**

Example: The U.S. policy of containment led to conflicts with the Soviet Union wherever that country tried to extend its influence.
Variations: contain (v.)

blacklist, n. a list of people or groups to be avoided or excluded **(119)**

Example: During the Second Red Scare, Hollywood movie studios refused to hire directors, writers, and actors who appeared on the blacklist.
Variations: blacklist (v.)

brinksmanship, n. the practice of pushing a dangerous situation or confrontation to the limit of safety to force a desired outcome **(126)**

Example: The United States undertook a strategy of brinksmanship as the Cold War progressed, demonstrating a willingness to move to the possibility of war instead of backing down to Soviet pressure.

warhead, n. the part of a weapon that contains the explosives or other materials intended to do damage **(130)**

Example: The warhead is a weapon's most dangerous component.

cosmonaut, n. an astronaut who is part of the Soviet, and later Russian, space program **(137)**

Example: The cosmonaut looked down at the Soviet launch site as the rocket propelled him into orbit.

The Core Lesson

Introduce *Tension Abroad and Change at Home*

Have students turn to the unit opener on page 101, and direct them to take a few minutes to review the opening image, the unit title, and the headings, sidebars, primary sources, and images in Unit 5. Invite students to share what they notice; you may choose to record this information in a list on the board or chart paper. Students will likely mention the variety of images related to

domestic policies during the mid-twentieth century, such as the National Interstate and Defense Highways Act; major Cold War conflicts such as the Korean War and Vietnam War; and individuals and events related to the Civil Rights Movement. Allow time for students to examine the unit opener image, then tell them that it shows Martin Luther King Jr. addressing marchers at the base of the Lincoln Memorial in Washington, D.C. Explain to students that they will learn about the ways the United States and global politics changed during the early Cold War, through the Civil Rights Movement, and toward the end of the Cold War.

Introduce "The Early Cold War, 1945–1960s"

Introduce the topic by reminding students that during World War II, the United States and the Soviet Union were allies that worked together to defeat Nazi Germany. After the war, the two countries had different visions about the global order. These conflicting visions sparked a long and tense struggle—lasting nearly half a century—known as the Cold War.

Call students' attention to the Framing Question. Tell students to look for how the Cold War shaped American society and global politics during the period from 1945 to 1960 as well as the key factors that contributed to the Cold War's origins and development as they read the text.

Guided Reading Supports for "The Early Cold War, 1945–1960s"

Setting the Scene

"The Iron Curtain Descends," pages 102–103

Scaffold understanding as follows:

Have students read the section on pages 102–103.

SUPPORT—Remind students of what they learned about the end of World War II in Unit 4, Topic 3. Nazi Germany surrendered on May 8, 1945. Japan announced its surrender on August 15, 1945, following the atomic bombing of Hiroshima and Nagasaki, with the formal surrender signed on September 2. Winston Churchill served as the British prime minister from May 1940 through July 1945, when he was replaced by Clement Attlee after Attlee's Labour Party won the country's general election in that month. The United States also saw a change in leadership before World War II fully concluded: President Franklin D. Roosevelt died in April 1945 and was succeeded by his vice president, Harry S. Truman. Prompt students to recall the agreements between the United States, Great Britain, and the Soviet Union they read about, including the agreements reached at the Yalta and Potsdam Conferences in 1945. **(US.15)**

SUPPORT—The phrase "iron curtain" referred to a safety curtain used in theaters, designed to drop down and seal off the stage from the audience in case of fire.

After students read the text, ask the following questions:

LITERAL—What warning does Churchill deliver to the crowd in Missouri? **(US.17.c, US.17.e)**

» Churchill warns the crowd that "from Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the [European] Continent."

ANALYTICAL—What is the "iron curtain" a metaphor for? **(US.17.c, US.17.e)**

» The "iron curtain" is a metaphor for the sharp division between Soviet-controlled nations under communist rule and the democratic nations in other parts of Europe.

ANALYTICAL—Why was Churchill's speech significant? **(US.17.d, US.17.e)**

» Churchill's speech was significant because it probably directed the international community's attention to the threat posed by the Soviet Union. It also shaped public opinion in the United States and among its allies in western Europe.

"The Cold War Begins, 1945–49," "Ideological Origins," and "Political Origins," pages 104–108

Scaffold understanding as follows:

Have students read the sections "The Cold War Begins, 1945–49" and "Ideological Origins" on pages 104–105.

CORE VOCABULARY—Point out the vocabulary terms *proxy war* and *ideology*, and explain their meanings.

Online Resources

SUPPORT—Display the map of the zones of occupation within Germany after World War II. Point out the borders of the American, Soviet, British, and French zones, and ask students to predict possible issues with this organization of zones. (*Possible response: While the British, French, and Soviets controlled zones of Germany not far from their own borders, the United States controlled a zone located far from home. This may have produced competing interests for the future of Germany.*) Then draw students' attention to the location of West Berlin and East Berlin within East Germany. Ask: How do you think life in West Berlin and East Berlin differed? (*Possible response: Because West Berlin was controlled by the Allies, life there was more democratic and free than in Soviet-controlled East Berlin.*) **(US.4, US.17.a)**

Reminder: The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

www.coreknowledge.org/land-of-liberty

SUPPORT—As they read about the ideological differences between the United States and the Soviet Union, briefly review with students what they learned about Adam Smith's ideas in Unit 1, Topic 1. Revisit earlier discussions of when the government is and is not involved in the U.S. economy, such as the shift from laissez-faire economic policies with limited government regulation to increased government regulation during the Progressive Era.

SUPPORT—Explain that because its ideological foundation was in Marxism, the Soviet Union was explicitly atheist, and the government shut down churches, synagogues, and mosques. Marx believed that religion maintained the status quo and kept the working class oppressed: "Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people." The phrase "scientific atheism" indicates the Soviet attitude that science, not religion, was the only way to find answers to questions about the world. Repressing religion was another way to control citizens. In the Cold War climate of the 1950s, the United States emphasized its religious heritage to stand in contrast to the long-standing Soviet policy by adding the phrase "under God" to the Pledge of Allegiance.

SUPPORT—Call attention to the phrase "sham elections" on page 105. Explain that during a sham election, citizens cast ballots even though the election's outcome is predetermined. For example, during a presidential election, a ballot may have only a single candidate for that office for voters to "choose" from.

Have students read the section "Political Origins" on pages 105–108.

CORE VOCABULARY—Point out the vocabulary term *bloc*, and explain its meaning.

SUPPORT—Call attention to the political cartoon on page 107, and read the caption aloud. Ask: What point of view does the cartoonist communicate about Joseph Stalin and the Soviet Union? What evidence supports your conclusion? (*Possible response: The cartoonist views Joseph Stalin as a hazard or danger. The cartoonist also views him as misleading. This is supported by the fact that the cartoonist shows Stalin obscuring the word* safety *on the curtain behind him.*) **(US.5.b, US.17.c, US.17.d)**

Online Resources

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

See the Land of Liberty Online Resources for this unit for the link to the worksheet:

www.coreknowledge.org/land-of-liberty

SUPPORT—Tell students that Joseph Stalin knew about U.S. development of the atomic bomb before the United States dropped the first one on Japan, and he was unhappy that Americans chose not to share nuclear secrets with the Soviet Union. Soviet spies had infiltrated the Manhattan Project—the name given to the secret bomb development and testing program—and fed secrets to government officials back home, which allowed the Soviet Union to accelerate its own atomic program.

After students read the text, ask the following questions:

ANALYTICAL—How did the Soviet political and economic ideologies differ from those of the United States? How was this demonstrated by life in the Soviet Union? **(US.3, US.17.c)**

» The United States was a democracy with private ownership and individual freedoms; the Soviet Union was a communist dictatorship with sham elections, repression of religion, and punishment of dissent.

INFERENTIAL—How did the U.S. and Soviet approaches to a postwar Germany differ? Based on those differences, predict whether tensions between the two countries would increase or decrease, and explain why. **(US.6.b, US.6.c, US.17.c)**

» Stalin wished to keep Germany economically weak and prevent it from once again instigating a global conflict, while the United States was in favor of helping Germany rebuild its economy and a new, democratic government. Because Germany had been divided into occupation zones at the Yalta Conference, how to administer these zones—and how much freedom Germany would be allowed as it recovered—would likely become a point of conflict between the United States and the Soviet Union, and possibly other Allied nations.

ANALYTICAL—What wartime promise did Stalin break, and how did this increase tensions that led to the Cold War? **(US.17.c, US.17.e)**

» Stalin had promised to allow free elections in central and eastern European countries that had come under Soviet influence during the war. When elections in these countries were held just for show and not to allow the people there an actual choice, the United States suspected that Stalin had no intention of confining Soviet communism within its current borders.

✓ **THINK TWICE—**How did the differing ideologies and economic policies of the United States and the Soviet Union contribute to the outbreak of the Cold War?

» The United States was a democratic and capitalist country where people enjoyed individual rights and liberties and equal protection under the law, businesses were

privately owned, and individuals, not the government, made most economic decisions. The Soviet Union, by contrast, was a communist country where the government owned property and the means of production and made economic decisions for the country. The Soviet Union was also authoritarian; its government was run by a few individuals, and it openly cracked down on citizens who expressed their dissent. Tensions over all of these ideas led to the outbreak of the Cold War.

Primary Source Feature: "Iron Curtain Speech, Winston Churchill, 1946," page 106

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 106.

Introduce the source to students by reading the introductory text. Invite students to recall what they read in the Setting the Scene feature at the beginning of the topic.

Have students read the source.

SUPPORT—Note that Churchill's title for the speech was "The Sinews of Peace." A *sinew* is a strong cord of connective tissue that can be used to bind a muscle to another part of the body, such as a bone. As students reach the end of the source, point out the phrase "What is needed is a settlement," and explain that in the following years, Western nations worked toward such a "settlement"—collective security—eventually creating the North Atlantic Treaty Organization (NATO) in 1949.

Online Resources

SUPPORT—Share with students the map showing the "iron curtain" described in Churchill's speech. Note that the Baltic Sea is the body of water directly north of Poland, and the Adriatic Sea is the body of water between Yugoslavia and Italy's eastern coast. Ask: Based on the map, how did postwar agreements allow Soviet influence to expand in Europe? (*Possible response: Postwar agreements gave the Soviet Union influence over new territories along its western border.*) **(US.4, US.17.e)**

SUPPORT—Redirect students to the political cartoon of Joseph Stalin on page 107, and reiterate that this cartoon was created after Churchill's speech. Share with students that Stalin compared Churchill to Hitler in 1946 after Churchill delivered his Iron Curtain speech. Stalin accused Churchill of warmongering and claimed his idea that "English-speaking nations" led the world was like Hitler's theory of Aryan supremacy. By equating Churchill with Hitler, Stalin aimed to portray him as a racist imperialist, rally Soviet citizens against a new threat, and justify Soviet control over Eastern Europe. Have students compare and contrast the content in the cartoon and the speech. Then have students evaluate which source is most impactful and why. **(US.5.a, US.5.c, US.6.b, US.17.c)**

Online Resources

TALK IT OVER—Have students watch Winston Churchill deliver the Iron Curtain speech, including parts they did not read in the Student Volume. Then have students debate or discuss the following question with a partner or small group: How does hearing Winston Churchill deliver the speech influence your understanding of this moment in history? **(US.5.a, US.5.c, US.6.a, US.17.c)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.org/land-of-liberty

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—What does Churchill mean when he says that "an iron curtain has descended across the Continent"? **(US.5.a, US.17.c)**

» Churchill means that communism has spread across central and eastern Europe. He is acknowledging that countries in central and eastern Europe that were liberated after World War II are now falling under communist rule. The "iron curtain" describes the geographical line that figuratively divides the democratic West from the Soviet-influenced East.

LITERAL—What is Churchill's concern regarding the Soviet Union and the spread of communism? **(US.5.b, US.17.c)**

» Churchill argues that "nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and proselytizing tendencies" and that they desire "the indefinite expansion of their power and doctrines." He is concerned that the Soviet Union's goal is to spread communism around the world. Churchill also expresses his concern that the Russians are attempting "to build up a quasi-Communist party in their zone of Occupied Germany by showing special favors to groups of left-wing German leaders."

ANALYTICAL—What are likely "the fruits of war" that Churchill believes the Soviets desire? **(US.5.b, US.17.c)**

» Possible responses: territorial expansion, global influence, a strong global reputation

ANALYTICAL—What does Churchill warn against and recommend in the final four sentences of the excerpt? **(US.5.b, US.17.c)**

» Possible response: Churchill advises against "closing our eyes" or pursuing "a policy of appeasement." He urges immediate action to guarantee "the permanent prevention of war and the establishment of conditions of freedom and democracy . . . in all countries." The "settlement" he recommends is likely a new pact or alliance among those countries determined to stop Soviet influence.

"Containment," pages 108–109

Scaffold understanding as follows:

Have students read the section on pages 108–109.

CORE VOCABULARY—Point out the vocabulary term *containment*, and explain its meaning.

SUPPORT—Explain that Great Britain struggled with the cost of rebuilding after World War II. Britain could not afford to support Greece and Turkey, and it also faced mounting costs in maintaining its vast overseas empire. These financial strains, combined with rising independence movements, contributed to the rapid dissolution of Britain's overseas empire. If students watched Winston Churchill's full Iron Curtain speech earlier, remind them how Churchill mentioned his worries about Soviet influence over Greece and Turkey. **(US.5.d, US.17.c)**

SUPPORT—The National Security Act of 1947, enacted on July 26, 1947, created the National Security Council (NSC) and the Central Intelligence Agency (CIA). The purpose of the NSC is to coordinate foreign and defense policy. Today, it is made up of the president, vice president, secretary of state, secretary of defense, secretary of energy, secretary of the treasury, and others, depending on the president's prerogative. The CIA was an evolution of the Office of Strategic Services (OSS), a World War II agency. The OSS was dissolved in 1945, one month after World War II ended, and the CIA was created two years later. The purpose of the CIA is to gather foreign intelligence to protect U.S. national security.

After students read the text, ask the following questions:

ANALYTICAL—What policy did George F. Kennan recommend, and why was it significant? **(US.17, US.17.d)**

» George F. Kennan recommended "a long-term, patient but firm and vigilant containment of Russian expansive tendencies." Kennan's recommended policy of containment shaped U.S. foreign relations for most of the Cold War.

LITERAL—How did Truman justify providing aid to Greece and Turkey? **(US.17, US.17.d)**

» Truman argued that if Greece fell to communism, nearby Turkey could fall, too, which could provide a Soviet gateway to the Middle East. He also declared it a moral duty for "the United States to support free peoples who are resisting . . . subjugation."

ANALYTICAL—What was the Truman Doctrine, and who did Truman declare the United States would support? **(US.17.d)**

» The Truman Doctrine was the U.S. policy to support "free peoples," or those who were intent on resisting authoritarian—including communist—government, with economic, political, and military aid.

THINK TWICE—How did containment contribute to the development of the Cold War?

» Containment influenced the early Cold War by guiding the United States to try to stop the spread of communism in a defensive way, aiming to protect countries from Soviet control rather than directly attack the Soviet Union. The United States supported countries at risk of falling under Soviet influence, which made the Soviet Union feel threatened. As a result, both sides became more suspicious of each other, increasing tensions and helping further ignite the Cold War.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?"

"The Marshall Plan," pages 110–112

Scaffold understanding as follows:

Have students read the section on pages 110–112.

TALK IT OVER—Have students debate or discuss the following with a partner or small group: The Student Volume explains that the Marshall Plan would "provide economic support to any European country, including the Soviet Union, that wished to accept it."

Why do you think the United States offered economic support to the Soviet Union and the central and eastern European countries it controlled? What ideas or ideologies are reflected by this policy? What might the United States have gained if central and eastern European countries had accepted the funds? **(US.2, US.17.a)**

SUPPORT—Call attention to the photograph and poster on page 110. Ask: Why do you think the creator of this poster chose to feature a ship coming into port? What other imagery does the poster use? How do these choices affect the poster's message? (*Possible response: The creator of this poster chose to feature a ship coming into port to represent the arrival of American aid in Europe. The poster also features the Statue of Liberty. These choices affect the poster's meaning by emphasizing the connection between economic aid, alliances with the United States, and freedom.*) **(US.5.a, US.5.c, US.17.a)**

SUPPORT—Call attention to the graph on page 111. Invite students to recall the Nazi advances into western Europe that they read about in Unit 4, Topic 3. Connect this aspect of the war to the need reflected in the graph. Ask: Which country received the largest amount of economic aid? Why might this be? (*The United Kingdom received the most aid because it was heavily impacted by the Blitz and other bombings, and it had committed troops for many years during the war, which must have impacted its economy.*) **(US.4)**

After students read the text, ask the following questions:

LITERAL—What was the state of Europe after World War II? **(US.17.a)**

» The countries of Europe were in ruins, both physically and economically. Around eleven million people were still displaced from their homes, and many Europeans struggled with hunger.

ANALYTICAL—How did the United States help Europe after the war, and why was this integral to the U.S. policy of containment? **(US.17.a)**

» The United States gave billions of dollars in aid to seventeen western and southern European countries through the Marshall Plan. This made those countries' economies healthier and better able to buy American goods, and therefore less likely to be enticed by communism.

ANALYTICAL—How did the Marshall Plan benefit the U.S. economy? **(US.17.a)**

» European recovery created new markets for U.S. goods and boosted American job growth by increasing demand for food and farming and industrial equipment.

✓ **THINK TWICE—**How did the Marshall Plan contribute to the Cold War?

» The Marshall Plan provided $13.3 billion in financial aid over several years to help recipient countries quickly rebuild their economies. It strengthened democratic governments in Europe, tied those countries' economies more closely to the United States, and fueled the creation of the Soviet Molotov Plan in 1947.

"Berlin Blockade and Airlift" and "The North Atlantic Treaty Organization," pages 112–114

Scaffold understanding as follows:

Have students read the section "Berlin Blockade and Airlift" on pages 112–113.

Online Resources

SUPPORT—Display the map of East Germany and West Germany as students read and discuss this section. Refer to it as necessary to help students locate Berlin within East Germany and then later to help them understand the division of Berlin into its eastern and western parts. Point out that West Berlin was an enclave surrounded by East German territory. **(US.4, US.17.a, US.17.e)**

Online Resources

SUPPORT—Call attention to the photo of the Berlin airlift on page 112. Share with students the map of the Berlin airlift. Note the location of Berlin relative to the Allied zones in West Germany as well as the location of Tempelhof Airport within Berlin. **(US.4, US.17.a, US.17.e)**

SUPPORT—The United States referred to the Berlin airlift as "Operation Vittles," while Great Britain called it "Operation Plainfare."

Have students read the section "The North Atlantic Treaty Organization" on pages 113–114.

SUPPORT—Explain that Yugoslavia and Czechoslovakia no longer exist as single countries. Today, Yugoslavia's former territory is divided into Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia, Kosovo, and Slovenia. Czechoslovakia divided peacefully into the Czech Republic and Slovakia in 1993.

Online Resources

SUPPORT—Call attention to the map of NATO and Warsaw Pact countries on page 113. Have students compare NATO and Warsaw Pact membership in the map to the regions on the iron curtain map they studied earlier in the topic. How are these maps similar? (*The Student Volume map largely follows the iron curtain line shown on the other map.*) Ask students why the inclusion of North American countries in NATO is significant. (*Possible response: The organization would not have been the same without North American countries; their membership emphasized the global nature of the fight against the spread of communism.*) Note that NATO has grown over time, and as of 2025, it had thirty-two members. **(US.4, US.17.a)**

SUPPORT—Tell students that Article 5 of the North Atlantic Treaty outlines the alliance's principle of collective defense. As students will learn in Unit 6, the only time NATO has invoked Article 5 was following the terrorist attacks on the United States on September 11, 2001.

After students read the text, ask the following questions:

LITERAL—Why did Joseph Stalin cut off all outside access to the Allied zones in Berlin? **(US.17.e)**

» Stalin saw the merger of the U.S., British, and French zones as a provocation and was furious. He feared a strong West Germany and saw the merger of zones as a betrayal of the Yalta agreement. Stalin hoped to force the United States, Britain, and France out of West Berlin so that the city would be completely under Soviet control.

LITERAL—What was the Berlin airlift? What change did it bring about? **(US.17.e)**

» The Berlin airlift was a coordinated effort between the United States, Great Britain, and other Allies to supply West Berlin with supplies by airplane. Its success in getting 2.3 million tons of supplies into the region eventually forced Stalin to lift the blockade.

ANALYTICAL—How were NATO and the Warsaw Pact similar? **(US.17.a)**

» NATO and the Warsaw Pact were military alliances that provided for the collective defense of their members. They were both formed in reaction to what each side saw as aggression by the other.

THINK TWICE—How did the Berlin airlift contribute to the early progress of the Cold War?

» Tensions rose after the Western Allies' decision to merge their occupation zones and Stalin's subsequent decision to force the Western Allies out of Berlin to bring it entirely under Soviet control. The Western Allies chose to maneuver around Stalin's blockade of West Berlin by airlifting supplies to the region. The Berlin airlift contributed to the early progress of the Cold War by increasing tensions between the United States and the Soviet Union. It challenged Soviet control, deepened distrust, and became one of the first major Cold War confrontations.

THINK TWICE—How did the formation of NATO contribute to the Cold War?

» The formation of NATO angered the Soviet Union, which saw the alliance of several countries and the formation of the Federal Republic of Germany as an act of aggression and responded by forming the Warsaw Pact, deepening the Cold War.

"1949," "Chinese Civil War," and "The Soviet Bomb," pages 114–115

Scaffold understanding as follows:

Have students read the sections "1949" and "Chinese Civil War" on pages 114–115.

SUPPORT—Note that *Communist* is capitalized when it refers to a specific political party or its members, such as the Chinese Communist Party, but it is lowercase when describing the broader ideology, as in "believes in communist ideology."

Online Resources

SUPPORT—Share with students the map of East Asia. Note the proximity of Taiwan to Japan and the Korean Peninsula. Ask: Where is Taiwan in relation to mainland China? (*Taiwan is off the east coast of mainland China.*) How do the two compare geographically? (*Taiwan is an island. It is also significantly smaller than mainland China.*) **(US.4, US.17.e)**

Have students read the section "The Soviet Bomb" on page 115.

Online Resources

SUPPORT—Share with students the front page of a newspaper published right after the Soviet detonation of an atomic bomb in 1949. Ask them to predict Americans' feelings upon learning this news. (*Possible responses: fear, shock, urgency*) **(US.5.a, US.17.d)**

After students read the text, ask the following questions:

LITERAL—Why did the Chinese Communist Party and the Nationalist Party form an alliance? When did the alliance end? **(US.17.e)**

» The Chinese Communist Party and the Nationalist Party, which were competing for control over China after the empire became a republic in the early 1920s, formed an uneasy alliance to repel the Japanese during World War II. The alliance came to an end after Japan's surrender in 1945.

ANALYTICAL—How did economic conditions influence the Chinese Civil War? **(US.17.e)**

» Economic conditions such as rising inflation and a high cost of living led many Chinese people to become disillusioned with the Nationalist Party and to support the Chinese Communist Party.

INFERENTIAL—What do you think played a greater role in the Chinese Communist Party's victory: the economic crisis or political leadership? Explain your reasoning. **(US.6.a, US.17.e)**

» Possible response: While both economic hardship and political leadership affected the CCP's rise, the widespread struggles of ordinary people, such as high prices and limited access to basic resources, likely made the party's promises of radical change more appealing, which played a significant role in their eventual takeover.

THINK TWICE—Why did the Chinese Civil War concern the United States?

» The United States feared the spread of communism to the world's most populous country. Mao's Communist Party victory in 1949 was seen as a failure of containment, and Americans said Truman had "lost" China.

"Korean War," pages 116–118

Scaffold understanding as follows:

Have students read the section on pages 116–118.

Online Resources

SUPPORT—Remind students that Japan controlled the Korean Peninsula from 1910 to 1945. As students read the section, share the maps of the progress of the Korean War from June 1950 through July 1953. **(US.4, US.17.e)**

SUPPORT—Explain to students that the Republic of Korea—more commonly called South Korea—was only nominally democratic in its earliest years. The country's first president, Syngman Rhee, who served from 1948 until 1960, heavily repressed any dissent and instituted authoritarian policies. Similar military-led governments and oppression followed; it was not until the 1980s that an actual democratic government was realized.

SUPPORT—Explain that the United States and Russia (formerly the Soviet Union) are both permanent members of the UN Security Council and as such have the power to veto any proposed action or decision. When the Korea question arose, the UN sided with the United States because the Soviet Union was boycotting the Security Council at the time over the UN's refusal to seat the People's Republic of China. Otherwise, the Soviet Union would likely have used its veto to prevent UN intervention in Korea. Note that U.S.–Soviet tensions made the United Nations one of many battlegrounds during the Cold War.

SUPPORT—Call attention to the map on page 117. Have students locate the thirty-eighth parallel on the map. Ask: Why do you think lines of latitude are used in resolving or mediating international conflicts? (*Possible response: Lines of latitude are universally accepted and easy to identify. As a result, they can help divide disputed territory.*) If students need additional support, connect the thirty-eighth parallel with the Missouri Compromise line they read about in Unit 1. **(US.4, US.17.e)**

SUPPORT—Remind students that General Douglas MacArthur was the commander of the United States' Pacific campaign in World War II.

SUPPORT—Explain to students that an *armistice* is a negotiated agreement to end a conflict but is not an official peace treaty, which typically includes detailed terms about maintaining long-term peace and is signed by representatives of the parties involved in the conflict. The armistice that officially ended fighting in the Korean War was negotiated by Truman's successor, Dwight D. Eisenhower, who had campaigned on a promise to do just that (an action connected to his concerns over the military-industrial complex, which students will read about later in the topic). U.S. troops remained stationed at the DMZ after the armistice

was signed. North Korea is officially known as the Democratic People's Republic of Korea, while South Korea is officially known as the Republic of Korea. Today, communist North Korea is one of the poorest countries in the world, whereas capitalist and democratic South Korea has become a highly developed economy and one of the world's largest in terms of nominal gross domestic product (GDP).

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: Why is the Korean War sometimes called the "forgotten war"? **(US.2, US.6.a, US.17.e)**

After students read the text, ask the following questions:

INFERENTIAL—Why do you think the United States petitioned the United Nations to support military action in Korea? **(US.6.a, US.17.e)**

» Possible response: The United States wanted to reinforce the purpose of the United Nations as a peacekeeping organization. It also wanted international support for repelling the communist invasion into South Korea.

ANALYTICAL—Based on the map on page 117, which side had the upper hand from September to November 1950? **(US.4, US.17.e)**

» The United Nations Command had the upper hand from September to November 1950.

LITERAL—What was the outcome of the Korean War? **(US.17.e)**

» The Korean War ended in an armistice, with little territory changing hands after three years of fighting. The Korean Peninsula was divided along the thirty-eighth parallel with a demilitarized zone (DMZ) separating North and South Korea.

THINK TWICE—Was the Korean War a success in the United States' fight against communism? Why or why not?

» Possible response: The United States' goal was to contain communism to North Korea and prevent it from spreading to South Korea. Although the conflict ended in a stalemate, this goal was fully achieved because South Korea remained a non-communist nation. Eliminating communism in North Korea was not part of the stated goal.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?"

"Fighting Communism at Home," pages 118–121

Scaffold understanding as follows:

Have students read the section on pages 118–121.

CORE VOCABULARY—Point out the vocabulary term *blacklist*, and explain its meaning.

SUPPORT—Prompt students to recall what they learned about the First Red Scare (1917–20) in Unit 4, Topic 1. Encourage them to compare and contrast that period with the Second Red Scare (late 1940s and much of the 1950s) as they read, particularly how international events influenced the degree to which Americans were fearful. **(US.2, US.3, US.13.d, US.17.d)**

EXTENSION ACTIVITY—Have students work in pairs or small groups to research Truman's loyalty program, created through Executive Order 9835, and how various individuals and groups responded to the program, such as the National Society of the Sons of the American Revolution, the American Anti-Communist League, and the National Association for the Advancement of Colored People (NAACP). Students can create a podcast or multimedia presentation to present their findings. **(US.3, US.5.a, US.5.c, US.17.d)**

SUPPORT—One of the most high-profile HUAC investigations was that of J. Robert Oppenheimer, the "father of the atomic bomb." Eventually, Oppenheimer's past association with the Communist Party, though not illegal, was used against him, leading to the revocation of his security clearance and damaging his reputation.

SUPPORT—Call attention to the photo of Dalton Trumbo on page 120, and read the caption aloud. Trumbo, a member of the Communist Party, was uncredited on some of his films (including *Spartacus*) due to being blacklisted. He was one of the Hollywood Ten, a group of writers and directors who refused to testify before Congress.

DBQ **Note:** Students have the opportunity to read the primary source "Joseph McCarthy on Communism" in the Land of Liberty DBQ Workbook.

SUPPORT—Edward R. Murrow ended each of his broadcasts with the same message to his viewers: "Good night, and good luck."

After students read the text, ask the following questions:

LITERAL—What was the House Un-American Activities Committee? **(US.17.d, US.17.e)**

» The House Un-American Activities Committee was a committee formed in the U.S. House of Representatives to investigate disloyal and subversive individuals and groups in the United States. Over time, HUAC investigated numerous Americans accused of being communists or communist sympathizers.

LITERAL—What is a blacklist? How were blacklists a part of the Second Red Scare? **(US.17.d, US.17.e)**

» A blacklist is a list of people or groups to be avoided or excluded. During the Second Red Scare, many people in Hollywood and in the media wound up on blacklists as a result of HUAC hearings.

ANALYTICAL—How did television influence Americans' perceptions of Senator Joseph McCarthy? **(US.17.d, US.17.e, US.18.e)**

» Televised trials allowed Americans to watch McCarthy's accusations in real time. Murrow's broadcast used McCarthy's own footage to expose him as a demagogue. Soon after, Americans watched the Army–McCarthy hearings and saw his reckless tactics, accelerating his decline. He was later censured by the Senate.

✓ **THINK TWICE—**How did the Cold War help shape American society during the early 1950s?

» The Cold War shaped American society by contributing to the Second Red Scare. During this time, the House Un-American Activities Committee and Joseph McCarthy accused, investigated, and interrogated many people and organizations regarding suspected communist activity. This created a sense of fear and distrust in American society.

"The Eisenhower Years, 1953–60," pages 121–122

Scaffold understanding as follows:

Have students read the section on pages 121–122.

SUPPORT—Call attention to the map on page 122, and read the caption aloud. Note that Alaska and Hawaii did not become states until 1959. Ask: Which area represented a Democratic Party holdout in 1952? (*the South*) Explain to students that much of the South was staunchly loyal to the Democratic Party from the end of Reconstruction in the 1870s until the 1960s, when disagreements among many Southern Democrats and those in other regions of the country broke out around the Civil Rights Movement. **(US.4, US.17.b)**

SUPPORT—Eisenhower's presidential campaign was not without its missteps. The Republican candidate drew criticism after appearing on stage with Senator Joseph McCarthy during a campaign event in Wisconsin. Eisenhower's running mate, Richard Nixon, also brought scandal to a ticket that was framed around Eisenhower's anti-corruption platform: In September 1952, Nixon was accused of misusing campaign funds. That month, Nixon delivered his "Checkers" speech on national television. In his speech, Nixon denied the allegations and appealed to Americans' better nature, including by explaining that he would not be compelled to return a dog (named Checkers) that was gifted to his daughter on the campaign trail. Nixon's speech helped save the campaign and set a precedent for other politicians to make similar televised speeches in the future.

After students read the text, ask the following questions:

LITERAL—Why was Dwight D. Eisenhower so popular in the United States after World War II? **(US.17.b)**

» Dwight D. Eisenhower was a war hero who had commanded the Allied invasion of North Africa during Operation Torch, led the amphibious invasion of Italy, served as the supreme commander of the Allied Expeditionary Force starting in 1943, and commanded the Allied invasion at Normandy on D-Day.

LITERAL—What was the outcome of the presidential election of 1952? **(US.17.b)**

» Republican candidate Dwight D. Eisenhower defeated Democrat Adlai Stevenson in the general election, securing 55 percent of the popular vote and 442 of 531 electoral votes.

✓ **THINK TWICE—**How did Dwight D. Eisenhower's military career contribute to his popularity and eventual election as president?

» Eisenhower's military career contributed to his popularity and election as president because he was seen as a war hero with extensive leadership experience. His successes in World War II, including commanding the Allied forces at Normandy on D-Day, and his role as NATO's first supreme Allied commander in Europe made him well-known and respected. His plain, direct manner and political moderation also appealed to the public, helping him win the 1952 presidential election.

"Domestic Prosperity," "Consumerism and Conformity," and "Modern Republicanism," pages 123–126

Scaffold understanding as follows:

Have students read the section "Domestic Prosperity" on pages 123–124.

SUPPORT—Have students recall the Republican-led economic policies of the 1920s that they read about in Unit 4, Topic 1. Encourage them to look for similarities and differences between those and Eisenhower-era economic policies as they read these sections. **(US.3, US.17.b)**

EXTENSION ACTIVITY—Have students work in small groups to research President Truman's domestic policies and achievements during his two terms in office, including the goals of his Fair Deal and his continuation and expansion of Franklin D. Roosevelt's policies. Students will use their research in the Talk It Over activity below. **(US.1, US.5.a, US.17)**

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: What was President Truman's greatest domestic policy achievement, and why? **(US.6.a, US.17)**

SUPPORT—Call attention to the photo on page 124. Explain that the cloverleaf (shown in the middle of the photo) standardized the way drivers entered and exited highways, reflecting the growth of car culture and the interstate system that expanded during the Eisenhower years.

Have students read the section "Consumerism and Conformity" on pages 124–125.

SUPPORT—Because consumer goods were scarce during the war, Americans had limited opportunities to spend money. After the war ended, there was a demand for these goods, and people also now had the money to buy them.

Online Resources

EXTENSION ACTIVITY—Have students define *culture* and *counterculture* in their own words. Share with students the videos of the opening credits of *The Donna Reed Show* and of Elvis Presley on *The Ed Sullivan Show*. Invite students to discuss how these videos represent the culture and counterculture of the 1950s that would develop into the counterculture of the 1960s. Have students work in pairs or small groups to investigate the concept of *counterculture* by identifying contemporary examples of culture and counterculture. **(US.1, US.2, US.3, US.5.a, US.17)**

Have students read the section "Modern Republicanism" on pages 125–126.

SUPPORT—Invite students to share what they recall about the twentieth-century presidents who preceded Eisenhower. Have students compare and contrast Eisenhower with his predecessors. Encourage them to consider world events, domestic issues, and the population of the United States during the administrations of the earlier presidents. **(US.3, US.17.b, US.17.d)**

After students read the text, ask the following questions:

LITERAL—What changes occurred in the United States after World War II? **(US.17.b)**

» After World War II, unemployment and inflation were low, which contributed to a burst of economic growth in the United States. Suburban areas developed rapidly, and millions of Americans had children during the baby boom.

ANALYTICAL—Which factors contributed to the growth of suburbs? **(US.17.b)**

» Several factors contributed to the growth of suburbs, including inexpensive home loans through the G.I. Bill, the production of prefabricated homes, increased affordability and ownership of automobiles, and the development of road infrastructure.

LITERAL—What was the Federal-Aid Highway Act of 1956, and why was it significant? **(US.17.b)**

» The Federal-Aid Highway Act of 1956 provided $25 billion to expand and improve the country's interstate highway system. It allowed for rapid evacuation or military deployment in a nuclear attack and boosted commuting and car culture, but it also isolated rural areas and displaced many poor and African American urban communities.

LITERAL—What was Eisenhower's Modern Republicanism? **(US.17.b)**

» Modern Republicanism balanced the ideological and legislative priorities of the Republican and Democratic Parties. Through Modern Republicanism, Eisenhower supported individual choice and the free market, but he also emphasized the importance of social safety nets for unemployed people, aging Americans, and others who were unable to care for or support themselves.

ANALYTICAL—Was the prosperity of the Eisenhower years enjoyed by all Americans? Why or why not? **(US.17.b)**

» The prosperity of the Eisenhower years was not enjoyed equally by all Americans. Although the G.I. Bill was available to all veterans, many African American veterans were effectively excluded due to discriminatory practices at the local level. Additionally, policies like redlining denied African Americans access to home loans, limiting their ability to build wealth.

✓ **THINK TWICE—**How did domestic prosperity, consumerism, and conformity during the 1950s reflect the ideas of Modern Republicanism under Eisenhower?

» During the 1950s, domestic prosperity allowed many Americans to buy new consumer goods, such as cars, appliances, and televisions, contributing to a culture of consumerism. Social conformity was also common, as families embraced suburban living, traditional gender roles, and shared cultural values. These trends reflected Modern Republicanism under Eisenhower, which emphasized economic growth, stability, and moderation in government while supporting private enterprise and individual responsibility.

"Eisenhower's Foreign Policy" and "Suez Crisis," pages 126–128

Scaffold understanding as follows:

Have students read the section "Eisenhower's Foreign Policy" on pages 126–127.

CORE VOCABULARY—Point out the vocabulary term *brinksmanship*, and explain its meaning.

SUPPORT—Share with students the following quote from Secretary of State John Foster Dulles, given during an interview with *Life* magazine: "The ability to get to the verge without getting into the war is the necessary art. . . . If you are scared to go to the brink, you are lost." Ask: What do you think Dulles meant when he said this? (*Possible response: Dulles meant that in order to deter enemies, the United States had to be willing to take risks and push dangerous situations to the brink of war without actually entering it.*) **(US.5.b, US.17.d)**

SUPPORT—Help contextualize the New Look for students. Remind students that Eisenhower was elected president during the Korean War and that the Cold War with the Soviet Union continued to "heat up" as the 1950s progressed.

Online Resources

SUPPORT—Preview the next section by sharing with students a map of the Suez Canal. Ask: Who do you think uses the Suez Canal? Based on its location, what do you think is shipped through it? (*Possible response: The Suez Canal is used by countries in the Middle East, Asia, and Europe.*

Based on its location, oil is likely shipped through the canal.) Emphasize the importance of the canal by explaining that it was (and is) a global trade route, not just for regional powers. **(US.4, US.17.e)**

Have students read the section "Suez Crisis" on pages 127–128.

SUPPORT—Review with students what they learned about the 1903 and 1977 treaties regarding the United States and the Panama Canal. Draw parallels between these treaties and the agreements that gave the British and French control over the Suez Canal in Egypt.

SUPPORT—Call attention to the photo on page 127, and read the caption aloud. In 1854, the viceroy of Egypt granted French engineer Ferdinand de Lesseps an "act of concession" that gave him permission to dig the Suez Canal. The concession also allowed the joint-stock company that financed the venture to control the canal for ninety-nine years.

SUPPORT—The Suez Crisis partially inspired President Eisenhower to announce that the United States would provide economic and military support to end communist aggression to any Middle Eastern country that required it. This policy later became known as the Eisenhower Doctrine.

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: Why might world powers have believed that Egypt would endorse the concept of the Suez Canal Users' Association? Why do you think they ultimately rejected it? **(US.6.a, US.17.d, US.17.e)**

After students read the text, ask the following questions:

LITERAL—Why was the Suez Canal significant? **(US.17.d)**

» The Suez Canal is a crucial waterway connecting the Mediterranean Sea to the Red Sea and Indian Ocean, allowing ships carrying goods and oil to travel between Europe and the Middle East.

LITERAL—Why did Gamal Abdel Nasser seize control of the Suez Canal in 1956? **(US.17.d)**

» Nasser seized the Suez Canal in 1956 after the United States and Great Britain withdrew promised funding for the Aswan High Dam. He declared the canal Egyptian property so its revenues could pay for the dam.

ANALYTICAL—Why did the United States work hard to resolve the Suez Crisis? **(US.17.d)**

» The United States worked to resolve the Suez Crisis because it feared the Soviet Union would intervene and expand its influence in the Middle East.

THINK TWICE—Explain Eisenhower's New Look strategy in the Cold War.

» Eisenhower's New Look strategy focused on deterrence as a key element of U.S. defense. It involved strengthening alliances, conducting covert operations against the Soviet Union, controlling defense spending while building up the air force and nuclear arsenal, and relying on massive retaliation and brinksmanship to provide nuclear deterrence against potential attacks.

THINK TWICE—How did U.S. concerns about Soviet expansion contribute to the Suez Crisis?

» The United States feared that Soviet influence in Egypt could threaten control of the Suez Canal and shipping routes. To limit Soviet ties, the United States and Great Britain promised $70 million to help Egypt build the Aswan High Dam, hoping to sway

President Nasser away from the Soviets. When Nasser continued to maintain Soviet relations, the United States withdrew funding; Nasser responded by nationalizing the Suez Canal, which led to the Suez Crisis.

"The U-2 Incident" and "Cuba and Eisenhower's Farewell," pages 128–130

Scaffold understanding as follows:

Have students read the sections on pages 128–130.

SUPPORT—Call attention to the photo on page 128. Explain that the United States initially denied involvement in the U-2 Incident, claiming the plane was a weather research aircraft that had strayed off course. U.S. officials believed the pilot might have died in the crash, which would have made it harder for the Soviet Union to disprove the cover story. But when the Soviets revealed that pilot Francis Gary Powers had survived and confessed, the United States was caught in the deception.

DBQ **Note:** Students have the opportunity to read Eisenhower's farewell address in the Land of Liberty DBQ Workbook.

After students read the text, ask the following questions:

LITERAL—What happened during the U-2 Incident? **(US.17.d, US.17.e)**

» A high-altitude U-2 aircraft collecting information for the CIA was shot down while taking photographs of Soviet military bases. The United States initially denied knowledge of the plane's mission, but the Soviet Union made public its proof that the pilot was conducting a covert operation for the CIA.

ANALYTICAL—Why did the U-2 Incident escalate tensions between the United States and the Soviet Union? **(US.17.d, US.17.e)**

» The U-2 Incident escalated tensions because it exposed U.S. spying during a time of planned peace talks. Khrushchev demanded an apology and an end to flights, but Eisenhower refused. This led to Khrushchev canceling the Paris Summit and increased mistrust between the United States and the Soviet Union.

✓ **THINK TWICE—**What warning did President Eisenhower give about the military-industrial complex in his farewell address, and why did he think it was important for the United States to plan for national defense?

» In his farewell address, President Eisenhower warned that the military-industrial complex—a close relationship between the government, the military, and companies that make weapons—could push the government to produce more weapons for their own benefit, not for the nation's safety. He said it was important for the United States to have a careful plan for national defense so the country would be prepared and not rely on emergency improvisation during the Cold War.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?"

"The Arms Race," pages 130–132

Scaffold understanding as follows:

Have students read the section on pages 130–132.

CORE VOCABULARY—Point out the vocabulary term *warhead*, and explain its meaning.

SUPPORT—In December 1945, just a few months after the United States dropped atomic bombs on Japan, Albert Einstein observed that "the war is won, but the peace is not." Ask: What do you think Einstein meant? (*Possible response: He meant that while atomic bombs led to the end of World War II, their existence created a new type of global conflict and an ongoing threat to peace.*) **(US.5.a, US.17.f)**

Online Resources

SUPPORT—Show students the video of Bert the Turtle, a character used by the U.S. government to educate children on how to "duck and cover" in the case of a nuclear attack. Prompt the class to consider the government's purposes in developing such a character for such an audience and providing the information they did. **(US.5.c, US.17.f)**

SUPPORT—Call attention to the graph on page 130, and read the caption aloud. (Note that the Soviet/Russian arsenal is reflected only by the distance between the top of the orange bars and the top of the blue bars, rather than measuring from the x-axis to the top of the blue bars.) Ask: How did U.S. and Soviet nuclear arsenals evolve over time? What do you think impacted these changes? (*Possible response: The United States grew its nuclear arsenal much more quickly than the Soviet Union, but by the 1980s, the Soviet Union had more weapons. Improved technology and growing tensions likely caused both countries to grow their arsenals, and then easing tensions and treaties caused them to shrink.*) **(US.4, US.17.f)**

After students read the text, ask the following questions:

LITERAL—Why did the United States and the Soviet Union build up massive nuclear arsenals? **(US.17.f)**

» The United States and the Soviet Union built up massive nuclear arsenals for several reasons. First, the nuclear stockpiles were a symbol of technological superiority. Second, building massive nuclear arsenals was cheaper than maintaining large standing armies. Finally, the threat of nuclear war was a greater deterrent than conventional war.

LITERAL—What is the theory of mutual assured destruction (MAD)? **(US.17.f)**

» Under the theory of mutual assured destruction (MAD), a nuclear attack by one power would be met with a massive nuclear attack in retaliation, making the consequences of starting a nuclear war unacceptable.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?"

Primary Source Feature: "Atoms for Peace, Dwight D. Eisenhower, 1953," page 131

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 131.

Introduce the source to students by reading the introductory text. Remind students that they read in Unit 4 that President Franklin D. Roosevelt referred to the United States as an "arsenal

of democracy" in the months leading up to the U.S. entry into World War II. Prompt them to keep this phrase in mind as they read Eisenhower's speech.

Have students read the source.

SUPPORT—Tell students that in this speech to the United Nations, delivered in December 1953, Eisenhower advocated for the beneficial use of atomic energy. For example, he recommended using atomic power "to provide abundant electrical energy in the power-starved areas of the world." Eisenhower also proposed establishing a cooperative international organization "to help solve the fearful atomic dilemma." His powerful speech led to the formation of the International Atomic Energy Agency in July 1957 with the mission "to promote safe, secure, and peaceful nuclear technologies."

SUPPORT—Call attention to Eisenhower's use of the word *monopoly* in the first paragraph of his speech. Remind students of the definition they learned in Unit 2: exclusive control over a product or service by a company or other entity, eliminating competition. Note that the United States had maintained "a monopoly of atomic power" by keeping research, designs, and other information secret from the international community.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to Eisenhower, what is the first reality of the atomic age? **(US.5.a, US.17.f)**

» Eisenhower explains that multiple countries have atomic power and that this technology is likely to be shared with other countries.

INFERENTIAL—Based on the source, do you think Eisenhower agrees that the theory of mutual assured destruction (MAD) is a sufficient deterrent to nuclear war? Why or why not? **(US.6.a, US.17.f)**

» Possible response: Eisenhower does not believe that MAD is a sufficient deterrent to nuclear war. This is supported by Eisenhower's assertion that possessing atomic weapons "is no preventive, of itself, against the fearful material damage and toll of human lives that would be inflicted by surprise aggression."

ANALYTICAL—What does Eisenhower mean when he says, "It is with the book of history, and not with isolated pages, that the United States will ever wish to be identified"? **(US.5.b, US.17.f)**

» Possible response: Eisenhower uses a book metaphor to say the United States wants to be judged by its whole historical record, not by single, isolated actions or episodes. He is making a claim about long-term character and responsibility: The United States should be judged by the full story it writes over time, not by a few detached pages.

LITERAL—What goals does Eisenhower set for the United States and for other countries? **(US.5.a, US.17.f)**

» Eisenhower sets the goal of starting diplomatic talks not only to reduce nuclear armaments but also to adapt atomic power "to the arts of peace."

ANALYTICAL—How did this speech mark a significant shift in American nuclear policy and set the stage for later efforts to control the spread of nuclear weapons? **(US.17.f)**

» Eisenhower's 1953 speech marked a shift in U.S. nuclear policy by moving beyond threats of massive retaliation to also promoting peaceful uses of nuclear energy.

DBQ **Note:** For more primary source work related to this topic, including Eisenhower's farewell address, see the Land of Liberty DBQ Workbook.

"The Space Race," pages 132–133

Scaffold understanding as follows:

Have students read the section on pages 132–133.

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: Why was being first to arrive in a region not on Earth so important to both the United States and the Soviet Union? What did it say about the main conflict of the Cold War? **(US.5.a, US.17.f)**

After students read the text, ask the following questions:

LITERAL—What was the space race? **(US.17.f)**

» The space race was the Cold War contest in which the United States and the Soviet Union competed to demonstrate technological superiority in space exploration.

ANALYTICAL—Why were the launches of *Sputnik I* and *Sputnik II* significant? What effect did they have on U.S. domestic policy? **(US.2, US.17.f)**

» The launches of *Sputnik I* and *Sputnik II* were significant because they put the first human-made satellite and the first earthling into space, demonstrating Soviet advances in space technology. The *Sputnik* launches raised concerns in the United States about national security and the country's ability to compete technologically, resulting in the creation of NASA and the passage of the National Defense Education Act.

✓ **THINK TWICE—**How did the arms race and space race influence American society?

» The arms race influenced American society by increasing fear of nuclear attacks. Children practiced "duck and cover" drills, and the government taught people how to build fallout shelters. The space race influenced society by increasing funding for education and emphasizing subjects like mathematics, science, and engineering to prepare Americans for technological competition with the Soviet Union.

"John F. Kennedy and the 1960s," pages 133–135

Scaffold understanding as follows:

Have students read the section on pages 133–135.

Online Resources

ACTIVITY—Share with students the video of the first Nixon–Kennedy presidential debate. Ask: What differences did you notice between Kennedy and Nixon in the video? (*Kennedy appears healthy, while Nixon looks ill. Toward the end of the video, you can see that Nixon is sweating.*) Do you think such differences would be as impactful today? Why or why not? (*Possible response: The differences would be as impactful today. Americans still judge presidential candidates on appearance and visual behaviors, and people are more likely now to watch presidential debates on television—and share clips on social media—than to listen to them.*) Invite students to consider the significance of the post-debate polls that indicated those who had listened to the debate on the radio thought Nixon had performed better. **(US.5.a, US.5.d, US.17.g, US.18.e)**

SUPPORT—Kennedy was the first Catholic to be elected U.S. president, and he faced anti-Catholic prejudice throughout his campaign. This prejudice was a common feature of American politics in the nineteenth and twentieth centuries, dating back to the nativist movement of the 1800s and appearing again when Al Smith, also Catholic, ran for president in 1928. Many Protestants feared that a Catholic president would be controlled by the pope. These concerns reemerged in 1960, leading Kennedy to give a campaign speech in which he addressed the concerns and emphasized his support for the constitutional principle of separation of church and state.

After students read the text, ask the following questions:

LITERAL—What types of policies did Kennedy support during his early political career, before he became president? **(US.17.g)**

» During his early political career, Kennedy fought to improve working conditions, raise wages, and expand Social Security. He also supported the Marshall Plan and was critical of the handling of the Korean War.

ANALYTICAL—Why was President Kennedy's inaugural address significant? **(US.17.g)**

» Kennedy's inaugural address set the tone for his ambitious domestic agenda by making a call to service for all Americans. He called upon Americans to "ask not what your country can do for you—ask what you can do for your country." The address also highlighted the continued tension of the Cold War in American life and how Kennedy believed the United States had a continued responsibility to stop the spread of communism around the world.

✓ **THINK TWICE—**How did television impact the 1960 presidential campaign?

» Televised debates in 1960 let Americans see as well as hear the candidates. Kennedy appeared youthful, tanned, and confident, while Nixon looked tired and refused makeup. Viewers thought Kennedy won, but radio listeners believed Nixon did, showing how television shaped perceptions and helped Kennedy in the polls.

"The New Frontier" and "The Space Race Continues," pages 135–138

Scaffold understanding as follows:

Have students read the section "The New Frontier" on pages 135–137.

SUPPORT—Call attention to the image on page 136. Explain to students that Kennedy considered the Peace Corps as more than a service organization: It was also a demonstration of the "soft power" of the United States, sending Americans all over the world as ambassadors of peace, freedom, health, development, and global democracy. As of the beginning of 2025, the Peace Corps worked in more than sixty countries and provided services to thousands of sites around the world. More than 240,000 volunteers have served in the Peace Corps since its creation in 1961. Students will read more about American "soft power" in Unit 6.

SUPPORT—Reiterate that John F. Kennedy belonged to the Democratic Party. When he was elected president, Democrats controlled both houses of Congress. Despite this advantage,

Kennedy lacked a firm political mandate from voters and still had trouble passing his legislative agenda, especially when it came to civil rights, where Southern Democrats in Congress strongly resisted change. Remind students that this resistance reflected the long-standing role of the Democratic Party in the South after Reconstruction, when it upheld segregation and actively restricted African Americans' political rights.

Have students read the section "The Space Race Continues" on pages 137–138.

CORE VOCABULARY—Point out the vocabulary term *cosmonaut*, and explain its meaning.

Online Resources

ACTIVITY—Share with students the video of President Kennedy delivering his joint address to Congress in May 1961. Ask: How does President Kennedy frame the space race? (*He frames the space race as part of the larger struggle between democracy and communism.*) What obstacles does Kennedy identify in his speech? (*He notes that the country has never undertaken a project of this magnitude before. He also notes that the Soviet Union has a technological edge that it will exploit in the coming months and years.*) What does Kennedy mean when he says, "Any failure to make this effort will make us last"? (*Possible response: He means that even though the United States may not succeed in being the first to land a human on the moon, it definitely will not succeed if it does not try.*) **(US.5.a, US.17.f)**

After students read the text, ask the following questions:

LITERAL—What was the New Frontier? **(US.17.g)**

» The New Frontier was President Kennedy's legislative agenda. As a part of the New Frontier, Kennedy urged Congress to allocate federal funding for education and to increase the government's powers to manage economic recessions. He asked for increased Social Security benefits and the creation of a government health insurance program for people sixty-five and older. He pushed to raise the minimum wage and to establish a federal department of urban affairs.

ANALYTICAL—Why was the Housing Act of 1961 significant? **(US.17.g)**

» The Housing Act of 1961 was significant because it was one of Kennedy's earliest legislative victories as president. It improved public transportation and preserved community areas, such as parks. It also extended low-interest loans to families that did not qualify for public housing and expanded funds for existing housing assistance programs.

LITERAL—Why did Kennedy struggle to get much of his New Frontier agenda passed through Congress? **(US.17.g)**

» Because Kennedy won the presidency by a narrow margin, he lacked strong public support and political leverage, making it difficult to push his full agenda forward.

INFERENTIAL—What does Kennedy's support for programs like health insurance for the elderly and equal employment opportunities suggest about his vision for America? **(US.6.a, US.17.g)**

» Possible response: Kennedy's support for these programs suggests he wanted to expand government responsibility for social welfare, economic fairness, and civil rights protections.

LITERAL—Who won the space race, and how? **(US.17.f)**

» The United States won the space race by becoming the first country to make a lunar landing, have humans walk on the moon, and then bring them back safely.

THINK TWICE—How did Kennedy try to achieve the goals of his New Frontier agenda, and what challenges did he face in implementing his policies?

» Kennedy tried to achieve his New Frontier goals, such as funding for education, housing, and urban development, through legislation and executive actions like Executive Order 10925, which promoted equal employment. However, his narrow election margin meant he lacked strong public support, so much of his agenda did not pass Congress during his administration.

THINK TWICE—How did President Kennedy's policies contribute to U.S. success in the space race?

» President Kennedy requested increased funding for space programs and made landing a human on the moon a national priority. This goal was realized after his presidency, in 1969.

"JFK's Cuban Policy" and "The Cuban Missile Crisis," pages 138–140

Scaffold understanding as follows:

Have students read the section "JFK's Cuban Policy" on pages 138–139.

Online Resources

SUPPORT—Review with students earlier twentieth-century U.S. intervention in the Caribbean, Central America, and South America. Prompt students to compare the goals of earlier interventions and policies, such as the Roosevelt Corollary, with Eisenhower's plan for Cuba, which they read about earlier in the topic. Guide students in a discussion about the significance of using exiled Cubans to undertake the mission, connecting this choice to the theme of proxies and proxy wars that characterized the larger Cold War era. **(US.4)**

SUPPORT—Prompt students to connect what they read in this part of the topic with earlier discussion of the U.S. policy of containment. Also remind students of what they read earlier in the topic about the U-2 Incident. Have students compare the "covertness" of the Bay of Pigs plan with the U.S. government's acknowledgment of Francis Gary Powers and the U-2 Incident. **(US.3, US.17.e)**

Have students read the section "The Cuban Missile Crisis" on pages 139–140.

SUPPORT—Explain to students that while a naval blockade was historically considered an act of war, a naval quarantine, like that which Kennedy put in place during the Cuban missile crisis, was considered a defensive military strategy but not an outright act of war.

SUPPORT—Call attention to the photos on page 139. Ask: How might the Bay of Pigs invasion have influenced Americans' views on how to respond to the Cuban missile crisis? (*Possible response: The failed Bay of Pigs invasion likely made many Americans hesitant to become directly involved in Cuba or to invade the island again. The stakes were higher during the Cuban missile crisis, and the United States could not afford a misstep.*) **(US.5.a, US.17.d, US.17.e)**

Online Resources Activity Page

AP 1.2

ACTIVITY—In pairs or small groups, have students read President Kennedy's letter to Chairman Nikita Khrushchev during the Cuban missile crisis and the response he received. Have students compare the two letters by completing Cuban Missile Crisis Communication (AP 1.2). **(US.5.c, US.17.d, US.17.e)**

SUPPORT—Following the failed Bay of Pigs operation, the Kennedy administration launched Operation Mongoose, a covert program designed to undermine the Cuban government through sabotage, propaganda, and economic disruption. Plans even included attempts to assassinate Castro. While the program was scaled back after the Cuban missile crisis in late 1962, covert U.S. efforts against Castro continued for years. Castro remained in power until 2008, when he formally stepped down due to health issues.

After students read the text, ask the following questions:

LITERAL—What was the Bay of Pigs invasion plan? **(US.17.d, US.17.e)**

» The plan called for air strikes on Cuban air bases, followed by paratroopers disrupting transport, then 1,400 Cuban exiles landing at the Bay of Pigs while a second force landed on the east coast of Cuba to overthrow Castro.

ANALYTICAL—Was the Bay of Pigs invasion considered a success? Why or why not? **(US.17.d, US.17.e)**

» The Bay of Pigs invasion was a failure. One hundred Cuban exiles were killed, and about 1,200 were captured and held for nearly two years until Kennedy negotiated their release in exchange for $53 million in food and medicine. The fiasco hurt U.S. credibility and damaged Kennedy's reputation, though he publicly took responsibility.

LITERAL—What did the United States discover in Cuba in October 1962? **(US.17.e)**

» In October 1962, a U-2 spy plane revealed Soviet nuclear missiles being built in Cuba, despite Kennedy's public warning.

✓ **THINK TWICE—**What events led to the Cuban missile crisis, and what were the outcomes for the United States and the Soviet Union?

» The Cuban missile crisis began as the United States decided to act on intelligence that the Soviet Union was building missile launch sites in Cuba. President Kennedy demanded the removal of nuclear weapons from Cuba and ordered a quarantine of the island to prevent Soviet ships carrying weapons from docking there. Tensions between the United States and the Soviet Union escalated and brought the countries to the brink of war. The crisis ended when the Soviet Union agreed to dismantle the launch sites and remove its missiles from Cuba, and the United States publicly pledged not to invade Cuba and (secretly) agreed to remove its missiles from Turkey. To prevent future crises, the two nations also established a hotline between the White House and the Kremlin.

"Assassination of a President" and "Looking Ahead," pages 140–141

Scaffold understanding as follows:

Have students read the sections on pages 140–141.

SUPPORT—The assassination of President Kennedy inspired several changes to how the Secret Service protected the U.S. president. These included changing protocol to using closed, armored cars instead of open-top limousines, like the convertible Kennedy was riding in when he was shot; discouraging extended close contact with members of the public; and performing more rigorous security checks of routes along which a president will travel.

Online Resources

SUPPORT—Call attention to the photo on page 141, and read the caption aloud. Share with students other images of Johnson being sworn in aboard Air Force One. As students observe the photos, encourage them to identify the range of emotions reflected by the individuals who appear in each image. How might Lady Bird and Lyndon B. Johnson have felt in this moment compared to Jacqueline Kennedy? What evidence supports these conclusions? (*Possible response: All probably felt shock and grief. While Jacqueline Kennedy seems to be in a state of shock, Lady Bird Johnson looks both sympathetic to Kennedy and proud of her husband. Lyndon B. Johnson appears to be taking his predecessor's death and the solemnity of his new office very seriously.*) **(US.5.c, US.5.d, US.17.g)**

SUPPORT—President Kennedy was interred at Arlington National Cemetery on November 24. His funeral was attended by more than one hundred heads of state and foreign dignitaries. Meanwhile, millions of Americans watched the broadcast on television.

After students read the text, ask the following question:

LITERAL—What happened on November 22, 1963, and what resulted from this event? **(US.17.g)**

» On November 22, 1963, Texas governor John Connally and President John F. Kennedy were shot as the presidential motorcade approached Dealey Plaza near downtown Dallas. Governor Connally survived the attack, but President Kennedy was pronounced dead half an hour later. Shortly after that, Vice President Lyndon B. Johnson became president.

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "How did the Cold War shape American society and global politics during the period from 1945 to 1960, and what key factors contributed to its origins and development?"

  » Key points students should cite include: The United States and the Soviet Union emerged as the world's two superpowers following World War II; the countries' competing interests and ideologies caused a Cold War and competitions in the nuclear arms race and the space race; containment policy guided U.S. foreign relations for decades; the Truman Doctrine committed the United States to fighting communism around the world; the Marshall Plan extended billions of dollars in funding to help countries rebuild; during the Berlin airlift, the United States and its allies provided critical food and supplies to Berliners cut off from the outside world by a Soviet blockade; the United States, Canada, and countries in western Europe formed NATO in 1949 to provide for mutual defense, and the Soviet Union and Eastern bloc countries formed the Warsaw Pact in 1955; the Korean War ended with the permanent division of the Korean Peninsula after three years of fighting; accusations and public trials by Senator Joseph McCarthy and the HUAC contributed to the Second Red Scare; the U.S.-backed Bay of Pigs invasion failed to overthrow the communist regime in Cuba; the Cuban missile crisis brought the United States and the Soviet Union to the brink of war; indirect changes to American society from the Cold War included "duck and cover" drills and fallout shelters, the growing influence of television on public opinion, Modern Republicanism, and an increase in government investment in science and other fields related to the space race.

- Choose three Core Vocabulary words (*proxy war*, *ideology*, *bloc*, *containment*, *blacklist*, *brinksmanship*, *warhead*, *cosmonaut*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

TOPIC 2: Social and Civil Rights Movements

Framing Question: How did the Civil Rights Movement and other social movements of the second half of the twentieth century transform the United States?

Primary Focus Objectives

- ✓ Explain the origins and goals of the Civil Rights Movement. **(US.16, US.16.a)**
- ✓ Analyze how key individuals, groups, and events contributed to and influenced the Civil Rights Movement. **(US.16.a, US.16.b, US.16.c, US.16.d)**
- ✓ Describe the role of the federal government in advancing civil rights. **(US.16.e, US.17.h, US.17.j)**
- ✓ Analyze the goals and outcomes of other mid-century movements, including the American Indian Movement and the women's rights movement. **(US.16.f, US.16.g)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *civil disobedience*, *plaintiff*, *bipartisan*, *feminism*, *grassroots*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About Social and Civil Rights Movements":

www.coreknowledge.org/land-of-liberty

Materials Needed

Activity Page

AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- text of "Letter from Birmingham Jail"
- articles on Dr. Martin Luther King Jr.'s philosophy of nonviolence
- videos about the Montgomery bus boycott and the Little Rock Nine and of the debate between Phyllis Schlafly and Betty Friedan
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- the State of Louisiana Literacy Test
- image of Alcatraz
- poster for Wounded Knee Occupation

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the text, articles, videos, worksheet, literacy test, image, and poster may be found:

www.coreknowledge.org/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

civil disobedience, n. refusal to obey governmental demands or laws, especially as a nonviolent and usually group-based means of effecting governmental change; an act of protest **(146)**

Example: Rosa Parks demonstrated civil disobedience when she refused to relinquish her seat on a bus to a white passenger in spite of a city law.

plaintiff, n. a person who begins a legal action **(147)**

Example: The plaintiff sued the school on the grounds that its policies violated her civil rights.

bipartisan, adj. involving two political parties **(163)**

Example: The bill received bipartisan support, with members of both parties agreeing on the need for legislation.

feminism, n. the belief that the sexes should have economic, political, and social equality **(173)**

Example: During first-wave feminism, activists fought for equal political rights for women through the suffrage movement.
Variations: feminist (n., adj.)

grassroots, adj. arising from or operating at the most basic or fundamental level, such as individuals in a local community **(176)**

Example: Students started a grassroots campaign to persuade the school board to add more recycling bins around the building.

The Core Lesson

Introduce "Social and Civil Rights Movements"

Introduce the topic by explaining that while the United States was engaged in the Cold War, it was also facing challenges at home. After World War II, the growing strength of the Civil Rights Movement led the government to begin addressing centuries of racial inequality. The Civil Rights Movement also contributed to the development of other reform movements during the mid-twentieth century.

Call students' attention to the Framing Question. Tell students to look for ways in which the Civil Rights Movement and other social movements of the second half of the twentieth century transformed the United States as they read the text.

Guided Reading Supports for "Social and Civil Rights Movements"

"'Unbought and Unbossed,'" pages 142–143

Scaffold understanding as follows:

Have students read the section on pages 142–143.

SUPPORT—Call attention to the campaign poster on pages 142–143, and read the caption aloud. Ask: What do you think Shirley Chisholm meant by "unbought and unbossed"? (*She meant that she was not influenced by wealthy campaign donors or by anyone else.*) Then share with students another part of Chisholm's speech in which she announced her candidacy:

"I am not the candidate of Black America, although I am Black and proud. I am not the candidate of the women's movement of this country, although I am a woman, and I'm equally proud of that. I am not the candidate of any political bosses or fat cats or special interests. . . . I am the candidate of the people of America."

Ask students to interpret the quotation. (*This part of Chisholm's speech emphasizes her appeal to all Americans and her desire not to be limited to identity-based support. It does not mean she was not actively advocating for racial or gender equality, though; she still fought for those issues as part of her broader platform.*) **(US.5.a, US.16.c)**

SUPPORT—Note that women had vied for the presidency before Shirley Chisholm. Victoria Claflin Woodhull and Belva Ann Bennett Lockwood ran as third-party presidential candidates with the Equal Rights Party during the late 1800s. Margaret Chase Smith was the first woman to run for a major-party nomination, in the 1964 Republican presidential primary.

After students read the text, ask the following questions:

ANALYTICAL—How did Shirley Chisholm's personal experience influence her political career? **(US.16.c)**

» Shirley Chisholm experienced firsthand the effects of both gender and racial inequality. This led her to pursue gender, racial, and income equality during her political career.

ANALYTICAL—Why is Shirley Chisholm a significant figure in U.S. history? **(US.16.c)**

» Shirley Chisholm is significant for being a pioneering figure. She was the second Black American to serve in the New York State Legislature and the first Black woman to serve in Congress or to seek a major party's presidential nomination, at a time when African Americans were actively fighting for basic civil rights.

"Origins of the Civil Rights Movement, 1945–54" and "World War II and the Postwar Years," pages 144–146

Scaffold understanding as follows:

Have students read the section "Origins of the Civil Rights Movement, 1945–54" on page 144.

SUPPORT—Remind students of what they read in Unit 2 about Booker T. Washington, W. E. B. Du Bois, and the National Association for the Advancement of Colored People (NAACP). Also remind them of how African Americans who had served in World War II felt when they faced continued discrimination upon returning home after serving their country overseas.

SUPPORT—Remind students of what they read about the Great Migration in Units 3 and 4.

SUPPORT—Remind students that the Fourteenth Amendment, ratified during Reconstruction, includes the due process clause and the equal protection clause: "Nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." Due process is the principle that everyone is entitled to fair (due) consideration under the law. Equal protection means that the law must be applied to one person the same as it is to any other person in similar circumstances. Note that while these rights are enshrined in the Fourteenth Amendment, they have not always been respected by the states or by the federal government.

Have students read the section "World War II and the Postwar Years" on pages 144–146.

CORE VOCABULARY—Point out the vocabulary term *civil disobedience*, and explain its meaning.

SUPPORT—Call attention to the image on page 144, and read the caption aloud. Note that the *Pittsburgh Courier* was the largest African American newspaper in the United States at this time. Explain that although the march that A. Philip Randolph called for in 1941 did not happen, his work and that of others at the time still became known as the March on Washington Movement.

SUPPORT—Note that the Selective Service Act of 1948 differed from the preparations that the federal government made in the early 1940s for entry into World War II. As with the original Selective Service Act of 1917, the Selective Training and Service Act of 1940 was instituted to build up the nation's armed forces; the 1948 act was intended to maintain the size of the U.S. military so it could continue to meet the country's various postwar commitments around the world. However, the 1948 act did not require the active drafting of young American men.

After students read the text, ask the following questions:

ANALYTICAL—Who was A. Philip Randolph, and why was he significant? **(US.16.a, US.16.c)**

» A. Philip Randolph was a union leader who organized the 1941 March on Washington Movement to demand equal treatment for African Americans in defense industries and the military. He promoted nonviolent civil disobedience and was a strong influence on the issuing of Executive Orders 8802 and 9981.

LITERAL—What was the purpose of the President's Committee on Civil Rights? What did the commission propose? **(US.16.a)**

» The purpose of the President's Committee on Civil Rights was to make recommendations about "more adequate means and procedures for the protection of the civil rights of the people of the United States." In 1947, the committee proposed establishing a permanent Fair Employment Practices Committee, a stronger civil rights division at the Department of Justice, and laws to end lynching and poll taxes.

LITERAL—What is civil disobedience? **(US.16.b)**

» Civil disobedience is the refusal to obey the law or government because it goes against one's conscience. It is an act of protest.

ANALYTICAL—What did Executive Order 8802 and Executive Order 9981 have in common? **(US.3, US.16.a)**

» Both executive orders aimed to prevent racial discrimination—8802 in federal employment and 9981 in the military. They were issued because civil rights leaders, including A. Philip Randolph, encouraged African Americans to take action that could affect government operations or elections. President Roosevelt acted to avoid disruptions in defense industries during World War II, and President Truman acted partly to maintain political support from African American voters.

✓ **THINK TWICE—**How did the end of World War II contribute to the beginning of the Civil Rights Movement?

» Millions of African Americans had served in the military and worked in defense industries to help end tyranny overseas. Then they experienced their own kind of tyranny upon returning home. This led leaders such as A. Philip Randolph to

advocate for the end of discriminatory policies, including segregation, and to organize nonviolent demonstrations.

Primary Source Feature: "On the Use of Nonviolence, A. Philip Randolph, 1945," page 145

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 145.

Introduce the source to students by reminding them of what they read about A. Philip Randolph in Unit 2 and in this topic. Students should recall that Randolph was the president of the Brotherhood of Sleeping Car Porters, an all-Black union that formed during the 1920s.

Have students read the source.

SUPPORT—Explain that a *corollary* is something that naturally follows from something else. Students should be familiar with this term from the Unit 3 discussion of the Roosevelt Corollary.

SUPPORT—Explain that *organic* as used in the second sentence of the source means fundamental or integral. Also, explain that to *beget* means to produce something or to cause an effect.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What assumptions does A. Philip Randolph say underlie his call for "non-violent, good-will direct action"? **(US.5.a, US.16.c)**

» Randolph makes the assumptions that there is an "organic unity" among all peoples regardless of their "race, color, religion, national origin, or ancestry"; that "no human being is the natural enemy of another" and conflict between groups is the result of things such as "ignorance, fear, or anti-social selfishness"; that people are not born prejudiced; and that violence cannot settle social problems. A key assumption is that hostile attitudes can be changed through nonviolent action.

INFERENTIAL—How does Randolph connect these four assumptions about human society in the excerpt? How do they connect to nonviolent direct action? **(US.5.b, US.6.a, US.16.c)**

» Randolph lays out these assumptions to explain his views on humankind. He believes that by making and accepting these assumptions, a person can explain why nonviolent direct action is preferable to other methods of bringing about change.

ANALYTICAL—What does Randolph mean when he says that "repeated action makes for the development of group cause-consciousness"? **(US.5.b, US.16.c)**

» Randolph means that taking action repeatedly helps people become aware of an issue and builds a shared sense of purpose among the group. One-time actions may have little effect, but consistent, repeated actions strengthen the group's message and influence others to support the cause.

"Jackie Robinson," pages 146–147

Scaffold understanding as follows:

Have students read the section on pages 146–147.

SUPPORT—Tell students that the Negro Leagues were professional baseball leagues in which African American athletes played. The leagues were most active from 1920 until the 1960s and operated primarily in the Midwestern and Northeastern United States.

SUPPORT—Remind students of what they read about Jim Crow laws in the South, including segregation on public transportation. African Americans were typically required to sit at the back of the bus or to stand. During World War II, private bus companies contracted with the federal government, and many defied federal wartime antidiscrimination bans, such as by imposing segregated seating. While serving in the U.S. Army, Jackie Robinson refused to move to the back of a military bus and was court-martialed, or brought up on charges by the military, for this and other offenses. Robinson was acquitted in the military court, and the experience strengthened his resolve to stand up for his rights and the rights of others. After leaving the U.S. Army, Robinson joined the Brooklyn Dodgers as the first Black player in Major League Baseball. He later used his celebrity to help advance the cause of civil rights, including participating in the March on Washington for Jobs and Freedom—an event students will read more about later in the topic.

SUPPORT—Prompt students to review what they learned about de facto and de jure segregation in Units 1 and 2. **(US.1, US.16.a)**

After students read the text, ask the following questions:

ANALYTICAL—How was the exclusion of Black players from professional baseball an example of de facto segregation? How is this different from de jure segregation? **(US.16.a)**

» There was no law against integrated professional baseball, just a current tradition of maintaining segregation within the league. This made it de facto segregation that exists in practice, whereas de jure segregation is enforced by law.

ANALYTICAL—Why is Jackie Robinson significant to U.S. history? **(US.16.c)**

» Jackie Robinson is significant for becoming the first African American to cross the color barrier in professional baseball, ending baseball's unwritten segregation policy. His success in doing so helped challenge and reshape white Americans' attitudes, opened the door for other Black players, and served as inspiration for emerging civil rights leaders around the country.

"*Brown v. Board of Education*," pages 147–149

Scaffold understanding as follows:

Have students read the section on pages 147–149.

CORE VOCABULARY—Point out the vocabulary term *plaintiff*, and explain its meaning.

SUPPORT—Tell students that Linda Brown was a student in Topeka, Kansas. Under city segregation laws, she was forced to attend an all-Black school miles from her home instead

of a local all-white school that was located nearby. Then call students' attention to the photo of a room in Monroe Elementary School on page 148, and read the caption aloud. Ask: Why do you think Monroe Elementary School was made a National Historic Site? Why is it important to preserve places like this? (*Possible response: Monroe Elementary School was made a National Historic Site because it represents an important moment and event in U.S. history. Preserving sites like this is important because it helps us remember and honor the past.*) **(US.5.a)**

SUPPORT—Remind students that they learned about *Plessy v. Ferguson* in Unit 3, Topic 3.

SUPPORT—Explain that *Brown v. Board of Education* was decided during the Warren court era, the period when Earl Warren was chief justice of the Supreme Court, from 1953 to 1969. The Warren court issued many important decisions that expanded civil rights and liberties in the United States.

SUPPORT—Remind students of the powers of the three branches of government. The legislative branch passes laws, the executive branch enforces laws, and the judicial branch interprets laws. The Supreme Court can issue rulings, but it does not have the power to enforce them; as a result, enforcement of *Brown* and *Brown II* was up to the executive branch and the states.

EXTENSION ACTIVITY—Have pairs research the "doll tests" conducted by psychologists Kenneth and Mamie Clark in the decades before *Brown v. Board of Education*. Tell partners to identify what about these tests, their design, and their findings would have inspired the Supreme Court to cite the studies in their ruling in *Brown*. Allow the class time to come together and share their observations, using the following prompt to launch the discussion: Why do you think the Supreme Court found the Clarks' research so persuasive in declaring segregation unconstitutional? **(US.5.a, US.6.b, US.16.e)**

After students read the text, ask the following questions:

LITERAL—What was the purpose of the team that Charles Houston recruited? **(US.16.a)**

» The team was formed to challenge discriminatory policies, especially those in education.

ANALYTICAL—Why did the Supreme Court hear cases from five states and Washington, D.C., as a single case? **(US.16.e)**

» Each of the cases shared the same underlying issue: Did racial segregation of public schools violate equal protection? As a result, the Supreme Court consolidated all of the cases under a single case, *Brown v. Board of Education*.

LITERAL—What was the Supreme Court's ruling in *Brown II*? What was the effect of this ruling? **(US.16.e)**

» In *Brown II*, the Supreme Court ruled that states must act to desegregate public schools "with all deliberate speed." Because the phrase was vague, many districts delayed integration for years. Southern states actively resisted the order through the "Southern Manifesto," in which lawmakers vowed to fight desegregation by "all lawful means," and through the "Massive Resistance" plan designed to block integration.

✓ **THINK TWICE—**Why was the decision in *Brown v. Board of Education* significant?

» The decision in *Brown v. Board of Education* was significant because it overturned the "separate but equal" doctrine that had been in effect since the Supreme Court's ruling in *Plessy v. Ferguson* in 1896. The Supreme Court declared that separate educational

facilities were inherently unequal, striking a major blow against de jure segregation in the United States.

"The Civil Rights Movement: Protest" and "The Murder of Emmett Till," pages 149–150

Scaffold understanding as follows:

Have students read the sections on pages 149–150.

SUPPORT—Explain that Roy Bryant, the husband of the woman Till supposedly offended, and his half brother were put on trial for Emmett Till's murder; both were acquitted but later confessed to the murder in a magazine interview.

After students read the text, ask the following questions:

LITERAL—Who was Emmett Till? **(US.16.d)**

» Emmett Till was a fourteen-year-old African American boy from Chicago who was murdered by Roy Bryant and his half brother, J. W. Milam, because they claimed he offended a white woman in a grocery store during a visit to Mississippi.

ANALYTICAL—How did the actions of Emmett Till's family and the NAACP help bring national and international attention to his murder? **(US.16.d)**

» Both Till's family and the NAACP made sure the world knew the horrifying details of the boy's death, including by allowing news sources to publish photographs of his mutilated body. The resulting outrage helped draw national and international attention to the violence against African Americans in the South.

✓ **THINK TWICE—**How did the murder of Emmett Till influence the goals and momentum of the Civil Rights Movement? **(US.2, US.16.d)**

» The outrage over Till's murder increased public pressure for change, inspired activism, and strengthened the determination of civil rights leaders and communities to fight against racial injustice.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Civil Rights Movement and other social movements of the second half of the twentieth century transform the United States?"

"Bus Boycotts," "Baton Rouge, Louisiana," and "Montgomery, Alabama," pages 150–153

Scaffold understanding as follows:

Have students read the sections on pages 150–153.

SUPPORT—Call attention to the second and third full paragraphs on page 151. Review with students the hierarchy of government within the federal system. In cases where their authority overlaps, state government is supreme over local government, and the federal government is supreme over state and local government.

SUPPORT—About 80 percent of the Baton Rouge Bus Company's passengers were African American; the company felt the financial pinch of the boycott after just a few days.

SUPPORT—Help students identify how the NAACP's multipronged approach also applied to the bus boycotts, noting how the Supreme Court's rulings in *Brown v. Board of Education* (1954) and *Browder v. Gayle* (1956) were decided fairly close together. **(US.16.a, US.16.d, US.16.e)**

Online Resources

ACTIVITY—Share with students the video about the Montgomery bus boycott. Lead students in a brief discussion about the video. Ask: How does the video, including the narrative and visuals, challenge, reinforce, or reframe your understanding of the Montgomery bus boycott? (*Students should identify moments or quotations from the video that connect to what they have read in the Student Volume.*) **(US.5.a, US.5.c, US.16.b, US.16.d)**

After students read the text, ask the following questions:

ANALYTICAL—Was the Baton Rouge bus boycott successful? Why or why not? **(US.16.d)**

» The Baton Rouge bus boycott was a mixed success. Reverend Jemison ended the boycott after just five days, and segregated busing was permitted to continue in Baton Rouge. At the same time, the boycott made national headlines and proved that transportation boycotts were an effective and peaceful strategy to effect change.

LITERAL—Who was Rosa Parks? How did her actions contribute to the Montgomery bus boycott? **(US.16.c, US.16.d)**

» Rosa Parks was a forty-two-year-old African American seamstress and a well-respected member of Montgomery's civil rights community. She was arrested for refusing to give up her bus seat to a white passenger. Her arrest became a flashpoint and inspired a one-day boycott that grew into the 381-day Montgomery bus boycott.

ANALYTICAL—How did the Montgomery bus boycott differ from the Baton Rouge bus boycott? **(US.16.d)**

» The Montgomery bus boycott was much longer than the Baton Rouge bus boycott: 381 days compared to 5 days. The Montgomery bus boycott also resulted in the integration of Montgomery's bus system and set a precedent that challenged segregated busing across the South.

✓ **THINK TWICE—**What were the effects of the Montgomery bus boycott?

» The Montgomery bus boycott had several effects, including a U.S. district court ruling that state-enforced segregation on public buses was unconstitutional, a Supreme Court decision upholding this ruling, and the integration of Montgomery's buses after 381 days. It also brought Dr. Martin Luther King Jr. to national prominence, led to the creation of the SCLC, and increased the use of nonviolent efforts to achieve civil rights across the country.

"The Little Rock Nine" and "Sit-Ins," pages 153–155

Scaffold understanding as follows:

Have students read the section "The Little Rock Nine" on pages 153–154.

SUPPORT—Remind students that governors are commanders in chief of a state's National Guard troops. Ask: What does Executive Order 10730 tell you about the relationship between

the federal government and the power of state governors? (*Possible response: It illustrates that the federal government can have authority over the states, including the governor.*) **(US.16.d, US.16.e)**

Online Resources

SUPPORT—Call attention to the photo on page 153. Ask: How do you think the Little Rock Nine felt during this experience? What evidence from the photograph supports your conclusion? (*Possible response: The Little Rock Nine likely felt afraid but resolved. The photo shows that the students are walking with their heads up and shoulders back, suggesting their bravery.*) Play the video about the Little Rock Nine, and ask students to share how firsthand accounts affect their understanding of the nine students' experience. **(US.5.a, US.5.d, US.16.d)**

SUPPORT—The mayor of Little Rock, Arkansas, asked President Eisenhower for assistance on September 25, 1957, because Governor Faubus did little to stop the violence. The choice to deploy the 101st Airborne Division was not insignificant; the division had become very well-known for its success and bravery in air assaults during World War II.

Have students read the section "Sit-Ins" on pages 154–155.

SUPPORT—Call attention to the photo on page 155. Ask: What do you notice about the protesters' expressions or demeanors in the photo? Why do you think they chose to present themselves this way, and how might that have strengthened their protest? (*Possible response: The protesters at the Charlotte sit-in appear calm or even bored. This is probably to demonstrate that they were peaceful and disciplined, even when faced with hostility. By not reacting emotionally, they highlighted the unfairness of segregation and made it harder for opponents to justify violence against them. This helped strengthen their protest by gaining public sympathy and showing the power of nonviolent resistance.*) **(US.5.a, US.16.d)**

TALK IT OVER—Have students debate or discuss the following questions with a partner or small group: Why did many protest actions of the Civil Rights Movement originate with college students? Why do you think that age demographic invested so heavily in advancing civil rights? **(US.6.a, US.16.a, US.16.d)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.org/land-of-liberty

After students read the text, ask the following questions:

ANALYTICAL—Who were the Little Rock Nine, and what obstacles did they face? **(US.16.c, US.16.d)**

» The Little Rock Nine were nine African American students who integrated Central High School in Little Rock, Arkansas, in 1957. They faced fierce resistance, including angry mobs, harassment, and threats from white community members and state leaders. Arkansas's governor initially used the National Guard to block their entry, and violence broke out when the students tried to enter the school. Even after federal troops escorted them inside under President Eisenhower's orders, the students endured daily verbal and physical abuse, and their families faced intimidation and threats of unemployment.

ANALYTICAL—What effect did the Greensboro sit-in have on the Civil Rights Movement? **(US.16.d)**

» The Greensboro sit-in inspired tens of thousands of other college students to hold sit-ins in seventy cities within just a few months, leading to the integration of lunch counters across the South.

✓ **THINK TWICE—**How was the integration of the Little Rock Nine a significant event in the Civil Rights Movement?

» The Little Rock Nine were significant because they succeeded in integrating Central High School in Little Rock, Arkansas, despite overwhelming barriers, including threats of violence. The events leading up to the successful integration became one of the first major tests of the Supreme Court's decision in *Brown*. Also, President Eisenhower's decision to send federal troops to protect the nine students showed that the federal government was willing to enforce desegregation even when state leaders resisted.

"Freedom Rides," pages 155–157

Scaffold understanding as follows:

Have students read the section on pages 155–157.

SUPPORT—John Lewis, a young African American man and member of the Student Nonviolent Coordinating Committee (SNCC), was one of the original thirteen Freedom Riders and one of the students who were beaten during a stop in South Carolina. Many years later, Lewis served in the U.S. Congress. Students will learn more about Lewis later in the topic.

SUPPORT—When the first group of Freedom Riders passed through Atlanta, Georgia, Dr. Martin Luther King Jr. told a reporter that the riders would "never make it through Alabama."

SUPPORT—Highlight for students how U.S. attorney general Robert F. Kennedy was the brother of President John F. Kennedy, about whom students read in Topic 1. Note that students will encounter President Kennedy again soon in Topic 2 and will learn more about Robert F. Kennedy in Topic 3.

After students read the text, ask the following questions:

LITERAL—What was the outcome of the case *Boynton v. Virginia*? **(US.16.a, US.16.d)**

» The Supreme Court ruled in *Boynton v. Virginia* that bus terminals could not discriminate against interstate travelers because of their race.

ANALYTICAL—What were the Freedom Rides, what challenges did the riders face, and how were their actions similar to those of the Little Rock Nine? **(US.16.d)**

» The Freedom Rides were bus trips by African American and white activists to challenge segregation in interstate travel facilities, testing the Supreme Court's ruling in *Boynton v. Virginia*. Riders faced violence, including beatings and a firebombed bus, and they eventually required federal marshals for protection. Like the Little Rock Nine, the Freedom Riders risked their safety to test whether Supreme Court decisions on desegregation would actually be enforced in areas resistant to integration.

ANALYTICAL—How were the Montgomery bus boycott and the Freedom Rides similar? **(US.16.d)**

» Both the Montgomery bus boycott and the Freedom Rides relied on nonviolent action to challenge segregation in transportation, and both prompted federal and legal action that helped desegregate transportation in the South.

THINK TWICE—How did the Freedom Rides impact the Civil Rights Movement?

» The Freedom Rides challenged segregation on interstate buses and in bus stations by sending interracial groups through the South. Their violent reception drew national attention and forced the federal government to enforce desegregation laws in interstate travel.

"The Birmingham Campaign," pages 157–158

Scaffold understanding as follows:

Have students read the section on pages 157–158.

SUPPORT— "Letter from Birmingham Jail" later became a chapter in Dr. King's book *Why We Can't Wait*, a memoir about the Birmingham campaign, published in 1964. When the Children's Crusade encountered violence, he issued a statement to parents: "Don't worry about your children, they're gonna be all right. Don't hold them back if they want to go to jail. For they are doing a job not only for themselves but for all of America and for all mankind."

SUPPORT—Note that Eugene "Bull" Connor permitted a violent mob to brutally beat the Freedom Riders when they arrived in Birmingham in 1961.

SUPPORT—Call attention to the political cartoon on page 158, and read the caption aloud. Ask: How does the artist depict the Civil Rights Movement in this cartoon? Why do you think he made this choice? (*He depicts the Civil Rights Movement as a flower of "racial accord." He likely made this choice because flowers growing and blooming are a symbol of hope and beauty.*) What message do you take away from this cartoon? (*Possible response: Change and freedom are beautiful but can be threatened by violence.*) As time allows, discuss how other forms of media covering the Birmingham campaign may have helped lead to its success. **(US.5.a, US.16.d)**

Online Resources

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish. See the Land of Liberty Online Resources for this unit for the link to the worksheet:

www.coreknowledge.org/land-of-liberty

Online Resources

EXTENSION ACTIVITY—(Note: The full text of "Letter from Birmingham Jail" includes racial slurs; preview the letter before sharing it with students.) Have students read about Dr. King's philosophy of nonviolence using the sources from the Martin Luther King, Jr. Research and Education Institute at Stanford University and the Martin Luther King, Jr. Center for Nonviolent Social Change. Then have students read Dr. King's "Letter from Birmingham Jail," starting on the second page with the paragraph that begins "You may well ask" and reading through the middle of the final paragraph on that page, ending with "We have waited for more than three hundred and forty years for our God-given and constitutional rights."

Before students read the excerpt from the letter, explain the following:

- Socrates was an ancient Greek philosopher known for his use of questioning and dialogue to better understand a person's core ideas and beliefs.
- *Bondage* means slavery or servitude.
- A *gadfly* is an individual (or fly) that annoys and/or stimulates others.

- In a monologue, only one person is speaking and expressing ideas; in a dialogue, two or more people are involved in conversation.
- Albert Boutwell was the recently elected mayor of Birmingham at the time King wrote his letter. Boutwell had run against the city's public safety commissioner, Theophilus Eugene "Bull" Connor.
- Thalidomide was a pharmaceutical sedative with nausea relief properties that was never legally approved for use in the United States and, had recently been found to cause death and birth defects in infants.

Once students have read the source, guide a class discussion with the following questions: Why does King think the tension stirred up by his protest movement promotes social and political reform? What is King indicating Reinhold Niebuhr meant when he writes, "Groups are more immoral than individuals"? How does King respond to the criticism that his actions are not "well timed"? **(US.5.a, US.5.b, US.6.a, US.16.b)**

After students read the text, ask the following questions:

LITERAL—What was the goal of the Birmingham campaign? **(US.16.d)**

» The goal of the Birmingham campaign was to end segregation in the city of Birmingham, Alabama.

ANALYTICAL—Why did some local white clergymen oppose the Birmingham campaign? **(US.16.d)**

» Some local white clergymen opposed the Birmingham campaign because they thought African Americans should continue to wait patiently and negotiate for their rights. They also characterized some of the actions during the protests as "extreme."

ANALYTICAL—How did Dr. King's "Letter from Birmingham Jail" rebuke the views of local white clergymen? **(US.16.b, US.16.d)**

» Dr. King's "Letter from Birmingham Jail" rebuked the views of local white clergymen by defending the campaign's use of civil disobedience and citing numerous examples from the Bible and from history in which people had refused to obey unjust laws. He also criticized the clergymen's inaction.

✓ **THINK TWICE—**How did the Birmingham campaign and television coverage of the event impact the Civil Rights Movement?

» The Birmingham campaign exposed the brutality of segregation, as peaceful protesters, including children, faced police dogs, fire hoses, and mass arrests. Nationwide TV coverage of these shocking images sparked outrage and sympathy, prompting President Kennedy to propose sweeping civil rights legislation.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Civil Rights Movement and other social movements of the second half of the twentieth century transform the United States?"

"Ruby Bridges," page 159

Scaffold understanding as follows:

Have students read the section on page 159.

SUPPORT—As of 2025, Ruby Bridges (born in 1954) is still alive and remains a prominent civil rights activist, speaker, and author. She shares much of her work on social media, including the important work she does with the Ruby Bridges Foundation.

SUPPORT—Call attention to the photo on page 159. Ask: How is this photo similar to the one of the Little Rock Nine on page 153? (*Both images show how the students received federal protection while at school to keep them safe.*) **(US.5.a, US.5.c, US.16.c, US.16.d)**

After students read the text, ask the following questions:

INFERENTIAL—How did some Southern schools respond to the Supreme Court's order in *Brown* and *Brown II*? What do you think was the goal of this "compliance"? **(US.6.a, US.16.d)**

» Some Southern schools responded to the Supreme Court's orders by creating new obstacles, such as entrance exams for African American students. These actions were designed to appear as though the schools were following the court's rulings, but in reality, they were intended to delay or limit integration. By using the Supreme Court's "all deliberate speed" language, many districts prolonged segregation for years.

LITERAL—What was Ruby Bridges's experience at William Frantz Elementary School like? **(US.16.c, US.16.d)**

» Ruby Bridges's experience at William Frantz Elementary School was turbulent. Escorted by U.S. marshals for her protection, she spent her first day of school in the principal's office after being accosted outside of the school by an angry mob of white protesters. White parents withdrew their children from the school, and only one educator, Barbara Henry, would teach Bridges. She spent her first year alone in a classroom and was excluded from the cafeteria and from recess.

✓ **THINK TWICE—**How did Ruby Bridges contribute to the expansion of civil rights in the United States?

» Ruby Bridges contributed to the expansion of civil rights in the United States by becoming the first African American student to integrate William Frantz Elementary School in New Orleans, which paved the way for other African American students to enroll there. She was also the youngest Black student to integrate an all-white elementary school in the South.

"The Civil Rights Movement: Policy," "Medgar Evers," and "The March on Washington for Jobs and Freedom," pages 159–162

Scaffold understanding as follows:

Have students read the section "The Civil Rights Movement: Policy" on pages 159–161.

SUPPORT—Call attention to the statement "Despite such actions by elected leaders and citizens, pressure was mounting across the country for real and meaningful change—both from the bottom up and from the top down." Ask: What do you think the last part of this

statement means? (*Possible response: The last part of this statement means that both individual Americans and the federal government were pushing for change.*) **(US.1, US.16.a, US.16.e)**

SUPPORT—Note that President Eisenhower proposed civil rights legislation to Congress in 1957, leading to the passage of the Civil Rights Act of 1957. This law, the first of its kind passed since Reconstruction, created the Civil Rights Section of the Justice Department and gave the federal government new powers to pursue voting rights violations. The law marked a modest improvement in expanding civil rights, largely due to its limited enforceability.

Have students read the sidebar "Medgar Evers" on page 160.

EXTENSION ACTIVITY—Have students work in pairs to research and compare the media coverage of the three Byron De La Beckwith trials. Have students debate or discuss the following questions with a partner or small group: How did coverage of the De La Beckwith trials change over time? Why do you think this was the case? How did evolving coverage reflect changing values in society? **(US.1, US.5.a, US.5.b, US.5.c, US.6.a, US.6.c, US.16.c, US.16.d)**

Have students read the section "The March on Washington for Jobs and Freedom" on pages 161–162.

SUPPORT—Note that the heads of the country's major civil rights organizations were called the "Big Six." This group included James Farmer of CORE, Roy Wilkins of the NAACP, Whitney Young of the National Urban League, Dr. Martin Luther King Jr. of the SCLC, and John Lewis of SNCC. The sixth member was A. Philip Randolph, about whom students have read. Farmer was one of the original planners of the 1961 Freedom Rides, and Lewis had helped organize the rides and participated as a Freedom Rider.

The Big Six were later joined by other leaders and organizations, including Dorothy Height of the National Council of Negro Women. Height was the only woman who regularly participated in planning the march; however, she was not included on the roster of speakers on the day of the event.

SUPPORT—Note that President Kennedy had already introduced civil rights legislation to Congress prior to the March on Washington for Jobs and Freedom. Kennedy worried that any violence during the march would be a major setback for his civil rights bill and for the Civil Rights Movement as a whole, leading Washington, D.C., and the federal government to mobilize nearly twelve thousand law enforcement officers and National Guard members as protection.

SUPPORT—Call attention to the photo on page 162. Note that the Lincoln Memorial is positioned across from the Washington Monument and the Lincoln Memorial Reflecting Pool, shown in the background of the photo. Ask: Based on the photo, what is the general mood of the event? How can you tell? (*The mood appears to be joyful and upbeat. This is evidenced by the smiles on the faces of Dr. King and the photographers in the middle ground.*) What other sources would provide a better understanding of the scope of the event? (*Possible response: Images with wider views of the crowd and different locations of the march might help the viewer understand the scope of the event.*) **(US.5.a, US.5.d, US.16.d)**

After students read the text, ask the following questions:

LITERAL—How did Medgar Evers contribute to the expansion of civil rights in the United States? **(US.16.c)**

» Medgar Evers contributed to the expansion of civil rights in the United States by organizing new NAACP chapters, protests, boycotts, and voter registration drives across the South. He also investigated violent crimes against African Americans. His murder in 1963 drew national attention to the Civil Rights Movement.

LITERAL—Which groups helped organize the March on Washington for Jobs and Freedom? How many people attended? **(US.16.d)**

» The March on Washington was organized by leaders of the major national civil rights organizations, joined by leaders of other national groups, including the American Jewish Congress and the United Auto Workers. More than 250,000 people of different races and backgrounds attended the event.

INFERENTIAL—What did John Lewis mean when he said, "We march today for jobs and freedom, but we have nothing to be proud of"? **(US.6.a, US.16.c, US.16.d)**

» Possible response: He meant that organizing and participating in the event were insufficient and that meaningful, measurable change was necessary to end the economic discrimination against African Americans and others in the United States.

INFERENTAL—In his "I Have a Dream" speech, what did Martin Luther King Jr. want to communicate by stating that he hoped for a world in which people are judged not "by the color of their skin but by the content of their character"? **(US.6.a, US.16.b, US.16.d)**

» Possible response: King meant that he dreamed of a world in which people judged those around them by their behavior and values, not by how they looked.

✓ **THINK TWICE—**What were the goals of the March on Washington for Jobs and Freedom?

» The March on Washington for Jobs and Freedom had ten demands to end discrimination and increase economic opportunity for all Americans, including passing comprehensive civil rights legislation, desegregating public schools by the end of the year, issuing an executive order banning housing discrimination, strengthening enforcement of the Fourteenth Amendment, and other demands pertaining to jobs and equal participation in America's economy.

"The Civil Rights Act of 1964," pages 162–163

Scaffold understanding as follows:

Have students read the section on pages 162–163.

CORE VOCABULARY—Point out the vocabulary term *bipartisan*, and explain its meaning.

SUPPORT—Remind students that many Southern Democrats were skeptical of John F. Kennedy, a New Englander. Kennedy chose Lyndon B. Johnson, a Texan, as his running mate to help shore up the Southern vote.

SUPPORT—Explain that Southern senators used a tactic called the *filibuster* to try to prevent the passage of the Civil Rights Act of 1964. During a filibuster, senators deliver lengthy speeches to delay a vote on a bill or other legislative action. In 1964, the Senate rules required sixty-seven senators to vote to end debate on the bill and to end the filibuster, a procedure called *cloture*. Today, the Senate requires sixty votes for cloture. Senator Strom Thurmond, a notorious segregationist, set a record for longest filibuster after speaking for twenty-four hours and eighteen minutes to block the passage of the Civil Rights Act of 1957. Senator Cory Booker broke Thurmond's record for longest individual speech in April 2025, speaking for twenty-five hours and, five minutes.

EXTENSION ACTIVITY—Have students work in pairs or small groups to research the challenges the Civil Rights Act of 1964 faced as it moved through Congress, including the

use of the filibuster in the Senate and the final vote. Encourage students to identify the breadth and depth of Lyndon B. Johnson's involvement in the passage of the act, citing specific quotations or actions. As students share their findings, help them understand the significance of bipartisanship in effecting meaningful change. **(US.5.a, US.16.e, US.17.h)**

SUPPORT—Remind students that the Senate majority leader is the highest-ranking member of the majority party of the Senate, chosen by members of that party. The Senate minority leader is the highest-ranking member of the minority party in the Senate, chosen by members of that party.

Online Resources

ACTIVITY—Share with students the State of Louisiana Literacy Test. Explain that this test was administered to prospective voters who could not prove that they had a fifth-grade education. Work through the test as a class, inviting students to share their interpretations of each question and to identify any confusing instructions and/or language. After taking the test, share with students how the literacy test was graded (explained on the last page of the text document). Invite students to share their impressions and/or observations of the test, including the ways it discriminated against test takers. Help students recognize the significant barrier that literacy tests like this, which were designed for the test taker to fail, presented to African American voters. **(US.5.a, US.5.b, US.16.a)**

After students read the text, ask the following questions:

LITERAL—Why was President Johnson's background as a legislator important to the passage of the Civil Rights Act of 1964? **(US.16.e, US.17.h)**

» As a legislator, Johnson was a skilled coalition builder who helped keep his own party members in line and worked closely with congressional Republicans. This helped him guide Senate Democrats in building bipartisan support for the Civil Rights Act of 1964.

INFERENTIAL—How did the Civil Rights Act of 1964 differ from the bill initially introduced by President John F. Kennedy, and how was this affected by the way it was passed? **(US.6.a, US.16.e, US.17.g, US.17.h)**

» The Civil Rights Act of 1964 was stronger than the bill that President Kennedy had initially introduced because Democrats and Republicans worked together to amend it.

✓ **THINK TWICE—**How did the Civil Rights Act of 1964 enact political and social change?

» The Civil Rights Act of 1964 advanced political and social change by prohibiting employment discrimination based on race, color, religion, sex, or national origin and establishing the Equal Employment Opportunity Commission to enforce the law. It also included other provisions that addressed discrimination in federally assisted programs and desegregation of public education and public spaces.

"Voting Rights" and "The Twenty-Fourth Amendment," page 164

Scaffold understanding as follows:

Have students read the sections on page 164.

SUPPORT—Remind students what they learned about poll taxes in Unit 2. Note that poll taxes prevented African Americans as well as poor white people from voting unless there was a grandfather clause effectively exempting white people from the tax.

SUPPORT—Call attention to the last paragraph of "The Twenty-Fourth Amendment," about *Harper v. Virginia Board of Elections*. Explain that when the Supreme Court rules that a right in the Bill of Rights applies not just to the federal government but also to state governments, this is called *incorporation*. The court incorporates those protections through the Fourteenth Amendment's due process clause, which declares that states cannot take away someone's basic rights without going through fair legal channels. Over time, the Supreme Court has applied almost all of the Bill of Rights to the states this way.

After students read the text, ask the following questions:

LITERAL—What types of elections did the Twenty-Fourth Amendment originally apply to? **(US.16.e)**

» The Twenty-Fourth Amendment applied to federal elections, or the elections for president, vice president, and Congress.

LITERAL—Which states still had poll taxes at the time the Twenty-Fourth Amendment was ratified? **(US.16.e)**

» Alabama, Arkansas, Mississippi, Texas, and Virginia still had poll taxes on the books.

✓ **THINK TWICE—**Why was a constitutional amendment necessary to ban poll taxes, and how did the Twenty-Fourth Amendment eventually affect state and local elections?

» A constitutional amendment was necessary to ban poll taxes because the U.S. Constitution gives states the power to regulate elections, which included the ability to require poll taxes. Congress could not pass a law to outlaw poll taxes in state and local elections. The Twenty-Fourth Amendment, ratified in 1964, initially banned poll taxes in federal elections. Two years later, the Supreme Court ruled in *Harper v. Virginia Board of Elections* that the amendment also applied to state and local elections, making poll taxes illegal nationwide.

"The Freedom Summer," pages 164–165

Scaffold understanding as follows:

Have students read the section on pages 164–165.

SUPPORT—The Freedom Summer drew significant and violent backlash in Mississippi. More than a thousand people were arrested, and eighty Freedom Summer workers were beaten. Several dozen churches and African American homes were bombed or burned, and at least seven people were killed.

SUPPORT—Most of the Freedom Summer volunteers were white college students from across the United States; however, the effort also drew volunteers from Canada, England, Kenya, and New Zealand. Members of the clergy, doctors, other health care workers, attorneys, and local residents also volunteered during the Freedom Summer.

After students read the text, ask the following questions:

LITERAL—What happened to James Chaney, Andrew Goodman, and Michael Schwerner, and why did their story gain national attention? **(US.16.d)**

» The three were arrested, then disappeared after being released by a deputy sheriff. Their bodies were later found in a shallow grave. The story gained national attention mainly because Goodman and Schwerner were white.

ANALYTICAL—Despite the violence and intimidation that Freedom Summer volunteers faced, what were their achievements in terms of voter registration and education? **(US.16.d)**

» Hundreds of African Americans were registered to vote, and about three thousand students attended Freedom Schools to study literacy and civics.

THINK TWICE—Why was voter registration such an important part of the Civil Rights Movement, and how did the Freedom Summer Project address these challenges in Mississippi?

» Voter registration was important because African Americans in the South faced discrimination and legal barriers that kept most from voting—Mississippi had the lowest African American voter registration rate in the country, at less than 7 percent. The Freedom Summer Project, organized by SNCC and supported by CORE, the NAACP, and the SCLC, brought volunteers to Mississippi to help Black residents register to vote. Volunteers also created Freedom Schools to teach literacy and civics, preparing students to participate fully in the political process. Despite violent intimidation, including the murders of three volunteers, the project successfully registered hundreds of new voters and educated thousands of students.

"The Selma-to-Montgomery Marches," pages 165–167

Scaffold understanding as follows:

Have students read the section on pages 165–167.

SUPPORT—Explain that organizing a march in Selma was strategic. Organizers were aware that Sheriff Jim Clark of Selma would respond with police violence, which would, in turn, draw national attention and increase pressure on President Johnson to act on voting rights legislation.

SUPPORT—In December 2019, U.S. representative John Lewis spoke at the opening of a Library of Congress exhibition about Rosa Parks, noting, "Rosa Parks inspired us to get in trouble. And I've been getting in trouble ever since. She inspired us to find a way, to get in the way, to get in what I call good trouble, necessary trouble." Lewis reiterated this sentiment during a statement at the Edmund Pettus Bridge in March 2020, urging listeners to "get in good trouble, necessary trouble, and redeem the soul of America." Ask: What do you think John Lewis meant by "good trouble"? (*Possible response: By "good trouble," John Lewis meant engaging in civil disobedience and nonviolent direct action in service of good or just causes.*) **(US.5.a, US.16.c)**

SUPPORT—The second march, led by Dr. King to the Edmund Pettus Bridge following Bloody Sunday, is referred to as "Turnaround Tuesday."

SUPPORT—Direct students to the phrase "nationalized part of the Alabama National Guard" in the last paragraph of the section. Explain that in this context, *nationalizing* the National Guard refers to the power of the president under Title 10 of the United States Code (the section of the general and permanent federal laws that relates to the armed forces) to activate National Guard troops, normally under the authority of each state's governor, for federal service. Reasons to do so include overseas deployments and instances of domestic rebellion or danger of rebellion.

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: Consider the growing role of television in public opinion during the twentieth century, such as during the Army–McCarthy hearings and the Nixon–Kennedy debate. During the Civil Rights Movement, what did television do that radio and print could not? How do you think activists used this to their advantage? **(US.3, US.17.d, US.18.e)**

After students read the text, ask the following questions:

LITERAL—What happened on March 7, 1965, also known as Bloody Sunday? **(US.16.d)**

» On Bloody Sunday, dozens of state troopers and sheriff's deputies brutally beat many of the six hundred peaceful protesters who attempted to cross the Edmund Pettus Bridge out of Selma. Governor Wallace had ordered troopers to "take whatever means necessary"; officials gave the marchers a two-minute warning and then attacked with clubs, whips, and tear gas. John Lewis and many others were hospitalized. The events were broadcast by the media, bringing national attention to violence against African Americans in the South.

ANALYTICAL—How were President Johnson's actions in response to Bloody Sunday similar to President Eisenhower's reaction to the crisis at Little Rock's Central High School? **(US.3, US.16.d, US.17.h)**

» Like Eisenhower, President Johnson used federal power to protect the safety and rights of African Americans. Johnson nationalized part of the Alabama National Guard and sent U.S. Army troops, federal marshals, and FBI agents to secure the march, much like Eisenhower had sent the 101st Airborne Division and federalized the Arkansas National Guard during the Little Rock crisis.

LITERAL—How many people arrived in Montgomery on March 25, 1965, at the end of the third march attempt? **(US.16.d)**

» About twenty-five thousand people arrived in Montgomery on March 25.

INFERENTIAL—How did the size of the third march change from start to finish, and why do you think this change occurred? **(US.6.a, US.16.d)**

» The third march began with roughly three thousand to eight thousand participants on March 21 and grew to about twenty-five thousand by March 25. Supporters joined along the route, which shows rising support, the importance of federal protection, and the impact of media coverage.

✓ **THINK TWICE—**What was the purpose of the Selma-to-Montgomery march?

» The purpose of the Selma-to-Montgomery march was to protest police violence and to draw national attention to discrimination in the South. Organizers also hoped that the demonstration would push President Johnson to pursue voting rights legislation.

"The Voting Rights Act of 1965," pages 167–168

Scaffold understanding as follows:

Have students read the section on pages 167–168.

SUPPORT—Call attention to the phrase "And we shall overcome" in the first paragraph of the section. Note that President Johnson borrowed this from a protest song used by the Civil Rights Movement. The song originated from a much older spiritual titled "I'll Be Alright Someday" that the Food and Tobacco Workers Union modified and used during a strike in 1946. The song was later adapted by Zilphia Horton, an activist and the cultural director at the Highlander Folk School, who called it "We Will Overcome," which folk musician Pete

Seeger later changed to "We Shall Overcome." Horton and Seeger's version became an important anthem of the Civil Rights Movement starting in the late 1950s. Tell students that Pete Seeger was among those called before the House Un-American Activities Committee in the 1950s as they investigated alleged communist influences in the entertainment industry. Seeger refused to answer the committee's questions and was charged and convicted for being in contempt of Congress; his one-year sentence was eventually overturned.

SUPPORT—Point out to students how unusual it was for legislation as major as the Voting Rights Act of 1965 to be passed by both houses of Congress and enacted in a relatively short period of time. Invite students to think of other moments in U.S. history when public support for legislation may have produced similar or quicker results. **(US.1, US.3, US.16.e)**

SUPPORT—Explain that the Voting Rights Act (VRA) empowered the federal government to intervene in voting districts if they had used a method to restrict voting on or before November 1, 1964, *and* if less than 50 percent of eligible voters participated in the presidential election that same year. This provision, outlined in Section 5 of the law, originally required certain states and localities with histories of discriminatory voting practices to obtain federal approval ("preclearance") before making any changes to their voting laws. The provision was set to last for five years, but Congress repeatedly renewed it, extending the requirement into the 2000s. In 2013, the Supreme Court's decision in *Shelby County v. Holder* struck down the formula in Section 4 used to determine which jurisdictions were subject to preclearance, arguing that the formula relied on outdated data and metrics and infringed on state sovereignty. As a result, Section 5 became unenforceable, and many states quickly enacted new voting laws that would have previously required federal review.

SUPPORT—Remind students what they learned in Unit 1, Topic 3, about the Fifteenth Amendment: It prohibits the denial of the franchise, or the right to vote, to anyone on the basis of race, color, or previous servitude.

SUPPORT—Call attention to the table on page 168, and read the caption aloud. Ask: Which state saw the greatest jump in non-white voter registration following passage of the Voting Rights Act? (*Mississippi*) How did the VRA impact white voter registration? What does this suggest about barriers to voter registration in the South prior to the VRA? (*The VRA led to increased white voter registration in nearly every Southern state. This suggests that barriers to voter registration had a negative impact on multiple groups.*) **(US.4, US.16.e)**

After students read the text, ask the following questions:

INFERENTIAL—Why do you think the Voting Rights Act of 1965 gave the federal government oversight of certain areas in the South? **(US.6.c, US.16.e)**

» Possible response: Certain areas in the South had a history of disenfranchising African American voters and disobeying federal law or Supreme Court rulings.

✓ **THINK TWICE—**What were the long-term and short-term effects of the Voting Rights Act?

» The Voting Rights Act of 1965 had both immediate and lasting effects. In the short term, it allowed millions of African Americans, especially in the South, to register to vote for the first time. Federal oversight ensured that elections in areas with a history of discrimination were fair, and more Black candidates were elected to local, state, and national offices. Over the long term, the act helped African Americans gain lasting political influence, reshaping elections and representation.

"Other Social Movements of the 1960s and 1970s," "Malcolm X and Black Power," and "A Turbulent 1968," pages 168–170

Scaffold understanding as follows:

Have students read the sections "Other Social Movements of the 1960s and 1970s" and "Malcolm X and Black Power" on pages 168–170.

SUPPORT—Call attention to the photo on page 169. Explain that the American people—including historians, journalists, and politicians—had very different views of Dr. King and Malcolm X. Remind students of what they read about Protestant Christianity and its relationship to mainstream American culture. King's Christian faith resonated with many white Christian Americans, which contributed to broader acceptance of his message of nonviolent protest and racial equality. In contrast, Malcolm X, a Muslim and advocate for Black nationalism, was often viewed with suspicion by those, who perceived him as anti-American and anti-Christian.

TALK IT OVER—Have students debate or discuss the following with a partner or small group: The United Nations adopted the Universal Declaration of Human Rights in 1948. In his autobiography, Malcolm X responded with the following:

> What makes the black man think of himself as only an internal United States issue is just a catch-phrase, two words, "civil rights." How is the black man going to get "civil rights" before first he wins his *human* rights? If the American black man will start thinking about his *human* rights, and then start thinking of himself as part of one of the world's great peoples, he will see he has a case for the United Nations.

What did Malcolm X mean by this statement? How did this view shape his activism? **(US.5.a, US.5.b, US.6.a, US.16.c)**

Have students read the sidebar "A Turbulent 1968" on page 170.

SUPPORT—Note that 1968 was also a turbulent year for other reasons that students will read about in Topic 3. Invite students to briefly preview the next topic and consider how the content there might have informed the movements they read about in this topic. **(US.2, US.3 US.16, US.17)**

SUPPORT—Note that the Civil Rights Act of 1968 is also known as the Fair Housing Act.

After students read the text, ask the following questions:

ANALYTICAL—Who was Malcolm X, and how did he influence the formation of the Black Panther Party? **(US.16.c)**

» Malcolm X was a civil rights leader and advocate of Black nationalism. He rose to national prominence as a spokesperson of the Nation of Islam but later left the group, converted to Sunni Islam, and broadened his focus to global human rights. He was assassinated in 1965. His belief that African Americans should pursue "freedom by any means necessary" inspired Huey P. Newton and Bobby Seale to form the Black Panther Party.

LITERAL—What did the Civil Rights Act of 1968 do? **(US.16.e, US.17.g, US.17.h)**

» Passed after the assassinations of Dr. King and Robert F. Kennedy, the Civil Rights Act of 1968 prohibited housing discrimination and extended most Bill of Rights protections to Native Americans.

LITERAL—What were some of the goals and activities of the Black Panther Party? **(US.16.c)**

» The Black Panthers carried guns on the streets of Oakland and elsewhere as a symbol of their resistance, advocated against and monitored police brutality, championed draft exemptions for African Americans, and established community assistance programs.

THINK TWICE—How did the Black Power movement differ from the mainstream Civil Rights Movement?

» Malcolm X advocated for a different approach from the mainstream movement because he believed that the mainstream approach had become activism with empty promises and that it exploited African American leaders for political gain. He criticized the slow results of nonviolent protest action and called for more focus on Black self-determination and, later, a more global approach to the human rights of African Americans and others of African heritage around the world. Whereas the mainstream Civil Rights Movement focused on integration and nonviolence, the Black Power movement emphasized Black consciousness, cultural pride, economic empowerment, self-reliance, and self-respect as well as all-Black social and political institutions. Some members of the Black Power movement also rejected the adherence to nonviolence.

"The American Indian Movement," "Occupation of Alcatraz," and "Continued Protest and Victories," pages 170–173

Scaffold understanding as follows:

Have students read the sections "The American Indian Movement" and "Occupation of Alcatraz" on pages 170–172.

SUPPORT—Explain to students that various—and frequently inaccurate—labels have been used for centuries to describe Native people. It is ideal to use the name a community or tribe uses to refer to themselves. *Indigenous* is a widely applied term used to refer to peoples with preexisting sovereignty before any outsider settlement in their traditional lands. *American Indian* and *Native American* are often used interchangeably but are received differently by different groups; additionally, *American Indian* is the terminology used by U.S. federal government offices and agencies.

Online Resources

SUPPORT—Share with students the aerial photo of Alcatraz. Note that Alcatraz is very small, only twenty-two acres (0.09 sq km), and just off the coast of San Francisco.

SUPPORT—Indigenous peoples had used Alcatraz for a variety of purposes, including as a place to gather food, prior to the arrival of white settlers. Some Native Californians also took refuge on the island during the Spanish colonial period. The U.S. government built a military fortress on Alcatraz in the 1850s to defend the bay. Many Native Americans were imprisoned at the fort through the late 1800s and into the early 1900s. Alcatraz later served as a federal penitentiary from 1934 to 1963, once housing infamous gangster Al Capone, about whom students read in Unit 4, Topic 1.

SUPPORT—Call attention to the photo on page 171. Ask: Why do you think the National Park Service has preserved this graffiti? (*Possible response: The graffiti and the Native American occupation are important parts of Alcatraz's history. By preserving the graffiti, the National Park Service is preserving a moment in the past that helped change federal treatment of Native Americans.*) **(U.1, US.5.a, US.16.f)**

Have students read the section "Continued Protest and Victories" on pages 172–173.

SUPPORT—The Bureau of Indian Affairs (BIA), a federal agency under the executive branch, works directly with tribal governments and tribal members "to enhance the quality of life, promote economic opportunities, and to carry out the federal responsibilities . . . to protect and improve the trust assets of American Indians and Alaska Natives."

Online Resources

SUPPORT—Share with students the AIM poster for the Wounded Knee occupation in 1973. Ask a volunteer to read the demands. Prompt the class to consider how these demands align with what they learned in earlier units about U.S.–Native relations. **(US.5.a, US.16.f)**

After students read the text, ask the following questions:

ANALYTICAL—What was Congress's 1953 termination policy, and what were its effects? **(US.2, US.16.f)**

» Congress's 1953 termination policy ended federal recognition of Native American tribes. While the government said the policy was to help Native Americans enjoy the full rights of citizens, in reality, terminating federal recognition of tribes was a form of forced assimilation and resulted in Native Americans ceding millions of acres of tribal lands. The result was that many Native Americans were forced to live in cities where they experienced high rates of unemployment, extreme poverty, and racial discrimination.

LITERAL—Was the occupation of Alcatraz successful? Why or why not? **(US.16.f)**

» While the occupation of Alcatraz gained national attention for the American Indian Movement, it was not ultimately successful in achieving its goals of ownership of the island and the establishment of a Native American cultural center, a museum, and a university. The occupation lasted nineteen months before law enforcement removed the activists.

LITERAL—What was the Trail of Broken Treaties protest? **(US.16.f)**

» During the Trail of Broken Treaties protest, caravans drove across the country, including along the path of the Trail of Tears, to deliver the movement's demands to President Nixon in Washington, D.C. The Nixon administration denied requests to hold demonstrations and canceled meetings with AIM leaders, leading hundreds of protesters to occupy the Bureau of Indian Affairs building.

✓ **THINK TWICE—**What were the goals and outcomes of the American Indian Movement?

» The American Indian Movement sought to address decades of unfair treatment and discrimination by securing economic independence, protection for Native American civil and legal rights, complete autonomy over tribal lands, and land reclamation. AIM gained national attention through actions like the Alcatraz occupation, the 1972 Trail of Broken Treaties protest, and the seventy-one-day protest at Wounded Knee in 1973. It succeeded in ending the termination policy and securing self-determination through the 1975 Indian Self-Determination and Education Assistance Act, which gave tribes control over federally funded programs and BIA schools.

Primary Source Feature: "The American Indian Movement Occupies Alcatraz, Lenada James, 1969," page 172

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 172.

Introduce the source to students by reading the introductory material. Review what students read earlier in the section about the occupation of Alcatraz.

Have students read the source.

SUPPORT—Note that "federal surplus property" is land owned by the government that it no longer needs.

SUPPORT—Explain that *litigated* means decided in a court of law.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to Lenada James, why did the occupiers have a legal right to the island? **(US.5.a, US.16.f)**

» Lenada James explains that Alcatraz was federal surplus property that was being given to the city of San Francisco. According to James, the occupiers had a legal right to the island because earlier treaties specified that "federal surplus property was supposed to revert to Indians, if they claimed it."

ANALYTICAL—What evidence supports the conclusion that Lenada James was deeply committed to the occupation and the American Indian Movement cause? **(US.5.b, US.16.f)**

» James's commitment to the occupation and to AIM are evidenced by the tremendous efforts she went through to participate in the occupation over the course of a year, including commuting back and forth to her university with her two-year-old son. James also notes that she was responsible for writing all of the public relations proposals released by occupiers on the island.

ANALYTICAL—Does Lenada James consider the occupation of Alcatraz a success? Why or why not? **(US.5.a, US.16.f)**

» James considers the occupation of Alcatraz a success because it helped instill pride in Native Americans. According to James, "Many individuals were not ashamed to be Indian anymore." However, she is not pleased with the behavior of some of the protesters.

DBQ **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

"The Women's Rights Movement" and "Second-Wave Feminism," pages 173–175

Scaffold understanding as follows:

Have students read the section "The Women's Rights Movement" on page 173.

CORE VOCABULARY—Point out the vocabulary term *feminism*, and explain its meaning.

SUPPORT—Explain that during first-wave feminism, white women did not always want Black women and other women of color in their organizations, making feminism exclusionary during the late nineteenth and early twentieth centuries.

Have students read the section "Second-Wave Feminism" on pages 173–175.

SUPPORT—Call attention to the photo on page 174, and read the caption aloud. Note the protester holding a sign that reads "I'm a second class citizen." Ask: What do you think this means? (*Possible response: This means that women did not have the full rights of citizens.*) Then highlight the caption's second sentence: "Protesters' demands included . . . national access to free childcare centers." Ask: How does the demand for childcare align with other demands of the movement? (*Possible response: Women wanted more opportunities to take an equal role in the workplace; to do that, they needed to be able to have someone else care for their children who were not yet school-age.*) **(US.5.a, US.16.g)**

SUPPORT—Under Title VII, employers cannot discriminate against employees on the basis of sex (including pregnancy), race, color, national origin, or religion. Title VII has also been interpreted by the courts to prohibit discrimination based on sexual orientation. In addition, Title VII protects employees who file discrimination suits from retaliation by their employer and prohibits sexual harassment in the workplace.

After students read the text, ask the following questions:

ANALYTICAL—How did second-wave feminism differ from first-wave feminism? **(US.3, US.16.g)**

» Whereas first-wave feminism focused on securing voting rights for women, second-wave feminism emphasized equality in all aspects of life. In addition to wage equality, second-wave feminists sought reproductive rights and an end to domestic violence against women.

LITERAL—How were second-wave feminism's techniques similar to those of the NAACP and Thurgood Marshall earlier in the Civil Rights Movement? **(US.3, US.16.g)**

» Like the NAACP, second-wave feminism relied on legal challenges in the courts to overturn existing discriminatory laws and pushed for new legislation to expand women's rights.

INFERENTIAL—How did Betty Friedan's book *The Feminine Mystique* contribute to second-wave feminism? In what ways was the scope of the book limited? **(US.6.b, US.16.g)**

» *The Feminine Mystique* is considered significant to second-wave feminism because it revealed the dissatisfaction that women experienced in their daily lives and argued that women could and should have the opportunity to find fulfillment outside the roles of mother and homemaker. The book may also be considered limited in scope because it only focused on the experiences of white, college-educated women and did not take into account the experiences of non-college-educated women or Black, Indigenous, or other women of color.

✓ **THINK TWICE—**What changes emerged during the 1960s for women in the U.S. workforce?

» During the 1960s, women gained greater protections against discrimination in the workplace. The Equal Pay Act of 1963 prohibited sex-based wage discrimination and covered all forms of compensation, including salary, bonuses, insurance, paid leave, and travel reimbursement. It also stated that when inequalities were found, employers had to raise women's pay rather than lower men's pay, and it provided legal recourse. The Civil Rights Act of 1964 prohibited employment discrimination based on race, color, religion, sex, or national origin.

"The Equal Rights Amendment," pages 175–177

Scaffold understanding as follows:

Have students read the section on pages 175–177.

CORE VOCABULARY—Point out the vocabulary term *grassroots*, and explain its meaning.

SUPPORT—Help put the number of women in Congress into perspective for students. There are 435 members in the House of Representatives, and there were twenty-four sessions of Congress between 1922 and 1970. That means that of the more than ten thousand representatives who served during this time, less than 2 percent were women. Women representatives did not all serve at the same time. Prior to 1970, the peak number of women who served simultaneously in Congress was twenty—eighteen in the House and two in the Senate—representing just 4 percent of total membership in Congress. During the 119th Congress (2025–27), women constituted 28 percent of total membership.

SUPPORT—Remind students of what they read about Shirley Chisholm at the beginning of the topic.

Online Resources

EXTENSION ACTIVITY—Play the video of the debate between Phyllis Schlafly and Betty Friedan. Then have students research the arguments of Phyllis Schlafly. Tell them to consider several of the arguments she presented in opposition to the Equal Rights Amendment, then respond to them in the form of a letter to Schlafly. Allow time for students to exchange and compare their responses. **(US.5.a, US.6.b, US.16.g)**

SUPPORT—During the July 1978 march in support of the ERA, demonstrators dressed in white like the original suffragists during the first-wave feminist movement.

SUPPORT—In January 2020, Virginia became the thirty-eighth state to ratify the Equal Rights Amendment. As such, the amendment has technically been ratified by the minimum number of states necessary for it to become certified by the archivist of the United States as part of the Constitution. However, Virginia's ratification came more than three decades after the amendment's most recent ratification deadline of 1982, set by Congress in 1978. In recent years, there have been numerous attempts by members of both the legislative and executive branches to remove the 1982 deadline; all have been unsuccessful. As of 2026, Louisiana has not ratified the Equal Rights Amendment.

After students read the text, ask the following questions:

LITERAL—When was the first Equal Rights Amendment drafted, and by whom? **(US.11.m, US.16.g)**

» The first Equal Rights Amendment was drafted in 1923 by Alice Paul.

LITERAL—What factors thwarted the ERA in Congress, and how did these change over time? **(US.1, US.16.g)**

» Few women served in Congress—just 10 total in the Senate and 230 in the House between 1922 and 1970. Representative Emanuel Celler blocked hearings on the ERA for decades. As more women lawmakers entered Congress in the 1960s and 1970s, the ERA finally reached the House floor, where it passed with strong bipartisan support (354–24) before passing in the Senate (84–8) as well.

THINK TWICE—What challenges have been involved in the ratification of the Equal Rights Amendment?

» The Equal Rights Amendment experienced several challenges to ratification. First, it was introduced in every session of Congress for nearly fifty years, but the leader of the House Judiciary Committee refused to hold hearings on it. After the amendment passed Congress, ratification stalled in the states. Congress extended the deadline for ratification; however, some states withdrew their support for the amendment. The ERA did not receive approval from thirty-eight states until 2020, nearly forty years after its most recent deadline for ratification. Additionally, there was organized resistance to the ERA in the 1970s (such as that of Phyllis Schlafly), which made it more difficult to rally enough support for the amendment.

"Title IX," page 177

Scaffold understanding as follows:

Have students read the section on page 177.

SUPPORT—Call attention to the photo on page 178. Ask: What does this photo reveal about the congresswomen? (*Possible response: The photo reveals that the congresswomen are upbeat and determined to challenge instances of inequality. This is evidenced by their smiles and their gestures toward the "members only" sign.*) **(US.5.a, US.16.g)**

SUPPORT—The women's rights movement helped expand women's participation in the federal government. There was a series of firsts through the latter half of the twentieth century and the early twenty-first century, including Sandra Day O'Connor, the first woman appointed to the Supreme Court, in 1981; Janet Reno, the first female U.S. attorney general, in 1993; Madeleine Albright, the first female secretary of state, in 1997; and Nancy Pelosi, the first female Speaker of the House, in 2007.

After students read the text, ask the following questions:

LITERAL—What types of institutions does Title IX apply to? **(US.16.g)**

» Title IX applies to public and private schools, colleges, universities, and libraries that receive federal funding for academics, athletics, or any other extracurricular programs they may offer.

ANALYTICAL—Who was Patsy Takemoto Mink, and why was she significant? **(US.16.g)**

» Patsy Takemoto Mink was a U.S. representative from Hawaii. She is significant for being the primary author and sponsor of Title IX. She had been denied entry to medical schools because they did not admit women, an experience that motivated her to ensure other young women would not face the same injustice.

ANALYTICAL—Was second-wave feminism a success? Why or why not? **(US.1, US.16.g)**

» Possible response: Overall, second-wave feminism was a success. Although it did not succeed in the ratification of the Equal Rights Amendment, second-wave feminism expanded women's rights and helped bring about greater equality in education and the workplace. However, many argued that issues of race and class were left unresolved, and divisions over priorities contributed to the movement's decline in the early 1980s.

✓ **THINK TWICE—**What did Title IX prohibit, and why was this significant to the progress of the women's movement?

» Title IX banned discrimination based on sex in any educational program or activity that receives federal funding. This was important because it gave women and girls safer learning environments, better academic opportunities, and equal access to sports. It also prohibited sexual harassment and unfair rules like restrictive dress codes, and it opened doors for women in areas like science, engineering, and athletics.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Civil Rights Movement and other social movements of the second half of the twentieth century transform the United States?"

"The Supreme Court," "*Gideon v. Wainwright*," "*Miranda v. Arizona*," "*Roe v. Wade*," and "Other Reform Movements and Social Changes," pages 178–179

Scaffold understanding as follows:

Have students read the sections "The Supreme Court," "*Gideon v. Wainwright*," "*Miranda v. Arizona*," and "*Roe v. Wade*" on pages 178–179.

SUPPORT—Remind students that the U.S. Constitution identifies and safeguards a variety of civil rights. Invite students to share what they recall about the rights and liberties enshrined in the Bill of Rights that they read about in Unit 1. Encourage students to put the cases they read about in these sections in the context of the movements they learned about earlier in the topic.

Have students read the section "Other Reform Movements and Social Changes" on page 179.

EXTENSION ACTIVITY—Discuss with students how the other movements noted in this last section may have been inspired by the civil and social movements they learned about throughout the topic. Have students choose one of the other movements noted in the section and research it. Students should use their findings to create a multimedia presentation that describes the origins, events, and outcomes of the movement through text, video or audio, and images. **(US.3, US.5.a, US.16)**

After students read the text, ask the following questions:

ANALYTICAL—Why was the ruling in *Gideon v. Wainwright* significant? **(US.17.j)**

» The ruling in *Gideon v. Wainwright* was significant because it used the Fourteenth Amendment's due process clause to extend the federal Sixth Amendment right to an attorney to state criminal cases, ensuring fair trials for people who could not afford counsel.

ANALYTICAL—Why did Ernesto Miranda's attorneys object to his confession being used as evidence in court? **(US.17.j)**

» Miranda's attorneys objected because he was not informed of his Fifth Amendment protection against self-incrimination before being interrogated. The Supreme Court ruled that law enforcement must inform suspects of their rights.

LITERAL—What was the outcome of the case *Roe v. Wade*? How did a later case change this outcome? **(US.17.j)**

» In *Roe v. Wade*, the Supreme Court ruled that a woman's right to choose to have an abortion was protected under the due process clause of the Fourteenth Amendment. The 2022 case *Dobbs v. Jackson* overturned *Roe* and returned the power to regulate abortion to the states.

THINK TWICE—How are the cases *Gideon v. Wainwright*, *Miranda v. Arizona*, and *Roe v. Wade* similar?

» All three cases changed how constitutional rights apply to individuals. *Gideon v. Wainwright* required states to provide legal counsel to people who cannot afford a lawyer. *Miranda v. Arizona* required police to inform suspects of their rights before questioning. *Roe v. Wade* recognized that a woman's right to choose to have an abortion was protected by the Constitution.

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "How did the Civil Rights Movement and other social movements of the second half of the twentieth century transform the United States?"

  » Key points students should cite include: The Civil Rights Movement and other social movements of the second half of the twentieth century changed laws and policies in the United States; Executive Order 8802 banned discrimination in federal employment, *Brown v. Board of Education* ended legal segregation in public schools, and the Little Rock Nine and Ruby Bridges integrated schools in the South; protests like the Montgomery bus boycott, the Greensboro sit-in, and the Birmingham campaign contributed to desegregation and civil rights legislation, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965; other movements, including the Black Power movement, the United Farm Workers, the American Indian Movement, and the women's rights movement, led to changes in labor, education, and gender equality; landmark Supreme Court cases expanded constitutional protections.

- Choose three Core Vocabulary words (*civil disobedience*, *plaintiff*, *bipartisan*, *feminism*, *grassroots*) and explain them to someone who has not read Topic 2.

To wrap up the lesson, invite several students to share their responses.

TOPIC 3: The Later Years and End of the Cold War, 1960s–1991

Framing Question: How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?

Primary Focus Objectives

- ✓ Analyze the role of Lyndon B. Johnson in the Vietnam War. **(US.17.d, US.17.e)**
- ✓ Evaluate the foreign and domestic policies of Richard Nixon, Gerald Ford, and Jimmy Carter. **(US.17.d, US.17.e, US.17.i, US.17.k)**
- ✓ Explain the factors and events that contributed to the later years of the Cold War, its conclusion, and the collapse of the Soviet Union. **(US.17.k, US.17.l)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *guerrilla*, *détente*, *subpoen a*, *executive privilege*, *stagflation*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About The Later Years and End of the Cold War, 1960s–1991":

www.coreknowledge.org/land-of-liberty

Materials Needed

Activity Pages

AP 1.1
AP 3.1

- individual student copies of Primary Source Analysis (AP 1.1) and Domain Vocabulary: Unit 5 (AP 3.1)
- text of Lyndon B. Johnson's "Great Society" speech
- images of the effects of Agent Orange and napalm
- videos of the 1969 draft lottery, the impact of Walter Cronkite, the 1975 Apollo–Soyuz mission, Richard Nixon's Watergate speech, and the fall of the Berlin Wall
- individual student copies of the National Archives Analyze a Cartoon worksheet (optional)
- statistics from the U.S. Energy Information Administration

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the text, images, videos, worksheet, and statistics may be found:

www.coreknowledge.org/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

guerrilla, n. a soldier who uses irregular ways of fighting **(185)**

Example: The guerrilla hid for hours in the forest, hoping to catch enemy soldiers off guard.
Variations: guerrilla (adj.)

détente, n. a policy that relaxes tensions between nations **(197)**

Example: U.S. presidents hoped that détente with the Soviet Union would decrease the chances of nuclear war.

subpoena, v. to issue a legal document that compels individuals to give testimony or provide evidence **(202)**

Example: The court chose to subpoena the office's surveillance tapes to use as evidence during the proceedings.
Variations: subpoena (n.)

executive privilege, n. the power of the president and other members of the executive branch to withhold certain confidential information from the other two branches of government **(202)**

Example: The president cited executive privilege to justify his decision to prevent the release of certain meeting notes.

stagflation, n. an economic period of both price inflation and stagnation in job growth **(204)**

Example: As Americans struggled with both high inflation and high unemployment in the late 1970s, stagflation became a key issue in the 1980 presidential election.

The Core Lesson

Introduce "The Later Years and End of the Cold War, 1960s–1991"

Introduce the topic by reviewing what students read in Topic 2 about the Civil Rights Movement and the broader equality movements of the 1960s and 1970s. Explain that this era of activism and reform overlapped with the Cold War, which students read about in Topic 1. In Topic 3, students will read about the latter half of the Cold War between the United States and the Soviet Union, which lasted from the 1960s through the early 1990s.

Call students' attention to the Framing Question. Tell students to look for how the Cold War influenced U.S. foreign policy and affected domestic society between 1961 and 1991.

Guided Reading Supports for "The Later Years and End of the Cold War, 1960s–1991"

"Miracle on Ice," pages 180–181

Scaffold understanding as follows:

Have students read the section on pages 180–181.

SUPPORT—The Soviet Union invested heavily in supporting and training its Olympians, typically giving these amateur athletes a competitive edge over other countries, including the United States. (Professional athletes were first permitted to compete in some Olympic sports in 1988; full participation, such as that of NBA players in basketball, was allowed starting in 1992.) The Soviet ice hockey team was a prime example of how this investment paid off, having dominated the Winter Olympics since 1956.

SUPPORT—The Summer and Winter Olympics were held in the same year every four years up until 1992. Starting in 1994, they began to alternate, with winter and summer games held every two years on a staggered schedule.

SUPPORT—More than 34.2 million people watched the ice hockey match between the United States and the Soviet Union on television.

SUPPORT—Call attention to the photo on pages 180–181, and read the caption aloud. Help students put this 1980 victory in historical perspective by prompting them to recall when the Cold War first started. Have students predict how most Americans were feeling about the era after more than three decades of conflict. **(US.1, US.17.e)**

After students read the text, ask the following questions:

LITERAL—Why was the U.S. ice hockey team considered the underdog going into the Olympic tournament? **(US.17.e)**

» Team USA was made up of college students, and it had just lost an exhibition match to the Soviet team by a score of 10–3.

ANALYTICAL—Why was the Miracle on Ice an iconic moment of the Cold War? What does it reflect about the larger conflict between the United States and the Soviet Union? **(US.17.e)**

» The Miracle on Ice was an iconic moment because it represented a decisive victory for the United States over the Soviet Union, even if only in a sports competition. It reflects how the conflict between the United States and the Soviet Union transcended political and military posturing and seeped into cultural events. It is often mentioned alongside other iconic events, such as the Berlin airlift and the moon landing.

ANALYTICAL—Why do you think the Miracle on Ice resonated so strongly with Americans at the time? **(US.17.e)**

» Possible response: Because the Soviet team had dominated ice hockey for decades, the victory symbolized that an underdog or unexpected victor could prevail against a powerful opponent, boosting American morale during a tense period of the Cold War.

"Lyndon B. Johnson and the Cold War" and "Johnson's Domestic Policies," pages 182–184

Scaffold understanding as follows:

Have students read the sections on pages 182–184.

SUPPORT—Remind students that Lyndon B. Johnson became president after President John F. Kennedy was assassinated in November 1963. Johnson was not elected to the presidency until 1964, when he defeated Republican nominee Barry Goldwater in a landslide, earning 486 electoral votes to Goldwater's 52.

SUPPORT—Remind students that in the last topic, they read that the Johnson administration also passed the Fair Housing Act of 1968 (also known as the Civil Rights Act of 1968), which prohibits home sellers, landlords, real estate companies, banks, and homeowners' insurance companies from discriminating against prospective homebuyers or renters based on race, religion, sex, national origin, family status, or disability.

SUPPORT—Call attention to the photo on page 182. Head Start has provided services to more than forty million children since 1965. Note that in 2023, more than seven hundred thousand

children aged zero to five were enrolled in Head Start programs around the country. Then remind students of what they read about the American Indian Movement (AIM) and the push for self-determination in Topic 2. Note that tribal governments, colleges, and agencies operate their own American Indian and Alaska Native Head Start programs.

SUPPORT—Democrats generally support a larger federal government because they believe it can fund programs like Medicare and Medicaid to provide health and economic support for citizens. Republicans generally support a smaller federal government because they argue that these programs are expensive and raise taxes and that reducing them encourages personal responsibility and allows the private sector to provide services. Millions of people are currently enrolled in federal programs, including Medicare and Medicaid, so debates about government size, role, and taxation are ongoing. Remind students that debates over the size and role of government remain central in American politics today.

After students read the text, ask the following questions:

INFERENTIAL—What does the text mean by the statement "Johnson argued that such widespread poverty was not the personal failure of individuals who struggled to make ends meet but a social failure"? **(US.6.a, US.17.d)**

» Possible response: This means that Johnson believed that individuals did not live in poverty by choice or because of personal failures; instead, the United States had failed its people by allowing conditions, including a lack of access to quality education, that contributed to and perpetuated the existence of poverty.

ANALYTICAL—How are the Head Start program and the Elementary and Secondary Education Act of 1965 similar? **(US.3, US.17.d)**

» Both programs address educational disparities for disadvantaged children: Head Start provides preschool services for children from low-income families, and the Elementary and Secondary Education Act provides funding for primary and secondary schools, teacher training, and curricular materials to help close achievement gaps.

ANALYTICAL—What were the goals of the Great Society, and how did the government work to achieve them? **(US.17.d)**

» The goals of the Great Society were to eliminate poverty and improve racial justice in the United States. The government worked to achieve these goals by creating vocational training and employment programs, funding and regulating education through Head Start and ESEA, establishing Medicare and Medicaid, expanding public housing and food assistance, and enforcing civil rights laws.

✓ **THINK TWICE—**Was the Great Society a success? Why or why not?

» The Great Society was a mixed success. It provided critical services to underserved communities that still exist today; however, economists and scholars still debate whether the War on Poverty meaningfully reduced the poverty rate.

Primary Source Feature: "'Great Society' Speech, Lyndon B. Johnson, 1964," page 183

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 183.

Introduce the source to students by reading the introductory material.

Have students read the source.

SUPPORT—Direct students' attention to the first paragraph in the source. Ask: What do you notice about Johnson's word choice? What foundational American document does this paragraph reflect? (*Possible response: Johnson uses concepts from the Declaration of Independence. He emphasizes that liberty and happiness are essential to "the life of our Nation," but he reframes how they are connected to each other.*) **(US.1, US.5.a, US.7.c, US.17.d)**

SUPPORT—Note that this speech was a college commencement address, or a formal speech delivered to students who are about to graduate. Ask: Why do you think Johnson chose to deliver this message at this specific event? (*Possible response: Johnson hoped to inspire the young people leaving college to take on work that would benefit society.*) **(US.5.a, US.17.d)**

Online Resources

EXTENSION ACTIVITY—Have students work in pairs or small groups to read the entirety of Johnson's speech. Alternatively, have students watch a video of Johnson's address at the University of Michigan. As students read or listen, have them identify the specific suggestions that Johnson makes to end poverty and discrimination in the United States. Then have students work in small groups to research which of these suggestions were translated into policy. **(US.5.a, US.5.b, US.5.c, US.17.d)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL/INFERENTIAL—What parts of the country's past does Johnson reference in his speech? Why do you think he made this choice? **(US.6.a, US.17.d)**

» Johnson discusses the period of westward expansion and the Second Industrial Revolution. He likely made this choice to help contextualize American progress and to signal that the country was in the next phase of its evolution or pursuit of greatness.

ANALYTICAL—What does Johnson mean when he says, "Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs"? Why is the use of the word *indignation* significant? **(US.5.b, US.17.d)**

» He means that individual Americans will need to make their own choices and take action themselves to direct how national agendas such as the Great Society succeed or fail. He mentions indignation to remind Americans that they have the right to feel slighted or upset and the right to to use that feeling to demand change.

INFERENTIAL—How does Johnson frame the push toward the Great Society? Why might he have chosen this characterization? **(US.5.b, US.6.a, US.17.d)**

» Johnson frames the push toward the Great Society as a "battle." He may have chosen this characterization to reflect the larger conflict of the Cold War, implying that as the United States fought for equality and freedom abroad, it should do the same at home.

"Intervention in Southeast Asia," pages 185–186

Scaffold understanding as follows:

Have students read the section on pages 185–186.

CORE VOCABULARY—Point out the vocabulary term *guerrilla*, and explain its meaning.

SUPPORT—Help contextualize the division of Vietnam by reminding students of what they read about the division of the Korean Peninsula. Review with students how the Korean Peninsula was divided at the end of World War II and was then permanently divided along the thirty-eighth parallel following the armistice agreement at the end of the Korean War in 1953. Use a world map to show the class the relative locations of the Korean Peninsula and Vietnam.

SUPPORT—The U.S. Army Special Forces, or Green Berets (so called for their distinctive green uniform hats), was founded in 1952 as an elite fighting force that engages in unconventional fighting tactics, including guerrilla warfare. Remind students that they read of earlier guerrilla warfare tactics when they read about the minutemen in Unit 1, Topic 1. Note that guerrilla tactics were also used by Vietnamese forces against the French in the First Indochina War.

SUPPORT—Americans had been following news out of South Vietnam throughout 1963 as reports detailed the scandals, corruption, and political violence that plagued South Vietnamese premier Ngo Dinh Diem (/naw/din/dyim/), his administration, and his family. As tensions between the government and Buddhist leaders in South Vietnam escalated, a Buddhist monk named Thich Quang Duc (/thi/waan/du/) set himself on fire in protest of Diem's policies. The event was widely covered by American newspapers, further stoking Americans' unease about U.S. involvement in Vietnam. The Kennedy administration, frustrated with Diem's leadership and his crackdown on Buddhists, indicated it would not oppose a coup if South Vietnamese generals acted. Later that year, a coup indeed took place, and Diem was assassinated, only weeks before Kennedy himself was assassinated. The coup only deepened the political instability in South Vietnam.

SUPPORT—Connect the Spanish-American War and the sinking of the USS *Maine* to the attack on the USS *Maddox*. In both instances, Congress reacted to an attack on a U.S. vessel. When the *Maine* was attacked, Congress issued a formal declaration of war against Spain; when the *Maddox* was attacked, Congress adopted a joint resolution, or a formal statement by both the House of Representatives and the Senate. Remind students of the powers enumerated by Articles I and II of the U.S. Constitution; only Congress has the power to declare war. Encourage them to explain the significance of the differences in reaction by Congress. (*Congress passed a formal declaration of war after the attack on the* Maine*; the resolution it passed after the attack on the* Maddox *was not a formal declaration, but it gave President Johnson great leeway in pursuing military action.*) **(US.3, US.17.e, US.17.h)**

After students read the text, ask the following questions:

LITERAL—What happened at the Battle of Dien Bien Phu, and what did it lead to? **(US.17.e)**

» Vietnamese guerrillas defeated French colonial forces at Dien Bien Phu in 1954, leading to the end of French control in Indochina and the Geneva Accords, which divided Vietnam at the seventeenth parallel.

LITERAL—What was the purpose of the Military Assistance Advisory Group? **(US.17.d, US.17.e)**

» The purpose of the Military Assistance Advisory Group was to support the French military. Through MAAG, American military advisers provided training and combat guidance, but they did not actively fight in the conflict.

ANALYTICAL—How were the goals of Ho Chi Minh similar to those of Kim Il-sung in Korea? **(US.17.d, US.17.e)**

» Like Kim Il-sung, Ho Chi Minh wanted to reunite his divided country under communism and linked its national independence movements with communist ideology.

ANALYTICAL—How did the Eisenhower administration justify U.S. involvement in Vietnam? **(US.17.d, US.17.e)**

» The Eisenhower administration used the domino theory to justify U.S. involvement in Vietnam: If Vietnam became communist, then other countries in Southeast Asia, including Cambodia and Laos, could become communist, too.

✓ **THINK TWICE—**What led to the Gulf of Tonkin Resolution, and why was it significant for later U.S. actions in Vietnam?

» The Gulf of Tonkin Resolution was prompted by reports in August 1964 that North Vietnamese boats had attacked U.S. naval ships in the Gulf of Tonkin. While the first attack on the USS *Maddox* did occur, the second reported attack may have been misinterpreted or not actually happened. The resolution gave President Johnson unchecked authority to use military force in Vietnam without a formal declaration of war, allowing him to escalate the conflict for years without needing approval from Congress. This made the resolution a key turning point in U.S. involvement in the Vietnam War.

"The Vietnam War Begins" and "Warfare," pages 186–188

Scaffold understanding as follows:

Have students read the section "The Vietnam War Begins" on pages 186–187.

SUPPORT—Call attention to the photo on page 187. Explain that during a "search and destroy" mission, ground forces intentionally enter a hostile area to find, engage with, and eliminate enemy combatants before retreating.

Have students read the section "Warfare" on pages 187–188.

Online Resources

SUPPORT—Share with students images of the effects of Agent Orange and napalm. Give students a few moments to study the images, then invite them to share their observations and reactions. Emphasize that the use of Agent Orange and napalm in the 1960s and 1970s still impacts Vietnam, Laos, and Cambodia today. **(US.5.a, US.17.e)**

EXTENSION ACTIVITY—Have students work in pairs or small groups to research and create a multimedia presentation about the challenges that U.S. soldiers faced while fighting in Vietnam, including tunnel warfare. Each presentation should make a claim about which challenge had the most significant impact and why. **(US.5.a, US.5.b, US.5.c, US.6.a, US.6.c, US.17.e)**

After students read the text, ask the following questions:

LITERAL—What type of fighting characterized the early years of the Vietnam War? **(US.17.e)**

» The early years of the conflict were characterized by jungle warfare, as small units composed of U.S. and South Vietnamese soldiers responded to sudden attacks by North Vietnamese soldiers and the Viet Cong in dense, humid, and heavily forested jungles.

ANALYTICAL—What was the Strategic Hamlet Program? Was it successful? Why or why not? **(US.17.e)**

» The purpose of the Strategic Hamlet Program was to move rural people in South Vietnam to special villages where they could be more easily defended from the Viet Cong. The program was unsuccessful because it forcibly relocated families, disrupted farming, alienated villagers, and deepened opposition to both the South Vietnamese government and the U.S. military.

INFERENTIAL—How might the use of Agent Orange and napalm have undermined U.S. goals in Vietnam? **(US.6.c, US.17.e)**

» The use of both of these highly destructive chemicals, which hurt both the South Vietnamese people's land and their health, may have lessened support for U.S. involvement in South Vietnam and actually driven more South Vietnamese people to support North Vietnam and the Viet Cong, both ideologically and in its efforts to defeat U.S. forces.

THINK TWICE—How did the challenges of warfare in Vietnam affect the South Vietnamese people?

» The combination of harsh combat conditions, failed government policies, and destructive military tactics left many South Vietnamese civilians disillusioned. Rather than feeling protected, they often experienced displacement, hardship, and suffering, which weakened trust in the South Vietnamese government and made U.S. goals harder to achieve.

"Shifting Public Opinion" and "*Tinker v. Des Moines*," pages 188–191

Scaffold understanding as follows:

Have students read the section "Shifting Public Opinion" on pages 188–191.

Online Resources

TALK IT OVER—Share with students the video about the 1969 draft lottery. Have students debate or discuss the following question with a partner or small group: Do you think the lottery was a fair method of drafting soldiers? Why or why not? How do you think people felt—both draft-eligible Americans and others—while watching the lottery on television? **(US.5.a, US.6.b, US.17.e)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

www.coreknowledge.org/land-of-liberty

SUPPORT—Explain to students that draft avoidance during the Vietnam War was deeply controversial, dividing communities and raising debates over patriotism, class privilege, and fairness. Remind them that resistance to conscription was not new in U.S. history, as they learned in Unit 1 during discussion of the Civil War, but emphasize that the Vietnam-era draft sparked especially intense opposition. Some Americans sought exemptions as conscientious objectors, while others relied on college enrollment, marriage, or parenthood to defer service. Claims of medical conditions or disabilities were also used to avoid the draft. Before the draft lottery was introduced, deferments were more accessible, which fueled concerns about inequality. An estimated one hundred thousand men fled to countries such as Canada or Sweden. In 1977, President Jimmy Carter granted a blanket pardon to hundreds of thousands of draft resisters.

SUPPORT—Call attention to the photo on page 189, and read the caption aloud. Ask: Why do you think this image is so iconic? (*Possible response: The photo is a sharp juxtaposition between the unarmed protesters and the armed military police. It is a stark visual representation of the two opposing viewpoints.*) **(US.5.a, US.17.e)**

Note: The name *My Lai* is pronounced (/me/lye/).

SUPPORT—Explain that the American public did not learn about the My Lai massacre until 1969, when American journalist Seymour Hersh published details that he had gathered from a Vietnam veteran. His reporting led to a Pentagon inquiry and investigation into the atrocity. Only Lieutenant William Calley, the individual who had given the order to kill the villagers, was punished for the atrocity. Calley was found guilty of premeditated murder by a military court and sentenced to life in prison; he was released in 1974.

SUPPORT—Call attention to the map on page 190, and read the caption aloud. Ask: Where did the Ho Chi Minh Trail run? (*The Ho Chi Minh Trail ran along the border of Cambodia and Vietnam and extended into Laos.*) According to the map, which countries were aligned with the United States? Which were neutral? (*Thailand and South Vietnam were aligned with the United States. Cambodia, Laos, and Burma were neutral.*) Note that the country of Burma became known and recognized as Myanmar by the United Nations in 1989. **(US.4, US.17.e)**

SUPPORT—Tell students that *mired*, as used in Cronkite's "mired in stalemate," means stuck or entangled.

Online Resources

TALK IT OVER—Remind students that the Vietnam War was the first time Americans had access to the technology of television during a military conflict. Television news coverage of the war often presented emotionally upsetting footage. Share with students the video about Walter Cronkite and the Vietnam War. Then have students debate or discuss the following questions with a partner or small group: When and why are media viewers swayed by journalists or other content creators they trust? What impact does this phenomenon have in our current media landscape? **(US.5.a, US.5.c, US.6.a, US.6.c, US.17.e, US.18.e)**

Have students read the sidebar "*Tinker v. Des Moines*" on page 188.

TALK IT OVER—Review with students the details of *Tinker v. Des Moines* and the case's impact on students' First Amendment rights in the United States. Next, encourage students to consider what they learned about civil liberties and violations of them in World War I. Then have students discuss the following questions with a partner or small group: What civil liberties were restricted during World War I, and how did those restrictions compare to limitations placed on Americans during the Vietnam War? How did the government justify restricting civil liberties in World War I compared to the Vietnam War? Do you agree with these reasons? Why or why not? **(US.1, US.3, US.17.e)**

EXTENSION ACTIVITY—Explain to students that *Tinker v. Des Moines* was heard and decided by the Warren court (1953–69). Remind students that other Warren court decisions include *Brown v. Board of Education of Topeka, Gideon v. Wainwright,* and *Miranda v. Arizona*. Have students work in pairs to research a famous Warren court case and create a poster presentation of it. Reserve time for students to participate in a gallery walk of the posters, encouraging them to compare Warren court decisions and their short-term and long-term impact. **(US.3, US.5.a, US.17.j, US.18.g)**

After students read the text, ask the following questions:

ANALYTICAL—How did the introduction of the 1969 draft lottery change the way men were selected for military service compared to the earlier selective service system? **(US.3, US.17.e)**

» When the Vietnam War began, the selective service system allowed men to be drafted but also provided many deferments, such as for college enrollment or family status. In 1969, the draft lottery was introduced to randomly determine the order in which men were called to serve, reducing some inequalities in the draft. However, this system applied only to those drafted after 1969, not for the entire war.

LITERAL—What was the March on the Pentagon? **(US.17.e)**

» The March on the Pentagon was a student-led protest in which thirty-five thousand demonstrators marched from the Lincoln Memorial to the Pentagon. Some protesters forced their way into the building, a riot broke out, and about seven hundred people were arrested.

ANALYTICAL—How did the Tet Offensive affect American public opinion and U.S. political leadership? **(US.2, US.17.d, US.17.e, US.17.h, US.18.e)**

» The Tet Offensive convinced many Americans that the war was unwinnable and shocked the public. It influenced the media, with figures like Walter Cronkite declaring the conflict "mired in stalemate," and it contributed to President Johnson's decision not to run for reelection.

ANALYTICAL—What was the Supreme Court's ruling in *Tinker v. Des Moines*, and why was it significant? **(US.1, US.17.j)**

» The Supreme Court ruled in *Tinker v. Des Moines* that students do not lose their First Amendment rights at school and that wearing armbands was a form of "pure speech" protected under the Constitution. This was significant because it affirmed that students maintain their constitutional rights even while at school.

✓ **THINK TWICE—**How did Americans' attitudes and actions reflect growing criticism of the Vietnam War during the 1960s?

» Americans increasingly questioned the Vietnam War as it dragged on. Many criticized the draft, especially because college deferments meant wealthier men were less likely to be called to serve. Students led protests on campuses and in public, organizing teach-ins, sit-ins, demonstrations, and events like the March on the Pentagon. Court cases such as *Tinker v. Des Moines* showed that even younger people were exercising their constitutional rights to protest. Media coverage, especially Walter Cronkite's reporting after the Tet Offensive, shaped public opinion by presenting the war as "mired in stalemate." These attitudes and actions influenced government decisions, contributing to President Johnson's announcement that he would not seek reelection and his move toward peace negotiations. Overall, Americans' criticisms combined public, political, and social pressures that reflected widespread opposition to U.S. involvement in Vietnam.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?"

"The Nixon Years," pages 191–193

Scaffold understanding as follows:

Have students read the section on pages 191–193.

SUPPORT—Remind students what they learned about the House Un-American Activities Committee (HUAC) in Topic 1 of this unit.

SUPPORT—Richard Nixon won the 1968 presidential election by less than 1 percent of the popular vote. Nixon carried 301 electoral votes, and Democratic candidate Hubert Humphrey carried 191 electoral votes. George Wallace ran as the candidate for the American Independent Party; he captured 9.9 million popular votes and all of the electoral votes in Arkansas, Louisiana, Mississippi, Alabama, and Georgia.

After students read the text, ask the following questions:

ANALYTICAL—What was the Southern strategy, and why was it effective? **(US.17.d, US.17.i)**

» Through the Southern strategy, Nixon shifted conservative white voters from the Democratic Party to the Republican Party by promising numerous concessions, including appointing a Southern justice to the Supreme Court and selecting a moderate Republican running mate, Maryland governor Spiro T. Agnew. It was effective in helping shore up the Southern vote and securing him the election.

LITERAL—What campaign promises did Nixon make? **(US.17.d, US.17.i)**

» Nixon promised to end the Vietnam War and the draft and pledged to restore law and order to U.S. cities.

ANALYTICAL—How did events in 1968, such as the assassinations of Martin Luther King Jr. and Robert F. Kennedy and the Democratic National Convention protests, shape the outcome of the election? **(US.16.b, US.17.d, US.17.e, US.17.i)**

» These events created turmoil and division within the Democratic Party and the nation, making Nixon's message of law and order and stability more appealing to voters.

✓ **THINK TWICE—**What was the "silent majority"?

» According to Nixon, the "silent majority" was made up of ordinary Americans who opposed social unrest, supported traditional values and law and order, and favored a continued U.S. presence in Vietnam. Nixon contrasted the "silent majority" with the "vocal minority" who protested the war and challenged government actions.

"Nixon's Vietnam," pages 193–197

Scaffold understanding as follows:

Have students read the section on pages 193–197.

SUPPORT—As students read about the progress of the Vietnam War in this section, refer them back to the map on page 190 to help them appreciate the proximity of Cambodia and Laos to North Vietnam and South Vietnam. **(US.4, US.17.e)**

SUPPORT—Call attention to the cartoon on page 194. Ask: Do you think the creator of this cartoon supported U.S. action in Cambodia and Laos? Why or why not? (*Possible response:*

The creator of this cartoon did not support U.S. action in Cambodia and Laos. This conclusion is supported by the depiction of Nixon walking by a cemetery labeled "VIET WAR DEAD." The dominoes in the cemetery represent fallen soldiers, not just countries in the larger conflict.) Encourage students to consider the cartoon in light of what they read in the previous section about the "silent majority" that Nixon claimed supported a continued presence in Vietnam, as well as Nixon's explanation of Vietnamization. **(US.5.a, US.5.b, US.6.a, US.6.b, US.17.d, US.17.e)**

Online Resources

Note: You may wish to have students complete a National Archives Analyze a Cartoon worksheet about the cartoon. The worksheet is available in English and in Spanish.

See the Land of Liberty Online Resources for this unit for the link to the worksheet:

www.coreknowledge.org/land-of-liberty

SUPPORT—The U.S.-led invasion of Cambodia had numerous effects. It pushed the Viet Cong and open warfare deeper into Cambodia. The incursions and bombing campaigns inadvertently strengthened the position of Cambodia's own communist group, the Khmer Rouge. By 1971, U.S. and South Vietnamese troops were leading incursions into Laos.

SUPPORT—Note that ROTC stands for Reserve Officers' Training Corps. Through ROTC programs, the military pays for students' college tuition in exchange for a set period of service in the military reserves after graduation.

SUPPORT—Call attention to the graph on page 196, and read the caption aloud. Ask: In what year did the number of U.S. troops in Vietnam peak? (*1968*) Based on the graph, in what year did Vietnamization go into effect? How can you tell? (*Vietnamization went into effect between 1969 and 1970. This is supported by the dramatic decrease in U.S. troops in Vietnam during this time.*) **(US.4, US.17.d, US.17.e)**

SUPPORT—Note that Gerald Ford was president during the 1975 invasion of Saigon, which marked the official end of the Vietnam War.

SUPPORT—Explain that although the War Powers Resolution was intended to be a check on executive power, presidents since Nixon—including Presidents Bill Clinton, George W. Bush, and Barack Obama—have ignored or worked around the law, and many presidents consider it to be unconstitutional.

After students read the text, ask the following questions:

ANALYTICAL—How did the optics of Vietnamization differ from the realities of Nixon's Vietnam strategy? **(US.17.d, US.17.e)**

» While Nixon's Vietnamization appeared to be focused on de-escalating the conflict by drawing down U.S. troops in the region, behind the scenes, Nixon was actively expanding the geographic scope of the war by ordering secret bombings along supply routes in Cambodia and Laos and announcing a joint U.S.–South Vietnamese invasion of Cambodia in 1970.

ANALYTICAL—How did the Kent State shootings and the release of the Pentagon Papers affect public opinion and anti-war sentiment in the United States? **(US.17.e)**

» The Kent State shootings and the release of the Pentagon Papers intensified public skepticism of and opposition to the Vietnam War. The shootings spurred campus protests, and the Pentagon Papers exposed government deception, eroding trust

and fueling anti-war sentiment. These events heightened criticism, encouraged demonstrations, and increased pressure for U.S. withdrawal from Vietnam.

LITERAL—How did the Vietnam War end? **(US.17.d, US.17.e)**

» In January 1973, the Paris Peace Accords officially ended the United States' involvement in Vietnam. Following the withdrawal of U.S. troops, the North Vietnamese army invaded South Vietnam and had closed in on the South Vietnamese capital by the spring of 1975. The United States evacuated thousands of people from Saigon by helicopter, including American and South Vietnamese diplomats. The South Vietnamese government surrendered on April 30, 1975, and the country was unified as the Socialist Republic of Vietnam.

ANALYTICAL—Why did treatment of Vietnam veterans differ from the treatment of veterans of earlier U.S. wars? **(US.17.e)**

» Unlike returning soldiers at the end of other military conflicts, veterans of the Vietnam War often were not welcomed back as heroes. They were instead insulted for their role in a war many Americans did not support, even if they had gone to war through no choice of their own. They were often not supported in their recovery from horrible emotional and physical injuries sustained during the conflict.

✓ **THINK TWICE—**Was Nixon's Vietnamization successful in de-escalating the war? Why or why not?

» Possible response: Nixon's Vietnamization was partially successful militarily because it gradually shifted combat responsibilities to South Vietnamese forces and allowed U.S. troops to withdraw. However, it was unsuccessful in truly de-escalating the war because the United States simultaneously expanded bombing campaigns and launched operations in Cambodia and Laos, which intensified the conflict and sparked widespread protests and skepticism at home. Ultimately, the strategy reduced American troop presence but did not end the war or reduce opposition to it.

Primary Source Feature: "Statement of Vietnam Veterans Against the War, John Kerry, 1971," page 195

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 195.

Introduce the source to students by reading the introductory material. Note that John Kerry went on to serve as the lieutenant governor of Massachusetts from 1982 to 1984 and then as a U.S. senator from 1985 to 2013. Kerry resigned from the Senate when President Obama appointed him U.S. secretary of state, a position he held until 2017. Kerry also received the Democratic nomination in the 2004 presidential election, ultimately losing to incumbent George W. Bush.

Have students read the source.

EXTENSION ACTIVITY—Have students work in pairs or small groups to research public reactions to John Kerry's testimony, including answers to the following questions: Which groups responded to his testimony favorably, and why? Which groups responded negatively, and why? Share with students the idiom "hindsight is twenty-twenty" and its meaning that people often understand events more clearly after they have happened than they do when the events are taking place. Ask students to consider what this saying means before leading

them in a discussion of their own reactions to Kerry's speech, emphasizing how modern analysis of historical events often differs from the reactions and responses of the past. **(US.1, US.2, US.3, US.5.a, US.5.b, US.5.c, US.5.d, US.6.a, US.17.e)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—How does John Kerry feel about American involvement in Vietnam? Cite evidence to support your response. **(US.5.a, US.5.b, US.17.e)**

» Kerry opposes U.S. involvement in the Vietnam War. This is supported by his claims that most South Vietnamese "didn't even know the difference between communism and democracy" and that they wanted the United States "to leave them alone in peace." Kerry expresses his anger that the U.S. government refuses to leave Vietnam so that it "doesn't have to admit something that the entire world already knows, so that we can't say that we have made a mistake."

ANALYTICAL—What does Kerry mean when he says, "Many people in this country had a one-sided idea of who was kept free by our flag, as blacks provided the highest percentage of casualties"? How does this connect to what you learned in Topic 2? **(US.3, US.5.b, US.17.e)**

» Possible response: Kerry is pointing out that many Americans believed the Vietnam War defended freedom abroad but overlooked how African Americans and other groups that faced systemic inequality at home were dying in disproportionate numbers. This connects to earlier struggles for racial equality, such as efforts during World War II to fight discrimination (like the Double V campaign) and the civil rights and Black Power movements, which protested unequal treatment in military service and society more broadly.

INFERENTIAL—What does Kerry's assertion that "someone has to die so that President Nixon won't be, and these are his words, 'the first President to lose a war'" suggest about the Vietnam War? **(US.6.a, US.17.d, US.17.e)**

» Possible response: Kerry's assertion suggests that the Vietnam War came to be more about ego and personal and national reputation than about countering communism or fighting for the liberty of the Vietnamese people.

"Nixon's Foreign Policy Achievements," pages 197–199

Scaffold understanding as follows:

Have students read the section on pages 197–199.

CORE VOCABULARY—Point out the vocabulary term *détente*, and explain its meaning.

SUPPORT—Call attention to the photo on page 198, and read the caption aloud. Explain that to *normalize relations* means to restore diplomatic contact between two countries.

SUPPORT—Review the diagram of triangular diplomacy on page 198 with students. Then have students debate or discuss the following question with a partner or small group: What factors do you think contributed to or encouraged Nixon's strategy of triangular diplomacy? (*Possible responses: Nixon and his advisers were intent on taking advantage of the*

tensions between China and the Soviet Union; Nixon may have sensed that the American public was growing weary of the decades-long Cold War and was ready for new, more conciliatory diplomatic approaches.) **(US.17.d, US.17.e, US.17.i)**

SUPPORT—President Nixon's decision to recognize Taiwan as part of the People's Republic of China and not the separate Republic of China, as the United States had previously, strongly affected the direction of U.S.–China relations. In 1971, only one year earlier, the United States had supported the Taiwanese government's efforts to be seated in the United Nations. President Jimmy Carter would formally acknowledge the People's Republic of China as the sole legitimate government in 1979. Today, the United States still officially upholds this "one China" policy, though it also participates in regular relations with Taiwan, which maintains its claim of sovereignty despite China's continued refusal to recognize that claim.

TALK IT OVER—Have students debate or discuss the following questions with a partner or small group: Why were arms reduction talks significant? What did U.S. and Soviet openness about their weapons stockpiles indicate about the Cold War at this time? **(US.6.a, US.17.d, US.17.e, US.17.i)**

After students read the text, ask the following questions:

ANALYTICAL—How did the policy of détente change the Cold War? **(US.2, US.17.d, US.17.e, US.17.i)**

» Détente eased Cold War tensions between the United States on one side and the Soviet Union and China on the other by reopening diplomatic channels, leveraging the growing division between China and the Soviet Union, and negotiating arms agreements such as SALT I.

ANALYTICAL—What was "ping-pong diplomacy," and why was it significant? **(US.17.d, US.17.e, US.17.i)**

» China's table tennis team invited American players to Beijing for a friendly tournament in 1971. The American players extended an invitation in return in 1972. These reciprocal invitations, called "ping-pong diplomacy," helped thaw tensions between the United States and China. The U.S. players and the journalists that accompanied them on their trip were some of the first Americans to visit China since 1949. The Chinese players' initial invitation also encouraged President Nixon to send Secretary of State Henry Kissinger to begin secret talks with China in July 1971, leading to Nixon's February 1972 trip to China.

LITERAL—What limits did the SALT I agreement impose? **(US.17.d, US.17.e)**

» SALT I limited the type and quantity of nuclear weapons that the United States and the Soviet Union could possess. The agreement also limited the number of intercontinental ballistic missiles (ICBMs), a type of long-range missile, that each country could possess. It also included the Anti-Ballistic Missile (ABM) Treaty, which restricted defensive missile systems.

THINK TWICE—How effective was President Nixon's approach to détente in reducing Cold War tensions, and what challenges or limitations did it face?

» Nixon's approach to détente was partially effective in reducing Cold War tensions. By reopening diplomatic relations with China through initiatives like ping-pong diplomacy and his 1972 trip to Beijing, he leveraged the Sino-Soviet split to gain strategic advantages. At the same time, arms control negotiations with the Soviet

Union, such as the SALT I agreement, helped limit nuclear weapons and slow the arms race. However, détente faced limitations: Ideological differences and mistrust persisted, the agreements were often more symbolic than fully restrictive, and domestic critics argued that Nixon was being too conciliatory toward communist powers. Overall, détente eased tensions temporarily but did not resolve deeper Cold War rivalries.

"Nixon's Domestic Policies" and "Apollo 13," pages 199–201

Scaffold understanding as follows:

Have students read the section "Nixon's Domestic Policies" on pages 199–201.

SUPPORT—Note that students read about some of Nixon's policies in Topic 2, including increasing autonomy for Native Americans through the Indian Self-Determination and Education Assistance Act.

SUPPORT—Explain that the requirement that companies and labor unions receiving federal contracts hire African American workers was called the Philadelphia Plan, so named for a 1967 federal program that worked to integrate trade unions in Philadelphia. Although the Philadelphia Plan was struck down by the courts the following year, the Nixon administration succeeded in establishing a revised version of the program. This marked one of the first federal affirmative action initiatives, expanding access to higher-paying union jobs for African American workers. *Affirmative action* refers to policies or programs designed to increase opportunities for groups that have faced discrimination. Students will learn more about affirmative action in Unit 6.

EXTENSION ACTIVITY—Have students research the impacts of the Occupational Safety and Health Act (OSHA) in their own lives, including its role in regulating workplace health and safety in after-school jobs, their family members' jobs, and the jobs of the people who provide services in their community. Then have students debate or discuss the following questions with a partner or small group: How does OSHA illustrate the role of the federal government in our everyday lives? How do regulations such as those established through OSHA benefit Americans? Why might some people oppose this type of government regulation? **(US.2, US.5.a, US.5.b, US.5.c, US.17.d)**

SUPPORT—Supplemental Security Income recipients must meet specific requirements, such as having a medical condition that prevents them from working or being sixty-five years of age or older.

SUPPORT—Remind students that they read about the gold standard, or how the value of U.S. currency was defined in terms of a fixed quantity of gold, in Unit 2. Ask: Which late nineteenth-century group (or groups) would have approved of Nixon's decision to end the gold standard? (*members of the Free Silver movement, populists, members of the People's Party, farmers*) Explain that Nixon formally ended the convertibility of U.S. dollars to gold in 1971, moving the country to a fiat (government-backed and government-issued) currency system that gave the federal government greater control over monetary policy. **(US.1, US.3, US.17.i)**

Have students read the sidebar "Apollo 13" on page 200.

EXTENSION ACTIVITY—Have students work in pairs or small groups to research the recent push to resume moon landings. Then have students debate the following questions in small groups: How is the recent push to resume moon landings similar to and different from NASA's efforts in the late 1960s and early 1970s? How has the definition of *exploration* changed between the twentieth and twenty-first centuries? **(US.1, US.3, US.5.a, US.6.a, US.17.f)**

Online Resources

ACTIVITY—For two days in 1975, American astronauts and Soviet cosmonauts met while orbiting Earth, marking a huge moment in U.S.–Soviet relations and cooperation. Share with the class the video of the two groups communicating after the Americans docked with the Soviet orbital module as part of the Apollo–Soyuz mission, as well as the phone calls between the mission participants, Soviet general secretary Leonid Brezhnev, and U.S. president Gerald Ford. Ask students to summarize their observations about the joint mission in one sentence. **(US.5.a, US.5.b, US.17.f)**

After students read the text, ask the following questions:

LITERAL—How did President Nixon work to fulfill his "law and order" campaign promises? **(US.17.i)**

» Nixon worked to fulfill his "law and order" campaign promises by announcing the War on Drugs. The administration worked to crack down on illegal drug use by increasing funding to drug-control agencies and drug abuse treatment centers. It also consolidated three drug-control agencies under the Drug Enforcement Administration.

LITERAL/ANALYTICAL—What was the "Nixon shock"? Was it successful? Why or why not? **(US.17.i)**

» The "Nixon shock" was a set of policies—including wage and price controls and ending the gold standard—designed to fight inflation, unemployment, and slow economic growth. Nixon used the Economic Stabilization Act of 1970 to justify these actions. While the measures were popular at first and temporarily stabilized the economy, they did not solve long-term economic problems, and inflation and other challenges continued through the 1970s.

LITERAL/INFERENTIAL—How did the Soviet Union respond to the Apollo 13 mission disaster? What does this response suggest about the Cold War at the time? **(US.6.a, US.17.f)**

» The Soviet Union responded to the Apollo 13 mission disaster by ordering "all citizens and members of the armed forces to use all necessary means to render assistance in the rescue of the American astronauts." This response suggests that Cold War tensions had thawed during this time. It also suggests that despite ideological differences, the United States and the Soviet Union recognized their shared humanity in the face of a crisis.

LITERAL—Why is the Apollo 13 mission considered a successful failure? **(US.17.f)**

» It is considered a successful failure because all three astronauts returned to Earth unharmed, and NASA learned valuable lessons that improved the safety of future space missions.

✓ **THINK TWICE—**Which of Nixon's domestic policies had the most lasting impact on American society, and why?

» Several of Nixon's domestic policies had lasting effects, but his environmental initiatives and his programs to protect workers and vulnerable populations stand out. By creating the Environmental Protection Agency (EPA) and supporting laws like the Clean Air Act, Nixon established long-term federal oversight of environmental protection. Similarly, the Occupational Safety and Health Act (OSHA) improved workplace safety, and the Supplemental Security Income (SSI) program provided lasting support for the elderly and disabled.

"The Watergate Scandal," pages 201–202

Scaffold understanding as follows:

Have students read the section on pages 201–202.

CORE VOCABULARY—Point out the vocabulary terms *subpoena* and *executive privilege*, and explain their meanings.

SUPPORT—Call attention to the photo on page 202. Review with students what it means to be impeached: An impeachment is a formal charge of wrongdoing. A president who is impeached (by the House of Representatives) has an opportunity to put forth a defense in a trial held by the Senate and is only removed from office if the Senate votes by a two-thirds majority to convict. As of 2025, three presidents have been impeached—Andrew Johnson, Bill Clinton, and Donald Trump, who was impeached twice—but no president has ever been convicted. Richard Nixon is the first and only (as of 2025) president to resign from office. While his impeachment was likely, a conviction following the impeachment was less certain.

Online Resources

SUPPORT—Share with students Richard Nixon's televised speech about the Watergate scandal. Ask them for their reactions to Nixon's statements and defense of himself based on what they have learned in the Student Volume. **(US.5.b, US.5.c, US.17.i)**

SUPPORT—Explain that one legacy of Watergate is that people often refer to political and nonpolitical scandals and controversies with a *–gate* suffix.

EXTENSION ACTIVITY—Have students work in pairs or small groups to research other events or actions that have been deemed constitutional crises throughout U.S. history (for example, President Andrew Jackson's refusal to enforce the Supreme Court's ruling in *Worcester v. Georgia*). Have students create a presentation sharing the specific facts of their event or action; have the rest of the class make predictions about how this specific issue was resolved (if at all). The presenting students should then share the resolution. Finally, have students compare these crises to Watergate by asking the following question: What does each event reveal about the strengths and weaknesses of the U.S. constitutional system? **(US.1, US.3, US.5.a, US.5.b, US.6.a, US.17.i, US.6.b)**

After students read the text, ask the following questions:

ANALYTICAL—Why was the Supreme Court's ruling in *United States v. Nixon* significant? **(US.17.i)**

» The justices ruled unanimously that the president was not above the law and that he had to release the tapes. The case limited the scope of executive privilege, making clear that a president cannot use it to withhold evidence in a criminal investigation. This also demonstrated that the executive branch is not superior to the other two branches of government.

✓ **THINK TWICE—**Why was the Watergate scandal considered a constitutional crisis?

» The Watergate scandal was a constitutional crisis because President Nixon defied a special prosecutor and withheld evidence, challenging the system of checks and balances. The crisis tested the Constitution by forcing the judiciary and Congress to limit presidential power, ultimately leading to Nixon's resignation.

"The 1970s" and "Gerald Ford," pages 202–204

Scaffold understanding as follows:

Have students read the sections on pages 202–204.

CORE VOCABULARY—Point out the vocabulary term *stagflation*, and explain its meaning.

SUPPORT—Help students contextualize the transition of power from Agnew to Ford (and thereby Nixon to Ford) by sharing the text of Section 2 of the Twenty-Fifth Amendment: "Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress."

SUPPORT—Remind students that members of the House of Representatives serve two-year terms, which means that Ford served for a total of twenty-six years.

SUPPORT—Explain that Gerald Ford insisted on being sworn in as the vice president on the floor of the House of Representatives instead of in the White House. Ask: Why do you think he made this choice? (*Possible response: He wanted to honor his roots as a legislator.*) **(US.17.d)**

EXTENSION ACTIVITY—Have students work in pairs or small groups to research and compare Ford's various motives and justifications for pardoning Richard Nixon, as well as the public's response to the pardon. Then hold a class debate in which students address the following questions: Do you think Gerald Ford was justified in pardoning Richard Nixon? Why or why not? Do you think Ford's actions achieved what he had hoped? **(US.5.a, US.5.b, US.5.c, US.6.a, US.17.d)**

SUPPORT—Call attention to the photo at the bottom of page 203. Note that students will read about Brezhnev's successor and his impact on the Soviet Union shortly.

SUPPORT—Remind students that the Soviet Eastern bloc included the member states of the U.S.S.R. as well as countries that belonged to the Warsaw Pact, such as Hungary and Poland. Eastern bloc states were still controlled or heavily influenced by the Soviet Union at this point in time.

After students read the text, ask the following questions:

ANALYTICAL—How and why did Gerald Ford become the president? **(US.17.d)**

» Nixon's vice president, Spiro Agnew, resigned in 1973 after pleading no contest to tax evasion. Nixon then nominated Gerald Ford as vice president, and Congress approved him. When Nixon resigned on August 9, 1974, Ford became president according to the Constitution (Article II, Section 1). **(US.17.d)**

ANALYTICAL—What did President Gerald Ford do regarding Richard Nixon after taking office, and how did the public react? **(US.17.d)**

» Shortly after becoming president, Ford pardoned former president Nixon for offenses he committed or may have committed against the United States during his time in office. Americans were angry about Ford's decision to allow Nixon to escape accountability for his actions; Ford's popularity dropped soon after the pardon.

ANALYTICAL—Why were the Helsinki Accords significant? **(US.17.d, US.17.e, US.17.k)**

» The Helsinki Accords were significant because they helped increase cooperation between western Europe and the Eastern bloc by addressing a wide range of issues, including border disputes, economic cooperation, and human rights.

THINK TWICE—How did the American economy change during Gerald Ford's presidency, and how did he respond?

» During President Gerald Ford's administration, Congress did not pass significant tax hikes. Instead, Ford's approach to economic issues, particularly inflation, initially focused on promoting voluntary measures through the Whip Inflation Now (WIN) campaign. Later, he shifted his focus to economic stimulus, advocating for tax cuts to spur economic growth.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?"

"Jimmy Carter" and "The Energy Crisis and Domestic Policy," pages 204–207

Scaffold understanding as follows:

Have students read the sections on pages 204–207.

SUPPORT—Jimmy Carter had solar panels installed at the White House in 1979. Ronald Reagan had them removed in 1986 because they were old, required maintenance, and were considered unsightly; also, Reagan and his administration wanted to shift away from Jimmy Carter's focus on alternative energy and promote more traditional energy policies.

SUPPORT—Note that Carter deregulated oil and natural gas prices by ending earlier price controls established by the federal government.

Online Resources

SUPPORT—Call attention to the graph on page 206. Ask: When did oil prices first spike? (*1974*) Explain that this spike resulted from renewed conflict in the Middle East with the Yom Kippur War and the resulting Arab oil embargo. Then ask: In what year did the average price of imported oil reach its peak? (*1982*) Explain that gasoline prices per gallon followed a similar trajectory to oil prices per barrel. Share with students graphs of historic oil and gas prices from the U.S. Energy Information Administration. **(US.4, US.17.d)**

SUPPORT—Fuel shortages in the United States were so severe that various rationing schemes were put in place. For example, drivers of cars with license plates ending in an odd number could only buy gas on odd-numbered days, and vice versa for plates ending in an even number. Additionally, the amount of gas a driver could purchase was also sometimes limited.

SUPPORT—Call attention to the photo on page 206, and read the caption aloud. Ask: How would experiences such as the one shown in the photo have impacted Carter's approval ratings, and why? (*Possible response: Experiences such as this likely hurt Carter's approval ratings. Even though he did not have control over gas prices, such a negative experience would have led Americans to hold him responsible for the energy crisis as the country's leader.*) **(US.5.a, US.17.d)**

After students read the text, ask the following questions:

LITERAL—How did the creation of the Department of Energy help address the energy crisis? **(US.17.d)**

» The creation of the Department of Energy in 1977 helped address the energy crisis by consolidating the functions of multiple energy agencies. The department regulated the country's energy suppliers and researched alternative energy sources.

ANALYTICAL—Did the "malaise" speech achieve the desired effect? Why or why not? **(US.2, US.17.d)**

» The "malaise" speech did not achieve its intended effect. Carter warned of a "crisis of confidence" caused by economic struggles, energy shortages, and declining morale, and he urged Americans to work together and conserve resources. However, the speech did not lead to meaningful change.

✓ **THINK TWICE—**Describe the challenges related to energy that President Carter faced during his term in office and how he worked to address them.

» Possible response: President Carter worked to address the energy crisis by expanding on Gerald Ford's earlier efforts and persuading Congress to create the Department of Energy in 1977, deregulating oil and natural gas prices to increase fuel supplies, and promoting alternative energy sources. When the country experienced a second energy shock in 1979, Carter gave his "malaise" speech, which urged Americans to cooperate for the collective good of the country by changing their consumption patterns and making personal sacrifices.

"Foreign Relations," pages 207–208

Scaffold understanding as follows:

Have students read the section on pages 207–208.

SUPPORT—Call attention to the photo on page 207. Note that the Camp David Accords formally ended the dispute between Israel and Egypt that had led to the 1973 Yom Kippur War (which students first read about briefly at the end of Unit 4, Topic 3). Highlight for students that the Camp David Accords were groundbreaking for President Carter's direct, hands-on, one-on-one involvement in the negotiations. The accords, signed in 1978, led to the Egypt–Israel Peace Treaty of 1979, in which Egypt became the first Arab nation to officially recognize Israel.

SUPPORT—Note that the number of hostages was reduced from sixty-six to fifty-three after Khomeini released women and African American hostages whom he deemed unlikely to be U.S. spies. A fourteenth hostage was later released after becoming very sick. The remaining fifty-two hostages were held from November 1979 to January 1981.

SUPPORT—Note that also in 1979, President Carter significantly reduced tensions in Asia by giving full diplomatic recognition to China. This decision formally ended nearly three decades of U.S. recognition of the Republic of China (Taiwan) as the legitimate government of China and acknowledged the People's Republic of China instead.

After students read the text, ask the following questions:

ANALYTICAL—What were the Camp David Accords, and why were they significant? **(US.17.d)**

» The Camp David Accords were peace agreements between Egypt and Israel that President Carter helped negotiate. Egypt agreed to recognize the state of Israel, and Israel agreed to return the Sinai Peninsula to Egypt. For a period of time, the accords seemed to signal a wider peace in the Middle East.

ANALYTICAL—How did the Soviet Union's invasion of Afghanistan affect U.S.–Soviet relations? **(US.17.d, US.17.e)**

» The invasion caused U.S.–Soviet relations to degrade significantly. President Carter withdrew from the already signed but not yet approved SALT II, a treaty that placed limits on both nuclear arsenals and how nuclear weapons could be deployed. He also ordered an embargo on American grain to the Soviet Union.

LITERAL—What happened in Iran in November 1979? **(US.17.d)**

» In November 1979, militant student followers of the new government of Iran led by Ayatollah Khomeini seized the U.S. embassy in Iran and took sixty-six Americans hostage. A rescue attempt in 1980 failed, and the hostages were not released until January 20, 1981.

✓ **THINK TWICE—**What foreign policy challenges did President Carter face?

» Carter faced several major foreign policy challenges. He tried to address ongoing conflict in the Middle East by negotiating the Camp David Accords between Israel and Egypt, dealt with the Soviet invasion of Afghanistan, and navigated tensions with Iran, which led to the 1979 hostage crisis. His emphasis on human rights meant refusing support for some authoritarian governments, which sometimes led to instability in those regions.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?"

"Ronald Reagan and the Cold War," pages 208–210

Scaffold understanding as follows:

Have students read the section on pages 208–210.

SUPPORT—During a speech delivered at a fundraiser for a Republican Senate candidate, Ronald Reagan famously explained his transition from Democrat to Republican: "I didn't leave the party, the party left me."

SUPPORT—Explain that Ronald Reagan's relationship to organized labor changed during his lifetime. While he had once been a union leader, as president, he supported policies that weakened organized labor. He argued that he was enforcing government rules, though critics saw this as reducing union power.

SUPPORT—Call attention to the election maps on page 209. Ask: Which trend did the election of 1980 end? (*The election of 1980 ended the trend of Southern states supporting Democratic candidates.*) **(US.1, US.4, US.18.a)**

After students read the text, ask the following questions:

ANALYTICAL—How did Reagan's politics change over time? **(US.1, US.17.d, US.18.a)**

» Early in life, Reagan supported Democratic leaders like Franklin D. Roosevelt and Harry S. Truman. In the 1950s, he shifted to the Republican Party, supporting Dwight D. Eisenhower and Richard Nixon, influenced by his growing conservatism and anti-communist views.

LITERAL—Why did Reagan criticize the policy of détente? **(US.17.d)**

» Reagan argued that détente created a superficial peace with the Soviet Union that allowed it to expand its influence.

ANALYTICAL—How did Reagan's Cold War priorities differ from those of his predecessors? **(US.3, US.17.d)**

» Unlike Nixon, Ford, and Carter, who favored diplomacy and détente, Reagan favored a more direct approach to Cold War policy.

✓ **THINK TWICE—**Explain the factors that contributed to Ronald Reagan's election in 1980.

» Economic struggles, the Iran hostage crisis, and Carter's perceived weakness helped Reagan. His debate question "Are you better off now than you were four years ago?" highlighted voter dissatisfaction, and his promises of economic change and stronger foreign policy increased his appeal.

"Escalation Before De-Escalation" and "Iran–Contra Affair," pages 210–212

Scaffold understanding as follows:

Have students read the section "Escalation Before De-Escalation" on pages 210–211.

SUPPORT—Explain that the Strategic Defense Initiative promised to negate the theory of mutual assured destruction (MAD). If it worked as intended, it would allow the United States to intercept nuclear missiles and weaken the logic of MAD. Critics, however, doubted whether the technology could ever function as promised, and it was never fully deployed.

Have students read the section "Iran–Contra Affair" on pages 211–212.

SUPPORT—In Spanish, *contra* means against.

SUPPORT—In 1984, the United States designated Iran a state sponsor of terrorism. This means that the State Department determined that Iran provided financial support and weapons to terrorist organizations and militant groups, specifically in the Middle East. Iran still carried this designation as of 2025.

SUPPORT—President Reagan's initial denial of having known about the Iran–Contra Affair hurt his credibility in 1986. Unlike President Nixon, who had tried to cover up the Watergate scandal, Reagan worked to appear transparent by ordering the executive branch to share documents with Congress.

SUPPORT—Call attention to the photo on page 211. Explain that Oliver North was ultimately convicted on three charges: aiding in the obstruction of Congress, destroying and removing records, and accepting a gratuity (that is, accepting payment in exchange for an act). His conviction was later vacated.

EXTENSION ACTIVITY—Have students work in pairs or small groups to research and create a timeline of the Iran–Contra Affair, including its beginning, the revelation to the public, the Tower Commission, and its conclusion. Have students indicate on their timeline which actions were taken by the executive branch and which were taken by Congress. **(US.5.a, US.17.d, US.17.e)**

After students read the text, ask the following questions:

LITERAL—How did President Reagan's tone toward the Soviet Union differ from that of his Cold War predecessors? **(US.17.d)**

» Reagan's tone toward the Soviet Union was more confrontational than that of his predecessors. He called the Soviet Union "an evil empire" and built up U.S. military strength, which he believed was necessary to prevent Soviet expansion.

ANALYTICAL—What was the Strategic Defense Initiative? Was it successful? Why or why not? **(US.17.d, US.17.e)**

» The Strategic Defense Initiative (SDI), nicknamed "Star Wars," was a proposed missile defense program meant to detect and intercept incoming nuclear missiles and weaken the logic of mutual assured destruction. It was never completed and was widely criticized as technologically unrealistic and costly, but it did raise strategic pressure on the Soviet Union.

ANALYTICAL—Why was the Reagan administration concerned about the Sandinistas? **(US.17.d, US.17.e)**

» The Sandinistas were a Cuban-backed communist group that overthrew the government of Nicaragua in the early 1970s. They also supported a similar movement in neighboring El Salvador. The Reagan administration feared the Sandinistas would encourage communist movements nearby and shift Central America away from U.S. influence, so it supported anti-Sandinista forces known as the Contras.

LITERAL—What was the purpose of the Tower Commission? **(US.17.d, US.17.e)**

» The Tower Commission was formed to investigate the National Security Council's activities during the Iran–Contra Affair.

✓ **THINK TWICE—**What was the Iran–Contra Affair, and why was it significant?

» The Iran–Contra Affair combined two illegal actions: secret arms sales to Iran (contrary to stated U.S. policy and embargoes) and the diversion of proceeds to fund the Contra rebels in Nicaragua despite Congress's ban on such aid. When the scheme became public in 1986, it led to investigations (including by the Tower Commission) and serious damage to the administration's credibility, even though President Reagan remained in office. The affair showed how domestic politics, secret foreign operations, and limits set by Congress could collide.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?"

"The Cold War Ends," pages 212–216

Scaffold understanding as follows:

Have students read the section on pages 212–216.

Note: The word *glasnost* is pronounced (/glaz*nost/). The word *perestroika* is pronounced (/peh*ruh*stroy*kuh/).

Online Resources

ACTIVITY—Share with students the video about the fall of the Berlin Wall. Ask them to predict how quickly life changed and in which ways after West and East Berliners could move about as they pleased. Encourage students to consider the long-term impact of this new freedom. After, explain to students that while travel between East and West Berlin became possible immediately in 1989, German reunification did not take place until October 1990, and full integration of East and West Germany took years. **(US.5.a, US.5.b, US.17.k)**

SUPPORT—Mikhail Gorbachev received the Nobel Peace Prize in 1990 for his reforms in the Soviet Union and for allowing countries in the Eastern bloc to democratize.

SUPPORT—Students will read more about the United States as "the world's sole superpower" and the transition from the twentieth to the twenty-first century in Unit 6.

SUPPORT—Call attention to the second-to-last sentence in the section. Have students define and discuss what each of the following means in the contexts of both the Cold War and modern times: *self-determination*, *democracy*, *human rights*, and *international law*. **(US.17.l)**

After students read the text, ask the following questions:

LITERAL—What were glasnost and perestroika? What effect did they have? **(US.17.k, US.17.l)**

» Glasnost was a policy of openness, and perestroika was the economic and political restructuring in the Soviet Union. These policies relaxed government control, permitted greater freedom of expression, allowed multicandidate races and secret ballots in some elections, and gave more power to local governments. As a result, they weakened the Communist Party's control.

ANALYTICAL—Why was 1989 a significant year for Europe? **(US.17.k)**

» The Soviet Union began to unravel in earnest in 1989, starting with a series of revolutions in the Eastern bloc. Poland held its first free elections in early 1989. Hungary adopted a new constitution by October, allowing multiple parties and free elections. In November, the East German government opened the border to West Germany, including access through the Berlin Wall.

LITERAL—How did the Bush administration work to stabilize central and eastern Europe? **(US.17.k, US.17.l)**

» The Bush administration worked to stabilize central and eastern Europe by extending financial support to former Soviet republics that promised to uphold self-determination, democracy, human rights, and international law. It also extended funding to secure the former Soviet Union's nuclear arsenal and pursued additional disarmament treaties.

✓ **THINK TWICE—**Explain three factors that contributed to the end of the Cold War between 1985 and late 1991.

» Several factors contributed to the end of the Cold War. First, Soviet leader Mikhail Gorbachev introduced reforms such as perestroika (economic restructuring) and glasnost (openness), which relaxed government control and allowed more freedom of expression. Second, international agreements and pressures, including the INF Treaty and the United States' Strategic Defense Initiative (SDI), forced the Soviet Union to reduce nuclear weapons and consider expensive defense measures, straining its economy. Third, democratization in Eastern Europe, independence movements within Soviet republics, and a failed coup against Gorbachev demonstrated strong resistance to continued Soviet control. Together, these factors helped bring the Cold War to an end.

Primary Source Feature: "'Tear Down This Wall,' Ronald Reagan, 1987," page 213

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 213.

Introduce the source to students by reading the introductory material.

Have students read the source.

SUPPORT—Explain that *comity* means harmony, or peaceful coexistence.

SUPPORT—Explain that Reagan refers to Gorbachev as "General Secretary" because although Gorbachev was head of state of the Soviet Union, his primary authority came from his position as general secretary of the Communist Party of the Soviet Union.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL/INFERENTIAL—How does Reagan characterize the democratic West compared to the communist Soviet Union? Why do you think he makes this comparison? **(US.5.a, US.5.b, US.17.k)**

» Reagan characterizes the democratic West as immensely successful, having "achieved a level of prosperity and well-being unprecedented in all human history." By contrast, he characterizes "the Communist world" as technologically backward and having "declining standards of health," including "too little food." He likely makes this comparison to emphasize for his audience the pitfalls and drawbacks of communism compared to democracy and capitalism.

LITERAL—What is Reagan referring to when he states, "We hear much from Moscow about a new policy of reform and openness"? According to Reagan, what are the effects of this policy? **(US.5.a, US.17.k)**

» He is referring to the policies of glasnost and perestroika. According to Reagan, the effects of this policy include that "some economic enterprises have been permitted to operate with greater freedom from state control," "some political prisoners have been released," and "certain foreign news broadcasts are no longer being jammed."

ANALYTICAL—How does Reagan pressure Gorbachev to "tear down this wall"? **(US.5.a, US.5.b, US.17.k)**

» Reagan asks the rhetorical questions "Are these the beginnings of profound changes in the Soviet state? Or are they token gestures, intended to raise false hopes in the West, or to strengthen the Soviet system without changing it?" He challenges Gorbachev to tear down the Berlin Wall if he is sincere in his pursuit of peace and if he "seek[s] prosperity for the Soviet Union and Eastern Europe."

DBQ **Note:** For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "How did the Cold War influence U.S. foreign policy and affect domestic society between 1961 and 1991?"
  - » Key points students should cite include: The United States and the Soviet Union entered a period of détente during the 1970s, resulting in the 1972 SALT I treaty; Americans grew increasingly critical of the Vietnam War and the draft, and student protests proliferated; U.S. troops withdrew from Vietnam in 1973 under the Paris Peace Accords, and South Vietnam fell to the North Vietnamese in 1975; conflict in the Middle East, including the 1973 OPEC oil embargo and the 1979 Iranian Revolution, contributed to stagflation in the United States by causing oil and gas prices to rise; the Watergate scandal forced President Nixon to resign in 1974, and Gerald Ford became president; Jimmy Carter emphasized human rights and negotiated the Camp David Accords between Egypt and Israel in 1978 but faced foreign policy crises, including the Iran hostage crisis and the Soviet invasion of Afghanistan; Ronald Reagan assumed a more aggressive approach to the Cold War, including by increasing military spending; the Reagan administration became embroiled in the Iran–Contra Affair in an attempt to stop the spread of communism in Central America; Mikhail Gorbachev introduced the policies of glasnost and perestroika, which weakened the influence of the Communist Party in the Soviet Union; democratic revolutions in Eastern Europe and the fall of the Berlin Wall in 1989 accelerated the collapse of Soviet power; the Bush administration offered aid to former Eastern bloc countries after the Soviet Union collapsed in December 1991.
- Write an original sentence for each of the Core Vocabulary words (*guerrilla*, *détente*, *subpoena*, *executive privilege*, *stagflation*).

To wrap up the lesson, invite several students to share their responses.

Activity Page

AP 3.1

You may wish to assign Domain Vocabulary: Unit 5 (AP 3.1) for homework.

UNIT 5

Teacher Resources

Topic Assessments: Unit 5

- Topic 1: The Early Cold War, 1945–1960s **197**
- Topic 2: Social and Civil Rights Movements **204**
- Topic 3: The Later Years and End of the Cold War, 1960s–1991 **211**

Performance Task: Unit 5

- Performance Task Activity **219**
- Performance Task Scoring Rubric **220**

Activity Pages

- Primary Source Analysis (AP 1.1) **228**
- Cuban Missile Crisis Communication (AP 1.2) **229**
- Domain Vocabulary: Unit 5 (AP 3.1) **230**

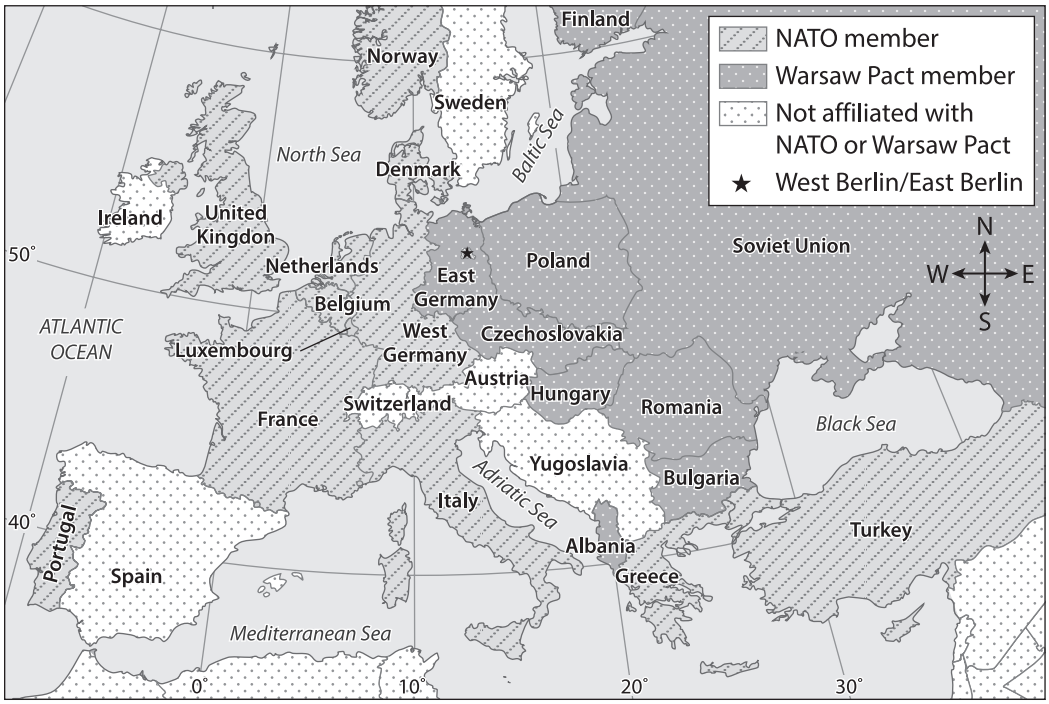
Answer Key: Unit 5 **231**

Assessment: Topic 1—*The Early Cold War, 1945–1960s*

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.

Cold War in Europe



1. According to the map, which countries were allied with the Soviet Union during the Cold War? Select the **two** correct answers. **(US.4, US.17.a)**

a) France
b) Ireland
c) Hungary
d) Romania
e) Luxembourg

2. What was the main purpose of the alliances shown on the map? **(US.4, US.17.a)**

a) to encourage more trade
b) to create job opportunities
c) to develop nuclear arsenals
d) to provide collective defense

Use the sources to answer question 3.

From Stettin [Poland] in the Baltic to Trieste [Croatia] in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy. . . . An attempt is being made by the Russians in Berlin to build up a quasi-Communist party in their zone of Occupied Germany by showing special favors to groups of left-wing German leaders.

—Winston Churchill, 1946

IN FRONT OF THE CURTAIN

"Please keep your seats—there's no danger."

3. How are the excerpt and the political cartoon similar? **(US.5.a, US.5.c, US.17.c, US.17.d)**

a) They promote free elections in western Europe.
b) They highlight the threat posed by the Soviet Union.
c) They celebrate the stability of the post–World War II order.
d) They emphasize the importance of the U.S.–British alliance.

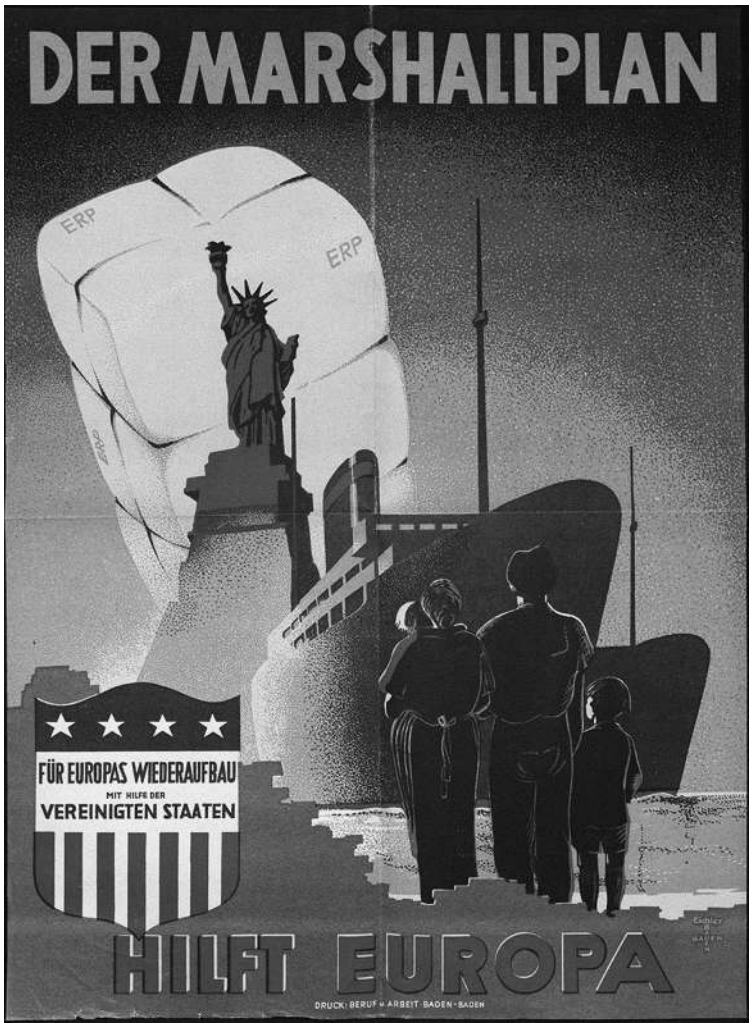
Use the excerpt from a 1947 presidential address by Harry S. Truman to answer question 4.

It must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

4. Which of the following were consequences of this policy? Select the **two** correct answers. **(US.5.a, US.17.d)**

- **a)** It resulted in decreased military spending.
- **b)** It ended U.S. financial aid to Greece and Turkey.
- **c)** It led to the creation of new U.S. security agencies.
- **d)** It questioned George F. Kennan's recent containment policy.
- **e)** It publicly committed the United States to the international community.

Use the poster, which reads "Help Europe" in German at the bottom, to answer question 5.



5. What was the main purpose of the program promoted by the poster? **(US.5.a, US.17.a, US.17.d)**

- **a)** to rival the efforts of the Molotov Plan and Comecon
- **b)** to help European countries rebuild after World War II
- **c)** to redistribute land from historically wealthy landowners
- **d)** to create new markets for American goods in eastern Europe

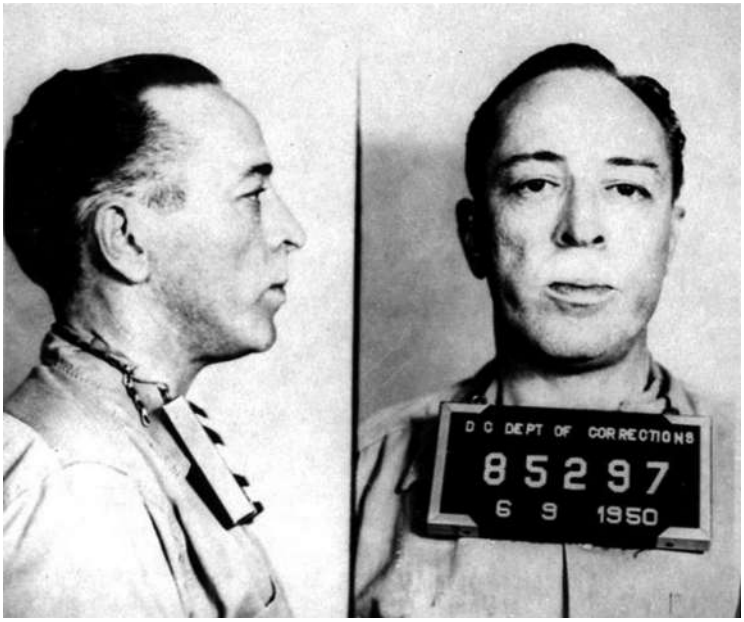
6. Which of the following is an accurate description of a key difference between U.S. and Soviet ideologies at the beginning of the Cold War? **(US.17.c)**

   a) The United States promoted secular atheism, while the Soviet Union defended religious freedom.
   b) The United States held unfair elections, while the Soviet Union allowed genuine democratic voting.
   c) The United States controlled most private industry, while the Soviet Union relied on free-market forces.
   d) The United States supported democratic elections and individual freedoms, while the Soviet Union maintained a one-party state and limited political dissent.

7. How did U.S. involvement in the Korean War reflect its primary foreign policy approach for the majority of the Cold War? **(US.17.d, US.17.e)**

   a) It demonstrated the country's dedication to NATO.
   b) It proved Americans' support for the Nationalist Party.
   c) It highlighted a continuing commitment to containment.
   d) It encouraged the development of a stronger nuclear program.

Use the photos of Joseph McCarthy and Dalton Trumbo to answer question 8.



8. Which of the following explains the connection between the photos? **(US.5.a, US.5.c, US.17.d)**

a) They made the practice of blacklists illegal in Hollywood.
b) They encouraged Congress to adopt the Truman Doctrine.
c) They contributed to the downfall of Senator Joseph McCarthy.
d) They reflect anti-communist fears during the Second Red Scare.

9. What event triggered the Berlin airlift in 1948? **(US.17.e)**

a) NATO launched a military attack on East Berlin.
b) West Berlin declared independence from Germany.
c) The United States refused to provide aid to East Berlin.
d) The Soviet Union blocked all land and water access to West Berlin.

10. Which of the following was an effect of the National Interstate and Defense Highways Act? **(US.17.b)**

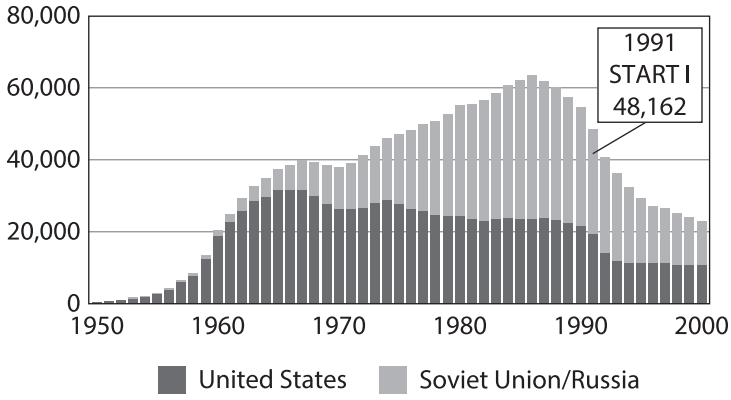
a) It made commuting from suburban areas to cities more convenient.
b) It decreased Americans' dependence on automobiles for daily travel.
c) It reduced government spending on national infrastructure and defense.
d) It prevented the destruction of neighborhoods during construction projects.

11. The U-2 Incident increased Cold War tensions by _____. Select the **two** correct answers. **(US.17.e)**

a) revealing that the FBI was undermining HUAC investigations
b) disclosing that the CIA was collecting information on Americans
c) confirming that the United States was spying on the Soviet Union
d) highlighting that the Western Allies were planning to invade East Germany
e) leading to the decision of Soviet leaders to pull out of a diplomatic summit

Use the graph to answer question 12. (Recall that the dark gray bars represent only U.S. arsenals and that that light gray bars represent only Soviet arsenals.)

U.S. and Soviet Nuclear Arsenals, 1950–2000



12. Based on the graph, which statement best describes the nuclear arms race between the United States and the Soviet Union? **(US.4, US.17.f)**

a) The United States maintained a larger nuclear arsenal for most of the Cold War period.
b) Both nations began reducing their nuclear weapons during the 1950s after the Korean War.
c) The Soviet Union's nuclear arsenal became larger than that of the United States around 1980.
d) The Soviet Union eliminated most of its nuclear weapons before the United States began doing so.

Use the excerpt from a 1953 presidential address by Dwight D. Eisenhower to answer question 13.

We shall carry into these private or diplomatic talks a new conception. The United States would seek more than the mere reduction or elimination of atomic materials for military purposes. It is not enough to take this weapon out of the hands of the soldiers. It must be put into the hands of those who will know how to strip its military casing and adapt it to the arts of peace.

13. Which of the following resulted from this address? **(US.5.a, US.17.d, US.17.f)**

- **a)** the end of the nuclear arms race
- **b)** the adoption of "duck and cover" drills
- **c)** the formation of the United Nations Security Council
- **d)** the creation of the International Atomic Energy Agency

Use the excerpt from a 1962 presidential address by John F. Kennedy to answer question 14.

We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept . . . and one which we intend to win.

14. Which factor directly contributed to the goal described in this excerpt? **(US.5.a, US.17.f, US.17.g)**

- **a)** fears of a nuclear conflict with the Soviet Union
- **b)** concerns about the availability of natural resources
- **c)** interest in learning more about Earth's atmosphere
- **d)** desire for technological superiority over the Soviet Union

Use the photos from the time of the Cuban missile crisis to answer question 15.

15. Which event contributed to the protests shown in the photographs? **(US.5.c, US.17.e)**

- **a)** the dismantling of Soviet missile launch sites in Cuba
- **b)** the U.S. naval quarantine of Soviet ships bound for Cuba
- **c)** the capture and ransom of Cuban exiles at the Bay of Pigs
- **d)** the CIA-backed plan to overthrow the Cuban government

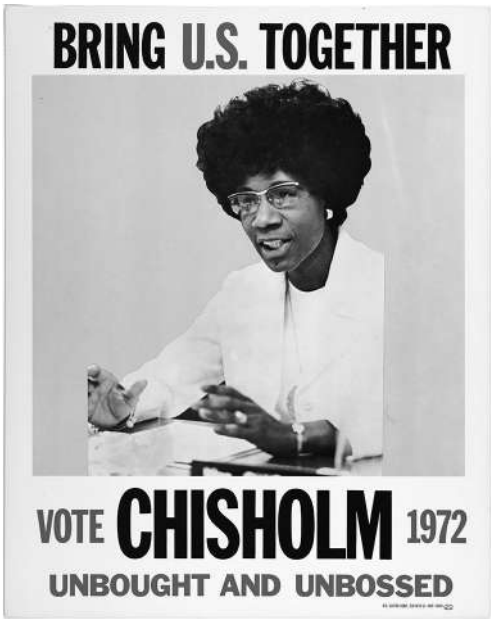
B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Explain one way the Truman Doctrine succeeded as foreign policy and one way it failed. **(US.1, US.2, US.6.a, US.6.c, US.17.a, US.17.c, US.17.d, US.17.e)**

Assessment: Topic 2—*Social and Civil Rights Movements*

A. On your own paper, write the letter that provides the best answer.

Use the image to answer question 1.



1. The individual shown in the image is significant for _____. **(US.5.a, US.16.c)**

- **a)** starting the Double V campaign to demand victory against racial discrimination
- **b)** being the first Black woman to seek the Democratic Party's presidential nomination
- **c)** organizing the League for Non-Violent Civil Disobedience Against Military Segregation
- **d)** encouraging President Truman to establish the Fair Employment Practices Commission

Use the excerpt to answer question 2.

Human beings are not born with prejudices of race, color, religion, national origin, or ancestry, but they acquire them in the homes, schools, churches, press, movies, radio, book—that is, from our environment. . . . He who draws the sword will perish by the sword. From these fundamental truths will flow the varied techniques: investigations, negotiations, . . . non-retaliation, . . . refusal to engage in legal action for damage because of physical injury . . .

—A. Philip Randolph, 1945

2. Which statement is the author of this excerpt most likely to agree with? **(US.5.a, US.16.c)**

- **a)** Political participation must be advanced gradually.
- **b)** Legislation is necessary to advance economic equality.
- **c)** Nonviolent direct action is the best way to attain civil rights.
- **d)** Sit-ins and boycotts are less effective than armed resistance.

Use the list to answer question 3.

- multiple cases consolidated as a single case
- argued by Thurgood Marshall and other attorneys from the Legal Defense Fund
- overturned the doctrine of "separate but equal" in public schools

3. Which Supreme Court case is described by the list? **(US.5.a, US.16.e, US.17.j)**

a) *Browder v. Gayle*
b) *Plessy v. Ferguson*
c) *Miranda v. Arizona*
d) *Brown v. Board of Education of Topeka*

Use the photos to answer question 4.

4. What do the individuals shown in these photos have in common? **(US.5.c, US.16.c, US.16.d)**

a) They integrated all-white public schools.
b) They challenged school segregation in the courts.
c) They participated in the Baton Rouge bus boycott.
d) They worked closely with the Congress of Racial Equality.

Use the photo to answer question 5.

5. What protest strategy does the event taking place in the photo demonstrate? **(US.5.a, US.16.b, US.16.d)**

a) boycotting
b) integration
c) policymaking
d) civil disobedience

Use the photo to answer question 6.

6. The arrest of the individual shown in the photo directly resulted in the _____. **(US.5.a, US.16.c, US.16.d)**

a) Freedom Rides
b) Double V campaign
c) March on Washington
d) Montgomery bus boycott

Use the list to answer question 7.

- served as president of the Montgomery Improvement Association (MIA)
- cofounded the Southern Christian Leadership Conference (SCLC)
- advocated for nonviolent civil disobedience

7. Which individual is described by the list? **(US.5.a, US.16.b)**

a) John Lewis
b) Medgar Evers
c) A. Philip Randolph
d) Dr. Martin Luther King Jr.

Use the excerpt to answer question 8.

Don't worry about your children, they're gonna be all right. . . . Don't hold them back if they want to go to jail. For they are doing a job not only for themselves but for all of America and for all mankind.

—Dr. Martin Luther King Jr., May 1963

8. Dr. King wrote this statement primarily to _____. **(US.5.a, US.16.b, US.16.d)**

a) advocate for illegal activities
b) justify the "Southern Manifesto"
c) reassure parents during the Birmingham campaign
d) draw attention to the actions of the public safety commissioner

Use the photo answer question 9.

9. Which of the following were the specific demands of the individuals attending the event shown in the image? Select the **three** correct answers. **(US.5.a, US.16.b, US.16.d)**

a) the right to assemble
b) a national minimum wage
c) freedom of speech and religion
d) ratification of the Twenty-Fourth Amendment
e) an executive order banning housing discrimination
f) stronger enforcement of the Fourteenth Amendment

Use the list to answer question 10.

The Civil Rights Act of 1964

- prohibited employment discrimination based on race, color, religion, sex, or national origin
- established the Equal Employment Opportunity Commission
- ?
- ?

10. Which phrases complete the list? Select the **two** correct answers. **(US.5.a, US.16.e)**

a) prohibited discrimination in federally assisted programs
b) accelerated the process of registering African American voters
c) empowered the federal government to desegregate public spaces
d) banned literacy tests and other methods used to disenfranchise voters
e) empowered the federal government to intervene in certain voting districts

Use the table to answer question 11.

Percentage of Eligible Voters Registered to Vote Before and After Passage of the Voting Rights Act

Alabama Non-white: 19.3 ➔ 51.6 White: 69.2 ➔ 89.6	**North Carolina** Non-white: 46.8 ➔ 51.3 White: 96.8 ➔ 83.0
Arkansas Non-white: 40.4 ➔ 62.8 White: 65.5 ➔ 72.4	**South Carolina** Non-white: 37.3 ➔ 51.2 White: 75.7 ➔ 81.7
Georgia Non-white: 27.4 ➔ 52.6 White: 62.6 ➔ 80.3	**Tennessee** Non-white: 69.5 ➔ 71.7 White: 72.9 ➔ 80.6
Louisiana Non-white: 31.6 ➔ 58.9 White: 80.5 ➔ 93.1	**Texas** Non-white: 53.1 ➔ 61.6 White: n/a ➔ 53.3
Mississippi Non-white: 6.7 ➔ 59.8 White: 69.9 ➔ 91.5	**Virginia** Non-white: 38.3 ➔ 55.6 White: 61.6 ➔ 63.4

11. According to the table, which state saw the greatest increase in non-white voter registration after 1965? **(US.5.a, US.16.e)**

- **a)** Florida
- **b)** Arkansas
- **c)** Louisiana
- **d)** Mississippi

Use the photo and excerpt to answer question 12.

Nevertheless, we were working for an important goal. We were trying to get the issue that Indians had the right to retrieve federal surplus property litigated in the courts. I spent a whole year on the island. I commuted back and forth to the university with my two-year-old son. We would hitchhike and then catch a sailboat or a speedboat to the island. I wrote all the public relations proposals that were released from the island. I then turned in some of this material for the work that I was doing in my classes.

—Lenada James

12. Which of the following was a goal of the actions depicted in the sources? **(US.5.a, US.5.c, US.16.f)**

- **a)** prison reform
- **b)** land reclamation
- **c)** cultural assimilation
- **d)** unemployment assistance

13. What did second-wave feminism have in common with the Civil Rights Movement? **(US.3, US.16.a, US.16.g)**

- **a)** Both focused primarily on voting rights.
- **b)** Both sought equal pay and reproductive rights.
- **c)** Both relied on legal action to change discriminatory laws.
- **d)** Both were limited to political equality without addressing social issues.

Use the excerpt to answer question 14.

I had written to a dozen or more medical schools to seek entry, [and] each one of them turned me down by saying that they did not admit women to their schools. It came to me as quite a shock that in America it was not a person's grade, aptitude, tests, recommendations that got the person into the careers of their choice, but that it had to do with one's gender.

—U.S. representative Patsy Takemoto Mink

14. How did Title IX address the issues described in this excerpt?

- **a)** by making gender equality a constitutional right
- **b)** by ending wage discrimination in federal employment
- **c)** by prohibiting exclusion from education programs based on gender
- **d)** by providing federal financial aid to public and private schools, universities, and libraries

15. Which of the following statements accurately describes the Equal Rights Amendment? Select the **two** correct answers. **(US.16.g)**

a) It became part of the U.S. Constitution after being ratified.
b) It gained stronger congressional support during the 1970s.
c) It was drafted shortly before the passage of the Nineteenth Amendment.
d) It was opposed on the grounds that it would counter gender-specific legal protections.
e) It has not yet been ratified by the thirty-eight states required for it to become part of the Constitution.

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Explain two reasons why the passage of the Civil Rights Act of 1964 was a major development in the Civil Rights Movement. **(US.1, US.2, US.6.a, US.6.c, US.16.a, US.16.e)**

Assessment: Topic 3—*The Later Years and End of the Cold War, 1960s–1991*

A. On your own paper, write the letter that provides the best answer.

Use the photo to answer question 1.

1. The event shown in the photo illustrates how the Cold War _____. **(US.5.a, US.17.e)**

- **a)** influenced cultural events
- **b)** affected professional sports
- **c)** promoted military posturing
- **d)** heightened nuclear tensions

Use the excerpt to answer question 2.

Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

—Lyndon B. Johnson, 1964

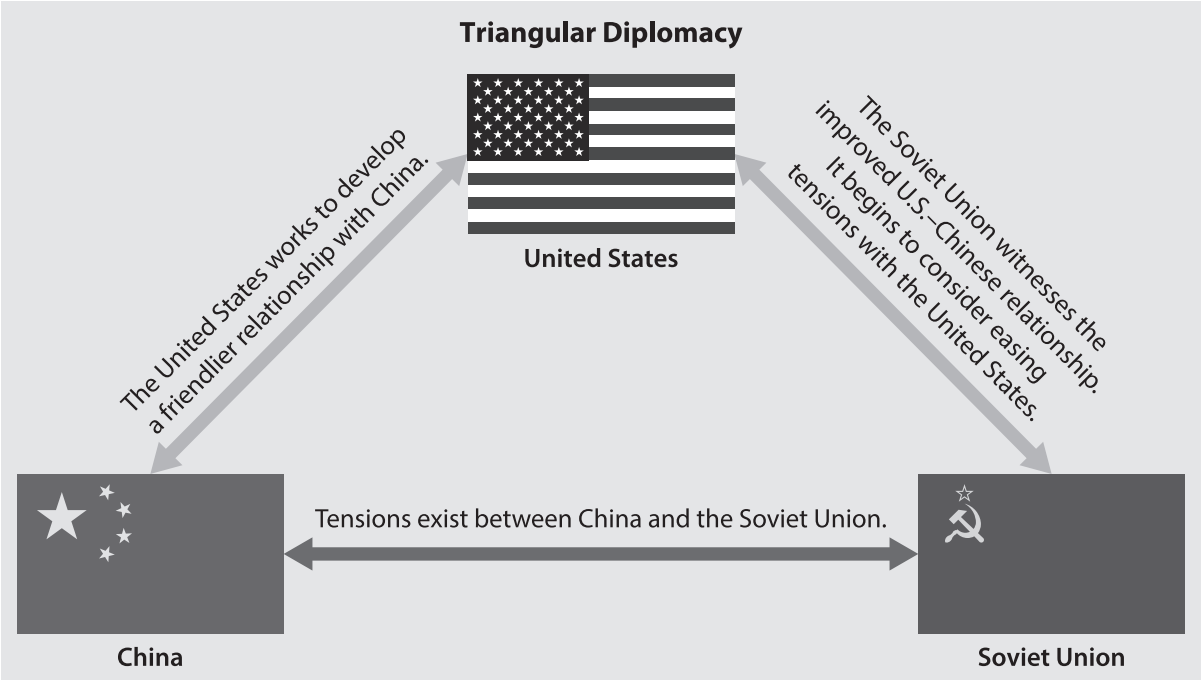
2. Which of the following were goals of the policy outlined in this excerpt? Select the **two** correct answers. **(US.5.a, US.17.d)**

- **a)** to end poverty
- **b)** to cut income taxes
- **c)** to expand states' rights
- **d)** to reduce racial injustice
- **e)** to increase military spending

3. What was the significance of the Gulf of Tonkin Resolution? **(US.17.d, US.17.e)**

a) It permitted the president to take military action without a declaration of war.
b) It limited the president to taking only congressionally approved military action.
c) It marked the beginning of a decrease in American troops committed to Vietnam.
d) It demonstrated the determination of the United States to seek vengeance for an attack on its ship.

Use the diagram to answer question 4.



4. Which word best describes the desired outcome of the diplomatic strategy illustrated in the diagram? **(US.5.a, US.17.d, US.17.e, US.17.i)**

a) détente
b) glasnost
c) escalation
d) perestroika

5. The Tet Offensive was significant because it _____. **(US.17.e, US.17.h)**

- **a)** encouraged U.S. military officials to institute the Strategic Hamlet Program
- **b)** exposed the extent of the atrocities committed during the My Lai massacre
- **c)** convinced many Americans that the Vietnam War was unwinnable at a reasonable cost
- **d)** led the U.S. government to end its military service deferment policy and institute a lottery system

Use the cartoon to answer question 6.

6. According to the cartoon, which justification did the Nixon administration use for its bombing campaign in Cambodia and Laos? **(US.5.a, US.17.d, US.17.e)**

- **a)** domino theory
- **b)** rollback strategy
- **c)** escalation policy
- **d)** mutual assured destruction

Use the photo and the excerpt to answer question 7.

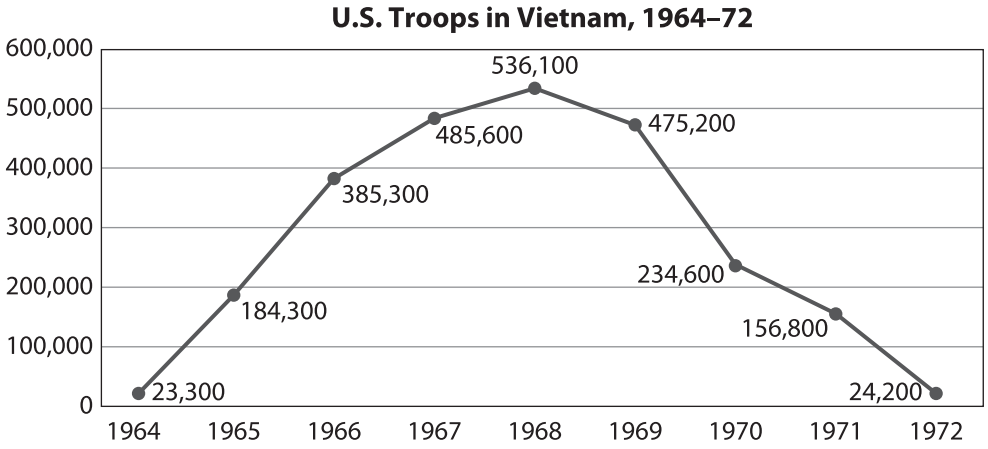
We found most people didn't even know the difference between communism and democracy. They only wanted to work in rice paddies without helicopters strafing them and bombs with napalm burning their villages and tearing their country apart. They wanted everything to do with the war, particularly with this foreign presence of the United States of America, to leave them alone in peace, and they practiced the art of survival by siding with whichever military force was present at a particular time.

—John Kerry, 1971

7. These sources reflect _____. **(US.5.a, US.5.c, US.17.e)**

- **a)** popular concerns about Soviet influence
- **b)** growing opposition to the Vietnam War
- **c)** the views of the "silent majority"
- **d)** reactions to the war on poverty

Use the graph to answer question 8.



8. Which of the following explains the changes shown between 1968 and 1972? **(US.4, US.17.e, US.17.k)**

- **a)** the SALT I agreement
- **b)** the War Powers Resolution
- **c)** the policy of Vietnamization
- **d)** the Gulf of Tonkin Resolution

Use the photo to answer question 9.

9. This photo reflects _____. **(US.5.a, US.17.i)**

a) growing popular support for Congress to adopt the War Powers Resolution
b) American outrage after the return of the disastrous Apollo 13 space mission
c) diminished trust in the federal government following the Watergate scandal
d) increased pro-war sentiment among Americans who thought Nixon needed to take more action in Vietnam

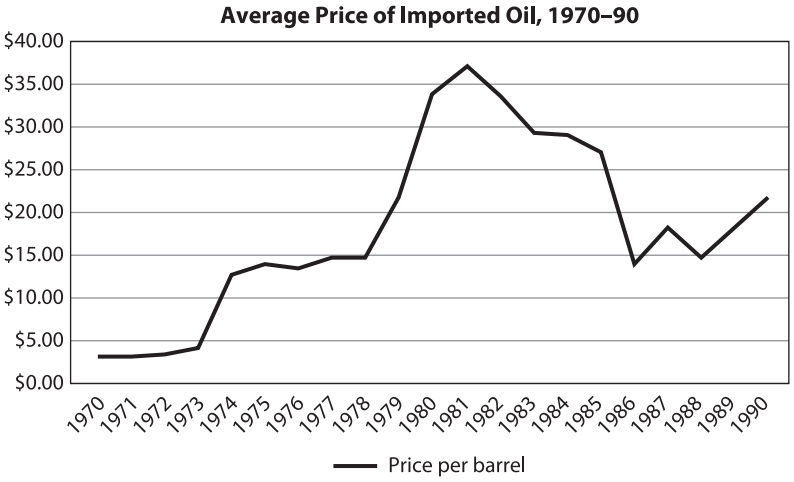
Use the list to answer question 10.

- worked with Soviet officials toward the Vladivostok Accords
- helped bring about the Helsinki Accords
- pardoned his predecessor

10. This list describes actions of _____. **(US.5.a, US.17.d)**

a) Gerald Ford
b) Jimmy Carter
c) Richard Nixon
d) Ronald Regan

Use the sources to answer questions 11 and 12.



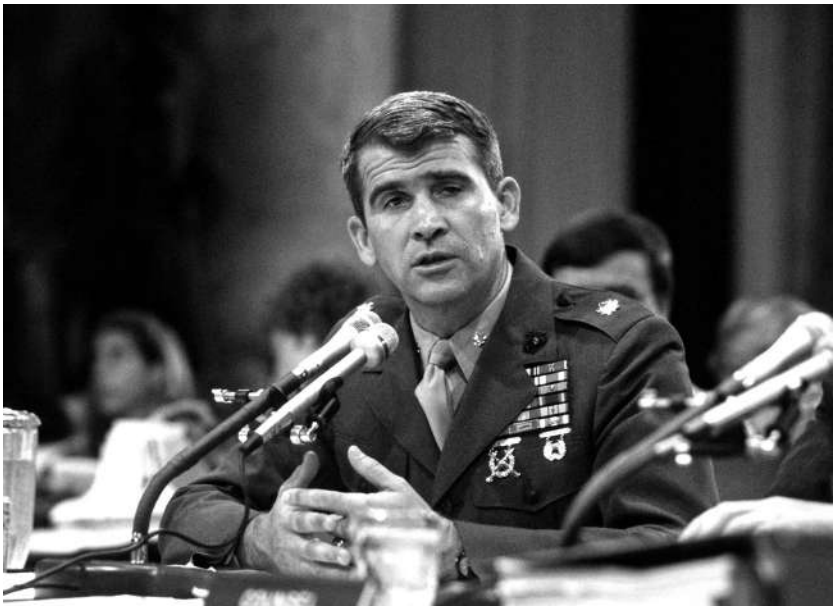
11. Which of the following contributed to the issues reflected in the sources? **(US.4, US.5.a, US.5.c, US.17.d)**

a) wage and price freezes
b) conflict in the Middle East
c) rising unemployment rates
d) American energy independence

12. How did the Carter administration work to address the issues represented in the sources? Select the **two** correct answers. **(US.4, US.5.a, US.5.c, US.17.d)**

- **a)** by creating the Superfund program
- **b)** by deregulating oil and natural gas prices
- **c)** by establishing the Department of Energy
- **d)** by enacting the Energy Policy Conservation Act of 1975
- **e)** by loosening regulations on major transportation industries

Use the photo of Oliver North testifying at the Iran–Contra hearings in 1987 to answer question 13.



13. Which of the following incidents led to these hearings? **(US.5.a, US.17.e)**

- **a)** illegal weapons sales to Iran
- **b)** pursuit of the Strategic Defense Initiative
- **c)** invasion of Lebanon to rescue American hostages
- **d)** clandestine support for the Sandinistas in Nicaragua

Use the excerpt to answer question 14.

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

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace.

—Ronald Reagan, "Tear Down This Wall" speech, 1987

14. Based on the excerpt, which statement would President Reagan most likely agree with? **(US.5.b, US.17.k)**

a) The United States should pursue less aggressive foreign policy.
b) Mikhail Gorbachev must maintain control over the Eastern bloc.
c) Mikhail Gorbachev should push perestroika and glasnost further.
d) The United States has a long way to go before winning the Cold War.

Use the list of events to answer question 15.

A. Mikhail Gorbachev introduces glasnost and perestroika in the Soviet Union.

B. The Berlin Wall falls, signaling the collapse of communist control in Eastern Europe.

C. The Soviet Union invades Afghanistan, escalating Cold War tensions.

D. The Soviet Union officially dissolves into independent republics, including Russia.

E. Democratic movements spread across Poland, Czechoslovakia, and Hungary.

15. Which answer lists the events in the correct order? **(US.5.a, US.17.e, US.17.k, US.17.l)**

a) C, A, E, B, D
b) A, C, E, B, D
c) C, A, E, B, D
d) A, C, E, B, D

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Explain two reasons for the collapse of the Soviet Union. **(US.1, US.2, US.5.a, US.6.c, US.17.i, US.17.k, Us.17.l, US.18.e)**

Performance Task: *Tension Abroad and Change at Home*

Teacher Directions: The post–World War II era was characterized by social, political, and economic change in the United States, much of which was hugely influenced by the United States' competition with the Soviet Union for global supremacy during the Cold War.

Ask students to respond to the following prompt, using at least two of the six sources that follow. Most of these sources will be familiar to students from the Student Volume, and one may be familiar from the Land of Liberty DBQ Workbook. Students can use the sources to support their claim and/or address counterclaims. Encourage students to also use information from their Student Volume in their responses.

Prompt:

Assess how concerns about national security and the spread of communism from 1945 to 1991 influenced U.S. foreign policy, especially the formation of permanent alliances and greater use of foreign aid and military power.

(US.1, US.2, US.17.a–i, US.17.k, US.17.l))

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample claim:	From 1945 to 1991, fears about Soviet expansion and global communism fundamentally reshaped U.S. foreign policy.
Reason:	Concerns about national security during the Cold War prompted the United States to expand its network of alliances and increase foreign aid. Concerns about national security led to the formation of permanent alliances as well as involvement in a number of proxy wars, including the Korean War and the Vietnam War.
Evidence:	As George Kennan warned in his Long Telegram, the Soviet Union was inherently expansionist and would only respond to "firm and vigilant containment." This, like the explanations of the "iron curtain" Winston Churchill warned of in his "Sinews of Peace" speech, provides support for the argument that national security was directly linked to the policy of containment that the United States vigorously pursued under Truman and several of his successors. The form this containment would take is illustrated in the expansive economic support demonstrated by the graph of the Marshall Plan, a U.S. strategy that linked European economic recovery (and the resulting loyalty and trade relationships) with national security. It is also illustrated by the strong regional membership of NATO, shown in the map; this alliance formed a kind of geographic barrier to the spread of communism from the east and a type of guarantee for U.S. national security through the concept of peacetime alliances.
Counterclaim and answer:	Some argue that the creation of alliances and the use of aid and military force were often driven more by strategic economic interests and desire to secure markets and resources. This claim downplays how the Truman Doctrine explicitly framed U.S. policy as containing Soviet expansion.

Name _____ Date _____

Performance Task Activity: *Tension Abroad and Change at Home*

The post–World War II era was characterized by social, political, and economic change in the United States, much of which was hugely influenced by the United States' competition with the Soviet Union for global supremacy during the Cold War.

Draw evidence from at least two of the six sources provided and from your reading in this unit to respond to the following prompt:

Assess how concerns about national security and the spread of communism from 1945 to 1991 influenced U.S. foreign policy, especially the formation of permanent alliances and greater use of foreign aid and military power.

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of U.S. history **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

Performance Task Scoring Rubric

Note: Student essays should be evaluated on the basis of the rubric.

Score	Scoring Description
4	Response includes a **correct claim** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991. Response includes a **correct explanation** that addresses the prompt and includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources.
3	Student meets all criteria to earn a 4 but only references one source instead of two or more. OR Response includes a **correct claim** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991. Response includes a **correct explanation** that addresses the prompt and includes references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources, but not both. OR Response includes a **correct claim** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991. Response includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources but does not explain the evidence. OR Response includes a **correct explanation** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991. The explanation includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources.
2	Student meets all criteria to earn a 3 but only references one source instead of two or more. OR Response includes a **correct claim** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991 with references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources. OR Response includes a **correct explanation** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991. The explanation includes references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources.

1	Student meets all criteria to earn a 2 but only references one source instead of two or more. OR Response includes a **correct claim** about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991 but does not reference any **sources**. OR Response includes **correct information** that is not directly relevant to the prompt but demonstrates some content knowledge about the extent to which concerns about national security and the spread of communism influenced U.S. actions from 1945 to 1991, but it does not reference any **sources**.
0	Response does not include any elements described above.

Source 1

Iron Curtain Speech

Winston Churchill

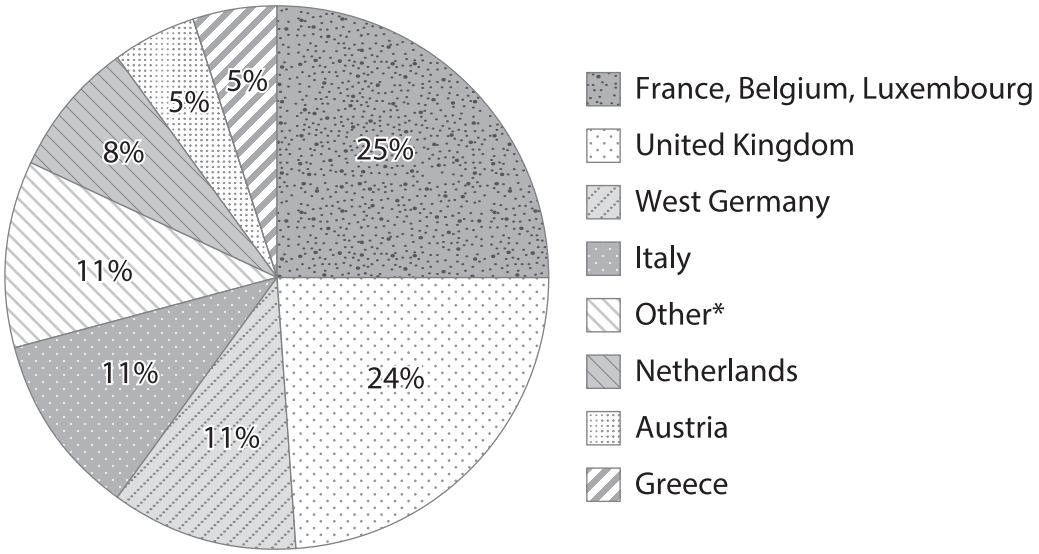
A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organization intends to do in the immediate future, or what are the limits, if any, to their expansive and proselytizing tendencies. . . .

From Stettin [Poland] in the Baltic to Trieste [Croatia] in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy. . . . An attempt is being made by the Russians in Berlin to build up a quasi-Communist party in their zone of Occupied Germany by showing special favors to groups of left-wing German leaders. . . .

. . . It is because I am sure that our fortunes are still in our own hands and that we hold the power to save the future, that I feel the duty to speak out now that I have the occasion and the opportunity to do so. I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines. But what we have to consider here today while time remains, is the permanent prevention of war and the establishment of conditions of freedom and democracy as rapidly as possible in all countries. Our difficulties and dangers will not be removed by closing our eyes to them. They will not be removed by mere waiting to see what happens; nor will they be removed by a policy of appeasement. What is needed is a settlement, and the longer this is delayed, the more difficult it will be and the greater our dangers will become.

Source 2

Percentage of Marshall Plan Funds by Country



*Other: includes Denmark, Iceland, Ireland, Norway, Portugal, Sweden, Turkey

Source 3

The Long Telegram

George F. Kennan

In 1946, a telegram sent by George F. Kennan, an American diplomat based in Moscow in the Soviet Union, summarized his analysis of Soviet plans for expansion. This summary would recommend a policy of "a long-term, patient but firm and vigilant containment of Russian expansive tendencies" that the U.S. government would follow for decades to come.

Part 1: Basic Features of Post War Soviet Outlook, as Put Forward by Official Propaganda Machine . . .

USSR still lives in antagonistic "capitalist encirclement" with which in the long run there can be no permanent peaceful coexistence. . . .

Everything must be done to advance relative strength of USSR as factor in international society. Conversely, no opportunity must be missed to reduce strength and influence, collectively as well as individually, of capitalist powers.

Soviet efforts, and those of Russia's friends abroad, must be directed toward deepening and exploiting of differences and conflicts between capitalist powers. . . .

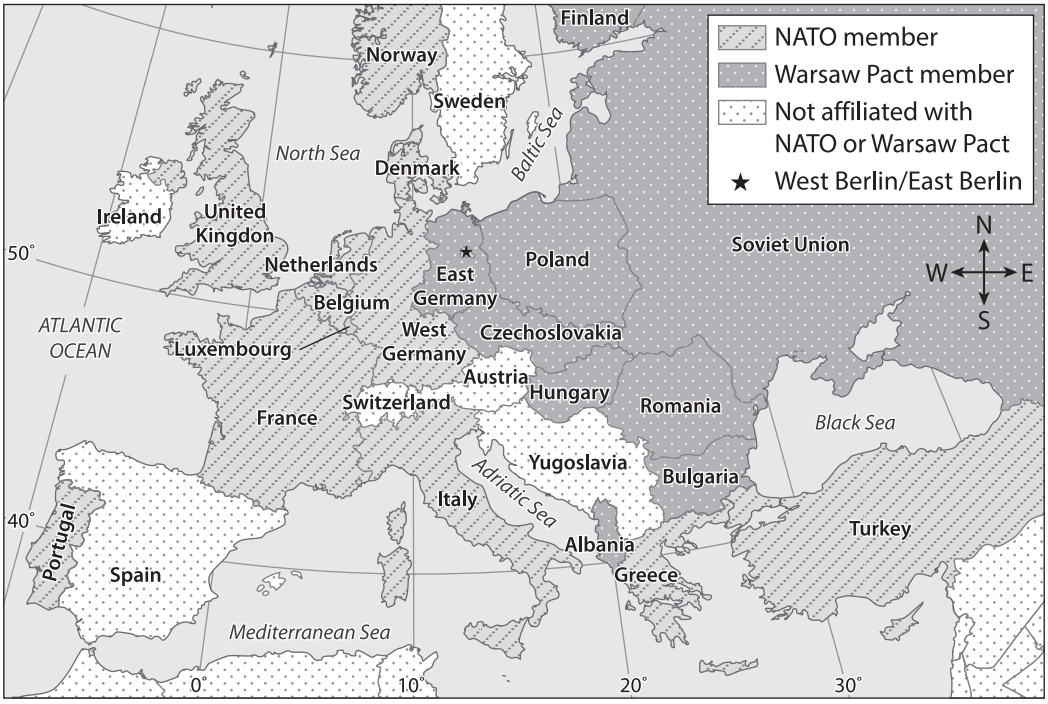
Part 5: [Practical Deductions From Standpoint of US Policy]

. . . We have here a political force committed fanatically to the belief that with US there can be no permanent *modus vivendi*, that it is desirable and necessary that the internal harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken, if Soviet power is to be secure. . . . Problem of how to cope with this force [is] undoubtedly greatest task our diplomacy has ever faced and probably greatest it will ever have to face. . . . It should be approached with same thoroughness and care as solution of major strategic problem in war, and if necessary, with no smaller outlay in planning effort. . . . I would like to record my conviction that problem is within our power to solve—and that without recourse to any general military conflict. . . .

1. Our first step must be to apprehend, and recognize for what it is, the nature of the movement with which we are dealing. . . .
2. We must see that our public is educated to realities of Russian situation. . . .
3. Much depends on health and vigor of our own society. World communism is like malignant parasite which feeds only on diseased tissue. . . .
4. We must formulate and put forward for other nations a much more positive and constructive picture of sort of world we would like to see than we have put forward in past. It is not enough to urge people to develop political processes similar to our own. Many foreign peoples, in Europe at least, are tired and frightened by experiences of past, and are less interested in abstract freedom than in security. They are seeking guidance rather than responsibilities. We should be better able than Russians to give them this. . . .
5. Finally we must have courage and self-confidence to cling to our own methods and conceptions of human society. After all, the greatest danger than can befall us in coping with this problem of Soviet communism, is that we shall allow ourselves to become like those with whom we are coping.

Source 4

NATO and Warsaw Pact Countries in Europe, 1960



Source 5

Atoms for Peace

Dwight D. Eisenhower

If at one time the United States possessed what might have been called a monopoly of atomic power, that monopoly ceased to exist several years ago. Therefore, although our earlier start has permitted us to accumulate what is today a great quantitative advantage, the atomic realities of today comprehend two facts of even greater significance. First, the knowledge now possessed by several nations will eventually be shared by others, possibly all others.

Second, even a vast superiority in numbers of weapons, and a consequent capability of devastating retaliation, is no preventive, of itself, against the fearful material damage and toll of human lives that would be inflicted by surprise aggression. . . .

It is with the book of history, and not with isolated pages, that the United States will ever wish to be identified. My country wants to be constructive, not destructive. It wants agreements, not wars, among nations. It wants itself to live in freedom and in the confidence that the peoples of every other nation enjoy equally the right of choosing their own way of life.

So my country's purpose is to help us to move out of the dark chamber of horrors into the light, to find a way by which the minds of men, the hopes of men, the souls of men everywhere, can move forward towards peace and happiness and well-being. . . .

The United States, heeding the suggestion of the General Assembly of the United Nations, is instantly prepared to meet privately with such other countries as may be "principally involved," to seek "an acceptable solution" to the atomic armaments race which overshadows not only the peace, but the very life, of the world.

We shall carry into these private or diplomatic talks a new conception. The United States would seek more than the mere reduction or elimination of atomic materials for military purposes. It is not enough to take this weapon out of the hands of the soldiers. It must be put into the hands of those who will know how to strip its military casing and adapt it to the arts of peace. . . .

To hasten the day when fear of the atom will begin to disappear from the minds of the people and the governments of the East and West, there are certain steps that can be taken now.

Source 6

Statement of Vietnam Veterans Against the War

John Kerry

In our opinion, and from our experience, there is nothing in South Vietnam, nothing which could happen that realistically threatens the United States of America. . . .

We found most people didn't even know the difference between communism and democracy. They only wanted to work in rice paddies without helicopters strafing them and bombs with napalm burning their villages and tearing their country apart. They wanted everything to do with the war, particularly with this foreign presence of the United States of America, to leave them alone in peace, and they practiced the art of survival by siding with whichever military force was present at a particular time, be it Vietcong, North Vietnamese, or American.

. . . We saw first hand how money from American taxes was used for a corrupt dictatorial regime. We saw that many people in this country had a one-sided idea of who was kept free by our flag, as blacks provided the highest percentage of casualties. We saw Vietnam ravaged equally by American bombs as well as by search and destroy missions, as well as by Vietcong terrorism, and yet we listened while this country tried to blame all of the havoc on the Vietcong. . . .

Each day to facilitate the process by which the United States washes her hands of Vietnam someone has to give up his life so that the United States doesn't have to admit something that the entire world already knows, so that we can't say that we have made a mistake. Someone has to die so that President Nixon won't be, and these are his words, "the first President to lose a war."

Name _____ Date _____

Activity Page 1.1 **Use with Topics 1–3**

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____ Date _____

Activity Page 1.2 **Use with Topic 1**

Cuban Missile Crisis Communication

Kennedy to Khrushchev	Khrushchev to Kennedy
Date written: **Main ideas:**	**Date written:** **Main ideas:**

How are the letters similar?

_____

_____

_____

_____

_____

How are the letters different?

_____

_____

_____

_____

_____

Name _____ Date _____

Activity Page 3.1 **Use with Topic 3**

Domain Vocabulary: Unit 5

Choose five images from Unit 5. Write a new caption for each image that correctly uses at least one term from the word bank.

bipartisan	blacklist	bloc	brinksmanship	civil disobedience
containment	cosmonaut	détente	executive privilege	feminism
grassroots	guerrilla	ideology	plaintiff	proxy war
stagflation	subpoena	warhead		

1. Image on page _____

New caption: _____

_____

2. Image on page _____

New caption: _____

_____

3. Image on page _____

New caption: _____

_____

4. Image on page _____

New caption: _____

_____

5. Image on page _____

New caption: _____

_____

Answer Key: *Tension Abroad and Change at Home*

Topic Assessments

Topic 1

A. **1.** c, d **2.** d **3.** b **4.** c, e **5.** b **6.** d **7.** c **8.** d **9.** d **10.** a **11.** c, e **12.** c **13.** d **14.** d **15.** b

Score	Scoring Description
4	Student correctly identifies and explains one success **and** one failure of the Truman Doctrine.
3	Student correctly identifies and explains one success **or** one failure of the Truman Doctrine. AND Student correctly identifies a **second** outcome without explaining it.
2	Student correctly identifies one success **and** one failure of the Truman Doctrine but does not explain either. OR Student correctly identifies and explains one success **or** one failure of the Truman Doctrine.
1	Student correctly identifies one success **or** one failure of the Truman Doctrine but does not explain it. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about the Truman Doctrine.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Topic 2

A. **1.** b **2.** c **3.** d **4.** a **5.** d **6.** d **7.** d **8.** c **9.** b, e, f **10.** a, c **11.** d **12.** b **13.** c **14.** c **15.** b, d

Score	Scoring Description
4	Student correctly identifies and explains **two** reasons the Civil Rights Act of 1964 was a major development in the Civil Rights Movement.
3	Student correctly identifies and explains **one** reason the Civil Rights Act of 1964 was a major development in the Civil Rights Movement. AND Student correctly identifies a **second** reason without explaining it.
2	Student correctly identifies **two** reasons the Civil Rights Act of 1964 was a major development in the Civil Rights Movement but does not explain either. OR Student correctly identifies and explains **one** reason the Civil Rights Act of 1964 was a major development in the Civil Rights Movement.
1	Student correctly identifies **one** reason the Civil Rights Act of 1964 was a major development in the Civil Rights Movement but does not explain it. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about the Civil Rights Act of 1964 and the Civil Rights Movement.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Topic 3

A. **1.** a **2.** a, d **3.** a **4.** a **5.** c **6.** a **7.** b **8.** c **9.** c **10.** a **11.** b **12.** b, c **13.** d **14.** c **15.** a

Score	Scoring Description
4	Student correctly identifies and explains **two** reasons for the collapse of the Soviet Union.
3	Student correctly identifies and explains **one** reason for the collapse of the Soviet Union. AND Student correctly identifies a **second** reason without explaining it.
2	Student correctly identifies **two** reasons for the collapse of the Soviet Union but does not explain either. OR Student correctly identifies and explains **one** reason for the collapse of the Soviet Union.
1	Student correctly identifies **one** reason for the collapse of the Soviet Union but does not explain it. OR Student includes correct information related to the prompt that demonstrates some student content knowledge about the collapse of the Soviet Union.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Activity Pages

Primary Source Analysis (AP 1.1): Iron Curtain Speech, Winston Churchill, 1946

Content: This excerpt is from a speech by former British prime minister Winston Churchill. It warns about the threat of communism and explains that an "iron curtain" (in the form of Soviet influence) is descending across Europe.

Creation: Churchill delivered this speech in 1946.

Communication: The purpose of the speech is to warn the United States and other western European countries of the threat of communism in Europe and around the world. The speech also emphasizes the importance of the relationship between the United States and Great Britain. The intended audience includes students and faculty at Westminster College in Missouri, President Harry S. Truman, and others who will read the speech after it is delivered.

Context: The speech was given the year after World War II ended. The Soviet Union had failed to uphold many of the promises Stalin made before the end of the war, such as not installing puppet governments in central and eastern Europe.

Connection: The source reflects Churchill's growing concern, and the concerns of others, as the Soviet Union worked to expand its influence in Europe and other places around the world.

Consideration: Churchill expresses the point of view that communism poses a major threat to Western democracies. The speech is biased against the Soviet Union.

Conclusion: The source supports the conclusion that Winston Churchill was very fearful about the fate of postwar Europe. It helps explain the origins of Cold War fears in the United States.

Primary Source Analysis (AP 1.1): Atoms for Peace, Dwight D. Eisenhower, 1953

Content: This excerpt is from a speech by President Dwight D. Eisenhower. It very briefly notes how the United States is no longer the world's sole nuclear power before explaining that the United States wants to be associated with the "constructive" uses of atomic energy rather than its "destructive" uses.

Creation: Eisenhower gave this speech in 1953.

Communication: The purpose of the speech is to persuade the international community to use atomic power for positive purposes rather than for war. The intended audience includes leaders of countries and members of the scientific community.

Context: The United States successfully detonated the first atomic bomb in July 1945, then dropped two atomic bombs on Japan the following month. The Soviet Union successfully detonated its first atomic bomb four years later. These events began a nuclear arms race between the United States and the Soviet Union.

Connection: The source reflects fears and optimism around nuclear technology in the 1950s. Even though the United States was building up its nuclear arsenal, leaders such as Eisenhower recognized that nuclear power could and should be used for peaceful purposes.

Consideration: Eisenhower expresses the point of view that nuclear power should be used for good. He regrets and wants to discourage the use of nuclear power as a weapon, as evidenced by his suggestion that the United States reduce or eliminate atomic materials used "for military purposes."

Conclusion: The source supports the conclusion that Eisenhower believed that the international community should work together to promote peaceful atomic energy use. It shows how the Cold War shaped scientific research and global politics.

Primary Source Analysis (AP 1.1): On the Use of Nonviolence, A. Philip Randolph, 1945

Content: This excerpt is from a foreword to a book and was written by A. Philip Randolph. It explains how and why nonviolent direct action is the best way to achieve change. The author explains that violence leads to more violence, while nonviolent direct action helps develop "group cause-consciousness."

Creation: This source was created by Randolph in 1945.

Communication: The purpose of the excerpt is to persuade people to adopt nonviolent techniques to gain civil rights for African Americans in the United States. The intended audience includes civil rights leaders and other participants in the movement.

Context: Randolph was the leader of the Brotherhood of Sleeping Car Porters. In 1941, he proposed a march on Washington to demand that President Franklin D. Roosevelt put an end to discrimination in wartime industries. After World War II ended, African Americans who had fought for freedom overseas returned to prejudice and segregation at home.

Connection: The Civil Rights Movement began to take shape after World War II. Many African Americans called out the country's hypocrisy in having them put their lives on the line for the freedom of others when they enjoyed very few freedoms in the United States.

Consideration: Randolph shares the point of view that humans are basically good and that their prejudices are shaped by the institutions they belong to. He is biased toward nonviolent direct action and condemns the use of violence to achieve change.

Conclusion: This source shows some of the ideas behind the Civil Rights Movement that helped transform the United States during the second half of the twentieth century.

Primary Source Analysis (AP 1.1): The American Indian Movement Occupies Alcatraz, Lenada James, 1983

Content: This excerpt is from a firsthand account of the occupation of Alcatraz Island by Lenada James. It explains who occupied the island and why they did it. The source also explains some of James's own experiences.

Creation: This source was created by James in 1983, recalling events that took place in 1969.

Communication: The purpose of the source is to explain the motivations for the occupation of Alcatraz and describe James's personal experiences. The intended audience includes attendees at the conference where the discussion was held and anyone living in the United States who may be sympathetic to the goals of the American Indian Movement (AIM).

Context: AIM was formed in 1968 in Minneapolis, Minnesota. The movement had many goals, including renewing traditional Native culture, economic independence, and land reclamation. The occupation of Alcatraz began on November 9, 1969, and lasted until June 1971.

Connection: The occupation of Alcatraz was inspired by the larger American Indian Movement. The demonstrators demanded legal ownership of the island for Native Americans as well as the

establishment of a Native American cultural center, a museum, and a university. The occupation of Alcatraz reflected the desire for Native American autonomy and self-determination.

Consideration: The source expresses the point of view that even though the demonstrators' demands were not met, the occupation had many positive effects, including increasing Native American pride. The source is biased against the federal government, as evidenced by the description of "systematic annihilation."

Conclusion: This source helps answer the Framing Question by showing how AIM helped transform the United States. It contributes to my understanding of history by showing what the occupation was actually like from someone who was there.

Primary Source Analysis (AP 1.1): "Great Society" Speech, Lyndon B. Johnson, 1964

Content: This excerpt is from a speech by President Lyndon B. Johnson. It explains that the United States must put its abundant resources to work for all Americans by ending poverty.

Creation: This speech was delivered by Johnson in 1964.

Communication: The purpose of the speech is to encourage support for federal programs to help end poverty in the United States. The intended audience includes members of Congress and the American people.

Context: The 1960s were a period of significant change in the United States. The Civil Rights Movement was well underway at this point. In addition to racial inequality, the United States also experienced significant economic inequality.

Connection: Johnson argued that poverty was not an individual failure but a social one. He worked with Congress to create programs such as Medicaid, Medicare, and Head Start to help alleviate poverty in the United States. His administration also invested in education and vocational training programs to help improve economic outcomes for Americans.

Consideration: Johnson has the point of view that eliminating poverty is the responsibility of both the government and all Americans. He is clearly in favor of social, racial, and economic equality. However, some Americans criticized parts of the Great Society, arguing that federal programs expanded government too far, were expensive, and encouraged dependency.

Conclusion: This source shows some of the ways the United States changed during the middle of the twentieth century. It contributes to my understanding of history by showing how President Johnson appealed to Americans to bring about positive change.

Primary Source Analysis (AP 1.1): Statement of Vietnam Veterans Against the War, John Kerry, 1971

Content: This excerpt is from a speech John Kerry, a Vietnam War veteran, delivered to the Senate Foreign Relations Committee. It explains how veterans who served in Vietnam view the conflict.

Creation: The speech was delivered by Kerry in 1971.

Communication: The purpose of the speech is to share the disillusionment of Vietnam War veterans with Congress. The intended audience includes members of the Senate Foreign Relations Committee, members of both houses of the U.S. Congress, and the American people.

Context: President Lyndon B. Johnson escalated U.S. involvement in the Vietnam War starting in 1964, committing hundreds of thousands of U.S. troops to the conflict. Popular support for the war declined as the decade progressed, and by 1968, many Americans believed the war could not be won at a reasonable cost.

Connection: John Kerry's speech explains the human and financial toll that the war had taken and continued to take and cites numerous examples of why the Vietnam War was not only problematic but also unwinnable.

Consideration: The source reflects the point of view that the United States should end its involvement in Vietnam. John Kerry is very critical of the government's motivations for continuing to fight the war.

Conclusion: This source helps answer the Framing Question by explaining how the Vietnam War, part of the larger Cold War, impacted domestic society—and veterans—in the United States.

Primary Source Analysis (AP 1.1): "Tear Down This Wall," Ronald Reagan, 1987

Content: This excerpt is from a speech by President Ronald Reagan. It explains how the Soviet Union once believed it would defeat the United States in

the Cold War but is now adopting reforms that mirror some aspects of the United States.

Creation: This speech was delivered by Reagan in 1987.

Communication: The purpose of the speech is to encourage the Soviet Union to speed up its reforms and to tear down the Berlin Wall as an act of peace between Eastern Europe and the West. The intended audience includes those attending the speech, leaders in the Soviet Union (especially General Secretary Mikhail Gorbachev), and people around the world.

Context: Starting in 1985, Mikhail Gorbachev began introducing new reforms to the Soviet Union, including economic restructuring, increased democracy, and greater freedom of speech.

Connection: Reagan's speech was given in response to internal changes in the Soviet Union. It was intended to encourage Gorbachev and other Soviet leaders to continue to institute reforms to allow greater freedoms in the Soviet Union and the Eastern bloc.

Consideration: Reagan has the point of view that the Berlin Wall should be opened as a symbol of peace and commitment to reform. While critical of Soviet policies and communism, Reagan also recognizes that Gorbachev has begun making reforms and uses his speech to encourage further progress.

Conclusion: This source shows how the Cold War helped shape U.S. foreign policy toward the Soviet Union and how Western leaders responded to reform efforts in the Soviet Union.

Cuban Missile Crisis Communication (AP 1.2)

Kennedy to Khrushchev

Date written: October 22, 1962

Main ideas:

- includes a copy of Kennedy's statement to Congress
- expresses concerns that the Soviet Union is not understanding the United States
- expresses belief that Khrushchev is a "sane man" who would not "deliberately plunge the world into war"
- recommits the United States to peaceful negotiations and solutions to the conflict with the Soviet Union while asserting that the United States will not permit the spread of Soviet ideology
- affirms Congress's support for taking necessary steps "to protect its own security and that of its allies" and to remove "this threat to the security of the hemisphere"
- asserts that the United States is "taking . . . the minimum response" to the Soviet Union's actions in Cuba

Khrushchev to Kennedy

Date written: October 23, 1962

Main ideas:

- acknowledges Kennedy's speech
- calls U.S. actions "a serious threat to peace and to the security of nations"
- accuses United States of violating United Nations Charter
- accuses United States of interference in Cuba
- asserts that weapons in Cuba are for defensive purposes
- states that the U.S. government should denounce Kennedy's policies

Similarities: Both letters address concerns about escalating the Cuban missile crisis. Both letters also reference the inclusion of information designed to keep each government leader informed about the other government's actions.

Differences: The letters differ in their tone and the points that they make. Kennedy's letter tries to appeal to Khrushchev's better nature by assuming that he is not trying to start a nuclear war. Kennedy frames U.S. actions in terms of defense. Khrushchev, by contrast, frames the United States as the aggressor in the Cuban missile crisis and accuses the United States

of threatening the security of other nations and of interfering with Cuba's ability to defend itself.

Domain Vocabulary: Unit 5 (AP 3.1)

Possible responses:

1. Image on page 117: U.S. involvement on the Korean Peninsula was part of the country's policy of **containment**; if communist North Korea did not succeed in taking control of democratic South Korea, communism could be contained within its current international borders.

2. Image on page 155: Sit-ins were just one form of **civil disobedience** during the Civil Rights Movement, as protesters remained determined to bring about change through nonviolent methods.

3. Image on page 163: The landmark Civil Rights Act of 1964 received **bipartisan** support after President Johnson urged Senate Republicans and Democrats to work together.

4. Image on page 174: **Feminism** experienced a "second wave" in the 1960s and 1970s as women became inspired by the Civil Rights Movement to work toward equal pay and the prohibition of sex-based discrimination.

5. Image on page 211: The Iran–Contra Affair of 1986 exposed illegal efforts by the U.S. government to support the Contras, an insurgent group in Nicaragua. This incident highlighted how the United States continued to wage **proxy wars** in its attempt to curb the spread of communism.

Unit 6: The Modern Age and the Recent Past

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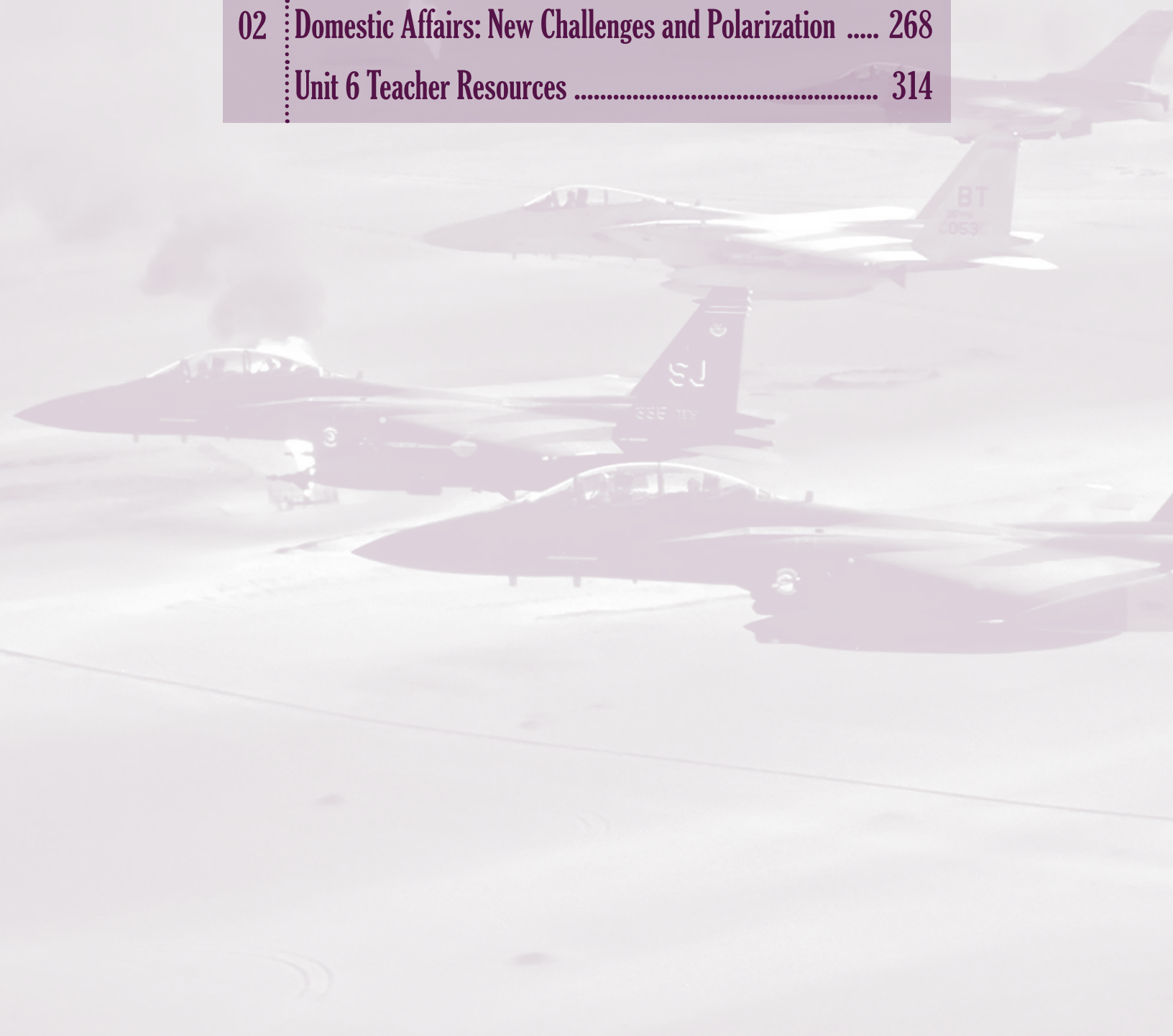


UNIT 6

TOPIC 1: Navigating the New World Order: U.S. Influence and Intervention

Framing Question: How did U.S. foreign policy change after the Cold War?

Primary Focus Objectives

- ✓ Explain the causes and effects of the Gulf War. **(US.18.c)**
- ✓ Analyze the effects of advancements in media during the late twentieth and early twenty-first centuries. **(US.18.e)**
- ✓ Analyze the administrations and foreign policy decisions of George H. W. Bush, Bill Clinton, and George W. Bush. **(US.18.h)**
- ✓ Explain the causes and effects of the September 11 attacks, including U.S. military operations and expansion of federal agencies. **(US.18.f)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *terrorist*, *coalition*, *sanction*, *centrist*, *nonproliferation*, *extremist*, *insurgent*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About Navigating the New World Order: U.S. Influence and Intervention":

https://www.coreknowledge.org/land-of-liberty

Materials Needed

Activity Page

AP 1.1

- individual student copies of Primary Source Analysis (AP 1.1)
- maps of the Eastern bloc in 1989–91, the Strait of Hormuz, former Soviet republics, Yugoslavia's changing boundaries, ethnic distributions in Yugoslavia, Bosnian ethnic divisions before and after the Dayton Peace Accords in 1995, Kosovo, and predominantly Muslim countries
- videos of Gulf War air strikes (16:00 – 23:20) and the Vietnam War in 1970
- Peace Corps website
- audio of 2004 interview of Roméo Dallaire (27:12 – 30:53)

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the maps, videos, website, and audio may be found:

https://www.coreknowledge.org/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

terrorist, n. someone who uses violence or the threat of violence to create widespread fear in order to pursue political goals **(219)**

Example: Terrorists were responsible for the damage to the country's capital.
Variations: terrorism (n.), terrorist (adj.), terrorize (v.)

coalition, n. a group of people or countries that join together for a common purpose, such as a political mission **(223)**

Example: The United States led a coalition of nations to attack Iraq.

sanction, n. a restriction on trade with a government in response to that government's behavior **(223)**

Example: Because of the sanctions on trade, we did not import the country's products.
Variations: sanction (v.)

centrist, n. someone who has moderate political views in the center of the political spectrum **(227)**

Example: The candidate was a centrist known for ideas that were both pro-business and pro-environment.
Variations: centrism (n.), centrist (adj.)

nonproliferation, n. the act of preventing the spread of something, particularly nuclear weapons **(233)**

Example: One goal of nonproliferation was to safely destroy nuclear weapons.

extremist, n. someone who holds extreme political or religious beliefs outside of what society finds acceptable; often someone who uses intimidation or violence to support these beliefs **(234)**

Example: The religious group was comprised of extremists who used methods not supported by most people who practiced their religion.
Variations: extremism (n.), extremist (adj.)

insurgent, adj. fighting or rebelling against the government of one's own country **(248)**

Example: The country's leader was removed from power by insurgent forces.
Variations: insurgent (n.), insurgency (n.)

The Core Lesson

Introduce *The Modern Age and the Recent Past*

Have students review the unit opening image on page 217, and ask if they can identify the event shown or any details about this event (what happened, when, where, and why). Students may be able to identify that the photo shows modern fighter aircraft flying over a desert region. Some students may note the burning oil fields and the smoke billowing into the air. Tell students that this image was captured during Operation Desert Storm in 1991, part of the Persian Gulf War. The aircraft were conducting air missions over Kuwait and Iraq in response to Iraq's invasion of Kuwait. Ask what events and ideas students think will be discussed in the unit based on this image. Students will likely mention U.S. military engagement abroad, modern warfare and weapons, and international conflicts involving the United States. They may also refer to challenges in domestic policy, such as decisions about the use of military force, efforts to maintain national security, and economic and social concerns within the United States related to overseas conflicts.

Introduce "Navigating the New World Order: U.S. Influence and Intervention"

Call students' attention to the Framing Question. Review that the Cold War ended in 1991 with the fall of the Soviet Union. The United States, already a leading global power for much of the twentieth century, now stood as the world's sole superpower. Encourage students to observe how the United States and each presidential administration set foreign policy goals and interacted with other countries in this new period of unmatched influence.

Guided Reading Supports for "Navigating the New World Order: U.S. Influence and Intervention"

"9/11," pages 218–219

Scaffold understanding as follows:

Have students read the section on pages 218–219.

CORE VOCABULARY—Point out the vocabulary term *terrorist*, and explain its meaning.

SUPPORT—Explain that while the September 11 attacks were devastating on national and global scales, personal stories of heroism became part of how Americans remembered the day. These stories helped foster unity and resilience in the aftermath of tragedy. Ask: Why do you think historians and educators include personal stories and stories of heroism when teaching about important events like 9/11? (*Possible response: They personalize the tragedy and help us see that pivotal moments in history affect, and are affected by, real people. Stories make history more relatable, showing that history is more than numbers and facts. History is made up of individuals' experiences of events that impact real people.*) **(US.6.a, US.18.f)**

SUPPORT—Remind students that the September 11 attacks came at a time when the United States believed itself to be relatively secure after the Cold War. The attacks not only caused immediate loss of life but also shattered that sense of security, reshaping American foreign and domestic policy for years to come.

SUPPORT—Explain that New York City's Financial District, where the World Trade Center was located, is considered the financial capital of the world. As the headquarters for global finance, the district and its buildings symbolized capitalism and the economic stature of the West. Remind students that in this context, *the West* refers to Europe and the United States. Ask students how they think this symbolism affected the attackers' choice to target the Financial District. (*Possible response: The attackers wanted to destroy a symbol of the West and of Western financial power; they wanted to damage and destabilize the U.S. economy.*) **(US.6.a, US.18.f)**

After students read the text, ask the following questions:

LITERAL—What happened on September 11, 2001? **(US.18.f)**

» On September 11, 2001, hijackers took control of four airplanes; two crashed into the Twin Towers in New York City, one crashed into the Pentagon, and another crashed in a Pennsylvania field after passengers rose up and attacked the hijackers.

ANALYTICAL—Why were the events of September 11, 2001, shocking to many Americans? **(US.2, US.18.f)**

» The events were shocking because after the Cold War, many Americans believed the United States was the world's only superpower, safe from outside attack. The terrorist

strikes shattered that sense of security and changed American foreign policy and daily life.

"A 'New World Order' Emerges," page 220

Scaffold understanding as follows:

Have students read the section on page 220.

SUPPORT—The phrase "new global order" in the second paragraph of the section is used here to describe how U.S. leaders understood the post–Cold War world in the early 1990s. Students will encounter the phrase "new world order" in this section and again later in the unit. Explain to students that they will read more about this phrase, how President George H. W. Bush used this language, and the context in which he described U.S. goals after the fall of the Soviet Union.

Online Resources

SUPPORT—Remind students that at the end of the Cold War, the Soviet Union relinquished its control of countries in the Eastern bloc as well as former Soviet republics. Each of these countries was now independent and needed to make decisions about governing itself. Show the map of the Eastern bloc in 1989–91, point out the Soviet satellites and former satellites, and ask students to share their observations. **(US.4, US.5.a, US.17.k)**

Reminder: The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

www.coreknowledge.org/land-of-liberty

SUPPORT—Explain that with communism on the wane around the world, the United States needed to change the focus of its foreign policy. Point out the term *reoriented* in the text, and explain that it means changed direction or adjusted focus. Relate this idea to the Framing Question so students understand that the United States was shifting its priorities away from Cold War concerns and toward new global challenges.

SUPPORT—The section describes President George H. W. Bush's stated goal of spreading democracy and human rights around the world. Remind students that, as they learned in Unit 5, U.S. reasons for international interventions were complex and did not always have the goal of upholding global democracy. For instance, the United States supported anti-communist dictators around the world to further the goal of containing communism.

SUPPORT—Point out President Bush's quote: "People everywhere seek government of and by the people. And they want to enjoy their inalienable rights to freedom and property and person. . . . Government has failed if citizens cannot speak their minds." Have students restate the statement in their own words. (*Possible response: People want to live in a democracy that upholds rights like freedom and safety. A government isn't doing its job if it doesn't let people speak freely.*) **(US.5.a, US.5.b, US.6.a, US.18, US.18.h)**

After students read the text, ask the following questions:

ANALYTICAL—Why did the United States need to change the focus of its foreign policy in the early 1990s? **(US.2, US.18, US.18.h)**

» The United States needed to change its foreign policy focus because the Cold War and the Soviet Union had ended, so the old goal of containing communism no longer applied. Instead, U.S. policy shifted toward building a new global order that emphasized supporting democracy and human rights.

"Saddam Invades Kuwait," pages 220–223

Scaffold understanding as follows:

Have students read the section on pages 220–223.

SUPPORT—Point out the sentence in the second paragraph of the section that includes "Iraq invaded its neighbor Iran." Prompt students to recall what they learned in Unit 5 about the 1979 Iranian Revolution, the ayatollah, and U.S. involvement in Iran. The Iraqi invasion of Iran was connected to these regional tensions, as Saddam Hussein sought to expand Iraq's power and challenge Iran's influence in the Middle East.

SUPPORT—Saddam Hussein is referred to as *Saddam* in the text. The name Saddam Hussein is not (as it may appear to students) a first name and family name. Instead, Hussein was his father's personal (first) name, and Saddam is a name the dictator gave himself; its meaning is close to fighter or destroyer and is derived from the Persian word for crush. He was known simply as Saddam in Iraq, throughout the Arabic world, and frequently in Western media. His full name was Saddam Hussein Abd al-Majid al-Tikriti.

SUPPORT—Review the image of Saddam and caption on page 220. Remind students that a *cult of personality* is a system that uses symbolism and art (such as propaganda posters) to glorify a political leader and present the leader as larger than life and omnipresent, or present everywhere at the same time. This system gives a leader and their government greater power and attempts to encourage public loyalty. Students should recall from Unit 5 that communist leaders like Joseph Stalin and Mao Zedong used cults of personality to maintain control and to remind their countries who was in charge.

Online Resources

SUPPORT—Review the map on page 221, and point out Kuwait and the Persian Gulf. Guide students to identify the border Kuwait shares with Iraq. Explain that Iraq had long sought greater access to the Persian Gulf, and disputes with Kuwait over territory and shipping channels contributed to tensions. Point out the Strait of Hormuz, a narrow passage at the mouth of the Persian Gulf linking it to the Arabian Sea. This strait was (and remains today) a key shipping route for global oil. Display the Strait of Hormuz map, pointing out that the Strait of Hormuz lies between Iran to the north and Oman and the United Arab Emirates to the south. Reemphasize that its position makes it one of the most important waterways for transporting oil from the Persian Gulf to world markets. **(US.4, US.5.a, US.18.c)**

After students read the text, ask the following questions:

LITERAL—Who was Saddam Hussein? What was his political goal? **(US.18.c)**

» Saddam Hussein was a dictator in Iraq who restricted citizens' rights and used secret police to punish opponents. His political goal was for Iraq to dominate other Persian Gulf nations and the entire Middle East.

LITERAL—Why did Saddam Hussein go to war with Iran? **(US.18.c)**

» Saddam wanted to control oil supplies, counter Iran's attempt to spread its Islamic revolution, and gain disputed territory.

LITERAL—What happened when Iraq invaded Kuwait? **(US.18.c)**

» Saddam sent thousands of troops to invade Kuwait on August 2, 1990, seizing the capital, Kuwait City; setting up a new government; and claiming Kuwait as the nineteenth province of Iraq.

THINK TWICE—What were President Bush's goals for the post–Cold War world, and how did Saddam Hussein threaten those goals?

» President Bush's goals for the post–Cold War world were to support democracy and human rights as part of a new global order. Saddam Hussein threatened those goals by ruling Iraq as a brutal dictator, restricting citizens' freedoms, and seeking to dominate the Persian Gulf and the Middle East by invading neighboring countries such as Iran and Kuwait.

Primary Source Feature: "Address to the United Nations General Assembly, George H. W. Bush, 1991," page 222

Scaffold understanding as follows:

Background for Teachers: The General Assembly is the United Nations' primary policymaking body. It discusses and makes decisions about important topics related to international law, peacekeeping, and human rights. Each United Nations member state is represented with one vote in the assembly.

Direct students to the Primary Source Feature on page 222.

Introduce the source to students by reviewing the goals and functions of the United Nations, which students learned about in Unit 5. Briefly explain what the General Assembly is, and review the introductory text.

Have students read the source.

SUPPORT—Explain that the word *leavened* here means influenced or transformed for the better. In cooking, leavening is the process that makes bread and cakes rise. Bush is implying that the end of the Cold War marks a major positive change for the world.

SUPPORT—Call students' attention to the paragraph beginning "Communism held history captive for years." Review that Bush is describing the countries formerly within the communist sphere of influence. These nations now had the opportunity to govern themselves and pick their own leaders. However, while communism had limited these countries' rights to self-determination, it also had provided a unifying force and identity that was now gone. In its absence, nations risked becoming fragmented into smaller groups with conflicting goals, leading to disputes that might escalate to war. Here, Bush addresses the concern of what the world would look like after communism and what new conflicts might arise.

SUPPORT—Remind students that this speech was given just before the official fall of the Soviet Union reoriented U.S. foreign policy away from communism and toward a new global order. Ask: Given that context, why is this source significant? (*This source is significant because it shows the United States, via George H. W. Bush, continuing to shape its role as a leader in the new world order.*) **(US.5.a, US.5.b, US.6.a, US.18, US.18.h)**

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—According to Bush, what challenges did nations formerly under communist control face after the Cold War? **(US.5.a, US.5.b, US.18, US.18.h)**

» Nations faced the challenge of the return of old ethnic and nationalist rivalries and hatreds. Communist control had temporarily suspended these rivalries.

ANALYTICAL—According to Bush, which rights must any successful government respect? **(US.5.a, US.5.b, US.18, US.18.h)**

» Bush believes that a successful government must give citizens the freedom to speak their minds, form political parties, elect governments without coercion, practice their religions freely, and enjoy their inalienable rights to freedom, property, and person.

LITERAL—What does Bush believe the United Nations should do to help countries rebuild after the Cold War? **(US.5.a, US.5.b, US.18, US.18.h)**

» Bush believes the United Nations should continue to aid countries and encourage free economic markets. He thinks the United Nations should let each country choose its form of government but remind it to honor a universal standard of decency.

"A Global Coalition Responds," pages 223–224

Scaffold understanding as follows:

Have students read the section on pages 223–224.

CORE VOCABULARY—Point out the vocabulary terms *coalition* and *sanction*, and explain their meanings.

SUPPORT—Explain that *coalition* often refers to a temporary alliance of nations, political parties, or governments to accomplish a goal. Secretary of State James Baker formed an international coalition to accomplish the goal of getting Saddam to withdraw from Kuwait.

SUPPORT—Explain that *sanction* can mean two very different things depending on how it is used. As a verb, it can mean to allow or permit something, or it can mean to penalize for doing something wrong; as a noun, it can mean approval or permission, or—often in plural form (*sanctions*)—it can mean penalties meant to influence behavior. (Students read about such penalties and how they were used against North Korea during the Korean War in Unit 5.) In this case, the UN sanctions were economic penalties that cut off international trade with Iraq. These penalties were meant to pressure Saddam to comply with UN demands so that the sanctions would eventually be lifted.

SUPPORT—Explain that a UN resolution is a formal statement that expresses the United Nations' official opinion about a situation or event. A resolution can describe an action the United Nations will take or an instruction or directive given to a specific audience (such as an instruction to the Iraqi government to leave Kuwait).

SUPPORT—Review the image on page 223 of U.S. troops in Operation Desert Shield. Explain that to protect soldiers in extreme climates—the daytime heat in Saudi Arabia could reach up to 120 degrees Fahrenheit (49°C)—the U.S. military developed a desert battle dress uniform with lightweight fabric that regulated body temperatures.

SUPPORT—Explain that one goal of Operation Desert Shield was to shield, or protect, Saudi Arabia from invasion.

After students read the text, ask the following questions:

LITERAL—How did the United Nations attempt to influence Iraq's actions before using force? **(US.18.c)**

» The United Nations condemned Iraq's invasion of Kuwait, demanded an immediate withdrawal, imposed economic sanctions, and established a naval blockade to restrict

Iraq's trade. These measures were intended to pressure Saddam to comply without resorting to war.

LITERAL—What did the United Nations resolution and ultimatum demand? **(US.18.c)**

» The United Nations issued a resolution requiring Iraq to withdraw from Kuwait by January 15, 1991. If Iraq refused, member nations were authorized to use military force to restore international peace and security.

THINK TWICE—Why did the United States send troops to Saudi Arabia?

» The United States launched Operation Desert Shield to defend Saudi Arabia and prevent Iraq from attacking the country and gaining access to its oil supply. If Saddam moved to take over Saudi Arabia, Iraq would control about 40 percent of the world's oil reserves, giving him dangerous influence over a resource vital to the U.S. economy. Protecting Saudi Arabia's oil was important to the United States because of the two countries' friendly relationship and the region's importance to the global economy.

"The New World Order" and "Operation Desert Storm," pages 224–226

Scaffold understanding as follows:

Have students read the sections on pages 224–226.

SUPPORT—Point out the phrase " new world order," and explain that this term referred to President Bush's idea of a new era of international cooperation after the Cold War, in which the United States would work with other countries to maintain peace and support democracy. Emphasize that the Gulf War was an example of this vision in action because the United States built a coalition of more than thirty nations to respond to Iraq's invasion of Kuwait.

SUPPORT—Review the map of the ground campaign on page 225. Explain that an advance is an offensive military strategy in which troops move forward or advance toward the enemy. Point out the lines on the map labeled "12 hr," "48 hr," "80 hr," and "100 hr," which show how many hours had passed since the start of the ground campaign on February 24, 1991. These hour markers and the blue coalition front lines illustrate how quickly coalition forces moved into Kuwait and Iraq. Guide students to point out divisions from countries that were coalition members or allies of the United States—the United Kingdom, France, Saudi Arabia, and other Arab forces. **(US.4, US.5.a, US.5.b, US.18.c)**

Online Resources

ACTIVITY—As a class or in small groups, have students watch the CNN video of Gulf War air strikes, starting at around 16:00 and continuing to the end. Review with students that in the early 1990s, during the Gulf War, Internet use was not widespread; for immediate breaking news, Americans still relied primarily on television and, to a lesser degree, radio. Clarify that the Gulf War was not the first war to be covered live; television networks had also broadcast combat footage during the Vietnam War. Next, show students the CBS Evening News video segment on the Vietnam War and remind students that this was televised on the evening news in 1970. Explain to students that the Gulf War was the first conflict in which a televised bombing campaign was shown on continuous satellite video. Critics sometimes called it the "video game war" because the bombing footage resembled the on-screen visuals of a video game. Ask: How do you think viewers at home responded to CNN coverage of the Gulf War? Compare this to how viewers might have reacted to Vietnam War coverage. (*Possible response: Gulf War viewers may have been fascinated by real-time visuals of high-tech air strikes, while Vietnam War viewers may have felt proud of U.S. soldiers' bravery, curious about what was happening overseas, or disturbed by the footage of American troops fighting in the*

jungles of Vietnam and its human cost.) Why did reporters go to Iraq and put themselves at risk? Compare this to Vietnam correspondents. (*Possible response: In both wars, reporters risked their safety to show the public what was happening, but Gulf War reporting emphasized technology and immediacy, while Vietnam War reporting emphasized the human cost of war.*) How did the technology of the times shape what the public knew about each war? (*Possible response: In the Vietnam War, limited broadcasts meant delayed and curated coverage; in the Gulf War, CNN provided rapid, twenty-four-hour updates, changing how Americans consumed and perceived war news.*) How might televised coverage of war affect viewers' perceptions of violence? (*Possible response: Televised coverage can make the violence seem exciting or like a movie, even though it shows real events with real victims. Over time, seeing such images repeatedly might also desensitize viewers to the real suffering caused by war.*) **(US.2, US.3, US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.6.c, US.18, US.18.c, US.18.e)**

SUPPORT—Students learned at the conclusion of Unit 5 that the Soviet Union—and Mikhail Gorbachev's presidency—came to an end in late December 1991. Highlight that the Bush–Gorbachev meeting discussed in this section preceded the dissolution of the Soviet Union several months later.

After students read the text, ask the following questions:

ANALYTICAL—How did President Bush explain the decision to use force in the Gulf War? **(US.18.c, US.18.h)**

» President Bush gave speeches that described Saddam's brutality against the Kuwaiti people and warned about the danger of weapons of mass destruction.

LITERAL—What was Operation Desert Storm? **(US.18.c)**

» Operation Desert Storm was the combat phase of the Gulf War, beginning in January 1991 with air strikes and followed by a ground campaign that freed Kuwait from Iraqi control.

LITERAL—Why did Iraq attack Israel? **(US.18.c)**

» Iraq attacked Israel because Iraqi leaders wanted to provoke Israel into fighting back. Iraqi leaders believed that if Israel fought back against Iraq, Arab countries would refuse to fight alongside Israel and would drop out of the U.S.-led coalition.

ANALYTICAL—What role did the television station CNN play in the Gulf War? **(US.18.c, US.18.e)**

» CNN broadcast live video of the bombings in Baghdad and provided continuous coverage, shaping public opinion and creating unity at home.

✓ **THINK TWICE—**Why might President Bush have described the Persian Gulf crisis as an opportunity for "a new world order"?

» President Bush believed the Gulf War showed the possibility of greater international cooperation after the Cold War ended. He described the crisis as "a rare opportunity to move toward an historic period of cooperation" and connected this to the idea of "a new world order." In this new order, the United States would play the role of a powerful peacekeeper and defender of democracy worldwide.

✓ **THINK TWICE—**How did events in the Middle East shape foreign policy during the early 1990s?

» The Gulf War demonstrated a shift in U.S. foreign policy away from Cold War–era containment of communism and toward building international coalitions. The United

States took preemptive action against threats, real and perceived, to other nations as well. President Bush emphasized the importance of not only keeping dangerous weapons out of the hands of dictators but also taking aggressive action if necessary. The war also showed how U.S. leadership could bring together a multilateral coalition of countries in a moment of post–Cold War unity. These developments reinforced the idea of the United States as the leader in "a new world order," in which global stability depended on confronting threats like Saddam Hussein and supporting democracy and peacekeeping efforts abroad.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did U.S. foreign policy change after the Cold War?"

"U.S. Foreign Policy Under Bill Clinton," pages 226–228

Scaffold understanding as follows:

Have students read the section on pages 226–228.

CORE VOCABULARY—Point out the vocabulary term *centrist*, and explain its meaning.

Online Resources

SUPPORT—Review the map that shows the former Soviet republics (the areas in color) once they became the Commonwealth of Independent States, asking students to share their observations. Remind students of the distinction between Soviet republics (areas that were part of the Soviet Union) and Eastern bloc countries (countries that remained formally independent but were still allies of the Soviet Union and under its influence). In each case, communism held strong political and economic control over the areas, and both Eastern bloc countries and former Soviet republics struggled to transition to full independence after the demise of the Soviet Union. **(US.4, US.5.a, US.17.k)**

Online Resources

SUPPORT—Remind students that they read about conflict in the Balkan states and Serbian nationalism in Unit 3. Show them the maps of Yugoslavia's changing boundaries in 1919 (after World War I), 1946 (after World War II), and 1992 (after the Cold War). All three maps are in the top-right corner of the page, and clicking on them enlarges all three. To give further context to ethnic divisions in former Yugoslav republics, show the map of ethnic distributions in Yugoslavia. The map is from 2008 but reflects many of the ethnic groups and divisions discussed in the text. Guide students to identify areas with populations of ethnic Bosniaks and Serbs (the groups discussed in the text). Provide additional clarification by explaining that Bosnia and Herzegovina consists of two distinct geographic regions that are historically linked and are today considered one country. Serbia and Montenegro remained a joint republic until 2006, when Montenegro became independent. **(US.4, US.5.a, US.5.b, US.5.c)**

SUPPORT—Provide pronunciation support for Slobodan Milošević: /slo*boh*dan/ mi*lo*shuh*vich/.

SUPPORT—Point out the term *ethnic cleansing*. It describes the effort of a single ethnic group to dominate an area (such as a country) by forcing out other groups through expulsion, intimidation, or violence. While this process can include atrocities and sometimes overlap with genocide, it is not the same. *Genocide* refers to the deliberate attempt to destroy, in whole or in part, an entire people. Ethnic cleansing, by contrast, is focused on removing groups from a territory rather than exterminating them outright. Both are considered crimes against humanity.

SUPPORT—Explain that *Bosniaks* (sometimes spelled *Bosniacs*) is an English-language term that describes ethnic Muslims with Bosnian heritage, while the term *Bosnians* generally refers to citizens of the country of Bosnia and Herzegovina, regardless of ethnicity. The three largest ethnic groups in Bosnia and Herzegovina are Bosniaks, Serbs, and Croats. These groups' main cultural distinctions are the religions they practice: In general, Bosniaks are Muslims, Serbs are Orthodox Christians, and Croats are Roman Catholics.

SUPPORT—Point out the term *pragmatic* in the same sentence as the vocabulary term *centrist*. Explain that someone who is pragmatic prioritizes the outcomes and effects of ideas and actions rather than strictly adhering to abstract principles or theories. Ask students to pay attention to how pragmatism affected President Clinton's decision-making.

After students read the text, ask the following questions:

LITERAL—According to Secretary of State Baker, what were the United States' policy priorities in former Soviet republics? **(US.2, US.18, US.18.h)**

» Baker said U.S. priorities included respecting borders, upholding international law, and supporting democracy.

LITERAL—Who was Slobodan Milošević? What was his goal? **(US.2)**

» Slobodan Milošević was the president of Serbia. His goal was to pursue a "greater Serbia," which he pushed by using nationalist rhetoric to inflame tensions.

ANALYTICAL—How did Serbian nationalism lead to conflict in the Balkan states after the Cold War? How did the United States respond? **(US.2, US.18, US.18.h)**

» Serbian nationalism encouraged Bosnian Serbs to launch a campaign of ethnic cleansing and genocide against Bosniaks, Bosnia's Muslim population, after Bosnia and Herzegovina declared independence. This led to a war between Bosnian Serb forces and the Bosnian government, beginning with the siege of Sarajevo in April 1992 and continuing until 1995, when a U.S.-led NATO peacekeeping force was sent to the region.

LITERAL—Which factors contributed to Bill Clinton's election to the presidency in 1992? **(US.18.h)**

» Incumbent president George H. W. Bush lost support due to a slowing economy and rising unemployment. Bill Clinton's centrist, pragmatic appeal as a "New Democrat" also contributed to his victory.

"The North American Free Trade Agreement," pages 228–230

Scaffold understanding as follows:

Have students read the section on pages 228–230.

SUPPORT—Remind students what they learned about capitalism in Unit 2: Under capitalism, private individuals and businesses control capital (money, land, resources, and other assets) and decide how it should be used, with the ultimate goal of selling goods or services for more money than they cost to produce. Draw students' attention to the following sentence in the first paragraph of the section: "Clinton viewed free trade as a tool for expanding capitalism abroad, a key goal of his foreign policy agenda." Ask: How do you think capitalism becomes part of foreign policy? (*Possible response: If a country wants to boost its economy,*

it may try to introduce or market its products to other parts of the world in order to expand consumer bases. This goal could be worked into a government's policy goals as it interacts with other governments.) **(US.2, US.11.b, US.18, US.18.h)**

SUPPORT—Review the definition of *tariff*, which students learned in Unit 1. Explain that a quota, in the context of trade, is a limit on the quantity of goods that can be exported or imported. Explain that debates about free trade, tariffs, and other issues of international trade continue today in the United States. NAFTA was replaced by the United States–Mexico–Canada Agreement (USMCA) in 2020 under President Donald Trump, which included changes to rules on labor protections and automotive manufacturing. Explain that Canada and Mexico remain the destinations that receive the most U.S. exports.

SUPPORT—Remind students that *free trade* means trade without tariffs (taxes), quotas (limits on amounts), or other barriers that make it harder for goods to move between countries.

SUPPORT—Explain that NAFTA was part of a larger trend of globalization in the 1990s, as economies around the world became more interconnected.

SUPPORT—Explain that a service-based economy is one in which most economic activity comes from providing services to meet people's needs rather than producing commodities or manufacturing and delivering goods.

SUPPORT—Ask students to think about everyday products they use, such as cars, electronics, or clothing, and consider whether those items may have been designed, assembled, or manufactured in more than one country. Explain that this reflects the lasting impact of trade agreements like NAFTA on how goods are produced and sold. Have students examine the tags on their clothing to see where the items were made and discuss what this suggests about global trade today. (*Answers will vary.*) **(US.2, US.6.a, US.18, US.18.h)**

After students read the text, ask the following questions:

LITERAL—What was NAFTA? **(US.2, US.18, US.18.h)**

» NAFTA, the North American Free Trade Agreement, was a trade pact signed into law in 1993 that created a free-trade zone among Canada, Mexico, and the United States. It removed tariffs, quotas, and other barriers to the flow of goods among the three countries.

ANALYTICAL—How did NAFTA support President Clinton's foreign policy goals? **(US.2, US.18.h)**

» NAFTA supported President Clinton's goals because he saw free trade as a way to expand capitalism abroad, which was one of his key foreign policy priorities. By promoting open markets and encouraging economic cooperation, NAFTA aligned with Clinton's strategy of using trade to strengthen international ties and U.S. leadership.

INFERENTIAL—Why might opponents of NAFTA have been concerned that weaker labor protections in Mexico could lead to job losses in the United States? **(US.2, US.6.a, US.18)**

» Opponents feared that weaker labor protections would make it cheaper for companies to operate in Mexico because employers would face fewer rules about worker safety, wages, and working conditions. As a result, U.S. companies might move factories out of the United States to reduce costs, leading to job losses in American manufacturing communities.

INFERENTIAL—Why did leaders in Mexico, Canada, and the United States support NAFTA? **(US.2, US.6.a, US.18, US.18.h)**

» Leaders in all three countries supported NAFTA because they believed free trade would boost economic growth. For the United States, the agreement promised cheaper imports and new markets for American exports. Canadian and Mexican leaders also saw NAFTA as a way to strengthen economic ties with the United States, attract investment, and modernize their economies. President Clinton argued that free trade would create thousands of U.S. jobs. Together, these goals of expanding trade, lowering consumer costs, and encouraging growth made NAFTA appealing to leaders across North America.

THINK TWICE—What were the positive and negative effects of NAFTA for the United States?

» Positively, NAFTA led to significant growth in trade between the United States, Mexico, and Canada, especially in manufactured goods. Factories along the U.S.–Mexico border expanded as companies used them to lower costs and increase production. However, many U.S. factory towns experienced job losses as companies moved production to Mexico, and the economic gains of NAFTA were unevenly distributed.

Primary Source Feature: "On NAFTA, Bill Clinton, 1993," page 229

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 229.

Introduce the source to students by reading the introductory material. Check student understanding by having students briefly recall what NAFTA was and which countries it involved.

Have students read the source.

SUPPORT—President Clinton mentions "environmental and labor side agreements" added to NAFTA. These agreements were added due to concerns of Democrats in Congress and NAFTA critics, who observed that factories in Mexico had looser labor and environmental regulations than factories in the United States and worried that if NAFTA encouraged Mexico to industrialize quickly, working conditions and the environment might suffer.

SUPPORT—Explain that GATT stands for the General Agreement on Tariffs and Trade. First established in 1947, GATT grew over the decades into a framework regulating trade among more than one hundred countries by the 1990s. In 1995, it was replaced by the World Trade Organization (WTO), which continues to oversee international trade rules today.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—What does Clinton claim the positive effects of NAFTA will be? **(US.5.a, US.5.b, US.18, US.18.h)**

» Clinton claims that NAFTA will support the American economy, create two hundred thousand jobs for Americans, and eliminate trade barriers between Canada, Mexico, and the United States. He states that the environmental and labor agreements in NAFTA will contribute to social progress.

ANALYTICAL—Why does Clinton believe that Americans' greater productivity "holds the seeds of further insecurity"? **(US.5.a, US.5.b, US.18, US.18.h)**

» Clinton describes how Americans' increased productivity means that fewer people are needed to produce the same amount of goods, and manufacturers do not have to hire as many people. Insecurity results because Americans worry there will not be enough jobs left.

ANALYTICAL—Based on the primary source and what you read in the section "The North American Free Trade Agreement," how does Clinton respond to Americans' concerns that NAFTA will take jobs from U.S. workers, and how accurate is his prediction? **(US.5.a, US.5.b, US.18, US.18.h)**

» Clinton responds to Americans' concerns by explaining that NAFTA is necessary to remain competitive in the global economy. He argues that by increasing exports, U.S. companies will grow and create more jobs at home. However, his prediction is only partially accurate: While overall trade and some industries expanded as a result of NAFTA, economic gains were unevenly distributed, and many U.S. factory towns experienced job losses as manufacturers relocated production to Mexico.

"Intervention Around the World" and "American Humanitarian Aid and Soft Power," pages 230–232

Scaffold understanding as follows:

Have students read the section "Intervention Around the World" on pages 230–232.

SUPPORT—Explain that the term *sectarian* describes divisions between different religious groups, or sects. Much of the sectarian violence in Northern Ireland was between Protestant and Roman Catholic groups whose religious identities were closely tied to their nationalist identities. This was a sectarian conflict rooted in the historical partition of Ireland in 1921, which left a predominantly Catholic minority within Protestant-dominated Northern Ireland, leading to discrimination and unrest. (For the most part, Protestants wanted Northern Ireland to remain part of the United Kingdom; Roman Catholics wanted political equality and for Northern Ireland to become part of the Republic of Ireland.)

SUPPORT—Explain that the Good Friday Agreement in 1998 ended decades of conflict in Northern Ireland by establishing a government in which power was shared by representatives of Northern Ireland's leading parties and by improving ties between Northern Ireland and the Republic of Ireland. It was the result of cooperation among many parties—the British and Irish governments, Northern Irish leaders, and international partners—with U.S. involvement playing one part in a larger peace process.

Have students read the sidebar "American Humanitarian Aid and Soft Power" on page 231.

SUPPORT—Clarify for students that the same word, *immunodeficiency*, is indicated by *ID* in AIDS and *I* in HIV.

SUPPORT—Describe the Marshall Plan, which students learned about in Unit 5, as an exercise of U.S. soft power: The United States tried to increase its influence over countries in Europe by offering aid to rebuild after World War II. Ask students to define "soft power" in their own words and to give an example of a situation in which a leader might use soft power instead of the "hard power" of military force. (*Possible response: Soft power uses diplomatic tools like financial aid to establish a positive relationship with other countries. An*

example of soft power would be working with a coalition of other countries to persuade a military leader to act differently rather than using force against this leader.) **(US.1, US.2, US.3, US.18)**

Online Resources

EXTENSION ACTIVITY—Individually or in pairs, have students review the Peace Corps website, choose a country where the Peace Corps serves, and identify a project in that country (the "Projects in [name of country]" tab). Have students respond to these questions: How does this project support education, health, or community development in the country? How do you think the project supports U.S. foreign policy goals? (*Answers will vary depending on country chosen*.) **(US.2, US.5.a, US.5.b, US.6.a, US.6.c, US.18)**

DBQ **Note:** Students have the opportunity to read George W. Bush's statement on PEPFAR in the Land of Liberty DBQ Workbook.

After students read the text, ask the following questions:

LITERAL—How did the Clinton administration use diplomacy and soft power in Mexico? **(US.2, US.18, US.18.h)**

» President Clinton arranged a $20 billion loan and worked with the IMF to stabilize Mexico's economy after its peso collapsed, showing U.S. economic influence as soft power.

INFERENTIAL—How do you think President Clinton's intervention in Mexico benefited the United States? **(US.2, US.6.a, US.18, US.18.h)**

» The U.S. economy was linked with the Mexican economy through trade. President Clinton's intervention in Mexico protected the United States from the negative effects it would have experienced if the Mexican economy collapsed.

LITERAL—How did the Clinton administration use diplomacy and soft power in Northern Ireland? **(US.2, US.18, US.18.h)**

» The United States sent a neutral mediator to start peace talks between conflicting groups in Northern Ireland. Through the mediator, the groups arrived at a peace agreement called the Good Friday Agreement in 1998.

✓ **THINK TWICE—**How did the Clinton administration approach foreign policy after the Cold War?

» The Clinton administration approached foreign policy by exercising U.S. global leadership through multiple tools, including diplomatic pressure, economic incentives and sanctions, military aid, and coalition building, along with the use or threat of military force when necessary. While President Clinton emphasized working with allies and using soft power when possible, his administration also relied at times on military force.

"The Former Soviet Republics," pages 232–233

Scaffold understanding as follows:

Have students read the section on pages 232–233.

CORE VOCABULARY—Point out the vocabulary term *nonproliferation*, and explain its meaning.

SUPPORT—Review that after the Cold War, Russia was transitioning from a government-planned economy to a market economy with free trade, but it needed economic help for

this transition. Remind students of Gorbachev's perestroika economic policy, which they learned about in Unit 5. Membership in both the World Bank and the International Monetary Fund (IMF) was key to making this economic policy work. The World Bank is an international financial organization that primarily provides long-term loans and development advice to member countries to support projects such as building infrastructure and reducing poverty. The IMF is a global lending institution that focuses on short-term financial assistance and economic stabilization, often helping countries facing balance-of-payments crises. Russia needed to join the World Bank and the IMF if it was to reform its economy and participate in the global economic community.

SUPPORT—Review the image of warheads on page 232, and read the caption aloud. Ask how President Clinton and President Yeltsin's agreement demonstrated a changing relationship between the United States and Russia. (*Possible response: The agreement showed that the two nations no longer regarded each other as significant threats.*) **(US.2, US.18, US.18.h)**

After students read the text, ask the following questions:

LITERAL—Why did the United States still have concerns about the former Soviet Union's nuclear weapons after the Cold War? **(US.2, US.18, US.18.h)**

» The United States remained concerned because the former Soviet Union's nuclear weapons were distributed among several newly independent republics, and U.S. officials feared that political instability or the collapse of one of these new governments could put the weapons at risk of falling into the "wrong" hands.

ANALYTICAL—How did nonproliferation "thaw" the Cold War legacy? **(US.2, US.18, US.18.h)**

» Nonproliferation, or the control of the amount and spread of nuclear weapons, reduced potential threats to international security. The process also signaled a new relationship of cooperation between the United States and Russia.

✓ **THINK TWICE—**How did U.S. presidents Bush and Clinton approach relations with Russia after the Soviet Union collapsed?

» After the Soviet Union collapsed, Bush and Clinton treated Russia as a potential partner rather than an adversary, offering diplomatic recognition and economic support such as backing Russia's entry into the IMF and World Bank and providing financial aid.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did U.S. foreign policy change after the Cold War?"

"Human Rights Under Attack in Somalia and Genocide in Rwanda," pages 233–234

Scaffold understanding as follows:

Have students read the section on pages 233–234.

CORE VOCABULARY—Point out the vocabulary term *extremist*, and explain its meaning.

SUPPORT—Explain that a warlord is a military commander who uses force, such as a loyal militia, to control a region or country. Usually, a region under a warlord's control does not have a stable central or national government, as warlords exercise power through violence rather than the rule of law.

TALK IT OVER—Have students debate or discuss the following questions with a partner or small group: Why do you think the United States withdrew troops from Somalia? Do you agree or disagree with this decision? **(US.2, US.6.a, US.6.b, US.18, US.18.h)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

https://www.coreknowledge.org/land-of-liberty

SUPPORT—Explain that the Hutu and the Tutsi are two ethnic groups in Rwanda. The Hutu people have historically been the majority ethnic group in Rwanda and its neighboring country Burundi. The Tutsi people have been the minority in these countries in terms of population, but the Tutsi held political authority and economic power over the Hutu in Rwanda since the fifteenth century. Rwanda was under Belgian colonial rule after World War I, and Belgian forces favored the Tutsi over the Hutu, increasing conflict between the two groups. This dynamic changed in the 1960s as Rwanda gained independence from Belgium and a Hutu rebel movement gained power. Violent conflict escalated, leading to the genocide in 1994.

SUPPORT—Explain that Presidential Decision Directive 25 (PDD-25) was a policy announced by President Bill Clinton in 1994 that set stricter rules for when the United States would take part in United Nations peacekeeping missions. Under PDD-25, U.S. troops would only be sent if American national interests were clearly at stake, if the mission had clear goals and an exit strategy, and if the costs and risks were considered acceptable. This policy reflected a more cautious approach to U.S. involvement in humanitarian crises abroad, and it was framed by the experience of Somalia.

SUPPORT—Review the image on page 234 of the refugee camp. Explain that as many as two million Rwandans—mostly Hutu, but also some Tutsi—fled the country during and after the genocide, many seeking refuge in neighboring countries, including the Democratic Republic of the Congo.

SUPPORT—Point out the following sentence in the last paragraph of the section: "The events in Somalia and Rwanda indicated an increase in U.S. caution in international affairs." Explain that analysts have suggested that this caution shaped subsequent Clinton-era foreign policy, though it has been criticized for prioritizing domestic opinion and risk avoidance over humanitarian objectives.

After students read the text, ask the following questions:

LITERAL—Why were U.S. troops in Somalia? **(US.2, US.18, US.18.h)**

» The United States first sent troops to Somalia in 1992 to deliver food aid during a civil war and famine.

ANALYTICAL—How did the United States apply both soft power and hard power in Somalia? **(US.2, US.3, US.5.a, US.18, US.18.h)**

» The United States applied soft power by delivering food aid, but the mission expanded into hard power when combat operations began under President Clinton.

LITERAL—What happened during the Battle of Mogadishu? **(US.2, US.18, US.18.h)**

» During the Battle of Mogadishu, eighteen Americans were killed, and televised footage of their deaths turned public opinion against the mission.

LITERAL—How was the U.S. withdrawal from Somalia interpreted by extremists in other countries? **(US.2, US.18, US.18.h)**

» Extremist groups, including Osama bin Laden's al-Qaeda, viewed the U.S. retreat as proof that America would back down under pressure.

LITERAL—What was the crisis in Rwanda, and how did the United States respond? **(US.2, US.18, US.18.h)**

» In 1994, Hutu extremists in Rwanda carried out a genocide, killing about eight hundred thousand Tutsi and moderate Hutu civilians. Guided by new peacekeeping restrictions and facing little public pressure to act, the United States chose not to send troops, a decision President Clinton later called one of his greatest regrets.

THINK TWICE—How did humanitarian issues in Africa impact the United States during the 1990s?

» Humanitarian crises like those in Somalia and Rwanda reshaped U.S. foreign policy by making leaders more cautious about military interventions. The televised deaths of U.S. soldiers in Somalia caused public backlash, leading to a rapid withdrawal. This retreat was then seen by extremist groups abroad as evidence that the United States lacked resolve. Afterward, the United States was far less likely to intervene militarily in humanitarian disasters unless its core national interests were directly at stake.

"The United States Intervenes in Bosnia," pages 235–236

Scaffold understanding as follows:

Have students read the section on pages 235–236.

SUPPORT—Review what students learned about Bosnia, Serbia, and Milošević in the section "U.S. Foreign Policy Under Bill Clinton."

Online Resources

SUPPORT—Review the map of Bosnian ethnic divisions before and after the Dayton Peace Accords in 1995 to show students how the map was redrawn. **(US.4, US.5.a)**

Online Resources

SUPPORT—Show students the map of Kosovo, including the inset map in the lower left-hand corner that shows Kosovo's location in Europe, or guide them to identify Kosovo on the map of ethnic distributions in Yugoslavia. The violence in Kosovo between the Kosovo Liberation Army, which sought independence, and Serbian police and paramilitary groups escalated in 1997–98. Since 2008, about 110 of the world's 193 countries have recognized Kosovo as an independent country, including the United States and most European nations. Nations refusing to recognize Kosovo include Serbia and the BRICS countries, a partnership of eleven nations: Brazil, Russia, India, China, South Africa, Saudi Arabia, Egypt, the United Arab Emirates, Ethiopia, Indonesia, and Iran. **(US.4, US.5.a)**

SUPPORT—Review the section's final paragraph. If needed, clarify that "strategic importance" in this context means significance to a country's longer-term political and economic policy goals. Then ask students to summarize the Clinton administration's foreign policy approach. (*Possible response: The Clinton administration would send peacekeeping forces to a region it considered important to the United States but not to a region that was seen as unimportant, even if its people needed help.*) **(US.2, US.3, US.18, US.18.h)**

Online Resources

TALK IT OVER—As a class or in small groups, have students listen to or read the transcript of an excerpt from Terry Gross's 2004 interview with Roméo Dallaire. Begin the excerpt at 27:12 with Gross's question "What do you think the rest of the world should have done?" (27:12), and finish at 30:53 at the end of Dallaire's response to the question ("And nobody came nor cared"). After students review the material, have them debate or discuss the following question with a partner or small group: According to Dallaire, why did the United States intervene in Yugoslavia but not Rwanda? What do these reasons suggest about the motivations behind U.S. foreign policy? **(US.2, US.5.a, US.5.b, US.5.c, US.18, US.18.h)**

After students read the text, ask the following questions:

ANALYTICAL—How did media coverage of the Bosnian crisis affect the public's understanding of events in Bosnia? **(US.18.e)**

» The American media showed footage of the bombing of Sarajevo and other scenes from the war but often downplayed the conflict's severity by using the term *ethnic cleansing* instead of more direct words like *rape*, *murder*, and *torture*. Many Americans did not fully understand why the war had begun or who the aggressors were, and they tended to see it simply as a conflict between opposing groups in Europe.

LITERAL—What were the Dayton Peace Accords? What provisions did they include? **(US.2, US.18, US.18.h)**

» The Dayton Peace Accords, signed in November 1995 after negotiations in Dayton, Ohio, officially ended the war in Bosnia. The accords redrew the boundaries of Bosnia and Herzegovina to create both a Croat-Bosniak area and a Serbian area, and U.S. and NATO forces were dispatched to help maintain peace in the region.

THINK TWICE—How did the U.S. response to the Bosnian crisis compare to the U.S. response in Somalia and Rwanda?

» In Bosnia, the United States eventually took aggressive action by leading NATO air strikes in Operation Deliberate Force and negotiating peace at Dayton, showing a willingness to use military force when diplomacy failed. In contrast, the United States withdrew from Somalia after the debacle in Mogadishu and chose not to send troops to Rwanda at all.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did U.S. foreign policy change after the Cold War?"

"Into the New Millennium," pages 236–237

Scaffold understanding as follows:

Have students read the section on pages 236–237.

SUPPORT—Review that George W. Bush, who took office in 2001, is the son of George H. W. Bush, who was president from 1989 to 1993. To remember which Bush is being discussed in Topics 1 and 2, students can pay attention to the date of events. Events in the 1980s and 1990s involve George H. W. Bush; events in the 2000s involve George W. Bush.

SUPPORT—Remind students of the meaning of *isolationism*. President Bush's goal of "reject[ing] the blinders of isolationism" is similar to President Clinton's goal of promoting global engagement for the United States, particularly through trade. However, President Bush's approach focused more on national defense and maintaining U.S. status as a global

superpower. For instance, President Bush viewed China as "a competitor, not a strategic partner," and he supported expansion of U.S. defense systems.

SUPPORT—Review the photo of President Bush and President Putin on page 236, and read the caption aloud. Ask students why they think President Bush believed it was "important for the world" that he and Putin establish a friendship. (*Peace between the United States and Russia, two powerful nations and global leaders, was important to prevent another Cold War–like conflict.*) **(US.2, US.5.a, US.6.a, US.18, US.18.h)**

After students read the text, ask the following questions:

LITERAL—Who was Vladimir Putin, and why did he and President Bush meet? **(US.18.h)**

» Vladimir Putin was the president of the Russian Federation starting in 2000. He met with President Bush because he wanted to establish friendly diplomatic ties with Western leaders.

✓ **THINK TWICE—**What challenges did George W. Bush face when he took office as president?

» When George W. Bush took office in 2000, he faced several foreign policy challenges. He wanted the United States to avoid isolationism and instead build stronger relationships with other powers, especially Russia and China. While he developed a friendly rapport with Russia's new president, Vladimir Putin, differences remained over regional conflicts like those in the Balkans. President Bush was also skeptical about keeping U.S. troops deployed abroad for long periods, raising debates about whether peacekeeping missions stretched military resources too thin.

"The September 11 Attacks" and "A New Level of Terrorism," pages 237–242

Scaffold understanding as follows:

Have students read the section "The September 11 Attacks" on pages 237–238.

SUPPORT—Review the image of Ground Zero on page 237, and read the caption aloud. Explain that the term *ground zero* refers to a point on Earth's surface where an explosion, particularly a nuclear explosion, takes place. After the September 11 attacks, the term's meaning changed; it became commonly used to describe the site of the attacks on the World Trade Center.

Have students read the section "A New Level of Terrorism" on pages 238–242.

SUPPORT—Explain that the names *Usama Bin Laden*, as shown in the FBI poster on page 239, and *Osama bin Laden* refer to the same individual. His name is Arabic, and there is no single correct way to spell it using the English alphabet. Different spellings, such as *Osama* and *Usama*, reflect different systems of transliteration and pronunciation. *Transliteration* is the process of writing a word or name from one writing system in a different writing system, using letters that represent the closest-matching sounds. The FBI uses one standardized spelling for official identification purposes.

Online Resources

SUPPORT—Point out the phrase "U.S. interventions in the Muslim world" in the third paragraph of the section. Explain that the Muslim world includes the regions of the world where Islam has historically been the dominant faith, including many nations in the Middle East and North Africa. Show the map of predominantly Muslim countries. Point out the key/legend, and explain that Sunni and Shia are the two main branches of the Muslim faith. On the map, guide students to identify areas they have learned about in this topic or previous topics as places where the United States has intervened. **(US.2, US.4, US.5.a, US.18)**

SUPPORT—Explain that of the nineteen hijackers, fifteen were from Saudi Arabia, two from the United Arab Emirates, one from Egypt, and one from Lebanon.

SUPPORT—Point out the term *sleeper cell* in the third paragraph of the section. Clarify that a sleeper cell is a group of operatives who live inconspicuously in a foreign country until called into action. Explain that after the September 11 attacks, Congress passed the USA PATRIOT Act, which students will read about later in the topic. It gave law enforcement and intelligence agencies expanded powers to monitor, investigate, and prevent terrorism, especially by identifying and disrupting sleeper cells before they could act.

DBQ **Note:** Students have the opportunity to read excerpts from the 9/11 Commission Report in the Land of Liberty DBQ Workbook.

SUPPORT—Explain that the word *disaffected* means dissatisfied with or unwilling to support an authority.

SUPPORT—Point out the quote "The resentment of America and the West is deep" in the fourth paragraph of the section. Explain that Osama bin Laden and al-Qaeda's hostility toward the United States was rooted in several factors, including the U.S. military presence in Muslim-majority countries (especially in the Middle East), American support for Israel, and foreign policies they viewed as oppressive toward Muslims worldwide. Al-Qaeda also opposed Western influence and sought to establish a strict form of Islamic governance.

EXTENSION ACTIVITY—Have students work in pairs or small groups to create a timeline of events leading up to the September 11 attacks. They can use both the Student Volume and additional research, and they can add to this timeline as they read the rest of the topic. **(US.6.a, US.18, US.18.f)**

SUPPORT—Remind students of previous events they learned about in this topic that likely contributed to bin Laden's perception of the United States as weak and evil. When the United States withdrew from Somalia in 1993, bin Laden saw the withdrawal as a sign of American weakness and willingness to surrender. Bin Laden believed the United States' interventions in Arab and Muslim countries like Iraq harmed the people in those countries, such as through warfare and economic sanctions.

SUPPORT—As students read the last paragraph of the section, which discusses anti-Muslim sentiment, prompt them to recall other moments in U.S. history when fear of a foreign threat led Americans to discriminate or commit violence against an ethnic minority group based on prejudice. (*Possible responses: the treatment of German Americans during World War I, the treatment of Japanese Americans during World War II*) **(US.3, US.18, US.18.f)**

After students read the text, ask the following questions:

LITERAL—What happened on Flight 93? **(US.18.f)**

» On Flight 93, passengers and crew learned from phone calls about the other hijacked planes. When terrorists tried to take control, passengers fought back and attempted to storm the cockpit. During the struggle, the plane crashed into a field in Pennsylvania, preventing it from reaching its likely target in Washington, D.C.

INFERENTIAL—Why did the hijackers target buildings in New York City, the Pentagon (in Arlington, Virginia), and potentially Washington, D.C.? **(US.6.a, US.18.f)**

» The hijackers targeted buildings in New York City as well as the Pentagon because they were high-profile symbols of American economic and military power; the plane

that crashed in Pennsylvania was likely intended to target a high-profile symbol of the U.S. government—either the White House or the Capitol. These choices reflected al-Qaeda's goal of carrying out a large-scale attack that would gain worldwide attention.

LITERAL—Which people and groups were responsible for the September 11 attacks? **(US.18.f)**

» The attacks were carried out by nineteen hijackers connected to al-Qaeda, an Islamist militant group led by Osama bin Laden. From its base in Afghanistan, al-Qaeda had planned the operation for nearly a decade.

ANALYTICAL—According to the 9/11 Commission Report, why did many young men in unstable regions want to attack the West? **(US.2, US.18.f)**

» The 9/11 Commission Report found that many young men in unstable regions were drawn to al-Qaeda's message because they lived under political repression, had poor economic prospects, and lacked opportunities. Their growing resentment of the United States and the West combined with bin Laden's rhetoric to give them a sense of purpose.

THINK TWICE—Why did al-Qaeda represent a new type of threat to the United States?

» Al-Qaeda represented a new type of threat because it was not tied to a single country but was instead a global terrorist network. It had coordinated training camps in places such as Afghanistan and had planned a large-scale attack that U.S. intelligence failed to stop. The September 11 attacks demonstrated how a stateless organization could inflict damage on American soil, reshaping how the United States thought about security.

Primary Source Feature: "Address Before a Joint Session of Congress on the Response to the September 11 Terrorist Attacks, George W. Bush, 2001," page 240

Scaffold understanding as follows:

Background for Teachers: In this speech, President Bush continues a presidential tradition of convening and addressing a joint session of Congress (a meeting in which both houses act as one body) during times of crisis.

Direct students to the Primary Source Feature on page 240.

Introduce the source to students by reading the introductory text and briefly reviewing the background information. Explain that President Bush's audience is both Congress and the American people.

Have students read the source.

SUPPORT—Prompt students to recall from Unit 5 that the "one Sunday in 1941" that Bush references is the attack on the U.S. naval base at Pearl Harbor, Hawaii, that helped draw the United States into World War II. The last time a war was fought on American soil was the Civil War (1861–65).

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

LITERAL—According to Bush, how were the September 11 attacks different from other wars the United States was involved in during the twentieth century? **(US.3, US.5.a, US.5.b, US.18, US.18.f, US.18.h)**

» The September 11 attacks were the first time since 1941 that an act of war had taken place on American soil, that an American city had been attacked, and that American civilians had been killed in such a way.

ANALYTICAL—What does Bush's address indicate about the new goal of U.S. foreign policy? **(US.3, US.5.a, US.5.b, US.18, US.18.f, US.18.h)**

» Bush's address indicates that the new goal of U.S. foreign policy is to defeat "every terrorist group of global reach." He promises the United States will use every resource available, from diplomacy to military force, to achieve this goal.

Note: For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

"The Country Unites," page 242

Scaffold understanding as follows:

Have students read the section on page 242.

SUPPORT—Review the image of memorial tiles on page 241. Point out the phrase "Never Forget," and ask students why they think this slogan is often used in the context of September 11. (*Possible responses: The phrase means that Americans should always honor the people who died and who sacrificed their lives as first responders; the phrase suggests that the United States should never forget that it is vulnerable and should be prepared to defend itself.*) **(US.18.f)**

After students read the text, ask the following questions:

ANALYTICAL—Why did President Bush's approval rating surge after September 11? **(US.18.f, US.18.h)**

» President Bush's approval rating surged after September 11 because Americans viewed him as a strong leader during a national crisis. His words at Ground Zero and in later speeches inspired unity and patriotism across the country.

LITERAL—In what ways did Americans show national unity after September 11? **(US.18, US.18.f)**

» Americans showed national unity by wearing or waving American flags as signs of patriotism. Many traveled to Lower Manhattan in New York to help with the relief effort. Americans also built memorial sites across the country.

✓ **THINK TWICE—**How did the September 11, 2001, attacks give the nation a common purpose?

» In the days after 9/11, many Americans expressed unity through displays of patriotism, volunteer work, and memorials. Communities across the country raised money and offered support to victims' families, and international allies expressed sympathy and solidarity.

"Reforms in the Federal Government," pages 242–244

Scaffold understanding as follows:

Have students read the section on pages 242–244.

SUPPORT—Invite students to share any experience they may have had with airport security procedures in the United States (*taking off shoes, no liquids over 3 oz., being unable to go to an airport gate without a ticket, etc.*). Explain that many of these procedures are the result of post–September 11 changes. Before September 11, airline security in the United States was not a federal responsibility but outsourced to private contractors and up to individual airlines and airports. **(US.18.f)**

SUPPORT—Point out the sentence in the third paragraph of the section that includes the phrase "new surveillance powers," and explain that although some form of suspicion or relevance to terrorism investigations was required, the USA PATRIOT Act lowered the threshold for surveillance compared with traditional or historical standards.

SUPPORT—Remind students that "probable cause" is a key concept related to the Fourth Amendment; law enforcement may not search Americans' private communications unless they produce evidence that convinces a judge that there is a reasonable basis to believe a crime has been committed. Have students recall what they learned about the Espionage and Sedition Acts in Unit 3. Ask students why they think Americans worried that the government would monitor their communications without probable cause. (*Possible response: Because the government was focused on fighting terrorism, law enforcement might pursue anyone suspected of terrorist activity, whether or not there was a reasonable basis for such suspicion.*) **(US.1, US.3, US.18.f)**

Note: Students in the Foundations of Freedom: A Louisiana Civics Program course read in Unit 2 about the protections within the Fourth Amendment.

SUPPORT—Review the chart on page 243. Explain that independent agencies are government agencies that can operate with a degree of autonomy and freedom to make decisions based on expertise, not political concerns. The president has less control over these agencies. By contrast, executive agencies, such as the Department of Homeland Security, are directly run by the president and must follow orders from the president.

SUPPORT—Review the Homeland Security Advisory System on page 244. Explain that it has since been replaced with the National Terrorism Advisory System (still run by DHS). Ask students what the system reveals about the overall mood of the country after September 11, 2001. (*Possible responses: People felt fear and uncertainty about future attacks; many accepted higher levels of security in daily life; the government wanted a simple, visible way to show the public when risks were considered higher or lower.*) **(US.18.f)**

DBQ **Note:** Students have the opportunity to read George W. Bush's address on the signing of the USA PATRIOT Act in the Land of Liberty DBQ Workbook.

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: If you lived in the United States when the USA PATRIOT Act was passed, would you have supported all of its measures? If so, why? If not, why not? **(US.6.a, US.18.f)**

After students read the text, ask the following questions:

LITERAL—What was the goal of the USA PATRIOT Act? **(US.18.f)**

» The goal of the USA PATRIOT Act was to give law enforcement and intelligence agencies greater authority to investigate and prevent terrorism. The law expanded government surveillance powers, strengthened banking regulations to disrupt terrorist financing, and created new penalties for the possession of biological weapons. Although it was designed to enhance national security after 9/11, many civil liberties advocates raised concerns that its surveillance provisions violated privacy rights.

LITERAL—What was the Transportation Security Administration, and why were its measures both supported and criticized? **(US.18.f)**

» The Transportation Security Administration was created to enforce new security procedures for airline passengers, such as luggage screening, body scanners, and reinforced cockpit doors. Its measures were supported for improving air travel safety but criticized for potentially encouraging ethnic and racial profiling.

ANALYTICAL—How did creating the Department of Homeland Security address problems of communication between federal agencies? **(US.18.f)**

» The Department of Homeland Security consolidated twenty-two formerly separate agencies into one department. The DHS was tasked with managing emergency preparedness, sharing intelligence with local and private entities, overseeing border security, and protecting infrastructure. Being under one department meant that people in these agencies would now be able to work together toward those tasks.

LITERAL—Why was the Office of the Director of National Intelligence created? Why was it thought such an office was needed? **(US.18.f)**

» The Office of the Director of National Intelligence was created to coordinate the work of various intelligence and law enforcement agencies. Before the events of September 11, 2001, intelligence and law enforcement agencies had not always shared vital information with one another, and the office was designed to solve this problem.

✓ **THINK TWICE—**How did new federal agencies raise concerns about civil liberties?

» New federal agencies were given extensive surveillance powers to monitor Americans' digital communications, such as email and Internet use. These powers were designed to help agencies identify potential terrorist activity. Critics were concerned that agency surveillance would threaten Americans' right to privacy and lead to unreasonable searches of their communications.

"Going to War in Afghanistan," pages 245–246

Scaffold understanding as follows:

Have students read the section on pages 245–246.

SUPPORT—Review what students learned in Unit 5 about the 1979 Soviet invasion of Afghanistan and the anti-communist insurgent groups (the mujahideen) who fought back against the invasion. Students may recall that the Carter and Reagan administrations provided aid to the mujahideen. Ask students how the Bush administration's goals in

Afghanistan differed from the Carter and Reagan administrations' goals in the country, and have them note what is ironic about this difference (*During the Carter and Reagan administrations, communism was considered the greatest threat to the United States, so the administration's goal was to topple communism in Afghanistan by supporting anti-communist forces. During the Bush administration, terrorist attacks were considered the greatest threat to the United States, so the goal of both administrations was to root out any potential terrorists or their sympathizers in the country. It is ironic because both the United States and the group that later became al-Qaeda once supported some of the same mujahideen fighters during the Soviet-Afghan War.*) **(US.2, US.3, US.18, US.18.f, US.18.h)**

SUPPORT—Explain that the Quran (sometimes spelled Koran or Qur'an in English) is the central religious or sacred text of the Muslim faith.

SUPPORT—While al-Qaeda and the Taliban have ties to one another and often protect each other—such as when Taliban members refused to turn in Osama bin Laden, the head of al-Qaeda—they are different organizations with very different goals. The Taliban is primarily a local group focused on ruling Afghanistan according to its members' religious beliefs, while al-Qaeda is a global group with ambitions for world power.

SUPPORT—Review the image on page 246 of Afghan poll workers counting ballots. Explain that one of the United States' goals at the time, in addition to removing the Taliban from power, was to encourage Afghanistan to adopt Western-style democracy.

After students read the text, ask the following questions:

LITERAL—Who are the Taliban, and how did they take control in Afghanistan? **(US.2, US.18.f)**

» The Taliban began as a group of religious scholars who promised security and stability after years of war. By 1996, they controlled Afghanistan and enforced a strict and repressive regime based on their interpretation of the Quran. They also developed a close relationship with al-Qaeda.

LITERAL—What happened during the first and second phases of Operation Enduring Freedom? **(US.2, US.18.f)**

» The first phase began in October 2001 with U.S. and U.K. air strikes, followed by ground forces. In November, the Taliban retreated from Kabul; its control collapsed in December, and Taliban and al-Qaeda forces went into hiding. The second phase lasted for two decades and focused on stabilizing Afghanistan—forming a transitional government, rebuilding institutions, training the Afghan military, and continuing counterterrorism operations.

ANALYTICAL—Why was the American occupation unpopular with many Afghans? **(US.2, US.18.f)**

» The American occupation of Afghanistan was unpopular because many Afghans saw the long occupation as harmful. Civilian casualties from air strikes, corruption in the Afghan government, and ongoing insecurity led to frustration.

✓ **THINK TWICE—**How was the war in Afghanistan reflective of U.S. foreign policy after September 11, 2001?

» The September 11, 2001, attacks redefined U.S. foreign policy, shifting its focus toward preventing terrorism. The war in Afghanistan was not only about defeating enemies

but also about building a democratic government and stabilizing the region to block extremist groups from gaining influence or control.

"The Second Gulf War" and "The United States Invades Iraq," pages 246–248

Scaffold understanding as follows:

Have students read the section "The Second Gulf War" on pages 246–247.

SUPPORT—Remind students that 1991's Operation Desert Storm also took place in the Persian Gulf. When the war in Iraq began in 2003, it was sometimes referred to as the "Second Gulf War," and the 1991 operation became the "First Gulf War." Ask: What were the two main U.S. concerns that contributed to the First Gulf War? (*Iraq's invasion of Kuwait and the threat this posed to regional stability and global oil supplies*) Remind students that during the First Gulf War in 1991, the United States built a large international coalition and had the support of the United Nations in attacking Iraq. By contrast, the United States had much less global support for the 2003 invasion and no United Nations mandate. In fact, because the 2003 invasion did not have international legal authority under the UN Charter, some scholars argue that it lacked international legal authority altogether. The phrase "coalition of the willing" is used to indicate that while several countries were willing to join the attack, they were operating outside international diplomatic conventions to do so.

SUPPORT—Note that Powell addressed the UN Security Council in February 2003, a month before the United States' ultimatum to Iraq, and made the case that Saddam was stockpiling biological and chemical weapons. Powell's presentation did not convince the United Nations. The UN authorized its own commission to research Saddam's weapons program and found no evidence of weapons stockpiles. Tell students to keep this in mind for the following section.

SUPPORT—Review the image of soldiers pulling down a statue of Saddam on page 247, and read the caption aloud. Explain that the soldiers' use of the American flag to cover the part of the statue that represented Saddam's face was controversial at the time. The American flag was eventually replaced with an Iraqi flag. To many viewers, the image, which was shown widely in U.S. news, symbolized American success and victory in Iraq. To other viewers, it symbolized American power and domination over Iraq rather than Iraqi freedom.

Have students read the section "The United States Invades Iraq" on pages 247–248.

SUPPORT—Explain that although President Bush declared major combat operations in Iraq to be over in May 2003, the war in Iraq did not officially end until 2011, when the United States withdrew the last of its forces from the country.

SUPPORT—Review that Sunni and Shia are the two main branches of Islam, and their followers are called Sunnis and Shiites. Most of the world's Muslims are Sunnis, but Shiites make up the majority in Iraq. Because Saddam was a Sunni, his removal shifted power to the Shia majority.

After students read the text, ask the following questions:

ANALYTICAL—Why did the Bush administration oppose giving Iraq more time for inspections? **(US.18.f, US.18.h)**

» The Bush administration opposed giving Iraq more time for inspections because they believed that Saddam Hussein was hiding weapons of mass destruction and that it was too dangerous to leave them in his possession for much longer.

LITERAL—Why did President Bush and Secretary of State Powell want to use military force in Iraq? **(US.18.f, US.18.h)**

» Bush and Powell said they wanted to use military force because Saddam was stockpiling weapons of mass destruction in Iraq. They argued that these weapons could be used if Saddam were not stopped as soon as possible. They also claimed that Saddam had links to al-Qaeda.

ANALYTICAL—Why did members of the UN Security Council oppose the invasion of Iraq? **(US.2, US.18.f)**

» Members of the UN Security Council opposed the invasion of Iraq because they wanted to give weapons inspectors more time to investigate before using force. They did not believe the American claims that Saddam had mobile labs to produce biological weapons.

LITERAL—What changes took place in Iraq after the invasion? **(US.2, US.18.f)**

» After the invasion, Saddam was captured and later executed. Iraq held national elections and chose members of a new parliament who represented the majority religious group in Iraq.

✓ **THINK TWICE—**Why did the United States invade Iraq?

» The United States invaded Iraq because Saddam, Iraq's leader, had not been cooperating with UN weapons inspectors, suggesting that he might be hiding weapons of mass destruction. U.S. officials also claimed Saddam had links to terrorist groups such as al-Qaeda, and U.S. foreign policy was focused on combating terrorism.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "How did U.S. foreign policy change after the Cold War?"

"Controversy over the Iraq Occupation," pages 248–249

Scaffold understanding as follows:

Have students read the section on pages 248–249.

CORE VOCABULARY—Point out the vocabulary term *insurgent*, and explain its meaning.

SUPPORT—Explain that the Robb–Silberman Commission was a bipartisan commission created by George W. Bush in 2004 to investigate how American intelligence failed to accurately assess the situation in Iraq—or, in President Bush's words, "to look at American intelligence capabilities, especially our intelligence about weapons of mass destruction." The commission was led by former Virginia senator Charles Robb and Judge Laurence Silberman. While the commission noted some systemic failings and management problems within the intelligence community, it did not find evidence that political corruption had influenced the assessment. Ask students why Americans may have believed that politicians pressured intelligence officials to report false evidence of destructive weapons in Iraq. (*Possible response: Politicians wanted a reason to justify going to war with Iraq because they believed removing Saddam would protect U.S. interests and security.*) **(US.18, US.18.f, US.18.h)**

After students read the text, ask the following questions:

LITERAL—What was "the surge," and why did President Bush order it? **(US.18.f, US.18.h)**

» "The surge" was President Bush's decision in 2007 to send twenty thousand more troops to Iraq. He ordered it in response to growing insurgent violence.

LITERAL—Why did the failure to find weapons of mass destruction in Iraq create division within the United States about the war? **(US.18.f, US.18.h)**

» The Bush administration had justified the invasion of Iraq largely on claims that Saddam Hussein possessed such weapons and had ties to al-Qaeda. When multiple investigations did not prove those claims, many Americans questioned the legitimacy of the war, leading to growing public division and opposition.

INFERENTIAL—What challenges might the United States have faced in trying to promote democracy and stability in Iraq through military occupation? **(US.6.a, US.18.f, US.18.h)**

» The United States likely faced difficulties because the long occupation caused resentment among Iraqis, insurgents continued violent resistance, and civilian casualties eroded trust.

ANALYTICAL—How did the administration's goals for Iraq change in 2008? **(US.18.f, US.18.h)**

» In 2008, the Bush administration shifted from pursuing an open-ended occupation in Iraq to preparing for withdrawal. After years of casualties and rising opposition, the administration agreed with the Iraqi parliament on a timetable for U.S. troops to leave, focusing instead on transferring security and governance to Iraq.

✓ **THINK TWICE—**Why did public opinion in the United States change about the war in Iraq?

» Public opinion in the United States about the war in Iraq shifted as the administration's main justifications for the invasion were disproven. No chemical, biological, or nuclear weapons were found, and Saddam was shown not to have ties to al-Qaeda. As the war continued, insurgent attacks increased, civilian casualties mounted, and U.S. soldier deaths rose sharply. By 2007, the war was at its deadliest, and many Americans who had initially supported it began to lose confidence, influenced by the war's duration, costs, and human toll.

✓ Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "How did U.S. foreign policy change after the Cold War?"

» Key points students should cite include: the First Gulf War, the U.S. coalition, and the United States' emergence as the world's last remaining superpower after the Cold War; the signing of NAFTA in 1993 and its positive and negative impacts on trade, jobs, and economic growth in North America; U.S. intervention in Bosnia and Kosovo; U.S.–Russia cooperation in the 1990s, including attempts at nuclear nonproliferation; U.S. humanitarian involvement in Somalia and subsequent withdrawal; the decision

to not intervene during the genocide in Rwanda, which was later widely criticized; the September 11, 2001, attacks, their immediate death toll and televised impact, and domestic responses such as the USA PATRIOT Act; the U.S. war in Afghanistan beginning with Operation Enduring Freedom, the removal of the Taliban from power, and the long occupation that followed; the U.S. invasion of Iraq in 2003 based on intelligence about weapons of mass destruction that was later found to be inaccurate, the overthrow of Saddam Hussein, and the second phase of the war, which faced rising insurgency and civilian casualties; controversy over the long U.S. occupation of Iraq, the troop surge of 2007, and the eventual decision to withdraw.

- Choose three Core Vocabulary words (*terrorist*, *coalition*, *sanction*, *centrist*, *nonproliferation*, *extremist*, *insurgent*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

TOPIC 2: Domestic Affairs: New Challenges and Polarization

Framing Question: What impact did the presidents of the late twentieth and early twenty-first centuries have on U.S. domestic policy?

Primary Focus Objectives

- ✓ Analyze the key domestic policies and presidencies of Ronald Reagan, George H. W. Bush, Bill Clinton, and George W. Bush. **(US.18.a, US.18.h)**
- ✓ Compare the judicial philosophies of twentieth- and twenty-first-century Supreme Court justices, including Antonin Scalia and Ruth Bader Ginsburg. **(US.18.g)**
- ✓ Analyze major issues and events in the late twentieth and early twenty-first centuries, including domestic terrorism and mass shootings, the HIV/AIDS epidemic, the War on Drugs, and the space shuttle *Challenger* disaster. **(US.18, US.18.b, US.18.d)**
- ✓ Describe the importance of Barack Obama and the presidential election of 2008. **(US.18.i)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *deregulation*, *economic inequality*, *accessible*, *polarized*, *sect*, *partisan*.

What Teachers Need to Know

Online Resources

For background information, download the Land of Liberty Online Resource "About Domestic Affairs: New Challenges and Polarization":

https://www.coreknowledge.org/land-of-liberty

Materials Needed

Activity Pages

AP 1.1
AP 2.1

- individual student copies of Primary Source Analysis (AP 1.1) and Domain Vocabulary: Unit 6 (AP 2.1)
- maps of 1980 election, 1984 election, Hurricane Katrina diaspora, and neighborhoods affected by Hurricane Katrina
- websites of U.S. Debt Clock, text of the Fourth Amendment, and Derrick Wang's Scalia/Ginsburg opera
- videos of Milton Friedman's "I , Pencil," "Harry and Louise" health care advertisements, and MyBO website tour
- image of George W. Bush on Air Force One

Online Resources

Use this link to download the Land of Liberty Online Resources for this unit, where the specific links to the maps, websites, videos, and image may be found:

https://www.coreknowledge.org/land-of-liberty

Core Vocabulary (Student Volume page numbers listed below)

deregulation, n. the removal of some or all government controls or rules from a business or industry **(254)**

Example: Deregulation of the oil industry eliminated many restrictions that had limited the digging of new wells on public land.
Variations: deregulate (v.)

economic inequality, n. unequal distribution of wealth and income within a society **(255)**

Example: Million-dollar houses were built beside a park where unhoused people lived, revealing economic inequality in the city.

accessible, adj. capable of being reached, used, seen, or understood **(266)**

Example: Hearing aids and closed captions made the film accessible to viewers who were deaf or hard of hearing.
Variations: accessibility (n.), access (n., v.)

polarized, adj. divided or separated into opposing groups **(278)**

Example: The meeting became polarized as people took different sides in the debate.
Variations: polarization (n.), polarize (v.)

sect, n. a religious group with dissenting, often extreme beliefs that has separated from a larger group **(281)**

Example: Members of the church left to form a sect.
Variations: sectarian (adj.)

partisan, adj. rooted in strong support for a certain political party or cause **(294)**

Example: The candidate pledged that her platform would overcome partisan divides and unite the American people, regardless of their political affiliation.
Variation: partisan (n.), partisanship (n.)

The Core Lesson

Introduce "Domestic Affairs: New Challenges and Polarization"

Call students' attention to the Framing Question. Tell students to consider how they will respond to this question for each president discussed in the topic. Encourage them to pay attention to the unintended or unexpected consequences of policies, in both the short and long term, and to look for connections to the modern day.

"Election Night 2000," pages 250–251

Scaffold understanding as follows:

Have students read the section on pages 250–251.

SUPPORT—Explain to students that exit polls are surveys conducted outside polling places in which voters share how they voted. They are used by campaigns and news networks to predict winners before all votes are counted in an election.

SUPPORT—Point out the sentence in the fifth paragraph that includes "the margin will be slim enough to trigger an automatic recount." Explain that an automatic recount is a procedure required by state law when the margin of victory is extremely small. In Florida in 2000, a difference of less than 0.5 percent of the vote triggered a recount.

SUPPORT—In *Bush v. Gore* (2000), the Supreme Court ruled that the recount of votes in Florida had to stop. Florida law permitted each county to set its own rules for deciding how to count imperfectly voted ballots. The court ruled that this violated the Fourteenth Amendment's equal protection clause because all votes were not being treated the same way. The court also said there was not enough time to create a single, fair standard and apply it statewide so that a recount could be completed before the deadline set by federal law to certify results.

SUPPORT—Point out the terms *concede* and *concession*. To concede means to admit or accept something after initially resisting, such as acknowledging defeat in an election. A concession is the act of giving in or yielding and, in this context, refers to an acknowledgment of loss. A concession speech is a public address made by the losing candidate acknowledging defeat. Concession speeches do not affect the results of an election and are often framed as a call for unity. Al Gore's speech emphasized supporting the democratic process even after a closely contested election.

After students read the text, ask the following questions:

LITERAL—What state was considered pivotal in determining the winner of the 2000 presidential election? **(US.18, US.18.h)**

» Florida was considered the decisive state in the 2000 election.

LITERAL—What action did Al Gore take after learning the margin in Florida was slim enough to trigger a recount? **(US.18, US.18.h)**

» Gore retracted his concession to Bush when he realized the vote margin was within recount range.

INFERENTIAL—Why did the networks' incorrect and shifting projections contribute to uncertainty about the outcome of the 2000 election? **(US.6.a, US.18, US.18.e, US.18.h)**

» Possible response: The networks made projections before all votes were counted and then repeatedly retracted and changed those projections as the vote totals shifted. Florida was first called for Gore, then labeled too close to call, then called for Bush, and then that projection was retracted as well. These reversals, along with the narrow margin and delayed final result, made the outcome of the election unclear for an unusually long time.

"Reagan's Plans for the Economy," pages 252–253

Scaffold understanding as follows:

Have students read the section on pages 252–253.

SUPPORT—Point out the term *welfare* in the third paragraph and the quote, and remind students that they learned about social welfare in Unit 4. Review how President Franklin D. Roosevelt's New Deal greatly expanded the federal government's role in social welfare programs that supported people in need during the Great Depression. Roosevelt's administration created many new agencies, sometimes called "alphabet agencies," to manage relief, recovery, and reform programs that provided direct aid, jobs, and protections for Americans. In this context, during the 1980s and the Reagan administration, *welfare* came to refer more specifically to government assistance programs for low-income individuals and families.

SUPPORT—Ronald Reagan's "A Time for Choosing" speech was delivered in 1964 and broadcast nationally on television. Although television was still a relatively new form of media, it was already helping politicians reach a much broader national audience. Explain also that Reagan was skilled in using language (rhetoric) to influence an audience, such as by describing examples of societal problems in a way that persuaded people to vote for change. This 1964 speech is considered a strong example of the future president's rhetorical skills.

SUPPORT—Explain that self-governance involves people controlling their own lives and choices, as opposed to being told how to do so by others, such as the government. Reagan asserted, for example, that American business owners should be able to run their businesses without government interference.

SUPPORT—Explain that an intellectual elite is a group of people who are considered to be (or consider themselves to be) smarter, more informed, and better educated than others. Ask students why they think Reagan appealed to his audience by describing the federal government as "a little intellectual elite in a far-distant capital." (*Reagan framed the federal government as out of touch with ordinary citizens to appeal to his audience.*) **(US.18, US.18.a)**

SUPPORT—Invite students to recall and review President Lyndon B. Johnson's Great Society program and the War on Poverty in the 1960s, which they learned about in Unit 5. Johnson's agenda, which included government-funded social welfare programs, reflected Democratic Party priorities in the 1960s and became a point of debate in national politics. In the "A Time for Choosing" speech, Reagan is responding to the impact of Johnson's federal programs.

SUPPORT—Explain that public housing is government-run housing provided to low-income households at a low cost. Johnson and Congress expanded federal funding for public housing programs in 1965 with the Housing and Urban Development Act. Tell students that Barry Goldwater was a political conservative who, in contrast to Johnson, opposed government assistance to the poor and civil rights legislation. In the 1964 election, Goldwater was running as a Republican in an attempt to defeat Johnson.

SUPPORT—Remind students that the Cold War, discussed at length in Unit 5, was ongoing in 1964, which gives context to Reagan's arguments against government control of the economy. Because communist governments maintained extensive control of their countries' economies, Reagan argued that a government-controlled economy could resemble communist systems, highlighting his concern about extensive government control.

Online Resources

SUPPORT—Point out the last sentence in the section, and explain that Reagan's victory in 1980 marked a major political shift toward conservative policies. Show students the 1980 election map. Explain that Reagan won the presidency by defeating incumbent Jimmy

Carter with 489 electoral votes to Carter's 49, showing broad national support. Next, show the 1984 election map. Guide students to see how Reagan's popularity grew even more; he won forty-nine out of fifty states and earned 525 electoral votes against Democratic candidate Walter Mondale. Inform students that 525 electoral votes is the most ever won by a presidential candidate.

Reminder: The Online Resources icon indicates a resource available from the Land of Liberty Online Resources, located at:

www.coreknowledge.org/land-of-liberty

After students read the text, ask the following questions:

LITERAL—When and why did Ronald Reagan deliver the speech "A Time for Choosing"? **(US.18.a)**

» Reagan delivered the speech in 1964 to support the presidential campaign of Republican candidate Barry Goldwater.

ANALYTICAL—Why did Reagan claim social programs such as welfare had been ineffective? What evidence did he provide to support this claim? **(US.18.a)**

» Reagan argued that such programs did not solve the underlying problem of poverty or improve people's lives. The evidence he provided was that in the preceding thirty years, despite many government-funded programs, more people than before needed help with costs such as housing. He believed that if the programs had been effective, they would have reduced the number of people in need.

LITERAL—What was at the core of Reagan's worldview? **(US.18.a)**

» Reagan often argued that the federal government had become too large and costly, and he emphasized reducing taxes and limiting government's role in people's lives.

LITERAL—What was the impact of Reagan's speech? **(US.18.a)**

» The speech inspired many people to donate to Goldwater. It also helped Reagan develop a reputation as someone who could be a strong political leader. This reputation helped him become governor of California and later president of the United States.

✓ **THINK TWICE—**How did Reagan's 1964 speech suggest the way he would reform the economy as president?

» Reagan's 1964 speech indicated that he wanted the government to play a smaller role in the economy and that he questioned the effectiveness of social welfare programs. These ideas suggested that as president, he would pursue policies that reduced federal regulations, limited the powers of government agencies, and decreased spending on social welfare programs.

"The Four Pillars of Reaganomics," pages 253–255

Scaffold understanding as follows:

Have students read the section on pages 253–255.

CORE VOCABULARY—Point out the vocabulary term *deregulation*, and explain its meaning.

SUPPORT—Remind students that stagflation is an economic condition in which inflation is high, unemployment is high, and economic growth is slow or stagnant—an unusual combination because rising inflation is normally associated with lower unemployment. In the late 1970s and early 1980s, Americans faced higher costs of living while many also struggled to find jobs, creating frustration and uncertainty about the economy.

SUPPORT—Review that *supply* describes the quantity of goods and services businesses are able and willing to produce, and *demand* refers to the quantity of goods and services consumers are able and willing to buy. Reaganomics is described in this section as a form of supply-side economics, which focuses on encouraging businesses to produce more by lowering taxes and reducing government regulation. Explain to students that the idea is that when businesses face fewer costs and restrictions, they will invest, expand production, and create more jobs. Supporters claim that this approach helped fuel economic growth in the 1980s. Critics, however, refer to it as "trickle-down economics," arguing that benefits for workers and consumers are minimal compared to the benefits to corporations and the wealthy, as well as dependent on whether business growth actually leads to more jobs and lower prices. This contrasts with earlier approaches, such as New Deal programs, which focused more directly on stimulating consumer demand.

SUPPORT—Explain that a marginal tax rate is the percentage of tax applied to income earned within a person's highest tax bracket. Only the income that falls into that top bracket is taxed at the marginal rate, and income in lower brackets is taxed at lower rates.

Online Resources

SUPPORT—Review how the second pillar of Reaganomics was cutting federal spending. Review the difference between the federal *deficit* and the federal *debt*: The deficit, or budget deficit, is the amount the government overspends in a single year (when spending is greater than revenue), and the debt is the total amount the government owes to lenders over time. Ask students how an increased federal deficit might affect the federal debt. (*If the government runs a deficit, that means it is spending more than it is taking in; it must borrow money to cover the gap, which adds to the overall debt.*) Show students the U.S. Debt Clock website, and have them identify the current federal debt, the annual deficit over the past few years, and the largest budget items. You can hover over each category to reveal an explanation of what it means. **(US.18.a)**

Online Resources

SUPPORT—Explain that Milton Friedman was an economist who advised President Reagan and whose ideas influenced Reaganomics. Show students Friedman's "I, Pencil" video. Ask students why Friedman believes that pencils and similar products could not exist without the free market and "the magic of the price system." Why would a central government authority not achieve the same result? (*People from all over the world contributed their labor to make the pencil; they all cooperated to make a product available to sell at a certain price without having to be told to do so. A central government authority might limit the products people could make or the prices they could sell these products for.*) Explain that Reagan's promotion of private enterprise and deregulation was designed to encourage this type of cooperation among businesses. **(US.5.a, US.6.a, US.14.f, US.18.a)**

DBQ **Note:** Students have the opportunity to read an interview with Milton Friedman in the Land of Liberty DBQ Workbook.

SUPPORT—Explain that price controls, which students read about in the context of World War I and the 1920s economy, are government-imposed limits on how much companies can charge for products and services. They are usually intended to protect consumers from sharp price increases, prevent inflation, or ensure essential goods and services remain affordable. In the mid-twentieth century, the U.S. government used price controls in industries such as oil, natural gas, and transportation to stabilize markets and protect

consumers during times of volatility. Supporters argued these controls kept necessities within reach for ordinary Americans, but critics said they discouraged production and led to shortages. In the 1980s, Reagan's administration lifted many of these regulations, arguing that doing so would encourage competition, increase supply, and allow the market to set more efficient prices. This approach reflected economist Milton Friedman's belief in the "price system" as a way markets naturally coordinate supply and demand.

SUPPORT—For the last paragraph of the section about the fourth pillar, point out to students how these economic policies affected ordinary people. A reduced money supply and higher interest rates meant consumers found it more expensive to borrow money, such as to buy homes or cars, and workers sometimes faced layoffs during the 1981–82 recession. Later, as the economy recovered, some families benefited from new jobs and business growth, but others still felt the pressure of rising interest costs or stagnant wages. Also explain that while supporters of Reaganomics credited tax cuts and deregulation for the recovery, critics argued that the economic growth of the 1980s came alongside very large federal budget deficits, which were fueled by high military spending and reduced tax revenues. Many economists note that although these policies stimulated short-term growth, they also contributed to rising federal debt and long-term fiscal challenges.

DBQ **Note:** Students have the opportunity to read an excerpt from Reagan's address to the nation on the economy in the Land of Liberty DBQ Workbook.

After students read the text, ask the following questions:

LITERAL—What were the four pillars of Reaganomics? **(US.18.a)**

» The four pillars were reducing income tax, cutting federal spending, deregulating private businesses and industries, and slowing the growth of the money supply to combat inflation.

LITERAL—Why did Reagan's cuts to social programs fail to make up for the loss in tax revenue? **(US.18.a)**

» Reagan's cuts to social programs failed to make up for the loss in tax revenue because instead of using the savings to reduce the federal budget, the government increased defense and military spending to fight the ongoing Cold War.

ANALYTICAL—What were the main criticisms and defenses of Reagan's third pillar, the deregulation of private business? **(US.18.a)**

» Critics argued that deregulation of private business could weaken protections that preserved public health and the environment, such as by reducing the budget for federal programs that cleaned up toxic waste and water pollution. Supporters believed that regulations held businesses back from making large profits and that deregulation would lower costs for businesses, allowing them to operate more efficiently and lower the prices of goods and services, which would encourage overall economic growth.

ANALYTICAL—How did Paul Volcker use the money supply to address high inflation? **(US.18.a)**

» Paul Volcker used the money supply to address high inflation by reducing the total amount of money in circulation. This raised interest rates, making borrowing more expensive. As a result, consumer and business spending slowed, which reduced overall demand in the economy. With lower demand, upward pressure on prices decreased, helping control inflation over time.

THINK TWICE—What economic goals did Reagan hope to achieve with his four pillars, and how did he expect his policies to affect businesses, workers, and consumers?

» Reagan hoped that his four pillars would encourage economic growth and stability. He expected that lower taxes would give individuals and businesses more money to spend and invest, creating more jobs and boosting productivity. By cutting federal spending, Reagan hoped to make up for the loss of revenue caused by lowering taxes. Reducing regulations was intended to increase competition and efficiency in the marketplace. Through monetary policy, he sought to control inflation and stabilize prices. Overall, Reagan believed these policies would strengthen the economy and benefit businesses, workers, and consumers, although critics argued that the effects were uneven and favored businesses over ordinary workers.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What impact did the presidents of the late twentieth and early twenty-first centuries have on U.S. domestic policy?"

"The Social Impact of Reaganomics," pages 255–256

Scaffold understanding as follows:

Have students read the section on pages 255–256.

CORE VOCABULARY—Point out the vocabulary term *economic inequality*, and explain its meaning.

SUPPORT—Point out the terms *supporters* and *critics* in the first paragraph of the section. In a democracy, people debate the strengths and weaknesses of economic policies—but these debates are not only about ideas; they also reflect competing interests. Remind students that politicians often respond to pressure from donors, interest groups, and voters and that public dissent can play a crucial role in shaping which policies are adopted. Understanding both the stated arguments and the interests behind them helps citizens think critically about the impact of government decisions.

SUPPORT—Remind students that the recession of 1981–82 was partially caused by Volcker's tightening of the money supply. While monetary policy successfully reduced inflation in the long term, it also contributed to economic hardship, as unemployment disproportionately affected lower-income Americans, making their recovery slower and more difficult than for higher-income Americans.

SUPPORT—Explain the difference between the intent of an economic decision and its impact. Leaders often introduce policies with specific goals in mind, such as lowering unemployment, reducing inflation, or encouraging business growth. However, the impact of those policies may not always match the original intent. For example, a tax cut may be intended to create jobs, but its actual impact might be greater profits for businesses or more benefits for certain groups than others. Remind students that this difference between intent and impact is common in history, government, and economics.

DBQ **Note:** Students have the opportunity to examine a graph that illustrates average annual income changes in American households between 1981 and 1990 in the Land of Liberty DBQ Workbook.

After students read the text, ask the following questions:

LITERAL—What economic indicators did supporters of Reaganomics point to as evidence of its success? **(US.18.a)**

» Supporters pointed to improved economic growth, recovery from stagflation, lower inflation rates, increased investment, and a stock market boom.

ANALYTICAL—How did incomes change for different groups of Americans between 1977 and 1989, and why do critics argue that Reaganomics deepened inequality in the United States? **(US.18.a)**

» The richest 20 percent of Americans saw a roughly 29 percent increase in pretax incomes. Middle-class incomes rose only modestly, and the lowest-income households saw their earnings remain flat or decline by about 9 percent. This drop was partly due to inflation outpacing wage growth and cuts to certain social programs, which reduced the support available to lower-income Americans. Critics argue that while the economy grew overall, the benefits were unevenly distributed. Wealthy Americans gained the most, and middle- and lower-income households saw limited or negative gains. The tax cuts coincided with an increase in economic inequality.

✓ **THINK TWICE—**Considering the arguments of supporters and critics, how would you describe the overall effects of Reaganomics on different Americans and the economy?

» Reaganomics had both positive and negative effects on Americans and the broader economy. Supporters pointed to economic recovery from stagflation, lower inflation, increased investment, and a booming stock market as signs of success. However, the benefits were unevenly distributed. The richest Americans saw the largest income gains, the middle class experienced modest growth, and lower-income households often lost ground. Cuts to social programs also reduced the safety net, which particularly affected vulnerable populations, including many African American and Latino communities. Overall, Reaganomics strengthened some aspects of the economy but also contributed to greater income inequality.

"Reagan's Domestic Policies," "The HIV/AIDS Epidemic," and "A Growing Crisis," pages 256–258

Scaffold understanding as follows:

Have students read the section "Reagan's Domestic Policies" on page 256.

SUPPORT—Point out the last sentence of the first section, which describes "a broader conservative vision that would leave a lasting mark on American society and politics." Explain that those in favor of this conservative vision argued that it promoted personal responsibility and limited government, while critics noted it increased inequality and reduced some social supports.

Have students read the section "The HIV/AIDS Epidemic" on pages 256–257.

SUPPORT—Explain that HIV is a virus that weakens the immune system, and AIDS is the disease that develops in the advanced stage of an HIV infection, when the immune system is severely weakened. Today, HIV is both treatable and preventable, and an HIV diagnosis does not guarantee that a person will develop AIDS. While HIV still cannot be cured, modern

medicines can control the virus, allow people to live long, healthy lives, and greatly reduce transmission. These treatments and prevention methods were not available in the 1980s.

Have students read the section "A Growing Crisis" on pages 257–258.

SUPPORT—Explain that the U.S. surgeon general, who is nominated by the president and confirmed by the U.S. Senate, is often called the "nation's doctor" and serves as the federal government's chief health educator, helping explain scientific health information to the public and address health crises. The surgeon general is part of the U.S. Public Health Service Commissioned Corps, a uniformed service of health professionals. The influence of the office comes largely from the surgeon general's ability to communicate clearly with the public and help shape national conversations about urgent health issues.

SUPPORT—Review the image of the AIDS memorial quilt on page 257. This art project remains ongoing as part of the National AIDS Memorial; people can still add panels. Ask: How does the scale of the community art project reflect the impact of the HIV/AIDS epidemic? (*The large scale shows that the epidemic has affected many Americans' lives.*) **(US.5.a, US.6.a, US.18.b)**

After students read the text, ask the following questions:

LITERAL—When was President Reagan shot and wounded, and what was the outcome of the incident? **(US.18.a)**

» Reagan was shot on March 30, 1981. A bullet lodged just an inch from his heart, but Reagan recovered quickly after emergency surgery, which boosted his popularity and public image.

LITERAL—As of 1987, how many Americans had been diagnosed with HIV/AIDS, and how many had died? How did these statistics compare to those three years earlier? **(US.18.b)**

» By 1987, more than seventy thousand Americans had been diagnosed, and more than forty thousand had died. This was a tenfold or greater increase from 1984, when more than seven thousand Americans had been diagnosed and three thousand had died.

LITERAL—What role did Surgeon General C. Everett Koop play in the response to the HIV/AIDS epidemic? **(US.18.b)**

» Koop recommended a national public awareness campaign that provided honest, science-based information about how HIV is transmitted and how people could protect themselves, including guidance on safe sex, abstinence, and drug risks.

✓ **THINK TWICE—**What factors made it difficult to respond effectively to the HIV/AIDS epidemic in the early 1980s, and what were the consequences of the federal government's slow response?

» Several factors made it difficult to respond effectively to the HIV/AIDS epidemic in the early 1980s. Social stigma and widespread misunderstandings about HIV/AIDS reduced urgency and discouraged people from seeking treatment or acknowledging their diagnosis. Major media outlets gave the epidemic limited coverage, slowing public education efforts. The federal government, including the Reagan administration, did not fully grasp the scale of the crisis and relied on public health agencies to lead the response, delaying a coordinated national effort. As a result, misinformation persisted, and awareness and education about prevention developed slowly.

"Activism and Awareness," pages 258–259

Scaffold understanding as follows:

Have students read the section on pages 258–259.

SUPPORT—Some of ACT UP's advocacy goals may require further context. Explain that *informed consent* means that patients have the right to decide whether they want to be tested for HIV and should not be subjected to testing without their knowledge or permission. A clinical trial is the process by which a new or experimental medication is tested to determine whether it is safe and effective before being approved for public use. Traditionally, medical ethics limited the size and scope of clinical trials, both to control costs and to avoid exposing large numbers of patients to drugs whose safety was still uncertain. Many people with HIV or AIDS, however, were desperate to try experimental drugs and argued that they should be allowed to accept the risks. ACT UP activists pushed for faster, more inclusive trials and broader access to experimental treatments, even if the drugs had not yet completed the full testing process.

SUPPORT—During the AIDS crisis, HIV/AIDS activists used a protest method called *die-ins* to call attention to the growing number of deaths and the government's response. Explain that a die-in is a form of direct action in which protesters lie on the ground in public places as if they are dead, usually to draw attention to mass deaths and to protest the action or inaction that is causing them. Ask how this action is similar to and different from the sit-ins of the Civil Rights Movement, which students learned about in Unit 5. (*Both forms of protest intentionally disrupt public places to highlight injustice. However, sit-ins directly demanded equal rights, while die-ins were symbolic and theatrical, dramatizing loss of life to shock the public into paying attention.*) **(US.3, US.6.a, US.6.b, US.18.b)**

SUPPORT—Explain that a blood transfusion is a medical procedure that infuses or transmits blood into a patient. Transfusions are used to compensate for blood loss from incidents such as auto accidents or surgery.

After students read the text, ask the following questions:

LITERAL—What is ACT UP, what did it advocate for, and how did it try to achieve its goals? **(US.18.b)**

» ACT UP (AIDS Coalition to Unleash Power) is an activist group that pushed for faster research, better access to treatments, affordable medications, informed consent, and equitable clinical trials. The group spoke out against news reports that gave misinformation about AIDS and protested. In 1988, one protest temporarily shut down the FDA headquarters to highlight delays in drug approval.

ANALYTICAL—How did public figures like Ryan White and Magic Johnson influence public understanding of HIV/AIDS? **(US.18.b)**

» Ryan White, a teenager who contracted HIV through a blood transfusion, became a national symbol for compassion and education. Magic Johnson, a basketball star, announced in 1991 that he was HIV positive, showing that the disease could affect anyone. Their stories helped reduce stigma and shifted public perception of the disease, increased awareness, humanized the AIDS crisis, and challenged misconceptions.

✓ **THINK TWICE—**How did activists and public figures together respond to the AIDS epidemic in the United States?

» Activists responded with protests, demonstrations, and demands for faster research, affordable medications, and truthful public information. Due to the work of activists like those in ACT UP and high-profile public figures like Ryan White and Magic Johnson, public perception shifted, HIV testing increased, pressure was put on the government and pharmaceutical companies, and public awareness and engagement increased.

"The War on Drugs Expands," pages 259–260

Scaffold understanding as follows:

Have students read the section on pages 259–260.

SUPPORT—Explain that mandatory minimum sentencing imposes a prison term of a predetermined length—or longer—on everyone convicted of a specified crime, regardless of the individual circumstances of their case. Most, but not all, federal mandatory minimum sentences apply to drug-related offenses.

SUPPORT—Explain that *incarceration* is confinement in prison, and *mass incarceration*, which students will encounter later in the topic, is a term that describes the increased number of people in American prisons, especially since the 1970s. The United States continues to have more people in its prisons than any other country and has the highest rate of incarceration (per capita) of any independent democracy. Mass incarceration has been influenced by changes in sentencing laws, policies related to drug offenses, and broader social and economic factors.

After students read the text, ask the following questions:

LITERAL—What was the Just Say No campaign, and who led it? **(US.18.b)**

» The Just Say No campaign was led by First Lady Nancy Reagan, and it urged young people to resist the pressures and temptations of drug use.

LITERAL—What event motivated the passage of the Anti-Drug Abuse Act of 1986? **(US.18.b)**

» The Anti-Drug Abuse Act of 1986 was motivated by rising drug use and related violence, especially in inner-city communities affected by the crack cocaine epidemic.

ANALYTICAL—How did the policies of the Anti-Drug Abuse Act attempt to make neighborhoods safer? **(US.18.b)**

» Policymakers often blamed violent crime on drug dealers competing for business. To reduce this violence, and to reduce drug use, the Anti-Drug Abuse Act imposed tougher mandatory minimum sentences and increased funding for law enforcement and prevention programs.

✓ **THINK TWICE—**What were the main goals of Reagan's War on Drugs initiatives, and how did the Just Say No campaign and the Anti-Drug Abuse Act attempt to achieve them?

» The main goals of Reagan's War on Drugs initiatives were to reduce drug use, prevent drug-related violence, and make communities safer. The Just Say No campaign, led by First Lady Nancy Reagan, encouraged young people to resist the pressures of drug use by promoting a simple, clear message. The Anti-Drug Abuse Act of 1986 targeted drug dealers

with tougher mandatory minimum sentences and increased funding for law enforcement and drug prevention programs, especially in communities affected by the crack cocaine epidemic. Both measures aimed to curb drug use and its related problems, though they used different approaches: education and prevention versus stricter legal penalties.

"Evangelical Christian Leaders Gain Influence," page 261

Scaffold understanding as follows:

Have students read the section on page 261.

SUPPORT—Provide context for the sentence that contains "support for . . . prayer and religious teachings in schools" by reviewing the First Amendment to the Constitution. This amendment clearly prohibits Congress from making laws that establish or favor one religion over another, and the prohibition has been extended by the Supreme Court to constrain state governments (for instance, in the 1963 decision *Abington School District v. Schempp*). This principle is often referred to as the "separation of church and state," meaning that government institutions, including public schools, must remain neutral in matters of religion. Ask students how mandatory prayer in public schools might conflict with the First Amendment. (*A public school is a government agency, and prayer is a religious exercise, so a public school enforcing or endorsing a mandatory prayer constitutes government sponsorship or establishment of religion, which is unconstitutional.*) **(US.5.a, US.5.b, US.6.a, US.18)**

SUPPORT—Review the image and caption on page 261. Prompt students to recall what they learned in Unit 5 about the 1973 Supreme Court decision in *Roe v. Wade*, which affirmed the legal right to an abortion. This decision was controversial and contributed to the growth of the pro-life movement. Also note that *Roe v. Wade* was overturned in 2022 by the Supreme Court's decision in *Dobbs v. Jackson Women's Health Organization*, which returned the authority to regulate abortion to individual states.

After students read the text, ask the following questions:

LITERAL—What new American religious movement supported Reagan's presidency? **(US.18, US.18.a)**

» Reagan benefited from the new American movement of evangelicalism, a branch of Protestant Christianity. Americans who identified as evangelicals came to align increasingly with the Republican Party during the late 1970s and the 1980s, valuing ideals such as self-reliance, law and order, and traditional family values.

LITERAL—By 1984, what percent of self-identified evangelicals supported Reagan? **(US.18, US.18.a)**

» By 1984, 76 percent of self-identified evangelicals supported Reagan.

LITERAL—How did federal law regarding abortion funding change in 1988? **(US.18, US.18.a)**

» In 1988, President Reagan signed a law restricting the use of federal funds for abortion.

✓ **THINK TWICE—**What about Reagan's domestic policies appealed to evangelicals, and how did Reagan respond to evangelicals' support?

» Evangelicals were drawn to Reagan's emphasis on self-reliance, law and order, family values, and limited government and his economic policies. Many also opposed

abortion and government regulation of private religious schools, positions Reagan largely shared. Reagan responded to evangelicals' support by reflecting some of their priorities in his domestic policies, including signing a 1988 law that restricted the use of federal funds for abortion.

"The Supreme Court," pages 261–264

Scaffold understanding as follows:

Have students read the section on pages 261–264.

SUPPORT—Point out the term *nonpartisan*, which means not aligned with or supportive of any particular political party. For example, a nonpartisan voter or organization does not favor one party over another and seeks to make decisions based on issues rather than party affiliation. Point out that individuals, groups, or even organizations sometimes describe themselves as nonpartisan to emphasize fairness or neutrality, though in practice it can be difficult to remain completely separate from partisan influences because political parties and their policies affect many aspects of public life.

SUPPORT—Review the purpose and structure of the U.S. Supreme Court. The Supreme Court is the highest court in the United States and typically hears cases that have already been decided by lower courts. Under certain conditions, individuals or groups who disagree with a lower court's ruling may file an appeal, asking the Supreme Court to review the decision. The justices then determine whether the U.S. Constitution and federal laws were applied fairly. Their rulings can uphold or overturn earlier decisions, and as the highest court in the land, the Supreme Court's decisions set important legal precedents.

SUPPORT—Students may need more clarification about the distinction between textualism and originalism. Connect to background knowledge of the words *text* and *original*. Textualism focuses only on the wording of the law, or the written *text*, not the law's possible intent. Originalism interprets laws based on what their wording meant when they were written, or the *original* meaning.

Online Resources

TALK IT OVER—Have students review the text of the Fourth Amendment, which they encountered in Unit 1. Explain that this amendment has been used to debate cases involving Internet privacy and the surveillance of electronic communications. However, these technologies did not exist when the Constitution was written. Have students discuss the following questions with a partner or small group: How might a judge with an originalist interpretation of the Constitution apply the Fourth Amendment to cases involving online content or privacy? How might a judge with a textualist interpretation do so? After students discuss, clarify that an originalist judge might interpret the Fourth Amendment's reference to "persons, houses, papers, and effects" based on what those terms meant in the eighteenth century, concluding that digital privacy is not directly protected unless new laws are made. A textualist, by contrast, would focus on the plain meaning of the words themselves rather than their historical context. Such a judge might reason that "papers" and "effects" describe personal information and possessions broadly enough to include modern digital data, even if the technology did not exist when the amendment was written. **(US.1, US.3, US.5.a, US.5.b, US.6.a, US.6.b, US.18, US.18.g)**

Online Resources

Note: For tips about organizing and managing class discussions and debates, see the Land of Liberty Online Resource "About Class Discussions and Debates":

https://www.coreknowledge.org/land-of-liberty

SUPPORT—Point out the term *affirmative action* in the last sentence of the section. Explain to students that this term refers to policies designed to address past discrimination and increase diversity in schools and workplaces. In *Grutter v. Bollinger* (2003), Justice O'Connor cast a deciding vote to uphold affirmative action in college admissions. O'Connor was often considered a "swing vote" on the Supreme Court, meaning she did not consistently side with either conservative or liberal justices but instead evaluated each case individually, sometimes casting the deciding vote in closely divided decisions. However, more recently, the Supreme Court has limited the use of affirmative action. In *Students for Fair Admissions v. Harvard* (2023), the Supreme Court ruled that race-conscious admissions policies in higher education violate the equal protection clause of the Fourteenth Amendment. This marked a major shift in how affirmative action can be applied today.

After students read the text, ask the following questions:

LITERAL—What judicial philosophy did Antonin Scalia advocate, and what did he believe about the Constitution? **(US.18.g)**

» Antonin Scalia advocated both textualism and originalism. He believed the Constitution should be interpreted according to its plain words and as it was understood when written, calling it "not living but dead, or . . . enduring."

LITERAL—What was the Warren court known for, and how did the Burger court differ? **(US.18.g)**

» The Warren court (1953–69) was known for expanding constitutional rights, especially civil rights and civil liberties. The Burger court (1969–86) was more conservative, emphasizing limits on federal power, but it still upheld major precedents of the Warren era.

ANALYTICAL—How did Reagan's Supreme Court appointments reflect his broader political and constitutional priorities? **(US.18.a, US.18.g)**

» Reagan's Supreme Court appointments reflected his goal of promoting conservative legal thought and limiting federal power.

INFERENTIAL—Why is the composition of the Supreme Court important for shaping American law and society over time? **(US.6.a, US.18, US.18.g)**

» Because justices serve for life and interpret the Constitution, their decisions can influence American law and society for decades. While justices are independent and do not simply follow a president's wishes, changes in the Supreme Court's composition, like Reagan's four appointments, can shift the overall judicial philosophy and affect how key issues such as civil rights, executive power, and social policies are decided.

INFERENTIAL—Why do you think the Supreme Court is designed to be apolitical, or not political? **(US.6.a, US.18.g)**

» If the Supreme Court were partisan or aligned with a particular political party, those loyalties could unfairly influence the justices' decisions. The Supreme Court is designed to be nonpartisan so that justices can apply the law objectively and base their rulings on the Constitution rather than on party interests or political pressure.

✓ **THINK TWICE—**How did Reagan's appointments shape the Supreme Court during his presidency?

» Reagan's Supreme Court appointments changed the court's composition and ideological balance. Antonin Scalia brought a textualist and originalist approach to

interpreting the Constitution, influencing decisions on a range of issues. Sandra Day O'Connor was the first woman on the Supreme Court and contributed to opinions on gender, equality, and other key issues. Together, these appointments affected how the Supreme Court approached constitutional interpretation and shaped legal debates during and after Reagan's presidency.

"The *Challenger* Disaster of 1986," page 262

Scaffold understanding as follows:

Have students read the sidebar on page 262.

SUPPORT—Ask students to compare how television coverage of the explosion might have impacted Americans' understanding of the event as opposed to coverage by radio and newspapers. (*On television, Americans could actually watch the explosion as it happened, experiencing the shock in real time. In contrast, radio listeners would only have heard descriptions, and newspaper readers would not have known until much later, limiting the immediacy and emotional impact of the news.*) **(US.6.a, US.18.b, US.18.e)**

SUPPORT—Explain that the Reagan-appointed commission investigating the *Challenger* explosion, also called the Rogers Commission because it was headed by former secretary of state William Rogers, delivered the most influential findings about the explosion and established the O-ring failure. Physicist Richard Feynman, a commission member, forcefully demonstrated this failure during commission hearings by dropping a piece of the booster's O-ring into a glass of ice water. In the cold water, the O-ring lost its stretch and resiliency, just as it had during the launch. The stark simplicity of this experiment underscored Feynman's conclusion that the disaster was the result not of bad luck but of serious failures in judgment and scientific understanding by NASA officials responsible for approving the launch.

After students read the text, ask the following questions:

LITERAL—Why did the *Challenger* shuttle flight have a large audience on television? **(US.18.b, US.18.e)**

» The flight had a large audience and drew more public attention than usual because Americans were interested in teacher Christa McAuliffe, who was on board as the first civilian selected for spaceflight.

ANALYTICAL—What did the *Challenger* shuttle represent to Americans, and what did its explosion represent? **(US.18.b, US.18.e)**

» The shuttle represented the triumph of American technological progress. The explosion represented the failure, risk, and vulnerability of American technologies, even though these technologies were advanced.

ANALYTICAL—Why did members of the public criticize NASA's management, accountability, and quality control? **(US.18.b, US.18.e)**

» Members of the public criticized NASA because investigations revealed that NASA leaders had ignored warnings about engineering problems with the shuttle. It appeared that NASA did not have quality control measures in place to fix problems or ways to hold people accountable for contributing to those problems.

"New Leadership in the Early 1990s" and "'No New Taxes,'" pages 264–266

Scaffold understanding as follows:

Have students read the sections on pages 264–266.

SUPPORT—Review how George H. W. Bush's campaign against Michael Dukakis responded to voters' concerns about rising crime—concerns that had intensified during the years of the War on Drugs under Nixon and Reagan. One especially controversial advertisement was made by the National Security Political Action Committee, a political action committee (PAC) that supported Bush, and used by the Bush campaign. It was known as the Willie Horton ad. Horton was a man convicted of first-degree murder and sentenced to life imprisonment in Massachusetts. As governor of Massachusetts, Dukakis enforced a 1972 law that allowed people convicted of first-degree murder to have unguarded furloughs, or weekend passes to leave prison, after they had spent ten years incarcerated. The Bush campaign highlighted Horton's case in advertisements to argue that Dukakis's policies were lenient on crime, which sparked national debate.

SUPPORT—Review the electoral map and caption on page 265. Ask: How does the map represent a significant victory for candidate Bush? (*He earned the electoral votes of forty states, including many states that previously leaned Democratic.*) **(US.4, US.5.a, US.5.b, US.6.a, US.18, US.18.h)**

SUPPORT—Prompt students to recall that Reagan's tax cuts had both positive and negative effects. On the positive side, they were credited with helping spur economic recovery from stagflation, lowering inflation rates, encouraging business investment, and contributing to job creation—more than sixteen million new jobs were added during Reagan's presidency. However, the tax cuts also contributed to large federal deficits and did not benefit all Americans equally. Still, the public strongly supported low taxes, and by the time Reagan left office, many voters expected the next president, George H. W. Bush, to continue this approach even though he had inherited the federal deficit.

After students read the text, ask the following questions:

LITERAL—Why did Bush promise not to raise taxes, and how did that promise relate to the challenges he inherited? **(US.18.h)**

» Bush promised not to raise taxes to appeal to voters, presenting himself as fiscally responsible and different from his opponent, Dukakis. This promise made it more challenging to address the large federal deficit he inherited when he took office. Raising revenue through taxes, an option supported by many in Congress, would break that promise. To deal with the budget crisis and compromise with Congress, Bush realized he had to raise taxes after all. He signed the Omnibus Budget Reconciliation Act of 1990, which raised the top individual income tax rate, among other tax increases.

INFERENTIAL—How did Bush's handling of the federal deficit illustrate the difficulties presidents can face when working with Congress, especially when priorities conflict? **(US.6.a, US.18.h)**

» Although Bush had promised not to raise taxes, many members of Congress, particularly Democrats, favored increasing taxes to avoid deep cuts to social programs. The conflict between Bush's priorities and Congress's priorities made it difficult to find a solution, illustrating how disagreements can force presidents to make unpopular or complicated decisions.

"The Americans with Disabilities Act" and "Clarence Thomas," pages 266–268

Scaffold understanding as follows:

Have students read the sections on pages 266–268.

CORE VOCABULARY—Point out the vocabulary term *accessible*, and explain its meaning.

SUPPORT—Explain that previous federal legislation had identified rights of people with disabilities, but these had not been enforced. The Rehabilitation Act of 1973 prohibited discrimination against people with disabilities in federally funded programs, including in employment. However, there were no written regulations in place to enforce the act. Disability rights activists pushed for stronger legislation that would require organizations to implement accessibility features in the areas of employment, public accommodations, transportation, and communication, ensuring people with disabilities could participate in public life. In April 1977, disability rights groups led monthlong sit-ins in federal buildings in Washington, D.C., and other parts of the country to advocate for enforcement.

SUPPORT—Review the image and caption on page 267. Ask students how the Capitol Crawl compares to other civil rights protests they learned about in previous units and the ACT UP protests they learned about earlier in the topic. (*The protests often took place in federal buildings to call attention to government inaction; the protests involved people placing their bodies in a public space to draw attention to the issue they were raising.*) **(US.3, US.18, US.18.b)**

After students read the text, ask the following questions:

LITERAL—What challenges did people with disabilities face before the ADA? **(US.18, US.18.b, US.18.h)**

» Before the ADA, many people with disabilities could not access public spaces. They also had trouble finding employment opportunities because workplaces were not accessible.

LITERAL—What was the Capitol Crawl, and why was it significant? **(US.18.b, US.18.h)**

» The Capitol Crawl was a protest in which disability rights activists ascended all one hundred steps of the U.S. Capitol. It was significant because it drew attention to the fact that the Capitol building was physically inaccessible to many, proving the need for legislation that protected the rights of Americans with disabilities.

LITERAL—Who did President George H. W. Bush nominate to the Supreme Court during his presidency? **(US.18, US.18.g, US.18.h)**

» President Bush nominated Clarence Thomas, then the chairman of the Equal Employment Opportunity Commission.

ANALYTICAL—What controversy surrounded Clarence Thomas's confirmation hearings, and how did he respond? **(US.18, US.18.g, US.18.h)**

» Anita Hill accused Thomas of sexual harassment. Thomas denied the accusations, calling them a "high-tech lynching" and suggesting that opposition to his nomination also reflected disagreement with an African American man having a conservative judicial philosophy and a race-neutral interpretation of the constitution.

ANALYTICAL—Why did Clarence Thomas oppose affirmative action, and what does this reveal about his broader judicial philosophy? **(US.18, US.18.g, US.18.h)**

» Thomas opposed affirmative action because he believed it was patronizing and could unintentionally harm its intended beneficiaries by casting doubt on their individual achievements. This reflected his conservative judicial philosophy, which emphasized individual merit and opposed considerations based on race.

✓ **THINK TWICE—**What lasting effects did Bush's presidency have on American society?

» George H. W. Bush expanded civil rights through the Americans with Disabilities Act (ADA) in 1990, increasing accessibility for people with disabilities. His appointment of Clarence Thomas influenced the Supreme Court's conservative direction, and his decision to raise taxes after promising not to affected public trust in government.

"The Clinton Era: Changes in the 1990s" and "Clinton's Economic Policies," pages 268–269

Scaffold understanding as follows:

Have students read the sections on pages 268–269.

SUPPORT—Explain that Clinton's phrase "I feel your pain" was intended to indicate to voters that he not only understood why their problems were distressing but also shared their distress on a personal level. This helped create the perception that he genuinely cared about issues affecting everyday Americans.

SUPPORT—Review the image and caption on page 268. Ask how Clinton's origins in a small Arkansas town, where he was raised by a single mother, might have made him an appealing candidate. (*Possible response: Clinton was from a humble background that many Americans could relate to, rather than from an elite, wealthy background.*) **(US.5.a, US.6.a, US.18.h)**

SUPPORT—Review that Clinton's 43 percent of the vote represented a plurality, not a majority. Compare this election to that of Abraham Lincoln in 1860, which students learned about in Unit 1, in which Lincoln also did not earn a majority of the popular vote. Then ask students how they think Ross Perot's candidacy affected the election. (*People who would otherwise support Bush or Clinton might have voted for Perot, changing the outcome of the election.*) **(US.3, US.6.a, US.18.h)**

SUPPORT—Traditionally Democratic, working-class voters who had supported Republican Ronald Reagan in the 1980s were informally known as "Reagan Democrats." In 1992, Bill Clinton worked to win them back through his centrist "New Democrat" approach, which balanced economic growth, moderate social policies, and government reform. Some Reagan Democrats shifted back to the Democratic Party, contributing to Clinton's electoral success, though his broader coalition also included younger and suburban voters.

After students read the text, ask the following questions:

ANALYTICAL—Why did Bush lose the support of American voters? **(US.18.h)**

» Bush lost American voters' support because voters were discouraged by a seemingly failing economy after a recession in the early 1990s. Bush vetoed legislation that would have expanded unemployment benefits. Many Americans felt Bush was out of touch with ordinary people's economic struggles. He also broke his "no new taxes" pledge, which disappointed many voters.

ANALYTICAL—How were Clinton's tax policies different from Reagan's tax policies? **(US.3, US.18.a, US.18.h)**

» Reagan's tax policies prioritized reducing taxes, primarily for top earners. Reagan claimed that if wealthy Americans spent and invested more, they would boost the economy, and all Americans would benefit. Clinton's tax policies prioritized increasing taxes for top earners. Clinton believed that collecting this tax revenue would help reduce the federal deficit and boost the economy.

✓ **THINK TWICE—**Why did Clinton and Perot appeal to voters in 1992?

» Clinton appealed to voters because he had centrist policies, supporting some issues that appealed to Republicans and others that appealed to Democrats. He also seemed to understand ordinary Americans' pain and concerns. Perot appealed to voters because he proposed understandable solutions to the country's problems and many people believed his success as a businessman proved he could be a strong leader. Perot also represented another option for voters who were frustrated with both major parties. These factors, combined with Bush's handling of the economy and his broken "no new taxes" pledge, contributed to the appeal of both Clinton and Perot.

"Newt Gingrich and the Contract with America" and "Shutting Down the Government," pages 269–272

Scaffold understanding as follows:

Have students read the sections on pages 269–272.

SUPPORT—Review that midterm elections, so named because they take place in the middle of a president's four-year term, are when Americans elect members of Congress. All 435 seats in the House of Representatives are contested in each midterm election because House members serve two-year terms. Members of the Senate serve six-year terms, so about one-third of Senate seats are up for election every two years, including during midterms.

SUPPORT—Explain to students that "detailed cost estimates" refers to calculations showing how much proposed changes would increase or reduce government spending. Point out that while the Contract with America emphasized limiting the size and cost of government, it did not include specific figures showing the financial impact of its proposals. This made the overall goals clear but left the exact budget effects uncertain.

SUPPORT—Guide students to recall what they learned about Medicare in Unit 5. Passed as part of President Johnson's Great Society reforms, Medicare is a partially federally funded program that pays many of the costs of health care for eligible older Americans.

SUPPORT—Explain that a government shutdown can occur when Congress and the president disagree on how to allocate funding in the federal budget. Each federal agency's budget must be passed by Congress and signed by the president in order for the agency to spend any money. Until Congress and the president reach an agreement, government services cannot be funded, and all nonessential federal government services are temporarily shut down. Services determined to be essential, such as national defense and security, law enforcement, mail delivery, and distribution of Social Security benefits, continue to operate, but employees do not get paid until a budget is passed and signed. Shutdowns had previously occurred during the Carter, Reagan, and Bush administrations.

After students read the text, ask the following questions:

ANALYTICAL—Why did Newt Gingrich create the Contract with America? **(US.18.h)**

» Gingrich created the Contract with America to establish an agenda for a Republican-controlled Congress. His goal was to limit government spending and government involvement in Americans' lives.

LITERAL—What policy changes did the Contract with America propose? **(US.18.h)**

» The Contract with America included promises to reduce federal spending, balance the budget, limit tax increases, cut certain welfare programs, and increase penalties for some crimes.

LITERAL—How did Clinton and Congress disagree about the Contract with America? **(US.18.h)**

» Clinton and Congress disagreed because Clinton opposed many budget cuts that the Republicans in Congress wanted to make, including cuts to social welfare, education, and environmental protection programs. These disagreements led to a standoff over the federal budget.

✓ **THINK TWICE—**What did the Contract with America have in common with Reagan's domestic policies?

» The Contract with America proposed cuts to federal spending and emphasized that Congress should be more frugal. One pillar of Reaganomics involved reducing spending on federal programs. Both the Contract with America and Reaganomics aimed to reduce the number of Americans on welfare, hoping that these Americans would take "personal responsibility" by finding employment to support themselves. Both plans limited tax increases.

✓ **THINK TWICE—**Why did the government shut down in 1995–96?

» The government shut down because Congress and President Clinton could not agree on the federal budget. Republicans sought significant cuts to federal spending, particularly in programs such as Medicare, education, and environmental protection, and Clinton believed many of these cuts would harm vulnerable Americans. The government shut down until policymakers could agree.

Primary Source Feature: "House Republicans' Contract with America, 1994," page 270

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 270.

Introduce the source to students by explaining that this excerpt includes some, but not all, of the ten total bills Newt Gingrich and other Republicans promised to introduce. Other bills included the Taking Back Our Streets Act, which would strengthen sentencing laws and fund law enforcement; the American Dream Restoration Act, which would introduce tax credits for households with children and other tax relief measures for middle-class households; the Senior Citizens Fairness Act, which would reduce taxes for older Americans; the Job Creation and Wage Enhancement Act, which would include tax incentives for small businesses; the Common Sense Legal Reform Act, which would limit the legal actions people could take against manufacturers;

and the Citizen Legislature Act, which proposed term limits that would limit the amount of time a politician could remain in office. Point out that many of these bills aimed to reduce taxes for American households and businesses.

Have students read the source.

SUPPORT—Explain that a line-item veto allows an executive to reject certain parts of a bill rather than accepting or rejecting the entire bill. While some have suggested giving legislatures similar authority, Congress does not currently have a formal line-item veto. By using a line-item veto, officials can control spending in large appropriations bills. In 1998, the Supreme Court ruled that the federal line-item veto was unconstitutional (*Clinton v. City of New York*).

SUPPORT—Clarify that a "two-years-and-out provision" would limit the amount of time a household could receive welfare payments to two years.

SUPPORT—The Family Reinforcement Act included the goal of "strengthening rights of parents in their children's education." Explain to students that Reagan's support for evangelical causes included endorsement of private religious schools. Parents already had the right to send their children to such schools, but Reagan went further by supporting measures like tuition tax credits that would have helped families afford private or religious schooling. Although these proposals never passed Congress, they reflected a consistent Republican policy point that parents should be able to choose how to educate their children, even with some public support.

SUPPORT—The National Security Restoration Act specified that U.S. troops should not be under the command of the United Nations (UN). Explain that this provision was designed to reduce the number of U.S. troops employed overseas on UN-led, rather than U.S.-led, missions.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

INFERENTIAL—Based on the Contract with America, which issues do you think were most important to Republican legislators in their campaigns? **(US.5.a, US.5.b, US.6.a, US.18.h)**

» Possible response: Reforming welfare, lowering taxes, and supporting families were key priorities for Republican legislators. The Personal Responsibility Act would propose changes to welfare programs, the Fiscal Responsibility Act would address tax limitations, and the Family Reinforcement Act would include measures to support children and families.

ANALYTICAL—Which parts of the Contract with America support the claim that Congress will "[respect] the values and [share] the faith of the American family"? **(US.5.a, US.5.b, US.18.h)**

» The proposed Family Reinforcement Act includes initiatives to support children and older Americans, such as tax incentives for adoption and an elderly dependent care tax credit. These measures were intended to provide assistance to families and reinforce their role in society.

ANALYTICAL—How might the Personal Responsibility Act have saved money in the federal budget? **(US.5.a, US.5.b, US.6.a, US.18.h)**

» The Personal Responsibility Act aimed to reduce federal spending by limiting welfare eligibility, adjusting program durations, and implementing work requirements for certain recipients, with the goal of reducing costs while encouraging self-sufficiency.

"Health Care," pages 272–273

Scaffold understanding as follows:

Have students read the section on pages 272–273.

SUPPORT—Connect the information in this section to prior knowledge by reminding students that the Cold War, which pitted the United States against communist nations and nations considering communism, left many American legislators and members of the American public wary of any sign that a government sought too much control, particularly when this control seemed to extend to additional or new aspects of Americans' lives, such as their health care.

SUPPORT—Review the image and caption on page 272. Give further context by explaining that almost forty million Americans—around 15 percent of the population—had no health insurance at some point in 1993, the year Clinton introduced the bill. (By comparison, around 8 percent of Americans were uninsured in 2023.)

Online Resources

EXTENSION ACTIVITY—As a class or in small groups, have students watch the compilation of four "Harry and Louise" health care advertisements. Explain that the first and third ads were paid for by the Coalition for Health Care Choices, a group that opposed Clinton's plan. The second and fourth ads were paid for by the Democratic Party to gather support for Clinton's plan. The second ad includes a reference to a plan proposed by Theodore ("Teddy") Roosevelt. Remind students about the platform of Roosevelt's Progressive Party, which they learned about in Unit 2. The party's 1912 platform included "the protection of home life against the hazards of sickness, irregular employment and old age through the adoption of a system of social insurance adapted to American use." This policy of "social insurance" has been interpreted by many as a proposal of health care coverage. After students watch the ads, have them respond to or discuss these questions: What do the Coalition for Health Care Choices ads suggest about the impact of Clinton's policy? What do the Democratic Party ads suggest about the impact of Clinton's policy? How does each ad respond to the claims of its opposition? **(US.5.a, US.5.b, US.5.c, US.6.a, US.18.h)**

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: How do you think Clinton could have changed the Health Security Act to make it more likely to be approved by Congress and supported by the public? If you do not think any changes would have made the act succeed, why do you believe this? **(US.6.a, US.6.b, US.6.d, US.18.h)**

After students read the text, ask the following questions:

LITERAL—Which reforms did Clinton's Health Security Act propose? **(US.18.h)**

» The Health Security Act aimed to provide universal health care coverage. Costs would be shared by employers, the federal government, and Americans through health alliances, which would then pay health care providers.

LITERAL—What arguments did opponents of Clinton's health care plan make? **(US.18.h)**

» Clinton's plan would have replaced private health insurance with a broad, government-sponsored plan. Private health insurance associations, threatened by a potential loss of profits, campaigned against the plan, saying it would charge Americans more for inferior health care. Insurance companies and doctors criticized the bill for giving the federal government too much control over the health care system and potentially reducing the role of private insurers.

"Crime," page 273

Scaffold understanding as follows:

Have students read the section on page 273.

SUPPORT—Explain that "violent crime" is defined as crime that involves force or the threat of force. Physical assault, rape, robbery (stealing directly from a person), and murder are considered violent crimes. It is distinct from property crime or crimes that affect property but do not involve the force or threat of force against other people, such as burglary (unlawfully entering a place with the intent to steal or commit another crime) or arson.

After students read the text, ask the following questions:

LITERAL—How did the Violent Crime Control and Law Enforcement Act address gender-based violence? **(US.18.h)**

» The act created the Office of Violence Against Women, a federal agency specifically designed to address gender-based violence.

LITERAL—What was the goal of the COPS program? **(US.18.h)**

» The goal of the COPS program was to establish officers as a positive presence in communities and ideally prevent crime from happening.

ANALYTICAL—How did the Violent Crime Control and Law Enforcement Act contribute to mass incarceration, and how did public concern about crime shape its impact? **(US.18.h)**

» The act provided funding and incentives that encouraged longer prison sentences and expanded police presence. These measures were supported by a public in favor of strong action against crime and contributed to higher incarceration rates.

✓ **THINK TWICE—**What did Clinton hope to achieve in the areas of health care and crime reduction?

» President Clinton hoped to make health care more affordable and accessible by creating a system that required all Americans to have coverage and provided assistance to those without employer insurance. However, his ambitious health care plan failed to gain public or bipartisan support in Congress. He also aimed to reduce violent crime through the Violent Crime Control and Law Enforcement Act, which expanded local police forces, created programs to prevent crime, addressed gender-based violence, and established stricter penalties for offenders. The law contributed to both a drop in violent crime and a rise in rates of imprisonment.

"Welfare Reform," pages 274–275

Scaffold understanding as follows:

Have students read the section on pages 274–275.

SUPPORT—Point out the term *contingent*. Explain that *contingent* means dependent on another event occurring. If recipients did not meet increased work requirements, they would not receive aid.

SUPPORT—Review the bar graph and caption on page 274. Guide students to identify that the blue bars represent the years after the Personal Responsibility and Work Opportunity Reconciliation Act was passed. Ask students to describe the trends on the graph in a sentence or two. (*After 1996, fewer households with children living in poverty received federal assistance.*) Ask students why they think these changes happened. (*TANF set limits on the amount of time families could receive federal aid and added work requirements but did not directly address the underlying causes of poverty.*) Ask students if they think the graph indicates that these families were able to successfully transition out of poverty, and why or why not. (*No, because the chart does not indicate whether or not the families remained in poverty; adults in those households may not have been able to meet the increased TANF work requirements.*) Then discuss why fewer families receiving aid does not necessarily mean fewer families were in poverty. **(US.4, US.5.a, US.5.b, US.6.a, US.6.c, US.18.h)**

After students read the text, ask the following questions:

LITERAL—Why did many policymakers believe that AFDC continued the "cycle of poverty"? **(US.18.h)**

» Policymakers believed that because AFDC did not require recipients to work or have a time limit, recipients would have no incentive to achieve financial independence, and their children would learn to depend on government support instead of supporting themselves through work.

ANALYTICAL—How was TANF similar to and different from AFDC? **(US.18.h)**

» Both TANF and AFDC offered financial aid to low-income Americans. AFDC was controlled by the federal government and did not have work requirements or time limits; TANF was controlled by the states and included work requirements and time limits.

INFERENTIAL—Why do you think Clinton's welfare reforms disproportionately affected households with single mothers? **(US.6.a, US.18.h)**

» Possible response: Clinton's welfare reforms included work requirements as a condition of receiving aid. Single mothers may have had more difficulty meeting work requirements because they were responsible for caring for children, which might have limited the time they could spend working.

✓ **THINK TWICE—**How did Clinton's welfare reforms reflect the goals of the Contract with America?

» Clinton's welfare reforms reflected the Contract with America's goals of limiting Americans' reliance on welfare. The reforms attempted to meet this goal by increasing requirements for welfare recipients and setting time limits on aid. Similarly, the Contract with America's proposed Personal Responsibility Act included work requirements and a "two-years-and-out" time limit.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What impact did the presidents of the late twentieth and early twenty-first centuries have on U.S. domestic policy?"

"Supreme Court Appointment of Ruth Bader Ginsburg," pages 275–276

Scaffold understanding as follows:

Have students read the section on pages 275–276.

SUPPORT—Ask students how changing social values, together with amendments, legislation, and evolving judicial approaches, can affect how the Supreme Court applies the Constitution; invite examples such as citizenship, voting, involuntary servitude, women's rights and marriage, Indigenous rights, and child labor and workplace protections. (*The Constitution's original compromises limited full citizenship, but the Fourteenth Amendment and later decisions expanded and protected citizenship and equal protection claims; early voting restrictions based on property, race, and sex were later addressed by the Fifteenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments and by federal voting laws; slavery was lawful at the founding but abolished by the Thirteenth Amendment and further addressed by statutes and court interpretation; women's legal status and marriage law have changed through amendments, statutes, and pivotal cases; recognition of tribal sovereignty and land rights has grown in some eras, but the court's record on Indigenous rights is mixed and context-dependent; early economic jurisprudence sometimes struck down child labor and workplace protection regulations, but later statutes like the Fair Labor Standards Act and changed doctrines supported workers' rights and set limits on exploitative child labor.*) Emphasize that constitutional change can occur through formal amendments, new statutes such as the Civil Rights Act of 1964, or shifting judicial interpretation in cases like *Brown v. Board of Education* (1954) and *Riley v. California* (2014) and that the Supreme Court's responses have sometimes resisted as well as embraced social change. **(US.1, US.3, US.6.a, US.18.g)**

TALK IT OVER—Have students debate or discuss the following questions with a partner or small group: Do you think a Constitution written more than two hundred years ago can still serve modern society without being reinterpreted in a modern context? Why or why not? Additionally, what are the potential risks or consequences of reinterpreting a centuries-old constitution to fit modern societal contexts? **(US.1, US.3, US.6.a, US.6.b, US.18.g)**

SUPPORT—Inform students that Antonin Scalia and Ruth Bader Ginsburg had a close longtime friendship despite their political differences. They also respected each other's expertise and learned from each other. For instance, when Ginsburg was writing her majority opinion in *United States v. Virginia*, she claimed that Scalia's written dissent, which argued the opposite opinion, helped her make her own opinion better and more persuasive.

Online Resources

EXTENSION ACTIVITY—Individually or in pairs, have students examine the Derrick Wang Scalia/Ginsburg opera website. Have students watch the first video in the top left, titled "Justice Ginsburg Explains the 'Scalia/Ginsburg' Opera." Scroll down to the section titled "The Plot (in pictures)" and display the fifteen images in succession. Each image also contains a quote. Ask students to respond to the following questions, using quotes to support their points: How does the opera reflect Scalia's approach to the Constitution? How does it reflect Ginsburg's approach to the Constitution and her efforts to promote gender equality? What unites the two justices? (*It shows that Scalia believed the Constitution should be interpreted based on its original text and meaning and that Ginsberg believed the Constitution could be interpreted in the light of contemporary social values and conditions. Despite their differing judicial philosophies, they both respected the Constitution and maintained a personal friendship.*) **(US.1, US.3, US.5.a, US.5.c, US.6.a, US.18.g)**

SUPPORT—Remind students that *United States v. Virginia* is one of many cases in which the Supreme Court considered whether a school's admissions policy violated the Fourteenth Amendment's equal protection clause by excluding students based on factors like race or gender. Justice Thurgood Marshall used the clause to argue against school segregation in *Brown v. Board of Education*, which students learned about in Unit 5. Prompt students to recall the application of the phrase "separate but equal" in the *Brown* decision. The Supreme Court also used the clause to rule in the 1950 case *Sweatt v. Painter*, in which African American student Heman Sweatt was denied admission to the University of Texas law school because of his race. The university offered him admission to a separate law school for African American students instead. The Supreme Court determined that the other school did not provide an equal education and that Sweatt should be admitted to the University of Texas law school. Ask students how the *Sweatt v. Painter* decision is similar to the decision in *United States v. Virginia*. (*In both cases, the Supreme Court decided that schools could not claim to offer equal education opportunities to all students if they established separate facilities for some students based on their identities*.) **(US.1, US.3, US.6.a, US.18.g)**

After students read the text, ask the following questions:

LITERAL—Why did Ginsburg believe that the Constitution is a "living" document? **(US.18.g)**

» Ginsburg believed that the Constitution's principles must be applied in light of contemporary realities because the Framers could not have anticipated every circumstance, and constitutional change has occurred through amendments, new laws, and evolving judicial interpretation.

LITERAL—Why did Scalia disagree with Ginsburg's "living" Constitution approach? **(US.18.g)**

» Scalia disagreed with Ginsburg's approach because he argued that interpreting the Constitution according to contemporary social trends could undermine its role as a stable legal foundation.

ANALYTICAL—How did Ginsburg's ideas about women's rights and constitutional interpretation affect her decision in *United States v. Virginia*? **(US.18.g)**

» Ginsburg argued that the Fourteenth Amendment's equal protection clause applies to women, even though women did not have the same rights as men did when the Constitution was written and were not specifically included in the clause. Her opinion reflected her view that laws and policies should judge women by the same standards as men in circumstances such as school admission.

✓ **THINK TWICE—**Do you think it is important to have multiple judicial philosophies represented on the Supreme Court? Why or why not?

» Possible response: It is important because the diversity of judicial philosophies helps the Supreme Court view a case from all angles. Because judges with different philosophies will look at cases from different perspectives, they can judge cases more fairly as a group than they could if they all favored one philosophy.

"A New Era in the Media" and "Changes in News Reporting," pages 276–277

Scaffold understanding as follows:

Have students read the sections on pages 276–277.

SUPPORT—Clarify the phrase "shared media experience" by pointing out how this experience differs from the way contemporary Americans consume media. Ask students to estimate how many sources of news Americans can choose from today when they want to learn about a current event. Do most Americans consume the same media as their neighbors? If multiple sources of media are discussing the same event, do they describe it in the same way or present similar content, or do they describe the same event differently depending on their audience? (*Answers will vary, but students should come to the understanding that people today are much less likely to have a shared media experience because of the variety of media available and the different approaches that media sources take. Students may also identify some versions of a shared media experience that exist today, such as viral videos.*) **(US.18, US.18.e)**

After students read the text, ask the following questions:

LITERAL—What was Americans' media experience like in the mid-twentieth century? **(US.18.e)**

» In the mid-twentieth century, many Americans had a shared media experience. Many people watched the same television shows, listened to the same radio programs, and read the same news stories.

ANALYTICAL—How did cable television give Americans more options for viewing media? **(US.18.e)**

» Cable television allowed more channels to distribute their content to viewers across the country. Several twenty-four-hour news networks competed for viewers, and cable channels developed new programs that targeted specific audiences.

INFERENTIAL—How do you think partisan media systems affected Americans' understanding of current events? **(US.6.a, US.18.e)**

» Possible response: Partisan news networks reported on current events in ways that reflected their specific political views, such as presenting a new law as positive or negative. Americans may have relied on the news networks' interpretations of events and believed they were accurate, even if the coverage was biased.

✓ **THINK TWICE—**In what ways did the rise of twenty-four-hour news channels influence how news was reported and consumed by the public?

» Twenty-four-hour news channels changed the content of news media by creating much longer news cycles that networks needed to fill with material. Over time, some viewers increasingly selected channels that aligned with their political perspectives. Competition for ratings and advertising led to more coverage of dramatic stories, scandals, and high-interest events.

"The Rise of the Internet," pages 277–279

Scaffold understanding as follows:

Have students read the section on pages 277–279.

CORE VOCABULARY—Point out the vocabulary term *polarized*, and explain its meaning. Connect the term to the idea of gravitating toward opposite poles, such as the positive and negative poles of a magnet or the North and South Poles of the globe.

SUPPORT—Explain that *verification* in professional news reporting describes the process of checking facts and confirming that they are true. *Credibility* in a news organization describes the trustworthy reputation the organization has gained with readers; they know it is a source they can trust. Point out that if students have researched or compiled a bibliography or works cited page for a paper using online sources, they have some knowledge of what makes these sources credible and accurate.

TALK IT OVER—Have students debate or discuss the following question with a partner or small group: How do you think advertising and the pressure to earn money from page views affect the media environment today? **(US.6.a, US.18.e)**

After students read the text, ask the following questions:

LITERAL—What was the significance of ARPANET? **(US.18.e)**

» ARPANET was the earliest version of what would become the Internet. It was an early network that allowed users to share files through connected computers. Versions of this network became available to the public, and the connected networks came to be called the Internet.

ANALYTICAL—Why do many people think the Internet contributed to political division among Americans? **(US.18.e)**

» The Internet provided multiple sources of news content. As people decided where to get their news, they may have chosen sources that agreed with their political views rather than sources that offered different perspectives or only reported facts. They also joined online communities where they talked to other people who affirmed their views. This content may have contributed to a mindset that saw some views as right and others as wrong.

ANALYTICAL—How are blogs different from traditional news sources? **(US.18.e)**

» Traditional news sources are generally produced by trained journalists who follow professional accuracy and verification standards. Blogs can be written by anyone and may or may not follow similar standards, allowing for a wider range of perspectives and voices.

THINK TWICE—What are some potential positive and negative effects of the Internet on information consumption?

» The Internet makes information more accessible and allows rapid sharing of news and ideas. It can expose people to multiple perspectives, but it can also make it easier to find content that confirms preexisting beliefs, which may influence opinions and discussions.

"Clinton's Impeachment and a New Media Culture," pages 279–280

Scaffold understanding as follows:

Have students read the section on pages 279–280.

SUPPORT—Remind students that "neither Clinton" in this context refers to both President Bill Clinton and First Lady Hillary Clinton. Both were investigated in the Whitewater real estate probe, but neither of them was charged with any crime. This means investigators did not find enough evidence to accuse either one of wrongdoing.

SUPPORT—Explain that "public perception," used in the caption for the image of President Clinton on page 279, refers to the way most people understand and react to events based on what they see, hear, or read. The media can strongly shape public perception by influencing which issues receive attention and how those issues are presented. Review the image and caption, and explain that as reporters covered the trial, their coverage shaped many Americans' views of President Clinton and his presidency, even after the Senate voted to acquit him.

SUPPORT—Explain that perjury involves intentionally lying in court after making an oath to tell the truth.

SUPPORT—Clarify the phrase "political animosity" by explaining that *animosity* means strong dislike or hostility. Some Americans felt that Kenneth Starr and others were pushing for impeachment in part because they disagreed with Clinton's political views and that they were focusing too strongly on Clinton's personal life. Ask students why they think Clinton's approval ratings remained high despite the scandal. (*Many Americans prioritized Clinton's job performance over personal scandals*.) Explain that Clinton's acquittal in the Senate meant he was found not guilty of the charges brought in the impeachment trial, though the proceedings recognized the serious nature of the allegations. **(US.6.a, US.18.h)**

SUPPORT—Explain that "presidential norms and mores" refers to unwritten guidelines on how a president should conduct themselves to be a role model for other Americans.

After students read the text, ask the following questions:

LITERAL—What role did Kenneth Starr play in the impeachment process? **(US.18.h)**

» Kenneth Starr, the independent counsel, expanded his investigation from the Clintons' Arkansas business dealings to examine whether President Clinton had committed perjury or obstructed justice.

LITERAL—What charges were brought against Clinton during the impeachment hearings? **(US.18.h)**

» The House of Representatives approved two articles of impeachment: perjury and obstruction of justice. These charges were related to Clinton's testimony about his relationship with Monica Lewinsky.

ANALYTICAL—Why was the public divided during Clinton's impeachment trial? **(US.18.e, US.18.h)**

» Some believed the impeachment was driven more by political animosity than constitutional violations, and others argued that Clinton's actions violated legal and ethical standards for the presidency.

INFERENTIAL—The Clinton impeachment was widely covered by the twenty-four-hour news cycle. Why do you think this was, and how did the impeachment compare to earlier political scandals you have learned about? **(US.6.a, US.18.e)**

» Possible response: Many Americans were interested in the story of Clinton's impeachment because it involved a high-profile political figure and contained elements of personal misconduct, legal questions, and partisan debate. The twenty-four-hour news cycle had a chance to cover an event that was politically relevant but also dramatic and scandalous, like the plot of a TV show. The Clinton impeachment was similar in some ways to the Watergate political scandal, which also showed how misconduct at the presidential level could capture national attention and divide public opinion.

✓ **THINK TWICE—**How did President Clinton's impeachment illustrate the tension between addressing personal misconduct and ensuring political accountability?

» The impeachment highlighted the challenge of determining when private misconduct becomes a matter of public and constitutional concern. Although Clinton admitted to misconduct in his personal life, the Senate concluded it did not rise to the level of a crime against the state, demonstrating how impeachment involves both legal judgment and political considerations.

"Tension and Tragedy" and "The Ruby Ridge Standoff," pages 280–281

Scaffold understanding as follows:

Have students read the sections on pages 280–281.

SUPPORT—Point out the term *separatist*, first defined in Unit 4, and have a student say its definition.

SUPPORT—Explain that the Bureau of Alcohol, Tobacco, and Firearms (ATF) is a federal agency within the U.S. Department of Justice that enforces laws pertaining to firearms and explosive weapons, including their use, trade, and storage. The agency also enforces laws around the sale of alcohol and tobacco products. In 2001, its name was officially changed to the Bureau of Alcohol, Tobacco, Firearms, and Explosives, but the shorter name and acronym are still commonly used.

SUPPORT—Explain that the U.S. Marshals Service is a federal law enforcement agency that enforces federal court decisions, such as by locating and arresting people suspected of criminal activity.

SUPPORT—Review the image and caption on page 281, and point out that it shows a place isolated from the wider world. Explain that one reason Weaver and his family lived in a remote area of Idaho was to be far away from what they believed was a corrupt, overly controlling government. Weaver was also a survivalist, or someone who believes they should prepare for society's collapse by storing food, weapons, and other supplies. Ask students how they think survivalist beliefs relate to the beliefs of separatists. (*Both*

emphasize independence and self-sufficiency, and separatists may wish to live apart from government structures so they can rely on their own resources and communities.) **(US.4, US.5.a, US.6.a, US.18.d)**

After students read the text, ask the following questions:

LITERAL—Why did the U.S. Marshals Service send federal marshals to Weaver's cabin? **(US.18.d)**

» Weaver was charged with firearms violations for selling unregistered shotguns illegally. After Weaver failed to appear for his court date, federal authorities sought to arrest him and bring him into custody.

LITERAL—What did militia leaders do after the standoff at Ruby Ridge? **(US.18.d)**

» Militia leaders used the story of Ruby Ridge to recruit new members to their militias. They claimed Ruby Ridge was proof that the federal government threatened individual freedoms.

ANALYTICAL—Why were the FBI's and ATF's actions at Ruby Ridge controversial? **(US.18.d)**

» An FBI agent shot Weaver's wife, Vicki, who was innocent, and the FBI's use of force likely put others in danger. The ATF's use of violence was also seen as excessive; Weaver's fourteen-year-old son, Sammy, died in a shootout with the ATF.

✓ **THINK TWICE—**How did the Ruby Ridge standoff impact views on government and fuel 1990s militia movements?

» The Ruby Ridge standoff led some Americans to question the federal government's trustworthiness and use of force. The deadly confrontation was viewed as excessive and became a rallying point for anti-government extremists and militia groups of the 1990s, which used it to claim the government threatened individual freedoms and to recruit new members.

"The Waco Siege," pages 281–283

Scaffold understanding as follows:

Have students read the section on pages 281–283.

CORE VOCABULARY—Point out the vocabulary term *sect*, and explain its meaning.

SUPPORT—Explain that the Seventh-Day Adventist Church is a branch of evangelical Protestant Christianity that believes Jesus Christ will soon return to Earth in an event known as the Second Coming.

SUPPORT—Explain that the attorney general is the leader of the U.S. Department of Justice, the federal law enforcement agency. The attorney general supervises federal prosecutors and federal agencies, including the ATF and the FBI.

SUPPORT—Draw students' attention to the images of a U.S. Army helicopter and television network satellite trucks on page 282. Ask students why they think Americans were interested in following news coverage of the Waco siege. (*Possible responses: The event was dramatic and intriguing; people may have been nervous that extremist religious groups posed a threat to them.*) **(US.4, US.5.a, US.6.a, US.18.d)**

After students read the text, ask the following questions:

LITERAL—Why did federal agents raid the Branch Davidians' compound? **(US.18.d)**

» Federal agents raided the Branch Davidians' compound because they had an arrest warrant for leader David Koresh, who was accused of illegally stockpiling weapons. Koresh was also accused of taking multiple wives, some of whom were underage, which added to public concern about the group.

LITERAL—Why did the FBI decide to use force against the Branch Davidians? What were the consequences of this decision? **(US.18.d)**

» The FBI decided to use force after a fifty-one-day standoff because Koresh and the Branch Davidians refused to surrender peacefully. During the assault, agents used tear gas and a fire broke out, killing almost all residents inside.

ANALYTICAL—How were the Branch Davidians similar to Randy Weaver's family? **(US.18.d)**

» Both the Branch Davidians and Weaver's family chose to live isolated lives separate from the influence of the rest of the country. Each group's leader attracted the attention of federal officials because he was believed to be selling or storing firearms illegally, and each group's leader resisted surrendering to or complying with federal law. In both cases, armed standoffs with federal agents led to deaths and raised questions about government use of force.

"The Oklahoma City Bombing," page 283

Scaffold understanding as follows:

Have students read the section on page 283.

SUPPORT—Clarify that "domestic terrorism" describes actions in which someone attacks people and places in their own country (as opposed to international terrorism).

After students read the text, ask the following questions:

ANALYTICAL—How did the deaths of the Branch Davidians in Waco influence the Oklahoma City bombing? **(US.18.d)**

» McVeigh and Nichols chose the two-year anniversary of the date of the Waco siege intentionally; McVeigh claimed he wanted to avenge the deaths of the Branch Davidians. They targeted a federal building because they believed the federal government was abusing its authority.

INFERENTIAL—How do you think McVeigh's and Nichols's experience fighting in the Gulf War might have affected their views of the U.S. government? **(US.6.a, US.6.c, US.18, US.18.d)**

» Possible response: Their military experience in the Gulf War may have shaped their perceptions of government authority and the use of force. Observing military operations abroad and government responses at home (such as Ruby Ridge and Waco) could have reinforced their distrust of federal power.

LITERAL—Why did militia movements decline beginning in late 1996? **(US.18.d)**

» After the Oklahoma City bombing, the FBI expanded its efforts to fight domestic terrorism. Enforcement of laws and arrests of militia members increased. This pattern contributed to the decline of the movement.

✓ **THINK TWICE—**What did Ruby Ridge, Waco, and the Oklahoma City bombing have in common?

» Each event involved individuals or groups on the political or social fringes whose actions brought intense national attention through violence or armed confrontation with the federal government. In all three cases, these confrontations escalated into deadly outcomes, including the deaths of innocent people. Although most Americans did not share the beliefs or actions of those involved, the events showed how extremist individuals or groups could use dramatic acts of violence or defiance to dominate public discussion and deepen fears about government authority and public safety.

"The Columbine Shooting," pages 283–284

Scaffold understanding as follows:

Have students read the section on pages 283–284.

SUPPORT—Explain that the Columbine shooting led to debates in Congress about federal gun control measures. President Clinton pushed for reforms that included penalties for adults who let minor children have access to weapons. However, no significant federal gun legislation was passed as a result of the events at Columbine. Because of rights guaranteed to all citizens in the Constitution, specifically the Second Amendment of the Bill of Rights, gun control measures and gun rights remain highly debated topics in the United States.

After students read the text, ask the following question:

INFERENTIAL—Why did some Americans believe the Columbine shootings could have been prevented? **(US.6.a, US.18.d)**

» Some Americans believed the Columbine shootings could have been prevented because the shooters had previously left signs that they might use violence against other students. They filmed home videos describing the attack, and they made death threats toward another student, which were reported to the local sheriff. To many, these actions should have been recognized as warning signs by officials, friends, and family, any of whom could have taken measures that might have prevented the shootings.

"The 2000 Election" and "Florida: Too Close to Call," pages 284–285

Scaffold understanding as follows:

Have students read the sections on pages 284–285.

SUPPORT—Remind students that the presidential election of 1876 between Republican Rutherford B. Hayes and Democrat Samuel J. Tilden, which they learned about in Unit 1, had a disputed outcome involving the Electoral College. Like the election discussed here, it was marked by controversy over which votes should count and was ultimately resolved through political and judicial action. Remind students that in the U.S. system, the Electoral College, not the popular vote, determines the winner of a presidential election.

SUPPORT—Explain that the Electoral College was established in Article II of the U.S. Constitution as a compromise between electing the president by a vote of Congress and doing so by a direct popular vote of citizens. The Framers designed the system to balance the influence of large and small states. Each state appoints a number of electors equal to its total number of senators and representatives, giving smaller states a stronger voice so that presidential candidates could not rely solely on votes from the most populous states. Review that in almost every state (except Maine and Nebraska), all electoral votes go to the candidate who receives the highest number of votes in that state. Note that this system has occasionally produced different outcomes for the popular and electoral votes, such as in the elections of 2000 and 2016.

SUPPORT—Washington, D.C., which is a federal district and not a state, is also represented by electors and has been since 1961. The Twenty-Third Amendment, ratified that year, granted Washington, D.C., three electors in presidential elections. During the 2000 election, one of the district's three electors abstained, or deliberately withheld their vote, to protest the district's lack of representation in Congress, where it has a single nonvoting representative. While the elector's decision did not affect the election outcome, it was relevant to the broader debate of whether federal election processes truly are democratic and represent all Americans.

SUPPORT—Show students the image of the butterfly ballot on page 285. Draw their attention to the arrows pointing to holes in the ballot that represent each voting choice. The holes are close together and not neatly lined up beside the boxes; supporters of a recount argued that voters may have punched the hole representing a vote for candidate Buchanan, thinking they were punching the hole representing a vote for Gore.

After students read the text, ask the following questions:

LITERAL—Who were the main candidates in the 2000 presidential election? **(US.18, US.18.h)**

» George W. Bush ran as the Republican candidate, Al Gore ran as the Democratic candidate, and Ralph Nader ran as the Green Party candidate.

LITERAL—How many electoral votes did Florida have in the 2000 election? **(US.18, US.18.h)**

» Florida had twenty-five electoral votes.

LITERAL—Why was Ralph Nader's campaign still considered significant even though he did not win? **(US.18, US.18.h)**

» Nader's nearly three million votes were significant because they might otherwise have gone to another candidate, possibly affecting the close race between Bush and Gore.

LITERAL—Why did Gore concede the race and later retract his concession? **(US.18, US.18.h)**

» Gore conceded the race because it seemed that vote totals in Florida, the deciding state, would favor Bush. He retracted his concession when it became clear that the margin of victory for Bush in Florida was narrow and would trigger a recount under state law.

✓ **THINK TWICE—**How did the Electoral College process shape the 2000 election?

» The Electoral College process shaped the 2000 election as it always does, by making the outcome depend on winning individual states rather than the national popular vote. Although Gore won the popular vote overall, the final result hinged on Florida's

twenty-five electoral votes. Because the vote margin in Florida was extremely narrow, the state's results—and the recount they triggered—became decisive in determining the election's outcome.

"The Florida Recount," pages 285–287

Scaffold understanding as follows:

Have students read the section on pages 285–287.

SUPPORT—Note that the Supreme Court actually issued two separate rulings on the case *Bush v. Gore*. The first ruling, by a 7–2 vote, determined that the recount violated the equal protection clause because different Florida counties were using inconsistent standards to evaluate ballots. The court reasoned that if a recount were to be conducted in some counties, it would need to be extended to all counties in the state to ensure fairness. The second ruling, determined by a controversial 5–4 vote, stopped the recount because it could not be finished by the deadline.

After students read the text, ask the following questions:

LITERAL—Why did officials in four Florida counties request a manual recount of ballots? **(US.18, US.18.h)**

» Officials requested a manual recount because they believed that some voters may have been confused by the ballot design and that a machine-only recount might not accurately reflect voter intent.

ANALYTICAL—How did the close election and recount shape public perceptions of the outcome in Florida? **(US.18, US.18.h)**

» The close election and legal process surrounding Florida's results drew attention to the procedures used in the Electoral College and the vote-counting process in some states.

✓ **THINK TWICE—**What role did the U.S. Supreme Court play in settling the 2000 presidential election dispute?

» In the 2000 presidential election, the U.S. Supreme Court's decision in *Bush v. Gore* halted Florida's manual recount due to inconsistent standards and time constraints, awarding Florida's electoral votes to George W. Bush and securing his presidency.

"Hurricane Katrina," pages 287–288

Scaffold understanding as follows:

Have students read the section on pages 287–288.

Note: Be sensitive to students who may have experiences with or may have been affected by natural disasters.

SUPPORT—Invite students to share any prior knowledge they may have of Hurricane Katrina and its aftermath and impact. Explain that the New Orleans Superdome, now known as the Caesars Superdome, is a National Football League (NFL) stadium. Because it was a large, enclosed space that remained intact after the storm, the Superdome was used as a shelter of last resort when other shelters were unavailable for residents.

SUPPORT—Direct students to the sentence containing the phrase "proximity to under-maintained infrastructure" in the fourth paragraph of the section. Explain that *infrastructure* here refers to levees, or human-made walls or barriers designed to protect an area from floods. Without proper maintenance, the levees were more likely to fail and cause flooding.

Online Resources

EXTENSION ACTIVITY—Explain that "internal displacement" means the forced removal of people from the place where they live to another part of the same country. In pairs or small groups, have students review the map of the Hurricane Katrina diaspora. (Explain that a diaspora is a population that used to live in one place but has dispersed to scattered locations.) Ask students to identify locations to which large groups of people moved after leaving New Orleans and Louisiana. What pattern do students notice about these locations? Why do students think the locations attracted so many people from Katrina's diaspora? (*Many people moved to large cities in the South. These locations may have attracted people because they had job opportunities or support for new residents, or people may have had family or friends living there.*) **(US.4, US.5.a, US.5.b, US.5.c, US.6.a, US.6.c, US.18)**

After students read the text, ask the following questions:

LITERAL—Why were many people in Louisiana unable to evacuate during Hurricane Katrina? **(US.18, US.18.h)**

» Many people lacked access to transportation or the funds necessary to temporarily relocate.

ANALYTICAL—Why was the federal government criticized for its response to the disaster in New Orleans? **(US.18, US.18.h)**

» The federal government was criticized for the long delay in sending aid and supplies to New Orleans. A report revealed the federal government lacked a clear plan for responding quickly to emergencies.

✓ **THINK TWICE—**What challenges did New Orleans's residents face during and immediately after Hurricane Katrina?

» New Orleans residents were ordered to evacuate their homes before the storm came ashore, but many could not afford to do so or lacked transportation. As a result, hundreds of people died in the storm. After the storm, many residents who lacked any other shelter went to the New Orleans Superdome, which became overcrowded to the point of becoming a public health emergency.

"The Failure of the Levees," pages 288–290

Scaffold understanding as follows:

Have students read the section on pages 288–290.

SUPPORT—Explain that sea level is the height of the ocean's surface compared to a specific point on land. Places where the elevation of the land is lower than this height are considered below sea level. These low-lying areas are at higher risk of flooding.

SUPPORT—Have students review the photo and caption on page 289. Ask how the photo shows the destruction caused by the levees' failure. (*The photo shows a gap where the river broke through a levee. The homes on the far side of that levee are submerged in water and completely destroyed.*) **(US.5.a, US.5.b, US.6.a, US.18)**

SUPPORT—Clarify that "jurisdictional confusion," in simple terms, describes the situation in which local, state, and federal agencies were unsure whose jurisdiction the levees fell under—in other words, whose job it was to fix the levees. Because the levees were human-made and government-maintained structures, and because they were designed to protect New Orleans from a climate emergency but failed when they were needed, many people thought of the disaster as a preventable failure of government.

Online Resources

EXTENSION ACTIVITY—In pairs or small groups, have students review the map of neighborhoods affected by Hurricane Katrina, including the descriptions of areas with significant or with little or no flooding. Have students respond to the following questions: What do most of the areas with significant flooding have in common? (*Most areas with significant flooding were areas with low-income, working-class, or middle-class housing.*) What do most of the areas with little or no flooding have in common? (*Most areas with little or no flooding were wealthier areas with tourist attractions.*) What factors do you think contributed to this difference? (*Lower-income neighborhoods in New Orleans tended to be in low-lying areas.*) **(US.4, US.5.a, US.5.b, US.5.c, US.6.a, US.6.c, US.18)**

Online Resources

SUPPORT—Show students the photograph of George W. Bush aboard Air Force One, looking out the window at the destruction caused by flooding from Hurricane Katrina. Explain that this image contrasted with his response to the September 11 attacks. After September 11, Bush was physically present in New York City during rescue and recovery efforts. During Hurricane Katrina, he appeared at a distance from the hardest-hit areas and did not visit them immediately. Observers noted that this contrast in visibility and response may have influenced public opinion and contributed to a decline in his approval rating.

After students read the text, ask the following questions:

LITERAL—Why does New Orleans need drainage canals and levees? **(US.18)**

» New Orleans needs drainage canals and levees because much of the city is below sea level and at risk of flooding.

LITERAL—What did the 2006 Corps of Engineers report conclude about New Orleans's levees? **(US.18)**

» The report concluded that serious design flaws, including inadequate height, substandard materials, and faulty floodgates, had compromised the levees' ability to withstand the storm.

LITERAL—Why was FEMA criticized after Hurricane Katrina? **(US.18)**

» FEMA was criticized for poor coordination with state and local agencies, its lack of tools to track aid shipments, and its slow response.

LITERAL—How did environmental factors make New Orleans more vulnerable to flooding? **(US.18)**

» The erosion of Louisiana's coastal wetlands, which once served as natural storm buffers, left the city more exposed to storm surge and flooding.

"A Housing Crisis Shakes the Economy," pages 290–291

Scaffold understanding as follows:

Have students read the section on pages 290–291.

SUPPORT—Much of the financial vocabulary in this section will likely be unfamiliar to students. At a minimum, explain these terms:

- A *subprime rate* is an interest rate that is higher than the prime rate, which is the interest rate that banks give their most creditworthy loan customers. (Remind students that *interest* is the cost of borrowing money.)
- A *credit history* is a record of how a person handles money and pays debts, including factors like how many credit cards they use and whether they pay bills on time. These factors are used to determine a three-digit number called a *credit score*; the higher the number, the better the score. The score gives lenders a way to quickly assess how risky it might be to loan money to someone. People with a good track record of paying debts regularly are less risky. Lenders may charge higher interest rates (subprime rates) to people with lower credit scores or may offer them less credit or none at all.
- A *term* is a schedule for repaying a loan.
- An *adjustable term* or *adjustable interest rate* is one that can be changed by the lender, such as to reflect changes in the prime interest rate. For example, an adjustable interest rate can increase, making it more difficult for a borrower to afford payments.
- A *security* is a financial asset that can be traded.
- A *balloon payment* is a large, one-time payment a lender may require at the end of the loan term.
- Review that to *default* is to be unable to repay a loan, and a *bubble* (which students learned about earlier in the topic) is a situation in which assets rise in price very quickly, only to drop when the bubble "bursts."

SUPPORT—Remind students that earlier in the topic, they read about President Reagan's efforts to deregulate many industries, including banks. Deregulation reduced government involvement in the economy and allowed businesses greater freedom to operate and pursue profits. For banks, this meant that some financial safety regulations were relaxed, allowing them to take greater risks with their and their customers' money. For instance, banks were able to issue loans more freely, sometimes without confirming whether borrowers could reliably afford to repay them. Explain that deregulation continued in later years under both Republican and Democratic presidents. For example, during the Clinton administration in the 1990s, additional banking and financial regulations were rolled back, including limits on the kinds of investments banks could make. Supporters argued these changes helped fuel economic growth during the decade; critics later suggested they contributed to risky lending practices that made the economy more vulnerable to crises.

After students read the text, ask the following questions:

LITERAL—What is a subprime mortgage? Why did many prospective homebuyers use them? **(US.18)**

» A subprime mortgage is a home loan with a high interest rate. It is offered to borrowers with poor credit scores or limited credit histories because these borrowers represent increased risk to the lender. Many prospective homebuyers accepted these loans because they could not qualify for traditional loans.

LITERAL—What happened to home prices as more borrowers defaulted on subprime mortgages? **(US.18)**

» As more borrowers defaulted on subprime mortgages, housing prices fell sharply. They decreased because the market was flooded with a supply of homes for sale, both by those who could no longer afford their mortgages and by banks that now had more and more foreclosed properties in need of new borrowers.

ANALYTICAL—Why did bundling subprime mortgages into mortgage-backed securities make the financial system more vulnerable? **(US.18)**

» A bad loan is a bad loan whether it is part of a bundle or not. Bundling spread risky loans across the system and masked the danger of default. When many borrowers stopped paying, the securities lost value everywhere, harming banks and investors.

ANALYTICAL—How did the housing crisis reveal the integration of the global economy? **(US.18)**

» The housing crisis revealed the integration of the global economy because the effects of the U.S. financial system's collapse quickly spread beyond the United States. When mortgage-backed securities lost value and major U.S. banks suffered large losses, financial markets around the world were affected. This was especially clear after Lehman Brothers filed for bankruptcy because banks and financial institutions in other countries had made loans to or were financially connected to U.S. banks, causing the crisis to ripple through the global economy.

INFERENTIAL—Why do you think lenders kept approving risky loans even when the chances of default were high? **(US.6.a, US.18)**

» Possible response: Lenders believed they could protect themselves by charging higher interest rates and bundling loans into securities. In practice, many lenders also had little reason to worry about defaults because the risk was passed on to investors who bought those securities. This meant lenders could keep collecting profits, but they underestimated how dangerous widespread defaults could be.

✓ **THINK TWICE—**What factors contributed to the economic crisis of 2007–8?

» The crisis was fueled by the rise of subprime mortgages, which carried high risks for borrowers and lenders. Deregulation allowed financial institutions to approve loans without verifying income or repayment ability. Risky loans were bundled into mortgage-backed securities, hiding their danger. When housing prices fell and homeowners began defaulting, the value of these securities collapsed. The global financial system, tightly connected to U.S. markets, was destabilized. The collapse of Lehman Brothers in 2008 triggered widespread panic, pushing both the United States and the rest of the world into recession.

"The Great Recession" and "The Supreme Court in the Twenty-First Century," pages 291–293

Scaffold understanding as follows:

Have students read the section "The Great Recession" on pages 291–293.

SUPPORT—Review the economic conditions of the Great Depression in the early 1930s, which students read about in Unit 4. Many individuals lost their homes and savings, foreclosures became much more common, and many banks failed because their investments failed and loans were not repaid.

SUPPORT—Explain that the term *Great Depression* refers to the devastating economic collapse of the 1930s, which lasted for about a decade and saw unemployment rise to nearly 25 percent in the United States. Remind students that the Great Depression was the most severe economic downturn in modern history. The Great Recession, which began in 2007–8, was named in reference to the Great Depression because it was the longest and deepest economic downturn since that time. While very serious, the Great Recession was less severe; unemployment peaked at about 10 percent, and the economy recovered more quickly.

Have students read the sidebar "The Supreme Court in the Twenty-First Century" on page 292.

SUPPORT—Remind students that justices on the Supreme Court often have different judicial philosophies, meaning they interpret and apply the Constitution in different ways. Ask: How do these different approaches shape the Supreme Court's decisions for decades, and why are presidential appointments so significant for its long-term direction? (*The appointment of justices can affect the direction of the Supreme Court for years because justices serve lifetime appointments, and their judicial philosophies influence how the Supreme Court interprets laws and the Constitution long after the president who appointed them has left office. This means a single appointment can shape the Supreme Court's decisions, and the law, for decades.*) **(US.18, US.18.g)**

After students read the text, ask the following questions:

LITERAL—What was the Great Recession, and how long did it last? **(US.18)**

» The Great Recession was an economic downturn that began with the housing crisis in late 2007, which caused an economic decline that worsened through 2008 and lasted eighteen months. It was the longest and deepest downturn since the Great Depression of the 1930s.

LITERAL—What were some of the main effects of the Great Recession on Americans? **(US.18)**

» The Great Recession doubled unemployment from 5 percent to 10 percent and caused millions of Americans to lose their homes through foreclosure. Banks stopped lending to each other, reducing loans to businesses, which had to cut costs by laying off workers.

✓ **THINK TWICE—**What were some of the major challenges of the Bush presidency?

» The 2000 election was closely contested, with the outcome in Florida determined after a recount and a U.S. Supreme Court decision. Bush's presidency was then shaped by

the September 11 attacks, which led to the wars in Afghanistan and Iraq as well as new domestic security policies. He also faced criticism for the federal response to Hurricane Katrina in 2005 and the economic challenges of the 2007–8 financial crisis.

CONNECT TO THE FRAMING QUESTION—Have students discuss how the information in this section helps answer the Framing Question, "What impact did the presidents of the late twentieth and early twenty-first centuries have on U.S. domestic policy?"

"Barack Obama and the 2008 Election," pages 293–294

Scaffold understanding as follows:

Have students read the section on pages 293–294.

CORE VOCABULARY—Point out the vocabulary term *partisan*, and explain its meaning.

SUPPORT—Explain that a voter registration drive is a coordinated effort to sign up or register eligible Americans to vote. The organization Obama worked with, Project Vote, was founded in 1982 to enroll more voters from low-income and minority communities. By enrolling more African American voters in Illinois, Obama's 1992 voter registration campaign may have helped increase voter participation, which could have supported the election of Carol Moseley Braun, the first African American woman elected to the U.S. Senate from Illinois.

SUPPORT—Review the Obama campaign poster on page 293. Ask students how the poster uses imagery to send a message of hope and change. (*Possible response: The colors are blue and red, which are two of the colors in the American flag; the poster conveys optimism, unity, and the idea of a brighter future with the word* hope.) **(US.18.i)**

After students read the text, ask the following questions:

LITERAL—What issues were voters concerned about during the 2008 presidential election? **(US.18.i)**

» Voters were concerned about the economy, affordable health care, international terrorism, and the presence of American troops in Iraq.

ANALYTICAL—What did Obama's work in voter registration suggest about his political beliefs? **(US.18.i)**

» Obama's work to register voters suggested he believed that every eligible American should be able to participate in democracy by voting and that expanding voter participation strengthens the democratic system.

Primary Source Feature: "Democratic National Convention Keynote Address, Barack Obama, 2004," page 295

Scaffold understanding as follows:

Background for Teachers: Before the 2004 Democratic National Convention, Barack Obama was a relatively unknown state senator who had not yet been elected to the U.S. Senate. (He was elected in November 2004.) In his speech, he described his background, including his Kenyan-born father and Kansas-born mother, and discussed his personal

journey. The speech introduced themes, including hope, change, and unity, that he would reference during his later presidential campaign.

Direct students to the Primary Source Feature on page 295.

Introduce the source to students by briefly reviewing the background information and reminding them that the speech took place in 2004, four years before Obama's presidential campaign.

Have students read the source.

SUPPORT—Explain that the "collar counties" are the five Illinois counties that surround Cook County, the county that includes the Chicago metropolitan area. These counties are predominantly suburban. Obama brings them up to indicate that he has talked to Americans in many environments, from the suburbs to the inner city.

SUPPORT—Explain that Obama uses examples of what Americans do in the "blue states," which lean Democratic, and the "red states," which lean Republican, to push back against stereotypes. He identifies the stereotypes first and then gives examples meant to discredit them. For instance, one stereotype is that Democrats are not religious; Obama rejects this by saying, "We worship an awesome God in the Blue States." Another stereotype is that Republicans oppose gay people; he challenges this by saying, "[We] have gay friends in the Red States." A third stereotype is that only supporters of the Iraq War, and not its critics, are patriotic; Obama refutes this by saying, "There are patriots who opposed the war in Iraq and patriots who supported it." Guide students to understand that by naming and countering these stereotypes, Obama is emphasizing his own belief that Americans, across parties and regions, share common values and form one united people. **(US.5.a, US.5.b, US.18.i)**

SUPPORT—Explain that the word *audacity* means boldness, daring, or willingness to take risks. Obama believed that to hope for a better future, Americans needed this kind of boldness.

Activity Page

AP 1.1

You may wish to have students complete the Primary Source Analysis (AP 1.1) independently or with a partner.

After students have read the source, ask the following questions:

ANALYTICAL—Why does Obama quote from the Declaration of Independence? **(US.1, US.3, US.5.a, US.5.b, US.6.a, US.18.i)**

» Obama wants to remind Americans that their nation is unique and powerful because of its founding ideals of liberty and equality, not because of its military or its economic accomplishments.

INFERENTIAL—How does Obama respond to the claim that Americans "expect government to solve all their problems"? Why do you think he responds to this claim? **(US.5.a, US.5.b, US.6.a, US.18.i)**

» Possible response: Obama explains that most Americans he has spoken with want opportunities to work and improve their own lives rather than relying solely on government aid. He wants to emphasize that the government needs to adjust priorities to support these efforts.

ANALYTICAL—According to Obama, what do many Americans in inner-city neighborhoods believe about education? **(US.5.a, US.5.b, US.18.i)**

» Obama states that many people he has talked to in inner-city neighborhoods believe parents have an important role to play in their children's education and that some African American students may face social pressures that discourage academic engagement.

ANALYTICAL—How does Obama emphasize that Americans are more alike than they are different? **(US.5.a, US.5.b, US.18.i)**

» Obama gives examples of people in "red states" and "blue states" who do not conform to stereotypes about Republicans and Democrats. He emphasizes that differences in racial identity and political beliefs do not strictly divide Americans and that all are part of the nation's diverse population.

Note: For more primary source work related to this topic, see the Land of Liberty DBQ Workbook.

"Obama's Grassroots Campaign," "From Broadcast to Broadband: Media's Growing Influence on Policy," and "A Milestone Victory," pages 294–297

Scaffold understanding as follows:

Have students read the section "Obama's Grassroots Campaign" on pages 294–296.

SUPPORT—Review that Obama's running mate (and future vice president), Joe Biden, would later win the presidency for a single term in 2020.

SUPPORT—Remind students that by 2008, U.S. troops had been in Iraq for almost five years, and the war in Iraq had lost much popular support among Americans, as they learned in Topic 1. This shift in public opinion likely made Obama's goal of withdrawing troops from Iraq more appealing to voters.

Online Resources

EXTENSION ACTIVITY—In pairs or small groups, have students watch the MyBO website tour video, in which a campaign staffer explains how supporters can use the platform. A transcript is available for students to follow if needed. Have students respond to the following questions: How did the platform allow supporters to connect through common interests and goals? How did it help them raise funds? How do you think this direct participation motivated Obama supporters? **(US.18.e, US.18.i)**

Have students read the sidebar "From Broadcast to Broadband: Media's Growing Influence on Policy" on page 294.

SUPPORT—Explain that the "CNN effect" is named after one channel but refers to the influence of twenty-four-hour news coverage on political and military decisions.

SUPPORT—Remind students that the Battle of Mogadishu, discussed in Unit 6, Topic 1, was part of a U.S. humanitarian mission that encountered violence in Somalia.

Have students read the section "A Milestone Victory" on page 297.

After students read the text, ask the following questions:

ANALYTICAL—How did the expansion of twenty-four-hour news and the Internet change the relationship between public opinion and policymakers? **(US.18.e)**

» News and online media spread information instantly, shifting public opinion quickly and putting pressure on policymakers to respond faster. Policymakers sometimes based their decisions on media coverage rather than internal reports.

INFERENTIAL—What are some of the reasons why voters elected Obama in 2008? **(US.6.a, US.18.i)**

» Possible response: Young voters may have responded to his campaign's use of the Internet and social media or his calls for health care system reforms. African American voters and other groups may have supported him for the historic nature of his candidacy and his political platform.

INFERENTIAL—Why did Obama gain support in states that typically leaned Republican? **(US.6.a, US.18.i)**

» Possible response: Obama's campaign emphasized connecting with voters across differences, which may have attracted some voters who traditionally supported Republicans.

THINK TWICE—How did Obama use the Internet and social media in his campaign?

» Obama used online platforms to organize volunteers, communicate with supporters, and mobilize voters, particularly younger Americans who were frequent Internet users.

THINK TWICE—What factors contributed to Obama's victory in the 2008 presidential election?

» The economy, health care, the war on terror, and U.S. troop involvement in Iraq were key issues. Obama's campaign reached a wide range of voters, used digital organizing tools effectively, and presented a platform of hope and change that appealed to many Americans.

Check for Understanding

Ask students to:

- Write a short answer to the Framing Question: "What impact did the presidents of the late twentieth and early twenty-first centuries have on U.S. domestic policy?"

» Key points students should cite include: the goals and effects of Reaganomics; the HIV/AIDS epidemic and government response; Reagan-era domestic policies and the rise of political conservatism; Supreme Court appointments of Scalia, Ginsburg, O'Connor, Thomas, Breyer, and Alito; George H. W. Bush's tax policies; the Americans with Disabilities Act (ADA); the Contract with America and Clinton–Congress conflicts; Clinton's welfare reform, crime bill, and health care proposal; the

influence of television and the Internet on politics; domestic terrorism events, including Ruby Ridge, Waco, Oklahoma City, and Columbine; the federal and local response to Hurricane Katrina; the Great Recession and housing crisis; Obama's 2008 campaign, including his emphasis on change, grassroots organizing, and use of social media.

- Choose three Core Vocabulary words (*deregulation*, *economic inequality*, *accessible*, *polarized*, *sect*, *partisan*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

Activity Page

AP 2.1

You may wish to assign Domain Vocabulary: Unit 6 (AP 2.1) for homework.

UNIT 6

Teacher Resources

Topic Assessments: Unit 6

- Topic 1: Navigating the New World Order: U.S. Influence and Intervention 315
- Topic 2: Domestic Affairs: New Challenges and Polarization 321

Performance Task: Unit 6

- Performance Task Activity 328
- Performance Task Scoring Rubric 329

Activity Pages

- Primary Source Analysis (AP 1.1) 336
- Domain Vocabulary: Unit 6 (AP 2.1) 337

Answer Key: Unit 6 338

Assessment: Topic 1—*Navigating the New World Order: U.S. Influence and Intervention*

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.

1. Which country did U.S. troops defend during Operation Desert Shield in 1991? **(US.4, US.18.c)**

- **a)** Oman
- **b)** Egypt
- **c)** Yemen
- **d)** Saudi Arabia

2. Why did Iraq's invasion of a neighboring country present a potential threat to the United States? **(US.4, US.18.c)**

- **a)** Iraq's invasion threatened global oil supplies.
- **b)** Iraqi extremist groups were planning an attack on the United States.
- **c)** Iraq attacked countries that were allies of the United States, such as Israel.
- **d)** Iraq had spread communism to other Middle Eastern countries during the Cold War.

Use the excerpt from President George H. W. Bush's 1991 address to the UN General Assembly to answer questions 3 and 4.

Communism held history captive for years. It suspended ancient disputes, and it suppressed ethnic rivalries, nationalist aspirations, and old prejudices. As it has dissolved, suspended hatreds have sprung to life. People who for years have been denied their pasts have begun searching for their own identities, often through peaceful and constructive means, occasionally through factionalism and bloodshed.

3. What claim does President Bush make in his speech? **(US.2, US.5.a, US.5.b, US.18, US.18.h)**

a) The fall of communism revived old conflicts, leading to both peaceful change and violent bloodshed.
b) Communism had permanently ended ethnic and nationalist rivalries in Eastern Europe.
c) The Soviet Union's fall guaranteed lasting peace in Europe and the Middle East.
d) The United States should avoid involvement in post–Cold War disputes.

4. In his 1991 UN speech, President Bush described how the collapse of communism caused "suppressed ethnic rivalries" to reemerge. Which event from the 1990s best illustrates this point? **(US.2, US.5.a, US.5.b, US.18, US.18.h)**

a) the reunification of Germany
b) the outbreak of violent conflict in the former Yugoslavia
c) the signing of the North American Free Trade Agreement (NAFTA)
d) the negotiation of the START I and START II nuclear arms reduction treaties

5. Which response best describes how U.S.-based television news networks influenced foreign policy? **(US.2, US.18, US.18.e)**

a) Policymakers worked with media executives to decide on policies.
b) TV news portrayed events in ways that shaped public opinion about these events.
c) TV news portrayed the United States as a world power, leading to resentment abroad.
d) TV news interviewed military and political leaders in other countries to encourage political cooperation.

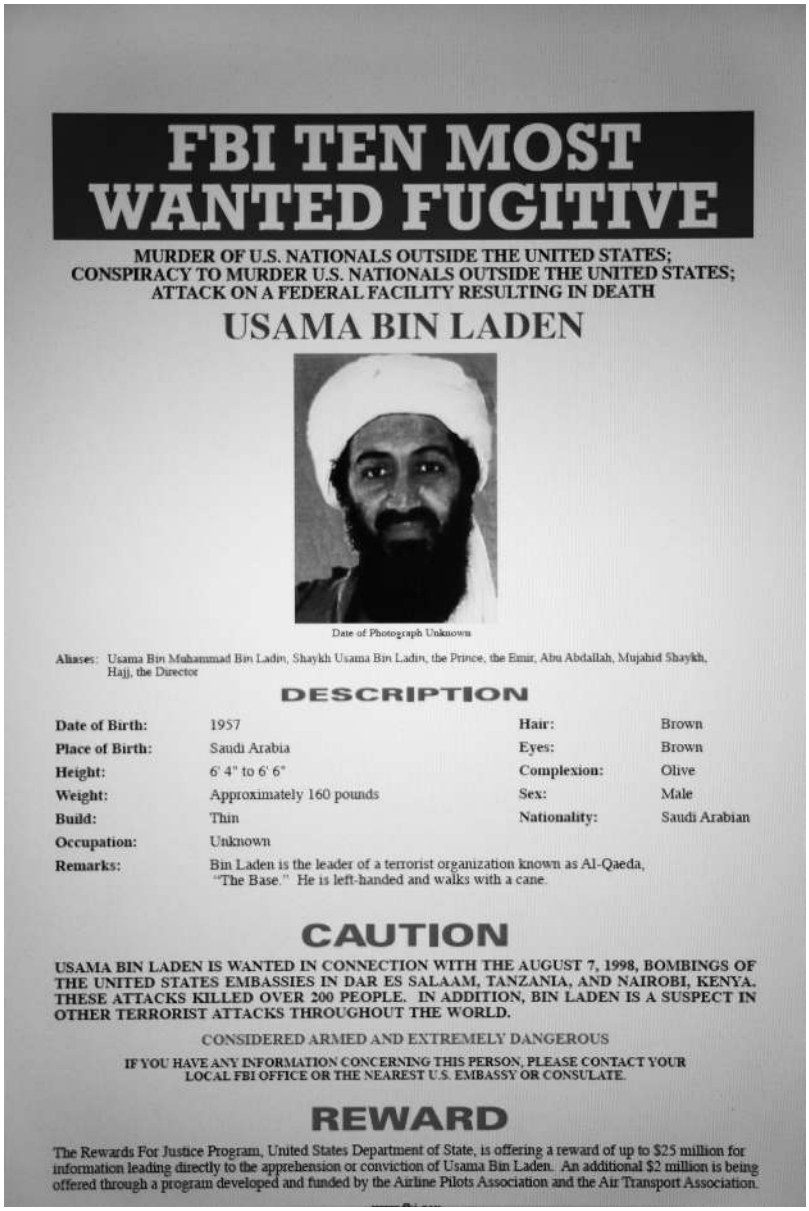
6. Which of the following are examples of political "soft power"? Select the **two** correct answers. **(US.2, US.18, US.18.h)**

a) removing a dictator from power
b) importing goods from wealthy countries
c) sending aid and supplies to a country in need
d) negotiating a peace agreement between two countries at war
e) launching air strikes as part of an international military coalition

7. Which statements describe early developments in the United States' relationship with Russia after the Cold War ended? Select the **two** correct answers. **(US.2, US.18, US.18.h)**

a) The nations established a free trade agreement.
b) The nations no longer viewed each other as ideological enemies.
c) The nations worked together to establish arms reduction agreements.
d) The nations united to pursue the common goal of stopping terrorist groups.
e) The nations formed a coalition to intervene and stop the violence in the Balkans.

Use the image to answer question 8. Note that Usama Bin Laden, as shown in the FBI poster below, and Osama bin Laden are the same individual.



FBI TEN MOST WANTED FUGITIVE

MURDER OF U.S. NATIONALS OUTSIDE THE UNITED STATES;
CONSPIRACY TO MURDER U.S. NATIONALS OUTSIDE THE UNITED STATES;
ATTACK ON A FEDERAL FACILITY RESULTING IN DEATH

USAMA BIN LADEN

Date of Photograph Unknown

Aliases: Usama Bin Muhammad Bin Ladin, Shaykh Usama Bin Ladin, the Prince, the Emir, Abu Abdallah, Mujahid Shaykh, Hajj, the Director

DESCRIPTION

Date of Birth:	1957	Hair:	Brown
Place of Birth:	Saudi Arabia	Eyes:	Brown
Height:	6' 4" to 6' 6"	Complexion:	Olive
Weight:	Approximately 160 pounds	Sex:	Male
Build:	Thin	Nationality:	Saudi Arabian
Occupation:	Unknown		
Remarks:	Bin Laden is the leader of a terrorist organization known as Al-Qaeda, "The Base." He is left-handed and walks with a cane.		

CAUTION

USAMA BIN LADEN IS WANTED IN CONNECTION WITH THE AUGUST 7, 1998, BOMBINGS OF THE UNITED STATES EMBASSIES IN DAR ES SALAAM, TANZANIA, AND NAIROBI, KENYA. THESE ATTACKS KILLED OVER 200 PEOPLE. IN ADDITION, BIN LADEN IS A SUSPECT IN OTHER TERRORIST ATTACKS THROUGHOUT THE WORLD.

CONSIDERED ARMED AND EXTREMELY DANGEROUS

IF YOU HAVE ANY INFORMATION CONCERNING THIS PERSON, PLEASE CONTACT YOUR LOCAL FBI OFFICE OR THE NEAREST U.S. EMBASSY OR CONSULATE.

REWARD

The Rewards For Justice Program, United States Department of State, is offering a reward of up to $25 million for information leading directly to the apprehension or conviction of Usama Bin Laden. An additional $2 million is being offered through a program developed and funded by the Airline Pilots Association and the Air Transport Association.

8. Which claim is supported by the evidence in the poster? **(US.18.f)**

- **a)** The U.S. government identified Osama bin Laden as wanted for multiple acts of terrorism.
- **b)** Osama bin Laden came from a wealthy Saudi family with international business ties.
- **c)** Osama bin Laden was a low-level terrorist and not on the government's radar.
- **d)** Osama bin Laden worked as an American diplomat in the Middle East.

Use Excerpts A and B to answer questions 9 and 10.

Excerpt A: President George W. Bush Before a Joint Session of Congress, 2001

On September 11th, enemies of freedom committed an act of war against our country. Americans have known wars, but for the past 136 years, they have been wars on foreign soil, except for one Sunday in 1941. Americans have known the casualties of war, but not at the center of a great city on a peaceful morning. Americans have known surprise attacks, but never before on thousands of civilians.

Excerpt B: The 9/11 Commission Report, 2004

> Our enemy is twofold: al Qaeda, a stateless network of terrorists that struck us on 9/11; and a radical ideological movement in the Islamic world, inspired in part by al Qaeda, which has spawned terrorist groups and violence across the globe.

9. Which claim is supported by **both** Excerpt A and Excerpt B? **(US.5.a, US.5.c, US.18.f)**

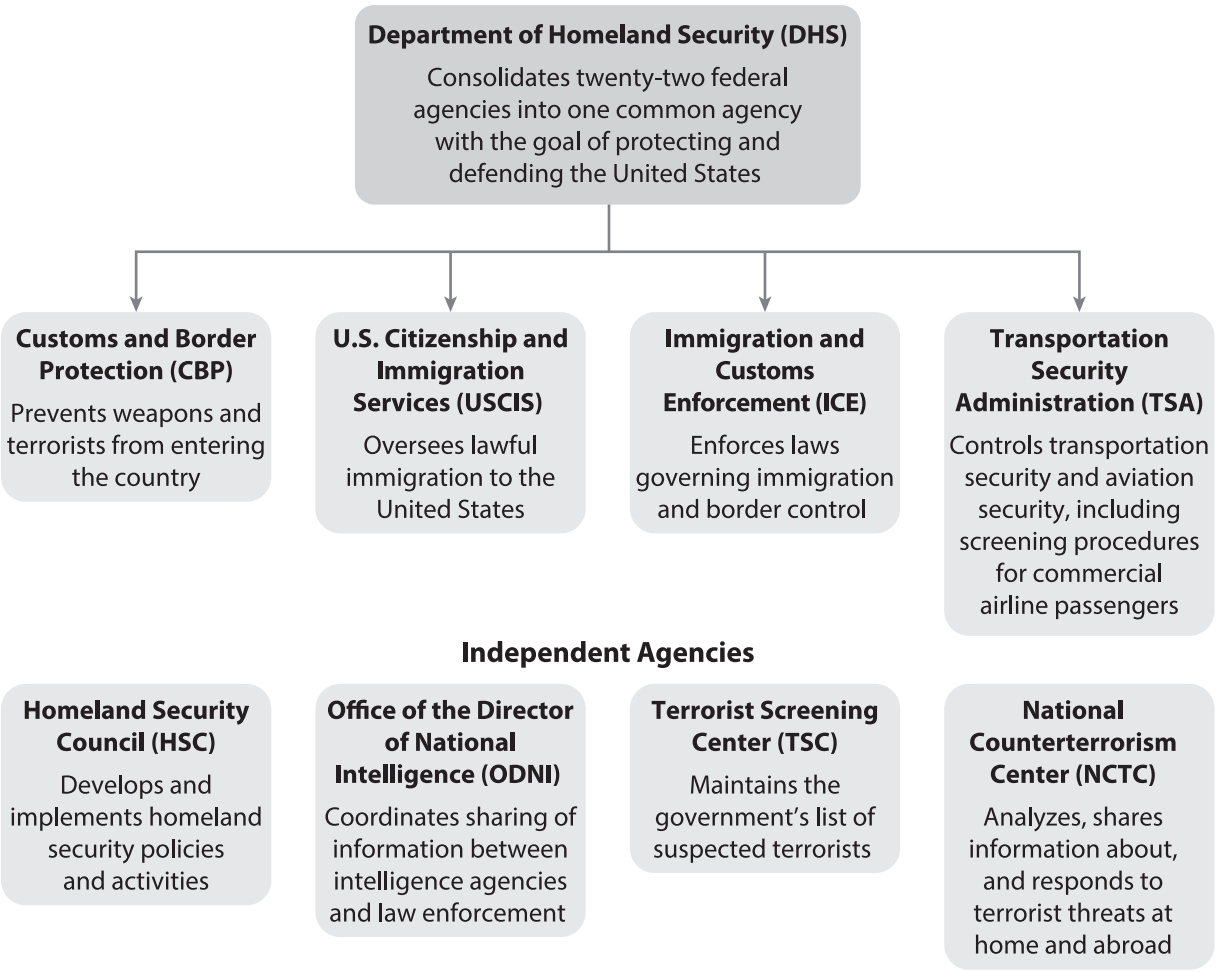
a) Terrorists chose to attack a major U.S. city because of its global power.
b) Most previous wars the United States has fought have been on foreign soil.
c) The people behind the September 11 attacks practiced a radical form of Islam.
d) The September 11 attacks represented a new and dangerous threat to the United States.

10. Based on Excerpt B and your own knowledge, why was the "enemy" a threat to the United States? **(US.2, US.5.a, US.5.c, US.18.f)**

a) It was founded and led by a single individual.
b) It involved a large, well-developed global network.
c) It originated in countries that had a U.S. military presence.
d) It involved many separate groups without a common mission.

Use the chart to answer questions 11 and 12.

Federal Agencies Created After September 11, 2001



11. Which problem did the federal government address by creating the Department of Homeland Security? **(US.5.a, US.18.f)**

a) the absence of laws that regulated biological weapons
b) the need for a federal agency in charge of immigration
c) the lack of coordination between different federal agencies
d) public concern about the government's new surveillance powers

12. Which agency was created to help law enforcement officials and intelligence officials communicate more effectively? **(US.5.a, US.18.f)**

a) Homeland Security Council
b) Customs and Border Protection
c) National Counterterrorism Center
d) Office of the Director of National Intelligence

13. Which statements apply to **both** the Gulf War and the 2003 invasion of Iraq? Select the **two** correct answers. **(US.2, US.3, US.18, US.18.f, US.18.h)**

a) The United States feared Saddam Hussein had weapons of mass destruction.
b) The United States was able to remove Saddam Hussein from power.
c) The mission was considered a success by most Americans.
d) The United States led a coalition of other countries.
e) The United Nations supported U.S. military action.

Use this quote from President Bush's secretary of state Colin Powell to answer questions 14 and 15.

Leaving Saddam Hussein in possession of weapons of mass destruction for a few more months or years is not an option, not in a post–September 11 world.

14. Based on Powell's statement, what did he think the United States should do? **(US.2, US.5.a, US.5.b, US.18, US.18.f, US.18.h)**

a) use military force against Iraq
b) remove al-Qaeda from power and support the Taliban
c) join the United Nations in its planned invasion of the Middle East
d) give Saddam Hussein more time to comply with weapons inspectors

15. Colin Powell argued that leaving Saddam Hussein with weapons of mass destruction was "not an option." What later development weakened this justification for the 2003 invasion of Iraq? **(US.2, US.5.a, US.18, US.18.f, US.18.h)**

a) The Soviet Union ended its nuclear program.
b) No weapons of mass destruction were found.
c) Saddam Hussein became president of Afghanistan.
d) The United Nations discovered weapons hidden across the Middle East.

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Identify one significant change in U.S. foreign policy after the Cold War, and explain its significance. **(US.1, US.2, US.3, US.6.a, US.6.b, US.6.c, US.18, US.18.c, US.18.f, US.18.h)**

Assessment: Topic 2—*Domestic Affairs: New Challenges and Polarization*

A. On your own paper, write the letter that provides the best answer.

1. Which of the following is a pillar of Reaganomics? **(US.18.a)**

a) support for secular private schools
b) raising taxes for high-income Americans
c) deregulation of businesses and industries
d) increased federal spending on social programs

2. Which statement describes an economic effect of Reaganomics on income distribution in the United States? **(US.18.a)**

a) Increases in the minimum wage during the 1980s significantly reduced poverty rates.
b) Union membership and collective bargaining strengthened, boosting wages for most workers.
c) Reductions in social program funding affected lower-income households more than higher-income households.
d) Federal tax cuts produced proportionally larger gains for middle-income households than for high-income households.

Use the image of former First Lady Nancy Reagan to answer question 3.

3. Which phrase best describes the goals of the federal program that Nancy Reagan was promoting? **(US.18.b)**

a) addressing racial discrimination in all federal drug sentencing laws
b) reducing drug use by encouraging young people to refuse drugs
c) reducing welfare use by spreading awareness of welfare's harms
d) promoting sexual abstinence to reduce the spread of HIV/AIDS

Use the quote from Supreme Court justice Antonin Scalia to answer questions 4 and 5.

The Constitution that I interpret and apply is not living but dead, or as I prefer to call it, enduring. It means today not what current society, much less the court, thinks it ought to mean, but what it meant when it was adopted.

4. Based on the quote and your own social studies knowledge, which statement best represents Scalia's judicial philosophy? **(US.5.a, US.5.b, US.18.g)**

- **a)** The Constitution is no longer relevant to American society today.
- **b)** The Constitution should be interpreted according to modern political values.
- **c)** The Constitution should be interpreted based on the original public meaning.
- **d)** The Constitution is enduring; therefore, interpretations can change with the times.

5. Based on your social studies knowledge, which statement best describes how Supreme Court justice Ruth Bader Ginsburg might respond to the quote? **(US.5.a, US.5.b, US.5.c, US.18.g)**

- **a)** The Constitution is a living document, and judges must interpret it in a modern context.
- **b)** If lawmakers propose formal amendments to the Constitution, then the laws should change.
- **c)** The changing values of American society are more important than the words of the Constitution.
- **d)** Because the Constitution was written long ago, it is impossible to know what the writers intended.

6. Which of the following were effects of increasing political partisanship in the 1990s and 2000s? Select the **two** correct answers. **(US.18, US.18.e)**

- **a)** withdrawal from the North Atlantic Treaty Organization
- **b)** government shutdowns over federal budget disputes
- **c)** Senate battles over Supreme Court nominations
- **d)** bipartisan passage of the Contract with America
- **e)** bipartisan passage of the Civil Rights Act

Use the quote from President Clinton to answer question 7.

In a few moments, I will sign the North American Free Trade Act into law. NAFTA will tear down trade barriers between our three nations. It will create the world's largest trade zone and create 200,000 jobs in this country by 1995 alone.

7. Which counterclaim might critics of NAFTA have made in response to Clinton's claim? **(US.5.a, US.5.b, US.18.h)**

- **a)** More people will immigrate to the United States from Mexico and Canada, taking jobs away from Americans.
- **b)** The trade agreement will only create manufacturing jobs in factories, where most Americans do not want to work.
- **c)** Because businesses have many regulations to follow, they cannot create more jobs even with an increase in trade.
- **d)** Many American factory jobs will disappear as businesses move their manufacturing plants to Mexico, where costs are cheaper.

Use Excerpts A and B to answer questions 8 and 9.

Excerpt A: President Ronald Reagan, 1987

Our welfare system itself has become a poverty trap—a creator and reinforcer of dependency.

Excerpt B: The Contract with America, 1994

THE PERSONAL RESPONSIBILITY ACT: Discourage illegitimacy and teen pregnancy by prohibiting welfare to minor mothers and denying increased AFDC [Aid to Families with Dependent Children] for additional children while on welfare, cut spending for welfare programs, and enact a tough two-years-and-out provision with work requirements to promote individual responsibility.

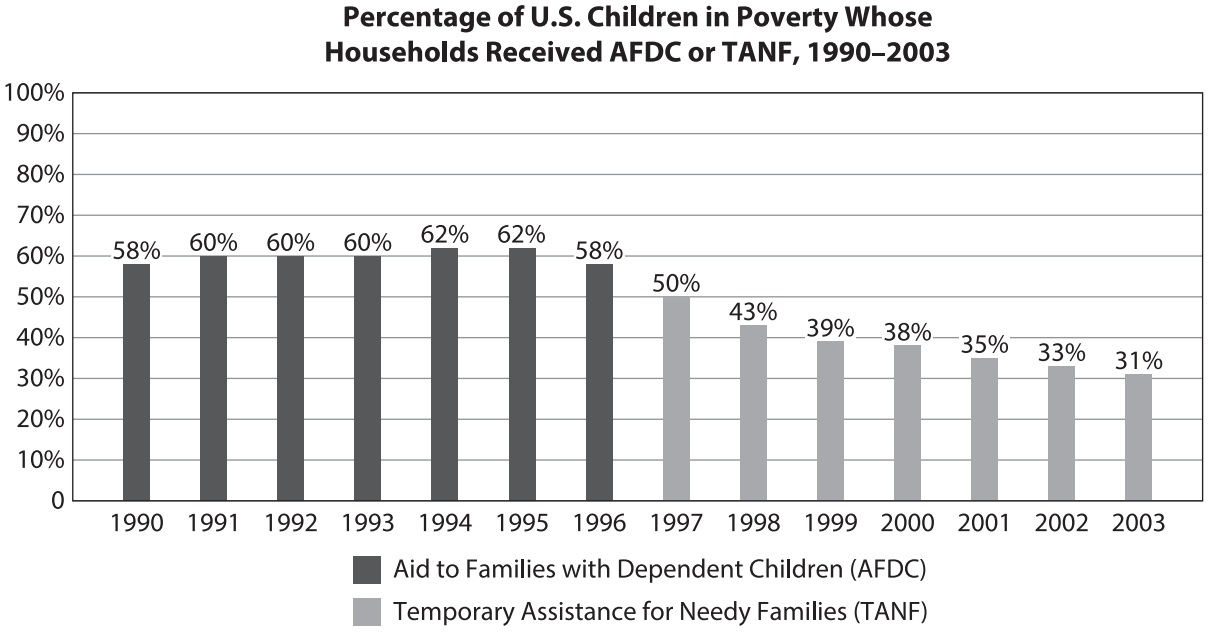
8. How does Excerpt A relate to Excerpt B? **(US.5.a, US.5.b, US.5.c, US.18.a, US.18.h)**

- **a)** Excerpt A emphasizes reducing taxes, and Excerpt B emphasizes raising taxes to fund welfare programs.
- **b)** Both Excerpt A and Excerpt B advocate for increased spending on welfare programs and higher taxation rates.
- **c)** Excerpt A criticizes welfare as creating dependency, and Excerpt B proposes reforms based on that same concern.
- **d)** Excerpt A expresses a Republican perspective on welfare, and Excerpt B expresses an oppositional response from the majority party in the House of Representatives.

9. Which idea is expressed in **both** excerpts? **(US.5.a, US.5.b, US.5.c, US.18, US.18.a)**

- **a)** Welfare should promote personal responsibility and self-sufficiency.
- **b)** Welfare programs must be expanded to guarantee income equality.
- **c)** Welfare should primarily support minor mothers and large families.
- **d)** Tax increases are the best solution to improve welfare benefits.

Use the graph to answer question 10.



10. What is one inference you can make from the data in this chart? **(US.4, US.5.a, US.18.h)**

a) Under TANF, the percentage of families living in poverty decreased.
b) Under AFDC, the percentage of children living in poverty increased.
c) AFDC gave larger amounts of federal aid to each household than TANF did.
d) Under TANF, the percentage of children living in poverty who received welfare decreased.

11. How did cable television and the Internet change the media environment in the United States? Select the **three** correct answers. **(US.18.e)**

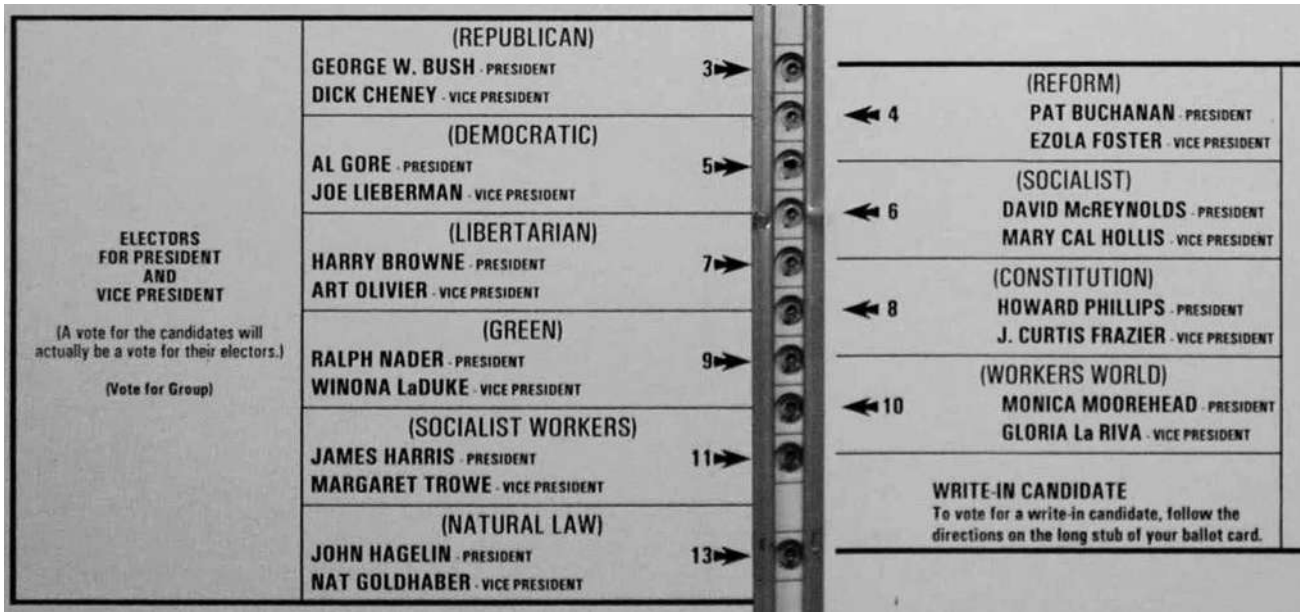
a) Nuanced, investigative journalism disappeared entirely.
b) More people could create content, and content could spread more quickly.
c) Media sources used sensational, dramatic stories to compete for larger audiences.
d) The environment became polarized as Americans chose media sources that shared their political views.
e) Americans began engaging in shared media experiences, where they saw the same content at the same time.
f) The environment became less polarized as Americans chose to share and consume media that fostered unity.

12. Which statements describe **both** the 1992 standoff at Ruby Ridge in Idaho and the 1993 siege of Mount Carmel in Waco, Texas? Select the **two** correct answers. **(US.18.d)**

- **a)** Militia members saw the events as proof of government overreach.
- **b)** Federal agents were criticized for their use of excessive force.
- **c)** A religious group attracted the attention of the authorities.
- **d)** Suspects eventually surrendered to law enforcement.
- **e)** The FBI's use of tear gas was seen as a mistake.

Use the image to answer questions 13 and 14.

Election ballot in Palm Beach County, Florida



13. What problem did many voters report with this ballot design during the 2000 presidential election? **(US.5.a, US.5.b, US.18, US.18.h)**

- **a)** The ballot contained too many candidates to fit on one page.
- **b)** Voters had to submit two separate ballots to cast a complete vote.
- **c)** The ballot required voters to rank the candidates in order of preference.
- **d)** The punch-card format made it difficult to tell which hole matched which candidate.

14. Why did the Supreme Court ultimately stop the Florida recount in *Bush v. Gore* (2000)? **(US.5.a, US.5.b, US.18, US.18.h)**

- **a)** The court determined that the plaintiffs did not have legal standing.
- **b)** The court found that the recount results clearly favored one candidate.
- **c)** The court ruled that federal courts lacked authority over state elections.
- **d)** The court concluded that no constitutionally acceptable recount could be completed before the election deadline.

15. Why was the economy an important issue in the 2008 presidential election? **(US.18.i)**

- **a)** The economy was in a state of stagflation, or high unemployment and high inflation.
- **b)** The government was no longer spending money on social welfare programs.
- **c)** Americans were concerned the new administration would raise taxes.
- **d)** A recession had recently led to many job losses and foreclosures.

Use this poster inspired by the 2008 campaign of Barack Obama and the quote from Obama's keynote address at the Democratic National Convention in 2004 to answer question 16.

The pundits like to slice-and-dice our country into Red States and Blue States; Red States for Republicans, Blue States for Democrats. But I've got news for them, too. . . . We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America.

16. How does the image on the poster reflect the ideas Obama expresses in the quote? **(US.5.a, US.5.b, US.5.c, US.18.i)**

a) The poster highlights Obama's emphasis on polarization and divisiveness.
b) The poster rejects American symbols altogether in favor of global themes.
c) The poster uses the word *hope* to capture Obama's call for a vision that transcends political divisions.
d) The poster includes Republican Party symbols, reinforcing Obama's campaign promises to prioritize conservative issues.

B. On your own paper, write a well-organized paragraph in response to the following prompt. As you write, be sure to fully answer all parts of the prompt using information and examples from your knowledge of U.S. history.

Identify one way in which presidents from the late twentieth and early twenty-first centuries have influenced domestic policy, and explain why this influence is significant.

(US.1, US.2, US.3, US.6.a, US.6.b, US.6.c, US.18, US.18.a, US.18.b, US.18.g, US.18.h, US.18.i)

Performance Task: *The Modern Age and the Recent Past*

Teacher Directions: After the dissolution of the Soviet Union in 1991, the United States emerged as the world's sole superpower, facing both new opportunities and significant challenges. This era was marked by rapid globalization, technological advancements, and shifting geopolitical landscapes that demanded strategic responses.

Ask students to respond to the following prompt, using at least two of the five sources that follow. Two of these sources will be familiar to students from the Student Volume, and the other three are also located in the DBQ Workbook. Students can use the sources to support their claim and/or address counterclaims. Encourage students to also use information from their Student Volume in their responses.

Prompt: From 1991 to 2008, what strategies and policies did the United States pursue to address key domestic and international challenges, and how effective were these efforts? **(US.1, US.2, US.3, US.5.a, US.5.b, US.5.c, US.6.a, US.6.b, US.6.c, US.6.d, US.18, US.18.a, US.18.b, US.18.c, US.18.d, US.18.f, US.18.g, US.18.h, US.18.i)**

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample claim:	From 1991 to 2008, the United States used a mix of military action, economic policy, and domestic reform to confront major global and national challenges, achieving important successes even as some efforts exposed limits in U.S. strategy and leadership.
Reason:	American leaders sought to maintain global stability, promote free trade, and protect national security while addressing economic change, public safety, and disaster response at home. Although not all policies met their goals, these years demonstrated both the reach and the constraints of U.S. power.
Evidence:	In 1991, the Gulf War revealed the strength of U.S. alliances and military coordination, as American-led forces quickly expelled Iraqi troops from Kuwait. President Bill Clinton emphasized economic growth and globalization through the North American Free Trade Agreement (NAFTA), which expanded trade but raised concerns about job losses in U.S. manufacturing. His domestic policies, such as welfare reform and deficit reduction, reflected efforts to balance economic opportunity with fiscal responsibility. After the terrorist attacks of September 11, 2001, President George W. Bush launched the war on terror to combat terrorism worldwide and established the Department of Homeland Security to improve domestic protection. Abroad, Bush's President's Emergency Plan for AIDS Relief (PEPFAR) in 2003 demonstrated U.S. humanitarian leadership by saving millions of lives. However, events such as the 1995 Oklahoma City bombing, the 1999 Columbine school shooting, and the federal government's weak response to Hurricane Katrina in 2005 revealed ongoing domestic challenges in safety, security, and crisis management.
Counterclaim and answer:	Some argue that the period from 1991 to 2008 exposed more failures than achievements, such as economic inequality after trade expansion, the controversial intelligence that led to the Iraq War, and inadequate disaster response. These criticisms are significant, but they do not outweigh the evidence that U.S. strategies often succeeded in addressing key challenges, from winning international conflicts and promoting trade to advancing global health and domestic security. Overall, the United States proved largely effective in pursuing policies that responded to both domestic needs and international responsibilities.

Name _____ Date _____

Performance Task Activity: *The Modern Age and the Recent Past*

After the dissolution of the Soviet Union in 1991, the United States emerged as the world's sole superpower, facing both new opportunities and significant challenges. This era was marked by rapid globalization, technological advancements, and shifting geopolitical landscapes that demanded strategic responses.

Draw evidence from at least two of the five sources provided and from your reading in this unit to answer the following question:

From 1991 to 2008, what strategies and policies did the United States pursue to address key domestic and international challenges, and how effective were these efforts?

As you write, be sure to do the following:

- Provide a claim that answers all parts of the prompt.
- Support your claim with information and examples from your knowledge of U.S. history **and** evidence from the sources.
- Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Write your answer on separate sheets of paper.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Score	Scoring Description
4	Response includes a **correct claim** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness. Response includes a **correct explanation** that addresses the prompt and includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources.
3	Student meets all criteria to earn a 4 but only references one source instead of two or more. OR Response includes a **correct claim** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness. Response includes a **correct explanation** that addresses the prompt and includes references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources, but not both. OR Response includes a **correct claim** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness. Response includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources but does not explain the evidence. OR Response includes a **correct explanation** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness. The explanation includes references to at least two of the given **sources and** relevant content **knowledge** that is not directly provided in the given sources.
2	Student meets all criteria to earn a 3 but only references one source instead of two or more. OR Response includes a **correct claim** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness, with references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources. OR Response includes a **correct explanation** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness. The explanation includes references to at least two of the given **sources or** relevant content **knowledge** that is not directly provided in the given sources.

1	Student meets all criteria to earn a 2 but only references one source instead of two or more. OR Response includes a **correct claim** about U.S. strategies and policies used to address major domestic and international challenges between 1991 and 2008 and their effectiveness but does not reference any **sources.** OR Response includes **correct information** that is not directly relevant to the prompt but demonstrates some content knowledge about U.S. actions used to address major domestic and international challenges between 1991 and 2008 and their effectiveness, but it does not reference any **sources.**
0	Response does not include any elements described above.

Source 1

Bill Clinton on NAFTA, 1993

Make no mistake, the global economy with all of its promise and perils is now the central fact of life for hard-working Americans. It has enriched the lives of millions of Americans. But for too many those same winds of change have worn away at the basis of their security. For two decades, most people have worked harder for less. Seemingly secure jobs have been lost. And while America once again is the most productive nation on Earth, this productivity itself holds the seeds of further insecurity. After all, productivity means the same people can produce more or, very often, that fewer people can produce more. This is the world we face.

We cannot stop global change. We cannot repeal the international economic competition that is everywhere. We can only harness the energy to our benefit. Now we must recognize that the only way for a wealthy nation to grow richer is to export, to simply find new customers for the products and services it makes. That, my fellow Americans, is the decision the Congress made when they voted to ratify NAFTA.

Source 2

Statement by President Bush on PEPFAR, 2003

In 2003, George W. Bush formed the President's Emergency Plan for AIDS Relief (PEPFAR) and pledged $15 billion over five years to provide HIV and AIDS treatment around the world.

When I took office, an HIV diagnosis in Africa's poorest communities was usually a death sentence. Parents watched their babies die needlessly because local clinics lacked effective treatments. The story of a mother of Kenya affected me deeply when she couldn't afford drugs, except for one person in her family. So she forgave [sic] her own treatment to save her son. . . .

The United States has responded vigorously to this crisis. In 2003, I asked Congress to approve an emergency plan for AIDS relief. Our nation pledged $15 billion over five years for HIV/AIDS prevention, treatment and care in many of the poorest nations on Earth. In the years since, thanks to the support of the United States Congress and the American people, our country has met this pledge. This level of assistance is unprecedented, and the largest commitment by any nation to combat a single disease in human history.

This investment has yielded the best possible return: saved lives. To date, the emergency plan has supported treatment for 1.1 million people infected with HIV. This is a promising start, yet without further action, the legislation that funded this emergency plan is set to expire in 2008. Today I ask Congress to demonstrate America's continuing commitment to fighting the scourge of HIV/AIDS by reauthorizing this legislation now. I ask Congress to double our initial commitment and approve an additional $30 billion for HIV/AIDS prevention, for care, and for treatment over the next five years.

Source 3

Address on Signing the USA PATRIOT Act, 2001

President George W. Bush introduced the USA PATRIOT Act in a speech on October 26, 2001.

Today we take an essential step in defeating terrorism, while protecting the constitutional rights of all Americans. With my signature, this law will give intelligence and law enforcement officials important new tools to fight a present danger. . . .

The changes, effective today, will help counter a threat like no other our Nation has ever faced. We've seen the enemy and the murder of thousands of innocent, unsuspecting people. They recognize no barrier of morality. They have no conscience. The terrorists cannot be reasoned with. . . .

But one thing is for certain: These terrorists must be pursued; they must be defeated; and they must be brought to justice. And that is the purpose of this legislation. . . .

. . . The bill before me takes account of the new realities and dangers posed by modern terrorists. It will help law enforcement to identify, to dismantle, to disrupt, and to punish terrorists before they strike.

For example, this legislation gives law enforcement officials better tools to put an end to financial counterfeiting, smuggling, and money laundering. Secondly, it gives intelligence operations and criminal operations the chance to operate not on separate tracks but to share vital information so necessary to disrupt a terrorist attack before it occurs. . . .

Surveillance of communications is another essential tool to pursue and stop terrorists. The existing law was written in the era of rotary telephones. This new law that I sign today will allow surveillance of all communications used by terrorists, including e-mails, the Internet, and cell phones. . . .

. . . Under this new law, warrants are valid across all districts and across all States.

And finally, the new legislation greatly enhances the penalties that will fall on terrorists or anyone who helps them. . . . We are enacting new and harsh penalties for possession of biological weapons. We're making it easier to seize the assets of groups and individuals involved in terrorism. The Government will have wider latitude in deporting known terrorists and their supporters. The statute of limitations on terrorist acts will be lengthened, as will prison sentences for terrorists.

. . . This bill met with an overwhelming—overwhelming—agreement in Congress because it upholds and respects the civil liberties guaranteed by our Constitution.

This legislation is essential not only to pursuing and punishing terrorists but also preventing more atrocities in the hands of the evil ones. This Government will enforce this law with all the urgency of a nation at war. The elected branches of our Government, and both political parties, are united in our resolve to find and stop and punish those who would do harm to the American people.

Source 4

The 9/11 Commission Report, "Reflecting on a Generational Challenge," 2004

In July 2004, the National Commission on Terrorist Attacks upon the United States—also known as the 9/11 Commission—investigated and delivered a comprehensive report on the 9/11 attacks and the U.S. response.

Because the Muslim world has fallen behind the West politically, economically, and militarily for the past three centuries, and because few tolerant or secular Muslim democracies provide alternative models for the future, Bin Ladin's message finds receptive ears. It has attracted active support from thousands of disaffected young Muslims and resonates powerfully with a far larger number who do not actively support his methods. The resentment of America and the West is deep, even among leaders of relatively successful Muslim states. . . .

Our enemy is twofold: al Qaeda, a stateless network of terrorists that struck us on 9/11; and a radical ideological movement in the Islamic world, inspired in part by al Qaeda, which has spawned terrorist groups and violence across the globe. The first enemy is weakened, but continues to pose a grave threat. The second enemy is gathering, and will menace Americans and American interests long after Usama Bin Ladin and his cohorts are killed or captured. Thus our strategy must match our means to two ends: dismantling the al Qaeda network and prevailing in the longer term over the ideology that gives rise to Islamist terrorism.

Islam is not the enemy. It is not synonymous with terror. Nor does Islam teach terror. America and its friends oppose a perversion of Islam, not the great world faith itself. Lives guided by religious faith, including literal beliefs in holy scriptures, are common to every religion, and represent no threat to us.

Other religions have experienced violent internal struggles. With so many diverse adherents, every major religion will spawn violent zealots. Yet understanding and tolerance among people of different faiths can and must prevail.

Source 5

Broken Levee in New Orleans After Hurricane Katrina, 2005

On August 29, 2005, Hurricane Katrina struck the Gulf Coast as one of the most destructive storms in U.S. history. The storm surge overwhelmed New Orleans's aging levee system, which broke in multiple places and caused catastrophic flooding. The disaster was both natural and human-made: a powerful hurricane combined with the failure of federally built flood protections. More than 1,800 people died, hundreds of thousands were displaced, and large sections of New Orleans remained underwater for weeks. The federal government faced heavy criticism for its slow response to the crisis.

Name _____ Date _____

Activity Page 1.1 **Use with Topics 1–2**

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____ Date _____

Activity Page 2.1 **Use with Topic 2**

Domain Vocabulary: Unit 6

On your own paper, write the term from the word bank that correctly completes each sentence.

coalition	sanctions	centrist	extremist
terrorist	nonproliferation	partisan	insurgent
deregulation	economic inequality	accessible	sect
polarized			

1. The army surrounded the village after a(n) _____ group tried to seize control of local government buildings.

2. The debate became highly _____, with people supporting their own political party and refusing to consider other viewpoints.

3. The party nominated a(n) _____ candidate who could appeal to people on both sides.

4. The wide gap in income and opportunity between wealthy and poor Americans is known as _____.

5. The group's leader was a(n) _____ who rejected compromise and moderation.

6. International agreements on nuclear _____ aim to stop the spread of dangerous weapons.

7. The United States imposed trade _____ to pressure the foreign government.

8. Controversial topics sometimes cause voters to become _____ on opposing sides.

9. The small religious _____ broke away from the larger church.

10. A(n) _____ planted a bomb in a crowded marketplace.

11. Reagan promoted _____ to reduce government rules on businesses.

12. The nations formed a military _____ to confront the threat together.

13. Ramps and elevators make buildings more _____ for people with disabilities.

Answer Key: *The Modern Age and the Recent Past*

Topic Assessments

Topic 1

A. **1.** d **2.** a **3.** a **4.** b **5.** b **6.** c, d **7.** b, c **8.** a **9** d **10.** b **11.** c **12.** d **13.** a, d **14.** a **15.** b

Score	Scoring Description
4	Student correctly identifies **one significant change** in U.S. foreign policy after the Cold War **and** clearly explains why this change was significant.
3	Student correctly identifies **one significant change** in U.S. foreign policy after the Cold War **and** provides a partial or limited explanation of its significance.
2	Student correctly identifies **one significant change** in U.S. foreign policy after the Cold War but does **not** explain its significance.
1	Student includes correct information related to the prompt that demonstrates some student content knowledge about U.S. foreign policy after the Cold War but does not directly identify or explain one significant change.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Topic 2

A. **1.** c **2.** c **3.** b **4.** c **5.** a **6.** b, c **7.** d **8.** c **9.** a **10.** d **11.** b, c, d **12.** a, b **13.** d **14.** d **15.** d **16.** c

Score	Scoring Description
4	Student correctly identifies **one way** presidents from the late twentieth and early twenty-first centuries influenced domestic policy **and** clearly explains why this influence is significant.
3	Student correctly identifies **one way** presidents from the late twentieth and early twenty-first centuries influenced domestic policy **and** provides a partial or limited explanation of why this influence is significant.
2	Student correctly identifies **one way** presidents from the late twentieth and early twenty-first centuries influenced domestic policy but does **not** explain why this influence is significant.
1	Student includes correct information related to the prompt that demonstrates some student content knowledge about presidential influence on domestic policy but does not directly identify or explain one way.
0	The response contains only incorrect or irrelevant information, or the item is left blank.

Activity Pages

Primary Source Analysis (AP 1.1): Address to the United Nations General Assembly, George H. W. Bush, 1991

Content: This speech to the United Nations General Assembly describes the challenges that formerly communist nations face after the fall of the Soviet Union and the ways the United Nations should lead the transition into a new world.

Creation: President George H. W. Bush delivered this speech in 1991.

Communication: The purpose of the speech is to discuss how the world will change after the Cold War and emphasize the importance of protecting human rights for people everywhere. The audience includes members of the United Nations General Assembly.

Context: The Soviet Union collapsed in 1991. Countries that had been under communist control were now able to choose how to run their own governments. For many of these countries, the transition was chaotic and led to conflict. And even after the Cold War's end, some nations were run as dictatorships and denied people basic freedoms.

Connection: Bush explains the features that make governments successful, such as respecting people's freedom to speak their minds, practice their religions, and elect their officials. He hopes that countries formerly under communist control can model these features in their governments.

Consideration: The source is from a U.S. president's point of view. It may exhibit bias toward the United States, which was the largest global superpower after the fall of the Soviet Union.

Conclusion: This source helps me answer the Framing Question because it explains how U.S. foreign policy after the Cold War dealt with the aftermath of communism and what kinds of governments the United States wanted to support around the world.

Primary Source Analysis (AP 1.1): On NAFTA, Bill Clinton, 1993

Content: This document is a televised speech that explains why President Bill Clinton signed the North American Free Trade Agreement (NAFTA) and how the agreement will help the country.

Creation: President Clinton delivered this speech in 1993.

Communication: The purpose of the source is to encourage Americans to support NAFTA and see it as a positive change. The intended audience is Americans who are concerned about NAFTA's impacts.

Context: NAFTA was an agreement between the United States, Canada, and Mexico that allowed the trade of goods to flow freely between the three countries. Americans who opposed NAFTA often did so because they feared American factories would choose to move operations to Mexico, thereby reducing the number of jobs in the United States.

Connection: The source relates to the context because Clinton works to convince Americans that NAFTA will create jobs in the United States and lead to greater economic profit by increasing U.S. exports. He understands why Americans feel they "have worked harder for less," but he believes they need to adapt to the reality of a global economy.

Consideration: This source is from the point of view of a U.S. president who wants to encourage global trade. It may be biased toward a preference for free-market economics.

Conclusion: This source helps me answer the Framing Question because it describes an economic policy that affected many American workers and companies.

Primary Source Analysis (AP 1.1): Address Before a Joint Session of Congress on the Response to the September 11 Terrorist Attacks, George W. Bush, 2001

Content: This address to a joint session of Congress by George W. Bush describes the terrorist threat the United States faces and how the country plans to defeat global terrorism.

Creation: The president delivered this speech shortly after September 11, 2001.

Communication: The purpose is to address a significant traumatic event and to convince members of Congress to support strong action against terrorism. The intended audience is both members of Congress and the American people.

Context: The speech was given after the September 11 attacks, when terrorists linked to radical Islamic groups hijacked and crashed four American airliners. Thousands of Americans were killed, including the passengers on the flights and people in the buildings that were targeted. The hijackers were linked to al-Qaeda, a terrorist group with global reach. Americans were shocked by the events because the United States was a global superpower and the attacks were a direct challenge to this power.

Connection: The source explains the impact of September 11 on a nation that had never been directly attacked in this way. Bush explains what he knows about the parties responsible and describes how the United States should devote all its resources to holding them accountable.

Consideration: The point of view is that of a U.S. president whose nation has just been attacked. Because it was delivered soon after a traumatic event, this trauma may have affected the speaker's judgment.

Conclusion: This source helps me answer the Framing Question because it describes how the United States redirected the focus of its foreign policy to fighting terrorism.

Primary Source Analysis (AP 1.1): House Republicans' Contract with America, 1994

Content: The document includes a list of bills that Republican lawmakers plan to introduce if Republicans

achieve a majority in both houses of Congress during the midterm election.

Creation: Republican congressional representatives and candidates for Congress, led by Representative Newt Gingrich, created this source in 1994.

Communication: The purpose is to explain the Republicans' agenda and the issues that are most important to them. The intended audience is the American public.

Context: In 1994, the United States held midterm elections to elect representatives and senators. Republicans had not had a majority in both houses of Congress in four decades, and Bill Clinton, a Democrat, was president. As a result, Republicans had not always been able to pass the policies they wanted.

Connection: The source explains many problems Republicans see with the current federal government, which they view as "too big, too intrusive, and too easy with the public's money." Republicans want to cut federal spending of taxpayer funds.

Consideration: The source expresses the point of view of Republican politicians. It may be biased toward their political goals.

Conclusion: This source helps me answer the Framing Question because it describes the domestic policies that many Republican politicians supported.

Primary Source Analysis (AP 1.1): Democratic National Convention Keynote Address, Barack Obama, 2004

Content: This speech describes the importance of unity and common ground in a time of partisan division in the United States and of giving everyone opportunities to achieve their dream.

Creation: Barack Obama, then an Illinois state senator, delivered the speech in 2004.

Communication: The purpose is to encourage Democrats to support a politics of unity and hope rather than one of division. The audience is attendees at the Democratic National Convention and people across the country watching on television.

Context: In 2004, many Americans were deeply divided on political issues such as the war in Iraq and the role of social welfare programs. News networks and the Internet contributed to polarization as audiences chose news sources whose point of view agreed with their own. The divide between Republicans and Democrats was pronounced, and people who supported each major party often held stereotypical views of people who supported the opposing party.

Connection: This source relates to the context because Obama describes how the country is becoming divided. He gives examples that defy stereotypes and urges his audience to think of Americans as a united group with common goals.

Consideration: The point of view is certainly biased: The speaker is a Democratic politician speaking primarily to a Democratic partisan audience and trying to build support for the Democratic presidential candidate.

Conclusion: This source helps me answer the Framing Question because it suggests the approach that Obama would later take to domestic policy. In the speech, he describes how he is listening to what Americans are saying and how he wants to give Americans more opportunities to succeed.

Domain Vocabulary: Unit 6 (AP 2.1)

1. insurgent
2. partisan
3. centrist
4. economic inequality
5. extremist
6. nonproliferation
7. sanctions
8. polarized
9. sect
10. terrorist
11. deregulation
12. coalition
13. accessible

2022 K–12 Louisiana Student Standards for Social Studies

High School United States History

US.1 Analyze ideas and events in the history of the United States of America from 1776 to 2008 and how they progressed, changed, or remained the same over time.

US.2 Analyze connections between events and developments in U.S. history within their global context from 1776 to 2008.

US.3 Compare and contrast events and developments in U.S. history from 1776 to 2008.

US.4 Use geographic representations and demographic data to analyze environmental, cultural, economic and political characteristics and changes.

US.5 Use a variety of primary and secondary sources to:

- **a)** Analyze social studies content.
- **b)** Evaluate claims, counterclaims, and evidence.
- **c)** Compare and contrast multiple sources and accounts.
- **d)** Explain how the availability of sources affects historical interpretations.

US.6 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a)** Demonstrate an understanding of social studies content.
- **b)** Compare and contrast content and viewpoints.
- **c)** Analyze causes and effects.
- **d)** Evaluate counterclaims.

US.7 Analyze the development of the United States from the American Revolution through the ratification of the U.S. Constitution and Early Republic.

- **a)** Explain the historical context of and the events leading to the signing of the Declaration of Independence, including the Boston Massacre, the Boston Tea Party, Patrick Henry's "Give Me Liberty, or Give Me Death" speech, the battles at Lexington and Concord and Bunker Hill, the Second Continental Congress and failed Olive Branch Petition, and Thomas Paine's *Common Sense*.
- **b)** Explain the key reasons for the Patriots' improbable victory and analyze major battles of the American Revolution, including the Battle of Trenton, the Battle of Saratoga, and Yorktown.
- **c)** Analyze the Declaration of Independence and evaluate how the ideas expressed reflected the values and principles of the Founders and influenced development of the United States, with an emphasis on "inalienable rights" as inherent in all people by virtue of their being human, meaning that they cannot be surrendered to the government; the rights to "life, liberty, and the pursuit of happiness" being the freedom to live, to protect rights, and to seek happiness as long as it does not violate the rights of others; and the concept of "consent of the governed" and how this differed from rule under a monarch.
- **d)** Explain how America's founding, based on the words of the Declaration of Independence and the U.S. Constitution, was unprecedented in human history.
- **e)** Explain the inadequacies of the Articles of Confederation.
- **f)** Analyze the purposes of the Preamble of the Constitution.

- **g)** Evaluate how the U.S. Constitution and Bill of Rights seek to prevent tyranny and protect individual liberty and freedom, including through representation, limited government, separation of powers, and checks and balances.
- **h)** Analyze major events and developments of U.S. presidents of the late 1700s to the early 1800s, including the presidencies of George Washington (foreign and domestic policies, Farewell Address), John Adams (Alien and Sedition Acts), Thomas Jefferson (role in the Louisiana Purchase), and Andrew Jackson (Bank War).
- **i)** Analyze how Alexis de Tocqueville's five values are crucial to America's success as a constitutional republic (liberty, egalitarianism, individualism, populism, laissez-faire).
- **j)** Explain and evaluate the concept of American exceptionalism.

US.8 Analyze key events associated with Westward Expansion during the early to mid-1800s.

- **a)** Explain the Louisiana Purchase and evaluate its effects on the United States.
- **b)** Analyze the causes and effects of the Indian Removal Act and describe the role of key people involved in Indian removal and the Trail of Tears, including Andrew Jackson and John Ross.
- **c)** Analyze the causes and effects of the Mexican-American War.
- **d)** Explain the concept of Manifest Destiny and evaluate its effect on Westward Expansion.

US.9 Analyze the development and abolition of slavery in the United States.

- **a)** Describe the origins of the transatlantic slave trade, Middle Passage, and early spread of slavery in the Americas.
- **b)** Describe the experiences of enslaved people on the Middle Passage, at slave auctions, and on plantations.
- **c)** Describe the significance of the invention of the cotton gin and its effects on slavery and the economy.
- **d)** Explain how slavery contributed to U.S. industrial and economic growth.
- **e)** Explain the effects of abolition efforts by key individuals, including Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe.
- **f)** Explain how slavery is the antithesis of freedom.
- **g)** Analyze the causes and effects of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- **h)** Explain the outcome of the *Dred Scott v. Sandford* (1857) decision, including it later being called a "self-inflicted wound."
- **i)** Describe the purpose of the Emancipation Proclamation and its effects.
- **j)** Evaluate the significance and extension of citizenship rights to Black Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.

US.10 Analyze the causes, course, and consequences of the Civil War and Reconstruction.

- **a)** Analyze the life of Abraham Lincoln, including his debates with Stephen Douglas, the meaning of his "House Divided" speech, presidency and views on the Union, first and second inaugural addresses, the Emancipation Proclamation, the Gettysburg Address, particularly the origin and meaning of "last full measure of devotion," and his assassination.
- **b)** Explain major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.
- **c)** Analyze major battles of the Civil War, including Shiloh, Antietam, Gettysburg, Vicksburg, and the capture of New Orleans.
- **d)** Compare and contrast resources of the Union and the Confederate States and reasons attributed to the Union winning the Civil War.

e) Explain the social, political, and economic changes that resulted from Reconstruction, including Jim Crow laws, the role of carpetbaggers, scalawags, Radical Republicans, the Freedmen's Bureau, sharecropping, the creation of Black Codes, and the emergence of the Ku Klux Klan and the rise of violence and intimidation of Black Americans.

US.11 Describe the economic and social development of the United States in the late nineteenth and early twentieth centuries and its emergence as a major world power.

- **a)** Describe how the physical geography of the United States affected industrial growth and trade.
- **b)** Explain the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including free markets, capitalism, mass production, division of labor, and monopolies.
- **c)** Explain push and pull factors for immigration to the United States in the late nineteenth and early twentieth centuries and analyze the immigrant experience, including assimilation, challenges, and contributions.
- **d)** Analyze the challenges that accompanied industrialization, including pollution, poor working conditions, child labor, and food safety, as well as proposed solutions of the Progressive Era.
- **e)** Analyze the Monroe Doctrine, the Roosevelt Corollary, and the development of U.S. foreign policy in the late nineteenth century and early twentieth century, including the Spanish-American War, the acquisition of Hawaii and Alaska, construction of the Panama Canal, and the U.S. expedition to capture Pancho Villa.
- **f)** Analyze the life of Theodore Roosevelt, including his life in the West, the Rough Riders, his "Big Stick" diplomacy, presidency, and conservation efforts.
- **g)** Describe engagements between U.S. government forces and Native Americans in the West following the Civil War, including the Battle of the Little Bighorn and Wounded Knee, and the effects of the Dawes Act on Native Americans.
- **h)** Analyze the life of Booker T. Washington, including his enslavement and emancipation, the Tuskegee Institute, and his Atlanta Exposition Speech.
- **i)** Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.
- **j)** Compare and contrast the philosophies of Booker T. Washington, W. E. B. Du Bois and Marcus Garvey.
- **k)** Explain Elizabeth Cady Stanton's reasons for writing the Declaration of Sentiments.
- **l)** Analyze the life of Susan B. Anthony, including her time teaching, work for abolition, work for temperance, and work for suffrage.
- **m)** Analyze ways in which the women's suffrage movement led to passage of the Nineteenth Amendment.

US.12 Analyze the causes, course, and consequences of World War I.

- **a)** Describe the causes of World War I.
- **b)** Explain the events leading to and reasons for U.S. involvement in World War I.
- **c)** Describe the effects of major military events, the role of key people, and the experiences of service members.
- **d)** Analyze the suppression of dissent during World War I.
- **e)** Explain why the Allied Powers won World War I.
- **f)** Compare and contrast Wilson's Fourteen Points and the Treaty of Versailles.

US.13 Analyze the political, social, cultural, and economic effects of events and developments after World War I and during the 1920s.

- **a)** Explain the origins, main ideas, contributors, and effects of the Harlem Renaissance.
- **b)** Describe changes in the social and economic status of women.

- **c)** Analyze how life in the United States changed as a result of technological advancements, including automobiles, airplanes, and radio.
- **d)** Analyze the causes and events of the First Red Scare, including the Bolshevik Revolution, anarchist bombings, the Immigration Act of 1918, and the Palmer Raids.
- **e)** Analyze the rise in labor unions in the late nineteenth century and early twentieth century, including the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), and the Brotherhood of Sleeping Car Porters.
- **f)** Analyze the effects of changes in immigration to the United States and migration within the United States as a result of the Immigration Act of 1924 and the Great Migration.
- **g)** Describe Prohibition in the United States and its consequences, including the development of organized crime.
- **h)** Describe the effects of racial and ethnic tensions, including the Chicago riot of 1919, Tulsa Massacre, and reemergence of the Ku Klux Klan.

US.14 Describe the effects of the Great Depression and New Deal policies on the United States.

- **a)** Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.
- **b)** Describe the effects of the Great Depression.
- **c)** Analyze the government response to the Great Depression, including actions taken by the Federal Reserve, Congress, and the administrations of Herbert Hoover and Franklin D. Roosevelt.
- **d)** Describe the causes and effects of the Dust Bowl, including natural disasters and unwise agricultural practices, and how it exacerbated the Great Depression.
- **e)** Analyze the purpose and effectiveness of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act (SSA).
- **f)** Compare and contrast economic beliefs of Adam Smith, Karl Marx, John Maynard Keynes, and Milton Friedman and analyze their influence on the economy of the United States.

US.15 Explain the causes, course, and consequences of World War II.

- **a)** Explain the similarities and differences between totalitarianism and militarism in Imperial Japan, communism in the Soviet Union, and fascism in Mussolini's Italy and Nazi Germany, and identify the major powers of the Allies and the Axis powers.
- **b)** Explain efforts made by the U.S. government to prepare for war prior to entry, including the Cash and Carry and Lend-Lease policies, military maneuvers at Barksdale Air Force Base, and the Louisiana Maneuvers in September 1941.
- **c)** Explain why Japan attacked Pearl Harbor and the response of the United States.
- **d)** Describe the sacrifices and contributions of American service members in the war effort, including the Tuskegee Airmen, Military Intelligence Service, 442nd Regimental Combat team, the 101st Airborne, Women's Army Corps (WAC), Navajo Code Talkers, and the Army Signal Corps.
- **e)** Explain the causes and effects of the internment of Japanese Americans in the United States during World War II, as well as the decision in *Korematsu v. United States* (1944) and the Civil Liberties Act of 1988.
- **f)** Explain how the U.S. government managed the war effort on the home front, including campaigns to conserve food and fuel, sale of war bonds, and coordination of wartime production.
- **g)** Explain the role of military intelligence, technology, and strategy during World War II, including cryptology, the Manhattan Project, and island hopping, and describe the major battles of Midway, Normandy, Iwo Jima, Okinawa, and Battle of the Bulge.

h) Describe the roles of Franklin D. Roosevelt, Harry S. Truman and the United States' critical role in the Allied victory.

i) Analyze the decision for and effects of dropping atomic bombs on Hiroshima and Nagasaki.

j) Explain the use of violence and mass murder as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and the Bataan Death March and the treatment of U.S. prisoners of war.

k) Analyze the Holocaust, including the suspension of basic civil rights by the Third Reich, the concentration camp system, antisemitism, persecution of Jews and non-Jews, Jewish and non-Jewish resistance, the role played by the United States in liberating Nazi concentration camps, immigration of Holocaust survivors, and the Nuremberg trials.

l) Describe the establishment of the United Nations, and its role in global affairs after World War II.

US.16 Analyze causes, major events, and key leaders of the Civil Rights Movement.

a) Analyze the origins and goals of the Civil Rights Movement, the effects of segregation (de jure and de facto), and efforts to desegregate schools, transportation, and public places.

b) Analyze how the ideas, work, and life of Dr. Martin Luther King Jr. influenced civil rights movements in the United States, including civil disobedience, service with the Southern Christian Leadership Conference (SCLC), writings such as his "Letter from Birmingham Jail" and "I Have a Dream" speech, and his assassination.

c) Explain how key individuals and groups contributed to the expansion of civil rights in the United States, including A. Philip Randolph, Jackie Robinson, Rosa Parks, Medgar Evers, Ruby Bridges, Shirley Chisholm, John Lewis, Malcolm X, and Thurgood Marshall.

d) Analyze the role and importance of key events during the Civil Rights Movement, including the murder of Emmett Till, Baton Rouge Bus Boycott, Montgomery Bus Boycott, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, demonstrations in Birmingham, 1963 March on Washington, Freedom Summer, and Selma-to-Montgomery marches.

e) Analyze the role of the federal government in advancing civil rights, including *Brown v. Board of Education* (1954), the Twenty-Fourth Amendment, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

f) Analyze the goals and outcomes of the American Indian Movement (AIM) and the changing relationship between Native Americans and the federal government, including before and after the Indian Self-Determination and Education Assistance Act.

g) Analyze the goals and course of the women's rights movement of the mid- to late twentieth century, with attention to House Resolution 5056, the Equal Pay Act, the Civil Rights Act of 1964, Title IX of the Education Amendments, the Equal Rights Amendment, and the advancement of women in government and various professions.

US.17 Explain major events and developments of the post–World War II era in the United States and its continued rise as a world power.

a) Explain the causes and effects of the Marshall Plan and the formation of NATO and the Warsaw Pact.

b) Analyze domestic policies of Dwight D. Eisenhower's presidential administration, including the Federal Aid Highway Act of 1956.

c) Compare ideas of the United States and the Soviet Union during the Cold War, including the strengths of American principles such as rights, equality of opportunity, liberty, and equal protection under the law.

d) Describe the role of and major events and developments associated with key leaders during the Cold War, including U.S. presidents (Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan) and soviet leaders (Nikita Khrushchev and Mikhail Gorbachev).

e) Analyze the causes, course of, and consequences of the Cold War and its related crises and conflicts, including the Berlin blockade and airlift, Chinese Civil War, Korean War, Suez Crisis, U-2 Incident, Cuban missile crisis, Bay of Pigs Invasion, Vietnam War, Soviet-Afghan War, and Miracle on Ice.

f) Explain the role of technology in the Cold War, including the space race, Sputnik, and the Apollo 13 mission.

g) Analyze the effects of the campaign, election, inaugural address, presidency, and assassination of John F. Kennedy.

h) Analyze the role of Lyndon B. Johnson in the Civil Rights Movement and the Vietnam War.

i) Explain the term "silent majority" in the context of Richard Nixon's presidency, the Watergate scandal, his efforts to open trade with China, and his resignation.

j) Explain the outcome and consequences of key Supreme Court decisions in the late twentieth century, including *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), and *Roe v. Wade* (1973).

k) Explain factors that led to the end of the Cold War, the fall of communism, and the collapse of the Soviet Union, including foreign policy pressures, Reagan's "Tear Down this Wall" speech, the fall of the Berlin Wall, glasnost and perestroika, and the decline of communism.

l) Explain how the failure of the communist economic and political policy, American foreign policy pressure, and the assertion of American principles such as rights, equality, and liberty, led to the end of the Cold War.

US.18 Explain major U.S. events and developments in the late twentieth and early twenty-first centuries.

a) Analyze Ronald Reagan's political career ("A Time for Choosing" speech) and key policies of his presidency (four pillars of Reaganomics: reduce taxes, reduce federal spending, reduce government regulation, tighten the money supply).

b) Explain the effects of major issues and events of the late twentieth century, including the HIV/AIDS epidemic and disease perceptions, the war on drugs, and the space shuttle *Challenger* disaster.

c) Explain causes of the Gulf War, its major military leaders, and unity on the home front.

d) Explain the causes and effects of domestic incidents, terrorism, and mass shootings, including the Ruby Ridge incident, Waco siege, Oklahoma City bombing, and Columbine High School shooting.

e) Analyze the effects of advancements in technology and media during the mid- to late twentieth century, including radio, television, and the internet.

f) Explain events leading up to the September 11th attacks, the attack on New York City, the attack on the Pentagon, Flight 93, President George W. Bush's speech from Barksdale Air Force Base, the lives lost, national unity in the aftermath, subsequent military operations, and the expansion of intelligence agencies.

g) Compare the judicial philosophies of Supreme Court justices of the twentieth and twenty-first centuries, including those of Antonin Scalia and Ruth Bader Ginsburg.

h) Analyze the presidential administrations of George H. W. Bush (Gulf War), Bill Clinton (influence of the Contract with America on the legislative agenda, involvement in Bosnia), and George W. Bush (September 11th).

i) Explain important issues of the 2008 presidential election and the significance of the election of Barack Obama.

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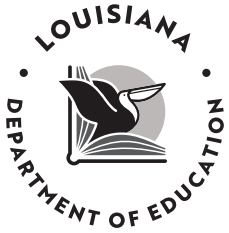

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