

**Period 8: 1945-1980**  
**Conflict at Home and Abroad**

**Period 8 Test Date: April 18/19**

**Key Concept 8.1:** The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

**Key Concept 8.2:** New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

**Key Concept 8.3:** Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

**Period 8 Reading Questions (due April 18/19 and should be handwritten in complete sentences):**

**Chapter 25:**

- 1.** What was America's policy of "containment"?
- 2.** What was the purpose of the Marshall Plan? How was it different from the Truman Plan?
- 3.** Why did America choose to enter in the North American Treaty Organization?
- 4.** Why did the United States refuse to recognize The People's Republic of China as a legitimate nation?
- 5.** Why was Truman's use of American troops in Korea so controversial?
- 6.** What did Truman's "Fair Deal" involve, and was it successful?
- 7.** Why did a Second Red Scare break out following WWII, and what role did Joseph McCarthy play?
- 8.** Why did the US and the USSR continue the arms race through the 1950s and 1960s? What was the result?
- 9.** How did John F Kennedy's approach to the Cold War differ from Eisenhower's and Truman's?

**Chapter 26:**

- 10.** What was the American Military-Industrial Complex?
- 11.** What effect did the Soviet's launch of Sputnik have on the US?
- 12.** What struggles did WWII veterans face in the 1950s? How did the US Government attempt to help?
- 13.** Why did American consumerism increase during the 1950s?
- 14.** How did the affordable television set affect American society?
- 15.** How did women change their economic role through the 1950s and 1960s?
- 16.** What features defined the Sunbelt states?

**Chapter 27:**

- 17.** What was the significance of *Brown v. Board of Education*?
- 18.** Why was the Montgomery Bus Boycott significant? What role did Martin Luther King Jr. play in it?
- 19.** What methods of protest were common during the 1950s and 1960s? Provide one example not mentioned here.
- 20.** Why was Birmingham referred to as the most segregated city in the US?
- 21.** What was the significance of the 1963 March on Washington?
- 22.** What happened during "Freedom Summer"?
- 23.** How did Malcolm X's approach to civil liberties differ from MLK's?
- 24.** Explain the Chicano movement and its significance.

**Chapter 28**

- 25.** What was the goal of Lyndon Johnson's "Great Society"?
- 26.** Why was America's involvement in the Vietnam War so controversial?
- 27.** What was the goal of the New Left, and how did it differ from the Students for a Democratic Society?
- 28.** How did political assassinations of the 1960s affect American politics and society?
- 29.** Why did Nixon win the Election of 1972? What was his strategy?
- 30.** What effect did the Stonewall Inn raid have on American society?
- 31.** What was Nixon's policy towards the Vietnam War?

## **Chapter 29**

32. Why did the environmental movement begin in the 1970s?
33. Why did American industries shrink during the 1970s?
34. Why was the Watergate Scandal so significant?
35. How did affirmative action affect American society during the mid-late 20<sup>th</sup> Century? What was the backlash?
36. Who was Harvey Milk, and why was he significant?
37. What struggles did working families encounter during the 1970s?
38. What were three major consequences of the sexual revolution in the 1960s and 1970s?
39. Why was evangelism in the 1970s referred to as the 4<sup>th</sup> Great Awakening? What was it a reaction to?

## **Period 8 Key Terms (Due April 18/19 and should be handwritten):**

### **Chapter 25 Terms**

1. Yalta Conference
2. United Nations
3. Potsdam Conference
4. Containment
5. Truman Doctrine
6. Marshall Plan
7. Berlin Airlift
8. Iron Curtain
9. North Atlantic Treaty Organization
10. Warsaw Pact
11. House Un-American Activities Committee
12. Domino Theory
13. Korean War
14. People's Republic of China
15. Eisenhower Doctrine
16. Bay of Pigs Invasion
17. Cuban Missile Crisis
18. Peace Corps
19. Suez Canal Crisis
20. Mutually Assured Destruction

### **Chapter 26 Terms**

21. World Bank
22. Levittown
23. International Monetary Fund
24. Military-industrial complex
25. Sputnik
26. Veterans Administration
27. Beats
28. Sunbelt
29. *The Affluent Society*
30. New Frontier

### **Chapter 27 Terms**

31. Montgomery Bus Boycott
32. Southern Christian Leadership Conference
33. Student Nonviolent Coordinating Committee
34. March on Washington
35. Black Nationalism

39. United Farm Workers
40. American Indian Movement
41. Little Rock Crisis
42. Operation Wetback

### **Chapter 28 Terms**

43. Great Society
44. *The Feminine Mystique*
45. National Organization for Women
46. Gulf of Tonkin Resolution
47. Operation Rolling Thunder
48. Students for a Democratic Society
49. Port Huron Statement
50. Counterculture
51. Woodstock
52. Tet Offensive
53. 1968 Democratic National Convention
54. Stonewall Inn Incident
55. Vietnamization
56. My Lai Massacre
57. Détente
58. Kent State Massacre
59. Pentagon Papers
60. Paris Accords of 1973
61. Strategic Arms Limitation Talks
62. Cambodian Genocide
63. Soviet Invasion of Afghanistan

### **Chapter 29 Terms**

64. Environmentalism
65. *Silent Spring*
66. Earth Day
67. Environmental Protection Agency
68. Three Mile Island
69. Stagflation
70. Rust Belt
71. Watergate Scandal
72. Affirmative Action
73. De facto Segregation
74. Evangelicalism

- 36. Nation of Islam
- 37. Black Panther Party
- 38. Young Lords Organization

- 75. Exxon Valdez Accident

## **Notable People:**

### **Chapter 25**

1. Joseph Stalin
2. George F. Kennan
3. Joseph McCarthy
4. Nikita Khrushchev
5. John F. Kennedy
6. Fidel Castro
7. Ho Chi Minh
8. Ethel and Julius Rosenberg
9. Alger Hiss
10. Chiang Kai-shek
11. Mao Zedong

### **Chapter 26**

12. Dwight D. Eisenhower
13. Miles Davis
14. Allen Ginsberg
15. Jack Kerouac
16. Billy Graham
17. Dr. Benjamin Spock
18. William J. Levitt

### **Chapter 27**

19. A. Philip Randolph
20. James Farmer
21. Cesar Chavez
22. Dolores Huerta
23. Thurgood Marshall
24. Rosa Parks
25. Martin Luther King Jr.
26. Malcolm X
27. Stokely Carmichael

### **Chapter 28**

28. Lyndon B. Johnson
29. Barry Goldwater
30. Betty Friedan
31. Ngo Dinh Diem
32. Robert Kennedy
33. Richard M. Nixon
34. George C. Wallace
35. Henry Kissinger

### **Chapter 29**

36. Gerald Ford
37. Jimmy Carter
38. Phyllis Schlafly
39. Harvey Milk
40. Billy Graham

## **NATIONAL LAWS 1945-1980**

<b>LAW / TREATY</b>	<b>YEAR</b>	<b>OUTCOME / RULING</b>
1. Taft-Hartley Act		
2. National Defense Education Act		
3. <i>Shelley v. Kraemer</i>		

4. National Interstate and Defense Highway Act		
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5. Brown v. Board of Education of Topeka		
6. Civil Rights Act of 1964		
7. 24 <sup>th</sup> Amendment		
8. Voting Rights Act of 1965		
9. Economic Opportunity Act		
10. Medicare		
11. Medicaid		
12. Equal Pay Act		
13. Title IX		
14. War Powers Act		
15. Freedom of Information Act		
16. Ethics in Government Act		
17. Blakke v. University of California		
18. Roe v. Wade		
19. Miranda v. Arizona		
20. Engel v. Vitale		
21. Clean Air Act		
22. Clean Water Act		

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## PRESIDENTIAL ELECTIONS

YEAR	PARTIES/NOMINEES	WINNER
1948	Democrat:  Republican:  Dixiecrats:	
1952	Democrat:  Republican:	
1956	Democrat:  Republican:	
1960	Democrat:  Republican:	
1964	Democrat:  Republican:	
1968	Democrat:  Republican:  American Independent:	
1972	Democrat:  Republican:	
1976	Democrat:  Republican:	
1980	Democrat:  Republican:	



**Document 1:** Joseph R. McCarthy, Speech to the Women’s Club of Wheeling, West Virginia, February 1950

“The reason why we find ourselves in a position of impotency is... because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate or members of minority groups who have been selling this Nation out, but rather those who have had all the benefis that the wealthies nation on earth has to offer – the finest homes, the finest college education, and the finest jobs in Government.

“This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been the worst... In my opinion, the State Department... is thoroughly infested with Communists.

“I have in my hand 57 cases of individuals who would appear to be either card-carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 2:** Mr. X (George F. Kennan), State Department professional, “The Sources of Soviet Conduct,” *Foreign Affairs*, July 1947

“It is clear that the main element of any United States policy towards the Soviet Union must be that of a long-term, patient but firm and vigilant containment of Russian expansive tendencies... It is clear that the United States cannot expect in the foreseeable future to enjoy political intimacy with the Soviet regime. It must continue to regard the Soviet Union as a rival, not a partner, in the political arena. It must continue to expect that Soviet policies will reflect no abstract love of peace and stability, no real faith in the possibility of a permanent happy coexistence of the Socialist and capitalist worlds, but rather a cautious, persistent pressure towards the disruption and weakening of all rival influence and rival power.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 3:** Walter Lippmann, journalist, essay written six days after Sputnik, October 1957

“Why is it that in the twelve years that have passed since the end of World War II, the United States which was so far in the lead has been losing its lead to the Russians...

“Our people have been led to believe in the enormous fallacy that the highest purpose of the American social order is to multiply the enjoyment of consumer goods. As a result, our public institutions, particularly those having to do with education and research, have been .... scandalously starved.

“With prosperity acting as a narcotic... our public life has been increasingly doped and without purpose. With the President in a kind of partial retirement... we drift, with no one to state our purposes and to make policy.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 4:** William E. Leuchtenburg, historian, *A Troubled Feast*, 1973

“The young felt a special sense of deprivation at Kennedy’s death. The slain President had broken through the middle-aged complacency of the 1950s to give a feeling of hopefulness about American society and a free field to the idealism of young people. They had admired, too, the President’s gallantry and the impression he conveyed of being a valorous adventurer.

“Richard Neustadt commented less than a year after the President’s murder, ‘He left a broken promise, that “the torch has been passed to a new generation,” and the youngsters who identified with him felt cheated as the promise, like the glamor, disappeared. What do their feelings matter? We shall have to wait and see.’”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 5:** Supreme Court, *Brown v. Board of Education of Topeka*, May 17, 1954

“Does segregation of children in public schools solely on the basis of race even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal education opportunities? We find that it does.

“In finding that a segregated law school for Negroes could not provide them equal education opportunities, this court relied in large part on ‘those qualities which are incapable of objective measure but which make for greatness in a law school.’

“Such considerations apply with added force to children in grade and high schools. To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone...

“We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs... [are] deprived of the equal protection of the laws guaranteed by the 14<sup>th</sup> Amendment.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 6:** Lyndon B. Johnson, State of the Union Message, January 12, 1966

“We will stay (in Vietnam) because a just nation cannot leave to the cruelties of its enemies a people who have staked their lives and independence on America’s solemn pledge – a pledge which had grown through the commitment of three American presidents.

“We will stay because in Asia – and around the world – are countries whose independence rests, in large measure, on confidence in America’s word and in American protection. To yield to force in Vietnam would weaken that confidence, would undermine the independence of many lands, and would whet the appetite of aggression. We would have to fight in one land, and then we would have to fight in another – or abandon much of Asia to the domination of Communists.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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**Document 7:** Jimmy Carter, *Public Papers of the Presidents of the United States*, 1979

“Our people are losing faith, not only in government itself but in their ability as citizens to serve as the ultimate rulers and shapers of our democracy.

“We were sure that ours was a nation on the ballot, not the bullet, until the murders of John Kennedy and Robert Kennedy and Martin Luther King Jr. We were taught that our armies were always invincible and our causes were always just, only to suffer the agony of Vietnam. We respected the Presidency as a place of honor until the shock of Watergate.

“We remember when the phrase ‘sound as a dollar’ was an expression of absolute dependability, until ten years of inflation began to shrink our dollar and our savings. We believed that our Nation’s resources were limitless until 1973, when we had to face a growing dependence on foreign oil.”

**Directions: Write 2-3 sentences in which you summarize the document and incorporate two of the following: historical context, author’s POV, purpose, or audience.**

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