**Unit I: America Becomes A Global Power**

**Lesson 1 Objectives**

**Students will be able to:**

* Explain the goals of the course;
* Describe the expectations established by the instructor;
* Explain the course methodology that will be used throughout the semester;
* Explain why conflict occurred during and after the Civil War between the U.S. Army and Native Americans in the West;
* Explain the U.S. policies towards Native Americans in the late 1800s;
* Describe the key events that took place during the Indian Wars;
* Explain how the transcontinental was created and the importance of railroads in the West;
* Explain the uses for land of the Great Plains;
* Explain what the Homestead Act was and how it impacted the settlement of the West;
* Explain what the open range system was and how it eventually ended;
* Describe the challenges faced by the Chinese and Mexican-Americans in the West; and
* Describe what happened in the Oklahoma Land Rush of 1889 and how the frontier was officially closed.

**Native American Wars in the West** (p. 358-361)

After the Civil War- **250,000 Native Americans in “Great American Desert.”**

* **Different groups, cultures, languages**, beliefs, and customs
* To whites- all mere “Indians”
* 1850- gold and silver discovered & in 1860s- natives put on reservations

**Reservations- specific areas set aside for Indian use**

* Poverty, loss of culture, and white diseases
* **Buffalo** of the Great Plains were key to natives, but hunted to near extinction by whites for their **hides, the rest left to rot**

**Native American Wars in the West**

* **Sioux Wars** in fearing loss of land and way of life, the **Sioux attacked white settlements in Minnesota**
* **Pushed to Dakotas** but the attacks led other Plains natives to attack settlements and stagecoaches
* **Sand Creek Massacre**-1864, **Colorado militia under John Chivington** opened **fire on peaceful Cheyenne and Arapaho** natives, killing 150-200
* **Buffalo Soldiers**- sent West to bring peace. Recruitment posters said keep any “horses or other plunder”

**U.S. Indian Peace Commission**- peace required Native Americans to **adopt white ways of life on reservation farms**

* **Fort Laramie Treaty of 1868**- **Black Hills to be a Sioux reservation**; U.S. agreed to build a school, no road, and abandon three forts and be overseen by Bureau of Indian Affairs

**Indian Wars End & Assimilation** (p. 361-365)

**Broken promises** by U.S. led native warriors to arm and resist

* 1863 **Kit Carson sent Navajo on the Long Walk** to a New Mexico reservation with poor farming soil and to live with hated rivals, the Apache
* 1874-1875 **Red River War against Comanche** in Texas
  + U.S. ignored Treaty of Medicine Lodge to keep buffalo hunters out

**Black Hills Gold Rush of 1875**- prospectors fled to the **Sioux hunting grounds** in the Dakotas and Montana, protected by the 1868 Treaty of Laramie

* **Sioux chiefs Crazy Horse and Sitting Bull** drove prospectors out
* Col. George Custer and 250 men arrived in 1876 at the **Little Bighorn River** and met 2,000 natives. Crazy Horse charged, killing all in **Custer’s Last Stand**
* The U.S. army attacked- Sitting Bull fled to Canada & Crazy Horse surrendered

**Nez Percés** (Christian horse & cattle breeders) driven from Idaho in 1877

* **Chief Joseph** fled 1,300 miles to Canada- caught at the border, and said, “I will fight no more forever.” All sent to reservations in Oklahoma.

**Ghost Dance War**- 1880s **Ghost Dance** rituals- to **end war and bring back buffalo**

* U.S. feared attack, stopped Ghost Dances, and killed Sitting Bull
* Sioux fled to **Badlands in Dakota** and fought the **Battle of Wounded Knee**
  + 100 natives killed- **last major resistance** to white expansion

**Reservations and forced assimilation**- absorbed into the main culture of society (same as Americanization Movement for immigrants)

* 1871 law- “no Indian nation or tribe within the United States...recognized as an independent nation, tribe, or power...” Now treated as individuals to weaken tribal loyalties and force assimilation
* 1887- **Dawes General Allotment Act** natives to get 160-acres of the tribe’s reservation land as **private farmsteads**, not to be sold for 25-years

**Quick Check**

* Groups A & C: List the Indian Wars of the 1860s and 1870s and the native chiefs associated with each.
* Groups B & D: List the causes of the Indian Wars. In general, what was the result in each of the Indian wars?

**Mining & Cattle in the West** (p. 366-371)

Following the Civil War- **prospectors went West to mining towns**

* **Pike’s Peak** in Colorado and Yukon River in Alaska for **Klondike Gold Rush** (Lawless- no police or courts so **vigilante justice)**
* **Marshalls and sheriffs** were hired like **Wyatt Earp** and **Bat Masterson**
* **Boomtowns lasted only as the gold did then became Ghost Towns**
* First miners used sluice boxes or panned. Later, big business used heavy equipment in mineshafts with railcars

**Transcontinental Railroad**- Congress lured companies with land grants and loans

* **Central Pacific Railroad** began laying track eastward from **Sacramento** in 1863. **Union Pacific Railroad** went westward from **Omaha**, Nebraska. Met at **Promontory, Utah** in 1869.
* Railroads meant goods and food on frontier- **towns developed along the track**
* Demand for native lands increased on frontier
* New territories in the West: Nevada (1864), Nebraska (1867), Colorado (1876), North Dakota, South Dakota, Washington, and Montana (1889), Idaho and Wyoming (1890), and Utah (1896)

**Open-range system** in Great Plains used **cowboys**, hired by ranchers, to **round-up and drive their cattle to train** stations for transport to market. **Cow towns**- **like Dodge City**, Kansas where the cowboys were paid

* Stories of outlaws and lawmen: Wild Bill Hickok, Doc Holliday, Wyat Earp, & Jesse James.
* 1880s- open-range **ended with Barbed wire, surplus of cattle, and droughts**

Great Plains transitioned to farmland (most thought it was poor agricultural land)

* **Preemption Act of 1841** offered land for sale to existing squatters
* **Homestead Act of 1862** offered **160-acre** plots to any family that would stay for **5-yrs, dig a well, and build a road**. Many **former slaves, or Exodusters** went
* Many people built simple **sod houses**

**Closing of the Frontier** (p. 371-374)

**1882- Chinese Exclusion Act**- **prohibiting Chinese laborers from entering the country** (**100,000 Chinese** in America)

**Mexican-Americans lost land** in Southwest when challenged **in courts**. **Illegal groups like Las Gorras Blancas** cut holes in barbed-wire fences and burned houses.

Violence between **miners, ranchers, sheepherders, and farmers** in the West

* Grazing animals destroyed crops; fences prevented grazing; and runoff from miners contaminated water sources that farmers and herders needed
* **Ranchers made fun of homesteaders** for their sod houses, calling them “**sodbusters**.”
* **Mexican-Americans who communally used salt beds** near El Paso clashed with settlers who purchased the land in the **El Paso Salt War**. The **settlers won**.
* Foreign-born whites saw the frontier as the way prosperity clashed with natives

**Oklahoma Land Rush of 1889**, was the **last big land rush** and opened up Oklahoma to homesteaders. On April 22, 1889, thousands of “**boomers**” gathered to claim their land. When the gun sounded, it was clear that some **snuck on early, called “sooners,”** and claimed the best land.

By **1890**, the West was claimed and the **frontier officially closed**. The frontier, which was once an uninhabited area, was now fully claimed.

**Problem 1. Chief Joseph**

“Chief Joseph Speaks: Selected Statements and Speeches by the Nez Percé Chief” (1874-1877).

https://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm

1. What is the main point of this speech?
2. Who is the intended audience?

**Lesson 2 Objectives**

**Students will be able to:**

* Explain how political corruption dominated the politics in the Gilded Age;
* Explain what President Grant did in the midst of political corruption in the 1860s-1870s;
* Describe the presidencies of Rutherford B. Hayes, James Garfield, Chester Arthur, Grover Cleveland, Benjamin Harrison;
* Describe what Farm Life was like from 1870-1895;
* Explain how the Grange, Farmers Alliance, and Farmers’ Cooperatives impacted life for farmers;
* Explain what the Populist Party was and its goals;
* Explain they parties and candidates in the Election of 1896 and why McKinley won; and
* Explain the lasting impact of the Populist Party in American Politics.

**Political Corruption** (p. 375-379)

**Ulysses S. Grant**- popular general but bad president during the Gilded Age & Reconstruction- ally with Radical Republicans

* Important **governmental jobs to corrupt friends** and looked other way
* Vice President Colfax- corruption & connection to the Union Pacific Railroad
* **Liberal Republicans formed to oppose Grant**- wanted civil service reform, pull army from South, & end corruption- *New York Tribune* editor **Horace Greeley**

Grant reelected, “let no guilty man escape,” but **ignored corrupt Cabinet & Congress**

* Corruption and bribery in federal, state, and local government- used positions to gain wealth at public’s expense
* NY, state senator **Boss Tweed** & “Tweed Ring” stole millions from **NYC**- 1873 jail

Weak Presidents of the Gilded Age:

* **Rutherford B. Hayes-** elected by **Compromise of 1876** to end Reconstruction
* **James Garfield-** lasted 6-mon. then **assassinated by Charles J. Guiteau**
* **Chester Arthur-** **president when Garfield was killed**- party failed to renominate
* **Grover Cleveland** **won in 1892, lost in 1896, and won again in 1900** but only Gilded Age president with **integrity**
* **Benjamin Harrison** Cleveland’s spoiler in 1896 but grew **very unpopular**

**Spoils system**- give government **jobs to loyal party members and friends**

* **Political machines** ran campaigns, raised money, and mobilized voters
* Political bosses & groups like **Tammany Hall** in NYC targeted immigrants- swapped **promises for votes**. Most people saw no issue
* **Civil Service Reform**- how federal jobs were given- Guiteau believed owed a job
* **Pendleton Civil Service Act** 1883 law to authorized a civil service exam

**Panic of 1873**, too many bank loans to railroad companies and banks failed

* **Gold standard** gold was the basis and **backed American currency**
* **Gold Standard Act of 1900** **just gold and not silver** to back American currency
* 1888 **tariff**- or tax on imported goods

**Farm Life** (p. 380-383)

1870 to 1895 **prices for farm products drastically dropped due to overproduction**

* **High supply with a low demand drove prices down**
* **Transportation costs**- high & it cost more to produce crops and get to market
* Price of **machinery, seed, livestock**, and other needs increased
* Farmers in debt, **mortgages** on farms and buying supplies on **credit**

1867- Minnesota farmer Oliver H. Kelley- group to help farmers called the **Grange**

* Taught farmers the newest and latest **farming techniques** and called for the **regulation** of railroad and grain elevator rates

**Farmers’ Alliance**- 1870s connected farmers of all races and ethnicities for government **regulation in loan, storage, and shipping rates**

**Farmers’ cooperatives**- to collectively **sell crops and buy needed supplies**

* Soon divisions occurred by region and race- racial tensions drove them apart from their common mission

**Populism** (p. 383-386)

**Populist Party**, or **People’s Party in 1892** to run candidates in elections across the nation to pressure Democrats and Republicans into action

* **Feared political corruption, monetary supply, and unresponsive government**
* **Wanted the use of silver coins to combat low prices, government ownership of the railroads, and women’s suffrage**
* Election of 1892- Populist candidate James B. Weaver of Iowa- 1-million votes, 3 state governors, 5 Senators and 10 Representatives
* South- Democrats used racism and fear to defeat Populism

Election of 1896

* Democrats nominated **William Jennings Bryan** for President- Populists supported him instead of own candidate- they thought he would win
* William Jennings Bryan- **lawyer from Nebraska** and excellent **debater and public speaker**. Favored “**free silver**,” (use of silver and gold to back U.S. currency), gave “**Cross of Gold Speech**” ending: “You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.”
* Republicans nominated **William McKinley** received $15 million in campaign funds (thirty times Bryan’s) and was **supported by all of the robber barons of the Gilded Age** since Bryan posed a significant threat to private enterprise.
* In 1896- first time in American history both parties campaigned around country
* McKinley won in 1896 and again in 1900 against Bryan
* By early 1900s Populists couldn’t compete with Democrats and Republicans.

Populist Party inspired third parties in American politics, notably the **Progressive Party** in the early 1900s. The Progressives supported a **graduated income tax, a flexible monetary system, and government regulation of railroads**

**Quick Check**

* Groups 1 & 3: List the challenges facing farmers from 1870-1895 and the groups that developed to help farmers.
* Groups 2 & 4: List the goals of the Populist Party in 1892 and explain its lasting impact on American politics.

**Problem 2. Boss Tweed**

“The Root of Tammany Power,” by Thomas Nast, 1871.

https://etc.usf.edu/clipart/67400/67414/67414\_ball\_box.htm

“Boss Tweed Holds the Reins of Democratic Party,” by Thomas Nast, 1871.

https://etc.usf.edu/clipart/67400/67425/67425\_twee\_dem.htm

1. Describe each of the two political cartoons.
2. What was the message in each political cartoon and how do you know? Use details from the cartoon to prove you are right.

**Lesson 3 Objectives**

**Students will be able to:**

* Explain what the Progressive Movement was and its goals;
* Explain the political problems and corruption facing America in the early 1900s and how political machines influenced elections;
* Explain how lack of government regulation allowed big businesses to establish monopolies;
* Explain how monopolies harmed competition and led to small businesses to failures and artificially high to consumers;
* Explain who the Muckrakers were and what they did to bring about reform;
* Explain how Progressive reformers made life better in cities, housing, schools, and health;
* Explain how Progressive reformers improved workplaces and ended child labor;
* Explain how the Galveston Plan, initiative, referendum, recall and the 17th Amendment reformed government;
* Explain the advances made in women’s rights during the Progressive Era including women in the workplace, temperance, and suffrage;
* Describe the process of Americanization with respect to immigrants in the early 1900s and the attitudes held about immigration;
* Explain the debate over African American rights, the Springfield Riot, and discrimination of the early 1900s.

**Progressives Begins** (p. 392-395)

**Progressive Movement**- solve problems of industrialization, urbanization, immigration

* Roots in **middle class** but included all classes, ethnicities, religions, and parties
* Modern ideas, logic, and scientific techniques to improve society & **social justice**
* Goals: **political reform, women’s suffrage**, and **honest government**
* **Political machines**- eliminate bribery, promises, and violence to influence voters
* **Improve cities**- **pave streets, improve housing**, provide safe **drinking water**, and **municipal services**
* Corrupt leaders, political machines, and big business- big cause of urban poverty

**Big business**- **lack of government regulation** led to huge businesses and extreme wealth. There were no laws preventing **monopolies- fully legal.**

* Bully and buy-out competitors
* Vertically integrate- buy businesses to internally control all aspects of business
* Artificially raise prices.

Progressive Calls for Action:

* “**Bust the trusts,**” **break up monopolies, promote business competition**
* **Social class** system- reduce gap between the rich and the poor
* Improve **working conditions** for laborers and **social welfare laws** to help poor

**Muckrakers** (Teddy Roosevelt’s term)- journalists who stirred up calls for **social justice**

* **Lincoln Steffens**- *McClure’s Magazine* in 1903 published a collection of articles called ***The Shame of the Cities***, exposing political corruption in key cities
* **Jacob Riis**- photographer for *New York Evening Sun*- 1890 famous book ***How the Other Half Lives*** shocked the nation
* **Upton Sinclair**-wrote novel ***The Jungle*** to expose the slums and filth of Chicago’s meatpacking industry

**Reformers Impact Society** (p. 395-399)

Progressives lobbied for laws- **living conditions, public health, and schools**

* **Walter Rauschenbusch** blended socialism, progressivism, and Christianity to form the **Social Gospel**- **charity and justice to direct reforms**
* **Jane Addams** help urban poor in **Settlement House Movement**- **community centers, run by volunteers**, to provide essential social need and education
  + Most famous center was called **Hull House in Chicago**

Progressives end **child labor** and require **education**

* **Florence Kelley** was instrumental in forming the U.S. Children’s Bureau in 1912.
* 1916 **Keating-Owens Act** banned child labor but it was unconstitutional in 1918
* 1938 Congress finally banned child labor for good
* **John Dewey** **educational reformer**, requiring a variety of subjects and creativity

Progressives- reform dangers of **workplaces**

* **Long hours, dark rooms, poor ventilation**, fumes, and dangerous machinery
* **30,000 workers died per year** in workplace accidents and 500,000 were injured
* **Triangle Shirtwaist Factory** in NYC in 1911- fire and **locked doors- 146 died**

**Galveston Plan**- **commission of five** members with **specialized expertise** (result of 1900 hurricane that killed 8,000 in Galveston, Texas). By 1918- 500 cities similar plan

* Local government changes led to the **loss of power of political machines**
* **Public utilities** **electric, gas, water, and sewer** with fair rates

Progressives- election reforms

* **Initiative**- put proposed new law **directly on the ballot**
* **Referendum**- allow voters to **approve or reject a law** passed by a legislature
* **Recall**- **remove elected officials** from office before terms ended
* **Seventeenth Amendment**- 1913 **Senators** to be chosen by a vote of the people

**Progressive governors** **Robert LaFollette** (“fighting Bob,”) of WI, **Hiram Johnson** of CA, **Theodore Roosevelt** of NY, and **Woodrow Wilson** of NJ

**Quick Check**

* Group A: List the ways the Progressives aimed to improve business.
* Group B: List three Muckrakers. Who were they and how did they help push for social reforms?
* Group C: List the political reforms the Progressives worked to achieve.
* Group D: List the reforms the Progressives pushed for to help workers.

**Expanding Rights for Women** (p. 400-405)

1900- women in mills, factories, and service for 100 years, but gave earnings to a man

* **Florence Kelley** started the **National Consumers League (NCL)** to **label products** produced under **humane conditions**
* **Women’s Trade Union League** (WTUL) to improve conditions for **female factory workers**, 8-hour workday, a minimum wage, and a workers’ strike fund.
* **Temperance Movement-** **no alcohol** (family abuse and squandering of money).
* 1919 Frances Willard- **Eighteenth Amendment prohibited production and sale of alcohol**

Progressive Rights for Women:

* **Margaret Sanger** **birth control** to help women limit number of children they had
* **Ida B. Wells**- **National Association of Colored Women** (**NACW**), **anti-lynching** campaign.

**Women’s suffrage** **right to vote,** crucial to the democracy and protecting children, education, and family

* 1850s- **Susan B. Anthony** and **Elizabeth Cady Stanton**
* 1890s- **Carrie Chapman Catt**, a lawyer and school superintendent, encouraged women to join the **National American Woman Suffrage Association** (**NAWSA**).
* **Suffragettes** from all levels of society, ethnicities, and regions. By 1910, women’s suffrage was a **way to help society reform in other areas**
* **National Woman’s Party** (NWP) 1917 its founder **Alice Paul** **marched to Washington with picket signs** to protest. Hundreds of women were arrested. NWP members also went on **hunger strikes**
* Election of 1916, both the Democrats and Republicans called for extending the vote to women. Liquor companies, textile mills, and bigots disagreed

**Nineteenth Amendment**- **right to vote “shall not be denied or abridged on account of sex.”** Ratified on August 18, **1920**

**Minorities Seek Equal Rights** (p. 407-410)

**Americanization**- teach immigrants to be “**American-like**”- English, dress, eat, and act and leave behind languages, religions, foods, and cultures.

* ***Plessy v. Ferguson*** (1896), upheld the Jim Crow and **separate but equal**
* **Segregation**- norm across the country
* Progressives- just as racist President Woodrow Wilson segregated federal offices

Debate over African Americans Rights:

* **Booker T. Washington** argued that blacks should **accept Jim Crow and work toward economic independence** through vocational training and hard work
* **W.E.B. DuBois** and **William Monroe Trotter** argued blacks should immediately **demand social and civil rights** or risk being permanent victims of racism
* **Niagara Movement** denounced Washington’s argument and sided with DuBois

**Springfield Riot** 1908 Illinois riot ended in the deaths of two and the burning of 40 homes. In 1909, several white Progressive reformers joined with the Niagara Movement to form the **National Association for the Advancement of Colored People** (**NAACP**)

* Demanded protection of black **lives, property, civil rights**, and the **right to vote**
* “Physically free from peonage [or forced low-paid labor], mentally free from ignorance, politically free from disenfranchisement, and socially free from insult.”
* **Urban League**- help **urban blacks** in **education** and **jobs**

Discrimination:

* **Anti-Defamation League** (1913) goal to **defend Jews** and others against **physical and verbal attacks** and get rights and fair treatment for marginalized
* Mexican-Americans- **mutualistas** help with loans, insurance, and legal services
* Asian-Americans in California
* **American Indian Citizenship Act of 1924**, which made all Native Americans **citizens with full voting rights** to push them further towards Americanization.

**Quick Check**

* Groups 1 & 3: List the key activists for women’s suffrage and their important achievements.
* Groups 2 & 4: List the key activists in the debate over African American rights and their arguments.

**Problem 3. The Jungle**

The Jungle, by Upton Sinclair, 1905.

https://www.gutenberg.org/files/140/140-h/140-h.htm

1. What were the issues Upton Sinclair had in the meatpacking industry?
2. What were Sinclair’s issues with the way city life had evolved by the early 1900s?

**Lesson 4 Objectives**

**Students will be able to:**

* Explain the issues presented during the Women’s Suffrage Movement and how the suffragettes gained the right to vote in 1920 after watching Iron Jawed Angels

**Lesson 5 Objectives**

**Students will be able to:**

* Describe Theodore Roosevelt’s background and experiences in life that shaped his Presidency;
* Explain Theodore Roosevelt’s role in the Spanish-American War;
* Explain Theodore Roosevelt’s Square Deal and his Progressive reforms;
* Explain how William Howard Taft’s Presidency differed from Theodore Roosevelt’s;
* Explain how the Election of 1912 came to have three candidates and how Woodrow Wilson won;
* Describe Woodrow Wilson’s background and experiences in life that shaped his Presidency’
* Explain Woodrow Wilson’s New Freedom Plan and his Progressive reforms;
* Compare & contrast Roosevelt, Taft, and Wilson’s antitrust philosophies; and
* Explain how Woodrow Wilson attacked the “triple wall of privilege” and the acts of Congress that helped reform American businesses.

**Teddy Roosevelt’s Square Deal** (p. 412-414)

**Theodore Roosevelt**- Progressive politician, intelligent, energetic, & hard-working

* Graduated from Harvard, studied law, served in NY state legislature
* After deaths of his mother and wife Alice he **moved West and loved outdoors**
* Back to NY- President of **Police Board** and **Assistant Secretary to the Navy**
* **Spanish-American War** in 1898- volunteer **cavalry unit, the “Rough Riders”**

Roosevelt after the Spanish-American War

* Governor of NY and made Progressive reforms
* 1900- **McKinley’s Vice President** and President after McKinley’s **assassination**
* Teddy Roosevelt- instant sensation, every child begged for a **teddy bear**

Teddy Roosevelt’s “**Square Deal**”: Goal- keep the wealthy and powerful from taking advantage of **small business owners and the poor**

* 1905- “When I say I believe in a square deal, I do not mean to give every man the best hand...All I mean is that there shall be no crookedness in the dealing.”
* Helped in labor disputes & created the **Department of Commerce and Labor**
* **Interstate Commerce Commission** (**ICC**), used to **regulate the railroads**
* **Elkins Act** (1903) ICC to issue **fines** if railroads gave **special rates** to favorites
* **Hepburn Act** (1906) ICC to set **maximum shipping rates**
* Downside- value of railroad stocks decreased, leading to the **Panic of 1907**

Roosevelt was a **trustbuster**- ordered the **breakup of “bad trusts” but not “good trusts” using Sherman Antitrust Act of 1890**

* Targeted big business that bullied small businesses or cheated consumers
* “**Trust-tamer**” for the way he administered antitrust litigation. People loved him

**Managing the Environment** (p. 414-417)

**Meat Inspection Act** (1906) federal **inspectors of meat sold across state lines**

**Pure Food and Drug Act** put the same controls on **other foods and medicines**

Teddy Roosevelt the nature-lover and **Conservationist**

* Published several books on hunting and nature
* Government conservation- set up national parks like Yellowstone
* **John Muir**- urged Congress to establish Yosemite National Park in 1890
* Roosevelt closed off **100-million acres as federal forests** to be used
* **Gifford Pinchot**- led the **Division of Forestry**- forests should be preserved. Some trees are protected to grow and mature. Once **mature- logged, harvested, and new trees planted**
* **Conservation**- planned **management of natural resources**

**Roosevenlt established 5 national parks and 18 national monuments under the Antiquities Act of 1906: became the National Park Service when in 1916**

Water Policies

* **Mining** in the Southwest required a great deal of water but so did **farming**
* When irrigation companies diverted rivers for use by farmers, **bitter fights over water rights arose**
* **National Reclamation Act** (1902) government to decide where and how water would be distributed. The **government would build dams and reservoirs to help manage water use**

**William Howard Taft & Woodrow Wilson** (p. 417-422)

Teddy Roosevelt helped **Secretary of War, Republican William Howard Taft** to win the **Presidency in 1908** and expected Taft to continue his policies

* Taft did not distinguish between good and bad trusts- **went after all big trusts**
* Taft **busted Standard Oil** Company and attempted to bust U.S. Steel
* Taft next **fired former Roosevelt advisers** like Gifford Pinchot

Roosevelt was furious at Taft’s policies and declared a **third run for President** under his **New Nationalism**- Roosevelt’s program to **bring back old trust busting power**

* Roosevelt said he was “**strong as a bull moose**”
* Taft and Roosevelt feud split the Republican Party
* **Progressive Party** nominated **Teddy Roosevelt** for President in 1912
* **Taft** ran for the **Republicans** and **Democrats** nominated **Woodrow Wilson**

**Woodrow Wilson** was a college professor and former governor of New Jersey

* His **New Freedom** program- to place governmental **controls on corporations** in order to **benefit small businesses** (similar to Roosevelt’s New Nationalism)
* By splitting the Republican vote, the Progressive Party ensured Wilson’s victory

Wilson vowed to attack the “**triple wall of privilege**,” tariffs, banks, and trusts

* Wilson prevented businesses from charging unfairly high prices
* **Underwood Tariff Bill**- **lowering federal tariffs** on imported goods
* **Graduated income tax** to make up the difference- **Sixteenth Amendment**
* **Federal Reserve**- regulate and **oversee American financial system** and banks in order to promote economic **growth and regulate interest rates**
* **Federal Trade Commission** (FTC) (1914) to **monitor interstate business practices** and prevent monopolies, false advertising, and dishonest labeling
* **Clayton Antitrust Act** (1914) which strengthened previous antitrust and **protections for workers** and allow workers to freely organize
* **Workingman’s Compensation Act** (1916) to temporarily **disabled civil service** employees
* **Adamson Act**- **8-hour workday for railroad** workers when negotiations failed

**Quick Check**

* Groups A & C: Compare & Contrast Roosevelt’s, Taft’s, and Wilson’s antitrust philosophies and the actions they took to combat big business.
* Groups B & D: Compare & Contrast Roosevelt’s Square Deal and Wilson’s New Freedom Plan to reform the “triple wall of privilege.”

**Problem 4. New Nationalism**

President Teddy Roosevelt's New Nationalism Speech, Osawatomie, Kansas, August 31, 1910. https://obamawhitehouse.archives.gov/blog/2011/12/06/archives-president-teddy-roosevelts-new-nationalism-speech

1. What is Theodore Roosevelt’s main criticism of American politics?
2. What does Roosevelt mean by “Practical equality of opportunity for all citizens”?
3. What does Roosevelt mean by “I stand for the square deal”?

**Lesson 6 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented in the Election of 1912 through a simulation activity.

**Lesson 7 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented in the Election of 1912 through a simulation activity;
* Explain the causes of European and American imperialism and what the imperial country hoped to gain from acquiring colonies and territories abroad;
* Explain Social Darwinist theory and the role it played in imperialism;
* Summarize the steps the U.S. took as it emerged as an imperialist nation;
* Describe how the U.S. took control of the Hawaiian Islands;
* Describe the events of the 1895 Cuban war of independence led by José Martí;
* Explain the direct and indirect causes of the Spanish-American War;
* Explain the results of the Spanish-American War;
* Explain why the Spanish-American War was problematic for the U.S. with regards to Cuba; and
* Explain what occurred after the Spanish-American War in Cuba and the Philippines.

**Imperialism** (p. 423-425)

**Imperialism** is defined as the **political, military, and economic domination of strong nations over weak territories**

* Mid-1800s to early 1900s, European nations in a **race to gain territories and colonies in Africa and Asia** for **natural resources and markets** to sell goods
* Japan & U.S.- wanted colonies for rubber, iron, petroleum, etc.
* To **remove natural resources**- **extractive economy**.
* U.S. had most of the resources it needed in its vast territory but was producing more products than it could use
* **U.S. Colonies- marketplaces to sell commodities** like farm products and **manufactured goods** in order to make profits
* U.S. Imperialism- chance to keep farms and factories **producing at full capacity** rather than slowing down production or shutting down due to a low demand

If America was to be a world power it **needed a strong navy and naval bases** on foreign lands, where American ships could **dock, refuel, and get supplies**

* Alfred T. Mahan urged modernization of the navy
* U.S.- building new **steel-plated steam power battleships** like the ***USS Maine***
* By 1900, the U.S. had largest navy in the world

**Social Darwinism**- held that **only the strong nations are meant to rule** while the weak are meant to be ruled. This emphasized the **racial, ethnic, and cultural superiority** of the imperialist powers

* Some Americans also believed in Social Darwinism, after all, it played a role in fulfilling America’s **Manifest Destiny** to control from the Atlantic to the Pacific.
* With frontier closed- U.S. needed an outlet to ambitions, which meant colonies
* Some saw imperialism as a way **to spread Christianity and civilize** people
* **Missionaries** began journeying to foreign lands

**American Imperialism** (p. 425-427)

America’s first imperialist attempt was in **1853 when Commodore Matthew Perry** sailed to **Tokyo** at a time that Japan closed its ports to foreign trade

* Perry convinced the emperor to begin trading with the U.S.
* **1867**- the U.S. took possession of the **Midway Islands**
* **1887**- due to **heavy trade** with the **Hawaiian Islands**, the U.S. was granted the **right to build a naval base at Pearl Harbor**
* 1867- Secretary of State **William Seward bought Alaska from Russia** for $7.2-million. People lambasted him, calling it “**Seward’s Folly**” and “Seward’s Icebox” but he had last laugh when **gold was discovered**, leading to the 1880s **Klondike Gold Rush**

**Latin America** was seen as a natural place for the U.S. to expand trade & investments

* **1889**- U.S. met with the leaders of **17 Latin American nations** at the **Pan-American Conference** to urge trade with the U.S.
* **Pan-American Highway** system began
* Britain extended **British Guiana** into Venezuela. U.S.- threatened intervention, Britain backed down and recognized **U.S. sphere of influence** in Latin America

The **Hawaiian Islands** were a **stop on the way to Asia since 1790**

* Missionaries established **Christianity** and schools in Hawaii
* **Investments in sugar cane plantations** became critical to Hawaiian economy
* 1890s- U.S. tariff threatened to end American importation of Hawaiian sugar
* **Queen Liluokalani**- Hawaiian nationalist and **resented white planters** in Hawaii
* 1893- U.S. Minister to Hawaii, **John Stevens ordered U.S. Marines** to help the American planters in Hawaii to **overthrow the queen**
* New government led by American lawyer **Sanford B. Dole**- asked U.S. to annex
* President **Grover Cleveland** was embarrassed that the U.S. acted wrongly in overthrowing the queen, but his successor, **William McKinley, allowed for the annexation in 1898** and **Sanford Dole was made the governor** of the territory.

**Quick Check**

* Groups 1 & 3: List the top 4 reasons nations wanted colonies under imperialism.
* Groups 2 & 4: List the first 4 attempts at American imperialism.

**Spanish-American War** (p. 428-431)

**1890s Spain had only three colonies left**, the **Philippines**, **Cuba**, and **Puerto Rico**

* U.S. invested **$50-million in Cuban sugar cane plantations**. Cubans were dissatisfied with being a colony of Spain
* 1895- Cuban nationalist, **José Martí**, began a **guerilla war of independence** against Spain, shouting “**Cuba Libre**!” or free Cuba!
* Spanish started moving rebels to camps and destroying American property
* **Newspaper publishers** **William Randolph Hearst** and **Joseph Pulitzer** called the **Yellow Press exaggerated Spanish acts and applauded rebel patriotism**

President **McKinley warned Spain to make peace**. The Spanish granted some reforms but the Cuban **rebels called for complete independence**

* U.S. sent the ***USS Maine*** to Havana harbor to **protect Americans** in Cuba
* Cuban rebels got a **letter from Spain’s ambassador calling McKinley weak.** Hearst published- leading to American **jingoism**, or **aggressive nationalism**

On February 15, 1898- ***USS Maine* exploded in Havana harbor and 266 out of 350 men on board died**. Press immediately accused Spain of blowing up the battleship.

* McKinley ordered an investigation that **determined a mine** destroyed the ship
* Most people **blamed Spain** and Congress declared war

McKinley called for 100,000 volunteers but over **200,000 enlisted to fight Spain**

* May 1, 1898 Commodore **George Dewey** arrived at **Manila Bay in Philippines**
* Filipino nationalists led by **Emilio Aguinaldo** defeated the Spanish army on land aided by 15,000 U.S. soldiers. In August, the Spanish surrendered
* June 1898, U.S. Marines captured **Guantánamo Bay, Cuba**
* General William Shafter’s troops included national guardsmen, the regular army including two black cavalry regiments, and **Teddy Roosevelt’s Rough Riders**
* U.S. Navy destroyed the Spanish fleet 2-days later as if fled
* **Only 380 American combat deaths** were recorded but over **2,500 men died of malaria and yellow fever.**

**American Influence Abroad** (p. 432-434)

**Treaty of Paris (1898) ended the Spanish-American War**

* U.S. gained **Cuba, Puerto Rico**, and the Pacific Island of **Guam** and **bought the Philippines for $20-million**
* **Teller Amendment** in the official U.S. declaration of war **prohibited** the U.S. from taking **possession of Cuba**
* **Guam** was in an ideal location in the Pacific for a **naval base**
* **Philippines**- stepping stone to **trade with China**
* President McKinley- take possession, educate and civilize the people
* **Naval bases** and **trade** were behind the decision
* **Anti-Imperialists** like **William Jennings Bryan** and **Mark Twain**- said hypocrisy

Filipiono nationalist **Emilio Aguinaldo** fought alongside U.S but felt **betrayed when U.S. refused to leave**

* **Filipino insurrection, or rebellion**, against U.S. rule using **guerilla warfare**
* U.S. gathered civilians in **concentration camps** & killed thousands of Filipinos
* 5,000 Americans died in the Philippines but over 200,000 Filipinos died

**William Howard Taft** became **governor of the Philippines** in 1901

* Helped Filipinos recover from war but **censored the press and jailed** dissidents
* **Partial self-rule** through the **Philippine Assembly** in Manila in 1907
* U.S. constructed roads, bridges, schools, and hospitals
* **Jones Act** (1916) stated Philippines would eventually become independent
* Not independent until liberated from Japanese control at the **end of World War II**

**Quick Check**

* Groups A & C: List the events that led to the Spanish-American War in (1) Cuba and (2) the Philippines.
* Groups B & D: List the results of the Spanish-American War for the (1) people of Cuba, Puerto Rico, and the Philippines, and (2) the United States.

**Problem 5. Teller & Platt Amendments**

The Teller Amendment, 1898.

https://investigatinghistory.ashp.cuny.edu/files/1898TellerAmendment.pdf

The Platt Amendment, 1903.

https://www.ourdocuments.gov/doc.php?flash=false&doc=55&page=transcript

1. Explain the conflict that exists between the Teller and Platt Amendments.
2. Why do you suppose the U.S. changed its policy? What did it have to gain?

**Lesson 8 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented in the Election of 1912 through a simulation activity;
* Explain what a sphere of influence is and how Europe and the U.S. attempted to exert spheres of influence to foreign lands in the early 1900s;
* Explain the issues facing trade in China in the early 1900s, America’s Open Door Policy, and the Boxer Rebellion;
* Describe Japan’s imperialist ambitions and the causes and effects of the Russo-Japanese War;
* Describe America’s foreign policies toward Cuba, Puerto Rico, and Panama in the early 1900s;
* Explain the events that led America to dig the Panama Canal and how it gained control of the Canal Zone;
* Explain President Theodore Roosevelt’s Big Stick Diplomacy and the Roosevelt Corollary;
* Explain President William Howard Taft’s Dollar Diplomacy;
* Explain President Woodrow Wilson’s Moral Diplomacy; and
* Describe America’s involvement in Haiti, the Dominican Republic, and the Mexican Revolution under President Woodrow Wilson.

**China & Japan** (p. 436-438)

1899- **Britain, France, Germany, and Russia** carved **China** into **spheres of influence**

* Regions dominated by an outside power with special **privileges and control over ports, trade, and influence**
* **Japan influenced China and Korea**
* U.S. Secretary of State **John Hay** demanded **“perfect equality of treatment for commerce” in China** but the other nations ignored the demand.

Chinese **secret societies** to celebrate Chinese culture and oppose Christianity and foreign influence in their land

* **Boxers**- members **trained in martial arts** became fed up with Europeans and **revolted**, killing missionaries and foreigners in Beijing
* A multinational **group of 20,000 European, Japanese, and American soldiers** went to China to stop the **Boxer Rebellion**
* Emperor had to pay an **indemnity**, or money to reimburse for the damages
* Chinese angrier and overthrew their emperor in 1911
* After Boxer Rebellion, **Hay again stressed America’s Open Door Policy in China to open up foreign markets** to American businesses

**Japan** also wanted influence and trade in China and were offended by **Russian troops in Manchuria**

* February 1904- Japan surprise attacked the Russian navy in Port Arthur, China and began a major land campaign **against the Russians in Manchuria**, starting the **Russo-Japanese War**
* 1905- President Teddy Roosevelt helped broker peace in Portsmouth, NH, earning him the **Nobel Peace Prize**
* West coast of U.S. and especially San Francisco- highly **racist against Asians**
* **Schools banned Asian students** from school with white children. Roosevelt stepped in to negotiate his “**Gentlemen’s Agreement**” to end school segregation in return for a reduction in Japanese immigration to America

Roosevelt knew the threat Japan posed and its expansionist ambitions. He called America to create a **new fleet of naval ships**- the **Great White Fleet**, which cruised the world to display America’s military might

**Latin America** (p. 438-441)

1900s- extend American **sphere of influence in Latin America**

* **Puerto Rico** remained under American **military control** in 1900
* **Foraker Act** (1900) established a **civil government for Puerto Rico** with governor and some members of the legislature were to be appointed by the President but the remainder elected by Puerto Ricans in a general election
* **Insular Cases** did not give Puerto Ricans full U.S. citizenship rights in the U.S.
* **Shafroth Act** (1917) Wilson granted **more rights & control** over the legislature

**Treaty of Paris granted Cuba its independence** but U.S. didn’t withdraw until 1902

* **Platt Amendment restricted Cuba** and required it to **lease naval bases** to U.S.
* Platt Amendment gave U.S. “**right to intervene**” **to preserve order** in Cuba
* Cubans did not like it but agreed so U.S. would withdraw its troops

**Theodore Roosevelt**- in 1900, began a broad policy of American **intervention in Latin America under Big Stick Diplomacy**, which was his policy of **using a strong military** to achieve America’s international goals

**Panama Canal**- Late 1800s, **French company tried and failed** at a canal. 1903- U.S. bought the claim for $40-million. U.S. first negotiated with **Colombia**

* Roosevelt sent **warships to the Panamanian rebellion against Colombia**
* Panama declared independence, overthrew Colombia, and granted the **U.S. control over the** “**Canal Zone**.”
* U.S. agreed to pay $10-million to Panama and an annual rent of $250,000
* **35,000 workers** dug the Panama Canal but they faced hard work, a harsh climate, and a number of **mosquito-borne tropical diseases**
* Through a series of **locks**, the canal crossed the isthmus of Panama and the **different elevations**
* **1914 opening** changed worldwide shipping forever and the U.S. controlled it

**Big Stick, Dollar, & Moral Diplomacy** (p. 441-443)

**Roosevelt Corollary to the Monroe Doctrine** (1904) & **Big Stick Diplomacy** (1901) gave **U.S. exclusive control** in western hemisphere and the **role of police power**

* Roosevelt used **military force** to ensure American domination

**Taft** introduced **Dollar Diplomacy** (1909) to **expand U.S. investments** in business and banks in other nations

* Plantations, mines, oil wells, railways, and business, helping U.S. economy

**Wilson’s “Moral Diplomacy”**- U.S. would **not use force** but **support human rights**

* Appointed Anti-Imperialist **William Jennings Bryan** as Secretary of State,
* Despite Wilson’s stance, he **used the military** on occasion to guide countries in the directions he thought proper

Wilson’s Use of American Troops in Latin American Affairs

* 1915- Wilson sent Marines to **Haiti to protect American investments** and to prevent German and French aggression. Haitians signed treaty giving U.S the right to intervene in Haitian financial and foreign affairs
* Troops sent to **Dominican Republic**
* Significant military expedition into Latin America occurred in **Mexico** in 1914

**Mexican Revolution**

* Before 1911, Mexican dictator **Porfirio Díaz** allowed **American investment** in Mexico but the masses grew poor
* **1911- Francisco Madero** led a **revolt that overthrew Díaz** in what became the **Mexican Revolution** but Madero was too weak to bring change
* **1913- General Victoriano Huerta** became **brutal dictator** and executed Madero
* 1914- Huerta’s forces arrested U.S. sailors- **Wilson** used this excuse to **back** **Venustiano Carranza**. Carranza didn’t bring reforms fast enough
* Revolutionary **Francisco “Pancho” Villa** took power. When he **crossed into New Mexico, killing 18 Americans**, Wilson responded by sending **General John J. Pershing and 10,000 troops** into Mexico but never caught him

**Quick Check**

* Groups 1 & 3: Describe America’s Open Door Policy and Describe the Causes & Effects of the Russo-Japanese War.
* Groups 2 & 4: Explain the foreign policies of Teddy Roosevelt, William Howard Taft, and Woodrow Wilson.

**Problem 6. American Foreign Policy**

https://d2ct263enury6r.cloudfront.net/wouBLIcpm0NuFZGv7L9NujPkMuQTlwXtQEeM5GtY3f1gcuez.pdf

1. What is the main point of Secretary of State John Hay’s Open Door Policy?
2. What is the main point of President Theodore Roosevelt’s Big Stick Policy and Roosevelt Corollary?
3. What is the main point of President William Howard Taft’s Dollar Diplomacy?
4. What is the main point of President Woodrow Wilson’s Moral Diplomacy?
5. Which of the policies do you think the U.S. should have followed in the early-1900s?

**Lesson 9 Objectives**

**Students will be able to:**

* Explain the causes of World War I;
* Explain what nationalism is and how it impacted the world in the early 1900s;
* Explain how Social Darwinism was a pseudoscience and how it was used to justify discrimination in the 1800s-1900s;
* Explain the role of alliances in bringing about World War I;
* Explain the political problems and instability in the Balkans and how the assassination of an Austrian dignitary by terrorists in Serbia led to world war;
* Describe the steps taken by Austria-Hungary and Germany to expand their respective empires;
* Describe the Russian response to Austrian and German aggression in 1914;
* Explain how each of the nations of Europe was drawn into the Great War;
* Explain the German war plan on the Eastern and Western front at the start of the Great War;
* Explain how fighting in France halted and how trench warfare resulted;
* List the new advances in war technology in the early 1900s and how each was used in World War I;
* Explain the position of Woodrow Wilson and the United States at the start of the Great War;
* Explain who the isolationists, interventionists, and internationalists were and what they stood for;
* Explain why Germany used unrestricted submarine warfare and how that helped draw the U.S. closer to war; and
* Explain what the Zimmerman Telegram was and how it drew the U.S. closer to war.

**Problem 7. Zimmerman Note**

Zimmerman Telegram, Decoded & Transcribed, 1917.

https://www.ourdocuments.gov/doc.php?flash=false&doc=60#

1. Who are the parties to the telegram and what would each gain in the proposed deal?
2. Was the U.S. justified in waging war against Germany after intercepting and decoding the Zimmerman Note? Explain.

**Causes of World War I** (p. 450-452)

1914- **nationalism, militarism, imperialism, competition, and alliances** drew Europe close to war; it was a **powder keg ready to explode**- all it needed was a spark.

* **Nationalism**- **extreme patriotism** and devotion to one’s country. Each ethnicity, wanted its **own nation** of like-minded and similar people
* **Social Darwinism-** **ranked groups** using **Racism** and ethnic **superiority**
* **Competition**- **trade, industry**, the accumulation of **territories, natural resources**, **technology, progress**, and **Industrialization**
* **Militarism**- **glorification of the military** to have strongest, technologically advanced, trained, stockpiled weapons; and plans for quick **mobilization**. New war advances included **machine guns**, **tanks**, **submarines**, and **airplanes**
* **Alliances**- complicated matters. **Germany, Austria-Hungary, and Italy** formed the **Triple Alliance**. **France, Russian, and Great Britain** formed the **Triple Entente.** Reliance on alliances allowed leaders to act boldly and recklessly

June 28, 1914, the **heir** to the throne of **Austro-Hungarian Empire** visited **Sarajevo** in Bosnia. **Serbian terrorist group, the Black Hand**, which wanted Bosnia a large independent Serbian kingdom, hid as the **Archduke Franz Ferdinand**’s car approached. He wanted a new triple monarchy to include a Slavic kingdom

* A **bomb** went off near his car in an **assassination attempt** that injured several guards but Franz Ferdnand and his wife Sophia were unharmed
* After a tense meeting with mayor, chose a safer route but nobody told the driver
* At a crowded intersection, 19-year old Black Hand member and Bosnian-Serb, **Gavrilo Princip shot and killed the Archduke** and his wife **Sophia**

**Emperor of Austria-Hungary Franz Joseph** saw the assassination as an **opportunity to annex Serbian** lands as part of his empire but Austria **feared a Russian response**

**The Great War** (p. 452-454)

Austro-Hungarian Emperor Franz Joseph confirmed hi German alliance with **Emperor** **Wilhelm II**’s **blank check, promising Germany’s full support of Austria**

* Austria gave **Serbia** an **ultimatum**- permit **Austria to investigate on Seribian soil or else Austria would invade**
* **Serbia refused**- Austria declared war, attacking Serbia and starting **Great War**

**Russian Czar Nicholas II mobilized the army** and supplies for war

* In response, Austria and Germany declared war on Russia
* **Germany** unleashed the **Schlieffen Plan**- a small segment of the German army to **contain Russia** while the **majority of the army invaded** Russian ally **France**
* Germany declared war on France on August 3, 1914
* Great Britain declared war on Germany on August 4, 1914- Britain drawn in when **Germany violated Belgium’s neutrality** on the way to France
* By August 14, 1914, all major powers of Europe were at war. **Great War** was **fought on two fronts**- the **Western Front** and the **Eastern Front**.

**Western Front**- Germany marched through Belgium to France toward Paris

* **Germany stopped short at the First Battle of the Marne** from September 1914
* **Stalemate- both sides dug massive trenches** protected by barbed wire
* **Trench Warfare**- two great trenches stretched from the **English Channel to the Swiss border** that held, relatively unchanged, for nearly **4-years**

**Eastern Front**- **Russia invaded Germany** early in the war but was decisively **stopped**

* **Russian invasion of Serbia and Galicia** was successful against Austria
* May 1915- **Italy betrayed the Triple Alliance**, attacking Austria and joining the alliance of France, Great Britain, and Russia
* Alliance changed its name to the “**Allied Powers**” or simply the “**Allies**”

**Quick Check**

* Groups A & C: List the causes of World War I in Europe;
* Groups B & D: In order, list the events that happened in the Balkans and in Central and Western Europe to draw the following nations into war in 1914: Austria, Germany, Serbia, Russia, Great Britain, France.

**The Great Slaughter** (p. 452-454)

The Great War unleashed **new weapons & tactics in the trenches**. Newly invented **machine gun** and **heavy artillery** now protected the massive trenches

* Occasionally **offensive attacks**- after initial artillery assault and artillery barrage, troops with **affixed bayonets charged out of trenches** and ran towards opposing trenches **through “no man’s zone”**
* **Machine guns** mowed down the attackers and offensives were rarely successful
* **War of Attrition**- **each side to wear the other down**- constant attacks & losses

**Airplanes** used in war for the first time in history by the end of 1915

* **Germans- massive zeppelins**, or giant airships to bomb England that caused more fear than damage- could easily blow up **hydrogen** inside

**Tanks** first used 1916- **armored with caterpillar tracks** to go over barbed wire

Because of the stalemate on the Western Front, both sides looked to **add new allies**

* **Central Powers**- new name for Germany’s alliance now included **Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria**
* **Allied Powers** of **Russia, Great Britain, and France**
  + Added **Italy**, with the promise of some of Austria’s land
  + Added British controlled territories of **India, Australia, and New Zealand**
  + **Arabia** joined after the urging of **Lawrence of Arabia** and the promise of overthrowing Ottoman overlords
  + **Japan** joined and seized German-held islands in the Pacific

**United States and the War** (p. 454-456)

U.S. President **Woodrow Wilson** was **cautious** at the start of World War I

* American “**melting pot**” had many **immigrants from each warring nation**
* Most saw the Great War as a **European conflict for land and influence** and didn’t want to be involved unless American interests were directly threatened
* American **businesses benefited from trade** with the warring nations

1914- one-third of Americans were **foreign-born** with connections to former nations

* **German and Irish** in American favored the **Central Powers** because of grudges they still held against Great Britain
* **Jewish** in American favored the **Central Powers** because of their hatred for Russia czar’s murderous **pogroms against the Russian Jews**
* **Most Americans favored Great Britain and France**, with historic ties to U.S.
* Most **opposed Germany’s invasion of neutral Belgium**, killing of unarmed Belgians, and destruction of property (**exaggerated in press** & propaganda)
* **Isolationists**- war was a European conflict, not America’s business, and U.S. should **stay out**
* **Interventionists**- war affected American interests and the U.S. should **intervene on the side of the Allies**
* **Internationalists** were in the middle- U.S. should **help achieve a just peace** but without fighting
* **President Wilson- internationalist**- 1914 to 1917 worked to keep America out

**Quick Check**

* Groups 1 & 3: List the new military technological advances used in the Great War for the first time in history and specifically how they were used in battle during the war.
* Groups 2 & 4: Explain who the isolationists, interventionists, and internationalists were and what they favored for the United States concerning the Great War.

**Closer to War** (p. 465-458)

Early on- **British navy blockaded Germany** to prevent goods from reaching its enemy

* International law- **contraband (weapons & war materiel) could be confiscated**
* **Non-contraband goods could not** be confiscated
* Britain said any goods helped its enemy and **seized all goods** to Germany
* Germany responded by **sinking Allied ships with U-Boats** or submarines.

Germany initially targeted only military vessels soon any Allied ship

* Soon changed to **unrestricted warfare** on the open seas
* **All boats became targets** of German torpedoes- **military, cargo, or passenger**
* U-boats even targeted **neutral ships** like American cargo ships **in “war zone”**
* ***RMS Lusitania*** sunk by U-boat 20 on May 7, 1915, captained by **Walther Schwieger**- resulted in **1,200 deaths including 128 Americans**

President Woodrow **Wilson protested** Germany’s indiscriminate submarine attacks

* **Germany stopped** unrestricted submarine warfare and kept U.S. out of war
* 1916 Germany violated the promise and **sank French passenger ship *Sussex***
* Germany **again pledged not to sink unarmed ships** in “**Sussex Pledge**”
* Wilson wanted to remain at peace but U.S. had to prepare in case peace failed
* **National Defense Act** (1916) expanded the **size of the Army**
* **Naval Construction Act** (1916) began to build **more Navy warships**

1917- Germany was in desperate need of supplies as the British blockade was working

* German Foreign Minister, **Arthur Zimmermann**, sent a **coded telegram to Mexico, Zimmerman Note**, proposing an **alliance** with Germany
* Mexico could invade the U.S. and get back Texas, New Mexico, and Arizona
* Germany announced plans to **resume unrestricted submarine warfare**
* April 6, 1917- **U.S.** Congress voted to **declare war against Germany**, giving the Allies a major boost in morale, a new source of money, and war supplies

**Quick Check**

* Group A-D: List and explain the events that led the United States closer to fighting in the Great War from 1915-1917.

**Problem 8. Heart of Humanity**

https://www.youtube.com/watch?v=SCEes64D3\_w

How does political propaganda play upon its viewers’ emotions and fears?

Is propaganda like this effective in spreading hatred against a particular group and swaying people’s political opinions?

1. How would you expect German-Americans to respond? How would you expect non-German-Americans to respond to those of German ancestry?

**Lesson 10 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues faced by the United States over involvement in World War I through a debate activity.

**Lesson 11 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues faced by the United States over involvement in World War I through a debate activity;
* Explain what the draft was and how it was used to increase the number of soldiers a nation had;
* Describe the industrial changes taken in order to shift the U.S. from peacetime to war mode;
* List the sacrifices the U.S. asked all families to make during wartime;
* Explain the laws passed by Congress that restricted protest and free speech during the World War I;
* Explain why some ethnicities in America favored the Central Powers and others favored the Allied Powers;
* Explain what the Committee of Public Information was and how it changed attitudes in America and in some cases increased intolerance and discrimination;
* Explain the new roles of women, Mexican-Americans, and African Americans during World War I;
* Describe the downfall of the czar of Russia under the direction of Lenin;
* Explain the mistakes made by the Provisional Russian government that led to its downfall;
* Describe the events of the Bolshevik Revolution;
* Describe the American challenges and contributions in World War I; and
* Explain the Great German Offensive and how World War I finally came to an end.

**Preparation & Opposition** (p. 459-463)

Before World War I, President Wilson **asked young men to enlist**. When it started, the U.S. needed more soldiers. The **Selective Service Act, authorized a draft**

* In July, Secretary of War Newton D. Baker held a “**great national lottery**” and **pulled numbers** out of a jar to decide the **draft order**
* **4.8-million served** (2.8-million drafted), 4-million of which in the Western Front

Wilson shifted the **economy from peace**-mode to **wartime production**

* Agencies regulated manufacturing, food, coal, petroleum, and railway use
* **War Industries Board** (**WIB**) under **Bernard Baruch**
* Free enterprise went on hold so the nation had what it needed for war
* **Herbert Hoover** led the **Food Administration**- asked people to conserve
  + Wheatless Mondays and Wednesdays
  + Meatless Tuesdays and Porkless Thursdays and Saturdays.

**Committee of Public Information** (**CPI**)- educate the public on the war causes

* **George Creel**- began **advertising campaign to “sell America”** on the war
* Pamphlets, posters, lectures, and press releases- that the war was just
* **German** and **Irish-Americans** remained sure the **Central Powers** were right
* People **mistreated German-Americans, prejudice**, and **intolerance** grew
* Some protested the **draft**; others were **pacifists**- **against war**; **conscientious objectors**- against war on **religious** grounds; **feminists** started **Women’s Peace Party** to oppose the war- Jane Addams, Jeannette Rankin, etc.

**First Amendment**- at risk; it was dangerous to express one’s true feelings about war

* **Espionage Act** (1917) **banned anti-war printings** sent in the **U.S. mail** and punished **disloyal or treasonable activities** or interference with the war effort
* **Sedition Act** (1918) unlawful to use “**disloyal, profane, scurrilous, or abusive language**” about government, Constitution, or military (used against Socialists)
* Supreme Court upheld the Sedition Act in ***Schenck v. United States*** (1919)

**War Changes America** (p. 463-465)

**CPI** portrayed Germany as a cruel enemy and **movies like *The Kaiser* and the *Beast of Berlin*** made **Germans out to be evil**

* Treated all people of German ancestry as evil as well
* Made German-Americans **demonstrate loyalty**, publicly condemning Germany
* **Hatred of Germany led to physical violence and destruction of property**

America needed to **fill labor shortages, women filled industrial and manual jobs**

* **Army Corps of Nurses** (1918) to **care for the sick and wounded** soldiers
* Wilson said if women could do the work of men, they certainly deserved to vote
* **Women’s Suffrage** Movement- after the war in **1920, Nineteenth Amendment**.

**African Americans** **enlisted** and saw an opportunity to **show their patriotism** and that they deserved **equality**

* **367,000** African Americans served in the **war in segregated units**
* Many African Americans **moved out of the South** and headed for industrial jobs in the North during the war in the **Great Migration**- a chance for economic freedom and avoid Jim Crow laws and racial violence in the South
* Between 1910 and 1930 more than **1.2-million** African Americans moved to the **North but did not escape discrimination**

Many people **left Mexico to avoid Mexican Revolution** and seek **economic opportunity** in America

* Most went to the **West for agricultural jobs** and industrial opportunities during the war and ended up in **California**, where they lived in **barrios**, **or Hispanic neighborhoods** of Los Angeles and other cities

**America’s entry** was a **turning point in the war**; Germany immediately renewed unrestricted sub-warfare. Allies used **convoys**- **groups of ships escorted by warship**

* 1917 **Germany shipped Vladimir Lenin to Russia** to cause disorder and chaos
* March- 10,000 women protested in Russia, demanding “**Peace and Bread!**”
* By March 10, the strike grew to **most workers** and shut down all factories
* **Czar Nicholas** ordered troops to **disperse the crowd and to shoot** if necessary
* Troops joined the protesters

**America at War** (p. 466-468)

The **Duma**, **Russia’s legislative body**, urged Czar Nicholas to abdicate; he officially **stepped down** from power on March 15, 1917

* A **provisional government under Aleksandr Kerensky** took over
* Foolishly it **kept Russia in World War I** to preserve Russia’s honor
* November 6, 1917- **Bolsheviks**, a small and **violent group of Marxists**, **stormed the** **Winter Palace**, the seat of the provisional government, took control, and **changed their name** to the **Communists**
* March 3, 1918- Lenin signed **Treaty of Brest-Litovsk** **pulling Russia out of the war** and giving up Poland, Ukraine, Finland, Latvia, Lithuania, and Estonia

**General John J. Pershing arrived in France** in mid-1917 as commander of U.S. forces in Europe. By early 1918, **Pershing’s troops, called the American Expeditionary Forces** (AEF), arrived in large numbers (independent of the other Allies)

* Germany moved **all troops to the Western Front** and planned a massive offensive to **break the stalemate** in the west in the **Great German Offensive**; by April, German troops were **50 miles from Paris**
* Offensive was **stopped at the Second Battle of the Marne** on July 18, 1918 by French, Moroccan, and American troops
* August 8, 1918- **Germans lost the Second Battle of the Somme**
* Allied defense lines buckled and stretched but did not break under Pershing
* **American troops, called “doughboys,”** faced significant action in 1918- Battles of Cantigny, Château-Thierry, Belleau Wood, Meuse-Argonne, and Saint-Mihiel
* “**Lost Battalion**” in October the **77th Division became trapped behind enemy lines** near the **Argonne Forest** during the **Meuse-Argonne Campaign**
* **Erich Ludendorff** admitted that the gamble had failed- the war was lost
* **November 11, 1918, Germany surrendered** and the war was over
* **Allies lost 5-million** men and the **Central Powers lost 8-million**. Another **6.5-million civilians** also died. Of the 2-million Americans in Europe, 50,000 died and 230,000 were wounded

**Quick Check**

* Groups 1 & 3: List and describe the events that led to Russia’s departure from World War I and Communism in Russia.
* Groups 2 & 4: Explain the challenges and contributions involving the United States in World War I.

**Lesson 12 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues faced by the United States over involvement in World War I through a debate activity.

**Lesson 13 Objectives**

**Students will be able to:**

* Explain the challenges experienced by American soldiers during World War I after watching The Lost Battalion.

**Lesson 14 Objectives**

**Students will be able to:**

* Describe Wilson’s plan for peace following World War I outlined in his Fourteen Points;
* Explain why the other Allies did not accept the specific provisions of Wilson’s peace plan;
* Describe the terms of the Treaty of Versailles;
* Describe the political fighting that resulted in the U.S. rejecting and failing to sign the Treaty of Versailles;
* Explain the importance of the election of Warren Harding and what that meant in terms of the Progressives;
* Describe the “Return to Normalcy” and the economic and racial tensions facing the Warren administration;
* Explain the assembly line process and how Henry Ford revolutionized industrial America;
* Describe the changes in the auto industry with Ford’s assembly line manufacturing process of the Model T;
* Describe the consumer revolution of the 1920s and how it led to an increase in consumption;
* Explain how credit and installment buying worked;
* Explain the reckless stock market purchasing practices that occurred prior to 1929; and
* Explain how free enterprise capitalism led to advances and innovations in science and technology.

**Wilson’s Fourteen Points** (p. 469-472)

The end of World War I was **about peace not a “land grab” or imperialism to Wilson**, who said, “[There] must be a **peace without victory**…[victory would] leave a sting, a resentment, a bitter memory…” He outlined his vision in his **Fourteen Points**

* Openness, independence, freedom, **reduced military armaments**, ended **colonialism**, **freedom of the seas**, **free trade**, and **self-determination**, and a new **League of Nations**.

“**Big Three**,” Woodrow **Wilson**, **French** Premier Georges **Clemenceau**, and **British** Prime Minister David **Lloyd George** met in France at **Paris** and **Versailles**:

* Wilson handled the treaty himself, **infuriating Republicans** including **Henry Cabot Lodge**, an expert on foreign policy
* **Britain & France blamed** **Germany** for the war and **demanded reparations**, or payments for war damages. Lloyd George and Clemenceau’s nations **expected victory and vengeance** and chipped away at Wilson’s Fourteen Points
* Abandoned his calls for freedom of the seas, free trade, self-determination, and the end of colonialism; **only his League of Nations remained**

**Treaty of Versailles was five treaties**: Germany, Austria, Hungary, Bulgaria, & Turkey

* “**War Guilt Clause**” required Germany and Austria to **admit responsibility**
* **Germany** was forced to pay **reparations** for all Allied war damages
* **Germany’s army** was limited to **100,000** for defense only. Its **navy** was **reduced** and **air force** **eliminated**
* **Territorial changes**: **Alsace & Lorraine** returned to France; new state of **Poland**; **Rhineland became a demilitarized** zone, with no weapons or forts
* New European nations: Finland, Latvia, Lithuania, Estonia, Poland, Czechoslovakia, Yugoslavia, Austria, Hungary, and Romania got more land
* **Yugoslavia**, which combined ethic Serbs, Croats, and Slovenes in one country
* **Ottoman Empire** was broken up and **ruled as “mandates” on behalf of the League of Nations**: **Syria** to **France**; and **Iraq** and **Palestine** to **Great Britain**

**Problems at Home** (p. 472-474)

**1918 deadly strain of influenza**, or flu (originally a bird flu that spread to humans) developed into a **pandemic**, crossing at least two continents

* **50-million** people worldwide **died in the Great Pandemic** or **Flu Pandemic of 1918** (675,000 Americans). Wilson contracted the flu in Paris

In America, Wilson faced criticism for the Treaty of Versailles

* **German-Americans** thought the Treaty was **too harsh toward Germany**, especially the war guilt and reparations clauses
* **Irish-Americans** criticized the **failure to create** an independent **Irish nation**

**Republicans**, who dominated the Foreign Relations Committee and the Senate, **refused to ratify the Treaty**

* **Irreconcilables**- Republican Senators who said the U.S. shouldn’t be drawn into world politics and **refused to accept any Treaty that had a League of Nations**
* **Reservationists**- **disliked the wording** of the treaty and demanded changes
* Wilson compromised in Paris but was not willing to compromise with the Senate

Wilson was sick and weak, but traveled the nation to **convince the people**; he gave 32 speeches in 33 days in support of the Treaty of Versailles

* September 25, 1919- Wilson’s health failed and he was rushed back to Washington, D.C. and days later, **suffered a stroke**.
* A **revised treaty** went to the Senate for ratification, which eliminated the concerns of most reservationists. Wilson, still unwilling to compromise and instructed Democrats to vote it down the revised treaty; it was **defeated**
* When Senate voted on the **original treaty** the Democrats voted for it but Republicans **voted against** it
* A third and final vote on a **slightly revised treaty** was also **voted down**

The **League of Nations was formed but without the U.S.** it was weak and failed to ensure the peace

**Post-War Economy** (p. 475-479)

**1920- Republican Warren G. Harding** campaigned under the slogan, “**Return to Normalcy**” and defeated the Ohio Democratic James M. Cox to become President

* **Economic recession, or slowdown in the economy**, caused **competition for jobs**, meaning few women and blacks remained in the workforce
* **Racial tensions** led to the **1919 race riots**. On the South Side of **Chicago**, Eugene Williams’s raft drifted near the whites only section at the **29th Street Beach**. Whites pelted him with rocks, he fell off the raft, and drowned
* **Tulsa race riots**- when African American veterans tried to **prevent a lynching**

**Demand for consumer goods** increased, but with a **shortage** of goods, **prices and** **inflation increased.** **Prices for agricultural goods fell** and farmers couldn’t pay bills

* 1919- 20% of workers went on **strike** for **higher pay and shorter days**
* U.S. emerged a **world economic power** with a high demand for U.S. products
* U.S. **banks lent** money to become biggest **creditor nation** with **NY** at center

1920s- American economy improved and businesses made **products faster, cheaper, and more efficiently** with the **assembly line**

* Though he did not invent **mass production**, **Henry Ford** led the way in the **automobile** industry
* Before World War I, cars were a **status symbol of the rich** only
* 1901- **Ransom Olds** introduced a cheaper car called the **Oldsmobile**
* 1908- Henry Ford introduced the **$850 Model T** produced in **Detroit**, close to steel, glass, oil, and rubber. Ford hired experts to improve mass production
* **Assembly lines**- arrangement of equipment and workers from operation to operation in a direct line until the product was assembled.
* Model T down to $350 by 1916 and to **$290 by 1927, when 56% owned** one
* Ford’s “**five-dollar day, forty-hour week**” and **increases in pay** changed work
* The freedoms of car ownership changed America and led to **prosperity**. It became part of the **American dream** and improved the **standard of living**

**Consumer Revolution of the 1920s** (p. 479-481)

1920s- **consumer revolution**, with new, affordable goods becoming available

* **Electricity** and **advertising** brought the newest electronic gadgets to consumers and convinced them to buy
* **Magazines** and newspapers increased **consumption** and purchasing of new products became an American obsession

People bought products on credit. **Installment buying** meant a person could make a small down payment for a product and then pay the rest off in monthly payments

* Stock market in the 1920s soared, leading to a **bull market**, or a market with rising stock prices
* 1929- more than 4-million Americans (even average people) owned stocks and wanted to share the profits and become wealthy, often ignoring the **risks**
* **Buying on margin**, buying stock on an installment plan with a stock broker
* **Stock market speculation**- sell off their stocks for a profit well before the loan became due; they never considered the stock losing value

**Science** continued to improve life in the 1920s. **Engineers** driven by the **free enterprise system** gave businessmen and inventors the incentive to **innovate**

1920s- people migrated to the cities, including immigrants, farmers, and blacks

* **Skyscrapers** dominated the skyline of Northern cities, buildings such as the Empire State Building, finished in 1931
* **Suburbs** became home to wealthy and middle class people while the poor moved into the apartment vacancies left behind in the inner-cities

Even less affluent urban-dwellers enjoyed prosperous times in the Roaring Twenties. They had enough disposable income to enjoy the consumer revolution and purchasing power to buy many of the newest and greatest goods

**Quick Check**

* Groups A & C: List the differences between Wilson’s Fourteen Points and the Treaty of Versailles and the one similarity.
* Groups B & D: List the changes in the manufacturing process and buying process that led to a surge in business in the 1920s.

**Problem 9. Fourteen Points**

Woodrow Wilson, “Fourteen Points Speech,” January 8, 1918.

http://avalon.law.yale.edu/20th\_century/wilson14.asp

1. What were Wilson’s thoughts on self-determination and the League of Nations?
2. Which three of Wilson’s Fourteen Points were the most significant and why?

**Lesson 15-16 Objectives**

**Students will be able to:**

1. Closely read an analyze primary source documents;
2. Use primary source documents to form a thesis and answer an historical question; and
3. Write an essay integrating primary source documents in the essay as evidence to support a thesis answering an historical question.

**Lesson 17-18 Objectives**

**Students will be able to**

* Lesson 17: Review- Students will review and refine their understandings of the unit content objectives.
* Lesson 18: Unit Test- Students will demonstrate understanding of the unit objectives through a unit test.

**Unit II: Roaring Twenties & Great Depression**

**Lesson 19 Objectives**

**Students will be able to:**

* Explain what the election of Warren Harding meant for the U.S., progressive reforms, and the economy;
* Describe the financial and economic plan of Andrew Mellon;
* Describe the scandals and corruption that plagued the “Ohio Gang” and Harding’s administration including the Teapot Dome Scandal;
* Explain the economic plans of Calvin Coolidge and the issues facing farmers and African Americans;
* Describe the role of the United States in helping with peace and finance in Europe after World War I;
* Describe the dichotomy between urban and rural as well as traditional and modernist in the 1920s;
* Explain the issue involved in the Scopes Trial and how it represented divisions in the U.S.;
* Describe the fears over Communism in America in the 1920s and how they led to the First Red Scare;
* Describe the police response to anarchists and radicals in America like Sacco and Vanzetti;
* Explain the nativist point of view and the discriminatory actions taken by nativists against immigrants and African Americans;
* Describe why there was a resurgence of the KKK and the actions they took against African Americans and other groups in the 1920s; and
* Describe the controversy over Prohibition and the events that led to its passage and repeal, including the rise of organized crime and gangs.

**Return to Normalcy** (p. 482-487)

**Election of 1920**- nation overwhelmingly elected **Republican Warren G. Harding** and Republicans in Congress; **ending Progressivism** and controversy over the **Treaty of Versailles**. Harding wanted **growth of business and *laissez-faire* economics**

* **Andrew Mellon**- Secretary of **Treasury** **supported business growth, low taxation, cut spending** from $18 to $3-billion, resulting in a **surplus** and **deregulated business**
* Harding: “**buy American**” products and raised the **tariff to 25%**
* **Herbert Hoover**- Secretary of Commerce urged **voluntary advancements** and got business leaders to **work together**
* Harding was kind and likable but not brilliant; appointed **personal friends**, known as the “**Ohio Gang**” who saw it as a chance to get rich
* **Teapot Dome Scandal**- Secretary of the Interior **Albert Fall** **moved oil reserves** in Elk Hill, CA and Teapot Dome, WY and **leased them to oilmen as bribes**. Fall got a year in prison but Harding never knew the extent of his friends’ corruption
* 1923- after visiting Alaska, **Harding had a heart attack and died**

Vice President, **Calving Coolidge** became President upon Harding’s death. He was honest, frugal, and reserved; people called him “**Silent Cal**”

* Coolidge was not a Progressive but did not stand for corruption
* He **supported businesses** and followed Andrew **Mellon’s financial policies**
* Lowered the **unemployment rate** to 3% and for **6-years the economy soared**, stock market grew, and Americans generally prospered
* **Farmers continued to struggle** to keep out of debt as prices for farm goods fell.
* **African Americans still faced Jim Crow** laws and segregation in the South
* Southwest, low wages, discrimination **xenophobia against Mexican-Americans**

Only the U.S. came out of World War I strong, confident, and prosperous

* U.S. encouraged **peace in Europe** and supported the **Washington Naval Disarmament Conference**, to limit construction of warships, and the **Kellogg-Briand Pact** to **ban war** as an instrument of **national policy**
* U.S. forced **France and Great Britain to pay war debts to the U.S.** In turn, they enforced **German reparations**
* **Dawes Plan** (1924) U.S. granted Germany **loans to make its reparations**

**Unsettled Society** (p. 488-491)

1920- first time more lived in **urban** than **rural** areas, dividing America

* **Cities- consumer products, science, leisure activities, modernism**, or secular values as opposed to traditional religious beliefs
* **Rural areas** missed out on benefits of cities and held **more traditional beliefs**
* **Education**- rural Americans saw no benefit beyond the three R’s but success in **cities** depended on **mental ability** and not muscular fitness

Fear of a **worldwide conspiracy against Christianity**- tied to Communists

* **Fundamentalism** reaffirmed Christianity and saw the **Bible as the literal truth**
* Rural fundamentalism clashed with modernism on **Darwin’s theory of evolution**
* Tennessee banned teaching evolution in schools. **Biology teacher** John Scopes taught it and was **arrested**
* **Scopes Trial**- best attorney **Clarence Darrow** defended Scopes. **William Jennings Bryan**, supporter of rural America, served as prosecution expert
* **Scopes was convicted and fined $100** but the trial showed deep divisions

**Capitalism** and **free enterprise** emphasized the right to **own property and earn profits**, but **Communism** called for a **worldwide workers’ revolution** to kill capitalism

* **Vladimir Lenin** called for a worldwide Communist Revolution of workers
* Americans feared it might happen and end capitalism in America
* **Revolutions abroad** and **labor strikes at home** led to the **First American Red Scare**, a widespread fear of communists and radicals plotting revolution in U.S.
* **Bombs mailed** to businessmen, politicians, & Attorney General **A. Mitchell Palmer**. The **culprits were anarchists** and opposed all formal governments
* **Crack down on radicals and communists** in the **Palmer Raids**- thousands arrested but most just Eastern or Southern European **immigrants** and **deported**
* **American Civil Liberties Union** (**ACLU**) (1920)- to **protect civil liberties**
* ACLU defended two Italian immigrant anarchists, **Nicola Sacco** and **Bartolomeo Vanzetti,** accused of killing two in robbery at Slater and Morrill Shoe Co. in Braintree, MA- they “**looked Italian**” and executed by **electric chair** in 1927

**Immigration & Domestic Problems in the Twenties** (p. 492-496)

**Nativists** believed **immigrants took jobs away** from native-born workers and **threatened religious, political, and cultural traditions**

* **Literacy tests**- before immigrants could enter the U.S. (over Wilson’s veto)
* **Immigration slowed** and **labor shortages** resulted
* Fears over **First Red Scare and Theories of Social Darwinism**
* **Eugenics**- idea that human beings can improve by **controlling who reproduces**
* Most fears really based on **racial and ethnic prejudice**
* **Emergency Quota Act of 1921** and **National Origins Act of 1924**, set up **immigration quotas for specific countries**

**Ku Klux Klan** (KKK) was formally revived in 1915 on Stone Mountain in Georgia

* Originally formed after the Civil War to terrorize and prevent blacks from voting
* Now targeted **African Americans**, **Jews**, **Catholics**, **immigrants**, **labor unions**, **radicals**, and **immoral** people
* Klan’s “**Invisible Empire**” grew to 4 or 5-million members (strongest in rural)
* **Boycotted** businesses, **terrorized** in hoods and masks, and **burned crosses**
* **NAACP** and **ADL** battled the Klan and pushed for anti-lynching laws

**Prohibition**- the **banning of alcohol** use led to the 1919 **Eighteenth Amendment**

* Forbid the manufacture, distribution, and sale of alcohol anywhere in America
* **Volstead Act** allowed **enforcement of Prohibition**. “**Drys**,” people who favored Prohibition, called it a “noble experiment” to strengthen families and improve society. “**Wets**,” or opponents, argued it didn’t stop people from drinking and instead **facilitated organized crime**.
* **Homemade stills**, **smuggling**, **bootleggers**, & **secret bars called speakeasies**
* Corrupt police and politicians looked the other way, some were even financed through illegal alcohol sales
* **Organized crime**, gangs, and men like **Al Capone** catered to public demand
* **Twenty-First Amendment** finally **repealed Prohibition in 1933**

**Problem 10. Scope’s Trial**

Tennessee’s An Act Prohibiting the Teaching of the Evolution Theory (The Butler Act), March 13, 1925 http://moses.law.umn.edu/darrow/documents/Butler%20Act%20Tenn.pdf

“If Monkeys Could Speak,” The Chicago Defender (African American Newspaper), Editorial, May 1925.

http://moses.law.umn.edu/darrow/documents/Chicago\_Defender\_Scopes\_trial\_May\_23\_1925\_cropped\_opt.pdf

1. What was the penalty for a teacher convicted of teaching Darwin’s Theory of Evolution in a Tennessee public school in 1925 after House Bill 185 became law? What did the editorial claim the penalty was?
2. What was the main point of the Editorial article? How does it tie the teaching of evolution to racism?
3. What are the strengths and weaknesses in the Editorial’s point?

**Problem 11. Prohibition**

Carey Orr, “Bullet Proof,” Chicago Daily Tribune, April 29, 1926.

1. Describe the political cartoon.
2. Is Prohibition working? What is the main point? Explain how you know.

**Lesson 20 Objectives**

**Students will be able to:**

* Describe the changes in American culture that took place in the 1920s;
* Explain the evolution of movies and cinematic entertainment that began in the early 1900s;
* Explain how the invention of radios and home phonographs changed the music industry and how Americans received news and communications form the government;
* Describe the changes in professional sports that took place in the 1920s as well as the obsession with pilots;
* Describe the appearance and attitudes of the “new women” of the 1920s and the Flappers;
* Describe the achievements and failures of the National Women’s Party in the early 1900s;
* Explain how the Great Migration, which continued in the Twenties, changed population and demographics in America;
* Explain who Marcus Garvey was and the movements he started;
* Explain what Blue, Ragtime, and Jazz were and describe their roots;
* Explain what the “new Negro” was and the different attitudes that surfaced in the Harlem Renaissance; and
* Explain the achievements and shortcomings of the Harlem Renaissance and its impact on African American culture and rights.

**The Roaring Twenties** (p. 497-500)

**Twenties**- Americans enjoyed **more leisure time** than ever before

* Rural areas- people worked dawn till dusk and after they played games, read, sang, or had picnics
* Cities the **workweek** averaged **five-days and 45-hours**. **Wages** **increased**, giving people time and money to spend on leisure activities and entertainment

**Moving pictures** had been around for a generation but now **Hollywood** became a new and successful industry and **60-100 million** Americans went to ornate **movie palaces** or **theaters each week** in the Twenties

* 1920-1925 **movies were silent films**, appealed to English-speakers and immigrants with actors such as **Charlie Chaplin**, who played the Little Tramp
* **Western films** also became popular with actors like William S. Hart
* 1927- ***The Jazz Singer***, first movie that **synchronized sound with the action**
* “**Talkies**” **replaced silent films** and now spoke directly to the desires, needs, fears, and fantasies of Americans and worldwide audiences

**Phonograph and radio** also became powerful instruments of mass popular culture

* **Standardized culture**- most people- **same songs, dances, & pop culture**
* **Radio** or **wireless** was developed in the 1890s by **Guglielmo Marconi**- originally used by the military and transportation industry for communication
* 1920- the **Westinghouse Company** started a **radio station KDKA** in Pittsburgh
* 1923- over 600 licensed radio stations broadcasting to over **600,000 radios**
* **Phonograph**- listen to **records** at home using grooved disc recordings
* **Western** music glorified the **cowboy** as the symbol of the western frontier
* **Pop tunes** from **NYC’s Tin Pan Alley** spread across the nation and people everywhere **danced jigs like the foxtrot and the Charleston** as America was unified in a **mass popular culture**

**Women of the Twenties** (p. 500-504)

Twenties- “**Golden Age of Sports**” from baseball, to football, boxing, and golf

* Fans attended ball games and cheered for sports heroes like Jim Thorpe
* **Newspapers**, **sports writers**, and **radio announcers covered sports** and people followed their favorite teams and players **without going to every game**
* **Babe Ruth** in baseball, Red Grange in football, Jack Dempsey in boxing, Bobby Jones in golf, and Bill Tilden in tennis
* After World War I, Americans saw **heroes reaching their goals as inspiration**

**Airline** industry was just beginning in the 1920s but people followed the newest and latest advancements in flight and stories about the **flying aces were fascinating**

* **Pilots- new breed of hero** as they risked their lives every time they flew
* 1927- **Charles Lindbergh** made the **first solo flight across the Atlantic** in 33-hours in his single-engine, *Spirit of St. Louis*, immediately becoming a hero and celebrity. The press nicknamed him “**Lucky Lindy**” and the “**Lone Eagle**”

“**New Women**” of the Twenties **challenged political, economic, social, and educational boundaries** and looked to prove the importance of women in culture

* **Liberated**- was a **rejection of Victorian morality and Flappers** became the **symbol of women**- wearing **short skirts, hair cropped close in a bob**, and demanding control and independence over their own lives
* **Nineteenth Amendment**, **women** gained the **right to vote in 1920**
* Women rose in politics like Governors **Miriam Ferguson** (TX) **Tayloe Ross** (WY)
* **National Women’s Party** demanded passage of an **Equal Rights Amendment**
* Most women continued to work in domestic service, clerical work, manufacturing, sales, and management, but others broke into professional fields
* Overall, they lived longer, married later, and had fewer children, freeing up time

**Literature** and **art** took on a **pessimistic and skeptical worldview**- **modernism** focused on **social problems**

* **Sigmund Freud** theorized human behavior based on **unconscious desires**
* **Writers** of the Twenties- “**Lost Generation**” sought **new truths** about **war** & **life**
* F. Scott Fitzgerald, Ernest Hemmingway, Edith Wharton, Sinclair Lewis, William Faulkner, Gertrude Stein, Eugene O’Neill, and T. S. Eliot

**Black Nationalism & Jazz** (p. 505-508)

**Great Migration** of African Americans from the rural South to cities in the North for better jobs, schools, and rights **continued into the Twenties**

* **Discrimination** and prejudice existed in the North **but wages in Northern factories were better** than sharecropping in the South
* More **political and economic opportunities** in the North- even some African Americans in the middle and upper classes in Northern cities
* Northern life often mean the **worst apartments** and the **lowest paying jobs**
* **NYC’s Harlem** neighborhood became the destination for over 200,000 blacks from the **South**, **Jamaica,** and the **Caribbean**, creating a dynamic cultural blend

**Marcus Garvey**- **African American leader**, born in Jamaica, immigrated to Harlem in 1916, and founded **universal black nationalism** and “**Back to Africa**” movement

* Called for a **separation of the races, black pride, and black businesses**
* **Universal Negro Improvement Association** had **2.5-million members**
* Garvey went to **prison for mail fraud** and was **deported** to Jamaica- his **movement fell apart** but was an inspiration for the **Black Power** and **Nation of Islam** movements of the **1960s**

**Jazz**- truly American form of music, was based on **improvisation** and the **blending of African American blues, ragtime, and European-based popular music**. It was **fast, free, loud, rebellious**, and fun. F. Scott Fitzgerald called the **Twenties the “Jazz Age.”**

* Jazz started out in places of **diversity like New Orleans** and spread in the South and Midwest, with large black populations. It spread North in the Great Migration
* Improvisational soloist and trumpet player, **Louis Armstrong**- unofficial **jazz symbol and legend**
* Jazz was everywhere in the **Roaring Twenties** and often played in speakeasies during Prohibition. **Phonographs, records, and radios** played jazz to all audiences
* Showed the depth and richness of African American culture. The **rhythms** and **themes** had clear African roots but it quickly **bridged races**

**Harlem Renaissance** (p. 508-510)

The blues and jazz were both African American forms of music

* **Blues** expressed the **pains** of the black experience and the **joy** of that experience can be heard in the **soaring notes of jazz**
* **Novels**, **poems**, and **arts** **celebrated black culture** and explored questions of **race** in America through the **Harlem Renaissance**

“**New Negro**” was coined to suggest a **break with the past** and rooted in the **pride** expressed in the Harlem Renaissance

* Writers and artists focused on **urban life**, the collective **historical experience**, and the **pride** in being African American
* Artists like Aaron Douglas, Jacob Lawrence, and Archibald J. Motley, Jr.

Writers of the Harlem Renaissance

* **Jean Toomer**’s ***Cane*** in 1923 made a plea to remember and preserve the past
* **Claude McKay** showed blacks struggling for dignity, respect, and success amidst blatant racial & economic discrimination
* **Langston Hughes** was about the **celebration of African American culture and life** through 50 works of fiction, poetry, journalism, capturing everyday life
* **Zora Neale Hurston** wrote about her experience in rural Florida in the 1937 novel, **Their Eyes Were Watching God**, focusing on **black and white women**, longing for **independence**

The Harlem Renaissance gave a voice to African American culture just as jazz and blues gave it a tune

* Altered the way white and black Americans viewed African American culture
* **Langston Hughes criticized** the fact that the movement **did not improve** the **political status and economic opportunities** of African Americans throughout the country

**Quick Check**

* Groups 1 & 3: List the important advances in entertainment that took place in the 1920s including movies, music, and sports.
* Groups 2 & 4: List the changes that took place for African Americans in the 1920s and who the important individuals in the Harlem Renaissance were and what they stood for.

**Problem 12. Langston Hughes**

Poems: “Mother to Son,” “Dreams,” & “Life is Fine” (1920s)

1. For each of the three poems- explain the main point and message.

**Lesson 21 Objectives**

**Students will be able to:**

* Describe what the normal business cycle was and how the instability in the stock market in 1929 differed from a normal business cycle;
* Describe the economic successes of the Republicans in the 1920s;
* Explain the struggles of farmers following World War I and why they did not have a chance to pay their debts;
* Explain the incredible achievements in manufacturing in the 1920s;
* Explain what the uneven distribution of wealth spelled disaster for the stock market;
* Describe the events of Black Tuesday and the Great Crash that led to the Great Depression;
* Explain how the Banking Crisis occurred and the lack of money in circulation worsened the stock market crash;
* Explain how businesses responded to the financial crisis of the Great Depression;
* Describe President Hoover’s and Congress’s initial responses to the Great Depression;
* Describe the sufferings of the American people during the Great Depression including the formation of Hoovervilles;
* Describe the particular issues facing farmers and rural Americans during the Great Depression; and
* Explain why the Dust Bowl occurred and what farmers in the Great Plains did in response to it.

**Hidden Problems of the Twenties** (p. 516-519)

**Wall Street**’s strength was built on shaky grounds. In 1929, the market began to **contract** but most saw it as part of a **Normal business cycle**- or the **periodic growth and contraction of the economy**. In a normal business cycle, production, employment, and income expand, contract, and expand again in a cyclical way

**Republican** rule of the Twenties led leaders to exude confidence as the **economy** **grew, consumption increased, GDP** went up, as did the **stock market**

* 1928- the Republicans nominated **Herbert Hoover** for President
* Hoover’s family struggled but he earned an engineering degree from Stanford
* Hoover headed the **Food Administration** and became **Secretary of Commerce**
* Hoover believed in **competition**, but also in **voluntary cooperation between labor and management**, working together to achieve **goals and end poverty**
* The Democrats nominated **Alfred E. Smith** but **Hoover won by a landslide**

**Farmers** (25% of the workforce) **struggled after World War I**

* During the war farmers increased production, buying expensive **equipment** and **farm machines** on **credit**
* After the war they continued at full speed but **demand fell** leading **prices to fall**
* Farmers **couldn’t sell their goods or pay the bills**, leading to **rural depression**

**Urban factory** workers bought manufactured goods due to higher wages

* **Worker output increased** leading to enormous **corporate profits**
* By 1929, the **wealthiest 1%** earned as much as the **bottom 42% combined**
* **Uneven distribution of wealth** was a weakness in the economy because the **wealthy couldn’t buy enough** products to keep production at maximum capacity; instead there was **underconsumption** and **overproduction**
* Americans bought automobiles, appliances, radios, and other **goods on credit**, **using installment plans**. Americans even bought **stock on credit**. The result was that every year, Americans **accumulated more debt**

**Stock Market Crash** (p. 520-523)

1929- stock prices were based on little other than **confidence** and people engaged in **stock speculation**, **making high-risk investments** in the hopes of large profits

* Stocks were **bought on credit**- was **gambling** with money they didn’t have
* September 3, 1929, the stocks sputtered, peaked, and then slid backward
* October 23- **Dow Jones** average dropped 21-points in an hour. The next day, investors sold their stocks and **pulled their money out** of the stock market
* **October 29, Black Tuesday**- bottom fell out and the **stock market collapsed**
* Billions of dollars and entire fortunes were lost in hours
* **Great Crash** led to economic ruin for people worldwide and the **Great Depression**- 1929 to 1941 as the economy faltered and unemployment soared

With the lack of confidence in the stock market came a **crisis in the banking** system

* Investors feared the loss of their deposits, flooded banks, **demanding withdrawals of all of their money**
* Unable to withstand the “**run**” on banks, in 1929, 641 banks failed, in 1930, another 1,350 banks failed, and in 1931 another 1,700 banks failed
* **1929- the “Fed” or the Federal Reserve Bank, limited the monetary supply to slow down lending but there was not enough currency, causing panic**

Collapse of stock prices, reduced consumer spending, and **businesses** responded with **production cutbacks** **to maintain price levels and layoffs to reduce payroll**

* **Factories closed**, people became **unemployed,** & **consumers purchased less**
* 1933- more than **25**% of Americans were **unemployed**
* **Hawley-Smoot Tariff** (1930) **raised the tariff** on imported goods, **European countries retaliated, hurting the glut of unsold products** in America
* **1930- Germany stopped making reparations** and U.S. agreed to **suspend** Britain and France’s **war debt** payments. U.S. **stopped making loans** to Europe
* The result- the **Global Depression**- businesses failed, banks collapsed, and unemployment increased across the globe
* Economist **John Maynard Keynes**- critical problems in money supply, distribution of wealth, stock speculation, consumer spending, productivity, and employment could have been controlled by **protective government policies**

**Economic Hardships in Cities** (p. 524-526)

Great Depression devastated families and workers

* From **1921 to 1929**, the highest **unemployment** rate was **3.7**%
* By **1933**, it was nearly **25**%
* Most of the 75% who held their jobs, **wages or hours were often cut**
* **Twenties- hope** of upward mobility, a job to provide for the family, and usually a decent standard of living
* **Great Depression**- families had to **save rather than spend, reuse rather than buy new, and learn to be frugal just to get by**
* **Bread lines**- people lined up for **handouts from charities or public agencies** as families experienced hunger and homelessness

Families found ways to save money, sometimes **selling belongings or moving to cheaper housing**. They did what they had to just to **put food on the table** and survive

* Many ran out of money, got evicted, and ended up on the **streets, on park benches, in empty railway cars, or in cardboard boxes**
* Many **homeless communities** formed, called **Hoovervilles**- makeshift **shantytowns** of tents and shacks built on public land or vacant lots
  + Houses were assembled from scraps
  + **Hoover blankets** were just **newspapers**
  + As they searched for jobs the displayed **Hoover flags- pockets turned inside out**, a sign of poverty
  + One of the largest Hoovervilles was in NYC’s **Central Park**
  + People did what they could to help each other out and boost morale

**Rural America Struggles** (p. 526-529)

**Farmers** **struggling** since the end of World War I, many losing farms to **foreclosures**

* **Prices for farm products decreased** and new debts added to old debts
* **Great Plains** experienced a **drought** that lasted for years
* **Farmers roamed**, looking for food, searching for work, and fighting for survival
* They **couldn’t pay their debts, buy new seeds, or maintain their equipment**
* 1930-1934 more than 1-million more farmers lost their **farms to foreclosure** and **banks repossessed tractors and farm equipment** only to sell them for a loss at **public auction**
* Some farmers remained as **tenant farmers**, or headed to the **cities**

In the mid-1930s life on the **Great Plains got worse when drought** hit

* **Water** had always been a problem with less than 20-inches of rain annually
* Around 1900 farmers **plowed under the natural grasses and planted vast fields of winter wheat**
* Natural Plains grasses prevented topsoil from blowing away during drought
* Now when **winds kicked up towering dust storms** blew east. The gigantic clouds of dust and dirt rose to a height of **8,000 feet and blew up to 100-mph**, blocking out the sun
* It was the **Dust Bowl** and people living through it called it the “**Dirty Thirties**.” were especially bad in Texas, Oklahoma, Kansas, New Mexico, and Colorado
* **Refugees of the Dust Bowl were Okies**, regardless of where they came from
* Many headed to **California** looking for work but faced stiff **job competition** from Mexican-Americans, Filipinos, and other farm laborers
* Many ended up doing factory work or military jobs in **California cities**
* **Mass migration** meant **states with large cities gained significant populations** while rural states lost people
* **Richest farmers** benefited by buying deserted lands at low prices, leading to **massive commercial farms**
* Relief to farmers came when the government **dammed up western rivers**, which provided irrigation for the Plains

**Quick Check**

* Group A: Explain the economic conditions that led to the stock market crash of 1929.
* Group B: Explain the reasons farmers could not get out of debt after World War I.
* Group C: Describe the sufferings of the American people during the Great Depression.
* Group D: Explain the causes of effects of the Dust Bowl.

**Problem 13. Great Depression**

Newspaper Headlines, 1929.

https://clickamericana.com/topics/money-work/great-depression-newspaper-headlines-stock-market-crash-1929

1. Looking at the newspaper headlines on the stock market crash, how might these have impacted Americans in 1929?
2. While some of the headlines show optimism, how might the others have exacerbated the stock market crash and led to the banking crisis and a worsening of the Great Depression?
3. Thinking of today, has the press or news even unintentionally made a bad situation worse by its reporting? Explain.

**Problem 14. Hoover**

Edward Angly, Oh Yeah! Compiled from Newspapers and Public Records by Edward Angly (New York: Viking Press, 1931), 8–11, 14–17 http://historymatters.gmu.edu/d/5063.

1. Was Herbert Hoover optimistic, out of touch, lying, playing politics, or actively trying to improve the economy through his statements? Explain.
2. When have American Presidents and/or politicians, prior to Hoover or since Hoover, given information to the American public that has not been 100% truthful? Explain the circumstances and motivations in those cases.

**Problem 15. Dust Bowl**

Caroline A. Henderson, “Letters From the Dust Bowl,” The Atlantic, May 1936 Issue.

https://www.theatlantic.com/magazine/archive/1936/05/letters-from-the-dust-bowl/308897/

1. Discuss the problems noted in the letter concerning life in Oklahoma during the Dust Bowl.
2. What seems to be the underlying problem and what have most people in the community done in response to the Dust Bowl? What possible solutions did the author note?

**Lesson 22 Objectives**

**Students will be able to:**

* Explain the emotions and feelings of men and women during the Great Depression and their differing reactions;
* Explain how the poor, immigrants, farmers, and African Americans had it harder during the Great Depression;
* Explain why Americans were particularly harsh towards immigrants and different ethnicities during the Great Depression;
* Describe President Herbert Hoover’s initial actions following the Great Depression and how those changed over time as he realized the magnitude of the Great Depression;
* Explain the role of localism and state governments during the Great Depression;
* List the different things that mockingly took on Hoover’s name during the Great Depression and how and why it became synonymous with suffering;
* Explain the trickle-down economic theory and how this approach was implemented during the Great Depression;
* Explain the outcomes of the trickle-down approach during the Great Depression and what the next steps were for the federal government;
* Describe the threats to the capitalist theory that occurred after the Great Crash and why America rejected them;
* Explain the Bonus Army crisis and how Hoover dealt with it; and
* Who Franklin D. Roosevelt was and how he defeated Hoover’s bid for reelection in 1932.

**Hard Times** (p. 529-531)

**Before 1930s- economic slumps were called “panics” or “crises”** but President **Hoover used the word economic “depression**” as he thought it sounded milder

* Great Depression was not just economic reality- it described the mental state
* **Male breadwinners felt like failures** as they lost jobs and families suffered
* Poor and hungry, they felt like they betrayed their families
* Some searched for work, others felt shame, despair, or deserted their families
* Even if breadwinner still had a job- great **fear about the next paycheck**
* People **hoarded, hid money, and cut costs** in case things got worse
* Women looked for **odd jobs** to supplement the family’s wages
* **1930s saw the lowest birthrate** in American history, and **Discipline declined** as families paid less attention to their children; some quit school and ran away

The Depression impacted all levels of society but the **poor, immigrants, African Americans, farmers suffered worse**

* **African Americans** were the last to be hired and first to be fired when times were tough. In 1932, the Afircan American unemployment rate was **50**%
* Great Plains **farmers in California competed with Mexican Americans and Asian Americans** for jobs
* These groups often faced the **additional burden of discrimination**
* Some called for Mexican and Asian **repatriation**- **or returning people to their country of origin**
* Hundreds of thousands of people of Mexican ancestry were **pushed out** of the country, even American citizens
* Only 200,000 immigrants of European ancestry left the nation during the Great Depression, many voluntarily

**U.S. restricted immigration during the Great Depression**, which eventually meant even denying thousands of German **Jews** who were attempting to flee from the **Nazis**

**Herbert Hoover’s Response** (p. 532-534)

At first, President Hoover assumed the downturn was a **normal business cycle** and took a **hands-off approach**

* **Volunteerism** and **mutual cooperation of business, labor, and government**
* He asked businesses to **keep employment, wages, and prices steady**
* He asked the wealthy to **give more money to charities**
* He asked Congress to **lower taxes and interest rates**, and create public works programs to increase **money** into the hands of businesses to increase production and consumers to increase consumption
* Hoover’s plan failed because it relied too heavily on voluntary behavior
* Instead businesses cut employees, wages, and production

Hoover next asked **state governments** to provide **state jobs** and **relief measures**

* Hoover believed in **localism**- **problems best solved at local and state levels**
* He believed using federal money for direct relief was unconstitutional
* Hoover also believed in “**rugged individualism**”- people could **better themselves through their own efforts**

**Hoover’s name** became synonymous with **poverty and suffering**

* Trucks pulled by a mule became known as “**Hoover wagons**”
* Campfires were called “**Hoover heaters**”
* Cardboard boxes were mockingly called “**Hoover houses**”

Facing harsh criticism, Hoover **began using federal funds for the Great Depression**

* 1932- **Reconstruction Finance Corporation** (RFC) giving more than a billion dollars in government **loans to railroads, large businesses, and banks**
* **Trickle-down-economics**- **money** poured into the **top of the economic pyramid** would **trickle down to the base**. If **banks** received money, they would loan to struggling **businesses**, businesses would hire **workers**, and **consumption** would increase. Unfortunately banks did not increase lending
* **Boulder Dam**, renamed **Hoover Dam**, across Colorado River was a massive **public works** project and **employment** opportunity to the struggling Southwest

**Calls for Change** (p. 534-536)

Some thought the solution to the Great Depression was the abandonment of the **capitalist** system because of its **inequities of wealth** and perceived **unhealthy competition**

* A few said it was a sign that **capitalism was on the verge of collapse**
* Some preferred **Communism**; others wanted **fascism**
* In the end, most saw individual freedoms, opportunity, and progress as best

In 1932, nearly 20,000 **World War I veterans marched on Washington D.C.**

* “**Bonus Army**”- veterans wanted their **lump sum payment** from military service early rather than in 1945 **under the Adjusted Compensation Act of 1924**
* Congress disagreed and in **July a riot broke out** when police tried to evict them
* President Hoover called upon **General Douglas MacArthur** to use his federal **troops to clear the camps** in Washington
* Troops used **tear gas and affixed bayonets** to move the veterans out
* MacArthur was convinced the veterans aimed to overthrow the government
* Photographs of the incident shocked the nation.

1932- **NY Governor Franklin D. Roosevelt** accepted the **Democratic nomination for President.** Roosevelt was **wealthy** and never experienced the difficulties of poverty, but he believed that **public service was noble** and he **wanted to help** heal America

* 1905- Franklin married **Eleanor Roosevelt**. Theodore Roosevelt was her uncle. Teddy was also Franklin Roosevelt’s fifth cousin
* Franklin Roosevelt rose quickly in politics, first in the NY legislature and then as Woodrow Wilson’s Assistant Secretary of the Navy
* 1921- Franklin slipped off his boat in the North Atlantic; two weeks later he was diagnosed with **polio** and **never fully regained the use of his legs**
* 1928- Franklin was elected governor in NY and was a reformer
* 1932- Franklin Roosevelt promised “**a new deal for the American people**”

Franklin D. Roosevelt (**FDR**) proposed a “**New Deal**” but hadn’t finalized the details in 1932 but the federal government would play an essential role in providing relief to Americans. This resulted in a **landslide** victory for FDR in 1932

* Diverse group of advisers with professionals & academics- FDR’s “**Brain Trust**”
* Wife **Eleanor** was his “**eyes and ears**” with the people she traveled extensively
* 1933- Bonus Army returned, instead of evicting them he sent Eleanor

**Quick Check**

* Groups 1 & 3: List the steps President Hoover initially took to help reverse the Great Depression and why each did not work.
* Groups 2 & 4: Map out how trickle-down economics works. Include the government at the top, followed by businesses, workers, and then consumers. Explain the theory of how it can help the economy.

**Problem 16. Bonus Army**

https://spartacus-educational.com/EXUSA05.htm

1. How does the author of the Time Magazine article encourage the reader to feel sorry for William Hushka?
2. Find evidence in the New Republic article that shows the author supported the Bonus Marchers.
3. Given that 1932 was a Presidential Election year, do you think that President Hoover's handling of the Bonus Army won or lost him votes.? Explain the reasons for your decision.

**Lesson 23 Objectives**

**Students will be able to:**

* Explain the laws pushed by Franklin D. Roosevelt and passed by Congress during his first “Hundred Days”;
* Explain what the Fireside Chats were and how FDR changed communication between a President and the public;
* Explain FDR’s financial and regulatory programs that rebuilt confidence in the stock market and banking;
* Explain FDR’s programs that helped farmers and rural areas during the Great Depression;
* Explain FDR’s programs that created federal jobs to help reduce unemployment and stimulate growth;
* Explain FDR’s programs that helped homebuyers get loans;
* Explain the concerns that radical conservatives had about FDR and the New Deal;
* Explain the concerns that leftwing extremists had about FDR and the New Deal;
* Explain what the Populist Party hoped to accomplish in the 1930s;
* Explain the jobs created under the Works Progress Administration (WPA) and how it also helped society;
* Describe how pump priming and deficit spending works to stimulate economic growth;
* Explain how the Social Security Act changed America and how it works;
* Explain the role of the two labor union groups the AFL and CIO and protests facilitated by organized labor; and
* Explain the challenges FDR had with the Supreme Court and how he hoped to solve them through court packing.

**The New Deal** (p. 536-540)

In FDR’s “**Hundred Days**”- 15 major laws with the goals of **relief**, **recovery**, & **reform** including restoring people’s **confidence** in the financial and political workings of U.S. and fix the crumbled **banking** system:

* **Emergency Banking Bill-** gave President broad powers to directly **rebuild the banking** system and informed the public in his **radio speeches- “fireside chats”**
* **Federal Deposit Insurance Corporation** (**FDIC**)- **insured bank deposits** up to $5,000 (today the limit is $1-million)
* **Securities and Exchange Commission** (**SEC**)- **regulated the stock market** and to make it a safer place for investments
* **Federal Reserve-** **regulated interest rates**, **currency**, and hold **gold reserves** but in 1933 American currency was **no longer backed gold**, becoming **flat money**
* **Agricultural Adjustment Act** (AAA)- **stopped overproduction by farmers** and increase crop prices, paying farmers **subsidies to cut production** and leave some land unplanted (farmers plowed under crops and killed excess livestock)
* **Tennessee Valley Authority** (TVA)- built a series of **dams on the Tennessee River to control floods, produce electricity**, running water, and proper sewage
* **Civilian Conservation Corps** (CCC)- created **government jobs** replanting forests, building trails, digging irrigation ditches, and fighting forest fires
* **Federal Emergency Relief Act** (FERA)- helped the **unemployed**
* **Civil Works Administration** (CWA)- provided **jobs on public works projects**
* **Home Owners Loan Corporation** (HOLC)- gave **low interest loans to homeowners** in danger of foreclosure
* **Federal Housing Administration** (**FHA**)- backed **bank loans** to build **homes**
* **National Recovery Administration** (NRA)- regulated **production, prices, and minimum wages** with **codes of fair competition** in different industries
* **Public Works Administration** (PWA)- put people to **work in government jobs** doing projects like building bridges, dams, power plants, and buildings

**Quick Check**

* Groups A & C: List the New Deal agencies and programs that aimed to restore confidence in and to regulate the stock market, banking, and home lending.
* Groups B & D: List the New Deal agencies and programs that aimed to reduce unemployment and regulate business.

**Critics of the New Deal** (p. 540-542)

**Radical conservatives** claimed the New Deal made the **government too powerful**

* Government could now **tell businesses how to operate**
* Government expenditures were plunging **America deeply in debt**
* **Destroying free enterprise** and **individualism**
* Herbert Hoover and William Howard Taft’s son Robert criticized the New Deal
* **American Liberty League**, created in 1934- **accused FDR of socialism**

**Radical liberals** and **socialists** claimed FDR’s New Deal did not do enough to end the Great Depression

* **Socialist Party**’s presidential candidate **Norman Thomas** accused FDR of only **looking out for banks and big business**
* **American Communist Party** called the New Deal a “**capitalist ruse**”

**Populist** critics also emerged as the unofficial **spokespeople of the suffering poor**

* **Francis Townsend**, a doctor from California, demanded the government provide **$200 a month to all citizens over 60**
* **Father Charles Coughlin**, a Roman Catholic priest, had a radio show and called the New Deal a “**Raw Deal**.” His radical message, including anti-Semitic and anti-Communist comments, called for the **nationalization of industry**
* **Senator Huey Long** of Louisiana who gave folksy speeches and delighted audiences proposed a program called “**Share Our Wealth**,” that would have **raised taxes on wealthy individuals and big corporations and then redistributed** their money to the **poor**
* FDR considered Long a real threat to take votes away from himself in the Election of 1936 but **Long made many enemies** and was **assassinated** in 1935

**The Second New Deal** (p. 543-545)

**FDR’s Fireside Chats** explained the New Deal was to “**promote the general welfare**” and **protect citizens’ rights**. **Second New Deal** targeted the **poor, elderly, & unemployed**

**Works Progress Administration** (WPA) (1935)- $5-billion package under direction of Harry Hopkins to create jobs

* WPA built and improved 650,000 miles of the nation’s **highways**
* Built 125,000 **public buildings**, **bridges, and dams**, dredged rivers and harbors, and promoted soil and water conservation
* Gave government **jobs to writers and artists**
* By 1943- WPA **employed 8-million people** and spent $11-billion

Government **spent money it didn’t have** and increased **federal deficit** to $4.4-billion

* British economist **John Maynard Keynes** argued deficit spending was needed to end the Great Depression
* **Pump Priming**- **employment on public projects** helped society and gave jobs to people who now had **money to spend**, thereby improving the economy

**Social Security Act** (1935)- **retiree pensions, unemployment insurance, worker’s compensation insurance, and aid to poor mothers, children, blind, disabled**

* Funded through **payroll tax**, through **deductions from pay of current workers** to **help the current elderly**
* Demographic changes, like people living longer and/or having fewer children, the system will have to raise the payroll taxes, be underfunded, or fail

**Rural Electrification Act** (REA) (1935)- brought **electricity to rural farming communities** by loaning money to electric utility companies

* By 1950- approximately 80% of farms had **electricity**
* Farmers continued receiving subsidies but large corporate farms made out better than small family farms, tenant farmers, and sharecroppers
* **Central Valley Irrigation System** in California and **Bonneville Dam** on the Columbia River in Northwest, **controlled flooding & produced electricity**

**Labor Unions & Supreme Court** (p. 545-549)

Election of 1936 FDR overwhelmingly defeated Republican **Alfred M. Landon**. Millions of workers joined **labor unions** and FDR hoped to raise the **standard of living**

* **National Labor Relations Act** (**Wagner Act**)- allowed employees to **join labor unions** and **collective bargaining**, employers to **negotiate with unions** about hours, wages, and working conditions and not individual workers
* **National Labor Relations Board** (**NLRB**) and **Fair Labor Standards Act** (1938)- gave workers addition rights like a **minimum wage** that would be gradually increased, a **maximum workweek**, and banned **child labor**
* Largest labor union, **American Federation of Labor** (**AFL**)- **refused to organize skilled trades** like plumbing, electrical, and carpentry
* **John L. Lewis** founded the **Congress of Industrial Organizations** (**CIO**) to organize those workers
* 1936, CIO’s **United Automobile Workers Union** staged a **sit-down strike**. After 44-days, **General Motors** finally **recognized the new labor union**
* By 1940, 9-million workers belonged to labor unions.

**Supreme Court** **struck down several New Deal Programs** in 1936

* ***Schechter Poultry v. United States***- struck down the National Industrial Recovery Act as the President’s attempt to control interstate commerce, and also a key part of the Agricultural Adjustment Act
* **Court Packing**- FDR plan to **stack the court**, **adding 6 pro-New Deal justices**
* 1937- decisions started upholding the New Deal
* In a case over the minimum wage (Wagner Act) **Justice Owen J. Roberts** was the **swing vote** in FDR’s favor- called “**the switch in time to save nine**”
* **Additional justices were not needed** after this and several retirements occurred

**1936- economic conditions improved** slightly and unemployment fell 10% in 4-years

* FDR **cut back** on federal spending and the **Fed raised interest rates**
* Became more difficult for businesses to grow and consumers to borrow and the **economy tanked again**

**Quick Check**

* Group 1 & 3: Explain the criticisms of the New Deal by (a) radical conservatives, (b) radical liberals, and (c) the Populists.
* Groups 2 & 4: Graphically map out the key components of the WPA and the Social Security Act, which explains how each program works.

**Problem 17. New Deal: WPA**

Works Progress Administration renamed Works Project Administration in 1939.

https://www.loc.gov/collections/federal-writers-project/articles-and-essays/industrial-lore/

1. Was the WPA a good public project during the Great Depression? Explain the positives and negatives of the project.
2. Have the interviews of workers, former slaves, and others proved valuable after the end of the Great Depression and what is the lasting legacy of the WPA?

**Lesson 24 Objectives**

**Students will be able to:**

* Explain how the New Deal changed the relationship between the government and the people, the size of the federal government, and the role it played in the economy;
* Explain how the New Deal benefited women and how it impacted women’s rights;
* Explain how the New Deal benefited African Americans, their rights, and how it impacted discrimination;
* Explain how the New Deal benefited Native Americans and what the Native American New Deal was;
* Explain how Franklin D. Roosevelt shifted political allegiance to the Democratic Party under the New Deal Coalition of southern whites, northern blue-collar workers, immigrants, poor farmers, and African Americans;
* Explain pump priming and how FDR set the foundation for the government’s role in stabilizing the economy and in promoting economic growth in the future;
* Explain the American social welfare state created by FDR and the expansion of federal authority;
* Describe the advances made in the Golden Age of entertainment;
* List the types of movies people watched in the 1930s;
* List the types of radio programs people listened to in the 1930s;
* Explain what Swing music was and the key performers during the 1930s; and
* Explain the Federal Writers Project and Federal Art Project of the WPA.

**Minorities & the New Deal** (p. 550-553)

New Deal **changed the role of the national government in the economy**, the **presidency**, and the **relationship** of the American **people** to their government

* It **did not end the Great Depression** and historians today still debate whether it would have been enough. **World War II** ended the Great Depression.

The New Deal benefited **women** by providing them with the opportunity to increase their **political influence** and **promote women’s rights**

* **Eleanor Roosevelt** drastically changed the role of the **First Lady** into a **partnership with the President**, touring the nation, visiting reservations and farms, coal mines, and main streets, and listening to the needs of the people
* Mrs. Roosevelt advanced **public health, education, and the arts**
* FDR appointed **first female** to **Cabinet**- **Secretary of Labor Frances Perkins**
* **New Deal** did not work to end gender discrimination in the workplace and often **reinforced traditional gender roles** and differences

**African Americans** experienced a stronger **political voice** as a result of the New Deal

* FDR made **progress against racial discrimination** and met with the **Black Cabinet**, a group of African American leaders and **unofficial advisers to FDR** that included Harvard educated **Robert Weaver** and **William Hastie**
* **Mary McLeod Bethune** was also on the Black Cabinet who **called for a “new day” for African Americans**
* Despite the gains, racial **discrimination continued**
* Afraid of losing support of Southern Democrats, FDR **refused to support** the **anti-lynching** bill

Major changes occurred for **Native Americans** under FDR’s administration

* **Indian New Deal**- program that gave Native Americans **economic assistance** and greater **control over their own affairs**
* **New schools and hospitals** were built
* **Indian Civilian Conservation Corps**- instead of Americanization, the Bureau of Indian Affairs **now supported native religions, languages, and customs**
* **Indian Reorganization Act** (1934)- restored **tribal control of native lands**

**New Deal & the Federal Government** (p. 553-557)

FDR was elected to **four terms** as President and put together the **New Deal coalition**, a **diverse group united to support FDR** and his New Deal

* **Included southern whites, northern blue-collar workers and immigrants, poor midwestern farmers, and African Americans**
* **African American vote** **changed from the old Republican Party of Lincoln to the Democratic Party of FDR** and the New Deal. Since then African Americans have tended to vote for **Democrats**
* New Deal coalition led to Democratic control of the House for all but 4 years from 1932 to 1995 and the presidency 6 out of the next 8 elections
* FDR also reduced social, ethnic and regional divisions, especially for immigrants

The New Deal greatly **increased the size and scope of the federal government** and stabilized the economy. Though it did not end the Great Depression, it created a **foundation for sustained and stable growth** for the nation into the future

* Federal government abandoned the traditional laissez-faire approach and took an active role in spurring economic **growth through pump priming**
* Federal government became a **major employer** of the unemployed for the first time in history and sponsored many **large-scale public projects**
* Critics called FDR a socialist but he actually **strengthened capitalism**
* Programs like the **FDIC and SEC restored trust** in banks and the stock market

The New Deal provided **benefits to workers**- minimum wage, working conditions, ending child labor, unemployment insurance, and the improved purchasing power

* **Rural America**- electricity, water regulation, conservation, and farmer benefits
* Transformed America into a **social welfare state**- a government that provides for the welfare of children, the poor, elderly, sick, disabled, and unemployed
* Until the New Deal, these responsibilities fell on the state and local governments, families, and charities. **Now the federal government** was the safety net
* **Expanded** the **office of President** and expanded **federal authority**, creating many new federal **agencies** and changed how a President **communicates with the public** using media, and defined expectations of Presidents after him
* After FDR, the **Twenty-Second Amendment**, limited a President to **two terms**

**New Deal Entertainment, Art, & Literature** (p. 558-562)

New Deal years were **the Golden Age for entertainment, movies**, music and literature

* **Radio networks** like **NBC and CBS** grew, as did **film companies** like **MGM, Warner Brothers, Twentieth Century Fox**, and Paramount
* ***The Wizard of Oz***- Depression film that promised that dreams would come true
* Walt Disney’s ***Snow White*** *and the Seven Dwarfs*- **colorful kids animation**
* Scary movie ***Frankenstein*** and romantic Civil War drama ***Gone With the Wind***
* **Gangster** movie ***Public Enemy*** showed distrust of big business and government
* **Frank Capra**- famous American **movie director** in the 1930s and 1940s, whose films focused on **struggles and hardship** like in ***Mr. Smith Goes to Washington***

**Radio** was how FDR communicated information in his **fireside chats**

* Radio broadcast **news** several times per day, **comedy** shows like **Bob Hope** and Jack Benny, soap operas, **variety shows**, **Will Rogers**, **dramas** like ***The Lone Ranger*** and ***The Shadow***, and On October 30, 1938 **Orson Welles**’s ***The War of the Worlds*** about a **Martian attack** thinking it was news

**Swing music**, played by “**big bands**” and musicians like **Duke Ellington**, **Benny Goodman**, **Artie Shaw**, **Glenn Miller**, and **Jimmy and Tommy Dorsey** were popular

* “Swing”- from Ellington’s song “It Don’t Mean a Thing If It Ain’t Got That Swing.”
* People listened to “**disc jockeys**” (DJs) play their favorite songs, **Latin**, ethnic, and **folk** music like Woody Guthrie’s “**Dust Bowl Refugee**.”

The New Deal also brought federal funding for the **arts** with the WPA’s **Federal Art Project**- recorded, interviews, history, and folklore and **Federal Writers Project**- painted **murals** on public buildings and took **photographs**

**Literature**- often blamed the government- **John Steinbeck**’s ***The Grapes of Wrath***. **Comic strips** grew in popularity like Flash Gordon, Dick Tracy, and **Superman** (1938)

**Quick Check**

* Groups A & C: List the achievements of the New Deal for women, African Americans, and Native Americans.
* Groups B & D: List the movies and musicians that we discussed from the 1930s.

**Problem 18. Somewhere Over the Rainbow**

Judy Garland, “Somewhere Over the Rainbow,” 1939. https://www.youtube.com/watch?v=PSZxmZmBfnU

1. Think of specific scenes from the Wizard of Oz and Judy Garland’s song, “Somewhere Over the Rainbow.” How might the song and movie be about the Great Depression? Give at least three examples from the movie and/or song and explain each.

**Lesson 25 Objectives**

**Students will be able to:**

* List the terms of the Treaty of Versailles and how they impacted the nations involved in World War I;
* Explain what totalitarian dictatorships were and how they operated;
* Describe the Communist dictatorship of Joseph Stalin in the Soviet Union;
* Describe the Fascist dictatorship of Benito Mussolini in Italy;
* Explain how Adolf Hitler gained power in Nazi Germany;
* Describe the Fascist dictatorship of Adolf Hitler in Nazi Germany;
* Explain how the Japanese military took control of Japan and it turned to expansion to meet the nation’s needs;
* Explain how the Fascist regime of Francisco Franco defeated the Nationalists in Spain;
* Explain how the League of Nations reacted to the Italian invasion of Ethiopia;
* Explain how the League of Nations, France, Great Britain, and the United States reacted to Hitler’s expansion in Europe; and
* Explain why nations appeased world leaders in the period of time leading up to World War II.

**Rise of Dictators- Soviet Union & Italy** (p. 568-570)

**Treaty of Versailles** outlined the terms that ended World War I

* **Losing nations- excluded**. Great Britain, France, and the U.S. dictated terms
* Other Allies like **Italy** and **Japan** were largely **left out** of discussions
* Created bitterness, anger, frustration, despair, and a **desire for revenge**
* 1920s- many nations moved towards **democracies** and freedoms
* Other nations created **repressive dictatorships** and **totalitarian** governments- a **single party** or leader that **controls every aspect of life** but is **charismatic**
* Use **terror, spies**, and the **police** to impose their will with few rights
* **Propaganda**, media, schools, and groups are used to further state ideology
* They took hold in the 1930s **due to the** **Great Depression**, the bitterness caused by **World War I**, and **Treaty of Versailles**

Lenin died leading U.S.S.R. to **Joseph Stalin**’s Communist totalitarian dictatorship

* Stalin was suspicious, cruel, ruthless, and **tyrannical**
* **Great Terror**- Stalin **purged** the Soviet Union of anyone who opposed him by **killing them or sending** them to **forced labor** camps known as the **Gulag**
* Fear and propaganda kept Stalin in power and at least **10-million were killed**
* Transformed the U.S.S.R. by **industrializing** it and **collectivizing farms**

Although **Italy** was an Ally, it did not get promised territory on the Adriatic coast and then economic depression caused competition for jobs and the country turned chaotic

* **Communists** threatened Italy; **peasants** seized land; **workers** seized factories
* Trade declined, taxes increased, law and order broke down, people tried to flee
* **Benito Mussolini** rose to power and **formed the Fascist Party in 1919**
* **Fascism**- stressing of **extreme nationalism** and a single political party
* Mussolini’s **Black Shirts**, fought in streets **against Socialists and Communists**, the biggest fear of most Italians. The Black Shirts became **Italian heroes**
* King Victor Emmanuel gave **Il Duce** (meaning leader) power and he banned **opposition**, **censored press**, formed **secret police**, and **brainwashed youth**

**Quick Check**

* Groups 1 & 3: List the characteristics of totalitarian governments.
* Groups 2 & 4: Describe the characteristics of the Communist dictatorship under Joseph Stalin.

**Rise of Dictators- Germany & Japan** (p. 570-573)

After World War I, **Germany was a democracy** under **Weimar Republic** but struggled to establish democratic principles

* **Economic troubles** and **reparations** under **Treaty of Versailles** hurt Germany
* **Printed more currency** to meet its debt, leading to massive **inflation**
* National Socialist German Workers’ Party or **Nazi Party** gained wide support and violently **opposed the Socialist and Communist** threats
* **Adolf Hitler**, rose to head Nazi Party
* While in **prison** for leading the **Beer Hall Putsch**, **Hitler wrote a book** ***Mein Kampf*** blaming **Communists & Jews** for German problems and giving solutions
* Hitler- **Anti-Semitism** or **prejudice against Jews** that long plagued Germany and promised to end unemployment, homelessness, and hunger
* 1933- President Hindenburg appointed Hitler to **Chancellor** and when Nazis gained a majority in the **Reichstag**, they suspended the Constitution

The **Enabling Act** gave Hitler dictatorial powers and he used the ***Gestapo*** (secret police) and elite soldiers, the ***Schutzstaffel*** or SS, to crush opposition, controlling the **press**, **indoctrinated children**, and using **propaganda** to **brainwash** Germany

* Hitler began **rearmament**, engaged in massive **public works** projects, and Shipped **Jews to concentration camps**, **confiscating their property**
* Hitler eliminated unemployment and **turned the German economy around**
* Hitler’s ruthless violence and discrimination against any group that threatened **German Arianism** led to the imprisonment or death for **Jews, Gypsies, homosexuals, and the disabled**

**Japan** also turned to democracy briefly in the 1920s but with the Great Depression the **military took over** and began **expansion** throughout **Asia and the Pacific**

* Expansion helped Japan get **natural resources** and open up **markets**
* Japan remained a **constitutional monarchy**, led by an **emperor**, but with real power in the hands of the **military**, with strong **control over the Japanese**
* 1931- Japan **attacked** the province of **Manchuria** in **China**
* 1937- Japan moved further into **China to capital of Nanjing**, where they raped women, murdered 200,000, pillaged, and burned the city in “**Rape of Nanjing**”

**Aggression & Appeasement** (p. 573-575)

Worldwide Military Aggression and Expansion

* 1931- Japan controlled **Manchuria** and **renamed it Manchukuo**
* 1937- Japan waged **war against China** and **expanded control in Asia**
* 1930s- Italy and Germany began expansion efforts but the **League of Nations was too weak** without the U.S. and had **no military forces** to stop them
* With the Global Depression, no nation could stand up to Mussolini or Hitler
* 1935- **Italy invaded Ethiopia**. Its leader **Haile Selassie** asked the League of Nations for help. It ordered sanctions against Italy, but didn’t enforce them

1936 to 1939, a bloody **Civil War raged in Spain** as the **fascist Nationalists** under **General Francisco Franco** defeated Spain’s **democratic Republican** government

* Hitler and Mussolini sent military vehicles, weapons, and economic aid to fascists

One of Hitler’s most important goals was **reunificatio**n of all **ethnic Germans**

* 1936- Hitler ignored Treaty of Versailles and **rebuilt the German armed forces**
* Mid-1930s- Hitler worked to create **one large German Reich**, the **Third Reich**
* Hitler wanted to **expand German living space** or ***Lebensraum***
* First he reclaimed the **Saar** region from French control
* Second (1936) Hitler occupied the **demilitarized zone** in the **Rhineland**
* France and Britain condemned Hitler's actions but followed a **policy of appeasement, granting concessions** in the hopes of **peace**
* This emboldened Hitler and he believed he was unstoppable
* **FDR** minimized America's role in international affairs, to focus on rebuilding the **American economy**. He embraced a **policy of isolationism**

In 1938, Hitler brought **Austria into the German Reich- *Anschluss***

* Late in 1938, Hitler **demanded the Sudetenland**, part of **Czechoslovakia** where many Germans lived. To avoid war, Great Britain and France **appeased Hitler**
* British Prime Minister **Neville Chamberlain** announced that the **Munich Pact** with Hitler preserved “**peace for our time**”

**Quick Check**

* Groups A, B, C, & D: List the territories taken by Adolf Hitler’s Nazi Regime in Europe.

**Lesson 26-27 Objectives**

**Students will be able to:**

* Lesson 26: Review- Students will review and refine their understandings of the unit content objectives.
* Lesson 27: Unit Test- Students will demonstrate understanding of the unit objectives through a unit test.

**Unit III: World War II & The Fifties**

**Lesson 28-30 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented during the Great Depression and New Deal through a group project activity.

**Lesson 31 Objectives**

**Students will be able to:**

* Describe Japan’s imperialist efforts that included invasion of Manchuria, China, Southeast Asia, and the Pacific Islands;
* Describe Hitler’s vision for Germany including Anschluss, his economic plans, and his Anti-Semitism;
* Explain why European nations appeased Hitler through the Munich Pact;
* Explain why Stalin and Hitler signed the non-aggression pact and their intentions with regard to Poland;
* Describe the Nazi blitzkrieg and how it was used by Germany to quickly conquer Europe;
* Describe the original Axis Alliance and the Allied Powers and how they both changed as the war progressed;
* Describe France’s defensive efforts along the Maginot Line and how the Germans actually invaded France;
* Describe the division of France and Nazi plans under Operation Sea Lion;
* Explain how the British defeated the Luftwaffe in the Battle of Britain;
* Describe the American response to war in Europe and the Neutrality Acts;
* Explain the debate in America over how to deal with the war in Europe and trade with the warring nations under the cash-and-carry policy;
* Describe America’s effort to prepare for war even though it was still neutral including the Selective Service Act;
* Explain the message in FDR’s Four Freedoms Speech; and
* Explain the Lend-Lease Act and FDR’s belief that America should be the arsenal of democracy.

**World War II Breaks Out** (p. 576-578)

**Japan**’s undeclared war, aggressions, and **bombing of civilians in Manchuria** and China, including its “**Rape of Nanjing**” shocked the U.S.

* FDR criticized Japan and announced an **informal alliance of peaceful states**
* Japan ignored FDR and continued **expansion** throughout **Asia**
* Hitler ignored critics and the Munich Agreement. **France and Britain’s response** was to continue to **appease him**. By 1938, he could only be stopped by force
* 1939- Hitler violated the **Munich Pact** and took over the **rest of Czechoslovakia**

Finally, France and Great Britain could appease Hitler no longer. Knowing Hitler had his sights set on **Poland**, both **France and Britain** signed an **alliance with Poland**

* Hitler did not care but did not want war against the Soviet Union
* **Nazi-Soviet Nonaggression Pact** Hitler & Stalin met and promised **not to attack one another** and to invade and **split** the territory of **Poland**
* September 1, 1939- German ***blitzkrieg***, or **lightning war**, suddenly hit **Poland** from three directions
* The ***blitzkrieg*** involved an **air strike, then tanks, armor vehicles, and infantry**
* September 17, 1939- the **Soviet Union** invaded eastern **Poland, Estonia, Latvia, and Lithuania**
* **France and Great Britain declared war** on Germany but couldn’t help Poland

21 years of peace ended in World War II

* **Axis Powers**- alliance of **Germany and Italy** that later came to include **Japan**
* **Allied Powers**- alliance of **Britain and France**, but later included **U.S.S.R., China, and U.S.**
* After the “**phony war**” (**eight-month lull in fighting**), in spring 1940, Germany targeted Western Europe
* April 9, 1940- Hitler attacked and defeated **Denmark** and **Norway** in mere days
* May 10, 1940- the *blitzkrieg* hit the **Netherlands**, **Belgium**, and **Luxembourg**

**France & Great Britain** (p. 578-580)

**France** prepared to defend itself **interconnected fortresses** along the **border** with Germany with **bunkers, heavy artillery**, and best soldiers known as the **Maginot Line**

* Towards the **Belgian border** was the **Ardennes Forest** that military experts believed no military force could penetrate
* May 1940- the **Nazis cut** directly through the **Ardennes Forest** and the thin French defenses there. It then **raced towards the English Channel** hoping to **encircle the French and British** troops along the beaches at the French port of **Dunkirk**
* The plan almost worked, but acting quickly, **338,000 troops were evacuated** and ferried across the Channel to Britain. **70% of Britains soldiers** were at **Dunkirk** so a Nazi victory there might have meant the end of Britain in the war

Germans pushed southward and **took Paris** and **France** was **divided** into two districts

* Large **northern** section, **Occupied France**, was controlled directly by **Germany**
* Officially **neutral**, the **southern** section was directed by **Frenchmen who collaborated with Germany** known as **Vichy France**, because its capital city was located in the city of Vichy
* **France fell** to Hitler in just **35-days**
* New **British Prime Minister, Winston Churchill**, made it clear that he would **never appease** Hitler and said, “We shall go on to the end...We shall defend our island, whatever the cost may be...We shall never surrender.”

Germany’s next goal was to **invade Great Britain**, which it called **Operation Sea Lion**

* Operation Sea Lion depended upon the ***Luftwaffe***, or **German air force**
* Before it could invade by land, it first had to defeat the Royal Air Force
* July 1940- the **Battle of Britain** raged in the **skies over the English Channel** **and British countryside**
* Germans did a month-long **bombing** campaign of **London** called “**the blitz**”
* British **Royal Air Force regrouped and defeated the *Luftwaffe*** and Hitler postponed his invasion of Great Britain indefinitely

**America’s Reaction** (p. 580-584)

Winston **Churchill** frequently spoke of the war against Hitler as the **defense of freedom, rights, and worldwide democracy**. FDR agreed but didn’t want to fight

* Americans blamed bankers and big business for U.S. involvement in World War I
* **Neutrality Acts of 1935, 1936, and 1937-** **restrictions** against Americans sailing on **ships**, making **loans**, and selling **weapons to warring nations**
* **Neutrality Act of 1939**- allowed **nations** at war to **buy U.S. goods and arms** only if they **paid cash** and **carried the goods on own ships- “cash-and-carry**”
* It was **pro-British** and many feared it would pull the U.S. into the war
* **Interventionists**- wanted to provide **aid to the Allies**
* **Isolationists**- argued giving **aid to Allies would create war** with the Axis
* **America First Committee**- an isolationist group that included **Charles Lindbergh**, believed the **Soviet Union and Japan** were **bigger threats**

CBS correspondent **Edward Murrow** reported live during several German **blitz** bombings of **civilians** in London, shocking Americans and making some reconsider

* September 1940- **Germany, Italy, and Japan** signed the **Tripartite Pact**, becoming the **Axis Powers**
* Congress wanted to at least **prepare** the American military to **defend** itself
* **Selective Service Act**- **peacetime draft** of 1.2-million and 800,000 reserves
* FDR gave Britain **50 American destroyers** in exchange for **8 British bases**
* **Election of 1940**- FDR won a **third term** and gave “**Four Freedoms Speech**”- Axis threatened to freedom of speech and worship, freedom from want and fear
* FDR called upon **America** to be “**the great arsenal of democracy**”
* **Lend-Lease Act** (1941)- allowed President to **supply any country** for defense if **critical to the U.S.** By 1945- sent $40-billion of supplies to the Allies

August 1941- FDR and Chruchill secretly met off the coast of Newfoundland and agreed on the **Atlantic Charter**- to **defeat Germany first, then Japan**, **self-determination** for **territories** after the war, and for an **international system of “general security.**” Hitler ordered **U-boats**, to attack neutral U.S. ships

**Quick Check**

* Groups 1 & 3: In order, list the territories the Nazis took over in Europe.
* Groups 2 & 4: In order, list the steps taken by America to remain neutral in the war but also to continue trading in Europe.

**Problem 19. Four Freedoms**

Franklin D. Roosevelt, Four Freedoms Speech, January 6, 1941.

http://www.speeches-usa.com/Transcripts/franklin\_roosevelt-four.html

1. Give examples of the world issues that occurred by 1941 that threatened each of the four freedoms.
2. Which of the four freedoms is most significant and why? Explain your answer.

**Lesson 32 Objectives**

**Students will be able to:**

* Describe the American reactions to Japanese expansion in Asia and the Pacific;
* Describe the Japanese attack on Pearl Harbor and America’s patriotic response;
* Explain what is meant by the statement that Japan awoke a “sleeping giant”;
* Explain how Hitler violated his treaty with Stalin and the steps he took in Operation Barbarossa;
* Describe the different groups of Americans that banded together after Pear Harbor and what they did to support the war effort;
* Explain how the American economy was transitioned to war production mode;
* Describe the sacrifices and efforts made by American citizens to support the war effort;
* Explain how the “production miracle” ended the Great Depression;
* Describe how the U.S. attempted to defend its territories in the Pacific like Guam, the Philippines, and other Pacific Islands;
* Explain how the Japanese treated prisoners of war in the Philippines and the Bataan Death March; and
* Explain why the Battle of Coral Sea was so important to defending the Pacific and Australia.

**America at War** (p. 585-588)

Prior to 1941- **Japan continued to expand** into **China**, **Indochina**, and the **Pacific Islands** despite condemnation by the U.S.

* FDR placed an **embargo** on Japan, **refusing to sell it naval and aviation supplies** like oil, iron ore, fuel, steel, and rubber
* While it hurt Japan, Japan just got its resources from conquered territories

In 1941, General **Hideki Tojo** became the **Prime Minister of Japan**

* Tojo continued expansion but wanted to keep the U.S. neutral
* Throughout the summer of 1941, the **U.S. and Japan negotiated**
* November 1941- Secretary of State **Cordell Hull** rejected Japan’s demands and it **appeared Japan would continue expanding** over American objections
* **Tojo sent 6 aircraft carriers, 360 airplanes, battleships, cruisers, and submarines** to U.S. **Pacific Fleet** at **Pearl Harbor**, Hawaii and surprise attacked

U.S. suffered heavy losses, including **2,500 deaths**, and its fleet was out of commission for nearly 6-months. Luckily the **aircraft carriers** were **out at sea** when the attack came. Several battleships and cruisers were also out at sea during the attack

* Three battleships suffered irreparable damage or sank: the ***USS Arizona***, the ***USS Oklahoma***, and the ***USS Utah***
* The attack at Pearl Harbor **awoke the sleeping giant**
* FDR gave his **“Day of Infamy” Speech**, stating that ”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”

After Hitler invaded the **Soviet Union**, in June 1941, in **Operation Barbarossa**, violating the **Nazi-Soviet Nonaggression Pact**, the **Soviet Union** had joined the **Allies**

* Now the U.S. also joined the war with a vote of 388 to 1 in the House of Representatives and a unanimous vote in the Senate
* Germany and Italy declared war on the U.S. and Congress reciprocated
* Americans put aside their political differences with extraordinary **patriotism**

**Greatest Generation** (p. 588-590)

After the attack on **Pearl Harbor, American patriotism** swept the country and everyone pulled together. People signed up for military service, volunteered with the Red Cross, and took jobs to help the war effort

* Young men **rushed to volunteer** after the attack
* Army Chief of Staff, General **George Marshall** oversaw the army’s preparations
* Americans from **all ethnic and racial backgrounds** joined the fight including 300,000 Mexican Americans, 25,000 Native Americans, and **1-million** **African Americans, 50,000** of whom saw **combat in segregated units**
* Over **350,000 women** joined the **Women’s Army Corps** (WAC) and did clerical work, drove trucks, taught, and served as lab technicians for the U.S. Army and Navy. More than **57,000 women became nurses** in the **Army Nurse Corps**.

American production would be a difference-maker in the war so FDR ordered **American industry to lead in war production** and drastically increased production

* Many industries already increased military production under the Lend-Lease Act
* **War Production Board** (WPB) (1942)- **transitioned American industry** to war time industry and factories converted to build airplanes, tanks, and bombs
* **Office of War Mobilization** (OWM)- oversaw the **prioritization of materials** in American industries and the regulation and **rationing of civilian goods**

“**Production miracle**” and massive defense spending finally ended the **Great Depression**

* **Unemployment rate decreased** to just 1.2% by 1944 and there was a job for almost every worker in America. Private companies also responded
* **Ford Motor Company** poured all its resources into building over 8,000 **B-24 Liberator bombers**
* “**Liberty Ships**” were built in **Henry J. Kaiser’s shipyards** (three days per ship)
* **American production was double the whole Axis Powers** combined in 1944
* Rapid American mobilization gave the Allies a crucial advantage it needed. Even Stalin praised the U.S., toasting, “To American production, without which the war would have been lost.”

**War in the Pacific** (p. 590-592)

December 1941- **Japan attacked Guam**, **Wake Island**, **Hong Kong**, and **Philippines**

* General **Douglas MacArthur**, **U.S. commander in East Asia**, moved his forces in **Philippines from Manila to the Bataan Peninsula and Corregidor Island**
* FDR sent MacArthur to the Southwest Pacific but his forces held out on the Bataan Peninsula until early April, when **70,000** U.S. were forced to **surrender**
* Japanese then forced the sick and malnourished American troops to march **60-miles** on the **Bataan Death March** and 7,000 American and Filipinos died
* Japanese used **torture and inhumane treatment** against **prisoners of war** that violated the **Geneva Convention**

After Pearl Harbor, FDR wanted to retaliate against Japan and ordered a bombing campaign against Japan by planes on the ***USS Hornet***

* When the ***Hornet* was detected**, Colonel **James Doolittle** ordered **16 B-25 bombers to bomb Tokyo**
* After the bombing the flew to **China and cash-landed**, greatly boosting morale

The Japanese continued to attack and conquer Pacific islands to gain oil and rubber

* By summer 1942- **Japan planned to attack Australia, New Zealand**, and the **Central Pacific** and to control so much territory the U.S. would not counterattack
* May 1942- the Japanese moved to take **Port Moresby in New Guinea** to stage an attack against **Australia**
* **Battle of Coral Sea**- U.S. sent **two aircraft carriers**, the *USS Lexington* and *USS Yorktown* to the Coral Sea to help defend the Southern Pacific
* First naval battle in history where opposing ships were not in sight of one another
* In the end, **Japan called off its attack** against New Guinea and Australia and marked a turning point in the war in the Pacific
* Aircraft carriers and planes would play the biggest role in battles in the Pacific

**Quick Check**

* Groups A, B, C, & D: List the ways that America transitioned to war mode.

**Problem 20: Day of Infamy**

Franklin D. Roosevelt, Speech to the Congress, December 8, 1941.

http://time.com/4593483/pearl-harbor-franklin-roosevelt-infamy-speech-attack/

1. What did F.D.R. mean when he said that December 7, 1941 would be a “day that would live on in infamy”?
2. How would you have responded if you heard FDR’s speech live in 1941 after Pearl Harbor?

**Lesson 33 Objectives**

**Students will be able to:**

* Explain how the Axis Powers had a variety of different war goals;
* Explain how, despite their differences, the Allies united in their war goals;
* Describe the turning point in the war in Europe, Hitler’s invasion of the Soviet Union;
* Explain the Allied strategy in North Africa and how it created a route into Europe;
* Describe the key American military leaders that led the Allies to victory in Europe and Asia;
* Describe the Allied victory in Italy and why it was so important;
* Describe the Allied victory at Midway and why it was so important;
* Describe how the U.S. paid for the war effort;
* Explain the ways in which the American people were patriotic and sacrificed for the cause;
* Explain the role the Office of War Information played in World War II;
* Explain what Executive Order 9066 was and its impact on America;
* Explain the roles played by women and African Americans in World War II;
* Explain the racial issues facing African Americans during and after World War II in the U.S.;
* Explain how the U.S. filled farm labor shortages during the war; and
* Explain the ethnic difficulties facing Mexican-Americans and migrants in America including the Zoot Suit Riots.

**Allied Strategy in Europe** (p. 594-597)

Axis never had a unified strategy to defeat the Allies: **Hitler** wanted to dominate **Europe** and murder “inferior” races; **Mussolini** wanted to form a new **Roman Empire**; and **Tojo** wanted to control the Western **Pacific and Asia**

Allies had unified goals but **FDR and Churchill distrusted Stalin** and Stalin thought the other Allies wanted to destroy Communism

* All three **put aside their differences to defeat Hitler** and agreed “**Europe First**”
* **America** became the “**arsenal of democracy**.” The challenge was to deliver the guns, tanks, and supplies fast and **avoid German U-boats** in the Atlantic and Caribbean, which sank more than 3,500 merchant ships
* **Radar** and **depth charges** helped Allies sink U-boats

In 1941, **Hitler broke his promise** with Stalin and invaded the **Soviet Union** and sent **three great armies into the Soviet Union**: in north toward **Leningrad**, in east toward **Moscow**, and in south toward **Stalingrad**

* **Soviet resistance** was brutal and the **frigid Soviet winter** stopped the Germans
* Hitler focused just on Stalingrad and the **Caucasus oil fields**, fighting block-by-block in bombed-out buildings and rubble
* Soviets trapped the Germans, forcing their **surrender** on January 31, 1943
* **Turning point in Europe**- the Germans were now in **retreat** and the Allies advanced against and closed in on Germany

**North Africa** open a **second European front** and required less preparation and supplies; the Americans and British agreed to invade **North Africa and Italy together**

* Fighting in the Sahara was a challenge, but the **British won at El Alamein** in Egypt in 1942 and the American under General **Dwight D. Eisenhower** landed in **Morocco and Algeria**
* February 1943- the German “**Desert Fox**” **Erwin Rommel** was **stopped** by the Americans at the Kasserine Pass in **Tunisia**
* Eisenhower put **George S. Patton, Jr.** in charge in Africa and in May 1943, the remaining German and Italian forces in Africa **surrendered, 240,000 men**

**Tide of the War Changes** (p. 597-600)

January 1943- **Churchill and FDR met in Casablanca**, Morocco to plan

* Agreeing to **increase bombing** of Germany, to **invade Italy**, and to only accept **unconditional surrender**
* Allies in **Tunisia** **invaded Sicily**, Americans and British landed on opposite sides, united, and **advanced together led by Patton** and **Omar Bradley**
* September 3, 1943- **Italy surrendered**, Mussolini arrested, and Italy joined Allies
* Germans **rescued Mussolini** and Hitler made him head of a puppet state in Italy
* In southern Italy, **Germans fought on** against the Allies until 1945

From 1942 on, British and American bombers made **daily bombing runs in Germany**

* **British** made **saturated bombing** missions **by night**, dropping massive amounts of bombs in order to inflict maximum damage
* **Americans** conducted **strategic bombing by day**, hitting precise targets
* **Tuskegee Airmen**, an African American fighter squadron, **escorted American bombers** and protecting them **against *Luftwaffe*** fighters
* The war from the sky paved the way for the Allied **offensive campaign**

The **Japanese** seemed unstoppable, winning control of the **Philippines, Malay, the Dutch East Indies, Hong Kong, Wake Island, Guam, and Burma**. Then the Americans **stopped** them at the **Battle of Coral Sea**

* Japanese **Admiral Yamamoto** focused on sinking American **aircraft carriers at Midway Island**, then take **Alaskan Aleutian Islands** to invade **North America**
* **Admiral Chester Nimitz**, knew the Japanese plan because **codebreakers** **deciphered Japanese coded messages**
* **Battle of Midway** (June 4, 1942)- the **Japanese were stopped** as American torpedo planes and dive bombers **sank four Japanese aircraft carriers** and the 250 planes onboard each
* In August 1942- the **U.S. took the offensive** in the Pacific with an assault on **Guadalcanal**, from which an attack of Japan would become a possibility

**Quick Check**

* Groups 1 & 3: List the Allied steps taken to achieve victory in Europe (including key battles).
* Groups 2 & 4: List the American steps taken to achieve victory in Asia (including key battles).

**Patriotism & Internment** (p. 601-604)

In a surge of **patriotism**, every American citizen did what was needed, worked, and sacrificed for the war effort

* War cost America $330-billion and pushed the national debt to $269-billion
* Congress passed a **5% income tax** on working Americans
* **War bonds** were a **patriotic way to fund the war** effort
* Businesses produced **war products** in factories instead of consumer goods
* **Office of Price Administration**- to **control inflation, wages, and prices**
* Citizens **rationed**, used **coupon books**, and planted “**Victory Gardens**”

There were problems like a “**black market**,” bad working conditions in factories, and **racial discrimination**, but overall, **morale was high** and people supported the war

* **Office of War Information** (OWI)- used the **media and propaganda** to encourage support of the war effort, like the documentary ***Why We Fight***
* Americans followed the motto “Use it up, wear it out, make it do, or do without”

Unfortunately, a byproduct of the media portrayal of the Germans, Italians, and Japanese was an **intensified prejudice** and **discrimination** against those groups

* In U.S. all resident “**enemy aliens**” had to **register**; 11,000 Germans- **deported**
* **Fears** of Germans and Italians dropped but remained **high for Japanese**
* Many held **racist beliefs** that the Japanese were **inherently disloyal**

**Executive Order 9066**- designated areas of the West coast as **war zones, removed all Japanese immigrants (*Issei*), and Japanese-Americans (*Nisei*)**

* Ordered to sell off their property and report to certain internment centers
* **100,000** people were sent to **internment camps**- duration of the war
* Nobody was executed and everyone was fed, but the accommodations were not ideal, life was disrupted, food, medical, and education were sub-par
* **Many were American citizens** but the **Supreme Court upheld** the detentions in ***Hirabayashi*** *v. United States* and ***Korematsu*** *v. United States*
* 1988- the government apologized and gave survivors $20,000 each
* 1943- Japanese-American **442nd Regiment** most highly decorated unit in history

**Employment & Migration** (p. 605-608)

During World War II, American industry turned to **war production**. **Unemployed white men, African Americans**, and **women** filled labor shortages

* “**Rosie the Riveter**” publicity encouraged women to join the workforce, showing a strong and **hard-working female** but women were often paid less than men
* One-third of the wartime workforce were women, many working in **non-traditional female jobs** like **heavy industry** and **mining**
* **African Americans** took jobs and enlisted but work remained **segregated**
* African Americans called for “**Double-V Campaign**,” victory against fascism abroad and victory against discrimination at home
* **A. Philip Randolph** argued blacks should no longer be second class citizens
* **Executive Order 8802**- FDR ordered **fair hiring** in any federally funded job
* 1944- 2-million blacks worked in the defense industry but **racism** still existed
* **NAACP** and civil rights groups like **Congress of Racial Equality** protested

Migration similar to Great Migration of World War I occurred again during World War II

* African Americans and farmers **moved to industrial North** and **California** to work (California gained 2-million new residents)- **race riots** resulted in 1943
* Chicago and Detroit boomed and new demographics resulted- **Demographics** are statistics that show **where different groups live**
* **Native Americans- left reservations** during the war and never returned
* **Farmers**- **left rural regions** but the U.S. needed more farm production, turning to **new farming techniques**, farm machines, and fertilizers
* Thousands of **Axis prisoners of war** were paid to work on U.S. farms
* U.S. used **Mexican migrant workers** under the ***bracero*** program with Mexico

In the Los Angeles area, racial violence and riots took place against Mexican and Mexican Americans in 1943, in the “**Zoot Suit Riots**.” Zoot suits were the stylish suits with **baggy pants and long jackets** that the Mexican youths wore. **Off duty sailors** were the culprits but police officers arrested the “**zooters**,” who were the victims

**Quick Check**

* Groups A & C: List the sacrifices made by Americans during the war.
* Groups B & D: List and describe the racial and ethnic groups that experienced discrimination during World War II in America.

**Problem 21: Rosie the Riveter**

http://www.artchive.com/artchive/r/rockwell/rockwell\_rosie.jpg

http://archive.ccm.edu/rosie/images/WeCanDoItPoster%5B1%5D.jpg

1. Describe the two versions of Rosie the Riveter. What did Rosie symbolize and represent?
2. Is one more favorable than the other? Explain.

**Problem 22: war Bonds**

https://guides.library.illinoisstate.edu/c.php?g=30457&p=191169

1. Describe two of the war bond images above.
2. How did each appeal to emotions in order to persuade the viewer to buy bonds?
3. How did each appeal to American patriotism? Be specific.

**Lesson 34 Objectives**

**Students will be able to:**

* Explain the Great Deception made by the Allies before the Normandy Invasion;
* Explain the Allied plan for the Normandy Invasion;
* Describe the D-Day Invasion and how the Allies achieved victory and began their march to Paris;
* Explain what Operation Valkyrie was and how it and other plots like it failed at their mission;
* Describe the last Nazi offensive attempt at the Battle of the Bulge and how the Allies won;
* Describe the end for Benito Mussolini and Adolf Hitler;
* Describe the final days of the Allied advance and bombardment of Berlin;
* Explain the U.S. island hopping strategy in the Pacific as well as key battles such as the Battles of Iwo Jima and Okinawa and why they were strategic victories for the U.S.;
* Describe the wartime technological advances made during the war;
* Explain what the Manhattan Project was and how it led to an atomic bomb and the end of the war;
* Explain the ethical dilemma surrounding dropping the atomic bombs and why Truman decided to do so; and
* Describe the final days before Japan surrendered and why it decided to do so.

**D-Day** (p. 609-612)

“**Big Three**,” **Stalin, Chruchill, and FDR**, met at the **Tehran Conference** in Iran in 1943 to plan **Operation Overlord**- **invasion of France** and march toward Germany

**Dwight D. Eisenhower** was **Supreme Allied Commander** in Europe

* British General **Bernard Montgomery** and American General **Omar Bradley** led their respective ground troops
* Landed 21 American divisions and 26 British, Canadian, and Polish divisions on a **50-mile** stretch of **beaches in Normandy, France**
* Fleet was largest ever assembled with more than **4,000 ships** and landing crafts
* Land at five beaches- **Americans at Utah and Omaha**; the **British at Gold and Sword**; and the **Canadians at Juno**

Operation Overlord also included an **elaborate deception**

* Hitler expected action and had good reconnaissance so a massive **fake army** was constructed in **Britain across** the English Channel **from Calais** under the direction of General **George S. Patton**
* **Blow-up** and **cardboard** tanks and planes, and useless ships
* **Fake radio messages** and **dispatches** to deceive the Germans
* Patton was at the **fake headquarters**- Hitler sent top tank divisions to Calais

**June 6, 1944**, **D-Day**, the Allies launched the invasion

* **11,000 planes** flew in to **bomb communication** towers and **roads**
* At **6:30- troops landed** on the five beaches. Resistance was light except **Omaha**
* **Germans were fortified** on cliffs overlooking the beaches with trenches, bunkers, and **pillboxes** with mounted **heavy artillery**.The beaches also had **mines**
* First stepped out there was heavy gunfire
* Within 7-minutes- the Americans effectively took over German positions
* Within 12-hours the Allies landed over **160,000** troops
* **Within a month** the Allies landed more than **one million troops in Normandy**
* By **mid-July**, they approached **Paris** on their push northward toward Germany

**Germany Falls** (p. 612-614)

After D-Day, **Germany was in retreat** on two fronts. In the east, it retreated from the **Soviet** army; in the west and south it retreated from **British**, **Candaians**, & **Americans**

* August 1944- the Allies **liberated Paris**
* Multiple **attempts on Hitler’s life** by his fellow Germans like **Operation Valkyrie**- a **bomb** was left at a meeting but a **heavy oak table saved Hitler**
* **Rommel** planned to oust Hitler but it was **discovered** and he was **forced to** **commit suicide**
* Most Germans saw the situation as hopeless but **Hitler refused to surrender**

In retreat back toward Germany, the Nazis mounted **one final offensive** push in **Belgium- Battle of the Bulge**

* Nazis caught Allies by **surprise** and took several towns
* Despite a **bulge in the American line, Eisenhower** and **Patton’s** troops held
* December 23, 1944- American bombers hit German positions and ground troops pushed the Germans back into Germany
* For their **bravery**- many received **Congressional Medals of Honor**

The End for the Nazis

* January 1945- Soviet Union reached the **Oder River** near Berlin
* April 1945- **Benito Mussolini** tried to escape, was captured, and **assassinated** by the Italian people
* American and British forces crossed the **Rhine River** into Germany and one American regiment reached the **Elbe River**, 50-miles from Berlin
* Hitler maintained Germany would be victorious. He was delirious, paranoid, and heavily addicted to drugs
* April 30, 1945- **Hitler**, his new wife **Eva Braun**, and several Nazi officers **committed suicide in the Fuhrer Bunker under the City of Berlin**
* May 7, 1945- **Germany** officially **surrendered- V-E Day**, Victory in Europe Day
* **FDR died** a few weeks earlier so Vice President, **Harry S. Truman** saw the nation through to final victory

**Atomic Bomb** (p. 614-617)

Pacific- **General Douglas MacArthur** followed the **island hopping campaign**, capturing some Japanese-held islands and ignored others

* Japanese **never broke the U.S. codes of Navajo**-speaking radio operators
* 1944- Pacific fleet **blockaded Japan** & MacArthur fought in the **Philippines**
* Japanese **fought to the death** in every battle and refused to surrender
* Japanese pilots deliberately **crashed planes** into American ships in **kamikaze**

**Iwo Jima**- 650-miles from Japan, fell in March 1945 after 36 days and 23,000 casualties

**Okinawa**- 340-miles from Japan cost 50,000 lives before U.S. took the island in April 1945. From Okinawa, **planes could bomb Japan**’s factories, military bases, & cities

Scientists and engineers on all sides **improved wartime technologies**- faster and better aircraft, ships, weapons, radar, and medicine (**penicillin**). The most significant **megaweapon** was the **atomic bomb**. Luckily, America developed it first

* **Albert Einstein** met with FDR in 1942 about developing atomic weapons
* **FDR secretly approved the Manhattan Project** under Leslie Groves and **J. Robert Oppenheimer** at **Los Alamos, New Mexico**
* First bomb was tested in **Alamogordo, New Mexico** on July 16, 1945 and produced a **mushroom cloud**, its light visible 180-mi, and sound 100-mi away

President **Harry S. Truman knew the ethical issues** but an **invasion of Japan would cost an estimated one-million American lives**

* August 6, 1945- the ***Enola Gay*** dropped an **atomic bomb over Hiroshima**
* Exploded at 8:15- within 2-minutes, **60,000 were dead**, some instantly vaporized
* August 9, 1945- Soviet Union declared war on Japan and U.S. dropped a second **atomic bomb on Nagasaki**, killing **35,000**
* **Emperor Horohito surrendered** on August 15, 1945 and the Allies celebrated Victory in Japan Day, or **V-J Day** on September 2, 1945 on the ***USS Missouri***

**World War II cost 60-million lives, mostly civilians**, and caused devastation to large parts of Europe and Asia

**Problem 23: Atomic Bomb**

Harry S. Truman’s Decision to Use the Atomic Bomb, NPS Article.

https://www.nps.gov/articles/trumanatomicbomb.htm

1. List the pros and cons for each of the four options Truman had.
2. Which option would you have chosen and why? Explain.

**Lesson 35 Objectives**

**Students will be able to:**

* Explain Hitler’s views on race, his belief in Aryan superiority, and Jewish inferiority;
* Explain the steps taken by the Nazis to economically, politically, and legally harm the Jews;
* Describe the steps taken by the Nazis to isolate and physically harm the Jews;
* Explain what the Nuremberg Laws were and what they required in Germany;
* Explain what Kristallnacht was and how it escalated the mistreatment of the Jews in Germany;
* Explain why more Jews were not able to escape from harm and resettle in places like the U.S. before Hitler implemented the Final Solution;
* Explain what the Final Solution was and the groups it targeted;
* Explain the differences between concentration camps and death camps and how the Nazis used slave labor;
* List the groups of people that were persecuted in Nazi Germany;
* Explain who Reinhard Heydrich and the Einsatzgruppen were and what they were tasked with doing;
* Describe the evolution in the method of the mass murder of European Jews undertaken by the Nazis;
* List the six worst death camps and the number of murders completed in each;
* Describe the process of execution at death camps and how that changed over time;
* State how many Jews and others were killed by the Nazis during World War II;
* Explain what actions others took with respect to the Jews during the Holocaust including those who helped the Jews resist neighbors, collaborators, and the Allies; and
* Explain what Allied soldiers encountered when they liberated concentration and death camps and their reactions to what they saw.

**Persecution** (p. 618-619)

One important **Nazi value** was **extreme German nationalism** and **superiority**

* Hitler believed Germans had proven their strength and superiority throughout history and Germany’s **problems were due to “inferior races**” like the **Jews** and **Communists**, tainting German greatness
* Used **Social Darwinism** as a scientific fact and claimed **Aryan** people, the **Germanic, Nordic, and Anglo-Saxon** people, were **superior**
* All other groups were inferior and not welcome in Germany
* **Anti-Semitism** was common- Hitler considered **Jews** to be the **worst “race”** and blamed them for communism, the economy, and defeat in World War I

At first Hitler urged a **boycott of Jewish businesses**. In 1935, the ***Reichstag*** passed the **Nuremberg laws**, **defining who was a Jew**, **depriving** Jews from German **citizenship**, **segregating** Jews, forcing them to follow a **system of identification**, and **prohibiting Jews from marrying non-Jews**

* Nuremberg was the town at the center of Nazism
* Hitler used the press, schools, radio speeches, and the Hitler Youth movement to teach that **Jews were “polluting**” German society and culture
* **Violence and discrimination** against Jews quickly spread

On November 9, 1938, the first large-scale **pogrom against Jews** occurred in what became known as ***Kristallnacht***, or “crystal night” or the “**night of the broken glass**”

* Nazis directed the **vandalism** of over 7,000 Jewish stores, 267 synagogues, and thousands of private houses, often **burning** them to the ground
* Nazi military killed 200 Jews and **deported 30,000 to concentration camps**

Between 1933 and 1937 nearly **130,000 Jews fled Germany and Austria**, including key writers, artists, and scientists like **Albert Einstein**

* Often Jews were **not welcomed by many nations** due to strict **immigration laws** of the Great Depression era and **anti-Semitism**
* For example, only 22 of 900 Jewish refugees who attempted to escape Germany on the *St. Louis* actually escaped; 600 later died in the Holocaust

**Final Solution** (p. 619-621)

“**Final Solution**” to the Jewish question proved to be their **systematic extermination**

* It was **genocide**, or the **willful annihiliation** of a racial, political, or cultural **group**
* **Holocaust**- the **specific genocide** committed against **Jews** during World War II
* First **concentration camp** opened in 1933- a **detention camp** (not designed to kill) to contain **undesirables for slave labor** for the Reich
* **Political opponents, Communists, Jews**, and anyone who spoke against Hitler
* “**Undesirables**”- **Gypsies**, Jehovah’s Witnesses, **homosexuals**, beggars, drunkards, **promiscuous, physically disabled, and mentally ill**
* Prisoners wore **striped clothing with insignias** for their reason for confinement
* Torture, deprivation of food, and physical punishment by individual guards
* **Human experiments** on prisoners- by doctors like **Josef Mengele**.

**Reinhard Heydrich** of the SS was ordered to **coordinate the Final Solution**

* Heydrich created the ***Einsatzgruppen***, to carry out the Final Solution, which originally used **SS and military police** but later used regular police, police in occupied territories, and special **troops in occupied territories**
* Psychologically, murder was difficult to many German soldiers

Mass murder for the Nazis evolved over time

* First- Jews were resettled in **walled-off ghettos** in several large Polish cities like **Warsaw** and **Lodz**. It was cramped, unsanitary, and had little food
* Second- in June 1941, the *Einsatzgruppen* set up **mobile killing units**- the back of vans and **trucks with the exhaust piped in**
* Third- following advancing troops they forced Jews to **dig ditches** and were **executed by firing squad**; the blood spatter and killings disturbed executioners
* Fourth- required **special training** to make executions more efficient, with fewer bullets, and less gruesome- learned the precise shot location
* Finally- in 1942 despite murdering 1-million by then, at the **Wannsee Conference**, Heydrich announced they would **build death camps to maximize** their number of executions

**Quick Check**

* Groups 1 & 3: List the laws the Nazis passed against the Jews.
* Groups 2 & 4: List the stages of the Holocaust, showing how the methods of killing changed to become more efficient over time.

**Death Camps** (p. 620-621)

In addition to concentration camps, several **death camps** were built **in Poland**

* Jews in occupied territories were rounded up, packed into **freight trains**, and **shipped to six major death camps** or extermination centers in Poland:
* **Auschwitz-Birkenau** (**1,100,000** near Kraków); **Treblinka** (**900,000** near Warsaw); **Belzec** (**600,000**); **Sobidor** (200,000); **Chelmno** (200,000); and **Majdanek** (130,000). There were also other minor death camps
* **30%** of arrivals at Auschwitz- to **forced labor** camps or **medical experimentation**, which was the best chance of survival but most starved or worked to death
* **70%** of arrivals at Auschwitz- went directly to **gas chambers for death**
* **Stripped of clothing and valuables** (sorted by slaves), then ushered to **gas chambers** designed to look like **showers**. Once sealed, **Zyklon B, Carbon Monoxide, or Hydrogen Cyanide** was pumped in to **asphyxiate**
* After, Jewish slaves rounded up dead bodies for **processing and cremation**
* Nazis used: human hair for wigs, slippers, and mattresses, and human fat to make into soap

First Jews to die were Polish but eventually, Jews from all over Europe were rounded up and transported by rail to death camps

* **Mussolini protected the Italian Jews** from extermination until his death
* Several other nations under German control also refused to deport their Jews like **Finland, Albania, and Denmark**

Even when the Nazis knew the war was lost, they **continued to exterminate** as many Jews as they could

* **Railways and forced marches continued** from places like Greece, Hungary, Czechoslovakia, and Eastern Europe
* By the end of the war **90**% of the Jews of Germany, Poland, Latvia, Lithuania, and Estonia were dead and over **2/3 of all the Jews in Europe** were dead
* In total, **6-million Jews died during the Holocaust** (3-million in death camps)
* Nazis were responsible for shooting, starving, or overworking **another 10-million non-Jews** including 40% of Europe’s **1-million Roma or Gypsies**

**Resistance & Response** (p. 621-623)

Many **Jews attempted to resist** the Nazis. Friends, strangers, and even government officials tried to **smuggle** Jews to safety

* Many **refused to believe** the death camps existed because of exaggerations during World War I. Many **pretended not to notice** what was happening
* Others were “**collaborators” and actually helped** the Nazis hunt down Jews
* Allies were aware but chose to **focus on ending the war** as their top priority
* Jewish **children** and **mothers** and **elderly** were the first selected for death (1.2-million Jewish children were killed)

U.S. had **rigid immigration laws** from Great Depression and **general anti-Semitism** and **refused to allow immigration of millions of Jewish refugees**

* People underestimated Hitler’s genocidal plans but by the end of **1942 the U.S.** was **aware that Jews** were being **murdered in large numbers**
* 1943- Allies met at **Bermuda Conference** but no concrete actions were taken
* 1944- FDR established the **War Refugee Board** that worked with the **Red Cross** to save thousands of **Eastern European Jews**

As the Allies pushed into Germany and Poland they encountered concentration and death camps and the **emaciated survivors** of those camps

* Seeing the **piles of bodies, hair, jewelry**, and the starving survivors the extent of the Holocaust became real
* After the war Americans were sympathetic to the survivors and immigration opened up in the United States
* Holocaust helped increase support for the creation of an **independent Jewish state** in the Middle East. 1948- President Truman recognized the **State of Israel**
* **Holocaust Memorial** in Washington and in several major cities **honor the memory** of those who were killed and remind everyone to **remain vigilant** in order to prevent a similar tragedy from ever happening in the world again

**Quick Check**

* Groups A & C: List the six worst death camps and the number of executions that occurred in each.
* Groups B & D: List the actions taken with respect to the Jews by non-Jews, collaborators, and the armies of the Allies.

**Problem 24: Holocaust**

The Auschwitz Album- Visual Evidence of the Process Leading to the Mass Murder at Auschwitz-Birkenau, Yad Vashem.

https://www.youtube.com/watch?v=ATQp8rFXRkg

1. Describe the process used by the Nazis in transporting and processing Jews at Auschwitz.
2. Aside from the killing itself, what was the most disturbing aspect of the process described? Explain.

**Problem 25: Auschwitz**

The Unbearable Lightness of Being a Nazi, 2008.

https://www.youtube.com/watch?v=jUvcmGbtHWA

1. Are those who worked at Auschwitz but did not take place in the actual act of extermination as guilty as those who directly participated?
2. How could human beings act happy and normal when mass killing was taking place just steps away?
3. Reflect on the photographs you just saw.

**Lesson 36 Objectives**

**Students will be able to:**

* Describe the decisions made by the Big Three at the Yalta Conference;
* Describe the decisions made by the Allies at the Potsdam Conference;
* Explain how the Allies planned to divide post-war Germany and Berlin;
* Explain the changes that took place after the war in Poland, China, Japan, and Eastern Europe;
* Explain what World War II did to change European imperialism and why;
* Describe how and why the U.S. and U.S.S.R. worked together to finish the war but emerged as two opposing superpowers;
* Describe the economic agreements made at the Bretton Woods Conference;
* Describe what the United Nations was and the role it was designed to play in international affairs after World War II;
* Explain what the U.N. Security Council was and which nations held the most power; and
* Explain why and how the Nuremberg Trials took place and what they proved.

**Post-War World** (p. 624-626)

February 1945- the **“Big Three,” Roosevelt, Churchill, and Stalin, met at the Yalta Conference** on the Black Sea to focus on **military strategy** to reach final victory in the war and also what to do about the nations liberated by the Soviet Union

* **Poland, Bulgaria, and Romania** would be permitted to hold **free elections** but Stalin later went back on his promise

July 1945- the U.S., Great Britain, and U.S.S.R. met in the Berlin suburb of **Potsdam**

* FDR was dead so **Harry S. Truman represented the U.S., Clement Atlee was the new British Prime Minister**. The two men met with **Stalin**
* Truman was far less trusting of Stalin than FDR and continued to push for free elections in Eastern Europe after the war
* **Divide post-war Germany into four occupied zones**: the American, British, French, and Soviet zones
* **Free elections in Poland** and the right of the **Soviet** right to **claim war reparations** from the German sector
* Stalin reaffirmed his promise at Yalta for **U.S.S.R. to declare war against Japan**

When World War II finally ended, **boundaries** of many countries like Poland, Germany, and those in Eastern Europe changed

* Some countries experienced complete **political changes**, several falling under the influence of the **Soviet Union and Communism**
* **China resumed its civil war** between the Communists and Nationalists
* **Japan** fell under the **military occupation of the U.S.**
* Ended European domination of the world. **Imperialism** was finally c**oming to an end** in Africa, Asia, the Middle East, and the Americas
* The actions of Germany and Japan made the **evils of imperialism** clear and nations that had been controlled by Europe began to take individual **steps toward independence**
* The **U.S. and U.S.S.R.** stepped into the **power vacuum** left behind and became the **two great superpowers** of the twentieth century. America emerged from the war as the strongest industrial, military, and economic power in the world

**War Crimes & United Nations** (p. 626-629)

1944- at **Bretton Woods, New Hampshire**, the U.S. helped establish the **International Monetary Fund** (IMF) and **World Bank** to promote **global economic stability**

* World **currencies tied** to the **American dollar** but only indirectly to gold
* **General Agreement on Tariffs and Trade** (**GATT**) (1947)- to promote **international trade by maintaining low tariffs** worldwide. GATT was replaced by the **World Trade Organization** (WTO) in 1995. The result was increased world trade and competition.

**United Nations**- replaced League of Nations. This time the U.S. played a critical role

* 1945- delegates from 50 nations met in San Francisco to write the **charter**
* **General Assembly** includes all member nations but the five major Allies, the U.S., U.S.S.R., Great Britain, France, and China are **permanent members** of the **Security Council** each with absolute **veto power** (10 rotate with 2-year terms)
* **Eleanor Roosevelt** represented the U.S. in the U.N., headed the Commission on Human Rights, and **guided drafting of the Universal Declaration of Human Rights**, guaranteeing every human in the world certain important rights

**Nuremberg Trials**- **War crimes trials** were held against key Nazis for the Holocaust

* Held in Nuremberg, Germany, the former epicenter of the Nazi Party for violations of the **Geneva Convention** on the **treatment** of **wounded and prisoners of war**
* They claimed they were following orders, but American Prosecutor **Robert Jackson** earned convictions for many key Nazi officials
* 12 defendants were **hanged** (including Joachim von Ribbentrop, Hans Frank, Alfred Rosenberg, and Julius Streicher). **Hermann Goering** escaped hanging by **committing suicide**. Three received life imprisonment.
* Similar trials were held against **key Japanese officials** for crimes and atrocities in China, Korea, and Southeast Asia and mistreating and torturing prisoners of war Hundreds were condemned to death including **Prime Minister Hideki Tojo**

**America became the champion of democracy**. Few Americans called for a policy of isolationism following the war, they understood America’s global responsibilities

**Problem 26: Human Rights**

Universal Declaration of Human Rights, United Nations, Paris, December 10, 1948.

https://www.un.org/en/universal-declaration-human-rights/

1. What are the three most important rights guaranteed by the UDHR and why?
2. If there is a conflict between the rights listed above and a religion or culture- how should that be handled? In other words, could the right be withheld even though it is in the UDHR?
3. If you had to give up three of the articles above, which three would you choose and why?

**Lesson 37 Objectives**

**Students will be able to:**

* Explain the challenges faced by the U.S. military during World War II after watching a movie depiction.

**Lesson 38 Objectives**

**Students will be able to:**

* Describe the differences between the U.S. and U.S.S.R. politically, economically, and in terms of freedoms for citizens;
* Explain how Eastern Europe was organized after World War II and how it differed from previous arrangements made at Yalta and Potsdam;
* Explain what the “iron curtain” was and what it symbolized;
* Describe Harry S. Truman’s background and what type of world leader he was;
* Describe the U.S. position with respect to Communist Movements in the world and particularly in Greece and Turkey;
* Explain the Truman Doctrine and what it meant for the Cold War;
* Explain the containment plan of George F. Kennan;
* Explain the Marshall Plan and why it was critical for the democracies of Europe and the U.S.;
* Describe the tensions that existed between the East and West Germans;
* Explain what the Berlin Airlift was and why it was necessary;
* Describe what NATO and the Warsaw Pact were, why they were formed, and what their goals were;
* Summarize the events of China’s Civil War and Taiwan became a democracy and China became Communist;
* Explain the major events of the Korean War and what America’s response was to the invasion of South Korea by the North Koreans;
* Describe the tensions between MacArthur and Truman during the Korean War and how it could have turned into an atomic war; and
* Explain the conclusion of the Korean War and the precedents surrounding presidential power that were set for future American wars and conflicts.

**Soviet Challenge** (p. 636-638)

During World War II, the U.S. and U.S.S.R. were united only in defeating Nazi Germany Other than that, they couldn’t have been more different

* **U.S.** was a **democracy** with **freedoms and rights** to its citizens, **private property**, and a **capitalist economy**
* **U.S.S.R.** was a **Communist dictatorship** where the state made all decisions, people could **not own private property**, and did **not enjoy basic rights**, freedoms, or freedom of religious worship
* **Yalta Conference** (1945)- how will lands liberated by U.S.S.R. be governed
* Stalin promised “**representative” governments** with **free elections** but after the war, the **Red Army did not leave**
* **Poland, Czechoslovakia, Hungary, Romania, Bulgaria, and East Germany became satellite states controlled by the U.S.S.R.**
* **Potsdam Conference**- Stalin went back on his Yalta promises
* President Truman saw the U.S.S.R. as the new enemy, bent on world conquest
* 1946- **rivalry between the U.S. and U.S.S.R.** began; the **Cold War** was on
* Winston Churchill said “an **iron curtain** has descended across the Continent”
* Truman and Churchill believed Stalin wanted to **spread Communism** to **Western Europe** and **East Asia** as well as Eastern Europe

**Harry S. Truman** was a **farmer from Missouri** and too **poor** to attend college

* Fought in France during World War I and launched political career after returning
* Truman valued **honesty, integrity, and hard work** but also made tough decisions, famously stating, “the **buck stops here**”

A number of nations struggled against **communist movements** supported by U.S.S.R.

* **U.S. sent financial aid to Greece and Turkey** that amounted to $400-million
* **Truman Doctrine** (1947) Truman- America needs “**to support free peoples who are resisting attempted subjugation** by armed minorities or by outside pressures”
* He warned against isolationism and America’s **moral responsibility to protect worldwide democracy** against the evils of Communism
* Feared if one country fell to Communism, the neighboring countries would too

**Containment** (p. 639-641)

American diplomat **George F. Kennan** outlined his plan for containment in 1947

* **Containment**- policy of **keeping Communism contained** within its existing borders but to **prevent its further spread**
* Kennan believed Stalin wanted to expand but would not risk national **security**
* Containment would require a full economic, political and military commitment

For containment to work, America had to **solidify allegiance with democratic allies**

* Europe faced shortages of food, fuel, and medical supplies
* Secretary of State **George C. Marshall** announced the **Marshall Plan**- **$13-billion in grants and loans** to Western European to **rebuild infrastructure, factories, buildings**, and homes and restart **economic growth**
* Also stimulated the American economy and ensured a good working relationship

Cold War conflict in Germany

* American, British, and French occupied zones of Germany united in 1949, to create the **Federal Republic of Germany** (**West Germany**), a **democracy**
* **German Democratic Republic** (**East Germany**)- the **Communist** Soviet zone
* **City of Berlin**, well within East Germany was **split** between the Allied Powers into **democratic West Berlin** and **Communist East Berlin**
* West Berlin- haven of prosperity, democracy, and free market capitalism
* **U.S.S.R. closed the border** and shut down rail, water, and highway access to **democratic West Berlin**, hoping the Allies to give it the **entire city**
* **Berlin Airlift**- U.S. and Britain **dropped food, fuel, medicine, supplies**, **clothing**, and even toys to the West Berliners from planes

**European democracies** formed the **North Atlantic Treaty Organization** (**NATO**) in 1949

* Collective **security military alliance** to counter further Soviet expansion
* “An armed attack against one or more of them...shall be considered an attack against all of them”
* **Soviet Union formed a rival military alliance** of Communist states called the **Warsaw Pact**. All nations of Eastern Europe except for Yugoslavia joined

**Communist China** (p. 642-643)

**Chinese Nationalist-Communist Alliance** in 1921 meant the **Chinese Communist Party and the Nationalist Party united** to drive out **imperialist powers** from China including the invading **Japanese**

* 1925- General **Chiang Kai-Shek**, leader of the Nationalists, grew suspicious of the Communists, and **ended the alliance** with the 1927 **Shanghai-Massacre**
* 1928- Chiang Kai-Shek founded a **new Chinese Republic** at **Nanjing** and worked to unite China. Japan was a threat but the Communists were worse

The **Communists** began to **re-group under Mao Zedong** and most fled to the mountains with him and **formed the People’s Liberation Army**

* Fought using guerilla tactics and sabotage
* Communists began a **year-long journey** to northern China called “**The Long March**,” but only 9,000 of the original 90,000 revolutionaries made it

**Chiang Kai-Shek** now ruled China, 80% of which were agricultural peasants

* **Westernized** and **industrialized** the cities in a way that **meshed with Confucian values** of hard work, obedience, and integrity
* **Minimized** excessive **individualism** and **material greed** of Western capitalism
* China’s roads, railroads, education, factories, and banking all improved
* But the **government was repressive**. It suppressed all opposition, censored free expression, and failed to redistribute the wealth of China

U.S.S.R. supported Mao and U.S. sent several billions of dollars to aid the Nationalists

* While **masses** of Chinese people faced **starvation,** several **corrupt Nationalist leaders stole** the American aid money
* More Chinese began to support Mao
* 1949- Chiang Kai-Shek fled China and took control of the Island of **Taiwan**
* The rest of **China became the People’s Republic of China**, a **Communist** nation, under the control of Chairman Mao. The world’s most populous nation became a Communist regime and remains so even today

**Korean War** (p. 643-646)

After the Allies defeated Japan, **Korea was divided** into two nations divided by the **38th Parallel**, the **Communist North Korea** and the **democratic South Korea**

* 1949- U.S. withdrew its military presence in South Korea
* June 25, 1950- 90,000 **North Korean troops invaded the South**, armed with **tanks and Soviet weapons** to take the South Korean capital of Seoul
* **Truman sent aid** to South Korea, which the **U.N. Security Council** supported (U.S.S.R. did not veto it because it boycotted the Security Council for recognizing the government in Taiwan instead of the Communist People’s Republic of China)

**Truman ordered troops** from Japan to Korea **without a declaration of war**

* Unprepared and undersupplied, U.S. troops **retreated** to the City of **Pusan**
* September 1950- General **Douglas MacArthur** plan was a **surprise attack at** the **port of Inchon**, deep in enemy-controlled territory- it worked
* October 1950- **North Korean forces were driven back** north of the 38th Parallel
* **China warned the U.S.** to stay away from its border but the U.S. pushed into North Korea to unite the nation in democracy
* When U.S. troops reached the **Chinese border**, it unleashed **300,000 troops**

December 1950- **MacArthur called for 34 atomic bombs** to reach a total victory

* **Truman refused** and MacArthur sent letters to Congressmen **criticizing** Truman’s policy of a **limited war instead of total victory**
* Truman **fired MacArthur** and rejected the use of atomic bombs in the war

1953- Korean War was a **stalemate near the 38th Parallel**. In the **Election of 1952**, **Dwight D. Eisenhower promised to end the war**

* In 1953- President Eisenhower **considered** using **nuclear weapons** to end the war
* The **death of Stalin** in 1953 and the **threat of nuclear war** led to a **cease-fire**
* Korean War ended just like it had begun, with a democratic South Korea and a Communist North Korea, but it set precedents: President using **troops** abroad **without a declaration of war** and the **idea of a domino theory**

**Quick Check**

* Groups 1 & 3: In order, list the key events in the Chinese Civil War.
* Groups 2 & 4: In order, list the key events in the Korean War.

**Problem 27: Iron Curtain**

Winston Churchill, The Sinews of Peace, Fulton Missouri, March 5, 1946.

https://winstonchurchill.org/resources/speeches/1946-1963-elder-statesman/the-sinews-of-peace/

1. How does Churchill describe the nations behind the “iron curtain”?
2. What is the challenge Western nations face according to Churchill?
3. What is the solution according to Churchill?

**Problem 28: Truman Doctrine**

Harry S. Truman, The Truman Doctrine, March 12, 1947 delivered before a Joint Session of Congress.

https://www.americanrhetoric.com/speeches/harrystrumantrumandoctrine.html

1. According to Truman, what role should the U.S. play in international affairs when it comes to Communist Movements?
2. Why does Truman believe there should be such an American duty?
3. What is the danger to the U.S. in following the Truman Doctrine? Explain.

**Lesson 39 Objectives**

**Students will be able to:**

* Explain the chronology of the development of the atomic and hydrogen bombs by the U.S. and U.S.S.R.;
* Explain how and why an arms race developed after World War II between the U.S. and U.S.S.R.;
* Explain the concept of deterrence and theoretically how a build up of arms prevented nuclear war;
* Explain the domino theory and Eisenhower’s belief in brinkmanship;
* Describe the goals of Eisenhower, Khrushchev, and the opportunity seen by Eastern European nations after the death of Stalin;
* Describe the results of protest in Poland and Hungary;
* Explain what happened in the Suez Crisis and how it almost led to nuclear war;
* Explain how Eisenhower used and set the precedent for using the CIA in Cold War covert operations;
* Explain how the Second Red Scare came about and the laws and agencies used to combat Communist infiltration in the U.S.;
* Describe the investigations conducted by the House on Un-American Activities Committee and what an accusation meant to an individual;
* Describe the deprivation of First Amendment rights that occurred during the Red Scare and the paranoid that existed in America;
* Describe what happened in the Alger Hiss and Rosenberg investigations and what they meant to America;
* Explain who Senator Joseph McCarthy was and what he did to amplify the Red Scare; and
* Explain how the Red Scare fizzled out after McCarthy’s hearings were televised and why.

**Nuclear Arms Race** (p. 647-649)

September 2, 1949- **Soviet Union tested an atomic bomb in Siberia**. Next month- **China fell to Communism**. The world instantly became a much scarier place

* October 1949- Truman ordered the **Atomic Energy Commission** to produce a **hydrogen bomb 1,000 times more powerful** than an atomic bomb
* Robert Oppenheimer and Albert Einstein opposed this **perpetual arms race**
* 1952- U.S. tested a **hydrogen bomb** in Nevada desert
* 1953- Soviets tested their hydrogen bomb
* All new nuclear tests emitted **radioactive waste in the atmosphere**
* 1950s to 1990s- U.S. and U.S.S.R. continued to test new and powerful weapons and **arm planes, submarines, and missiles with nuclear warheads**
* **Deterrence**- by **building up an overwhelming threat of force**, **neither** side would dare **use it**, lest there be a **mutually assured destruction** for all

Eisenhower’s Secretary of State **John Foster Dulles** believed if one nation fell to Communism it would cause a “**domino effect**” in the region

* Eisenhower and Dulles agreed with Truman and his Secretary of State Dean Acheson that spread of **Communism was the greatest threat** to the free world
* But **disagreed** that U.S. should be dragged into **every regional conflict**

**Eisenhower’s approach** was not to send troops all over the world; it was to **stockpile nuclear weapons** and **military planes, subs, and missiles**

* If a new war erupted, Ike was convinced it would be a nuclear war
* He hoped his buildup would provide a “**bigger bang for the buck**”
* 1954- Dulles announced the **policy of massive retaliation**, a policy of **threatening to use massive force** in response to aggression
* **Brinkmanship**- only by **going to the brink of war** could the U.S. prevent future Soviet aggression, to **prove how serious** we were
* 1953- Stalin died; after a brief power struggle, the **new Soviet leader was Nikita Khrushchev**, who met with Eisenhower in 1955- hope for a peaceful coexistence

**International Cold War Conflicts** (p. 650-652)

**Nikita Khrushchev** wanted a **peaceful coexistence**. Dulles and **Eisenhower** wanted to “**roll back**” Communist borders. People behind “**iron curtain” resisted** with revolts

* 1956- **workers in Poland rioted against Soveit rule**, demanding more self-government. Because Poland would remain Communist and in the **Warsaw Pact**, the Soviets granted **more local power**
* **Hungarian students and workers** organized huge demonstrations, **demanding** democratic parties, removal of Soviet troops, essentially **independence**. Khrushchev **rolled in Soviet tanks and troops** to stop the Hungarian Revolution
* U.S. watched but declined using nuclear weapons. Conflict resurfaced in a 1956 Olympic **water polo match** that ended violently- “**blood in the water match**”

1956- **Gamal Abdel Nasser of Egypt** used Cold War tensions in building **Suez Canal**

* U.S. and Great Britain agreed to fund the project but pulled their funding when **Nasser recognized** the People’s Republic of **China and met with Soviet Union**
* Nasser then nationalized the Canal (putting under government control), which threatened the flow of goods from the Middle East to Europe, including oil
* **British, French, and Israeli force** was assembled- the **Suez Crisis** was an excuse **to seize back** control of the Suez Canal
* **Eisenhower refused** to support it, they backed down, and **Egypt kept its Canal**
* **Eisenhower Doctrine** (1957 speech)- **U.S. would use force to help any Middle Eastern nation threatened by Communism**

Eisenhower used the **Central Intelligence Agency** (**CIA**) against Communism in orchestrating **covert, or secret operations** to protect American interests

* 1953- CIA was used to install a new **pro-American government in Iran**
* 1954- CIA completed a similar mission in **Guatemala**

**Space** became the new frontier in the fight against Communism in the 1950s

* October 1957- **Soviet Union launched Sputnik 1** and a second larger satellite
* Congress approved **$1-billion science education** program **and created NASA** (National Aeronautics and Space Administration)

**Quick Check**

* Groups A & C: List the beliefs of Eisenhower and Dulles concerning the buildup of nuclear arms.
* Groups B & D: State what happened with regards to the Cold War in Poland, Hungary, and Egypt and then what the U.S.S.R and U.S. each did in response.

**Second Red Scare** (p. 653-656)

**News and popular culture** of the 1950s reflected a “**West versus East**,” “Democracy versus Totalitarianism,” and “Capitalism versus Communism” mindset. It also created a **paranoia** that **Communism was working to destroy American life**

* **Red Scare**- Truman’s Attorney General, **J. Howard McGrath, warned that Communists “are everywhere**- in factories, offices, butcher stores, on street corners, and private business. And each carries in himself the death of our society.” Fear was blown **out of proportion**
* Fear included Communists in the U.S. **government, trying to end democracy**
* To ease fears, Truman authorized **Federal Employee Loyalty Program**, allowing **FBI background checks** to detect potential disloyalty for employees
* Resulted in 3,000 dismissals and resignations
* Attorney General- order to make **lists of “totalitarian, fascist, or subversive organizations”** and **members** were labeled **“security risks”**
* **Smith Act** (1940s) was now used to combat Communism- **prohibited teaching or advocating** for the violent **overthrow** of the U.S. government

**House Un-American Activities Committee** (HUAC)- in **1938, investigated** subversive activities by **fascists**, in **1947** investigated suspected **Communists**

* Investigations probed the **government, military, unions, education, science, newspapers**, and other areas
* Especially left-wing writers, directors, and producers- the **Hollywood Ten**
* **Hollywood circulated blacklists**- people who should not be hired because of ties to Communism

The social atmosphere in America was toxic. People accused one another of suspicious activities, leading to **fear, anxiety, and paranoia**

* **Restriction of freedom of speech** and many Americans **wrongfully lost their jobs** in the hysteria due to unfounded or false accusations and fear
* Nobody was above suspicion. When real spies were uncovered, the paranoia only intensified

**McCarthyism** (p. 656-658)

**Alger Hiss** was educated at John Hopkins University and Harvard Law School, worked on **several New Deal agencies**, and even helped **organize the U.N.**

* A former **Communist named Whittaker Chambers** testified before the HUAC, **naming Hiss as a contact** in the government
* **Hiss denied** everything, even knowing Chambers
* Congressman Richard **Nixon pressed Hiss** and eventually his **story unraveled**
* Hiss- **convicted** of perjury but if someone as influential as Hiss was a **Communist agent, really anyone could be**

Some even believed that Americans had **sold atomic secrets to the Soviets like Ethel and Julius Rosenberg** in 1950

* Entire case based on the **testimony of a confessed spy**
* Rosenbergs argued it was because they were **Jewish** and held unpopular beliefs
* Convicted and **executed by electrocution** in 1953
* 1995- government released **Venona Papers**- intercepted in 1940s, listed **names of Soviet spies** including the **Rosenbergs, Hiss, and others** investigated

1950, Wisconsin **Senator Joseph R. McCarthy** made a speech, **waived a piece of paper**, claimed to have names of **205 Communists in the State Department**

* Next several months, McCarthy back-peddled and changed his numbers
* Probably a **reelection stunt** but his words **terrified Americans**
* **McCarthyism**- **extreme, irresponsible, and reckless charges** against people plagued the nation for **four-years**
* Changes were often **baseless and could not be proven**
* McCarthy- **chairman of an investigations subcommittee** but a mere accusation by McCarthy led to the loss of jobs and destroyed reputations
* If McCarthy was caught in a lie, he told another and brought another case
* 1954- McCarthy began accusing **officials in the army** of ties to Communism
* Senate started **televising the trials** and people saw McCarthy’s **bullying tactics, badgering witnesses, and twisting of truth**
* Mid-June 1954- America saw McCarthy as a **power-hungry** and **destructive** man and the **Senate censured** him and the threat of the Red Scare diminished

**Quick Check**

* Groups 1 & 3: List the steps taken by the federal government to investigate and prevent infiltration by Communists in the U.S.
* Groups 2 & 4: List who the following people were and what their role was during the Red Scare: Alger Hiss; Ethel and Julius Rosenberg; and Joseph McCarthy.

**Problem 29: Eisenhower Doctrine**

Dwight D. Eisenhower, The Eisenhower Doctrine, January 5, 1957 delivered before a Joint Session of Congress.

https://millercenter.org/the-presidency/presidential-speeches/january-5-1957-eisenhower-doctrine

1. According to Eisenhower, what role should the U.S. play in international affairs when it comes to Communist Movements?
2. Why does Eisenhower believe there should be such an American duty?
3. What is the danger to the U.S. in following the Eisenhower Doctrine? Explain.

**Problem 30: McCarthy**

Joseph McCarthy, Enemies from Within Speech at Ohio County Women’s Republican Meeting in Wheeling, West Virginia, February 9, 1950. http://historymatters.gmu.edu/d/6456

1. According to Senator McCarthy, what is the challenge facing the nation?
2. Why do you suppose McCarthy would choose to announce such a significant accusation at a very minor speaking event- the Republican Women’s Meeting in a town in West Virginia? Hypothesize as to the possible motivations?

**Lesson 40 Objectives**

**Students will be able to:**

* Explain how World War II positively impacted the American economy and the programs for veterans that the government made available to the returning troops;
* Explain what the baby boom was and why it occurred after World War II;
* Explain the economics of supply and demand and how pent up demand increased the sale of consumer goods after World War II and why;
* Explain how free enterprise capitalism led to new technological advancements and a higher standard of living;
* Explain what the Sunbelt was, what made life in the Sunbelt better in the Fifties, and why there was a population shift and migration to the Sunbelt at that time;
* Describe the post-war shift in America to a post-industrial and service-oriented society;
* Explain the roles of franchises, multinational corporations, and business in general in the Fifties;
* Explain the domestic issues facing Truman after World War II and what he attempted to do in response;
* Describe the four-way Election of 1948, the Whistle-stop Campaign, and how Truman pulled off the greatest political upset of the century;
* Explain what Truman’s attempted Fair Deal was and why it failed; and
* Describe who Eisenhower was and why he was so popular in 1952.

**Prosperity of the Fifties** (p. 659-661)

Wartime production during World War II pulled America **out of the Great Depression**

* **During war**- people were **employed** and American factories pumped out an endless supply of **products to support the war**
* **End of the war**- the government canceled its **defense contracts** and millions of defense workers lost their jobs
* Truman began **demobilization**, or **sending home** members of the **military, and transitioning** the economy and social life to a **peacetime mode**
* **GI Bill of Rights**- granted veterans a variety of benefits like a year of **unemployment pay, financial aid for college, and government loans** to build **homes** or start **businesses**
* Veterans married and **had children very quickly** resulting in a **baby boom**
* Peak of the baby boom, in 1957, 4.3-million babies were born
* 1940 to 1955- U.S. **population increased 27%** from 130-million to 165-million

**End of the war**- government **stopped rationing** and **price controls**. Despite increased prices, people **rushed to buy consumer goods** they couldn’t buy during the war

* Due to a **low supply and high demand**- **prices skyrocketed**
* As demand soared, companies hired **more employees**
* People had **money to spend** on more products
* Fifties- U.S. economy was in a **boom cycle- more businesses, more employees, more products, more profits, and more investments**
* U.S. had 6% of world’s population but produced 50% of world’s products

**Free enterprise** allowed Americans to enjoy a higher **standard of living**. They also enjoyed new **technological advances and products**

* New machines in farming and manufacturing and the invention of computers led to higher **productivity**- the **rate goods are produced** or services performed
* Cold War spending helped the economy and **new materials** were invented like **plastics** and new light **metal alloys**

**Sunbelt** (p. 661-664)

**Sunbelt** was the name given to the **southern and western states**. Cities like **Houston** and **Los Angeles** began to emerge as the **megacities** they are today due to **rapid migration**. Besides the nice **climate**, the Sunbelt saw **booming industry** in the 1950s

* Many **new technologies** moved to Sunbelt like **aerospace** and **electronics**
* **Air conditioning** made life more comfortable
* **Cubans**- **fled Communist regime of Fidel Castro**, resettling in Miami, Florida
* **Mexican immigrants**- moved to **cities** like Los Angeles, El Paso, and Phoenix
* Sunbelt areas **increased representation** in government due to **higher populations**- California & Texas took seats from North and Midwest states
* Downsides to rapid growth- traffic jams, smog, water shortages, and pollution

Fifties- U.S. was a **Post-Industrial** nation with **more people employed in the service sector**. Service jobs included **healthcare, law, retail, banking, insurance, etc.**

* Information industries, boomed including **computers**
* **ENIAC**- one of the **first computers**, had the power of today’s desktop computer but took up three basketball courts
* **Some tasks** became **automated** and the standard of living increased

U.S. **Business in the Fifties**

* 1940-1960- number of **employed women doubled**, added to husband’s income
* 1960 only one in ten American families lived on farms- **farming automated**
* **Franchise businesses**- **national company with retail outlets across the country**
* Rely upon a certain level of **quality** or **sameness** but some **criticized for lacking** **originality** and making America “bland” and “boring”
* 1948- Richard and Maurice McDonald- **McDonald’s**- emphasize efficiency, low prices, high volume, and quick service
* **Multinational corporations**- produced and sold their **goods and services all over the world**: General Motors, General Electric, IBM, and Coca Cola
* AFL and CIO united in 1955, forming the **AFL-CIO** and enjoyed a good deal of political influence, especially within the Democratic Party

**Truman & Eisenhower** (p. 664-666)

Harry S. Truman’s first task was **finishing the war**. Next there were domestic issues

* **War between labor unions** and a combative **pro-business Republicans**
* Business owners **didn’t increase wages** at inflationary levels leading to **strikes**
* **Taft-Hartley Act**- restricted labor unions and allowed businesses to **hire non-union workers**. Truman vetoed it but Congress overrode his veto
* Truman addressed **race issues** and didn’t care if he lost Southern support
* **Congress refused** to pass any major **race laws** until the late 1950s but Truman **desegregated the military**

The Election of 1948 was a Four-Way Race

* Southern Democrats formed a new political party to **oppose civil rights reform** called the **States’ Rights Party**. South Carolina Governor **Strom Thurmond** was the presidential candidate in 1948
* **Henry Wallace** disagreed with Truman over **foreign policy** issues and became the candidate of a new **Progressive Party**
* **Republicans** nominated **Thomas Dewey** of New York and was **pro-business**
* Truman went on a **Whistle Stop Campaign**, travelling 31,000 miles and giving 300 speeches in a few weeks. Supporters yelled out “**Give ‘em hell, Harry!**” as he criticized the do-nothing Congress
* **Truman narrowly won** the election in the political upset of the century
* Truman’s **Fair Deal**- plan to strengthen New Deal reforms and establish new programs like national health insurance. Most ideas were **blocked in Congress**
* In 1952- Truman did not seek reelection

**Election of 1952**, Republican **Dwight D. Eisenhower** was so popular that both the Democrats and Republicans wanted him to be their presidential candidate

* People loved Eisenhower, who went by “**Ike**,” and ran as a **Republican**
* His **Democratic** opponent, **Adlai Stevenson** did not appeal to many
* People loved Ike for his military success, though he was not a politician and they couldn’t be certain how he would lead the nation
* **Eisenhower proved to be a moderate**- keeping a balance between liberals and conservatives. He started the **interstate highway** system and funded **education**

**Quick Check**

* Groups A & C: List the four presidential candidates in 1948, their political party, and what they stood for.
* Groups B & D: List the causes and effects of the growth of the Sunbelt.

**Problem 31: Rebel Without A Cause**

https://www.youtube.com/watch?v=OqGDruqXV5g

1. Describe the family scene at the beginning of the clip. How is the Fifties family portrayed?
2. Describe the group of teenagers that pull up in the car. What are they doing, how are they acting, and in what ways do their actions conflict with the expectations of the Fifties?
3. After this three minute clip- predict the conflict and challenges facing Jim (the main character). In the end, what path will he take?

**Lesson 41 Objectives**

**Students will be able to:**

* Explain why middle-class Americans moved to the suburbs in the Fifties and what Leavittowns were;
* Explain why Eisenhower’s interstate highway system was so important in the Fifties and how American became a car-culture;
* Explain how the radio, television, and business advertisement impacted consumerism;
* Describe the “ideal” Fifties family and why that was ideal according to experts;
* Describe the religious revivals of the Fifties and how advances in medicine impacted life;
* Describe the changes in education that took place in the Fifties, including the science push;
* List the important television shows of the Fifties and the messages they sent to American society;
* Explain how the television allowed America to develop a mass national culture;
* Explain how teenagers and others felt consumerism and conformity felt phony and the Beatniks rebelled against society;
* Describe the development and evolution that created Rock-and-Roll, including the R&B roots;
* List the key Rock-and-Roll musicians and how Elvis transformed music;
* Explain the problems facing American society in the Fifties including the urban to suburban population shifts of the middle class and what that meant for cities; and
* Describe the challenges faced by the rural poor, Puerto Ricans, Mexican migrants, and Native Americans in the Fifties.

**Suburbs** (p. 667-669)

1940-1960- **40-million** Americans moved to the **suburbs**

* Shortage in urban housing and post-war construction boom led to mass production of homes and suburban development
* **William Leavitt** in New York figured out **efficient mass production of suburban homes** (one house per week). “**Levittowns**“ suburbs across the U.S.
* Suburbs were possible due to highways, GI Bill, FHA, and low interest loans
* **Self-sufficient communities** with religious, shopping, & entertainment

1953- President **Eisenhower** authorized **federally funded highways** and signed the **Interstate Highway Act** (1956) authorizing **41,000 miles of highways**

* Carried the growing traffic and boosted economic prosperity
* **Eased commutes** and facilitated **travel** to parks, beaches, and entertainment
* Walt Disney- helped family leisure with **Disneyland in California in 1955**
* Fifties shifted America to a **car culture**. 1945- 26-million cars registered in the U.S, which jumped to **60-million by 1960**
* Even suburbanites who took commuter trains to work needed cars for shopping malls, drive through fast food, and drive-in movies

Fifties- wave of **consumerism**- **buying as much stuff as possible**. A lot was **bought on credit** but generally Americans also had more disposable income

* Median or **average family income rose** from $3,319 to $5,417
* Advertising **slogans and marketing** made people believe that they needed the **newest and latest gadgets**, home appliances, and televisions
* 1946- produced 6,000 **televisions**; by **1953 it was 7-million**
* **1960- 90% of all homes** had a **television**
* Americans bought electric washing machines, dryers, refrigerators, and ranges
* **Shopping- new pastime** and supermarkets and shopping centers popped up all over suburbia. It all worked to increase the **standard of living**

**Fifties Families** (p. 669-671)

After the war, many **women returned** to their lives as **homemakers**. The new **ideal family** consisted of a **male “breadwinner” and a housewife** to rear the children

* **Social pressures** dissuaded women from working outside of the home
* **Nuclear family**- the backbone of American society- mother, father, and children
* Experts- it required women to embrace the role of homemaker
* **Television shows and movies reinforced** these ideas

**Baby boom** family life **focused around the children** and many people read **Dr. Spock’s *Common Sense Book of Baby and Child Care***, learning how to raise

* Emphasized **comforting** and **loving** one’s children, and **spoiling**
* Amount of money spent on children’s toys increased dramatically
* As teens- wanted more expensive items like record players, televisions, and cameras

The Fifties also featured a **religious revival** in America

* **Evangelist Billy Graham** attracted millions of Americans to **revivals** that he held around the nation
* Roman Catholic Bishop Fulton Sheen **televised Catholic masses**
* **Religious words were added** to our national identity with “**In God We Trust**” on the dollar bill and “**under God**” added to the Pledge of Allegiance
* These were in stark contrast to the atheist beliefs of Communism.

Americans also benefited from **advances in medicine** during the Fifties

* Dr. Jonas Salk improved upon a **polo vaccine** to the point that the disease was nearly eliminated by 1960
* **Antibiotics like penicillin** widely used to help control numerous **infectious diseases caused by bacteria** like whooping cough and tuberculosis
* People born after 1946 had a **longer life expectancy**

**Education & Television** (p. 671-673)

1950s- **more people attended college** leading to **better economic productivity**. Most states passed laws guaranteeing young people an **education in public schools** through **twelfth grade**

* Most education funding- **state and local taxes**; people called for **federal money**
* **National Defense Education Act**- providing $1-billion for education and **especially science** education to compete with Soviets
* 1954- the Supreme Court declared that **segregated schools unconstitutional** in ***Brown v. Board of Education*** *of Topeka*.
* **California Master Plan**- model in **higher education**- called for **three levels**: research universities, state colleges, and community colleges

**Televisions** transformed America as the key mode of **communication & entertainment**

* 1960- movie theater attendance decreased as more people **stayed home and watched the television** instead
* Baby-boom children **rushed home from school to watch shows** like ***Howdy Doody***, the ***Mickey Mouse Club***, cartoons, superhero shows, and Westerns
* **Teens and adults** watched **sitcoms** about families like ***I love Lucy*** featuring Lucille Ball, ***Leave it to Beaver***, *The Adventures of Ozzie and Harriet*, and *Father Knows Best*, which reflected and **reinforced the ideal 1950s family**
* None featured an African American family; none of the characters were divorced; real life problems rarely occurred

America developed a **mass national culture** through **radio, movies, and television**, which eroded distinct regional and ethnic cultures

* Watched the same shows and advertising and wanted to buy the same products
* Because of economic prosperity most people could buy the items they wanted

**Quick Check**

* Groups 1 & 3: List the causes and effects of consumerism in the Fifties.
* Groups 2 & 4: List the impacts of the television in the Fifties.

**Rock-and-Roll** (p. 674-676)

The prosperity of the Fifties was **not felt** by all people

* **Minorities, farmers, immigrants, and the poor** were left out
* Many **criticized conformity** and **mass culture** as a **loss of American** **individualism** in order to fit into the larger community
* Others criticized mass marketing and branding
* Conforming to a set mold made many them feel like they didn’t belong (**Holden Caulfield in J.D. Salinger’s *Catcher in the Rye*** resonated with many teens who saw the **phoniness of adult society**)

**Beatniks** or **beats** were a small group of **writers and artists who refused to conform** to accepted ways of dressing, thinking, and acting

* **Despised materialism** and argued that conformity stifled individualism
* ***Rebel Without A Cause*** and ***The Wild One***- For their roles, James Dean and Marlon Brando became **role models for the rebellious youth**

1951- a DJ named **Alan Freed** began playing a **new type of music** on the radio called “**race**” that was soon **renamed “rock-and-roll”**

* Rock-and-roll **originated** in the rhythm and blues (“**R&B**”) traditions of **African Americans like Chuck Berry**
* **Elvis Presley- exposed to R&B and gospel** music played on Memphis **radio**
* **Memphis** became a **recording epicenter** for blues performers like B.B. King
* **Elvis Presley** set off a **rock-and-roll craze** with “***Heartbreak Hotel***” sold millions
* Other rock artists- African American musicians like **B.B. King**, **Fats Domino**, **Little Richard**, and **Ray Charles**
* Rock inspired British bands like the **Beatles and Rolling Stones**
* At first, not everyone liked Elvis or rock-and-roll- negative impact on society
* Ministers and parents thought rock and dancing to rock music **compromised American values** and led to **immoral passions**- **Congress** even held **hearings**
* **Nothing could stop** rock’s **influence on the youth** of America and mass culture

**Problems of the Fifties** (p. 676-679)

Despite the outward appearance, Fifties had **many problems** including **urban slums**, **rural poverty**, and **discrimination**

* After World War II- **African Americans migrated** to the **cities** looking for better economic opportunity
* **Middle class whites** left cities for **suburbia**- taking tax money with them
* Shifts in population meant **representation in government shifted** to the suburbs
* Less money and political influence in the cities meant **less services**
* **Urban renewal** projects to **revitalize the cities** tried to help but often fell short
* **Public Housing Projects**- often built in **poor neighborhoods**, leading to greater **concentration of poverty** in the inner cities and often **higher crime**

**Rural poverty** was also a problem in places like the **Mississippi Delta** and **Appalachia**

* Poor farmers and coal miners were left behind
* Small farms found it difficult to compete with large corporate farms

Latinos from **Mexico** and **Puerto Rico** and **Native Americans** faced many of the same problems experienced by African Americans

* Poor Puerto Rican neighborhoods popped up in the **inner city** of NYC, where **few employment opportunities** existed
* Added difficulty of **not speaking English**
* 1964- **3-million Mexican migrant farm workers** were employed seasonally in the ***Braceros* program**. Many were exploited and cheated but feared deportation

1953- the **termination policy** went into effect with regards to **Native Americans**

* **End tribal governments** and relocate the people to **cities**
* **Ended the government’s responsibility** for the **health and welfare** of natives
* Proponents- important step in assimilation
* In the end the program made life much worse for Native Americans

**Quick Check**

* Groups A & C: List the roots of Rock-and-Roll and the influential musicians of the Fifties.
* Groups B & D: List the causes of the growth of suburbia and the effects the urban-to-suburban migration had on the cities.

**Lesson 42 Objectives**

**Students will be able to:**

* Investigate World War II objects and games during World War II Day.

**Lesson 43-44 Objectives**

**Students will be able to:**

* Lesson 44: Review- Students will review and refine their understandings of the unit content objectives.
* Lesson 44: Unit Test- Students will demonstrate understanding of the unit objectives through a unit test.

**Unit IV: Civil Rights & Vietnam**

**Lesson 45 Objectives**

**Students will be able to:**

* Explain what segregation was and differentiate between de jure segregation and de facto segregation;
* Explain the problem with the Plessy decision and “separate but equal”;
* Describe the early steps taken in terms of Civil Rights in the Forties and Fifties;
* Explain the concept of civil disobedience;
* Explain what the NAACP is and the methods it used to achieve progress in civil rights;
* Explain the issue and holding in Brown v. Board of Education of Topeka;
* Describe the steps taken to counter the Brown Court’s ruling in the South;
* Explain what occurred with the Little Rock Nine and why it was important;
* Explain what Rosa Parks did and its importance; and
* Describe who Martin Luther King, Junior was and his rise to national prominence in civil rights.

**Segregation** (p. 684-686)

After World War II in the **South, Jim Crow laws imposed *de jure* segregation**, in other words segregation **imposed by law**

* Segregation was deemed **constitutional** in the 1896 Supreme Court decision in ***Plessy v. Ferguson* as long as the facilities were “separate but equal”**
* The reality was that separate was **inherently unequal**
* **Schools, hospitals, transportation, restaurants, cemeteries, beaches, etc.**
* In the **North**, there was ***de facto* segregation**, which was not written in law but was **practiced by custom** or tradition and in employment
* The result of segregation was that African Americans remained in the lowest economic groups, poverty, illiteracy, home ownership, and life expectancies

The **Civil Rights Movement** really began in **1941**, when **FDR banned discrimination in defense industries**

* **James Farmer** and others founded the Congress of Racial Equality (**CORE**) in 1942, which was influenced by **Henry David Thoreau and Mohandas Gandhi’s** idea of **civil disobedience**
* CORE organized nonviolent protests
* 1947- **Jackie Robinson** became the first African American to play **Major League Baseball** on the **Brooklyn Dodgers** despite receiving death threats

**Most white Americans disagreed with racial equality in the Forties and Fifties**. In the South, violence erupted

* Truman appointed a **Committee on Civil Rights** to **investigate race relations**, which recommended an antilynching law and federal protection for voting rights. Neither passed in Congress
* **Truman** used his executive powers in **1948 to desegregate the military**

**Brown v. Board of Education** (p. 686-690)

**NAACP**- the largest **civil rights organization** and included blacks and whites

* **Used litigation** and brought issues to court to expand civil rights
* 1950- overturned segregation in a black Texas school in *Sweatt v. Painter*
* 1950- declared denying equal access to the library, dining hall, and classrooms illegal in *McLaurin v. Oklahoma State Regents*

**Thurgood Marshall**, a black NAACP lawyer, **challenged public school segregation** in ***Brown v. Board of Education*** arguing “separate but equal” was unconstitutional

* All nine justices agreed. Chief Justice **Earl Warren** wrote the decision, that “in the field of public education the doctrine of ‘**separate but equal’ has no place**”

Then in ***Brown II*, the Court ordered desegregation to happen “with all deliberate speed**,” but the South was not giving in

* 1956- **southern Congressmen signed** the “**Southern Manifesto**,” pledging to oppose the *Brown* ruling through “lawful means”
* **Ku Klux Klan** staged a **revival** and “**White Citizens Councils**” were organized

**Little Rock, Arkansas** planned to gradually desegregate public schools, starting with **nine African Americans students at Central High School**

* Gov. **Orval Faubus** **ordered State National Guardsmen** to block the door
* **Eisenhower** sent in **federal troops to escort and guard the“Little Rock Nine”**

**Civil Rights Act of 1957**- commission to **investigate** civil rights violations and authorized **lawsuits** by the Attorney General (relatively **ineffective**)

1955- **Rosa Parks**- boarded a bus in Montgomery, Alabama and **refused to stand up** when a white passenger demanded her seat. Parks was arrested

* **The Montgomery bus boycott** was called. Baptist minister, **Dr. Martin Luther King, Junior** spoke, calling for **peaceful protests applying Christian love**
* Bus boycott was extended for a year and **KKK bombed King’s home**
* 1956- Supreme Court ruled the Montgomery bus law unconstitutional
* King and fellow minister **Ralph Abernathy** established the **Southern Christian Leadership Conference** (**SCLC**) to continue pushing for civil rights

**Problem 32: Brown v. Board of Education**

Brown v. Board of Education, Supreme Court, 1954.

https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment

https://www.uscourts.gov/educational-resources/educational-activities/re-enactment-script-brown-v-board-education-re

1. Reflect upon the importance of the decision in Brown v. Board of Education.

**Lesson 46 Objectives**

**Students will be able to:**

* Describe the Greensboro Sit-In and why it was significant;
* List the methods of protest used during the Civil Rights Movement;
* Explain the significance of the Freedom Rides and the challenges faced by the protesters;
* Explain why MLK focused his efforts on Alabama and the challenges he faced there;
* Describe the desegregation of Ole Miss and the resistance to desegregation;
* Describe what tactics were used by those who opposed the extension of civil rights to blacks in the South;
* Explain who “Bull” Conner and George Wallace were and their stance on civil rights;
* Describe John F. Kennedy’s position on civil rights and the stance of his brother Robert Kennedy;
* Explain the importance of the 1963 March on Washington and the key events of the day;
* Summarize the events of the Sixteenth Street Baptist Church bombing;
* Describe the assassination of JFK and what Lyndon Johnson’s stance was on civil rights; and
* Explain what the Civil Rights Act of 1964 changed and why it was so significant in U.S. history.

**Non-Violent Protests** (p. 691-693)

1960- four African American college students **ordered doughnuts and coffee at a Woolworth’s lunch counter in Greensboro, North Carolina**

* **Waitress refused to serve** them since the restaurant only served whites
* They stayed **seated until closing** time- the “**Greensboro Sit-In**”
* Similar sit-ins, “**wade-ins**” at public beaches and “**read-ins**” at public libraries
* Protesters **boycotted, knelt** in prayer, carried **picket signs**, and wrote **letters**
* **Student Nonviolent Coordinating Committee** (**SNCC**), a grassroots organization to defeat racism and obtain equality for all

In 1960, the Supreme Court ruled that segregation on interstate buses and in waiting rooms was illegal

* **Interstate bus industry**- CORE staged **freedom rides in the Deep South**
* 1961- two buses left Washington, D.C. headed for New Orleans
* Along the way, they **defied segregation laws** and **used “white” restrooms**
* In Alabama- one bus was **firebombed** and the other was attacked by a **white mob in Birmingham**
* **John F. Kennedy intervened** (like he had the previous year to gain the release of Martin Luther King from prison in Georgia), which **mobilized black voters** and helped him **win the presidency in the Election of 1960**
* Kennedy worked with southern **state police** departments. They agreed to protect the freedom riders if Kennedy agreed not to intervene if the riders were arrested and jailed for disturbing the peace
* Federal Transportation Commission ordered **desegregation of interstate transportation**

**New Rights** (p. 693-695)

**NAACP sued “Ole Miss”** (University of Mississippi) in 1962, for the **admission** of an **African American named James Meredith** into the **all-white school**

* **Medgar Evers** convinced the court to order **desegregation of Ole Miss**
* Mississippi governor Ross Barnett refused to allow the desegregation
* Meredith arrived with **federal marshals protecting him**
* **Full-scale riot** erupted between **protesters and marshals** (160 injured & 2 died)
* Meredith **registered** as a student and took his first class.
* **Graduated** in 1963 and went on to Columbia University Law School
* **Medgar Evers was assassinated** on his front **doorstep** in June, 1963
* Three years later **Meredith was shot** and nearly killed

In 1963, Martin Luther King and the SCLC targeted **Birmingham, Alabama** because it was the **most segregated city in the South**

* City officials got a court order to prohibit the scheduled protests
* King intentionally **violated the order** in a show of **civil disobedience**
* After his arrest, he wrote a **letter** explaining that the time for change was now (tired of explaining to his little daughter **why she could not go to Funtown** or do the things only white children could do)
* The letter stirred many white moderates to support the Civil Rights Movement

After King’s release, Birmingham Public Safety Commissioner, T. Eugene **“Bull” Connor**, began using **police dogs and fire hoses on protesters**. Americans were shocked by the photographs and news coverage.

* Alabama **Governor George Wallace** said, “I say **segregation now!** Segregation tomorrow! Segregation forever!”
* Wallace promised to **stand at the schoolhouse door to prevent integration**
* President Kennedy called in the Alabama **National Guard** to ensure Vivian Malone and James Hood entrance into the **University of Alabama**
* After giving a **state's rights speech, Wallace backed down**
* **Kennedy** gave a speech about **civil rights being a “moral issue”**
* Attorney General **Robert Kennedy** pushed Congress to pass a **civil rights bill**

**Quick Check**

* Groups 1 & 3: List the types of protest used during the Civil Rights Movement.
* Groups 2 & 4: List the tactics used by those who opposed the Civil Rights Movement.

**March on Washington** (p. 695-696)

August 28, 1963 the **civil rights March on Washington** to push Congress to pass a civil rights bill occurred

* **250,000** diverse protesters arrived for a day of peaceful protest
* Unofficial **anthem** of Civil Rights Movement- “**We Shall Overcome**
* **Speakers included A. Philip Randolph**, the elder statesman of the Civil Rights Movement and the final speaker, **Reverend Martin Luther King, Junior** (MLK)
* MLK’s “**I Have a Dream Speech**” energized the crowd and activists in America
* He called for a **colorblind society** that was free and equal. Millions watched his speech live on television

September 15, 1963- a **bomb exploded** at the SCLC’s headquarters at the **Sixteenth Street Baptist Church in Birmingham**, Alabama

* **Four African American girls** dressed in their church clothes were **killed**

November 22, 1963- President John F. **Kennedy** was **assassinated in Dallas Texas by Lee Harvey Oswald**

* Southerner, Vice President **Lyndon Johnson** (LBJ) was sworn in as President
* Nobody expected **LBJ’s dedication to Civil Rights** to be his biggest achievement

**Southern Democratic Senators tried to block the Civil Rights Bill** through a **filibuster**, **giving long speeches**, which lasted 80-days

* Finally the Senate **approved the Civil Rights Act of 1964 in July**
* **Banned segregation** in public accommodations, gave the federal government the right to compel **school integration**, and gave the Justice Department the **right to prosecute** people for civil rights violations
* Act **prohibited distrimination in employment** based on **race, color, sex, or national origin**
* Equal Employment Opportunity Commission (**EEOC**)- created to **enforce the law** and investigate job discrimination

**Problem 33: MLK: Fun Town**

Martin Luther King, Jr., Explains Racism to Daughter Speech, 1966.

https://www.youtube.com/watch?v=DBTSW0ulOps

1. What made MLK’s speech so convincing? Explain.
2. Was the Fun Town example effective? Explain.
3. What was MLK’s suggested response to segregation?

**Problem 34: JFK: Moral Issue**

President John Fitzgerald Kennedy, Civil Rights Address, June 11, 1963.

https://www.youtube.com/watch?v=rS4Qw4lIckg

1. What made MLK’s speech so convincing? Explain.
2. Was the Fun Town example effective? Explain.
3. What was MLK’s suggested response to segregation?

**Lesson 47 Objectives**

**Students will be able to:**

* Describe the efforts of the Freedom Summer in Mississippi and what was done to volunteers in resistance;
* Describe the Montgomery to Selma March and the events of “Bloody Sunday”;
* Explain the changes made by the Voting Rights Act of 1965;
* Describe the other efforts made to protect African American voting and political rights;
* Describe the race riots that erupted across America in the 1960s;
* Explain the findings of the Kerner Commission and why little was done for race relations after its findings;
* Explain what white backlash was and why it occurred;
* Summarize the background of Malcolm X and what he believed in;
* Explain what the Nation of Islam was and its stance in terms of civil rights;
* Explain who the Black Panthers were and how they differed from MLK;
* Describe the assassination of MLK, Robert Kennedy, and other civil rights activists and why Southerners felt so strongly against integration and civil rights for African Americans; and
* Explain who Thurgood Marshall was and what Affirmative Action is and why Affirmative Action was and still is controversial.

**Progress of Civil Rights** (p. 698-700)

By 1964, the **South used literacy tests, poll taxes, and intimidation to discourage** African Americans from **voting**

* 1964- the SNCC organized the **Freedom Summer**, an effort **to register black voters in Mississippi** with over 1,000 volunteers
* **3 volunteers went missing**, LBJ ordered a search, and found their bodies
* The three were **executed** with bullets in their heads

Early in 1965, MLK and the SCLC organized a **major campaign in Selma**, Alabama to encourage Congress **to pass voting rights legislation**

* **Violence** erupted on the **Edmund Pettus Bridge** on March 7, 1965, which became known as “**Bloody Sunday**”
* Alabama **State police attacked marchers** as they crossed the bridge into Selma
* Television coverage of the attack was seen across the country
* One week later, L**BJ called on Congress** to draft a federal **voting rights bill**
* Historically, states oversaw voting but now LBJ said, “Their cause is our cause too, because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice. And we shall overcome”

Congress responded with the **Voting Rights Act of 1965**, which **banned literacy tests** and empowered the federal **government to oversee voting registration and elections** in states that discriminated against minorities

* Congress relied on the **Twenty-Fourth Amendment** (ratified in 1964), which **banned poll taxes** in order to regulate voting (previously a state right issue)
* The Supreme Court also ruled it **illegal to limit the power of the black vote** through **racial gerrymandering**, or **redrawing** Congressional **district lines**
* **Black voter registration skyrocketed** from 7% in 1964 to 70% by 1986

**New Civil Rights Groups** (p. 701-704)

Just weeks after the Voting Rights Act, **race riots** erupted in the **Watts neighborhood of Los Angeles**. **Violence, looting, and arson** required the National Guard

* Race riots in many other cities in the 1960s (worst in 1967 in **Newark** & **Detroit**)
* Detroit 43 people were killed and property damage reached $50-million
* Unlike old riots, **roles were reversed** as the new riots featured **blacks using violence against police and white business owners**

President Johnson established the **Kerner Commission** to investigate the race riots

* Commission concluded long-term **racial discrimination was the cause**
* Called for federal funding to **help urban poverty** and **ghettos**
* LBJ did not follow up due to the Vietnam War
* **White backlash** over rioting caused **some whites to abandon Civil Rights**

New more militant civil rights groups emerged in the black community that used **violence** to achieve their goals

* **Malcolm X**- (dropped his slave name Little) grew up in Boston and New York in a life of crime and drugs. In **prison** for burglary at 21 he turned to Nation of Islam
* **Nation of Islam**- **black religious organization** that advocated **separation of the races**, no drugs or alcohol, and **strict rules of behavior**
* Malcolm X became a **minister and preached black pride**, **nationalism**, **black unity**, self-reliance, and self-protection
* 1964- Malcolm X broke away from the Nation of Islam, formed his own group that considered a **limited acceptance of whites, and was assassinated** in February 1965 by three **Nation of Islam members**

**Stokely Carmichael** first used the term “**black power**” in 1966, meaning blacks should use their **collective economic and political power to gain equality**

* **Huey Newton and Bobby Seale** formed the **Black Panthers**- the symbol of **young militant blacks** that organized **armed patrols** of black neighborhoods to protect against police abuse
* Black Panthers also worked to **help poor blacks** and their message resonated with many young African Americans, who began **wearing “Afros”** and referring to themselves as “**black**” rather than “Negro” or “colored”

**Quick Check**

* Groups A & C: List the characteristics and beliefs of the Nation of Islam.
* Groups B & D: List the characteristics and beliefs of the Black Panthers.

**King’s Dream** (p. 704-706)

**MLK** understood the frustration and anger felt by many African Americans in the 1960s but he **disagreed with** the idea of **“black power” or violence** to achieve civil rights

* MLK wanted reform to include the poor and economic inequality in U.S.
* 1968- **MLK went to Memphis**, Tennessee to speak on behalf of sanitation workers who were striking for better pay and working conditions
* MLK was shot by a high-powered rifle and **killed by a white man** named **James Earl Ray** on his motel balcony
* Robert F. Kennedy paused a Presidential campaign speech to relay the news
* **Riots broke out** in hundreds of cities and **Robert Kennedy was assassinated**
* MLK had increased black political participation and encouraged integration, yet hostility continued
* **Lester Maddox**, an Atlanta restaurant owner, closed his business in protest rather than comply with the Civil Rights Act of 1964 that banned discrimination
* Maddox became **governor of Georgia** and **wouldn’t let MLK’s body** in Georgia

The Civil Rights Movement eliminated legal segregation and reduced barriers to the black vote. Poverty decreased and wages increased for blacks

* 1967- **Thurgood Marshall** became the **first black Supreme Court Justice**
* 1968- **Fair Housing Act- banned discrimination in housing**
* Yet the **economic gap** between whites and blacks remained
* Federal **courts began forced busing** programs and **Affirmative action** to help bridge the economic gap

**Affirmative action** is a policy that gives **special consideration to women and minorities to make up for past discrimination**, used primarily in **college admissions** and in **business hiring**

* Some argue it is reverse discrimination
* Thurgood Marshall disagreed and claimed the current position of blacks is the result of slavery and hundreds of years of unequal treatment

**Quick Check**

* Groups 1 & 3: Compare and contrast the protest methods used by MLK and the Black Power Movement.
* Groups 2 & 4: Objectively list the Pros and Cons of Affirmative Action.

**Problem 35: MLK: I Have A Dream**

Martin Luther King, Jr., Speech, March on Washington August 28, 1963.

https://www.youtube.com/watch?v=vP4iY1TtS3s

1. What made MLK’s speech so convincing? Explain.
2. Was the phrase “I have a dream” effective? Explain.
3. What was MLK’s suggested response?

**Lesson 48 Objectives**

**Students will be able to:**

* Explain the reasons for John F. Kennedy’s defeat of Richard Nixon in the Election of 1960;
* Explain JFK’s personality traits that appealed to Americans;
* Explain JFK’s New Frontier Plan and how the “best and the brightest” impacted his presidency;
* Explain JFK’s reforms with poverty, the economy, and civil rights;
* Describe the key events of the Space Race;
* Describe the JFK assassination and investigation;
* Describe Lyndon B. Johnson’s background and the motivation for his attention to poverty and civil rights;
* Explain the initiatives of LBJ’s war on poverty;
* Explain how LBJ’s Great Society carried on the traditions of the New Deal;
* Describe the social programs that LBJ started aiming to improve health care for the elderly and poor;
* Describe the programs LBJ started to help consumers and the environment;
* Describe LBJ’s immigration reforms and how they impacted immigration to America;
* Describe the Warren Court of the 1960s and how it changed America; and
* List and Explain the key decisions of the Warren Courts.

**New Frontier** (p. 707-709)

**Election of 1960- Democrat John F. Kennedy faced Republican Richard Nixon**

* Both were experienced politicians, navy war veterans, and anti-Communists
* Kennedy was a wealthy Catholic from Massachusetts and educated at Harvard
* Nixon was middle-class from California and was Eisenhower’s Vice President
* **Television impacted the campaign- four televised debates** (70-million)
* First debate in **Chicago**- Nixon appeared pale and exhausted (recently hospitalized) and **Kennedy looked healthy and confident**
* Kennedy’s relaxed and charming demeanor and sense of humor was appealing
* Debate- **how the candidates looked rather than what they said**
* Those who listened on the radio believed Nixon won but the debate but people who watched it on television thought Kennedy won
* Nixon tried but failed to change his image throughout the rest of the campaign

Kennedy was also more savvy in his reactions to public events during his campaign

* When **MLK was arrested** in Georgia, Nixon said nothing but **Kennedy** got him **released**, showing he cared about civil rights- most blacks voted for him

The election was the closest since 1888 and **Kennedy won by only 120,000 out of the 68-million votes** cast in the nation’s largest voter turnout in a presidential election yet

* Kennedy won 303 electoral votes to Nixon’s 219
* If a few thousand votes went to Nixon in Texas and Illinois, he would have won

**Kennedy had charisma**, a quick **smile**, sense of fashion, and **sense of humor**- he was like a movie star and people loved him for his youth and energy

* Kennedy surrounded himself with **distinguished men**- press called them the “**best and the brightest**”
  + Secretary of State **Robert McNamara** (president of Ford Motor Company)
  + Secretary of State **Dean Rusk** (president of the Rockefeller Foundation)
  + Adviser **Arthur Schlesinger** (Pulitzer Prize winning author)

**Kennedy’s “New Frontier”- improve the economy, education, health care, and civil rights** (often blocked by Republican-controlled in Congress)

* Succeeded at improving **Social Security, space, poverty, and racial discrimination**

**Kennedy’s Presidency** (p. 709-712)

Kennedy was **appalled by poverty** in America but Congress refused to work with

* Succeeded with a **higher minimum wage** law and **Social Security extensions**
* **Equal Pay Act** (1963), guaranteed **women equal wages for equal work**
* **Civil Rights Act of 1964** protected **race, color, religion, national origin, and sex** (completed by Johnson)

Kennedy economic efforts led to the economic growth of the late Sixties:

* **Tax credits** to encourage business investment in factory equipment
* **Increased military spending** and new government **jobs**
* **Deficit spending**- spending more than the government has revenue for to stimulate consumer spending and growth
* **Tax cuts** for the **middle class**- shifting a heavier burden on the wealthy

**Civil rights** Kennedy was **cautious** and feared losing southern white Democrats

* This didn’t stop civil rights activists or MLK
* 1963- he **proposed laws** for civil rights, voting rights, and desegregated schools

In 1957 the **Soviets launched *Sputnik I*** into orbit and **Congress** created **NASA** (1958)

* U.S. and U.S.S.R. were locked into a **space race**
* 1961- Soviets sent the **first cosmonaut** into orbit, **Yuri Gagarin** and U.S. **astronaut Alan Shepard** flew Project Mercury space capsule Freedom7
* 1961- Kennedy announced the **U.S. will put a man on the moon** before 1970
* 1962- astronaut **John Glenn**- the **first to orbit the Earth** but then several astronauts were killed in routine tests
* July 1969- **Neil Armstrong** landed spacecraft and **walked on the moon**
* Never again would the Soviet space program rival the U.S.

In November 1963, Kennedy campaigned in **Dallas** but **Lee Harvey Oswald** perched in the **Texas School Book Depository building and fired three shots** at the President

* The third shot killed Kennedy- **Lyndon Baines Johnson** became President
* **Oswald** was arrested and **denied** the accusations, claiming he was a **patsy**
* **Jack Ruby assassinated Oswald** on live television 2-days later
* **Warren Commission** investigated and announced **Oswald** was the **“lone killer”**

**Quick Check**

* Groups A & C: List the key domestic issues of JFK’s presidency and what he did towards accomplishing each.
* Groups B & D: List the reasons why JFK was able to defeat Nixon in the Election of 1960.

**Lyndon B. Johnson** (p. 713-715)

**Lyndon B. Johnson (LBJ) was a Texas high school teacher** and a navy reservist

* Taught in a segregated **school for Mexican Americans** and **saw poverty**
* 1937- elected to the House of Representatives and in 1948 to the Senate
* LBJ avoided conflicts and **worked out compromises**
* 1960- Kennedy’s Vice President, helping win Southern and immigrant votes
* After Kennedy’s death, Johnson said the **best way to honor Kennedy** was to swiftly pass a **Civil Rights Act**, which Johnson signed in 1964
* It **outlawed discrimination in education, voting, & public accommodations** (hospitals, restaurants, theaters, and places open to the public)

Johnson achieved **tax cuts for the middle class** and a billion-dollar **War on Poverty**

* War on Poverty- **train the jobless, educate the uneducated, and provide healthcare to those in need**
* **Economic Opportunity Act** (1964) **created the Job Corps** to train people 16 to 21 in job skills needed to move out of poverty
* **VISTA**- program that sent **volunteers into poverty-stricken** U.S. communities
* **Head Start**- to provide school prep **tools to underprivileged** children

**Election of 1964**- **Johnson faced Republican Barry Goldwater** whose economic and social views were the opposite of Johnson’s

* Goldwater- racism and poverty should not be addressed by the federal government. Instead of social welfare programs, education, public housing, and urban renewal, **Goldwater favored tax cuts and reduced government spending**
* **America agreed with Johnson’s policies** and overwhelmingly **reelected him** with 60% of the popular vote and all but six states
* Goldwater won Arizona, Louisiana, Mississippi, Alabama, Georgia, and South Carolina. No longer was the Deep South a Democratic stronghold
* **Shift in the South**, which thereafter tended to **favor the Republican Party**

**Great Society** (p. 715-717)

In a speech at the University of Michigan in 1964, Lyndon B. Johnson outlined his vision for America, calling it the **Great Society**, and demanding an **end to poverty and racial injustice and opportunity for every child**

* **Education, medical care, urban problems, rural poverty, and transportation**
* **Resembled FDR’s New Deal** and many proposals were in JFK's New Frontier
* **Medicare**- Medical Care for the Aged Program (1965) for **people 65 and older**
* **Medicaid** (1965)- provided medical services to **poor and disabled** Americans not receiving Social Security benefits
* **Elementary and Secondary Education Act** (1965)- federal funds to improve **school libraries, learning centers**, language laboratories, and services in **poor communities**

The Great Society also addressed environmental and consumer protection issues

* **National Traffic and Motor Vehicle Act**- set **safety standards for cars** and created the **National Highway Traffic Safety Administration**
* **Water Quality Act**, the **Clean Water Restoration Act**, and the **Air Quality Act** all worked to improve the **water and air quality** that had been a growing concern since the widely read **book by Rachel Carson**, entitled ***Silent Spring***
* Johnson empowered the **U.S. Public Health Service** to enforce the new environmental laws (1970- the EPA took over enforcement)

Johnson reformed America’s **quota system for immigration**, left over from the 1920s

* Old quotas were clearly discriminatory policy
* LBJ’s plan **opened America’s doors** to countries other than Western Europe
* **Immigration and Nationality Act of 1965**- allowed **170,000** immigrants from the **Eastern hemisphere** and **120,000** from the **Western hemisphere**
* **National Endowment for the Arts and Humanities**- aided artists and writers

**Warren Court** (p. 718-719)

Led by Chief Justice **Earl Warren**, the Warren Court of the 1960s became **the most liberal** Supreme Court roster in **American history**- supported civil rights, civil liberties, voting rights, and personal privacy

* Voting unfairness was widespread as many **state legislatures** in the 1960s had **not redrawn district maps** to reflect **population shifts** in the twentieth century
* Minorities in the inner cities did not receive accurate representation
* ***Baker v. Carr***- Court favored **reapportionment** based on “**one man, one vote**”

The Warren Court clarified freedom of speech in ***Tinker v. DesMoines School District***

* **Wearing black armbands to protest the Vietnam War** was protected “**symbolic**” speech under the First Amendment
* While “symbolic speech” was not stated in the Constitution, the **Court applied judicial interpretation to the Constitution to expand the Constitution’s meaning** beyond the framer’s original intent
* Opponents criticized that a **narrow or strict construction** would have only protected actual speech- the **literal words** of the founding fathers

The Warren Court expanded the rights of accused **criminals**

* ***Mapp v. Ohio*** (1961)- **illegally obtained evidence** should be **excluded** at trial
* ***Gideon v. Wainwright*** (1963)- **indigents** should be **provided a lawyer** even if they could not afford one
* ***Escobedo v. Illinois*** (1964)- accused criminals must be given an **opportunity to speak with a lawyer**, if requested, **before questioning** may proceed
* ***Miranda v. Arizona*** (1966)- accused criminals must be **informed of their rights** before being questioned
* Rights of individuals had to be protected when freedom hung in the balance

Finally, the Warren Court weighed in on the separation of church and state

* ***Engel v. Vitale*** (1962)- **requiring students to recite a school prayer** in public schools **violated the First Amendment**
* **Abington v. Schempp** (1963)- **required Bible reading** in school **violated the First Amendment**

**Quick Check**

* Groups 1 & 3: List the programs in LBJ’s War on Poverty and Great Society and what each did.
* Groups 2 & 4: List the key Supreme Court decisions of the Warren Court in the Sixties and what each did.

**Problem 36: Space Race**

John F. Kennedy, Rice Stadium Moon Speech, September 12, 1961.

https://er.jsc.nasa.gov/seh/ricetalk.htm

1. Besides the obvious space race- what does JFK say about Americans in his speech?
2. How does he relate space to the Cold War?
3. Is there anything we can learn from his message? In other words, what is the moral of the speech?

**Problem 37: Great Society**

Lyndon B. Johnson, Great Society Speech at the Commencement Ceremony of the University of Michigan, May 22, 1964.

https://teachingamericanhistory.org/library/document/great-society-speech/

1. What does LBJ say are the problems with the cities?
2. What does LBJ say are the problems with the countryside?
3. What does LBJ say are the problems with the schools?

**Lesson 49 Objectives**

**Students will be able to:**

* Describe JFK’s “flexible response” to the threat of nuclear war;
* Explain how the Third World became a battle zone for the Cold War and explain JFK’s foreign policies in the Third World;
* Describe the Cuban Revolution and the U.S. response;
* Describe the Bay of Pigs invasion and the consequences;
* Explain how the Cuban missile crisis almost led to nuclear war and what JFK did to prevent it;
* Explain the Berlin Crisis and what Khrushchev did in response in Berlin;
* Explain why the Berlin Wall came to symbolize the Cold War;
* Describe Vietnam under French colonial control and then Japanese control during World War II;
* Explain the U.S. conflicted reaction to Vietnam after World War II and why the conflict occurred;
* Explain who Ho Chi Minh was and what he wanted for Vietnam;
* Explain what the “domino theory” was and why it was significant;
* Describe how France eventually granted independence to Vietnam;
* Explain who the Vietcong were and why America was interested in what happened in Vietnam in the late 1950s;
* Explain JFK’s response to the Vietcong threat in South Vietnam;
* Explain LBJ’s view of worldwide Communism and why he thought Communism in Vietnam threatened democracy;
* Describe what happened to the USS Maddox in the Gulf of Tonkin; and
* Explain what the Gulf of Tonkin Resolution was and how LBJ used the powers granted to him by Congress.

**Kennedy & The Cold War** (p. 724-726)

Kennedy claimed that the U.S. fell behind the Soviet Union in the arms race under President Eisenhower

* **Eisenhower urged caution** in foreign affairs and a policy of **massive retaliation** and a **buildup of nuclear weapons**
* **Kennedy** proclaimed “a **new generation** of Americans” that would do anything to “assure the survival and success of liberty”
* Kennedy favored a “**flexible response**” in foreign affairs, **preparing to fight a nuclear war** but **also preparing to fight a conventional or guerilla war**
* Kennedy increased funding to the Army, Navy, and Special Forces.
* He issued a challenge to Americans: “**Ask not what your country can do for you; ask what you can do for your country**”

In the 1960s, the “**Third World**” was made up of **developing nations in Africa, Asia, and Latin America** and did not align with either the U.S. or U.S.S.R.

* The Third World was the new battleground of the Cold War
* **Soviet propaganda**- Western **capitalism created extreme poverty** but Communism would guarantee equality
* **Kennedy** supported sending **aid to strengthen Third World** countries
* **Peace Corps** (1961) began sending **American volunteers worldwide on “missions of freedom”** to assist developing countries in technological, educational, and health services (by 1963- 7,300 volunteers in 40 countries)
* **Alliance for Progress**- bring back the American Good Neighbor policy of the 1950s concerning Latin America economies, **pledging $20-billion to help 22 Latin American countries** raise their income, improve industry, agriculture, health, and welfare (not successful)

**Crises in Cuba & Berlin** (p. 726-728)

In 1959, **Fidel Castro overthrew** the pro-American **Cuban dictator Fulgencio Batista**

* Castro **nationalized land** in Cuba owned by Americans, introduced **radical reforms**, and **accepted Soviet economic and military aid**
* Thousands of Cubans fled the country, many settling in Florida
* Eisenhower authorized a **CIA covert operation to overthrow Castro** and recruited **Cuban refugees to carry out** the overthrow, who trained in Guatemala
* When Kennedy took over he agreed to push the plan forward
* 1961- **Bay of Pigs Invasion** took place and **1,400 poorly equipped Cuban refugees** landed on the beach without cover. All but 300 were killed or captured
* **JFK took the blame** but **pledged to stop Communism** in the Western Hemisphere

Summer 1962- Kennedy’s pledge was challenged during the **Cuban Missile Crisis**

* **Soviets** were building **nuclear missile sites on Cuba** and major East Coast **American cities** and the Panama Canal were now **in range**
* October 22, 1962- **Kennedy demanded** Soviet premier **Nikita Khrushchev** **remove the missiles** and started a **U.S. blockade** of the Cuban coast
* Secretly, Kennedy called Khrushchev and promised to remove **missiles in Turkey and Italy if Khrushchev removed the Cuban missiles**
* For six tense days the world stood on the brink of nuclear war. Then Khrushchev agreed. Secretary of State Dean Rusk said the Soviets “blinked first”
* The Crisis led both countries toward ***détente***, or **relaxing of Cold War tensions**
* Installed a **telephone “hotline”** between Washington and Moscow
* 1964- U.S., U.K., and U.S.S.R. **signed Nuclear Test Ban Treaty**- agreeing to **no longer** conduct **above-ground nuclear tests** (36 other nations also signed)

1958- **Khrushchev wanted all of Berlin** but at a conference in **Vienna**, Austria in 1961 between Kennedy and Khrushchev, **Kennedy refused** to abandon **West Berlin**

* Khrushchev said, “I want peace, but if you want war, that is your problem”
* Kennedy responded, “It is you, not I who wants to force a change”
* Both men **stormed out** and increased military spending
* 1961- Khrushchev constructed the **96-mile Berlin Wall**, an icon of the Cold War
* Kennedy sent 1,500 additional troops to West Berlin

**Quick Check**

* Groups A & C: List the Cold War international threats JFK faced and what he did in response.
* Groups B & D: List the key events in Cuba from the Cuban Revolution through the end of the Cuban Missile Crisis.

**Conflict in Southeast Asia** (p. 728-730)

Until the Sixties, few knew or cared about the nation of **Vietnam in Southeast Asia**

* 1800s- **French Indochina**- colony in Vietnam, Cambodia, and Laos
* 1940- 27-million people and the **French** imposed **high taxes and laws**
* French ran large **rice and rubber plantations** that benefitted rich Vietnamese
* **Most lived in poverty**- an **Independence Movement** was **led by Ho Chi Minh**

World War II- the **Japanese took control of Vietnam**. When the war ended, **France** wanted to resume control of colonial territories but World War II strengthened **nationalism** movements around the world and weakened European empires

* U.S. supported decolonization but wanted France as an ally in the Cold War
* **Truman** agreed to **aid France** after Communists took control of China in 1949
* **Ho Chi Minh was Communist** and Truman wanted to contain his **Vietminh-an**- group that called for an independent Vietnam, as a **Cold War mission**

1953- President **Eisenhower continued Truman’s policies in Vietnam** and saw Vietnam in terms of his “**domino theory**”

* He believed **if Vietnam fell to Communism, its neighbors would too**
* This would threaten Japan, the Philippines, and Australia
* He reasoned that Vietnam was **important to worldwide democracy**

1954- **French were trapped at Dien Bien Phu**, a military base in northwest Vietnam

* **Vietminh laid siege** to it for **55-days until the French surrendered**
* Next day- France **granted independence** to Vietnam, Laos, and Cambodia
* Vietnam was **divided at the seventeenth parallel** between the Communist North and an American supported democracy in the South
* Peace treaty in Geneva called for **free elections in 1956 to unify Vietnam**

**Vietnam War** (p. 730-732)

Eisenhower was willing to **give money to France but not troops** in Vietnam

* 1954- U.S. formed the Southeast Asia Treaty Organization (**SEATO**)- basically **Asian NATO to stop** the spread of **Communism**
* U.S. sent **economic and military aid** to the South Vietnamese led by **Diem**, a nationalist and anticommunist
* 1956 unification vote- Diem refused to participate rather than lose to Ho Chi Minh

1957- a **Communist rebel group in South Vietnam** called the **Vietcong** launched an insurgency to assassinate government officials, destroy roads and bridges, and **unify all of Vietnam** under the **Communist** government of North Vietnam

* **Guerilla warfare**- with surprise attacks and hit-and-run tactics to weaken Diem
* **Diem** also didn’t help his own cause like **signing anti-Buddhist** laws and he **refusing to consider land reforms**

1961- President **Kennedy sent Special Forces** to South Vietnam to **advise** the Army of the Republic of Vietnam in the Civil War

* By 1963- **15,000 American troops** fighting in Vietnam
* Diem continued to undermine the effort and alienate the South Vietnamese
* **Kennedy agreed Diem had to go** and helped the South Vietnamese generals plan a **military coup d'etat**. The next day **Diem was assassinated**. Three weeks later, JFK himself was assassinated.

**Johnson** believed that all **Communism was the same** and needed to be destroyed; he **didn’t distinguish** between the **Soviets, Chinese, Koreans, or Vietnamese**

* August 1964- North Vietnamese fired **torpedoes** at the U.S. destroyer ***USS Maddox* in the Gulf of Tonkin**. The *Maddox* wasn’t hit and returned fire
* **Johnson ordered an airstrike** against North Vietnam and asked Congress to support the use of military force against North Vietnam
* **Congress passed the Gulf of Tonkin Resolution**, authorizing the President to “take **all necessary measures to repel any armed attack** against the forces of the United States and to prevent further aggression”
* It allowed the **President to wage an undeclared war** in Vietnam. Congress basically gave its constitutional war powers to the President

**Quick Check**

* Groups 1 & 3: Summarize what life was like in Vietnam under French control before World War II and under French control after World War II.
* Groups 2 & 4: Make a timeline of the key events in Vietnam from the Dien Bien Phu assault through the Gulf of Tonkin Resolution by the U.S. Congress.

**Problem 38: Gulf of Tonkin Resolution**

Tonkin Gulf Resolution, Joint Resolution of Eighty-Eighth Congress, January 7, 1964.

https://www.ourdocuments.gov/doc.php?flash=false&doc=98&page=transcript

1. What gave rise to the resolution of Congress?
2. What powers are given to the President in the resolution?
3. What are the dangers of giving these powers to a President?

**Lesson 50 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues concerning the Kennedy Assassination after watching the movie Thirteen Days.

**Lesson 51 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented in the Election of 1968 through a simulation activity.

**Lesson 52 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented in the Election of 1968 through a simulation activity;
* Describe Operation Rolling Thunder and its impact on North Vietnam;
* Describe the relationship between North Vietnam and the Vietcong;
* Explain what took place when the U.S. escalated from advisory to combat in Vietnam;
* Explain the efforts of the U.S. to defoliate the jungle in Vietnam, why it was necessary, and the consequences;
* Describe Ho Chi Minh’s fighting tactics and why they were problematic for the U.S.;
* Describe the significance of the death toll in Vietnam and how the U.S. defined success;
* Explain the financial repercussions of the Vietnam War on LBJ’s other programs; and
* Explain the debate between the Hawks and the Doves in the U.S.

**Vietnam Escalates** (p. 733-735)

1965- in response to a Vietcong attacks at Pleiku, President **LBJ ordered Operation Rolling Thunder**, a sustained **bombing campaign of North Vietnam**

* U.S. hoped to **sway the North from supporting** the **Vietcong** in the South
* Bombing caused a lot of damage but the North continued supporting Vietcong
* U.S. **escalated from advisory to combat** and increased U.S. **ground troops**
* LBJ acted on the **advice of Secretary of Defense Robert McNamara** and **General William Westmoreland** (American commander in South Vietnam)
* Bombings and added ground troops were meant **to “Americanize” the war**

**1965 to 1973**- American pilots dropped **6-million tons of bombs** on North Vietnam and the Vietcong (three times the total dropped in all of World War II)

* American planes **defoliated the jungle** to uncover enemy **troop positions**
* **Agent Orange killed trees and plants** (exposure was later tied to **cancer**)
* **Napalm** was **jellied gasoline** dropped in large canisters that **exploded on contact** and spread **intense fires** on the ground
* After airstrikes the U.S. sent in **additional troops in Helicopters**
* Most fighting was against **Vietcong guerillas** in **small engagements**

**Ho Chi Minh fought only when victory was assured**. His troops were always on the move, making it difficult for the U.S. to locate and surprise attack them

* They hid during the day and **attacked at night**, **ambushing American bases**, setting off **explosives**, and setting up **booby traps**
* Vietcong strategy- **wear down the U.S.**; victory was simply **not losing**

American **death toll** on the ground soared

* 1965- 184,300 American troops in Vietnam and only 636 deaths
* **1969- 500,000** troops in Vietnam and **30,000 dead**
* **1967- war was a stalemate** and most South Vietnamese didn’t support the anti-communist government, which was also plagued by corruption

**Sinking Morale** (p. 735-738)

Vietnam was **not to gain territory through offensives**, so measuring the **success** turned on the **number of enemy deaths**

* Enemy **avoided large-scale battles**, instead employing **guerilla warfare** tactics and fighting **smaller skirmishes**
* **Inconclusive battles, often at night**, in the jungles, rice paddies, and mountains
* Dressed in all black, **Vietcong** fighters **came out of the jungles at night firing automatic rifles and grenades** and then went back into hiding
* U.S. forces adapted and responded bravely and patriotically
* Fought to stop Communism, protect innocent lives, and out of a sense of duty
* **58,000** Americans **died in the war**

As the war and death toll continued, many **Americans came to question** American involvement in Vietnam and **why it really mattered** to American interests

* It seemed to many that **Americans were dying** to defend a **nation that was indifferent** or even **hostile** to the U.S.
* LBJ kept assuring the U.S. that **victory was close at hand** but it never occurred
* Americans began to question LBJ and his foreign policy
* The war also placed a **financial strain** on the U.S. and **weakened** LBJ’s domestic policies of the **Great Society**
* The war led to **rising prices and inflation**, forcing LBJ to **raise taxes**

Support of the Vietnam War was bipartisan and strong at the start but after the U.S. **escalation, America became divided** into two groups: the hawks and the doves

* **Hawks** **supported LBJ’s war policy**, believed in domino theory, and accepted rising troop levels to prevent the spread of Communism
* **Doves** included liberal politicians, pacifists, student radicals, and civil rights leaders- **questioned the war on moral and strategic grounds**
* Some like Senator **J. William Fulbright** believed the war was a **national civil war and not a part of the Cold War**, directed from China or the Soviet Union

**Quick Check**

* Groups A & C: Compare the fighting tactics of the U.S. and Vietcong.
* Groups B & D: List the key arguments of the Doves and Hawks with regard to Vietnam.

**Lesson 53 Objectives**

**Students will be able to:**

* Demonstrate an understanding of the issues presented in the Election of 1968 through a simulation activity;
* Explain how the draft worked in the U.S. and how it increased the unpopularity of the Vietnam War;
* List the types of antiwar protests that took place against the Vietnam War;
* Explain the role of African Americans in the Vietnam War;
* Explain why the antiwar movement centered around colleges and the role that students and professors played in the movement;
* Explain how Vietnam was a “living room war” and how that played a role in the antiwar movement;
* Describe how the Tet Offensive shocked America and changed people’s understandings about the Vietnam War;
* Describe the Tet Offensive and why it was a turning point in the Vietnam War;
* Explain Clark Clifford’s advice to LBJ following the Tet Offensive
* Explain LBJ’s response to information from Vietnam following the Tet Offensive and how U.S. tactics changed; and
* Explain how the Vietnam War impacted the Election of 1968.

**Antiwar Movement** (p. 739-742)

By 1966, critics of the war began speaking out. People soon saw that American soldiers were **dying for a war that had little to do with American interests**

* By 1965 **most soldiers** in Vietnam were **draftees**
* **1.5-million** were called up in the **draft** during the war to serve a tour in Vietnam
* **All men age 18** had to file with the **Selective Service** and the government called up men to serve when it needed more soldiers.

**Local draft boards had broad discretion** on who they selected for service and who they denied when draft numbers were drawn

* **Deferments** to those **enrolled in college** and those in **certain jobs**
* **Most** of the 2.5-million soldiers in Vietnam were **working-class and poor**
* **African Americans were 10%** of the **population but 20%** of combat **deaths**
* Blacks were put in **more exposed and dangerous positions** and were **less likely** to become **commissioned officers**
* Perceived inequalities in the draft drove many to the **Antiwar Movement**
* 1967- Antiwar demonstrators sponsored a **Stop the Draft Week** in October and many **burned draft cards in protest**
* It wasn’t until **1969** that a **draft lottery** was adopted as a fairer system.

American **colleges** became the **centers of antiwar sentiment** and protest, led by **professors and students** but they **didn’t reflect** the feelings of the overall **population**

* Most protesters were middle class and college-aged
* **Students for a Democratic Society** (SDS) began in 1960 at the University of Michigan and hosted **campus “teach-ins” and protests** with signs and petitions saying “**We Won’t Go**.”
* Protests wanted a **lower voting and drinking age**, arguing “**old enough to fight, old enough to vote**”
* 1971- **Twenty-Sixth Amendment** lowered the voting age to **18**

More Americans joined the **Doves after extensive news media coverage** of the war

* Vietnam War was the **first “living-room war”**
* The message was clear- America was in a **long and inconclusive war**
* The news also reported **optimistic government officials** and a “**credibility gap**” emerged between **LBJ and journalists** leading to **government mistrust**

**Tet Offensive** (p. 742-743)

November 1967- **LBJ brought General Westmoreland** back to America to **address America’s concerns** about the war. Westmoreland assured Americans that the **Vietcong** was now **too weak to mount a major offensive**

* January 21, 1968- the North Vietnamese Army attacked **Khe Sanh**
* Ten days later- North Vietnamese and Vietcong unleashed the **surprise Tet Offensive, attacking over 100 South Vietnamese cities during the Tet** celebration of the **lunar new year** (when fighting was taboo)
* Attacks- **36 provincial capitals, 5 major cities**, and U.S. **Embassy in Saigon**
* Communists planned to control cities until the population took up arms and joined
* Americans and South Vietnamese forces **repelled the offensive** and there was **no popular uprising**

The Tet Offensive proved that the Communists had not lost the will or ability to fight

* American military- now **knew the war would be a lot longer and deadlier**
* Westmoreland wanted more troops so LBJ had **Secretary of Defense Clark Clifford look closely** at the military and political **situation** in Vietnam
* Clifford reported that more troops meant higher taxes, increasing draft rolls, and calling up reserves, all at a time when the Antiwar Movement was strong. It would also mean more American deaths
* Clifford reported that the war had become a “**bottomless pit**” that **might never be “won”** and **advised LBJ to seek a “negotiated peace”** rather than “victory”

Minnesota Senator **Eugene McCarthy** became a Democratic challenger to LBJ in 1968

* **McCarthy was an Antiwar Democrat** and did well in the NH Primary
* **NY Senator Robert Kennedy** also planned to run **against the sitting President**
* Both said Vietnam divided America and drained resources from the fights against poverty and discrimination; the **war undermined LBJ’s Presidency**
* On March 31, 1968, President Johnson addressed the nation and announced that he **would limit bombing of North Vietnam and seek a negotiated peace**. Moreover, he said he would **not run for reelection** in 1968

**Problem 39: Antiwar Movement**

Bill McClanahan, “Stop Bombing in Vietnam,” 1971.

https://hti.osu.edu/opper/lesson-plans/anti-vietnam-conflict-war-protest/images/but-its-okay-over-here

Jack Knox, “Echoes of the Enemy,” Nashville Banner.

https://hti.osu.edu/opper/lesson-plans/anti-vietnam-conflict-war-protest/images/echoes-of-the-enemy

1. What does the political cartoon suggest? Explain.
2. Describe this political cartoon.
3. Which groups protested the Vietnam War and what were their political beliefs?

**Lesson 54 Objectives**

**Students will be able to:**

* Describe the assassinations of MLK and Robert Kennedy;
* Explain how the Vietnam War impacted the Democratic Convention in Chicago in 1968;
* Compare the Democratic Convention to the Republican Convention in 1968;
* Explain who the “silent majority” were and Richard Nixon’s “southern strategy”;
* Explain who George Wallace was, what he stood for, and how he impacted the Election of 1968;
* Describe how peace talks progressed in 1969 and the demands of the U.S. and Vietnamese parties;
* Explain Nixon’s plan of Vietnamization and how that changed the Vietnam War;
* Explain why Nixon decided to bomb the Ho Chi Minh Trail in Cambodia and the consequences of it;
* Explain how bombing Cambodia impacted the antiwar movement;
* Explain what happened at the My Lai Massacre and how that impacted the antiwar movement and led to the general distrust of the government;
* Describe Nixon’s reelection and the public sentiment concerning the Vietnam War;
* Explain the terms of the Paris Peace Accord and what each party did following the end of hostilities;
* Explain what happened in Vietnam when American troops left;
* Explain what happened in Cambodia under Pol Pot and the Khmer Rouge; and
* State the financial and psychological consequence of the Vietnam War on America.

**1968 Presidential Race** (p. 743-745)

**LBJ** announced he would **not seek reelection**, instead focusing on ending Vietnam

* April 4, 1968- **Martin Luther King, Junior was assassinated** by a racist named **James Earl Ray** in a Memphis motel
* June 5, 1968- at a celebration rally in California, Antiwar Democrat, **Robert Kennedy**, was **assassinated by a Palestinian immigrant** named **Sirhan Sirhan** (wanted revenge for America’s support of Israel in its war with Egypt)

August, 1968- **Democrats met in Chicago** to choose a presidential candidate for the November election. As the candidates arrived, so did the **antiwar protesters**

* **Mayor Richard J. Daley** deployed **police** & **National Guard** to prevent violence
* In the convention candidates **debated** inclusion of an **antiwar pledge**
* The convention didn’t choose the antiwar candidate, Eugene McCarthy
* **Democrats chose** Vice President **Herbert Humphrey** as their candidate
* In the **streets, violence erupted** between police and protesters- police beat protesters with billy clubs; protesters responded by throwing rocks and bottles

**Republicans** held a **convention in Miami** and **selected Richard M. Nixon**

* Nixon wanted “**peace with honor**”- to end Vietnam on honorable terms
* He promised to listen to the “**silent majority”** (the non-protesters)- the “un-young, un-black, and un-poor”
* Nixon relied on a **Southern strategy** to win the election, **appealing to southern conservatives** by promising to bring back **law and order**

**Alabama Governor George Wallace** ran in 1968 as a **third party** candidate, appealing to southern voters who were **dissatisfied with the cultural and social changes**

* Wallace **disliked antiwar radicals, hippies**, and **African American militants**
* He stood for **white backlash against civil rights** and **victory in Vietnam**

Both Wallace and Nixon **took votes from Hubert Humphrey in the South** and **Nixon won** with 43.6% of the popular vote and 301 electoral votes to Humphrey’s 42.5% and Wallace’s 13.6%. The election marked the **end of the Democratic “Solid South.”**

**Peace Talks** (p. 746-747)

**Peace talks** to end Vietnam **continued** in January 1969

* U.S. and South Vietnam demanded **all Communists out of the South and return of all Prisoners of War** (POWs)
* North Vietnam demanded **immediate U.S. withdrawal** from Vietnam and creation of a **coalition government** in the South **including the Vietcong**
* Nixon refused the North’s terms as he was committed to “**peace with honor**”

Nixon **gradually pulled troops out** of Vietnam and urged the **South’s Army to take over** the fight; this shift was called **Vietnamization**

* Nixon hoped with American aid the South would begin to secure its own country
* Nixon also **bombed the Ho Chi Minh Trail in Cambodia** to stop Communist **supply lines**, which was controversial since Cambodia was a neutral

1970- Nixon launched **attacks** on North Vietnamese and Vietcong **bases in Cambodia**

* He also **wanted to help democratic Cambodians** in their fight **against** the **Communist Khmer Rouge** dictatorship supported by North Vietnam
* In Cambodia, the U.S. seized large **stockpiles of weapons and supplies**

The extension into Cambodia caused **outrage in the Antiwar Movement**

* **College protests** erupted- several requiring **police and National Guard**
* **Kent State** in Ohio- students threw bottles and rocks and the National Guard thought they were gunshots and opened fire **killing four students**
* **Jackson State University** in Mississippi **two students** were **killed**
* Antiwar Protests often prompted **counter-demonstrations in support of the President, carrying American flags, and shouting “All the Way USA”**

1968- at the **village of My Lai- Lt. William Calley**’s unit **killed 400-500** unarmed Vietnamese civilians; claimed he was **just following orders** (he was convicted)

* The **My Lai Massacre** was **covered up** until *Time Life* **published photos**

1971- *New York Times* published the **Pentagon Papers**, classified documents revealing the **government was dishonest** with Americans and Congress about the war

**Vietnam War Ends** (p. 749-750)

By **1971, two-thirds** of Americans **favored withdrawing** from Vietnam, even if it meant a Communist takeover of South Vietnam

* October 1972- U.S. and North Vietnam came to terms on a peace settlement
* November 1972- **Richard Nixon won reelection** against the Antiwar Democrat **George McGovern**
* Then- **North Vietnam refused to sign** the peace document and **America resumed bombing** North Vietnam forcing them **back to the peace table**

January **1973**- North & South Vietnam and the U.S. signed the **Paris Peace Accords**

* **Cease-fire, U.S. troop withdrawal from Vietnam, a POW exchange** (**550** Americans were released), the **Vietcong** (National Liberation Front) being a permitted **political party** in the South, and a **non-communist government** in the South remaining in power, pending elections
* **Neither the North or South** Vietnamese **honored the cease-fire** and by 1975- war resumed as the **North launched a massive offensive into the South**
* **Saigon fell** in April **1975** and the Communists ruled all of Vietnam

**58,000** U.S. soldiers **died** and **300,000** were **wounded**. **2-million Vietnamese died**

* **Domino effect** occurred as Communists ruled in **Laos** and **Cambodia**
* **Khmer Rouge** in Cambodia, led by **Pol Pot**, embarked on a **genoicide** against anyone with **ties to the West, killing 2-million** Cambodians from 1975 to 1979
* America was wrong about Communism in Vietnam- it was **nationalistic** **Communism and intolerant of outside** influences (not from U.S.S.R. or China)
* America was also wrong in **not honoring its veterans** for their brave service
* Many veterans **suffered from physical** and **psychological** ailments for years

Vietnam War cost America **$738-billion** and nearly **$1-trillion** as of today (if veterans benefits are included). The war also **undermined** Americans’ **trust** in their **government**

* **War Powers Act** (1973) **restricted a President’s war-making powers** and required Congressional **support within 48-hours** of sending in troops
* 1970 to 1990- Americans viewed involvement in foreign affairs with a lens toward **avoiding the occurrence of “another Vietnam”**

**Quick Check**

* Groups 1 & 3: List the key differences between the Democrats and Republicans with respect to the Vietnam War.
* Groups 2 & 4: List what happened after the Vietnam War in the U.S., North Vietnam, South Vietnam, and Cambodia.

**Problem 40: My Lai Massacre**

Ronald Ridenhour, Letter Exposing the My Lai Massacre, April, 1968.

http://www.digitalhistory.uh.edu/active\_learning/explorations/vietnam/ridenhour\_letter.cfm

1. Why did the author write this letter? What did he hope to accomplish by it?
2. Do you think Lt. Calley had any possible defenses for what he did? Explain.

**Lesson 55 Objectives**

**Students will be able to:**

* Explain why the Sixties Counterculture developed and what it stood for;
* Explain the ways in which the Sixties Counterculture and Hippies rebelled against tradition and how their lifestyles and practices conflicted with those of the Greatest Generation;
* Explain who the baby boomers were and how their attitudes towards authority differed from the Greatest Generation;
* Explain who the Beatniks were and what they stood for;
* Explain the shortcomings of the first waves of feminism and how the second wave addressed those shortcomings;
* Describe the goals of the new feminists of the 1960s and key activists;
* Describe the goals of the conservative critics of feminism;
* Explain how the Civil Rights Act of 1964 and the creation of the EEOC changed women’s rights;
* Explain how Roe v. Wade changed women’s rights;
* Describe the other new Congressional Acts that changed women’s rights and how they did so; and
* List the areas that still need to be addressed in Women’s Rights.

**Sixties Counterculture** (p. 758-761)

A **Sixties counterculture** developed as younger generation’s **worldview differed** from their parents; they adopted different **values, customs, dress, music, and behaviors**

* **Rebelled against** the **values** and **traditions** of the Fifties, rejected **materialism**, and **emphasized personal experience**
* Supported the **Civil Rights** Movement and protested **against the Vietnam War**
* Openly challenged and **defied elders**, warning, “Don’t trust anyone over 30”
* Valued youth, spontaneity, and freedom of expression
* **Hippies**- who **valued peace, love, and freedom** and had **new styles of dress and hair**, **recreationally used drugs**, and **expressed free love**
* **Generation gap**- between boomers and older generations- breakdown of communication and understanding

**Greatest Generation**- the **parents of the boomer** generation, were heavily influenced by two major events: the **Depression** and **World War II**

* **Frugality and responsibility**- valued **loyalty, authority, and military**
* **Baby boomers- rejected tradition and authority**- favored individuality and the motto “**Do your own thing!**”
* Boomers didn’t want to fit in; they wanted to **stand out**. They grew up in prosperity, became politically active, and openly distrusted authority
* Boomer culture was expressed in new **rock-and-roll music**

**Sex, drugs, and rock-and-roll** defined the counterculture

* **Beatles** came to America **during the British Invasion**, more than 70-million people watched them perform on the Ed Sullivan Show
* **Rock** became the biggest **means of expression and rejection of tradition**
* “**Sexual Revolution**”- where they valued enjoying **sex for its own sake**
* **Hippie communes**- small communities with shared interests and resources
* **Spiritual enlightenment- rejecting Judeo-Christian** beliefs and adopting **Buddhism**, Eastern religions, and **harmony with nature** like Native Americans
* **Drug addiction** and deaths were common- even rock heroes like **Jimi Hendrix**

**Quick Check**

* Groups A & C: List the values held by the Greatest Generation.
* Groups B & D: List the values held by the Hippies and those in the Sixties Counterculture.

**Second Wave of Feminism** (p. 762-765)

**Feminism** is the ideal of **political, social, and economic equality** for men and women

* **First wave of feminism** began in the **1840s** with the Declaration of Sentiments at the Seneca Convention and **ended in 1920 with women’s suffrage**
* **Fifties**- ideal family lived in the suburbs with the woman as a **homemaker**
* **Sixties-** women saw **parallels** between the **discrimination** experienced by African Americans and their own situations, calling societal customs “**Jane Crow**”

In the Fifties and Sixties work for women meant **low pay and dead-end jobs**. **Pregnancy** was **grounds for dismissal** and leave requests were often denied

* Women were **passed over** for jobs in favor of **less qualified men**
* Activist attitude of the Sixties led women to challenge their inferior positions
* **Betty Friedan** wrote the book, *The Feminine Mystique* and established the **National Organization for Women** (**NOW**)
* NOW was dedicated to “full and equal partnership of the sexes”
* Civil Rights Act of 1964- ban on sex discrimination in **employment** & **education**
* 1970s- NOW’s goal was an **Equal Rights Amendment** (**ERA**) to guarantee **gender equality** and to protect **reproductive and abortion rights**

Radical women's rights activists thought NOW was too tame

* Used non-violent protests to prove their points
* **Gloria Steinem**- used mass media to get her message across, **protested** the **Miss America Beauty Pageant**, and published an article exposing the humiliation women experienced at **Playboy**
* 1972 Steinem founded ***Ms.***, a **feminist magazine**

Other women openly **challenged the women’s movement** like **Phyllis Schlafly**, who was a conservative political activist

* Schlafly called the women’s movement a “total **assault on the family**, on **marriage**, and on **children**”
* **ERA was defeated**- falling three states short of ratification

**Legacy of Women’s Rights** (p. 765-767)

Before Civil Rights Act of 1964, there were no laws that prohibited gender discrimination

* **Title VII**- **outlawed discrimination on the basis of sex**
* Created the Equal Employment Opportunity Commission (**EEOC**) to investigate and **enforce**- NOW and other feminist organizations tirelessly filed lawsuits
* JFK **Commission on Status of Women** (1961) studied **workplace discrimination**
* **Title IX** of **Higher Education Act** (1972) banned **discrimination in education**
* **Female athletes increased** after Title IX but the number of coaches declined
* **Equal Credit Opportunity Act** (1974)- illegal to **deny credit based on gender**
* ***Roe v. Wade***- Supreme Court gave women the **right to legal abortions**. Prior to *Roe*, most states outlawed or severely restricted abortions

Women's Rights Movement has changed attitudes of men and women about women’s roles in society

* 1950- only **30% of women worked** outside of the home; by **2000**, it was **60%**
* Number of **female professionals** in law, medicine, and accounting increased

On average, **women still earn less than men**

* Partly due to **lower-paying fields** they choose to work in- “**pink collar ghetto**”
* Partly due to a “**glass ceiling**” in which women can **see the top positions** in particular industries but the top spots are disproportionately **held by men**

The most significant problem in recent times is **poverty** experienced by **single women**, who get the **lowest-paid jobs**, with the fewest benefits, and often also **support children** while trying to maintain a job at the same time

**Quick Check**

* Groups A & C: List the goals of feminists of the 1960s-1970s in terms of women’s rights.
* Groups B & D: List the achievements of the feminists of the 1960s-1970s in terms of women’s rights.

**Problem 41: Hippies**

American Experience, “Summer of Love.”

https://www.youtube.com/watch?v=B2ZExRNT0GU

1. What were the problems that bothered the hippies? Why were they “disillusioned”?
2. What lessons can we learn from the hippie movement whether or not you agree with their message?

**Lesson 56-57 Objectives**

**Students will be able to:**

* Closely read an analyze primary source documents;
* Use primary source documents to form a thesis and answer an historical question;
* Write an essay integrating primary source documents in the essay as evidence to support a thesis answering an historical question; and
* Demonstrate understanding of the Vietnam War through a debate activity.

**Lesson 58-59 Objectives**

**Students will be able to:**

* Demonstrate understanding of the Vietnam War through a debate activity.

**Lesson 60 Objectives**

**Students will be able to:**

* Explain how many Chicanos originally came to the U.S. as part of the Bracero Program;
* Explain how the Immigration and Nationality Act of 1965 changed immigration to the U.S.;
* Describe the discrimination facing Latinos in the U.S.;
* Explain how reformers like Cesar Chavez and Dolores Huerta organized Latino workers;
* Explain the discrimination and challenges faced by Native Americans and the new laws that gave Native Americans more rights;
* Explain Ralph Nader’s work and the laws that were passed to help protect consumers;
* Explain how new laws protected Americans with disabilities;
* Explain how environmental disasters like the Great Smog of London, the Cuyahoga River fire, Love Canal, and Three-Mile Island motivated activists to push for environmental reforms; and
* List and describe the new laws passed in the Sixties and Seventies to protect the environment.

**Latinos** (p. 768-770)

**Latinos** or **Hispanics** are people whose family **origins are in Spanish-speaking Latin America**. Traditionally, America's **largest** Latino immigrant group has been from **Mexico**, and the people are sometimes **called Chicanos**

* 1942- Mexican immigration was encouraged by the ***Bracero* Program** to fill the need for **migrant farm hands** in the West during World War II
* 25-year period- more than 4-million entered the U.S. in the *Bracero* Program
* **1950s**- U.S. **targeted illegal** immigrants and *Braceros* who had **overstayed their visas for deportation**
* **Immigration and Nationality Act** (1965)- **national origin was no longer considered** for immigration, leading to 400,000 Mexican immigrants in the 1960s, 630,000 in the 1970s, and 1.5-million in the 1980s

After World War II, the U.S. also saw a surge in immigration from **Puerto Rico** (full American citizens), the **Dominican Republic**, and **Cuba**

* Many Dominicans and Cubans arrived illegally, **fleeing from conflict**
* Most settled in urban areas like **NYC and Miami**

Latinos often faced **discrimination**. After World War II, they fought for **civil rights, better paying jobs**, working conditions, educational opportunities, and the right to **vote**

**Cesar Chavez**- fought for the **rights of migrant farmworkers**, who went from farm to farm picking produce for low wages and no benefits

* **Dolores Huerta**- founded the **Agricultural Workers Association** to organize voter registration drives and improve Hispanic neighborhoods
* **Chavez and Huerta** teamed up to form **United Farm Workers** (**UFW**)

The **Chicano Movement** was a movement to **promote Mexican-American social and political issues and culture**

* Supported cultural heritage and honoring the history of its members through a large-scale **mural project** and teaching more **Mexican history** in schools
* Worked to reduce poverty and discrimination by providing Latinos with better opportunities. Some called the group “**brown power**”

**Native Americans, Asians, & Others** (p. 770-773)

**Native Americans** were inspired by the Civil Rights Movement

* 1961- **National Indian Youth Council** (NIYC) formed with the goal of preserving **native fishing rights** in the Northwest
* 1968- **American Indian Movement** (AIM) helped **poor natives living in urban ghettos** and pushing for **civil rights**, land, legal rights, and **self-government**
* 1970- Dee Brown published the book *Bury My Heart at Wounded Knee*
* 1973- protest at **Wounded Knee ended in standoff** with feds and 2 deaths
* **Indian Self-Determination Act of 1975**- gave tribes **more control** over resources and education **on reservations**; natives also won several court cases

**Prejudice** continued against **Asians** (Japanese and Chinese) who **came as laborers**

* 1929- Japanese American Citizens League began fighting for the rights
* After World War II- Asian groups increasingly **fought for civil rights**

**Consumer rights movement** of the 1960s and 1970s, led by **Ralph Nader**

* Nader was a lawyer who investigated **flawed car designs** that led to accidents and wrote a book entitled *Unsafe at Any Speed*, arguing **manufacturers knew** about the defects but **focused only on profits**
* **Motor Vehicle Safety Act of 1966**- required **safety belts** in all cars
* Nixon- protected workers rights with the new agency, the Occupational Safety and Health Administration (**OSHA**)

Until the Sixties, people with **disabilities** were seen as defective and often hid them

* **Disabled veterans** returned- activists called for protections
* **Panel on Mental Retardation** (1961)- help people with **intellectual disabilities**
* JFK’s sister **Eunice Shriver** started the **Special Olympics**
* 1962- laws protecting the disabled in **education**

**Quick Check**

* Groups 1 & 3: List the laws passed to help Latinos and Native Americans in the Sixties and Seventies.
* Groups 2 & 4: List the laws passed to help consumers and the disabled in the Sixties and Seventies.

**Environmental Movement** (p. 774-777)

**Great Smog of London** (1952)- caused by **coal fires**, led smog to a blanket London, **killing 12,000** people

* 1962- biologist **Rachel Carson** wrote ***Silent Spring*** to **address pesticide** use
* Carson argued- humans drastically alter the environment in negative ways
* After *Silent Spring* scientists **researched toxic waste** in the environment
* 1969- **fire** erupted on **Cuyahoga River** in Cleveland after a spark ignited a sheen of **oil and debris floating on the surface**, byproducts of industrialization

**Earth Day** was first observed on **April 22, 1970** and **20-million Americans** took part

* Environmental concerns inspired new **grassroots organizations**
* Nixon declared: the Seventies “must be years when America pays its debts to the past by reclaiming the purity of its air, its water, and our living environment.”
* **Environmental Protection Agency** (**EPA**) (1970)- to **clean the environment** and **eliminate or limit pollutants** in the environment that endanger public health
* **Clean Air Act** (1970)- combated air pollution
* **Clean Water Act** (1973)- limited water pollution
* **Endangered Species Act** (1973)- protected endangered plants and animals
* **Nuclear Regulatory Commission** (1974)- monitored nuclear materials

In 1973, **Love Canal** (near Niagara Falls) saw high rates of **birth defects and cancer**

* EPA investigator saw **toxic waste rising up** from the ground after a heavy rain and smelled a choking smell in the air
* Prompted **Congress to create Superfund** in 1980

March 28, 1979- **nuclear disaster** occurred at **Three Mile Island** outside Harrisburg, Pennsylvania when the core of a **nuclear reactor began to melt down**

* Accident was contained but proved the dangers of nuclear power
* No new nuclear facilities were approved until 2012

**Critics argued governmental regulation** of the environment **interfered with business and property rights**- taking of property without **due process** under the **Fifth Amendment**

**Quick Check**

* Groups A & C: List the environmental disasters and describe what happened in each.
* Groups B & D: List the environmental laws passed to protect the environment.

**Problem 42: Love Canal**

Eckardt C. Beck, The Love Canal Tragedy, EPA Journal, January 1979.

https://archive.epa.gov/epa/aboutepa/love-canal-tragedy.html

1. What occurred at Love Canal? Was it the result of lack of scientific understanding, negligence, or something else?
2. What role should the government play in protecting the environment? Explain.

**Lesson 61 Objectives**

**Students will be able to:**

* Explain how Nixon’s foreign policy changed the policies of previous Presidents;
* Describe what Nixon did in terms of foreign policy in China and how it changed the American relationship with China;
* Describe what Nixon did in terms of foreign policy in the Soviet Union;
* Explain the impact of the agreements Nixon made with China and the Soviet Union;
* Describe Nixon’s background and the tactics he used to win the Election of 1968;
* Explain Nixon’s goal of “new federalism” and how he actually increased the size of the federal government;
* Describe the agencies Nixon created: the DEA, OSHA, and EPA;
* Explain what stagflation was, how it started, and what Nixon did to address it;
* Explain what OPEC is and what the Oil Crisis was;
* Explain Nixon’s “Southern Strategy” and how the South became Republican-dominated;
* Describe the Watergate Scandal and why Nixon ended up resigning;
* Explain how Gerald Ford became Vice President and then President and describe his background; and
* Describe Ford’s foreign policy and what he did in Vietnam, Cambodia, China, and the Soviet Union.

**President Nixon: Foreign Policy** (p. 778-781)

Most Americans agreed on the issues of Communism and the Cold War in 1968

* World was divided between **democracy (friends)** and **Communism (enemies)**
* Believed that “**the enemy of my enemy is my friend**”

President **Nixon** and his National Security Adviser, **Henry Kissinger** changed how the U.S. addressed Communist regimes

* Kissinger was an East coast, Harvard educated, Jewish immigrant from Germany
* Nixon was a California Republican; both were Washington **outsiders**
* Both- idea of **realpolitik**, or “**real politics**”- that politics should be **based on concrete national interests** instead of abstract ideologies
* Both- **no worldwide Communist movement**; **each nation was unique**
* Both- all nations (even Communist) as **potential friends and trade partners**

Nixon believed he would be remembered for his foreign affairs and positioning of the United States in the world

* Nixon **recognized the People’s Republic of China**, the world’s most populous country and a Communist country- he **knew China couldn’t be ignored** forever
* **Diplomatic relations** would benefit the U.S., especially in terms of **trade**
* Working with China might also split China and the Soviet Union and end Vietnam

**Henry Kissinger** worked out a number of issues with the Chinese Premier Zhou Enlai and in February 1972, **Nixon went to China and met with Zhou Enlai and Mao Zedong**

* Zhou Enlai announced Nixon’s meeting bridged “the vastest ocean in the world”

Following China, **Soviet Premier Leonid Brezhnev invited Nixon** to meet in **Moscow**

* In May 1972- Nixon met with Brezhnev and announced new agreements:
* **Environment**, **public health**, and a **joint space mission**
* Strategic Arms Limitation Treaty (**SALT I**) **stopped** deployment of intercontinental ballistic missiles (**ICBMs**) and placed **limits** on antiballistic missiles (**ABMs**)
* SALT I was an **effort toward détente**

**President Nixon: Domestic Policy** (p. 781-784)

Richard Nixon was raised in the Great Depression and fought in the Navy during WWII

* Elected to the House of Representatives in 1946 and the Senate in 1950
* **Eisenhower’s Vice President** in 1952 but **lost the Election of 1960 to JFK**
* Nixon made his comeback and **narrowly defeated Hubert Humphrey** in the **Election of 1968, calling himself “the new Nixon”**
* Nixon **appealed to the “Silent Majority**” and **ignored the radicals and antiwar protesters**, instead meeting the demands of **middle class** Americans
* **Scaled back LBJ’s Great Society** and focus on the environment and crime
* Wanted to **shift power back to the states**- Nixon’s “**new federalism**”

Despite his pledge- Nixon actually increased the government’s power by creating **OSHA**, the **EPA**, and the Drug Enforcement Administration (**DEA**)

* Nixon went on to **wage a “War on Drugs”** that cost the government $75-million in 1973 and amounts to more than **$2-billion per year today**
* **Dismantling of the federal government** started with the Office of Economic Opportunity- the key agency in LBJ’s war on poverty
* Yet- spending on Social Security, Medicare, and public housing increased
* Due to the Vietnam War the country experienced a **recession (stagnant economy) and inflation at the same time**; economists called it **stagflation**
* Budget deficits from Vietnam, oil price increases, and overseas manufacturing caused inflation
* **OPEC**- the Organization of Petroleum Exporting Countries agreed to a **70% price increase in oil** when U.S. **supported Israel** in the 1973 **Arab Israeli War**
* Arab nations- **embargo** on the U.S. and people **lined up at the gas pumps**

**Bretton Woods** system- **removed the direct link** between the **dollar and gold**

* To fight stagflation, Nixon froze prices and wages for 90-days- by the mid-1970s these fixes soon failed

**Quick Check**

* Groups 1 & 3: List Nixon’s foreign policy resume.
* Groups 2 & 4: List Nixon’s domestic policy resume.

**Watergate** (p. 784-788)

Nixon- “**Southern Strategy**” to target **blue-collar workers** and **southern whites**

* Both traditionally voted Democrat but **Nixon turned the South Republican**
* Maryland Governor **Spiro Agnew** was his VP and he appointed southerners to government posts and federal judgeships
* Nixon **ended the unpopular forced busing program** to desegregate schools
* Yet Nixon **supported the Philadelphia Plan**- a type of **affirmative action** in hiring and education to encourage the selection of **women and minorities**
* 1972- Nixon’s **approval rating was high**- campaign against **George McGovern**
* Nixon portrayed himself as a **moderate** and overwhelmingly **won reelection**

The **Watergate Scandal** soon brought down the Nixon presidency

* June 17, 1972- a **failed break-in of the Democratic National Committee** headquarters at the **Washington, D.C. Watergate Office Building**
* After his trial, James McCord claimed **Nixon officials were involved**, leading to a **Senate investigation**, efforts by the Nixon’s administration to **cover up** the break in, and **Nixon’s denials** of any wrongdoing, claiming “I am not a crook”
* Two **Washington Post reporters, Bob Woodward** and **Carl Bernstein** followed tips by an **informant, nicknamed “Deep Throat,”** that **tied the break-in** to **Nixon’s reelection committee**. Soon fewer than 1 in 5 people believed Nixon

1973- Vice President **Spiro Agnew resigned** due to an **unrelated corruption scandal**

* Nixon nominated a **new Vice President, Gerald Ford**
* Then it was learned that **Nixon secretly recorded Oval Office conversations**
* Prosecutors in the Watergate Scandal **demanded the tapes** but Nixon refused, claiming executive privilege until the **Supreme Court ordered Nixon** to do so
* **Tapes were tampered with**- Nixon claimed his secretary accidentally erased
* Even in what remained in the tapes- the **cover-up was obvious**
* A **Judiciary Committee** of the House voted to pursue impeachment
* Nixon knew he would be removed and **resigned on August 9, 1974**

**Gerald Ford** (p. 789-791)

Newly appointed Vice President, **Gerald Ford was sworn in** as President **after Nixon resigned** following the Watergate Scandal

* Ford was a college football star, served in the Navy during World War II, and served 25-years in Congress. He was hard working, honest, and dependable
* Faced significant challenges as President including fixing a **struggling economy** and dealing with the **public’s distrust of politicians**
* In Ford’s first act as President he **pardoned Richard Nixon**
* **Public was outraged** and some **suggested a secret deal** was made with Nixon
* **Congressional Election of 1974**- showed the public’s disapproval of Watergate and Ford as **Republicans lost 48 seats** in Congress

**Stagflation** under Nixon’s presidency **continued** under Ford’s

* Ford’s failed attempt to end double digit inflation was a mostly **voluntary plan called WIN**, which stood for **Whip Inflation Now**
* **Economy got worse**- factories closed, consumers stopped spending, and unemployment rose

Ford kept Secretary of State **Henry Kissinger** and **kept relations with China** and the **U.S.S.R.** His policy was basically Nixon’s policy.

* Ford **met with Soviet Premier Leonid Brezhnev** in 1974 and **signed the** **Helsinki Accords**, supporting **human rights**
* Both men signed another **disarmament agreement, known as SALT II**, which **limited nuclear arms production** but the Senate **never ratified** the treaty

When the **Khmer Rouge** in **Cambodia** began committing **genocide** and killing 1.5-million of its own people from 1975 to 1979, **Ford did nothing**

* When **South Vietnam fell to North Vietnam and Ford did nothing**
* Thousands of South Vietnamese fled on overcrowded rafts and became known as **boat people**. In 20-years- more than **one million Vietnamese fled**, braving storms, pirates, and starvation. Many ended up in the U.S. and Canada

**Problem 43: Mao Zedong**

Nixon In China, Richard Nixon Foundation.

https://www.youtube.com/watch?v=Lnz7Ze71Pc0

1. Why did Nixon want to visit China?
2. How did Nixon’s trip to China change history? Explain.

**Problem 44: Leonid Brezhnev**

Russia Brezhnev Profile.

https://www.youtube.com/watch?v=tYrCkjV-52s

1. What type of leader was Brezhnev? Was he a strong Communist or in favor of detente?
2. Was the signing of the SALT agreement with the U.S. President Richard Nixon a highlight or failure for Brezhnev?
3. In what ways was the video anti-Brezhnev propaganda?

**Problem 45: Watergate**

https://spartacus-educational.com/USAwatergate.htm

1. What were Richard Nixon’s mistakes in handling the Watergate Scandal according to the documents?
2. Do you think Nixon had anything to do with the break-in or cover-up in the Watergate Scandal? Explain.
3. How effective would Nixon or any President be if the nation believed that he/she was a liar? Explain your answer.

**Lesson 62 Objectives**

**Students will be able to:**

* Describe Jimmy Carter’s background and political inexperience;
* Explain how Jimmy Carter defeated Gerald Ford in the Election of 1976;
* Describe the domestic challenges facing Carter and what he did to address them;
* Describe what Carter did in terms of Soviet relations;
* Explain what Carter focused on human rights and how that impacted U.S. policy in the Third World and especially Latin America;
* Explain how Carter helped broker peace between Egypt and Israel with the Camp David Accords;
* Describe Carter’s actions with regard to Iran and how it led to the Iran Hostage Crisis;
* Explain how mass migration from the Rust Belt to the Sun Belt changed America;
* Describe how the Seventies became the “me decade” and how the Sixties Counterculture increased in the Seventies;
* Describe the rise in Christian fundamentalism and what it stood for politically; and
* Explain how religious conservatives, economic conservatives, and those that stood for a strong military and foreign policy united to form the “new” Republican Party.

**Jimmy Carter: Domestic Policy** (p. 792-793)

In 1976- the Democrats could have run anyone and they probably would have beaten the unpopular Gerry Ford. They decided to run **Jimmy Carter, a peanut farmer** and one time **governor of Georgia**

* Few people even knew who Jimmy Carter was but he won the election due to memories of Watergate and Ford’s failure to distance himself from Nixon
* People liked Carter because he was **not a “career politician”** as they grew to **distrust “Washington insiders”** like Nixon and Ford
* Carter was a born-again Christian, winning the **Christian fundamentalist vote in the South** (believed in a strict and **literal interpretation** of the **Bible**)

Carter was definitely an **inexperienced politician** without close ties with Democratic leaders in Congress; his close advisers were also inexperienced

* On Carter’s first day as President- he **granted amnesty**, or political pardons, to **all people who evaded the draft** during the **Vietnam** War
* Many were angered- Republican **Barry Goldwater** said the amnesty was “the **most disgraceful thing** that a President has ever done”
* **Inflation** and the **oil crisis** of Nixon and Ford’s years continued during Carter’s
* **Japanese** started selling lower cost, better-built, and more **fuel-efficient cars** in the U.S., which threatened the U.S. automobile industry
* **Oil Crisis** (1979)- due to shortages in supply led to another spike in **gas prices**
* Carter called on Americans to conserve but his bill to Congress was completely re-written, showing his inexperience and poor leadership

Carter’s appointment of **Paul Volcker to the Federal Reserve (Fed)** was Carter’s best decision

* He lowered **interest rates**, which in the 1980s, **helped end the inflation**
* **Community Reinvestment Act**- required banks toloanto people in the same communities where they do business to **help average people buy homes**

**Jimmy Carter: Foreign Policy** (p. 793-794)

In foreign affairs, Carter aimed to **promote human rights** and **refused to do business** with nations that did **not provide basic human rights** to their people

* Carter **signed the SALT II treaty** (1979) **with U.S.S.R.** but critics said it made **U.S. vulnerable**
* **Soviet Union invaded Afghanistan** and installed a Communist government there and **Carter withdrew SALT II** from Senate consideration
* **Sanctions** against U.S.S.R. and **boycotted 1980** Summer **Olympics** in Moscow

The **developing world** of **Africa, Asia,** and **Latin America** was seen as part of the Cold War but **Carter focused on human rights** there instead of Communism

* Nations loyal to the U.S. which didn’t afford enough individual rights according to Carter were **cut off from American aid**, support, and trade
* **Nicaragua**- America no longer supported the ruling **Somoza family** and a leftist **terrorist group** called the ***Sandinistas* took power**

Carter hoped to improve relations with **Cuban dictator Fidel Castro** but relations actually **worsened**

* Castro told his people that anyone who wanted to leave Cuba to go and **flee from the Port of Mariel** but required them to **bring Cuban criminals**
* **Mariel Boatlift** led to protest in the U.S. but fewer than 20% were prisoners and many were just political prisoners
* **Panama Canal Zone**- Carter signed a treaty **giving the Canal back to Panama in** **1999**- Americans worried this would hurt business and American security

**Quick Check**

* Groups 1 & 3: List Jimmy Carter’s foreign policy resume with the Soviet Union and Latin America.
* Groups 2 & 4: List Jimmy Carter’s domestic policy resume.

**Jimmy Carter: Middle East Policy** (p. 794-795)

In the **Middle East**- **Egypt opposed the existence of Israel** since its founding in 1948 and fought a series of **four wars**

* 1973- **Egypt and Syria attacked Israel**
* 1977- peace talks and President Jimmy **Carter invited Egyptian President Anwar el-Sadat and Israeli Prime Minister Menachem Begin to Camp David**, the location of the American presidential retreat
* Three weeks- Carter helped **broker a peace treaty- the Camp David Accords**
* **Egypt recognized Israel** as a nation and **Israel withdrew troops from the Sinai Peninsula**

Since the 1950s the **U.S. supported** the anticommunist ruler of Iran, the **Shah** (emperor) but by the 1970s **Iranians disliked the Shah’s repressive** regime

* **Armed rebellion** and conflict soon started in Iran and the Shah fled the country
* Leader of the **Iranian Revolution** was the **Islamic Fundamentalist Ayatollah Khomeini**
* When **Carter allowed the Shah** to enter the **U.S.** for cancer treatment, it **enraged radical Iranian students**, who **invaded the U.S. Embassy** and **took** **66 American hostages**
* Ayatollah took the hostages and the Embassy to defy the United States

**Carter tried and failed to negotiate** with the Ayatollah for the release of the hostages

* Most Americans saw this failure as another sign of Carter’s weakness
* While the Cold War continued the **real world threat** would probably come from the **Middle East** and not the Soviet Union

**Changing American Values** (p. 796-798)

After World War II, there was a **mass migration from the Rust Belt**, that is the **Northeast and Midwest, to the suburbs of the Sunbelt**, that is the **South and West**; this **trend continued in the Seventies**

* Nixon and Carter came from the Sunbelt
* **Political power also shifted** from the Rust Belt to the Sunbelt
* U.S. saw an **influx of immigrants from Latin America**, especially Mexico, Cuba, and Puerto Rico during the Seventies in search of work and a better life

The **hippies of the Sixties’ counterculture** stood for **sex, drugs, and rock-and-roll**

* In the Sixties it was a relatively small movement but the movement **expanded in the Seventies**
* **Divorces** soared, as did children born by unmarried women
* Critics saw changing values as a signal of trouble
* The **Seventies were the “me decade”** because people were **self-absorbed** and obsessed with **personal fitness and health**. **Bodybuilding** became popular, influenced by **Arnold Schwarzeneggar**

Seventies also saw a **resurgence of Christian fundamentalism**, as evangelical church attendance soared, although overall church attendance remained constant

* Firm **opposition to shifting values** came from religious conservatives. They **opposed *Roe v. Wade*** and the **restriction against prayer in public schools**
* Evangelical ministers like **Jerry Falwell**, Oral Roberts, and “Pat” Robertson **televised** their **religious services** and became known as **televangelists**
* 1979- **Falwell formed** a conservative Christian group- the “**Moral Majority**”
* By 1980- **religious** conservatives joined with **economic** conservatives and those who supported a stronger **foreign policy and military**
* Led to the rise of a **new type of Republican** and the election of **Ronald Reagan**

**Quick Check**

* Groups A & C: List Jimmy Carter’s foreign policy resume in the Middle East.
* Groups B & D: List the ways American society was changing in the late 1970s.

**Lesson 63-64 Objectives**

**Students will be able to:**

* Lesson 63: Review- Students will review and refine their understandings of the unit content objectives.
* Lesson 64: Unit Test- Students will demonstrate understanding of the unit objectives through a unit test.

**Lesson 65-71 Objectives**

**Students will be able to:**

* Complete steps in the required U.S. History I Research Assignment, demonstrating their mastery of the skills in each of the steps necessary to find, evaluate, and use historical information in writing a cohesive and convincing historical essay.

**Unit V: Contemporary America**

**Lesson 72 Objectives**

**Students will be able to:**

* Describe how the Republicans rebuilt their political party in the late 1970s;
* List the key political beliefs of the Democrats and Republicans and the corresponding criticisms of the other party;
* Explain how the “New Right” differed from the Republicans of the 1960s and 1970s;
* Explain the efforts of Jerry Falwell and the “Moral Majority” and what that meant for politics in the Eighties;
* Explain who Ronald Reagan was and how he defeated Jimmy Carter in 1980;
* Explain Reaganomics and how trickle down theory works;
* Explain the reasons why Reagan’s economic policies faltered;
* Explain how what the deficit and national debt are and how Reagan impacted them;
* Describe the Eighties changes for the wealthy, poor, and immigrants;
* Explain how Reagan’s policies impacted social welfare and government programs;
* Describe what happened in the Savings and Loan Crisis and what deregulation means;
* Describe the role Japan came to play in manufacturing and trade with the U.S. and Reagan’s response;
* Describe Reagan’s stance on labor unions and how that impacted labor in different industries;
* Describe Reagan’s Supreme Court nominations and the impact they had on American history; and
* Describe the Election of 1988 between George H.W. Bush and Michael Dukakis.

**Liberals Versus Conservatives** (p. 804-806)

After the Election of 1968 and Republican **Barry Goldwater**’s defeat to LBJ, he went back **to the Senate to rebuild the Republican Party**

* California Governor **Ronald Reagan** was a **rising star** for Republicans
* Believed the **central government grew too large** and liberal **programs contributed to inflation** and **wasteful spending**
* Blamed Democrats of “throwing money” at social problems instead of solving
* **Republicans** focused on **cutting taxes** and **limiting** governmental **regulation** to stimulate economic growth
* **Neoconservatives** or **traditionalists**, argued problems were from **abandoning traditional values, adopting** trends of the **counterculture** and mass media
* A third branch of conservatives- focus on **anticommunist policies and security**

**Democrats** believed the government should actively **improve** the lives of the **poor, unemployed, elderly, and others**

* Pushed for **social programs** and laws to **protect minorities and women**, strict **regulation of industry**, and **diplomacy** (with the U.N.) to guide foreign policy

In the 1940s and 1950s, Democrats and Republicans **united** in wanting to **contain Communism** and have a **strong central government** in domestic affairs

* The **New Right** of the 1960s-1970s made clear **distinctions** between the parties
* **Republicans gained support** because of the mistakes of Democrats in **Vietnam, race riots, counterculture backlash, economic stagflation, and loss of industrial manufacturing** to other nations
* Johnson’s Great Society was appealing when the economy was good, but when it declined, people could **no longer justify increasing taxes** to support **programs**
* Conservatives argued that overtaxing and wasteful government spending on useless programs caused the economic problems of the Seventies
* **Unfunded mandates**- programs required but **not paid for** by the government
* **Welfare system rewarded lack of effort**, contributed to the **breakdown of the** **family**, and encouraged children born out of wedlock

**Quick Check**

* Groups 1 & 3: List the Republican platform in the early 1980s.
* Groups 2 & 4: List the Democratic platform in the early 1980s.

**New Right** (p. 806-808)

Founded by Reverend **Jerry Falwell**, the “**Moral Majority**” was a political organization **to advance religious goals** through government action

* Opposed limitation of prayer in schools, abortion, gay rights, and decline of the family
* 1980- the Moral Majority **registered** more than 2-million new conservative **voters**
* **Distributed report cards** on all **politicians**- almost always favoring Republicans

Republicans attempted to **sway moderate Democrats** to vote Republican

* Focused on **middle class suburbs**
* Focused on the **unpopularity** of several **Democratic programs**
* Transformed the **South** into a new **Republican stronghold**

**Election of 1980**- charismatic Republican, **Ronald Reagan**, was the answer

* Clear in his **opposition to big government**
* Supported a **strong military** and faith in **traditional values**
* Optimistic he could start a **new era of prosperity** through his **economic plan**

Ronald Reagan was a poor boy from Illinois, whose family suffered through the Great Depression before he finally made it in Hollywood as a **class “B” actor**

* Became a **spokesman** for General Electric and **toured America giving speeches**, often criticizing big government, high taxes, and Communism
* 1964- Reagan gave speeches in favor of **Barry Goldwater** though he lost

1980- persistent **inflation**, the **Iran Hostage Crisis**, and the **Soviet invasion of Afghanistan** proved that **Carter** was an **ineffective** President

* A week before the election, Carter and Reagan **debated** (only one debate)
* Reagan’s gift as the “**Great Communicator**” shone- even-tempered and calm
* Election of 1980- **Ronald Reagan defeated Jimmy Carter** by a **landslide**, winning 50.7% of the popular vote and 489 electoral votes to Carter’s 49
* **Republicans** took back control of the **Senate** for the first time since 1955

**Reaganomics** (p. 810-812)

Ronald Reagan’s election **shifted the direction** of the U.S.- the “**Reagan Revolution**”

* Reagan’s theory of **supply-side economics** or “**Reaganomics**” was key
* **Assumed if taxes are reduced, businesses will invest more and create new jobs. Employing more people will reduce unemployment and workers will spend the money they earn, furthering the growth of the economy**
* **To work**, the government had to **reduce spending** on federal **programs**

**Economic Recovery Act of 1981**- **reduced taxes by 23%** over three-years

* Reagan believed the wealthy would use tax breaks to invest in new businesses
* Congress **reduced spending by $40-billion**, mostly by cutting social programs
* **Deregulated**- airline, telecommunications, and banking **industries** among others

Before Reagan could implement his plans- **recession** hit between **1980 and 1982**

* **Unemployment rose** to 10%, hitting blue collar workers and farmers badly
* **1983- economy rebounded**, inflation fell, and the Gross National Product (GNP) increased; the **GNP** is the **combined income of Americans** and U.S. **business**
* Number of **poor also increased** and **immigrants** continued to flood in
* Many immigrants worked low-paying jobs and struggled financially
* **Richest** Americans continued to **get richer**

Congress **increased defense** spending but **wouldn’t** make **cuts to social programs**

* Because of this and the recession, the federal **budget deficit increased** from $79-billion in 1981 to $221-billion in 1986 (**deficit** is the **shortfall of money** spent compared to money received from taxes)
* **National debt** (**government bond debt**) **rose** to $2.5-trillion
* 1989- **Savings and Loan Crisis** made things even worse when **a thousand savings and loan banks failed** due to **fraud and granting risky loans**
* Critics blamed Reagan’s **deregulation** of the banking industry
* Government spent **$200-billion to bail-out depositors** at failed banks
* **Social Security Reform Act** (1983) **raised the minimum retirement age** and **increased payroll taxes** for workers to help fund Social Security

**Conservative Momentum** (p. 812-815)

One major problem was the **loss of manufacturing and trade revenue**, especially in **automobiles and electronics**

* **Japan** dominated televisions, electronics, cars, and other consumer goods
* When Japan refused to import American-made products, Reagan imposed a **high tariff on Japanese goods** that doubled their prices

Reagan was also **tough on labor**. When federal **air-traffic controllers** went on **strike he fired them all**- citing the law that prohibited federal employees from striking

* **Businesses** began to be **tough on unions**
* **Believed volunteerism and private initiative**
* **Center for Corporate Public Involvement**- supported community projects, employment women and minorities, environment and energy conservation, and socially responsible investments.

**Election of 1984**- Reagan easily **defeated Democrat Walter Mondale** and running-mate **Geraldine Ferraro** (**first woman vice presidential candidate**) but Democrats retained control of the House

* Appointed several **conservative judges** to reverse the liberal tide of the courts
* Supreme Court- **Sandra Day O’Connor** (first woman), **Antonin Scalia**, & **Anthony Kennedy**
* Hand-picked his **successor**- **Vice President George H.W. Bush**.

**Election of 1988**- George H.W. Bush faced Massachusetts Governor **Michael Dukakis**

* Bush was a World War II hero, a Congressman, ambassador to the U.N., envoy to China, and head of the CIA
* **Both candidates** ran a **negative campaign**
* Bush said “**Read my lips, no new taxes**” and promised “**kinder, gentler nation**”
* **Bush won** the presidency but **Democrats won in both houses** of Congress
* **Americans with Disability Act** (1990) **protected the disabled** in education, employment, transportation, and access to public places, benefiting 43-million

**Quick Check**

* Groups A & C: Make a flowchart to describe how trickle down economics works.
* Groups B & D: List the domestic resume of Ronald Reagan.

**Problem 46: Reaganomics**

History Channel Explanation of Reaganomics.

https://www.youtube.com/watch?v=EeyGdy\_SdhQ

1. How does Reaganomics or trickle-down economics work?
2. What are the criticisms of this economic policy?
3. What were the consequences of Reaganomics? Did it work?

**Lesson 73 Objectives**

**Students will be able to:**

* Explain who the yuppies were and what they stood for;
* Describe American cultural changes in the Eighties;
* Explain how Reagan and Congress in the Eighties impacted the war on drugs;
* Describe how the AIDS epidemic, education, and space program impacted America in the Eighties;
* List and Describe Reagan’s defense programs that helped end the Cold War;
* Describe Reagan’s relationship with Soviet leader Mikhail Gorbachev and how that helped end the Cold War;
* List Reagan’s anti-Communist interventions in the world;
* Describe Gorbachev’s political beliefs and reforms and how they helped end the Cold War;
* Describe how the Berlin Wall fell as Communism began to end in Europe;
* List the countries that broke free from the clutches of Communism in Europe in 1989, 1990, and 1991;
* Describe Reagan’s conflicts with Libya and Lebanon; and
* Explain the Iran Contra Scandal, its consequences, and aftermath.

**Culture in the Eighties** (p. 815-817)

The economic recovery of the Eighties did not impact all Americans in the same way

* For **middle class and wealthy** Americans Madonna’s song “**Material Girl**” defined the decade- people **bought lots** of material items and **things**
* **Young urban professionals** (“**yuppies**”) were baby boomers who made at least $40,000 and loved flashy cars, buying new things, and staying physically fit
* **Looking good**- meant drinking diet soda, going to the **gym**, taking daily vitamins
* Americans focused on **improving themselves** rather than helping society

Issues of the Eighties

* **NASA** added the **new space shuttle** to its fleet in the Eighties, which blasted off but could safely return to Earth and be used multiple times
* January 1986- space shuttle ***Challenger* exploded** 2-minutes after takeoff
* **1984 Los Angeles Olympics**- first time America hosted in 50-years; the **opening** **ceremony flaunted American greatness** and patriotism (U.S. won a lot of medals)
* **Soviet Union boycotted** the games to retaliate for the U.S. boycott in 1980
* **Increased use of drugs**, especially cocaine- Reagan used the **military to stop drug smuggling** into **Florida**- smugglers **shifted to U.S-Mexican** **border**
* 1986- Congress passed laws to **get tough on drugs** by making possession with the intent to distribute a **minimum penalty** of **10-years** imprisonment
* 1983- concerns over **public education** rose through a report called ***A Nation at Risk***- consistently scoring lower on standardized tests compared to other nations
* Conservatives favored a **voucher system**- parents could use at **private schools**
* **AIDS epidemic** started 1981 (last stage of HIV). There remains no cure for AIDS
* At first- AIDS spread among homosexuals and drug users, but soon spread to all
* George H.W. Bush drastically increased funding for AIDS research

**Assassination attempt** was made on **Reagan’s life in 1981** by a disturbed man named **John Hinckley, Junior**, who shot Reagan and wounded his aid **James Brady**. There was a **call for stronger gun laws** and Congress passed the Brady Bill in 1993

**Cold War Ends** (p. 818-820)

Ronald Reagan wanted the Soviet Union to **scale back** its control in **Eastern Europe** and believed **peace** would come **with American strength** in the Cold War

* U.S. needed to weaken Communism by **challenging** it **without** provoking **war**
* **Largest peacetime military buildup** in American history
* Unveiled B1 and B2 bombers, MX missile systems, and new nuclear missiles
* Poured money into Strategic Defense Initiative program (**SDI**)- **land and space lasers to destroy missiles** headed for the U.S., nicknamed “**Star Wars**”

Reagan weakened the Soviet Union by supporting **anticommunist rebellions abroad**

* Funded and trained the **mujahedeen in Afghanistan**; in 1988- Soviets withdrew
* Supported counter revolutionaries in **Nicaragua called Contras** to combat the *Sandinistas*
* Backed **anticommunists in El Salvador**
* 1983- leftists overthrew the prime minister of **Grenada**- U.S. sent in troops to prevent Communism and protect American students

**Mikhail Gorbachev** became the first and only president of the Soviet Union in 1985

* Communist **reformer** who believed in two important policies
* ***Glasnost*** means a **“new openness”**
* ***Perestroika*** stood for **economic reforms** that would move the Soviet Union **away from a socialist**, state-controlled economy
* Pushed for reforms due to food shortages and the failure of the Soviet economy
* Soviet spending focused on the military and factories couldn’t compete with West

Between 1985 and 1989, **Reagan and Gorbachev met four times** and liked one another

* At last state dinner they toasted each other and held a joint press conference
* Signed a **nuclear arms** pact and began negotiations on the **START I Treaty**, to **reduce** the number of **nuclear weapons** in the world

**Quick Check**

* Groups 1 & 3: List the challenges faced by Ronald Reagan during his Presidency.
* Groups 2 & 4: List the measures taken by Ronald Reagan to end the Cold War.

**Fall of the Soviet Union & Iran Contras** (p. 820-823)

**Berlin Wall**- **symbol of the Cold War**- divided the free world from Communism

* November 1989- Communist government of **East Germany collapsed**
* Sledge hammers and pickaxes were flying- people **dismantled the wall**
* Within a year **East and West Germany** were **reunited** as a single nation
* Communist governments fell in **Poland, Hungary, Czechoslovakia, Bulgaria**, and **Romania** in 1989, **Albania** in 1990, and **Yugoslavia** in 1991

August 1991- devoted Communists tried to stage a coup to save communist rule

* Kidnapped **Gorbachev**- millions rallied in the streets of Moscow with **Boris Yeltsin.** The **coup ended**- Yeltsin said “The Soviet Union has **ceased to exist**”
* **15 independent republics** replaced Soviet Communism. **Yeltsin** remained the leader of the largest republic, the **Russian Federation**
* Gorbechev’s loosening grip on Eastern Europe was a significant factor in the fall
* **Ronald Reagan** and the **buildup of American military** forced Gorbachev to give in to **reforms** and **relinquish control** in Eastern Europe
* George H.W. Bush, Gorbachev, and Yeltsin agreed to limit nuclear weapons

1980s- U.S. clashed with **Libyan leader Muammar al Qaddafi** over **terrorism**

* U.S.- **economic sanctions** on Libya and **bombed** it after a Berlin terrorist attack
* Al Qaddafi survived the bombing but continued to produce **chemical weapons**
* 1982- Reagan sent **800 Marines to Lebanon** to help bring peace but in 1983, a **truck bomb** exploded in the U.S. Marine headquarters in **Beirut** and killed 241

20-minutes after Reagan was sworn in, **Iran released all 52 hostages** of the **Iran Hostage Crisis** of Carter’s administration

* 1985- Reagan agreed to **sell weapons** to Ayatollah **Khomeini's government** in exchange for **help freeing 7 hostages in Lebanon** held by **Hezbollah** terrorists
* Used **proceeds** from the sale **to fund Contras in Nicaragua**, **Iran-Contra Affair**
* Plan failed and went against Reagan’s policy of not negotiating with terrorists and sending money to the Contras in Nicaragua went against Congress’s ban
* **Oliver North** was **convicted** on charges stemming from the scandal but everyone involved was **pardoned** by **George H.W. Bush**

**Quick Check**

* Groups A & C: List the nations that broke free from Communism in 1989, 1990, and 1991 (include as many of the former Soviet states as you can think of).
* Groups B & D: List what Ronald Reagan did in Libya, Iran, and Nicaragua during his Presidency.

**Problem 47: Iran Contra Affair**

Understanding the Iran Contra Affair Timeline.

https://www.brown.edu/Research/Understanding\_the\_Iran\_Contra\_Affair/timeline-n-i.php

1. How did Carter handle the situation in Nicaragua? What did he do?
2. Was the situation in Nicaragua really part of the Cold War or American politics?
3. What is the Boland Amendment and how was it the cause of the whole affair?
4. How did Reagan handle the situation in Nicaragua and Iran? What did he do?
5. Should Reagan be criticized for the Iran Contra Affair? Explain.

**Lesson 74 Objectives**

**Students will be able to:**

* Explain the U.S. policies in Latin America in the 1980s and 1990s;
* Describe U.S. efforts to eliminate drug importations under America’s War on Drugs;
* Explain the democratization of the world and challenges faced by George W. Bush in places such as South Africa, China, Yugoslavia, and Somalia;
* Explain who Saddam Hussein was and the events that led to the Persian Gulf War;
* Describe the efforts of the U.S. in Operation Desert Storm and Desert Sabre and how the U.S. quickly defeated Iraq in the Persian Gulf War;
* Describe the actions taken by the U.S. in the Middle East following victory in the Persian Gulf War;
* Explain why George W. Bush lost the Election of 1992 to Bill Clinton;
* Describe the problems in Somalia and Haiti and what President Bush did in each;
* Describe the Serbian attacks in the former Yugoslavia and the ethnic cleansing that took place in the 1990s;
* Explain how the U.S. responded to ethnic cleansing in the former Yugoslavia; and
* Describe the Rwandan Genocide and what the U.S. did in response.

**George H.W. Bush: International Conflicts** (p. 824-826)

**George H.W. Bush** was a **Yale graduate and World War II veteran**. He was also head of the **CIA**, ambassador to the **U.N.**, and **Vice President** under Reagan

* **Latin America** saw waves of **democracy in Nicaragua and El Salvador**
* **Chile**- notorious dictator **Augusto Pinochet gave up power**
* Yet **drugs continued** to flow into the U.S.
* “**War on Drugs**” tried to stop illegal drug use by going after sellers and users
* Bush **targeted drug lords** like **Eduardo Martinez Romero**- **Colombian** drug cartel financier
* 1989- Bush sent **12,000 troops** into **Panama** to arrest Panama’s **military dictator** **Manuel Noriega** on drug trafficking charges (40-years in prison)

1989 in **China- students staged a pro-democracy protest in Tiananmen Square**

* Communist Chinese response was to **roll the tanks** into Beijing and kill hundreds of protesters, crushing under the tanks tracks, and arresting activists

**South Africa** maintained a rigid **system of segregation** known as **apartheid**, where the minority whites ruled over the masses of blacks

* 1980s- U.S. imposed **economic sanctions** on South Africa
* With **fears of a racial civil war- President F.W. de Klerk released** human rights activist **Nelson Mandela** from prison in 1990 (there since 1962)
* Bush met with Mandela shortly after his release and in 1994, he was **elected the leader of South Africa** in a free election, bringing democracy to the country

After the fall of Communism, **Yugoslavia** descended into a **bloody civil war**

* Attempting to “avoid another Vietnam,” Bush didn’t send U.S. troops but did **support the U.N.** peace efforts in 1992. By then- 150,000 civilians were dead.

**Somalia**- Bush sent U.S. **Marines in “Operation Restore Hope”** amidst a human rights crisis to help bring food and peace to two rival warlords

**Persian Gulf War** (p. 826-827)

August 2, 1990- **dictator of Iraq, Saddam Hussein, invaded** the tiny Arab nation of **Kuwait** with 150,000 Iraqi forces. He had ruled Iraq since 1979 as a brutal dictator

* With Kuwait- he controlled **20% of the world’s oil production**
* Fearing for America’s ally Saudi Arabia (had even more oil) Bush ordered **economic sanctions** and built an **international coalition** (backed by the U.N.) demanding that Hussein leave Kuwait
* 1990- coalition had 700,000 troops in Saudi Arabia including **500,000 U.S.** troops
* **Great Britain, France, Egypt, Saudi Arabia**, and others also sent troops
* Bush received permission from Congress to use force against Hussein

January 16, 1991- the U.S.-led **attack on Iraqi troops** began **Operation Desert Storm**

* Military Joint Chief of Staff **Colin Powell** and General **Norman Schwarzkopf**
* **5-weeks of bombing with Patriot Missiles**. Iraq countered with old Soviet **Scud Missiles** that many incorrectly feared might have chemical warheads
* February, 24, 1991- coalition **troops stormed into Kuwait** to find fleeing and **surrendering Iraqi forces**, but in their retreat they **set fire** to the Kuwaiti **oil rigs**

**Five days** after ground troops entered Kuwait, Iraq surrendered. Iraq lost 25,000 soldiers and the U.S. lost 148 soldiers

* Bush backed the **U.N. cease-fire** agreement but **didn’t continue on to oust Saddam Hussein**- this turned out to be a major mistake
* Bush’s appeal skyrocketed to 91% and **troops stayed in the Middle East** to **help Iraqi refugees** who fled from Hussein
* Hussein supporters resented the U.S. troops stationed and the no-fly zone established over northern and southern Iraq
* Many Saudi Arabians also **resented the American presence** in their nation
* These feelings fueled **anti-American and anti-western sentiments**, leading to the creation of **terrorist organizations like al-Qaeda**

After the war, Saddam Hussein threatened various groups in Iraq and in the Middle East

* The **U.S. economy** went into **recession** and Bush went back on his promise of no **new taxes**. The American people now looked to **replace him** in 1992

**Quick Check**

* Group 1 & 3: Create a Timeline/List of Events for the Persian Gulf War.
* Group 2 & 4: List the foreign issues in the world from 1988-1992 and what George H.W. Bush did about each.

**Election of 1992, Somalia, & Haiti** (p. 827-829)

**Election of 1992**- Democrats nominated Arkansas Governor **William Jefferson Clinton** who came from an **average family** and worked through college and law school

* Clinton called himself a “**new Democrat**” but **he was a centrist or moderate** that was willing to wor**k with Democrats and Republicans alike**
* **Clinton believed in strong defense, tough on crime, welfare reform, and free trade**
* He agreed with Democrats that the federal **government was important**
* He agreed with Republicans that the government was **too large and inefficient**

Clinton challenged George H.W. Bush and third party, **Texas billionaire H. Ross Perot**

* Clinton argued Bush’s economic policies made the rich richer
* He connected with **middle class** voters, arguing he was from an **average family**
* **Bush attacked Clinton’s character** and called him a draft dodger, wife cheater, and pot smoker
* Bush said **Clinton** and his running mate, **Al Gore**, were **too inexperienced**
* **Perot opposed free trade** with Mexico and Canada and wanted to eliminate the deficit- 1992 was the largest voter turnout since 1960
* **Clinton won 43%** of the popular vote and the **majority** of the electoral vote
* Democrats also maintained control of both houses of Congress
* **Perot’s presence** on the ballot earned **spoiled** the election **for Bush**

**Somalia**- Clinton continued to send **aid and food** (fighting a **civil war** since 1980s)

* When troops left in 1994, violence erupted again

1990 **Haiti**-first freely elected leader, **Jean Bertrand Aristide**- ousted in **military coup**

* Thousands of **Haitian refugees** boarded makeshift boats and fled
* American immigration officials sent thousands back
* 1994- Clinton sent **troops to restore** order and Aristide to power

**Balkan Crisis & Rwanda** (p. 829-830)

**Yugoslavia** (in Balkan Peninsula) continued to **disintegrate amidst ethnic tensions**

* Former Communist leader **Josip Broz “Tito”** tenuously held the nation together despite ethnic and religious diversity
* **1990s- new republics** broke apart, forming new own nations
* **Bosnia Herzegovina** deteriorated into **civil war between** Eastern Orthodox **Serbs**, Catholic **Croats**, and **Bosnian** Muslims

**Serbs- attacked the Bosnians and Croats**, forcibly removing people from their homes and ethnically cleansing them

* **Ethnic cleansing**- state-organized **mass murder, violence, & rape of a group**
* U.N. sent humanitarian aid but **U.S. didn’t** step in to **stop** ethnic cleansing
* 1995- Clinton urged **NATO** to take the lead in bombings of Serbian strongholds
* Cease-fire in 1995- the **Dayton Accords** established a **multinational Bosnia**

1998- **Kosovo** (province in southern Serbia) **Serbs committed ethnic cleansing against ethnic Albanians**, which spread to Macedonia and Albania

* 1999 **Serbian President- Slobodan Milošević** was charged by the International Criminal Tribunal for the former Yugoslavia with **war crimes** in connection to the wars in Bosnia, Croatia, and Kosovo
* First sitting head of state to be charged with war crimes but died of a heart attack
* Yugoslavia has now broken into **seven nations: Slovenia, Croatia, Macedonia, Bosnia and Herzegovina, Serbia, Montenegro, and Kosovo**

1994- **Rwanda** experienced **civil war and genocide**

* Rwanda’s **majority Hutu** committed **genocide, exterminating 800,000 Tutsi**
* U.S. and U.N. did nothing to to stop the war or genocide; 2-million people fled
* Tutsi-led finally forces won but Clinton was criticized for his failure to act

**Problem 48: Rwanda**

Rwanda: 25 Years After Genocide, DW.

https://www.youtube.com/watch?v=8lV1RubWD8Y

1. Should more be done to bring those responsible for the genocide of the Tutsis to justice?
2. Why do you believe France has not been helpful in bringing the perpetrators
3. Does the U.S. have a responsibility in the world to prevent genocide? What needs to be done? Explain.

**Lesson 75 Objectives**

**Students will be able to:**

* Explain the background to the Israeli and Palestinian conflicts and the efforts toward peace from 1993-2000;
* Explain why peace failed between Israel and the Palestinians from 1993-2000 and summarize what each side demanded and did towards the peace effort;
* Describe who Osama bin Laden was and how al Qaeda formed as well as its purposes;
* List the terrorist actions taken by al Qaeda against the U.S. in the 1990s;
* List the domestic policies of President Bill Clinton;
* Explain the “New Republican Party” and how it gained strength under Newt Gingrich’s Contract With America;
* Explain why Bill Clinton was impeached; and
* Describe the rapid technological advances made in the U.S. in terms of computers and medicine.

**Terrorism in the Middle East** (p. 830-831)

1993- **Israelis** and **Palestinians met secretly in Oslo**, Norway, and reached an **agreement** guaranteeing **Palestinain self-rule in Jericho** and the **Gaza Strip**, called the **Declaration of Principles**

* **Failed to address** Israeli settlements in **West Bank** and radicals were still upset
* **Fighting continued** and a religious extremist **assassinated** the Israeli Prime Minister, **Yitzhak Rabin** in 1995

2000- President Clinton invited Palestinian leader **Yasir Arafat** and the Israeli Prime Minister **Ehud Barak to Camp David** to work on a lasting **peace agreement**

* Peace was close but **Arafat refused to sign**
* New Israeli new Prime Minister **Ariel Sharon** was a former “hawk” who once opposed all compromise with the Palestinians
* **Sharon** now compromised and **withdrew** the remaining Israeli settlers from **Gaza** in 2005, but Palestinian suicide bombings continued to increase

**1993**- Islamic terrorist group **al-Qaeda, led by Osama bin Laden**, exploded a **truck bomb in the NYC World Trade Center** parking garage, killing six and injuring 1,000

* Bin Laden had fought in Afghanistan on the side of the anti-communist Islamists
* Bin Laden formed al-Qaeda to eliminate the U.S. influence on Muslim countries

1998- within minutes of one another, **al-Qaeda exploded bombs in the American Embassies** in **Nairobi, Kenya** and **Dar es Salaam, Tanzania**, killing 225 people and injuring 5,500

* 2000- **al-Qaeda bombed the U.S. warship *USS Cole*** off the coast of **Yemen**, killing 17 American sailors
* Despite al-Qaeda’s attacks, nobody fully understood the threats it posed to American security and world peace

**Bill Clinton: Domestic Policy** (p. 832-834)

Clinton signed the **Family Medical Leave Act** that George H.W. Bush vetoed, giving most full-time workers **12-weeks of unpaid leave for the birth** and care of a newborn baby or to **recover from serious illness**

* Clinton also **raised the minimum wage**, increased **access to college loans**, and **increased tax credits** to pay for higher education
* Bill & Hillary Clinton wanted **healthcare for all** but their **plan failed in Congress**
* **Brady Bill** (1993)- **gun-control act** (named for Reagan’s aide)
* Clinton **fought crime** and signed a $30-billion anticrime bill

1995- homegrown anti-government terrorists bombed the **Federal Building in Oklahoma City**, killing 168 and injuring 800 others

* 1999- a **mass shooting** occurred in **Columbine High School** in Colorado by two armed students who killed 12, wounded 24, and then took their own lives
* At Columbine the two students were outcasts and the disaster led to new **anti-bullying laws** and **increased school security**

Republican **Newt Gingrich** led a **new conservative movement- “Contract With America”** to oppose big government and promote traditional values and patriotism

* Called for Congressional **term limits**, **cutting back on big government**, a **balanced budget** amendment, **tax cuts**, increased **defense spending**, **welfare reform**, and **tough on crime laws**
* 1994- **Republicans** won control of the House, Senate, and most governorships
* Most of Gingrich’s plans passed in the House but failed in the Senate or **vetoed**
* In protest against Clinton- Republicans in Congress **voted against Clinton’s** proposed **budget leading to government shutdown** in 1995
* Later Clinton adopted many Republican proposals in his 1996 reelection bid
* Mid-1990s the U.S. **economy soared** in the longest period of **sustained growth**
* **Clinton** was easily **reelected**, defeating Republican **Bob Dole** and Ross Perot

**Impeachment & Technology** (p. 835-838)

Bill **Clinton faced investigation for sexual harassment** as governor of Arkansas and for **investments** he and Hillary made **in the Whitewater Development** Corporation

* Investigated by a special prosecutor but no criminal charges were filed
* **Reinvestigated** for seven years by a new **special prosecutor, Kenneth Starr**, after Congress changed the rules on naming special prosecutors
* Nothing new was uncovered but several associates were convicted
* During investigation- evidence that **Clinton had a relationship with intern Monica Lewinsky** but **Clinton denied the affair under oath**. Later- admitted it
* Republicans in **House impeached Clinton for perjury & obstruction of justice**
* **Senate failed** to receive the two-third majority needed to **remove** him

20th-Century was 100 years of **rapid technological growth and globalization**

* **Computer** (1946) massive in size, but after World War II, universities developed smaller, faster, and more powerful computers
* First **commercially viable** computer- **IBM** in 1954
* 1960s- companies in **Silicon Valley developed a microchip**, a tiny fragment of silicon with complex circuits, **and the microprocessing unit**, which **led to the personal computer**
* Late 1980s- personal computers, video games, cell phones, and other devices
* **Steve Jobs** (Apple) and **Bill Gates** (Microsoft) made PCs affordable

Medical science, aided by computers improved drastically, including **advances in new drugs**, artificial **hearts, organ** transplants, and **biotechnology**- all increasing life

**Satellites** improved **communication** and sent signals to TVs, phones, and computers

* Used in national defense, **military**, and **GPS**

1970s- government worked on **linking computer systems**, leading to the **Internet and World Wide Web**, which was used by the publice in the 1990s

* **Access to information and communication**- almost instantaneous, transforming education, entertainment, and business
* Jeff Bezos’s **Amazon.com**, **email**, and **telecommuting** changed America

**Quick Check**

* Groups A & C: List the key arguments of “New Republicans” in the 1990s.
* Groups B & D: List the technological advances that changed America in the 1980s-1990s.

**Problem 49: Impeachment**

Introduction to Articles of Impeachment of William Jefferson Clinton.

https://www.congress.gov/congressional-report/105th-congress/house-report/830/

1. What did President Clinton do that led to the Articles of Impeachment?
2. Did Clinton deserve to be impeached? Removed from Office? Explain.

**Lesson 76 Objectives**

**Students will be able to:**

* List and describe the world’s free trade agreements of the 1990s;
* Explain the goals of the GATT and WTO;
* Explain what NAFTA and USMCA were and how they fostered free trade in North America;
* Describe how satellites, computers, the Internet, and globalization changed the world in the 1990s;
* Describe the modern multinational corporation and how it impacts global trade;
* Explain how the U.S. is now a post-industrial nation and has a service economy;
* Explain what happened in the Election of 2000, why the election was controversial; and what the result was; and
* Describe George W. Bush’s pre-9-11 domestic policies.

**Free Trade & Treaties** (p. 844-846)

After the Cold War- U.S. searched for its **new identity**. Clinton, focused on **global trade**

* America- economic superpower and champion of the **free enterprise system**
* Free trade is the cornerstone for globalization, competition, and low prices
* With global free trade- **some types of jobs shifted** to other nations due to American laws, wages, and protections for workers

Democrat Bill Clinton generally supported **free trade blocs**, which in theory, increase **prosperity in a particular region**

* 1993- **European Union** (**EU**) formed as a trade bloc in **Europe** and by 2000, most European nations adopted the **Euro as currency**
* U.S., Canada, and Mexico agreed to the **North American Free Trade Agreement** (**NAFTA**)- 1994, when Congress passed it and Clinton signed
* **Critics argue it hurts U.S. jobs** from Mexico’s lower wages, working standards, workers’ rights, and environmental
* 2018- **Donald Trump** ended NAFTA, and created the **U.S.-Mexico-Canada Agreement** (**USMCA**), which went into effect in 2020- some call it **NAFTA 2.0**
* Only significant changes from NAFTA- increased **environmental and working regulations** and promotion of **U.S. car** production

Clinton signed **270 free trade agreements** including- **General Agreement on Tariffs and Trade** (**GATT**) (1994)- replaced by **World Trade Organization** (WTO) (1995)

* WTO’s goal was to r**educe worldwide tariffs** to **promote free trade**
* It also included provisions to help negotiate trade agreements, settle disputes, and enforce trade agreements
* 1999- protesters went to the WTO meeting in Seattle to protest the WTO’s lack of concern for workers’ rights and the **environment**
* **Impact of free trade**- **normalization of business** and the **spread of democracy**

**New Economy** (p. 846-849)

**New technology** like **satellites**, **computers**, and the **Internet** dramatically increased **globalization**, or the process by which national **economies have become integrated**

* **Multinational corporations**- businesses that **operate in more than one country** (natural resources, finance, management, manufacturing, and sales can all take place in different countries)
* Businesses are able to find efficiency, productivity, higher profits, and lower costs

Workers today must be **competent with computers** in virtually every industry

* **Manufacturing**- robots and machines often take the place of human workers
* **Management and sales**- computers help in finance, inventory control, and business analysis to help find efficiencies and reduce waste

**U.S. is no longer a manufacturing** giant- it is **now a service economy**

* **Professional work**- law, medicine, science, teaching, research, sales, specialized services, and customer relations
* With technology, people interact either face to face or remotely
* Some services have very **low-paying jobs** like fast food services
* Some services have very **high-paying jobs** like law and medicine
* The **shift from an industry-based economy to a service-based economy** has led some entrepreneurs to capitalize on **new technological advancements**
* Sergey Brin and Larry Page launched **Google**, Mark Zuckerberg launched **Facebook**, and Jeff Bezos launched **Amazon**

Today America faces competition from large, populous nations with abundant natural resources and **developing industrial bases like China, India, and Brazil**

* Even Communist **China**- rapidly moving toward a **modified free market** economy and is America’s **largest trading partner**

**George W. Bush** (p. 850-852)

Election of 2000- Democrats nominated Bill Clinton’s **Vice President, Al Gore,** and his running-mate was a Jewish Senator from Connecticut, **Joe Lieberman**. The **Republicans nominated George W. Bush**, son of former President George H.W. Bush

* George W. Bush was former governor of Texas and a moderate conservative
* There was a third party candidate, **Ralph Nader** of the **Green Party**
* Democrats urged Nader to drop out to avoid votes being taken from Gore
* Election hinged on one state, **Florida**, and its 25 electoral votes. That night votes in Florida were **close but it appeared** that **Bush had 537 more votes** than Gore
* **Voting irregularities** were claimed in several Florida polling places
* Florida law required a **statewide recount** and Democrats wanted a hand recount, alleging voting machines misread hole punched ballots where the **hanging chad did not fully separate** from the ballot
* Republicans sued to the Supreme Court to avoid a hand recount

***Bush v. Gore***- Supreme Court ended the recount by a vote of 5 to 4 and **certified George W. Bush** as the legitimate winner of the election

* Ralph Nader won 97,000 votes in Florida that would likely have gone Gore
* December 12, 2000- Al Gore conceded and Bush delivered a victory speech that asked America to get past the election debacle and work together for America

President Bush’s first tasks as President focused on domestic issues

* **Tax cuts** ($1.3-trillion) to stimulate economic growth and create new jobs (most went to the wealthy and the budget deficit increased)
* **Education- Bush signed the No Child Left Behind Act**, which tied federal education **funding** to student **performance on standardized tests**
* **Extended Medicare** to cover prescription costs for seniors
* Promised Social Security reform but the Democrats blocked his efforts
* **September 11, 2001**, became the single day that changed Bush’s presidency and the world forever

**Lesson 77 Objectives**

**Students will be able to:**

* Explain what happened on 9-11 using a timeline of events;
* Explain how and when America knew it was under attack and how Americans responded;
* Explain why Osama bin Laden organized the attacks against America;
* Describe the changes made in the U.S. following 9-11 to protect against future terrorism;
* Explain what the “War on Terror” was and what the government did to fight terrorism;
* Explain the powers given to the government under the USA Patriot Act and how it impacted life for Americans;
* Describe the controversy over the use of Guantanamo Bay and the treatment of prisoners there as well as the Supreme Court decisions impacting terror suspects;
* Explain what occurred in the War in Afghanistan and the War in Iraq and justification for each;
* Explain why the U.S. targeted Saddam Hussein and Osama bin Laden and how it succeeded against each;
* Describe what caused the Great Recession and what the government did to address it.

**September 11, 2001** (p. 852-853)

Shortly before **8:46 AM on September 11, 2001, American Airlines Flight 11**, which departed Boston’s Logan Airport headed for Los Angeles, slammed into the **North Tower** of the **World Trade Center in New York City** between the 93rd and 99th floors

* Plane was hijacked over Central Massachusetts
* At **9:03- United Airlines Flight 175**, which also departed Logan Airport headed for Los Angeles, **hit the South Tower** between the 77th and 85th floors
* **Police and firefighters** rushed to the scene to evacuate people
* At 9:59- less than an hour after impact, the **South Tower collapsed on live TV**
* Cloud of dust and debris blanketed lower Manhattan
* 10:28- the **North Tower collapsed**

The moment the second plane crashed, it was **obvious to everyone** that this was an **act of terrorism** and people suspected that other planes might also be hijacked

* At **9:37- American Airlines Flight 77 crashed into the Pentagon**
* At 9:28- **United Airlines Flight 93** from Washington D.C.’s Dulles Airport heading for San Francisco, **turned abruptly over Ohio** and began **heading back toward Washington**. The passengers took matters into their own hands, overpowered the terrorists, and crashed in a **Pennsylvania field** at 10:03

Americans literally stopped what they were doing and watched 9-11 unfold on TV

* President Bush was reading a story to school children when he was alerted
* At 9:45 American **airspace was shut down** and all planes ordered to land
* At 8:46 two **F-15 fighters were scrambled from Otis** Air Base in Westfield, MA
* Airborne by 8:53- they were **15-minutes** from Manhattan **when Flight 175 hit**

At 3:00 pm, the world learned **Islamic fundamentalist** group, **al-Qaeda**, took **responsibility** for the terrorist attacks against America, leaving nearly **2,996** dead

**War in Afghanistan** (p. 853-855)

Son of a wealthy **Saudi Arabian** businessman, **Osama bin Laden**, was the leader of the **Islamic fundamentalist group, al-Qaeda**

* Series of attacks against U.S. in 1990s- hoping to end involvement in **Muslim countries**: embassy bombings, *USS Cole*, and 1993 World Trade Center
* 2001- bin Laden targeted the World Trade Center and Pentagon because these buildings **represented American economic and military power**
* **Americans responded** to 9-11 with **patriotism**, enlisting, displaying flags, etc.
* President Bush said, “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve.”

Americans **remained vigilent** and suspicious of future acts of terrorism

* **Visible security**- under bridges, near dams, at airports, and all public places
* 9-11 **hurt the U.S. economy** and entered a phase of uncertainty
* People were **less willing to invest and spend money**. Output decreased and unemployment increased
* **Anthrax terror attacks**, using the U.S. Postal Service

**War on Terror**- to **punish the terrorists** and find **Osama bin Laden** and **al-Qaeda** in **Afghanistan**, where Islamic **Taliban** government allowed them to hold **training camps**

* Taliban refused to turn over Bin Laden- the **U.S. and Great Britain invaded**

**USA Patriot Act**- gave law enforcement powers to **monitor** suspected terrorists

* Criticized for indefinite **detentions** of immigrants, power to **search homes and businesses** without consent or knowledge, **FBI** power to **search telephone, email, business, library, and financial** records
* Since its passage, several legal challenges, but in 2001, most Americans were willing to give up some civil liberties and privacy in order to feel safer
* Bush also added the **Department of Homeland Security**
* **Terrorists captured in Afghanistan** were brought to **U.S. military base at Guantanamo Bay, Cuba** (often years without knowing the charges)
* ***Hamdan v. Rumsfeld*** (2006)- detainees should **not** go to **military courts**
* ***Boumediene v. Bush*** (2008)- detainees- right to **habeas corpus** and sue

**War in Iraq** (p. 855-857)

In 2003, President Bush, Congress, and the American people believed that Iraqi dictator **Saddam Hussein** had **nuclear, biological, and chemical weapons of mass destruction** (WMD)

* With permission from Congress, President Bush ordered American military forces to **invade Iraq in Operation Iraqi Freedom**, along with British forces
* **Saddam’s forces quickly collapsed**, Baghdad fell, and Saddam Hussein hid
* 2004- Bush easily reelected as “**war president**” against MA Senator **John Kerry**

**War in Iraq** remained the focus of Bush’s second term

* 2005- Iraq adopted a democratic constitution
* 2006- **Saddam Hussein** was captured, tried, and **executed** by his fellow Iraqis
* Iraq fell into **civil war** between its **three major ethnic groups, the Sunnis, Shi’a, and Kurds**. A surge in U.S. troops helped lessen the civil war
* 2008- U.S. learned Iraq didn’t have WMDs and many accused Bush of lying
* **Hussein had used chemical weapons** in the Iran-Iraq War (**1980-1988**), and used sarin and mustard gas in **1988** and **1991** killing at least **5,000 Iraqi Kurds**

Bush faced several criticisms by Democrats during his two terms

* 2005- Not doing more for **New Orleans** after **Hurricane Katrina**
* 2005- Refusing the **Kyoto Protocol**- worldwide effort to limit **global warming**

In 2007- the “**Great Recession**” occurred when homeowners began **walking away from their underwater home mortgages** and allowing **foreclosures**

* Value of mortgage-backed securities declined and several **large banks collapsed or had to be bailed out**
* **Subprime Mortgage Crisis**- banks improved portfolios by **over-lending** to **less-qualified** and **low-income borrowers** who couldn’t afford their loans
* **High interest or variable rate** loans- too expensive when interest rates adjusted
* Congress and Bush agreed with Fed Chair- **Ben Bernanke** on a $700-billion **bank bailout** (since then, $233-billion of $245-billion has been repaid)

**Quick Check**

* Groups 1 & 3: List the actions taken by the U.S. government in America following the 9-11 attacks.
* Groups 2 & 4: List the actions taken by the U.S. government abroad following the 9-11 attacks.

**Problem 50: September 11, 2001**

CNN Fast Facts About September 11, 2001.

https://www.cnn.com/2013/07/27/us/september-11-anniversary-fast-facts/index.html

1. How did the terrorist attacks of September 11, 2001 change America? Explain in detail.

**Lesson 78 Objectives**

**Students will be able to:**

* Explain how Barack Obama was reelected against John McCain in 2008;
* Explain how Obama planned to stimulate the economy after the Great Recession;
* Describe the domestic achievements of President Obama from Obamacare to his Supreme Court appointments;
* Explain how Obama’s management of the Iraq War, War in Afghanistan, and Operation Neptune Spear;
* Describe the Tea Party Movement and Occupy Movement and how they impacted America;
* Explain the motives behind the Boston Massacre Bombing and the American response;
* Explain the Immigration Act of 1990 and how it impacted immigration to the U.S.;
* Describe the changes to family life in the 2000s;
* Explain the use of affirmative action in college admissions and job hiring;
* Describe the current environmental concerns and efforts to improve the planet;
* Describe America’s position in medical and scientific research and how they have impacted life;
* Describe life in the Digital Age and how technology impacts all facets of life today;
* Explain why some nations resent the U.S.; and
* Explain what America’s most significant strengths are in the Contemporary World.

**Barack Obama** (p. 858-860)

Election of 2008- Republican **John McCain** versus Democrat **Barack Obama**

* Mccain was a Vietnam veteran and U.S. Senator; his running mate was **Sarah Palin** (**second female VP candidate** (Geraldine Ferraro was first in 1984))
* Obama was a graduate of Columbia University and Harvard Law School, a community organizer and U.S. Senator from **Chicago**, and the first **African American** President; **Joe Biden was his Vice President**

Major issue of the Election of 2008 was the **economy**. Soon after taking office, Obama signed a **$787-billion stimulus package**- **American Recovery & Reinvestment Act**

* **Tax cuts, local and state aid, and money for infrastructure projects**
* Appointed **Hillary Clinton** (top primary opponent) as **Secretary of State**
* Appointed **Supreme Court Justices Sonia Sotomayor** (Puerto Rican parents from the Bronx) and gay rights activist **Elena Kagan**

2008- 46-million Americans didn’t have healthcare- Obama pledged to create a **national healthcare plan** so that all would be covered

* 2010- Patient Protection and Affordable Care Act, or “**Obamacare**” became law
* Extended coverage to **uninsured** & **prevented pre-existing condition** denials

2011- Obama pulled the last **combat troops out of Iraq**

* 4,000 American troops had been killed and 31,000 wounded
* 50,000 troops remained in Iraq in support roles
* **Increased troops in Afghanistan**- defeat the Taliban and kill Osama bin Laden
* May, 2011- **Osama bin Laden** was killed by Navy SEALS in Pakistan in **Operation Neptune Spear**. U.S. seized information to target other terrorists
* 2011- U.S. troops also **aided Libyan rebels** in the **overthrow of Muammar al-Qaddafi**, the repressive dictator of **Libya**

Economy struggled and unemployment peaked in 2009 at 10.2%

* 2010- new **Wall Street regulations**, increasing **government oversight of banks**, hedge funds, and other financial institutions
* Agency- to oversee **credit card** rates, bank fees, **mortgages**, and **car** loans

**Obama’s Second Term** (p. 860-862)

2010- the **Tea Party** wanted to **reduce the size and scope** of the federal **government**

* **Criticized Republicans** and urged a phase out of Social Security and Medicare
* Many Tea Party-backed Republicans won in 2010 and **repealed Obamacare**

**Election of 2012**- the **economy** was still the **most important issue**

* **Far right- the Tea Party** and on the **far left- the Occupy Movement**
* Occupy Movement claimed **democracy was threatened** by the **accumulation of wealth** and power in the hands of the **richest 1%**
* Set up **tents in public places** in 2011 and 2012 driven by **income inequality**, arguing former MA governor **Mitt Romney was too rich** and out of touch
* Obama’s reelection was secured by minority and young voters

Slow trade, slow growth, and a failure to significantly reduce spending kept the economy down

* Stock market increased but so did prices of gas, homes, and consumer debt
* **Fighting in Congress** led to **temporary shutdown** of some government services

Instability in the **Middle East in Afghanistan, Iraq, Iran, and Syria** led to a tense second term for President Obama

* A t**errorist attack on Patriots Day** on April 15, 2013- two pressure cooker bombs exploded near the finish line of the **Boston Marathon**
* Bombs were set off by the Chechen Kyrgyzstani-American **Tsarnaev brothers**
* Though the two were not members of an organized terrorist group, they claimed the bombings were “**retribution** for U.S. military action in **Afghanistan and Iraq**" and called the Boston victims “collateral damage”
* Three people were killed and 264 were wounded but Boston and America remained strong and patriotic as ever and “**Boston Strong**”

**Quick Check**

* Groups A & C: List the domestic resume of Barack Obama.
* Groups B & D: List the foreign policy resume of Barack Obama.

**The American People** (p. 864-868)

1960s- America changed its rigid quota immigration system of the Great Depression and World War II, which favored Europeans

* **Immigration Act of 1990**- **increased new quotas and relaxed most other** restrictions leading to a surge in immigration through the 2000s
* **1-million immigrants annually**- diverse ethnicities, languages, and religions
* Today immigrants are more than **10%** of the American **population**
* 2000- **27%** of immigrants were **Mexicans** and **17% from the Caribbean and Central America**, **23%** were **Asians** (mostly from China, Philippines, and India)
* Opponents- immigrants take away jobs and oppose bilingual education
* **Illegal immigrants**- the question remains, should there be a **path to citizenship** for those who entered illegally or who overstayed their visas?
* 2013- estimated **11-million undocumented** immigrants

1960s- more than 70% of U.S. families had a working father and homemaker mother

* 2000- just 15% of families fit this model and **50% of marriages ended in divorce**
* Most families have **working parents** and **single-parent families** were **common**, with 25% of all kids living in single-parent families
* 2011- **25%** of all children, 33% of Latino children, and **67% of African American** children were born out of **wedlock**

**Affirmative action** in educational admissions and hiring in 2003 was upheld by the Supreme Court, which ruled that while **race can be one of several factors** considered but **not** be **the “deciding factor”**

* NAACP & NOW still fight for civil rights of African Americans and women
* 2020- average **African American** family income was **$60,000** and over **4.5-million** African Americans held 4-year college degrees
* Civil rights- expanded for gay, lesbian, bisexual, or transgender (LGBT)

With the increase in **technology and medicine, life expectancy** in 2020 was **79** years

* Americans are retiring earlier and living longer- fears that there will not be enough money to sustain the benefits of Social Security and Medicare

**Environment & Technology** (p. 868-872)

2013- Obama called attention to **environmental concerns** in a speech at **Georgetown University**. He called for more federal environmental legislation to **protect our planet**

* Higher **pollution** standards and **reducing carbon emissions** from power plants
* **Fears** that additional environmental laws **might hurt the economy or business**
* **Renewable energy wind** farms and **solar** farms have popped up everywhere
* Countries like China, Russia, India, and developing world are still far behind
* “**Reduce, reuse, recycle**” has significantly reduced waste in landfills
* Recycling **deposit programs** for cans and glass bottles and **curbside recycling**
* **Buildings**- constructed using “**green architecture**” and technology

America leads the world’s **medical and scientific research**, advanced medical treatment, and pharmaceuticals to treat illness

2020- **digital technology** (cellphones, computers, and tablets) rapidly changed life and improved the standard of living

* **Microprocessors and smart technology**- found everywhere
* **Innovation** and advances in technology resulted from the **free enterprise system**
* Ongoing revolution in **information technology to the digital age**
* Music, movies, and how we meet and interact with each other has changed

**Some** people around the world **resent** the **onslaught of American culture** as well as our **democratic ideals, capitalist economy, and western values**

* Objections often come **from repressive governments** and **religious extremists**- power is threatened but they find it difficult to suppress these ideas

In a world torn apart by violence and fear, **America’s greatest strength** remains with its **people, its ethnic and religious diversity, and its tolerance**

* **Civic virtues** hold America together
* Representative democracy combined with diversity makes America great
* It will be the American people who ensure that our way of life and values continue to lead the world well into the twenty-first century

**Lesson 79-80 Objectives**

**Students will be able to:**

* Lesson 79: Review- Students will review and refine their understandings of the unit content objectives.
* Lesson 80: Unit Test- Students will demonstrate understanding of the unit objectives through a unit test.

**Lesson 81-82 Objectives**

**Students will be able to:**

* Lesson 81: Final Exam Review- Students will review the course content objectives in preparation for the course Final Examination.
* Lesson 82: Final Exam- Students will demonstrate their understanding of the course content objectives through performance on the course Final Examination.