



The Postwar Era



Rosa Parks

Teacher Guide

Vietnam War



Second Red Scare



Fall of the Berlin Wall



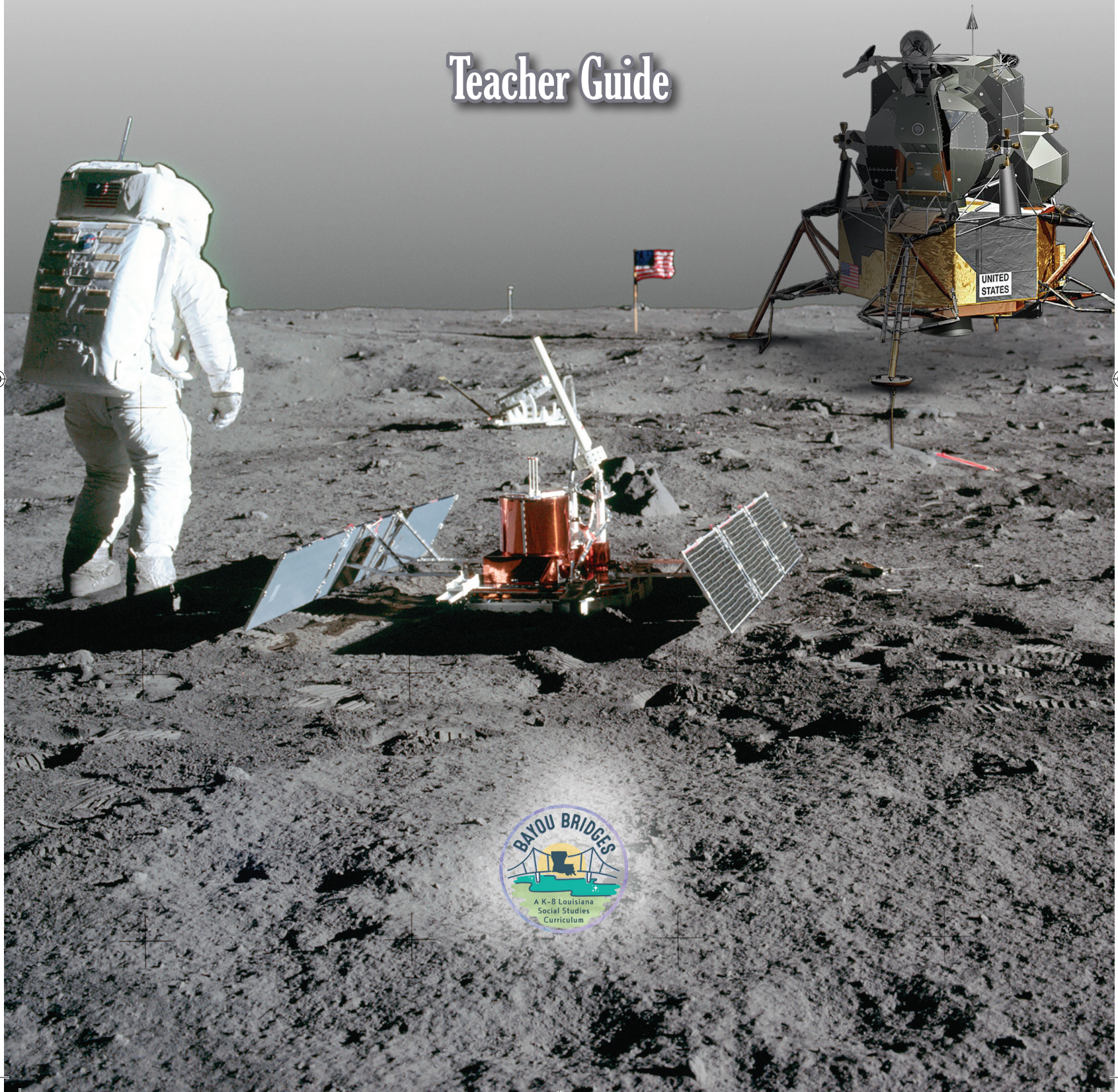
Civil Rights Movement





The Postwar Era

Teacher Guide



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THE POSTWAR ERA



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The Postwar Era
Teacher Guide
Bayou Bridges Louisiana Social Studies, Grade 8

UNIT 6

Introduction

ABOUT THIS UNIT

The Big Idea

The United States experienced significant political, social, and economic change in the decades following World War II.

The United States experienced rapid change in the decades following World War II. It emerged with the Soviet Union as two superpowers with distinct and oppositional ideologies, resulting in the Cold War, a tense, decades-long conflict fought through proxy wars around the world that included the Vietnam War. The Cold War was characterized by evolving U.S. foreign policy, periods of escalation and relative calm, and fierce competition for superiority in space and in nuclear arms. The conflict ultimately ended with the dissolution of the Soviet Union in 1991. At home, the post-war economy and the birth rate boomed. Post-war prosperity was not enjoyed equally by all Americans. The African American experience during World War II laid the groundwork for the Civil Rights Movement of the 1950s and 1960s. During this time, African Americans fought for and achieved a number of civil rights successes, including the passage of landmark legislation. The second half of the twentieth century was also marked by normalization of U.S.–Chinese relations and the Watergate Scandal during the Nixon administration, stagflation during the Ford and Carter administrations, and the rise of the New Right during the Reagan administration.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- continued westward expansion through the completion of the transcontinental railroad and incentives to move west
- removal of Native Americans from their land and destruction of their ways of life through conflicts with settlers, breaking of treaties, and severe depletion of the bison population
- conflicts between settlers and Native Americans, including the Sand Creek Massacre, the Battle of the Little Bighorn, and the Battle of Wounded Knee
- creation of the myth of the American West through Wild West shows and popular stories
- creation of legal racial segregation through Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*
- limitation of African Americans' political participation through revisions to the Louisiana Constitution
- opening of the first Historically Black Colleges and Universities
- work of early civil rights reformers, including Booker T. Washington, W. E. B. DuBois, Ida B. Wells, and Mary Church Terrell
- causes and effects of the Second Industrial Revolution, including:
 - urbanization and its effects
 - push and pull factors of immigration and the immigrant experience
 - the role of laissez-faire capitalism
 - increased mechanization and technological innovations
 - expansion of railroads
 - the rise of big business
 - factory conditions and the formation of unions
- causes and effects of populism and the People's Party, including:
 - declining crop prices and increased production
 - high interest rates, inflation, and the dominance of railroads
 - the Granger movement
 - the Free Silver Movement, "bimetallism," and William Jennings Bryan
 - formation of the Farmers' Alliance and the People's Party
 - the elections of 1892 and 1896
- causes and effects of Progressive reform movements, including:
 - the Gilded Age
 - muckrakers: Jacob Riis, Ida Tarbell, Upton Sinclair, and Thomas Nast

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1938 to 1991.

1938–54	The House Un-American Activities Committee (HUAC) and Senator Joseph McCarthy help fuel a Second Red Scare.
1945	The United States and the Soviet Union emerge as the world's two superpowers.
1946	George Kennan authors the U.S. policy of containment.
1947	Harry Truman issues the Truman Doctrine, committing the United States to supporting "free peoples" around the world.
1948–51	The Marshall Plan helps western and southern Europe rebuild after World War II.
1948	President Harry S. Truman issues Executive Order 9981 that desegregates the U.S. armed forces.
1949	The United States and countries in Europe form the North Atlantic Treaty Organization (NATO).
1949	The Soviet successfully tests a nuclear bomb, launching the Cold War nuclear arms race.
1950–53	The Korean War divides the Korean Peninsula into communist North Korea and democratic South Korea.
1953	Reverend T.J. Jemison organizes the Baton Rouge Bus Boycott.
1954	The Supreme Court's decision in <i>Brown v. Board of Education</i> makes segregation in public schools illegal.
1954	The United States becomes militarily involved in Vietnam.

1955	The murder of Emmett Till draws attention to the violence against African Americans in the South.
1955–56	Rosa Parks's refusal to vacate her seat leads to the year-long Montgomery bus boycott.
1957	U.S. troops protect the Little Rock Nine as they integrate Central High School in Little Rock, Arkansas.
1957	The Soviet Union's launch of <i>Sputnik I</i> begins the space race.
1960	Ruby Bridges integrates William Frantz Elementary School in New Orleans.
1961	Freedom Riders protest discrimination against interstate bus travelers.
1962	The Cuban Missile Crisis is the closest the United States and the Soviet Union come to nuclear war.
1963	Dr. Martin Luther King Jr. and other civil rights leaders lead the 1963 March on Washington for Jobs and Freedom.
1964	Volunteers register as many African American voters as possible in Mississippi during the Freedom Summer.
1964	President Lyndon Johnson signs the Civil Rights Act of 1964 into law.
1964	U.S. involvement in Vietnam increases.
1965	The first attempt at the Selma to Montgomery voting rights march is met with violence. A later attempt succeeds under the protection of the National Guard.
1965	The Voting Rights Act abolishes literacy tests to prevent people from voting.
1968	Dr. Martin Luther King Jr. is assassinated.

- regulating big business: Sherman Antitrust Act, Clayton Antitrust Act
- Theodore Roosevelt: trust-busting and conservation
- the settlement house movement
- factory conditions and the Triangle Shirtwaist Factory disaster
- child labor reforms
- changes to the Louisiana Constitution
- U.S. imperialism in the late nineteenth century, including:
 - acquisition of Hawaii and its significance
 - causes and outcomes of the Spanish-American War
- President Roosevelt's foreign policy achievements, including the "Roosevelt Corollary" and Panama Canal
- World War I's causes and course, including:
 - sinking of the *Lusitania* and its consequences
 - the United States' initial neutrality and eventual entry into WWI
 - impact of new technology
 - nature of the war at home, including the draft, rationing, and wartime propaganda
 - opposition to the war and the passage of the Espionage and Sedition Acts
- aftermath of World War I, including American isolationism and economic changes
- influenza pandemic of 1918
- Great Migration, resurgence of the Ku Klux Klan in the 1920s, and growing racial tensions and race-related violence
- Russian Revolution and the First Red Scare
- ratification of the Nineteenth Amendment
- how transportation, technology, and media, including the automobile, radio, and household appliances, changed U.S. society during the 1920s
- social and cultural changes of the 1920s, such as the Great Migration and the Harlem Renaissance
- causes and effects of Prohibition
- development of Louisiana's economy during the early 1900s, including the timber, oil, and gas industries
- causes and consequences of the Great Mississippi Flood of 1927
- Huey Long's role in Louisiana and national politics
- causes and effects of the Great Depression
- causes and effects of the Dust Bowl

- proposed government responses to the Great Depression, such as the New Deal and its alphabet agencies
- the rise and spread of totalitarianism in Japan, Germany, Italy, and the Soviet Union
- the causes, course, and consequences of World War II in Europe and Asia
- origins and effects of genocides committed by totalitarian governments, including the Holocaust, Nanjing Massacre, and Holodomor
- the role of the United States in World War II
- contributions of Louisiana to the war effort
- roles of key figures of World War II, such as Franklin D. Roosevelt, Sir Winston Churchill, Charles de Gaulle, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tojo
- experience of World War II on the U.S. home front
- effects of the war in international relations, such as the formation of the United Nations

What Students Need to Learn

- ideologies of the United States and Soviet Union
- goals and outcomes of U.S. Cold War policies, including the Marshall Plan, containment, mutual assured destruction, and détente
- causes and outcomes of Cold War conflicts, including the Berlin Blockade and Airlift, Suez Crisis, U-2 incident, Cuban Missile Crisis, Bay of Pigs Invasion, and the construction and fall of the Berlin Wall
- causes and outcomes of the Korean War
- major events of the Vietnam War, including the role of the media and antiwar protests on public opinion
- formation and goals of the North Atlantic Treaty Organization (NATO) and the Warsaw Pact
- Second Red Scare, including Joseph McCarthy and the House Un-American Activities Committee (HUAC)
- causes and outcomes of the space race and nuclear arms race, including the Strategic Arms Limitation Talks and the Strategic Defense Initiative
- factors leading to the collapse of the Soviet Union and the end of the Cold War, including the policies of *perestroika* and *glasnost*
- impact of World War II on the Civil Rights Movement, including the Double V campaign, Executive Order 8802, and Executive Order 9981

1969	President Nixon begins the withdrawal of troops from Vietnam.
1970–71	Debate over U.S. involvement in Vietnam intensifies after the Kent State massacre and the release of the Pentagon Papers.
1972	The United States and Soviet Union sign the world's first nuclear arms treaty, SALT I.
1974	President Nixon resigns as a result of the Watergate scandal.
1974–81	Presidents Ford and Carter struggle to address stagflation.
1980	Ronald Reagan wins the 1980 presidential election with support from the "New Right" movement.
1991	The Cold War comes to an end during the administration of President George H. W. Bush.

- origins, goals, and methods of the Civil Rights Movement
- key figures and organizations of the Civil Rights Movement and their impact
- cause, course, and outcomes of efforts to desegregate transportation
- key events of the Civil Rights Movement, including the March on Washington for Jobs and Freedom, Freedom Summer, and the Selma Marches
- writings of Dr. Martin Luther King Jr.
- opposition to the Civil Rights Movement by Southern leaders
- Supreme Court decisions including *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), *Bailey v. Patterson* (1962), and *Lombard v. Louisiana* (1963)
- impact and significance of civil rights legislation, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968

AT A GLANCE

The most important ideas in Unit 6 are the following:

- The Cold War was an ideological conflict that shaped U.S. foreign and domestic policy and contributed to global tensions.
- The Civil Rights Movement took shape after World War II and in large part relied on nonviolent direct action to effect change.
- The Civil Rights Movement resulted in landmark Supreme Court cases and legislation to address discrimination.
- The United States experienced significant social, political, and economic change from the 1970s through the early 1990s.
- Easing tensions and internal programs to increase democracy contributed to the collapse of the Soviet Union and the end of the Cold War in 1991.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Student Component

The Postwar Era Student Volume—three chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

The Postwar Era Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Postwar Era* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 60.











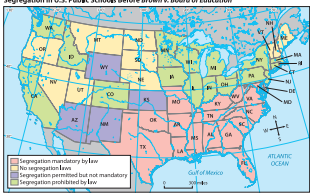

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

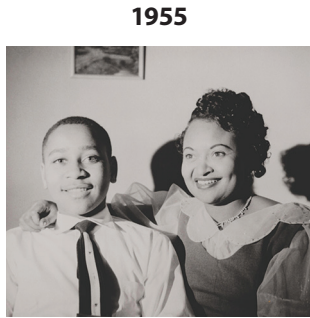
The Postwar Era Timeline Card Slide Deck—thirty-four individual images depicting significant events and individuals related to political, social, and economic change in the decades following World War II. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

<p>1938–54</p>  <p>Chapter 1</p>	<p>1945</p>  <p>Chapter 1</p>	<p>1946</p>  <p>Chapter 1</p>	<p>1947</p>  <p>Chapter 1</p>
<p>1948–51</p>  <p>Chapter 1</p>	<p>1948</p>  <p>Chapter 2</p>	<p>1949</p>  <p>Chapter 1</p>	<p>1949</p>  <p>Chapter 1</p>
<p>1950–53</p>  <p>Chapter 1</p>	<p>1953</p>  <p>Chapter 2</p>	<p>1954</p>  <p>Chapter 2</p>	<p>1954</p>  <p>Chapter 1</p>



1955

Chapter 2



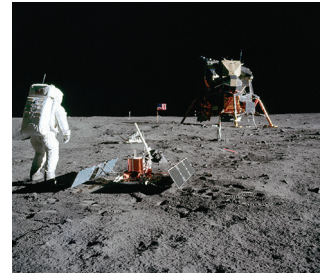
1955-56

Chapter 2



1957

Chapter 2



1957

Chapter 1



1960

Chapter 2



1961

Chapter 2



1962

Chapter 1



1963

Chapter 2



1964

Chapter 2



1964

Chapter 2



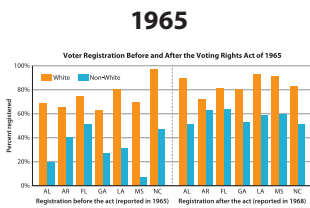
1964

Chapter 3



1965

Chapter 2



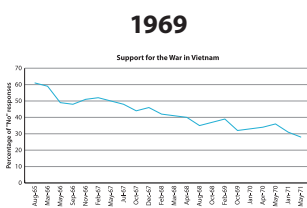
1965

Chapter 2



1968

Chapter 2



1969

Chapter 3



1970-71

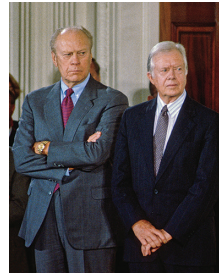
Chapter 3

1972



Chapter 3

1974–81



Chapter 3

1974



Chapter 3

1980



Chapter 3

1991



Chapter 3

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 6 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses a different aspect of the post–World War II era in the United States. Many of the events of this era developed or occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Postwar Era* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Cold War lasted from 1945 to 1991, and the Cuban Missile Crisis occurred in 1962.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Postwar Era unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of thirty days has been allocated to *The Postwar Era* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 8 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

<https://www.coreknowledge.org/bayou-bridges-online-resources>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

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

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource "About Teaching with Primary Sources":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

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

Chapter The Framing Question

1	How did the Cold War shape domestic and foreign policy?
2	What were the causes and effects of the Civil Rights Movement?
3	What factors contributed to the end of the Cold War?

Core Vocabulary

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

Chapter Core Vocabulary

1	per capita, GDP (gross domestic product), bloc, ideology, dissent, containment, active internationalism, coup d'état, blacklist, cosmonaut, guerrilla
2	plaintiff, inherently, civil disobedience, delegation
3	détente, stagnation, deregulation, affirmative action, national debt


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 83–89. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.4)
- Chapter 2—Venn Diagram (AP 2.1)
- Chapter 3—Domain Vocabulary: Chapters 2–3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

BOOKS

Aronson, Marc, and Susan Campbell Bartoletti (eds.). *1968: Today's Authors Explore a Year of Rebellion, Revolution, and Change*. Somerville, MA: Candlewick, 2018.

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Lowery, Lynda Blackmon, Elspeth Leacock, and Susan Buckley. *Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March*. Illustrated by PJ Loughran. New York: Speak, 2016.

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THE POSTWAR ERA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1


Day 2

Day 3

Day 4

Day 5

The Postwar Era

<p>“Post–World War II United States and the Early Cold War (1945–1960s)” Core Lesson (TG & SV, Chapter 1)</p>	<p>“Post–World War II United States and the Early Cold War (1945–1960s)” Core Lesson (TG & SV, Chapter 1)</p> <p>Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p>“Primary Source: The Truman Doctrine (1947)” (TG & SV, Chapter 1, AP 1.2) and “Primary Source: Margaret Chase Smith’s Declaration of Conscience” (TG & SV Chapter 1, AP 1.2)</p>	<p>Chapter 1 Learning Lab</p>	<p> “PRIMARY SOURCE ACTIVITY: The Arms Race” (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)</p>
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Week 2

Day 6




Day 7

Day 8

Day 9

Day 10

The Postwar Era

<p> “PRIMARY SOURCE ACTIVITY: The Pledge of Allegiance” (TG, Chapter 1 Additional Activities, NFE 2, NFE 3, AP 1.2)</p>	<p> “PRIMARY SOURCE ACTIVITY: Eisenhower’s Farewell Address” (TG, Chapter 1 Additional Activities, NFE 4, AP 1.2)</p>	<p> “PRIMARY SOURCE ACTIVITY: JFK’s Inaugural Address” (TG, Chapter 1 Additional Activities, NFE 5, AP 1.2)</p>	<p>Chapter 1 Assessment</p>	<p>“The Civil Rights Movement” Core Lesson (TG & SV, Chapter 2)</p>
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Week 3

Day 11



Day 12

Day 13

Day 14

Day 15

The Postwar Era

<p>“The Civil Rights Movement” Core Lesson (TG & SV, Chapter 2)</p>	<p>“Primary Source: Ruby Bridges Integrating William Frantz Elementary School, New Orleans (1960)” (TG & SV, Chapter 2) and  “PRIMARY SOURCE ACTIVITY: Order in New Orleans School Crisis Court Case, 1960” (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>“Primary Source: Mississippi Freedom Summer Leaflet” (TG & SV, Chapter 2, AP 1.2)</p>	<p>Chapter 2 Learning Lab</p>	<p> “PRIMARY SOURCE ACTIVITY: The Baton Rouge Bus Boycott” (TG, Chapter 2 Additional Activities)</p>
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Week 4

Day 16





Day 17

Day 18

Day 19

Day 20

The Postwar Era

<p> "PRIMARY SOURCE ACTIVITY: Martin Luther King Jr's 'I Have a Dream' Speech" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Martin Luther King Jr. on Just and Unjust Laws" (TG, Chapter 2 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Civil Rights Legislation" (TG, Chapter 2 Additional Activities, NFE 1, AP 2.1)</p>	<p> "PRIMARY SOURCE ACTIVITY: <i>Louisiana Sit-Ins and the Supreme Court</i>" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)</p>	<p>Chapter 2 Assessment</p>
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Week 5

Day 21


Day 22

Day 23

Day 24

Day 25

The Postwar Era

<p>"The Later Cold War (1960s–1991)" Core Lesson (TG & SV, Chapter 3)</p>	<p>"The Later Cold War (1960s–1991)" Core Lesson (TG & SV, Chapter 3)</p> <p>"Domain Vocabulary: Chapters 2–3" (TG, Chapter 3 Additional Activities, AP 3.1)</p>	<p>"Primary Source: President Carter's 'Crisis of Confidence' Speech (1979)" (TG & SV, Chapter 3, AP 1.2) and "Primary Source: President Reagan's Speech at the Brandenburg Gate (1987)" (TG & SV, Chapter 3, AP 1.2)</p>	<p>Chapter 3 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: <i>New York Times Company v. United States (1971)</i>" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)</p>
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Week 6

Day 26


Day 27

Day 28

Day 29

Day 30

The Postwar Era

<p>"History vs. Richard Nixon" (TG, Chapter 3 Additional Activities) and "PRIMARY SOURCE ACTIVITY: The 1980 Election" (TG, Chapter 3 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Reagan's Speech at Moscow State University" (TG, Chapter 3 Additional Activities, NFE 2, AP 1.2)</p>	<p>Chapter 3 Assessment</p>	<p>Unit 6 Performance Task</p>	<p>Unit 6 Performance Task</p>
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THE POSTWAR ERA PACING GUIDE

_____ 's class

(A total of thirty days has been allocated to *The Postwar Era* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Postwar Era

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Postwar Era

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Postwar Era

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Week 4

Day 16

Day 17

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Day 19

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The Postwar Era

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Week 5

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The Postwar Era

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Week 6

Day 26

Day 27

Day 28

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The Postwar Era

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CHAPTER 1

TOPIC: Post–World War II United States and the Early Cold War (1945–1960s)

The Framing Question: How did the Cold War shape domestic and foreign policy?

Primary Focus Objectives

- ✓ Summarize the competing ideologies of the United States and Soviet Union during the Cold War. (8.16, 8.16.a)
- ✓ Analyze the purpose and effectiveness of U.S. policies, programs, and agreements during the early Cold War era. (8.16, 8.16.b)
- ✓ Describe the causes and effects of major crises and conflicts of the early Cold War. (8.16, 8.16.c)
- ✓ Explain the impact of the Cold War on American society. (8.16, 8.16.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *per capita*, *GDP* (*gross domestic product*), *bloc*, *ideology*, *dissent*, *containment*, *active internationalism*, *coup d'état*, *blacklist*, *cosmonaut*, and *guerrilla*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Post–World War II United States and the Early Cold War (1945–1960s)”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of the National Archives Analyze a Poster worksheet (optional)
- map from the Internet of the Berlin Airlift
- world map or globe
- “Duck and Cover: Bert the Turtle” video
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheet, map, and video may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

per capita, adj. per person (3)

Example: Classrooms were crowded because the county had fewer schools per capita compared to other parts of the state.

GDP (gross domestic product), n. the value of all goods and services produced in one country during a specific period, usually a year or part of a year (3)

Example: The GDP (gross domestic product) of European countries declined during World War II because workers left their jobs to fight and because factories were destroyed by bombs.

bloc, n. a group of nations united by a political agreement or common interest (4)

Example: Poland was one of many Eastern European countries that made up the Soviet bloc during the Cold War.

Variations: blocs

ideology, n. a set of beliefs that support a political system, party, or group (4)

Example: Unlike the Soviet Union, the ideology of the United States promoted capitalism and democratic institutions.

Variations: ideologies, ideological (adj.), ideologically (adv.), ideologue (n.)

dissent, n. opposition to or dissatisfaction with a government or its policies (4)

Example: People in the Soviet Union who expressed dissent risked harsh consequences.

Variations: dissent (v.), dissenting (adj.), dissenter (n.)

containment, n. the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War (5)

Example: The U.S. policy of containment led to conflicts with the Soviet Union wherever that country tried to extend its influence.

Variations: contain (v.)

“active internationalism” (phrase) a policy of working or cooperating with other nations; the opposite of isolationism (6)

Example: Through active internationalism, the United States provided economic and military support to its allies in Europe and Asia.

coup d'état, n. a sudden and illegal takeover of government by force (9)

Example: After losing the election, the would-be dictator attempted to take power through a coup d'état.

Variations: coups d'état

blacklist, n. a list of people or groups to be avoided or excluded (14)

Example: During the Second Red Scare, Hollywood movie studios refused to hire directors, writers, and actors who appeared on the blacklist.

Variations: blacklists, blacklist (v.), blacklisted (adj.)

cosmonaut, n. an astronaut who is part of the Soviet, and later Russian, space program (18)

Example: The cosmonaut looked down at the Soviet launch site as the rocket propelled him into orbit.

Variations: cosmonauts

guerrilla, n. a soldier who uses nontraditional ways of fighting (21)

Example: The guerrilla waited for hours in the forest, hoping to catch enemy soldiers off guard.

Variations: guerrillas, guerrilla (adj.)

THE CORE LESSON 35 MIN

Introduce *The Postwar Era Student Volume*

5 MIN

Distribute copies of *The Postwar Era Student Volume*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the Cold War, the Civil Rights Movement, and different presidential administrations.

Introduce “Post–World War II United States and the Early Cold War (1945–1960s)”

5 MIN

Introduce the chapter by reminding students that during World War II, the United States and Soviet Union were allies. They worked together to defeat Nazi Germany. After the war, however, the two countries had different ideas about how to proceed. Those differences led to a forty-six-year conflict known as the Cold War.

Call students’ attention to the Framing Question. Tell students to look for ways in which the Cold War shaped domestic and foreign policy as they read the text.

Guided Reading Supports for “Post–World War II United States and the Early Cold War (1945–1960s)”


25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Postwar World,” pages 2–3


Scaffold understanding as follows:

Read the first paragraph of the section on page 2 aloud.

 **SUPPORT**—Have students locate Russia on a world map or globe. Explain that the Soviet Union included present-day Russia as well as Belarus, Ukraine, the Baltic republics, the countries of the Caucasus, and the -stan countries of Central Asia. Note the size of Russia compared to other countries in the region. (8.4, 8.5)

SUPPORT—Point out the word *superpower*. Explain that a superpower is a country that has dominant military and economic power compared to other nations.

Read the remainder of the section on page 3 aloud.

 **CORE VOCABULARY**—Point out the vocabulary terms *per capita* and *GDP* (*gross domestic product*), and explain their meanings. Explain that per capita GDP means the total value of all goods and services produced in a country divided by the number of people in that country.

After reading the text, ask the following questions:

LITERAL—What does the term “cold war” mean? (8.2, 8.16)

- » The term “cold war” means a conflict in which countries do not fight each other directly with weapons.

EVALUATIVE—Why were the decades following World War II known as the “golden era” of American economic growth? (8.1)

- » After World War II, the American economy boomed, and millions of Americans benefited from the prosperity and new opportunities.


“Differing Worldviews,” pages 3–5

Scaffold understanding as follows:

Have students read the section on pages 3–5 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *bloc*, *ideology*, and *dissent*, and explain their meanings.

SUPPORT—Point out the phrase “spheres of influence.” Explain that a sphere of influence is an area where a powerful country does not have authority to rule but uses its power to affect policies.

 **SUPPORT**—Have students locate Canada, New Zealand, Australia, and Japan on a world map or globe. (8.4, 8.5)

SUPPORT—Point out the word *liberal* in the second paragraph of the section. Explain that liberal with a lowercase *l* is different from Liberal with a capital *L*. It does not refer to a specific political party or agenda. Instead, liberal (lowercase *l*) describes systems that promote individual rights and free enterprise.

SUPPORT—The United States was not alone in its opposition to communism. British leader Winston Churchill delivered a famous speech at Westminster College in Fulton, Missouri, in March 1946. Churchill said, “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent.” Of course, there wasn’t actually a curtain of iron dividing Europe. But Churchill’s words eloquently identified the political and economic divide that now existed. He identified the sides as “the Soviet sphere,” which was under “control from Moscow,” and the countries of Western Europe.

SUPPORT—Point out to students that the Soviet Union was a communist state with a totalitarian government. Remind students that a totalitarian government controls its people completely. Explain that the Soviet Union was officially atheist, and the Soviet Communist Party shut down churches, synagogues, and mosques. Communist leaders believed that the ideologies and influence of religious institutions competed with communism. Forbidding religion was another way to control citizens. The United States responded to this Soviet policy by adding the phrase “under God” to the Pledge of Allegiance.

Note: For more about this and other changes to the Pledge of Allegiance, see the Chapter 1 Additional Activity “PRIMARY SOURCE ACTIVITY: The Pledge of Allegiance.”

After students read the text, ask the following questions:

LITERAL—Which countries were considered part of the First World? (8.2, 8.16, 8.16.a)

- » Most of the countries in Western Europe, Canada, Japan, Australia, New Zealand, and the United States were considered to be First World countries.

LITERAL—Which countries were considered part of the Second World? (8.16, 8.16.a)

- » The countries in the Soviet bloc in Eastern Europe were the main countries that were considered Second World countries.

EVALUATIVE—How did Soviet ideology differ from that of the United States? (8.2, 8.3, 8.16, 8.16.a)

- » Unlike the liberal democratic and capitalist ideology of the United States, Soviet ideology was communist and totalitarian.

LITERAL—What was life in the Soviet Union like? (8.16, 8.16.a)


- » Life in the Soviet Union was a life without freedom. There was no freedom of speech, no freedom of religion, and no freedom to peaceably assemble. Anyone who disagreed with the government could be arrested and imprisoned or killed. Elections were only for show. The government controlled the economy.

“Containment and the Truman Doctrine,” page 5

Scaffold understanding as follows:

Have students read the section on page 5 independently.

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

 **SUPPORT**—Explain that a key test of the containment policy occurred in early 1947. At that time, Greece was in the midst of a civil war between the government and communist forces. When the British government announced it would no longer provide support to pro-democratic factions, President Harry S. Truman appealed to Congress. He asked for \$400 million in funds for Greece and nearby Turkey to contain the spread of communism. Direct students to the map of NATO and Warsaw Pact countries on page 8, and have them locate Greece and Turkey. Ask: Why would the United States have been especially concerned about the status of these two countries? (*They bordered the Soviet Union and states that were part of the Soviet bloc.*) (8.2, 8.4, 8.5)

After students read the text, ask the following questions:

LITERAL—What was the Truman Doctrine? (8.16.b)

- » The Truman Doctrine was the U.S. policy to support “free peoples” (countries) around the world who were fighting against becoming communist.

EVALUATIVE—Why were the Truman Doctrine and the containment policy often problematic? (8.2, 8.16.b)

- » The United States supported some brutal, authoritarian dictators simply because those dictators opposed communism. The United States also failed to live up to its commitment to “support free peoples” at home.

“Postwar Europe,” pages 6–7

Scaffold understanding as follows:

Have students read the section on pages 6–7 with a partner.

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

SUPPORT—Explain that some Eastern European countries initially accepted Marshall Plan funding but were pressured by the Soviet Union to withdraw from the program. Ask: Why do you think this likely happened? (*The Soviet Union was worried that if Eastern European states accepted Marshall Plan funds, then they would be more likely to become capitalist and reject communism. This would weaken Soviet influence in the region.*) (8.16.b)

SUPPORT—Point out the Marshall Plan poster on page 6 and read the caption aloud. Ask: Why do you think the creator of this poster chose to feature a windmill? How does this choice affect the poster’s message? (*For a windmill to work and produce power, all of its blades must be pointing in the same direction; each country is represented as a blade. This affects the poster’s meaning by reinforcing the importance of the United States and Western Europe working together.*) You may choose to have students complete a National Archives Analyze a Poster worksheet about the image. The worksheet is available in both English and Spanish. (8.6, 8.6.a, 8.16.b)

After students read the text, ask the following questions:

LITERAL—What was the state of Europe after World War II? (8.16.a)

- » The countries of Europe were in ruins, both physically and economically.

LITERAL—How did the United States help Europe after the war? (8.2, 8.16.a)

- » It released its allies from having to pay for weapons obtained through the Lend-Lease Act during the war, and it gave billions of dollars in aid through the Marshall Plan.

LITERAL—How did the Marshall Plan benefit the American economy? (8.2, 8.16.a)

- » Europeans used money obtained through the Marshall Plan to purchase food, tools, and farming and industrial equipment from American businesses. This provided jobs for American workers.

“The Cold War Heats Up,” pages 7–8

Scaffold understanding as follows:

Read the section on pages 7–8 aloud.

SUPPORT—Explain that the division of Germany was meant to be temporary. Instead, it lasted until 1991. Students will read about the events of 1991 in Chapter 3.

 **SUPPORT**—Display the map of the Berlin Airlift from the Internet. Use the map to illustrate the account in the text as you read.

SUPPORT—Point out the photograph of the Berlin Airlift on page 7 and read the caption aloud. Ask: How do you think Stalin’s blockade and the Berlin Airlift shaped the views of West Berliners? (*Possible answer: The Berlin blockade likely gave West Berliners a negative view of the Soviet Union, and the Berlin Airlift likely gave them a favorable view of the United States and its allies.*) (8.6, 8.6.a, 8.16, 8.16.c)

SUPPORT—Explain that the United States’ code name for the Berlin Airlift was “Operation Vittles.” The word *vittles* is a cowboy colloquialism that means food supplies.

After reading the text, ask the following questions:

EVALUATIVE—Why did Joseph Stalin cut off train and truck routes into Berlin? (8.16.c)

- » He wanted to force the United States, Britain, and France out of West Berlin so that it would be completely under Soviet control.

LITERAL—What was the Berlin Airlift? (8.16.c)

- » Stalin’s actions prevented West Berliners from receiving truck and train shipments of supplies needed to survive. In response, the United States, Britain, and other allies supplied West Berlin with food, medicine, and other supplies by airplane for eleven months.

EVALUATIVE—Was the Berlin Airlift effective? Why or why not? (8.2, 8.16.c)


- » The Berlin Airlift was effective because it showed that Western countries could work together for a common cause. It also led Joseph Stalin to end the blockade.

“NATO and the Warsaw Pact,” pages 8–10

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of the section on pages 8–9 aloud.

CORE VOCABULARY—Point out the vocabulary term *coup d’état*, and explain its meaning.

 **SUPPORT**—Point out the map of NATO and Warsaw Pact countries on page 8 and read the caption aloud. Have students locate Poland, Bulgaria, Romania, Hungary, Yugoslavia, and Czechoslovakia on the map. Have students look for these same countries on the world map or globe. Note that students will not find Yugoslavia or Czechoslovakia today. Yugoslavia is now the countries of Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia, Kosovo, and Slovenia. Czechoslovakia is now the Czech Republic and Slovakia. Ask: How did NATO and the Warsaw Pact divide Europe geographically? (*NATO and the Warsaw Pact divided Europe between east and west.*) Which countries were not aligned with either agreement? (*A number of countries were not aligned with NATO or the Warsaw Pact, including Spain, Ireland, Sweden, Finland, Switzerland, Austria, and Yugoslavia.*) Why do you think this was the case? (*Possible answer: These countries wanted to remain neutral in the Cold War conflict.*) (8.2, 8.4, 8.16.d)

SUPPORT—Note that NATO has grown over time and as of 2023 has thirty-one members. During this century, Russian aggression in Eastern Europe and the more recent war in Ukraine have both encouraged more countries to ask to join NATO.

Have students read the remainder of the section on pages 9–10 independently.

SUPPORT—Remind students that Dwight D. Eisenhower was leader of Allied forces in World War II and the commander of the D-Day operation. He served as president of the United States from 1953 to 1961.

SUPPORT—Note that as many as one thousand East Germans defected from East Germany each day in 1961, including academics, scientists, and engineers. This created a “brain drain” for East Germany. Ask: What consequences do you think the “brain drain” had on East Germany? (*The “brain drain” would have harmed the East German economy and made it less competitive with other countries.*) (8.16, 8.16.c)

After students read the text, ask the following questions:

EVALUATIVE—How were NATO and the Warsaw Pact similar? (8.3, 8.16.d)

- » NATO and the Warsaw Pact were military alliances that provided for the collective defense of their members.

LITERAL—How did Stalin and Khrushchev force Eastern European countries to be a part of the Soviet bloc? (8.16.c)

- » They ordered the assassination of non-communist leaders, supported a coup d'état, and used Soviet troops to brutally put down uprisings.

LITERAL—What was the purpose of the Berlin Wall? (8.16.c)

- » The purpose of the wall was to serve as a barrier between East and West Berlin and to keep people living in East Berlin from escaping to the west.

“The Korean War,” pages 10–12

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on pages 10–11 with a partner.


SUPPORT—Note that Mao Zedong’s rise to power came after years of civil war with the Nationalist Party in China. Mao’s opponents fled to the island of Taiwan. The people of Taiwan claim to be independent, while China claims Taiwan as a breakaway province.

SUPPORT—Remind students that the Korean peninsula had been controlled by Japan from 1910 until 1945.

SUPPORT—Remind students that the United States and the Soviet Union were both permanent members of the U.N. Security Council. Both countries also had the power to veto actions by the Security Council. When the Korea question arose, the U.N. sided with the United States because the Soviet Union was boycotting the Security Council at the time. Otherwise, the Soviet Union would likely have used its veto to prevent U.N. intervention in Korea. Note that U.S.–Soviet tensions made the United Nations one of many battlegrounds during the Cold War. Ask: How would these tensions have affected the United Nations? (*They limited the UN’s ability to carry out peacekeeping missions.*)

SUPPORT—Today, communist North Korea is one of the poorest countries in the world, while capitalist and democratic South Korea is among the world’s richest countries.

Read the last paragraph of the section on pages 11–12 aloud.

 **SUPPORT**—Have students locate North Korea and South Korea on a world map or globe. Then point out the map of the Korean War conflict on page 11. Ask: Which side had the upper hand in June to July of 1950? (*North Korea*) What about Korea’s geography supported the movements shown from September to November 1950? (*Korea is a peninsula; having water on three sides helped with amphibious landings.*) (8.4, 8.5, 8.16.c)

After reading the text, ask the following questions:

EVALUATIVE—What happened in China in 1949? Why was this event significant? (8.16.c)

- » In 1949, the Chinese Communist Party under the leadership of Mao Zedong gained control of China. This was significant because the world’s largest country by population was now communist.

EVALUATIVE—Why did Kim Il Sung order an invasion of South Korea? (8.16.c)

- » Kim wanted to reunite the Korean peninsula under communist rule.

INFERENTIAL—Why do you think the United States petitioned the United Nations to support military action in Korea? (8.2, 8.16.c)

- » Possible answer: The United States wanted to reinforce the purpose of the United Nations as a peacekeeping organization. It also wanted international support for repelling the communist invasion.


LITERAL—What was the outcome of the Korean War? (8.16.c)

- » After a year of fighting with little territory changing hands, the conflict ended in an armistice. The country was divided along the thirty-eighth parallel with a demilitarized zone (DMZ) separating the countries.

“The Suez Crisis,” pages 12–13

Scaffold understanding as follows:

Have students read the section on pages 12–13 independently.

 **SUPPORT**—Have students locate Egypt, the Red Sea, and the Mediterranean Sea on a world map or globe. Then have students examine the aerial photograph of the Suez Canal on page 12. Ask: What is significant about the location of Suez? (*It is a small area of land between the Mediterranean and Red Seas.*) Remind students that a canal is a human-made waterway that connects two larger bodies of water. The Suez Canal was vital for shipping because it drastically cut the travel time between Europe and the Middle East, South Asia, and East Africa. (8.4, 8.5)

SUPPORT—Explain that Britain was particularly threatened by Egyptian nationalism because its once vast empire was falling apart. By not invading Egypt, Britain would have shown its weakness. Explain that Israel also participated in the invasion because it viewed Egypt as a threat to its security. The Suez Crisis effectively ended British and French influence in the region.

SUPPORT—Explain that the Eisenhower Doctrine was motivated by President Eisenhower’s concerns about Egyptian President Nasser. He feared that Nasser would promote policies and alliances that would undermine western influence and increase Soviet influence in the Middle East.

After students read the text, ask the following questions:

EVALUATIVE—Why was the Suez Canal important? (8.16.c)

- » It was a major shipping lane for goods, especially oil, between Europe and Asia and East Africa.

INFERENTIAL—Why did Gamal Abdel Nasser seize control of the Suez Canal in 1956? (8.16.c)

- » Nasser wanted the profits from the canal. Great Britain and France had controlled the Suez Canal and its profits and went back on a promise to fund the construction of a new dam on the Nile River.

EVALUATIVE—Why did the United States work hard to solve the Suez Crisis? (8.2, 8.16.c)

- » The United States was concerned about Soviet intervention in the conflict.

“The Second Red Scare,” pages 13–15

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 13 aloud.

SUPPORT—Explain that the First Red Scare happened between 1919 and 1920 after the Russian Revolution and a series of postwar labor strikes in the United States. As in the First Red Scare, during the Second Red Scare any sort of criticism of the government or of big businesses, including agitating for labor rights, was seen as anti-American and possibly communist.

Note: Students in the Bayou Bridges program may recall reading about the First Red Scare in Unit 3, *The Changing World*.

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

SUPPORT—Explain that a blacklist is a means of punishing or controlling people. People or organizations on a blacklist may have trouble finding work or funding, or they may be boycotted. Explain that the Hollywood Ten were directors, producers, and writers who were held in contempt of Congress after they refused to testify about their communist connections. They were sentenced to prison and were ultimately blacklisted in Hollywood.

Invite volunteers to read the next three paragraphs of the section on page 14 aloud.

SUPPORT—Explain that despite international demands for clemency, the Rosenbergs were still executed. They are the only civilians in American history to receive the death penalty for espionage.

Invite a volunteer to read the remaining paragraph of the section on pages 14–15 aloud.

SUPPORT—Point out the idiom “witch hunt.” Explain that this is a reference to the Salem witch trials that took place during the 1690s. In 1692, paranoia about witchcraft swept through Salem, Massachusetts, resulting in over two hundred accusations of witchcraft, mostly against women, and twenty executions. Today, the term is used to describe the practice of harassing or persecuting people who have views that are unpopular or counter to the norm, often with false evidence.

After the volunteers read the text, ask the following questions:

LITERAL—What actions did the U.S. government take in response to fears about domestic communism? (8.16.e)

- » The government worked to track down communists and required many Hollywood actors, writers, and directors to appear before committees.

LITERAL—Who was Senator Joseph McCarthy? (8.16.e)

- » McCarthy was a U.S. senator who claimed that communists were working at the State Department. He held hearings and accused many people of being communists without providing evidence.

EVALUATIVE—How did television influence Americans’ perceptions of McCarthy? (8.16.e, 8.16.f)

- » People were able to watch McCarthy’s baseless accusations and the trials he held on television. As a result, they came to view his tactics and actions as witch hunts. After witnessing what are now known as the Army-McCarthy hearings, many Americans realized the senator’s work was harming the country, not helping it.

“Intelligence Agencies and the Cold War,” pages 15–16

Scaffold understanding as follows:

Have students read the section on pages 15–16 independently.

SUPPORT—Explain that prior to the U-2 incident, the U.S. and Soviet leaders had been planning to meet at the Paris Summit. The summit was supposed to be an opportunity to discuss easing tensions between the countries and their allies. The U-2 incident destroyed any sense of trust between the countries and led to the summit’s cancellation.

After students read the text, ask the following questions:

EVALUATIVE—What shared role did the FBI and CIA play during the Cold War? How did they differ in their roles? (8.3, 8.16.b)

- » They were both used to gather information related to communist activities. Unlike the CIA, the FBI has law enforcement functions and was able to disrupt and shut down organizations that it deemed un-American. The CIA is only permitted to operate outside the United States and is prohibited from investigating Americans. That agency could only collect information related to communism outside of the United States.

LITERAL—What happened during the U-2 incident? (8.2, 8.16.c)

- » A high-altitude U-2 aircraft collecting information for the CIA was shot down while taking photographs of Soviet military bases. The United States initially lied about the plane’s mission, but the Soviet Union made public its proof that the plane was on a spying mission.

“Fear and Deterrence in the Atomic Age,” pages 16–17

Scaffold understanding as follows:

Have students read the section on pages 16–17 with a partner.

SUPPORT—Point out the image of students on page 17 and read the caption aloud. Explain that public awareness campaigns taught Americans to duck and cover in case of a nuclear emergency. A cartoon character named Bert the Turtle was featured in some of these campaigns. To give students an idea of what these PSAs looked like, show the video *Duck and Cover: Bert the Turtle*.

After students read the text, ask the following questions:

LITERAL—When did the nuclear arms race begin, and why? (8.16.f)

- » The nuclear arms race began when the Soviet Union tested its first nuclear bomb in 1949. This touched off the nuclear arms race because during the Cold War, each country wanted to have more nuclear weapons than the other.

LITERAL—What does mutually assured destruction (MAD) mean, and why was it considered a deterrence to nuclear war? (8.2, 8.16.f)

- » The basic idea of MAD was that if one of the nations started a nuclear war, both nations would be destroyed. Neither nation wanted to start a war that would ultimately lead to the destruction of their own country.

“The Space Race,” pages 17–19

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 17–18 aloud.

SUPPORT—Explain that the Soviet Union only announced its successes and not its failures, giving the appearance that it was in a stronger position during the space race than it actually was.

Invite volunteers to read the remaining paragraphs of the section on pages 18–19 aloud.

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

SUPPORT—Explain that more than six hundred million people watched the moon landing on television, making it the most-watched televised event at the time.

After the volunteers read the text, ask the following questions:

LITERAL—What was the space race? (8.2, 8.16.f)

- » The space race was a contest of technological superiority between the United States and the Soviet Union.

EVALUATIVE—Why were the launches of *Sputnik I* and *Sputnik II* significant? What effect did they have on U.S. domestic policy? (8.2, 8.16.f)

- » The launches of *Sputnik I* and *Sputnik II* were significant because they put the first human-made satellite and the first earthling into space. *Sputnik* raised concerns in the United States about national security and about the country’s ability to compete technologically, resulting in the creation of NASA and the passage of the National Defense Education Act.


LITERAL—Who won the space race, and how? (8.16.f)

- » The United States won the space race by becoming the first country to make a lunar landing and have humans walk on the moon.

“Bay of Pigs and the Cuban Missile Crisis” and “The Baby Boom Years,” pages 19–21

Scaffold understanding as follows:

Have students read the section “Bay of Pigs and the Cuban Missile Crisis” on pages 19–21 with a partner.

 **SUPPORT**—Have students locate Cuba on a world map or globe. Emphasize that although Cuba was a small country, its close ties to the Soviet Union and its proximity to the United States made it a threat to national security. (8.4, 8.5)

SUPPORT—Explain that following the Cuban Missile Crisis, the United States and Soviet Union created a “hot line” between the White House and the Kremlin—the complex of buildings in Moscow that house the government—to help manage tensions and to avoid coming so close to nuclear conflict in the future.

Invite a volunteer to read the sidebar “The Baby Boom Years” on page 20 aloud.

SUPPORT—Point out the term *counterculture*. Explain that a counterculture is a subculture that has different values than the larger established society.

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did the United States view Cuba as a threat to national security despite the island’s small size? (8.2, 8.16.c)

- » In 1959, Cuba came under the control of communist leader Fidel Castro, who had close ties to the Soviet Union. Cuba is only ninety miles off the coast of Florida.

EVALUATIVE—Was the Bay of Pigs invasion successful? Why or why not? (8.16.c)

- » The Bay of Pigs invasion was unsuccessful because the CIA-trained Cuban exiles were quickly captured or killed. The event became a source of embarrassment for the United States.

LITERAL—What was the Cuban Missile Crisis? (8.2, 8.16.c)

- » After U.S. spy planes detected Soviet missile sites in Cuba, President Kennedy ordered a blockade of Cuba and demanded that the Soviet Union remove the missiles. After several tense days, the Soviets agreed to remove the missiles, and the United States agreed it would not try to invade Cuba again.

“Conflict in Vietnam,” page 21


Scaffold understanding as follows:

Read the first paragraph of the section on page 21 aloud.

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

SUPPORT—Note that initial U.S. military involvement in Vietnam began during Eisenhower’s administration. President John F. Kennedy continued support for Vietnam, while the bulk of the war was fought during the administrations of Presidents Lyndon Johnson and Richard Nixon.

Read the remaining paragraph of the section on page 21 aloud.

 **SUPPORT**—Have students locate Vietnam on a world map or globe. Explain that the United States was concerned that if Vietnam became communist, neighboring countries like Laos and Cambodia would also become communist. That’s the domino theory. (8.4, 8.5)

SUPPORT—Explain that according to the domino theory, if one country fell to communism, others nearby would also fall to communism, like a row of dominoes. The United States feared that Vietnam would be the first domino in Southeast Asia. Remind students that following the Suez Crisis, President Eisenhower issued the Eisenhower Doctrine that promised economic and military assistance to Middle Eastern countries threatened by communism. Explain that this policy was intended to prevent the domino theory from taking effect in the Middle East.

After reading the text, ask the following questions:

EVALUATIVE—How were the goals of Ho Chi Minh similar to those of Kim Il Sung? (8.3, 8.16.c)

- » Like Kim Il Sung, Ho Chi Minh wanted to reunite his divided country under communist rule.

LITERAL—What was the domino theory? (8.16.b, 8.16.c)

- » The domino theory expressed a fear that if one nation fell to communism, other countries nearby would also fall to communism.

Primary Source Feature: “The Truman Doctrine (1947),” page 22

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 22.

Introduce the source by reviewing what students read about the policy of containment and the Truman Doctrine. Explain that this excerpt comes from the announcement of the Truman Doctrine. Some historians consider this speech the start of the Cold War.

Invite volunteers to read the italicized introductory text and the excerpt aloud.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

subjugation, n. conquest; the act of bringing under control

static, adj. unchanging

status quo, n. the state of political, social, or economic affairs at a given moment

subterfuge, n. deception

infiltration, n. the act of secretly entering a space, government, or organization with the purpose of collecting information or causing harm

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What two ways of life is President Truman comparing? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.b)

- » He is comparing life in a democracy and life under communism or totalitarianism.

EVALUATIVE—At the end of the excerpt, what claim does President Truman make about U.S. leadership? Is this a valid claim? Why or why not? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.b)

- » President Truman claims that if the United States fails in its leadership, world peace and the country’s well-being are at risk. Truman does not support this claim with evidence or reasoning in this excerpt, and students may disagree about whether the claim is valid.

EVALUATIVE—What additional sources would help you better understand the historical context of this event? (8.6.d, 8.16)


- » Possible answer: Articles about world events and communications between U.S. and world leaders would help improve understanding of the historical context of this event.

INFERENTIAL—How does this doctrine compare with previous presidential doctrines, such as the Monroe Doctrine and Roosevelt Corollary? (8.6.d, 8.10.g, 8.16.b)

- » Possible answer: Like the Roosevelt Corollary, the Truman Doctrine is promising American intervention and involvement to enforce a policy. However, unlike the Monroe Doctrine and Roosevelt Corollary, the Truman Doctrine expands U.S. interests outside the Western Hemisphere.

**Primary Source Feature: “Margaret Chase Smith’s Declaration of Conscience,”
page 23**

Scaffold understanding as follows:

-  **Background for Teachers:** Margaret Chase Smith was a Republican politician from Maine. She served in the U.S. House of Representatives from 1940 to 1949 before serving in the U.S. Senate from 1949 to 1973, becoming the first woman to serve in both houses of Congress. During her time in office, she tackled women’s issues as well as issues related to the military and national security. Smith was firmly anti-communist; however, she challenged the tactics used by Joseph McCarthy after he failed to substantiate his claims with evidence. Smith became the first U.S. senator to speak out against McCarthy’s tactics with her “Declaration of Conscience” speech.

Direct students to the Primary Source Feature on page 23.

Introduce the source by reviewing what students read about Joseph McCarthy, the HUAC, and the Second Red Scare. Share background information about Margaret Chase Smith and explain that this speech was her response to McCarthy and the HUAC. Smith garnered mixed reactions upon delivering it before the Senate on June 1, 1950.

Invite volunteers to read the excerpt aloud.

TURN AND TALK—Have students restate Smith’s main points in their own words.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What rights of Americans does Smith remind her audience of in the speech? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.e)

- » Smith references freedom of speech, freedom of protest, and the right to a trial by jury.

EVALUATIVE—What does Smith mean when she says freedom of speech “has been so abused by some that it is not exercised by others”? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.e)


- » She means that people like McCarthy are using their voice and power to frighten others into being silent.

EVALUATIVE—Based on what you know about this time in history, what practice is Smith referring to when she says that no American citizen should “be in danger of losing his reputation or livelihood”? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.e)

- » She is referring to the practice of blacklisting.

INFERENTIAL—Why does Smith address both Republicans and Democrats in her speech? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.e)

- » She acknowledges that members of both parties are at fault when it comes to accusing people of ideologies. Smith believes that preserving the country and its basic values is a goal that everyone should share regardless of political affiliation. She also wants to express the importance of members of both parties working together toward a common goal.

-  **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (8.1)
- Review and discuss the Framing Question: “How did the Cold War shape domestic and foreign policy?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Cold War shape domestic and foreign policy?”
 - » Key points students should cite include: the United States and Soviet Union emerged as the world’s two superpowers following World War II; the countries’ competing ideologies caused a Cold War and competitions in the nuclear arms race and the space race; containment guided U.S. foreign relations for four decades; the Truman Doctrine committed the United States to fighting communism around the world; the Marshall Plan extended billions of dollars in funding to help countries rebuild; during the Berlin Airlift, the United States and its allies provided critical food and supplies to Berliners cut off from the outside world by a Soviet blockade; nations formed NATO in 1949 to provide for mutual defense; after three years of fighting, the Korean War ended with the permanent division of the Korean peninsula; accusations and public trials by Senator Joseph McCarthy and the HUAC contributed to the Second Red Scare; the FBI and the CIA were used to counter communism; the U.S.-backed Bay of Pigs invasion failed to overthrow the communist regime in Cuba; the Cuban Missile Crisis brought the United States and Soviet Union to the brink of nuclear war; the domino theory led the United States to become involved in Vietnam beginning in 1954.
- Choose two of the Core Vocabulary terms (*per capita*, *GDP* [gross domestic product], *bloc*, *ideology*, *dissent*, *containment*, *active internationalism*, *coup d’état*, *blacklist*, *cosmonaut*, or *guerrilla*), and write a sentence using the terms.

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

Activity Page



AP 1.1

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Civil Rights Movement

The Framing Question: What were the causes and effects of the Civil Rights Movement?

Primary Focus Objectives

- ✓ Explain the origins and goals of the Civil Rights Movement of the 1950s and 1960s. (8.15, 8.15.a, 8.15.b)
- ✓ Analyze significant events of the Civil Rights Movement. (8.15, 8.15.c, 8.15.d, 8.15.e)
- ✓ Describe the contributions of key individuals and organizations of the Civil Rights Movement. (8.15.h)
- ✓ Evaluate the legislation, constitutional amendments, and Supreme Court decisions of the civil rights era. (8.15, 8.15.j, 8.15.k)
- ✓ Understand the meaning of the following domain-specific vocabulary: *plaintiff*, *inherently*, *civil disobedience*, and *delegation*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Civil Rights Movement”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of the National Archives Analyze a Photograph worksheet
- image from the Internet of Norman Rockwell’s painting *The Problem We All Live With*
- individual student copies of Primary Source Analysis (AP 1.2)

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the worksheet and image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

plaintiff, n. a person who begins a legal action (27)

Example: The plaintiff brought the case against the school on the grounds that its policies violated her civil rights.

Variations: plaintiffs

inherently, adv. in a way that reflects the innermost nature of a thing or person (27)

Example: Segregated public schools were inherently unfair to students.

Variations: inherent (adj.)

civil disobedience, n. the refusal to follow the law or government because it goes against one's conscience; an act of protest (32)

Example: Rosa Parks demonstrated civil disobedience when she refused to relinquish her seat on a bus to a white passenger.

delegation, n. a group chosen to represent others, such as at the national convention of a major political party (38)

Example: The delegation from Louisiana voted in favor of the candidate who supported more funding for New Orleans flood control projects.

Variations: delegations, delegate (n.)

THE CORE LESSON 35 MIN

Introduce “The Civil Rights Movement”

5 MIN

Review what students read in Chapter 1. Explain that while the United States was engaged in anti-communist foreign policy, it faced other challenges at home. Spurred by the growing strength of the Civil Rights Movement, the government began addressing centuries of racial inequality.

Call students' attention to the Framing Question. Tell students to look for the causes and effects of the Civil Rights Movement as they read the text.

Guided Reading Supports for “The Civil Rights Movement”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Movement Takes Shape,” pages 24–26

Scaffold understanding as follows:

Have students read the section on pages 24–26 with a partner.

SUPPORT—Remind students that they learned the word *disenfranchised* in Unit 1, *A Nation in Conflict*. Review what the word means. (*deprived of the right to vote*)

SUPPORT—Remind students that they read about the Great Migration in Unit 3, *The Changing World*. The migration of African Americans during World War II was part of that mass relocation.

After students read the text, ask the following questions:

EVALUATIVE—How did the Louisiana constitution of 1974 compare to the one passed in 1898? (8.1, 8.3, 8.12.i)

- » The Louisiana constitution of 1974 ended the laws in the 1898 constitution that disenfranchised African American voters.

LITERAL—Who was A. Philip Randolph, and why was he significant? (8.15, 8.15.a)

- » A. Philip Randolph was the president of the Brotherhood of Sleeping Car Porters, an all-Black union. He was significant because he pressured President Franklin Roosevelt to issue Executive Order 8802, which barred discrimination in federal employment during World War II.

LITERAL—What was the Double V campaign, and what did it achieve? (8.1, 8.15, 8.15.a, 8.15.b)

- » The Double V campaign called for victories in the fight for democracy overseas and in the fight to end racism and segregation in the United States. The Double V campaign achieved the desegregation of the military after President Harry S. Truman issued Executive Order 9981.

“Ending ‘Separate by Equal,’” pages 26–29

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 26 aloud.


SUPPORT—Explain that the Supreme Court consolidated school desegregation cases from South Carolina, Delaware, and Virginia under the Kansas *Brown v. Board of Education* case and issued one opinion.

SUPPORT—Students may recall reading about *Plessy v. Ferguson* in Unit 1, *A Nation in Conflict*. Briefly review the case with students: In 1890, the state of Louisiana had passed a law requiring separate cars on trains for African American and white passengers. In 1892, Homer Plessy, a New Orleans resident of mixed race, sat in the “white” car of a train and was arrested. In court, his lawyer argued that the Louisiana law requiring “separate but equal accommodation” was unconstitutional. The Supreme Court ultimately upheld the idea that “separate but equal” was constitutional.

Invite a volunteer to read the next paragraph of the section on pages 26–27 aloud.

CORE VOCABULARY—Point out the vocabulary terms *plaintiff* and *inherently*, and explain their meanings.

SUPPORT—Note that Thurgood Marshall was later appointed to the U.S. Supreme Court. He served as a justice from 1967 until his retirement in 1991.

 **SUPPORT**—Point out the map of school segregation on page 27 and read the caption aloud. Ask: In which region of the United States was school segregation required? (*the South*) Based on the map, how did the laws in the South compare to other parts of the country? (*Unlike in the South, many northern states had made segregation illegal. The middle and western parts of the country either banned school segregation, had no laws about school segregation, or made it optional.*) (8.3, 8.4, 8.5, 8.15.d)

Invite volunteers to read the next two paragraphs of the section on page 28 aloud.

SUPPORT—Point out the image of the Little Rock Nine on page 28 and read the caption aloud. You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. The worksheet is available in both English and Spanish. (8.6, 8.6.a, 8.15.d)

Invite volunteers to read the next paragraph of the section on pages 28–29.

SUPPORT—Explain that the bravery of individuals like Ruby Bridges often had big consequences. Her father lost his job, and her mother was prevented from buying groceries at local stores. Despite this, the Bridges continued to fight for what they believed in.

Invite a volunteer to read the remainder of the section on page 29 aloud.

SUPPORT—Note that the constant threats of violence during his time at the University of Mississippi meant that Meredith needed twenty-four-hour protection. This made his experience there very isolating.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why was the Supreme Court’s ruling in *Brown v. Board of Education* significant? (8.15, 8.15.d, 8.15.j)

- » The ruling overturned an earlier decision (in *Plessy v. Ferguson*) that stated that legally compelled segregation by race did not violate the Equal Protection Clause if the facilities for both races were equal. The *Brown* decision made segregation in public schools illegal.

LITERAL—What was the “Southern Manifesto”? (8.15.i)

- » The “Southern Manifesto” was a document issued by 101 southern congressmen in which they vowed to fight desegregation by “all lawful means.”

EVALUATIVE—Why did President Eisenhower send troops to Little Rock, Arkansas? (8.15, 8.15.d)

- » President Eisenhower sent troops to Little Rock to protect nine African American high school students as they went to school.

INFERENTIAL—Why is Ruby Bridges an important figure in the Civil Rights Movement? (8.15.d)

- » Ruby Bridges is an important figure because she was a trailblazer. She was a six-year-old African American girl who desegregated William Frantz Elementary School in New Orleans, Louisiana, in 1960. She persevered despite harassment, and because of her, more African American students enrolled at the school the next year.

LITERAL—What did Governor George Wallace do to defend segregation? (8.15.i)

- » Wallace personally blocked the door of a building on the University of Alabama campus to keep African American students from registering for classes.

“Emmett Till,” pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 independently.

SUPPORT—Explain that Roy Bryant, the husband of the woman Till supposedly offended, later confessed to Emmett Till’s murder. His wife, Carolyn Bryant, admitted to lying under oath decades after the trial. Despite her admission, she faced no consequences for her role in Till’s murder.

After students read the text, ask the following questions:

LITERAL—Who was Emmett Till? (8.15.c)

- » Emmett Till was a fourteen-year-old African American boy from Chicago who was murdered for allegedly offending a white woman in a grocery store during a visit to Mississippi.

EVALUATIVE—How did actions by Emmett Till’s family and the NAACP impact the future of the Civil Rights Movement? (8.15.c)

- » Both Till’s family and the NAACP made sure the world knew the horrifying details of the boy’s death, including by allowing news sources to publish photographs of his wounded body. The resulting outrage helped fuel the Civil Rights Movement and drew national and international attention to the violence against African Americans in the South.

“Desegregating Buses,” pages 30–32

Scaffold understanding as follows:

Invite volunteers to read the section on pages 30–32 aloud.

SUPPORT—Some eighty percent of the Baton Rouge Bus Company’s passengers were African American, which meant the company felt the financial pinch after just a few days of the boycott.

SUPPORT—Explain that attempts to desegregate Montgomery’s buses began in 1946. Rosa Parks was not the first person to refuse to give up a seat, but the movement capitalized on her actions. (Students can learn about a fifteen-year-old who refused to give up her seat in the Chapter 2 Additional Activity “Before Rosa Parks: Claudette Colvin.”) Note that Rosa Parks’s contributions to the Civil Rights Movement were more than just this one act. She was involved in civil rights organizations before and after, including serving as the secretary of her local NAACP chapter.

SUPPORT—Call attention to the image of Rosa Parks on page 32 and read the caption aloud. You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. (8.6, 8.6.a, 8.15.e, 8.15.h)

After the volunteers read the text, ask the following questions:

EVALUATIVE—Was the Baton Rouge bus boycott successful? Why or why not? (8.15.b, 8.15.e)

- » The Baton Rouge bus boycott did not achieve everything it initially set out to achieve and did not desegregate the city’s bus system. However, it can be considered effective because it inspired the Montgomery bus boycott, which did end segregation on the city’s bus system.

LITERAL—What did Rosa Parks do? (8.15.h)

- » Rosa Parks refused to give up her bus seat to a white rider in Montgomery, Alabama, sparking a year-long bus boycott in the city.

EVALUATIVE—What were the consequences of the Montgomery bus boycott? (8.15.e)

- » The consequences of the boycott included the Supreme Court ruling that segregation on public buses was unconstitutional, Dr. King’s emergence as a national figure in the Civil Rights Movement, the creation of the SCLC, and an increase in nonviolent efforts to achieve civil rights across the country.

“Nonviolent Resistance,” pages 32–33

Scaffold understanding as follows:

Have students read the section on pages 32–33 independently.

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

SUPPORT—Point out the description of King as “the most celebrated leader of the Civil Rights Movement.” Explain that during his lifetime, this was not the case. In 1966, polls showed that King had a disapproval rating of 63%, meaning only one-third of Americans viewed him favorably. This led some people to refer to King during his lifetime as “the most hated man in America.”

SUPPORT—Explain that King’s nonviolent approach was inspired by Mohandas Gandhi, who used nonviolent civil disobedience during India’s fight for independence from Great Britain.

After students read the text, ask the following questions:

LITERAL—What is civil disobedience? (8.7.a, 8.15.f)

- » Civil disobedience is the refusal to follow a law because it goes against your conscience or beliefs.

INFERENTIAL—Why do you think civil disobedience and nonviolence were used by the Civil Rights Movement? (8.15.f)

- » Possible answer: Civil disobedience was a way to show that certain laws were unfair and to draw attention to the extreme and violent response from Southern law enforcement against peaceful protestors.

EVALUATIVE—What effect did the Greensboro sit-ins have? (8.15.f)

- » The Greensboro sit-ins inspired other college students to hold sit-ins in other parts of the South. College students arrested during a sit-in at a New Orleans lunch counter appealed their case to the Supreme Court, which ruled that the store’s segregation policies were unconstitutional.

“The Freedom Rides,” pages 33–35

Scaffold understanding as follows:

Have students read the section on pages 33–35 with a partner.

SUPPORT—Tell students that John Lewis, a young African American man and member of the Student Nonviolent Coordinating Committee (SNCC), was one of the original thirteen Freedom Riders. Many years later, Lewis served in the U.S. Congress.

SUPPORT—Point out the image of the Freedom Riders on page 34 and read the caption aloud. You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. (8.6, 8.6.a, 8.15.e)

After students read the text, ask the following questions:

LITERAL—What was the outcome of the case *Bailey v. Patterson*? (8.15.j)

- » In *Bailey v. Patterson*, the Supreme Court ruled that segregating transportation facilities violated African Americans' civil rights and was unconstitutional.

LITERAL—What were the Freedom Rides? (8.15.e)

- » The Freedom Rides were interstate bus rides by groups of African American and white civil rights activists to challenge segregation policies and make sure desegregation of bus terminals took place. The riders were beaten, and one bus was firebombed. The Freedom Rides became so dangerous that federal marshals were sent to protect the riders.

EVALUATIVE—How were the Montgomery bus boycott and the Freedom Rides similar? (8.3, 8.15.e)

- » Both helped desegregate transportation.

“The Birmingham Campaign” and “Medgar Evers,” pages 35–36

Scaffold understanding as follows:

Have students read the section “The Birmingham Campaign” on pages 35–36 independently.

SUPPORT—Explain that 1963 was a significant year in African American history because it marked the hundredth anniversary of the Emancipation Proclamation.

SUPPORT—Call attention to the image from the Birmingham Campaign on page 35, and read the caption aloud. How does this image compare to the one of the Freedom Rides on page 34? (*Both images show the effects of violence against peaceful protestors.*) What impact might images like these have had at the time they were created? (*They would have shown firsthand the discrimination and violence experienced by African Americans and others fighting for equal rights. They would have been a powerful tool to change public opinion.*) You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. (8.6, 8.6.a, 8.6.c, 8.15.f)

SUPPORT—Explain that white supremacists who opposed the deal that ended the Birmingham Campaign took violent action. Members of the Ku Klux Klan bombed the 16th Street Baptist Church, where much of the Birmingham Campaign was organized. Four girls—fourteen-year-olds Addie Mae Collins, Denise McNair, and Carole Robertson, and eleven-year-old Cynthia Wesley—were killed.

Read the sidebar “Medgar Evers” on page 36 aloud.

After reading the text, ask the following questions:

LITERAL—What was the goal of the Birmingham Campaign? (8.15.b, 8.15.f)

- » The goal of the Birmingham Campaign was to end segregation in the city of Birmingham, Alabama.

EVALUATIVE—Why did some local religious leaders oppose the Birmingham Campaign? (8.15.g, 8.15.h)

- » Some local religious leaders opposed the Birmingham Campaign because they thought African Americans should continue to wait patiently and negotiate for their rights.

INFERENTIAL—What was Martin Luther King Jr.’s main message in his “Letter from Birmingham Jail”? (8.15.g, 8.15.h)

- » The main message of the “Letter from Birmingham Jail” was that King and others were done waiting for change and that they had a moral responsibility to take direct action to end injustice.

LITERAL—How did the Birmingham Campaign influence public opinion? (8.1, 8.15.f)

- » Images of police attacking peaceful protestors with clubs, fire hoses, and police dogs made national news and created public outcry.

LITERAL—How did Medgar Evers contribute to the Civil Rights Movement? (8.1, 8.15.h)

- » Medgar Evers contributed to the Civil Rights Movement by founding new NAACP chapters and working as a local organizer. He also worked on the Emmett Till trial. His death drew national attention to the Civil Rights Movement.

“The March on Washington for Jobs and Freedom,” pages 36–37

Scaffold understanding as follows:

Have students read the section on pages 36–37 with a partner.

SUPPORT—Point out the image of the March on Washington for Jobs and Freedom in the chapter opener on pages 24–25, and read the caption aloud. What can we learn about the event from this image? (*Possible answer: It shows firsthand the different people who participated in the event and shows some of their demands.*) What other sources would help you better understand the scope of the event? (*Possible answer: Images with wider views of the crowd and different locations of the march might help me understand the scope of the event.*) You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. (8.6, 8.6.a, 8.6.d, 8.15.f)

After students read the text, ask the following questions:

LITERAL—Which groups helped organize the March on Washington? (8.15.f, 8.15.h)

- » The March on Washington was organized by leaders from CORE, the NAACP, the National Urban League, the SCLC, and SNCC.

LITERAL—How many people attended the event? (8.15.f)

- » Over 250,000 people of all races and backgrounds attended the event.

EVALUATIVE—Was the March on Washington a success? Why or why not? (8.15.f)

- » The March on Washington was a success because it gained support for the Civil Rights Movement from people from many backgrounds. It also encouraged Congress to pass the Civil Rights Act of 1964.

LITERAL—What did the Civil Rights Act of 1964 do? (8.15.k)

- » The Civil Rights Act of 1964 prohibited discrimination in employment based on race, color, religion, sex, or national origin. It also established a commission that gave the federal government the power to desegregate public spaces.

“Freedom Summer” and “Shirley Chisholm,” pages 37–38

Scaffold understanding as follows:

Invite volunteers to read the section “Freedom Summer” on pages 37–38 aloud.

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

SUPPORT—Explain that voter registration for eligible African American voters in Southern states other than Mississippi averaged between fifty and seventy percent—higher than the voter registration percentage in Mississippi but still lower overall than white voter registration percentages.

SUPPORT—Note that more than a thousand people were arrested during the Freedom Summer, and there were dozens of church and residential bombings. While registering sixteen hundred new voters was an important step, this figure represented less than ten percent of the African Americans who attempted to register in Mississippi that summer.

Have students read the sidebar “Shirley Chisholm” on page 38 independently.

SUPPORT—Shirley Chisholm explained that in her political career she had a “double handicap.” Ask: What do you think Shirley Chisholm meant? (*She was saying that she faced discrimination both as a woman and as an African American.*) (8.15.h)

After students read the text, ask the following questions:

LITERAL—What was the goal of the Freedom Summer? (8.15.e)

- » The goal of the Freedom Summer was to register as many eligible African American voters as possible in Mississippi.

EVALUATIVE—Why did the Freedom Summer focus its efforts on Mississippi? (8.15.e)

- » Only seven percent of eligible African Americans were registered to vote in Mississippi, a number far lower than other states.

LITERAL—Who was Fannie Lou Hamer, and how did she contribute to the Civil Rights Movement? (8.15.h)

- » Fannie Lou Hamer was a SNCC organizer and important figure during the Freedom Summer. She also cofounded the Mississippi Freedom Democratic Party (MFDP) and helped integrate Mississippi’s delegation to the Democratic National Convention.

EVALUATIVE—How did Shirley Chisholm contribute to the history of the United States? (8.15.h)

- » She a pioneer for women by becoming the second African American to serve in the New York State Legislature and the first African American woman to serve in Congress at a time when African American people were fighting for basic civil rights.

“The Selma March,” pages 39–40

Scaffold understanding as follows:

Have students read the section on pages 39–40 with a partner.

SUPPORT—Tell students that in 1962, there were still five states with poll taxes, or taxes that individuals had to pay in order to vote: Alabama, Arkansas, Mississippi, Texas, and Virginia. Explain that some southern politicians attempted to prevent the passage of the Voting Rights Act of 1965 by using the filibuster, a tactic used to draw out discussion of a bill to stop a vote from happening.

SUPPORT—Tell students that key provisions of the Voting Rights Act were struck down by the Supreme Court in 2013. Since then, many states have enacted new laws that make voting and registering to vote more difficult. In recent years, there has been a push for a new Voting Rights Act named for civil rights leader and former U.S. Congressman John Lewis.

SUPPORT—Point out the graph showing voter registration before and after the Voting Rights Act of 1965 on page 39 and read the caption aloud. Ask: Which state saw the greatest jump in African American voter registration? (*Mississippi*) What effect did the Voting Rights Act of 1965 have on overall voter registration? (*Overall voter registration increased.*) What does this suggest about the laws that existed in Southern states before the Voting Rights Act of 1965 was passed? (*The laws likely discriminated against some parts of the white population too.*) (8.4, 8.15.k)

After students read the text, ask the following questions:

LITERAL—What did the Twenty-Fourth Amendment do? (8.15.k)

- » The Twenty-Fourth Amendment made it illegal for states to use poll taxes in federal elections.

LITERAL—What was the goal of the Selma March? (8.15)

- » The goal of the Selma March was to march from Selma, Alabama, to the state capital in Montgomery to protest for voting rights for African Americans.

EVALUATIVE—Why did the Selma marchers require the protection of the National Guard? (8.15.f)

- » The marchers required the protection of the National Guard because they were viciously beaten by white supremacist groups and police who were ordered by Governor George Wallace to form a blockade.

LITERAL—What was the combined effect of the Freedom Summer and the Selma March? (8.15.e, 8.15.f)

- » The Freedom Summer and the Selma March led to the passage of the Voting Rights Act of 1965.

INFERENTIAL—Why do you think the Voting Rights Act of 1965 gave the federal government oversight of certain areas in the South? (8.15.j, 8.15.k)

- » Possible answer: These areas had a history of disenfranchising African American voters and of not following federal law.

“Shifts in the Civil Rights Movement,” pages 40–41

Scaffold understanding as follows:

Have students read the section on pages 40–41 independently.

SUPPORT—Explain that the Nation of Islam was a movement founded during the 1930s that promoted Black nationalism and conversion to Islam. Note that Malcolm X eventually renounced the Nation of Islam. Members of the Nation of Islam were convicted of assassinating Malcolm X in 1965.

SUPPORT—Remind students that in Chapter 1, they learned about the role of the FBI in combating communism. Explain that FBI Director J. Edgar Hoover often abused his and the FBI’s power in his attempts to undermine civil rights organizations. He targeted the Black Panther Party and declared them an enemy of the U.S. government.

SUPPORT—Explain that the Black Panther Party emphasized armed resistance to protect African Americans’ lives and their civil rights, the complete opposite of Dr. King’s nonviolent resistance. Black Panther Party members were involved in many fatal firefights with police. Huey Newton allegedly killed officer John Frey in 1967, and Eldridge Cleaver (Minister of Information) led an ambush in 1968 of Oakland police officers, in which two officers were wounded and Panther treasurer Bobby Hutton was killed.

SUPPORT—The Black Panthers were instrumental in providing a variety of services to communities, including free breakfast for children, health screenings, and legal aid. However, some party members also engaged in criminal activities, including extortion, theft, and violent discipline of other Black Panther members. One famous example is the murder of Alex Rackley, a Black Panther member suspected of being a police informant who was killed by party leaders.

SUPPORT—Explain that after the “long, hot summer” of 1967, President Johnson ordered the Kerner Commission to determine the causes of the riots. The commission determined that deep-seated frustration surrounding social and economic divisions resulting from institutional racism was the cause. The report’s best-known passage warned: “Our nation is moving toward two societies, one black, one white—separate and unequal.”

After students read the text, ask the following questions:

EVALUATIVE—How did the actions of the Civil Rights Movement in the mid-to-late 1960s compare to those during the 1950s and early 1960s? (8.3, 8.15.f)

- » Leaders of the later Civil Rights Movement, including Malcolm X and the Black Panthers, shifted away from nonviolence in favor of more active resistance.

LITERAL—Who was Malcolm X? How did he influence the formation of the Black Panther Party? (8.15.h)

- » Malcolm X was a civil rights leader and advocate of Black nationalism. He rose to national prominence as a spokesperson of the Nation of Islam. His belief that African Americans should pursue freedom “by any means necessary” inspired Huey P. Newton and Bobby Seale to form the Black Panther Party.

LITERAL—What were some of the goals and activities of the Black Panther Party? (8.15.h)

- » The Black Panther Party fought against police brutality, established community assistance programs, and championed exempting African American from serving in the military.

LITERAL—What happened in the “long, hot summer” of 1967? (8.15)

- » The summer of 1967 saw a series of riots in over 150 cities around the United States in response to ongoing racial injustice.

“1968,” page 41

Scaffold understanding as follows:

Read the section on page 41 aloud.

SUPPORT—Tell students that two months after Dr. King’s death, Robert Kennedy—President John F. Kennedy’s brother, former attorney general, and civil rights advocate—was assassinated while campaigning for president.

After reading the text, ask the following questions:

LITERAL—What happened to the Civil Rights Movement in 1968? (8.15)

- » Dr. Martin Luther King Jr. was assassinated in Memphis, Tennessee. Congress passed the Civil Rights Act of 1968.

LITERAL—How did the Civil Rights Act of 1968 expand the Civil Rights Act of 1964? (8.15.k)

- » The Civil Rights Act of 1968 expanded the Civil Rights Act of 1964 by making housing discrimination illegal and by extending most of the Bill of Rights protections to Native Americans.

Primary Source Feature: “Ruby Bridges Integrating William Frantz Elementary School, New Orleans (1960),” page 42

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 42.

Introduce the source by reviewing what students read about Ruby Bridges and school integration. Have students work with a partner to complete a National Archives Analyze a Photograph worksheet about the image.

Explain that Ruby Bridges inspired American artist Norman Rockwell, who immortalized Bridges in a painting titled *The Problem We All Live With*. Display the painting for students and give them several minutes to study the image.

After students have viewed both images, ask the following questions:

LITERAL—What do you notice about the painting? What stands out to you? (8.6.a)

- » Possible answer: The painting uses a mixture of bright and muted colors to make certain elements stand out, like Ruby in the center of the painting and the tomato on the ground.

EVALUATIVE—What message do you think Rockwell is sending in his painting? What details support this message? (8.6.a)

- » Possible answer: He is sending the message that it is important to stay calm in the face of fear and anger. Ruby’s serene face and determined posture support this message.

EVALUATIVE—How are the painting and the photograph similar? How are they different? (8.6.a, 8.6.c)

- » Both the painting and the photograph show Ruby walking with U.S. marshals. The painting shows Ruby walking with four marshals along a wall with a smashed tomato at the bottom of it, while the photograph shows Ruby walking with two marshals into the school. The painting shows her face, while the photograph does not.

INFERENTIAL—Why might Rockwell have made those changes? (8.6.a, 8.6.c)

- » Possible answer: He might have made these changes to show viewers more clearly some of the adversity that Ruby faced. He may also have wanted to show Ruby's face to better represent her determination.

INFERENTIAL—How might historians use each of these sources to study the Civil Rights Movement? (8.6.a, 8.6.c)

- » Possible answer: Historians might use these sources to better understand how an event unfolded (the photograph) as well as how people responded to it (the painting).

Primary Source Feature: "Freedom Summer Leaflet," page 43

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 43.

Introduce the source by reviewing what students have learned about the Freedom Summer. For those months of 1964, civil rights activists—primarily white—relocated to Mississippi to register as many African American voters as possible, despite strong resistance from state officials. During the summer, these volunteers spread out through predominantly African American neighborhoods to encourage voter registration. Explain that this leaflet was distributed before most of the volunteers had arrived in the Mississippi.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What is the purpose of this leaflet? (8.6, 8.6.a, 8.15.f)

- » This leaflet was a call to action to individuals living in Mississippi to help in various ways during the upcoming Freedom Summer.

EVALUATIVE—How does the leaflet describe elected officials in the Mississippi state government? (8.6, 8.6.a, 8.15.f)

- » The leaflet describes state officials as unwilling to take steps to improve life for African Americans in Mississippi, including providing equal employment and educational opportunities.

INFERENTIAL—What are the creators of the leaflet trying to communicate by including the sentence "COFO is your organization"? (8.6, 8.6.a, 8.15.f)

- » They are trying to tell readers that COFO will only succeed if those who it is intended to help become involved in its activities, including the upcoming Freedom Summer.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(8.1)**
- Review and discuss the Framing Question: “What were the causes and effects of the Civil Rights Movement?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the causes and effects of the Civil Rights Movement?”
 - » Key points students should cite include: during World War II, President Roosevelt issued Executive Order 8802 that barred discrimination in federal employment; the Double V campaign championed desegregating the U.S. military, resulting in Executive Order 9981 in 1948; *Brown v. Board of Education* made segregation in public schools illegal; Southern politicians resisted the ruling in *Brown*; the Little Rock Nine and Ruby Bridges faced angry mobs; the brutal murder of Emmett Till drew national attention and helped galvanize the Civil Rights Movement; the Montgomery Bus Boycott began after Rosa Parks was arrested; sit-ins in Greensboro and later elsewhere helped desegregate lunch counters; the Freedom Rides tested *Boynton v. Virginia*; the Birmingham Campaign drew national support for the Civil Rights Movement; the March on Washington for Jobs and Freedom contributed to the passage of the Civil Rights Act of 1964; Freedom Summer volunteers registered African American voters; Congress passed the Voting Rights Act of 1965; the Black Power Movement emerged; Malcolm X and the Black Panthers advocated for change by any means necessary.
- Choose one of the Core Vocabulary terms (*plaintiff, inherently, civil disobedience, or delegation*), and write a sentence using the term.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

TOPIC: The Later Cold War (1960s–1991)

The Framing Question: What factors contributed to the end of the Cold War?

Primary Focus Objectives

- ✓ Analyze the purpose and effectiveness of U.S. policies, programs, and agreements during the later Cold War era. (8.16, 8.16.b)
- ✓ Describe the causes and effects of major crises and conflicts of the later Cold War. (8.16, 8.16.c)
- ✓ Explain the events and policies leading to the end of the Cold War and the collapse of the Soviet Union. (8.16, 8.16.g)
- ✓ Understand the meaning of the following domain-specific vocabulary: *détente*, *stagnation*, *deregulation*, *affirmative action*, and *national debt*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Later Cold War (1960s–1991)”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of the National Archives Analyze a Photograph worksheet
- globe or world map

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the worksheet may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

détente, n. a policy that relaxes tensions between nations (48)

Example: U.S. presidents hoped that détente with the Soviet Union could decrease the chances of nuclear war.

stagnation, n. a condition noted for a lack of growth or development (50)

Example: Economic stagnation led many voters to choose a new president rather than the incumbent.

Variations: stagnate (v.), stagnant (adj.)

deregulation, n. the process of taking away regulations or restrictions (53)

Example: As a result of deregulation, the federal government reduced its oversight over large corporations.

Variations: deregulate (v.)

“affirmative action” (phrase) the use of policies or practices to increase the numbers of persons from certain groups in areas of employment or education where they have historically been underrepresented or excluded (53)

Example: One goal of the affirmative action program was to increase cultural diversity at the university.

national debt, n. the amount of money that the government of a country owes to lenders such as banks, companies, or other countries (54)

Example: The national debt increased when tax revenues declined while Congress approved additional spending.

THE CORE LESSON 35 MIN

Introduce “The Later Cold War (1960s–1991)”

5 MIN

Introduce the chapter by reviewing what students read in Chapter 2 about the Civil Rights Movement. Explain that the later years of the Civil Rights Movement overlapped with the Cold War that students read about in Chapter 1. In this chapter, students will read about the second half of the Cold War between the United States and Soviet Union.

Call students’ attention to the Framing Question. Tell students to look for factors that contributed to the end of the Cold War as they read the text.

Guided Reading Supports for “The Later Cold War (1960s–1991)”


30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Cold War Continues” and “The Vietnam War,” pages 44–47

Scaffold understanding as follows:

Read the section “The Cold War Continues” on page 44 aloud.

 **SUPPORT**—Have students locate Vietnam on a world map or globe. Ask students to identify Vietnam’s latitude and longitude. (*Hanoi is at 21°N 106°E; Ho Chi Minh City [formerly Saigon] is at 11°N.*) Ask what countries in the Americas are at the same latitude. (*southern Mexico and most of Central America and many countries of the Caribbean*) Ask what the climate is like in these places. (*These places are in the tropics, so the weather is warm and humid year round.*) Have students discuss how this might have affected American soldiers. (8.5)

 **SUPPORT**—Remind students that the domino theory was one reason the United States became involved in Vietnam. Refer students to the world map, and ask what countries the United States might have been worried would adopt communism if communists had taken over Vietnam. (*Laos and Cambodia*) Ask what other communist countries are in the region. (*China*) (8.4, 8.5)

Invite a volunteer to read the first paragraph of “The Vietnam War” on page 46 aloud.

SUPPORT—Note that the Gulf of Tonkin Resolution passed unanimously in the House of Representatives and by an 88–2 vote in the Senate, as well as that the Gulf of Tonkin Resolution was not a declaration of war. Explain that the president can ask for a declaration of war, but only Congress can declare war on another country. Vietnam was a unique situation because Congress never declared war on North Vietnam, but the United States still committed tens of thousands of troops to the effort.

Invite volunteers to read the next two paragraphs of the section on page 46 aloud.

Note: The name *My Lai* is pronounced (/me/lye/). Say the name aloud, and have students repeat it after you.

SUPPORT—Explain that the American public did not learn about the My Lai massacre until 1969 when American journalist Seymour Hersch published details that he gathered from a Vietnam veteran. His reporting led to a Pentagon inquiry and investigation into the atrocity.

SUPPORT—Point out the image of American soldiers in Vietnam in the chapter opener on pages 44–45 and read the caption aloud. Ask: What do you notice about the soldiers in the image? (*Possible answers: The soldiers are young; They are all men; They are carrying lots of gear.*) What do the details in the image tell you about their experience? (*The photo shows them walking through a jungle. This would be challenging to do while carrying heavy equipment.*) You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. (**8.6, 8.6.a, 8.16.c**)

Invite volunteers to read the next two paragraphs of the section on pages 46–47 aloud.

SUPPORT—Explain that exposure to Agent Orange can cause a number of long-term health problems, including cancer, thyroid and heart problems, Parkinson’s disease, and nerve damage. Agent Orange can also cause health complications, including birth defects, in the children of people exposed to the chemical. While the number of people exposed to Agent Orange during the Vietnam War is unknown, some studies suggest it could be in the millions.

SUPPORT—Explain that Tet is a holiday celebrating the start of the year on the lunar calendar. In the United States it is sometimes called Chinese New Year, but Tet is celebrated in much of East and Southeast Asia.

SUPPORT—Explain that Walter Cronkite was a popular TV news anchor during the Vietnam War. His straightforward reporting on the evening news earned him the reputation as “the most trusted man in America.” After visiting Vietnam following the Tet Offensive, Cronkite’s experience led him to conclude on national television that the Vietnam war was “mired in stalemate.” In simple terms, Cronkite did not think the war could be won. This statement influenced future media coverage and public opinion of the war.

Invite a volunteer to read the last paragraph of the section on page 47 aloud.

SUPPORT—Explain that the leaking of the Pentagon Papers led to the Supreme Court case *New York Times Company v. United States* (1971). In 1971, *The New York Times* and *The Washington Post* began publishing the leaked Pentagon Papers. The Nixon administration sued to stop publication on the grounds that it would compromise national security. The case reached the U.S. Supreme Court, who sided with the newspapers. Six of nine justices agreed that the White House had only presented a vague concern about security and that this was insufficient grounds to override the strong presumption that the newspapers’ First Amendment rights protect them from prior restraint of speech and press.

After the volunteer reads the text, ask the following questions:

LITERAL—What types of fighting defined the Vietnam War? (8.2, 8.16, 8.16.c)

- » Fighting in the Vietnam War included jungle warfare with air strikes, sudden attacks by the North Vietnamese and the Viet Cong, brutal killing by American soldiers in My Lai, bombings of Vietnam and supply lines in Laos and Cambodia, and chemical weapons that caused leaves to drop off trees and burned forests, villages, and people.

LITERAL—How did the American public respond when they learned what was happening in the war? (8.16.c, 8.16.e, 8.16.f)

- » Some supported the war effort, while others wanted the United States to pull out of the war. Many antiwar protests occurred.

EVALUATIVE—Why might the Kent State massacre and the Pentagon Papers be considered turning points in the Vietnam War? (8.1, 8.16.c, 8.16.e, 8.16.f)

- » Both the Kent State massacre and the Pentagon Papers increased skepticism of the war and encouraged more antiwar protests around the country.

“The Nixon Years,” pages 48–49


Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 48–49 independently.

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

Note: The word *détente* is pronounced (/day*taht/). Say the word aloud, and have students repeat it after you.

SUPPORT—Explain that President Johnson initially planned to run for reelection in 1968. However, the lack of success in the war despite rising numbers of troops and bombings, plus the strength of the enemy as demonstrated by the Tet Offensive, caused divisions in the Democratic Party. Eugene McCarthy and Robert Kennedy (John F. Kennedy’s brother), both opponents of the war, challenged Johnson for their party’s presidential nomination.

 **SUPPORT**—Point out the location of present-day Russia and China on a world map or globe. Ask: Why might the United States have been especially concerned that these countries were communist? (*They were very large and had significant influence in their respective regions.*) (8.5)

SUPPORT—Point out the graph of Vietnam War approval ratings on page 48 and read the caption aloud. Ask: When was approval for the Vietnam War at its highest? (*August 1965*) When was approval for the Vietnam War at its lowest? (*May 1971*) Which event likely caused the decline in approval ratings in 1969? (*publication of the massacre at My Lai*) Which events caused the decline in approval ratings between May 1970 and May 1971? (*the Kent State massacre and the publication of the Pentagon Papers*) Consider the way the poll question was asked. Was this an effective way to determine Americans’ support for the Vietnam War? (*Possible answers: Yes, this was an effective way to determine Americans’ support because it uses clear language in the question; No, people may think they are being asked their opinion on the initial decision to send U.S. troops to Vietnam.*) What other sources would help you better interpret the results of this poll? (*Possible answer: A timeline of major events during the Vietnam War would help with interpreting the results of this poll.*) (8.1, 8.2, 8.3, 8.4, 8.6, 8.6.a, 8.6.d, 8.16.c, 8.16.e)

SUPPORT—Explain that Nixon began withdrawing U.S. troops from Vietnam after taking office. In 1968, there were over five hundred thousand U.S. troops in Vietnam. This number dropped to just over twenty-four thousand by 1972.

Have students read the remaining two paragraphs of the section on page 49 independently.

SUPPORT—Explain that one legacy of Watergate is that we often refer to political and non-political scandals and controversies with a *-gate* suffix.

Note: Students in Bayou Bridges may recall reading about the impeachment of Andrew Johnson in their Grade 7 study of Reconstruction. Review with students what it means to be impeached: an impeachment is a formal charge of wrongdoing. A president who is impeached (by the House of Representatives) has an opportunity to put on a defense in a trial held by the Senate and is only removed from office if the Senate convicts them by a two-thirds majority, which has never happened in U.S. history.

SUPPORT—Explain that while Nixon is often remembered for Watergate, his legacy also includes several accomplishments. In addition to détente with China and the SALT treaties, Nixon created the Environmental Protection Agency (EPA).

After students read the text, ask the following questions:

LITERAL—What was “Vietnamization”? (8.1, 8.2, 8.16.b)

- » “Vietnamization” was President Nixon’s plan to withdraw American troops from Vietnam and for South Vietnamese soldiers to take over the fighting.

EVALUATIVE—How did the policy of détente change the Cold War? (8.1, 8.2, 8.16.b)

- » It eased Cold War tensions between the United States and the Soviet Union and China.

EVALUATIVE—How did the SALT I agreement compare to the 1963 Nuclear Test Ban Treaty you learned about in Chapter 1? (8.3, 8.16.b)

- » The SALT I agreement was meant to reduce the number of nuclear weapons each country had, while the Nuclear Test Ban Treaty restricted how countries could test their nuclear weapons. Both were intended to make the world safer.

LITERAL—Why did President Nixon resign? (8.1)

- » The House Judiciary Committee voted to recommend impeachment for obstruction of justice, abuse of power, and contempt of Congress in the Watergate scandal. Nixon resigned before the full House of Representatives could vote to impeach him.

“President Ford,” page 50

Scaffold understanding as follows:


Have students read the section on page 50 with a partner.

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

SUPPORT—Explain that Richard Nixon’s vice president, Spiro Agnew, resigned in 1973 following accusations of bribery and tax evasion. Nixon appointed Gerald Ford to be vice president, and the appointment was approved by the Senate, as prescribed by

the Twenty-Fifth Amendment. At the time, Ford represented Michigan in the House of Representatives and was the Republican minority leader. As vice president, Ford succeeded Nixon when Nixon resigned.

SUPPORT—One of Ford’s first acts as president was to pardon Nixon. Many Americans disagreed with Ford’s decision, and the pardon hurt Ford’s chances for reelection.

 **SUPPORT**—Explain that price inflation is a widespread or general increase in prices on all or most goods and services. Inflation can also be described as a decrease in the purchasing power of a dollar.

SUPPORT—Explain that when Saigon fell to the North Vietnamese, 125,000 U.S.-sponsored Vietnamese immigrants fled to the United States. Through the efforts of Catholic dioceses in Louisiana, many Vietnamese refugees settled in Louisiana and found jobs in the fishing industry. In the years that followed, a large number of refugees continued to arrive from Vietnam and neighboring Laos and Cambodia. Today, Louisiana has one of the largest Vietnamese populations in the country.

After students read the text, ask the following questions:

LITERAL—What challenges did President Ford face during his two-and-a-half years as president? (8.1, 8.16.c)

- » Ford faced an economic recession and “stagflation,” a time when there was price inflation and no job growth. He also oversaw the end of the war in Vietnam.

LITERAL—How did President Ford try to move the nation away from its dependence on foreign oil? (8.1)


- » Ford supported the Energy Policy Conservation Act of 1975. This provided money for research into alternative energy, set mileage standards for American cars, and encouraged the expansion of domestic oil and coal production.

“President Carter,” pages 50–52

Scaffold understanding as follows:

Have students read the section on pages 50–52 independently.

SUPPORT—Point out the word *Islamist* in the text. Explain that in this context, *Islamist* describes the desire to base society and government on Islamic law.

 **SUPPORT**—Point out the locations of Nicaragua, Iran, Egypt, and Israel on a world map or globe. Note the global scope of the Cold War. (8.4, 8.5)

SUPPORT—Note that the Soviet Union, a permanent member of the U.N. Security Council, vetoed U.N. sanctions against Iran during the hostage crisis. Ask: Why would the Soviet Union have vetoed sanctions against Iran? (Possible answer: The Soviet Union wanted to increase its own influence in the Middle East. Vetoing sanctions would have increased Iranian support for the Soviet Union.) (8.16.d)

After students read the text, ask the following questions:

LITERAL—What were the Camp David Accords? (8.2)

- » The Camp David Accords were peace agreements between Egypt and Israel that President Carter helped negotiate.

EVALUATIVE—Why did President Carter embargo grain shipments to the Soviet Union and pull American athletes from the 1980 Olympic games in Moscow? (8.2, 8.16)

- » Carter embargoed grain and boycotted the Olympics in response to the Soviet invasion of Afghanistan.

LITERAL—What happened in Iran in 1979? (8.2)

- » In early 1979, the new government of Iran, led by the Ayatollah Khomeini, seized the U.S. embassy in Iran and took Americans hostage. A rescue attempt in 1980 failed. The hostages were held for over a year.

“The Reagan Years,” pages 52–55

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 52–53 aloud.

CORE VOCABULARY—Point out the vocabulary terms *deregulation* and *affirmative action*, and explain their meanings.

SUPPORT—Explain that Ronald Reagan was a popular actor, former leader of the Screen Actors Guild (an actors’ union), and former governor of California.

SUPPORT—Explain that a key element in the “Reagan Revolution” was the president’s appointment of conservative justices to the Supreme Court. He appointed conservatives Sandra Day O’Connor, Antonin Scalia, and Anthony M. Kennedy to the Court. O’Connor was the first woman ever appointed to the Supreme Court. Reagan also promoted conservative William Rehnquist to the position of chief justice.

SUPPORT—Note that the Supreme Court had ruled organized school prayer unconstitutional in 1962.

SUPPORT—Students may recall reading about suffragist Alice Paul in Unit 4, *Prosperity and Decline*. Explain that Paul not only helped win passage and ratification of the Nineteenth Amendment, she also authored the Equal Rights Amendment.


Invite a volunteer to read the next paragraph of the section on pages 53–54 aloud.

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

SUPPORT—Explain that many of Reagan’s efforts to reduce the size of the federal government were a continuation of President Nixon’s “new federalism”: devolving responsibilities to the states and supporting state governments with block grants.

SUPPORT—Point out the term *deindustrialization* in the text. Deindustrialization occurs when industrial activity, output, and employment opportunities decrease. This is the opposite of the rapid industrialization that occurred during the late 1800s and early 1900s, which students read about in Unit 2, *The Changing Nation*.

Invite volunteers to read the next two paragraphs of the section on page 54 aloud.

 **SUPPORT**—Point out the location of Afghanistan on a world map or globe. Ask students which countries border Afghanistan today. (*Iran to the west; Turkmenistan, Uzbekistan, and Tajikistan to the north; Pakistan to the south and east; and China*) Ask students to describe the region’s geographic features. (*Afghanistan and the eastern parts of Central Asia have rugged mountains, though most of Central Asia is steppe, or dry grassland.*) (8.5)

SUPPORT—Explain that the nickname “Star Wars” came from the popular movie franchise that had debuted only a few years before Reagan took office.

Invite volunteers to read the remaining paragraphs of the section on pages 54–55 aloud.

Note: The word *glasnost* is pronounced (/glaz*nost/). The word *perestroika* is pronounced (/peh*ruh*stroy*kuh/). Say the words aloud, and have students repeat after you.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Which aspect of Reagan’s platform was a challenge to communist ideology? (8.16.a)

- » Reagan championed free enterprise, which in communist ideology is the enemy of the people.

INFERENTIAL—What made the “New Right” new? What do you think made it different from the “old right”? (8.1)

- » Possible response: The “New Right” was new because it was formed after the Civil Rights Movement. It was different from the “old right” because it was not focused on stopping African Americans from exercising their rights, like the conservatives of the Reconstruction era and early twentieth century.

LITERAL—What issues were important to the “New Right”? (8.1)

- » The “New Right” supported deregulation and school choice. They opposed abortion rights, the passage of the Equal Rights Amendment, school busing to promote school integration, and affirmative action programs.

LITERAL—What was “Reaganomics”? (8.1)

- » “Reaganomics” was Reagan’s economic policy that promised to shrink the size of the government by reducing federal spending, increasing tax cuts, deregulating some industries, and increasing defense spending.

EVALUATIVE—What were *glasnost* and *perestroika*? What effect did they have? (8.16.g)

- » *Glasnost* was a policy of openness, and *perestroika* described economic and political restructuring in the Soviet Union. They helped weaken the Communist Party’s control over life in the Soviet Union.

“President George H. W. Bush,” pages 55–56

Scaffold understanding as follows:

Have students read the section on pages 55–56 with a partner.

SUPPORT—Explain that Russia is officially known as the “Russian Federation.”

SUPPORT—Point out the image of the fall of the Berlin Wall on page 56, and read the caption aloud. Ask: Why do you think citizens began tearing down the wall after East Germany opened the border? (Possible answer: Just as the Berlin Wall symbolized Cold War divisions, tearing it down was a way to symbolize a new beginning.) You may choose to have students complete a National Archives Analyze a Photograph worksheet about the image. (8.6, 8.6.a, 8.16.g)

After students read the text, ask the following questions:

LITERAL—What factors led to the collapse of the Soviet Union? (8.16)

- » A wave of democratization in the Eastern bloc, the East German government's decision to open the border to West Germany, and the declarations of independence by Eastern European states led to the collapse of the Soviet Union.

INFERENTIAL—How did President George H. W. Bush respond to the collapse of the Soviet Union? Why do you think he made this choice? (8.16, 8.16.a, 8.16.g)

- » Possible answer: He responded by offering American aid to the newly independent nations that were once a part of Soviet Union. He likely did this to help promote democracy in the region.

Primary Source Feature: “President Carter’s ‘Crisis of Confidence’ Speech (1979),” page 57

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 57.

Introduce the source by reviewing what students have read about the state of the U.S. economy during President Jimmy Carter’s time in office. Explain that, among other issues, continued stagflation and a sudden spike in oil prices that led to gas shortages caused many Americans to become anxious and uncertain about the state of their country. This unease inspired Carter to deliver the “Crisis of Confidence” speech, which later earned the nickname of the “malaise speech.” Tell students that *malaise* means a feeling of illness, discomfort, or unease.

Invite volunteers to read the excerpt aloud.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students complete the Activity Page, ask the following questions:

LITERAL—What doubt does Carter say is responsible for the crisis he is addressing in his speech? (8.2, 8.6, 8.6.a)

- » Carter says it is Americans’ doubt about the meaning of their lives and their unified national purpose that is causing the crisis.

EVALUATIVE—How does Carter connect Americans’ consumer behaviors to their decreased confidence in their country? (8.2, 8.6, 8.6.a)

- » Carter states that Americans have begun placing more value on material goods than they used to, yet they are discovering that such economic consumption does not help them find meaning in their lives.

EVALUATIVE—What does Carter provide as evidence for the American crisis of confidence? (8.2, 8.6, 8.6.a)

- » Carter points to poll results that indicate that Americans are pessimistic about the future of the country, low voter participation rates, decreased worker productivity and personal savings rates, and a growing disrespect for government, religion, education, the news media, and other institutions within American society.

Activity Page



AP 1.2

INFERENTIAL—How is the crisis that Carter describes in this speech similar to or different from other Cold War–era crises you have read about in this unit? (8.2, 8.6, 8.6.a)

- » Carter is describing a less defined crisis that affects people on an emotional and psychological level, which diplomacy or military intervention will not solve. This is different from other crises of the era, such as the Suez Crisis or the Cuban Missile Crisis, which involved political ideologies, disputes over territory, and military intervention.

Primary Source Feature: “President Reagan’s Speech at the Brandenburg Gate (1987),” page 58

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 58.

Introduce the source by reviewing what students read about the Berlin Wall and about the Cold War during President Reagan’s presidency.

Invite a volunteer to read the italicized introductory text aloud. Explain that this excerpt is from President Reagan’s speech at the famous gate.

Invite volunteers to read the excerpt aloud.

SUPPORT—Explain the meanings of the following words as they are encountered in the text:

lament, v. to mourn

liberalization, n. the process of making something less restricted

SUPPORT—Explain that Reagan refers to Gorbachev as “General Secretary” because although Gorbachev was head of state of the Soviet Union, his primary authority came from his position as General Secretary of the Communist Party of the Soviet Union.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—Who is Mikhail Gorbachev? Why is President Reagan speaking to him? (8.6, 8.6.a, 8.16, 8.16.g)

- » Mikhail Gorbachev was the head of the Soviet government—technically the Secretary General of the Communist Party of the Soviet Union. President Reagan is speaking to him about the Berlin Wall because he knows that communist East Germany follows the lead and authority of the Soviet Union.

EVALUATIVE—What evidence does President Reagan give to support his claim that communism is a failure? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.a, 8.16.g)


- » He explains that the Western world has “achieved a level of prosperity and well-being unprecedented in all human history.” As a contrast, he says that communist countries lack technology, have too little food, and are experiencing declining health standards.

LITERAL—What signs does President Reagan describe that suggest that communist rule is weakening in the Soviet Union? (8.6, 8.6.a, 8.6.b, 8.16, 8.16.g)

- » He says that the Soviet Union has released political prisoners, stopped jamming foreign news broadcasts, and allowed free economic enterprises to operate.

INFERENTIAL—Why do you think President Reagan chose this location to give his speech? (8.6, 8.6.a, 8.16, 8.16.g)

- » The Brandenburg Gate was a symbol of the Cold War division between East and West Germany and so of the division between the “East” and the “West,” the “First World” and the “Second World,” the capitalist and communist worlds, and so on.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (8.1)
- Review and discuss the Framing Question: “What factors contributed to the end of the Cold War?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What factors contributed to the end of the Cold War?”
 - » Key points students should cite include: the United States and Soviet Union entered a period of détente during the 1970s, resulting in the 1972 SALT I treaty; the United States withdrew from Vietnam in 1975; Mikhail Gorbachev introduced the policies of *glasnost* and *perestroika* that weakened the influence of the Communist Party in the Soviet Union; a wave of democratization in Eastern Europe further weakened the Communist Party; on November 9, 1989, the East German government opened the border to West Germany, resulting in the fall of the Berlin Wall; Eastern bloc countries began declaring their independence; the Soviet Union went out of existence in December 1991.
- Choose two of the Core Vocabulary terms (*détente*, *stagnation*, *deregulation*, *affirmative action*, or *national debt*), and write a sentence using the terms.

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

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

UNIT 6

Teacher Resources

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Assessment: Chapter 1—Post-World War II United States and the Early Cold War (1945–1960s)

A. On your own paper, write the letter(s) the provides the best answer.

1. Use the T-chart to answer the question.

United States	Soviet Union

- A. became the leader of the “First World”
- B. promoted a multiparty political system
- C. restricted freedom of speech and religion
- D. gave most economic decision-making powers to the national government
- E. experienced rapid per capita GDP growth after World War II

Which answer shows the correct distribution of statements to complete the chart?

- a) United States: A, B; Soviet Union: C, D, E
- b) United States: B, C, D; Soviet Union: A, E
- c) United States: A, B, E; Soviet Union: C, D
- d) United States: B, E; Soviet Union: A, C, D

2. Use the image to answer the question.



What resulted from the event shown in the image? (8.6, 8.6.a, 8.16, 8.16.c)

- a) The Soviet Union constructed a wall around Berlin.
- b) Soviet scientists escaped to live in East Germany.
- c) Joseph Stalin gained control over East Germany.
- d) Joseph Stalin lifted a blockade of West Berlin.

Use the map to answer questions 3 and 4.

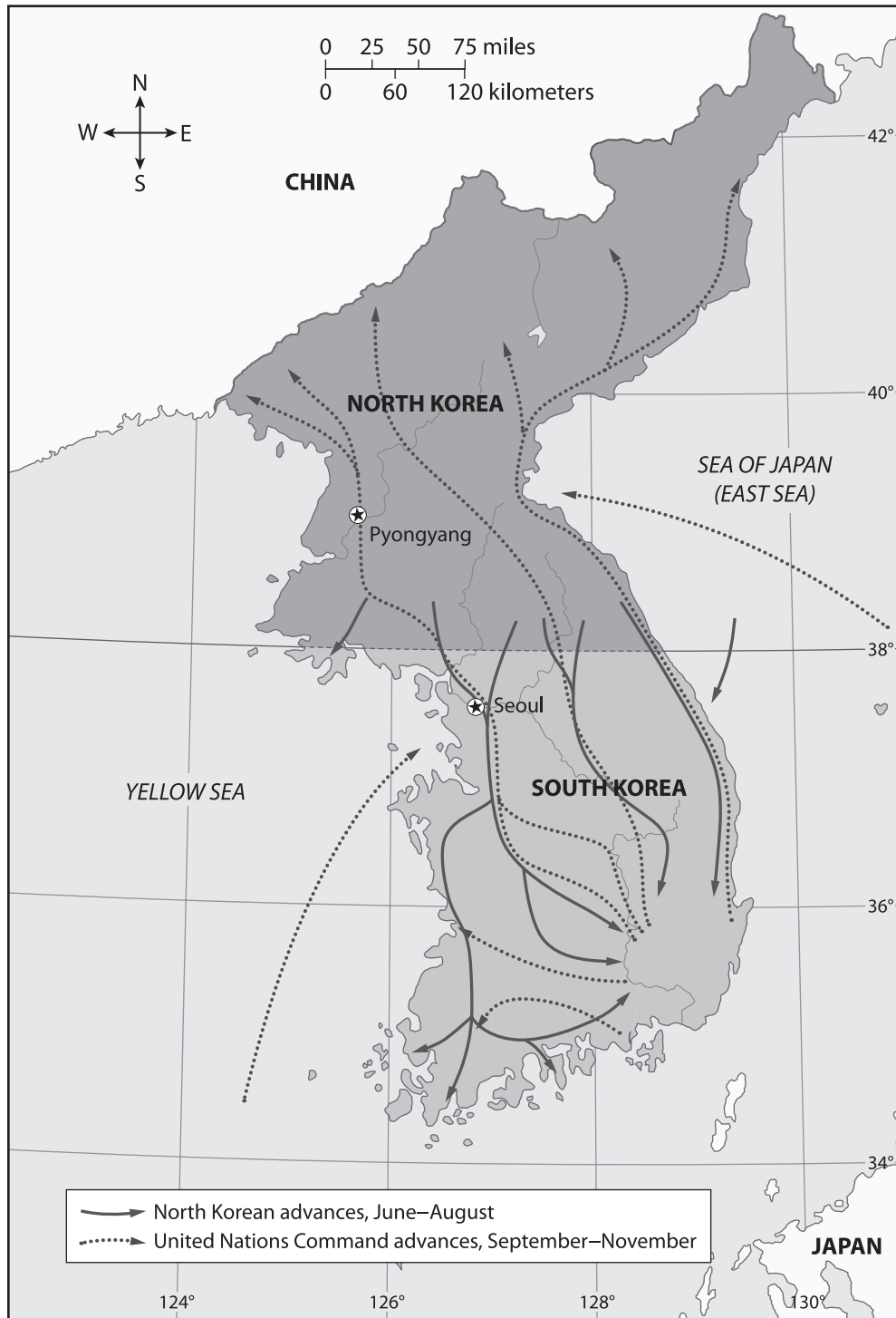
The Cold War in Europe (1960)



3. According to the map, which of the following countries were allied with the United States during the Cold War? Select the **two** correct answers. (8.4, 8.5, 8.16, 8.16.a)
- a) France
 - b) Poland
 - c) Portugal
 - d) Romania
 - e) Spain
4. What was the **main** purpose of the alliances shown on the map? (8.4, 8.5, 8.16, 8.16.a, 8.16.d)
- a) to provide a common defense
 - b) to encourage more trade
 - c) to create job opportunities
 - d) to develop nuclear weapons

5. Use the map to answer the question.

Korean War, 1950



Which parallel includes the location of the DMZ, or armistice line? (8.4, 8.5, 8.16, 8.16.c)

- a) 42° latitude
- b) 40° latitude
- c) 38° latitude
- d) 36° latitude

6. Use the image to answer the question.



How did the event shown in the photograph affect American society? (8.6, 8.6.a, 8.16, 8.16.e)

- a) It caused television ownership to increase.
 - b) It contributed to the Second Red Scare.
 - c) It made using blacklists illegal.
 - d) It led to the Truman Doctrine.
7. Use the quotation to answer the question.

We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept . . . and one we intend to win.

—President Kennedy (1962)

Which factor contributed to the goal described in the quotation? (8.6, 8.6.a, 8.16, 8.16.f)

- a) U.S. desire for technological superiority over the Soviet Union
- b) U.S. concerns about the availability of natural resources
- c) U.S. interest in learning more about the solar system
- d) U.S. fears of a nuclear attack by the Soviet Union

8. Use the quotation to answer the question.

The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive. . . .

—President Truman, “The Truman Doctrine” (1947)

How did President Truman plan to prevent the “seeds of totalitarian regimes” from growing? (8.6, 8.6.a, 8.16, 8.16.b)

- a) by making accusations against suspected communists
 - b) by providing financial aid to countries fighting communism
 - c) by establishing an intelligence organization to find communists
 - d) by offering military assistance to suppress communist rebellions
9. How did the Marshall Plan affect countries in Europe? (8.16, 8.16.b)
- a) It constructed defenses to prevent a future Soviet invasion.
 - b) It required them to purchase goods from American companies.
 - c) It gave them money to rebuild their economies after World War II.
 - d) It reduced payments on goods supplied through the Lend-Lease Act.
10. Which event led to the Suez Crisis? (8.16, 8.16.c)
- a) France and Great Britain invaded Egypt to gain control of the Suez Canal.
 - b) The Egyptian government formed a close relationship with the Soviet Union.
 - c) Gamal Abdel Nasser collected revenues from ships passing through the Suez Canal.
 - d) The United States and Great Britain went back on their promise to fund a dam in Egypt.
11. How did the House Un-American Activities Committee (HUAC) attempt to protect the country from communism? (8.16, 8.16.e)
- a) by monitoring international agencies
 - b) by organizing product boycotts
 - c) by investigating certain citizens
 - d) by creating television programming
12. Why did the U-2 incident increase Cold War tensions? (8.16, 8.16.c)
- a) It revealed that the Allies were planning to invade East Berlin.
 - b) It showed that the CIA was collecting information on Americans.
 - c) It showed that the United States was spying on the Soviet Union.
 - d) It revealed that the FBI was disrupting the Civil Rights Movement.
13. Which was a deterrent to nuclear war? (8.16, 8.16.b, 8.16.f)
- a) the threat of mutually assured destruction
 - b) the effects of weapons testing
 - c) the fear of accidental launches
 - d) the cost of maintaining an army
14. How was the Cuban Missile Crisis resolved? Select the **two** correct answers. (8.16, 8.16.c)
- a) The Soviet Union lifted an embargo on Cuba.
 - b) The United States agreed to continue its Cuban blockade.
 - c) The United States promised not to invade Cuba again.
 - d) The Soviet Union removed nuclear missiles from Cuba.
 - e) The Soviet Union escorted American ships away from Cuba.

15. The domino theory led the United States to get involved in _____. (8.16, 8.16.c)
- a) Czechoslovakia
 - b) Berlin
 - c) Poland
 - d) Vietnam

16. Use the quotation to answer the question. (8.16, 8.16.c)

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as “Communists” or “Fascists” by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

—Margaret Chase Smith, “Declaration of Conscience” (1950)

Which individual was Margaret Chase speaking out against in her speech?

- a) Dwight Eisenhower
 - b) Harry Truman
 - c) J. Edgar Hoover
 - d) Joseph McCarthy
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The Korean War was a success for the United States and its allies.

Using evidence from the chapter, support or refute this claim. (8.6, 8.6.a, 8.6.b, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.16, 8.16.c)

Assessment: Chapter 2—The Civil Rights Movement

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.

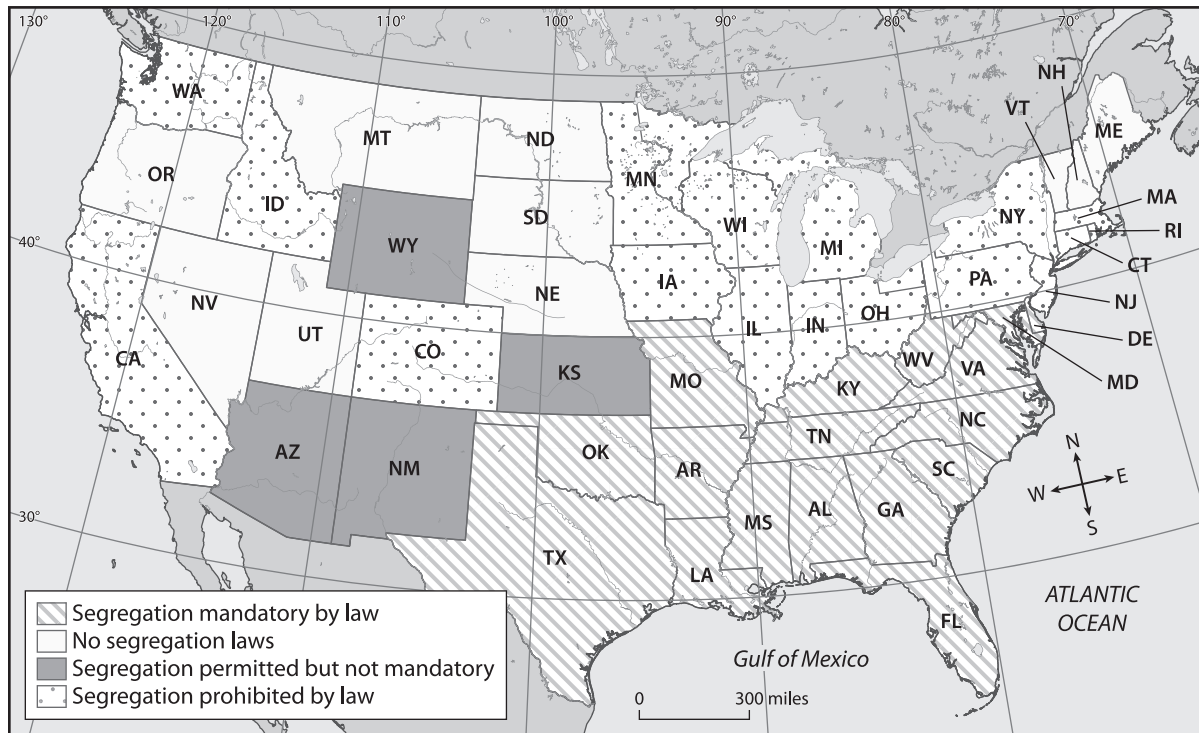


Which were demands of the marchers shown in the image? Select the **two** correct answers. (8.6, 8.6.a, 8.15, 8.15.f)

- a) the right to assemble
- b) an end to poll taxes
- c) passage of a civil rights bill
- d) creation of a federal commission
- e) freedom of speech and religion

2. Use the map to answer the question.

Segregation in U.S. Public Schools Before 1954



Which Supreme Court ruling addressed the policies shown in the map? (8.4, 8.5, 8.15, 8.15.b, 8.15.d)

- a) *Brown v. Board of Education*
 - b) *Boynton v. Virginia*
 - c) *Lombard v. Louisiana*
 - d) *Plessy v. Ferguson*
3. Use the quotation to answer the question.

In the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.

—U.S. Supreme Court, 1954

Based on the quotation, why was the ruling in this case significant? (8.6, 8.6.a, 8.15, 8.15.d)

- a) It forced public transportation to integrate.
- b) It made segregation in public schools illegal.
- c) It ended discrimination in the housing market.
- d) It required stores to hire people of different races.

4. Use the image to answer the question.



Which action resulted from the event shown in the photograph? (8.6, 8.6.a, 8.15, 8.15.e)

- a) Freedom Rides
 - b) Double V campaign
 - c) March on Washington
 - d) Montgomery bus boycott
5. Use the quotation to answer the question.

For years now, I have heard the word "Wait!" . . . This "Wait" has almost always meant "Never."

—Dr. Martin Luther King Jr., "Letter from Birmingham Jail"

Dr. King wrote these words to _____. (8.6, 8.6.a, 8.15, 8.15.f, 8.15.g)

- a) justify the "Southern Manifesto"
- b) ask town leaders to desegregate public spaces
- c) protest the actions of the public safety commissioner
- d) justify the use of civil disobedience to obtain civil rights

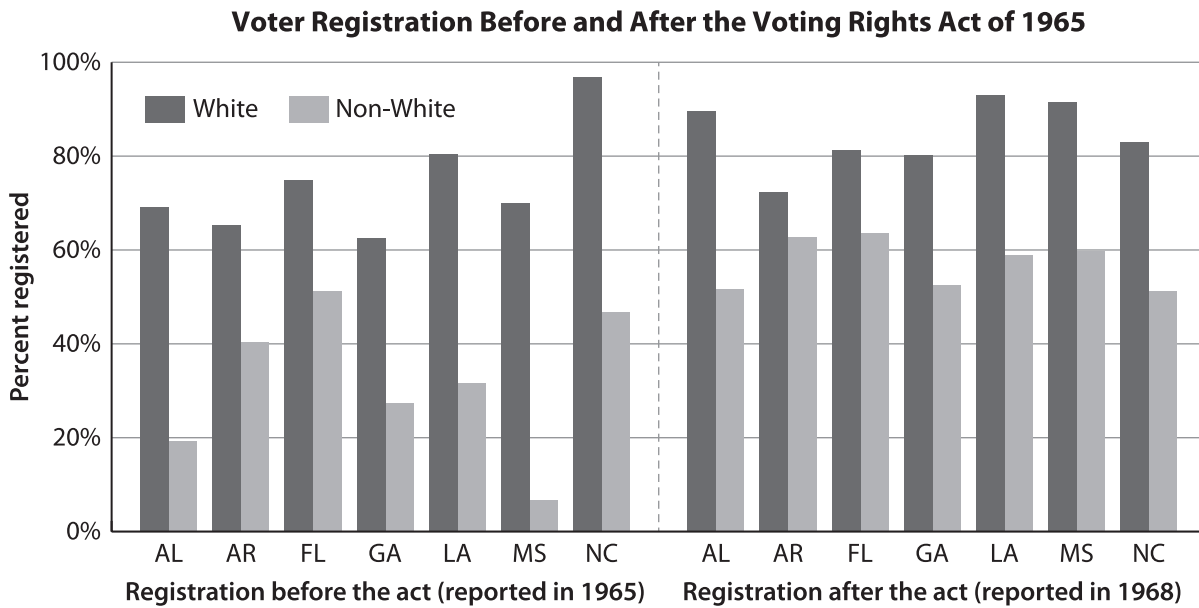
6. Use the quotation to answer the question.

Segregation now, segregation tomorrow, segregation forever.

—Governor George Wallace, 1963

This quotation demonstrates Southern _____. (8.6, 8.6.a, 8.15, 8.15.i)

- a) rejection of new Jim Crow laws
 - b) approval for *Boynton v. Virginia*
 - c) concern about Executive Order 8802
 - d) resistance to *Brown v. Board of Education*
7. Use the graph to answer the question.



According to the graph, which state saw the greatest increase in non-white voter registration after 1965? (8.4, 8.15, 8.15.k)

- a) Alabama
- b) Florida
- c) Mississippi
- d) North Carolina

8. Use the image to answer the question.



Which is the **best** title for the image? (8.6, 8.6.a, 8.15, 8.15.d)

- a) James Meredith Wins Supreme Court Ruling
 - b) Ruby Bridges Integrates New Orleans School
 - c) The Little Rock Nine Defy Threats of Violence
 - d) Leander Perez Challenges Desegregation Order
9. Why was President Truman's Executive Order 9981 significant? (8.15, 8.15.a)
- a) It desegregated the military.
 - b) It made lynching a federal crime.
 - c) It ended discrimination in wartime industries.
 - d) It provided protections for civil rights activists.
10. Which event drew national attention to racial violence in the South in 1955? (8.15, 8.15.c)
- a) Baton Rouge bus boycott
 - b) Emmett Till's murder
 - c) Freedom Summer
 - d) Woolworth's sit-in
11. Which tactic was used to integrate lunch counters in the South? (8.15, 8.15.f)
- a) boycotts
 - b) marches
 - c) protests
 - d) sit-ins

12. Use the image to answer the question.

What You Can Do:

This is your FREEDOM SUMMER. It will not work without your help.

COFO is asking you to:

- provide housing for the people who are coming to work here.
- look for buildings which can be used for Freedom Schools and Community Centers.
- get names of students who want to go to Freedom Schools.
- let us know when you have meetings or arrange meetings so we can come answer questions about the FREEDOM SUMMER.

Many people are coming here to work during our FREEDOM SUMMER. They want to learn about Mississippi. They feel that the problems here are the problems of people all over the country. Most of them will be college students, both Negro and white.

COFO is your organization. The things it is trying to do should be done by the state. The people who have been elected to run the state say that they do not have to do things for Negroes.

IT IS THE FAULT OF THE STATE that you cannot:

- find work
- read and write
- send your children to better schools.

If you work with COFO you will be working to get yourself the better conditions you deserve.

What Is COFO?

COFO is an organization made up of all the civil rights and local citizenship groups in Mississippi which decided they must work together to improve conditions in Mississippi.

Council Of Federated Organizations

For more information:

Write to - COFO STATE OFFICE
1017 Lynch Street
Jackson, Mississippi

Or call - 352-9605

Other offices near you:

CLARKSDALE - 213 4th Street
phone - 624-2913

COLUMBUS - 1323 6th Ave. North
phone - 328-8916

GREENWOOD - 708 Avenue N
phone - 453-1282

HATTIESBURG - 507 Mobile Street
phone - 584-7670

MERIDIAN - 2505 1/2 5th Street
phone - 485-9286

**MISSISSIPPI
FREEDOM
SUMMER**

What was the main goal of the organization shown in the image? (8.15, 8.15.f)

- a) to end employment discrimination
 - b) to register African American voters
 - c) to train white and African American volunteers
 - d) to establish schools to teach civics and literacy
13. Which is an achievement of Fannie Lou Hamer? (8.15, 8.15.h)
- a) She established local chapters of the NAACP in the South.
 - b) She cofounded the Mississippi Freedom Democratic Party.
 - c) She became the first African American woman in Congress.
 - d) She organized the March on Washington for Jobs and Freedom.
14. The events of the Selma March contributed to the _____. (8.15, 8.15.f, 8.15.k)
- a) ratification of the Twenty-Fourth Amendment
 - b) passage of the Civil Rights Act of 1964
 - c) decision in *Brown v. Board of Education*
 - d) passage of the Voting Rights Act of 1965

15. Unlike Martin Luther King Jr., Malcolm X and the Black Panther Party _____. (8.15, 8.15.h)

- a) created community assistance programs
- b) advocated for change by any means necessary
- c) opposed segregation on public transportation
- d) believed in the importance of civil disobedience

B. On your own paper, write a well-organized paragraph in response to the following prompt:

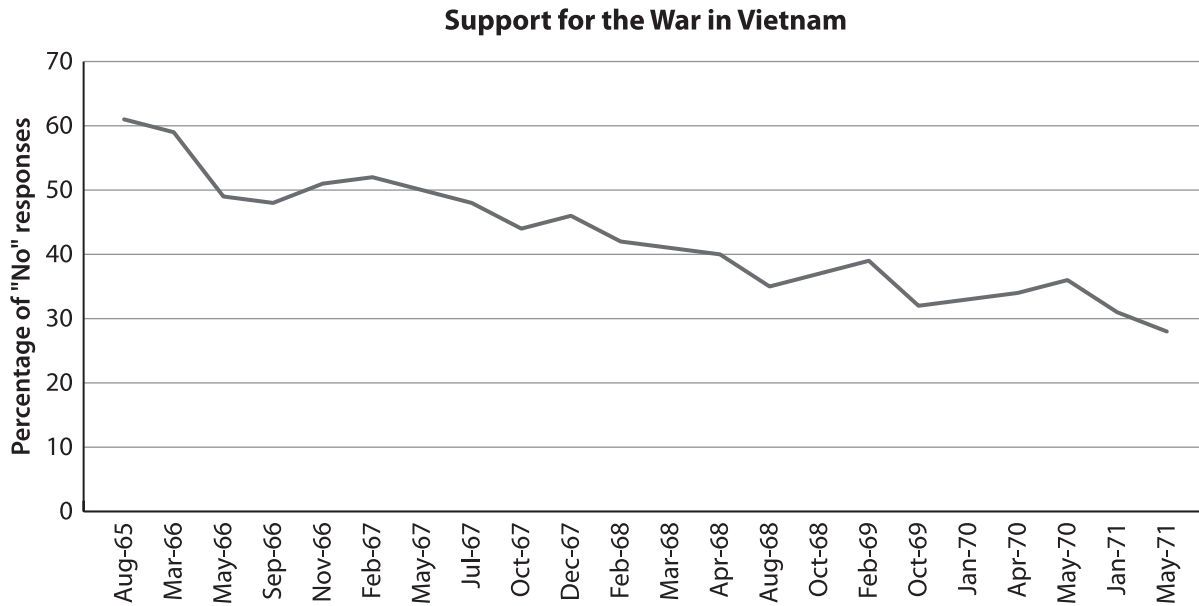
The Supreme Court's decision in *Brown v. Board of Education* was the most important development of the Civil Rights Movement.

Using evidence from the chapter, support or refute this claim. (8.6, 8.6.a, 8.6.b, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.15, 8.15.c, 8.15.d, 8.15.e, 8.15.f, 8.15.h, 8.15.j, 8.15.k)

Assessment: Chapter 3—The Later Cold War (1960s–1991)

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the graph to answer the questions.



Which event contributed to the change in support between November 1967 and February 1968? (8.1, 8.4, 8.16, 8.16, 8.16.c)

- a) the Tet Offensive
- b) the My Lai massacre
- c) the Kent State shooting
- d) the Gulf of Tonkin Resolution

Which statement best describes public support for the Vietnam War?

- a) It changed very little over time.
- b) It steadily increased over time.
- c) It steadily decreased over time.
- d) It rose and fell repeatedly over time.

2. Use the image to answer the question.



Which word best describes what is taking place in this photograph? (8.6, 8.6.a, 8.16, 8.16.b)

- a) détente
 - b) deterrence
 - c) glasnost
 - d) perestroika
3. Why was the SALT I agreement significant? (8.16, 8.16.b)
- a) It allowed the United States and Soviet Union to normalize relations.
 - b) It allowed the United States and Soviet Union to share nuclear secrets.
 - c) It limited where the United States and Soviet Union could test nuclear weapons.
 - d) It limited how many nuclear weapons the United States and Soviet Union could have.

4. Use the quotation to answer the question.

It is a crisis that strikes at the very heart and soul and spirit of our national will. We can see this crisis in the growing doubt about the meaning of our own lives and in the loss of a unity of purpose for our nation.

—President Carter, 1979

Which factors led President Carter to make this speech? Select the **three** correct answers. (8.1, 8.6, 8.6.a)

- a) price inflation
 - b) gas shortages
 - c) stagnant job growth
 - d) threat of nuclear war
 - e) the Watergate scandal
 - f) withdrawal from Vietnam
5. Use the image to answer the question.



Which characteristic of the Vietnam War is shown in the image? (8.6, 8.6.a, 8.16, 8.16.c)

- a) use of helicopters
- b) guerrilla attacks
- c) chemical weapons
- d) television coverage

6. Use the image to answer the question.



Which development directly contributed to the event shown in the photograph? (8.6, 8.6.a, 8.16, 8.16.g)

- a) A wave of democratization occurred in the Eastern bloc.
 - b) Mikhail Gorbachev became leader of the Soviet Union.
 - c) East Germany opened the border to West Germany.
 - d) Eastern bloc countries declared their independence.
7. Use the quotation to answer the question.

In the 1950's, Khrushchev predicted: "We will bury you." But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food. Even today, the Soviet Union still cannot feed itself.

—President Reagan, Speech at the Brandenburg Gate (1987)

Based on the excerpt, which statement would President Reagan agree with? (8.6, 8.6.a, 8.16, 8.16.g)

- a) The Soviet Union continues to be very strong.
 - b) The United States has already won the Cold War.
 - c) The United States has a duty to help those in need.
 - d) The Soviet Union continues to have European allies.
8. How did the Pentagon Papers damage public opinion of the Vietnam War? Select the **two** correct answers. (8.16, 8.16.c)
- a) They documented human rights violations by U.S.-backed dictatorships.
 - b) They showed that military leaders thought the war was unwinnable.
 - c) They detailed the amount of money spent on troops and weapons.
 - d) They explained how communists had infiltrated the CIA and FBI.
 - e) They revealed the government had misled the American people.

9. Why was President Gerald Ford's Energy Policy Conservation Act of 1975 significant? (8.1)
- a) It increased U.S. dependence on foreign oil.
 - b) It established a federal environmental agency.
 - c) It mandated mileage standards for American cars.
 - d) It created protections for endangered animal species.
10. Which was a foreign policy achievement of President Jimmy Carter? (8.1, 8.2)
- a) the return of fifty-two American hostages from Iran
 - b) the end of a dictatorship in Grenada
 - c) the Camp David Accords
 - d) the SALT II agreement
11. Which were effects of Reaganomics? Select the **two** correct answers. (8.1)
- a) less regulation
 - b) less deregulation
 - c) more national debt
 - d) more school choice
 - e) less defense spending
12. What was the main reason that the Reagan administration secretly sold weapons to Iran? (8.2, 8.16, 8.16.c)
- a) to ease relations with Mikhail Gorbachev
 - b) to secure the release of hostages in Guatemala
 - c) to illegally fund anti-communist forces in Nicaragua
 - d) to encourage their participation in the Moscow Olympics
13. President George H. W. Bush responded to the collapse of the Soviet Union by _____. (8.16, 8.16.g)
- a) sending U.S. troops to Eastern Europe
 - b) offering aid to former Soviet republics
 - c) flaunting the U.S. Cold War victory
 - d) helping demolish the Berlin Wall
14. How did Mikhail Gorbachev weaken the control of the Communist Party? (8.16, 8.16.g)
- a) by introducing policies that restructured the economy
 - b) by working closely with President Ronald Reagan
 - c) by signing an agreement to end the arms race
 - d) by inviting foreign diplomats to visit Moscow
15. What happened after the United States withdrew its last troops from Vietnam? (8.16, 8.16.c)
- a) Vietnam was unified under communist rule.
 - b) Vietnam was unified under democratic rule.
 - c) The South Vietnamese Army captured the North Vietnamese capital of Hanoi.
 - d) The North Vietnamese evacuated military personnel and diplomats from Saigon.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

U.S. foreign policy was responsible for the end of the Cold War.

Using evidence from the chapter, support or refute this claim. (8.6, 8.6.a, 8.6.b, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.16, 8.16.b)

Performance Task: *The Postwar Era*

Teacher Directions: The post–World War II era was characterized by social, political, and economic change in the United States. At the same time, the United States competed against the Soviet Union for global supremacy during the Cold War.

Activity Page



AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from the Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

Prompt:

During the Cold War, the United States achieved more domestically than it did internationally. Prepare and deliver a presentation in which you support or refute this claim with evidence from the unit. (8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.15, 8.16)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	During the Cold War, the United States achieved more domestically than it did internationally.
Reason:	The United States experienced significant economic, political, and social change in the decades after World War II.
Evidence:	<p>The baby boom contributed to population growth.</p> <p>The country's per capita GDP doubled in the three decades after World War II.</p> <p>More families had televisions, which changed the way people interacted with the government and domestic events.</p> <p>The space program put humans on the moon. The space race also led to increased investment in public and higher education.</p> <p>The Civil Rights Movement led to landmark Supreme Court cases and the passage of legislation that worked to end discrimination and enfranchise voters.</p>
Counterclaim and answer:	<p>The United States played an important role in helping countries rebuild after World War II.</p> <p>While U.S. support to Western Europe through the Marshall Plan was effective, U.S. involvement in other parts of the world led to years-long conflicts like the Vietnam War and support for anti-communist dictatorships that denied their citizens basic human rights.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the postwar era.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• increased population growth during the baby boom• establishment of NATO and the UN• doubling of the country's per capita GDP• increased investment in public and higher education resulting from the space race• first moon landing• landmark Supreme Court cases that made segregation illegal• passage of legislation that worked to end discrimination and enfranchise voters during the Civil Rights Movement• U.S. support for democracies around the world through the Truman Doctrine and the Marshall Plan• détente and normalizing relations with China during the Nixon administration• international agreements to regulate nuclear weapons, including the 1963 Nuclear Test Ban Treaty and the SALT agreements• collapse of the Soviet Union and U.S. support for emerging democracies in the Eastern bloc• Camp David Accords• increased oversight of the executive branch resulting from the Pentagon Papers and Watergate scandal• stagflation and the oil and energy crisis of the 1970s and early 1980s
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the postwar era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates control, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the postwar era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the postwar era. The presentation may exhibit major issues with organization and/or focus.

Activity Page 1.1

Use with Chapter 1

Letter to Family

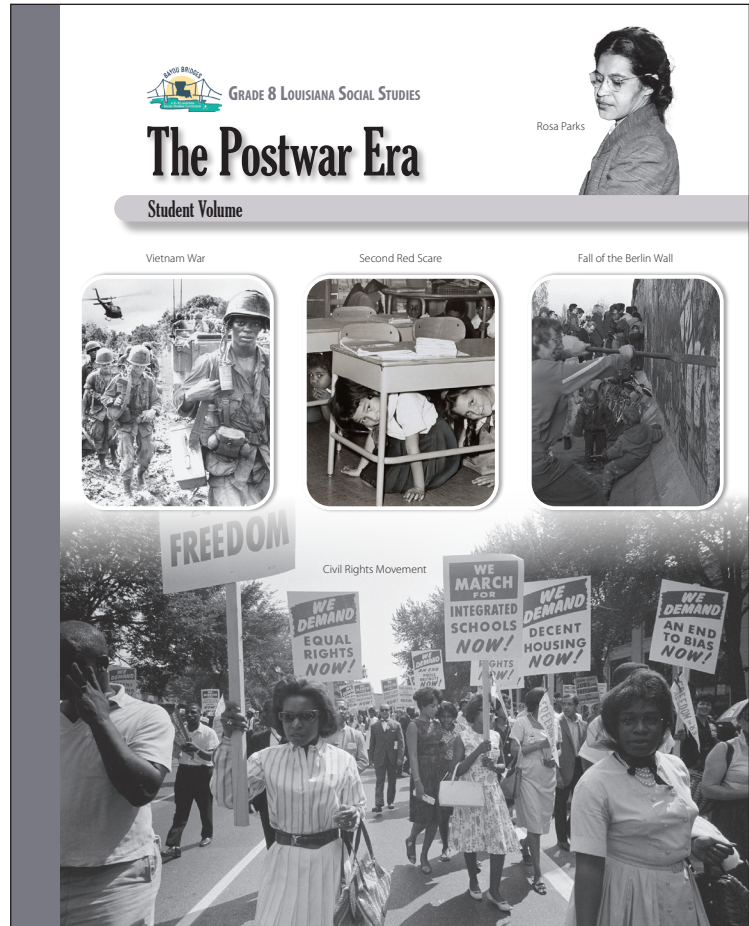
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the postwar era, primarily the causes, effects, and outcomes of the Cold War and the Civil Rights Movement.

In this unit, students will analyze the origins and impacts of the Cold War; discuss U.S. foreign and domestic policy during the postwar era; explore historical events like the space race and the March on Washington for Jobs and Freedom; study historical figures like Harry S. Truman, Fannie Lou Hamer, Ruby Bridges, Ronald Reagan, and Mikhail Gorbachev; analyze primary sources; and analyze claims and evidence.

As part of their exploration, students will also learn a little bit about global conflicts, including the Korean War and the Vietnam War. They will also learn about systemic discrimination and racial violence that led to the Civil Rights Movement and characterized the backlash against it. This information is presented in a factual, age-appropriate way. The goal is to foster a complete and accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgement does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

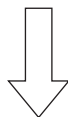
Date _____

Activity Page 1.3

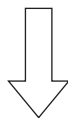
Use with Performance Task

Claims and Evidence

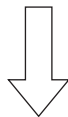
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each word.

- | | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. per capita | a) the act or process of keeping something within certain limits, such as stopping the spread of communism during the Cold War |
| 2. GDP (gross domestic product) | b) the value of all goods and services produced in one country during a specific period, usually a year or part of a year |
| 3. bloc | c) a list of people or groups to be avoided or excluded |
| 4. ideology | d) opposition to or dissatisfaction with a government or its policies |
| 5. dissent | e) per person |
| 6. containment | f) a soldier who uses nontraditional ways of fighting |
| 7. active internationalism | g) a policy of working or cooperating with other nations; the opposite of isolationism |
| 8. coup d'état | h) a group of nations united by a political agreement or common interest |
| 9. blacklist | i) a sudden and illegal takeover of government by force |
| 10. cosmonaut | j) a set of beliefs that support a political system, party, or group |
| 11. guerrilla | k) an astronaut who is part of the Soviet, and later Russian, space program |

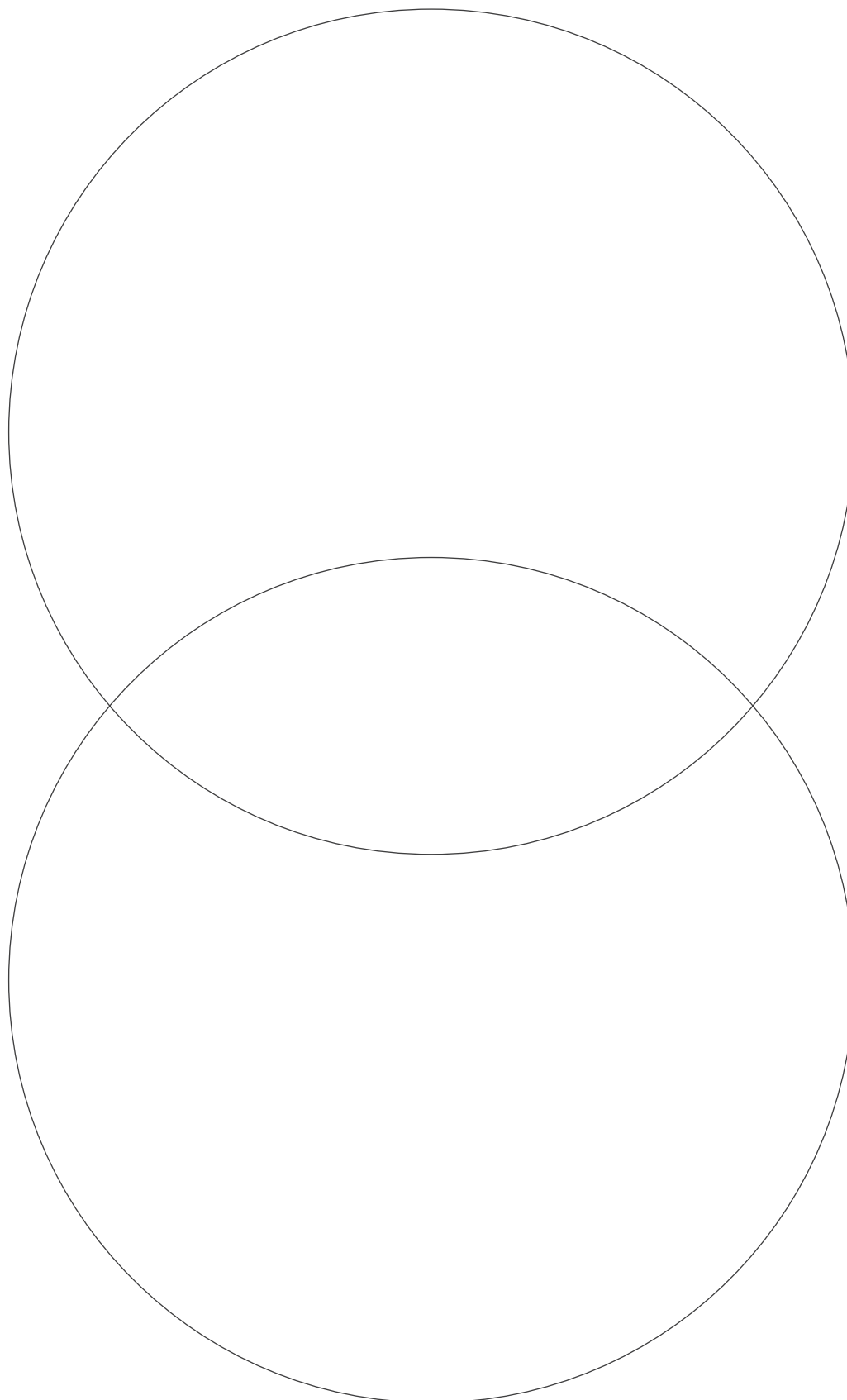
Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Venn Diagram



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

Use the words in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

plaintiff inherently civil disobedience conscience national debt
delegation détente stagnation deregulation affirmative action

Across:

- 3. in a way that reflects the innermost nature of a thing or person
- 4. the process of taking away regulations or restrictions
- 5. a condition noted for a lack of growth or development
- 6. the refusal to follow the law or government because it goes against one's conscience; an act of protest
- 9. the amount of money that the government of a country owes to lenders such as banks, companies, or other countries

Down:

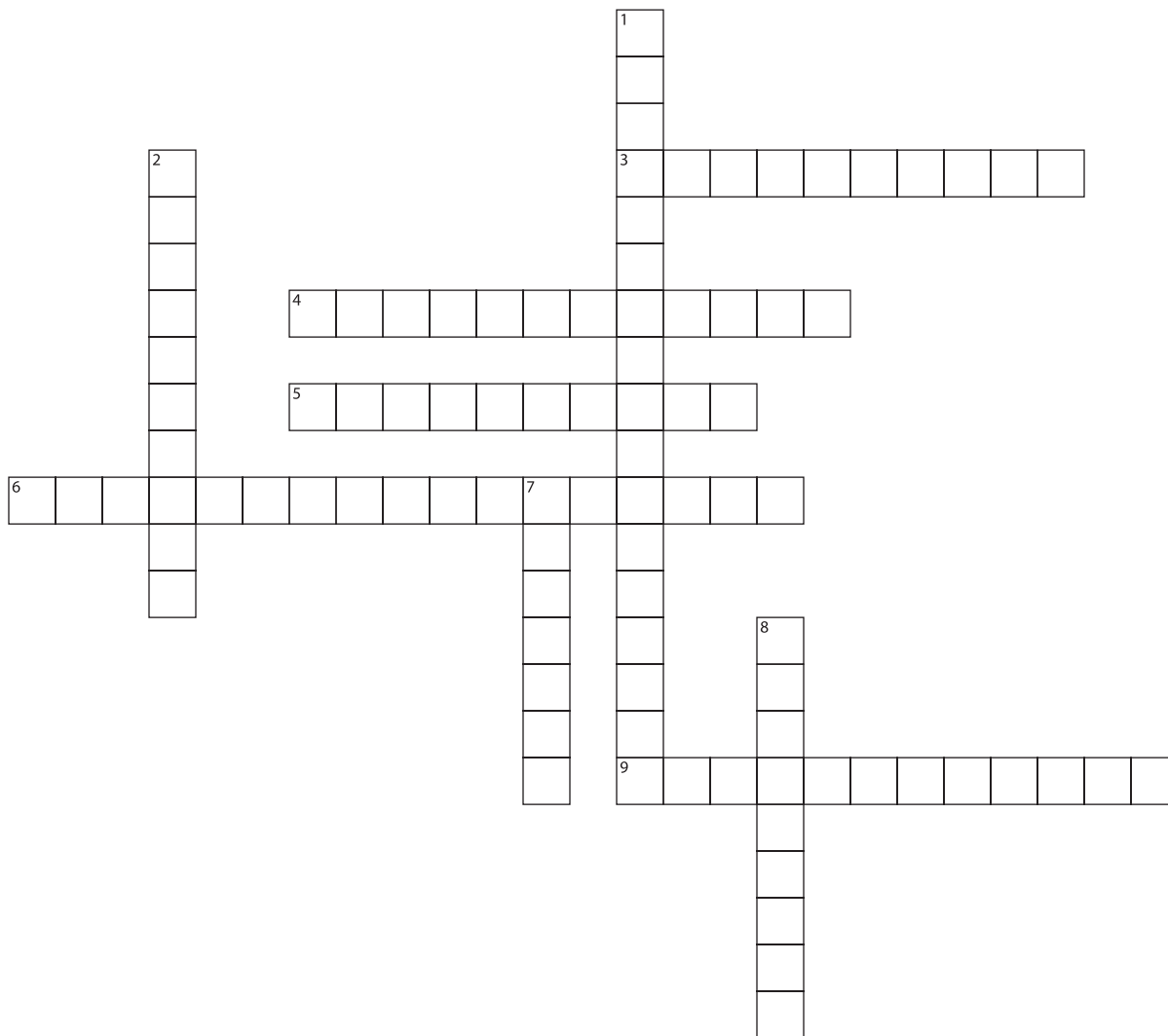
- 1. the use of policies or practices to increase the numbers of persons from certain groups in areas of employment or education where they have historically been underrepresented or excluded
- 2. a group chosen to represent others, such as at the national convention of a major political party
- 7. a policy that relaxes tensions between nations
- 8. a person who begins a legal action

Name _____

Date _____

Activity Page 3.1 (continued)

Use with Chapter 3



2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 8

- 8.1** Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.
- 8.2** Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.
- 8.3** Compare and contrast events and developments in U.S. history from 1877 to 2008.
- 8.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.
- 8.5** Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 8.6** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Evaluate claims, counterclaims, and evidence.
 - c) Compare and contrast multiple sources and accounts.
 - d) Explain how the availability of sources affects historical interpretations.
- 8.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Analyze causes and effects.
 - d) Evaluate counterclaims.
- 8.8** Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.
- a) Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
 - b) Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
 - c) Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.

- 8.9** Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.
- a) Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.
 - b) Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.
 - c) Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.
 - d) Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.
 - e) Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.
 - f) Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.
 - g) Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.
 - h) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.
 - i) Analyze the events leading to *Plessy v. Ferguson* (1896) and the consequences of the decision, including changes to the Louisiana Constitution.
 - j) Explain the emergence of the Jim Crow system and how it affected Black Americans.
 - k) Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.
- 8.10** Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.
- a) Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.
 - b) Analyze Frederick Turner's "The Significance of the Frontier in American History."
 - c) Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.
 - d) Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.
 - e) Analyze the events leading to and effects of the U.S. acquisition of Hawaii.
 - f) Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.
 - g) Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

- a) Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.
- b) Explain the reasons for the initial U.S. policy of neutrality and isolationism.
- c) Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the Lusitania, and the Zimmerman Telegram.
- d) Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.
- e) Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and *Schenck v. United States* (1919).
- f) Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.
- g) Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
- h) Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

- a) Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.
- b) Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.
- c) Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.
- d) Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.
- e) Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).
- f) Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.
- g) Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.
- h) Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.
- i) Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.
- j) Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.
- k) Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

- a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.
- b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of “Hooverilles,” and soup kitchens.
- c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.
- d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.
- e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

- a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.
- b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.
- c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.
- d) Describe the role of alliances during World War II, including the Allies and Axis Powers.
- e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).
- f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).
- g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.
- h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.
- i) Explain the causes and effects of Japanese internment in the United States during World War II.
- j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun “Frenchies”, the Women’s Army Corps (WAC), and the Navajo Code Talkers.
- k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.
- l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen’s Readjustment Act (GI Bill).

- m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States' critical role in the Allied victory.
- n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.
- o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

- a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8022 and Executive Order 9981.
- b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.
- c) Analyze how the murder of Emmett Till affected support for the civil rights movement.
- d) Analyze the importance of the *Brown v. Board of Education* (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.
- e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.
- f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.
- g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.
- h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.
- i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.
- j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).
- k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

- a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.
- b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).
- c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.
- d) Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.

- e) Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.
- f) Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.
- g) Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

- a) Explain how events and developments of the modern era have affected American society.
- b) Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.
- c) Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.
- d) Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Answer Key: *The Postwar Era*

Student Volume Questions

Chapter 1

p. 5 Think Twice Possible answer: Containment led to U.S. support for anti-communist authoritarian dictators in other countries.

p. 6 Think Twice Possible answer: The United States may have now realized that a policy of isolating itself from foreign conflicts would not keep it from becoming involved in them. The country may also have felt a deeper connection—politically and economically—with Western Europe than it had in the past.

p. 10 Think Twice Besides wanting to prevent people from fleeing to West Berlin and West Germany, the Soviet Union wanted to create an impression of strength and control.

p. 10 Think Twice An alliance of countries is much more powerful than an individual country, so the Soviet Union or any other non-NATO nation was less likely to be aggressive.

p. 12 Think Twice Possible answer: The Korean War began with a Chinese-backed North Korean invasion of South Korea. The UN forces, led by the United States, came to South Korea's aid and managed to push back the North Korean forces above the thirty-eighth parallel. After a year of fighting, both sides controlled roughly the same territory as they did at the start of the conflict. In 1953, after years of stalemate, an armistice ended the conflict and established a demilitarized zone (DMZ) along the thirty-eighth parallel.

p. 13 Think Twice Soviet intervention in the Suez Crisis may have resulted in increased Soviet influence in the Middle East and the potential spread of communism in the region.

p. 15 Think Twice Possible answer: Since it's sometimes impossible to prove what you believe, the best thing you could do is try to prove that you did not meet with communists or go to communist countries.

p. 17 Think Twice It led both the United States and the Soviet Union to keep amassing nuclear weapons.

p. 21 Think Twice Possible answers: Believers might have thought that a strong communist government

would be able to send agents or armies to neighboring countries. Doubters might have thought that people would only support communism if they saw that life in communist countries was better than in democracies.

Chapter 2

p. 26 Think Twice Possible answer: Something like the Double V campaign could only succeed if the government backed up laws with strict enforcement and real punishments. This would require a strong push for action from the American people.

p. 27 Think Twice Justices were communicating that desegregation should happen as soon as possible but carefully.

p. 29 Think Twice Some people in the South might have resisted desegregation because they feared change or because they didn't like the federal government telling them what to do. Others might have resisted because they did not believe in racial equality.

p. 30 Think Twice Possible answer: Seeing such horrific violence committed against a young person like Emmett Till was difficult for many Americans to read about or see, even from a distance.

p. 32 Think Twice The Montgomery bus boycott lasted for over a year. This prolonged pressure helped boycotters achieve their demands, whereas the Baton Rouge bus boycott lasted only about a week and ended before the bus company and the city were forced to meet the boycotters' demands.

p. 33 Think Twice Possible answer: Sit-ins were effective because they did not use violence and could be undertaken by many people for extended periods of time. They disrupted business, which created an economic incentive for business owners.

p. 36 Think Twice Possible answer: The movement championed causes and made demands that benefited Americans from all backgrounds.

p. 38 Think Twice Integrated activism would allow African Americans a direct role in how changes were being demanded and hopefully made.

p. 41 Think Twice Possible answer: They did not believe that change was happening quickly enough.

Chapter 3

p. 47 Think Twice The events of the Vietnam War were shown on television the same day they occurred. This differed from earlier conflicts that were reported in print, often without photographs.

p. 50 Think Twice Possible answer: U.S. involvement in Vietnam suggests the United States saw itself as a global police force for democracy.

Chapter Assessments

Chapter 1

A. 1. c 2. d 3. a, c 4. a 5. c 6. b 7. a 8. b 9. c 10. d 11. c 12. c 13. a 14. c, d 15. d 16. d

B. Students should clearly and accurately support or refute the claim using evidence, including the Korean War was started by a successful invasion of South Korea by North Korea; the Korean War prevented the spread of communism into South Korea; the Korean War resulted in a stalemate and an armistice; the Korean War showed the power of the United Nations to manage international disputes; and the Korean War increased Cold War tensions. Answers should include explanations of how the evidence supports or disproves the claim.

Chapter 2

A. 1. b, c 2. a 3. b 4. d 5. d 6. d 7. c 8. b 9. a 10. b 11. d 12. b 13. b 14. d 15. b

B. Students should clearly and accurately support or refute the claim using evidence, including the decision in *Brown v. Board of Education* resulted in the desegregation of public schools; the *Brown* decision laid the groundwork for desegregating other areas of American life; the March on Washington for Jobs and Freedom led to the passage of the Civil Rights Act of 1964; the Freedom Summer and Selma Marches resulted in the passage of the Voting Rights Act of 1965; the Montgomery bus boycott, Freedom Rides, and legal action led to the end of segregated buses and bus stations; and the Civil Rights Act of 1968 made housing discrimination illegal and extended protections to Native Americans. Answers should include explanations of how the evidence supports or disproves the claim.

Chapter 3

A. 1. a, c 2. a 3. d 4. a, b, c 5. a 6. c 7. b 8. b, e 9. c 10. c 11. a, c 12. c 13. b 14. a 15. a

B. Students should clearly and accurately support or refute the claim using evidence, including Mikhail Gorbachev's policies of *glasnost* and *perestroika* weakened the Communist Party; Eastern bloc states experienced democratization and declared independence from the Soviet Union; communism contributed to declining health standards and shortages of basic needs; the United States supported foreign leaders who opposed communism; the United States embargoed grain shipments after a Soviet invasion of Afghanistan; and the United States and Soviet Union competed for military and technological superiority. Answers should include explanations of how the evidence supports or disproves the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: Truman Doctrine (1947)

Content: This document is a presidential address to Congress. It says that the United States should provide support to other countries to prevent the spread of communism and totalitarianism.

Creation: President Harry S. Truman created the source in 1947.

Communication: The purpose of the source is to persuade Congress to provide funding to help Greece, Turkey, and other countries fighting for democracy and against communism. The intended audience is Congress and the American people.

Context: This document was created at the beginning of the Cold War. The United States was becoming more concerned about the spread of communism around the world, especially in Europe.

Connection: The source relates to the context by explaining the U.S. position on communism. It also establishes U.S. foreign policy.

Consideration: The document expresses the view of a pro-democracy leader. The document shows bias

against communism and other non-democratic forms of government.

Conclusion: The source helps answer the Framing Question by explaining one way the Cold War shaped U.S. foreign policy.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: Margaret Chase Smith's Declaration of Conscience (1950)

Content: The source is a speech delivered to the U.S. Senate by Senator Margaret Chase Smith. She is addressing her colleagues about damaging accusations of communism directed at American citizens.

Creation: This source was created by Smith and delivered in June 1950.

Communication: The purpose of the source is to scold members of Congress for "smearing" the names of Americans while denying those people their right of freedom of speech or just treatment.

Context: This speech was delivered during the Second Red Scare, when many Americans were accused of being or associating with communists by government officials, often without any evidence.

Connection: This speech connects to the Second Red Scare by providing one government leader's reaction to how Americans were being treated unjustly, especially by Senator Joseph McCarthy, in the name of stopping communism from spreading.

Consideration: This source expresses the point of view of a U.S. senator witnessing the "trial by accusation" of many Americans, whose bias in favor of protecting individual rights over unearthing information about possible communists is clear in this speech.

Conclusion: The source helps answer the Framing Question by being a clear, historical example of what it was like to live through the Cold War era. McCarthyism and the constant fear of communism shaped the government's policy not only in other countries, but within the United States as well.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 2

Source: Freedom Summer Leaflet (1964)

Content: The source is a leaflet created to recruit volunteers in Mississippi for the upcoming Freedom Summer registration drive.

Creation: This leaflet was created by COFO, or the Council of Federated Organizations, in the months leading up to 1964, the Freedom Summer.

Communication: The purpose of the source is to recruit different volunteers who the leaflet's creators hope will help make the Freedom Summer a success, including hosts for volunteers from out of state and Mississippians who can help organizers identify possible meeting and working spaces.

Context: The Civil Rights Movement was ongoing; Freedom Summer organizers hoped to build on recent important achievements of the movement, including the Birmingham Campaign and the March on Washington for Jobs and Freedom.

Connection: This speech connects to the Civil Rights Movement as evidence of both national and grassroots efforts that went into securing civil rights for African Americans during the 1960s.

Consideration: This source expresses the point of view of civil rights activists tired of seeing their fellow Americans denied basic rights, especially the right to vote. COFO's bias against the viewpoints of Mississippi state officials is evident in the sentences "The things [COFO] is trying to do should be done by the state. The people who have been elected to run the state say that they do not have to do things for Negroes."

Conclusion: The source helps answer the Framing Question by demonstrating a specific goal—or cause—of the Civil Rights Movement (increasing voter registration among African Americans) and a specific effect (the creation of a large-scale, very focused registration campaign). The leaflet helps me understand how people involved on the ground level of the movement communicated and worked to pursue the goals of the movement.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature

Source: President Carter’s “Crisis of Confidence” Speech (1979)

Content: This is an excerpt from a speech in which President Jimmy Carter attempts to explain what he sees as a change in Americans’ attitudes and actions.

Creation: President Carter wrote and delivered this speech on television in 1979.

Communication: The purpose of the speech is to inspire the American people to make sacrifices and change their consumption behaviors.

Context: At the time President Carter delivered this speech, the U.S. economy was experiencing prolonged stagflation.

Connection: This excerpt provides insight into how Americans viewed the direction in which their country was heading and how President Carter believed they could change that. It highlights the role of U.S. economic performance in people’s everyday lives.

Consideration: This speech shares President Carter’s views and opinions on how the then current U.S. situation could be changed. He stresses the importance of faith, education, and media, which may show his strong bias toward the role of these institutions in American society.

Conclusion: This source shows me how bad the state of the U.S. economy was in the late 1970s, which offers insight into how important or not important the fall of communism may have seemed to Americans at that time. The source also gives me a better idea of the kind of leader President Carter wanted to be for the American people.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 2

Source: President Reagan’s Speech at the Brandenburg Gate (1987)

Content: The document is a presidential speech. It says that capitalism and democracy are winning, and communism is losing. It asks the leader of the Soviet Union to tear down the Berlin Wall.

Creation: The source was created by President Ronald Reagan in 1987.

Communication: The purpose of the source is to convince the Soviet Union to end the Cold War and tear down the Berlin Wall. The intended audience is the American people, people in communist countries, and Soviet leadership.

Context: The Cold War was close to ending. The Soviet Union had introduced policies that weakened communist rule.

Connection: President Reagan is taking advantage of the changes in the Soviet Union to push for even more change. This relates to what I know about *glasnost* and *perestroika*.

Consideration: The point of view is from a Western leader who supports democracy and capitalism. The speech shows bias in favor of democracy and capitalism and against communism. This is shown when Reagan explains why communism is failing.

Conclusion: The source helps answer the Framing Question by identifying some of the reasons why the Cold War came to an end.

Domain Vocabulary: Chapter 1 (AP 1.4)

- | | |
|------|-------|
| 1. e | 7. g |
| 2. b | 8. i |
| 3. h | 9. c |
| 4. j | 10. k |
| 5. d | 11. f |
| 6. a | |

Venn Diagram (AP 2.1)

Civil Rights Act

- Bans discrimination based on race, color, religion, or national origin
- Addresses matters related to employment
- Focuses on banning literacy tests to prevent people from voting

Voting Rights Act

- Defines a broader variety of tests that could be used to prevent people from voting
- Focuses just on race and color

Both

- Includes protections for voters
- Makes it illegal to use tests to prevent people from voting

Domain Vocabulary: Chapters 2–3 (AP 3.1)

Across

3. inherently
4. deregulation
5. stagnation
6. civil disobedience
9. national debt

Down

1. affirmative action
2. delegation
7. détente
8. plaintiff



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Captain America annual cover, 1950s (colour litho)/American School, (20th century) / American/Private Collection/Bridgeman Images: 7b

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INTERFOTO / Alamy Stock Photo: 7c

mark reinstein / Alamy Stock Photo: 9c

Niday Picture Library / Alamy Stock Photo: i, iii, 8d

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Rosa Parks Gets Fingerprinted (b/w photo) / Underwood Archives/UiG / Bridgeman Images: Cover A, 8b, 69, 83a

Science History Images / Alamy Stock Photo: 8i

Selma To Montgomery March, Selma, Alabama, USA, 1965 (b/w photo) / Underwood Archives / UiG / Bridgeman Images: 8l

Senator Joseph McCarthy testifies before the Senate at the Army-McCarthy hearings. Army Counsel Joseph N. Welch sits next to him, 1954/CSU Archives/Everett Collection / Bridgeman Images: 7a, 64

Shawshots / Alamy Stock Photo: 7e

Students Duck and Cover from a Nuclear Threat, 1962 (silver print photograph)/American Photographer, (20th century) / American/Private Collection/Photo © GraphicaArtis / Bridgeman Images: Cover C, 7h, 83c

SuperStock / Image Asset Management: 9d

Underwood Archives, Inc / Alamy Stock Photo: 8e, 71

Vietnam: US soldiers on a search-and-destroy patrol in Phuoc Tuy province, South Vietnam, June 1966/American Photographer, (20th century) / American/Pictures from History / Bridgeman Images: Cover B, 8k, 76, 83b

White House Photo / Alamy Stock Photo: 8j

World of Triss / Alamy Stock Photo: 9b

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