

BILL *of* RIGHTS

INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 13: 1945-1960

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CHAPTER 13 INTRODUCTORY ESSAY: 1945–1960

Review Questions

- The major deterrent to Soviet aggression in Europe immediately after World War II was
[Answer: C. the United States’ possession of atomic power](#)
- Why did the United States maintain large armed forces in Europe after World War II?
[Answer: B. To halt Soviet aggression despite the wartime alliance](#)
- The memorandum NSC-68 authorized
[Answer: C. increases in the size of U.S. military forces](#)
- The United States’ first successful application of its policy of containment occurred in
[Answer: C. Berlin, Germany](#)
- During the late 1940s, the Truman Administration supported all the following countries except
[Answer: D. People’s Republic of China](#)
- When North Korea invaded South Korea, the Truman Administration resolved to apply which strategy?
[Answer: B. Containment](#)
- Events in which European country led the United States to allow the re-arming of West Germany?
[Answer: C. Czechoslovakia](#)
- The Taft-Hartley Act was most likely passed as a result of
[Answer: A. fear of labor involvement in radical politics and activities](#)
- Why was it reasonable to expect Truman to lose the presidential election of 1948?
[Answer: C. The Democratic Party split into three rival branches, including one dedicated to racial segregation.](#)
- Why were many middle-class women dissatisfied with their lives in the 1950s?
[Answer: A. They were excluded from most career opportunities.](#)
- All the following were Cold War–based initiatives by the Eisenhower Administration except
[Answer: D. the Taft-Hartley Act](#)
- Anti-communist crusader Senator Joseph McCarthy overplayed his advantage in the Red Scare when he
[Answer: C. asserted the U.S. Army knowingly protected known communists in its leadership](#)

13. As a presidential candidate, Dwight Eisenhower recognized the significance of all the following except

Answer: C. racial integration

14. Which of the following statements most accurately describes the United States' foreign policy during 1945–1960?

Answer: D. The United States formed military alliances in reaction to the Soviet Union's aggression.

15. Betty Friedan gained prominence by

Answer: C. researching and writing about the unfulfilling domestic role of educated women

16. Before leaving the office of the presidency, Dwight D. Eisenhower warned the nation of the danger of

Answer: C. allowing the growth of the military-industrial complex

Free Response Questions

1. Explain President Harry Truman's reaction to the Taft-Hartley Act.

Answer: During World War II, most workers had cooperated with their employers for patriotic reasons. Now that the war was over, several labor strikes for better pay and conditions broke out. Republicans in Congress (in the majority after the 1946 mid-term elections) passed the Taft-Hartley Act in 1947, aiming to curb unions' power and exclude communists and other social radicals from their leadership. Truman vetoed the act, but Congress overrode the veto.

2. Describe President Truman's role in advancing civil rights.

Answer: President Truman struggled after the 1946 election (when Republicans won a majority in the House and Senate) to advance his domestic program. Echoing Franklin Roosevelt's New Deal, Truman called his domestic program the Fair Deal. Included in Truman's Fair Deal was the struggle for civil rights by African Americans. By executive order, Truman desegregated the armed forces and commissioned a report on African American civil rights, helping advance the early growth of the civil rights movement.

3. Describe Dwight D. Eisenhower's reaction to the New Deal programs still in existence when he was elected president.

Answer: Rather than roll back the New Deal, which had greatly increased the size and reach of the federal government since 1933, President Eisenhower accepted most of it as a permanent part of the system.

4. Explain the main reason for the United States' military participation in Korea.

Answer: With the new foreign policy of containment dedicated to limiting communism to places where it currently existed, and with the success in China of Mao Zedong in 1949, the United States decided it needed to take a stand when, in 1950, Communist North Korea launched a Soviet-backed invasion of anti-Communist South Korea.

AP Practice Questions

1. The main topic of public debate at the time this political cartoon was published was the

Answer: D. integration of the U.S. military

2. Which of the following groups would most likely support the sentiments expressed in the political cartoon?

Answer: B. William Lloyd Garrison and like-minded abolitionists

3. President Truman's speech was most likely intended to increase the public's awareness of

Answer: B. the Cold War and the struggle against Communism in Europe

4. The immediate outcome of the event described in the excerpt was that

Answer: C. the United States' foreign policy of containment was successfully implemented

5. Based on the ideas in the excerpt, which of the following observations of U.S. foreign policy in the post–World War II years is true?

Answer: A. The United States was making a major shift in foreign policy from its stance after World War I.

6. Which of the following best mirrors the sentiments expressed by Adlai Stevenson in the provided excerpt?

Answer: D. Women had the opportunity to influence the next generation of citizens.

7. The reference that “many women feel frustrated and far apart from the great issues and stirring debates for which their education has given them understanding and relish” is a reference to the ideas espoused by

Answer: C. Betty Friedan

NARRATIVES

Eleanor Roosevelt and the United Nations

Review Questions

1. The idea for the formation of the United Nations began with the

Answer: B. Atlantic Charter

2. The major agreement that came out of the Four-Power Declaration after the Moscow Conference of 1943 led to the

Answer: B. establishment of a security council with five permanent members

3. In what proved to be his final Annual Message to Congress, President Franklin Roosevelt said, “After the last war, we gave up the hope of achieving a better peace because we had not the courage to fulfill our responsibilities in an admittedly imperfect world. We must not let that happen again.” In this quote, Roosevelt was referring to the failure of

Answer: D. the United States to join the League of Nations

4. The first meeting of the United Nations that included all allied nations from World War II occurred in

Answer: D. San Francisco, California, USA

5. As a delegate to the United Nations, Eleanor Roosevelt worked for which of the following issues?

Answer: A. International human rights

6. In regard to American policy, a major difference between the founding of the League of Nations and that of the United Nations was that

Answer: B. the U.S. Senate voted overwhelmingly to ratify the United Nations charter

Free Response Questions

1. Analyze the United States' purpose in helping create the United Nations.

Answer: In view of the failure of the United States to join the League of Nations, and because of the issues that allowed fascist authoritarian governments to take power in Europe and Asia and the growing threat of spreading Soviet influence in Europe, U.S. foreign policy evolved to include the

goal of collective security, which would prevent other nations from rising up and disrupting the current “balance of power” in the world.

2. Describe the creation of the United Nations and the issues that divided the opening conferences.

Answer: Delegates from 46 invited countries (which had all declared war against Nazi Germany and Imperial Japan) assembled in San Francisco for the opening of the Conference on April 25. Over the next two months, the representatives negotiated to create a charter for the United Nations.

Disagreements about national sovereignty and self-interest divided the nations in several ways.

Smaller countries were generally opposed to the unequal power exercised by the great powers in the Security Council. The United States and Latin American countries wanted to preserve the Monroe Doctrine and Good Neighbor Policy. Many countries had bilateral agreements and did not want the international organization to supersede them. Overall, despite the idea of a collective security, the seeds for future conflicts had been planted.

AP Practice Questions

1. An immediate cause of the sentiments expressed in the excerpt was the

Answer: C. lack of human rights in many countries during World War II

2. The ideals expressed in the excerpted document were most likely influenced by the

Answer: C. Age of Enlightenment

3. Which of the following groups would most likely agree with the sentiments expressed in the excerpt?

Answer: A. Signers of the *Declaration of Sentiments* at the Seneca Falls Convention

The G.I. Bill

Review Questions

1. A significant reason for the passage of the Serviceman’s Readjustment Act of 1944, or G.I. Bill, was to avoid a repeat of the violence associated with

Answer: C. the Bonus Army

2. Which of the following motivated Harry Colmery when he originated the idea of the G.I. Bill?

Answer: B. Millions of returning soldiers in search of jobs at the same time would put too much pressure on the American economy.

3. The Serviceman’s Readjustment Act of 1944, or G.I. Bill, passed Congress because of

Answer: C. broad bipartisan support in both houses of Congress

4. A major difference between the G.I. Bill and the first veterans’ pension bill after the Civil War was that the G.I. Bill

Answer: D. allowed veterans to take out a low-interest small business or home-ownership loan

5. The passage of the G.I. Bill and the ideas of the developer William Levitt led to growth in

Answer: C. the suburbs

6. African American veterans did not receive the full benefits contained within the G.I. Bill, mainly because of

Answer: B. racial discrimination in the distribution of benefits

Free Response Questions

1. Discuss what the advocates of the G.I. Bill learned from the Civil War pension system and the Bonus Army.

Answer: The Civil War pension system had established a small but continuous payment plus benefits for orphans and widows who had depended on a veteran's salary to live on, whereas the Bonus Bill for service in World War I offered a one-time bonus to be paid in 1945. The G.I. Bill was different, focusing on educational opportunities, low-interest loans, and vocational training. The lessons learned by advocates of the G.I. Bill provided a system that was more beneficial for veterans and the nation. This time, the government's investment in veterans greatly contributed to the expansion of educational opportunities and economic growth in the postwar nation.

2. Describe the impact of the G.I. Bill in the postwar United States.

Answer: The G.I. Bill transformed higher education for veterans, making it more accessible. It allowed veterans to buy homes with low-interest loans and move to the suburbs. However, there were some racial disparities in the distribution of G.I. Bill benefits to minorities, especially African Americans.

AP Practice Questions

1. The main intent of the poster at the provided link was to encourage

Answer: C. men who served during the war to take advantage of their benefits

2. One of the major social outcomes of the sentiments expressed in the poster was that

Answer: A. millions of men were propelled into the middle class

3. Which of the following best describes the context of the poster?

Answer: B. Millions of returning soldiers needed education and job-training opportunities.

The Berlin Airlift

Review Questions

1. The Soviet Union imposed a blockade on West Berlin to retaliate against the Western allied powers for

Answer: B. introducing a new form of currency in Germany

2. The Truman administration decided to respond to the Berlin Blockade by organizing an airlift for all the following reasons except

Answer: D. the British and French were unwilling to offer any assistance

3. The dangers faced by the pilots and crews who participated in Operation Vittles included all the following except

Answer: A. anti-aircraft fire from Soviet forces

4. A significant and direct reaction by the allied nations after the success of Operation Vittles was to

Answer: B. create a unified West German republic

5. Operation Little Vittles was

Answer: D. the distribution of candy to the children of western Berlin during the Berlin crisis

6. The North Atlantic Treaty Organization was created to

Answer: B. provide protection for the Western European allies in case of a Soviet interference

Free Response Questions

1. Explain Soviet goals for the blockade of Berlin beginning in 1948.

Answer: The Soviets hoped to thwart efforts by the Western powers to merge their zones, which they feared was the first step toward creating a Western-aligned German state. By holding the city hostage, they expected the United States, Britain, and France would back down rather than watch a

starving West Berlin become absorbed into the Soviet zone of occupation in Germany. The Soviets would win an important propaganda victory in the Cold War if the West backed down from this confrontation.

2. Compare the advantages and disadvantages of resupplying western Berlin by air.

Answer: The main advantage was that it was peaceful; the only way it might lead to war was if the Soviets shot at unarmed cargo planes, which was thought unlikely because they would then be blamed for resorting to violence. The disadvantage was that West Berlin was estimated to need 5,000 tons of food, fuel, and medicine every day, and there were not enough planes to do the job, at least at first. Other disadvantages were that planes could not fly in bad weather, and heavy air traffic above the city led to accidents.

AP Practice Questions

1. The context surrounding the events portrayed in the photograph included all the following except

Answer: C. American support for a Democratic Poland

2. The events in the image arose most directly from

Answer: B. the objective of the United States and its allies to protect people in weaker allied nations

3. Which of the following best describes the key difference between American policy after World War I and the policy depicted in the provided photograph?

Answer: A. After World War I, the United States was more isolated than after World War II.

The Postwar Red Scare

Review Questions

1. President Harry Truman's first response to the threat of Soviet espionage was

Answer: A. the Creation of Loyalty Boards

2. The Waldorf Declaration was

Answer: B. a decision made by Hollywood studios not to employ persons who refused to testify before HUAC

3. What 1949 event seemed most threatening to Americans in the context of the early Cold War?

Answer: C. The explosion of an atomic weapon by the Soviet Union

4. The Subversive Activities Control Board was responsible for

Answer: C. registering communist and communist-front organizations in the United States

5. During the McCarthy Era, communists in the United States were imprisoned for

Answer: C. conspiring to teach and advocate the overthrow of the government by force and violence

6. In the post-World War II era, all the following events intensified American fears of communism except

Answer: D. the convening of the Tydings committee

Free Response Questions

1. Analyze the impact of Joseph McCarthy on the Red Scare in the 1950s.

Answer: By the time Senator Joseph McCarthy was up for reelection, the Soviets had tested their own atomic weapon, Alger Hiss had been found guilty of perjury related to spying charges, and China had fallen to communism. Attempting to exploit the Red Scare to help his campaign, McCarthy ran on an anti-communist platform and won. For the next two years, he brought fear to the nation with his charges that there were communists in the federal government who spied for the

Soviet Union. Ultimately, he was exploiting a situation to get himself reelected to the U.S. Senate, though he magnified the significance of the Red Scare during the post–World War II era.

2. Compare the post–World War II Red Scare with that of the post–World War I era.

Answer: The post–World War II Red Scare was based on fear of the Soviet Union as an emerging world power, which escalated when the Soviets exploded their first atomic weapon. It was widely believed they could not have built their own atomic weapon so quickly without having acquired American secrets. This Red Scare escalated with the help of Senator Joseph McCarthy and his aggressive pursuit of suspected communists in Hollywood and the federal government.

AP Practice Questions

1. The situation depicted in this political cartoon is based on which of the following?

Answer: C. The Red Scare

2. The sentiments expressed in the cartoon most closely resemble those expressed during which of the following?

Answer: B. Multiple scandals during the Grant Administration

3. Based on the content of this political cartoon, the artist most likely

Answer: B. would criticize the work of Senator Joseph McCarthy

Cold War Spy Cases

Review Questions

1. Alger Hiss, former State Department official, was convicted of

Answer: C. perjury

2. Ethel Rosenberg was prosecuted for conspiracy in espionage because

Answer: D. prosecutors hoped to pressure her husband into confessing he was a spy

3. The Venona Project can best be described as the

Answer: B. program for decrypting Soviet intelligence cables

4. Elizabeth Bentley was best known for

Answer: C. revealing that she had been a courier for a ring of communist spies

5. Whitaker Chambers' claims that Alger Hiss was a spy were

Answer: A. found to be true by the verification of other witnesses

6. After the fall of the Soviet Union in 1991, the accusations of being communists against Alger Hiss and the Rosenbergs were found to be

Answer: D. true and more serious than was revealed in the 1950s

Free Response Questions

1. Explain the reasons prosecutors did not use Venona Project material in court as evidence of the Soviet Union's spying on the United States government, and the consequences.

Answer: The U.S. government had concerns about alerting the U.S.S.R. that its codes had been broken through the Venona Project and also about whether the material would be legally admissible in a court trial. As a result, prosecutors had to depend on the testimony of other individuals who had been spies for the Soviet Union.

2. Explain the difference between the cases that came from Elizabeth Bentley's revelations and the Hiss and Rosenberg cases.

Answer: Bentley was a single witness with no corroborating evidence. In the case of Hiss, there was additional evidence besides Whitaker Chambers' accusations: typewritten and handwritten

documents could be linked to Hiss and evidence that the Hiss and Chambers families had known each other. In the Rosenberg case, several witnesses, such as Harry Gold and David and Ruth Greenglass, could tie Julius and Ethel Rosenberg to espionage activities.

AP Practice Questions

1. The context surrounding the provided excerpt can be described as

Answer: C. the fear of communist America

2. An influential event that immediately preceded those described in the excerpt was

Answer: B. the Soviet Union's unexpected test of an atomic weapon

3. The events described in the excerpt were similar to which from the nineteenth century?

Answer: B. The fear of radicals in the labor movement and related strikes

The Korean War and the Battle of Chosin Reservoir

Review Questions

1. President Harry Truman was able to get approval for military action against the North Korean invasion of South Korea through the

Answer: C. U.N. Security Council

2. The supreme commander of allied forces in South Korea was

Answer: B. General Douglas MacArthur

3. Which of the following battles has been labeled an ingenious military move by the American and allied forces that turned the tide of the Korean War?

Answer: D. Inchon

4. Which nation issued a warning to American troops that it would expand the war if they were to cross the 38th parallel into North Korea?

Answer: B. China

5. The main advantage the Chinese had over the American and British troops in the battles in northern Korea was

Answer: B. superior numbers

6. The result of the Korean War is best described as

Answer: C. a stalemate, because the resulting border was similar to that before the war

Free Response Questions

1. Explain how the Korean War was part of the American policy of containment.

Answer: When North Korea invaded South Korea in the spring of 1950, the agreed line of demarcation at the 38th parallel had been violated. To prevent a takeover of what was perceived as the "American sphere" in east Asia, the United States was able to convince the United Nations to send troops into South Korea to keep that nation from Communist control.

2. Explain how the Chinese were able to push the United Nations troops back from the Yalu River.

Answer: The Chinese were able to push U.N. troops back by sheer force of numbers. As U.N. troops crossed the 38th parallel, China warned it would enter the war, but the American command ignored the Chinese threat and pushed onward. At the Yalu River, 300,000 battle-tested Chinese troops poured across the border, inflicting heavy casualties. Eventually, Americans had to retreat because of heavy losses.

AP Practice Questions

1. The sentiments expressed in this excerpt reflect a continuation of the policy of

Answer: C. containment

2. The context surrounding the events described in the resolution was the

Answer: B. Cold War

3. A similar circumstance in which America prevented a takeover by a communist government was the

Answer: D. Berlin Airlift

Jackie Robinson

Review Questions

1. Jim Crow is best described as

Answer: B. the systematic segregation and/or exclusion of African Americans in the South

2. Branch Rickey can best be described as the

Answer: C. first major league team owner to sign an African American in the twentieth century

3. During spring training in Florida, Jackie Robinson experienced all the following except

Answer: B. acceptance by most baseball fans

4. As part of the Brooklyn Dodgers organization, Jackie Robinson faced

Answer: D. discrimination by the team's ownership

5. The owner of the Cleveland Indians moved his team's spring training site from Florida to Arizona because

Answer: B. he thought Arizona would be free of the racial segregation found in Florida

6. As his rookie season came to an end, Jackie Robinson's experience in major league baseball

Answer: D. led to his being honored as the National League's Rookie of the Year

Free Response Questions

1. Describe Martin Luther King Jr.'s analysis of the contributions of Jackie Robinson to the African American civil rights movement.

Answer: Martin Luther King Jr. once said Jackie Robinson was "a pilgrim that walked in the lonesome byways toward the high road of Freedom. He was a sit-inner before sit-ins, a freedom rider before freedom rides." King believed Robinson was at the forefront of the modern civil rights movement for African Americans.

2. Describe Jackie Robinson's experiences during his first spring training season in Florida.

Answer: Jackie Robinson experienced racism in Florida because Daytona Beach (the spring training home of the Brooklyn Dodgers) was strictly segregated, he and his wife had to be relocated for their safety, and he was excluded from play elsewhere in Florida. Owners closed stadiums, canceled games, or called the police to escort Robinson off the field to prevent him from playing.

AP Practice Questions

1. According to the excerpt, the desire for African Americans to play in major league baseball came from

Answer: B. a variety of political and social groups

2. Arguments for the integration of major league sports, such as those expressed in the excerpt, were similar to arguments for

Answer: C. the integration of the military

The Murder of Emmett Till

Review Questions

1. What was the main reason African Americans left Mississippi for northern cities during the post–World War II years?

Answer: A. To escape poverty by getting jobs in factories

2. Why did the state trial jury acquit Emmett Till’s killers?

Answer: C. White witnesses gave dishonest testimony

3. Most African American men who were lynched in Mississippi were

Answer: B. innocent but murdered to preserve the existing social system

4. The main reason Congress failed to pass anti-lynching laws was that

Answer: C. southern Democrats controlled a majority of Congressional committees and refused to consider anti-lynching legislation

5. As a result of the trial of Emmett Till’s killers and Till’s funeral,

Answer: C. the nation began to have more sympathy for the African American community

Free Response Questions

1. Explain the reasons Emmett Till’s mother insisted on an open casket at his funeral.

Answer: Mamie Till demanded that her son’s mutilated corpse be displayed at his Chicago funeral in an open casket, saying, “Let the world see what I’ve seen.” More than 150,000 people saw, and millions more were shocked by pictures of the murdered boy in *Life*, *Jet*, and other national magazines. Because of her determined efforts, the story of the lynching and the trial drew unprecedented national and world outrage for the murder of an African American, soiling America’s image in the Cold War against communism, especially in developing nations.

2. Analyze the reasons lynching was pervasive in the mid–twentieth-century South.

Answer: Thousands of African Americans, overwhelmingly men, were lynched in the South (more than 4,000 between 1890 and 1930). They were almost always lynched for crimes they did not commit, mostly falsely accused of accosting or assaulting white women. Though white supremacists who ruled congressional committees blocked Congress from passing anti-lynching legislation for decades, lynchings decreased after the Great Depression overall. However, this was not true in Mississippi, which always had more lynchings than other southern states. Black Mississippians were victimized by violence and were kept politically powerless. For example, during the post–World War II era, only about 5 percent of eligible blacks in the South were registered to vote.

AP Practice Questions

1. These lyrics most directly reflect the

Answer: B. victimization of African Americans in the South

2. An immediate outcome of the incident described in the provided lyrics was the

Answer: D. injustice of a famous court trial

3. The life of African Americans in the South during the 1950s was much the same as

Answer: B. the life of African Americans in the post-Reconstruction South

Rosa Parks, Martin Luther King Jr., and the Montgomery Bus Boycott

Review Questions

1. All of the following are true of Rosa Parks except

Answer: C. she unintentionally challenged the bus segregation laws of Montgomery

2. The initial demand of those who boycotted the Montgomery Bus System was for the city to

Answer: D. modify Jim Crow laws in public transportation

3. The Montgomery Improvement Association was formed in 1955 primarily to

Answer: D. organize the bus protest

4. As a result of the successful Montgomery Bus Boycott, Martin Luther King Jr. was

Answer: C. recognized as a new national voice for African American civil rights

5. The Federal court case *Browder v. Gayle* established that

Answer: B. the Montgomery bus segregation laws were a violation of the constitutional guarantee of equality

6. All the following resulted from the Montgomery bus boycott except

Answer: C. the immediate end of Jim Crow laws in Alabama

Free Response Questions

1. Explain how the Montgomery Bus Boycott affected the civil rights movement.

Answer: The Montgomery bus boycott helped lay the strategies, support networks, leadership, vision, and spiritual direction of the movement. It set the foundations for the next decade of a nonviolent direct-action movement for equal civil rights for African Americans.

2. Describe how the Montgomery Bus Boycott propelled Martin Luther King Jr. to national notice.

Answer: The Montgomery Bus Boycott made King a national civil rights leader and charismatic symbol of black equality. It led to the creation of the Southern Christian Leadership Conference (SCLC), which would work for voting rights throughout the South.

AP Practice Questions

1. Which of the following had the most immediate impact on events in the photograph?

Answer: C. The Supreme Court decision in *Brown v. Board of Education*

2. The actions leading to the provided photograph were similar to those associated with

Answer: B. the women's suffrage movement in the early twentieth century

3. The situation depicted in the provided photograph contributed most directly to the

Answer: C. growth of the civil right movement

The Little Rock Nine

Review Questions

1. In May 1954, the Supreme Court decided in *Brown v. Board of Education* (1954) that

Answer: D. segregation in public education was unconstitutional

2. President Dwight D. Eisenhower intervened in the Little Rock Central High School incident because

Answer: B. his duty was to enforce legitimate federal court orders

3. Thurgood Marshall was the

Answer: C. lead attorney for the NAACP's legal team in the *Brown* case

4. The result of the Little Rock Nine case was that

Answer: C. many public schools in the South did not integrate for more than a decade

5. “Mob rule in Little Rock menaces the very safety of the United States and the free world.” This quotation is from

Answer: D. President Eisenhower’s justification to send American troops into Little Rock

6. After federal troops left Little Rock, the governor of Arkansas

Answer: C. closed public schools in Little Rock

Free Response Questions

1. Explain President Dwight Eisenhower’s reaction to the incidents at Little Rock Central High School.

Answer: President Dwight Eisenhower bowed to liberal and popular pressure and sent the military to prevent the violence in Little Rock from spiraling out of control. He justified his decision by saying that “mob rule in Little Rock menaces the very safety of the United States and the free world.” Twelve hundred battle-equipped paratroopers from the 101st Airborne Division descended on Central High and escorted the students to school past racist slurs and threats. Soldiers were assigned to protect each student during the school day.

2. Describe the impact of the incident at Little Rock Central High School on segregation in the South.

Answer: Because the Supreme Court’s decision in *Brown v. Board of Education* encouraged states and school districts to desegregate slowly, only small numbers of students attended integrated schools across the South, delaying progress. The movement had aimed to achieve full school integration by 1963 (even with many whites switching to private schools). But southern schools were not significantly integrated until the early 1970s and then only under strong federal pressure. In the North, de facto segregation of neighborhoods essentially led to school segregation in local communities. For 20 years after the Little Rock Nine made their stand, schools in the South were still segregated because of entrenched socioeconomic divisions. Nevertheless, the process of integration had started because of actions by the federal government and courageous people like the Little Rock Nine and other African-American students.

AP Practice Questions

1. Which of the following had the most direct impact on the sentiments expressed in the excerpt?

Answer: C. The Supreme Court decision in *Brown v. Board of Education* (1954)

2. Which individual from the nineteenth century would most likely have agreed with the sentiments expressed in the excerpt?

Answer: B. William Lloyd Garrison

3. Which governmental policy was overturned by as a result of the text in the excerpt?

Answer: C. Jim Crow Laws

The National Highway Act

Review Questions

1. The Interstate Highway Act was originally to be funded with \$50 billion paid for by

Answer: C. bonds

2. The motivation for the Democratic-controlled Congress to overwhelmingly pass a Republican president’s plan for a national highway system in 1956 was

Answer: C. an opportunity to create jobs and stimulate economic growth in the style of the New Deal

3. Interurbans could be best described as

Answer: C. railroads that connected rural areas to surrounding towns

4. The Interstate Highway System affected the American economy in the same manner as which nineteenth-century feature?

Answer: A. Railroads

5. Eisenhower's creation of the Interstate Highway System was similar to

Answer: C. President Franklin Roosevelt's New Deal Programs to build or finish highways

6. The advent of American superhighways had an impact on all the following except

Answer: D. the airline industry

Free Response Questions

1. Describe the impact of the construction of the Interstate Highway System on U.S. society.

Answer: The Interstate Highway System linked the nation's urban and rural areas, spurred the economy, supported the creation and growth of fast-food and hotel industries, and increased employment in construction and engineering. The system also aided development of the American suburb and increased the nation's reliance on the automobile. Negative impacts were the destruction of neighborhoods and housing by new road construction, the demise of the passenger train and decline of the railroad system, and the increase in automobile use.

2. Explain how road building in the early twentieth century developed and how it led to the decline of the railroads.

Answer: The Good-Roads Movement of the early twentieth century, along with the passage of the Highway Aid Road Act (1916), laid the foundation for the American interstate highway system. Railroads began to lose passenger traffic to cars and buses, and freight traffic to trucks. States began to construct roads and federal aid diminished by 1950s.

AP Practice Questions

1. Which of the following statements most accurately reflects the road pattern in the provided map?

Answer: D. The Interstate System was concentrated around large population centers.

2. The routes on the provided map had a significant impact on which of the following?

Answer: A. A decline in the railroad industry

3. The routes on the provided map were created in the context of

Answer: D. the Cold War

The Nixon-Khrushchev Kitchen Debate

Review Questions

1. The discussions between Nixon and Khrushchev in July 1959 are often referred to as the "Kitchen Debate" because they

Answer: A. took place in the kitchen of a model U.S. home in Moscow

2. The main purpose of Nixon's visit to the Soviet Union in July 1959 was

Answer: C. the opening of the U.S. exhibit in Sokolniki Park in Moscow

3. The primary focus of Nixon's discussions with Khrushchev in July 1959 was

Answer: D. the question whether capitalism or communism better satisfied the material needs of ordinary laborers

4. At the start of the “debate” with Vice President Richard Nixon, Nikita Khrushchev expressed his anger at

Answer: C. Congress’s passage of a resolution recognizing “Captive Nations Week”

5. In the ongoing debate between Nixon and Khrushchev, the main topic of conversation was the superiority of each side’s

Answer: C. ability to provide for ordinary citizens

6. The American press concluded that a major outcome of the Kitchen Debate was that the Cold War was becoming more of a(n)

Answer: B. attempt by both sides to win over the people of the developing world

Free Response Questions

1. Describe the significance of the so-called Kitchen Debate.

Answer: The Kitchen Debate revealed a willingness on the part of both Nixon and Khrushchev to discuss the relative merits of their countries’ social systems. Winning over the hearts and minds of people in the developing world had clearly emerged as a priority for both countries.

2. Describe Khrushchev’s response to Nixon’s claims that capitalism provided more material benefits to ordinary workers.

Answer: Khrushchev denied that all the technology Nixon proudly pointed out was really necessary, and he claimed that because U.S. homebuilders were interested only in selling more houses for profit, they deliberately built homes of lesser quality, to last just 20 years. Khrushchev also insisted that the Soviet Union would catch up to the United States in just a few years.

AP Practice Questions

1. This excerpt can be placed in which of the following contexts?

Answer: B. The struggle of the Cold War

2. A source of tension between the United States and Soviet Union that immediately preceded the event described in the excerpt was the

Answer: C. Soviet launch of Sputnik

3. How do the sentiments about U.S. foreign policy in the 1950s expressed in the excerpt compare with those in the late nineteenth century?

Answer: A. U.S. foreign policy in the nineteenth century favored neutrality

William F. Buckley Jr. and the Conservative Movement

Review Questions

1. William F. Buckley Jr. believed academic freedom on college campuses was

Answer: C. a way for an unaccountable faculty to teach a radical point of view

2. In writing about Wisconsin Senator Joseph McCarthy, William F. Buckley Jr.

Answer: B. claimed that, although he made some errors, McCarthy was a patriotic crusader

3. By being above party politics and remaining focused on his personal political philosophy, William F. Buckley Jr. was most like which of the following?

Answer: B. Theodore Roosevelt

4. During the late twentieth century, which of the following politicians did William F. Buckley Jr. most clearly support by virtue of his political independence?

Answer: B. Joseph Lieberman

5. After the successful publication of his first two books, William F. Buckley Jr.

Answer: D. created the conservative journal *National Review*

6. On which of the following social ideas did William F. Buckley Jr. change his opinion during the late twentieth century?

Answer: C. Racial integration in schools and society

Free Response Questions

1. Describe the impact of *National Review* on the ideals of modern conservative thinking.

Answer: Under Buckley's leadership, *National Review* articulated a conservatism that merged previously independent traditions such as free-market capitalism, libertarianism, traditionalism, and anti-communism. Before the publication of *National Review*, although there had been a number of articulate individual conservative writers, there was no coherent intellectual line of thinking. Buckley's and *National Review*'s articulation of an intellectually coherent conservatism as well as its sharp and often witty criticism of the intellectual laziness of the dominant liberalism of the era soon earned it a large audience on the right as well as massive hostility from the left.

2. Describe William F. Buckley Jr.'s opinion on partisan politics.

Answer: When it served the conservative cause, Buckley supported candidates who opposed Republicans. Examples are his own candidacy on the conservative ticket for mayor of New York City in opposition to the Republican candidate John Lindsay, his support for James Buckley's (conservative ticket) campaign against Republican New York Senator Charles Goodell, and his endorsement of Democrat Joseph Lieberman against Connecticut Republican U.S. Senator Lowell Weicker.

AP Practice Questions

1. On the basis of the excerpt, with which of the following presidents would William F. Buckley Jr. disagree most?

Answer: C. Franklin D. Roosevelt

2. The opinion expressed in the excerpt was most likely influenced by the

Answer: C. "New Deal" of the 1930s

3. Which group would most strongly agree with the sentiments expressed in the excerpt?

Answer: B. Laissez-faire business owners during the Industrial Revolution

Sputnik and NASA

Review Questions

1. In response to Sputnik, Congress created all the following except

Answer: D. Central Intelligence Agency

2. The German rocket scientist Wernher von Braun was employed after World War II by the

Answer: C. U.S. Army

3. What was the legal question the U.S. government hoped to resolve before launching a satellite?

Answer: B. Whether one nation could legally orbit a satellite over another nation

4. The Soviet Union's launch of Sputnik was assumed to mean all the following except

Answer: D. American military capability to respond to a Soviet attack was obsolete

5. The reality of Sputnik was that the satellite could

Answer: A. do nothing more than transmit radio signals

6. The United States' immediate response to the launch of Sputnik was

Answer: B. the failed launch of a Vanguard rocket by the U.S. Navy

Free Response Questions

1. Explain how the launching of Sputnik laid the foundation for the space race.

Answer: After the launch of Sputnik, President Eisenhower appointed a special assistant for science and technology, and he signed three bills designed to close the so-called missile gap. The National Aeronautics and Space Act created NASA, a civilian agency with close ties to the military, to manage the nation's space program. The National Defense Education Act provided federal dollars for teaching math, science, and foreign languages.

AP Practice Questions

1. The main idea expressed in the provided image revealed which of the following in the 1950s?

Answer: A. Government invested the most funding in a defense system based on conventional weapons.

2. An immediate response to the event depicted in the political cartoon was

Answer: B. the passage of the National Defense Education Act

Dr. Benjamin Spock and the Baby Boom

Review Questions

1. In the immediate post–World War II years, one social development in the United States was

Answer: B. the prominence of the nuclear family

2. The dramatic increase in the American birth rate between 1946 and 1964 caused

Answer: A. growth in the American economy, due to increased demand

3. Overall, the baby boomer generation

Answer: D. was more beneficial for the white middle class

4. Which movement challenged the traditional roles demanded of the baby boom generation?

Answer: D. Feminism

5. Which of the following jobs was not typically available to women in the immediate post–World War II era?

Answer: C. Physician

6. An example of a television show featuring a traditional African American family was

Answer: C. *The Cosby Show*

Free Response Questions

1. Explain Dr. Benjamin Spock's philosophy of raising children.

Answer: Dr. Spock opposed corporal punishment and encouraged parents to be flexible and treat their children as individuals to propagate a healthy environment for all family members. Departing from previous views, Spock maintained that children did not need to be picked up or held every time they cried at night. Doing so, he argued, would produce children who cry more and demand more attention from parents. A regular sleep schedule was necessary to allow babies to develop, as was a regular eating schedule.

2. Describe the criticisms of Dr. Benjamin Spock's philosophy.

Answer: Spock was criticized for creating a permissive generation of young people who demanded instant gratification and who would not delay expectations, a criticism he refuted. His research also was criticized by other pediatricians for relying on anecdotal evidence and not peer-reviewed research concerning child-rearing habits.

AP Practice Questions

1. Historians could use this excerpt to support which of the following generalizations about the postwar years?

Answer: C. Technological developments led to a change in lifestyles.

2. The sentiments expressed in the excerpt support which of the following emerging ideas?

Answer: B. The United States was emerging from the post-war years as an affluent society.

3. The major concern expressed by Dr. Spock in the excerpt is that

Answer: A. American children will become lazy and unimaginative

DECISION POINTS

Truman Intervenes in Korea

Review Questions

1. What role did the United States play in events in Korea after World War II?

Answer: B. The United States supported a process of free elections to set up a government in South Korea.

2. How did the outbreak of the Korean War change President Truman's opinion of NSC 68?

Answer: B. The underlying assumptions of NSC 68 seemed proven to be sound.

3. The Truman Doctrine focused primarily on what country (or countries)?

Answer: B. Greece and Turkey

4. One fear Americans had if the entire Korean peninsula were conquered by the Communists was

Answer: B. Japan could be threatened by the Communists

5. A lesson learned during World War II was that unchecked aggression often led to bigger, deadlier wars. One example of unchecked aggression was

Answer: C. the German remilitarization of the Rhineland in 1936

6. President Truman was able to use all the following to his advantage in sending American troops to Korea except

Answer: C. the Japanese military reoccupation of Korea

Free Response Questions

1. Explain the reasoning Soviet Premier Josef Stalin used to encourage the North Koreans to invade South Korea.

Answer: Stalin was convinced the United States would not defend South Korea, and his conclusion was not unreasonable, given the information at his disposal. Communist spies in the American government had long given Stalin the intelligence necessary to make better-informed judgments about American intentions during his decision-making. Stalin also remembered that the United States had not fought the communist takeover in China the previous year. Furthermore, Secretary of State Dean Acheson had announced publicly in January 1950 that South Korea was outside the American defense perimeter. Stalin considered this evidence, and the intelligence he was receiving from spies in the U.S. government, and then gave Kim Il-Sung permission to invade South Korea, while the Chinese promised to support the Korean Communists. Joseph Stalin left Kim with a warning about what would happen: "If you get kicked in the teeth. I shall not lift a finger."

2. Describe President Harry Truman's motivation for sending American troops to South Korea after it was invaded by the Communists.

Answer: Korea was more important to American security than leaders had previously understood. If Communists took Korea, they could directly threaten Japan. Coming so soon after the Communist takeover of China, the loss of Korea would also demonstrate that communism was on the march around the globe. Although not eager for war so soon after the conclusion of World War II, Americans had learned that unchecked aggression often led to bigger, deadlier wars. Finally, if this invasion were not stopped, people and nations around the world would question whether the United Nations had any value.

AP Practice Questions

1. Which of the following statements best describes the change in American foreign policy after World War II, as expressed in the excerpt?

Answer: C. The United States would change its policy of isolation to defend anti-communist countries.

2. The ideology expressed in the excerpt is similar to the ideology that led America to enter which of the following?

Answer: C. World War I

3. Which of the following developments contributed most directly to the sentiments expressed in the excerpt?

Answer: D. The threat of the Soviet Union and communism spreading around the world

Truman Fires General Douglas MacArthur

Review Questions

1. Which of the following best explains the risk in the United States-led invasion at Inchon?

Answer: D. The tides made it hard for an invading force to land.

2. Which of the following best states President Truman's reason for firing General MacArthur?

Answer: B. MacArthur was publicly insubordinate to the president.

3. When American troops reached the Yalu River in October 1950, the Soviets

Answer: C. were willing to accept American control of Korea

4. The main reason the United Nations approved the June 1950 resolution regarding Korea was to

Answer: C. push invading communist troops out of a sovereign nation

5. Once at the Yalu River, General Douglas MacArthur wanted to

Answer: B. push into China to prevent it from invading Korea

6. All the following occurred after President Truman's firing of General MacArthur except

Answer: D. General MacArthur ran for president as a third-party candidate

Free Response Questions

1. Describe America's military entry into the war in Korea.

Answer: For the U.S. and U.N. forces, the first six weeks of the Korean War went badly. By the end of the summer, North Korea controlled the entire peninsula except for the city of Pusan and the defensive perimeter around it. General MacArthur devised a plan for an amphibious invasion to land in the western port city of Inchon, near the South Korean capital city of Seoul, to coincide with a

breakout from the city of Pusan. It was a daring plan, and initially the Joint Chiefs balked at supporting it.

The defenders of Inchon could know when a possible attack was coming, because the harbor was navigable for only a few hours on one day every month. The attack took place on September 15, 1950, and was a tremendous success. Thirteen-thousand marines with heavy air support took Inchon in one day with only 21 casualties. By September 27, the U.N. forces under MacArthur had recaptured the capital city of Seoul and trapped half the North Korean military. U.N. forces eventually crossed into North Korea.

2. Describe the change in public sentiment regarding President Truman's firing of General MacArthur.

Answer: After being inundated with mail and telegrams, Congress held hearings to investigate the firing, which cooled some of the angry public sentiment. The Joint Chiefs supported the president and pointed out their disagreements with MacArthur. General Omar Bradley delivered the most effective line of the proceedings, saying that MacArthur's policies, "would involve us in the wrong war, at the wrong place, at the wrong time, and with the wrong enemy." Eventually, Americans came to understand the importance of the principles of civilian control of the military and the danger of insubordination in a world with nuclear weapons.

AP Practice Questions

1. Which was the main reason for the events described in the excerpt?

Answer: D. General MacArthur criticized the policy of his commander-in-chief.

2. The context surrounding the events depicted in the excerpt was

Answer: A. the Cold War

3. Which of the following American presidents faced similar circumstances during wartime?

Answer: D. Abraham Lincoln

Eisenhower and the Suez Canal Crisis

Review Questions

1. Egyptian president Gamal Nasser said he wanted to use toll revenues from the Suez Canal to

Answer: A. finance construction of the Aswan Dam

2. Like the Truman Doctrine, the Eisenhower Doctrine pledged to

Answer: A. support governments threatened by Soviet aggression, but specifically in the Middle East

3. All the following countries occupied the Suez Canal after it was nationalized by the Egyptians except

Answer: A. the United States

4. The United States' offer of a minimal amount of military assistance in the Middle East was motivated by the desire to

Answer: B. maintain a balance of power between Israel and the Arab states

5. In the Suez Crisis, the Tripartite Treaty could have led the United States into

Answer: C. a war against France, Israel, and Great Britain

6. The international reputation of which nation was greatly damaged as a result of the Suez Crisis?

Answer: D. Great Britain

Free Response Questions

1. Explain the controversy of the early U.S. support of the Aswan Dam.

Answer: The following events alarmed the United States and made its early support of the Aswan Dam controversial at home: Nasser's anti-Western rhetoric, Egypt's arms deal with Czechoslovakia, Nasser's recognition of Communist China, and opposition from the Israel lobby in the United States, from southern cotton growers, and from critics of foreign aid.

2. Analyze President Eisenhower's response to the Suez Crisis.

Answer: The following events alarmed the United States and made its early support of the Aswan Dam controversial at home: Nasser's anti-Western rhetoric, Egypt's arms deal with Czechoslovakia, Nasser's recognition of Communist China, and opposition from the Israel lobby in the United States, from southern cotton growers, and from critics of foreign aid.

AP Practice Questions

1. The ideas expressed in the excerpt suggest the United States would engage which of the following approaches to end the Suez Crisis?

Answer: C. A collective decision made by international organizations to take control of the Suez Canal away from Egypt

2. Which of the following influenced Eisenhower's decision-making process in the issue discussed in the excerpt?

Answer: A. Concern for world opinion

3. The thoughts expressed in the excerpt most closely reflect the ideals of

Answer: C. collective security

POINT-COUNTERPOINTS

Was Federal Spending on the Space Race Justified?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the federal spending on the space race justified or was it a misallocation of money that could be better spent elsewhere?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian A argues the nationalization of space technology and amount of money spent by the government was not justified, has led to space exploration being stunted, and has made it extremely difficult for private businesses to be able to match the spending needed to further space exploration.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: "The governmental domination of space exploration so stifled initiative across the private sector with respect to space that it took someone of historically large wealth to take up the challenge of reversing this lamentable development."</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both historians agree that manned space flight in itself did not provide benefits worth the amount spent; however, Historian B attributes the overall space program with providing several technological benefits, whereas Historian A argues that the space race was not the reason for technological advancements since the 1960s.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian B argues the money spent on the space race was justified and was essentially an investment made by taxpayers that has resulted in beneficial technological advances.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: "Yet many of the spin-offs from the space program, such as a breathing apparatus for firefighters, came from NASA's efforts to keep humans alive in space, and manned exploration captured the imagination in a way mechanical devices could not."</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from the essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Primary sources could include records of the amount spent on the space race, patents of technology developed by NASA, costs of space technology, U.S. total budget vs. NASA budget during the space race, number of jobs created by NASA and space technology contractors, and so on.

Explain how this debate highlights a connection between federal spending and technological developments and economic growth in the United States.
 Answer: The debate focuses on the large amounts of money that were spent on the space race and whether that money resulted in positive gains for society.
 Students can argue if they think the money spent by the government on space technology was worth more or less than the effects it had on society.

Who Was Responsible for Starting the Cold War?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was one superpower primarily responsible for starting the Cold War, or did both the United States and the Soviet Union contribute to its rise?	Claim B
Summarize this argument in one sentence, using your own words: Answer: Historian A argues that U.S. hostility toward the Soviet Union started the Cold War and, with a less militant approach, could have possibly led to better relations between the two countries.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: Both historians agree that the United States and the Soviet Union both acted out due to self-preservation. However, Historian A argues the United States was overly aggressive from the outset, pushing the Soviet Union to respond, whereas Historian B argues that both countries equally contributed to the conflict between the states.	Summarize this argument in one sentence, using your own words: Answer: Historian B argues that the United States and the Soviet Union contributed equally to the Cold War because both were ideological nation-states whose ideals naturally put them at war with each other.
Select and record the sentence or sentences that best demonstrate the historian’s argument: Answer: “But might a different approach to foreign affairs by the United States in the years immediately after World War II have prevented the Cold War altogether?”		Select and record the sentence or sentences that best demonstrate the historian’s argument: Answer: “The United States and the Soviet Union both contributed to the rise of the Cold War. They were ideological nation-states with incompatible and mutually exclusive ideologies.”

Which argument do you find more convincing? Explain what evidence led you to this point of view.
 Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from the essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Primary sources could include speeches made by leaders of both sides, the Truman Doctrine, documents mentioned in the first paragraph of Historian B's argument, and so on.

Explain how this debate highlights tensions between the United States and the Soviet Union after World War II and whether each state was justified in its actions.

Answer: This debate highlights tensions between the United States and the Soviet Union after World War II by explaining the motives behind each country's actions as the Cold War began and progressed.

PRIMARY SOURCES

Winston Churchill, “Sinews of Peace,” March 1946

Sourcing Questions

1. To whom was this speech addressed?

Answer: The American people and people around the world, including people in the Soviet Union.

2. Besides Churchill, what other world leader was present during the speech?

Answer: President Truman was present.

Comprehension Questions

1. With the United States at the height of its power, why was this a solemn moment for Americans, according to Churchill?

Answer: The new role of the United States on the world stage will bring with it tremendous responsibility and a sense of duty to people throughout the world.

2. How did Churchill define safety and welfare?

Answer: In referring to safety and welfare, Churchill meant that people have the basic necessities to live, along with a strong religious or ethical foundation.

3. According to Churchill, what does war and tyranny do to societies?

Answer: War and tyranny can destroy natural rights or, at the very least, make people’s natural rights extremely vulnerable in those societies.

4. According to Churchill, what is the “supreme task and duty” of the English-speaking countries?

Answer: According to Churchill, the “supreme task and duty” of the English-speaking countries is to protect people from tyranny and war.

5. How did Churchill use religion in his speech?

Answer: According to Churchill, God is on America’s side, the side of democratic republics, thereby validating that the United States, along with others, is on the right path or is doing the right thing (living within the bounds of reason or natural law).

6. What did Churchill imply in this statement?

Answer: In this statement, Churchill implied that in the future, it may be our duty to forcibly intervene with other countries concerning the type of government existing within said country.

7. Privation would happen if what was not occurring within societies, and why would that happen?

Answer: Privation would result if justice and peace were not established. With justice and peace, people would be able to get what they need, because a society cannot claim to be just if people are denied the basic necessities to live.

8. What did Churchill mean by “iron curtain,” and why was that a bad thing?

Answer: In his iron curtain metaphor, Churchill anticipated a lack of transparency. One cannot see through an iron curtain; therefore, if the Soviet Union is putting up an iron curtain, the Soviets are hiding what is really going on and, at a minimum, there is no accountability, and potentially they might act outside the lines of justice or reason.

9. Where in the speech did Churchill invoke World War II, and how did he do this?

Answer: Churchill invoked World War II by stating, “This is certainly not the Liberated Europe we fought to build up.” He implied that if the United States stands idle, then war effort put forth will be in vain.

Historical Reasoning Questions

1. According to Churchill, why did the United States have a duty to defend peoples' natural rights around the world? Did this mark a continuity or change from the focus of United States foreign policy prior to World War II?

Answer: Students should address these ideas: The two founding documents of the United States, the Declaration of Independence and the Constitution, clearly state that all people have natural rights, and the U.S. government is a blueprint for how to implement the ideas expressed in the Declaration of Independence. The United States also has the power of force, because of the atomic bomb. According to Churchill, a combination of power and the true ideals of a republic made America the natural leader against the Soviet Union during the Cold War era.

Levittown Videos, 1947–1957

Sourcing Questions

1. Who were the target customers for the Levittown housing developments?

Answer: The target customers were young white families, many of which were headed by veterans.

2. What government agencies provided mortgages to veterans?

Answer: The Federal Housing Administration and Veterans Administration provided mortgages to veterans.

3. What method allowed Levittown houses to be built in a day?

Answer: The “assembly line” method allowed homes to be built in a day.

Comprehension Questions

1. What was revolutionary about Levitt's new concept of home building?

Answer: In the Levitt Company's process, the materials were precut and delivered ready to assemble. The workers moved from house to house performing one aspect of the construction. Each crew had a specialized job to do at each house site.

2. How did this new way of producing homes help meet American society's needs after World War II?

Answer: There was a shortage of housing for returning soldiers and the new way of building allowed communities to be built in a short time in an affordable way.

3. What segment of the population purchased Levittown homes?

Answer: Younger, white, middle-class Americans.

4. What were some of the needs of that segment of the population in their communities?

Answer: They needed schools for the rapidly growing baby boom generation, shopping, and other community services.

5. What kinds of neighborhoods did the builder believe he was creating?

Answer: The builder intended to provide a place where problems could be solved, establishing a peaceful, happy place for a long time.

6. What items did the couple disagree on when it came to the construction of their home?

Answer: Carpeting, flooring, plumbing, and wiring.

7. How were the roles of men and women in the postwar portrayed in this film?

Answer: The wife was portrayed as a stay-at-home mother who was not concerned about practical matters but rather the cosmetic appearance of their home.

8. What statement did the wife make about the house that illustrated the differing gender roles during that time?

Answer: She told the husband that she was the one who mainly lived in the house, because he was at work all day, and she was home all day.

9. According to the film, what characteristics helped lure people to the suburbs?

Answer: Wide open spaces and affordable houses.

10. How were the Myers much like many citizens of Levittown? In what way were they different?

Answer: Similarities: He was a veteran, educated, and in the middle-class income bracket with a good job. She was a college graduate and they had small children. Difference: They were black.

11. How did different citizens react when the Myers moved into the community?

Answer: Some congregated and threw rocks and caused problems; others formed committees to help support the Myers.

12. What was the attitude of the first woman interviewed in regard to the Myers?

Answer: She did not understand why others were not willing to accept the family. She tried to correct misinformation.

13. What did she think would help the community come to accept the Myers and other black families in the community?

Answer: She felt if people knew the facts and educated themselves about the issues, the community would come to accept the Myers and other black families moving into the neighborhood.

14. What were the two major concerns of the second woman interviewed in the film about blacks living in the community?

Answer: She was afraid property values would drop if blacks moved into the community and that blacks would want to be on an equal level with whites, which would encourage interracial relationships and marriage.

15. How does the film represent the racism that existed in the suburbs in postwar America?

Answer: There were white Americans who were willing to accept blacks living in their neighborhoods and integrating, but there were still many who would not accept integration and were willing to fight against it.

Historical Reasoning Questions

1. How does the first woman interviewed in the final clip, *Crisis in Levittown*, serve as a foil to the housewife in the second clip?

Answer: The woman, who is not named, articulately expresses an interest in her community beyond her home, because she was involved in trying to correct misinformation with her neighbors. She was aware of organized meetings meant to educate the community about the Myers family. The housewife in the second clip was mostly concerned with wall to wall carpeting and others' perceptions of her home.

2. What historical events can you predict were coming by watching these films?

Answer: Students with background knowledge regarding the succeeding decades are likely to predict the civil rights movement as well as the women's rights movement.

Harry S. Truman, "Truman Doctrine" Address, March 1947

Sourcing Questions

1. Explain why President Truman used an address to Congress to declare his plan to reconstruct Western Europe after World War II.

Answer: President Truman needed Congress to support his plan because he required congressional action to appropriate the money required to facilitate the Marshall Plan.

2. What were the goals of this document?

Answer: The Marshall Plan intended to help rebuild the economics of Western Europe after World War II to restore those countries as trade partners. It was also intended to blunt the appeal of communism in those countries that needed to rebuild.

Comprehension Questions

1. Explain the role Truman thought the United States should play in Greece and Turkey.

Answer: The primary role of the United States is a financial one, but with stipulations that a representative election would follow.

2. According to Truman, why should the United States take the place of Great Britain in supporting Greece?

Answer: Great Britain was dealing with its own reconstruction and the United Nations was too slow to act and also was in its infancy.

3. What are the primary objectives laid out by the Truman Doctrine?

Answer: Stability through financial aid for reconstruction and protection from the threat of Communism.

Historical Reasoning Questions

1. Explain why Truman believed it was the responsibility of the United States to support free people who were resisting subjugation.

Answer: Truman believed it was the responsibility of the United States to help people resisting subjugation, because there are two different ways of life that countries must choose from, and the United States had the ability and the duty to help create “conditions in which we and other nations will be able to work out a way of life free from coercion.” He did not believe it was in America’s best interest to turn a deaf ear to countries, such as Greece, struggling against coercion.

2. Did the policy set out by Truman in this speech mark a continuity or a change from U.S. involvement in Europe? Explain.

Answer: After World War I, the United States took no role in reconstruction of Europe, and it was widely believed that the U.S. failure to do so helped lead to the causes of World War II.

George Kennan (“Mr. X”), “Sources of Soviet Conduct,” July 1947

Sourcing Questions

1. Who wrote this document?

Answer: George Kennan wrote this document.

2. What position did the author have in the U.S. government?

Answer: George Kennan was a foreign service officer.

3. Why do you think that Kennan published this report for the public to see?

Answer: Answers may vary. It is likely that Kennan wanted to inform citizens about Soviet ideology and to gain public support for his policy ideas.

Comprehension Questions

1. What two things contributed to the “political personality” of the Soviet Union?

Answer: The political personality of the Soviet Union developed from ideology and circumstances.

2. How does Kennan summarize communist thought?

Answer: Communism holds that the central factor in man’s life is the system in which material goods are exchanged, that capitalism naturally leads to the exploitation of workers and contains the seeds of its own destruction in its inability to adapt. This results, eventually, in an inevitable revolution by the workers after the final stage of capitalism appears in the form of imperialism.

3. What has Russian ideology taught its leaders about the outside world?

Answer: Russian ideology has taught that the outside world is hostile and that there is an obligation to assist the proletariat of the world in overthrowing capitalist systems.

4. Is Kennan concerned about the Russian challenge to U.S. security?

Answer: No, he believes this circumstance should be embraced as a chance for Americans to demonstrate a collective responsibility in taking on a role of moral and political leadership in the world.

Historical Reasoning Questions

1. What general policies did the United States adopt during the Cold War that Kennan outlines in this document?

Answer: The United States followed Kennan’s suggestion of containing Soviet aggression. Presidents throughout the Cold War followed the policy of containment in one form or another through either direct military involvement, as seen in the Korean War and Vietnam War, or the financial assistance given under the Marshall Plan. The United States also followed Kennan’s suggestion during the Cold War of going beyond containment by taking the helm as the leader of the free world to prove communism to be a static ideology.

2. To what extent do the policies Kennan outlines reflect a continuity from those laid out in the Truman Doctrine? (See the Harry S. Truman, “Truman Doctrine” Address, March 1947 Primary Source [<https://cnx.org/contents/NgBFhmUc:FUUb-n0i>].)

Answer: Kennan, like Truman, outlines a policy of containment against Soviet expansion and influence. Kennan focuses on the historical context and intricacies of Soviet history and ideology, whereas Truman focuses more on what the United States could do to assist Europe in rebuilding.

3. Kennan states that the Soviet Union viewed communism and capitalism to be irreconcilable ideologies. On the basis of your understanding of these two political theories, do you agree or is there room for compromise?

Answer: Answers may vary. Students who agree they are irreconcilable can point to the huge differences that existed in fundamental beliefs between the Western world and the Communist bloc. Students who disagree can argue that a compromise between the two ideologies is possible as seen in the modern day in European socialist states that still allow for individual liberty and capitalism.

Richard Nixon, “Checkers” Speech, September 1952

Sourcing Questions

1. What advantages did Senator Richard M. Nixon bring to Dwight Eisenhower and the Republican ticket during the Presidential election of 1952?

Answer: Richard Nixon had made a name for himself as an opponent of domestic communism, one of the biggest concerns of the nation in the postwar.

2. What issues were raised concerning Nixon's integrity and character during the campaign that led him to give this televised speech?

Answer: Nixon's opponents questioned his integrity by raising objections to a campaign fund he used for the reimbursement of travel expenses. By giving the speech and showing the toughness and willingness to protect his integrity and character, Richard Nixon prevented his political ruin and stayed on the Republican ticket.

Comprehension Questions

1. What did Richard Nixon state was his main purpose for giving his televised speech?

Answer: Richard Nixon stated his main purpose for giving the speech was to tell the truth and his side of the case.

2. What was Nixon's response to the charge of corruption?

Answer: He stated that the charge of corruption was not true and that not one cent of the money was spent for his personal use. The money was spent for campaign expenses.

3. What was Nixon trying to demonstrate to the viewing voter when he stated that he called no government agency on behalf of any contributor to the fund?

Answer: Nixon wanted to demonstrate that no one who contributed money to the fund received political favors from Nixon in exchange for the money to the fund.

4. Why did Nixon pose these questions to the voting viewer? What point was he trying to prove to them?

Answer: Nixon is demonstrating to the viewing voter that he would not spend taxpayers' money on such things; therefore, he needed the fund to pay for these campaign-related expenses. The campaign expenses were not related to his representing the voters as their senator and it would be unethical for him to use taxpayer money on campaigning activities.

5. What purpose did Nixon have in discussing the findings of the audit of the fund?

Answer: Nixon sought to prove that an outside agency also found he did nothing unethical by using money from the fund and that those who contributed to it did not receive political favors from him in return. Nixon hoped this audit would reinforce his character and integrity.

6. Why do you believe Nixon's reference to the dog, Checkers, aided him in winning over numerous voters during this televised speech?

Answer: The reference to Checkers the dog during the speech provided Nixon a means to appeal to the people in a more humane manner that made him come across as a common man, rather than a stern government official.

7. How did Nixon help his cause of protecting his integrity and character by referring to the use of a fund by Democratic candidate Mr. Stevenson?

Answer: Nixon wanted to prove his innocence and political strength by showing he was innocent of misusing funds, while at the same time highlighting that his Democratic opponent also kept a campaign fund.

8. Why do you think Nixon's reference to Eisenhower in this paragraph may have aided him in gaining the support of the Republican party in keeping him on the Presidential ticket in 1952?

Answer: Nixon's reference to Eisenhower demonstrated his commitment to promoting the top of the ticket and portrayed Nixon as a tough politician who would strengthen the Republican presidential ticket and not weaken it.

Historical Reasoning Questions

1. Why do you believe this speech before the nation was so crucial in securing Richard Nixon's place on the Republican presidential ticket in 1952?

Answer: Richard Nixon took the defense of his integrity and character directly to the people in a personal way that humanized him and convinced the people that he was genuine. It also convinced Republican party leaders, including Eisenhower himself, that Nixon was tough and would actually strengthen the ticket instead of harming it.

2. How did this speech potentially save Richard Nixon's political career?

Answer: If Richard Nixon failed in this speech and humiliated himself and/or failed in securing his place on the Republican presidential ticket for 1952, his political career could have been ruined, thereby preventing him from winning public office in the future.

Rosa Parks's Account of the Montgomery Bus Boycott (Radio Interview), April 1956

Sourcing Questions

1. Who was the speaker in this source?

Answer: It was a radio interview given by Rosa Parks in 1956.

2. What was the speaker's relationship to the event?

Answer: She was involved in the event.

3. Who was the intended audience for the interview?

Answer: It was for a national audience.

4. Why do you think Mrs. Parks submitted to this interview?

Answer: Mrs. Parks gave the interview to correct misperceptions and state her reasons for taking action. She also explained why she felt African Americans were not treated fairly by the bus company or under the segregation laws in Montgomery. Another reason was to draw attention to the boycott of the buses and how the activists were using nonviolent tactics to effect change.

Comprehension Questions

1. Where did Mrs. Parks sit when she boarded the bus?

Answer: Rosa Parks sat in the front part of the bus in an empty seat.

2. Why did the bus driver ask Mrs. Parks to give up her seat?

Answer: There were whites standing in the front of the bus, so the driver asked the black passengers to move to the back of the bus to make seats available for the white passengers.

3. What misconception does Mrs. Parks attempt to explain about her arrest that was printed in the newspaper?

Answer: The newspaper had printed that Parks illegally sat in the white section, but she stated she did not sit in a white section of the bus; she sat in the area where she customarily sat. The newspaper account stated she "overlooked" segregation. She felt she was following accepted customs.

4. What was her reaction to being asked to give up her seat?

Answer: Parks refused to give up her seat. She stated she was very surprised that she had to give up her seat, because usually she was allowed to stay in the seat even if there were whites standing.

5. What was the reaction of the bus driver when Mrs. Parks refused to leave her seat? How did she respond to him?

Answer: The driver told her to move or he would have to call the police. She told him to go ahead and call the police.

6. What crime was Mrs. Parks charged with when the police arrived and arrested her?

Answer: She was arrested for violating the segregation law of the city and state of Alabama.

7. Why, in her own words, did Mrs. Parks believe she should not have had to give up her seat on the bus?

Answer: "I felt that I was not being treated right, and that I had a right to retain the seat that I had taken as a passenger on the bus. The time had just come when I had been pushed as far as I could stand to be pushed, I suppose."

8. Explain how the protest movement began to take shape.

Answer: As word of the arrest spread, people began to gather at churches and ministers set up meetings to discuss how to protest her arrest.

9. Why did the protestors believe nonviolent passive resistance was the best way to protest against Mrs. Parks's arrest?

Answer: As the minority group, they agreed nothing could be gained from using violence as a means of protest, so they agreed to use nonviolent resistance as their way of protesting. Boycotting the bus system would be a more effective way of getting the policy changed.

10. Describe the treatment black passengers had received when boarding buses in Montgomery.

Answer: Black passengers had to pay their fare at the front of the bus and then walk to the rear door of the bus to enter, and they were forced to give up seats if there were whites standing.

11. What did the organizers of the protest decide to do to force the bus company and the city to change their policies?

Answer: Boycott—stop riding the buses until they got better service. It was so effective the first day they decided to continue the boycott.

Historical Reasoning Questions

1. Compare the tactics used by Rosa Parks in the Montgomery Bus Boycott with the tactics used by earlier activist Ida B. Wells. How were each important milestones in the fight for justice for African Americans? (See the Ida B. Wells and the Campaign against Lynching Narrative [<https://cnx.org/contents/NgBFhmUc:cjG2qbJW>]).

Answer: Wells exposed the injustice of Jim Crow in the South (in particular, lynching) by writing about the injustices and thereby bringing them to the attention of citizens across the United States and beyond. Parks brought attention to the injustice of Jim Crow by personally violating one of its laws—segregation—to draw attention to it. Wells and Parks were both part of a larger movement working for change that took generations building on each other's work.

2. For Montgomery bus riders who had no other transportation, boycotting the bus created challenges to their daily routines. What were those challenges and how would you have overcome those challenges?

Answer: A decision to boycott the bus would force people who typically rode it to find other forms of transportation. Regarding how students might have handled that challenge, accept reasoned answers. They may say they would look for neighbors with whom they could share a ride or they would change their routine to eliminate nonessential trips.

3. Was the Montgomery Bus Boycott successful? Explain. What role did the philosophy of nonviolent resistance play in this success?

Answer: The Montgomery Bus Boycott was successful because it attacked the economics of segregation. The bus service lost a major portion of its customers during the boycott and that began

to cut into profits. Blacks knew the moral imperative would not change segregation laws but economics was a different factor, and when the bus company lost too much money, pressure was placed on politicians to change the law. Nonviolent resistance worked for various reasons. It showed that people who had been humiliated could respond in a dignified manner and it generated sympathy for their cause. It put economic pressure on the businesses that practiced segregationist policies and forced them to change their policies if they wanted to stay profitable. If the black citizens of Montgomery had used violence, many people might not have supported their cause, and their efforts might have backfired, resulting in even more hardship for blacks in Montgomery.

Critics of Postwar Culture: Jack Kerouac, *On the Road* (Excerpts), 1957

Sourcing Questions

1. How did the Beat Generation criticize American society and how did they seek meaning in life?

Answer: The Beat Generation found consumerism to be void of meaning, rejected traditional norms concerning sex and drugs, and sought to find meaning through spiritual journeys.

2. How were members of the Beat Generation similar to the Lost Generation?

Answer: Both generations expressed dissatisfaction with the societies they lived in after a major world war.

Comprehension Questions

1. How did Kerouac describe downtown Chicago?

Answer: Kerouac listed hobos, trolleys, newsboys, girls, the smell of fried food and beer, and neon lights as features of downtown Chicago.

2. What did Dean do when he saw the wallet in the hall?

Answer: Dean tried to sneak it into his clothing until he realized it was Sal's.

3. Where did Dean want to go?

Answer: Dean didn't have a specific place in mind. He wanted to get "there," by which he meant a place of fulfillment and meaning.

4. What were the features of Prez that showed he had the "anxieties of a money-making musician"?

Answer: Prez was well dressed and appeared worried "when he blew a clinker," or made a mistake.

5. How did Kerouac convey his admiration of jazz musicians?

Answer: Kerouac conveyed his admiration of jazz musicians through phrases such as the following: The tenorman "blew cool and complex and was dainty stamping his foot to catch ideas." Prez played a "tone just like Lester Young himself" and "He's an artist." The third sax played "quietly and thoughtfully and elicited birdlike phrases and architectural Miles Davis logics." Louis Armstrong was "blowing his beautiful top." Roy Eldredge was "vigorous and virile, blasting the horn for everything it had in waves of power and logic and subtlety—leaning to it with glittering eyes and a lovely smile and sending it out broadcast to rock the jazz world." Another musician played with "angelical smiling lips upon the mouthpiece and it was a soft, sweet, fairy-tale solo on an alto."

Historical Reasoning Questions

1. Consider the ideology expressed by members of the Beat Generation on sex and culture. How are these topics addressed in this passage?

Answer: Students should note that Dean is promiscuous, with a casual attitude toward sex and presents sexist descriptions of women. He wants to pursue a prostitute but then forgets about her. He later stares at a woman's body in a window. Dean states he wants to go keep traveling until he gets somewhere, and America is described as "lonely." These both demonstrate the angst and dissatisfaction the Beats felt toward American culture.

2. On the basis of your understanding of American culture in the 1950s, do you think Kerouac and other Beat writers have valid criticisms? Explain your answer.

Answer: Answers may vary. Students can argue that consumerism left a spiritual emptiness in the United States as people viewed the world too materially, because of capitalism. They can also argue that traditional American values did not enable people to find self-fulfillment. Other students may argue that consumerism was not a problem because it had many economic benefits and traditional religion gave people meaning and purpose. They may also argue that the "liberating" values of the Beats were actually harmful because they led to drug addiction and sexual degradation.

3. Do artists and writers continue to criticize American culture in the present day? Explain.

Answer: Accept reasoned answers. Students should use specific evidence to support their opinion.

Dwight D. Eisenhower, Farewell Address, January 1961

Sourcing Questions

1. Who wrote this document and when?

Answer: President Dwight Eisenhower (1961)

2. What was going on in the world during this time? Explain.

Answer: The United States was engaged in a Cold War with the Soviet Union. Both sides hoped to secure their place in the world and wanted to diminish the power of the other side no matter what the cost.

3. Who was the intended audience and what was the purpose of the document?

Answer: The American people were the primary audience, but Eisenhower knew the world would soon hear the contents of his speech. All U.S. presidents give a farewell to the American people as they leave office in an attempt to review their accomplishments and encourage a peaceful transition from one leader to another.

Comprehension Questions

1. According to the speech, what was the purpose of the U.S. government?

Answer: The purpose of the U.S. government is to keep the peace, foster progress in human achievement, and enhance liberty, dignity, and integrity among people and nations.

2. To what event is Eisenhower referring?

Answer: Eisenhower is referring to the Cold War.

3. According to Eisenhower, what is the temptation people turn to in a crisis? How must they counter such an impulse.

Answer: The temptation is to find a "miraculous solution" that is likely costly. Such an impulse must be tempered by balance and careful consideration.

4. Why did Eisenhower believe a strong military was essential to keeping the peace?

Answer: A strong military ensures that a potential aggressor will not attack or they will risk his own destruction when the U.S. retaliates (mutually assured destruction).

5. How had World War II changed the U.S. defense industry?

Answer: The United States now has a permanent, large armament industry and the defense industry employs a large number of people. Defense spending has outpaced the income of all U.S. corporations at the time of Eisenhower's speech.

6. What does Eisenhower mean by the term "the military-industrial complex"? Why was Eisenhower concerned about its influence?

Answer: The military industrial complex refers to the large defense industry (defense employees, spending, and armaments industry) that emerged in the context of World War II and the Cold War. The size of this complex creates the potential for the disastrous rise of misplaced power. The threat will only increase as the military grows larger.

7. How would future wars be avoided, according to Eisenhower?

Answer: Wars would be avoided if the weakest came to the conference table with confidence; that table, though scarred by many past frustrations, cannot be abandoned for the certain agony of the battlefield.

8. What three things did the United States need to reach the nation's goal?

Answer: To reach the nation's goal, the United States needed devotion to principle, humility with power, and diligence.

Historical Reasoning Questions

1. How did the American people respond to this speech?

Answer: Many Americans were caught off guard by some of the ideas presented in this speech. After World War II and the Korea War, the United States had grown into a "superpower." The influence of the United States had been attained by developing a strong military. Although this military growth had been bolstered by the U.S. economy, Eisenhower wanted to remind people that to allow it to grow unchecked could challenge the freedoms that Americans enjoyed.

2. What events going on in the world were addressed by Eisenhower?

Answer: The Cold War continued to grow as the conflict between the United States and the Soviet Union heated up. America's position in the world was secured by having a strong military even though it was hoped that peace could be achieved without having to use force against other nations.

3. Compare this speech to George Washington's Farewell Address. (See the George Washington, Farewell Address, 1796 Primary Source [<https://cnx.org/contents/NgBFhmUc:ylHcGmfD>].) What themes are present in both speeches?

Answer: Both presidents issue warnings in their farewell addresses. Washington warns of the dangers of factions or partisanship and also of entangling alliances. Eisenhower warns of the dangers of "the military industrial complex".

Nam Paik, *Electronic Superhighway*, 1995

Sourcing Questions

1. Who created this piece of art?

Answer: Nam Paik created this piece of art.

2. What connections can you see between the national highway system passed under Eisenhower and this piece of art?

Answer: Students should note that Paik's display shows how electronics and media connect the nation in a similar way to that of the superhighway system created during Eisenhower's administration.

Comprehension Questions

1. Notice the way that neon tubing and the TV screens form the design. How did the artist convey both interconnectivity and unique identity?

Answer: Paik showed that the United States is interconnected in the electronic age by connecting all the tubes. However, the states maintain a unique identity; the TV screens in each are different and show the state's identity.

2. Consider the time when this was created. How do you think that affected Paik in his design?

Answer: The early 1990s were the beginning of the "Information Age" in which electronic technology enabled knowledge and media to be broadcast rapidly to many people. Paik created *Electronic Superhighway* as a commentary on this new situation.

3. List two examples showing how the artist depicted the "electronic superhighway" in a positive way.

Answer: Answers may vary. The states are all connected with tubing, showing that the electronic age will help unify the nation and make information travel faster and easier. The tubing is in bright, friendly colors. Each state still has a unique identity, showing that they won't become so unified that they lose their "personality."

4. List an example showing how the artist depicted the "electronic superhighway" in a negative way.

Answer: Answers may vary. The large number of TV screens each flashing different video clips can lead the viewer to be overloaded with information, which could be a critique of a society dominated by media.

5. This installation is 15 feet high and 40 feet long. What might the size reveal about the artist's message?

Answer: The size of the installation suggests the enormous scale of the nation, which was now linked together by the new highway system.

Historical Reasoning Questions

1. In the modern day, humans are able to use technology to connect with others around the globe in a matter of seconds. What are some potential advantages of this within and between societies? What are some potential disadvantages?

Answer: Answers may vary. Students can note the ease of connection between societies helps increase trade, economic prosperity, and the exchange of information. This could also decrease the chances of war. For potential disadvantages, students may argue that too much connectivity with other societies can lead to an erosion of values and institutions.

2. In *Electronic Superhighway*, Paik implies that the twenty-first century will be dominated by media and electronics. Has his prediction come true? Explain your answer.

Answer: The United States is dominated by technology and the ease of the exchange of information. The country is no longer in the "Industrial Age"—in which the largest businesses focus on manufacturing goods—but rather in a "technological age," in which businesses now focus on the means of spreading information. This can be seen in the success of technology companies like Apple, Google, and Samsung.

LESSON

McCarthyism DBQ

Handout A: Warm-Up and Background Essay

Document: First Amendment, U.S. Constitution, 1791

1. List the five spheres that are protected from government interference in the First Amendment.
Answer: Freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom of petition.
2. What is the role and importance of First Amendment liberties in maintaining government by consent?

Answer: The First Amendment ensures Americans can voice their opinions, publish critiques of the government, assemble to promote change, and petition the government to list grievances. All these are essential liberties in representative government because they protect human dignity and other individual rights.

Background Essay: Civil Liberties and McCarthyism

1. Briefly explain the purpose of the following legislation:
 - a. Smith Act

Answer: This made it illegal to be a member of the Communist Party.

- b. McCarran Act

Answer: This act created the Subversive Activities Control Board that registered all members of the Communist Party and other “un-American” groups. Once registered, these individuals were denied various rights.

2. What was the House Un-American Activities Committee (HUAC)?

Answer: HUAC was established by the House of Representatives in 1938 to investigate communist and fascist organizations. It renewed its efforts to root out communism after World War II.

3. What specific constitutionally protected rights did the federal loyalty programs, HUAC investigations, and McCarthy hearings violate?

Answer: Accept reasoned responses, which should include the following: constitutionally protected rights violated by the federal loyalty programs, HUAC investigations, and McCarthy hearings included free speech, freedom of the press, free association, and the right to challenge one’s accusers in court.

4. For what reasons did some Americans violate the constitutional rights of others during the Cold War?

Answer: Some Americans violated the rights of others during the Cold War for many different reasons, which may include a sense of uncertainty in understanding the reasons for communist victories in Europe and Asia, a witch-hunt mentality, a desire to capitalize on these fears for political gain, a desire to gossip and spread rumors, a desire to act on a grudge, a genuine desire to cooperate in finding dangerous enemies.

5. On the basis of information available in the background essay, to what extent do you think HUAC carried out its work in an “undirected, uncensored, and unprejudiced” way?

Answer: Students are likely to say HUAC did not carry out its work in an “undirected, uncensored, and unprejudiced” way. In the inquisition-like atmosphere of the committee’s investigations, anyone called to testify before HUAC was already presumed to be guilty of some dangerous activity or opinion.

6. Did HUAC violate its own mission statement? Why or why not?

Answer: The presumption of guilt and the lack of an opportunity to face one's accusers suggest that HUAC violated its mission statement.

Handout B: Student Document Packet

Document 1: The Alien Registration Act of 1940, also called the Smith Act

1. Explain in your own words what specific actions were prohibited under the Smith Act.

Answer: Specific actions prohibited under the Smith Act included:

- Advocating, helping, or teaching the desirability of overthrowing the U.S., state, or local government by force or violence
 - Organizing or joining a group aimed at overthrowing the government
 - Printing, publishing, or distributing literature that promotes the overthrow of the government
 - Participating in a conspiracy to commit any of the actions listed
2. Do you think the Smith Act's prohibition of these actions violated the First Amendment? Why or why not?

Answer: Students may suggest the Smith Act violated freedom of speech, press, assembly, and association. Other students may argue that advocating the overthrow of the government should be suppressed to protect Americans.

Document 2: Dennis v. United States (1951), Chief Justice Vinson's Majority Opinion

1. Explain in your own words the following passages:
 - a. "In each case, [courts] must ask whether the gravity of the 'evil,' discounted by its improbability, justifies such invasion of free speech as is necessary to avoid the danger."

Answer: Courts must weigh the degree of evil as well as consider the likelihood that the evil will be successful, to decide to what extent free speech must be limited to avoid the danger.

- b. "And this analysis disposes of the contention that a conspiracy to advocate, as distinguished from the advocacy itself, cannot be constitutionally restrained, because it comprises only the preparation. It is the existence of the conspiracy which creates the danger. If the ingredients of the reaction are present, we cannot bind the Government to wait until the catalyst is added..."

Answer: Some may argue that a conspiracy is not a real danger because it is merely preparation. The majority decision maintains it is the conspiracy itself that creates the danger because it works to bring all the necessary components into place to overthrow the government when the time is right.

2. To what extent do you agree with the Court's majority that the Smith Act did not violate the constitutional rights of the Communist Party leaders convicted under the law?

Answer: Students may argue the Court made the correct decision and that the First Amendment does not allow someone to advocate for a violent overthrow of the government. Other students may argue the Court was wrong and that the First Amendment allows for individuals to advocate for all ideas, no matter how violent or controversial.

Document 3: Internal Security Act of 1950, also called the McCarran Act

1. Explain in your own words what specific actions were prohibited under the McCarran Act.

Answer: The McCarran Act, which required registration of communist organizations, prohibited the following actions:

- Conspiring or agreeing with another person to contribute to the establishment of a totalitarian dictatorship
- For members of communist organizations to work for the U.S. government or defense facilities, or to apply for or use a passport
- For communist organizations to conduct their business secretly or to resist the required registration and yearly reports
- For communist organizations to mail or broadcast anything without labeling it as sponsored or distributed by a communist organization

2. According to the text of the McCarran Act, was it intended to limit free speech and press? To what extent did the implementation of the law limit free speech, press, and association?

Answer: According to Section 1b, the McCarran Act was not intended to limit free speech and press; however, in its implementation, it did limit free speech, press, and association.

3. If you were president, would you sign or veto this law, and what would be your reasoning? What consequences would likely result from your chosen course of action?

Answer: A student who says he or she would veto the McCarran Act might list ways in which the law violated constitutional principles or guarantees. A student who would sign the law might refer to national security concerns during the Cold War when communism seemed to be gaining ground in Europe and Asia. Students should note the potential political consequences of either course of action.

4. Did the McCarran Act make assumptions about organizations deemed to be communist? If so, are the assumptions valid?

Answer: Answers may vary. Students may argue that communist organizations generally called for an overthrow of the U.S. government and thus the assumptions of the McCarran Act were valid. Other students may argue that communist organizations were not inherently threatening, but they should rather be judged by their actions.

Document 4: Truman's Veto of the Internal Security Bill, September 22, 1950

1. Underline or highlight President Truman's main objections to the McCarran Act. To what extent do you agree with Truman's reasoning? What are the most persuasive or important points he made in his veto statement?

Answer: Truman's main objections to the McCarran Act are listed below. Responses should express student opinion regarding Truman's reasoning.

- It was impractical; communist organizations were unlikely to register.
- The registration requirements imposed a threat against speech, press, and assembly.
- The law suppressed opinion and belief.
- The result would be the stifling of views on controversial subjects.

2. Why do you think Congress overrode President Truman's veto?

Answer: Students may say Congress overrode the president's veto because of the level of anti-communist sentiment in the nation in 1950.

3. Why did Truman see the McCarran Act as "a step toward totalitarianism"?

Answer: Truman saw the McCarran Act as "a step toward totalitarianism" because, as he wrote: "There is no more fundamental axiom of American freedom than the familiar statement: In a free country, we punish men for the crimes they commit, but never for the opinions they have . . . We will

destroy all that we seek to preserve, if we sacrifice the liberties of our citizens in a misguided attempt to achieve national security.”

4. Why, according to Truman, would this act “delight the communists”?

Answer: The law would delight the communists, Truman wrote, because “it would make a mockery of the Bill of Rights and of our claims to stand for freedom in the world.”

Document 5: “McCarthy Cries Again,” Editorial, *Collier’s*, August 2, 1952

1. McCarthy accused his attackers of lying and hiding behind a veil of “freedom of the press.” How did *Collier’s* respond to this?

Answer: *Collier’s* noted that nobody accused McCarthy of violating the freedom of the press. They stated McCarthy was insecure for attempting to preempt any attacks.

2. What was *Collier’s* chief concern in writing their editorial? Why do you think the magazine finished its article with this statement?

Answer: *Collier’s* stated its chief concern was real communist infiltration of the government. The magazine argued that McCarthy was not helping find these communists by creating hysteria. *Collier’s* finished its article this way to show it truly was committed to fighting communist sabotage. They may have hoped this would prevent McCarthy and his supporters from accusing *Collier’s* of being a left-wing magazine.

Document 6: Edward R. Murrow, “See It Now,” March 9, 1954

1. Compare and contrast the *Collier’s* editorial with the concluding statement issued by Edward R. Murrow. Underline or highlight both journalists’ assessment of McCarthy to show which statements or passages you think make their points most powerfully.

Answer: The *Collier’s* editorial and the concluding statement issued by Edward R. Murrow both express contempt for Senator McCarthy and his methods. In the *Collier’s* editorial, he is described as “insecure,” “less than courageous,” carrying out “wild-swinging attacks,” and “not only ridiculous but dangerous.” Edward R. Murrow said McCarthy had “confused the public mind,” “caused alarm and dismay amongst our allies abroad, and given considerable comfort to our enemies.” The two statements are about two years apart, and conclusions are somewhat different. Although the *Collier’s* editorial points to the “real danger of communist infiltration,” Murrow stated the fault for the fear that McCarthy exploited was not his own creation, but “The fault . . . is . . . in ourselves.” Students should explain which statements or passages they found most powerful.

Document 7: Senator Margaret Chase Smith, “Declaration of Conscience,” June 1, 1950

1. How does Smith condemn McCarthy without ever using his name? Underline the phrases in the passage that demonstrate her critique of McCarthy’s methods.

Answer: Smith condemns McCarthy’s methods rather than him personally. Key phrases include:

- “. . . lack of effective leadership either in the legislative branch or the executive branch of our government”
- “. . . too much harm has already been done with irresponsible words of bitterness and selfish political opportunism . . .”
- “But recently that deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity . . .”
- “It is strange that we can verbally attack anyone else without restraint and with full protection, and yet we hold ourselves above the same type of criticism here on the Senate floor . . .”

- “I think that it is high time for the United States Senate and its members to do some real soul searching and to weigh our consciences as to the manner in which we are performing our duty to the people of America and the manner in which we are using or abusing our individual powers and privileges”
 - “I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation”
 - “Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism”
2. Only six of Smith’s fellow senators signed this document, leading McCarthy to refer to Smith and her fellow (all-male) signatories as “Snow White and the Six Dwarfs.” What does this reveal about the power of McCarthy’s accusations? How does McCarthy’s insult shed light on gender dynamics in the 1950s?

Answer: That only seven senators were willing to condemn McCarthy’s methods early on could reveal that the fear of communism was very real and considered a true threat. It could also reveal that senators knew they would be attacked by McCarthy if they censored him or criticized him in any way. McCarthy referring to Smith as Snow White and to her (all male) supporters as dwarves is demeaning and sexist. Referring to Smith, a senator, as a Disney princess, belittles her personally and refuses to take her argument seriously. He also belittles the men who supported her.

UNIT 7 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
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