

# BILL *of* RIGHTS

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# INSTITUTE

## Life, Liberty, and the Pursuit of Happiness

*Instructor Answer Guide*

Chapter 16: 1980-Present

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## CHAPTER 16 INTRODUCTORY ESSAY: 1980–Present

### Review Questions

- Which of the following was not a part of President Ronald Reagan’s economic program?  
**Answer: B. Increasing federal regulation**
- Which of the following did not occur during the Clinton presidency?  
**Answer: D. Passage of the Americans with Disabilities Act**
- Which action was adopted as part of the “War on Terror”?  
**Answer: A. The USA PATRIOT Act**
- Which key economic and social development did not occur during the 1980s and 1990s?  
**Answer: B. Decline in number of women in the workforce**
- The politics of the 1980s were dominated by  
**Answer: A. Republican control of the presidency and the U.S. Senate**
- Ronald Reagan’s core political beliefs can best be described as  
**Answer: D. conservative**
- The Reagan-era Democratic coalition included all the following except  
**Answer: C. middle-class suburbanites**
- Regarding taxes, the Reagan administration succeeded in  
**Answer: B. passing an across-the-board tax cut**
- President Reagan’s views on public-employee unions were most clearly seen when he  
**Answer: B. fired striking members of the Professional Air Traffic Controllers**
- The Reagan Doctrine can best be described as  
**Answer: C. active support of anti-communist guerilla forces in multiple countries**
- The Reagan Doctrine is illustrated in all the following actions except  
**Answer: D. the toppling of Saddam Hussein’s regime in Iraq**
- An immediate outcome of the summit meeting of Ronald Reagan and Mikhail Gorbachev in Reykjavik was  
**Answer: D. a nuclear de-escalation treaty**
- The U.S. economy of the 1980s featured all the following except  
**Answer: C. increase in the rate of labor union membership**
- Major demographic changes in the United States in the 1980s included  
**Answer: B. more immigration from Latin America and Asia**
- The “culture wars” of the 1980s and 1990s most clearly related to

Answer: C. clashes between liberals and conservatives over social issues

16. Democratic President Bill Clinton's embrace of conservative policies can best be seen in  
Answer: D. passage of a welfare reform bill that gave states increased power over recipients' qualifications

17. During the 1990s, U.S. foreign policy was dominated by

Answer: B. humanitarian crises in several countries

18. President George W. Bush's presidency was dominated by

Answer: A. the United States' response to the attacks on 9/11

19. The 2008 election of Barack Obama occurred in the midst of

Answer: C. a widespread economic recession

20. The ascendancy of Mikhail Gorbachev in the Soviet Union during the 1980s led to

Answer: B. an opportunity for greater dialogue between the United States and the U.S.S.R.

21. President Reagan's Strategic Defense Initiative (SDI) was primarily intended to

Answer: C. develop a defense against nuclear missiles

### **Free Response Questions**

1. Explain the factors that led Ronald Reagan, a Washington outsider, to win the presidency in 1980.

Answer: Reagan ran in a time of economic and foreign policy discontent. In his campaign, he proposed cutting taxes and scaling back federal regulation of the economy. He advocated the conservative belief that welfare dependency was damaging families, discouraging work, and inadvertently trapping people in poverty. He also argued for states' rights in a federal system and strict construction of the Constitution. His Cold War foreign policy was predicated on "peace through strength," promising to rebuild the nation's military power and stop Soviet aggression around the world. These policies were supported by traditional Republican groups such as middle-class suburbanites and small-business owners. Reagan also broke apart the New Deal coalition, winning substantial support among overlapping groups, including Catholics and working-class voters. He added white evangelical Protestants to the Republican coalition, especially as Republicans gained strength in the Sun Belt. Reagan's appeal was based on patriotism, anti-communism, and cultural issues such as abortion and school prayer.

2. Evaluate the role of Ronald Reagan and U.S. foreign policy in the collapse of the Soviet Union.

Answer: Reagan supported big increases in the defense budget and deployment of new weapons systems. He embraced a research program called the Strategic Defense Initiative (SDI), intended to develop a defense against nuclear missiles, and argued for the moral superiority of a free society against Soviet totalitarianism. In 1983, he made a speech in which he indicted the Soviet Union as an "evil empire," and he frequently predicted that communism was doomed. Whereas earlier administrations embraced détente, Reagan pursued policies to facilitate the collapse of communism. He restored the policy of containment, strengthened traditional alliances with Western Europe and Japan, built a strategic partnership with China, and gave aid to the embattled government of El Salvador in its fight against Cuban-backed communist guerrillas. He announced the Reagan Doctrine, a policy of trying to roll back the Soviet empire by aiding anti-communist guerrillas in Afghanistan (the "*mujahidden*"), Nicaragua (the "*contras*"), Cambodia, and Angola, countries that had fallen into the Soviet orbit in the 1970s. He ordered the invasion of Grenada when hardline communists seized power, killed the prime minister, and endangered U.S. medical students on the

island. Reagan also approved a policy of economic warfare against the Soviet regime, including reducing its access to Western money and technology. Changes within the Soviet Union and the spread of anti-communist sentiment across Eastern Europe facilitated the end of the U.S.S.R. and the Cold War.

3. Explain how the U.S. workforce changed in the 1980s.

Answer: As the economy grew in the 1980s, the nature of work in the United States reflected changes in technology. The digital revolution in computers began, and the country began a process of deindustrialization, or an employment transition from industry to the service sector. Partially because many industrial jobs went overseas to countries with cheaper labor, the proportion of workers in labor unions declined significantly, changing the dynamics of labor-management relations. In addition, many industrial towns across the country were hit hard by widespread unemployment. At the same time, women joined the workforce in rapidly increasing numbers and many entered new fields.

4. Explain how the 1980s “culture wars” between conservatives and liberals reflected changing social values.

Answer: The ongoing “culture war” between liberals and conservatives over changing social values was multifaceted. The debate over abortion continued, with two Supreme Court decisions, *Missouri v. Webster* (1989) and *Planned Parenthood v. Casey* (1992), narrowing but not overturning *Roe v. Wade* (1973), which had legalized abortion. A debate over family structure and single motherhood erupted when Vice President Dan Quayle criticized the television show *Murphy Brown* for featuring a single mother. The emergence of AIDS in the 1980s brought to the forefront questions about how society should treat homosexuality. College campuses became ground zero in battles over diversity, multiculturalism, the teaching of western civilization courses, and affirmative action, which had been an object of controversy since the Supreme Court’s *Regents of the University of California v. Bakke* decision in 1978. Affirmative action and quotas in employment also returned as an issue due to a 1989 Supreme Court decision and subsequent passage of the Civil Rights Act of 1991, which some criticized as promoting quotas. The plight of people with disabilities seeking to use public services was addressed when Congress passed the 1990 Americans with Disabilities Act.

5. Explain why the end of the Cold War did not bring a long-term peace dividend to the United States.

Answer: After Operation Desert Storm, foreign policy in the 1990s entered a period of relative calm for America. Although some analysts argued that Americans were witnessing the final victory of liberal democracy, President Clinton supported democracy abroad and sought to solve humanitarian crises in Haiti, Somalia, and the Balkans. Clinton withdrew U.S. forces from Somalia after they were attacked in Mogadishu, but he backed NATO bombing campaigns to stop ethnic cleansing (i.e., genocide) in Bosnia and Kosovo. Meanwhile, Islamic terrorism gained new strength, including the rise of the al-Qaeda network headed by Osama bin Laden. Terrorists bombed New York’s World Trade Center in 1993, and al-Qaeda attacked U.S. embassies in Kenya and Tanzania in 1998. Most of George W. Bush’s presidency was consumed by the War on Terror, the U.S. response to al-Qaeda’s attack on the World Trade Center and the Pentagon on September 11, 2001. Bush’s external response initially focused on attacking al-Qaeda and its Taliban allies in Afghanistan, which the terrorist group had used as safe haven. In 2003, claiming that Saddam Hussein in Iraq retained a large stockpile of weapons of mass destruction and was friendly with terrorists, Bush received authorization from Congress to invade Iraq.

6. Explain the impact of the War on Terror on civil liberties within the United States.

Answer: At home, the War on Terror led to increased efforts to investigate and stop terrorism through new government agencies such as the Transportation Safety Administration and the Department of Homeland Security. The National Security Administration (NSA) conducted a controversial telephone surveillance program of American citizens that some thought was a violation of civil liberties. In 2001, Congress created the USA PATRIOT Act, which gave law enforcement stronger tools to fight terrorism and led to further concerns that civil liberties were being compromised.

## AP Practice Questions

1. What historical phenomenon most directly caused the trends seen in the charts?

Answer: A. Changing gender roles

2. Which was a direct result of the trends demonstrated in the charts?

Answer: D. Challenges arose to the continued funding of the welfare programs.

3. The trends illustrated in the charts most directly reflect the growing belief that

Answer: C. for many workers, the age of retirement would increase

4. What group would support the point of view expressed in the excerpt?

Answer: A. Supporters of government deregulation

5. This excerpt most directly resulted from what earlier movement?

Answer: D. Resurgent conservatism

6. The sentiments expressed in this excerpt contributed most directly to which of the following?

Answer: C. Increased confidence in political institutions

## NARRATIVES

### Ronald Reagan and Supply-Side Economics

#### Review Questions

1. The misery index, as referred to in the presidential debates of 1976 and 1980, measured

Answer: A. the combined rates of inflation and unemployment

2. The most important recommendation made by supply-side economists in the 1970s to spur economic growth was

Answer: B. to cut taxes

3. Which economic goal did Reaganomics fail to achieve?

Answer: D. A balanced federal budget

4. Keynesian economics most clearly rested on the premise that

Answer: B. government spending encouraged consumer demand

5. Economist Arthur Laffer influenced economic policy during the Reagan years by mistakenly supporting the idea that

Answer: D. tax cuts lead to increased government revenues

6. President Ronald Reagan and Representative Jack Kemp both

Answer: A. supported supply-side economics

7. The federal deficits grew during the Reagan Administration, partly due to

Answer: D. increased government spending

## Free Response Questions

1. Analyze the factors that led to a growth in wealth inequality during the 1970s and 1980s.

Answer: Between 1977 and 1989, the wealthiest 20 percent saw their pretax income increase by 29 percent, while the pretax income of the poorest shrank by 9 percent. Those in middle-income categories barely held their own. There have been many explanations for increasing wealth inequality but no agreement about its causes. Among the possibilities are the decline in the number of unionized workers, especially as manufacturing jobs decreased; the shift from a manufacturing to a service economy, leading to a decline in union membership; global competition; and tax cuts that have favored the affluent.

2. Explain how Reaganomics challenged the contemporary economic policy in the United States.

Answer: Keynesian, or demand-side, economics dominated government policy in the 1970s. It encouraged government to focus on maintaining prosperity by regulating consumer demand. However, the inability of Keynesianism to explain or solve the problems of stagflation led to the ascendancy of supply-side economics thinking. This theory concentrated on the supply side of the economy (i.e., business, investment, and labor). Supply siders believed prosperity would follow business tax cuts; a reduction in the marginal tax rates of wealthy individuals, which would encourage investment; and the elimination of unnecessary regulations, which would stimulate economic growth.

3. Compare and contrast Reagan's economic policy with Lyndon Johnson's Great Society policies (see the Chapter 14 Lyndon B. Johnson, Commencement Address at the University of Michigan ("Great Society" Speech), May 22, 1964 Primary Source

[<https://cnx.org/contents/NgBFhmUc:kCrv81eI>]).

Answer: Reagan believed large government created numerous taxes and regulations that hurt the economy by raising prices, reducing consumers' spendable income, and limiting individual freedom. Johnson believed the federal government had an obligation to improve the lives of citizens. He believed citizens had a right not only to direct their lives in the ways they desired but also to enjoy benefits like an adequate standard of living. Johnson's Great Society sought to provide all citizens with rights like these, which required more taxes and a larger government to administer the social welfare programs it created.

## AP Practice Questions

1. What was a direct result of the trend demonstrated in the chart during the last quarter of the twentieth century?

Answer: B. A debate over the scope of government-funded welfare programs

2. The trend that dominated the period shown in the chart was most directly shaped by

Answer: B. defense spending and tax cuts

3. A historian might use this graph to support an argument for

Answer: A. the continuing problem of federal deficits

## The Iran-Contra Affair

### Review Questions

1. The main purpose of the United States' arms sales to Iran in 1985–1986 was to

Answer: C. help secure the release of U.S. hostages in Lebanon

2. During the Iran-Contra scandal, the "diversion," according to Oliver North, referred to



Answer: A. the use of profits from arms sales to Iran to support the Contras

3. The purpose of the Boland Amendment to a 1982 defense bill was to prohibit the Reagan Administration from

Answer: D. using government money to topple the government of Nicaragua

4. President Reagan was determined to aid the Nicaraguan Contras because he

Answer: A. feared communism would spread in Latin America

5. Funding for the Nicaraguan Contras during the Reagan administration came from all the following except

Answer: D. direct aid from Congress

6. The Iran-Contra scandal ended with

Answer: D. deepening public mistrust of the presidency

### **Free Response Questions**

1. Explain why the Iran-Contra transactions during the Reagan administration were considered a scandal.

Answer: At the start of his presidency, Ronald Reagan, an ardent foe of communism, approved a secret plan to allow the CIA to aid Nicaraguan rebels fighting the communist-backed Sandinistas. Such aid, some of the funds for which came from the U.S. sale of arms to Iran, was prohibited both directly and indirectly by congressional legislation and contradicted the Reagan administration's stated policies of not providing weapons to states that sponsored terrorism and not negotiating with terrorists. In addition, President Reagan gave conflicting public statements, first denying that his administration traded arms for hostages and then conceding it actually had done so.

2. Explain why the Iran-Contra scandal represented a struggle between the executive and legislative branches.

Answer: Congressional legislation to prevent the provision of aid to the Nicaraguan Contras was effectively ignored by the White House. Iran-Contra raised fundamental questions about the balance between executive and congressional responsibilities. Many in the Reagan administration believed Congress had unfairly limited the president's power and gone too far in trying to determine U.S. foreign policy toward the Contras.

### **AP Practice Questions**

1. The excerpt most clearly reflects which continuity in U.S. history?

Answer: A. Controversies regarding the limits of constitutional power

2. This excerpt was most directly shaped by

Answer: D. President Reagan's opposition to the spread of communism

3. A historian might use this excerpt to demonstrate

Answer: D. the status of the Monroe Doctrine in the twentieth century

## **The Space Shuttle Program and the *Challenger* Disaster**

### **Review Questions**

1. After landing a human on the moon in 1969, NASA had to contend with

Answer: A. a loss of interest in funding space exploration

2. After the successful moon landings, NASA shifted its primary focus to the development of

Answer: C. reusable spacecraft

3. NASA focused its attention on reusable spacecraft in part because

Answer: C. single-use launch rockets and capsules were extremely expensive

4. One of the biggest challenges in the development of a reusable space shuttle was

Answer: B. developing heat shielding capable of surviving reentry to Earth

5. NASA's *Challenger* space shuttle mission best illustrated

Answer: A. the dangers inherent in space flight

### Free Response Questions

1. Evaluate the effectiveness of NASA's space shuttle program.

Answer: Although NASA's shuttle program suffered two catastrophic failures involving the *Challenger* and the *Columbia*, the shuttle was a success in terms of its large payload capacity and versatility. In its 135 total missions over 30 years, it placed in orbit numerous advanced satellites and telescopes, such as the Hubble telescope, that were too heavy or bulky to be orbited by conventional rockets. The shuttle was also used for making satellite repairs, developing new space-walk techniques and equipment, and, in one case, retrieving a satellite, bringing it back to earth for repair, and then re-orbiting it on a future mission. The shuttle also played the key role in building the International Space Station and served as an orbital laboratory for numerous scientific missions. The final shuttle flew in 2011, 30 years after the first flight.

2. Explain why NASA chose to prioritize the development of reusable spacecraft in the 1970s.

Answer: After the successful moon landings in the late 1960s and early 1970s, some believed NASA would focus on a crewed mission to Mars. However, public and congressional interest in NASA's endeavors was waning as domestic and foreign policy concerns dominated the national stage. In addition, the cost and technical difficulties of a Mars mission were so high that a low Earth orbiter with practical uses, such as carrying heavier satellite payloads and helping to build an orbital space station, seemed more practical.

### AP Practice Questions

1. This excerpt most directly reflected a growing belief that

Answer: A. the nation was shifting its spending priorities

2. This excerpt was most directly shaped by the economics associated with

Answer: B. the Vietnam War

3. The sentiments expressed in the excerpt contributed to which of the following?

Answer: B. International space ventures

## Rodney King and the Los Angeles Race Riots

### Review Questions

1. Two Los Angeles officers were convicted and sent to prison for their conduct during the Rodney King incident under

Answer: D. federal civil rights law

2. The Los Angeles African American communities of Watts and Compton were created as a result of

Answer: C. jobs opened up by massive military spending during World War II

3. The Watts riot and the Rodney King incident both began with a

Answer: A. traffic violation

4. The Los Angeles rioting connected with the Rodney King incident occurred in the aftermath of

Answer: B. the acquittal of the officers charged with assaulting King



5. In the aftermath of the Rodney King incident, a commission headed by Warren Christopher recommended

Answer: C. altering the internal policies and practices of the Los Angeles Police Department

6. Events in the decades after the Watts Riots (1965) and the Rodney King incident (1991) best illustrate

Answer: D. the difficulty of reducing tensions between police departments and African Americans in many communities

### **Free Response Questions**

1. Compare the development and characteristics of the predominantly African American areas of Los Angeles with those of the cities such as Chicago and others in the Northeast.

Answer: Unlike older, urban, African American communities in the East and Midwest, which were mostly products of the first Great Migration by southern blacks during and after World War I, the Los Angeles African American neighborhoods of Watts and Compton arose in the wake of massive military spending and resulting job opportunities during World War II. With its single-family bungalows, Watts did not have the outward appearance of the stereotypical black ghetto of the East and Midwest. But like the others, it remained rigidly segregated by means of racial covenants that kept blacks from moving into white neighborhoods. It suffered an unemployment rate double that for the city at large, its schools were underfunded, and public transportation was virtually nonexistent.

2. Compare the issues that sparked the Watts riot (1965) and the Rodney King incident (1992).

Answer: In the wake of the Watts explosion, the first of similar urban riots that rocked the nation over the decade of the 1960s, Governor Brown appointed a commission to investigate its causes. The commission's 100-page report, "Violence in the City—An End or a Beginning?," argued that the origins of the riot were found in the deplorable social and economic conditions endured by Los Angeles's African Americans: police hostility and indifference, few job opportunities, inferior schools, and the absence of access to health care and other social services. Approximately 30 years later, the Rodney King incident connected to similar challenges endured by the African American community in Los Angeles.

### **AP Practice Questions**

1. The excerpt was most directly shaped by

Answer: B. political debates over the role of governmental institutions

2. This excerpt most directly reflected a growing belief that

Answer: B. a positive relationship needs to be fostered among all segments of the community

3. What group would most likely support the plan of action proposed in the excerpt?

Answer: C. Supporters of sentencing reform

## **The 1992 Presidential Election and the Rise of Democratic Populism**

### **Review Questions**

1. New Democrats such as Bill Clinton shifted the focus of the party because they believed Democrats should

Answer: B. position themselves at the political center rather than on the left

2. In 1992, the main issue for independent presidential candidate Ross Perot was

Answer: A. the North American Free Trade Agreement (NAFTA)

3. Approaching the 1992 presidential campaign, President George H. W. Bush looked poised to win a second term because of

Answer: C. his handling of the Persian Gulf War

4. As presidential candidates, Bill Clinton and Richard Nixon both centered their campaigns on political appeals to the

Answer: A. “forgotten” middle-class voter

5. The North American Free Trade Agreement begun by Ronald Reagan and finalized by Bill Clinton most clearly illustrates that

Answer: D. economic policies may overlap political party designation

6. The information in the table best illustrates that

Answer: B. “It’s the economy, stupid” resonated with the voters

### **Free Response Questions**

1. Explain NAFTA and the opposition to it in the 1992 election.

Answer: Under the proposed North American Free Trade Agreement (NAFTA), a free trade zone would be created among the major nations of North America: Canada, the United States, and Mexico. The Reagan administration secured a free trade agreement with Canada; Bush hoped to add Mexico, and the negotiations occurred during the election year of 1992. Clinton also supported NAFTA. Third-party candidate Ross Perot, however, warned that NAFTA would threaten domestic jobs at a time when the economy was just beginning to recover. Thanks to Mexico’s lower wages and less restrictive government regulations, he claimed, U.S. jobs would race south with a “giant sucking sound.”

2. Explain the factors that led to Bill Clinton’s winning the presidency in 1992.

Answer: Despite President Bush’s popularity in the aftermath of the Persian Gulf War, domestically he absorbed blame for an economic recession the White House was slow to acknowledge. His veto of legislation to provide more unemployment insurance also hurt his reelection efforts. Bill Clinton and the New Democrats wanted to preserve their party’s commitment to social responsibility while moving toward the political center. Clinton appealed to middle-class voters, who had not benefited from supply-side economics, but he also understood that the Reagan years had challenged popular thinking on big government. The presence of a strong third-party candidate, Ross Perot, also helped Clinton by drawing votes from Bush. Clinton’s far-superior political skills ultimately gave him the popular and electoral win.

### **AP Practice Questions**

1. This excerpt was most directly shaped by

Answer: A. a policy of economic nationalism

2. What group would oppose the point of view in the excerpt?

Answer: C. Advocates of free trade

3. This excerpted statement was made by a presidential candidate likely to

Answer: B. win popular votes in industrial areas

## **Timothy McVeigh and the Oklahoma City Bombing**

### **Review Questions**

1. Who was the “Oklahoma City bomber”?

Answer: D. Timothy McVeigh

2. The context of the Oklahoma City bombing included all the following except

Answer: B. Middle Eastern terrorism

3. Which statement regarding the Oklahoma City bombing is not correct?

Answer: D. The bomber had ties to Middle Eastern terrorists.

4. The Oklahoma City bombing in 1995 signaled

Answer: D. radical domestic discontent with the U.S. government

5. The homegrown militia movement, which arose in the 1990s,

Answer: B. believes a corrupt federal government seeks to limit citizens' rights, especially those in the Second Amendment

6. The polarization of U.S. politics as the nation entered the twenty-first century resulted in

Answer: D. decreased public approval of political institutions

### Free Response Questions

1. Explain the reasoning used by Timothy McVeigh to justify the Oklahoma City bombing.

Answer: Timothy McVeigh said he was motivated to bomb the Oklahoma City federal building as retribution for what he saw as the unjustified federal government sieges in Ruby Ridge and Waco. His anti-government militancy was also a product of his military background. He and other soldiers were ordered to kill Iraqi civilians, something he thought was unjust and that helped turn him against the federal government. Though McVeigh said he was not motivated by white nationalism, he associated with white nationalists in the pro-gun rights movement, many of whom subscribed to the anti-government militancy he espoused.

### AP Practice Questions

1. This excerpt most directly reflected a growing belief that

Answer: B. issues at home and abroad would raise questions about civil liberties

2. This excerpt was most directly shaped by

Answer: A. a decline in public trust in government, especially among radical groups

3. The excerpt most directly led to

Answer: A. greater coordination of law enforcement activities across levels of government

## The USA PATRIOT Act

### Review Questions

1. The USA PATRIOT Act's provisions call for citizens to trade some freedoms for greater.

Answer: B. security

2. Critics of the USA PATRIOT Act say it violates the provisions of which amendment(s)?

Answer: A. First and Fourth Amendments

3. The passage of the USA PATRIOT Act in 2001 was primarily motivated by

Answer: B. the attacks on the United States on 9/11

4. As of 2019, the USA PATRIOT Act

Answer: B. continues to grant the government investigatory powers over previously private matters

5. Publication of the government documents obtained by Edward Snowden showed

Answer: D. the federal government had collected bulk electronic data from U.S. citizens

### Free Response Questions

1. Explain how the USA PATRIOT Act's provisions were designed to make the United States safer from terrorism.

Answer: The USA PATRIOT Act gave the government increased power to investigate and detect terrorist activity. It contained 10 titles, or sections, that covered hundreds of pages of text and amended at least 15 existing statutes. Many provisions of the act were relatively noncontroversial, including those that increased communication among different federal agencies in foreign intelligence gathering and gave the government greater regulatory powers to combat foreign money laundering and terrorism and improve border security. However, Titles II and V of the Act concerned government surveillance and were widely debated. These sections gave the federal government greater authority to track, intercept, and gather communications and intelligence regarding suspected terrorists domestically and abroad. As of 2019, there have been no significant terrorist attacks within the United States since its passage and subsequent reauthorizations.

2. Analyze the ways in which the USA PATRIOT Act allowed the government to investigate areas that were previously considered private.

Answer: The government was allowed to obtain search warrants for roving wiretaps not limited to specific devices or places, to obtain "sneak and peek" warrants allowing searches without notifying the person being searched, and to surveil individuals not connected to a foreign government or a terrorist organization. The government was also allowed to issue National Security Letters (NSLs) to request information about individuals from third parties, including phone companies, credit reporting agencies, and libraries.

### **AP Practice Questions**

1. This excerpt reflects which continuity in U.S. history?

Answer: C. Tensions between national security and individual liberties

2. This excerpt about events in the United States was most directly shaped by which world events?

Answer: A. Conflicts in the Middle East

## **Fossil Fuels, Foreign Policy, and Climate Change**

### **Review Questions**

1. United States oil production in the 1960s and most of the 1970s

Answer: A. was limited by the lack of new domestic sources

2. The industrial age was made possible by the ability to harness the energy of

Answer: C. fossil fuels

3. As world demand for oil increased, which region increased its geopolitical importance?

Answer: B. The Middle East

4. The embargo on oil to the United States in the 1970s was a response to its

Answer: B. support for Israel

5. In the first decades of the twenty-first century, U.S. reliance on imported oil has

Answer: C. decreased

6. Points of conflict between the United States and the Middle East in the last 50 years have included all the following except

Answer: C. the toppling of the shah of Iran's regime by U.S. forces

7. U.S. efforts to decrease dependence on foreign oil have included

Answer: B. development of hydraulic fracturing, also known as fracking

## Free Response Questions

1. Analyze oil as a motivation for U.S. intervention in the Middle East in the second half of the twentieth century.

Answer: The United States hoped for security in the Middle East to help make oil production stable. Its first intervention in 1954 returned the shah of Iran to power. The goal of the operation had been to prevent the rise of communism in Iran and ensure a stable oil market. The dangers of instability were shown by the OPEC oil embargo of 1973, when long lines and shortages at gas stations became common. Again in 1991, the invasion of Kuwait created chaos and instability in the market and the United States again intervened. Finally, the 2003 invasion of Iraq was designed to help protect the oil market and bring democracy to the Middle East.

2. Explain the controversy regarding global warming and possible steps to lessen its effects.

Answer: Global warming is caused by the release of carbon dioxide (CO<sub>2</sub>) into the atmosphere, including by burning fossil fuels. This excess CO<sub>2</sub> traps solar energy, leading to rising global temperatures, which could lead to rising sea levels, droughts, famines, and other environmental problems. One way to limit the effect of global warming is to shift away from fossil fuels to solar, wind, and other forms of energy. Countries are trying to lower their emissions of CO<sub>2</sub>, but a concerted effort of nations, companies, and individuals will be necessary to offset the worst effects of global warming.

3. Explain how the United States has reduced its dependence on foreign oil since the Arab oil crisis in the 1970s.

Answer: The United States has pursued a number of policies and actions to reduce foreign oil imports by increasing domestic supply and reducing demand. In the 1970s, the government opened up the Alaska oil fields with the development of the Alaskan pipeline. Domestic supply increased dramatically with the development of new technologies, especially hydraulic fracturing (fracking), to access oil in new areas and from seemingly spent oilfields. Regulations increasing the EPA fuel efficiency standards for automobiles helped to decrease demand.

## AP Practice Questions

1. What most likely caused the trend seen in the chart?

Answer: B. Fossil-fuel dependence

2. Which of the following best contextualizes the creation of this chart?

Answer: C. The impact of consumption on the environment

3. A historian might use this image to refute

Answer: A. challenges to the science of global warming

## Tech Giants: Steve Jobs and Bill Gates

### Review Questions

1. The primary users of early computers were

Answer: C. government agencies

2. What communications technology had its roots in the U.S. Department of Defense during the Cold War but became increasingly accessible to private citizens and companies during the 1990s?

Answer: B. The internet

3. The company cofounded by Steve Jobs and Steve Wozniak made its mark by

Answer: D. developing a user-friendly personal computer system

4. The mass-marketing of computer technology became possible with the invention of

Answer: C. microprocessors

5. The work of the Bill and Melinda Gates Foundation is comparable to

Answer: A. the Gilded Age philanthropy of Andrew Carnegie

6. The innovative work of Bill Gates and Steve Jobs has most clearly contributed to

Answer: A. global connectivity

### **Free Response Questions**

1. Analyze the factors that led to the proliferation of computers in the United States starting in the 1960s.

Answer: In the 1960s and early 1970s, mainframe computers shrank in physical size as their computational power grew. Electronic transistors, developed at the private research facility Bell Labs in the late 1940s, replaced large vacuum tubes as conduits of electricity. The development of the microprocessor allowed far greater volumes of electrical current to pass through the machines, exponentially increasing their computational power. In 1974, a microprocessor was designed and produced that could sit on a desk. When Bill Gates created computer code to run those microprocessors, Microsoft was born. Meanwhile Steve Jobs and Steve Wozniak created a company and a product to compete with that early personal computer. The user-friendly Apple II became one of the first successful microprocessors aimed at the mass market. By the 1980s, both companies had expanded and were dealing with growing competitive challenges.

2. Explain the impact of computer technology on business in the United States.

Answer: Advances in computer technology revolutionized all aspects of business and society in the United States and around the world. Faster, smaller, and more powerful computers could more quickly and efficiently store, process, and share data ranging from payrolls to global price fluctuations to consumer trends. Computerized bar-code scanners allowed retailers to control inventory with precision, and the most successful, like Walmart, used computers to streamline their deliveries, orders, and other logistics. Smoother and more efficient management and communication helped improve worker productivity, the measure of how much an individual worker got done in certain time.

### **AP Practice Questions**

1. For the United States, a direct result of the trend demonstrated in the charts was

Answer: D. increasing challenges to its superpower status

2. What caused the trend seen in the charts?

Answer: C. New global developments in science and technology

3. The information presented in the charts most clearly reflect which continuity in U.S. history?

Answer: B. Government policy affects technological innovation

## **DECISION POINTS**

### **“Tear Down This Wall”: Ronald Reagan and the End of the Cold War**

#### **Review Questions**

1. The Cold War manifested itself through all the following except

Answer: D. direct military conflict between the United States and the Soviet Union



2. The massive Soviet arms buildup during the 1960s and 1970s was financed by

Answer: A. increased oil prices globally

3. Tensions between the United States and the U.S.S.R. increased in the 1970s with the

Answer: C. Soviet invasion of Afghanistan

4. The president most often credited with advocating policies leading to the collapse of the Soviet Union was

Answer: C. Ronald Reagan

5. The Reagan administration challenged Soviet influence by

Answer: A. supporting the Solidarity movement in Poland

6. For President Ronald Reagan, the “evil empire” confronting the world was

Answer: D. the Soviet Union

7. Events marking the end of the Cold War included all the following except

Answer: D. the end of communist rule in China

### Free Response Questions

1. Explain how détente led to a lessening of nuclear tensions between the United States and the Soviet Union in the 1970s.

Answer: Détente led to decreasing tensions between the United States and the Soviet Union and the signing of the Strategic Arms Limitation Treaty (SALT) in 1972. SALT I limited the number of nuclear missiles either country could possess and banned the building of an antiballistic missile (ABM) system used to defend against nuclear strikes because ABMs would upset the idea of mutual assured destruction (MAD) by allowing one side to strike first in a nuclear war and then defend against retaliation. A SALT II treaty was negotiated and awaited Senate ratification in 1979, but the Soviet invasion of Afghanistan led President Jimmy Carter to remove it from consideration.

2. Compare President Reagan’s attitudes and policies toward the Soviet Union with those of his predecessors.

Answer: President Reagan rejected détente, which had been supported by Presidents Nixon, Ford, and Carter. He instituted a tough stance with the Soviets, designed to reverse their advances, topple communism in Eastern Europe and the Soviet Union, and win the Cold War. His administration supported freedom in Eastern Europe and the Polish resistance movement known as Solidarity; armed fighters resisting communism around the world, including the mujahidden in Afghanistan, and increased military spending for peace through strength. Reagan also launched an ideological crusade against the Soviet regime for violating inalienable rights and liberties and targeted the Berlin Wall as a symbol of communist influence.

### AP Practice Questions

1. The sentiments expressed in the excerpt contributed to which of the following?

Answer: C. The fall of the Soviet Union

2. The Soviet conditions referred to in this excerpt most directly resulted from

Answer: A. the end of World War II

3. This excerpt was written in response to

Answer: D. political changes and economic problems in Eastern Europe

## U.S. Foreign Policy in Somalia and Rwanda

### Review Questions

1. The Rwandan crisis presented a foreign policy crisis for President Clinton because it  
Answer: A. deviated from the country's long-standing containment policy
2. Between 1945 and 1989, U.S. foreign policy was dominated by  
Answer: B. the containment of communism
3. United States actions in Somalia in the early 1990s led to  
Answer: B. the loss of American soldiers and the will to remain in Somalia
4. After the Somalia incident in 1993, the United States  
Answer: C. reevaluated its priorities related to international peacekeeping efforts
5. The organization charged with organizing peacekeeping and humanitarian assistance across the globe is  
Answer: B. the United Nations
6. Radio Mille Collines aided the Rwandan genocide by  
Answer: C. spreading propaganda and broadcasting the names and addresses of targets
7. The group responsible for the Rwandan genocide was the  
Answer: A. Hutu
8. After 100 days of bloodshed, the Rwandan genocide finally ended when  
Answer: B. the Rwandan Patriotic Front took control of the nation

### Free Response Questions

1. Explain why the United States did not intervene in the Rwandan genocide.  
Answer: After the failed U.N. mission in Somalia, which led to the deaths of 18 U.S. soldiers, President Clinton, lawmakers, and the general public were reluctant to commit to other peacekeeping operations, a mindset referred to as "Somalia Syndrome." Avoiding another situation like Somalia became a chief aim, and this was the purpose behind the creation of the presidential directive called PDD-25 and its strict criteria for intervention. In addition, the American public did not put pressure on politicians to intervene, and neither Congress nor the president were willing to try to convince the American public that intervention was necessary.
2. Analyze how U.S. foreign policy changed after the country's disastrous 1993 intervention in Somalia.  
Answer: After Somalia, Richard Clarke, a member of the U.S. National Security Council, helped create PDD-25, a presidential directive that set out 16 factors for policy makers to consider before committing to peacekeeping efforts. These included how important the area was to American strategic interests, how likely American soldiers would engage in combat operations, and whether there was a clear exit strategy to end the mission. Clarke's critics claimed PDD-25 would effectively end U.S. participation in humanitarian and peacekeeping operations, but he countered by arguing it would save peacekeeping by making its purpose and goals clearer for lawmakers and the public to understand. These considerations led to the United States' decision not to intervene in the Rwandan genocide.

### AP Practice Questions

1. The sentiments expressed in the excerpt were most directly shaped by  
Answer: C. humanitarian crises in Somalia, Rwanda, and Bosnia
2. The excerpt most directly reflected a growing belief that  
Answer: A. the United States needed to redefine its foreign policy goals
3. This excerpt most directly led the United States to embrace

Answer: C. caution in dealing with countries engaged in civil wars

## **U.S. Military Intervention in Afghanistan**

### **Review Questions**

1. The George W. Bush administration's goals for engaging in military intervention in Afghanistan in the fall of 2001 included all the following except

Answer: C. topple the government of Saddam Hussein

2. Osama bin Laden sought refuge in Afghanistan in the late 1990s because

Answer: B. Saudi Arabia and other states expelled al-Qaeda operatives after terrorist attacks on U.S. targets

3. The United States viewed Afghanistan as an enemy state after the attacks on 9/11 because of

Answer: A. the link between al-Qaeda and the Taliban

4. Critics of American involvement in Afghanistan after 9/11 most often pointed to the earlier conflict in

Answer: A. Vietnam

5. Which of the original goals of U.S. intervention in Afghanistan was not achieved by the end of 2001?

Answer: D. The capture or killing of Osama bin Laden

6. The United States intervened in Afghanistan in October 2001 in part to

Answer: B. destroy al-Qaeda training facilities

7. The terrorist attacks on September 11, 2001, led to

Answer: C. the United States' launching of a global war against terrorism

8. Osama bin Laden declared war on the United States because he believed the United States

Answer: C. had intervened in the Middle East and defiled some of Islam's holiest sites

### **Free Response Questions**

1. Explain why Osama bin Laden fled to Afghanistan in the 1990s and declared war on the United States.

Answer: Osama bin Laden fled to Afghanistan in the late 1990s, along with a small band of equally fundamentalist followers, seeking safe harbor after an escalating series of terrorist actions against U.S. targets led Saudi Arabia and other states to expel al-Qaeda operatives and their bases. Bin Laden soon developed a tacit alliance with the Taliban's leaders, providing them with financial support in return for sanctuary and the opportunity to establish training facilities for prospective anti-Western terrorists. Bin Laden declared war on the United States for what he considered its meddling in the Middle East and defilement of Islamic holy sites, especially during the first Gulf War waged to expel Saddam Hussein from Kuwait.

2. To what extent did the United State achieve its goals for the allied attacks on Afghanistan that began in October 2001?

Answer: The George W. Bush administration aimed to destroy all al-Qaeda training camps in Afghanistan; kill or capture the notorious Osama bin Laden, the fiery leader of the group; and overthrow the hardline Islamic government in Kabul that had forged a relationship with al-Qaeda. A rapid military triumph followed fast on the heels of the initial intervention. These forces crippled al-Qaeda operations within Afghanistan, destroyed Taliban strongholds, and captured the capital city of Kabul. The remnants of the Taliban militia surrendered just 78 days after the start of combat

operations. By the end of 2001, the United States had installed the pro-American Hamid Karzai as head of a new interim government. All this had been achieved with only a single U.S. casualty incurred from enemy fire. Only the capture of bin Laden remained among the initial goals.

### **AP Practice Questions**

1. Which group would most directly support the action authorized in this excerpt?

Answer: D. Proponents of American interventionism

2. This excerpt most closely resembles the response to which earlier event?

Answer: B. The attack on Pearl Harbor

3. This excerpt most directly led to

Answer: B. the invasion of Afghanistan

## POINT-COUNTERPOINTS

### Has Francis Fukuyama's "End of History" Thesis Been Proven Correct?

#### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A		Claim B
Summarize this argument in one sentence, using your own words: Answer: Francis Fukuyama's claim has been proven correct because liberal democracy has become the dominant form of government in the world.	Have events since the end of the Cold War proven the ideas of American political scientist Francis Fukuyama correct that liberal democracy will inevitably continue to spread and be the predominant form of government around the world? Or has Fukuyama's thesis been proven incorrect?	Summarize this argument in one sentence, using your own words: Answer: Francis Fukuyama's claim has been proven incorrect because nationalism and authoritarianism pose a serious threat to the liberal world order.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Liberal democracy continued to spread after the Cold War as mankind evolved politically and socially, and it remained the predominant, most universally persuasive and compelling form of government around the world.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The authors disagree extensively with each other. Historian A argues that Fukuyama's claim has been proven correct given the increase in the number of democratic states, whereas Historian B argues that democracy around the world still has many enemies and the liberal order is not as strong as it was in 1989.	Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Liberal democracy, while still a powerful and appealing form of government, hardly seems as vibrant as it did at the end of the Cold War.

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 whichever 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: Newspapers, speeches, and other documents that outline political events would help in understanding how dominant liberal democracy is around the world.

Explain how this debate highlights the new challenges the United States faced at the end of the Cold War in the field of foreign policy.

Answer: The debate highlights two different views on the dangers the United States has faced in foreign policy since the end of the Cold War. Historian A argues that liberal democracy is the dominant form of the government around the world, which means the United States does not have any large geopolitical threats. Historian B argues democracy is not triumphant and that there are multiple ideological threats to the liberal world order.

Does the Threat of Terrorism Justify Increased Surveillance?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Does the threat of terrorist activity justify the increase in surveillance in the post-9/11 world, or does such surveillance unduly infringe upon individual civil liberties?	Claim B
Summarize this argument in one sentence, using your own words: Answer: The 9/11 terror attacks demonstrated how vulnerable the United States was to terrorism, a fact that required increases in surveillance to protect American lives.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The historians disagree extensively over whether increased surveillance is justifiable. Historian A argues security needs to be prioritized, given the threat posed by terrorism, whereas Historian B argues that unconstitutional violations of citizens' rights are inexcusable.	Summarize this argument in one sentence, using your own words: Answer: The surveillance conducted during the War on Terror is unconstitutional and not justifiable.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Security is a necessary condition for a free society, and in a post-9/11 world, security relies on intelligence gathering that cannot be conducted without increased surveillance.		Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Terrorist threats do not justify infringing individual freedom and privacy rights, nor do they justify the relaxation of legal checks on surveillance.



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 whichever 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: Potential answers include the text of the USA PATRIOT Act, newspaper articles about 9/11, and reports from the U.S. government on national security.

Explain how this debate highlights the impact 9/11 had on domestic security and civil liberties in the United States.

Answer: This debate highlights the issue of security after 9/11 by debating the legality and effectiveness of the U.S. government's surveillance techniques while fighting terrorism.

## Was the Invasion of Iraq Justified?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the preemptive invasion of Iraq justified by the available intelligence related to the War on Terror and the suspicion of weapons of mass destruction (WMDs)?	Claim B
Summarize this argument in one sentence, using your own words: Answer: Claim A: The invasion of Iraq was justifiable given the brutality of Saddam Hussein's regime.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The historians disagree extensively over whether the invasion of Iraq was justifiable. Historian A argues the invasion was justifiable on a moral level, because Hussein was committing genocide against his own people. Historian B argues the U.S. grossly misjudged the threat Saddam Hussein posed to national security. Both	Summarize this argument in one sentence, using your own words: Answer: The invasion of Iraq was not justifiable, because policy makers exaggerated the threat Saddam Hussein posed to the United States.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: The simple fact is that brutal, dictatorial regimes, such as the one in Iraq under Saddam Hussein, that commit human rights abuses against their own people and		Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: The George W. Bush administration's decision to invade Iraq was based on false premises, the gross exaggeration of the threat

invade other nations in defiance of international law and global demands for change must be stopped at all costs.	historians agree the United States had inaccurate information to some extent.	posed by the regime of Saddam Hussein, and incorrect claims about the links between Iraq and al-Qaeda.
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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 whichever 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: Colin Powell's report to the U.N. on Iraq, newspapers from the lead up to the invasion, journals from the victims of Hussein's genocides.

Explain how this debate highlights the increased efforts by the United States to fight terrorism around the world after 9/11.

Answer: This debate highlights the fears many Americans felt after 9/11 and whether the United States was justified in invading Iraq because of potential connections between Saddam Hussein and al-Qaeda.

## Is Affirmative Action Justified?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Are affirmative action policies justified to ensure opportunities for traditionally underrepresented groups? Or do they result in engineered outcomes that result in discriminatory policies toward other groups?	Claim B
Summarize this argument in one sentence, using your own words:		Summarize this argument in one sentence, using your own words:

<p>Answer: Affirmative action is justifiable to reduce racial inequalities in the United States.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:  Answer: Because of the history of race discrimination in the United States and continuing inequalities, affirmative action programs remain essential.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?  Answer: The historians generally disagree with each other. Historian A argues affirmative action is needed to make up for past discrimination in the United States, whereas Historian B argues affirmative action is unfair to the present generation. Both historians agree racism significantly affected minorities in the past, but they disagree over the remedy.</p>	<p>Answer: Affirmative action is discriminatory towards non-minorities and harms minorities by taking away the opportunity for them to earn success.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:  Answer: Although past discrimination against minorities is a historical fact, contemporary Americans do not bear the responsibility for, nor should they be disadvantaged or punished because of, the deeds of past generations. Furthermore, affirmative action policies harm those they are purported to help.</p>
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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 whichever 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: Supreme Court rulings on affirmative action cases and diaries of minorities that outline how discrimination has affected their lives are a few examples of primary sources.

Explain how this debate highlights the cultural debate in the 1980s on the role of government in combatting racial inequalities.

Answer: The debate over affirmative action highlights the intense debates of the 1980s over the role of government in ensuring equality in the United States and its effectiveness, legality, and fairness.

## Is It in the Interest of the United States to Maintain Its International Obligations?

### Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A		Claim B
Summarize this argument in one sentence, using your own words: Answer: The United States should continue to be a leader in global affairs because it needs to be an active member in the world economy and a promoter of democracy.	Should the United States continue to exercise its power to act as the most powerful nation on earth to be a stabilizing force on the world stage? Or has the United States overexerted its influence and needs to look to international bodies to take more of a role?	Summarize this argument in one sentence, using your own words: Answer: The United States has overexerted its power and needs to make other nations take on increased responsibility in global affairs.
Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: Although it is clear that the United States increasingly needs the world, it is also true that the world needs the United States.	Compare the two arguments. To what extent do these claims support or oppose each other? Answer: The authors disagree with each other about the role the United States should play in global affairs. Historian A argues that the United States and the world benefit when America takes an active role in leading the world. Historian B argues that the United States pays too much money and overexerts itself in leading the world and should cede authority to other nations.	Select and record the sentence or sentences that best demonstrate the historian's argument: Answer: It is time for the United States to adapt and assume a more reserved role, one of parity among the community of nations.

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 whichever 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: Examples of primary sources include speeches from international bodies like the U.N. or speeches from populist leaders like President Trump who are calling for prioritizing the United States first and foremost over the rest of the world.

Explain how this debate highlights the United States' continuing role as the world's leading superpower in the twenty-first century.

Answer: This debate highlights different opinions on whether the United States should be a global leader or not by discussing the benefits and drawbacks of a world order led by America.

## PRIMARY SOURCES

### Ronald Reagan, Address to the Nation on the *Challenger* Disaster, January 28, 1986

#### Sourcing Questions

1. Who gave this speech?

Answer: President Ronald Reagan gave this speech.

2. What event caused the speaker to give this speech?

Answer: Earlier in the day, the space shuttle *Challenger* had exploded.

3. Who was the intended audience of this speech?

Answer: The American people were the intended audience of the speech.

#### Comprehension Questions

1. According to Reagan, why was this situation unique?

Answer: The situation was unique because the United States had never before lost astronauts in flight.

2. How were the members of the *Challenger* crew pioneers?

Answer: Reagan stated that the crew was venturing into an area that is still not well known, despite 25 years of exploration.

3. What did Reagan say to the schoolchildren watching?

Answer: Reagan told the schoolchildren he understood the situation was hard to grasp, but they should understand that pursuing great things comes with risk.

4. Why did Reagan make a point of saying, “We don’t hide our space program”?

Answer: The United States and the Soviet Union were locked in a tight space race during this time. The Cold War was very “hot” during the Reagan years and this was his attempt to praise the fact that the United States conducted business unlike the Soviet Union.

5. Why did Reagan include the story about Sir Francis Drake?

Answer: Sir Francis Drake was an explorer just like the *Challenger* crew. Drake lost his life in his quest to explore the “New World” 390 years earlier. Reagan wanted to remind people that exploration sometimes results in failure before success.

#### Historical Reasoning Questions

1. Many people witnessed the explosion of the *Challenger* live on TV. What role has digital media like photos and videos played in documenting tragedies? How has this affected how people relate to past tragedies that they may not have witnessed in person?

Answer: Digital media have made it much easier to document tragedies and allow them to be more accessible for people to view and discuss. People can view photos and videos of past events that occurred before they were born. This allows people to connect with the emotions and experiences of people who lived through the event.

2. Why did Reagan decide to postpone the State of the Union address?

Answer: The State of the Union is a time for the president to address the American people and update them on the current “state” of the country. If Reagan had ignored the tragedy and delivered his scheduled speech, it would have been disrespectful of the tragedy. By delaying the speech,

Reagan was able to honor the memory of the lost astronauts and restore confidence in the space program.

## **Ronald Reagan, “Tear Down this Wall” Speech, June 12, 1987**

### **Sourcing Questions**

1. Who gave this speech?

Answer: President Reagan gave this speech.

2. Why do you think the speaker wanted the wall down?

Answer: Reagan wanted to end the Cold War and allow East Germans to live freely.

3. What impact did this speech have on people living behind the Iron Curtain?

Answer: Reagan demonstrated that he supported the people living behind the Iron Curtain, which likely helped encourage people to rise against their communist governments.

### **Comprehension Questions**

1. What right did Reagan state was being restricted by barriers and checkpoints?

Answer: Reagan stated barriers and checkpoints restricted the right to travel.

2. Why did Reagan see hope in Berlin despite the existence of the Wall?

Answer: Reagan saw hope in the economic improvements in West Berlin.

3. What did Reagan call on Gorbachev to do?

Answer: Reagan called on Gorbachev to tear down the Berlin Wall.

4. According to Reagan, how was totalitarianism “backward”?

Answer: Reagan argued that totalitarianism is violent to the human spirit and its desire to create, worship, and enjoy things freely.

5. What would cause the Wall to fall, according to Reagan?

Answer: Reagan believed the Wall would fall because it could not withstand the innate human desire for faith, truth, and freedom.

### **Historical Reasoning Questions**

1. Many of Reagan’s advisors opposed the president giving this speech because they feared it was too confrontational to the Soviet Union. Do you think that Reagan should have been more moderate in criticizing the Soviet Union and its totalitarian policies?

Answer: Students may argue that Reagan should have been more moderate in criticizing the Soviet Union and point to the successes the policy of détente had. Other students may argue that Reagan’s hardline policy against the Soviet Union contributed to its fall. In addition, students may argue that the United States should not be moderate or compromise when it comes to values like liberty and human rights.

2. President Reagan frequently spoke out against the Soviet Union as a moral abomination, referring to it as an “evil empire” at one time. Cite two examples in this speech where he questions the moral integrity of the U.S.S.R.

Answer: Examples include Reagan referring to armed guards and checkpoints as “imposing the will of a totalitarian state” on ordinary people and Reagan criticizing totalitarianism as “backwards” and “violent” to the human spirit.



## **Herblock, Cartoons of Ronald Reagan, 1984–1987**

### **Sourcing Questions**

1. Who created these cartoons?

Answer: Herbert Block (Herblock) created these cartoons.

2. Why were these cartoons created?

Answer: Block drew these cartoons to criticize President Reagan for his policies and actions while in office.

### **Comprehension Questions**

1. Briefly describe each cartoon and the response each was designed to evoke.

Answer: Answers may vary. These cartoons generally depict Reagan and his inner circle as out of touch, buffoonish, and elitist.

2. These cartoons focused on three different events and policies during Reagan's administration. Which one do you find to be the most effective? Why?

Answer: Answers may vary. Students should use evidence to defend their answer and note what type of impact the cartoon they chose had, whether it be emotional, logical, and so forth.

### **Historical Reasoning Questions**

1. One of the most famous American political cartoonists, Thomas Nast, developed several drawings to attack Boss Tweed and Tammany Hall during the nineteenth century (see the Chapter 9 Cartoon Analysis: Thomas Nast Takes on "Boss" Tweed, 1871 Primary Source [<https://cnx.org/contents/NgBFhmUc:QkBUGhv1>]). Compare and contrast Herblock's cartoons with Nast's cartoons. To what extent has the role of the cartoonist changed regarding U.S. politics from the nineteenth century to the Reagan era?

Answer: Nast's cartoon is much more vivid and intense than any of Herblock's cartoons. Although both are criticizing public figures, Block depicts Reagan and those in his administration as out-of-touch fools and Nast shows Tweed and his political machine as a cunning threat to the republic. Both cartoonists drew attention to perceived threats or abuses of power. Political cartoons continue to serve this purpose in the present day in U.S. politics.

2. Consider the impact political cartoons have on public perception and opinion of policies. List some potential benefits and drawbacks of using cartoons to study historical events.

Answer: Cartoons are very audience friendly in that they summarize issues visually so they can be understood by more people. However, a potential drawback is that they oversimplify issues and do not present opposing arguments for the viewer to consider.

## **AIDS Memorial Quilt, 1987**

### **Sourcing Questions**

1. Why was this quilt created?

Answer: The AIDS Memorial Quilt was conceived as a way to memorialize those who had died of AIDS.

2. When and where was this quilt first revealed to the public? Why is it significant that the quilt was publicly displayed here five times?

Answer: The quilt was first revealed on the National Mall during the National March on Washington for Lesbian and Gay Rights in 1987. Revealing the quilt on the mall brought widespread attention to

the destruction of this disease and, by growing larger each time it was displayed, showed how AIDS continued to claim lives. Displaying the quilt on the mall symbolically presented the epidemic as a national problem.

### Comprehension Questions

1. Explain the symbolism of the quilt and the individual quilt panels.

Answer: Each panel is the size of a grave, linking AIDS with death. Each panel pays tribute to someone who has died of the disease, honoring their memory but also bringing attention to the scale of the destruction AIDS has caused. The silhouettes of the people in the first image give a sense of the scale of the quilt.

2. Explain the significance of displaying the quilt in Washington, DC.

Answer: By bringing the quilt to the nation's capital, activists linked their cause with earlier causes like the civil rights movement. In addition, the Reagan administration did little to acknowledge the disease and its effects, so showing the quilt in Washington, DC, literally put the problem in front of the government.

3. The AIDS Memorial Quilt was digitized in a project by The University of Iowa Digital Studio for Public, Humanities, The New School, ATEC at The University of Texas at Dallas, and the National AIDS Memorial. Explore some of the individual panels of the quilt

(<http://aidsquilttouch.org/experience-quilt>). What strikes you about these memorials?

Answer: Answers will vary by student. Students may notice the diversity of styles and colors, symbolizing the diversity and sheer magnitude of those who have succumbed to the diseases.

### Historical Reasoning Questions

1. Compare the AIDS epidemic with the 1919 flu epidemic (see the Chapter 11 The Spanish Flu of 1919 Narrative [<https://cnx.org/contents/NgBFhmUc:ZeIiegZf>]). What were the responses of society? What were the responses of the government?

Answer: Both epidemics emerged in unclear circumstances and caused fear and paranoia. The government tried to contain the epidemic in 1919 and it affected a higher percentage of the population. The Reagan administration did little to address the epidemic and the gay population suffered additional stigma from the disease.

## Francis Fukuyama, “The End of History?”, 1989

### Sourcing Questions

1. Who wrote this document?

Answer: Francis Fukuyama wrote this document.

2. What was the author's profession?

Answer: Francis Fukuyama worked in the U.S. State Department.

3. What event occurred near the end of the twentieth century that altered global affairs?

Answer: The collapse of the Soviet Union altered global affairs.

### Comprehension Questions

1. According to the author, what type of violence dominated the twentieth century?

Answer: The author argues that ideological violence dominated the twentieth century as liberalism battled absolutism, bolshevism, fascism, and an updated form of Marxism.

2. How did the author define the “end of history”?

Answer: Fukuyama described the “end of history” as the time when mankind’s ideologies stop evolving and Western liberal values become the final form of government.

3. What were the two major challenges to liberalism in the twentieth century?

Answer: Fascism and communism were the two major challenges to liberalism in the twentieth century.

4. Why did communism become less appealing in the developed Western world?

Answer: Communism became less appealing because, according to Fukuyama, the West does not have a class structure where social and legal privileges allow some to succeed and others to fail.

5. According to the author, what changes occurred concerning Soviet economics?

Answer: Soviet economists came to believe that command-system economies and central planning lead to economic inefficiencies, whereas free, decentralized decision-making leads to greater prosperity.

6. According to the author, what ideological competitors to liberalism remain?

Answer: Fukuyama stated that religion and nationalism were potential competitors to liberalism.

7. Why does the prospect of the end of history make the author sad?

Answer: The end of history would be full of technical, environmental, and consumer issues.

Fukuyama was sad about losing a world dominated by ideas driving societies to greatness and being replaced by a materialistic world.

## **Historical Reasoning Questions**

1. Consider what has occurred in global affairs since Fukuyama wrote this article in 1989. Do you believe his theory that we are at the “end of history” has held true? Use historical events from the past 30 years to support your answer.

Answer: Answers may vary. Students who agree with Fukuyama’s theory may argue that no major ideology has risen since the fall of the Soviet Union that poses as severe a threat to Western liberalism. As evidence, they may point to the lack of a major conflict since the end of the Cold War. Those who disagree with Fukuyama’s theory may argue that radical Islam has developed into a strong-enough ideology to demonstrate we are no longer at the end of history. They may point to the War on Terror that the United States and various Western nations have fought in the past few decades as evidence.

2. Do you agree the “end of history” would be a sad period of time as Fukuyama states? Explain your answer.

Answer: Answers may vary. Students who agree it will be sad may argue that the end of history is something to be mourned, because a materialistic world does not emphasize philosophy, art, and ideas. They may argue these are concepts that are a fundamental part of being human and that have value even if they lead to conflict. Those who disagree with Fukuyama may argue that the end of history is something to be embraced because it means an end to the massive conflicts that dominated the twentieth century. Instead, humans can focus on improving their material well-being as well as those around themselves.

## **George H. W. Bush, Address to the United Nations General Assembly, September 23, 1991**

### **Sourcing Questions**

1. Who gave this speech?

Answer: President George H. W. Bush gave this speech.

2. Why was this speech given?

Answer: President George H. W. Bush gave this speech to reflect on the post–Cold War world order.

### **Comprehension Questions**

1. In his words, what is the focus of President George H. W. Bush’s speech?

Answer: President George H. W. Bush claims he will discuss the challenges of building peace and prosperity throughout the world as the Cold War was ending.

2. What does President George H. W. Bush mean by the phrase “revival of history?”

Answer: He refers to the end of communism/the Cold War. Under communism, history was “held captive.”

3. What benefits of the free market or enterprise does President George H. W. Bush discuss in this passage?

Answer: Individual prosperity, happiness, and cooperation on a level unseen in the former Communist world.

4. How does President George H. W. Bush connect economic prosperity to Founding principles?

Answer: Bush states that people have a “natural instinct” for enterprise, and enterprise provides the “soil” in which democracy can grow. A democracy, or democratic ideals, is based on inalienable or natural rights to freedom.

5. What conflict does President George H. W. Bush refer to here?

Answer: The Persian Gulf War.

6. What was the ambition of the U.N. Charter?

Answer: The ambition of the U.N. Charter was to save future generations from war; to reaffirm faith in human rights, such as the dignity and worth of the human being, the equality between men and women, and the equality between large and small nations; and to promote social progress and better standards of life through greater freedom.

7. According to George H. W. Bush, what are some inalienable human rights?

Answer: George H. W. Bush stated that some human rights include freedom of speech, free elections, freedom of religion, peace, a just wage, a fruitful life, and the ability to look back on one’s personal and societal achievements with pride.

8. Who is President George H. W. Bush referring to? Why is he singled out in this speech?

Answer: Fidel Castro is singled out as the “lone hold-out” of communism in the Western Hemisphere.

9. What specific challenges face the world post–Cold War, according to President George H. W. Bush?

Answer: Nuclear proliferation, threats of chemical and biological warfare, terrorism, drug trafficking.

10. What should the U.N. do to encourage free market development? What should it not do?

Answer: The U.N. should use its international lending-and-aid institutions to assist countries with economic development toward a free market. The U.N. should not, according the President George H. W. Bush, dictate the form of government a nation should adopt.

### **Historical Reasoning Questions**

1. President George H. W. Bush argues that three new developments are poised to take root as the Cold War was ending. What were these developments and how does Bush explain the relationship among them?

Answer: With the Cold War ending, Bush argues that the world is poised to move toward free-market enterprise, democracy, and international cooperation. Bush argues that “natural instincts” incline people toward enterprise, and free markets lead to greater individual and societal prosperity and happiness, especially when compared with controlled economies that defined communist countries during the Cold War. He then argues that people will desire a democratic government because it best supports their prosperity. Finally, when countries are prosperous and responsive to their people, they will seek our cooperation.

2. To what extent will the role of the United States change in the world order President George H. W. Bush describes?

Answer: Bush states the United States will not retreat into isolationism but will continue to be a leader in the world. The United States will offer “friendship” and shared responsibilities. Students may note that these terms are not clearly defined, but it does seem to indicate a shifting role for the United States now that their main rival, the Soviet Union, was in the midst of collapse.

## **Maya Angelou, “On the Pulse of Morning,” January 20, 1993**

### **Sourcing Questions**

1. Who wrote and recited this poem? What was the occasion?

Answer: Maya Angelou wrote and recited this poem at the inauguration of President Clinton on January 20, 1993.

2. What was significant about the choice of poet on this occasion?

Answer: Only three presidents have had poets read at their inauguration: Kennedy, Clinton, and Obama. Angelou was the first and only African American woman poet to perform on such an occasion.

3. Consider the context in which this poem was written and performed. Why would the poem’s message be appropriate for the audience?

Answer: Clinton, a Democrat, became president after 12 years of Republican dominance and at a time of economic sluggishness. His term would mark a change or new beginning in which he would want to convey a message of change and hope.

### **Comprehension Questions**

1. What does the Rock accuse mankind of doing?

Answer: The Rock accuses mankind of acting out of ignorance and speaking harmful or hateful words.

2. What is the River referring to in this phrase?

Answer: Pollution.

3. Both the Rock and the River offer invitations to mankind, but under certain conditions. What are they?

Answer: The Rock says that men may stand on him, but they cannot hide their faces in ignorance. The River says men can come to its side, but they must stop fighting (“study war no more.”)

4. Where did the River receive its songs? How are its songs at odd with the actions of humans?

Answer: The River received songs of peace from the Creator. The River has sung these songs continuously across time despite humans at war or acting out of greed.

5. Why does Angelou list all of these groups?

Answer: The implication is that all groups are alike in yearning for and listening to the message of the River, the Rock, and the Tree.

6. What does Angelou reference in these lines?

Answer: She references that American Indians were the first to live in the United States, yet they were forced off of their land to satisfy the greed of white settlers (“desperate for gain, starving for gold.”).

7. What does Angelou reference in these lines?

Answer: She is speaking of the men and women who were stolen from their homes in West Africa and transported to the United States as part of the slave trade.

8. How does this short stanza signal a shift in the poem? Consider the preceding three lines.

Answer: The previous stanzas described the past, from the very distant when dinosaurs roamed the earth to the more recent. The reference to daybreak signals that the poem will now discuss the future.

9. What does “it” refer to in these lines?

Answer: “It” refers to the dream, the message of peace and hope offered by the River, Rock, and Tree.

10. How does the closing stanza reflect the context in which Angelou recited this poem?

Answer: Angelou recited this poem at the inauguration of President Clinton, a beginning and symbolic “morning” of a new presidency that signaled a change.

### **Historical Reasoning Questions**

1. Explain how this poem gives a message of hope.

Answer: The poem begins by discussing the past, from the time of the dinosaurs to more recent U.S. history. It transitions by saying, “History, despite its wrenching pain/Cannot be unlived, but if faced/With courage, need not be lived again.” The poem then discusses the image of a day breaking and renewed chance to return to the timeless message of nature (Rock, River Tree) for peace and happiness.

2. Robert Frost delivered the following poem at the inauguration of President Kennedy in 1960.

Compare the message of each poem. To what extent do the messages of these poems reveal changes and continuities in the perception of U.S. history and future?

Answer: Both poems use the United States as their focus and use images of time. Frost’s poem only refers to the perspective of the English settlers. Angelou broadens her message to all groups within the United States, men and women. The speakers in her poem are not people but elements of nature symbolizing something greater and timeless. Both poems end by referring to the future. The use of references to past people living in or coming to the United States in each poem reflects a continued image of the country as a special place where the future brings promise and hope. Angelou’s poem reflects an acknowledgement of the diversity of U.S. history that Frost’s does not.

### **Republican House Representatives, “Republican Contract with America,” 1994**

#### **Sourcing Questions**

1. Who wrote this document?

Answer: Congressmen Newt Gingrich and Dick Armey wrote this document.

2. Why did they write this document?



Answer: They wrote this document to outline the policy actions the Republican Party would take if it gained a majority in the House of Representatives.

### **Comprehension Questions**

1. What “historic changes” would occur, according to the authors, if a new majority took control of the House of Representatives?

Answer: The authors stated that if a new majority won the House of Representatives, it would bring an end to big government policies that intruded in people’s lives and was careless with their money. Instead, Congress would respect and share the values of the American family.

2. When would the new Republican majority pass the eight major reforms? How does this reveal this source to be election propaganda?

Answer: The new Republican majority would pass the eight major reforms on the first day (i.e., “immediately”) of the 104th Congress if elected. The use of the word “immediately” shows that this document was meant as election propaganda, because it is highly unlikely for any legislation to pass so quickly; it is a promise that will be difficult to deliver given the reality of politics.

3. What bill concerning “fiscal responsibility” did the Contract with America state would be brought to the floor of Congress? What was in this act?

Answer: The Republicans would bring the Fiscal Responsibility Act to the floor, which would require Congress to live under budget restraints like families and businesses did.

4. What foreign policy act did the Contract with America state would be brought to the floor of Congress? What was in this act?

Answer: The Republicans would bring the National Security Restoration Act to the floor, which would prevent U.S. troops from serving under the command of the United Nations and restore funding for national security.

### **Historical Reasoning Questions**

1. Many of the bills suggested by the Contract with America failed to become law or were altered before being signed by President Bill Clinton, a Democrat. How does this alter your interpretation of the document?

Answer: The Contract with America was likely successful in allowing Republicans to win congressional seats (election propaganda), but with a president of the rival party in power, it was difficult to successfully adopt the majority of the Republican agenda.

2. Compare the Contract with America with Republican Party principles in the modern day. Has the party undergone any serious ideological changes over the past few decades?

Answer: Answers may vary. In general, the Contract with America is very similar to the principles espoused by the Republican Party in the modern day. They both favor limited government, lower taxes, fewer social welfare programs, and a large, strong military.

## **Barack Obama, Keynote Address at the Democratic National Convention, July 27, 2004**

### **Sourcing Questions**

1. Who gave this speech and in what context?



Answer: Barack Obama gave this speech at the Democratic National Convention in 2004. The address was the keynote speech in which he would encourage the official selection of Senator John Kerry as the Democratic candidate for president in the 2004 election.

2. Who was the audience for this speech?

Answer: As the event was televised, Obama was speaking not only to those attending the Democratic National Convention but to the American public at large.

### **Comprehension Questions**

1. Why does Obama say his presence on the stage is “pretty unlikely”?

Answer: Obama’s father and grandfather came from very humble beginnings in Africa.

2. Why does Obama say his parents shared “an improbable love”?

Answer: Obama’s father was from Kenya and his mother was from Kansas. Their marriage after World War II would have been very unusual.

3. What document does Obama cite here? Why does he do this?

Answer: Obama cites the opening line of the Declaration of Independence and attributes its promises to life, liberty, and the pursuit of happiness as the foundation of American pride.

4. This remark is a pointed reference to what event in the 2000 election?

Answer: This references the 2000 presidential election in which votes from Florida were questioned, leading to a recount and confusion over which candidate, George W. Bush or Al Gore, would receive Florida’s votes from the Electoral College.

5. According to Obama, what are the two key ingredients that make America unique?

Answer: Individualism and a concern for others.

6. How does Obama respond to the “spin masters and negative ad peddlers” in this paragraph?

Answer: Obama uses examples that are meant to challenge stereotypes and/or discredit label such as “red” (Republican) and “blue” (Democratic) states. He points out what Americans have in common, rather than what divides them.

7. How does Obama summarize the choice in the 2004 presidential election?

Answer: He says it is a choice between cynicism (implying the reelection of President George W. Bush) and hope (electing Senator John Kerry).

### **Historical Reasoning Questions**

1. Explain the elements of this speech that would appeal to its audience and propel a relatively unknown Barack Obama to the national stage.

Answer: Obama connects his own personal story to the larger story of the “American Dream” of immigrants wanting a new, better life, working hard, and achieving success. He also tries to strike a hopeful tone by encouraging the audience that “better days are ahead” and encouraging hope over cynicism.

2. The concept of the American Dream is prominent in Obama’s speech. How has this concept appealed to citizens and immigrants across time?

Answer: The “American Dream” that anyone, regardless of their background, can achieve successes through hard work has encouraged immigrants and citizens alike to rise from humble beginnings from the earliest days of European settlement. The chance for a new start motivated people of diverse backgrounds and origins to come to the United States.

3. Compare this speech with President Jimmy Carter’s “Malaise” speech (see the Chapter 15 Jimmy Carter, “Malaise” Speech, July 15, 1979 Primary Source

[<https://cnx.org/contents/NgBFhmUc:oE6DeGUM>]). Which do you find more effective? Explain your reasoning.

Answer: The speeches differ in context: Carter was a sitting president and Obama was just emerging on the national political scene and would be elected as president four years later. Carter was speaking in the middle of an economic crisis, whereas Obama spoke in the context of endorsing another political candidate for president. Both speeches reference an “American spirit” and imply Americans can solve problems if they apply themselves. Carter’s speech is more chastising in tone, whereas Obama’s is more hopeful. Student opinions on the effectiveness of the speeches will vary, but all should support their answer with specific evidence from the speech they choose.

## ***New Yorker* Covers, 2001–2011 (Reflections on 9/11)**

### **Sourcing Questions**

1. Who is the intended audience for *The New Yorker* magazine?

Answer: *The New Yorker* is read by people across the United States and internationally as well, though some elements of the magazine, such as its events and reviews, are specific to residents of New York City.

2. When were these magazine covers published?

Answer: These magazine covers span 10 years, from immediately after the attack in 2001 to the tenth anniversary in 2011.

### **Comprehension Questions**

1. What tones or moods are conveyed with these covers?

Answer: Some of the covers are very solemn and convey the shock and sadness of the attack itself or its memory from the perspective of New Yorkers (Covers 1, 2, 6, 8, 9, 11, 12). Cover 3 honors the sacrifice of the first responders who worked to free victims after the attacks. Some covers comment on the connection between the attack and treatment of Arab Americans, and the targeting of al-Qaeda and their Taliban allies in Afghanistan as part of the War on Terror (Covers 4, 5, 7, 10).

2. Which cover do you find most affecting? Explain your reasoning.

Answer: Student answers will vary.

### **Historical Reasoning Questions**

1. Explain the effects that 9/11 had on New York City.

Answer: New Yorkers were shocked and devastated by the initial attack. At the same time, New Yorkers rallied to honor those who died, those who worked to respond to the attacks, and committed to continuing “life as normal” to the extent possible (as shown in street scene in cover 2 and the depiction of kids trick-or-treating in cover 3). Fear and paranoia also struck New Yorkers as the United States sought to find the al-Qaeda operatives responsible for the attack both abroad and at home.

2. Based on these covers, did the effects of 9/11 as experienced by New Yorkers lessen over time? Explain your reasoning.

Answer: Students can argue that the memory of the attacks is honored each year, as these covers illustrate. Students may also point out that as more time passes, the shock of the event lessens.

# LESSONS

## Comparing Presidential Campaign Advertising 1964–1980

### Handout A: Warm-Up—Analysis Sheet

1. What is implied by the symbolism of Uncle Sam and the elephant leading the “Ike” parade?

Answer: Students should identify the patriotic symbolism of Uncle Sam and that the elephant represents the Republican Party, which supported Eisenhower. They should make the connection that is implied, that is, the Republicans are marching in the best interest of the nation, along with Uncle Sam.

2. What do you notice about how the people of the parade are portrayed? What does that imply about Ike’s supporters?

Answer: Students should recognize that they are portrayed as stereotypes from various occupations and vocations. Students should identify that the ad means to show that Eisenhower has supporters from all walks of life, and his support knows no boundaries.

3. At the 0:35–0:40 mark, the song includes the line, “let Adlai go the other way, we’ll all go with Ike,” as a donkey is ridden into the darkness of night. What is this lyric and symbolism designed to make the viewer feel?

Answer: Students should recognize the thinly veiled message that Stevenson and the Democrats are seeking to lead America in the wrong direction, that is, toward the “darkness.”

4. What is implied by the closing words of the narrator that are spoken as the sun rises above the Capitol?

Answer: Students should make the connection that when he says it is time for “all good Americans to come to the aid of their country,” to not vote for Eisenhower is to not be a “good American.” They may also make the connection of the Ike parade toward the sunrise as a contrast of Stevenson riding into the darkness

### Handout B: Feeding Cold War Fears in the 1964 Campaign

#### Document 1: “Daisy” TV advertisement for Lyndon B. Johnson (1964)

1. Describe the setting and tone of the commercial in the beginning. How is this designed to make you feel?

Answer: Students should identify that is designed to depict a peaceful, idyllic spring day. They should also be able to come to the conclusion that this is designed to put the viewer at ease and in a pleasant state of mind.

2. At the 0:30–0:37 mark, the action freezes and the camera zooms into the girl’s eye. What is the meaning of this effect?

Answer: Students should identify that the camera’s perspective now becomes the girl’s perspective—that we are seeing what she sees.

3. What is the purpose of the nuclear blast and mushroom cloud imagery?

Answer: It is meant to shock and upset the viewer. It represents the utter destruction of everything in the pleasant setting presented at the beginning of the ad.

4. When Lyndon Johnson’s voice says, “these are the stakes,” what is implied about the “stakes” if he loses the election?

Answer: Students should identify that the ad is making the case that President Johnson is the only one standing between us and that horrific future depicted in the ad. Johnson is clearly implying that his opponent (Goldwater) becoming president makes nuclear war more likely.

### **Document 2: Barry Goldwater – Republican nomination acceptance speech, July 17, 1964**

1. How does Goldwater characterize communism?

Answer: As a bully that threatens freedom around the world

2. Identify Goldwater's criticism of how he perceives Democratic administrations have dealt with the threat of communism.

Answer: Students should identify his contention that Democrats have been too accommodating to the Communists, avoiding conflict and tough talk, while trying to appease the threat.

3. What does Goldwater claim is the key for the United States to be able to resist the communist threat?

Answer: Goldwater makes it clear that peace comes through strength and that America must remain strong and resolute if it is to stand up to the communist threat.

4. What does Goldwater predict as the ultimate fate of communism?

Answer: He predicts its demise, because it is the destiny of all people to be free.

### **Document 3: "Your children will be communists" TV advertisement for Barry Goldwater, 1964**

1. Identify the relationship and purpose of switching between the classroom of children and Nikita Khrushchev.

Answer: Students should identify that the freedom of the children reciting the pledge of allegiance is in doubt. He is using the quotes from Khrushchev to make clear that he has designs on those (all American) children's futures.

2. What does Goldwater himself state is lacking in current U.S. policy regarding communism?

Answer: Students should identify that Goldwater is saying we must stand up to communism, and the idea behind him saying "we must have the guts to make our intentions clear" is that there is no way to morally compromise with evil.

3. How is the tag line "In your heart, you know he's right" designed to make the viewer feel?

Answer: Goldwater is fully aware that his positions are not popular in the mainstream of current American political thought. However, he believes they are, indeed, popular among the American people, and he is seeking to encourage Americans to support what they think is right over what is easily acceptable.

## **Handout C: The Reagan Revolution**

### **Document 1: "Streetgov" TV advertisement for Jimmy Carter, 1980**

1. What is the intended effect of showing people from various parts of California giving their opinion of Reagan?

Answer: Students should be able to identify that, because Reagan was formerly the governor of California, these people would be most familiar with him and his style of leadership. The viewer is supposed to get the impression that Californians look at his governorship as a failure.

2. What is implied by these "man on the street" interviews about Reagan's fitness to be president?

Answer: Students should be able to cite examples of opinions of Reagan not being up to the job. Interviewees expressed opinions that he could not seriously deal with other world leaders or crises.

3. How do these people portray Reagan as a person?

Answer: The people portray him as a simple man, being above his station in running for the presidency. They seem to think he is not a serious thinker and likely to speak out of turn or in ill-informed ways that could put the nation at risk.

### **Document 2: Ronald Reagan Acceptance Speech, 1980**

1. How does Reagan characterize the current condition of the United States?

Answer: Reagan is painting a dire picture of a nation in decline and in danger due to weak leadership and a lack of will.

2. What does Reagan see as the key for America to return to greatness?

Answer: Reagan is calling on Americans to return to and renew their commitment to the founding values of the republic. He refers directly to the Declaration of Independence, and then Abraham Lincoln, and makes the case it is time again to emerge from crisis with a new zeal for what made America great to begin with.

3. What is the Reagan strategy to preserve world peace in the dangerous Cold War era?

Answer: Students should identify Reagan's belief in peace through strength. The United States must have the capability to defend itself, its values, and its allies. Reagan also is committed to making the enemies of freedom aware that the United States under his leadership will not be afraid to act when necessary.

### **Document 3: "Peace Through Strength" ad for Ronald Reagan, 1980**

1. In this ad, how does Reagan use the examples of Korea and Vietnam to foreshadow the danger Carter's defense policy is creating?

Answer: Reagan is making the case that wars can happen gradually, due to inaction, even more than through decisive action. He is saying Carter's weak policy toward Iran (Persian Gulf), along with Angola, Ethiopia, and Afghanistan, can lead to the gradual slide into a war like those in Vietnam and Korea.

2. What does Reagan see as the connection between military strength and the likelihood of war?

Answer: Students should be able to identify that Reagan believes in peace through strength. He sees war as most likely when the forces of freedom are weak.

3. What is as dangerous as actual weakness, according to Reagan?

Answer: If tyrants believe America is weak, or unwilling to act, that emboldens their actions as much as actual weakness.

4. How does Reagan hope history will remember his campaign's appeal to Americans?

Answer: Reagan believes his message appeals to the best hopes of Americans rather than their fears, and to their confidence rather than to their doubts.

## **Continuity and Change: Immigration in the United States**

### **Handout A: The Modern Immigration Debate**

#### **Document 1: President Donald Trump, address to the nation on immigration, January 8, 2019**

1. How does President Trump frame the argument that illegal immigration undoes the good that comes from immigration?

Answer: Students should identify his argument that they increase unemployment and drive down wages, especially for minority groups.

2. Besides the economic consequences, in what other ways does President Trump assert there are serious problems that come from illegal immigration?

Answer: Trump claims drugs and crime are flowing freely across an unsecured border. He also cites the humanitarian dangers faced by migrants.

### **Document 2: Response to the president's address on immigration, January 8, 2019, by Speaker of the House Nancy Pelosi and Senate Minority Leader Chuck Schumer**

1. What is it about President Trump's characterization of the situation at the border that the Democrats object to?

Answer: They reject his characterization of the situation at the border as a crisis and do not see those wishing to cross as a security threat to the United States.

2. How do the Democrats see this as an issue that reflects on the national character of the United States?

Answer: They see the Trump wall as a symbolic abandonment of the welcoming America symbolized by the Statue of Liberty.

### **Handout B: History of American Political Rhetoric and Immigration Law Reform**

#### **Document 1: President George Washington, letter to Vice President John Adams, November 15, 1794**

1. What advantage does the United States stand to gain from the immigration of foreigners, according to Washington?

Answer: That it will provide skilled people who are needed to grow and improve the U.S. economy.

2. How does Washington see the challenge of assimilation taking place?

Answer: He sees it as inevitable, with time spent together. At the very furthest, it will be accomplished by their descendants who know no other country.

3. Washington wrote this letter in the midst of an influx of German, Irish, and French immigrants, many of whom generally supported the views of the Jeffersonian Republicans. How does this information shed additional light on your interpretation of this letter?

Answer: Students may note that Washington was distrustful of the political parties or "factions" forming in the early years of the republic and may have worried how the influx of immigrants sympathetic to a rival party would affect elections once these foreigners became citizens and could vote.

#### **Document 2: President Thomas Jefferson, annual report to Congress, December 8, 1801**

1. Why is Jefferson in favor of easing the requirements for naturalization? To what extent might Jefferson's support of France colored his view?



Answer: So that America can be a true refuge for immigrants and, as a connected part of their new country, better contribute to it as stakeholders. As a supporter of France, Jefferson would have liked to see French refugees become citizens who, in turn, could support his party.

### **Document 3: Naturalization Act of 1795**

1. Who is eligible for naturalization under this law?

Answer: Free white aliens who have lived here for at least five years

2. What must the candidate promise on oath?

Answer: To renounce former loyalties and be loyal to the United States

3. What additional qualities are to be present in acceptable candidates for citizenship?

Answer: That they are of good moral character and believe in the principles of the Constitution

### **Document 4: Chinese Exclusion Act**

1. How long does this act suspend Chinese immigration?

Answer: 10 years

2. What additional restriction is placed on the Chinese immigrants that are already here?

Answer: Courts are forbidden from naturalizing them. Any state laws that allow for Chinese American citizens are hereby repealed as well.

### **Document 5: President Grover Cleveland, speech, October 1, 1888**

1. Why is Cleveland against allowing Chinese immigration?

Answer: He sees the racial and cultural differences between Americans and Chinese as fundamentally incompatible and separation as better for both parties. Cleveland's belief that Chinese culture is inferior is implied.

2. Why does he see it necessary to take action at this time?

Answer: He is responding to what he sees as popular demand for the separation among the Americans who live on West Coast.

### **Document 6: A History of the American People, vol. 5, by Woodrow Wilson, 1902**

1. What changes in immigration to the United States alarm Wilson?

Answer: That the majority of immigrants are no longer coming from northern Europe

2. What is the problem with immigrants from southern and eastern Europe, according to Wilson?

Answer: He believes these immigrants are racially and culturally inferior, that they are less intelligent, less skilled, and with less initiative.

### **Document 7: Emergency Quota Act of 1921**

1. What does this act do to the overall level of immigration to the United States?

Answer: It caps the number of total immigrants who are to be admitted for the first time.

2. How does this act change the nature of the immigration that is allowed?

Answer: It caps the number of immigrants who are to be admitted from each specific nation of origin. It also gives preference to immigrants who have close family already in the United States.

### **Document 8: Summary of the Immigration Reform and Control Act (IRCA) or the Simpson-Mazzoli Act of 1986**

1. What did this law allow unauthorized immigrants to the United States to do?

Answer: To gain legal status (i.e., amnesty for entering illegally)

2. What conditions must be met to take advantage of this allowance?



Answer: Immigrants had to have lived in the United States since 1982, not have a criminal record, be registered for the draft, and prove the ability to speak English and have knowledge of U.S. history and government.

### **Document 9: Summary of the Development, Relief, and Education for Alien Minors Act of 2011 (or DREAM Act) by the Congressional Research Service, proposed in the Senate on May 11, 2011**

1. What age group does this proposed legislation address regarding unauthorized immigrants?

Answer: The DREAM Act applies to undocumented immigrants who came to the United States as children, prior to their fifteenth birthday.

2. This proposed legislation allows the secretary of Homeland Security to change the status of an immigrant to “lawfully admitted for permanent residence” provided they meet certain conditions. What are these conditions? How do these compare with the conditions set forth in the previous document?

Answer: To qualify for the change in status, an immigrant must (1) have come to the United States prior to their fifteenth birthday; (2) be of “good moral character”; (3) not be inadmissible under specified grounds of the Immigration and Nationality Act; (4) not have participated in the persecution of any person; (5) not have been convicted of certain offenses under federal or state law; (6) have been admitted to an institution of higher education or earned a high school diploma or General Educational Development (GED) in the United States; and (7) be younger than 35 years. The DREAM Act is targeted specifically at young people. Both acts keep the distinction that being convicted of certain state or federal crimes makes one ineligible for asylum or a change in status. Both place an emphasis on education, though they differ in specifics.

## **Security, Liberty, and the USA PATRIOT Act**

### **Handout A: National Security and Founding Principles**

#### **Document 1: U.S. Constitution**

1. Which stated goal(s) addresses the national security needs of the United States?

Answer: Students should identify “to ensure domestic tranquility” and “provide for the common defense.” Advanced students may also cite the goal to “ensure the blessings of liberty” for future generations.

2. What is the primary power granted Congress when the United States is under threat?

Answer: The power to declare war

3. What ongoing role is Congress granted in the maintenance of U.S. military forces and policy?

Answer: The power of the purse, in that no military appropriations shall be for longer than two years

4. What is the primary goal of the president of the United States, as stated in his oath of allegiance?

Answer: To protect and defend the Constitution of the United States

5. What specific national security role of the president is enumerated by Article 2?

Answer: Commander-in-chief of the Army and Navy

#### **Document 2: Fourth Amendment to the U.S. Constitution**

1. What does the Fourth Amendment protect the American people from?

Answer: Unreasonable search and seizure

2. What exceptions does the Fourth Amendment provide for the federal government to violate this stated right?

Answer: Warrants issued upon probable cause, and with limitations in scope to only what is germane to the warrant

## **Handout B: U.S. National Security after the Terrorist Attacks of September 11, 2001**

### **Document 1: Authorization of Use of Military Force, Joint Resolution 107-40, September 18, 2001**

1. Under what authority does Congress grant the president power to strike militarily at terrorist organizations?

Answer: Under the power granted him by the Constitution

2. What does Congress hope to accomplish as a result of these operations?

Answer: To prevent and deter any further terrorist attacks on the United States

3. How is this resolution similar to a full declaration of war?

Answer: Students should be able to identify that it authorizes U.S. military action against enemies of the United States, much as declaration of war would do.

4. In what ways is it different from a full declaration of war?

Answer: Students should note that it does not name a specific enemy to be attacked and gives the president latitude to determine who constitutes a terrorist threat or is a supporter of terrorism, without additional Congressional authorizations.

### **Document 2: Address to a joint session of Congress by President George W. Bush, September 20, 2001**

1. Who does President Bush identify as the enemy that the United States faces in light of the 9/11 attacks?

Answer: He names al-Qaeda but says they are only the beginning, because the entire global terrorist network must be destroyed to end the threat.

2. How does Bush describe that the U.S. response will go beyond just military action?

Answer: Bush explains that the military will play a role, but so will diplomats, intelligence, and law enforcement, and even financial institutions will be key to destroying terrorist networks.

3. What legal changes does Bush argue are necessary to deal with the threat of terrorism?

Answer: He explains that intelligence and law enforcement are going to need new tools and powers to be able to effectively confront organized terrorism.

### **Document 3: Department of Justice summary of USA PATRIOT Act, October 26, 2001**

1. How does the act seek to make surveillance of terrorist more effective?

Answer: By allowing for legal changes to remove restrictions from surveilling terrorists across jurisdictions and by making that surveillance harder to detect. It also allows not just suspects to be surveilled but also those providing material support.

2. How does the act remove some separation of powers from within the executive branch?

Answer: It allows military, intelligence, and law enforcement agencies to work together to find and defeat terrorist threats.

3. What new tools does the act provide?

Answer: It allows new digital tools to be used by the agencies charged with taking on the terrorists. It removes restrictions that had previously placed them at a disadvantage and that terrorist organizations took advantage of.

## UNIT 8 ESSAY ACTIVITY

### Handout A: Long Essay Rubric

#### College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
<b>A. Thesis/Claim</b> (0–1 pt.)	<b>1 pt.</b> 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>B. Contextualization</b> (0–1 pt.)	<b>1 pt.</b> 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.
<b>C. Evidence</b> (0–2 pts.)	<b>1 pt.</b> Provides specific examples of evidence relevant to the topic of the prompt.  <b>OR</b>  <b>2 pts.</b> Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.  To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.
<b>D. Analysis and Reasoning</b> (0–2 pts.)	<b>1 pt.</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	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><b>OR</b></p> <p><b>2 pts.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</li> <li>• Explaining relevant and insightful connections within and across periods</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes</li> <li>• 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.</li> </ul>
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