

US History II (1865-Present)

(SOC STDY 7)

Learning in Place, Phase III

April 27 – May 15



Name: _____

School: _____

Teacher: _____

US History II (1865-Present) Learning in Place, Phase III

April 27-May 1

✓	Task	Text	Write
	Compare the perspectives of the United States and the Soviet Union to understand the start of the Cold War.	Passage 1 - Speech of Winston Churchill Passage 2 - Speech and Harry S. Truman Passage 3 - Memo of Soviet Ambassador	<ol style="list-style-type: none"> 1. As you read the two passages, complete the graphic organizer on the page titled "Origins of the Cold War". Identify each speaker's main point and write it in your own words. Think about how the speaker's main point helps you answer the question: "Who was responsible for the start of the Cold War?" <p>After you read: write a paragraph answering the question "Who was responsible for the start of the Cold War?" and justifying your response. Use the information you put in the graphic organizer to help you write your paragraph.</p>
	Contrast the role of the United States in defending freedom during the Cuban Missile Crisis and the Vietnam War	Task 4 – Documents A & B	<ol style="list-style-type: none"> 2. As you read Documents A and B, answer the questions after each document. <p>After you read: Use the Documents to complete the questions on the page titled "Evidence and Reasoning".</p>
	Describe the Arms Race and Space Race, and how the Cold War ended.	Passage 5 - Arms Race and Space Race Passage 6 - End of the Cold War	<ol style="list-style-type: none"> 3. As you read: Create a timeline on the Sheet entitled "Timeline and Diary Entries." List 5 key events that took place over the period of time from 1956-1991. For each event write one sentence describing its importance. 4. After you read: On the sheet entitled "Timeline and Diary Entries" create 2 diary entries as if you had just witnessed the space race.

May 4-8

✓	Task	Text	Write
	How did educational and economic opportunities for military veterans change after World War II?	Document 7 – “A Changing Society”	<ol style="list-style-type: none"> Answer the following in complete sentences: <ol style="list-style-type: none"> Why did President Roosevelt want to make sure there were benefits for veterans returning from the war? How did the G.I. Bill transform America's education system? How did President Truman change the military? Why were newer, better roadways needed in the United States? What inspired President Eisenhower's interstate system? How did Civil Rights Act transform American life?
	How did educational and economic opportunities change for minorities after World War II?	Document 8 - “Hidden History: The Norfolk 17”	<ol style="list-style-type: none"> Answer the following in complete sentences: <ol style="list-style-type: none"> What selection process did Dr. Patricia Turner go through to get accepted into an integrated school? Why do you think Dr. Charles Ford says the school entrance interviews weren't fair? Why did the governor shut down six white schools in Norfolk? On Feb. 2nd, 1959, why were schools reopened? Describe Dr. Turner's first day of school. What does Dr. Turner mean when she says “we were carrying each and every one of you?”

May 11-15

✓	Task	Text	Write
	Evaluate the impact of international trade and globalization on American Life	Document 9 – Impact of Trade & Globalization	<ol style="list-style-type: none"> As you read: Sketch Notes. As you read the passage, draw a small image for each of the different impacts that international trade and globalization had on American Life. After reading: Answer the following questions related to the reading: <ol style="list-style-type: none"> What caused the economic problems of the 1970s? Were they avoidable? Since World War II, the percentage of American jobs in the service sector has grown steadily. What are the positives and negatives of a service-based economy? How has the US dependence on oil changed since the embargo of 1973? Do you think the United States should do more to reduce its oil consumption?
	Explain the impact of international trade and globalization on American Life	Document 9 and Image 10	<ol style="list-style-type: none"> Make a list of everything you see in Image 1 that shows you the impact of international trade on American life. Then, create a 5-7 sentence Opinion Paragraph explaining how global trade helps or hurts the United States? Do you think that the United States should continue to trade with other countries? Why or Why not? Use two supporting details from the article provided.

Passage 1: Great Britain's perspective of Communism

Speech of Winston Churchill, Prime Minister of Great Britain, Missouri, March 5, 1946 (modified):

The United States stands at this time at the pinnacle of world power. It is a solemn moment for the American democracy.It is my duty to place before you certain facts about the present position in Europe.



From Stettin (now Szczecin) in the Baltic to Trieste in the Adriatic an **iron curtain** has descended across the Continent [of Europe].

Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. They lie in what I must call the Soviet sphere, and all are subject to Soviet influence and control by Moscow (the capital of the Soviet Union).

Communists are established and work in complete unity and absolute obedience to the directions they receive from the Communist center (the Soviet Union).

I do not believe that the Soviets desire war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines.

(map from: https://www.science20.com/beamlines/iron_curtain_%E2%80%93_ribbon_life); speech at <https://sourcebooks.fordham.edu/mod/churchill-iron.asp>).

Passage 2: United States' perspective of Communism

Harry Truman, President of United States, 1947 (modified, "the Truman Doctrine" speech)

The United States has received from the Greek Government an urgent appeal for financial and economic assistance...Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel, and seeds. The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority. . . . The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world. And we shall surely endanger the welfare of this nation. Great responsibilities have been placed upon us by the swift movement of events. (<https://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=312>)

Passage 3: Soviet Union's perspective of the United States

Soviet Ambassador Nikolai Novikov to Soviet Leadership in September 1946 (modified)

The importance of the Soviet Union in global affairs and the economic and political aid which it gives neighboring countries, is leading to a growth in the influence of the Soviet Union. This influence cannot fail to be viewed by the American imperialists as an obstacle in the path of an expansionist American foreign policy.

The [United States'] increase in military [growth] and the organization of a large number of naval and air bases both in the US and beyond its borders are clear indicators of the US desire to establish world domination. All these steps [by the U.S.] to preserve the great military potential are not an end in itself, of course. They are intended only to prepare conditions to win world domination in a new war.

It ought to be fully realized that American preparations for a future war are being conducted with the idea of war against the Soviet Union, which in the eyes of American imperialists is the chief obstacle in the American path to world domination. (<https://digitalarchive.wilsoncenter.org/document/110808.pdf?v=a8c1bf9f79f04aa2227394087a767c2a>)

ORIGINS OF THE COLD WAR

After World War 2, tensions and suspicions ran high between the United States, a democratic country, and the Soviet Union, a communist country. We called this period of time “the Cold War.” A cold war means the countries do not engage in actual warfare, but engage in threats, propaganda, and support opposite sides of conflicts in other countries. Some historians say the Cold War started at the end of World War 2 when the Soviet Union established communist governments in Eastern Europe. Others say it started in 1947, when President Truman announced the “Truman Doctrine”.

So, who was responsible for the start of the Cold War? Passages 1, 2, and 3 will help you answer that question. As you read the excerpts from the speeches of Prime Minister Winston Churchill (**Passage 1**) and President Harry Truman (**Passage 2**), notice what they say about communists being a threat. Then read the excerpt from the memorandum of the Soviet Ambassador Nikolai Novikov to Soviet Leadership (**Passage 3**). Notice the concern he has about the United States being a threat to the Soviet Union.

Based upon these readings, complete the graphic organizer to help you answer the question: “Who is responsible for the start of the Cold War?”:

Speaker	Write the speaker’s main point in your own words.	How does this help you answer the question?
Churchill (Passage 1)		
Truman (Passage 2)		
Novikov (Passage 3)		

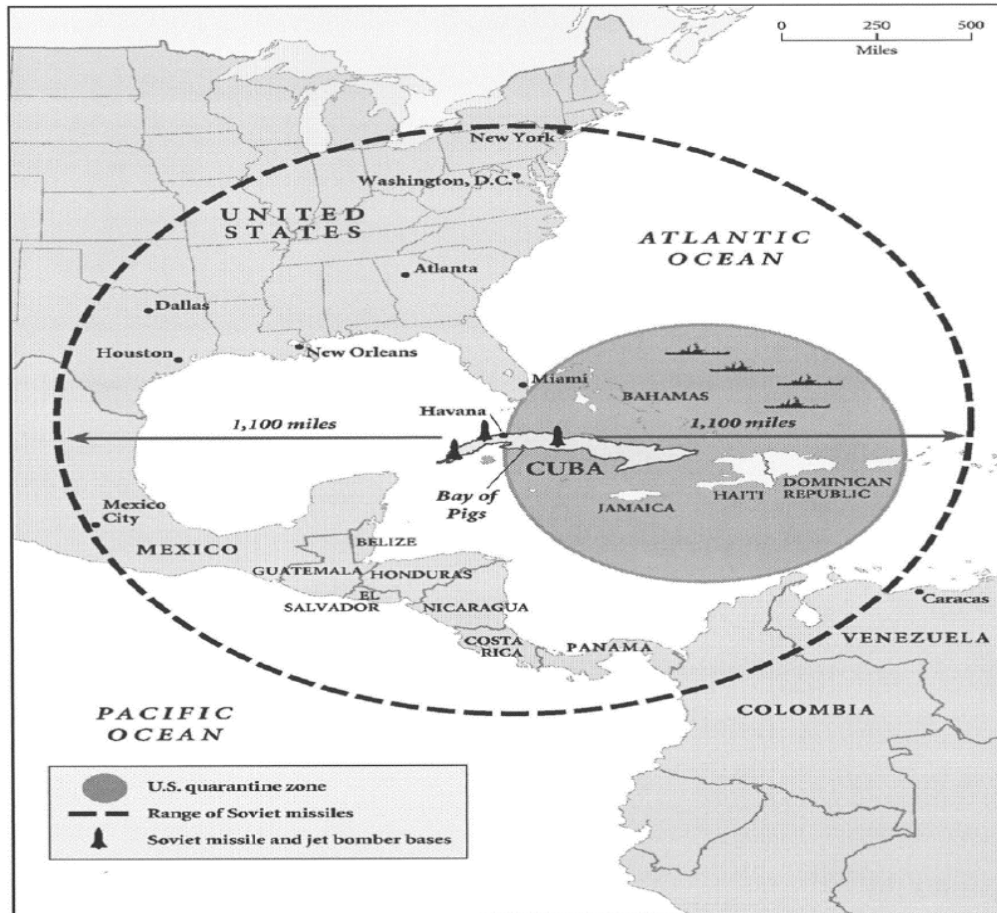
Now use the information you put in the graphic organizer to write a paragraph answering the question: *Who was responsible for the start of the Cold War?* Use examples from each of the 3 passages to support your answer.

Task 4

During the Cold War, the United States, a democracy, and the Soviet Union, communist, were the world's "superpowers". Each wanted to promote its form of government and economic system around the world. Several conflicts arose during the Cold War, including the Cuban Missile Crisis and the Vietnam War.

Document A

During the Cold War, the Soviet Union was a powerful Communist country. Use the timeline to answer the questions below:



Cuban Missile Crisis Timeline

January 1959: Cuba becomes communist under Fidel Castro.

April 1961: Bay of Pigs invasion with US support fails. Castro remains in power.

May 1962: Soviets secretly begin shipping 40,000 troops, 60 missiles and 158 nuclear warheads to communist Cuba.

October 15, 1962: US spy planes find evidence of medium range nuclear missile sites being rapidly installed in Cuba.

October 23: US announces a quarantine against ships carrying offensive weapons to Cuba.

Oct. 24: Numerous Soviet transport ships stop dead in water just outside the quarantine line.

Oct 25: Soviet SS-4 nuclear missiles become operational.

Oct. 28: Soviets begin to remove missiles, crisis is avoided.

April 1963: In a quiet agreement with Soviets, US removes missiles from Turkey.

1. President Kennedy's "quarantine" around Cuba was created by U.S. Navy ships. Notice the Soviet ships stopped outside the quarantine line. What might have happened if they did not stop?

2. Turkey was adjacent to the Soviet Union. The U.S. had put missiles there prior to the Cuban Missile Crisis. If the Soviets had not removed their missiles from Cuba, what action might the U.S. have taken?

3. The Cuban Missile Crisis ended when the Soviets removed their missiles. How long did it last? _____

***What I Saw in Vietnam* - H.D.S. GREENWAY**

President Lyndon B. Johnson had escalated the war, replacing mere advisers with main force fighting units, with more American troops and equipment pouring into the country every day. The Communists responded in kind: 1967 saw the war changing from Viet Cong “punji” stakes of sharpened bamboo and booby traps to North Vietnamese infantry battalions backed by heavy Russian artillery firing from across the Demilitarized Zone... It was America’s soldiers that would now be taking the lead, easing our Vietnamese allies to the side. It was America’s war now.

I had come to Saigon thinking that we needed to make a stand against Russian and Chinese Communism as we had done in Korea. But in time I became less and less sure.

There were battles for nameless, numbered hills, 881, 875, numbered for their height in meters. The North Vietnamese tactic was to move onto a hill, fortify it to withstand heavy booming and shelling, and then draw us up the hills in pointless battles in which Americans would be killed in ever greater numbers. The Vietnamese would always lose more men than we did, but they knew we were fighting on their home turf, and they knew that we would be the ones to tire first and go home, just as had the French.

Excerpted from:

<https://www.nytimes.com/2017/03/15/opinion/what-i-saw-in-vietnam.html?module=inline>

Document B

After WW2, the Viet Cong were communists in North Vietnam.. The U.S. sent troops to Vietnam to help South Vietnam fight against them. The United States pulled out of the war in 1973 and South Vietnam surrendered in 1975. Read the letter from H.D.S. Greenway and answer the questions below:

1. How long was the Vietnam War? _____
2. According to the letter, who was involved in the Vietnam conflict?

3. Name two ways the Vietnam conflict differed from the Cuban Missile Crisis.

Driving Historical Question: *What was the difference between the Cuban Missile Crisis and the Vietnam conflict?*

Claim: The Cuban Missile Crisis was dangerous but ended quickly, while the Vietnam conflict lasted longer and many people died.

Using Documents A and B and your answers to the questions about each Document, complete the evidence and reasoning questions below:

Evidence 1: What specific information from Document A can you use to support the claim that the Cuban Missile Crisis was dangerous?

Reasoning 1: How does this specific evidence show that the Cuban Missile Crisis was dangerous?

Evidence 2: What specific information from Document B can you use to support the claim that many people died during the Vietnam conflict?

Reasoning 2: How does this specific evidence show that the many people died in the Vietnam conflict? (reasoning)

Evidence 3: What specific information from Documents A and B can you use to support the claim that the Vietnam conflict lasted longer than the Cuban Missile Crisis?

Reasoning 3: How does this specific evidence show that the Vietnam conflict lasted longer than the Cuban Missile Crisis?

Passage 5 – “Competition between Superpowers”

During the 1950s, the United States and the Soviet Union were in an arms race with each other. Both sides built more and more dangerous weapons. These included nuclear weapons. Nuclear weapons use energy from atoms to produce powerful blasts (like the bombs the U.S. used in Hiroshima and Nagasaki). Each side had enough weapons to destroy the other. This was known as “Mutually Assured Destruction”, and each side had to be careful not to allow disputes to elevate to war. .

Remember how Berlin was split between the West (democracy) and the East (communist rule)? In 1961, tensions were so bad between democratic countries and communist countries in Europe that East Germany, supported by the Soviets, built a wall to keep people in East Berlin from going to West Berlin, so that East Berliners would not be able to experience democratic freedoms and free markets. People who tried to go over the wall were often captured or shot by the East German soldiers.

The two nations continued to compete in a “space race,” which was a competition to explore space. The Soviets launched the first satellite, Sputnik, in 1957. The U.S. then set up a space program. NASA was in charge of it. Both nations wanted to be the first to explore space. The Soviet Union was first to have a pilot orbit the earth in 1961. American astronauts followed. Kennedy set a goal for the United States to land on the moon by the end of the 1960s. In 1969, American Neil Armstrong became the first person to walk on the moon.

Passage 6: “The Cold War Ends”

The economies of Western Europe and the U.S., free market economies, and those of Eastern Europe and the Soviet Union, communist economies, were very different in the 1970s-1980s. For example, in 1985 the Soviet Union had 40,000 personal computers; the U.S. had 30 million. In Eastern European countries, the government controlled the price of consumer goods, including food.

People in Poland and other communist countries started to become aware of the differences between their economy and freedoms compared to those of Western countries, like West Germany and the U.S. The people wanted change. When the government increased food prices by 60% in 1980, many people went on strike, led by a shipyard union.

In 1985, Mikhail Gorbachev became leader of the Soviet Union. Gorbachev allowed more access to markets and more freedom of speech in his country. He also wanted to end the arms race with the U.S. because of the high cost of nuclear weapons. In 1987 the U.S. and the Soviets signed the Intermediate Nuclear Forces (INF) Treaty agreeing to get rid of an entire class of nuclear weapons.

In 1989, the unions forced Poland to change its constitution and allow for free elections for the first time. The victory in Poland inspired others who opposed communism. All over Eastern Europe, demonstrators filled the streets. Borders opened up. Communist governments collapsed. The Soviet Union did nothing to stop these changes.

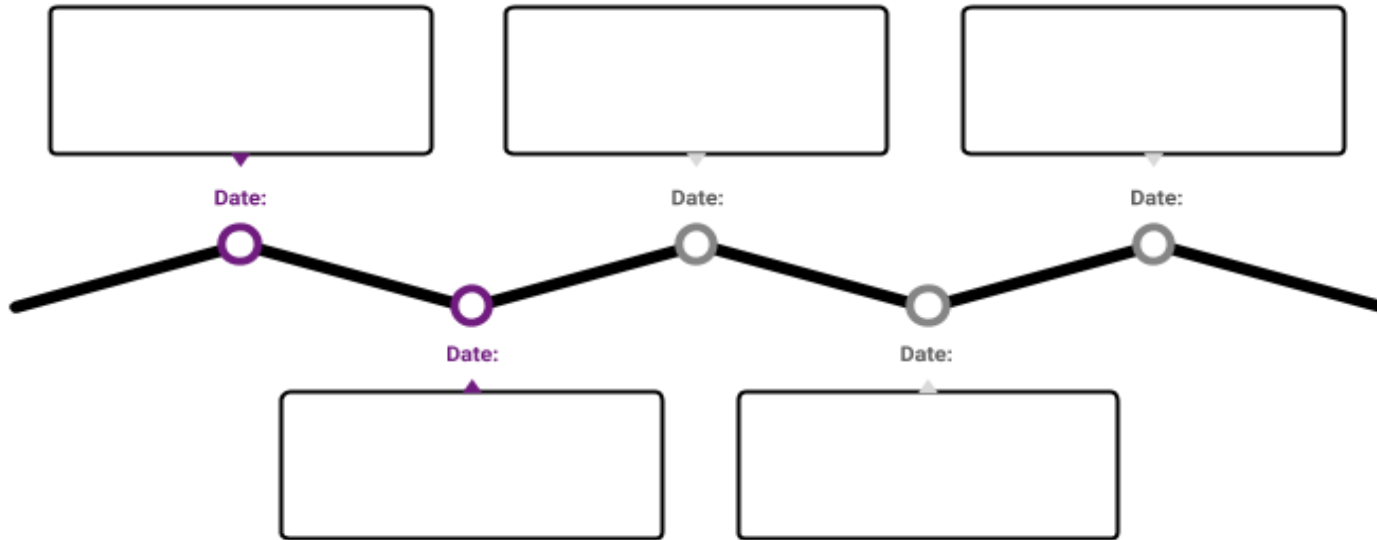
When the East German government opened the gates in the Berlin Wall, people came with hammers and chisels to knock it down. In 1990, East Germany and West Germany were united into one country. The Communist Party in the Soviet Union lost power. Fifteen republics of the Soviet Union broke away to become independent countries.

On December 25, 1991, Gorbachev announced that the Soviet Union no longer existed.

TIMELINE AND DIARY ENTRIES

TIMELINE

List 5 key events that took place over the period of time from 1956-1990.



For each event, write a sentence describing the importance of the event:

DIARY ENTRIES

Imagine that you were alive and living in the Soviet Union during the space race. Write a diary entry for the day the Soviet Union launched Sputnik. What would it be like witnessing America and the Soviet Union compete for this new frontier?

Now imagine that you are an American witnessing Neil Armstrong walk on the moon. How do you think the moon walk would impact your future in the United States?

Document 7 – “A Changing Society”

After World War II (WWII), many changes took place that transformed American life. After World War I (WWI), millions of war veterans were unable to find work to provide for their families.

President Franklin Roosevelt wanted to ensure this did not happen to veterans coming back to the United States after WWII. Before the war ended, Congress began debating ways it could help veterans. The G.I. Bill was signed into law by President Roosevelt on June 22, 1944.

The G.I. Bill provided unemployment, education, housing, and medical benefits to veterans. Veterans could receive unemployment income and career training while looking for a job. Tuition stipends were also provided that allowed veterans to attend college. This opened the door for many people to attend college who never would have been able to afford to do so without assistance. As a result, nearly half of American college students were veterans by the late 1940s. The G.I. Bill also provided housing loans to veterans. This encouraged many families to leave major cities and buy homes in the suburbs. Finally, the G.I. Bill help to pay veterans’ medical bills. New hospitals were also built to provide services to veterans.

President Harry Truman also made changes that impacted the military. Until 1948, the military was segregated. African Americans were not allowed to fight alongside whites. African Americans played an important role and proved their value during WWII. This led President Truman to issue an executive order in 1948, desegregating the military.

In the early 1900s, most American roads were made of packed dirt. The development of more affordable cars meant more Americans were driving. That created a need for safer roads that could take Americans across the country. While serving in WWII, President Dwight Eisenhower witnessed complex interstate highways systems in Germany. When he became president, he was determined to build similar roadways in the United States. In 1956, the Federal-Aid Highway Act was passed. The act called for the



President Roosevelt signing the G.I.
— ...

construction of 41,000 miles of paved interstate highways. The highway system transformed American life by allowing Americans to be more mobile.

Women and people of color faced discrimination throughout the early 1900s. In 1964, the passage of the Civil Rights Act created more opportunities for women and minorities. The act prohibited discrimination due to race, color, gender, or religion. It also outlawed voter registration laws, employment discrimination, and segregating schools and public places

Document 8 – “Hidden History: The Norfolk 17”

by: **Kiahnna Patterson**

This February, we celebrate the 17 brave students who integrated Norfolk Public Schools.

It's been 60 years since the group of black students joined white students in six schools. One of the students, Dr. Patricia Turner, is keeping their legacy alive. Now 74, Turner spends her time telling students throughout Hampton Roads the story of their sacrifice and hard work.

Ahead of her eighth grade year in 1958, she went through a tedious selection process which required standardized tests, a psychiatric evaluation and school board interviews for three days. “We had to take three tests. I had to pass eighth grade, ninth grade and tenth grade tests,” Turner explained. “In those three days they asked all kinds of questions. What are you going to do if someone knocks you down the steps? I said, Get back up. What are you going to do if somebody spits in your face? I said wipe it off. What are you going to do when they call you out of your name? Don't answer, that's not my name.”

Dr. Charles Ford, a Norfolk State University professor and author of *Elusive Equality, Desegregation in Norfolk's Public School* explains the school entrance interviews weren't fair. “You look at the notes from the officials that interviewed the students the notes were just obviously blatantly racist,” said Ford. “To write anything like that about a student ... it's inconceivable today.”

Against the odds, Turner and her brother James Turner Jr. were selected by the school board to integrate select public schools. Later that same year, the Gov. J. Lindsay Almond shut down six white schools in Norfolk to keep African American students out in a movement called Massive Resistance. “To this day, I don't understand why Virginia would close their schools. Norfolk particularly putting out tens of thousands of white students. Black students were in school because their schools were not involved,” said Turner. “It makes no sense to me now.” On Feb. 2nd, 1959, the schools reopened after the Virginia State Supreme Court and the Federal District Court ruled the closure unconstitutional.

Turner said she remembers the first day of school. She said Norfolk police were called to protect them from angry mobs as they walked into Norview J. High School. “They weren’t there to protect us they were there to keep the parents from hitting us with logs. But they could use little sticks. From hitting us with stones but they could use little pebbles. From hitting us with buckets but they could throw anything in the bucket but yet we went on,” said Turner.

Turner describes her school experience as lonely with constant bullying from white students and teachers. “That year I was in the eighth grade to middle school. I was knocked down the steps I was spit in the face. My papers were taken from me and torn apart but yet I didn’t miss any days. I kept going,” said Turner.

Eleven of the Norfolk 17 members are still alive, and Turner said she wants people to remember the group’s legacy. “We gave up our youth,” said Turner. “We didn’t go play. We had to study. We had to make sure that our grades were on track, because we were carrying you. We were carrying each and every one of you.”

Ford wants the fight for equality for students to live on. “They should be a part of the curriculum of Virginia curriculum for high schools. That should be taught. Also, the legacy of the 17 to the Civil Rights Movement. Traditionally, Norfolk is not in that story,” he explained

Document 9 – “Impact of Trade & Globalization”

In the early 1970s, the post-World War II economic boom began to wane, due to increased international competition, the expense of the Vietnam War, and the decline of manufacturing jobs. Unemployment rates rose, while a combination of price increases and wage stagnation led to a period of economic doldrums known as **stagflation**. President Nixon tried to alleviate these problems by devaluing the dollar and declaring wage- and price-freezes. The crisis was compounded when oil-rich nations in the Middle East declared an embargo against the United States in retaliation for its support of Israel. The oil embargo had a lasting effect on energy prices

Economic woes of the 1970s

During the twenty-five years after World War II, the economic power of the United States was unparalleled. Indeed, contemporary observers commented that the postwar United States was in the midst of "the greatest prosperity the world has ever known." ¹¹start superscript, 1, end superscript The American gross national product (GNP), a measure of all goods and services produced by a country's citizens, increased from \$200,000-million in 1940 to more than \$500,000-million in 1960 to nearly a trillion dollars by 1970. Thanks to increases in productivity, the American standard of living had doubled between 1945 and 1970. With just six percent of the world's population, the United States enjoyed 40% of the world's wealth.

But troubling signs began to emerge in the late 1960s. Unemployment rose by 33% between 1968 and 1970, while the consumer price index went up by 11%. At the same time, real wages began to stagnate. Simultaneous inflation and stagnation, nicknamed **stagflation**, puzzled economic analysts: usually, when wages fell, prices fell, and when wages increased, prices increased. But not in the 1970s. As a

result, Americans had less purchasing power, and increasingly expensive American exports were at a disadvantage in the international market. In 1971, the United States experienced its first unfavorable international trade balance since 1893.



What caused this slump? The massive cost of the war in Vietnam and the expansion of social programs at home without commensurate tax increases helped to drive inflation (the price of goods and services). Meanwhile, US manufacturing (especially automotive manufacturing) had become less competitive over time compared to efficient overseas rivals, particularly in Germany and Japan. More and more American jobs were in the service sector, which had lower wages and fewer benefits than manufacturing jobs. Individuals born on the tail end of the baby boom found themselves competing in a very crowded labor market, especially as more women and immigrants entered the workforce.

The oil embargo

In 1971, Richard Nixon attempted to remedy inflation by imposing a 90-day wage and price freeze. At the same time, he attempted to boost American exports by taking the dollar off the gold standard, devaluing the currency. These measures resulted in a short-term improvement (just long enough to get Nixon reelected in 1972) but did nothing to address the

tangled roots of the problem.

Then the energy crisis hit. In October 1973, the United States supported Israel after a surprise attack by Egypt and Syria in the **Yom Kippur War**. The oil-rich nations of the Middle East, already angry with the United States for devaluing the dollar (the currency used to purchase oil) determined to exact their revenge with an oil embargo. Led by Saudi Arabia, the **Organization of the Petroleum Exporting Countries (OPEC)** announced an oil shipping embargo against the United States as well as Israel's European allies.

The effects were immediate and dire. The price of oil shot up to \$11.65 per barrel, an increase of 387%. Lines miles-long formed at gas stations. The United States consumed one third of the world's oil, and its citizens quickly discovered just how much of daily life depended on cheap oil. Families living in far-flung suburbs depended on automobiles to get everywhere. Even after the embargo ended in March 1974, prices for oil remained about 33% higher than they had been before the crisis.

The end of the postwar economic boom

Stagflation and the oil embargo both seemed to suggest that the American golden age that had followed on the heels of World War II was at an end. First Vietnam and then the Middle East had revealed the limits of US power abroad.

The complex forces which led to the downturn of the 1970s have continued to shape the American economy, particularly **globalization** (international interdependence of business and culture), which has accelerated as information technology has made communication and coordination easier. For example, many companies have moved manufacturing jobs out of the United States in order to save on labor costs. Today, 80% of all American jobs are in the service industry.

Since the oil embargo, the United States also has worked to reduce its dependence on foreign oil through a variety of means, including reducing energy usage, improving vehicle fuel-efficiency, investing in renewable energy, and increasing domestic oil production. The quarter century after World War II was a time of incredible growth in the United States which produced the richest nation in human history, as well as a sense of unbridled optimism about the future. By the early 1970s, that chapter of the American adventure had ended. A new, altogether more uncertain era had begun.

Main Ideas

- Interdependent nations rely on one another for raw materials and markets in which to sell goods, and they are part of the global economy.
- The technology revolution has created a closer connection between societies and economies of nations around the world, called globalization.
- The United States has a massive trade deficit because it spends more money on imports than it earns from exports.
- Experts argue that trade agreements help spur economic growth, while critics believe the agreements contribute to the outsourcing of American jobs.

Image 10

