**FONER 1302 QUIZ 3 STUDY GUIDE**

CHAPTER 22 FIGHTING FOR THE FOUR FREEDOMS WWII 1941-1945

1. What were the “Four Freedoms” as portrayed in the painting by artist, Norman Rockwell? p.864 (Picture) Introduction

**The immensely popular Office of War Information poster reproducing Norman Rockwell’s paintings of the Four Freedoms, President Franklin D. Roosevelt’s shorthand for American purposes in World War Ⅱ. “Four Freedoms” Illustrations**

freedom of speech, freedom of worship, freedom from want, and freedom from fear

1. How did the Iroquois enlist in the armed services for WWII? Did many Native Americans go back to the reservations after the war? Pp.887-888 Indians During the War

Insisting that the United States lacked the authority to draft Indian men into the army, the Iroquois issued their own declaration of war against the Axis powers. Tens of thousands of Indians left reservations for jobs in war industries. Exposed for the first time to urban life and industrial society, many chose not to return to the reservations after the war ended (indeed, the reservations did not share in wartime prosperity). Some Indian veterans took advantage of the GI Bill to attend college after the war, an opportunity that had been available to very few Indians previously.

1. Know the final outcome of Japanese-Americans who were wrongly interned during WWII and justice for Fred Korematsu. p.892 Japanese-American Internment

A long campaign for acknowledgment of the injustice done to Japanese-Americans followed the end of the war. In 1988, Congress apologized for internment and provided $20,000 in compensation to each surviving victim. President Bill Clinton subsequently awarded Fred Korematsu the Presidential Medal of Freedom.

CHAPTER 23 THE UNITED STATES AND THE COLD WAR 1945-1953

1. What is NSC-68 and how did it define the Cold War? p.915 The Growing Communist Challenge

Top-secret policy paper approved by President Truman in 1950 that outlined a militaristic approach to combating the spread of global communism.

this 1950 manifesto described the Cold War as an epic struggle between “the idea of freedom” and the “idea of slavery under the grim oligarchy of the Kremlin.” One of the most important policy statements of the early Cold War, NSC-68 helped to spur a dramatic increase in American military spending.

1. What is the “Fair Deal” and what were its goals? p.923 The Fair Deal

Domestic reform proposals of the Truman administration; included civil rights legislation, national health insurance, and repeal of the Taft-Hartley Act, but only extensions of some New Deal programs were enacted.

focused on improving the social safety net and raising the standard of living of ordinary Americans. He called on Congress to increase the minimum wage, enact a program of national health insurance, and expand public housing, Social Security, and aid to education. Truman, complained one Republican leader, was “out–New Dealing the New Deal.”

1. Who were the Dixiecrats and who did they nominate for President in the Election of 1948? p.A-58 Glossary

Lower South delegates who walked out of the 1948 Democratic national convention in protest of the party’s support for civil rights legislation and later formed the States’ Rights Democratic (Dixiecrat) Party, which nominated Strom Thurmond of South Carolina for president.

CHAPTER 24 AN AFFLUENT SOCIETY -1960

1. What is the League of United Latin American Citizens? What areas of segregation did it confront in the American Southwest? p.972 The Legal Assault on Segregation

Often called LULAC, an organization that challenged restrictive housing, employment discrimination, and other inequalities faced by Latino Americans.

Orange County

1. Where did Thurgood Marshall place the focus of the court case, Brown v. Board of Education of Topeka, Kansas? How did Chief Justice Warren build unanimity on a divided Supreme Court? p.973 The Brown Case

 Five such cases from four states and the District of Columbia were combined in a single appeal that reached the Supreme Court late in 1952.

Chief Justice Warren managed to create unanimity on a divided Court, some of whose members disliked segregation but feared that a decision to outlaw it would spark widespread violence. On May 17, 1954, Warren himself read aloud the decision, only eleven pages long. Segregation in public education, he concluded, violated the equal protection of the laws guaranteed by the Fourteenth Amendment. “In the field of education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

CHAPTER 25 THE SIXTIES 1960-1968

1. What was the role of SNCC (Student Nonviolent Coordinating Committee) and CORE (Congress of Racial Equality) in the Civil Rights Revolution of the 1960s? p.987 The Rising Tide of Protest

SNCC-Organization founded in 1960 to coordinate civil rights sit-ins and other forms of grassroots protest. dedicated to replacing the culture of segregation with a “beloved community” of racial justice and to empowering ordinary blacks to take control of the decisions that affected their lives.

CORE-

In 1961, the Congress of Racial Equality (CORE) launched the Freedom Rides Bus journeys challenging racial segregation in the South in 1961.

But their actions led the Interstate Commerce Commission to order buses and terminals desegregated.

1. What did John F. Kennedy see as his “main concern” in his presidency (before 1963 Kennedy and Civil Rights p.993)? p.991 The Kennedy Years

At the outset of his presidency, Kennedy regarded civil rights as a distraction from his main concern—vigorous conduct of the Cold War.

1. How did the 1965 Voting Rights Act affect the voting rights of Blacks in America? p.998 The Voting Rights Act

Congress quickly passed the Voting Rights Act of 1965, which allowed federal officials to register voters. Black southerners finally regained the suffrage that had been stripped from them at the turn of the twentieth century. In addition, the Twenty-fourth Amendment to the Constitution outlawed the poll tax, which had long prevented poor blacks (and some whites) from voting in the South.

1. Where did the “War on Poverty” see success? Were poor people expected to play a role in the “War on Poverty?” Pp.1000-1001 The War on Poverty

During the 1960s, an expanding economy and government programs assisting the poor produced a steady decrease in the percentage of Americans living in poverty.

 In an echo of SNCC’s philosophy of empowering ordinary individuals to take control of their lives, the War on Poverty required that poor people play a leading part in the design and implementation of local policies, a recipe for continuing conflict with local political leaders accustomed to controlling the flow of federal dollars. The grassroots War on Poverty contributed to an upsurge of local radical activism.