

US History: World War II through Modern Times

Throughout your life, you have had to adapt to numerous changes. As the United States has grown and developed as a nation, events within the nation and in other countries have forced the United States to adapt.

In this chapter, you will learn about US history from World War II through today. As you read, think about how events in recent history have shaped the world today. How can your actions help make the United States better in the future?

In this chapter you will study these topics:

Lesson 3. 1: World War II, the Cold War, and the 1950s

In the 1930s, under Adolf Hitler's leadership, Germany conquered other European nations. This, along with the military actions of Italy and Japan, led to World War II. After World War II, the United States developed a policy that tried to stop the spread of communism.

Lesson 3. 2: Protest and Politics

The 1960s were a time of great social and political change in the United States. African Americans used nonviolent protests to gain civil rights. The civil rights movement inspired women and other minorities to fight for their rights.

Lesson 3.3: US Foreign Policy in the Modern Era

From 1950 until the collapse of the Soviet Union, US foreign policy focused on stopping the spread of communism. Doing this meant that the United States became involved in conflicts around the world, in places such as Korea, Vietnam, Cuba, and Berlin. One result of the Cold War was the space race, a competition between the United States and the Soviet Union to develop space technology.

Lesson 3. 4: Societal Changes

During the 1970s, the United States dealt with inflation and an energy crisis brought on by rising oil prices. President Nixon resigned because of the Watergate scandal. In the 1980s, the United States became more conservative under Presidents Reagan and Bush. In the 1990s, the economy, helped by new technologies, grew and the nation prospered.

Lesson 3. 5: The United States in the Twenty-First Century

The terrorist attacks of September 11, 2001, led to US military action overseas, most notably in Afghanistan and Iraq. During the first decade of the new millennium, the United States and other nations experienced economic problems, which led to the Great Recession of 2009. In 2009, Barack Obama became the nation's first African American president.

Goal Setting

Why is it important to study modern US history?

- to find out how society has changed as a result of the Cold War
- to find out how society has developed in response to previous events in history
- to understand how recent events shape the country today

Some people who use modern US history in their jobs include

- political analysts
- economists
- community organizers
- financial planners

What do you already know about US history in the twentieth and twenty-first centuries? On the time line below, fill in information that you know.



What do you hope to learn from the lessons in this chapter? List some of your ideas here. As you read this chapter, think about these goals.

World War II, the Cold War, and the 1950s

Lesson Objectives

You will be able to

- Recognize the causes and consequences of World War II
- Understand US strategies in the Cold War
- Analyze the effects of World War II on the cultural and social changes of the 1950s

Skills

- **Core Skill:** Interpret Graphics
- **Reading Skill:** Identify Implications

Vocabulary

containment
denounce
implication
isolationist
persuade
rationing
suburbs

KEY CONCEPT: The entry of the United States into World War II led to an Allied victory, a post-war Cold War, and the cultural and social changes of the 1950s.

A competition is a contest: Two or more sides come together to contest one another. Whoever wins the competition gets something, such as a prize or reward.

During the Cold War, the United States and the Soviet Union were competing for world power. This overarching competition led to smaller but significant competitions in areas such as weapons development, international alliances, and space exploration.

The Road to World War II

The entire world was gripped by the Great Depression of the 1930s. Soviet dictator Joseph Stalin tried to make the Soviet Union into an industrial power based on communism. Communism is a form of government in which goods and property are publicly owned and the means of production are state owned.

In Germany and Italy, fascist dictators rose to power. Fascism is a political belief that countries are best ruled by a **dictator**, or one ruler who has absolute power. Any opposition is forbidden.

At the same time, the Japanese military conquered Manchuria in 1931 and invaded China in 1937. Italy invaded Ethiopia in 1935. In 1936, Germany's Adolf Hitler started his march to world conquest. He took over the Rhineland, Austria, and Czechoslovakia without a fight.

Hitler signed a nonaggression pact with the Soviet Union (USSR) in 1939. When Germany attacked Poland in 1939, Great Britain and France declared war. Nations took sides as the war began.

Axis Powers	Allied Powers
Germany	France
Italy	Great Britain
Japan	United States
USSR first allied with Germany	USSR joined Allies before war's end

Germany quickly conquered most of Europe with its **blitzkrieg** ("lightning war," or a war done with great speed and force). In 1941, Hitler turned his armies toward the Soviet Union, despite the pact he had signed with Stalin.

IDENTIFY IMPLICATIONS

An **implication** is a suggestion. Often writers want the reader to understand an idea, but they do not state the idea directly. To understand a text, the reader needs to figure out what the writer is suggesting, or implying. Use information in the text and your own knowledge to figure out the message of the text.

Read the excerpt below. Then answer these questions.

- (1) Where does Churchill state that the people of Great Britain will keep on fighting?
- (2) Who does Churchill imply will continue fighting?
- (3) Does the information given in the passage imply that British troops won or lost the Battle of Dunkirk?

Following is an excerpt from a speech given by Winston Churchill, the prime minister of Great Britain during World War II. The speech was given June 4, 1940, after the evacuation of Dunkirk.

"We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

- (1) Churchill states that the British people will fight everywhere and at any cost. (2) By using the term *we*, Churchill implies that all the people of Great Britain will join in the fight. (3) The passage states that the speech was given after the evacuation of Dunkirk. Churchill's strong language and the words "we shall never surrender" imply that the British lost the Battle of Dunkirk.

In the United States, **isolationists** wanted the country to remain neutral. Congress passed Neutrality Acts in the 1930s. The acts prevented the United States from providing support to foreign countries that were at war. However, the acts included one key exception: the United States could sell goods, except for weapons, to other nations as long as the goods were paid for immediately and the goods were transported on non-US ships.

Research It Extend Your Knowledge

President Roosevelt and some influential people in the United States were internationalists. They were concerned about what was happening in Europe, Africa, and Asia. Others, including many members of Congress, favored an isolationist policy.

You can find out more about the debate between the two sides by researching on the Internet. One good place to start is the US State Department's Office of the Historian (<http://history.state.gov/>).

Click on "key Milestones" and select "1937-1945." Scan the topics listed for this period, looking carefully at headings and photos. Select one person or event that interests you. Then use other reliable resources to do further research about your topic.

In a notebook, take notes as you read. Compare your findings with those of other students. This will give you a broader understanding of this period in US history.

Core Skill

Interpret Graphics

Studying photographs can help you understand an event. Photographers uses their skill to express a point of view. They want to persuade, or convince, the reader to agree with their idea.

When studying a photograph, use these steps:

- Ask yourself what is happening in the photograph.
- Read the caption.
- Look at the details: what people are doing, what expressions are on their faces, and what is in the background.

In a notebook, answer these questions about the photo on this page.

- What is the little boy doing?
- What information do you learn from the caption?
- What does the expression on the boy's face tell you?
- What is the photographer's point of view about rationing?

Others, including President Roosevelt, recognized the dangers that the Axis powers posed. They worked to find ways in which the United States could help the Allies. In 1940 Congress passed the Lend-Lease Act. This act, which was based on earlier provisions in the Neutrality Acts, provided arms and support to Great Britain and many other countries. Importantly, it also kept the United States from becoming directly involved in the war.

German U-boats (submarines) began to harass and then attack US supply ships in the North Atlantic. The event that finally brought the United States into World War II, however, came from another source. The Japanese launched a sneak air attack on the US naval fleet at Pearl Harbor, Hawaii, in December 1941. Four days later, the Axis powers in Europe declared war on the United States.

World War II was truly a "world" war. Fighting raged in Europe, Asia, Africa, and the Pacific islands until 1945. Allied leaders agreed that they would fight until their enemies surrendered unconditionally.

The Home Front

At home, major industries quickly mobilized to produce war goods after the Lend-Lease Act was passed. Many men were drafted into the armed forces or joined voluntarily. As they left their jobs behind, women took their places. Women also served in the military in noncombat positions.

A system of **rationing**, limiting the availability of food and other products, was put in place. Americans planted "Victory Gardens" to grow their own fruits and vegetables. They organized scrap drives to collect and reuse paper, rubber, and metals such as copper and steel.



An eager school boy gets his first experience in using War Ration Book Two. With many parents engaged in war work, children are being taught the facts of point rationing so they can help out with family shopping.

Internment Camps

After Pearl Harbor, Americans of Japanese, German, and Italian descent suffered discrimination and harassment. Many were arrested, were forced to move, or had their property taken away. More than 100,000 Japanese, German, and Italian Americans were sent to **internment**, or prison, camps during the war. Most of them were American citizens.

The Allies invaded the European continent on June 6, 1944. The Germans were finally defeated in May 1945. The Japanese continued to fight until the United States dropped atomic bombs on the cities of Hiroshima and Nagasaki in August 1945. On August 14, 1945, Japan formally surrendered and World War II was over.



THINK ABOUT SOCIAL STUDIES

Directions: Write the numbers 1 through 4 to put these events in sequence.

- _____ 1. Japan makes a sneak attack on the United States at Pearl Harbor.
- _____ 2. Japan surrenders.
- _____ 3. Japanese Americans are set to internment camps.
- _____ 4. The United States drops two atomic bombs on Japan.

The Cold War

With the signing of the peace treaties that ended World War II, the United States became one of two major world powers. The other world power was the Soviet Union.

An organization called the United Nations was formed in 1945. Its purpose was to negotiate disputes between nations. The hope was that this would lead to world peace. Great Britain, the United States, and the Soviet Union had joined together during the war to defeat Germany and Japan. However, when the war ended, Great Britain and the United States had a hostile relationship with the Soviet Union. A struggle developed between different social and economic systems in the East and the West. This period of struggle was called the Cold War. It was called a “cold” war because the two sides did not confront each other directly in war.

The Soviet Union set up Communist governments in several Eastern European countries. These countries were called satellites because they depended upon Soviet economic ties. Occupation forces kept the countries under Soviet control.

The United States used a strategy of **containment** to keep communism from spreading around the world during this period. Containment involved creating alliances with other countries to keep the power of the Soviet Union in check. An arms race between the two nations lasted for the next 40 years. Each side tried to have bigger and better weapons than the other. US weapons were kept in countries bordering the Soviet **bloc**, or satellite countries. This was meant to deter the Soviet Union from expanding into more countries.

To support containment, the United States, Canada, and the Western European countries formed a military alliance called the North Atlantic Treaty Organization (NATO). The Soviet Union and its satellites formed the Warsaw Pact military alliance.

Reading Skill

Identify Implications

A writer often implies that something will happen, rather than state it directly. Readers must use clues in the text and their own knowledge understand the writer's message.

As you read “The Cold War” on this page, ask yourself what implications the writer is making.

Write answers to these questions in a notebook.

- What does the arms race imply?
- What did each side hope to gain from the production of arms?
- What do you know about whether the arms race succeeded?

WRITE TO LEARN

Sometimes persuasive information is presented in text form. At other times, it is presented as a visual.

Using online or print resources, find a text (such as an editorial or essay) and a visual (such as a photograph or cartoon) about the same topic.

In a notebook, write one paragraph stating the point of view of the text and the visual. Then write one paragraph analyzing which is more effective in persuading you to agree with its point of view.

The Marshall Plan

As a result of World War II, much of Western Europe was in ruins. Cities had been destroyed. Millions of people were homeless and starving. Secretary of State George Marshall proposed a plan to aid these countries. The Marshall Plan gave millions of dollars in cash and materials to help countries rebuild. The United States believed this aid would ensure that Europe would not turn to communism.

The Cold War at Home

Americans feared that the Communists might take over the world in the post-war era. This fear increased when Communists came to power in China in 1949. Senator Joseph McCarthy of Wisconsin and his followers led a “witch hunt” in the 1950s. This became known as McCarthyism. McCarthy and his followers accused many Americans of being Communists or Communist sympathizers. In Congress, the House Un-American Activities Committee carried out its own investigations. Thousands of Americans lost their jobs as a result of McCarthyism. In 1954, Senator McCarthy’s colleagues in the US Senate **denounced** (spoke out against) him, and his committee condemned his actions.

THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to the following questions in a notebook.

1. What is one strategy the United States used to support its containment policy?
2. Why did the United States approve the Marshall Plan?
3. Why did Senator McCarthy investigate Americans he suspected of being Communists or Communist sympathizers?

The 1950s

In 1944 Congress passed legislation to help veterans returning from World War II. Many soldiers had no jobs when they returned home. The GI Bill of Rights gave veterans low-interest loans to buy houses, helped them look for jobs, and provided unemployment compensation and money to go to college. Millions took advantage of the programs.

During the war, many women had worked in factories to help the war effort. When the veterans returned, those women lost their jobs even though many wanted to keep working.

Some African Americans also lost their jobs to returning veterans at the end of the war. In addition, many of the African Americans, Hispanic Americans, and other minorities who had served in the armed forces faced discrimination when they returned home.

After World War II, the nation's economy continued to grow. The standard of living grew also. A new white-collar population emerged in the 1950s. White-collar workers are professionals who are paid salaries instead of hourly wages. Many families moved out of the cities and into new housing in the **suburbs**, small communities that developed outside urban areas. New highways were built to connect the suburbs with the cities. The **baby boom**, a rapid growth in the birth rate, created a need for more schools. This helped fuel the construction industry.

Culture

Changes to life in the United States came with the growth of television. About 80 percent of families in the country had at least one TV by 1957. A new form of music, called rock 'n' roll, grew in popularity. It was a combination of African American rhythm and blues, country and western, gospel music, and jazz. Young people no longer had to work to help support their families, as they had during the Great Depression and World War II. They now had leisure time. Many had money to spend on clothes, music, and other entertainment.

Vocabulary Review

Directions: Use these words to complete the following sentences.

containment denounce isolationists rationing suburbs

1. During World War II, all Americans were subject to a system of _____, which limited the amount of food they could buy.
2. The United States followed a policy of _____ to keep communism from spreading.
3. Before the United States entered World War II, _____ wanted the nation to stay neutral.
4. In the 1950s, many Americans moved to small communities outside cities called _____.
5. To speak out against an idea you believe is wrong is to _____ the idea.

Skill Review

Directions: Read the paragraph below and answer the questions that follow.

In 1942 the US government instituted the Bracero program to bring farmers from Mexico to the Southwest. In Spanish, **bracero** means "farmer." Thousands of workers came to the United States to help harvest crops in the Southwest. **Braceros** were considered temporary farm workers. They signed contracts written in English. These workers were often exploited, or taken advantage of.

Jesús Campoya Calderón was one of these **braceros**. He describes his experience: "In the farms we would do anything, although our permit was to pick cotton only.... I worked four months, seven days a week, at least 12 hours every day and I took home almost \$300 dollars.... Those were very good days...."

Skill Review (continued)

1. What does Calderón say about the type of work he did?

2. What does this passage imply about the treatment of the *braceros* by their employers?

3. What else does Calderón say to support this implication?

Directions: Read the passage and study the photograph. Then answer the questions.

During the Cold War, the Soviet Union blockaded ground supply routes to West Berlin, Germany. For ten months, supplies were airlifted into the city by the United States and Great Britain. Lt. Gail S. Halvorsen noticed children watching the planes come in. After talking with a group of these children, he began to drop tiny parachutes with candy and gum attached. Other pilots and crews soon began dropping parachutes too. These pilots became known as the “Chocolate Flyers.”



Children in Berlin cheer as a “Chocolate Flyer” flies overhead.

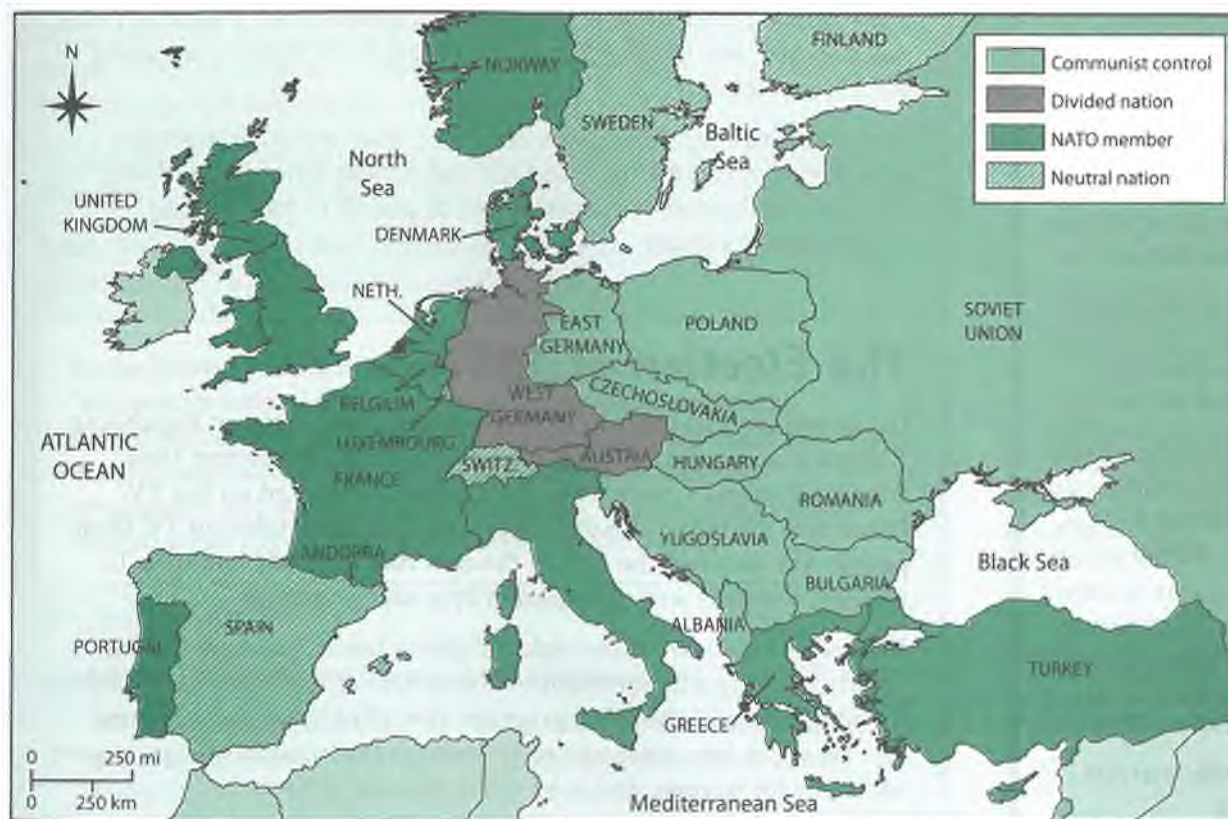
4. Describe the setting and the implied mood of the people in the photograph.

5. Do you think the photograph was effective in getting people to contribute money, candy, and gum for the airlifts? Why or why not?

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following map.

EUROPE AFTER WORLD WAR II



1. After World War II, the Soviet Union occupied part of Germany. Why would the Soviet Union want to keep control of this territory?
 - A. It wanted to show its might and power.
 - B. The Soviet Union did not have sea or ocean access without this land.
 - C. Stalin wanted the Soviet Union to join NATO.
 - D. Stalin wanted a base from which he could spread communism into Europe.
2. During the Cold War, the United States established military bases in Turkey. Why?
 - A. to position arms closer to the Soviet Union in order to contain communism
 - B. to encourage trade with Asia
 - C. to build an army
 - D. to have access to the Black Sea

Writing Practice

Directions: Do you think there could be a world war today? Why, or why not? Write one paragraph explaining your opinion. Support your opinion with details and facts.

Protest and Politics

Lesson Objectives

You will be able to

- Understand the domestic policies of Presidents Kennedy and Johnson
- Identify key events and leaders of the civil rights movement
- Recognize the changes in society that resulted from the civil rights movement
- Understand the effects of the civil rights movement on other minority groups

Skills

- **Reading Skill:** Relate Ideas within a Text
- **Core Skill:** Interpret Meaning

Vocabulary

boycott
civil rights movement
demonstration
discrimination
relationship
segregation
unanimous

KEY CONCEPT: The 1960s and 1970s were a time of great turmoil in the United States.

Think about a time in your life when you encountered a situation that you believed was unfair. How did you react to it? What, if anything, did you do about it?

From the time that slavery was abolished, laws and other practices were put in place that continued to treat African Americans unfairly. The civil rights movement encouraged all people to take a stand against discrimination.

The Election of 1960

In the presidential election of 1960, voters chose between Republican Richard Nixon and Democrat John F. Kennedy. For the first time, television played a major role. The candidates debated on live TV. Nixon was the better debater, but he was uncomfortable on TV. Most people who watched the debate thought that Kennedy had won. In the end, Kennedy won the election by a narrow margin.

Kennedy's legislative plans included giving health insurance to the elderly, creating a Department of Urban Affairs, and increasing funding for education and the space program. Not all of these plans became law. However, laws were passed to increase the minimum wage, require equal pay for women, and fund urban renewal projects.

Kennedy Assassinated On November 22, 1963, President Kennedy and his wife were riding in a motorcade in Dallas, Texas, when gunshots suddenly rang out. The president was shot twice and killed.

Johnson's Great Society

After President Kennedy's death, Vice President Lyndon Johnson was sworn in as president. Johnson announced an "**unconditional** [unlimited] war on poverty" and spoke about creating a "Great Society" that would "end poverty and racial injustice." Major reforms were passed both before and after Johnson's reelection in 1964.

RELATE IDEAS WITHIN A TEXT

It is important to identify connections, or **relationships**, between ideas when you read. Examples of relationships between ideas include cause and effect, compare and contrast, problem and solution, sequencing, and definition or description.

To identify relationships between ideas, ask yourself, *What does one idea have to do with the other?*

Read the paragraph below. Identify the important ideas. Then determine the relationship between these ideas.

In the 1960s, the federal government set up a policy of "affirmative action." The policy required companies receiving federal money to meet certain guidelines: companies could not discriminate on the basis of race, the number of minority employees must meet a certain percentage, and companies must provide equal opportunities for workers to advance.

The ideas presented:

- Affirmative action was set up by the government in the 1960s.
- The goals of affirmative action were to prevent discrimination, to increase the number of minorities in the workforce, and to help minorities earn the promotions they deserved.

The relationship between the ideas is one of definition or description. The details to help readers understand the term ***affirmative action***.

TECHNOLOGY CONNECTION



Political Debates

Go to the Archive of American Television to watch an excerpt from one of the Nixon-Kennedy debates (<http://www.emmytvlegends.org/interviews/kennedy-nixon-debates>).

Then discuss with a partner how you felt about the candidates before the debate and after the debate. Also discuss the effect of media on today's political campaigns.

Great Society Legislation

Program Title	Explanation of Program
Economic Opportunity Act	Set up the Office of Economic Opportunity, which ran programs to help the poor
Medicare	Health insurance for people over 65
Medicaid	Health insurance for low-income families
Head Start	Preschool for children of low-income families
Clean Air and Water Quality Acts	Set standards and guidelines for air and water quality
Housing and Urban Development Act	Created a government department that oversees federal government involvement in community development and housing

Reading Skill

Relate Ideas within a Text

Read the "*Brown v. Board of Education*" section on this page. Identify the main idea and the supporting details in the text.

In a notebook identify one example of each of these relationships between ideas:

- Definition or description
- Sequence
- Cause and effect
- Problem and solution

Research It

Expand Your Knowledge

To learn more about Martin Luther King Jr. and the civil rights movement, a good place to start is Stanford University's King Institute (<http://mlk-kpp01.stanford.edu/>).

After learning more about Dr. King and his ideas, ask yourself how the United States has changed since the 1960s.

Then discuss these questions with a partner:

- If Dr. King were alive today, what would please him the most?
- What would disappoint him the most?

Important Supreme Court cases were decided during this time. In a series of decisions, the Court ruled that the Bill of Rights applied to states as well as to the federal government. Specifically, the Supreme Court made these rulings:

- Evidence illegally collected is **inadmissible**, or not allowed, in court.
- All suspects have a right to a lawyer during police questioning and at trial.
- Police must inform people of their rights when they are arrested (the Miranda warning).

Brown v. Board of Education

One of the most important Supreme Court rulings was in the case of ***Brown v. Board of Education of Topeka, Kansas***. The National Association for the Advancement of Colored People (NAACP) had been challenging **segregation** laws for decades. Segregation is the practice of separating people or groups on the basis of race. In 1954, the NAACP sued the Topeka school board on behalf of Linda Brown. Brown was forced to attend a school across town rather than the school near her house because of her race. The Supreme Court's decision was **unanimous**; that is, there was no dissent or disagreement. Racial segregation in schools was illegal. The court did not consider segregated schools to be equal under the law.

Despite the Supreme Court's ruling, segregation was a fact of life for African Americans in the South. Restaurants and movie theaters had separate sections for African Americans. They were forced to ride in the backs of buses and trains. In 1955, an African American woman named Rosa Parks sat at the front of a bus in Montgomery, Alabama. When she refused to give up her seat to a white man, she was arrested. Her actions sparked a bus **boycott**. African Americans refused to use the bus system. For over a year, they walked to work or carpooled rather than ride the bus.

The Civil Rights Movement

The bus boycott ended in 1956 when the Supreme Court ruled that segregating buses was illegal. The court ruling encouraged other protests, such as sit-ins and **demonstrations**, or public protests. Freedom Riders rode interstate buses to draw attention to continuing segregation in the South. Many African Americans faced beatings and harassment.

The movement to end **discrimination** (unfair treatment) and guarantee African Americans equal treatment was called the **civil rights movement**. A young and skillful speaker, Martin Luther King Jr. became its leader. He received widespread support for his nonviolent protests. Americans were upset by news reports showing peaceful demonstrators being attacked by police with clubs and dogs.

In 1963, President Kennedy announced a civil rights bill. The bill would ban segregation in public places and end discrimination in voting and employment. However, the bill stalled in the Senate. To pressure Congress to pass the bill, Dr. King organized a march in Washington, DC. More than 200,000 supporters joined the march. It was there that King gave his famous "I Have a Dream" speech.

Congress finally passed the civil rights bill in 1964. The Voting Rights Act was passed in 1965. It put an end to practices that denied African Americans their right to vote. As a result, hundreds of African Americans and other minorities were elected to public office. Hundreds of thousands more registered to vote for the first time.

On April 4, 1968, Dr. King was shot and killed in Memphis, Tennessee. Although the movement lost one of its most important and inspirational leaders, it continued. The civil rights movement also led women, Hispanics, Native Americans, homosexuals, and other groups to seek equal rights.

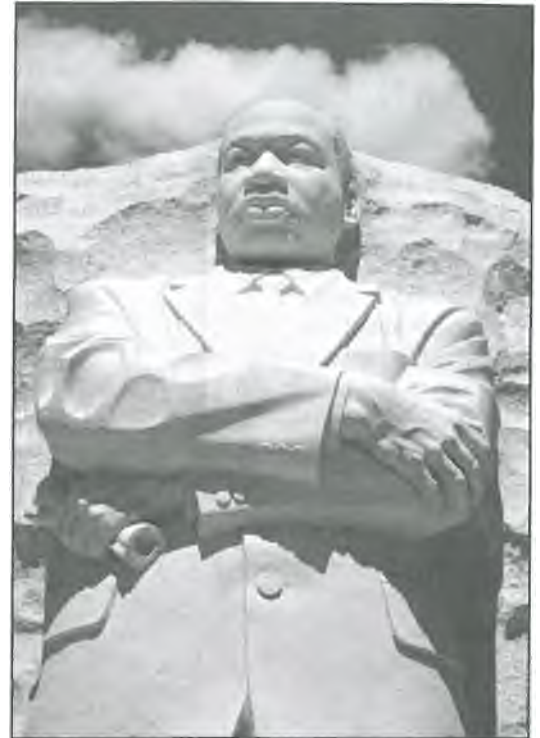
Antiwar Protests

Throughout the 1960s, the United States became more and more deeply involved in the conflict between communist and non-communist forces in Vietnam. In 1964, Congress gave President Johnson the authority to go to war.

At first, a majority of Americans supported the war. But as casualties grew, people began to protest. Images of the fighting were shown on nightly TV newscasts. For the first time, the realities of war hit home.

There was opposition to the war for several reasons. Some people thought that the United States should not get involved in another country's civil war. Others protested the **draft** system, which required young men to serve in the armed forces. In practice, it was often men from lower-income families that were drafted and sent to fight.

President Johnson decided not to run for re-election in 1968. Democrats nominated Hubert Humphrey. The Republicans nominated Richard Nixon. Nixon's promise to end the war helped him beat Humphrey.



Statue in Washington, DC, honoring Martin Luther King Jr., leader of the civil rights movement.

Core Skill

Interpret Meaning

Using what you already know about a specific time in history can help you understand new information.

Look at the photo on this page. What characteristics of Martin Luther King Jr. do you see in the statue? What do you think the artist wants you to understand about King?

You may want to go on the Internet to find out more about the King Memorial. What words are inscribed on the memorial?

In a notebook, write a paragraph describing King as he appears in the statue and explaining why King is important.

THINK ABOUT SOCIAL STUDIES

Directions: Choose the correct answer that completes each statement below.

1. *Brown v. Board of Education* was a Supreme Court decision banning (segregation, integration) in (private, public) schools.
2. The civil rights movement led by Dr. King favored (violent, nonviolent) means to obtain racial justice.
3. The Voting Rights Act made (discriminatory, nondiscriminatory) practices illegal.

WRITE TO LEARN

Read the sections on this page about the other rights movements.

In a notebook, write a paragraph about the relationship between the civil rights movement and the struggles of other minority groups.

Other Minorities Fight for Their Rights

The civil rights movement inspired other minority groups to fight for their rights. There were over 9 million Hispanic Americans in the United States by the late 1960s. Many immigrants worked on farms, where conditions were difficult and wages were low. In response, unions such as the United Farm Workers (UFW) fought for better wages and benefits.

In the 1960s and 1970s, Native Americans also began organizing. In 1968, Congress passed a law giving Native Americans equal protection under the Bill of Rights. In the 1970s, they won court cases that gave them greater control over reservations and money owed to them by the government.

During and after World War II, more women joined the workforce. But only certain jobs were offered to women, and their pay was not equal to the pay men received. Using their experience with civil rights, women began to protest. As a result, these legislative reforms were enacted:

- 1963: Equal Pay Act makes it illegal to pay men more than women for the same job
- 1964: Civil Rights Act, Title VII, outlaws job discrimination on the basis of race, color, religion, national origin, and gender
- 1972: Educational Amendments, Title IX, makes it illegal for any school receiving federal funds to discriminate on the basis of gender

Vocabulary Review

Directions: Use these words to complete the following sentences.

boycott civil rights movement demonstrations discrimination segregation unanimously

The goal of the _____ was to end _____ against African Americans. One of the first major events was the arrest of Rosa Parks for refusing to give up her seat on a bus. Her arrest led to a bus _____ that lasted more than a year. The Supreme Court _____ ruled that _____ was illegal, but it was still practiced. Only after many years of _____ were laws passed that guaranteed African Americans equal rights.

Skill Review

Directions: Read the passage and answer the question that follows.

Betty Friedan was an author and a leader of the modern women's rights movement. After graduating from Smith College in 1942, she became a writer and political activist. Her most famous book, *The Feminine Mystique*, was published in 1963. The book grew out of surveys that she had taken of her classmates from Smith. These surveys showed that despite their education and subsequent successes, the women were unhappy with their lives. The book became a best seller. In 1966, Friedan and other feminists formed the National Organization for Women (NOW). NOW worked to get women equal access to education and pay that was equal to the pay of men.

Skill Review (continued)

1. List one cause-and-effect relationship in the passage about Betty Friedan?

Directions: Study the photo. Then answer the question.



2. Apply what you know about Martin Luther King Jr. and this time period to explain the importance of what is being shown in the photo.

Skill Practice

Directions: Choose the one best answer to each question.

1. Which statement describes one possible result of the bus boycott in Montgomery, Alabama?
 - A. African Americans were happy not to have to ride the buses anymore.
 - B. The bus system suffered financial loss.
 - C. People were not aware of the bus boycotts.
 - D. More people began taking the bus.
2. Which statement might be a reason King believed nonviolent protests were the best way to fight for social change?
 - A. Nonviolent protests are easy to start.
 - B. People get into less trouble in nonviolent protests.
 - C. People naturally don't like fighting.
 - D. People are against bloodshed, regardless of the cause.

Writing Practice

Directions: Select one of the laws or court cases mentioned in this lesson. Write a journal entry describing how it has affected your life.

US Foreign Policy in the Modern Era

Lesson Objectives

You will be able to

- Understand how communism affected foreign policy for the second half of the twentieth century
- Analyze the different strategies used toward the Soviet Union
- Evaluate the impact of the Vietnam War on US foreign policy

Skills

- **Reading Skill:** Read Charts
- **Core Skill:** Interpret Graphics

Vocabulary

administration
brinksmanship
chart
detente
repression
succeed
trend

KEY CONCEPT: The Cold War and the spread of communism dominated the focus of US foreign policy from the end of World War II until the fall of the Soviet Union in the 1990s.

Every day we interact with many people. Depending on the situation, we may act differently toward different people.

A president's foreign policy is shaped by the president's political viewpoint, but the issues and events happening in the world also make a difference. Different policies may be more or less successful depending on what is happening around the world.

Foreign Policy from 1950-1993

In the half-century following World War II, the presidency changed eight times. Both Republicans and Democrats came to power. Each **administration**—that is, the president and those working with him in the executive branch—had its own position on foreign policy. Until the 1990s, the primary focus of US foreign policy was the containment of communism. After the collapse of the Soviet Union, the focus of US foreign policy shifted to Latin America and the Middle East.

The Korean War

After World War II ended, Japan was forced out of its colony in Korea. The Soviet Union occupied the northern part of Korea, and the United States occupied the southern part. Both countries eventually withdrew their troops, but very different governments were left behind. In the south, elections were held and a democratic government was formed. In the north, a communist government was formed.

In June 1950, communist forces from the north invaded South Korea. President Truman did not ask Congress to declare war, but he did take action. The United Nations, at Truman's request, agreed to send troops to defend South Korea. The majority of the troops were from the United States.

By the time troops arrived, North Korean forces had taken over most of South Korea. Over the next several months, UN forces pushed them back beyond the 38th parallel, the line of latitude that was considered the border between the two countries.

Dwight Eisenhower, 1953-1961

Dwight Eisenhower was a World War II hero, a Republican, and a political conservative. During his presidential campaign, he promised to end the war in Korea. **Negotiations** (discussions to end a dispute) had been going on since 1951. Finally, in July 1953, a cease-fire agreement was reached. The agreement created a **demilitarized zone** around the 38th parallel. In this area, no military troops were allowed.

READ CHARTS

Writers use visuals to make information clear to the reader. **Charts** are visuals that organize information so it will be easier to understand. Charts can be used to compare data and summarize information.

When you come across a chart, read the title. Study the column headings. Then look at the information in the chart. Make comparisons. Look for differences. Use information in the chart to draw conclusions.

Study the chart and then answer these questions.

- What comparisons can you make by using the data in the chart?
- Between which years was there the biggest decline in the number of troops? Why do you think this was so?

TROOPS IN VIETNAM

Year	Number of Troops
1963	15, 620
1964	17, 280
1965	129, 611
1966	317, 007
1967	451, 752
1968	537, 377
1969	510, 054
1970	390, 278
1971	212, 925
1972	35, 292
1973	265

The data helps you compare the number of troops in Vietnam from year to year. The biggest drop in the number of troops was between 1971 and 1972. This was probably because the war, or at least the major fighting, ended in 1972.

The Korean War showed the Soviet Union that the United States was willing to fight to stop the spread of communism. However, despite his commitment to ending the war, Eisenhower continued the arms race with the Soviet Union. A new form of political strategy called **brinkmanship** began. Brinkmanship pushed each side to the brink, or edge, of war.

REAL WORLD CONNECTION

Research Data

Not all interactions with foreign countries are on battlefields. The United States gives millions of dollars of foreign aid to countries all around the world.

Use the Internet to find current information about foreign aid. Then make a two-column table. In the first column, list ten countries that received foreign aid in one year. In the second column, show the amounts they received in one year.

You might want to round the amounts to millions of dollars. For example, \$331, 825, 000 would be written \$332M.

Give your chart a title. Be sure to label the columns.

Reading Skill

Read Charts

Charts are a good way to organize information as you read. Creating a chart can help you understand and remember what you read.

In a notebook, make a three-column chart. Label the columns Event, United States, and Soviet Union. In the Event column, list important events, beginning with the space race.

Then ask yourself which country—the United States or the Soviet Union—made the event happen. In that country's column, write the date of the event. Continue to fill in the chart as you read through the lesson.

After the chart is complete, write one sentence that states what conclusion you can draw from your chart.

The United States continued its policy of containment. When the French left Vietnam in 1954, Vietnam was divided in two. North Vietnam was a Communist country led by Ho Chi Minh. It sponsored **guerrilla** (independent armed forces) activity in South Vietnam. The United States sent aid to South Vietnam so the Communists would not take over.

Space Race The Soviet Union launched its first space satellite in 1957, during Eisenhower's second term in office. This began a "space race" between the Soviet Union and the United States that lasted for the next 40 years. Each nation wanted to be the most advanced in space exploration. The first US venture into space was the launching of the *Explorer* in 1958. Then, in 1961, the Soviet Union put the first human into space. The space race would continue until the fall of the Soviet Union almost 20 years later.

John F. Kennedy, 1961-1963

The United States put its first human into space in 1962, during the presidency of John F. Kennedy. Kennedy was a Democrat. He was the youngest president ever elected. He inherited a continuing Cold War, an arms race, and the first communist takeover in the Western Hemisphere: Cuba. Fidel Castro, a Communist, seized power in Cuba in 1959. Thousands of Cubans took refuge in the United States. In 1961, Kennedy approved a CIA plan to invade Cuba by using the Cuban refugees as soldiers. This invasion, called the Bay of Pigs after the soldier's landing spot in Cuba, was a failure.

Berlin Wall After World War II, Germany had been divided into two sections: West Germany and East Germany. East Germany was under Soviet control. Even though Berlin, the capital, was well within East Germany, it was also divided into East and West. Great Britain, the United States, and France merged their occupied zones to form West Germany. West Germany, including West Berlin, was controlled by the Germans.

Soviet Premier Nikita Khrushchev demanded that the West sign a treaty, a written agreement between countries, giving all of Berlin to the Soviet bloc. In August 1961, the Soviets began to build a wall between East and West Berlin. The intent was to keep people in East Germany from escaping to the West. The wall became a symbol of communist **repression**, or control by force. Anyone caught climbing over the wall was killed. East Germans who tried other means of escaping were imprisoned.

Cuban Missile Crisis In October 1962, a US spy plane found signs of Soviet nuclear missile bases in Cuba. President Kennedy began a US naval blockade of Cuba. The **blockade** attempted to cut off all communications and supplies moving to and from Cuba. Kennedy warned that if the Soviets launched any missiles from the Cuban bases, the United States would strike back with an attack on the Soviet Union.

When the Soviets were shown US photographs of the Cuban bases, they agreed to negotiate. Ultimately the Soviet Union agreed to withdraw the missiles and tear down its bases in Cuba. In turn, the United States ended its blockade and agreed not to invade Cuba. The United States also agreed to remove missiles it had in Turkey, near the border of the Soviet Union.



THINK ABOUT SOCIAL STUDIES

Directions: Choose the one best answer to the question.

1. Why did the United States send aid to South Vietnam?
 - A. to keep communists from taking over the country
 - B. because of the destruction caused by the Korean War
 - C. because the United States wanted to fight North Vietnam
 - D. to support guerilla forces fighting in South Vietnam

Lyndon Johnson, 1963-1969

Lyndon Johnson came to the presidency after the assassination of John F. Kennedy. He inherited all the Cold War issues that Kennedy had been dealing with, including increasing tensions in Vietnam. In August 1964, Congress passed the Gulf of Tonkin resolution. The resolution gave Johnson the go-ahead to send troops to Vietnam. Soon after, North Vietnamese forces attacked US bases in South Vietnam.

Vietnam War US troop strength in Vietnam reached more than 537,000 by 1968. More tons of bombs were dropped by air on North Vietnam than had been dropped on Germany, Italy, and Japan during World War II. It did little good. The North Vietnamese could not be defeated.

Richard Nixon, 1969-1974

Richard Nixon was a Republican conservative and an anticommunist. However, he had won the presidency in part because he promised to end the Vietnam War. In 1973, the United States signed the Paris Peace Agreement and pulled out of Vietnam. Two years later, the communists united Vietnam under their leadership. All the military and economic support had not worked to contain communism.

Another of Nixon's important achievements was his policy of **detente**. **Detente** is a French word that means "relaxing." In politics, it signifies easing the tensions between nations. Nixon's policy called for peaceful cooperation between the United States and the Soviet Union.

Nixon Visits China The United States did not **recognize**, or acknowledge, China as an independent nation after the communists took over that country in 1949. But Nixon visited China and re-established our relationship. He then turned his attention toward the Soviet Union. Nixon traveled to Moscow and met with Soviet premier Leonid Brezhnev. They signed the Strategic Arms Limitation Treaty (SALT I). This treaty agreed to limit nuclear weapons. It was the first step toward ending the Cold War.

Space Race Continues The space race continued during the Nixon years. In 1969, American Neil Armstrong became the first person to land on the Moon. The Soviet Union never tried to land a man on the Moon. Instead, in 1971 it placed the first space station into orbit.



WRITE TO LEARN

This lesson describes US foreign policy in the second half of the twentieth century. US policies affected other countries. How do you think those countries felt about US policies?

Look for information in print or on the Internet about the opinions and responses of other countries. Then imagine you are the leader of one of these countries. Write a letter to the US president telling him what you think of his policies.

Core Skill Interpret Graphics

Graphs, tables, and charts help you to understand what you read. It is often easier to understand numbers in a chart or graph than in a paragraph. You can make comparisons from the data.

You can also discover trends. A **trend** is a general direction of a change. Trends are recognized by comparing data over time to see whether numbers are growing, shrinking, or staying the same. You will not see a trend in every set of data. Sometimes there is no pattern.

Study the chart on economic aid. Look for patterns of change in the aid each country received.

In your notebook, write one sentence about the aid given to each of the five countries. If there is a trend, describe it.

Gerald Ford, 1974-1977

In 1973, Nixon's vice president Spiro Agnew had been forced to resign. Nixon chose Gerald Ford, the Republican leader of the House of Representatives, to fill the position. When Nixon was forced to resign in 1974 over the Watergate scandal, Ford became president. During his two-year term, Ford followed Nixon's policy of détente.

Jimmy Carter, 1977-1981

Jimmy Carter was a little-known Democratic governor from Georgia when he defeated Ford. He based his foreign policy on his concept of right and wrong. He was a strong advocate for human rights.

Camp David Accords The creation of Israel after World War II led to continuing tensions in the Middle East. Several small wars broke out between Arab nations (such as Egypt, Syria, and Jordan) and the Israelis. Israel usually won. In 1978 President Carter invited the prime ministers of Israel and Egypt to meet with him at Camp David to talk about peace. In 1979, they signed a formal treaty called the Camp David Accords.

Iran Hostage Crisis In 1978-1979, there was a revolution in Iran. The **shah**, the Persian term for *king*, was overthrown. The United States had supported the shah, hoping to keep Islamic religious leaders from coming to power. Later in 1979, the US embassy in Iran was invaded. Fifty-two Americans were taken hostage. Failure to gain the release of the hostages led to Carter's defeat in the election of 1980.

Ronald Reagan, 1981-1989

Conservative Republican Ronald Reagan felt the way to deter communist threats was to support guerrillas fighting against communist regimes. This policy was called the Reagan Doctrine. In 1979, the Soviet Union invaded Afghanistan. Reagan sent aid to the Afghan guerrilla forces. The Soviets pulled out of Afghanistan in 1988 after being unable to defeat the guerrillas.

In 1985, Mikhail Gorbachev came to power in the Soviet Union. He encouraged reforms to the Soviet system. Reagan and Gorbachev agreed to new arms-control treaties. Relations between the two superpowers improved.

TOTAL ECONOMIC ASSISTANCE (in millions of dollars)				
	1960	1970	1980	1990
Cambodia	128. 7	0. 0	86. 2	0. 1
Colombia	63. 8	579. 8	52. 1	31. 0
Israel	314. 2	181. 8	1, 769. 5	1, 758. 1
South Korea	1, 229. 1	622. 3	69. 3	0. 1
Vietnam	1, 035. 0	2, 108. 4	(less than \$50, 000)	0. 1

George H. W. Bush, 1989-1993

George H. W. Bush was Reagan's vice-president. Bush **succeeded**, or came after, Reagan. During Bush's administration, the Berlin Wall was torn down, and Germany was reunited. Within two years, the Soviet Union broke into 15 independent republics. Communism survived in only a few countries, such as North Korea and China. Market economies—economies based on goods and services exchanged in free markets—were introduced in nearly every former communist country. The Cold War was over.

Persian Gulf War In 1990, Iraqi dictator Saddam Hussein invaded Kuwait. The UN demanded that Iraq withdraw by a set date. Hussein refused. UN forces launched air and ground attacks. Only 100 hours later, the war was over. Iraqi forces withdrew and accepted the UN cease-fire agreement.

While communism was breaking up, other problems arose that required the attention of the United States. Fighting broke out in Yugoslavia, which split into several independent countries. Many African countries faced hunger, economic decline, and heavy debt. The Middle East continued to be a battleground. Acts of terrorism occurred all around the world. As the United States moved toward the twenty-first century, it faced a vast assortment of political, social, and environmental issues.

WRITE TO LEARN

Look at the chart on page 128. Then think about what you have read so far in this lesson.

In a notebook, write a few sentences answering the following question: Why do you think aid to South Korea decreased after 1960?

THINK ABOUT SOCIAL STUDIES

Directions: Complete these sentences.

1. President _____ established a policy of detente with China and met with Soviet leaders.
2. President Carter negotiated the _____, a historic peace agreement between Egypt and Israel.
3. After the collapse of the Soviet Union, most former satellite countries set up _____

Vocabulary Review

Directions: Match these words with their definitions,

administration brinksmanship detente repression succeed

- _____ 1. to follow or come after
- _____ 2. the relaxing or easing of tensions between nations
- _____ 3. the president and people appointed to work with him
- _____ 4. to push each side to the edge of war
- _____ 5. control by force

Skill Review

Directions: Study these charts related to gross domestic product (GDP) per capita. GDP per capita is the total value of all goods and services produced in a country in one year divided by the number of people in that country. Then answer the questions that follow.

China GDP per Capita (in current US dollars)	
1970	112
1975	176
1980	193
1985	292
1990	314
1995	604
2000	949
2005	1, 731
2010	4, 333

World Average GDP per Capita (in current US dollars)	
1970	785
1975	1, 428
1980	2, 479
1985	2, 570
1990	4, 151
1995	5, 212
2000	5, 285
2005	7, 029
2010	9, 166

1. What was China's GDP per capita in 1970? How does it compare to the world average for 1970?

2. Between 1980 and 1985, which GDP per capita increased more: China's or the world average?

3. What was China's GDP per capita in 2010? How does it compare to the world average for 2010?

4. What trend applies to both sets of data?

5. How would you describe the trend that the data shows when you compare China's GDP per capita to the world average?

6. What prediction can you make based on the trends you have identified?

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following map.

THE CUBAN MISSILE CRISIS



The rings shown in the map indicate the distances that the missiles could reach.

1. Many of the missiles installed in Cuba had a range of approximately 1,000 miles. If the missiles were launched from Cuba, which US city could they hit?
 - A. Los Angeles
 - B. Chicago
 - C. Washington, DC
 - D. Miami
2. On the basis of the map and your knowledge of the cold war, which statement summarizes why the Soviet Union would be interested in building bases in Cuba?
 - A. The Soviet Union and Cuba were historic allies.
 - B. Missiles launched from Cuba could hit the United States.
 - C. Cuba could easily launch naval ships to target South America.
 - D. The United States could not launch missiles in response to a Cuban threat.

Writing Practice

Directions: What is the main problem that you think the next US president should focus on? In a notebook, draft a short letter to him or her identifying and explaining that issue. Be sure to make your point of view clear.

3. 4 Societal Changes

Lesson Objectives

You will be able to

- Identify US domestic issues from the 1970s through the 2000s
- Understand the issues and events important to the early environmental movement
- Learn about the technological revolution

Skills

- ! **Reading Skill:** Get Meaning from Context
- **Core Skill:** Interpret Graphics

Vocabulary

conservative
conserve
definition
emissions
example
liberal
technology

KEY CONCEPT: From the 1970s through the 2000s, the United States faced difficult economic and environmental issues. Many of these issues continue to challenge the United States today.

Many people are not aware of a problem in their lives until there are obvious signs of it. However, the problem may have been developing for some time. For example, individuals often have to deal with difficult health problems or personal budget issues that began before they realized it. Once a person is aware of the problem, steps can be taken to fix it.

A country's economic or environmental problems often come about in the same way. Existing conditions build until they become noticeable. Then the country must work to fix the problem.

Domestic Issues in the 1970s

The turmoil of the 1960s continued into the 1970s. Despite the progress made by the civil rights movement, minorities were still fighting for social justice. The war in Vietnam was winding down, but problems in other areas of the world affected the US economy.

Watergate Before the 1972 election, Nixon and his staff were worried about Nixon's chances of winning. In June, five men broke into the Democratic Party's national headquarters in Washington, DC. They were caught and arrested. It soon was revealed that one of the men worked for the Committee to Re-elect the President. Nixon denied knowing anything about the break-in.

After his re-election, a Senate committee continued to investigate the break-in. Information came out proving that Nixon had ordered a cover-up. He had also told the Central Intelligence Agency (CIA) to stop their investigation of the break-in. Facing impeachment, Nixon resigned on August 9, 1974.

Inflation and the Energy Crisis New federal government programs of the 1960s put large amounts of money into the economy. This led to **inflation**, which is a rise in the cost of goods and services. Energy costs were also rising. The United States depended on cheap oil **imports**, goods brought from a foreign country. A war in the Middle East caused oil prices to rise quickly. At one point, the Organization of Petroleum Exporting Countries (OPEC) stopped shipping fuel to the United States. When shipping resumed, prices continued to rise.

GET MEANING FROM CONTEXT

When you read, you might come across an unfamiliar word. When that happens, you can use a dictionary to find the word's meaning. Another way to find the meaning of an unfamiliar word is to look for clues in the context. Words that appear near the unfamiliar word are the context.

Two common types of context clues are **definitions** and **examples**.

A definition is a statement of the word's meaning. Sometimes the definition is surrounded by commas or appears inside parentheses.

A liberal is someone who believes government regulations protect citizens.

A conservative, someone who believes in limited government, is unlikely to support raising taxes.

An example provides a sample that helps the reader understand what a group of something is like. The words *for example*, *such as*, and *like* often signal example-type context clues.

Imports such as oil, cars, and computers that are shipped into a country are important to a healthy economy.

Logos like elephants and donkeys are associated with political parties.

Read the following sentence. Identify types of context clues provided for the underlined word.

An emission is a substance, such as carbon dioxide or lead, that is released into the air. Common sources of emissions are power plants, factories, and automobiles that emit pollutants in their exhaust.

The first sentence defines the word **emission** as "a substance that is released into the air." The phrase **such as** introduces an example-type context clue. The second sentence gives examples of where emissions come from.

Reading Skill Get Meaning from Context

Sometimes the meaning of a word can be discovered through surrounding words or phrases. In these cases, it might be unnecessary to look up the word in a glossary or dictionary.

As you read the text on this page, circle words that are unfamiliar to you. Then look for context clues that provide examples or definitions of those words. Underline the context clues.

Conservation and Alternative Energy

Presidents Ford and Carter encouraged people to **conserve** energy. To **conserve** means to "prevent waste or overuse." People started looking into alternative energy sources. The first commercial nuclear power plant in the United States opened in 1957. The industry grew rapidly in the 1960s and 1970s. Nuclear energy is relatively cheap to produce, but it also has risks. An malfunction or accident in a plant can release radiation into the environment. Such an accident happened at the Three Mile Island plant in Pennsylvania in 1979.

Core Skill Interpret Graphics

When you "read" a political cartoon, look carefully at both the art and the words.

Study the cartoon on this page. Ask yourself these questions:

- Who is pictured in the cartoon?
- What does the text say?

The cartoon shows three drawings of the same person. The artist is telling the reader there are many opinions about this person. As a reader, you must interpret, or think about, the author's opinion about this person.

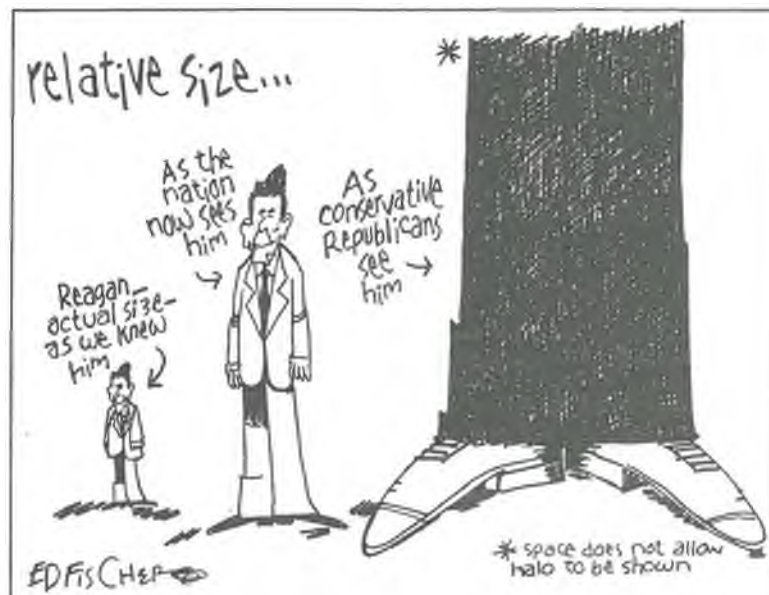
Write one sentence in your notebook stating the artist's opinion.

The Reagan Years

Toward the end of the 1970s, the United States was becoming more conservative. In 1980, Republican Ronald Reagan was elected president. Many Americans supported his plans to cut taxes and increase defense spending. They also agreed with his conservative political philosophy.

Conservatives generally want to limit government's role in regulating the economy and solving social problems.

To help the economy, Reagan and Congress passed a 25 percent tax cut. Major cuts were made to spending on social programs to keep the budget **deficit**, or shortage, under control. Reagan eliminated many government **regulations**, or rules, especially in the transportation, energy, and banking industries. The economy began to recover and Reagan won re-election in 1984. In 1988, his vice president, George H. W. Bush, was the Republican candidate. He, too, was elected.



WRITE TO LEARN

In a notebook, write a paragraph comparing (describing similarities) and contrasting (describing differences) Presidents Ronald Reagan, George H. W. Bush, and Bill Clinton. Discuss their political parties, the positives or negatives resulting from their presidencies, and the state of the country when they left office.

Urbanization

America continued to become a more urban nation. In 1970, more than 149 million people lived in urban areas. In 1990, that number had risen to more than 187 million people. Not everyone who lived in an urban area lived in the heart of a city. Many suburbs had grown so much that they were big enough to be considered urban areas themselves. This caused problems known **collectively** (as a whole) as "urban sprawl." Traffic and commuting times increased.

Smog, a form of air pollution, caused air quality to decline in many areas. Studies showed that car exhaust and other pollution sources caused health and environmental problems.

To control growing air pollution, the government began to regulate **emissions**, substances released into the air. The Clean Air Act of 1970 provided for state and federal regulation of emissions and for enforcement of those regulations. In the same year, the US Environmental Protection Agency (EPA) was established. It was the EPA's job to make sure that these regulations were created and put into practice.

Into the 1990s

George H. W. Bush, 1989-1993 The economy had grown throughout Reagan's presidency. In 1990, however, foreign and domestic problems led the nation into a recession. US businesses **downsized**, or cut back, in order to be more efficient. The rising national deficit also hurt the economy. The government had to borrow money to pay the interest on the national **debt**, which is the money owed by the national government. Despite a campaign promise, Bush was forced to raise taxes. Once again, many Americans were unhappy with the government and the direction of the nation. In the presidential election of 1992, Bush was defeated by Democratic candidate Bill Clinton.

William Jefferson Clinton, 1993-2001 Bill Clinton campaigned as a new kind of Democrat. In general, Democrats are considered **liberals**. Liberals believe that government should regulate industries in order to protect citizens. They also believe in strong government social programs. Clinton promised to cut government spending and taxes. He also promised to reform health care and government welfare programs.

Clinton believed that the key to economic growth was to lower interest rates. To do this, he had to reduce the budget deficit. Even though he had promised to cut taxes, he and Congress passed tax increases. They also agreed on legislation that required a balanced budget. The economy began to turn around. A boom began that turned out to be the longest period of economic growth in US history.

During Clinton's first term, an independent investigator was appointed to look into some business deals that Clinton was involved in as governor of Arkansas. Investigator Kenneth Starr later also examined whether the president had lied under oath when asked about his relationship with a White House intern. Starr's report led to impeachment hearings. The House of Representatives passed two articles of impeachment. However, the Senate vote was short of the two-thirds majority needed to impeach.

The Technological Revolution The economic boom was helped by the development of new technologies. **Technologies** are the machines and equipment developed from advances in scientific knowledge. The size, cost, and speed of computers was continually improving. In the late 1970s, companies such as Apple and IBM introduced new computers that were meant to be used at home.

In the 1990s, advances continued. Computers became faster and more powerful. The Internet connected computers all over the world. E-mail allowed people to communicate instantly. Cell phones became small and inexpensive enough for many people to use regularly. These new technologies made businesses more productive. Companies began selling products and services online. Some businesses, such as Amazon, exist only online.

Research It Find Reliable Sources

Use online and print sources to learn more about alternative energy. Look for reliable information to answer these questions:

- What kinds of alternative energy exist?
- What are their benefits?
- What are their drawbacks?

In a notebook, write a short essay arguing for or against US investment in alternative energy forms.

THINK ABOUT SOCIAL STUDIES

Directions: Write short responses to the following questions.

1. What are some beliefs that you can determine that most liberals may have in common?

2. What helped boost economic growth during former President Clinton's administration? _____

3. How does the Internet help businesses be more productive? _____

Vocabulary Review

Directions: Use these words to complete the following sentences,

conservatives conserve emissions liberals technologies

Both _____ and _____ have worked to solve the country's environmental issues. For example, President Nixon passed the Clean Air Act. This legislation regulated the _____ that cars and factories could produce. Presidents Ford and Carter encouraged all Americans to _____ energy. In the past several years, both Republican and Democratic presidential administrations have encouraged the development of new _____ to help the United States become energy independent.

Skill Review

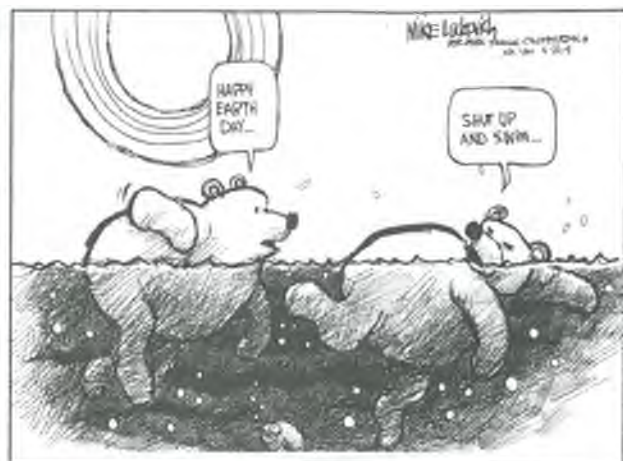
Directions: Read the passage below and answer the questions in a notebook.

The Nashua's pollution grew up with America. For more than a century, wood, wool, shoe, cotton, and paper mills had dumped waste into its quiet flow.... Because of dumped dyes, people used to bet on whether it was going to be red, orange, blue, green, or white the next day. Then a woman named Marion Stoddart started a campaign to restore the Nashua and its tributaries. It's been called a one-woman crusade, but in many ways it worked because it wasn't....

—Michael Parfit, *National Geographic*, November 1993

1. The passage does not tell you what the Nashua is. From context clues, what do you think the Nashua is?
2. Which context clues helped you determine what the Nashua is?

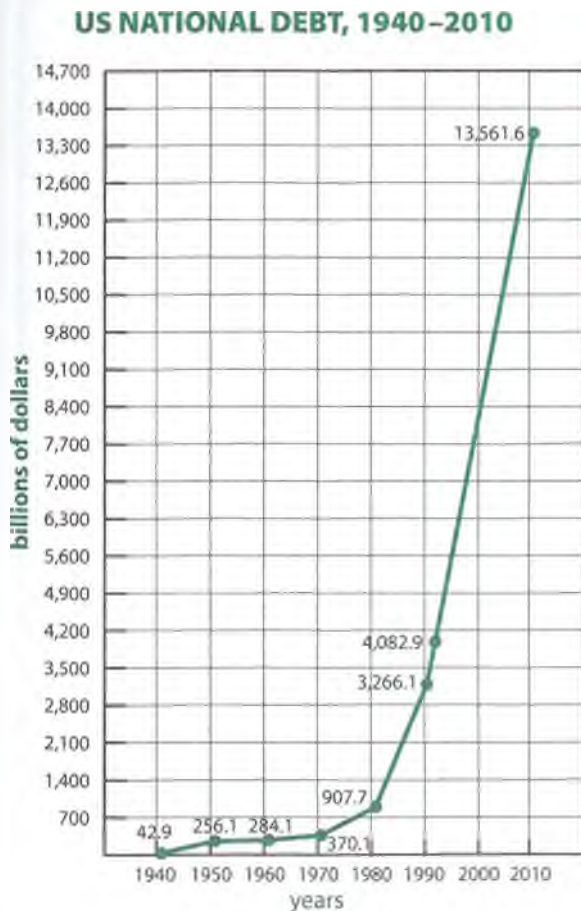
Directions: Look at the cartoons below. Then answer the question.



3. What comparisons and contrasts can you make about the two cartoons?

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following graph.



Source: American Almanac 2010

- During which 10-year period did the national debt show the largest dollar increase?
 - 1940-1950
 - 1960-1970
 - 1970-1980
 - 1990-2000
- What was the difference in the national debt between 1970 and 1960?
 - \$538 billion
 - \$213 billion
 - \$86 billion
 - \$28 billion
- Which statement provides a cause for President Nixon's impeachment?
 - He wanted to win the reelection.
 - He ordered a cover-up of the Watergate break-in.
 - He tampered with the voting process.
 - He broke into the Democratic National Committee offices.
- Which was a cause of increased urbanization?
 - a decrease in air pollution
 - an increase in suburban population
 - a decrease in commuting times
 - an increase in industrial jobs

Writing Practice

Directions: Taxes are a big issue in every political election. Although most people would like to pay lower taxes, most people want more government services and benefits. Write an essay describing some of the benefits you receive from the government. Think about all aspects of your life—health, travel, recreation, voting privileges, as well as cash benefits such as unemployment insurance.

The United States in the Twenty-First Century

Lesson Objectives

You will be able to

- Understand the impact of the economic decline in the first decade of the twenty-first century
- Summarize the effects of terrorism on US foreign policy
- Recognize the economic and environmental challenges facing the nation

Skills

- **Reading Skill:** Identify Author's Bias
- **Core Skill:** Analyze Point of View

Vocabulary

accountability
bias
economic stimulus
impact
insurgent
surge

KEY CONCEPT: In the first decade of the twenty-first century, the United States experienced a terrorist attack, elected its first African American president, and suffered its largest economic decline since the Great Depression.

Think about an issue that has affected you recently. How did it change your daily life? Did the government do anything to respond to the issue? Did that have any effect on you?

The first decade of the twenty-first century was a turbulent time in the United States. Many important historical events occurred, events that affected people's priorities and way of life. These events also affected what people expected from their government

The Election of 2000

In the election of 2000, Republican George W. Bush ran against Vice President Al Gore. The result of the election was not decided for more than a month. Although Gore won the **popular vote** (the total of all votes cast across the country), Bush won the electoral vote. A presidential candidate needs 270 votes to win the electoral college vote. In the end, Bush had 271 votes, and Gore had 267.

George W. Bush, 2001-2009

Bush was a conservative Republican. Early in his first term, the economy was slowing. To turn it around, Congress passed spending cuts that were expected to save \$1.35 trillion over 10 years. In 2003, Congress passed a bill adding prescription drug benefits to Medicare. They also passed education reform laws that were intended to increase the **accountability**, or responsibility, of schools and teachers and to set a standard for education across the country.

Bush was more of an isolationist than previous presidents. He ended talks with North Korea that aimed to keep North Korea from developing nuclear weapons. Bush insisted that other nations (South Korea, Japan, and Russia) be involved before restarting talks.

In spite of Bush's tendency toward isolationism, he announced a major new initiative in his State of the Union address in 2003. He asked Congress to provide \$15 billion to battle AIDS, tuberculosis, malaria, and other diseases in Africa and the Caribbean.

IDENTIFY AUTHOR'S BIAS

A **bias** is a belief, preference, or prejudice. Not all writers express their bias when writing, but sometimes writers use their bias to influence readers. One way to investigate authors' bias is to see whether the author's statements can be proven.

When you read, look for words that express strong opinions and positive or negative feelings. Read between the lines.

Read the passage below and then answer these questions:

- Is the author for or against the war in Iraq?
- What words does the author use that express bias?
- Is the author trying to convince the reader that the war positively or negatively impacted the United States?
- Does the author back up the argument with facts?

President Obama has pledged that by August 31, 2010... all combat troops will be out of Iraq and by the end of 2011 all American troops will be gone.

For a badly overstretched American military it will certainly be time to go. Repeated deployments have taken a huge toll on soldiers and their families. The Iraq war—an unnecessary war—has **diverted** [directed] critically needed resources away from Afghanistan, the real front in the war on terrorism.

—*New York Times* Editorial page, June 29, 2009

The passage begins by stating a fact: President Obama has promised to remove all US troops from Iraq by the end of 2011. The tone and language used in the second paragraph indicate that the author is against the war in Iraq. Phrases like “badly overstretched,” “huge toll,” and “unnecessary war” show the author's bias. The author is trying to convince the reader that the war negatively impacted the United States. The author does not provide any facts to support that opinion.

REAL WORLD CONNECTION

Remember the Event

As you read about the events described in this lesson, recall where you were and what you were doing as each event occurred. Make notes about what you remember.

When you have finished reading, choose one event and write a journal entry about how it affected your life, both at the time of the event and later.

September 11, 2001

On the morning of September 11, 2001, Bush's view of the world changed. **Terrorists**, people who use fear and violence for political gain, attacked the United States. Two commercial airliners were flown into the World Trade Center in New York City. Another plane targeted the Pentagon in Washington, DC. A fourth plane, flying over Pennsylvania, crashed when passengers fought back against the terrorists on board. More than 3,000 people died in the September 11, 2001 attacks, including many first responders.

Reading Skill Identify Author's Bias

Authors often use their bias to influence readers. When you read, look for words expressing strong opinions. Be aware of the author's positive or negative feelings. If you think the author is not expressing strong opinions, you would say the author is unbiased.

Read the section on the Iraq War. In a notebook, list the words that express an opinion or indicate positive or negative feelings about the war.

Review your word list. Then write one sentence in which you state the author's opinion about the Iraq War.

WRITE TO LEARN

Read the section on Economic Issues. The author's purpose is to inform. The words in the paragraph are not highly emotional.

Try rewriting this paragraph to show bias. Add words and phrases that give the paragraph a very negative or a very positive tone.

Then compare your work with the work of a classmate who has chosen the opposite bias.

A group known as al-Qaeda claimed responsibility for the attacks. Al-Qaeda is an Islamic **fundamentalist** group. Fundamentalists believe in strict traditional interpretation of religious beliefs or principles. Al-Qaeda has claimed responsibility for attacks worldwide.

Global War on Terror

On September 20, 2001, Bush said, "Our war on terror begins with al-Qaeda.... It will not end until every terrorist group of global reach has been found, stopped and defeated." Afghanistan was run by the Taliban, a fundamentalist group that allowed al-Qaeda to operate in the country. Al-Qaeda had terrorist training bases there. In October 2001, US troops were sent to overthrow the Taliban and destroy al-Qaeda.

Iraq War

In 2002, the Bush administration was fairly certain that Iraq had **weapons of mass destruction** (WMDs). WMDs are chemical, biological, and nuclear weapons. In 2003, US troops, along with forces from several other nations, invaded Iraq. The Iraqi army was quickly defeated, and Iraqi dictator Saddam Hussein was captured. Unfortunately Hussein's removal left the country without a government. **Insurgents**, or armed rebels, resisted change. Even after a new constitution was written and a new government formed, Iraq remained unstable.

In 2007, costs were continuing to rise and the war was becoming increasingly unpopular with Americans. In an effort to stop the violence, Bush sent about 30,000 additional troops. The "**surge**" (rush), as it became known, helped reduce the instability.

The Election of 2008

In 2008, many Americans were angry about the continuing war in Iraq and discouraged by the decline in the economy. The 2008 election featured two firsts: an African American man (Senator Barack Obama) and a woman (Senator Hillary Clinton) were serious contenders for the Democratic nomination. After a long primary season, Obama won the Democratic nomination for presidency. He ran against Republican Senator John McCain.

Barack Obama, 2009-2016

Barack Obama was the first African American elected to the presidency and the third African American to win the Nobel Peace Prize. He promised to withdraw US troops from Iraq, cut taxes for middle class families, and reform health care. One of Obama's first acts as president was to submit an **economic stimulus** package. An economic stimulus is a program of government spending designed to boost the economy. In March 2010, Obama signed into law the Affordable Care Act. This law ensures all Americans access to health insurance.

The Iraq war ended in August 2010; however, US troops went on fighting in Afghanistan. In addition, the war on terror continued. On May 2, 2011, US forces attacked a compound in Pakistan, killing the al-Qaeda leader, Osama bin Laden.

Challenges for the Twenty-First Century

As the second decade of the twenty-first century began, the United States faced several continuing challenges.

Economic Issues

In 2007-2008, a recession led to a rapid economic decline in housing, banks, auto manufacturers, and many other areas. Unemployment rose to almost 10 percent in 2009. By 2013, unemployment had dropped below 8 percent. The globalization of financial institutions meant that trouble in one country affected the rest of the world. Many US companies opened offices and factories overseas, moving jobs to countries where hiring workers was less expensive.

Environmental Issues

Americans were becoming increasingly aware of environmental issues. Drastic climate change, also known as **global warming** was a great concern. This concern grew in 2012, as heat waves and storms, like Hurricane Sandy, affected much of the United States. The need to develop renewable energy resources became more urgent. Automobile companies worked to develop cars that ran on biologically-based fuels other than gasoline. Other companies created new materials and technologies that generated power from sustainable energy sources such as wind, the Sun, and heat deep in the ground.



Foreign Policy

Great challenges existed for the United States in foreign policy as well. These were some of the problems:

- the rise of China as a world power
- continuing instability in North Africa and the Middle East
- North Korea's isolation and nuclear capacity
- hostility and nuclear ambitions in Iran

Core Skill Analyze Point of View

Both written texts and visuals can express point of view. As you read written texts and study photographs and cartoons, ask yourself whether the writer or artist is for or against an issue.

Read "Environmental Issues" and ask yourself why the photograph has been included with the text. What is the author's point of view about the topic? Ask yourself these questions:

- Is the author concerned about environmental issues?
- Or does the author think people should worry more about other matters?
- Or is the author unbiased—that is, do you think the author does not have a strong opinion about this topic?

In your notebook, write one sentence expressing the author's point of view as it relates to the photograph.

THINK ABOUT SOCIAL STUDIES

Directions: Write short responses to the following questions in a notebook.

1. What made the presidential election of 2008 historic?
2. Which twenty-first century challenge facing the United States do you think will be most difficult to overcome? Why do you think this?

Vocabulary Review

Directions: Match these words with their definitions.

accountability economic stimulus impact insurgent surge

- _____ 1. government spending to help the economy
- _____ 2. the rapid build-up of troops to stop violence
- _____ 3. force or effect
- _____ 4. armed rebel
- _____ 5. responsibility

Skill Review

Directions: Read the opinion passage below. Answer the questions that follow in a notebook.

The idea that global warming is a fact is absurd! There is no reliable technology that can predict long-term climate change. Most weather technology can't even correctly predict tomorrow's weather. If the world's temperature is meant to rise, then what does human activity have to do with it? Even if there is an increase in climate temperature, there would not be much difference when the increase is spread out over hundreds of years. Meanwhile, attention and resources are being used to fight this "issue" when they should be fighting real issues like poverty and nuclear weapons.

- 1. What is the author's opinion?
- 2. Which words and phrases show the author's bias?

Directions: Examine the photograph below. Answer the questions that follow in a notebook.



- 3. What do you think the photo shows?
- 4. What can you interpret is the photographer's opinion may be about the issue portrayed in the photo?

Skill Practice

Directions: Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following text.

The politicians pushed it through Congress even though “we the people” were clearly opposed to it. We took it to the Supreme Court, but even the justices sided with those spendthrift liberals in the White House and Congress. Now we’re stuck with Obamacare. Now we all have to buy health insurance, whether we want it or not—and whether we can afford it or not. If we don’t buy it, we have to pay anyway because they’ll fine us. What’s more, Obamacare is too expensive. It’s going to mean more government spending and more government debt. The Affordable Care Act isn’t affordable for Americans, and it’s not affordable for America either.

1. Which assumption does the writer make about government?
 - A. Having three branches of government provides a good system of checks and balances.
 - B. Government debt is higher than it has ever been.
 - C. All the branches of government side against the people.
 - D. The government wants the people to pay off the US debt.
2. Which statement is most likely true about the writer?
 - A. The author believes the US economy is strong.
 - B. The author feels Obamacare should be done away with.
 - C. The author has faith in the Affordable Care Act.
 - D. The author believes no one should have health insurance.
3. Which statement shows the relationship between the surge of troops to Iraq in 2007 and the level of violence?
 - A. The surge led to increased violence.
 - B. The surge led to decreased violence.
 - C. The level of violence was not affected by the surge.
 - D. The level of violence rose when the surge ended.
4. How can government spending help reverse economic decline in the United States?
 - A. Providing people and industries with money encourages them to spend money. This keeps the economy moving.
 - B. People’s salaries will increase.
 - C. The government will create new industries and new products.
 - D. If people see the government spending money, they will want to spend as well.

Writing Practice

Directions: What qualities does the president of the United States need? Write a job posting advertisement for a new president.

Review

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the passage below.

American military leaders did not want to get involved in direct action in Bosnia-Herzegovina, a country in southeastern Europe, during the early 1990s. They knew the American public would not support direct military action. High-level US Defense Department sources reported that military leaders were well aware of the unpopularity of the Vietnam War. In that war, about 58, 000 Americans were killed and some 153, 000 were wounded. The war cost more than \$140 billion. Because of the lack of public support for the Vietnam War, US military leadership urged the administration to be cautious about direct military involvement in Bosnia-Herzegovina.

1. According to the passage, why were US military leaders reluctant to urge involvement in Bosnia-Herzegovina?
 - A. They did not believe that the public would support military action.
 - B. They were worried about the training needed for US troops.
 - C. They believed that neighboring countries would not support US troops.
 - D. They did not have enough information about the conflict in Bosnia-Herzegovina.
2. How does a foreign policy of isolationism support this passage?
 - A. Nations should not get involved in the conflicts of other nations.
 - B. The number of deaths caused by war should be reduced.
 - C. Nations are most successful when they fight their own wars.
 - D. Americans do not like people in other countries.

Review

CHAPTER 3

3. Why was the space race important to the United States and the Soviet Union?
 - A. Space exploration and discovery would provide huge sources of information about outer space.
 - B. The space race heightened the tension already existing between the two countries.
 - C. Advancements in space exploration would be helpful in the development of nations around the world.
 - D. Competition is a healthy way for nations to interact with each other.
4. Why did the United States become involved in the global war on terror?
 - A. Many other countries were already fighting against al-Qaeda terrorists.
 - B. The terrorist attacks in the United States on September 11, 2001, led to US involvement.
 - C. The United States was not directly involved in the war on terrorism, but it supported other countries that were.
 - D. Terrorism affects all countries, so the United Nations required all countries to get involved.
5. President Lyndon Johnson's Great Society programs included Medicaid, the Office of Economic Opportunity, and Head Start. Which group was intended to benefit the most from his programs?
 - A. the poor
 - B. the elderly
 - C. the young
 - D. the wealthy
6. The United States entered World War II three years after it started. Why did the United States wait?
 - A. The United States did not have the finances to join the war.
 - B. Public opinion was not in favor of joining the fight.
 - C. German submarine attacks led to the loss of US lives.
 - D. The United States decided it would lose its status as a powerful nation if it joined the war.
7. Which new technology greatly influenced the 1960 presidential election?
 - A. radio
 - B. e-mail
 - C. television
 - D. the Internet
8. What was the primary goal of US military actions in Korea and Vietnam?
 - A. to eradicate terrorism
 - B. to liberate East Germany
 - C. to defeat Nazi Germany and its allies
 - D. to prevent the spread of communism

Review

9. Which of the following is a direct effect of urban sprawl?
 - A. traffic
 - B. inflation
 - C. high gas prices
 - D. alternative energy
10. What cause did the Freedom Riders draw attention to?
 - A. the draft
 - B. segregation
 - C. poverty
 - D. unequal pay for women
11. How did President Truman affect relations between North and South Korea?
 - A. He asked Congress to declare war and sent US troops to defend South Korea.
 - B. He helped negotiate peace between the two countries.
 - C. He asked the UN to send troops to defend South Korea.
 - D. He helped South Korea establish an alliance with the Soviet Union.
12. In which way was President Barack Obama unique?
 - A. He involved the United States in wars in the Middle East.
 - B. He was the first president to focus on health care.
 - C. He was the first African American to become president.
 - D. He was the first president to face a global economic crisis.
13. Which of these trends had the greatest effect on the way that Americans communicate with one another?
 - A. The desire to conserve energy led to a decrease in the manufacturing of writing instruments.
 - B. Urban sprawl meant that people were living outside the heart of major cities.
 - C. Worry over carbon emissions kept people from traveling to see friends and family.
 - D. Smaller, cheaper technology allowed more people to have home computers.
14. What did the United Farm Workers fight for in the 1960s?
 - A. equal pay for women and men
 - B. a ban on job discrimination based on race, color, religion, national origin, or gender
 - C. a ban for gender-based discrimination in publicly funded schools
 - D. improvements in wages and benefits for workers

Review

CHAPTER 3

Check Your Understanding

On the following chart, circle the number of any question you answered incorrectly. In the third column, you will see the pages you can review to study the content covered in the question. Pay particular attention to reviewing those lessons in which you missed half or more of the questions.

Chapter 3 Review

Lesson	Item Number	Review Pages
World War II, the Cold War, and the 1950s	1, 2, 6	110-117
Protest and Politics	5, 7, 10, 14	118-123
US Foreign Policy in the Modern Era	3, 8, 11	124-131
Societal Changes	9	132-137
The United States in the Twenty-First Century	4, 12, 13	138-143

Review

ESSAY WRITING PRACTICE

US History: World War II through Modern Times

Directions: You are preparing a study guide to help students use this history chapter. It is up to you to decide which six events since World War II have been the most significant in US history. First, select those six events. Then, make a time line showing these events. Finally, write an essay in response to the prompt below. Look at the chapter opener to review time lines. Review Lessons 3. 1, 3. 2, 3. 3, 3. 4, and 3. 5 to identify major events.

TIME LINE

A time line is a quick way to see the big picture for a given period of time. It includes important events that occurred over the time period. The events are shown in order. The year is labeled, and a short phrase describes each event.

Show your six major US history events since World War II on a time line similar to this one.



After you have completed the time line, write a two-paragraph essay about one event on your time line. In the first paragraph, tell about the event. Give the date. Tell where the event happened. Name the important people who were involved in the event. In the second paragraph, explain why this event is important in modern US history.