Unit 8 Cold War 1945-1980

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Transfer

The aftermath of World War II leads to a sustained period of tension between the United States and the Soviet Union, where their aggression plays out in developing nations around the world.

Enduring Understandings

Chapter 1: The Cold War at Home and Abroad

1. The fear of communism had a tremendous impact on both domestic and foreign policies.

2. An ongoing battle between capitalism and communism developed and lasted fifty years.

3. Pop culture and sububan sprawl changed the values of the American character.

4. An ongoing strugge for gender equality led to a drastic change in social mores.

Chapter 2: The Civil Rights Movement

1. Protesters used both non-violent and militant strategies to express their anti-war sentiments and the lack of civil rights in the nation.

2. Music presented a unifying element in American culture that represented the disillusionment of the people with the government.

3. The Civil Rights movement represented the ongoing struggle for economic, political and social equality in America.

Chapter 3: The New Frontier and Great Society

1. The assassination of John F Kennedy led to a decade of disillusionment.

2. Though only somewhat successful, Lyndon B Johnson's Great Society took great strides to improve the United States.

3. Envirnomentalists attempted reforms to better life in America and improve its impact on the world.

4. Many similiarities exist in administrations attempts to fix society.

Chapter 4: Conservative and Liberal Divide

1. The 1970's saw the rise of a "silent conservative majority" in response to the liberal ideas implemented after WWII.

2. The Watergate scandal shook the fragile American confidence in an era jaded by the travesty of Vietnam.

3. New demographic, social, economic and environmental issues led to significant political and moral debates that tore Americans in two directions.

Essential Questions

Chapter 1: The Cold War at Home and Abroad

1. What theories guided U.S. foreign policy throughout the Cold War?

2. In what ways were the Korean and Vietnam Wars both similar and unique Cold War conflicts?

3. How did Truman's Doctrine evolve over the course of the Cold War?

4. In what ways was the Cuban Missile Crisis an example of Cold War struggle? What was its impact on both the United States and our relationship with the Soviet Union?

5. What accounts for the changing view of the Cold War at home from 1949 to 1979?

6. To what extent did life in the postwar suburbs represent "happy days"?

7. What were the major factors that contributed to the growth of the Sun Belt?

Chapter 2: The Civil Rights Movement

1. How did individuals influence legal or political changes in the civil rights movement?

2. How did the art of the civil rights movement both reflect and shape the movement?

3. How did African Americans influence others to push for equality in America?
4. To what extent was the civil rights movement successful?

Chapter 3: The New Frontier and the Great Society

1. How did the John F Kennedy assassination initiate a national feeling of disillusionment?

2. How did Lyndon B Johnson's Great Society seek to improve America? Was it successful?

3. In what ways was the environmental movement of the 1960s and 1970s similar to previous reform

movements?

4. To what extent were the political actions of JFK and LBJ similar to those of FDR and the Progressive Presidents?

Chapter 4: Conservative/Liberal Divide

1. What factors contributed to the rise of a "silent majority" of conservatives in the late 1960s and 1970s?
2. How did the Watergate scandal shake an already fragile American confidence in the Vietnam era and lead to a rise in disillusionment?
3. How did the rapid economic, demographic and technological changes in the post war period impact U.S. society?

Learning Objectives

POL-1.0: Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0: Analyze how technological innovation has affected economic development and society

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0: Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Skills

I. Analyzing Historical Sources and Evidence

Primary Sources:

A1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium and/or historical context as well as the interaction amoung these features, to demonstrate understanding of the significance of a primary source.

A2. Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

Secondary Sources:

B1. Using Secondary Sources, analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evlauate the argument's effectiveness.

B2. Using Secondary Sources, analyze diverse historical interpretations.

II. Making Historical Connections:

Comparison:

C1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2. Compare different historical individuals, events, developments, and/ or processes, analyzing both

similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Contextualization:

C3. Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis:

C4. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

C5. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

C6. Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue.

III. Chronological Reasoning

Causation:

D1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.

D2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

Patterns of Continuity and Change Over Time:

D3. Identify patterns of continuity and change over time and explain the significance of such patterns.

D4. Explain how patterns of continuity and change over time relate to larger historical processes or themes.

Periodization

D5. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

D6. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

D7. Analyze different and/or competing models of periodization.

IV. Creating and Supporting a Historical Argument

Argumentation:

E1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

E2. Develop and support a historical argument, including in a written essay, through a close analysis of

relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

E3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

E4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

Resources

Instructor Resources

Teaching with primary sources in APUSH http://apcentral.collegeboard.com/apc/public/repository/ap05_Hist_PrimSource.pdf

Primary Source Learning http://primarysourcenexus.org/2011/10/mining-the-library-for-gilded-age-teaching-resources-strategies/

Ed Tech Teacher The Cold War http://besthistorysites.net/american-history/the-cold-war/

1945-The Present https://www.gilderlehrman.org/history-by-era/1945-present

Period 8 http://ap.gilderlehrman.org/period/8 timeline, videos, documentaries, essays

Primary Sources:

Physicists Predict a Nuclear Arms Race http://ap.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/resources/physicists-predict-nuclear-arms-race-?period=8

Truman Responds to McCarthy http://ap.gilderlehrman.org/history-by-era/postwar-politics-and-origins-cold-war/resources/harry-s-truman-responds-mccarthy-1950?period=8

Don't Buy a Ford http://ap.gilderlehrman.org/history-by-era/civil-rights-movement/resources/don%E2%80%99t-buy-ford-ever-again-ca-1960?period=8

JFK Inaugural Address p.gilderlehrman.org/history-by-era/sixties/resources/john-f-kennedy’s-inaugural-address-1961?period=8

JFK Assassination p.gilderlehrman.org/history-by-era/sixties/resources/assassination-john-f-kennedy-1963?period=8

Robert Kennedy on Civil Rights http://ap.gilderlehrman.org/history-by-era/civil-rights-movement/resources/robert-kennedy-civil-rights-1963?period=8

George Wallace on Segregation http://ap.gilderlehrman.org/history-by-era/civil-rights-

movement/resources/george-wallace-segregation-1964?period=8

J.E. Hoover on Campus Unrest http://ap.gilderlehrman.org/history-by-era/seventies/resources/j-edgar-hoover-campus-unrest-1970?period=8

The End of Vietnam p.gilderlehrman.org/history-by-era/seventies/resources/end-vietnam-war-conscience-resistance-and-reconciliation-1973?period=8

Ford's Remarks on Japan http://ap.gilderlehrman.org/history-by-era/seventies/resources/president-ford%E2%80%99s-remarks-japan-1974?period=8

Ford on Pardoning Nixon http://ap.gilderlehrman.org/history-by-era/seventies/resources/president-ford%E2%80%99s-statement-pardoning-richard-nixon-1974?period=8

Review for Exam and Units of Study- Links for Students

- **APUSH REVIEW VIDEOS**

  https://www.youtube.com/playlist?annotation_id=annotation_1993227871&feature=iv&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&src_vid=eHBZ2BxiTBI

  APUSH LECTURES
  https://teacher.ocps.net/stephen.hansen/AP%20UNITED%20STATES%20HISTORY%20NOTES.htm

- **AMERICAN PAGEANT RESOURCES AND POWERPOINTS**

  Textbook support website. Includes chapter themes, summaries, key vocabulary, etc...to support student learning. Under general resources students will find audio powerpoint lectures for each chapter in The American Pageant.
  http://college.cengage.com/history/us/kennedy/am_pageant/13e/chapters/chapter1.html

- **THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY AP US HISTORY STUDY GUIDE**

  http://ap.gilderlehrman.org/

- **HIPPOCAMPUS**

  Video presentations that correlate to chapters in The American Pageant textbook. Scroll down the list of APUSH textbooks and click on The American Pageant: A History of the Republic 16th edition by Kennedy to view topics by textbook page number.
  http://www.hippocampus.org/HippoCampus/History%20%26%20Government?view=Textbooks

- **APUSH QUIZZES**

  Website contains quality review quizzes for every period of US History. Scroll down website page, pick a time period to review and click on the heart flags to begin a quiz.
  http://www.historyteacher.net/USQuizMainPage.htm

- **APUSH PRACTICE TEST #1**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-strivefor5-03.htm

- **APUSH PRACTICE TEST #2**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(1996)-01.htm

- **APUSH PRACTICE TEST #3**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(2001)-02.htm

Standards

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

I. United States policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.

A) As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.

B) Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.

C) The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).

D) Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained

nonaligned.

E) Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels

II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

A) Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

B) Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.

C) Americans debated the merits of a large nuclear arsenal, the militaryindustrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

D) Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

A) During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

B) The three branches of the federal government used measures including desegregation of the armed services, Brown v. Board of Education, and the Civil Rights Act of 1964 to promote greater racial equality.

C) Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

A) Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.

B) Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

C) Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

D) Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.

III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

A) Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

B) Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.

C) In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.

D) Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

E) Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

F) The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

A) A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

B) As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

C) Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

A) Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

B) Feminists and young people who participated in the counterculture of the 1960s rejected many of the

social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

C) The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

SOC.6.2.12.5	The 20th Century Since 1945 (1945-Today)
SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
SOC.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.CS5	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
SOC.6.2.12.CS6	Contemporary Issues: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.