

Name: _____

Block: _____

Unit Nine:

Cold War and Civil Rights Era

Miss Goad

Test: _____



Unit 9 Vocabulary List:

Directions: Use your textbook or other online resource to help you find the definition for the words below. Hint: all definitions should have some historical context. If in doubt, ask.

- | | |
|---------------------------------------|---|
| 1. Integration | 17. Alger Hiss |
| 2. Thurgood Marshall | 18. Superpowers |
| 3. <i>Brown v. Board of Education</i> | 19. 38 th Parallel (Korea) |
| 4. Boycott | 20. 17 th Parallel (Vietnam) |
| 5. Civil Disobedience | |
| 6. Voting Rights Act of 1965 | |
| 7. Civil Rights Act of 1964 | |
| 8. Bay of Pigs Invasion | |
| 9. Domino Theory | |
| 10. Gulf of Tonkin Resolution | |
| 11. Tet Offensive | |
| 12. Vietnamization | |
| 13. Vietcong | |
| 14. Truman Doctrine | |
| 15. NATO | |
| 16. Warsaw Pact | |

Dropping the Atomic Bomb: Yes or No Edmodo Activity

Directions: You have been given a reading that takes the stance of whether the US should drop the atomic bomb to deter communism, or not. Your goal is to write a persuasive argument convincing the students who take the opposite stance to agree with you.

As you read your article, fill out the paper below. Not only will this tell me that you read the article, but it will help you outline your argument for your Edmodo post. Your Edmodo post will be expected to be more comprehensive and detailed oriented than usual (**this means it will be more % points than typical posts**)

1. Which stance do you take? (Drop the Atomic Bomb: Yes or No) _____
2. Who is the author? _____
 - a. Brief description of the author (background, how he feels about the atomic bomb, etc.)
3. Give five (well-reasoned) arguments for why dropping the atomic bomb is ok or not
 - a.
 - b.
 - c.
 - d.
 - e.
4. Include three quotes that you could possibly use for your argument (do they come from the author themselves, or from someone else that was included to strengthen the author's arguments?) **Be sure to explain what the quotes mean**
 - a.
 - b.
 - c.

The Cold War: Crash Course US History #37

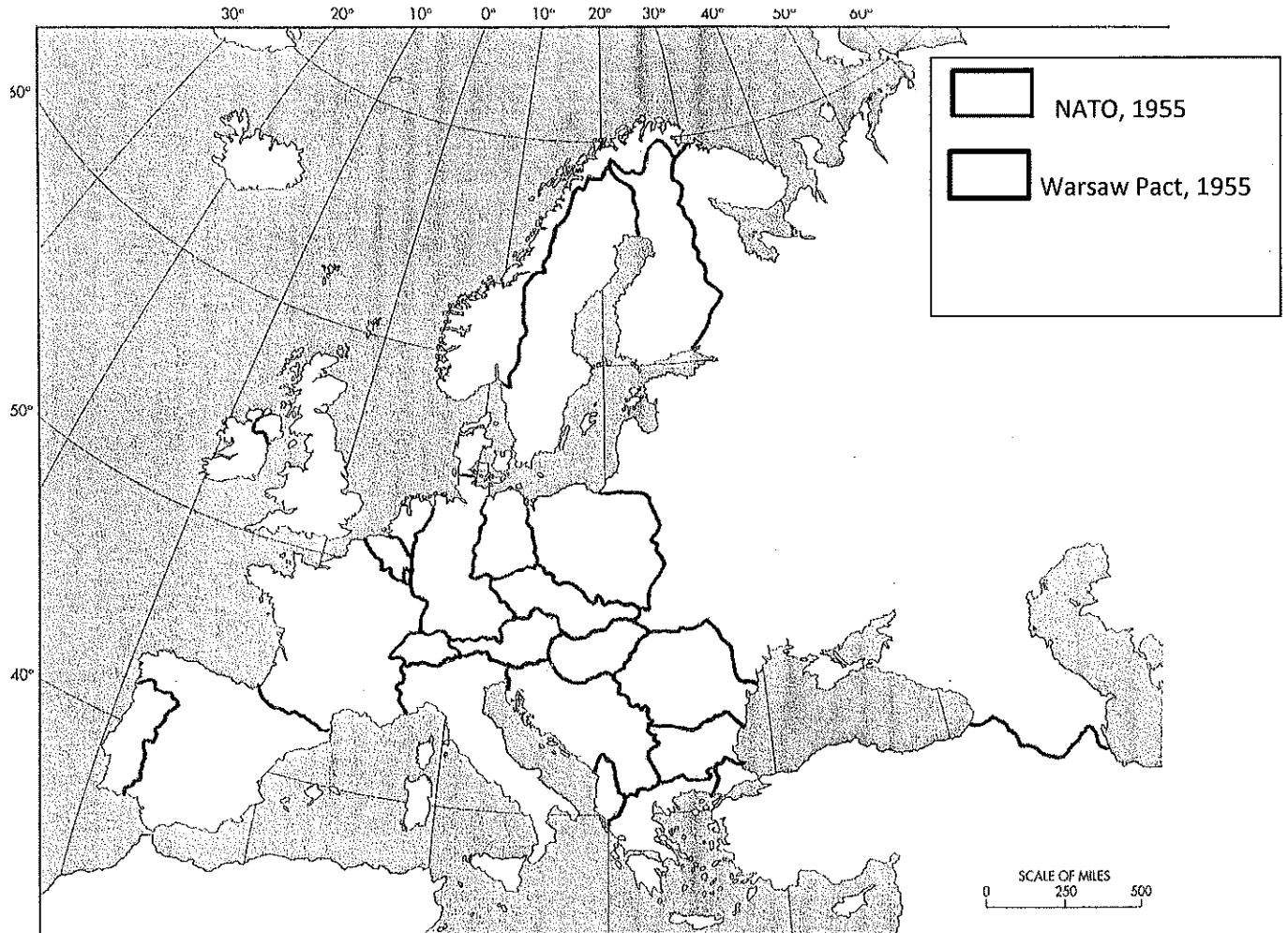
1. The Cold War involved what actual wars? Give two examples:
A) _____ B) _____
2. How long did the Cold War last?
3. During the Cold War gave us the growing awareness that the threat to human beings is _____.
4. What two nations were left as powers after WWII?
A) _____ B) _____
5. Where did the Soviet Union encourage pro-Communist governments after WWII?
A) _____ B) _____ C) _____
6. What is the theory of containment?
7. What two countries were threatened with communism in 1947?
A) _____ B) _____
8. The Truman Doctrine in which he (Truman) pledged to support _____ loving peoples against _____ threats.
9. How much money did the US send to prevent communism in Greece and Turkey?
10. The containment policy and Truman Doctrine also laid the foundation for an _____ race.
11. Describe the Marshal Plan:
12. Did the Marshal Plan work?
13. Which American general stayed in Japan to help it rebuild?
14. How was Germany divided after WWII?
15. When was the Berlin Wall built?
16. What did national security agencies push Hollywood to produce?
17. What did Congress add to the Pledge of Allegiance in 1954?
18. Why did the American Medical Association not want nationalized medicine?

Give me three more facts about the Cold War Era:

Map: Cold War Europe

Part I. Directions: Use pages 811-813 to complete the map assignment below

1. Color all North Atlantic Treaty Organization (NATO) Nations one color
2. Color all Warsaw Pact nations a different color
3. Referencing the reading on pg. 811, use a dark marker to show the "Iron Curtain"
4. Complete the key to match your color choices



Part II. Label the following countries:

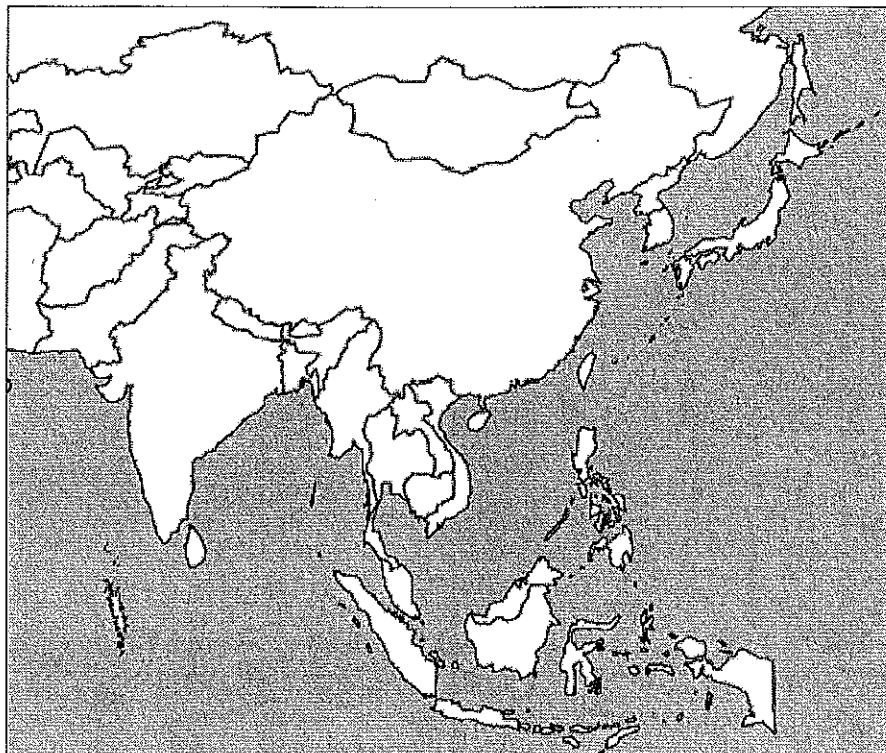
Great Britain
France
Spain
West Germany
East Germany
Poland

Czechoslovakia
Austria
Hungary
Soviet Union
Italy
Spain

Norway
Sweden
Switzerland
Hungary
Turkey
Black Sea

The Cold War in Asia

PG 816-88
827-831



I. Label:

- Indian Ocean
- Pacific Ocean
- U.S.S.R.
- China
- India
- Vietnam
- Korea
- Japan
- Afghanistan

II. Color

1. Vietnam Red
2. North Korea Red
3. South Korea Blue

	Korean War	Vietnam War
When:		
US President at the time:	1. 2.	1. 2. 3.
Country had been controlled by... (what other country?)		
Divided at the...	_____ Parallel	_____ Parallel
Communist Leader of the North		
Who fought who?		
Containment? (Succeeded or Failed)		
FACT:		<u>Vietnamization:</u>

Major Civil Rights Movement Events

Date	Event	People/Groups Involved	Issue/Problem	Events	Significance/Outcomes
1865	13 th Amendment		Slavery	Constitutional Amendment	
1868	14 th Amendment	Ulysses S. Grant		Constitutional Amendment	Equal Protection Clause – state must protect rights of all citizens
1870	15 th Amendment		Disenfranchisement of African-Americans	Constitutional Amendment	Can not prevent anyone from voting based upon
1870 - 1964	Disenfranchisement of American Americans	Southern State Governments		---	Victory for Segregationist
1876 - 1965	Jim Crow Laws	Southern State Governments		---	Victory for Segregationist
1896	<i>Plessy vs. Ferguson</i>	Homer Plessy		Nonviolent Protest Rode RR car	“separate but equal” facilities are constitutional
1909	NAACP created	Ida Be. Wells	Lack of equal rights and voting rights for African-Americans	Formation of an African-American Civil Rights group	Civil Rights group to promote voter mobilization and monitoring equal opportunity in the public and private sectors.
1954	<i>Brown vs. Board of Education</i>	NAACP Oliver Brown		Court Case	Ended “separate but equal” practices based upon 14 th amendment
Aug 1955	Emmet Till				

Major Civil Rights Movement Events

Date	Event	People Involved	Issue/Problem	Events	Significance/Outcomes
Dec. 1955 - 1956	Montgomery, AL Bus Boycott				
1957	Little Rock, Arkansas "Little Rock 9"				
Feb. 1960	Sit-ins "Greensboro 4"				
Oct. 1962	First African-American enter all White College (University of Mississippi)				
May 1961	Freedom Riders				
1963	Birmingham, AL- Baptist Church Bombing				
Jan. 1964	24 th Amendment	LBJ	Poll Taxes – pay to vote		Abolished poll taxes
Aug. 1963	March on Washington				
July 1964	Civil Rights Act of 1964	LBJ			
1965	Voting Rights Act of 1965	LBJ			

Brown vs. Board of Education Primary Source Analysis

Year or Original Court Case	Person	Problem
Plaintiff's Argument (Brown's)	Group Who Helped Out the Brown's	Board of Education's Argument
	Court's Ruling and Reasoning? Which Side did the Court Support?	



Year of Supreme Court Decision	Supreme Court Chief Justice	What was the major issue being discussed?
Supreme Court Ruling	Reasoning for Ruling	Consequences/Significance of Ruling

Vietnam Protest Songs Analysis

Directions: Analyze all four protest posters by answering the questions below

Song	Level I Questions			Level II Questions			
	What was the intent of the song's author?	Why might the song have been written?	What are the messages in the song?	Who do you think is the intended audience for the song?	What does the artist hope the audience will do?	Is this song effective emotionally? (Explain)	Is this song effective intellectually? (Explain)

Martin Luther King, Jr. "I Have a Dream" Speech, August, 28th 1963
Given at Lincoln Memorial in Washington DC

1. What other American documents does MLK reference in this speech?
2. What does he mean when he says that the country had given the "Negroes" a "bad check"?
3. Does MLK advocate violence? Explain.
4. What does he say about trust and the whites?
5. What are some of the injustices he lists?
6. Complete the following:
"I have a dream, that my four little _____ will not be judged by the
_____ but by the _____"
7. What was the purpose of Dr. Martin Luther King Jr.'s speech?
8. What motivated him to give it?
9. Research further: What happened following his speech (did it work)?
10. What does this speech mean to you?
11. Barack Obama became the first black President of the United States, 46 years after Dr. King gave this speech. How is this significant relating to Dr. King's speech? Explain.
12. In your own words, what was his dream?

Letter from Birmingham's Jail *

I guess it is easy for those who have never felt the stinging facts of segregation to say "Wait!" But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her little eyes when she is told that Funtown is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, and see her begin to destroy her little personality by unconsciously developing a bitterness toward white people; when you have to concoct an answer for a five-year-old son asking in agonizing pathos: "Daddy, why do white people treat colored people so mean?"; when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored;" when your first name becomes "nigger," your middle name becomes "boy" (however old you are), and your last name becomes "John," and when your wife and mother are never given the respected title "Mrs.;" when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance never quite knowing what to expect next, and plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of *nobodyness* then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of injustice where they experience the bleakness of corroding despair. I hope, sirs, you can understand our legitimate and unavoidable impatience. . . .

Martin Luther King, Jr., 1963

Questions Write your answers on the back of this page.

1. Underline everything you think is an injustice.
2. Circle everything you think is illegal today.
3. What types of actions are regulated by laws?
4. Some people say that you can't change behavior by passing laws, but, of course, that is what laws do. Which actions could be most easily changed by legal means? Which would be most difficult to change?
5. How have conditions described in Dr. King's letter changed today?

* Martin Luther King, Jr., "A Letter from Birmingham's Jail," *Presbyterian Life*, July 1, 1963, p.11.

Cold War Primary Source Analysis

Directions: Each answer must contain the following: correct answer, example provided, written in complete sentences.

Soviet-American Confrontation:

1. What were the post-war goals of the United States and Soviet Union?
2. Was post-war conflict between the United States and Soviet Union inevitable?
3. What was the underlying source of international tension--an aggressive and intransigent Soviet Union or an overwhelmingly strong and uncompromising America?

The Containment Policy:

1. Describe the containment policy. What was its goal?
2. Why did the United States decide to broaden its overseas commitments? Did the Soviet threat justify this expansion of America's commitments?
3. Was the containment policy essentially offensive or defensive?

The Korean War:

1. What was America's mission in Korea?
2. How far should the United States go in accomplishing that mission?
3. Did President Truman improperly interfere in military operations in Korea?

Anti-Communism At Home:

1. Why were many post-war Americans concerned about the domestic threat posed by communism? Was fear of communism a response to legitimate threats to national security or an irrational response to other tensions within American society?
2. Were the federal government loyalty programs intelligent and constitutional methods of preserving American values?
3. Can the government legitimately require employees to take loyalty oaths?
4. What, if anything, can society do about people who hold opinions that the majority finds abhorrent?

THE PRESIDENTS

Name:

Political Party:

Age:

State:

Personal Life:

Accomplishments as President: (at least 2)

Unique/Interesting facts: (at least 4)

Name:

Political Party:

Age:

State:

Personal Life:

Accomplishments as President: (at least 2)

Unique/Interesting facts: (at least 4)