UNIT 7 RESOURCES

Global Struggles, 1941–1960

CHAPTER 20 A World in Flames
CHAPTER 21 America and World War II
CHAPTER 22 The Cold War Begins
CHAPTER 23 Post-War America
Book Organization

Glencoe offers resources that accompany *The American Vision* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

**HOW THIS BOOK IS ORGANIZED**

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

**UNIT-BASED RESOURCES**

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

**CHAPTER-BASED AND SECTION-BASED RESOURCES**

Chapter-based resources follow the unit materials. For example, Chapter 20 blackline masters appear in this book immediately following Unit 7 materials. The materials appear in the order you teach—Chapter 20 activities; Chapter 20 section activities; Chapter 21 activities; Chapter 21 section activities; and so on.

**A COMPLETE ANSWER KEY**

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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# Unit 7

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To the Teacher

**THE AMERICAN VISION—\nTHE TOTAL PACKAGE**

Glencoe’s Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

**Geography and History Activities**
These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

**Economics and History Activities**
These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

**History Simulations and Problem Solving**
These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

**American Literature Readings**
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

**Reading Skills Activities**
These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

**Historical Analysis Skills Activities**
These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

**Differentiated Instruction Activities**
These activities use a variety of reading materials to better the students understanding of the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On the second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

**English Learner Activities**
These worksheets provide a variety of activities, which enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

**Content Vocabulary Activities**
These review and reinforcement activities help students master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

**Academic Vocabulary Activities**
These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

**Reinforcing Skills Activities**
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

**Critical Thinking Skills Activities**
These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities are vitally important to a student’s ability to function in an ever-changing world.

(continued)
To the Teacher (continued)

Time Line Activities
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities
By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women’s rights, sports, and even animation and music.

Primary Source Readings
These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities
These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities
These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon’s message.

Reteaching Activities
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
Unit 7 Resources

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TWO BEACHES

On June 6, 1944, or D-Day, Allied troops landed on five beaches in Normandy, France. The two beaches on which American troops landed were Omaha Beach and Utah Beach. These beaches differed in terrain and in the amount of German defenses in place. Landings at both were successful, but the invasion of Utah Beach was accomplished with fewer than 300 lives lost due in part to these differences. Furthermore, there was a surprising error in the landing on Utah Beach. The troops came ashore south of where the invasion had been planned.

THE TERRAIN AT UTAH BEACH

Utah Beach is a nine-mile stretch on the eastern shore of the Cotentin Peninsula of France. (See Map 1.) It was the westernmost beach of the five Allied landing areas in the Normandy Invasion. Utah is similar to many beaches along the eastern coast of the United States. At low tide, a gentle slope of yellow sand is visible for about 350 yards out to sea. The Germans planted obstacles in it to make an invasion from sea difficult.

The plan called for the soldiers to cross that section of the beach where they would come to a few yards of dry sand with
driftwood, seaweed, and shells. A wide belt of sand dunes then faced the soldiers for another 100 yards. Most of the dunes were 10 to 20 feet high and partially covered with beach grass. The Germans had built a low concrete wall on the seaward side of the dunes. German artillery, along with miles of barbed wire and thousands of mines, were dug into the dunes.

The terrain beyond the beach was also important to the troops’ ability to move inland quickly. Behind the dunes, a road ran parallel to the beach. Four exit roads called “causeways” ran inland perpendicular to the beach. The causeways crossed fields that the Germans had flooded by damming rivers. Behind the flooded fields, German troops were stationed at every village with artillery aimed at the causeways.

**THE PLAN**

The invasion of Utah Beach was to take place in the Tare Green and Uncle Red sectors, with Exit 3 the approximate middle of the landing area. (See Map 2.) Four waves of troops would land at the beach. The troops would cross the beach, seize control of the roads, link up with the airborne troops dropped inland earlier, and move toward the port town of Cherbourg, France, at the northern tip of the peninsula. The first landing was to be opposite Les-Dunes-de-Varreville. Although that was the plan, it is not exactly what happened.

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**Map 2—The Landing Plan on Utah Beach**

The map shows where the American troops intended to land on Utah Beach, where they actually landed, the four exits from the beach, the roads or “causeways,” and the nearby towns. (continued)
WHERE ARE WE?

Some of the landing craft of the first wave hit sandbars and the troops jumped into waist-deep water about 200 feet from shore. They made their way to shore, and some crossed the beach and went up the dunes. Before the invasion, the officers had carefully studied the terrain on maps. After looking at their surroundings from the dunes, they knew they were in the wrong area of the beach.

The troops had actually landed near Exit 2, about 2,000 yards south of the proposed landing area. The water was shallower at Exit 2 than at Exit 3, which is why some of the landing craft ran onto sandbars. The deeper water at Exit 3 was one reason it was the targeted landing site. The officers faced the important decision of whether to move the whole operation north to Exits 3 and 4 where they had planned to land, or to stay where they were. General Theodore Roosevelt, Jr., made the decision with the famous quote, “We’ll start the war from right here.”

HOW IT HAPPENED

An important factor in the miscalculation was that exploding mines at sea destroyed three of the four landing control crafts (LCC). The LCC were 36-foot boats equipped with small radios and radar equipment for guiding the landing crafts to the shore. That left only one LCC to guide the landing.

There were also physical features of the land and water that contributed to the error. The current in the English Channel was a significant factor. The North Sea and the Atlantic Ocean meet in the Channel, resulting in very strong currents and rough seas. The English Channel was also still whipped up from previous storms.

In addition, the terrain of the beach and smoke from the battle contributed to the soldiers’ confusion. The entire stretch of beach looked the same. Radar was not helpful for distinguishing one area from another. There were no church spires, buildings, or outstanding landforms with which to visually judge location. At the same time, air force planes were dropping bombs, naval support ships at sea were firing away, mines were exploding, and German artillery was returning fire. All of this created a tremendous amount of smoke, so even if there had been beach landmarks, they would not have been visible.

A GOOD DECISION

It was a good decision to stay where they landed. The Germans had more heavily defended the proposed landing site and the troops would have had more difficulty breaking through. By the end of the day, Exits 1, 2, and 3 were secured, contact was made with the paratroopers, and the United States troops were pushing inland.

DID YOU KNOW?

- Utah Beach was a late addition to the areas scheduled for invasion. It was added to ensure capture of the port town of Cherbourg on the northern tip of the Cotentin Peninsula.
- Rope nets were dropped over the side of the large ships and the men climbed down into the landing crafts that would take them to shore. The rough waters in the English Channel made this process more difficult than anticipated.
- Today Utah Beach holds monuments to D-Day and is the site of the Utah Beach Museum, built in 1962. You can also find tourists enjoying a leisurely day at the beach.
GEOGRAPHY AND HISTORY ACTIVITY 7 (continued)

APPLYING GEOGRAPHY TO HISTORY

Directions: Write the answer to each question in the space provided.

Recalling Information

1. List the types of defenses the Germans had in place on and around Utah Beach.

2. What was one reason the proposed landing site on Utah Beach was farther north than the actual landing site?

3. When the officers looked at their surroundings from the dunes, they knew they were in the wrong location. Why did they not realize this earlier?

Critical Thinking

4. Determining Cause and Effect Why would the Germans purposefully flood the fields near the beaches?

5. Analyzing Information Strategically, why would control of Cherbourg be important?

6. Synthesizing Information On a separate sheet of paper, describe a beach you have seen either at an ocean or lake, or in a picture. Begin the description at the water’s edge and continue moving away from the water until a street or road is reached. Decide whether your beach would be easier or more difficult to invade than Utah Beach and explain why.
Economics and History Activity 7

Money and the Affluent Society

After World War II, many Americans turned their priorities toward making money and spending it on a rash of new consumer products. Hence, post-war America was dubbed the “affluent society.” One measure of affluence is the money supply, or the amount of money in circulation. The money supply includes anything that can be used directly as money, such as coins, currency, and checks. Some economists also include savings deposits and other types of accounts in the money supply. Figure 1 below shows the money supply from 1945 to 1970. The money supply of most other nations is a fraction of the United States’s supply.

The basis of the market economy is voluntary exchange. In the American economy, the exchange usually involves money in return for a good or service. What, exactly, is money? Most Americans think of money as bills, coins, and checks. Historically, though, and in other economies, money might be shells, gold, or even goods such as sheep. For something to serve as money, it must be accepted as a medium of exchange, a unit of accounting, and a store of value.

Medium of Exchange

To say that money is a medium of exchange simply means that a seller will accept it in exchange for a good or service. Most people are paid for their work in money, which they then can use to buy whatever they need or want. Without money, people would have to barter, or exchange goods and services for other goods and services.

Unit of Accounting

Money is the yardstick that allows people to compare the values of goods and services in relation to one another. In this way, money functions as a unit of accounting. Each nation uses a base unit to measure the value of goods, as it uses the foot or meter to measure distance. In the United States, this base unit of value is the dollar. In Japan, it is the yen; in much of Europe, the euro. An item for sale is marked with a price that indicates its value in terms of that unit.

Store of Value

Money also serves as a store of value. You can sell something, such as your labor, and store the purchasing power that results from the sale in the form of money for later use. People usually receive their money income once a week, once every two weeks, or once a month. In contrast, they usually

Figure 1–America’s Money Supply, 1945–1970

<table>
<thead>
<tr>
<th>Year</th>
<th>Billions of Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>$227.2</td>
</tr>
<tr>
<td>1965</td>
<td>$177.3</td>
</tr>
<tr>
<td>1960</td>
<td>$146.1</td>
</tr>
<tr>
<td>1955</td>
<td>$139.4</td>
</tr>
<tr>
<td>1950</td>
<td>$119.1</td>
</tr>
<tr>
<td>1945</td>
<td>$104.8</td>
</tr>
</tbody>
</table>


(continued)
spend their income at different times during a pay period. To be able to buy things between paydays, a person can store some of his or her income in cash and some in a checking or savings account.

CHARACTERISTICS OF MONEY

Anything that people are willing to accept in exchange for goods can serve as money. At various times in history, cattle, salt, molasses, animal hides, shells, and beads have been used as mediums of exchange. Each of these items has certain characteristics that make it better or worse than others for use as money. Figure 2 lists the characteristics that to some degree all items used as money must have.

APPLYING ECONOMICS TO HISTORY

**Directions:** Use the information you have read and the information in Figure 1 and Figure 2 to answer the following questions on a separate sheet of paper.

**RECALLING INFORMATION**

1. What is the money supply?
2. By how much did the money supply increase from 1945 to 1970?
3. What are the three functions of money?
4. What is the alternative to using money?
5. Money should be durable and divisible. What other characteristics should money have?

**CRITICAL THINKING**

6. Synthesizing Information Imagine that you live in a bartering society. List 10 items that you use frequently, and then identify alternative goods that you would be willing to trade for them.
### Simulation 7: The Marshall Plan

**Topic**
In this simulation, students will describe the impact of the Marshall Plan on various political and economic circumstances and what might have happened had the United States not rebuilt Western Europe through the Marshall Plan.

**Purpose**
The Cold War began almost as soon as World War II ended, with former allies the United States and the Soviet Union suddenly finding themselves once again on opposite sides of the political fence. The Cold War dominated American foreign policy for almost 50 years. This simulation will allow students to understand why the United States believed it had to become involved in “containing” Soviet expansionism, and what types of strategies were used for such a policy. By studying the impact of the Marshall Plan on the European and American economies, students will also learn about the “interconnectedness” of the world’s nations, which World War II and subsequent events made clear.

**Objectives**
By participating in this simulation, students will:
- Learn about the role of the United States in shaping the post-World War II world.
- Discern the relationships between economic policies and political structures.
- Better understand the mechanics of the United States’s policy of containment.

**Suggested Resources**
- Economic data for United States, 1945–1955
- Historical analyses of the Marshall Plan and post-World War II Europe

**Procedures/Pacing Guide**
This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time). You can shorten the time required by doing some of the preparatory work yourself. If possible, devote at least two class periods to the simulation.

**Day 1—Introduce the Simulation**
Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the Marshall Plan and its goals. Near the end of class, organize students into three groups. Explain that it is 1947 and the Marshall Plan has just been proposed. Each group will consider the Marshall Plan from one of the following perspectives: (1) the Soviet ruling elite, (2) prominent American businesspeople whose products can be exported to other countries, and (3) citizens of West Germany in 1947. Explain that on Day 4, each group will hold a roundtable discussion on the Marshall Plan and the need to have it approved or withdrawn. Distribute copies of Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.

**Day 2—Prepare for the Simulation**
Use Simulation Sheet 2 as the basis for this lesson. Groups should research their role’s questions using library resources, the Internet, and materials you provide. Make sure students consider the questions from both economic and political perspectives. For example,
they might examine economic data for the post-war years for pertinent countries and speculate on the impact of the Marshall Plan on that growth. Politically, students might explore Stalin’s immediate post-war activities and the reasons behind his reaction to the Marshall Plan.

As they research, have the students keep in mind what kind of person they will represent in their group’s simulation. For example, what kind of American businesspeople will they be? What class of German citizen or which member of the Soviet elite will they represent? Make sure that the “American businesspeople” represent a variety of industries and that the “West German citizens” come from all walks of life. Each group should have a leader who will preside over the simulated meeting. Note that the leader of the group of “Soviet ruling elite” would be Soviet premier Josef Stalin.

Day 3—Prepare for the Simulation

Students should meet in their assigned groups to share the results of their research, plan for the next day’s simulation, and prepare for their roles. Provide students with the simulation format (given under Day 4 procedures). Students may wish to perform a practice run-through of their simulation or develop scripts, rather than have an extemporaneous discussion.

Day 4—Conduct the Simulation

Have each group perform their round-table discussion using the following format:

Step One—Call the Meeting to Order. This is the responsibility of the group’s leader.

Step Two—Present the Questions. The group leader should state the questions from Simulation Sheet 2 and any additional questions that will be discussed in terms of the Marshall Plan.

Step Three—Debate the Impact of the Marshall Plan on the Group (i.e., German citizens, American businesspeople, or Russian elite). The discussion is moderated by the group leader. All members of the group should participate.

Step Four—Decide on a Recommendation or Plan of Action. Come to a consensus about the Marshall Plan and decide what your group can do either to speed its implementation or prevent it from being put into action. Recommendations might include a letter to elected officials, diplomatic pressure, passage of a resolution favoring or opposing the plan, and so forth.

Day 5—Solve the Problem

Pose the following question to students and use it either as homework or as a basis for classroom discussion about the simulation: Now that you have participated in the simulation and heard the views of other groups, describe how post-World War II politics and economics would have been shaped had the United States not rebuilt Western Europe through the Marshall Plan. Add at least one visual aid (map, economic graph, and so on) to support your argument.
The Marshall Plan

Directions: In this simulation, you will decide how post-World War II politics and economics would have been shaped had the United States not rebuilt Western Europe through the Marshall Plan. To help you prepare, read the background information. Then answer the questions that follow.

BACKGROUND INFORMATION

It is June 1947. World War II has destroyed Europe’s cities, rail lines, ports, roads, bridges, and factories. Two years after the end of the war, millions of Europeans remain impoverished. They are starving, and they are looking for leadership. Tensions between the Soviet Union and the United States are escalating, as they have been since shortly before the war’s conclusion. The Soviets are making decisive moves to exert control over Greece and Turkey, and the Communist Party has built strong followings in France, Italy, and Belgium.

It is in this atmosphere that the United States Secretary of State, George C. Marshall, unveils his European Recovery Program, commonly referred to as the Marshall Plan, in an address at Harvard University. The plan is an effort to restore the economies of Western and Southern European nations so that democratic governments can prosper in those countries. As Marshall explains in his Harvard speech:

Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.

Under the Marshall Plan, the United States proposes to provide $13 billion of aid to Western Europe over the next few years. Should the plan be implemented? What will happen if it is not?

1. Briefly describe conditions in post-World War II Europe.

________________________________________________________________________

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2. What did the United States government hope to accomplish with the Marshall Plan?

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________________________________________________________________________
The Marshall Plan

**Directions:** The year is 1947, and many economies in Europe have been destroyed. You will participate in a roundtable discussion of one of three assigned groups. To help you prepare, answer the following questions for your assigned group.

### As a member of the Soviet ruling elite:
1. How do you view the proposed Marshall Plan? ____________________________

2. What are your foreign policy goals, and how does the Marshall Plan affect them?

3. What do you stand to gain or lose if the Marshall Plan is implemented? If it is not implemented? ____________________________

### As an American businessperson:
1. How has the war in Europe affected your profits and your ability to do business?

2. What will happen to your business if Europe is no longer an available market for your products?

3. What do you stand to gain or lose if the Marshall Plan is implemented? If it is not implemented?

### As a German citizen:
1. What are your immediate economic prospects?

2. Besides the United States, where can you obtain help?

3. What do you stand to gain or lose if the Marshall Plan is implemented? If it is not implemented?
Global Struggles

INTRODUCTION

The decades of the 1940s and 1950s saw remarkable change in America. The United States was launched into World War II, and as the men joined the armed services, the women went to work in the factories to keep the country running. After the war came a time of new and dramatic prosperity, technological advances, leisure time, home ownership, mobility, and social changes. Concern over communism led to a time of difficulty and sometimes destruction for artists, entertainers, and writers during the McCarthy days. A study of this era reveals it as the opening of the door for the vast array of multicultural writers to come in the last third of the 1900s.

from “The Good War”

Studs Terkel

About the Selection Studs Terkel (1912– ) is most famous for his oral histories, especially Hard Times: An Oral History of the Great Depression and “The Good War”: An Oral History of World War II. In the excerpt below, Terkel speaks with Peggy Terry, a woman who grew up in Kentucky and lived there during World War II.

GUIDED READING

As you read, examine how Peggy becomes more aware of the world as she tells her story. Then answer the questions that follow.

The first work I had after the Depression was at a shell-loading plant in Viola, Kentucky. It is between Paducah and Mayfield. They were large shells: anti-aircraft, incendiaries, and tracers. We painted red on the tips of the tracers. My mother, my sister, and myself worked there. Each of us worked a different shift because we had little ones at home. We made the fabulous sum of thirty-two dollars a week. (Laughs.) To us it was just an absolute miracle. Before that, we made nothing.

You won’t believe how incredibly ignorant I was. I knew vaguely that a war had started, but I had no idea what it meant.

Didn’t you have a radio?

Gosh, no. That was an absolute luxury. We were just moving around, working wherever we could find work. I was eighteen. My husband was nineteen. We were living day to day. When you are involved in stayin’ alive, you don’t think about big things like a war. It didn’t occur to us that we were making these shells to kill people. It never entered my head.

There were no women foremen where we worked. We were just a bunch of hillbilly women laughin’ and talkin’. It was like a social. Now we’d have money to buy shoes and a dress and pay rent and get some food on the table. We were just happy to have work.

(continued)
I worked in building number 11. I pulled a lot of gadgets on a machine. The shell slid under and powder went into it. Another lever you pulled tamped it down. Then it moved on a conveyor belt to another building where the detonator was dropped in. You did this over and over.

Tetryl was one of the ingredients and it turned us orange. Just as orange as an orange. Our hair was streaked orange. Our hands, our face, our neck just turned orange, even our eyeballs. We never questioned. None of us ever asked, What is this? Is this harmful? We simply didn’t think about it. That was just one of the conditions of the job. The only thing we worried about was other women thinking we had dyed our hair. Back then it was a disgrace if you dyed your hair. We worried what people would say. We used to laugh about it on the bus. It eventually wore off. But I seem to remember some of the women had breathing problems. The shells were painted a dark gray. When the paint didn’t come out smooth, we had to take rags wet with some kind of remover and wash that paint off. The fumes from these rags—it was like breathing cleaning fluid. It burned the nose and throat. Oh, it was difficult to breath. I remember that.

Nothing ever blew up, but I remember the building where they dropped in the detonator. These detonators are little black things about the size of a thumb. This terrible thunderstorm came and all the lights went out. Somebody knocked a box of detonators off on the floor. Here we were in the pitch dark. Somebody was screaming, “Don’t move, anybody!” They were afraid you’d step on the detonator. We were down on our hands and knees crawling out of that building in the storm. (Laughs.) We were in slow motion. If we’d stepped on one . . .

Mamma was what they call terminated—fired. Momma’s mother took sick and died and Mamma asked for time off and they told her no. Mamma said, “Well, I’m gonna be with my mamma. If I have to give up my job, I will just have to.” So they terminated Mamma. That’s when I started gettin’ nasty. I didn’t take as much baloney and pushing around as I had taken. I told ‘em I was gonna quit, and they told me if I quit they would blacklist me wherever I would go. They had my fingerprints and all that. I guess it was just bluff, because I did get other work.

I think of how little we knew of human rights, union rights. We knew Daddy had been a hell-raiser in the mine workers’ union, but at that point it hadn’t rubbed off on any of us women. Coca-Cola and Dr. Pepper were allowed in every building, but not a drop of water. You could only get a drink of water if you went to the cafeteria, which was about two city blocks away. Of course you couldn’t leave your machine long enough to go get a drink. I drank Coke and Dr. Pepper and I hated ’em. I hate ’em today. We had to buy it, of course. We couldn’t leave to go to the bathroom, ’cause it was way the heck over there.

We were awarded the navy E for excellence. We were just so proud of that E. It was like we were a big family, and we hugged and kissed each other. They had the navy band out there celebrating us. We were so proud of ourselves.


READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. What were the positive and negative aspects of working in a war goods plant?

2. Describe the ways in which Peggy was naive.

3. CRITICAL THINKING Explain the irony of Peggy’s statement: “When you are involved in stayin’ alive, you don’t think about big things like a war.”
Gradually we became accustomed to life in Tanforan [horse-racing park used as a camp for Japanese Americans], especially to standing in long lines for everything. We lined up to get into the mess hall or to use a laundry tub or to buy something at the canteen (finding only shoelaces when we got in) or to get into the occasional movies that were shown.

We got used to rushing back to our stall after dinner for the 6:00 P.M. head count (we were still in bed for the morning count), and to the sudden unexpected campwide searches for contraband by the FBI when we were confined to our stalls for several hours.

For diversion we could also go to talent shows, recorded concerts, discussion groups, Saturday night dances, softball games, art classes, and hobby shows exhibiting beautiful handicraft made by resourceful residents from scrap material.

Soon visitors from the outside were allowed to come in as far as the grandstand, and many of our friends came laden with cakes, fruit, candy, cookies, and news from the outside.

Representatives from the university, the YMCA and YWCA, and various church groups also came to give us their support and help. They were working on arrangements to get students out of camp and back into schools as soon as possible.

One day our neighbor Mrs. Harpainter came to see us, bringing all sorts of snacks along with flowers from her garden for Mama. Her boys, however, were not allowed inside because they were under sixteen.

When Kay and I heard they were waiting outside the gate, we hurried to the fence to talk to them.

“Teddy! Bobby”

We ran to greet them, squeezing our fingers through the chain links to touch their hands.

But an armed guard quickly shouted, “Hey, you two! Get away from the fence!”

Kay and I stepped back immediately. We didn’t want to tangle with anyone holding a gun. Bobby and Teddy watched us in total horror, and told us later that they thought we were going to be shot right before their eyes.

When my mother’s good friend, Eleanor Knight, came to see us, we asked her to see how Laddie was getting along. Each day we wondered about him, but the boy who had promised to write hadn’t even sent us a postcard. And then we learned why he had not written.

(continued)
“I’m so sorry,” Eleanor wrote, “but your dear Laddie died just a few weeks after you left Berkeley.”
I was sure he had died of a broken heart, thinking we had abandoned him. I ran outside to find a place to cry, but there were people wherever I turned. I didn’t want to see anybody, but there was no place to hide. There was no place to be alone—not in the latrine or the showers or anywhere in the entire camp.


READER RESPONSE

Directions: Answer the following questions on the lines below.

1. In what type of facility were Yoshiko and her family living?

2. What did Yoshiko and Kay do for diversion?

3. CRITICAL THINKING Do you think just the American government or most Anglo Americans at the time believed that Japanese Americans were a threat? Explain your answer.
GUIDED READING
As you read, analyze the two worlds of Simeon Binney. Consider how people live in more than one world. Then answer the questions that follow.

Simone [Binney] had been born in this house when the neighborhood was wholly Caucasian, except for the Binneys, who, according to their neighbors’ praise, represented the best in the colored race. They behaved as if they were white. Simeon played with the neighborhood children and sat beside them in Sunday school. . . .

He felt that he lived in two worlds. There was the world outside, peopled with whites, whites everywhere. He couldn’t understand why his parents were proud that he and Thea were always the only colored children in school, in church, in their block. Didn’t they know that made him feel lonely? . . .

[His white friends] had had instructions in correct demeanor from their fathers, who had been preparing for their questions as soon as they saw that the Binney boy looked old enough to come out to play. Their fathers had explained to them that you did not speak of color to colored persons. It hurt their feelings. You must always act as if they had no color at all. God made everybody, and in His infinite wisdom he had made some people white. It was as rude to ask a colored boy why he was brown as it was to ask a lame boy why he limped. The way for a well-bred Boston boy to behave was with generosity toward those with fewer blessings. . . .

When Simeon was twelve and Thea nine, the poorer streets surrounding theirs began to be populated by the black newcomers to the North. . . .

Mr. Binney was completely outraged by the ever-increasing concourse of dark faces within the sacred precincts of this street. . . . He felt like a criminal who had been found and tracked down. In his wildest nightmare he had never imagined that his house would be a mecca for lower-class Negroes. They were ruining the character of the street. . . . The worst thing of all was that Simeon, who was being so carefully brought up, who scarcely knew the difference between white and colored, whose closest friends had always been white, was making friends with the little black urchins who boldly hung around the back door in the hope of enticing him away from his playmates on the front stoop. . . .

It didn’t make sense to Mr. Binney. “It is time you learned a hard-and-fast rule, Simeon. A colored man can never afford to forget himself, no matter what the provocation. He must always be superior to a white man if he wants to be that white man’s equal.

(continued)
We are better fixed financially than any family on this street. You and Thea attend private schools. The other children go to public school. Your manners are superior. Your mother has more help. We set a finer table. If our manner of living was exactly like theirs, we would not be considered good enough to live on this street. . . ."

[Simeon] knew what he meant to do. He would publish a newspaper for colored people and make them face the facts of their second-class citizenship. . . .
Thea did the social column. It was the only thing that kept the better Bostonians even mildly interested. . . . Nothing else in the paper met with their approval. . . .
There was far too much, they complained, about the happenings below the Mason-Dixon line. They could be resolved quite easily. The nice colored people should come North. . . . As for the other elements, their extermination was the best thing possible. Every locality had its thieves and cutthroats. In the South they happened to be black. That Simeon should waste his time and talent writing long editorials protesting their punishments, urging the improvement of their conditions, was the folly of hotheaded youth. . . .
Simeon, they concluded, was much too race-conscious for a young man who had been brought up exactly as if he were white. His persistence in identifying himself with anybody and everybody who happened to be black just showed what lasting effect those few months of contact with common colored children has had on a growing boy.

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**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What were Mr. Binney’s feelings toward other black people moving near his street? Why did he feel this way?

2. According to the story, how was a well-bred Boston boy to act?

3. What did Mr. Binney mean when he said, “If our manner of living was exactly like theirs, we would not be considered good enough to live on this street. . . .”?

4. **CRITICAL THINKING** How are Yoshiko and Simeon Binney alike, both personally and in experience?
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A World in Flames, 1931–1941

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Making Inferences

LEARNING THE SKILL
To be an effective reader, you must search for clues to the meaning of the text. It is a bit like being a detective, because some of these clues are not stated openly. You have to search for them by making inferences, or “reading between the lines.” This simply means that because the author cannot include all of the details about a given subject, it is your job, as the reader, to infer those details. You can use what you already know to come up with possible explanations for what is happening in the text. By using your knowledge, along with making predictions and asking questions, you can put together the hidden details about the text. In this way, you can better understand its meaning.

PRACTICING THE SKILL
DIRECTIONS: Read the following paragraph about Hitler’s ideology. Using your knowledge of his actions before the Holocaust, make inferences about what he did during the Holocaust on a separate sheet of paper.

“While in prison, Hitler wrote his autobiography, Mein Kampf (“My Struggle”). In it, Hitler called for unification of all Germans under one government. He claimed that Germans, particularly blond, blue-eyed Germans, belonged to a ‘master race’ called Aryans. He argued that Germans needed more living space, and called for Germany to expand east into Poland and Russia. According to Hitler, the Slavic people of Eastern Europe belonged to an inferior race, which Germans should enslave. Hitler’s prejudice was strongest, however, toward Jews. He believed that Jews were responsible for many of the world’s problems, especially for Germany’s defeat in World War I.”

APPLYING THE SKILL
DIRECTIONS: Make a chart with five columns and three rows, and label it like the chart shown below. Use the chart to make inferences about the actions of various countries during World War II, using information from this chapter. First, fill in the chart with information you already know about each country listed. Then ask questions about what events might affect each country’s actions. Finally, using all of these clues, make inferences about the actions each country took in fighting World War II.

<table>
<thead>
<tr>
<th>What do I already know about each country and its involvement in World War I?</th>
<th>United States</th>
<th>Great Britain</th>
<th>Japan</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>What questions can I ask about each country’s actions in World War II?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What inferences can I make about how each country acted in World War II?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyzing Primary and Secondary Sources

LEARNING THE SKILL

Primary sources are written by people who actually witnessed the events being described. These sources may include diaries, legal documents, autobiographies, and photographs. Secondary sources are documents created after an event has occurred that pull together information from many sources and provide an overview of events. Examples include textbooks, encyclopedia articles, magazines, and biographies. Use these guidelines when you analyze primary and secondary sources: Identify the author and when and where it was written. Read the content and identify the author's opinions and biases. Decide whether the author of a secondary source uses reliable sources. Decide which interpretation of the facts makes the most sense.

PRACTICING THE SKILL

DIRECTIONS: Read the selections from your textbook and from an encyclopedia article about fascism. Then answer the questions on a separate sheet of paper.

One of Europe's first dictatorships arose in Italy. In 1919 Benito Mussolini founded Italy's Fascist party. Fascism was an aggressive nationalistic movement that considered the nation more important than the individual. Fascists believed that order in society would only come through a dictator who led a strong government. They also thought nations became great by building an empire. (The American Vision)

The foundation of Fascism is the conception of the State, its character, its duty, and its aim. Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State.... The Fascist State organizes the nation, but leaves a sufficient margin of liberty to the individual; the latter is deprived of all useless and possibly harmful freedom, but retains what is essential; the deciding power in this question cannot be the individual, but the State alone.... (Benito Mussolini in Italian Encyclopedia (1932) on "Fascism")

1. Which selection is considered a primary source? Why?

2. Which selection is the secondary source? Why?

3. Why did fascists believe that individualism made countries weak? What threats might individualism pose to fascism?

APPLYING THE SKILL

DIRECTIONS: Use library resources, the Internet, and your textbook to research the events and beliefs that led to one of the other dictatorships identified in your text that rose after World War I. Make a list of the sources you find and analyze them in terms of what primary sources they cite and their reliability. Share your conclusions with your classmates.
# Events Leading to the Attack on Pearl Harbor

Study the time line below to see how events beginning in 1921 helped lead to the Japanese attack on Pearl Harbor.

## STRAINS AND STRESSES IN U.S.-JAPANESE RELATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>Japan is angered by the Washington Conference, which requires Japan to maintain a navy smaller than those of the U.S. and Great Britain</td>
</tr>
<tr>
<td>1931</td>
<td>Japan invades Manchuria</td>
</tr>
<tr>
<td>1937</td>
<td>Japan attacks China; Roosevelt authorizes sale of weapons to China</td>
</tr>
<tr>
<td>1940</td>
<td>Roosevelt blocks sale of airplane fuel to Japan; Japan becomes an ally of Nazi Germany and Fascist Italy</td>
</tr>
<tr>
<td>1941</td>
<td>Japanese in position to attack British Empire in the Far East; Roosevelt reduces the amount of oil shipped to Japan and sends General MacArthur to the Philippines to build up U.S. defenses; Japan attacks Pearl Harbor</td>
</tr>
</tbody>
</table>

**Directions:** On a separate sheet of paper, answer the following questions based on the time line.

1. **Analyzing Information** What happened just after the U.S. ended the sale of airplane fuel to Japan?

2. **Analyzing Information** In what ways does the timing of events at the beginning of the time line versus the timing of events at the end of the time line help show growing tensions between the United States and Japan?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Discuss the meaning of *invades, authorizes, and blocks*. For question 2, be sure students understand the phrase “timing of events.” If not, have advanced learners work with English learners to explain and/or restate the question.

Advanced Learners (AL) Have students research ways in which tensions between Japan and the United States stretched back to the time of the Open Door policy.

Below Grade Level (BL) Help students by using the time line on the students’ activity page as a graphic organizer. Ask them to annotate the time line with the number of years that passed between each major division on the time line. A partial sample of annotations is shown here:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
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<tr>
<td>1931</td>
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</tr>
<tr>
<td>1937</td>
<td>Japan attacks China; Roosevelt authorizes sale of weapons to China</td>
</tr>
</tbody>
</table>

Then have students circle the three years when the most events occurred and tensions seemed to be rising the fastest. Discuss the events of these three years and how they led to war with Japan.

On Grade Level (OL) Have students study the time line and work independently to answer the questions in complete sentences.
A World in Flames, 1931–1941

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source selection in your textbook from “Freedom from Fear,” answer the following questions.

1. What do you think is the best way to fight a disease? Would you isolate the sick people or use powerful antibiotics?

2. Why might Roosevelt compare warfare to a disease or illness?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

epidemic (n.): a disease outbreak that spreads quickly among many people
lawlessness (n.): the state of not being controlled by rules of law
infect (v.): to spread or pass on a disease
disease (n.): sickness or infection
community (n.): the people making up a town, city or other region
quarantine (n.): limit placed on activities of people, animals, or movement of goods to prevent spread of disease
patient (n.): a person awaiting medical care
contagion (n.): a disease producing agent such as a virus or bacteria
isolation (n.): separation
neutrality (n.): the position of not taking sides in a conflict, especially, the refusal to take part in a war

(continued)
C. READING COMPREHENSION ACTIVITY

True or False

Directions: After reading the primary source, decide whether the following statements are true or false.

1. _____ Roosevelt compares the actions of the Axis Powers leaders to an epidemic.
2. _____ Roosevelt believed that neutrality or isolation would be likely to keep the United States out of the European war.
3. _____ The community that Roosevelt is referring in this document was made up of the nations of the world.
4. _____ A quarantine helps to spread a disease further.
5. _____ Roosevelt argues that an undeclared war is less likely to spread.

D. WORD BUILDING ACTIVITY

Word Forms

Directions: Choose the correct word form from each pair based on the word form required to make the sentence grammatically correct. Add the past tense -ed and the plural -s endings when necessary.

infect/infection

1. Roosevelt warns the nation not to stand by and let the epidemic of Japan's lawlessness __________ the world.

isolate/isolation

2. Many people in the United States would have preferred to remain ___________ from international conflicts after World War I.

contagion/contagious

3. Patients in a hospital may simply have injuries rather than a ___________ disease.

neutral/neutrality

4. Belgium and the Netherlands tried to maintain their ___________ despite the approach of German troops.
A World in Flames, 1931–1941

DIRECTIONS: Circle the content vocabulary word or term to identify that best completes each sentence. Then answer the question at the bottom of the page.

1. Roosevelt developed the idea of a (western, hemispheric) defense zone to enable the United States to patrol the neutral waters of the Atlantic against German submarines.

2. Roosevelt supported the idea of (internationalism, isolationism), a national policy of actively trading with foreign countries to foster peace and prosperity.

3. Britain’s and France’s policy of accepting Hitler’s demands to avoid conflict was known as (concession, appeasement).

4. Benito Mussolini founded a political system in Italy known as (fascism, communism), which gave power to a dictator and called for extreme nationalism and racism with no tolerance of opposition.

5. Under Stalin, family farms in the Soviet Union were turned into (communes, collectives), or government owned farms.

6. The Germans used a type of warfare called (sitzkrieg, blitzkrieg) that used sudden violent attacks to break through and encircle enemy positions.

7. In 1940 Congress passed an act that gave Roosevelt the power to restrict the sale of (strategic, export) materials, which were important for fighting a war.

8. Explain how concentration camps and extermination camps were used to carry out the Holocaust.
A World in Flames, 1931–1941

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>assume</td>
</tr>
<tr>
<td>concentrate</td>
</tr>
<tr>
<td>dominate</td>
</tr>
<tr>
<td>exploit</td>
</tr>
</tbody>
</table>

A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Use the context to choose the word or phrase that completes each sentence.

1. Mussolini exploited fears of communism by convincing the middle class that fascists would (protect/attack) private property rights.

2. The Nazis dominated the German Reichstag just as they hoped Germany would (surrender/control) territory throughout Europe.

3. Roosevelt claimed that helping the Chinese was not a violation of the neutrality policy because neither country had (declared/prevented) war.

4. The Nazis used a new warfare called Blizkrieg that concentrated their troops for a (massive/compact) assault on enemy positions.

5. The evacuation at Dunkirk allowed the British to transport their troops to safety in a large scale (advance/departure) by sea.

6. Nuremberg Laws (deprived/restored) many citizenship rights of Jews by prohibiting them from holding offices, voting, or marrying Germans.

7. When the Holocaust killed (close to/barely) the entire Jewish population of Europe, it virtually extinguished Jewish culture along with it.

8. Roosevelt called on Congress to revise the Neutrality Acts to (change/retain) the provisions that governed the sale of nonmilitary supplies.

9. A loophole in the law requiring cash for purchases allowed Roosevelt to (exchange/loan) destroyers for American bases.

(continued)
10. Hitler underestimated the ability of the military to recruit (sufficient/insufficient) numbers of troops for the war effort.

11. The Nazi regime (gained/lost) power after Hitler began to defy the Treaty of Versailles.

12. U.S. customs officials assumed that incoming Jews would become public charges because they (supposed/doubted) Germany had forced them to leave behind any wealth.

B. WORD FAMILY ACTIVITY

Suffixes Suffixes go at the end of words and often change the part of speech. Some common adjective forms of suffixes are -ful, -ant/-ent, -ible/-able, -ic, and -ive.

Directions: Fill in the chart with the correct adjective form.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>exploit</td>
<td></td>
</tr>
<tr>
<td>dominate</td>
<td></td>
</tr>
<tr>
<td>transport</td>
<td></td>
</tr>
<tr>
<td>prohibit</td>
<td></td>
</tr>
</tbody>
</table>

TEST YOUR KNOWLEDGE

Directions: Choose the word that means the same as the word given.

1. ______ prohibit       A. treat unfairly
2. ______ dominate       B. buy
3. ______ violate        C. carry
4. ______ transport      D. forbid
5. ______ exploit        E. influence
6. ______ purchase       F. break


**Reading a Map**

**LEARNING THE SKILL**

Maps contain a variety of symbols that can help you interpret the information you see. The map key, or *legend*, helps you understand the shadings (or color), lines, or symbols on the map. The compass rose shows the cardinal directions of north, south, east, and west on the map. The map scale represents size and distance and is usually shown on a scale bar.

To understand any map, read the map title first and then read the map key to find out what special information it gives. Next find examples of each map color or shading, line, or symbol on the map. Use the compass rose to identify the four cardinal directions. Use the map scale to find the distance between any two points on the map.

**PRACTICING THE SKILL**

**DIRECTIONS:** Analyze the map below and then answer the questions on a separate sheet of paper.

![Map Image]

1. What is the subject of this map? What does it show?
2. What kind of information do you find on the map legend?
3. What direction did Germany’s invasion follow to avoid the Maginot Line?
4. What is the name of the French satellite state created after the fall of France?
5. When did the Battle of Britain take place?
6. About how many kilometers is the invasion route from Berlin to Leningrad through East Prussia?

**APPLYING THE SKILL**

**DIRECTIONS:** Draw a basic map tracing your route to school. Be sure to include a directional compass, scale, and map legend on your map.
Making Generalizations

LEARNING THE SKILL

To generalize means to draw inferences from or make general conclusions about a set of statements or information. The quality of the information you use determines the accuracy of the generalizations you make. Information that consists of facts, not opinions, is essential to drawing accurate generalizations. As you gather facts, begin to group the information into categories, and look for relationships among the categories. Based on these relationships, you can begin to make new generalizations or test existing ones.

PRACTICING THE SKILL

DIRECTIONS: Is the generalization below accurate? Read or review Section 1 of your textbook to find support for the generalization. Complete the table below to help you organize your information and find relationships.

Generalization: The end of World War I and the difficult economic times of the Depression Era led to the rise of dictatorships in Europe and Asia.

<table>
<thead>
<tr>
<th>Emerging Dictatorships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country</strong></td>
</tr>
<tr>
<td>-------------</td>
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<td></td>
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</tbody>
</table>

APPLYING THE SKILL

DIRECTIONS: Locate and read three news articles or editorials on the same current event. Make a two-column table, and list the facts from these articles in the first column and the opinions from these articles in the second column. Based on the information in your table, write a generalization in the space provided.
German Jews’ Loss of Rights

The Fifth Amendment to the U.S. Constitution states that no person shall “be deprived of life, liberty, or property, without due process of law.” The treatment of the Jews in Germany in the years before World War II illustrates what can happen when these rights are ignored.

DIRECTIONS: Decide which right or rights each time line event violates and write it in the correct category below. Some may belong in more than one category.
A fledgling technology helped save Britain from disaster in World War II. Radar, named for radio detection and ranging, can locate moving or fixed objects, even in bad weather or darkness. It bounces radio waves off the object and receives the reflected waves, called echoes. By measuring the time it takes for the echoes to return, it determines the object’s range—how far away it is. The direction from which the echoes return gives the object’s location. Radar can also measure the speed at which the object is traveling.

The radar stations along the coast of Britain in 1940 were far from perfected, but they were sufficient to help the Royal Air Force locate incoming enemy planes and intercept them. British and American researchers worked together during the war to improve radar’s reliability and sensitivity.

Radar was an offensive weapon as well. It helped direct gunfire to the target. Bombers used it to find targets unseen in the dark.

Because the Germans also had radar, the Allies worked to develop methods to escape detection. In one method, planes on bombing runs filled the air with metal foil strips called chaff. The foil reflected radio waves, making it difficult for enemy radar to distinguish between the echoes from chaff and those from its real targets. In another effective defense, planes and ships used high-powered radio transmitters to interfere with the echoes reflected from their vessels.

Today’s military uses advanced forms of radar for a wide range of purposes, including air defense, early warning of attack, weapon fire control, and intelligence gathering. However, we also rely on radar for a variety of non-military tasks.

Air traffic controllers use radar to direct pilots around other aircraft in the sky and help them land safely in poor visibility. Inside the airplane, a kind of radar called an altimeter measures how high the plane is flying, helping the pilot maintain the proper altitude.

At sea, radar guides ships through fog safely to port. Radar can “see” through darkness and storms to measure the distance to possible hazards, such as other ships and icebergs. It can also identify the coastlines and landmarks that lead the captain to port.

Police radar guns measure the speed of motor vehicles to enforce traffic laws. They can detect speeding up to a half-mile away.

Weather radar can detect echoes reflected off raindrops and ice particles in clouds to determine the speed and direction of an approaching storm. Scientists use radar to map planets and study wildlife migrations.

Researchers are currently working on new uses for radar. They are developing pocket-sized units to aid blind people and to serve as collision-warning devices in cars. One day radar in a satellite may be able to track ships and planes all over the earth.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** Based on how radar works, what can be done to escape detection?

2. **Synthesizing Information** How could a pocket radar help blind people?

3. **Predicting** Do you think the use of radar in space is a good idea? Explain your position.
The result of all racial crossing is therefore in brief always the following:

(a) Lowering of the level of the higher race;
(b) Physical and intellectual regression.

To bring about such a development is, then, nothing else but to sin against the will of the eternal creator.

The folkish state . . . must set race in the center of all life. It must take care to keep it pure. There is only one holiest human right, and this right is at the same time the holiest obligation, to wit: to see to it that the blood is preserved pure and, by preserving the best humanity, to create the possibility of a nobler development of these beings.

. . . the Jew of all times has lived in the states of other peoples.

He regards commerce as well as all financial transactions as his own special privilege which he ruthlessly exploits. Finance and commerce have become his complete monopoly.

. . . Finally the Jewish influence on economic affairs grows with terrifying speed through the stock exchange.

Thus, Freemasonry is joined by a second weapon in the service of the Jews: the press. With all his perseverance and dexterity he seizes possession of it. With it he slowly begins to grip and ensnare, to guide and to push all public life.

He uses all the knowledge he acquires in the schools of other peoples, exclusively for the benefit of his race.

He poisons the blood of others, but preserves his own. The Jew almost never marries a Christian woman; it is the Christian who marries a Jewess. The [children] take after the Jewish side.
The folkish philosophy is basically distinguished from the Marxist [and democratic] philosophy by the fact that it not only recognizes the value of race, but with it the importance of the personality [individual leaders], which it therefore makes one of the pillars of its entire edifice. Marxism also had a goal, and it too has a constructive activity (even if it is only to erect a despotism of international Jewish world finance). . . .

The principle which made the Prussian army in its time into the most wonderful instrument of the German people must some day, in a transferred sense, become the principle of the construction of our whole state conception: authority of every leader downward and responsibility upward.


READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Hitler, what does the Nazi state place at the center of all life?

2. What is the basic Nazi principle for building the state?

3. What does Hitler believe is the highest human right and obligation?

4. Critical Thinking Write a one-paragraph rebuttal of Hitler’s blatant racism.
I address you, the members of the Seventy-seventh Congress, at a moment unprecedented in the history of the Union. I use the word “unprecedented,” because at no previous time has American security been as seriously threatened from without as it is today. . . .

Every realist knows that the democratic way of life is at this moment being directly assailed in every part of the world—assailed either by arms, or by secret spreading of poisonous propaganda by those who seek to destroy unity and promote discord in nations still at peace.

During sixteen months this assault has blotted out the whole pattern of democratic life in an appalling number of independent nations, great and small. The assailants are still on the march, threatening other nations, great and small.

I find it necessary to report that the future and safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders.

No realistic American can expect from a dictator’s peace international generosity, or return of true independence, or world disarmament, or freedom of expression, or freedom of religion—or even good business.

We must always be wary of those who with sounding brass and a tinkling cymbal preach the “ism” of appeasement.

We must especially beware of that small group of selfish men who would clip the wings of the American eagle in order to feather their own nests. . . .

I have recently pointed out how quickly the tempo of modern warfare could bring into our very midst the physical attack which we must eventually expect if the dictator nations win this war.

(continued)
As long as the aggressor nations maintain the offensive, they—not we—will choose the time and the place and the method of their attack.

The need of the moment is that our actions and our policy should be devoted primarily—almost exclusively—to meeting this foreign peril. For all our domestic problems are now a part of the great emergency.

Just as our national policy in internal affairs has been based upon a decent respect for the right and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.

. . . We know that enduring peace cannot be bought at the cost of other people's freedom.

Our most useful and immediate role is to act as an arsenal for them [nations fighting aggression] as well as ourselves. They do not need man power. They do need billions of dollars' worth of the weapons of defense.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. What will win in the end, according to Roosevelt?

2. Where in his speech does Roosevelt anticipate an attack like the one on Pearl Harbor?

3. What role does Roosevelt say America should play in supporting the Europeans fighting tyranny?

4. **Critical Thinking** Roosevelt says, “We know that enduring peace cannot be bought at the cost of other people’s freedom.” What do you think he means?
As a composer of major symphonies and musical pieces for orchestras, Aaron Copland may very well be the most important American composer of music in the twentieth century. Today, many of Copland’s major works are performed regularly by orchestras all over the country and all over the world.

Born on November 14, 1900, in Brooklyn, New York, Copland was first taught to read, write, and play music by private teachers. From 1921 to 1924, he studied musical composition with the renowned teacher Nadia Boulanger in Paris. Under her tutelage, he completed his first compositions. Copland then returned to the United States in 1924 and produced his first major piece, which had its debut in 1925.

From this first work, the composer went on to produce music that combined jazz elements within the structure of classic symphonies. As Copland grew in his technique and style in the late 1920s and 1930s, he abandoned these jazz elements, and his musical works grew more complex and more elaborate. By 1936, however, Copland began to simplify his style, and he was recognized for his first major successful work titled El Salon Mexico. In this orchestral piece, Copland used popular Mexican tunes to give strength to his classic musical composition.

In the 1940s, Copland turned to writing music for ballets such as Billy the Kid, Rodeo, and Appalachian Spring. For this latter piece, produced for the Martha Graham dance company, he was awarded a Pulitzer Prize in music in 1945. With his works for ballet, Copland used variations on American folk tunes, often with great imagination and dramatic effect.

Copland’s first opera, written in 1937 and titled The Second Hurricane, was written for children to sing backed by a chorus of parents—quite an original idea. Other memorable works included music for films, his most notable for the film The Heiress, which won Copland an Academy Award in 1950. In the 1950s and 1960s, Copland produced several important symphonies, orchestral pieces, and even a tone poem, which is a musical version of poetry.

From 1940-1965, the composer headed the musical composition department for the Berkshire Music Center at Tanglewood in Lenox, Massachusetts. Tanglewood has since received worldwide attention as a music center and producer of summer concerts, attracting the best and brightest
composers, conductors, and orchestras to exhibit their expertise.

In addition, Copland made numerous world tours as a conductor and even appeared in the USSR in 1960, during the cold war, where he was well received. He also lectured and wrote many articles and books on music. In 1964, Copland received the Presidential Medal of Freedom for his lifelong work in music, which has been appreciated by so many. He continued to lecture and conduct through the 1980s. In 1990, Copland died in Tarrytown, New York.

1. Name and describe Copland’s first major successful work.

2. What technique did Copland use for creating music for ballets?

3. What was Copland’s first opera and why was it considered unique?

Critical Thinking

4. Evaluating Information  Aaron Copland was a talented musician, composer, writer, conductor, and lecturer in music. For which of these achievements do you think he will be best remembered?

5. Analyzing Information  For what kinds of artistic formats did Copland write music?
PEACE ABOVE ALL

Directions: Study the cartoon below, and then answer the questions that follow.

1. In the top cartoon, who is the figure on the left? What is he holding in his left hand? What do you think it represents?

2. To whom is the figure in the top cartoon extending his right hand across the sea? How can you tell?
ANALYZING THE CARTOON ACTIVITY 20 (continued)

3. Who are the figures across the sea in the bottom cartoon? Describe what is happening in the bottom panel of the cartoon.

CRITICAL THINKING

4. Making Inferences What does the “hand across the sea” symbolize in the top cartoon?

5. Identifying the Main Idea Read the caption above the figures on the right in the bottom panel. What widespread attitude of Americans during the 1930s does this portray?

6. Evaluating Information What message is the cartoonist presenting? Do you agree with this philosophy? Why or why not?
A World in Flames, 1931–1941

The Treaty of Versailles created an unstable peace in Europe. The worldwide economic depression led to the rise of new political groups. Various forms of totalitarian governments gained power in Germany, Italy, Japan, and the USSR. Many people in the United States supported isolationism as conflicts erupted in Europe and Asia.

DIRECTIONS: The chart below shows how the United States responded to events in Europe and Asia. Supply the missing information. The first one has been completed for you.

<table>
<thead>
<tr>
<th>Situation/Event</th>
<th>U.S. Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hitler violates the Treaty of Versailles by rebuilding Germany’s military; Mussolini invades Ethiopia.</td>
<td>Congress passes the Neutrality Act, forbidding Americans to sell arms to any country at war.</td>
</tr>
<tr>
<td>2. Spanish Civil War erupts; the Rome-Berlin Axis forms, and is later joined by Japan.</td>
<td>Roosevelt authorizes the sale of weapons to China, claiming that the Neutrality Act did not apply since neither country had declared war.</td>
</tr>
<tr>
<td>4. Hitler signs a pact with the USSR and invades Poland; France and Britain declare war on Germany.</td>
<td>Congress passes the Lend-Lease Act to allow the shipment of American supplies to nations considered vital to the security of the United States.</td>
</tr>
<tr>
<td>5. France falls; Allied troops are evacuated at Dunkirk; an air invasion known as the Battle of Britain begins.</td>
<td>Congress declares war on Japan; Germany and Italy declare war on the United States, forcing the United States into a global war.</td>
</tr>
</tbody>
</table>

9. Critical Thinking President Roosevelt compared war to an epidemic that needed to be actively contained to keep it from spreading. Briefly describe how American isolationism and neutrality actually contributed to the spread of war around the world.
To Enter or Not to Enter World War II

DIRECTIONS: On January 6, 1941, President Roosevelt delivered a speech to Congress in which he outlined the four freedoms for which the Allies were fighting, and called for Congress’s support. Two weeks later, University of Chicago president Robert M. Hutchins, in a national radio address, responded to Roosevelt’s speech. Read the excerpts below from both speeches, and then answer the questions that follow.

Roosevelt:

... In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny, which the dictators seek to create with the crash of a bomb. . . .

Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is in our unity of purpose.

Hutchins:

With the President's desire to see freedom of speech, freedom of worship, freedom from want, and freedom from fear flourish everywhere we must all agree. . . . The question is whether entrance into this war is likely to bring us closer to this goal.

... The reason why we have no chance to help humanity if we go into this war is that we are not prepared. I do not mean, primarily, that we are unprepared in the military sense. I mean that we are morally and intellectually unprepared to execute the moral mission to which the President calls us. . . .

Have we freedom of speech and freedom of worship in this country? We do have freedom to say what everybody else is saying and freedom of worship if we do not take our religion too seriously. But teachers who do not conform to the established cannons of social thought lose their jobs. People who are called “rebels” have mysterious difficulties in renting halls.

... [We] know that millions of men and women are disfranchised in this country because of their race, color, or condition of economic servitude.
... The aims of a democratic community are moral. United by devotion to law, equality, and justice, the democratic community works together for the happiness of all the citizens. I leave to you the decision whether we have yet achieved a democratic community in the United States.

What, then, should our policy be? Instead of doing everything we can to get into the war, we should do everything we can to stay at peace. Our policy should be peace.

... But most important of all, we should take up with new vigor the long struggle for moral, intellectual, and spiritual preparedness. If we would change the face of the earth, we must first change our own hearts.

By Robert M. Hutchins, from an address given January 23, 1941, on the National Broadcasting Company.

Questions to Consider

1. What were the four freedoms that Roosevelt supported?

2. On what points did the president and Dr. Hutchins agree?

3. On what points did the president and Dr. Hutchins disagree?

4. What did Dr. Hutchins mean when he said, “If we would change the face of the earth, we must first change our own hearts”?

5. **GO A STEP FURTHER** If the United States faced a similar world situation today, and these two arguments were presented, which one would you support and why? Be able to defend your answer.
Chapter 20
Section Resources

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Guided Reading Activity 20-2 ................................. 49
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Guided Reading Activity 20-4 ................................. 51
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. The Rise of Dictators
   A. What did fascists believe was necessary to achieve order in a society? 

   B. How did the fascists believe that nations become great? 

   C. Why did many Italians welcome Mussolini’s leadership? 

   D. How did the Communists establish control in the new Union of Soviet Socialist Republics? 

   E. What were the characteristics of the Nazi Party? 

   F. Adolf Hitler gained power by having Nazis elected to which part of the German government? 

   G. What did Japanese military leaders believe was the only way for Japan to get the resources it needed? 

II. American Neutrality
   A. Why were Americans discouraged by the rise of dictatorships in Europe and Asia? 

   B. What were the findings of the Nye Committee? 

   C. After passage of the Neutrality Act of 1937, how could warring nations buy non-military goods from the United States? 

   D. What is the name for the idea that trade between nations creates prosperity and helps to prevent war? 

   E. What was Roosevelt’s reason for authorizing the sale of arms to China? 

DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. Hitler sent troops into Austria in March 1938, and announced the Anschluss, or ________________, of Austria and Germany.

2. ________________ is the policy of giving concessions in exchange for peace.

3. At the Munich Conference, Czechoslovakia’s leaders were informed that they must give up the ________________, or fight Germany on their own.

4. Hitler’s demands of Poland convinced ________________ and ________________ that war was inevitable.

5. Stalin believed that the best way to protect the USSR was to have the ________________ nations turn against each other.

6. The Germans used a new type of warfare called ________________, or lightning war.

7. Germany invaded Poland on September 1, 1939. By early October, the Germans had defeated Poland’s ________________.

8. After World War I, the French built a line of concrete bunkers and fortifications called the ________________.

9. To invade France, the Germans attacked ________________, ________________, and Luxembourg first.

10. An estimated ________________ British and French troops were saved at the evacuation of Dunkirk.

11. After the French surrendered, Germany installed a ________________ with Marshal Philippe Pétain as its figurehead leader.

12. Hitler had expected the British to negotiate peace, but he had not anticipated the ________________ of the British people.

13. When Hitler decided to invade Britain, he found getting across the ________________ a major challenge.

14. Germany’s attempt to destroy the Royal Air Force became known as the ________________.

15. Although the Royal Air Force was greatly outnumbered, the British had one major advantage: They had developed a new technology called ________________.
**Guided Reading Activity 20-3**

**DIRECTIONS:** Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

**I. Nazi Persecution of the Jews**

A. The Holocaust is also referred to as the “Shoah,” from a Hebrew word which means _________________.

B. In September 1935, the ________________ took citizenship away from Jewish Germans and banned marriages between Jews and other Germans.

C. The killing of a German diplomat provoked attacks against Jews on the night of November 9, 1938—which is now known as _________________.

D. Following that night of violence, the government’s secret police arrested at least ________________ wealthy Jews.

E. Between 1933 and 1939, some ________________ Jews, including prominent scientists and business owners, escaped Nazi-controlled Germany.

F. One factor that limited Jewish immigration to the United States was a Nazi order that prevented Jews from leaving Germany with more than _________________.

G. Jews who had escaped from Germany on the SS St. Louis were denied permission to go ashore, first in ________________ and later in _________________.

**II. The Final Solution**

A. The Nazis planned to move Jews from vast areas of Europe to detention centers known as _________________.

B. In the detention centers, healthy individuals would work as ________________ until they dropped dead of exhaustion, disease, or malnutrition.

C. The elderly, the sick, and young children were to be executed in massive _________________.

D. An estimated ________________ people, most of them Jews, died at Auschwitz.

E. Historians point to a number of factors to explain how the Holocaust could have occurred, including the German people’s sense of injury after _________________.


DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How was the Neutrality Act of 1939 different from its earlier version?

2. How did Roosevelt manage to give Churchill the destroyers that he requested?

3. What did Churchill give to Roosevelt for the destroyers instead of cash?

4. How did most Americans feel about Roosevelt's destroyers-for-bases deal?

5. What did the Fight for Freedom Committee promote?

6. Who were some of the members of the America First Committee?

7. What organization pressed for increased American aid to the Allies, but not armed intervention?

8. What was unprecedented about Roosevelt's decision to run for president in 1940?

9. How did Roosevelt get around the cash-and-carry requirement of the Neutrality Act when Britain ran out of funds?

10. What was the purpose of the hemispheric defense zone?

11. What was included in the text of the Atlantic Charter?

12. Which “strategic materials” did Roosevelt refuse to sell to the Japanese?

13. What was the Japanese response to Roosevelt's actions?

14. Why did Hitler aid the Japanese after the attack on Pearl Harbor?
Chapter 21 Resources
America and World War II, 1941–1945

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Determining Cause and Effect

LEARNING THE SKILL

Cause and effect is a structure authors use to organize information so that you, the reader, can understand what they have written. Cause and effect is used to explain an event or action (the cause) and the result (the effect) of that event or action. By thinking in terms of cause and effect, you can understand how and why an event occurred. Sometimes one event is the cause of many others. Sometimes many events lead up to, or cause, one big event, or effect.

To recognize cause and effect, you can look for signal words that tell you the author is describing a cause or an effect. Signal words for causes include because, when, if, cause, and reason. Signal words for effects include then, so, which, effect, response, and result.

PRACTICING THE SKILL

DIRECTIONS: For each of the following sentences, underline the signal word(s) that tell you the author is trying to describe a cause or an effect.

1. When a riveted ship was hit, the rivets often came loose, causing the ship to fall apart and sink.

2. The reason you storm the beaches is not patriotism or bravery. It’s that sense of not wanting to fail your buddies.

3. In response to the president’s order, the Army Air Force created the 99th Pursuit Squadron, an African American unit that trained in Tuskegee, Alabama.

4. In contrast to the devastation the war brought to large parts of Europe and Asia, World War II had a positive effect on American society.

APPLYING THE SKILL

DIRECTIONS: Use your knowledge of cause-and-effect signal words to explore the information you have learned in this chapter. With a partner, choose a red subheading from the chapter. Try to find all the cause-and-effect signal words in the text you have chosen. On a separate sheet of paper, make a table like the one below, and in the first column write down the signal words you found. Then look at the text to figure out what the cause of each event was, and put it in the “cause” column. Then figure out what the effect of each event was, and put it in the “effect” column.

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Comparing Data

LEARNING THE SKILL

Data are pieces of information that are gathered together and used to identify patterns and connections between events. When you compare data, first you need to understand what format is being used to present the data. Data can be presented in charts, lists, graphs, tables, and other formats. When you see one of these formats, look for titles and labels that explain what kind of data you are looking at. Analyze the data by looking for increases, decreases, similarities, and differences. Consider how sets of numbers might be related. You can use data to draw conclusions about historical events.

PRACTICING THE SKILL

DIRECTIONS: Study the data below, and then answer the questions that follow on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Year</th>
<th>Automobiles Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>3,779,628</td>
</tr>
<tr>
<td>1942</td>
<td>222,862</td>
</tr>
<tr>
<td>1943</td>
<td>139</td>
</tr>
<tr>
<td>1944</td>
<td>610</td>
</tr>
<tr>
<td>1945</td>
<td>70,001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Tanks Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>4,203</td>
</tr>
<tr>
<td>1942</td>
<td>23,884</td>
</tr>
<tr>
<td>1943</td>
<td>29,497</td>
</tr>
<tr>
<td>1944</td>
<td>17,565</td>
</tr>
<tr>
<td>1945</td>
<td>11,184</td>
</tr>
</tbody>
</table>

1. What information do the two tables provide?
2. What correlation do you see between the statistics in the two tables?
3. What conclusions can you draw from this correlation?

APPLYING THE SKILL

DIRECTIONS: Use your textbook, library resources, or the Internet to find a set of data. Write a paragraph describing how the data are displayed—is it a table, a graph, a list, or some other format? Write what titles and heads are used and explain what you can learn from looking at them. Then summarize what the data tell you about their subject.
Restrictions and Internment During World War II

The story of mistreatment of Italian resident aliens during World War II is not well known. Read the book review below to learn more about this chapter in World War II history.

BOOK REVIEW: ITALIAN AMERICAN EVACUATION AND INTERNMENT

Do you want to know what really happened to people of Italian heritage who lived in America during World War II? Una Storia Segreta: The Secret History of Italian American Evacuation and Internment during World War II tells a story that few Americans know, one that has been officially suppressed in the past. Edited by Lawrence DiStasi, this collection of well-documented essays was published with the help of the California Civil Liberties Public Education Program. A note at the beginning of the book explains, “Education regarding past injustices will hopefully prevent individuals from ever committing them in the future.”

In the introduction DiStasi gives a general statistical summary of what happened. After Pearl Harbor, 600,000 resident aliens from Italy were regarded as the enemy because Italy was allied with Germany and Japan during World War II. All 600,000 Italian resident aliens had to register with the government and carry identification branding them as enemy aliens. They had to turn in any shortwave radios they owned. Many had their homes searched and items confiscated. In California alone, 10,000 were forced to leave their homes and live elsewhere. About 250 were interned.

DiStasi explains that una storia segreta means “secret story.” He notes that there is a second meaning to “secret story.” For many Italian aliens and Italian Americans, there was shame in this story. They were ashamed of being thought of as the enemy—and of being so unfairly treated.

Each essay tells a different story. Some are written by those whose relatives were mistreated or interned. Others are written by individuals who have researched the plight of Italian resident aliens in America during World War II. Many of the essays are heartbreaking accounts, told in part in diaries and letters, of people who were suddenly taken away from everything they cared about and everyone they loved. . . .

One essay addresses the issue of constitutionality. Its author notes that the Fourteenth Amendment provides equal protection under the law in all states and protects all persons, including aliens, from unreasonable search and seizure. It also provides for due process of law in all states. However, these rights were clearly violated during World War II.

Among the many fine features of this book is extensive documentation for all the essays, some of it gathered from the National Archives and other federal sources. This well-researched, well-written book also includes a time line of events, a map of regulated military areas in California in 1942, a list of U.S. internment and detention facilities, and suggestions for further reading.

Directions: Answer the following questions on a separate sheet of paper.

1. **Summarizing Information** What is Una Storia Segreta about?

2. **Summarizing Information** Name the different features of DiStasi’s book and the different kinds of information it contains.
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Before students read the book review, provide a preview and help build a semantic map of the content. Start by reading out loud and recording the numerical facts listed in paragraph 2. Above these figures, write *Italian Resident Aliens and Some Citizens*. Point out the title of this activity sheet, and explain that this book is about the secret story of what happened to these people during World War II. Invite students to describe what is usually found in a nonfiction book report and to recall what happened to some Japanese Americans during World War II. Then have students make predictions about what this passage will tell them.

Advanced Learners (AL) Challenge students to find the book, read one or more of its essays, and write about what they learned.

Below Grade Level (BL) Introduce the activity, or alternatively, help students review the key information contained in the book by creating a who-what-when-where-why organizer like the one below. (Suggested answers are in italics.)

<table>
<thead>
<tr>
<th>Who</th>
<th><em>Italian resident aliens and Italian American citizens</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td><em>unfair treatment, being moved from their homes, being interned</em></td>
</tr>
<tr>
<td>When</td>
<td><em>during World War II</em></td>
</tr>
<tr>
<td>Where</td>
<td><em>in California and nationwide</em></td>
</tr>
<tr>
<td>Why</td>
<td><em>These people were regarded as enemies and potential spies even though they had not committed any crimes.</em></td>
</tr>
</tbody>
</table>

On Grade Level (OL) Have students read the book review and work independently to answer the questions in complete sentences.
America and World War II, 1941–1945

A. PRE-READING ACTIVITY

Previewing the Material

DIRECTIONS: Before reading William Leahy’s argument against using atomic weapons against Japan, quoted from I Was There, on page 751, answer these questions.

1. What did President Truman’s advisors warn him would happen if the United States invaded Japan?

2. How do you think Americans felt when the use of atomic weapons successfully ended the war with Japan?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

barbarous (adj.): uncivilized; mercilessly harsh or cruel
material (adj.): having real importance or great consequences
assistance (n.): help
defeat (v.): to win victory over
surrender (v.): to give up completely
blockade (n.): the isolation by a warring nation of an enemy area (as a harbor) by troops or warships to prevent passage of persons or supplies
conventional (adj.): ordinary or commonplace; non-nuclear (of weapons)
lethal (adj.): of, relating to, or causing death
possibility (n.): something that is possible
ethical (adj.): relating to a set of moral principles or values
barbarian (n.): someone who lacks refinement, learning, or culture

(finished)
C. WORD BUILDING ACTIVITY

Word Forms
Remember: Words have different forms for nouns, verbs, adjectives, and adverbs.
Directions: Circle the correct form of the word to complete these sentences correctly.

1. In its sheer destructive power, the atomic bomb was (materially / material) different from conventional weapons.
2. Leahy did not think it was (possibility / possible) for Japan to continue to fight.
3. The U.S. military hoped that a blockade would (assistance / assist) them in winning the war.
4. Atomic radiation can be (lethal / lethally) to those who are exposed to it.

D. LANGUAGE USAGE ACTIVITY

Passive Voice

Language Study Note: Passive Voice
A verb in English is either in the active voice or passive voice. Voice is not a verb tense but a way to show the relationship between a subject and a verb. If the subject is doing the action, the verb is written in the active voice. If the subject is not doing the action of the verb, or if you do not know or care who the subject is, the verb is written in passive voice. In most English sentences, the verbs are in the active voice because the subject is the focus of the action (subject + V): America declared war; he supports the policy; we will find the answer.
To construct the passive voice, use the verb be followed by a past participle (am/is/are/was/were/be/been + V + ed/en/t): war was declared by American; the policy is supported by him; the answer will be found.
Two common mistakes related to passive voice include using it too often, which makes your writing sound unnatural, and forgetting to use both parts of the verb (be AND a past participle).
Incorrect: The treaty signed by many men. The treaty was sign by many men.
Correct: The treaty was signed by many men.

Directions: Circle the correct use of the passive voice verbs in the following sentences.
1. The Japanese (defeated / were defeated) in 1945.
2. Their ports (had been blockaded / had been blockade) by American warships.
3. William Leahy believed that low ethical standards (had been adopted / had adopted) in war.
4. He stated that he (not taught / was not taught) to make war in such a barbarous manner.
5. Leahy (frightened / was frightened) by this new direction in warfare.
6. Even today, nuclear warfare (is considered / is consider) a frightening possibility.
7. Hopefully, the use of these lethal weapons (will avoid / will be avoided).
America and World War II, 1941–1945

DIRECTIONS: Write true or false on the line before each definition. If the definition is false, write the correct content vocabulary word or term to identify at the end of the statement.

1. In April 1945, delegates from 50 countries met to design a convoy system, or constitution, for the United Nations. ____________

2. An amphibious tractor known as the hedgerow was used to move troops from cargo ships to shore. ____________

3. The new industrial region in southern California and the Deep South that developed during World War II was referred to as the Sunbelt. ____________

4. During World War II, the government limited the availability of consumer products to save them for military use in a process known as disfranchising. ____________

5. Many fields in Normandy were surrounded by amphtracs, dirt walls covered in shrubs or trees. ____________

6. Americans planted liberty gardens to raise vegetables for home and leave more food for the troops. ____________

7. A kamikaze was a Japanese suicide pilot whose mission was to crash into his target. ____________

8. To speed production of military equipment, the government signed charter contracts, which guaranteed the manufacturer the cost of the item plus a percentage of the costs as profit. ____________

9. Some African Americans did not want to support the war because they were rationed, or denied their right to vote. ____________

10. B-29s dropped bombs filled with a kind of jellied gasoline called napalm on Tokyo. ____________

11. To protect ships, the U.S. Navy set up a cost-plus system where cargo ships traveled in groups and were escorted by warships. ____________

12. Prime Minister Churchill planned to attack the periphery, or the outer boundaries, of the German empire. ____________

13. The victory suit which was popular among Mexican American teenagers, had baggy, pleated pants and a knee-length jacket with wide lapels. ____________
A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: Use the context to choose the word or phrase that completes each sentence correctly.

1. The OPA began to **ration** goods such as sugar and gasoline, in order to **(encourage / limit)** their use.

2. Admiral Yamamoto transmitted Japan's **(secret / open)** plans to attack Midway with the same **code** that the Americans had already cracked.

3. The **intense** firestorm following the attack on Tokyo was **(powerful / uneven)** enough to suck oxygen from the air.

4. Despite **bad weather**, the Allied invasion of Sicily was a **(failure / success)**.
B. WORD STUDY ACTIVITY

Identifying Nouns and Verbs

Remember: A noun is a word that names a person, place, thing, or idea. Examples include president, government, and democracy. A verb is a word that is used to describe an action, experience, or state of being. Examples include govern, attempt, and seem.

Directions: Using the context, indicate whether the underlined words from the text are verbs (V) or nouns (N).

1. ____ Automobile factories did not just produce vehicles during World War II.
2. ____ Before the spring of 1940, college students, unions, isolationists, and most members of Congress had opposed a peacetime draft.
3. ____ Before the Battle of the Coral Sea, the Japanese did not know that Americans had broken their secret code for conducting operations.
4. ____ Before the convoy system, an American cargo ship was an easy target for German fire.
5. ____ The National Housing Agency was created to coordinate all government housing programs.
6. ____ Americans supported the war by rationing food and other goods.

TEST YOUR KNOWLEDGE

Directions: Select the correct definitions for the verbs below.

1. disenfranchised
   A. denied the right to vote
   B. kept segregated
   C. given relief
2. kamikaze
   A. submarine
   B. suicide pilot
   C. artillery shell
3. justify
   A. prove correct
   B. keep separated
   C. move quickly
4. briefly
   A. longer than expected
   B. for a short time
   C. out of order
5. intense
   A. slow
   B. simple
   C. heavy
6. despite
   A. instead of
   B. looking for
   C. even though
7. nuclear
   A. atomic
   B. important
   C. warlike
Reading a Special Purpose Map

LEARNING THE SKILL

Special purpose maps focus on a specific subject. To read a special purpose map, (1) read the title of the map; (2) find the map's scale to determine the general size of the area you are looking at; (3) read the compass rose to determine north, south, east, and west; (4) read the map key; and (5) analyze the areas on the map that are highlighted in the key. Look for patterns.

PRACTICING THE SKILL

DIRECTIONS: Analyze the map below, and then answer the following questions on a separate sheet of paper.

1. From what body of water was the invasion launched?
2. When did the invasion take place?
3. How many allied attacks are represented on the map? What symbol is used to identify them?
4. What two armies launched the invasion of Normandy? Name them.
5. How many front lines are represented on the map? How are these identified?

APPLYING THE SKILL

DIRECTIONS: On a separate sheet of paper, draw a special purpose map of your local area. Before you begin to draw, select a focus for your map, such as physical, economic, or cultural information about your area. Include a compass rose, a scale, and a map key.
LEARNING THE SKILL

Often you will encounter numerous sources of information about a single topic. Sources like newspaper and magazine articles, books, Web sites, and your textbook offer different kinds of information about historical subjects. When you synthesize, or combine, different pieces of information from different sources, you will be better able to develop an informed opinion of your subject. The first step toward synthesizing information is to identify the most important points in your sources. Then think about how the information in one source relates to the information in other sources. What connections can you make? What conclusions can you draw? As you research a topic, consider how each new piece of information connects to what you have already learned.

PRACTICING THE SKILL

DIRECTIONS: Read the following statements from two historians about Truman's decision to drop the atomic bomb on Japan. Then answer the questions that follow on a separate sheet of paper.

“. . . none of the critics of the atomic bomb decisions have been able to demonstrate how the Japanese high command might have been induced to surrender without the combined shock of Russia’s entry into the war and the use of two atomic bombs. The most careful and authoritative study of Japan’s decision to surrender notes [that] ‘the atomic attack on Hiroshima . . . had not made a deep enough impression on the chiefs of staff and the War Minister as to make them willing to cast their lot outright for a termination of the war.’”

-Ronald Spector, Eagle Against the Sun

“For the administration, the atomic bomb . . . had great potential value. It could reduce the importance of early Soviet entry into the war and make American concessions unnecessary. It could also be a lever for extracting concessions from the Soviet Union. . . . For policy makers, the atomic weapon . . . was intimately connected with the problem of Russia.”


1. What is the author’s main point in the first excerpt?
2. According to the second author, why was the atomic bomb important to U.S. policy makers?
3. By synthesizing these sources, what conclusions can you draw about why the atomic bomb was important to U.S. foreign policy?
On (1) _________________, a day known as (2) _________________, the Allied invasion of France began with landings on the beaches of Normandy. On (3) _________________, the Allies liberated Paris from Nazi control. Another famous battle, the (4) _________________, took place just a few months later, in December 1944, when German troops pushed west against the Allied forces, causing the German’s lines to bulge outward.

In March 1945, the Allies discovered a bridge across the Rhine River that was still intact. They crossed the bridge, pushing German forces back toward Berlin. On April 30, 1945, the Nazi leader (5) _________________, sensing imminent defeat, committed suicide. A week later, in May 1945, (6) _________________ forces surrendered to the Allies. May 8, 1945, became known as (7) _________________, or Victory in Europe Day.

Meanwhile, in the Pacific, U.S. Marines landed on the island of (8) _________________ in February 1945. And in (9) _________________, American troops invaded Okinawa. Three months later, the United States dropped atomic bombs on the Japanese cities of (10) _________________ and (11) _________________. On August 15, 1945, the Japanese (12) _________________. World War II was over.
Women With Wings

**THEN**

Jackie Cochran was determined. World War II raged, and the military needed as many combat pilots as it could get. Who would ferry aircraft from factories and airfields to their overseas departure points? Why not female pilots? Cochran convinced Army Air Forces Chief Hap Arnold to start a training program. The call went out for experienced women pilots, and 25,000 women applied. The first all-women air corps, later called the Women Airforce Service Pilots (WASPs), was born.

From 1942 to 1944, more than 1,000 women pilots trained to fly all kinds of aircraft. Cochran, holder of 17 world aviation records by 1941, led the group. These women were civilians, not officially part of the military. They ferried aircraft, tested planes, and instructed male pilots. Although not allowed to fly combat missions, the WASPs freed male pilots for combat.

Still, their job entailed significant risk. The planes coming off the assembly lines had not been tested. Some WASPs towed targets for artillery practice, a task nearly as dangerous as combat. Thirty-eight WASPs died in the line of duty. Some may have died from sabotage by resentful male pilots. At one fatal crash, Cochran said she found sugar in the plane’s gas tank. She did not report it, fearing the publicity might harm the program.

Despite the WASPs’ success, Congress refused them military status, denying them veterans’ benefits. The group was disbanded in 1944, as the war in Europe ended and male pilots began to return.

**NOW**

After the WASPs disbanded, women were not allowed to fly again for the U.S. military for more than 30 years. In 1977 the WASPs finally received full military status when President Carter signed a law declaring that they had served on active duty.

Today some 35,000 American women hold a pilot’s license, roughly 6 percent of all U.S. pilots. In 1973 Emily Howell Warner became the first woman to be hired as a pilot for a regularly scheduled U.S. airline, Frontier Airlines. Now slightly more than 5 percent of commercial pilots are women.

In 1991 the law excluding women from flying combat aircraft was repealed. By 1998, 21 women were flying fighter jets for the Air Force and 27 for the Navy. Women were also flying attack helicopters for the Army and Marines.

Women pilots longed to fly spacecraft as well. In 1960 and 1961, NASA quietly trained women as astronauts for the Mercury space program. Thirteen women passed the same grueling physical trials as the men, yet none took part in a mission. NASA abruptly canceled the program.

NASA finally opened its doors to women astronauts in 1978. In 1995 Lieutenant Colonel Eileen Collins became the first woman to pilot an American spacecraft, the shuttle Discovery. When Collins became the first woman to command a U.S. shuttle in 1999, eight former WASPs were there at Cape Canaveral, Florida, to watch and cheer.

CRITICAL THINKING

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Synthesizing Information** Why do you think the WASPs were disbanded in 1944 rather than made a permanent part of the military?

2. **Making Inferences** Why do you think military status was important to the WASPs?

3. **Distinguishing Fact from Opinion** Write one fact and one opinion about women flying combat missions.
**Americans at War**

**About the Selection**

In 1944 Ernie Pyle won the Pulitzer Prize for his stories about ordinary Americans fighting in World War II. The following excerpt from his book *Here Is Your War* deals largely with the North African campaign. Pyle never saw “the day of final peace.” He was killed by enemy machine-gun fire on the island of Ie Shima in 1945.

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"It is hard for you at home to realize what an immense, complicated, sprawling institution a theater of war actually is. As it appears to you in the newspapers, war is a clear-cut matter of landing so many men overseas, moving them against the enemy with guns firing, and they win or lose.

To look at war that way is like seeing a trailer of a movie, and saying you’ve seen the whole picture. I actually don’t know what percentage of our troops in Africa were in the battle lines, but I believe it safe to say that only comparatively few ever saw the enemy, ever shot at him, or were shot at by him.

All the rest of those hundreds of thousands of men were churning the highways for two thousand miles behind the lines with their endless supply trucks, they were unloading the ships, cooking the meals, pounding the type-writers, fixing the roads, making the maps, repairing the engines, decoding the messages, training the reserves, pondering the plans. . . .

A year is a long time to be away from home, especially if a person has never been away before, as was true of the bulk of our troops. At first homesickness can almost kill a man. But time takes care of that. It isn’t normal to moon in the past forever. Home gradually grows less vivid; the separation from it less agonizing. There finally comes a day—not suddenly but gradually, as a sunset-touched cloud changes its color—when a man is living almost wholly wherever he is. His life has caught up with his body, and his days become full war days, instead of American days simply transplanted to Africa. . . .

During the winter I dropped in frequently at Corps Headquarters, buried deep in a gulch beyond Tebessa. They put up a little tent for me, and I tried to work and sleep in it, but was never very successful at either because of being constantly, paralyzingly cold throughout the twenty-four hours of the day. We ate in a tent with a crushed-stoned floor and an iron-bellied stove in the center. It was the only warm place I knew. . . . And then finally the Tunisian campaign was over, spectacularly collapsed after the bitterest fighting we had known in our theater. It was only in those last days that I came to know what

(continued)
war really is. I don’t know how any of the men who went through the thick of that hill-by-hill butchery could ever be the same again.

The end of the Tunisian war brought an exhilaration, then a letdown, and later a restlessness from anticlimax that I can see multiplied a thousand times when the last surrender comes. That transition back to normal days will be as difficult for many as was the change into war, and some will never be able to accomplish it. . . .

On the day of final peace, the last stroke of what we call the “Big Picture” will be drawn. I haven’t written anything about the “Big Picture,” because I don’t know anything about it. I only know what we see from our worm’s-eye view, and our segment of the picture consists only of tired and dirty soldiers who are alive and don’t want to die; of long darkened convoys in the middle of the night; of shocked silent men wandering back down the hill from battle; of chow lines and Atabrine tablets and foxholes and burning tanks and Arabs holding up eggs and the rustle of highflown shells; of jeeps and petrol dumps and smelly bedding rolls and C rations and cactus patches and blown bridges and dead mules and hospital tents and shirt collars greasy-black from months of wearing; and of laughter too, and anger and wine and the lovely flowers and constant cussing. All these it is composed of; and of graves and graves and graves.

That is our war, and we will carry it with us as we go on from one battleground to another until it is all over, leaving some of us behind on every beach, in every field. We are just beginning with the ones who lie back of us here in Tunisia. I don’t know whether it was their good fortune or their misfortune to get out of it so early in the game. I guess it doesn’t make any difference, once a man has gone. Medals and speeches and victories are nothing to them any more. They died and others lived and nobody knows why it is so. They died and thereby the rest of us can go on and on. When we leave here for the next shore, there is nothing we can do for the ones beneath the wooden crosses, except perhaps to pause and murmur, “Thanks, pal.”

From Here Is Your War by Ernie Pyle. Copyright © 1941 by Henry Holt and Co. and 1971 by Holt, Rinehart and Winston. Reprinted by permission of Henry Holt and Company, LLC.

READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.

1. According to Pyle, what happens to a soldier’s homesickness?

2. What analogy does Pyle use to communicate the idea that most people at home have an incomplete comprehension of what war is like?

3. How easily will the returning soldiers adjust to peacetime?

4. Critical Thinking What do you think accounted for Pyle’s popularity?
Primary Source Reading 21-2

War Work for Women

About the Selection
Juanita Loveless was the daughter of a Texas farmer. In 1941 she left her family and moved to Los Angeles. She was 17 years old and had not graduated from high school. Because of the war she found work easily, however. Loveless’s experience was mixed—the work was tedious, but she was contributing to the war effort. Life was pretty good, and the money rolled in. As the war dragged on, the work and life got harder. After casualties began returning, civilian morale dropped and tensions developed.

They were begging for workers. They didn’t care whether you were black, white, young, old. They didn’t really care if you could work. It got even worse in ’43. I worked two jobs for a long time. I had so much work offered to me and I was not even qualified—I just had the capability of learning very fast.

Actually what attracted me—it was not even the money and it was not the job because I didn’t even know how much money I was going to make. But the ads—they had to be bombardments: “Do Your Part,” “Uncle Sam Needs You,” “V for Victory.” I got caught up in that patriotic “win the war,” “help the boys.” The patriotism that was so strong in everyone then.

It was very dull, very boring. The first day I thought, “Oh, this is ridiculous. I have to set here for three weeks on this bench?” What we did was we learned... to rivet. I set there for three or four hours that first day and I picked up the rivet gun: “You show me once and I’ll do it for you.”... “What’s to learn? Look at my hands. I’ve been working as a grease monkey... I don’t have to set here and train.” I learned very fast.

...I was working with real seasoned workable men and it was so easy. We did strip by strip, the whole hull. We used strips of like cheesecloth and paste that had to go on the inside and across the seam.

...One by one, day by day, new faces. I would say within six months there were maybe twenty or thirty men left in Department 16 where maybe there had been fifteen hundred.

...Even a lot of the young women working would disappear, going into the service. I made friends with four or five girls that became WACS or WAVES...
and nurses. It was more difficult to keep friends, because they came and they went so fast. . . .

I had so much work sometimes, I wouldn’t even go back for my money. Sometimes they’d just mail me a check and I’d think, “Gee, now where was this?” At one period of time I had six or eight checks laying in my dresser drawer that I hadn’t even cashed. I simply didn’t know how to handle money. . . . The first paycheck I got in aircraft was more money than I’d ever seen in my life.

But we’d hang out in drive-ins or the bowling alley. Or we went to places like the Tropics, Garden of Allah. . . . When Nat King Cole sat at the piano and sang, he wasn’t even known. . . . We found places like the beach, the pier. . . . We hung out, we read poetry, we discussed books that were current and popular. . . . And movies, mainly movies.

Young people got together in harmless, easy companion ways. Dancing was great. You got rid of your energy by dancing. You’d get a little radio and put it out on the back porch or the lawn . . . and had everybody come around. . . .

Then I began to see boys coming back. One fellow I’d gone with in 1942. . . . He came back blind. . . . When I began to see them coming back like this, it really did something to me. . . . This is touchy. I don’t know how to bring this up. The morale was not that strong at the end. . . . You heard stories of people buying up the Japanese stores. . . . And you saw these people making a lot of money and not doing anything for the war effort, even bragging, “I kept my son out of it.” You thought, here are some special privileged types of people and here I am working and sweating and eating our hearts out for the casualty lists that are coming in.

. . . I don’t think if most women would really be truthful with you, they enjoyed working or would have stayed in it if they hadn’t really been motivated by patriotism or actually having a member of the family in the war. Some used it as an excuse to break out into the world. And it was the first decent opportunity Negro women had to get away from domestic work.

From *Rosie the Riveter Revisited* by Sherna Berger Gluck. Reprinted by permission of the author.

## Reader Response

**Directions:** Answer the following questions on a separate sheet of paper.

1. What motivation kept Loveless and the other women doing war work?
2. How did Loveless handle the money coming in?
3. What were the two reasons for declining morale at home?
4. **Critical Thinking** What do you think Loveless meant when she stated that some women used working for defense as a way to “break out into the world”?
Among the many notable African American women of the twentieth century, Elizabeth Catlett, sculptor, painter, and printmaker, stands out. Her work in sculpture, in particular, has earned her international recognition.

Born in Washington, D.C., on April 15, 1915, Elizabeth Catlett was encouraged to pursue a career in art, since she had shown remarkable talent for drawing. Catlett attended Howard University in 1933, primarily because it was the first African American college to establish an art department. Here she studied printmaking and drawing, and later worked with the Public Works Art Project in the mural division. The experience she gained working with this project encouraged her to pursue an art career and to begin a lifelong commitment to social change.

After graduating from Howard University in 1936 with a degree in art, she briefly taught high school in Durham, North Carolina, before returning to Washington, D.C., to earn money for graduate school. Catlett entered the University of Iowa to further her art studies, and in 1939 she exhibited some of her artwork at the university. For her achievements, in 1940 she was the first student ever to earn a masters degree in fine arts/sculpture at the University of Iowa.

In 1941, she married artist Charles White. The two moved to Harlem, New York, the center of African American culture in America at that time. Harlem was a magnet for many African American artists in a variety of media. Poet Langston Hughes, artists Charles Alston and William Johnson, and actor Paul Robeson were all drawn to Harlem. During the early 1940s,

Catlett showed her sculptures throughout the country in Chicago, Boston, Baltimore, and New York.

In recognition of her achievements, including several prizes in sculpture competitions, the artist was awarded a fellowship to do a series of graphic works honoring African American women. Catlett lived up to the challenge, creating linoleum-cut prints depicting African American laborers, artists, and farmers. In 1947, she earned her first individual show, called “The Negro Woman,” held in Washington, D.C.

In 1956, Catlett received a diploma in printmaking, and throughout the 1960s and 1970s she continued to claim awards for her sculpture and prints. The artist’s renderings
of contemporary African American heroes and of personalities from the past, including the nineteenth-century abolitionist Harriet Tubman, earned her a commission to produce sculpture for Jackson State College in Mississippi. In 1975 Catlett was also commissioned to produce a 10-foot-tall bronze sculpture of Louis Armstrong for the City Park of New Orleans.

As Catlett’s artistic reputation grew, so did demands for solo exhibitions of her work in both sculpture and printmaking.

1. Why was working on the Public Works Art Project important to Catlett’s career?

2. Why did Catlett and many other African American artists move to Harlem, New York in the mid-1900s?

3. What work earned Catlett a commission to produce sculpture for Jackson State College?

4. Synthesizing Information In what areas did Elizabeth Catlett show her concern for African Americans?

5. Predicting As a sculptress Elizabeth Catlett preferred to work in walnut and cedar and also in bronze and onyx rather than in white marble. Why do you think she preferred these media?
WORLD WAR II

The Allies defeated the Germans and Italians in North Africa and then invaded Italy. At this point, the war was beginning to favor the Allies, and the Axis war machine no longer seemed invincible. This cartoon captures that spirit of the Allies being in control. Indeed, after defeating the Germans and Italians in North Africa, the Allies worked their way north through Italy and entered Rome on D-Day.

Directions: Study the cartoon, and then answer the questions that follow.
ANALYZING THE CARTOON ACTIVITY 21 (continued)

1. Who are the three men on the left? Who are the three men in the upper right-hand corner?

2. What about going into surgery fits the reaction of the future “patients”? What are the signs of their reaction?

3. From what army is the soldier who is being wheeled out? What two things tell you that? What has happened to him?

4. What caricature does the cartoonist use to identify Stalin? Mussolini? Tojo?

CRITICAL THINKING

5. Analyzing Information The cartoon is entitled “Who’s Next.” We know that Italy was next. What indicates this fact in the cartoon?

6. Making Inferences Look at Stalin’s and Churchill’s facial expressions. What mood does each indicate?

7. Synthesizing Information Note the sign “Operating Room” and the paper nailed to the doorframe, which says “Major Operation Schedule.” What ironic pun is the cartoonist using here?

8. Drawing Conclusions Why is Hitler larger than the Italian and Japanese leaders?
America and World War II, 1941–1945

The bombing of Pearl Harbor moved Americans into action. Industries converted their plants to wartime production. Military recruits swamped training facilities. Americans planted victory gardens, rationed food, bought E bonds, and built the planes, ships, jeeps, tanks, and weapons that made the Allied victory possible.

DIRECTIONS: Identify the location for each of the following key battles or events from World War II.

A. Antwerp  
B. Stalingrad  
C. Bataan Peninsula  
D. Los Alamos  
E. Sicily  
F. Casablanca  
G. Okinawa  
H. Leyte Gulf  
I. Normandy  
J. Midway Island  
K. Mariana Islands  
L. Nagasaki

1. Thousands of Allied prisoners of war died on a march to Japanese prison camps.
2. Allies captured this island in order to have a launching base for an invasion of Japan.
3. Admiral Nimitz’s fleet ambushed and severely damaged the Japanese fleet, stopping the Japanese offensive in the Pacific.
4. Scientists with the Manhattan Project developed the atomic bomb in this secret location.
5. These islands became bases for the B-29s that firebombed Japan in 1945.
6. Hitler’s attempt to cut off Allied supplies coming through this Belgian city resulted in the Battle of the Bulge.
7. Despite suffering high casualties during this beach invasion, the Allies successfully carried out Operation Overlord on D-Day.
8. General Patton led American forces to capture this city on the edge of the German empire.
9. “Fat Man” landed here, convincing the Japanese emperor to order Japan to surrender.
10. Kamikaze pilots inflicted severe damage to American ships during the largest naval battle in history.
11. Seeking to destroy the Soviet economy, Hitler attempted to capture this strategic city. Soviet forces trapped the German troops, turning the momentum against the Third Reich.
12. After the Allies forced the Germans off this island, the king of Italy arrested Mussolini and negotiated peace with the Allies.

13. Critical Thinking Why was it important that the Allies required unconditional surrender from both Germany in the Atlantic theater and Japan in the Pacific theater?
Enrichment Activity 21

Japanese Internment

After the bombing of Pearl Harbor, there was a general feeling of mistrust toward the Japanese. Because of this, President Roosevelt signed Executive Order 9066. The order denied Japanese Americans their civil rights. Japanese American men, women, and children, many of whom were American citizens, were relocated to internment camps. In some cases, they lost their homes or were forced to sell them quickly at low prices. Many lost their businesses and livelihood.

DIRECTIONS: Review the Fifth Amendment to the Constitution in your textbook and read the excerpt below from a Japanese American girl who was in a camp during World War II. Then answer the questions that follow.

... On the twenty-first of April, a Tuesday, the general gave us the shattering news. “All the Seattle Japanese will be moved to Puyallup by May 1. Everyone must be registered Saturday and Sunday between 8 a.m. and 5 p.m. They will leave next week in three groups, on Tuesday, Thursday and Friday.”

Up to that moment, we had hoped against hope that something or someone would intervene for us. Now there was no time for moaning. A thousand and one details must be attended to in this one-week of grace. Those seven days sputtered out like matches struck in the wind, as we rushed wildly about. Mother distributed sheets, pillowcases and blankets, which we stuffed into seabags. Into the two suitcases, we packed heavy winter overcoats, plenty of sweaters, woolen slacks and skirts, flannel pajamas and scarves. Personal toilet articles, one tin plate, tin cup and silverware completed our luggage. The one seabag and two suitcases apiece were going to be the backbone of our future home, and we planned it carefully.

Henry went to the Control Station to register the family. He came home with twenty tags, all numbered “10710.” Tags to be attached to each piece of baggage, and one to hang from our coat lapels. From then on, we were known as Family #10710.

That night we rolled ourselves into army blankets like jellyrolls and slept on the bare floor. The next morning Henry rudely shouted us back into consciousness, “Six-thirty! Everybody wake up, today’s the day!”

We climbed into the truck... We drove through bustling Chinatown, and in a few minutes arrived on the corner of Eighth and Lane. This area was ordinarily lonely and deserted but for now it was gradually filling up with silent, labeled Japanese, standing self-consciously among their seabags and suitcases. Jim Shigeno, one of the leaders of the Japanese-American Citizens’ League, stepped briskly up front and started reading off family numbers to fill the first bus. . . .

We looked out of the window, . . . Miss Mahon, the principal of our Bailey Gatzert Grammar School and a much-beloved figure in our community, stood in front of the quiet crowd of Japanese and wept openly.

Excerpt from Nisei Daughter by Monica Itoi Sone.
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**Enrichment Activity 21** (continued)

### Questions to Consider

1. According to the Fifth Amendment, when can a person be held for a capital crime without benefit of presentment or indictment of a grand jury?

   

2. How might President Roosevelt have justified Executive Order 9066 in regard to the Fifth Amendment?

   

3. Describe how you think the author of the excerpt and her family felt about their situation.

   

4. Do you think the internment of Japanese Americans during World War II was ironic, considering what Hitler was doing to Jewish people in Europe at the same time? Explain your answer.

   

5. **GO A STEP FURTHER**
   Could a situation such as the internment of Japanese Americans during World War II take place today? If so, under what circumstances? If you do not feel this could happen, explain why.

   

---

Name __________________________ Date __________________________ Class __________________________
Chapter 21
Section Resources

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**Guided Reading Activity 21-1**

**DIRECTIONS:** Recording Who, What, When, Where, Why and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **What** did Winston Churchill know would lead to victory in modern war?

2. **How** did the industrial output of workers in the United States compare to those of Germany and Japan during the war?

3. **How** did cost-plus contracts work?

4. **What** was the Reconstruction Finance Corporation (RFC)?

5. **Which** industry was uniquely suited to the mass production of military equipment?

6. **Who** created an assembly line for the enormous B-24 bomber?

7. **How** were the Liberty ships different from other types of ships?

8. **What** authorities did Roosevelt grant to the War Production Board?

9. **When** did American opinions about a peacetime draft change?

10. **What** was the goal of the “Double V” campaign?

11. **Who** was the highest-ranking African American officer in the U.S. Army?

12. **What** were the accomplishments of the Tuskegee Airmen during World War II?

13. **What** decision did President Truman make in 1948?

14. **Which** branch of the military was the first to allow women to enlist?
DIRECTIONS: Identifying Supporting Details  Read each main idea. Use your textbook to supply the details that support or explain each main idea.

Main Idea: The Japanese continued to win victories in the Pacific until the battle of Midway.

1. Detail: A few hours after they bombed Pearl Harbor, the Japanese attacked American airfields in ____________.

2. Detail: When American forces defending the Bataan Peninsula surrendered in April of 1942, nearly ____________ of them were forced to march to a Japanese prison camp.

3. Detail: After the Doolittle raid, the Japanese decided the American fleet had to be destroyed to protect ____________ from bombing.

4. Detail: Despite their losses at the Battle of the Coral Sea, American forces prevented the Japanese from cutting supply lines to ____________.

5. Detail: Unaware that they were heading into an ambush, the Japanese launched their aircraft against ____________ on June 4, 1942.

Main Idea: The Allies defeated Germany in Africa and in the Battle of the Atlantic. The Soviet victory at Stalingrad was a turning point of the war.

6. Detail: Stalin wanted ____________ and ____________ to open a second front by attacking Germany from the west to take the pressure off the Soviet Union.

7. Detail: Egypt was very important to Britain because of the ____________—the route used by most of Britain’s empire to send supplies to Britain.

8. Detail: The German “Afrika Korps” was commanded by ____________, a brilliant commander whose success earned him the nickname “Desert Fox.”

9. Detail: Because the city of Stalingrad controlled the ____________ and was a major railroad junction, capturing the city was the key to Germany’s attack.

10. Detail: The Battle of ____________ was a major turning point of the war, because it put the Germans on the defensive.
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Women and Minorities Gain Ground
   A. How many women worked in factories, shipyards, and other manufacturing plants during World War II? __________________________

   B. What was the purpose of Executive Order 8802? __________________________

   C. What government program was arranged for Mexican farm workers in the southwest? __________________________

II. A Nation on the Move
   A. What did the Lanham Act, passed by Congress in 1940, do to alleviate the potential housing crisis? __________________________

   B. Why did President Roosevelt create the National Housing Agency? __________________________

   C. What was the complaint many Americans had against the “zoot suit”? __________________________

   D. Why did many people demand that all people of Japanese ancestry be removed from the West Coast? __________________________

   E. What was the Supreme Court’s ruling in Korematsu v. United States? __________________________

III. Daily Life in Wartime
   A. What home-front problems existed during World War II in addition to the housing problems and racial tensions? __________________________

   B. What did the Office of Economic Stabilization (OES) do? __________________________

   C. Why did the government begin rationing consumer goods? __________________________

   D. What items did Americans contribute to scrap drives? __________________________
**Guided Reading Activity 21-4**

**DIRECTIONS:** Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. The Allied invasion of ____________ in November 1942 had shown that a large-scale invasion from the sea was possible.
2. Among the agreements reached at the ____________ was the decision to step up the bombing of Germany.
3. The bombing campaign between January 1943 and May 1945 caused a severe oil shortage in Germany and wrecked its ____________.
4. The Italian campaign was one of the bloodiest in the war, costing more than ____________ Allied casualties.
5. At the Tehran Conference with Churchill and Roosevelt, Stalin promised to launch a ____________ against the Germans when the Allies invaded France in 1944.
6. Stalin also promised that once Germany was defeated, the Soviet Union would help ____________.
7. President Roosevelt chose ____________ to command the invasion known as Operation Overlord.
8. The Germans believed that the Allies would land in ____________—the area of France closest to Britain.
9. On June 6, 1944, nearly ____________ ships carrying more than ____________ soldiers set sail for the coast of Normandy.
10. American troops came under intense German fire, and suffered heavy losses, after their landing at ____________.
11. While the buildup for invading France was taking place in Britain, American military leaders were also developing a strategy to defeat ____________.
12. The first part of America’s two-pronged attack on Japan called for the ____________ to hop from one island to the next.
13. The geographical problem with the central Pacific was that many of the islands were ____________.
14. American military planners wanted to use the ____________ as a base for a new heavy bomber that could reach Japan.
15. The Battle of Leyte Gulf was the first time that the Japanese used ____________ attacks.
DIRECTIONS: Outlining  Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Third Reich Collapses
   A. As the Americans pushed east toward Germany, Hitler began a last offensive that became known as ________________.
   B. By the end of February 1945, American troops had fought their way to the ________________, Germany’s last major line of defense in the west.
   C. On ________________, Germany surrendered, and the next day was proclaimed V-E Day for “Victory in Europe.”

II. Japan Is Defeated
   A. American military planners decided to invade ________________ so that American ________________ could land and refuel before bombing Japan.
   B. The firebombing of ________________ killed over 80,000 people and destroyed more than 250,000 buildings in the city.
   C. To aid a possible invasion of Japan, the United States captured the island of ________________.
   D. The American program to build an atomic bomb was code-named the ________________.
   E. In 1942, Leo Szilard and Enrico Fermi built the world’s first ________________ at the University of Chicago.
   F. The Allies threatened Japan with ________________ if the nation did not surrender unconditionally, but the Japanese did not reply.
   G. Faced with the massive destruction of the nuclear attacks and the shock of the ________________ joining the Allies, the Japanese emperor ordered his government to surrender on August 15, 1945.

III. Building a New World
   A. President Roosevelt believed that a new international political organization could prevent another world war, and he was instrumental in creating the ________________.
   B. At the Nuremberg trials, the International Military Tribunal (IMT) tried German leaders suspected of ________________.
   C. The Allies did not put the emperor of Japan on trial in order to avoid ________________.
Chapter 22 Resources
The Cold War Begins, 1945–1960

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Formulating Questions

**LEARNING THE SKILL**

It is important to think actively about your reading. Ask yourself questions as you read. Formulating questions helps keep you involved and leads to thinking more critically. You can find the answers to many questions right in your reading. Sometimes you have to use your background knowledge and your own experiences to answer a question.

There are two types of “text-explicit” questions. They are called “text-explicit” because their answers are stated directly in the text. These two types of questions are “right there” questions and “think and search” questions. “Right there” questions are questions whose answers are easily found in one sentence in the text. “Think and search” questions, however, require you to look around and search for pieces of the answer, stringing them together by using your thinking skills.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the following paragraph about the effects of the Korean War on U.S. foreign policy. Then answer the questions below on a separate sheet of paper. Finally, discuss as a class the difference between the two types of questions.

The Korean War also helped expand the Cold War to Asia. Before 1950 the United States had focused on Europe as the most important area in which to contain communism. After the Korean War began, the United States became more militarily involved with Asia. Defense agreements were signed with Japan, South Korea, Taiwan, the Philippines, and Australia. American aid also began to flow to the French forces fighting Communist guerrillas in Vietnam.

1. “Right there” question: Where did the United States focus its efforts to contain communism before 1950?
2. “Think and search” question: After the Korean War, with which Asian countries did the United States become involved?

**APPLYING THE SKILL**

**DIRECTIONS:** Choose a partner to do this activity with you. One partner should create one “right there” question for each of the four sections in this chapter. The other partner should create a “think and search” question for each section. Then partners should trade questions and answer them as a chapter review. After answering the questions, partners should discuss their responses, showing where in the text they found the answers and how they found them.
Analyzing Secondary Sources

LEARNING THE SKILL

Historians are faced not only with detecting bias in the presentation of historical events, but also with presenting their findings as objectively as possible. While prejudice is uncovered fairly easily during research and study, bias may be more difficult to identify. One way of detecting bias is to investigate the validity of evidence that supports possibly biased claims. When reading, look for clues that signal bias, such as grandiose claims or use of hyperbole, or exaggeration.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpt from Chapter 22 about Senator Joseph McCarthy. Then, using your knowledge from the chapter, answer the questions that follow on a separate sheet of paper.

McCarthy's use of sensationalist charges was not new. When he ran for the Senate in 1946, he accused his opponent, Robert M. La Follette, Jr., of being "communistically inclined." McCarthy did not provide any evidence to support his accusation, but it helped him win the election.

1. If you had heard Senator McCarthy make this remark about La Follette, would you have accepted its accuracy or questioned it? Explain.

2. How did Senator McCarthy use the accusation he made to his advantage?

APPLYING THE SKILL

DIRECTIONS: Check local newspapers or the Internet for bias or prejudice in coverage of a specific situation or event. When determining the bias, ask yourself whether the perspective of the reporter is obviously slanted and whether there exists another, more objective perspective. If so, what might that perspective be? Why do you think that perspective is not addressed in the report? Present your findings on a separate sheet of paper by describing how the bias is presented. Be sure to provide a copy of the article or Web site you are citing.
The Era of McCarthyism

American author Arthur Miller and others have made connections between the Red Scare and the McCarthy era of the late 1940s and early 1950s and the Salem witchcraft trials of 1692. Study the chart below to decide whether or how history repeated itself.

**FAMOUS AMERICAN WITCH HUNTS**

<table>
<thead>
<tr>
<th>The Red Scare and McCarthyism</th>
<th>The Salem Witchcraft Trials</th>
</tr>
</thead>
<tbody>
<tr>
<td>People were afraid. A long and brutal war had just ended, but a new horror seemed to threaten democracy: communism. An “iron curtain” had fallen in Europe.</td>
<td>The people of Salem were afraid. They lived in small villages surrounded by Native Americans, some of whom had carried out massacres and kidnappings.</td>
</tr>
<tr>
<td>The word Communist meant evil to most people. For them, there was no middle ground. A Communist was an enemy of American values.</td>
<td>The word witch meant “evil” to all Puritans. A witch was a person who did the devil’s work. For the very religious Puritans, there was no greater enemy.</td>
</tr>
<tr>
<td>The accusations began with the defection of a Soviet embassy clerk.</td>
<td>The accusations began with young girls who had been ill and claimed to have been possessed by witches.</td>
</tr>
<tr>
<td>Fears spread rapidly, and soon involved a major cross-section of the United States. Millions of employees were investigated. Writers, actors, and producers were blacklisted, and others lost their jobs.</td>
<td>Fear spread rapidly and soon engulfed most of the village of Salem and the surrounding settlements.</td>
</tr>
<tr>
<td>Some people were accused of helping the Soviet Union, tried, and convicted. Alger Hiss was imprisoned. The Rosenbergs were executed.</td>
<td>Many people were tried and convicted. Twenty people were hanged.</td>
</tr>
<tr>
<td>Eventually, accusations were made against prominent people, such as Secretary of State Dean Acheson. Shortly after the McCarthy hearings began to be shown on television, they came to an end.</td>
<td>Eventually, accusations were made against prominent people, including pious churchgoers and church leaders. Shortly after the wife of the Massachusetts governor was accused, the trials came to an end.</td>
</tr>
<tr>
<td>Accusations were based on no evidence or flimsy evidence, yet the public generally supported or stood by as the “witch hunt” went forward.</td>
<td>Accusations were based on the testimony of the girls who claimed to be possessed and later on the testimony of people who could save themselves only by accusing others. The public generally supported the “witch hunt.”</td>
</tr>
<tr>
<td>Senator Joseph McCarthy was finally discredited, and the Senate censured him in 1954. Although he remained in the Senate, he faded from public view.</td>
<td>In 1693 those who were still in jail were freed. In 1697 one of the judges and all the members of the jury publicly apologized.</td>
</tr>
</tbody>
</table>

**Directions:** On a separate sheet of paper, answer the following questions based on the table above.

1. **Comparing and Contrasting** What are the major similarities between the events of the Red Scare and the McCarthy era and the Salem witchcraft trials?

2. **Comparing and Contrasting** What are the major differences between the events of the Red Scare and the McCarthy era and the Salem witchcraft trials?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Briefly review the events of the Salem witchcraft trials. Say, write, and explain the terms *defection* and *censure*.

Advanced Learners (AL) Challenge students to compile a list of additional comparisons and contrasts between the two historical events/eras. Alternatively, students might read and report on Arthur Miller’s play, *The Crucible*.

Below Grade Level (BL) Help students explore the similarities and differences in the two events/eras by helping them complete a Venn diagram like the one below. Restate any language or concepts that students do not understand.

On Grade Level (OL) Have students study the chart and work independently to answer the questions in complete sentences or a paragraph.

---

**Red Scare/McCarthy Era**
- threat of communism
- began with defection from Soviet embassy
- ended with Senate’s censure of McCarthy

**Salem Witchcraft Trials**
- threat of witches/the devil
- began with young girls’ accusations
- ended with apologies by judge and jury

**Both**
- fear
- accusations
- deaths
- lack of evidence
- accusations discredited
The Cold War Begins, 1945–1960

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading President Truman’s defense of limited war in Korea on page 773, answer the following questions.

1. In this speech, Truman is trying to defend his military actions in Korea. What factors do you think a president has to consider when deciding to go to war?

2. Truman does not want the Cold War to escalate into a real war. From what you know about history, how seriously did Americans take the possibility of a third world war?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

allies (n.): people who help and support one another

conflict (n./v.): a state of disagreement or argument between people or countries, a battle; to be in disagreement

distrust (n./v.): disbelief, doubt; to be suspicious of

initiative (n.): a process by which citizens can suggest a change to the law; the ability to take action without waiting for guidance

isolate (v.): to cut off, to separate

widen (v.): to make wide

to go it alone: to take a different path than others
to drive a wedge between: to force two things or people to separate or move apart

(continued)
C. READING COMPREHENSION ACTIVITY

True or False

Directions: After reading the passage on page 773, decide whether the following statements are true (T) or false (F).

1. ____ Truman believes Russia has the same goals as the United States.
2. ____ Truman states that the Allies agree with his plans.
3. ____ Truman wants to widen the conflict in Asia.
4. ____ Truman wants to go ahead with his plans even if it means losing his allies.

D. WORD BUILDING ACTIVITY

Sentence Completion

Directions: Use the context to fill in the blanks with the correct words. Use each of the following words only once.

widen, Allies, conflict

1. In 1945, the _____________ met in London and Moscow to discuss the future of Asia and Europe.
2. During the Cold War, _____________ between the Soviet Union and the United States increased.
3. Khrushchev’s secret speech in 1956 helped to _____________ the distance between the Soviet Union and communist countries in Eastern Europe.
The Cold War Begins, 1945–1960

**DIRECTIONS:** Match each description in the left column with the correct term in the right column. Write the letter of the correct term in the space provided. Then answer the questions at the bottom of the page.

| 1. a country whose economy is primarily agricultural | A. censure |
| 2. the policy of keeping communism within its current territory through the use of diplomatic, economic, and military actions | B. loyalty review program |
| 3. lying under oath | C. containment |
| 4. the radiation that follows a nuclear blast | D. covert |
| 5. formal disapproval | E. developing nation |
| 6. established by President Truman to screen all federal employees | F. Iron Curtain |
| 7. an effort to weaken a society and overthrow its government | G. limited war |
| 8. hidden operations | H. perjury |
| 9. Communist countries of Eastern Europe controlled by the Soviets. | I. fallout |
| 10. a struggle for a specific objective, such as containing communism | J. subversion |
| 11. a symbol for the communist nations of Eastern Europe and the Soviet Union | K. satellite nations |

12. What was the “military-industrial complex” that President Eisenhower warned Americans about in his farewell address?

__________________________________________________________________________________________

__________________________________________________________________________________________

13. Explain how President Eisenhower used the threat of massive retaliation and brinksmanship to contain Communist advances.

__________________________________________________________________________________________

__________________________________________________________________________________________
The Cold War Begins, 1945–1960

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>convince</td>
<td>censure</td>
</tr>
<tr>
<td>equipment</td>
<td>Iron Curtain</td>
</tr>
<tr>
<td>initially</td>
<td></td>
</tr>
<tr>
<td>insecurity</td>
<td></td>
</tr>
<tr>
<td>liberate</td>
<td></td>
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<tr>
<td>manipulate</td>
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<tr>
<td>imply</td>
<td></td>
</tr>
<tr>
<td>response</td>
<td></td>
</tr>
</tbody>
</table>

A. WORD MEANING ACTIVITY

Antonyms

Remember: Words that have opposite meanings, such as old and new, are antonyms.

Directions: Match the words in column A with their antonyms in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ 1. censure</td>
<td>a. certainty</td>
</tr>
<tr>
<td>___ 2. liberate</td>
<td>b. approval</td>
</tr>
<tr>
<td>___ 3. equipment</td>
<td>c. dissuade</td>
</tr>
<tr>
<td>___ 4. insecurity</td>
<td>d. junk</td>
</tr>
<tr>
<td>___ 5. initially</td>
<td>e. oppress</td>
</tr>
<tr>
<td>___ 6. manipulate</td>
<td>f. finally</td>
</tr>
<tr>
<td>___ 7. convince</td>
<td>g. improvise</td>
</tr>
<tr>
<td>___ 8. imply</td>
<td>h. explain</td>
</tr>
<tr>
<td>___ 9. response</td>
<td>i. question</td>
</tr>
</tbody>
</table>
TEST YOUR KNOWLEDGE

Directions: Use your knowledge of the underlined words to complete the following statements.

1. Liberating a country means giving it ________________.
   A. arms        B. freedom        C. poverty

2. The equipment the military needs to fight a war are things it will ________________.
   A. use        B. throw away        C. trade

3. Russia’s “sense of insecurity” meant that it could not ________________.
   A. invent new products B. carry out its policies        C. trust other countries

4. Initially describes an event that happens ________________.
   A. second        B. first        C. third

5. To manipulate a situation is to ________________.
   A. control the outcome B. observe the outcome        C. talk about the outcome

6. To convince your listeners is to ________________.
   A. persuade them B. discourage them        C. lie to them

7. To imply something is to ________________.
   A. question it B. suggest it        C. prove it

8. A response is a(n) ________________.
   A. issue        B. problem        C. answer
Sequencing Events

LEARNING THE SKILL

When you sequence events, you list events in chronological order, or the order in which they occurred. It is easier to understand the order of events and their relationship to one another if the events are seen in chronological sequence in a list or on a time line.

Use the following guidelines to help you sequence information:

• Study the material carefully.
• Look for dates or cue words that provide you with a chronological (sequential) order: in 2002, the late 1990s, last Thursday, first, then, next, finally, after, and so on.
• If needed to aid your understanding, construct a time line of the events or write each event in sequential order on a separate line in your own words.

PRACTICING THE SKILL

DIRECTIONS: Examine the map below of key events in the Korean War. Then use a separate sheet of paper to list the following events in proper sequential order: maximum advance of Chinese and North Korean troops (south of Wonju); Chinese intervention; maximum advance of UN troops; landing of U.S. 7 Division at Iwon; maximum advance of North Korean troops (vicinity of Pohang and Taegu); U.S. airborne landings south of Unsan; armistice line drawn; landing of U.S. X Corps at Inchon.

APPLYING THE SKILL

DIRECTIONS: Take the list of events you identified from studying the map and create a time line of the Korean War on a separate sheet of paper.
LEARNING THE SKILL

To solve problems, you need to analyze the information available and weigh the possible consequences. Problem solving involves: (1) identifying the problem; (2) gathering information and considering alternative solutions; (3) identifying possible positive and negative consequences; (4) evaluating the consequences; and (5) selecting the most favorable solution.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from Truman’s speech to Congress, delivered March 12, 1947, which came to be known as the Truman Doctrine. Based on this excerpt and Section 2 of your text, answer the following questions on a separate sheet of paper.

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

1. What events led to Truman’s decision to issue this doctrine to guide U.S. policy?
2. What other alternative solutions might Truman have considered?
3. What were the results of this decision?
The Cold War Begins

After World War II, an intense rivalry developed between the United States and the Soviet Union. Winston Churchill declared an “iron curtain” had fallen over Eastern Europe. U.S. leaders became determined to contain the spread of communism. The two superpowers with very different political and economic systems clashed in many different areas of the world. This era became known as the Cold War.

DIRECTIONS: Some of the early conflicts between these two world superpowers are included on the time line below. Use the information on the time line to answer the questions that follow on a separate sheet of paper.

World Events

1945 - Yalta/Potsdam Conferences held
- Germany divided into zones

1946 - Iran Crisis develops

1947 - Soviet aggression in Greece and Turkey

1948 - Berlin Airlift begins

1949 - NATO founded
- Communist China established

1950 - UN forces intervenes in Korea

1953 - Korean War ends

1953 - Rosenbergs executed

1954 - Taiwan Crisis • SEATO established

1955 - Eisenhower Doctrine extended to Middle East

1956 - Suez Crisis
- Hungarian Revolution crushed

1957 - Eisenhower visits United States for summit talks

1958 - Rebel government seizes power in Iraq
- US. troops protect Lebanese capital

1960 - U-2 spy plane incident

1947 - Truman Doctrine declared
- Hollywood Ten on trial before HUAC
- Marshall Plan provides aid to Europe

1950 - McCarthy charges that Communists staff the State Department
- McCarran Act passed

1959 - Khrushchev visits United States for summit talks

1. What events led directly to the Truman Doctrine?
2. What events show the spread of the Red Scare in the United States?
3. What time line event made the Berlin Airlift necessary? Explain why.
4. What events in Asia led to the founding of SEATO?
5. What event led to the end of the summit talks between Eisenhower and Khrushchev?
When the U.S. dropped the first atomic bomb in 1945, other countries searched for the technology to do the same. By 1949 America’s Cold War nemesis, the Soviet Union, had successfully tested its own bomb. The arms race was underway. Scientists on both sides competed to develop a bigger and better nuclear arsenal than the other.

The U.S. atomic bomb resulted from the work of scientists of the secret Manhattan Project, based in Los Alamos, New Mexico. After the first Soviet test, scientists and government officials secretly debated whether to continue developing the far more destructive hydrogen bomb. Robert Oppenheimer, director of the Los Alamos lab, strongly advised against it. His committee’s report stated that a super bomb “might become a weapon of genocide.” Other officials disagreed. President Truman decided to continue the project. Throughout the Cold War, Los Alamos scientists tested their devices in Nevada and the South Pacific.

By the 1960s, both sides had a large store of nuclear weapons. Both knew that no winner would emerge from an all-out nuclear war. In 1963 the U.S., Soviet Union, and Britain signed the Nuclear Test-Ban Treaty. It prohibited nuclear weapons tests in the atmosphere, in space, and underwater, but not underground. In 1968 the three powers signed a Nuclear Non-proliferation Treaty, agreeing not to assist other nations in developing nuclear weapons.

Many other nations have since joined the Non-proliferation Treaty. Later treaties now limit production and reduce stockpiles of nuclear weapons. The 1996 Comprehensive Test Ban Treaty (CTBT) prohibits all nuclear explosions.

Other nations have joined the nuclear ranks, including France and China. Long-time rivals India and Pakistan, who refused to sign the CTBT, tested nuclear weapons in 1998. Experts believe that Israel has nuclear weapons, which it refuses to confirm or deny.

Of particular concern are nations hostile to the United States and suspected of having nuclear weapons. These include North Korea, our opponent in the Korean War (1950–1953), and Iraq, our opponent in the Gulf War (1991). Experts believe that Libya, a source of terrorist activity against the United States, would like to buy nuclear weapons.

The Soviet Union broke up in 1991. In 1992 Russian President Yeltsin and U.S. President Bush formally declared that their countries were no longer enemies. The Cold War had ended. Yet what will happen to the Soviet nuclear arsenal? Will terrorists be able to buy them from the economically devastated Russian republics? Where will the Soviet scientists go to earn a living? Many are currently participating in joint experiments with the Los Alamos scientists. Others are trying to scratch out a living in the former Soviet Union, often going months without a paycheck. Could their expertise be for sale?

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Making Inferences** Why would India, Pakistan, and Israel want nuclear weapons?
2. **Drawing Conclusions** Did the nuclear threat end with the Cold War? Explain.
3. **Analyzing Information** How do the current economic problems of the former Soviet Union pose a threat to the world?
There are a number of policy matters which I would prefer to discuss with the committee in executive session, but I have no objection to saying in open session what I have said before: namely, that we shall never have a secure peace or a happy world so long as Soviet Communism dominates one-third of all of the peoples that there are, and is in the process of trying at least to extend its rule to many others.

These people who are enslaved are people who deserve to be free, and who, from our own selfish standpoint, ought to be free; . . .

. . . [W]e must always have in mind the liberation of these captive peoples.

Now, liberation can be accomplished by processes short of war. We have, as one example—not an ideal example, but it illustrates my point—the defection of Yugoslavia under Tito from the domination of Soviet Communism. . . .

The present tie between China and Moscow is an unholy arrangement, which is contrary to the traditions, the hopes, the aspirations of the Chinese people. Certainly we cannot tolerate a continuance of that. . . .

Therefore, a policy which only aims at containing Russia where it now is, is, in itself, an unsound policy; but it is a policy which is bound to fail because a purely defensive policy never wins against an aggressive policy.

If our only policy is to stay where we are, we will be driven back. It is only by keeping alive the hope of liberation, by taking advantage of that wherever opportunity arises, that we will end this terrible peril which dominates the world, . . . It must be and can be a peaceful process, but those who do not believe that results can be accomplished by moral pressures, by the weight of propaganda, just do not know what they are talking about.

I ask you to recall the fact that Soviet Communism, itself, has spread from controlling 200 million people some seven years ago to controlling 800 million people today, and it has done that by methods of political warfare,
psychological warfare and propaganda, and it has not actually used the Red Army as an open aggressive force in accomplishing that.

Surely what they can accomplish, we can accomplish. Surely if they can use moral and psychological force, we can use it; and to take a negative defeatist attitude is not an approach which is conducive to our own welfare or in conformity with our own historical ideas.

Source: Hearing Before the Committee on Foreign Relations, U.S. Senate 83rd Congress, 1st Session.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. Why does Dulles call containment “an unsound policy”?

2. What Soviet Communist methods does Dulles think the United States should imitate?

3. What method does Dulles not recommend for liberating people from communism?

4. **Critical Thinking** What factors leading to freedom from communism did Dulles not foresee?
Red Scare Tactics

About the Selection

The term McCarthyism has come to mean politics by smear, fear, and personal destruction. The Army-McCarthy hearings excerpted below marked the beginning of the end for McCarthy. The hearings were televised, and the impression of Joseph McCarthy as an irrational thug was left on the world. The Lawyers Guild, referred to below, was an organization of left-wing attorneys who broke with the American Bar Association because they thought the ABA was too conservative. The Lawyers Guild had Communist members. McCarthy took this fact to mean that the organization itself was Communist and, therefore, was an agent of the Soviet Union. Mr. Welch was an attorney for the army. Mr. Cohn was an attorney for Senator McCarthy.

GUIDED READING

As you read, note how McCarthy tries to smear Joseph Welch. Then answer the questions that follow.

Mr. Welch: Mr. Cohn. . . . Every time you learn of a Communist or a spy anywhere, is it your policy to get them out as fast as possible?

Mr. Cohn: Surely, we want them out as fast as possible, sir.

Senator McCarthy: . . . in view of Mr. Welch’s request that the information be given once we know of anyone who might be performing any work for the Communist Party, I think we should tell him that he has in his law firm a young man named Fisher . . . who has been for a number of years a member of an organization which was named, oh, years and years ago as the legal bulwark of the Communist Party. . . . Mr. Welch . . . I thought we should just call to your attention the fact that your Mr. Fisher, who is still in your law firm today, whom you asked to have down here looking over the secret and classified material, is a member of an organization, not named by me but named by various committees, named by the Attorney General, as I recall . . . as “the legal bulwark of the Communist Party.” He belonged to that for a sizeable number of years, according to his own admission, and he belonged to it long after it had been exposed as the legal arm of the Communist Party.

Knowing that, Mr. Welch, I just felt that I had a duty to respond to your urgent request that before sundown, when we know of...
anyone serving the Communist cause, we let the agency know. We are now letting you know. . . 
I am not asking you at this time to explain why you tried to foist him on this committee. Whether you knew he was a member of that Communist organization or not, I don’t know. I assume you did not. . . 

Mr. Welch: . . . Until this moment, Senator, I think I never really gauged your cruelty and your recklessness. Fred Fisher is a young man who went to the Harvard Law School and came into my firm and is starting what looks to be a brilliant career. When I decided to work for this committee I asked Jim St. Clair [to pick an assistant]. He chose Fred Fisher. . . 
Fred Fisher said, “Mr. Welch, when I was in law school and for a period of months after, I belonged to the Lawyers Guild.” He went on to say, “I am secretary of the Young Republicans League in Newton with the son of Massachusetts’ Governor and I am sure I have the respect and admiration of my community. . . .”
I said, “Fred, I just don’t think I am going to ask you to work on the case. If I do, one of these days that will come out and go over national television and it will just hurt like the dickens.”
. . . Little did I dream you could be so reckless and so cruel as to do injury to that lad. . . . I fear he shall always bear a scar needlessly inflicted by you. If it were in my power to forgive you for your reckless cruelty, I would do so. I would like to think I am a gentleman, but your forgiveness will have to come from someone other than me. . . .
Let us not assassinate this lad further, Senator. You have done enough. Have you no sense of decency, sir, at long last? Have you left no sense of decency?


READER RESPONSE

Directions: Answer the following questions on a separate sheet of paper.
1. How does McCarthy characterize the Lawyers Guild?
2. What effect does Welch fear McCarthy’s attack will have on Fisher?
3. How does Welch characterize McCarthy’s attack on Fisher?
4. Critical Thinking How does McCarthy try to smear Welch indirectly?
Gordon Parks is a gifted, award-winning photographer, writer, composer, musician, and moviemaker. But even more, he is a groundbreaker and a role model. He was one of the first African Americans to work in the field of photography, and later to break into Hollywood moviemaking.

Born in Fort Scott, Kansas, in 1912, Parks grew up in St. Paul, Minnesota, and worked his way through a variety of jobs. By the age of 15, however, Parks already knew that his talent with the camera would lead to a career choice in photography.

In 1924 Parks received a fellowship in photography, which allowed him to move to Washington, D.C. There he would work with a man named Ron Stryker at the Farm Security Administration, a government institution.

Stryker and Parks began a professional relationship that would last for several years. Stryker taught Parks how to achieve the most from his photographs—the ins and outs of finding the right subject matter and photo arrangement. When Parks complained of racial prejudice in the capital city during the 1940s, Stryker encouraged him to do a photo essay on the subject.

Parks set about the task of finding a suitable way in which to begin his essay. He found an African American woman named Ella Watson, and upon interviewing her he learned that although she was bright and capable of much more challenging work, the only job that she could get in the city was one of menial labor. Parks had her pose, holding a broom in one hand and a mop in the other, in front of a large American flag. This photograph, taken in 1942 and titled *American Gothic*, captured the plight of African Americans throughout the country. The photo became one of his most famous images and catapulted his career to a whole new level.

Despite success, however, Parks still faced bias as a result of his race. The Hearst Publishing Corporation, for example, refused to hire him on staff simply because he was an African American. And his friend and mentor, Ron Stryker, had to threaten to resign when the Standard Oil Company of New Jersey almost refused to allow Stryker to employ Parks as his assistant. Fortunately, Stryker won the battle and Parks was able to continue working for him.

From 1948 to 1961, Parks worked on the staff of *Life* magazine. He was the first African American photographer to be hired at *Life*. Here he produced some of his finest...
work, ranging in subject from Harlem street gangs to civil rights marches to Paris fashions. He also captured images of many influential people of the time, such as Malcolm X, Duke Ellington, and Muhammad Ali.

In 1969, Parks was the first African American to produce, direct, and score a film for a major Hollywood studio: Warner Brothers. The film, entitled *The Learning Tree*, was based on Parks’s original novel of the same title. He also worked on other films chronicling African American life, including *Leadbelly* in 1976, which tells the story of the folk and blues singer Huddie Ledbetter.

Gordon Parks has continued to work in photography, movies, and other art forms. His most recent autobiography, *Voices in the Mirror*, was published in 1990.

1. Why is Gordon Parks considered a groundbreaker and a role model?

2. What was the significance of Parks’s photo titled *American Gothic*?

3. What were some of the subjects of Parks’s photographs during the time he worked for *Life* magazine?

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**Critical Thinking**

4. **Evaluating Information** How instrumental do you think Ron Stryker was to Parks’s career?

5. **Detecting Bias** What racial barriers did Parks work to overcome throughout his career?
JOSEPH MCCARTHY
AND THE RED SCARE

Senator Joseph McCarthy seized on Americans’ fears about communism to become the most controversial and infamous American of his time. McCarthy made sensational claims about Communist penetration of the United States government, and he accused many people of being Communist agents. One of the Americans most offended by McCarthy was the cartoonist Herbert Block, who draws under the name Herblock. Herblock is one of the most famous American political cartoonists of the 1900s. He has drawn his satirical cartoons for more than 60 years, principally at the Washington Post.

Directions: Study the cartoon below, and then answer the questions that follow.

“"I Have Here In My Hand —"

From Herblock’s Here and Now, Simon & Schuster, 1955.
ANALYZING THE CARTOON ACTIVITY 22 (continued)

1. Who is the person in the cartoon?

__________________________________________________________________________________________

2. What is the meaning of the term “doctored photo”?

__________________________________________________________________________________________

3. How does the cartoonist use caricature to make a point about McCarthy?

__________________________________________________________________________________________

__________________________________________________________________________________________

4. Explain the title of the cartoon.

__________________________________________________________________________________________

__________________________________________________________________________________________

CRITICAL THINKING

5. Identifying the Main Idea What is the main point of the cartoon? Explain how Herblock uses irony to make this main point.

__________________________________________________________________________________________

__________________________________________________________________________________________

6. Detecting Bias How does the cartoonist use stereotypes to make a point about McCarthy’s character, and what is that point?

__________________________________________________________________________________________

__________________________________________________________________________________________

7. Determining Cause and Effect What impact do you think the McCarthy Era has had on the values of Americans today?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
CHAPTER 22

The Cold War Begins, 1945–1960

Even before World War II ended, relations between the Soviet Union and United States deteriorated into a political standoff known as the Cold War. Joseph Stalin promoted the spread of communism. President Truman responded with a policy of containment. The threat of atomic war and fear of communism created anxiety among Americans.

DIRECTIONS: During Truman’s administration, the policy of containing communism was introduced. Explain how each of the policies or actions below supported containment.

1. Truman Doctrine: ____________________________
   ____________________________
   ____________________________
   ____________________________

2. The Marshall Plan: __________________________
   __________________________
   __________________________
   __________________________

3. The Berlin Airlift: __________________________
   __________________________
   __________________________
   __________________________

4. NATO: __________________________
   __________________________
   __________________________
   __________________________

5. Korean War: __________________________
   __________________________
   __________________________
   __________________________

6. Project Venona: __________________________
   __________________________
   __________________________
   __________________________

7. Critical Thinking Senator McCarthy played on Americans’ fear of communism until his investigation became a witch hunt. In your opinion, what activities, if any, warrant the suspension of the rights of an American citizen? Are there instances when the need for national security supersedes the rights of an individual? Explain.
   __________________________
   __________________________
   __________________________
Enrichment Activity 22

Atoms for Peace

In his “Atoms For Peace” speech, President Eisenhower proposed that the United States and other nations join to research the use of atomic energy for socially desirable purposes. This speech demonstrates Eisenhower’s strength as an international leader, as well as the importance of the United States in world affairs.

DIRECTIONS: Read the excerpt below from Eisenhower’s “Atoms for Peace” speech given on December 8, 1953, to the United Nations. Then answer the questions that follow.

. . . The United States would seek more than the mere reduction or elimination of atomic materials for military purposes.

It is not enough to take this weapon out of the hands of soldiers. It must be put into the hands of those who will know how to strip its military casing and adapt it to the arts of peace. . . .

The United States knows that peaceful power from atomic energy is no dream of the future. That capability, already proved, is here—now—today. Who can doubt, if the entire body of the world’s scientists and engineers had adequate amounts of fissionable material with which to test and develop their ideas, that this capability would rapidly be transformed into universal, efficient, and economic use.

To hasten the day when fear of the atom will begin to disappear from the minds of people, and the governments of the East and West, there are certain steps that can be taken now.

I therefore make the following proposals:

The Governments principally involved, to the extent permitted by elementary prudence, to begin now and continue to make joint contributions from their stockpiles of normal uranium and fissionable materials to an International Atomic Energy Agency. We would expect that such an agency would be set up under the aegis of the United Nations. . . .

The Atomic Energy Agency could be made responsible for the impounding, storage, and protection of the contributed fissionable and other materials. The ingenuity of our scientists will provide special safe conditions under which such a bank of fissionable material can be made essentially immune to surprise seizure.

The more important responsibility of this Atomic Energy Agency would be to devise methods whereby this fissionable material would be allocated to serve the peaceful pursuits of mankind. Experts would be mobilized to apply atomic energy to the needs of agriculture, medicine, and other peaceful activities. A special purpose would be to provide abundant electrical energy in the power-starved areas of the world. Thus the contributing powers would be dedicating some of their strength to serve the needs rather than the fears of mankind.

The United States would be more than willing—it would be proud to take up with others “principally involved” in the development of plans whereby such peaceful use of atomic energy would be expedited.

Of those “principally involved” the Soviet Union must, of course, be one.
Enrichment Activity 22 (continued)

Questions to Consider

1. What proposal does Eisenhower make in his speech regarding the use of atomic material?

2. What was the purpose of Eisenhower’s proposal?

3. Why did Eisenhower think it was important that the Soviet Union be “principally involved” in the plan he proposed?

4. GO A STEP FURTHER ➤ Research how atomic power is now put to use. List its uses, benefits, and dangers.
Chapter 22
Section Resources

Guided Reading Activity 22-1 ........................................... 116
Guided Reading Activity 22-2 ........................................... 117
Guided Reading Activity 22-3 ........................................... 118
Guided Reading Activity 22-4 ........................................... 119
DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How did the Soviets influence the political situation in Poland at the end of World War II?

2. What were the differences of opinion among Churchill, Roosevelt, and Stalin regarding Poland’s future?

3. What compromises about Poland’s new government did Stalin agree to make at the end of the war?

4. What right did the Declaration of Liberated Europe give to the people of Europe?

5. How was Germany divided at the end of World War II?

6. What did Stalin demand from Germany after it was defeated?

7. How did Roosevelt suggest that Germany pay for the damage it had caused?

8. What name was given to the era between 1946 and 1990 in which the United States and the Soviet Union were hostile toward one another?

9. Why did the Soviets want to keep Germany weak?

10. What did Roosevelt believe was the key to world peace?

11. What did Truman believe was critical to Europe’s recovery?

12. What did Truman suggest to Stalin at the Potsdam Conference regarding reparations from Germany?

13. After Stalin rejected Truman’s suggestion, what did Truman offer as a compromise?

14. Which countries in Eastern Europe had pro-Soviet Communist governments?

15. What term was used to describe the Communist countries of eastern Europe?
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. **Who** suggested that the United States keep the Soviet Union from expanding its power until communism fell apart from its own weaknesses? ________________

2. **What** policy was based on keeping communism within its territory through diplomatic, military, and economic actions? ________________

3. **How** did the Soviet Union signal a push into Iran and the Middle East? ________________

4. **When** did Greek Communists launch a guerrilla war against the Greek government? ________________

5. **What** was the stated intent of the Truman Doctrine? ________________

6. **Who** proposed the European Recovery Program? ________________

7. **What** had U.S. officials concluded about the Soviets by early 1948? ________________

8. **How** did the United States, Great Britain, and France form the Federal Republic of Germany (West Germany)? ________________

9. **Why** did Truman order the Berlin airlift? ________________

10. **What** agreement did NATO members make with each other? ________________

11. **Where** did conflicts of the Cold War emerge besides Europe? ________________

12. **How** did the United States keep representatives of Communist China out of the United Nations? ________________

13. **What** was General Douglas MacArthur’s mission in Japan? ________________

14. **How** was Truman able to get the United Nations to act on Korea? ________________

15. **What** concern shaped American foreign policy throughout the Cold War? ________________
DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

MAIN IDEA: Public accusations and trials followed in the wake of fears of communism and spies.

1. Detail: The Red Scare began when Igor Gouzenko defected with documents revealing a Soviet effort to infiltrate organizations and ________________.

2. Detail: ________________ is an effort to secretly weaken a society and overthrow its government.

3. Detail: Between 1947 and 1951 more than 6 million ________________ were screened for their loyalty to the U.S. government.

4. Detail: FBI Director ________________ urged the ________________ to hold public hearings on Communist subversion.

5. Detail: People who used their Fifth Amendment rights to protect themselves from self-incrimination were often ________________, meaning they were refused work.

6. Detail: The University of California required its faculty members to take ________________ and fired those who refused.

MAIN IDEA: Senator Joseph R. McCarthy used the fear of communism to increase his own power and destroy the reputations of many people.

7. Detail: Senator McCarthy claimed he had a list with the names of 205 Communists working for the ________________.

8. Detail: McCarthy distributed a booklet called ________________, which accused ________________ leaders of corruption and protecting Communists.

9. Detail: In 1952, after Republicans won control of Congress, McCarthy became chairman of the ________________.

10. Detail: In 1954, the Senate passed a vote of ________________ against McCarthy—one of the most serious criticisms it can level against a Senate member.

MAIN IDEA: Obsessed with fear of a nuclear attack, many Americans took steps to protect themselves.

11. Detail: To protect themselves from a nuclear bomb, some families built backyard ________________ and stocked them with canned goods.

12. Detail: Worries about nuclear war and Communism fed people's imagination and soon appeared in popular ________________ among other media.
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Massive Retaliation
   A. Why did many Americans believe Truman's foreign policy was not working by the end of 1952? ______________________________________

   B. What two strategies did Eisenhower think were the key to victory in the Cold War? ______________________________________

   C. What was massive retaliation? ______________________________________

   D. How did Eisenhower cut military spending to $34 billion? ______________________________________

   E. What was brinksmanship? ______________________________________

   F. What did Eisenhower tell the Chinese that helped to end the Korean War? ______________________________________

   G. Why did Egypt seize control of the Suez Canal in 1956? ______________________________________

II. Covert Operations
   A. What were two strategies American officials used to prevent other nations from aligning with the Soviet Union? ______________________________________

   B. How did the CIA respond to Jacobo Arbenz Guzmán’s land reforms in Guatemala in 1951? ______________________________________

   C. Who had emerged as the leader of the Soviet Union by 1956? ______________________________________

   D. How did the Soviet destruction of an American U-2 spy plane impact the 1960 Paris Summit? ______________________________________

   E. In his farewell address, what did Eisenhower warn Americans to be on guard against? ______________________________________
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Postwar America, 1945–1960

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Making Generalizations

LEARNING THE SKILL
When you make a generalization, you are drawing from a set of facts in order to make a broad statement. Valid generalizations are supported by factual evidence.

Use the following guidelines to help you make generalizations:

- Identify the subject matter.
- Collect factual information and examples relevant to the topic.
- Identify similarities among these facts.
- Use these similarities to form some general ideas about the subject.

PRACTICING THE SKILL
DIRECTIONS: Read the excerpt below, and then identify whether each generalization that follows is valid or invalid. Explain your answers.

The economic boom of the 1950s provided most Americans with more disposable income than ever before and, as in the 1920s, they began to spend it on new consumer goods, including refrigerators, washing machines, televisions, and air conditioners. Advertising helped fuel the nation’s spending spree. Advertising became the fastest-growing industry in the United States, as manufacturers employed new marketing techniques to sell their products. These techniques were carefully planned to whet the consumer’s appetite. A second car became a symbol of status, a freezer became a promise of plenty, and mouthwash was portrayed as the key to immediate success.

1. In the 1950s, all Americans grew wealthy because of the booming economy.

2. Advertising changed the way American products were sold.

3. Advertisers sometimes appeal to consumers’ desire to appear successful and prosperous.

4. Americans had never before had enough disposable income to buy large quantities of consumer goods.

APPLYING THE SKILL
DIRECTIONS: Choose a passage from your textbook and write three generalizations that you can make from the facts in the passage. Trade your generalizations with a partner. Evaluate your partner’s generalizations based on the facts at hand. Are the generalizations valid or invalid? How do you know?
Interpreting Circle Graphs

LEARNING THE SKILL

Circle graphs, also known as pie charts, are especially useful in displaying how different percentages compare to each other and to the whole. Looking for percentages shown on the graph can help you connect the numbers to their visual representation on the graph.

PRACTICING THE SKILL

DIRECTIONS: Look at the graphs below. Then answer the questions that follow on a separate sheet of paper.

1. Who won the presidential election of 1948?

2. What percentage of the popular vote did Thomas Dewey win? What percentage of the electoral vote?

APPLYING THE SKILL

DIRECTIONS: Make a list of the activities you do on an average day and roughly how many hours you spend on each activity. Activities may include sleeping, going to school, doing homework, and watching television. Then use a calculator to divide each number you wrote down by 24. The number you get is the percentage of the day that you spend doing each activity. Next, make a rough circle graph to display your data.
Mexican Immigration and the Agricultural Economy

Study these facts about the Bracero program. Then answer the questions below.

THE BRACERO PROGRAM: A FACT SHEET

Background
• In the late 1930s, Mexican crop yields were down, and many skilled agricultural workers in Mexico lost their jobs.
• When the United States entered World War II in 1941, the county had to mobilize a vast workforce to support the war effort. While many men became soldiers, men and women at home went to work in factories, making weapons and other needed supplies.
• As a result of World War II, the United States needed more agricultural laborers and railroad workers.

The Program
• The U.S. and Mexican governments created the Bracero program in 1942. The program allowed Mexican farm laborers to work in the United States.
• The Braceros were contract workers; they were expected to return to Mexico when their contracts ended.
• Braceros worked in Texas, California, and many places in the Southwest.
• Most Braceros had been sent home by 1947, as Americans returned to their jobs after the war.
• In the 1960s, a sufficient supply of labor, together with increased use of the mechanical cotton harvester, brought the program to an official end.

The People
• The word bracero probably comes from the Spanish word brazo, meaning “arm.” This mirrors the way we sometimes use the word hand in English: “Please give me a hand”; one part of the worker’s body signifies the whole worker.
• While Braceros entered the country legally as contract workers, many other Mexicans crossed the border illegally, often also looking for agricultural work.

Attitudes and Outcomes
• Mexican laborers helped enrich the economy of the United States during the program.
• Most Braceros worked thinning sugar beets, picking tomatoes and cucumbers, or weeding and picking cotton.
• Some view the Bracero program as a means of exploiting the poor and the foreign-born.
• Braceros faced prejudice and had to sign strict contracts written in English that they did not understand.
• Many Braceros made more money than they could have made in Mexico and were able to improve their lives economically.

Directions: On a separate sheet of paper, answer the following questions.

1. Determining Cause and Effect Give two reasons why the Bracero program came about.

2. Determining Cause and Effect What were three results of the Bracero program?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’
different learning styles:

**English Learners (EL)** Explain that a Bracero was a farm worker from Mexico. Ask students
to predict the kinds of information they might find under each heading. Encourage students
to connect their predictions with the title of the reading. Record their predictions on the
board. Next, ask volunteers to read the questions, and help them determine under which
headings they are most likely to find the answers. Point out, for example, that *results* and
*outcomes* have similar meanings. Then have small groups of students work together to read
the text and clarify unknown words and phrases. Lend assistance as needed.

**Advanced Learners (AL)** Have pairs of students create an interview with a Bracero for a
radio program. Invite them to practice the interview and then perform it for the class.

**Below Grade Level (BL)** Help students summarize the main idea under each heading.
Below is an example for the first heading. (Suggested answers are in italics.)

<table>
<thead>
<tr>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>There were few jobs in Mexico.</em></td>
</tr>
<tr>
<td>2. <em>Mexico had many skilled agricultural workers.</em></td>
</tr>
<tr>
<td>3. <em>Because of World War II, the U.S. needed more railroad and agricultural workers.</em></td>
</tr>
</tbody>
</table>

**On Grade Level (OL)** Have students study the fact sheet and work independently to answer
the questions in complete sentences.
Postwar America, 1945–1960

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading President Truman’s argument against the Taft-Hartley Act on page 795, answer these questions.

1. What caused labor unrest to develop in the first years after World War II?

2. When Truman vetoed the Taft-Hartley Act, Congress passed the act over his veto. Why is this an important power for Congress to have?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

reverse (v.): to turn completely about in position or direction
direction (n.): a guiding, governing, or motivating purpose
policy (n.): a course of action selected in light of given conditions to guide present and future decisions
inject (v.): to introduce as an element or factor into some situation or subject
private (adj.): belonging to or concerning an individual person, company, or interest
economic (adj.): of or relating to the production, distribution, and consumption of goods and services
unprecedented (adj.): novel; occurring for the first time
scale (n.): a size, extent, or degree
conflict (v.): to be irreconcilable or incompatible
principle (n.): a comprehensive and fundamental law, doctrine, or assumption
provision (n.): an article or clause in a document
strike (n.): a work stoppage by a body of workers to enforce compliance with demands made on an employer
C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: Circle the word or phrase that completes each sentence correctly according to the reading.

1. President Truman believed that the Taft-Hartley Act would (continue / change) the direction of American labor policy.
2. Truman (approved / disapproved) of increasing government involvement in private affairs.
3. The president believed that the act would (increase / decrease) strike activity in the United States.
4. Truman believed that the Taft-Hartley Act was (beneficial for / harmful to) basic democratic principles.
5. The excerpt shows that Truman (agreed / disagreed) with the Republican Congress on labor issues.

D. WORD BUILDING ACTIVITY

Vocabulary in Context

Directions: Use the context to complete each sentence with one of the following words:

- economic
- unprecedented
- provisions
- reverse
- direction
- policy
- scale
- principle
- private
- strike

1. Immediately after World War II, the United States experienced ________________ problems such as rising inflation.
2. Truman’s attempt to promote civil rights legislation showed his commitment to the ________________ of racial equality.
3. Some Democrats were critical of Truman’s anti-Soviet foreign ________________.
4. President Truman ended a ________________ by miners that had lasted more than a month.
5. During the 1950s, car ownership grew to ________________ levels.
6. Although President Eisenhower cut federal spending, he did not completely ________________ the reforms of the New Deal.
7. The ________________ of the Federal Highway act approved construction of interstate highways.
8. New music known as rock ‘n’ roll changed the ________________ of popular music.
9. The 1950s saw an expansion of the middle class on a ________________ never before seen.
10. The play A Raisin in the Sun offered a glimpse into the ________________ lives of a family struggling against racism.
Postwar America, 1945–1960

DIRECTIONS: Circle the term that best fits each description. Then answer the question at the bottom of the page on a separate sheet of paper.

1. A marked rise in birthrate, which occurred in the United States following World War II
   A. population boom  B. birth boom  C. baby boom

2. Government programs that attempt to eliminate poverty and revitalize city areas
   A. urban renewal  B. public housing  C. welfare

3. Workers in fields of manual labor, particularly those requiring protective clothing
   A. blue-collar  B. white-collar  C. industry labor

4. Policy of balancing economic conservatism with some activism
   A. dynamic conservatism  B. balanced conservatism  C. open conservatism

5. Government policy to bring Native Americans into mainstream society by withdrawing recognition of Native American groups as legal entities
   A. assimilation policy  B. termination policy  C. mainstreaming policy

6. The right or license to market a company’s goods or services in an area
   A. chain operation  B. business license  C. franchise

7. A level of personal or family income below which one is classified as poor by the federal government
   A. welfare level  B. poverty level  C. poverty line

8. A cultural separation between parents and their children
   A. gender gap  B. generation gap  C. values gap

9. Jobs in fields not requiring protective clothing, such as sales
   A. blue-collar  B. white-collar  C. office labor

10. Large corporations with overseas investments
    A. multinational corporation  B. global corporation  C. overseas corporation

11. Antisocial or criminal behavior of young people
    A. juvenile crime  B. juvenile rebellion  C. juvenile delinquency

    A. rhythm-and-blues  B. rock ‘n’ roll  C. country and western

13. Describe the Taft-Hartley Act of 1947 using the following terms: closed shop, right-to-work law, and union shop.
Postwar America, 1945–1960

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>abandon</td>
<td>baby boom</td>
</tr>
<tr>
<td>conform</td>
<td>generation gap</td>
</tr>
<tr>
<td>entity</td>
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<tr>
<td>income</td>
<td></td>
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<tr>
<td>legislator</td>
<td></td>
</tr>
<tr>
<td>phenomenon</td>
<td></td>
</tr>
</tbody>
</table>

A. WORD MEANING ACTIVITY

Vocabulary in Context

**Directions:** Using the context clues, substitute one of the following words for the underlined phrases in these sentences. Add the past tense and -s and -ed endings for plural nouns when necessary.

- generation gap, conform, abandon, entity, legislator, income, phenomenon, baby boom

At the end of World War II, decision makers in government worked to improve the lives of Americans after the hardships of war. In the two decades between 1940 and 1960, the average money earned from working of the American family roughly tripled. Economist John Kenneth Galbraith called the nation’s postwar wealth a new highly unusual event that attracts attention. In addition, there was a large growth in the overall birth rate. Many families left behind the central cities and bought homes in planned suburban communities. A cultural separation between parents and their children also developed. While their parents generally went along with the norms of society, the young people wanted to try new things. Michael Harrington’s book, *The Other America*, made the nation aware of the poor as a distinct group.

(continued)
Academic Vocabulary Activity 23 (continued)

B. WORD BUILDING ACTIVITY

Suffixes Suffixes go at the end of words and often change the part of speech. Some common adjective suffixes are -ive, -al, -able/-ible, -ed, and -ic. Some common noun suffixes are -ist, -ment, or -ity.

Directions: Fill in the chart with the appropriate forms of the given word.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>legislator</td>
<td></td>
<td>conform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>abandon</td>
</tr>
<tr>
<td>phenomenon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>generation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEST YOUR KNOWLEDGE

Directions: Choose the best definition for each word listed.

1. phenomenon  
   A. common  
   B. cultured  
   C. remarkable

2. legislator  
   A. based on legend  
   B. law-maker  
   C. inheritor

3. conform  
   A. obey rules  
   B. restrict  
   C. check again

4. abandon  
   A. stay  
   B. desert  
   C. kidnap

5. income  
   A. earnings  
   B. changeable  
   C. expenses

6. baby boom  
   A. population decline  
   B. population growth  
   C. total population

7. entity  
   A. machine  
   B. ordinary  
   C. individual
Interpreting a Population Pyramid

LEARNING THE SKILL

A population pyramid is a type of bar graph that can help you visualize population statistics in a given geographical area. Like other bar graphs, population pyramids have an x-axis and a y-axis. The x-axis is labeled to show the number of people in a subgroup of the population, while the y-axis lists the different age groups shown. Most population pyramids show the age and gender of a population, with the pyramid divided vertically down the middle into a male side and a female side.

PRACTICING THE SKILL

DIRECTIONS: Look at the population pyramids below. Then answer the questions that follow on a separate sheet of paper.

1. In 1970, about how many people were between the ages of 10 and 14? How many were between 10 and 14 in 1990?

2. One of the most identifiable features on population pyramids from the last few decades is the baby boom that took place from 1945 to 1961. Describe what features on the pyramids show evidence of the baby boom.

3. People who study populations often predict what the population will look like in the future. What predictions can you make about how a population pyramid for the year 2010 will look?

4. In recent years, some nations have experienced declining birth rates coupled with an increase in life expectancy. What would these trends look like on a population pyramid?

APPLYING THE SKILL

DIRECTIONS: Population pyramids can be used by governments to determine what services are needed in communities. They can also be used by companies attempting to market goods to a particular segment of the population. Choose either the 1970 pyramid or the 1990 pyramid and write a paragraph describing what information governments and marketers would be able to attain from studying the pyramid.
LEARNING THE SKILL

When you read information, you need to determine whether that information is factual or if it is biased—that is, influenced by the writer’s personal views or emotions. Material can be biased even if that was not the author’s intention. This is why you must be able to detect bias in what you read.

Use the following guidelines to help you detect bias:

- Identify the presenter’s purpose.
- Determine whether the words appeal to the emotions rather than state facts.
- Identify any exaggerations.
- Watch for imbalances in the information.
- Watch for opinions stated as facts.
- Determine whether the presenter expresses a preference for a person, group, or idea.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpts from two reviews of an Elvis Presley performance on the Milton Berle television program on June 5, 1956. Identify the writers’ biases against Presley, his music, and his performing style. Then, using the factual information in the excerpts, write your own review from the point of view of someone who does not admire Presley’s music but still strives to be fair and unbiased.

[Popular music] has reached its lowest depths in the “grunt and groin” antics of one Elvis Presley. The TV audience had a noxious [morally corrupt] sampling of it on the Milton Berle show the other evening. Elvis, who rotates his pelvis, was appalling musically. Also, he gave an exhibition that was suggestive and vulgar, tinged with the kind of animalism that should be confined to dives and bordellos. What amazes me is that Berle and NBC-TV should have permitted this affront.

—Ben Gross, New York Daily News

The sight of young (21) Mr. Presley caterwauling [screeching] his unintelligible lyrics in an inadequate voice, during a display of primitive physical movement difficult to describe in terms suitable to a family newspaper, has caused the most heated reaction since the stone-age days of TV when Dagmar and Fayzie’s [two female television celebrities from the 1950s] necklines were plunging to oblivion.

Health Care Advances

Medical breakthroughs during the mid-1900s lessened the severity of many common diseases. New information and technologies provided a greater understanding of how the body worked and what factors influenced its health.

DIRECTIONS: Use the information on the time line to decide which medical advances would help the people with the health problems described below. List the dates and the medical advances, reports, or products that would help. Some problems may have more than one solution.

1. Schoolchildren throughout the country who might contract polio, a disease that could cause paralysis, especially in infants and small children: ____________________________

2. A person undergoing open-heart surgery: ____________________________

3. A young married couple who wants to wait before having children: ____________________________

4. A health professional who wishes to convince his patients of the dangers of cigarette smoking: ____________________________

5. A person who suffers from symptoms such as sneezing, watery eyes, and sinus headaches: ____________________________

6. A person with an upper respiratory infection, strep throat, or other bacterial infection: ____________________________
Music in Your World

You are a teenager in 1960. You just bought an Elvis Presley long-playing (LP) record for your new stereo phonograph. The record is a thin plastic disc, 12 inches across, with grooves. The grooves start at the outside of the disc and spiral inward. Each LP holds about 30 minutes of music on each side.

As the LP spins at 33 1/3 revolutions per minute (rpm) on your phonograph’s turntable, the mechanical arm gently lowers the needle into the first groove. Soon you are reveling in the sounds of “Jailhouse Rock.” Unlike your old “mono” records, stereo has more depth and seems to come from many directions.

You also own many 45s. Only 7 inches in diameter, these records spin at 45 rpm and hold one song on each side. You usually play just the “A” side, because that’s the hit song. The “B”-side song is often unfamiliar, but sometimes it grows on you. You like to stack 45s on the turntable’s center rod, so that as one song concludes, another record will drop on top and begin to play. You have played your favorite 45s so many times that the worn grooves are beginning to hiss.

Next you want to hear Elvis’s latest hit: “It’s Now or Never.” The album cover says it is the third song on the other side of the LP. You place the mechanical arm back in its cradle and flip the LP. Then you carefully lift the mechanical arm and position it over the third groove. As you gently lower it, it slips from your hand, and the needle drops on the record. Scratch! Now you will hear that annoying skip every time you play this record.

You are a teenager in the early 21st century. As you drive home from school, you pop a cassette in your car tape player. You wish you had a CD player in your car. Tapes can stretch and distort the sound after awhile, especially if the tape has been in the hot car all day. Your CDs don’t stretch or wear out with repeated use, although you still need to be careful not to scratch them.

At home, you decide to relax with some CDs on your stereo component system. The music envelopes you from the speakers all around the room. You decide to listen to the third song on the CD. You punch the button to the third track, and the song begins immediately. Then your five-CD changer keeps the music coming. Your CD player uses a laser to retrieve the digital information stored on the CD. It converts the data into electrical energy, which the speakers use to recreate the sound. The reproduction is clear, free of background hisses and skips, and very true to the musician’s original sound.

You go to your computer and surf to an Internet music store. You select today’s hottest recording, pay for it, and download it to your hard drive. You then use your computer to “burn” it on a CD-R (recordable) disc. As you do your homework that night, you put on some background music streamed from the Web.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. **Identifying the Main Idea**  What were some drawbacks of LPs and 45s?

2. **Analyzing Information**  In what ways do today’s audio storage devices improve on records, and what problems remain?

3. **Predicting**  With today’s technology, you can download music from the Web and create your own CDs. What benefits and problems might this technology create for the music industry?
The District of Columbia, I submit, is still the Capitol of all the United States. In the District of Columbia there are people from all parts of America and . . . it is not asking too much that here in the District of Columbia we practice the fundamental precepts of democracy that we are asking all of the world to practice at this time.

As to the cry of race riots, we have heard that cry before. We heard that cry made when we attempted to pass an anti-poll-tax bill in this House of Representatives and in the other body. We heard the same cry raised in regard to F. E. P. C. when we attempted to enact legislation which would guarantee employment without discrimination because of race, color, or creed. Now, we hear the same cry of race riots in respect to a simple request that this congress rise up to the dignity of the Nation—the dignity that the world expects us to rise up to, of practicing the fundamental precepts of Democracy for which men died, both black and white.

Race trouble! We know what it is and we know its fundamental causes. The denial of equality and of equal opportunity is the cause of race disturbances. . . . [To refuse] a job to a man because his color is black or to compel him to go to a school other than the one he wants to go to because his color is black, to treat him differently from anybody else because he is a Negro, to heap the indignity of segregation on a person because of his color—that is

(continued)
what causes race disturbances. Remove the cause—segregation and discrimination—and you solve the problem of race relations.

This is not an amendment to agitate race disturbances. This amendment is merely a step toward a better civilization for mankind, and in America’s march of progress towards the elimination of race hate and inequality.

Further, let us talk facts. Today race riots are incited by domestic Fascists and advocates of white supremacy.

We have before us a specific, concrete illustration of whether we mean what we say; whether we mean what we say when we talk to audiences from public platforms; whether we mean what we said when we spoke to the departing soldiers; whether we meant what we said when we went before our constituents. This is the first chance to invoke that democracy in the Capital of the Nation.

This is America, where the U.N.O. [United Nations Organization] is meeting. This is Washington, which many would make the capital of the world. Are we going to hesitate to remove from the Capital of the United States the blot of discrimination and segregation? Further than that, shall we place the stamp of approval, by voting down this amendment, on this un-American principle? Please do not be frightened by the red-herring cry of communism which the gentleman from Mississippi [Mr. Rankin] raises against a proposal he dislikes. The issue here is not Communism; the issue is not Republicanism or the Democratic Party; the issue here is genuine Americanism; the issue is America, the Capital of the Nation, with no discrimination and no segregation.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. **According to Marcantonio, what causes race disturbances?**

2. **What is the basic issue at stake in accepting or rejecting segregation?**

3. **What is the indignity caused by segregation, and why is defeating segregation a matter of America’s dignity?**

4. **Critical Thinking** Why do you think a white supremacist might incite African Americans to riot?
I first met Dean not long after my wife and I split up. I had just gotten over a serious illness that I won’t bother to talk about, except that it had something to do with the miserably weary split-up and my feeling that everything was dead. With the coming of Dean Moriarity began the part of my life you could call my life on the road. Before that I’d often dreamed of going West to see the country, always vaguely planning and never taking off. Dean is the perfect guy for the road because he actually was born on the road, when his parents were passing through Salt Lake City in 1926, in a jalopy, on their way to Los Angeles. First reports of him came to me through Chad King, who’d shown me a few letters from him written in a New Mexico reform school. I was tremendously interested in the letters because they so naively and sweetly asked Chad to teach him all about Nietzsche and all the wonderful intellectual things that Chad knew. At one point Carlo and I talked about the letters and wondered if we would ever meet the strange Dean Moriarty. This is all far back, when Dean was not the way he is today, when he was a young jailkid shrouded in mystery. Then news came that Dean was out of reform school and was coming to New York for the first time; also there was talk that he had just married a girl called Marylou.

. . . One day I was hanging around the campus and Chad and Tim Gray told me Dean was staying in a cold-water pad in East Harlem, the Spanish Harlem. Dean had arrived the night before, the first time in New York, with his beautiful little sharp chick Marylou; they got off the Greyhound bus at 50th Street and cut around the corner looking for a place to eat and went right in Hector’s, and since then Hector’s cafeteria has always been a big symbol of New York for Dean. They spent money on beautiful big glazed cakes and creampuffs.
... One night when Dean ate supper at my house—he already had the parking-lot job in New York—he leaned over my shoulder as I typed rapidly away and said, “Come on man, those girls won’t wait, make it fast.”

I said, “Hold on just a minute, I’ll be right with you soon as I finish this chapter,” and it was one of the best chapters in the book. Then I dressed and off we flew to New York to meet some girls. As we rode in the bus in the weird phosphorescent void of the Lincoln Tunnel we leaned on each other with fingers waving and yelled and talked excitedly, and I was beginning to get the bug like Dean. He was simply a youth tremendously excited with life, and though he was a con-man, he was only conning because he wanted so much to live and to get involved with people who would otherwise pay no attention to him. He was conning me and I knew it (for room and board and “how-to-write,” etc.), and he knew I knew (this has been the basis of our relationship), but I didn’t care and we got along fine—no pestering, no catering; we tiptoed around each other like heartbreaking new friends. I began to learn from him as much as he probably learned from me. As far as my work was concerned he said, “Go ahead, everything you do is great.” He watched over my shoulder as I wrote stories, yelling, “Yes! That’s right! Wow! Man!” And “Phew!” and wiped his face with his handkerchief. “Man, wow, there’s so many things to do, so many things to write! How to even begin to get it all down and without modified restraints and all hung-up on like literary inhibitions and grammatical fears. . . .”


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. **What is Dean’s reputation?**

2. **What does Dean mention as obstacles to writing?**

3. **Critical Thinking** What is your impression of Dean Moriarity?

4. **Critical Thinking** Do you like the style of writing Kerouac uses? Why or why not?
Almost everyone has heard of Grandma Moses. But who was she? Grandma Moses, as she came to be called in the later years of her life, was actually Anna Mary Robertson Moses, born in 1860 in upstate New York. She is best remembered for her folk art style, called the American Primitive style, of painting.

At age 27, Anna Robertson married Thomas Moses. They first settled on a farm in Virginia, then, after nearly twenty years, they returned home to a farm in upstate New York. She and her husband had ten children over the years, but five of them died in infancy.

After Thomas died in 1927, and with her children grown, Anna Moses began embroidering pictures with yarn. But in her seventies, when she could no longer hold the embroidery needles due to the severe pain of arthritis in her hands, she took up painting instead. Moses often gave away her paintings, and she also exhibited them at county fairs, alongside her canned preserves. Then, in 1938, art collector Louis J. Caldor discovered her work in a drugstore window, and brought her to the attention of art dealer Otto Kallir. In 1940, Kallir gave Moses a one-woman show, entitled What a Farm Wife Painted, at his New York City gallery.

She painted scenes of rural life in her native state, often drawing upon her memories of her childhood in the 1800s. One example is *Whoa There*. This scene is reminiscent of an America of the past, when people still traveled across the snow in horse-drawn sleighs, before large, smoke-stacked factories cluttered the skyline, and before most Americans had automobiles and other modern conveniences.

*Whoa There* by Grandma Moses
Despite having no formal training in art, Grandma Moses became one of the best-known women artists of her era. Her work was respected and loved by countless people. By the time of her death in 1961, images of her paintings were used on millions of greeting cards, best-selling books had been devoted to her and her work, and she had been a part of many radio and television interviews.

1. What caused Grandma Moses to take up painting?

2. How did Grandma Moses’s paintings become known to the art world?

3. Why is *Whoa There* a good example of Grandma Moses’s painting?

4. **Making Inferences** Why do you think Grandma Moses’s paintings became so popular?

5. **Analyzing Information** In what ways can the life of Grandma Moses be an inspiration to all of us?
TWO SIDES OF THE AMERICAN ECONOMY

During the 1950s, an increasing number of Americans chose to live in the suburbs. The number of suburban dwellers doubled, even as the population of cities rose by only 10 percent. One popular model of suburban home was the split-level house. Suburban families spent their disposable income on consumer goods like cars and home appliances. However, even as the economy boomed, some critics accused the government of neglecting less fortunate Americans.

Directions: Study the cartoon below, and then answer the questions that follow.

From Herblock’s Here and Now, Simon & Schuster, 1955.
ANALYZING THE CARTOON ACTIVITY 23 (continued)

1. What is the economic status of the person shown in the top part of the cartoon? What is the status of the people shown at the bottom?

2. What do you see in the cartoon that indicates the prosperity enjoyed by many Americans in the 1950s?

3. According to the cartoon, what issues has the government failed to address?

4. What does the label “private spending” mean in the cartoon?

CRITICAL THINKING

5. Making Inferences Look at the facial expressions of the people in the cartoon. What feelings do their faces indicate?

6. Distinguishing Fact from Opinion What is the cartoonist’s opinion of the way Americans in the 1950s spent their income?

7. Synthesizing Information The cartoon is titled “Split-Level Living.” You know that a split-level is a type of house. What is another possible meaning of the title?
Postwar America, 1945–1960

The economic boom that followed World War II, funded in part by the GI Bill, created a large middle-class population. This newly prosperous group purchased luxury goods, including televisions. The rapid rise of television changed mass media and contributed to the emergence of a youth culture. Unfortunately, many millions remained trapped in poverty.

**DIRECTIONS:** The chart below lists statements about life in America in the 1950s. Complete the chart by supplying information to support each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Supporting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the 1950s, life was easier and more prosperous than ever before for many Americans.</td>
<td></td>
</tr>
<tr>
<td>2. Automation greatly impacted both production and the labor force on farms and in factories and industries.</td>
<td></td>
</tr>
<tr>
<td>3. Suburbs expanded rapidly, hurting urban centers.</td>
<td></td>
</tr>
<tr>
<td>4. Affluence and pursuing the “American Dream” started changing the roles of women.</td>
<td></td>
</tr>
<tr>
<td>5. The rise in the popularity of television dramatically changed American’s leisure time.</td>
<td></td>
</tr>
<tr>
<td>6. The general prosperity of the 1950s did not extend to all Americans.</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking** Describe how music in the postwar era both reflected and reinforced the generation gap that developed between parents and children.
The Debate of Images

Before the 1950s, television was little more than a luxury for the wealthiest of families. By 1957, however, there were almost 40 million televisions in use; almost as many sets as there were families. Television gradually replaced newspapers, magazines, and radio as the main source of information.

DIRECTIONS: Read the excerpt from Edward Wakin’s *How TV Changed America’s Mind*, and then answer the questions that follow.

*The Nixon-Kennedy Presidential Debates*

A trim, tanned presidential candidate dressed smartly in dark suit, dark tie, and blue shirt stood at the podium on the left in the Chicago studio of WBM-TV. He looked vigorous, confident, and businesslike.

His opponent at the other podium wore a light suit, pale tie, and a shirt with a collar that was too big for him. He looked tired, nervous, and in need of a shave.

Both faced the pitiless eye of TV cameras carrying the first televised presidential debate. For one hour of prime time on all three networks, 75 million Americans watched on the evening of September 26, 1960. The candidate on the left side, Democrat John F. Kennedy, looked nothing like the underdog he was supposed to be: An unproved junior senator from Massachusetts, he faced the highly experienced Republican candidate, Richard M. Nixon.

Kennedy needed national exposure; Nixon was seasoned and already nationally known. Twice elected vice president, Nixon had prepared himself for eight years to take over from President Dwight D. Eisenhower.

The rules of the match called for an eight-minute opening statement by Kennedy followed by eight minutes from Nixon. Then a panel of four reporters would ask questions.

Kennedy won.

He won on style and image—two key ingredients for success on TV. Nixon challenged and rebutted what Kennedy said as if he were out to win debating points. He addressed Kennedy rather than the TV viewers.

On the other hand, as the celebrated chronicler of presidential campaigns Theodore H. White noted, Kennedy “was addressing himself to the audience that was the nation.”

Kennedy came across as assured, energetic, dynamic. The camera was his friend.

Nixon came across as uncomfortable and ill at ease.

Nixon lost not on what he said, but on how he appeared.

Neither candidate said anything that was memorable or headline making. The importance of style and image became obvious when audience reactions to the televised and radio versions were compared. Those who heard the debate on radio thought Nixon had won.

Kennedy became the first president to master the medium of television just as President Franklin D. Roosevelt had mastered radio during the 1930s and 1940s with “Fireside Chats.” Images took over from words, whether spoken or written, in making the difference between political victory and defeat.

Enrichment Activity 23 (continued)

Questions to Consider

1. Although neither candidate said anything “memorable,” why was the first 1960 televised debate important?

2. What results from the 1960 debate led historians to realize the importance of television to politicians?

3. Why do you think image has become such a crucial issue to politicians?

4. When has image helped to determine your response to a person or an issue?

5. **GO A STEP FURTHER** Use your text, encyclopedias, or Internet resources to create a time line showing how television has shaped our culture.
Chapter 23
Section Resources

Guided Reading Activity 23-1 ........................................... 150
Guided Reading Activity 23-2 ........................................... 151
Guided Reading Activity 23-3 ........................................... 152
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. After the war, many Americans worried that as military production halted and millions of former soldiers glutted the labor market, ___________________ and ___________________ might sweep the country.

2. Higher prices and inflation triggered labor unrest and strikes in the automobile, electrical, ___________________, and ___________________ industries.

3. The Taft-Hartley Act outlawed the practice of forcing employers to hire only ___________________.

4. In February 1948, Truman asked Congress to pass a broad civil rights bill that would protect African Americans’ ___________________, abolish poll taxes, and make ___________________ a federal crime.

5. Truman issued an executive order barring discrimination in ___________________, and he ended segregation in the ___________________.

6. Although Truman’s Republican opponent, ___________________, was a very popular candidate, Truman was able to win the election of 1948 by a narrow margin.

7. Although legislators did not completely support Truman’s ideas, they did raise the ___________________, increased Social Security benefits, and extended them to ___________________ additional people.

8. Congress also passed the ___________________, which provided for the construction of more than 800,000 units of ___________________, accompanied by long-term rent subsidies.

9. Truman’s ___________________ ended as the war in ___________________ consumed national attention and resources.

10. ___________________ ran as the Republican nominee for president in 1952.

11. Shortly after taking office, Eisenhower abolished the ___________________, which, since 1932, had lent money to banks, railroads, and other institutions.

12. In 1956, Congress passed the ___________________, which granted $25 billion to build over 40,000 miles of ___________________.

13. Although he cut federal spending, Eisenhower continued the ___________________ by extending Social Security benefits and unemployment compensation to more Americans.
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. American Abundance
   A. John Kenneth Galbraith said that in the past all societies had an economy of ___________________; now the United States had what Galbraith called an economy of ___________________.
   B. In the 1950s, the number of suburban dwellers ________________, while the population of ________________ rose only 10 percent.
   C. From 1945 to 1961, a period known as the ________________, more than 65 million children were born in the United States.
   D. In 1956, more Americans were working in offices in ________________ jobs, outnumbering ________________ workers for the first time.
   E. The 1950s also witnessed the rise of ________________, in which a person can own and run one or several stores in a chain operation.

II. Scientific Advances
   A. In 1947 three American physicists developed the ________________, making it possible to miniaturize radios and ________________.
   B. In 1946 scientists developed ________________—one of the nation’s earliest computers.
   C. Scientists made several medical advances including new treatments for ________________, such as radiation and chemotherapy.

III. The New Mass Media
   A. By 1957, more than 80 percent of families had ________________.
   B. Radio had one audience that television could not reach—people traveling in their ________________.

IV. New Music and Poetry
   A. Rock ‘n’ roll was a new music form that stemmed from ________________ rhythms and sounds.
   B. ________________ poets, writers, and artists harshly criticized what they considered the sterility and conformity of American life.
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. How many Americans lived below the poverty line in the 1950s? 

2. Who lived below the poverty line in the 1950s? 

3. Who published *The Other America*, a book about the rundown and hidden communities of the country, in 1962? 

4. Where did middle class families move to after leaving the inner cities? 

5. What caused the centers of many American cities to deteriorate? 

6. How did urban renewal programs try to eliminate poverty? 

7. How did urban renewal programs end up encouraging poverty? 

8. What did African Americans experience in northern cities after migrating there? 

9. Who were the Braceros? 

10. What was the name of the government’s policy that tried to integrate Native Americans into the mainstream of United States society? 

11. What industry had formed the backbone of the Appalachian economy before the 1950s? 

12. How much did the juvenile delinquency rate rise between 1948 and 1953? 

13. Who blamed juvenile delinquency on “doting parents” who raised bored children? 

14. What world event caused Americans to worry about the education of their children? 

15. What improvements were made in the educational system to address Americans’ concerns? 

GEOMETRY AND HISTORY ACTIVITY 7

1. The Germans planted obstacles in the area of the beach where the tide goes in and out. Artillery, barbed wire, and mines were dug into the dunes. The fields behind the beach were flooded. Mines were set out at sea.

2. The sea at the proposed landing site was deeper, so there was less likelihood of the craft hitting sandbars.

3. The terrain of the beach, the lack of landmarks, and the smoke from the battle had made the entire stretch of beach look the same. When the officers looked at their surroundings from the dunes, they had the advantage of being on higher ground. This allowed them to see what was behind the dunes so they could determine their position.

4. The fields were flooded in a defensive maneuver. If an invasion should occur, the flooded fields would restrict movement of the Allied troops, and artillery could be concentrated on the causeways.

5. Cherbourg, France, was important strategically because it is a port town. The Allies needed a port where they could bring supplies, equipment, and troops into France.

6. Some factors students should take into account include: the type of surface that the beach is (sand, dirt, rocks) and whether it could support heavy equipment and troops; the surrounding landforms such as hills, dunes, rock cliffs; any landmarks such as buildings or lighthouses; the distance between the water and some type of cover, and the distance to the nearest road.

ECONOMICS AND HISTORY ACTIVITY 7

1. The money supply, or the amount of money in circulation, includes anything that can be used directly as money, such as coins, currency, and checks. Some economists also include savings deposits and other types of accounts in the money supply.

2. From 1945 to 1970, the money supply increased by $122.4 billion.

3. For something to serve as money, it must be accepted as a medium of exchange, a unit of accounting, and a store of value.

4. Bartering for goods and services is an alternative to using money.

5. In addition to being durable and divisible, money should also be portable, stable in value, scarce, and acceptable.

6. Answers will vary.

HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 7

Answers to Simulation Sheet 1 Questions

1. In the years immediately following World War II, Europe’s cities, rail lines, ports, roads, bridges, and factories are mostly in ruins. Millions of Europeans are impoverished, hungry, and adrift politically. The Soviet Union is causing disturbances in Greece and Turkey, and the Communist Party has built strong followings in France, Italy, and Belgium.

2. The Marshall Plan was an effort to restore the economies of Western and Southern European nations so that democratic governments could prosper there and communism would lose its attraction in these areas.

AMERICAN LITERATURE READINGS 7

“The Good War”

1. The positive aspect was that Peggy and other women made money. Negative aspects included the dangerous work near detonators and chemicals.
2. She knew vaguely that a war had started, but she had no idea what it meant. In addition, it did not occur to her that she and the other women were making shells to kill people.

3. Students’ answers will vary. Like many other Americans who experienced the Great Depression, having work and money was utmost in Peggy’s mind. The battles in Europe probably seemed vague for those people who did not know anyone who actually fought in the war.

The Invisible Thread

1. The Japanese Americans were sent to live in a horse-racing park. The stalls were their living quarters.

2. For diversion, Yoshiko and her sister, Kay, went to talent shows, concerts, discussion groups, dances, softball games, art classes, and hobby shows. They spent much time standing in line to get into the mess hall, use the laundry, or shop at the canteen.

3. Students’ answers will vary, but many will point out that the visitors to Yoshiko’s family had Anglo American names. In addition, representatives from the university, the YMCA and YWCA, and church groups visited to give their support and were working on arrangements to get Japanese American students back into schools. Students may infer that the general populace did not think Japanese Americans were a threat.

The Living is Easy

1. Mr. Binney was outraged by other blacks moving nearby. He felt that they were beneath him in social class and money and that their presence would devalue the worth of the street. He had worked hard to make Simeon as white as possible, and he feared that black friends would undo his work.

2. A well-bred Boston boy was to ignore others’ differences—not out of a sense of fairness and acceptance but out of pity that people who were different were not as good.

3. Mr. Binney was talking about the prevailing attitude of many white people that they were the superior race. In some minds, a white person at the lowest end of the social scale is still better than a person of color at the highest end of the scale. Mr. Binney believed that in order to be considered merely equal, a black person must be superior to a white person.

4. Students’ answers may vary. Yoshiko and Simeon Binney are alike in that they have both suffered loneliness and have felt isolated. They are both searching for their own identity. Both have been rejected—Yoshiko and other Japanese Americans for their heritage and appearance as a threat to wartime America; Simeon, indirectly by his white friends with whom he was never quite equal, and, later, by the upper class black readers of his newspaper who believed he was wasting his time on black issues.

READING SKILLS ACTIVITY 20

Practicing the Skill

Previous knowledge about Hitler: Hitler wrote Mein Kampf, which outlined his racist beliefs and his desire to conquer the world. Through bombing, he conquered Poland and tried to conquer Great Britain.

Inference: Hitler used racial hatred to continue his effort to conquer all of Europe.

Applying the Skill

Students’ charts will vary. Make sure they complete the boxes for each country shown with all relevant information.
HISTORICAL ANALYSIS SKILLS ACTIVITY 20

Practicing the Skill

1. Selection 2, the encyclopedia article on fascism, is a primary source because Benito Mussolini wrote the article during the 1930s.

2. Section 1, the excerpt from a textbook is a secondary source because it brings together information from many different sources and provides an overview of events.

3. Answers may vary. Possible answer: If everyone’s goal is not the same as the nation’s leader, then it will be difficult to unify the people for a common cause. An individual might oppose some of the ideas of fascism and try to influence others to oppose it.

Applying the Skill

Student findings will vary. Make sure they have correctly identified primary and secondary sources and any author biases in determining the reliability of sources cited.

DIFFERENTIATED INSTRUCTION ACTIVITY 20

1. Japan became an ally of Germany and Italy.

2. Answers will vary. Possible answer: The time line shows only one event during all of the 1920s; there is a 10-year gap until the next major event. Events are clustered at the end of the time line, showing how grave tensions eventually grew to be.

ENGLISH LEARNER ACTIVITY 20

A. Pre-Reading Activity

1. Answers will vary.

2. Answers will vary.

C. Reading Comprehension Activity

1. T
2. F
3. T
4. F
5. F

D. Word Building Activity

1. infect
2. isolated
3. contagious
4. neutrality

CONTENT VOCABULARY ACTIVITY 20

1. hemispheric
2. internationalism
3. appeasement
4. fascism
5. collectives
6. blitzkrieg
7. strategic
8. The Holocaust was the slaughter of 6 million Jews and other groups by the Nazis. The concentration camps were labor camps where prisoners were detained and worked until they died from exhaustion, disease, or starvation. Prisoners were also sent to extermination camps to be executed. These camps contained huge gas chambers that were used to kill prisoners, particularly those who could not work such as the very young, elderly, or sick.
ACADEMIC VOCABULARY ACTIVITY 20

A. Word Meaning Activity
1. protect 2. control 3. declared
4. massive 5. departure 6. deprived
7. close to 8. change 9. exchange
10. sufficient 11. gained 12. supposed

B. Word Family Activity
1. exploitive 2. dominant
3. transportable 4. prohibitive

Test Your Knowledge

REINFORCING SKILLS ACTIVITY 20

Practicing the Skill
1. The map shows the expansion of Axis nations in Europe and North Africa prior to the entry of the United States into World War II.

2. The legend identifies Axis nations, conquests, their satellite states, the nations under Allied control, neutral countries, and international boundaries.

3. Germany avoided crossing the Maginot line by moving its troops northeast through the Netherlands and Belgium.

4. The satellite state created after the Fall of France was called Vichy.

5. The Battle of Britain took place between August and October 1940.

6. About 1500 kilometers.

Applying the Skill
Student maps will vary. Correct answers should include a map key, scale and compass rose. Key landmarks should be identified and the route clearly marked with arrows.

CRITICAL THINKING SKILLS ACTIVITY 20

Emerging Dictatorships

<table>
<thead>
<tr>
<th>Country</th>
<th>Leader</th>
<th>Type of Dictatorship</th>
<th>Supporting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>Mussolini</td>
<td>Fascist</td>
<td>Feared rise of the Communist Party following revolution</td>
</tr>
<tr>
<td>USSR</td>
<td>Stalin</td>
<td>Communist</td>
<td>One-party rule established after Russian Revolution</td>
</tr>
<tr>
<td>Germany</td>
<td>Hitler</td>
<td>Nazi</td>
<td>Angry at Germany’s loss in WWI; political and economic chaos</td>
</tr>
<tr>
<td>Japan</td>
<td>Various military leaders</td>
<td>Militarist</td>
<td>Difficult economic times led to military takeover</td>
</tr>
</tbody>
</table>
APPLYING THE SKILL

Answers will vary. The following is a possible summary:

Historically, authoritarian leaders have governed Europe. However, even an authoritarian leader or dictator must be “supported” by the people; force alone cannot maintain a dictatorship.

TIME LINE ACTIVITY 20

Answers may vary. The following is a guideline to follow:

Right to Life
Killing of Jews during “Kristallnacht”; transport of Jews to Auschwitz

Right to Liberty
German government suspends freedom of press, speech, and assembly; Nuremberg laws deny citizenship; Jews must register property; Jewish physicians and lawyers are limited in their practices; Jewish passports are marked with “J”; Jewish children are expelled from schools; telephones are taken from Jews; Jews must wear Star of David; Jews may not emigrate

Right to Property
German government organizes boycott of Jewish stores; Jews are required to register property; Jewish businesses and homes are destroyed during “Kristallnacht”; telephones are taken from Jews

LINKING PAST AND PRESENT ACTIVITY 20

1. Radar transmits radio waves and receives them when they bounce back from an object. To try to escape detection, you could find ways to interfere with the reception of the radio waves, such as by transmitting more powerful signals yourself. Another way would be to absorb the waves, as stealth fighter planes now do. You could confuse the measurement of the echoes by receiving the waves sent your way, altering them such as by intensifying them, and returning the altered waves to the sender. You could also create false targets by filling the air with chaff as pilots did in World War II to produce an overload of confusing echoes on enemy radar screens. Another method currently used by some motorists is a radar detection device that warns of radar scanning so that they can slow down before the police catch them speeding.

2. Like pilots of airplanes in the dark, blind people need a way to detect objects in their path so that they can get around safely. A radar device small enough to fit in their pocket could tell them where obstructions are located and if any are moving and how fast. It could also identify landmarks to help them find their destination, as radar does for sea captains looking for a port.

3. Arguments can be made for and against the use of radar in space. Satellite radar could help find vessels lost at sea and probably provide earlier warning of approaching severe weather around the world. From a military standpoint, space-based radar could locate hostile aircraft and missiles sooner, affording more time for defense. If detection and interception became good enough, perhaps space radar would deter future hostile actions. However, radar surveillance could also be an invasion of privacy. Radar is already sensitive enough to track your movements from space. It could be used for any number of unethical data-gathering purposes, including to pry into the affairs of other countries. Also, terrorists could put their own radar in space to locate targets for hostile acts.
PRIMARY SOURCE READING 20-1

1. The Nazi state places the concept of race at the center of all life.
2. The authority of the leader flows down to all, and the responsibility flows up to the leader from those under him or her.
3. Hitler believes that the highest human right and obligation is to keep one’s blood pure to help bring about the noblest development of the highest human beings.
4. Answers will vary. Students should express the fact that all humans have value and make contributions to society.

PRIMARY SOURCE READING 20-2

1. Roosevelt claims that the morality of justice will win out over the dictators.
2. Roosevelt anticipates the attack when he says, “As long as the aggressor nations maintain the offensive, they—not we—will choose the time and the place and the method of their attack.”
3. America should be an arsenal for their war efforts, giving them weapons of defense.
4. Answers may vary. Roosevelt means that America cannot have peace for itself while former European democracies are under fascist tyranny.

INTERPRETING POLITICAL CARTOONS 20

1. The figure on the left is Uncle Sam. He holds a life insurance policy to avoid foreign entanglements. This might represent the various neutrality acts passed by Congress during the 1930s.
2. The flag that the figure across the sea wears suggests it is Great Britain, possibly Churchill, who led England during World War II.
3. Uncle Sam’s right hand is extended protectively like a stop sign. Across the sea are figures representing various European nations who are once again at war. The title says “No arms across the sea!”
4. Uncle Sam’s hand is extended in friendship and stands for Roosevelt’s efforts to aid Great Britain in its struggle against Hitler.
5. Answers may vary. The caption refers to the fact that many nations could not repay their war debts. The cartoon reflects the belief that arms sales brought the United States into World War I.
6. Answers will vary. The cartoonist suggests that international conflicts can be avoided by not selling arms to warring nations. Students may agree with Roosevelt that taking an isolationist stand with aggressors like can only lead to more war.

AMERICAN ART AND MUSIC ACTIVITY 20

1. Copland’s first major successful work was *El Salon Mexico*. In this orchestral piece, Copland used popular Mexican tunes to give strength to his classic musical composition.
2. When writing music for ballets, Copland used variations on American folk tunes, often with great imagination and dramatic effect.
3. Copland’s first opera was *The Second Hurricane*. It was unique because it was written for children to sing, backed by a chorus of parents.
4. Answers may vary but should include that Copland might be remembered foremost as a gifted composer of orchestral music.
5. Copland wrote for ballet, opera, film, and orchestra.
Answer Key

 RETEACHING ACTIVITY 20

Answers should be similar to the following:

2. Congress requires warring countries to purchase nonmilitary supplies on a “cash and carry” basis, hoping to avoid attacks on neutral American ships.


4. Though officially neutral, Congress allows the “cash and carry” sale of arms.

5. Roosevelt bypasses the Neutrality Act in a destroyers-for-bases deal with Britain; American opinion shifts toward offering limited aid to the Allies.

6. Great Britain runs out of funds while trying to finance the war.

7. Roosevelt first establishes a hemispheric defense zone. He later orders a “shoot-on-sight” policy toward German submarines.

8. Japan attacks Pearl Harbor.

9. Answers will vary. Students may mention that the United States unknowingly aided the Axis Powers and allowed the war to escalate by failing to fully support the Allies from the beginning. Americans initially failed to understand how far-reaching the totalitarian threat was, just as the European countries underestimated Hitler’s power.

 ENRICHMENT ACTIVITY 20

1. Freedom of speech and expression, freedom of worship, freedom from want, and freedom from fear.

2. Both agreed that the four freedoms were worthwhile goals for the world and that the United States had made progress toward achieving them at home.

3. Roosevelt wanted to spread these ideals worldwide by using force, while Hutchins wanted to accomplish the goal by moral example.

4. Hutchins did not believe that the four freedoms were available to all Americans. He felt that Americans needed to offer and believe in the freedoms for all people in their own nation before they could tell other nations what to believe.

5. Answers will vary. Students who support Roosevelt’s position may argue that many of Hutchins’s complaints and criticisms have been reduced or no longer exist and allow the U.S. to stand as a moral beacon and example of democracy. Others may argue that U.S. power rightfully should support and protect democracy in the world. Students supporting Hutchins may argue that the United States still has not achieved the four freedoms. Others may contend that even if the four freedoms have been attained at home, that success is not authorization to spread the nation’s social and political system by force.

 GUIDED READING ACTIVITY 20-1

I. The Rise of Dictators

A. a dictator who led a strong government

B. The fascists believed that nations became great through military might and territorial expansion.

C. Italians were weary of strikes and riots.

D. The Communists seized control by instituting one-party rule, suppressing individual liberties, and punishing their opponents.

E. It was nationalistic, anticommunist, and anti-Semitic. The party also called for Germany to expand its territory and not abide by the Treaty of Versailles.

F. the Reichstag, the lower house of the German parliament

G. They believed they needed to seize territory from other nations.
II. American Neutrality
A. The rise of dictatorships made the sacrifices that Americans had made during World War I seem pointless.
B. That arms factories had made huge profits from the war.
C. Warring nations could buy non-military goods on a “cash-and-carry” basis, meaning they could not receive any loans, and they also had to transport the goods in their own ships.
D. Internationalism
E. Roosevelt determined that since China and Japan had not declared war on each other, the Neutrality Act of 1937 did not apply.

GUIDED READING ACTIVITY 20-2
1. unification
2. Appeasement
3. Sudetenland
4. Britain; France
5. capitalist
6. blitzkrieg
7. army
8. Maginot Line
9. the Netherlands; Belgium
10. 338,000
11. puppet government
12. bravery
13. English Channel
14. Battle of Britain
15. radar

GUIDED READING ACTIVITY 20-3
1. Nazi Persecution of the Jews
   A. catastrophe
   B. Nuremberg Laws
   C. Kristallnacht, or the “night of broken glass.”

D. 20,000
E. 350,000
F. four dollars
G. Cuba; Florida

II. The Final Solution
A. concentration camps
B. slave laborers
C. gas chambers
D. 1,600,000
E. World War I

GUIDED READING ACTIVITY 20-4
1. It allowed warring countries to buy arms from the United States, but only on a “cash and carry” basis.
2. He used a loophole in the Neutrality Act, creating an “exchange” instead of a “sale.”
3. the right to build American bases on British-controlled Newfoundland, Bermuda, and British islands in the Caribbean
4. Most Americans accepted it, since they favored offering limited aid to the Allies.
5. the repeal of all neutrality laws and stronger action against Germany
6. staunch isolationists, including aviator Charles Lindbergh and Senator Gerald Nye.
7. the Committee to Defend America by Aiding the Allies
8. No previous president had served more than two terms in office.
9. He created the Lend-Lease Act, which allowed the United States to send arms to Britain if they promised to return or pay rent for them after the war.
10. For the United States to protect British supply ships in the Atlantic while still remaining neutral.
11. It committed the United States and Britain to a postwar world of democracy, nonaggression, free trade, economic advancement, and freedom of the seas.

12. Airplane fuel and scrap iron

13. They signed an alliance with Germany and Italy, and became a member of the Axis Powers.

14. Hitler hoped that German assistance to the Japanese would lead to Japan’s support for Germany against the Soviet Union.

READING SKILLS ACTIVITY 21

Practicing the Skill
1. when
2. reason
3. response
4. effect

Applying the Skill
Students’ charts will vary.

HISTORICAL ANALYSIS SKILLS ACTIVITY 21

Practicing the Skill
1. One table shows the number of cars manufactured each year from 1941 to 1945; the other shows the number of tanks manufactured in the same period.
2. As the number of cars drops, the number of tanks rises.
3. From the tables, I can conclude that as the United States became involved in World War II, factories switched from producing cars to producing tanks for the war effort.

Applying the Skill
Answers will vary depending on the data set students choose to write about.

DIFFERENTIATED INSTRUCTION ACTIVITY 21

1. Answers will vary. Possible answer: Una Storia Segreta is about the mistreatment, evacuation, and internment of Italian resident aliens and some Italian American citizens during World War II.

2. Answers will vary. Possible answer: DiStasi’s book contains many well-documented essays, a time line, a map, a list of U.S. internment and detention facilities, and suggestions for further reading. It contains general information about what happened as well as personal stories, some of it in diaries and letters, of people of Italian heritage.

ENGLISH LEARNER ACTIVITY 21

A. Pre-Reading Activity
1. They warned the president to expect massive casualties.

2. Answers will vary. Citizens would have been glad that the war was over, but perhaps also concerned about the deadly new atomic technology and its use on civilians.

C. Word Building Activity
1. materially
2. possible
3. assist
4. lethal

D. Language Usage Activity
1. were defeated
2. had been blockaded
3. had been adopted
4. was not taught
5. was frightened
6. is considered
7. will be avoided
CONTENT VOCABULARY ACTIVITY 21
1. false; charter
2. false; amphtrac
3. true
4. false; rationing
5. false; hedgerows
6. false; victory gardens
7. true
8. false; cost-plus
9. false; disfranchised
10. true
11. false; convoy
12. true
13. false; zoot suit

ACADEMIC VOCABULARY ACTIVITY 21
A. Word Meaning Activity
1. limit
2. secret
3. powerful
4. success

B. Word Study Activity
1. N
2. N
3. N
4. N
5. V
6. V

CRITICAL THINKING SKILLS ACTIVITY 21
1. The author’s main point is that the atomic bomb had to be dropped on Hiroshima and Nagasaki in order to convince the Japanese to surrender.

2. The second author believes the bomb was more important as a negotiating tool with Russia than as a means of winning the war itself.

3. Answers will vary. Sample answer: By synthesizing the two sources, I can conclude that there were different reasons why the atomic bomb was important. It caused Japan to surrender in the short term, but also had long-lasting effects on relations between the United States and the Soviet Union.
TIME LINE ACTIVITY 21

1. June 6, 1944
2. D-Day
3. August 25, 1944
4. Battle of the Bulge
5. Adolf Hitler
6. German
7. V-E Day
8. Iwo Jima
9. April 1945
10. Hiroshima
11. Nagasaki
12. surrendered

LINKING PAST AND PRESENT ACTIVITY 21

1. In the 1940s, American society expected women to be wives, mothers, waitresses, and secretaries—not riveters or pilots. Because of the wartime shortage of male workers, society accepted the hiring of women in nontraditional jobs, such as to build planes in defense factories. The WASPs were accepted as a wartime necessity to free male pilots for combat. When the war ended and the men returned, women were expected to give up their jobs to men and return home. This same expectation resulted in the WASPs’ demise. With the prevailing cultural perception of the role of women, it did not matter that women had proved their ability to build airplanes and fly them as well as men.

2. Government benefits come with military or veteran status. When a WASP died, her family received no benefits, not even a gold star to hang in the window, indicating a service person who died in the line of duty. The government did not even make provisions to return the woman’s body to her family. The other WASPs contributed money for the body’s transportation and burial. After World War II, the government passed a law known as the GI Bill that offered veterans financial aid for housing and education. As civilians, WASPs did not receive these benefits.

3. Answers will vary. Sample answer: Fact: The law prohibited women from flying combat missions was repealed in 1991. Opinion: I think it is good for the United States to allow women to fly in combat missions.

PRIMARY SOURCE READING 21-1

1. The daily tasks of physical life and survival wipe out homesickness. The soldiers become focused entirely on their present circumstances.

2. He says most people’s idea of war is similar to seeing only the trailer for a movie and thinking that is the whole film.

3. Pyle believes it will be hard, as hard as adjusting to war. He believes some will not be able to make the adjustment.

4. Answers will vary. Pyle wrote in a way that honored the soldiers and was sympathetic to them while being honest about the realities of war. Pyle wrote from the “worm’s-eye view” of the average G.I., so he spoke directly to the millions at home with family, friends, and other loved ones fighting in the war.

PRIMARY SOURCE READING 21-2

1. The women were motivated by patriotism.

2. She was careless with her money because she did not know how to handle money. She really had not ever had any money before.

3. Morale at home declined because of the returning casualties and because certain people were making money off the war and received unfair privileges.
4. Answers will vary. Women were able to do things for themselves that they could not do so easily before. The money they earned gave them an important measure of independence.

AMERICAN ART AND MUSIC ACTIVITY 21

1. The experience she gained working with this project encouraged her to pursue an art career and to begin a lifelong commitment to social change.

2. At that time, Harlem was the center of African American culture in America. It had become a magnet for many African American artists in a variety of media.

3. Catlett’s renderings of contemporary African American heroes and of personalities of the past earned her the commission.

4. She showed her concern in her artwork depicting African Americans as laborers, heroes, mothers, and artists.

5. Answers will vary but may include that her choice of deep-colored materials highlighted the subject matter of her sculptures.

INTERPRETING POLITICAL CARTOONS

ACTIVITY 21

1. The three men on the left are Mussolini, Hitler, and Tojo. The three men in the upper right-hand corner are Stalin, Roosevelt, and Churchill.

2. Most people are afraid of going into surgery. The Axis leaders are afraid. The signs are their facial expressions and the fact that they are sweating.

3. The helmet on the patient’s stomach and the combination of the fact that he is bandaged from head to toe with the words “African Front” indicate that the patient being wheeled out is German.

4. Stalin is identified by his moustache; Mussolini by his large, bald head; and Tojo by his teeth.

5. Both Hitler and Tojo are pointing at Mussolini to indicate that Italy should be next. It was. By the time France was invaded, the Allies had worked their way up from Sicily to Rome and had captured Italy.


7. A war zone is also called a “theater of operations,” and military actions are called “operations.” The cartoon’s pun, then, turns on the difference between a medical and military operation. The first is meant to heal; the second is meant to defeat the enemy. Hence the people coming out of this cartoon’s operating room are in worse shape than the ones going in.

8. Hitler’s size indicates that Germany is the most powerful foe and the leader of the Axis forces.

RETEACHING ACTIVITY 21

1. C
2. G
3. J
4. D
5. K
6. A
7. I
8. F
9. L
10. H
11. B
12. E
13. Answers will vary. Students may mention that the Allies did not want to repeat the
mistakes of World War I. They wanted to remove any uncertainty about who had won the war in order to ensure that the aggressor nations, Germany and Japan, would not entertain the idea of returning to war in the future.

ENRICHMENT ACTIVITY 21

1. A person can be held in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger.

2. He may have justified Executive Order 9066 by saying that the public was in danger from the Japanese.

3. The idea of internment felt unreal to the author and her family. They could not believe it was happening. They were so busy getting ready to move that the enormity of what was happening did not hit them until they were driving to their destination. Their lives were being torn apart and they were saddened by this.

4. Students’ answers will vary. Although Japanese Americans were not being subjected to the cruelties inflicted upon European Jews, the reason for their internment—prejudice against an entire group of people based on misunderstanding and fear—was the same. Just as the Jewish people were being blamed for the financial condition of Germany, the American Japanese were, in a sense, being blamed for the bombing of Pearl Harbor.

5. Students’ answers will vary. Students may say that it is always possible for something like this to happen if the atmosphere is one of fear. Some answers may indicate that because of our knowledge of the past, we would not fall into this type of situation again.

GUIDED READING ACTIVITY 21-1

1. industrial power

2. American workers were twice as productive as German workers and five times more productive than Japanese workers.

3. The government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as a profit.

4. The RFC was a government agency that made loans to companies to cover the cost of converting to war production.

5. the automobile industry

6. Henry Ford

7. Most Liberty ships were welded instead of riveted.

8. The authority to set priorities and production goals for war production and control the distribution of raw materials and supplies.

9. after France surrendered to Germany in June 1940

10. Victory over racism abroad and racism at home

11. Brigadier General Benjamin O. Davis, Sr.

12. They were the first African American air force unit and they helped to win the Battle of Anzio. Later, in 200 missions protecting American bombers, they did not lose a single member to enemy aircraft.

13. to fully integrate the military

14. the army

GUIDED READING ACTIVITY 21-2

1. the Philippines

2. 78,000

3. Tokyo

4. Australia

5. Midway

6. Britain; the United States
7. Suez Canal
8. General Erwin Rommel
9. Volga River
10. Stalingrad

GUIDED READING ACTIVITY 21-3

I. Women and Minorities Gain Ground
   A. 2.5 million
   B. to end discrimination in the employment of workers in the defense industry
   C. The Bracero Program

II. A Nation on the Move
   A. It provided $150 million for housing.
   B. to coordinate all government housing programs
   C. The “zoot suit” was seen as unpatriotic because it used so much fabric.
   D. They did not believe that Japanese Americans would remain loyal to the United States during a war with Japan.
   E. that relocation was constitutional because it was based not on race, but on “military urgency”

III. Daily Life in Wartime
   A. Prices rose and materials were in short supply.
   B. The OES regulated wages and the price of farm products.
   C. to make sure there would be enough available for military use
   D. spare rubber, tin, aluminum, steel, pots, tires, tin cans, car bumpers, broken radiators, rusting bicycles, oils and fats (including bacon grease and meat drippings)

GUIDED READING ACTIVITY 21-4

1. North Africa
2. Casablanca Conference
3. railroad system
4. 300,000
5. full-scale offensive
6. the United States defeat Japan
7. General Eisenhower
8. Pas-de-Calais
9. 7,000; 100,000
10. Omaha Beach
11. Japan
12. Pacific Fleet
13. coral reef atolls
14. Mariana Islands
15. kamikaze

GUIDED READING ACTIVITY 21-5

I. The Third Reich Collapses
   A. The Battle of the Bulge
   B. Rhine River
   C. May 7, 1945

II. Japan Is Defeated
   A. Iwo Jima; B-29 bombers
   B. Tokyo
   C. Okinawa
   D. Manhattan Project
   E. nuclear reactor
   F. “prompt and utter destruction”
   G. Soviets

III. Building a New World
   A. United Nations
   B. committing war crimes
   C. an uprising by the Japanese

READING SKILLS ACTIVITY 22

Practicing the Skill

1. Europe; the answer is contained in the second sentence
2. Japan, South Korea, Taiwan, the Philippines, Australia, and Vietnam; the answer is contained in the third and fourth sentences.

HISTORICAL ANALYSIS SKILLS ACTIVITY 22

Practicing the Skill

1. Answers will vary. The statement accuses someone of behavior to which McCarthy
is strongly and knowingly opposed, and he provides no evidence on which to base his claim.

2. He won the election by preying on people’s fears of communism.

Applying the Skill

Students’ findings will vary. Be sure they are able to detect and describe bias as it is presented.

DIFFERENTIATED INSTRUCTION ACTIVITY 22

1. Answers will vary. Possible answer: Both arose in times of great fear; both began with accusations against single individuals that escalated to involve a broad cross-section of the community; both ended when the highest-ranking members of the society were accused or cast under suspicion. In both cases, the accusations were not based on fact. Both events led to suffering and, in some cases, death. In both cases, the public stood by or even watched eagerly for quite a long time.

2. Answers will vary. Possible answer: The people of the late 1940s and early 1950s feared communism, while the Puritans feared witches and the devil. The Red Scare began with a defection, while the Salem witchcraft trials began with the actions of young girls. The Red Scare and the McCarthy era affected the whole nation, while the Salem Witchcraft Trials affected one town and surrounding communities. Joseph McCarthy was censured for his activities, while some of those involved in the Salem trials apologized.

ENGLISH LEARNER ACTIVITY 22

A. Pre-Reading Activity

1. Answers will vary.

2. Answers will vary.

C. Reading Comprehension Activity

1. F
2. T
3. F
4. F

D. Word Building Activity

1. Allies
2. conflict
3. widen

CONTENT VOCABULARY ACTIVITY 22

1. E
2. C
3. H
4. I
5. A
6. B
7. J
8. D
9. K
10. G
11. F
12. The “military-industrial complex” was the rather new and informal relationship that began to exist between the military and the defense industry. Eisenhower was concerned because this relationship tended to influence government policy.
13. Eisenhower threatened to use nuclear weapons if a communist state tried to seize a territory by force. This policy was known as massive retaliation. Critics of Eisenhower called his threats of nuclear war brinksmanship—the willingness to go to the brink of nuclear war to force the other side to back down—and argued it was too dangerous.
ACADEMIC VOCABULARY ACTIVITY 22

A. Word Meaning Activity

1. B  
2. E  
3. D  
4. A  
5. F  
6. G  
7. C  
8. H  
9. I  

Test Your Knowledge

1. B  
2. A  
3. C  
4. B  
5. A  
6. A  
7. B  
8. C  

CRITICAL THINKING SKILLS ACTIVITY 22

Practicing the Skill

1. Answers will vary. Consider having students read the complete text of Truman's speech to Congress. Students should mention Stalin's attempts to extend Soviet power in Europe and the Middle East. A new attempt to gain control of Turkey’s Dardanelles and Communist struggles in Greece specifically led Truman to seek aid for these countries in their fights against communism. Truman cites the virtues of democratic society as reasons to fight communism worldwide. He states that the U.S. has an obligation to help free peoples and to provide aid to support economic stability and orderly political processes.

2. Answers will vary. Suggestions might include isolationism or a decision to remain uninolved; offering aid to Greece and Turkey without a larger commitment to fight communism; attempting political negotiations without offering financial support; or direct military intervention. Ask students to consider the potential positive and negative consequences of various scenarios.

3. Generally, the Greek government was stabilized, and pressures in Turkey were eased. The United States pledged to fight communism worldwide, leading to continued tensions in the Cold War.

REINFORCING SKILLS ACTIVITY 22

The proper sequential order of events is as follows:

1. September 15, 1950—maximum advance of North Korean troops (vicinity of Pohang and Taegu) AND landing of U.S. X Corps at Inchon
2. October 13–14, 1950—Chinese intervention
3. October 20, 1950—U.S. airborne landings south of Unsan
4. October 26, 1950—landing of U.S. 7 Division at Iwon
5. November 2, 1950—maximum advance of UN troops
7. July 27, 1953—armistice line drawn

TIME LINE ACTIVITY 22

1. Soviet aggression in Greece and Turkey
2. The Hollywood Ten trial, McCarthy charges, McCarran Act, and Rosenbergs executions
The division of Germany into four zones in 1945. Berlin was completely surrounded by the Soviets’ zone in East Germany.

4. The establishment of Communist China, the Korean War, and the Taiwan crisis.

5. The U-2 spy plane incident.

LINKING PAST AND PRESENT ACTIVITY 22

1. The U.S.–Soviet standoff was not the only confrontation in the world. Violence between the Hindus of India and Muslims of Pakistan has occurred frequently throughout the history of these countries and continues today. Plus, China, which has nuclear weapons, looms large on India’s northern border. Relations between Israel and its Arab neighbors have been strained and often violent throughout its history as well. Nuclear weapons are a great equalizer. With nuclear capabilities, a relatively small player on the world stage becomes a power to be reckoned with in its own part of the world as well as in world politics.

2. The Cold War is over, but the nuclear threat is far from over. More nations have nuclear weapons now, and some of them have not signed treaties that limit these weapons. Also, signing a treaty doesn’t necessarily mean that a country will live up to the agreement. Hostilities in hot spots around the world, such as the Middle East, could explode in nuclear destruction, and alliances among nations could result in world nuclear war. Also, terrorists have their own agendas and do not often abide by treaties.

3. The Soviet stockpile of thousands of nuclear weapons did not go away with the breakup of the union. Plus, the former republics are no longer under the control of a strong central authority. As a result, there is a real danger that republics in need of cash to boost their failing economies might sell the weapons to the highest bidder. Another problem is the future of the talented Soviet nuclear scientists. The United States is employing some of them, but those still in the former Soviet Union often go months without a paycheck. Some may be tempted to work for whoever will pay for their expertise. Russian and American authorities are currently working together to try to reduce both of these threats.

PRIMARY SOURCE READING 22-1

1. The policy is unsound because it is bound to fail. It is bound to fail because it is a defensive policy, and a defensive policy always fails against an aggressive policy.

2. Dulles says the United States should use moral and psychological pressure or force.

3. Dulles does not recommend going to war.

4. Answers will vary. Dulles did not foresee the Soviet Union’s economic problems, which by the 1980s put severe a strain on the Soviet empire. Nor did he foresee that President Reagan’s policy of arms buildup would exacerbate Soviet economic problems—the Soviets increased military expenditures to keep up in the arms race.

PRIMARY SOURCE READING 22-2

1. McCarthy makes the Lawyers Guild out to be an organization that is part of the Communist Party.

2. Welch fears McCarthy’s attack will wound Fisher’s career for life.

3. He calls McCarthy cruel, reckless, and indecent.

4. Answers may vary. McCarthy indirectly charges that Welch may have known Fisher was a Communist but still wanted him on the case. McCarthy implies that Welch is devious when McCarthy says Welch wanted to “foist” Fisher on the committee.
American Art and Music Activity 22

1. Gordon Parks was one of the first African Americans to enter into the field of photography, then later into Hollywood moviemaking.

2. American Gothic captured the plight of African Americans throughout the country. The photo catapulted Parks’s career to a whole new level.


4. Answers will vary but should note that Stryker taught Parks about photography and encouraged him to produce a photo essay exposing racial bias in Washington, D.C.

5. Personally, Parks worked at breaking into a profession that previously excluded African Americans. Professionally, Parks’s photography brought attention to the prejudices faced by African Americans.

Interpreting Political Cartoons

Activity 22

1. The person in the cartoon is Senator Joseph McCarthy from Wisconsin.

2. The term “doctored photo” refers to a picture that has been changed to represent something different from the original. In this case, McCarthy has superimposed images on photographs to make government officials appear to be friendly with Communists.

3. McCarthy is caricatured with a dark scowl and a heavy, almost unshaven beard.

4. The title is from McCarthy’s famous gesture of holding up a piece of paper he claimed was a list of names of Communists working in the United States government. He never handed the list over, so these words have come to symbolize his dishonesty and trickery.

5. The main point of the cartoon is that McCarthy has in his hands not a list of Communists in government but rather illegal and unethical methods to draw publicity to himself. He will be brought down by his own deeds and methods, because they show he is a thug and a fraud.

6. The cartoonist uses the stereotypes of being unshaven and having dirty or singed hands to show that Senator McCarthy is dishonest. Being unclean is a common association with being a criminal. Someone who is corrupt is “unclean” or “dirty,” and after doing something illegal, a person has “dirty hands.”

7. Like Vietnam did for foreign military engagements, the McCarthy Red Scare has put America more on guard against his type of demagoguery and made Americans more tolerant of political differences.

Reteaching Activity 22

Answers will vary but should contain some of the following information:

1. The Truman Doctrine gave the basis for providing military and economic support to nations threatened by communism. Its immediate effect was to stabilize Greece and Turkey.

2. The Marshall Plan provided aid in the form of money, supplies, food, and machinery to Western European countries trying to rebuild their economies. The recovery of these countries discouraged the spread of communism. No Communist country elected to receive the aid.

3. When the Allies agreed to merge their zones into a single West German government, Stalin blockaded Berlin. President Truman ordered a massive airlift of neces-
sary supplies that lasted eleven months, until Stalin lifted the blockade. The airlift symbolized American determination to promote freedom and resist communism.

4. The United States, Canada, and Western European nations formed a mutual defense pact, demonstrating their combined military strength to Stalin. Stalin responded by forming the Warsaw Pact, an alliance of Communist nations in Eastern Europe.

5. When Communist North Korea invaded South Korea, Truman called on the United Nations to push North Korea back. Truman resisted General MacArthur’s plea to expand the war into China. American policy was committed to a limited war that contained communism.

6. In 1946 American cryptographers cracked the Soviet spy code. It allowed them to read messages between Moscow and the United States during the Cold War, confirming the existence of extensive Soviet spying. Project Venona remained a secret until 1995.

7. Answers will vary. Students may mention activities that threaten to overthrow the government; terrorist activities that threaten lives; spying on behalf of other nations that seek to undermine U.S. national security. Students should distinguish between free-speech activities that generate controversy and credible threats to life and liberty.

ENRICHMENT ACTIVITY 22

1. Eisenhower proposed that the governments of certain nations, principally the United States and the Soviet Union, should give atomic fuel (uranium and fissionable materials) to an International Atomic Energy Agency that would research and develop peaceful uses for atomic energy.

2. To reduce world fear of atomic power and its military use and to use the atom for world improvement rather than world destruction.

3. The Soviet Union was the world’s other great nuclear power. World tensions about the use of atomic energy could not be reduced unless this cold war opponent was involved in this project for peace.

4. Atomic power is now used to generate electricity, in medicine, and even in agriculture.

GUIDED READING ACTIVITY 22-1

1. As the Soviets liberated Poland from the Germans, they encouraged Polish Communists to set up a new government.

2. Churchill and Roosevelt believed that the Poles should be free to choose their own government. Stalin wanted Poland to be friendly to the Soviet Union.

3. Stalin agreed to include members of Poland’s prewar government to hold and free elections as soon as possible.

4. “the right of all people to choose the form of government under which they will live.”

5. Both Germany and its capital city of Berlin were divided into four zones. Britain, the United States, the Soviet Union, and France would each control one zone.

6. Stalin demanded that Germany pay heavy reparations for the war damage it caused.

7. with trade goods, industrial machinery, railroad cars, and other equipment

8. the Cold War

9. Germany had invaded the Soviet Union twice in 30 years.

10. economic growth
11. Truman believed that industry was critical to Germany’s survival and that Europe’s economy would never recover unless Germany’s did.

12. He suggested that the Soviets take reparations from their zone, while the Allies would allow industry to revive in the other zones.

13. Truman offered additional industrial equipment from the other zones in exchange for food from the Soviet zone, and offered to recognize the new German-Polish border.

14. Poland, Romania, Bulgaria, Hungary, and Czechoslovakia

15. satellite nations (the “iron curtain” is also acceptable)

GUIDED READING ACTIVITY 22-2

1. George Kennan
2. containment
3. Soviet troops remained in northern Iran and Stalin demanded access to Iran’s oil supplies. Soviet troops also helped Iranian Communists establish a separate government.
4. August 1946
5. to aid “free peoples who are resisting attempted subjugation by armed minorities or by outside pressures”
6. Secretary of State George C. Marshall
7. that they were deliberately trying to undermine Germany’s economy
8. They merged their respective zones into one nation.
9. to keep West Berlin alive without provoking war with the Soviets
10. They agreed to come to the aid of any member who was attacked.
11. Asia, including China and Korea

12. by using its veto power in the Security Council
13. to introduce democracy to Japan and keep it from threatening war again
14. since the Soviet delegate had boycotted the Security Council on another matter, it was not present to veto the American proposal.
15. that all-out war might lead to nuclear war

GUIDED READING ACTIVITY 22-3

1. government agencies
2. Subversion
3. federal employees
4. J. Edgar Hoover, House Un-American Activities Committee (HUAC)
5. blacklisted
6. loyalty oaths
7. State Department
9. Senate subcommittee on investigations
10. censure
11. fallout shelters
12. fiction

GUIDED READING ACTIVITY 22-4

1. Massive Retaliation
   A. The Soviet Union had acquired the atomic bomb and consolidated its hold on Eastern Europe.
   B. A strong military and a strong, free-enterprise economy.
   C. the threat of using nuclear weapons
   D. by increasing the number of nuclear bombs from 1,000 in 1953 to 18,000 in 1961 and reducing the size of the army
   E. the willingness to go to the brink of war to force the other side to back down
F. Eisenhower told the Chinese that the United States would continue the war under “circumstances of our own choosing”—a hint at nuclear attack.

G. The Egyptians wanted to use the canal’s profits to pay for a dam they were planning to build.

II. Covert Operations
A. Financial aid was tried in some cases. Where the threat of communism was stronger, the Central Intelligence Agency (CIA) conducted covert operations to overthrow anti-American leaders.

B. The CIA armed Guatemalan opposition and trained them in secret camps in Nicaragua and Honduras.

C. Nikita Khrushchev

D. Krushchev broke up the summit after Eisenhower refused to apologize.

E. He warned Americans to be on guard against the new relationship that was developing between the military and the defense industry and its influence in a democracy.

READING SKILLS ACTIVITY 23

Practicing the Skill
1. Invalid. The paragraph does not indicate that the prosperity was enjoyed by all Americans, so this is an overgeneralization.

2. Valid. The paragraph states that manufacturers used new ways to sell their products to consumers.

3. Valid. The paragraph indicates that specific products were equated with status and success.

4. Invalid. The paragraph indicates that the 1920s were also a time when people had disposable income to spend on consumer goods.

Applying the Skill
Answers will vary. Students’ generalizations should be valid according to the facts in the passage they have selected. Students should be able to identify whether their partners’ generalizations are valid or invalid.

HISTORICAL ANALYSIS SKILLS ACTIVITY 23

Practicing the Skill
1. Truman
2. 45%; 36%

Applying the Skill
Students’ graphs will vary. Graphs should give a rough idea of how the student’s day is spent.

DIFFERENTIATED INSTRUCTION ACTIVITY 23

1. Answers will vary. Possible answer: The program began because the United States was engaged in World War II and needed most of its workforce for fighting and industry. It also had to hire additional agricultural and railroad workers. The program also came about because of economic hard times and a lack of jobs in Mexico.

2. Answers will vary. Possible answer: The U.S. economy was developed and enriched; most braceros did agricultural work; some Mexican workers were able to earn enough money to improve their lives and the lives of their families at home.

ENGLISH LEARNER ACTIVITY 23

A. Pre-Reading Activity
1. Rising prices caused labor unrest.

2. The power Congress has to override a presidential veto is an important part of the system of checks and balances.

C. Reading Comprehension Activity
1. change
2. disapproved
3. increase
4. harmful to
5. disagreed
D. Word Building Activity
1. economic
2. principle
3. policy
4. strike
5. unprecedented
6. reverse
7. provisions
8. direction
9. scale
10. private

CONTENT VOCABULARY ACTIVITY 23

1. C
2. A
3. A
4. A
5. B
6. C
7. C
8. B
9. B
10. A
11. C
12. B

13. The Taft-Hartley Act was designed to limit the power of organized labor. The act outlawed closed shops—the practice of forcing owners to hire only union labor. And it prohibited the practice of limiting work output to create more jobs, known as featherbedding. The act gave states the ability to pass right-to-work laws that outlawed union shops, which forced new employees to join the union. The right-to-work laws made it illegal for employees to be forced to join a union.

ACADEMIC VOCABULARY ACTIVITY 23

A. Word Meaning Activity
legislators, income, phenomenon, baby boom, abandoned, generation gap, conformed, entity

B. Word Building Activity
1. legislator, legislative, legislate
2. conformist or conformity, conformal or conformable, conform
3. abandonment, abandoned, abandon
4. phenomenon, phenomenal, --------
5. generation, generational, generate

Test Your Knowledge
1. C
2. B
3. A
4. B
5. A
6. B
7. C

REINFORCING SKILLS ACTIVITY 23

Practicing the Skill
1. 1970: about 21 million; 1990: a little over 16 million
2. In the 1970 pyramid, there is a bulge showing a great number of people between the ages of 5 and 24. These people would have been born between 1946 and 1965, years during which the baby boom occurred. In the 1990 pyramid, the bulge has shifted upward, indicating that the baby-boom generation was between the ages of 20 and 44 during this period.
3. Answers will vary. Students should be able to predict that the number of
Americans over the age of 40 will increase as baby boomers age.

4. Declining birthrates would lead to shorter bars on the bottom of the pyramid. Longer life expectancies would mean longer bars at the top.

Applying the Skill

Answers will vary. For the 1970 pyramid, students may suggest that it would be necessary for governments to build more schools and provide other services for children. Marketers would want to use their knowledge of the population to create more products for children and teenagers. For the 1990 pyramid, governments would probably want to increase services for parents; likewise, marketers might want to market products to people between the ages of 25 and 40.

CRITICAL THINKING SKILLS ACTIVITY 23

Practicing the Skill

Answers will vary but should avoid such emotionally charged phrases as “noxious sampling,” “appalling,” “suggestive and vulgar,” “animalism,” “unintelligible lyrics,” and “primitive physical movement.”

TIME LINE ACTIVITY 23

1. 1955—Dr. Salk’s polio vaccine; 1956—Dr. Sabin’s oral polio vaccine
2. 1951—the heart-lung machine
3. 1952—a type of contraceptive pill
4. 1953—reports attribute smoking to lung cancer; 1960—the American Heart Association’s report that higher death rates are linked to heavy cigarette smoking
5. 1950—antihistamines for treating colds and allergies
6. 1943—penicillin for chronic diseases; 1948—two new antibiotics; 1951—penicillin and streptomycin, which were heavily produced that year

LINKING PAST AND PRESENT ACTIVITY 23

1. Records, both LPs and 45s, were made of plastic. They could be scratched, creating a skip in the music. They would also wear out with repeated playing. Background noise, such as a hiss, was common even with new records, but the hiss would get worse with use. Also, selecting a particular song on an LP had to be done manually. Operators had to physically flip the records and place the needle on the appropriate groove to play the song they wanted.

2. Today’s CDs are much more durable than records. They do not wear out with repeated use. They can still be scratched, although not as easily as records. The digitally stored CD sound is significantly clearer and truer to the musician’s original than that of mechanically grooved records. Plus, CDs have no background noise, such as hissing. Cassette sound is also better than that of records and relatively noise-free. However, cassettes are less durable than CDs. The tape can stretch, especially when exposed to heat, and can wear out over time. You can select a particular song on a CD electronically, by pushing a button on the player. This method is a significant improvement over the manual selection method of records. Both CDs and cassettes are more portable than records, and players are available in cars.

3. Customers’ ability to download music from the Internet can be a significant benefit for the music industry. The Internet offers a huge new distribution channel for its product, reaching thousands of potential customers each day. Plus, music companies do not incur the costs of producing CDs on music downloaded from the Internet. On the other hand, music pirates can illegally copy recordings and post them on the Internet. Copying and distributing recordings without paying for them violates copyright laws. In these cases, musicians and music companies do not get paid for their work.
Answer Key

PRIMARY SOURCE READING 23-1

1. Race disturbances are caused by the social conditions of segregation, discrimination, and unequal treatment and opportunity for African Americans.

2. The basic issue is Americanism, by which Marcantonio means the basic issue concerns the nature and meaning of America.

3. Segregation causes indignity because it lowers some to a status below others. Fighting segregation is a matter of America’s dignity because not fighting it would be hypocritical. In order to have dignity, one must have the courage of one’s convictions.

4. Answers will vary. The rioting would convince other whites to be frightened of African Americans, could be used to support white supremacist ideas by appearing to demonstrate that black people are naturally more violent, and would give occasion for a government crackdown on the African American community.

PRIMARY SOURCE READING 23-2

1. Dean has a reputation for being wild, enthusiastic, and curious about life and ideas.

2. Dean mentions the fear of making grammatical mistakes and having inhibitions.

3. Answers will vary. Students should provide exemplification for their responses.

4. Answers will vary.

AMERICAN ART AND MUSIC ACTIVITY 23

1. Grandma Moses began her career embroidering pictures with yarn, but in her seventies she took up painting because severe pain in her hands prevented her from holding the embroidery needles.

2. Grandma Moses’s paintings were discovered by Louis Caldor and Otto Kallir in the late 1930s. Kallir exhibited Moses’s work at his New York gallery.

3. Moses’s painted scenes are almost entirely of rural life. Whoa There is reminiscent of an America of the past, when people still traveled across the snow in horse–drawn sleighs, before the days when most Americans had automobiles and other modern conveniences.

4. They were well–done pieces of folk art that gave Americans a nostalgic look at their simpler past.

5. Late in life, Grandma Moses overcame many obstacles, including lack of formal art education, to become a great artist.

INTERPRETING POLITICAL CARTOONS

ACTIVITY 23

1. The upper level of the cartoon shows someone who appears to be fairly well off. The bottom shows people who look poor.

2. The cartoon shows a television, cars, and a furnished room. The man on the top level is reclining and smoking a cigar.

3. The government has not addressed the issues of education, defense, or health and welfare.

4. The label shows that Americans were spending their incomes on consumer goods.

5. The man in the top part is smiling and looks content. The people in the bottom part look anxious and distressed.

6. Answers will vary. Sample answer: Herblock thinks that while Americans are spending a lot on goods for themselves, not enough money is going to people in need.

7. The title could also refer to the existence of two different levels of American society: one that is prospering, and another that is not.
RETEACHING ACTIVITY 23

Answers will vary. Students can include any of the following information or any additional pertinent information provided in the textbook.

1. The GI Bill gave veterans’ better access to education, as well as provided loans for them to start businesses and buy homes. Improved technology and business techniques created an endless variety of labor-saving devices, goods, and services that people could now afford. The average income of American families roughly tripled from 1940 to 1960. Home ownership rose from 43 to 62 percent between 1940 and 1960.

2. Automation reduced the need for farm laborers and blue-collar workers. The labor force shifted more to white-collar jobs such as sales and management.

3. Low interest rates, improved and cheaper construction, and mass production allowed the growth of suburbs and increased home ownership. Primarily minorities and the poor were left in the cities. The declining tax base impacted the quality of life in urban areas, including the schools and infrastructure.

4. A baby boom occurred in the 1950s in conjunction with the rising prosperity. Although many women remained home in traditional roles, many entered the workforce in order to maintain a comfortable lifestyle.

5. Technological advances made televisions less expensive to produce and more affordable to buy. By 1957, 40 million televisions were in use. Americans’ leisure time was now spent watching television instead of going to the movies and listening to the radio.

6. At least 1 in 5 Americans lived below the poverty line, including the elderly, single mothers, minorities, rural Americans, inner-city residents, whites in Appalachia, and Native Americans. Urban renewal projects generally failed. African Americans, Hispanics, and Native Americans continued to face racial discrimination and poverty, which prevented many from sharing in the prosperity of the time.

7. Answers will vary. Students may mention how some youths tried to express their rejection of the conformist ideals of their parents by creating and embracing the new controversial music, rock ‘n’ roll. Parents, in turn, were often alarmed at the sexual suggestiveness, loudness, and seeming mindlessness of the music. Music became an additional wedge that drove the generations apart.

ENRICHMENT ACTIVITY 23

1. For the first time, visual image became an important ingredient in the political arena.

2. Although Nixon won the radio debate, he lost the TV debate. Kennedy won the election by only 112,881, less than 2/3 of 1 percent of the popular vote.

3. Students may respond that we have become so bombarded with information that image is one way we decide on an issue or a person.

4. Students’ answers should include a description of the images that determined their responses.

5. Students’ time lines will vary. Some important dates include—1939: Franklin D. Roosevelt is the first president to appear on television; 1950: Senator Benton of Connecticut produces the first TV political ad; 1951: 1.5 million TV sets in the U.S.; 1953: Eisenhower’s inauguration is the first to be covered on TV; 1954: Regular color TV broadcasts begin, and so on.
GUIDED READING ACTIVITY 23-1

1. unemployment; recession
2. steel; mining
3. union members
4. right to vote; lynching
5. federal employment
6. Governor Thomas Dewey
7. minimum wage; 10 million
8. National Housing Act of 1949; low-income housing
9. Fair Deal; Korea
10. Dwight Eisenhower
11. Reconstruction Finance Corporation (RFC)
12. Federal Highway Act; interstate highways
13. New Deal

GUIDED READING ACTIVITY 23-2

I. American Abundance
   A. scarcity; abundance
   B. doubled; cities
   C. baby boom
   D. white-collar; blue-collar
   E. franchises

II. Scientific Advances
   A. transistor; calculators
   B. ENIAC (Electronic Numerical Integrator and Computer)
   C. cancer

III. The New Mass Media
   A. televisions
   B. cars

IV. New Music and Poetry
   A. African American
   B. Beat

GUIDED READING ACTIVITY 23-3

1. about 30 million
2. single mothers, elderly, minority immigrants, black and white rural Americans, inner city residents, and Native Americans
3. Michael Harrington
4. the suburbs
5. When the middle class left cities for the suburbs, they took tax dollars away from urban areas—tax dollars that were necessary to provide adequate public transportation, housing, and other services.
6. by tearing down slums and replacing them with new high-rise housing for the poor
7. The government evicted people from public housing as soon as they began earning a better income. This encouraged people to remain poor in order to keep their homes.
8. They experienced racial discrimination in schools, housing, hiring, and salaries. They were also deprived of other benefits, such as decent medical care.
9. They were Mexican temporary contract workers brought into the United States to solve the labor shortage on farms and ranches in the Southwest.
10. the termination policy
11. coal mining
12. 45 percent
13. Bishop Fulton J. Sheen
14. the Soviet Union's launch of the Sputnik I and II satellites in 1957
15. efforts to improve technical education such as math and science education in the nation's schools