

Name: _____ Class Period: _____

PERIOD 8 ESSENTIAL TEKS
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
CORRELATION TO APUSH UNIT 8
(PERIOD 8 OF COLLEGE BOARD FRAMEWORK)

Objective: Analyze main events in the post World War II era that correlate to the specific objectives for the Texas end-of-course exam (S.T.A.A.R. Test).

Directions: Review the T.E.K.S. by reviewing the objectives and principles outlined and completing the historical review and analysis in the spaces provided. The entries that have been completed for you should SERVE AS MODELS FOR COMPLETE ENTRIES. Read all directions and don't forget to highlight relevant items!

Period 8, 1945-1980; Cold War and Civil Rights Movements

From the 2015 Revised College Board Content Outline for Period 8

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

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

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

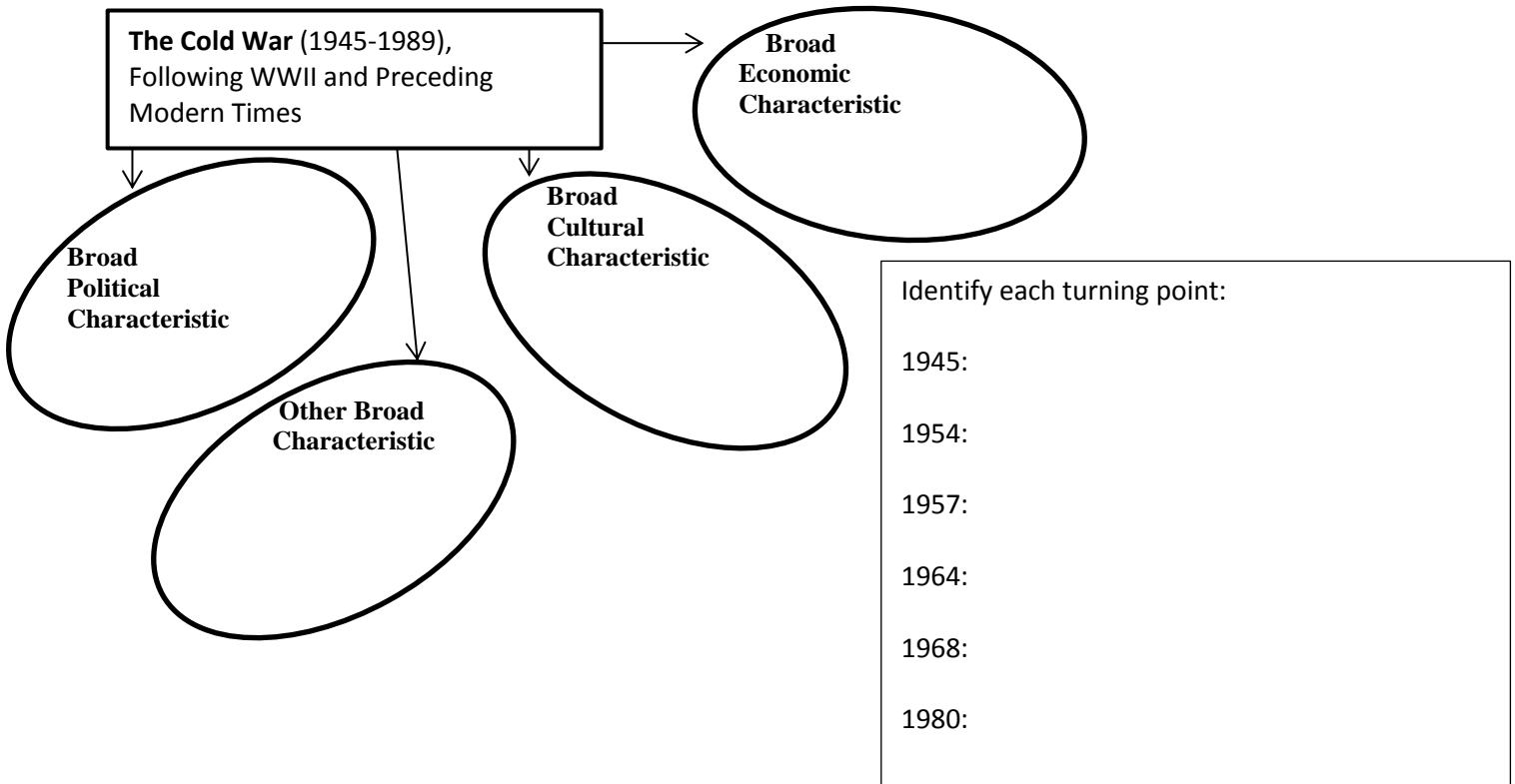
1. Complete the graphic below by identifying major characteristics for each era.

T.E.K.S.- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present.

(A) identify the major characteristics that define the era.

(B) identify the major eras in U.S. history from 1877 to the present.

(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.



2. Explain the goals of Cold War policy, and analyze its impact on the United States.

T.E.K.S. (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.

- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis
- (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy
- (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War
- (E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon

The following list of key terms (highlighted in the TEKS above and in chart below as well as elaborated in course content) represent important cause-effect relationships in analyzing how the United States transitioned from pre WWII isolationism and neutrality to post WWII interventionism. It is important to keep in mind that knowing simple definitions (historical content) is important, however you must also be able to analyze that content on a higher level if you intend to earn a commended score on the end of course exam. Complete the chart by finishing each topical analysis. As you read the analysis that has been provided for you, highlight key ideas.

Key Terms & Examples	Definitions and explanations of COLD WAR policies' causes and effects
<ul style="list-style-type: none"> Truman Doctrine Marshall Plan North Atlantic Treaty Organization Berlin airlift John F. Kennedy & the Cuban Missile Crisis Korean War containment policy Domino Theory Vietnam War Tet Offensive Vietnamization fall of Saigon 	<p><u>DEFINITIONS</u></p> <p><u>EXPLANATIONS OF HOW COLD WAR POLICY IMPACTED THE UNITED STATES...</u></p>

Continued from previous page...

- T.E.K.S. (9) History.** The student understands the impact of the **American civil rights movement**.
- (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries
 - (F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the **Civil Rights acts of 1957 and 1964**, and the **Voting Rights Act of 1965**
 - (H) evaluate changes and events in the United States that have resulted from the **civil rights movement**, including **increased participation of minorities** in the political process
 - (I) describe how litigation such as the landmark cases of **Brown v. Board of Education**, **Mendez v. Westminster**, **Hernandez v. Texas**, **Delgado v. Bastrop I.S.D.**, **Edgewood I.S.D. v. Kirby**, and **Sweatt v. Painter** played a role in protecting the rights of the minority during the civil rights movement
- (21) **Government.** The student understands the impact of constitutional issues on American society.
- (A) analyze the effects of landmark U.S. Supreme Court decisions, including **Brown v. Board of Education**, and other U.S. Supreme Court decisions such as...**Hernandez v. Texas**, **Tinker v. Des Moines**, **Wisconsin v. Yoder**, and **White v. Regester**
- (23) **Citizenship.** The student understands efforts to expand the democratic process.
- (B) evaluate various means of achieving equality of political rights, including the... **24th and 26th amendments**

Key Terms & Examples	Definitions and explanations of reform efforts and THE IMPACT of the Civil Rights Movement
Civil Rights Acts of 1957 and 1964	DEFINITIONS... 1957 Civil Rights Act , signed by President Eisenhower, increased voting rights by creating the Civil Rights Commission and Division in the Justice Department which gave the federal courts the power to register voters. 1964 Civil Rights Act was signed by President Johnson and it banned discrimination based on race, color, religion, ethnicity, sex (gender), or national origin in any place doing business with the federal government or any business involved in interstate commerce. This Act gave the federal government the power to register people to vote. The Voting Rights Act of 1965 outlawed the discriminatory practice of poll taxes and literacy tests. The 24th Amendment outlawed poll taxes in federal elections. The 26th Amendment lowered the voting age to 18. Mendez v. Westminster (1946) ruled that the segregation of Mexican and Mexican Americans into special schools only for Hispanic children was unconstitutional. Delgado v. Bastrop (1948) ruled that it is illegal to separate Hispanic children within schools because of their ethnicity, but it did allow for separate classes based on language deficiency which schools often used to continue segregation. Sweatt v Painter (1950) separate law school for Blacks would be inferior as the mere separation from the majority of law students harmed students' abilities to compete in the legal arena. Hernandez v. Texas (1954) ruled that the 14th Amendment should apply to Mexican Americans and all ethnic groups and juries should be chosen from among all qualified persons regardless of national origin or descent. Hernandez set free because jury not of his peers. Brown v. Board of Education (1954) "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." overturned Plessy v. Ferguson (1896) Tinker v. Des Moines (1969) decided that the Tinkers had the right to wear the armbands, with Justice Abe Fortas stating that no one expects students to "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." Wisconsin v. Yoder (1972) held that individual's interests in the free exercise of religion under the First Amendment outweighed the State's interests in compelling school attendance beyond the eighth grade. Amish traditions preserved. White v. Register (1973) unanimously concluded that the multimember House districts for Dallas and Bexar counties were unconstitutional. They asserted that every racial or political group has a constitutional right to be represented in the state legislature. Texas v. Johnson (1989) determined that Johnson's actions of burning an American flag in protest of government decisions were symbolic speech protected by his First Amendment Rights. Edgewood ISD v. Kirby (1989) ruled that property taxes collected in wealthy districts must be shared equally among districts that collect less (often this is referred to as the Rob in Hood plan).
Voting Rights Act of 1965	
24th and 26th Amendments	
Brown v. Board of Education	
Mendez v. Westminster	
Hernandez v. Texas	
14 th Amendment	
Delgado v. Bastrop I.S.D.	
Edgewood I.S.D. v. Kirby	
Sweatt v. Painter	
Tinker v. Des Moines	
Wisconsin v. Yoder	
White v. Regester	
	EXPLANATION OF THE TACTICS AND IMPACT OF CIVIL RIGHTS ACTIVISTS...

5. Analyze how America’s role in the world changed during the 1970s.

T.E.K.S.: (10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990.
 (A) describe **Richard M. Nixon's** leadership in the normalization of relations with **China** and the policy of **détente**
 (C) compare the impact of **energy** on the American way of life over time;
 (D) describe U.S. involvement in the **Middle East** such as support for **Israel**, the **Camp David Accords**, and the **Iran Hostage Crisis**

As you read the analysis that has been provided for you, **highlight key ideas**.

Key Terms & Examples	Definitions and explanations of changing ROLE OF THE U.S. IN THE WORLD
<ul style="list-style-type: none"> Richard Nixon China Détente Energy Oil Middle East Israel Camp David Accords Iran Hostage Crisis 	<p>DEFINITIONS...</p> <p>EXPLANATIONS OF AMERICA' CHANGING ROLE IN THE WORLD...</p> <p><i>By the 1970s, U.S. dependence on oil (we could not produce enough energy on our own) largely from OPEC producing nations such as Iran left us vulnerable to economic sanctions or embargos. The 1973 Oil Embargo was punishment for our support of Israel. Oil prices quadrupled, gas and oil supply shrank, inflation impacted many parts of the economy because of the role of oil in the economy, and the economy stagnated in the 1970s largely due to this. OPEC controls much of the world supply. Another shortage happened in the late 1970s: Nixon addressed this by lowering the speed limit to 55 and encouraging conservation. Ford tried to W.I.N. (Whip Inflation Now) which failed, and Carter also tried voluntary measures including his malaise speech in which he urged Americans to reduce consumption and materialism... epic fail. Nixon's détente aimed to relax tensions and he met with Mao Zedong to begin normalizing relations as well as meeting with Leonid Brezhnev which led to diplomatic talks and SALT I and Helsinki Accords in which the U.S. and U.S.S.R. agreed to reduce armaments and formally recognize the Soviet Union, respectively. President Ford actually signed these measures but it was Nixon's foreign policy which led to them. Tensions in the Middle East included issues over the nation of Israel which the U.S. defended in 3 wars following its creation in 1948. That combined with our intervention in their political systems (we wanted them to be capitalistic and pro-West) led to the hostage crisis in which Americans were held for a ransom of returning the Shah to Iran for trial. Carter refused to send the Shah and he tried to rescue the hostages but that failed. Hostages were released after Carter left office. The hostage crisis illustrates the slow transition from Cold War to War on Terror. Carter's greatest accomplishment was brokering the Camp David Accords, however long term peace in the Middle East remains a lofty dream. Overall our role in the world in the 1970s included détente, brokering agreements to reduce Cold War tensions and tensions in the Middle East and securing oil supply for our economy. Cold War rhetoric declined in the 70s as we officially recognized the U.S.S.R. (something we refused to do since their creation in the 1920s) and communist China (something we refused to do following their creation in the 1940s).</i></p>

