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.

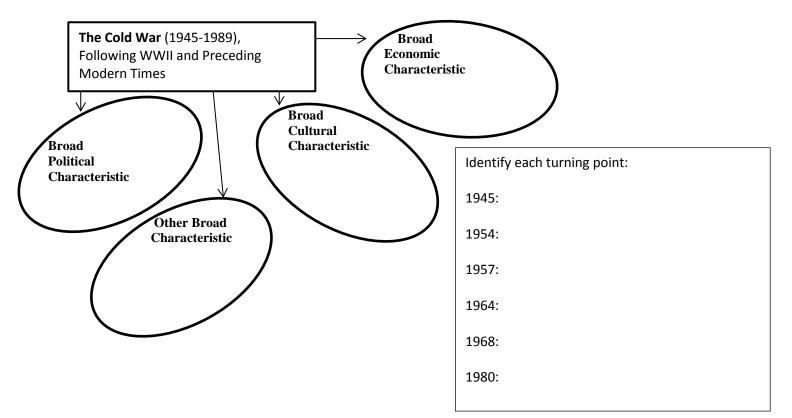
Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

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
Truman Doctrine	DEFINITIONs
Marshall Plan	
North Atlantic Treaty Organization	
Berlin airlift	
John F. Kennedy & the Cuban Missile Crisis	
Korean War	
containment policy	
Domino Theory	
<mark>Vietnam War</mark>	
Tet Offensive	EXPLANATIONS OF HOW COLD WAR POLICY IMPACTED THE UNITED STATES
Vietnamization	
fall of Saigon	

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. (B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers

(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.

(20) Government. The student understands the changing relationships among the three branches of the federal government. (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government. (C) Output the student was a stated as the destands for events are stated as the destands for events.

(26) Culture. The student understands how people from various groups contribute to our national identity.
 (E) discuss the meaning and historical significance of the mottos "In God We Trust"

Key Terms &	
Examples	Definitions and explanations of COLD WAR policies' causes and effects
arms race	DEFINITIONs
atomic age	
hydrogen bombs	
space race	
Sputnik	
House Un-American	
Activities	
Committee (HUAC)	
McCarthyism	
Venona Papers	
Vietnam War	
Gulf of Tonkin	
Resolutions	
<mark>Draft</mark>	
26th Amendment	
media	EXPLANATIONS OF HOW COLD WAR POLICY IMPACTED THE UNITED STATES politically and socially
TV	
credibility gap	
Pentagon Papers	
silent majority	
Richard Nixon	
anti-war movement.	
Kent State	
Jackson State	
War Powers Act	
3 branches of	
government	
"In God We Trust"	

3. Analyze the contributions and impact of Civil Rights activists in the post WWII era.

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
(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other
civil rights movements
(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P.
Garcia, and Betty Friedan
(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr
(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights
movement
(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of
southern Democrats, that sought to maintain the status quo
(26) Culture. The student understands how people from various groups contribute to our national identity.
(D) identify the political, social, and economic contributions of women such as Dolores Huerta to American society
(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as the Chicano Mural
Movement on American society
(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic

(B) evaluate the contributions of significant political and social leaders in the United States such as... Thurgood Marshall....

Definitions and explanations of THE IMPACT of the Civil Rights Movement
DEFINITIONs
EXPLANATION OF THE TACTICS AND IMPACT OF CIVIL RIGHTS ACTIVISTS AND THOSE WHO RESISTED CHANGE.

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
	DEFINITIONs
Civil Rights Acts of	1957 Civil Rights Act, signed by President Eisenhower, increased voting rights by creating the Civil
1957 and 1964	Rights Commission and Division in the Justice Department which gave the federal courts the power to
	register voters. <mark>1964 Civil Rights Act</mark> was signed by President Johnson and it banned discrimination
Voting Rights Act	based on race, color, religion, ethnicity, sex (gender), or national origin in any place doing business
<mark>of 1965</mark>	with the federal government or any business involved in interstate commerce. This Act gave the federal
24th and 26th	government the power to register people to vote. The Voting Rights Act of 1965 outlawed the
Amendments	discriminatory practice of poll taxes and literacy tests. The 24th Amendment outlawed poll taxes in
Amendmento	federal elections. The <mark>26th Amendment</mark> lowered the voting age to 18. <mark>Mendez v. Westminster</mark> (1946)
Brown v. Board of	ruled that the segregation of Mexican and Mexican Americans into special schools only for Hispanic
Education	children was unconstitutional. <mark>Delgado v. Bastrop</mark> (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
<mark>Mendez v.</mark>	language deficiency which schools often used to continue segregation. Sweatt v Painter (1950)
Westminster	separate law school for Blacks would be inferior as the mere separation from the majority of law
Hernandez v.	students harmed students' abilities to compete in the legal arena. <mark>Hernandez v. Texas</mark> (1954) ruled that the <mark>14th Amendment</mark> should apply to Mexican Americans and all ethnic groups and juries should
Texas	be chosen from among all qualified persons regardless of national origin or descent. Hernandez set
14 th Amendment	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
<mark>Delgado v.</mark>	inherently unequal." overturned Plessy v. Ferguson (1896) Tinker v. Des Moines (1969) decided that
Bastrop I.S.D.	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
Edgewood I.S.D. v. Kirby	gate." Wisconsin v. Yoder (1972) held that individual's interests in the free exercise of religion under
v. midy	the First Amendment outweighed the State's interests in compelling school attendance beyond the
Sweatt v. Painter	eighth grade. Amish traditions preserved. <mark>White v. Register</mark> (1973) unanimously concluded that the
	multimember House districts for Dallas and Bexar counties were unconstitutional. They asserted that
<mark>Tinker v. Des</mark>	every racial or political group has a constitutional right to be represented in the state legislature.
Moines	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. <mark>Edgewood ISD v.</mark>
<mark>Wisconsin v.</mark> Yoder	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).
	EXPLANATION OF THE TACTICS AND IMPACT OF CIVIL RIGHTS ACTIVISTS
White v. Regester	

4. Explain the impact of WWII and Cold War – including scientific discovery and technological development -- on the American economy and the changing role of government.

T.E.K.S	 (17) Economics. The student understands the economic effects of World War II and the Cold War. (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944),
	and the effects of prosperity in the 1950s such as <mark>increased consumption</mark> and the growth of agriculture and business;
	(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
	(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for
	citizens and analyze the unintended consequences of each
(19) G	overnment. The student understands changes over time in the role of government.
l`´´	(B) explain constitutional issues raised by federal government policy changes during times of significant events, including the 1960s
(27) So	cience, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of
	e United States.
	(A) explain the effects of scientific discoveries and technological innovations such as satellite communications on the economic development of the United States
(27) 64	cience, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of
	he United States. The student is expected to:
	C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements
	or business and labor such as robotics, computer management, and just-in-time inventory management.
	cience, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on
	e standard of living in the United States. The student is expected to:
) explain how space technology and exploration improve the quality of life
(D	/ explain now space technology and exploration improve the quality of the

Key Terms & Examples	Definitions and explanations of reform efforts and THE IMPACT of the war and changing role of gov't
Baby Boom	DEFINITIONs
<mark>GI Bill</mark>	
Satellites	
Robotics	
Computer management	
Just-in-time inventory management	EXPLANATIONS OF IMPACT OF WWII, COLD WAR, TECHNOLOGY, AND GOVERNMENT ACTIVISM
Great Society	
Affirmative action	
Title IX	

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
•	DEFINITIONs
Richard Nixon	
China	
<mark>Détente</mark>	
<mark>Energy</mark> Oil	
Middle East	
<mark>Israel</mark>	
Camp David Accords	
Iran Hostage Crisis	
	EXPLANATIONS OF AMERICA' CHANGING ROLE IN THE WORLD 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 <u>1973 Oil Embargo</u> 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. Nison 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 detente 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 <u>SAITI</u> 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 orisis 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 hostage but that failed. Hostages were released after Carter left office. The hostage crisis illustrates the slow transition from <u>Cold War to War on Terror</u> . Carter's greatest accomplishment was brokering the <u>Camp David Accords</u> , however long term peace in the Middle East remains a lofty dream. Overall our role in the world in the

6. Analyze the causes and effects of demographic changes in the United States and environmentalism in modern times.	
exped (13) Geography. The (A) analyze the c	 raphy. The student understands the relationship between population growth and modernization on the physical environment. The student is cted to: (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the Environmental Protection Agency (EPA), and the Endangered Species Act a student understands the causes and effects of migration and immigration on American society. The student is expected to: auses and effects of changing demographic patterns resulting from migration within the United States, including the Rust Belt to the Sun Belt auses and effects of changing demographic patterns
Key Terms & Examples	Definitions and explanations of CAUSES and EFFECTS of DEMOGRAPHICS and ENVIRONMENTALISM
Environmental Protection Agency (EPA)	DEFINITIONs
Endangered Species Act	
Migration	
Immigration	
<mark>Rust Belt</mark>	
Sun Belt	
Demographic Patterns	
Legal and illegal immigration	
	EXPLANATIONS OF CAUSES AND EFFECTS OF DEMOGRAPHIC SHIFTS AND ENVIRONMENTAL CONCERNS