

UNIT 7

Post-War America

1945–1974

40-50 minute classes | 21-24 classes

UNIT PREVIEW

Structure

LESSON 1	1945-1953	The Start of the Cold War	6-7 classes	p. 5
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Why Teach Post-War America

World War II may have been America's "finest hour," earning those who fought the war and endured the Great Depression the title of the "Greatest Generation." But with America on the other side of those challenges, what would American life be like, and what would America's status be in the world? One thing was certain: nothing would be the same. There were unprecedented opportunities for Americans, both at home and abroad, and America was now a superpower. But at the same time, the prospect of nuclear war with a powerful ideological foe and a multitude of new challenges at home meant that America was being asked to exercise new responsibilities in an unknown landscape. Students should recognize what these opportunities and challenges were and should understand that much of what we accept today as typical of the American way of life was actually established in the decades immediately following the end of World War II.

Enduring Ideas from This Unit

1. The American economy at home and its superpower status abroad afforded unrivaled opportunities for American citizens and American influence in the world, and the civil rights movement sought to extend these opportunities equally to all citizens.
2. The Cold War was fought primarily between two diametrically opposed philosophies of the human person, morality, and the purpose of government.
3. America went through a period of change in government and especially culture that broke with previous generations and which has largely remained in place to this day.
4. By the middle of the 1970s, the Vietnam War and other events eroded America's standing both at home and abroad, revealing the underlying weaknesses of the new post-war order.

What Teachers Should Consider

Post-war America was truly a remarkable moment in American history. The great victory over totalitarianism in World War II left Americans on the verge of a new era of opportunity, prosperity, and unprecedented power on the national and international stages. A whole new generation of Americans took advantage of these opportunities to pursue an “American dream” that now seemed well within reach.

But as America's former ally, the Soviet Union, reneged on its post-war promises, the deep ideological fissure between the principles of America and those of communism became greater and deadlier. The specter of nuclear war haunted American daily life, even amid the prosperity and grand opportunities that so many Americans enjoyed. The steady presidencies of Harry Truman and Dwight Eisenhower helped to shepherd America through this new world order and the many perils that came with it.

The John F. Kennedy administration and the strengthened civil rights movement that ushered in the 1960s brought an air of hopefulness. But with Kennedy's assassination and the trail of missteps between the Vietnam War and the Watergate scandal, those hopes seemed to be dashed, and a pall settled over the American people and American politics.

Amidst all of this, the scope and size of the federal government surged again to unimagined influence and power under the Lyndon B. Johnson administration's Great Society. Meanwhile, the new generation of baby boomers grew unsatisfied with what it saw as a superficial consumer economy and a political system in which it was powerless. The resulting upheavals in culture and politics, especially as caused by the Vietnam War, left Americans' faith in their country shaken.

How Teachers Can Learn More

TEXTS

Truman, David McCullough
The Cold War, John Lewis Gaddis
The Korean War, William Stueck
The King Years, Taylor Branch

America's Longest War, George Herring
American Heritage: A Reader, ed. Hillsdale College History Faculty

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story
American Heritage
Civil Rights in American History
Constitution 101
Constitution 201

Lesson Planning Resources

TEACHER RESOURCES

Grand Expectations, James Patterson
A Teacher's Guide to Land of Hope, Wilfred McClay and John McBride
A Student Workbook for Land of Hope, Wilfred McClay and John McBride
The Vietnam War, Mark Atwood Lawrence
Land of Hope, Wilfred McClay

STUDENT RESOURCES

Land of Hope Young Reader's Edition, Vol. 2, Wilfred McClay

PRIMARY SOURCES

"The Sinews of Peace," Winston S. Churchill
"A Fateful Hour," Harry S. Truman
Farewell Address, Dwight D. Eisenhower
Inaugural Address, John F. Kennedy
"I Have a Dream," Martin Luther King Jr.
Remarks at the University of Michigan, Lyndon B. Johnson
Port Huron Statement, Students for a Democratic Society
"A Time for Choosing," Ronald Reagan

LESSON PLANS, ASSIGNMENTS, AND FORMATIVE QUIZ

Lesson 1 — The Start of the Cold War

1945–1953

6-7 classes

LESSON OBJECTIVE

Students learn about America's initial efforts to confront communism following World War II and the ensuing conflicts, especially the Korean War.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope, Young Reader's Edition</i> , Vol. 2	Chapters 15, 16 (pages 161-167)
Primary Sources	See below.

Teacher Texts

<i>Land of Hope</i>	Pages 341-359
<i>A Teacher's Guide to Land of Hope</i>	Pages 323-329
<i>A Student Workbook for Land of Hope</i>	Pages 210-213

Online.Hillsdale.edu

<i>The Great American Story</i>	Lecture 20
<i>American Heritage</i>	Lecture 9

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope (YRE)*, Chapter 15, and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope (YRE)*, Chapter 16 (pages 161-167 only), and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography & Places

Turkey	China
Greece	Taiwan
Israel	Korea

Persons

Harry Truman	George Marshall
Joseph Stalin	Mao Zedong
Winston Churchill	Joseph McCarthy
Jackie Robinson	Douglas MacArthur

Terms and Topics

GI Bill	containment
baby boom	Marshall Plan
atomic bomb	Berlin Airlift
United Nations	North Atlantic Treaty Organization (NATO)
communism	Zionism
Cold War	McCarthyism
Iron Curtain	Korean War

Primary Sources

“The Sinews of Peace,” Winston Churchill
 “A Fateful Hour,” Harry Truman

To Know by Heart

“There is no doubt in my mind that we are in the presence of one of the greatest and most horrible crimes ever committed. It has been done by scientific machinery by nominally civilized men in the name of a great state and one of the leading races of Europe.” —Winston Churchill on the Holocaust ([link](#))
 “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent.” —Winston Churchill, “The Sinews of Peace”

Timeline

1946–1991	Cold War
1950–1953	Korean War

Images

Historical figures and events
 Soldiers returning from war
 Post-war automobiles
 Levittowns
 Maps of communist vs. free countries
 Maps of Palestine
 Images and uniforms of American, UN, North Korean, and Chinese officers and soldiers
 Depictions and photographs of figures at various scenes and moments in battle
 Video footage of soldiers and fighting
 Maps: alliances, overall strategies, specific battles
 Military equipment and weaponry

STORIES FOR THE AMERICAN HEART

- Biography of Harry Truman
- Roger Kahn’s commentary on Jackie Robinson in Major League Baseball
- Reginald Thompson’s account of the American retreat from Chongchon River at the start of the Korean War
- Harry Truman’s dismissal of Douglas MacArthur

QUESTIONS FOR THE AMERICAN MIND

- How were Europe and America different following World War II?
- In what ways did life change for Americans after World War II? Why?
- How did World War II sharpen for Americans the contradiction of racial discrimination in America?
- What is meant by the term “Cold War”?
- What were the risks inherent in having atomic weapons? What were the benefits?
- How did the main principles and goals of communism contrast with the ideas of the American Founding?
- What events in the late 1940s and early 1950s proved that communism would be a formidable foe?
- In what ways did Harry Truman and the United States initially seek to address the threat of communism?
- To what extent was McCarthyism well-intentioned but ultimately unjust?
- Why did America lead the United Nations in the Korean War?
- What was the outcome of the Korean War and why?
- Questions from the U.S. Civics Test:
 - Question 100: Name one war fought by the United States in the 1900s.
 - Question 108: What was the United States’ main rival during the Cold War?
 - Question 109: During the Cold War, what was one main concern of the United States?
 - Question 110: Why did the United States enter the Korean War?

KEYS TO THE LESSON

American life had never been normal for the nearly two decades between the Great Depression and the end of World War II. With its victory over the Axis powers, the United States hoped to regain some normalcy while rising to the status of superpower as the most powerful country in the world. Yet it was not to be. The country’s new status brought with it a torrent of challenges to match its equally impressive advantages. While the years immediately following World War II did restore much of the characteristic American way of life, there was no going back to the time before the Depression. Post-war America was a different America, with new opportunities and challenges, especially with the beginning of what would be known as the Cold War between the United States and communism’s leading power, the Soviet Union.

Teachers might best plan and teach The Start of the Cold War with emphasis on the following approaches:

- Begin the lesson by wrapping up the aftermath of World War II, including the Nuremberg Trials. To help students make sense of the evils of totalitarianism, discuss the main observations of Hannah Arendt in her study of totalitarianism and the Nuremberg Trials. Ask them to reflect upon why Arendt’s views were so controversial.
- Juxtapose circumstances in various parts of the world with the situation in the United States, the lands and shores of which were largely untouched by the war. Students should also appreciate the new status that America enjoyed on the world stage and think through the consequences of such power, responsibility, and opportunity.
- Share the immediate domestic situation following the war, from the effects of returning soldiers and the GI Bill to the growth in population and economic production geared toward consumers—what *Fortune* magazine called “The Great American Boom.”

- Shift to the dawning reality of America's being a superpower and the consequences of the atomic age—especially with a powerful foe in the Soviet Union, whose very principles of truth, morality, justice, human dignity, and government stood diametrically opposed to the founding principles of America. Review the differences between the principles of the American Founding and of communism.
- Read and discuss with students excerpts from Winston Churchill's "The Sinews of Peace."
- Review maps of the world from the time period so students can learn how the Yalta Conference and events in the year following World War II led to a deterioration in the relationship between the United States and the Soviet Union. Trace with students the countries that fell under communist regimes and those that were being decolonized throughout the Cold War, noting especially how much the world map changed after 1945. Of special import is an account of American policy toward the Soviet Union in eastern Europe in the final year of World War II. Students should understand what it meant practically for freedom and human dignity when the Soviet Union brought a country under its control, including arrests, show trials, and executions. Discuss with students the different early approaches to the Cold War, especially the Truman Doctrine, and what these ideas meant in practice. In addition to containment and the creation of NATO, the Marshall Plan was important in forestalling communist inroads in war-ravaged Europe. Students should understand why America had to prevent the spread of communism.
- Have students consider the extent to which concerns over communist infiltration in America were justified and how nevertheless the American response sometimes employed means of countering these threats that were unjust or unconstitutional.
- Have students think through and compare the various advantages and disadvantages each side had at the outset of the Korean War and how these shifted during the war. Having students record simple notes in a "T-Chart" can be effective for this part of the lesson.
- Build students' familiarity with the style of warfare in 1950, and show them plenty of images to do so. Students need this foundation for their subsequent study of battles. This helps them to imagine and understand what happens in battle and to appreciate the bravery of soldiers fighting on both sides.
- Present to students explanations of each side's strategy at various stages of the war and the tactics and battle plans employed in specific battles. Have students track strategy changes on a map of the Korean Peninsula.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war, especially Douglas MacArthur, Matthew Ridgway, William Dean, and the heroic chaplain Fr. Emil Kapaun.
- Teach the war in some detail, especially the major battles and military campaigns. Students should understand how the battles came to be, the key stories, factors, and moments from the battle itself, and the significance of their various outcomes on subsequent events. Employ battle maps often and have students track battles and campaigns on maps of the Korean Peninsula.
- Recap the Korean War by considering major statistics, including the number of casualties and deaths on each side, and its effects on America, the Korean peninsula, and the world.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENT

Assignment: Briefly explain America's opportunities and challenges after World War II, especially with respect to foreign policy and Communism (1-2 paragraphs).

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 1, Quiz #1
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 15

DIRECTIONS: Answer each question.

1. Name one effect (positive or negative) that the end of World War II had on American society.
2. Who became president of the United States after Franklin D. Roosevelt's death in 1945?
3. Who declared in a 1946 speech that "an iron curtain has descended across the Continent"?
4. What was the Berlin airlift?
5. What was Truman's role in creating the modern state of Israel?

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 1, Quiz #2
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 16 (pages 161-167)

DIRECTIONS: Answer each question.

1. Who won the American presidential election of 1948?
2. Who ultimately took control of China following World War II?
3. Who were the targets of Senator Joseph McCarthy's investigations in the early 1950s?
4. How did the Korean War begin?
5. Which famous American general was fired during the Korean War?

Lesson 2 — The American Dream

1953–1964

7-8 classes

LESSON OBJECTIVE

Students learn about the prosperity Americans enjoyed in the 1950s, the Eisenhower and Kennedy administrations, and the civil rights movement.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Land of Hope, Young Reader's Edition, Vol. 2 Chapter 16 (pages 167-172), Chapter 17, Chapter 18 (pages 182-188)
Primary Sources See below.

Teacher Texts

Land of Hope Pages 359-376
A Teacher's Guide to Land of Hope Pages 329-330, 348-352
A Student Workbook for Land of Hope Pages 213-214, 231-232

Online.Hillsdale.edu

The Great American Story Lecture 20
Civil Rights in American History Lectures 7-8
American Heritage Lecture 10

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope* (YRE), Chapter 16 (pages 167-172 only), and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope* (YRE), Chapter 17, and prepare for a reading quiz (provided below).

Assignment 3: Students read *Land of Hope* (YRE), Chapter 18 (pages 182-188 only), and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography & Places

French Indochina	Greensboro, North Carolina
Cuba	Alaska
Suez Canal	Hawaii
Montgomery, Alabama	Lincoln Memorial

Persons

Dwight Eisenhower	Rosa Parks
Nikita Khrushchev	Richard Nixon
Ho Chi Minh	John F. Kennedy
Fidel Castro	Robert F. Kennedy
Elvis Presley	Lee Harvey Oswald
Dr. Seuss	Lyndon B. Johnson
Thurgood Marshall	John Lewis
Martin Luther King Jr.	

Terms and Topics

Interstate Highway system	Suez Crisis
suburbanization	“military-industrial complex”
television	Kennedy tax cuts
civil rights movement	National Aeronautics and Space Administration (NASA)
<i>Brown v. Board of Education</i>	Project Apollo
civil disobedience	Bay of Pigs
mutual assured destruction (MAD)	Berlin Wall
proxy war	Cuban Missile Crisis
domino theory	“Letter from Birmingham Jail”
Sputnik	March on Washington
Central Intelligence Agency (CIA)	Civil Rights Act of 1964

Primary Sources

Farewell Address, Dwight Eisenhower
 Inaugural Address, John F. Kennedy
 “I Have a Dream,” Martin Luther King Jr.

To Know by Heart

“And so, my fellow Americans, ask not what your country can do for you—ask what you can do for your country.” —John F. Kennedy, Inaugural Address
 “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”
 —Martin Luther King Jr., “I Have a Dream”

Timeline

1954	<i>Brown v. Board of Education</i>
1957	Sputnik launched
1959	Cuban Revolution
1962	Cuban Missile Crisis
1963	March on Washington
	John F. Kennedy assassinated
1964	Civil Rights Act

Images

Historical figures and events
 Interstate highway system

New suburbs
 First mass use of television and television footage
 Ruby Bridges' first day of school
 Bus boycotts, sit-ins, and Freedom Riders
 Footage from the Kennedy-Nixon debates and Kennedy's inauguration
 Berlin Wall
 Bay of Pigs aftermath
 Footage of the "I Have a Dream" speech by Martin Luther King Jr.

STORIES FOR THE AMERICAN HEART

- Biographies of Dwight Eisenhower and Martin Luther King Jr.
- Rosa Parks' account of riding in the front of the bus in Montgomery, Alabama
- Relman Morin's account of school integration in Little Rock, Arkansas
- Minutes of the Executive Committee of the National Security Council and from Nikita Khrushchev during the Cuban Missile Crisis
- Protests by and abuse of civil rights demonstrators in Birmingham, Alabama
- James Reston's report on the speech by Martin Luther King Jr. at the Lincoln Memorial
- John F. Kennedy's assassination in Dallas, Texas

QUESTIONS FOR THE AMERICAN MIND

- What was life like in 1950s America?
- How did America attempt to address communism during the Eisenhower and Kennedy administrations?
- How did America's approach to the Cold War change the size, composition, and actions of the federal government?
- What were the major events and effects of the early civil rights movement?
- To what principles did Martin Luther King Jr. appeal in his campaign for civil equality?
- What were Dwight Eisenhower's main warnings to America, as outlined in his Farewell Address, and what was the basis of those warnings?
- How can John F. Kennedy be compared to preceding presidents?
- What did John F. Kennedy's election seem to suggest about the direction of American policy?
- What were the major accomplishments and failures of the Kennedy administration?
- What were the main arguments put forth by Martin Luther King Jr. in his "I Have a Dream" speech?
- What did the Civil Rights Act of 1964 do?
- Questions from the U.S. Civics Test:
 - Question 107: Dwight Eisenhower is famous for many things. Name one.
 - Question 111: Why did the United States enter the Vietnam War?
 - Question 112: What did the civil rights movement do?
 - Question 113: Martin Luther King Jr. is famous for many things. Name one.
 - Question 126: Name three national U.S. holidays.

KEYS TO THE LESSON

Despite the tensions with the Soviet Union and the prospect of nuclear war, life in post-war America seemed to be more secure during the 1950s under the Eisenhower administration. As a trusted war hero, Dwight Eisenhower brought a calm to American politics. The American economy soared, burgeoning

from a growing population and turning its industrial might from war to peacetime production. The relatively quiet 1950s witnessed the early civil rights movement, reflecting a long-overdue moral reckoning for the frustrating distance between the Founding's principles and the ways in which their implementation was still wanting. The election of John F. Kennedy seemed to usher in a more modern America, but that hope was shattered by his assassination, which began a decade of strife.

Teachers might best plan and teach The American Dream with emphasis on the following approaches:

- Help students to understand that many of the material and technological aspects typical of American life today first appeared in 1950s America, as exemplified by the building of sprawling suburbs, the interstate highway system, mass consumerism and marketing, labor-saving inventions, increasing college enrollment, and television, just to name a few developments. Students should consider how these novelties changed the American experience of life, both bringing a new level of comfort to more Americans while at the same time raising questions about life's ultimate meaning in the minds of many being raised in such prosperity.
- Examine Dwight Eisenhower's general approach to his presidency and the tone he set for the 1950s. Track the extent to which the administrative and welfare state ushered in under the New Deal was retained and normalized.
- Consider with students the ways in which the government bureaucracies and the military changed in response to the threat of nuclear war and of communism. As the prospect of nuclear war was avoided by fighting proxy wars, the Truman Doctrine was given more force through new intelligence agencies, many of whose tactics were morally suspect. America was being pulled in a number of directions on the foreign stage, finding itself supporting or undermining regimes all over the world in an effort to restrain communism.
- Teach students about the efforts of the civil rights movement in the 1950s and early 1960s, including *Brown v. Board of Education*, school integration, desegregation, Ruby Bridges, Rosa Parks, the Montgomery bus boycott, the Greensboro sit-in, and Martin Luther King Jr. Note in particular King's various arguments for civil rights, including his appeals to the principles of the Declaration of Independence and the American Founding. Students should consider King's character, his contemporary critics within the movement such as Carl Rowan and Roy Wilkins, and his principle of nonviolent civil disobedience, where unjust laws were violated without violence and the lawbreakers would accept the consequences, with the goal of raising awareness to get the laws changed. At the same time, students should learn about the violent responses of government officials and citizens in certain Southern states to civil rights efforts.
- Read with students and watch portions of Eisenhower's Farewell Address, paying special attention to his warnings about consumerism, the bureaucratic state, and most famously the "military-industrial complex." Eisenhower's views on the military, presidency, and foreign policy warrant careful study as excellent examples of political prudence.
- Provide some background on the Kennedy family and its rise to power, including the questions surrounding the 1960 election, particularly in Texas and Illinois.
- Introduce John F. Kennedy by asking students to contrast Kennedy's appearance and manner of speech with that of previous presidents, including Eisenhower. Help them to recover a sense of the excitement, energy, and hope that Kennedy projected, as captured by the references to America under Kennedy as a kind of "Camelot." Kennedy began a new wave of Progressive thought and action. Read with students and watch portions of Kennedy's inaugural address.
- Help students analyze the extent to which John F. Kennedy's presidency was not a success, even by his own standards. Aside from a tax cut, he saw few domestic successes, and even his foreign policy was fraught with missteps such as the failed Bay of Pigs invasion, disappointing initial talks with the Soviet Union, and deploying more troops to Vietnam while approving the

assassination of the South Vietnamese leader Ngô Đình Diệm. Kennedy partially redeemed himself with his leadership during the Cuban Missile Crisis—despite secret concessions that would not emerge for decades afterward—and, in the long run, the establishment of NASA and thus the Apollo moon landing program. Students should imagine each of these crises as they played out, viewing footage where appropriate.

- Read with students the “I Have a Dream” speech by Martin Luther King Jr.
- Discuss the passage of the Civil Rights Act of 1964. Students should outline defenses and criticisms of the Act; for example, why Barry Goldwater voted against it even though he had voted in favor of the 1957 and 1960 civil rights acts.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain what actions Dwight Eisenhower and John F. Kennedy took against communism during their administrations (1-2 paragraphs).

Assignment 2: Summarize the ways in which the civil rights movement led by Martin Luther King Jr. was successful; or, Explain the relationship King drew between his efforts for civil rights and the principles of the American Founding (1-2 paragraphs).

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 2, Quiz #1
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 16 (pages 167-172)

DIRECTIONS: Answer each question.

1. Who won the 1952 American presidential election?
2. Name two countries created from foreign colonies following World War II.
3. Who was returned to power in Iran with help from the United States?
4. Which event in 1956 saw the United States solidify its dominance over other Western nations with regard to anti-communist policy?
5. Who took power in Cuba in 1959?

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 2, Quiz #2
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 17

DIRECTIONS: Answer each question.

1. What word best summarizes the general theme of President Eisenhower's Farewell Address?
2. Who won the 1960 American presidential election?
3. Name one successful policy of the above president's administration.
4. The Cuban Missile Crisis of 1962 was a tense standoff between which two nations?
5. What major event happened in Dallas, Texas, on November 22, 1963?

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 2, Quiz #3
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 18 (pages 182-188)

DIRECTIONS: Answer each question.

1. Who was the African-American civil rights leader who first became famous in the mid-1950s?
2. Where was the famous “I Have a Dream” speech given?
3. What did the Civil Rights Act of 1964 prohibit?
4. Who won the 1964 American presidential election?
5. Name one consequence of Barry Goldwater’s failed 1964 presidential campaign.

Name_____

Date_____

Unit 7 — Formative Quiz

Post-War America | Lessons 1-2
10-15 minutes

DIRECTIONS: Answer each question in at least one complete sentence.

1. In what ways did life change for Americans after World War II? Why?
2. Briefly summarize the American foreign policy known as the “Truman Doctrine.”
3. Name one major event of the early civil rights movement and briefly explain its consequences.
4. How can John F. Kennedy be compared to preceding presidents?
5. Briefly summarize what the Civil Rights Act of 1964 did.

Lesson 3 — Tumult: Foreign and Domestic

1964–1974

8-9 classes

LESSON OBJECTIVE

Students learn about the challenges America faced in the late 1960s and early 1970s, including the cultural revolution and the Vietnam War.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Land of Hope, Young Reader's Edition, Vol. 2 Chapter 18 (pages 188-195), Chapter 19 (pages 196-204)
Primary Sources See below.

Teacher Texts

Land of Hope Pages 376-393
A Teacher's Guide to Land of Hope Pages 352-355, 361-364
A Student Workbook for Land of Hope Pages 232-234, 239-240

Online.Hillsdale.edu

The Great American Story Lectures 21-22
American Heritage Lecture 10
Civil Rights in American History Lecture 8
Constitution 101 Lecture 11
Constitution 201 Lecture 6

STUDENT PREPARATION

Assignment 1: Students read *Land of Hope* (YRE), Chapter 18 (pages 188-195 only), and prepare for a reading quiz (provided below).

Assignment 2: Students read *Land of Hope* (YRE), Chapter 19 (pages 196-204 only), and prepare for a reading quiz (provided below).

CORE CONTENT IN THIS LESSON

Geography & Places

North Vietnam
South Vietnam

Gulf of Tonkin
Saigon

Persons

Barry Goldwater

Ronald Reagan

Malcolm X
Louis Farrakhan

Neil Armstrong
Henry Kissinger

Terms and Topics

Voting Rights Act	Gulf of Tonkin Resolution
Great Society	draft
Students for a Democratic Society (SDS)	antiwar movement
The New Left	Pentagon Papers
Young Americans for Freedom (YAF)	Tet Offensive
counterculture	Silent Majority
environmentalism	moon landing
black separatism	Apollo 13
riots	détente
Vietcong	Paris Peace Accords
	<i>Roe v. Wade</i>
	Watergate scandal

Primary Sources

Remarks at the University of Michigan, Lyndon B. Johnson
The Port Huron Statement, Students for a Democratic Society
“A Time for Choosing,” Ronald Reagan
“Peace without Conquest,” Lyndon B. Johnson

To Know by Heart

“For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.” —Lyndon B. Johnson, Remarks at the University of Michigan
“You and I have a rendezvous with destiny. We’ll preserve for our children this, the last best hope of man on earth, or we’ll sentence them to take the last step into a thousand years of darkness.” —Ronald Reagan, “A Time for Choosing”

Timeline

1965	Voting Rights Act
1968	Tet Offensive
	Martin Luther King Jr. assassinated
	Robert F. Kennedy assassinated
	Richard Nixon elected president
1973	Paris Peace Accords
1974	Richard Nixon resigns

Images

Historical figures and events
Images from riots
Images and uniforms of American, South Vietnamese, and Vietcong soldiers
Footage and photographs of scenes from Vietnam
Maps: alliances, overall strategies, specific battles
Military equipment and weaponry
Destruction from the war
Antiwar protests

Post-war maps

STORIES FOR THE AMERICAN HEART

- James Stockdale's witnessing of the "Tonkin incident"
- Heroic actions of individual soldiers in Vietnam
- Sheyann Webb's account of the Selma-to-Montgomery march
- Jim Ingram's account of the Detroit riots
- Studs Terkel's account of the student riots at the Democratic National Convention
- Neil Armstrong's account of the moon landing
- How the Pentagon Papers were obtained
- The Watergate break-in

QUESTIONS FOR THE AMERICAN MIND

- What did the Voting Rights Act do?
- What were the ideological and practical components of Lyndon Johnson's Great Society?
- What is the welfare state?
- Why were many in the baby boomer generation dissatisfied with American life and politics by the 1960s?
- How did the baby boomer generation influence American politics?
- How did the baby boomer generation influence American culture?
- Given the context of the Cold War, why was America fighting in Vietnam?
- What were the backgrounds of American soldiers in the Vietnam War? What was life like for them as they fought in the jungles?
- Why was it difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam?
- What were Richard Nixon's main political ideas and the main accomplishments of his presidency?
- What happened in the Watergate scandal?
- Questions from the U.S. Civics Test:
 - Question 111: Why did the United States enter the Vietnam War?
 - Question 112: What did the civil rights movement do?
 - Question 113: Martin Luther King Jr. is famous for many things. Name one.

KEYS TO THE LESSON

John F. Kennedy's assassination began a period of tumult in American history that would define the rest of the 1960s and the 1970s. A general dissatisfaction among young college students with the prosperous though somewhat directionless society in which they lived found an outlet in protesting an ill-defined and unpopular conflict in Vietnam that only seemed to worsen with each passing day. Urban riots as well as the assassinations of Martin Luther King Jr. and Robert F. Kennedy compounded the sense of chaos, not to mention the ever-present threat of nuclear war. And even when a sense of order seemed to be restored under Richard Nixon, his own domestic scandals and eventual resignation further undermined the confidence of Americans in their country's leaders.

Teachers might best plan and teach Tumult: Foreign and Domestic with emphasis on the following approaches:

- Offer a background of Lyndon B. Johnson, particularly the challenging circumstances under which he took the oath of office and the responsibilities that came with it. Consider his major domestic policy goals, especially his ideas for extensive legislation, creation of new agencies, and expenditures of federal money to use government to create the Great Society. This was a continuation and expansion of John F. Kennedy's initial ideas, thus firmly entrenching the newest wave of Progressivism. The principles of limited government were discarded during these years as the role of the federal government in the daily lives of citizens, with associated increases in government power and spending, solidified the administrative state. Johnson's Great Society sought to broaden the focus of Progressivism while maintaining its views on rights and the purpose & methods of government. Government was meant not merely to preserve rights (as the Founders asserted), or even to achieve economic equality and fulfillment (as in early Progressivism and the New Deal). Taking Progressivism a step further, the Great Society instead sought to use government to achieve a larger sense of *human* fulfillment, with welfare distributed and regulations imposed to alleviate many perceived social and even spiritual ills. It aimed to bring federal government action to areas previously outside its realm, such as public education. It was a message that fit well with a new cultural shift present among America's giant population of young people born after World War II who were now becoming adults: the baby boomers.
- Explain the origins and characteristics of the baby boomer generation, as manifested during their adolescent and young adult years. Of special focus should be those who attended college, an unprecedented percentage of their generation. Despite unmatched levels of prosperity and opportunity, many in this generation found the consumerist and top-down control of government, college, and other institutions—as well as the resulting cultural, political, and moral expectations—repressive and confining. Anxious about a potential nuclear Armageddon over which they felt no sense of control, and in the wake of the moral and political crusade for civil rights, many baby boomers were itching for something more meaningful.
- Have students identify the two distinct but sometimes overlapping groups into which these young people fell. First, there were those who sought an alternative within politics. These individuals organized themselves as a political force which may be encapsulated in the Port Huron Statement by the Students for a Democratic Society. They constituted what became known as the New Left. While many of the Great Society programs aligned with their demands, they often found Johnson and the establishment Democratic Party to be lacking in energy and revolutionary action. The second group was those who focused mainly on being countercultural, evading and challenging the expected moral and behavioral norms of the World War II generation. These were the hippies and the Woodstock festival-goers. Despite these distinctions, there was certainly overlap between the two groups, and it took only a more concrete and important political-cultural issue to move them to action.
- Ask students to consider the importance of television and especially journalists in guiding the adherents of the above groups through their challenges to positions and people of authority.
- Amidst all of these changes, discuss with students the major philosophical outlook and Supreme Court decisions of the Warren and Burger Courts. Students should track how these judicial cases sometimes established ideas espoused by Progressivism, the New Left, and the cultural revolution without fully exercising the democratic process or adhering to the principles of the American Founding.
- Cover how growing frustrations, especially among a younger generation waiting on the implementation of federal civil rights policies by states, resulted in continued instances of

violence committed against African Americans and civil rights advocates. The assassination of Martin Luther King Jr. birthed a new approach to civil rights and the betterment of African Americans' position in society—the black power or black nationalist movement. This movement found increased popularity, while King's nonviolent philosophy found itself overtaken by a more combative approach that sometimes cast aside his peaceful ideas.

- Review with students the history of Vietnam, beginning with the French resuming control after World War II, paying particular attention to the gradual increase in the American presence, first under Dwight Eisenhower and then more so under John F. Kennedy. Students should connect American policy in Vietnam with the Truman Doctrine and the policy of containment.
- Have students think through and compare the various advantages and disadvantages each side had following the Gulf of Tonkin Resolution in the Vietnam War, and how these shifted during the war. Having students record simple notes in a “T-Chart” can be effective for this part of the lesson.
- Build students' familiarity with the style of warfare in the 1960s, and show them plenty of images to do so. Students need this foundation for their subsequent study of battles. This helps them to imagine and understand what happens in battle and to appreciate the challenges faced by soldiers fighting on both sides.
- Present students with explanations of each side's strategy at various stages of the war and the tactics and battle plans employed in specific battles. Have students track strategy changes on a map of Vietnam.
- As with any conflict, dwell on the key contributions of both leaders and common soldiers in the war.
- Teach the war in some detail, especially the major battles and military campaigns. Students should understand how the battles came to be, the key stories, factors, and moments from the battle itself, and the significance of their various outcomes on subsequent events. Employ battle maps often, and have students track battles and campaigns on maps of Vietnam.
- Have students consider the political issues surrounding Vietnam, from the war itself to purposes and objectives that were both unclear. On the one hand, note the issues in American political and military leadership: failing to outline concrete objectives; allying with corrupt South Vietnamese officials yet endorsing their assassinations; the use of the draft to fight a war without clearly defined goals; and the deliberate misleading of the American public by both the government and the media. On the other hand, the restlessness of the New Left and the baby boomer generation found purpose in their opposition to the war and the draft, aided by a press that was unreliable in much of its reporting, particularly about the Tet Offensive. Thus was the effort of the Vietnam War undermined both in the field and at home.
- Have students take a close look at the events of 1968, which included the Tet Offensive, anti-war protests that reached fever pitch, riots, and political upheaval. Students should also understand the political messaging of Richard Nixon and his proposed solutions to the strife America was enduring. Additionally, a brief numerical analysis of the effectiveness of the Great Society programs is warranted here, accompanied by a comparison of those programs' principles, means, and results to the views and policies espoused by the American Founders and past presidents such as Abraham Lincoln and Calvin Coolidge.
- Cover Richard Nixon's presidency through his resignation. Of note is Nixon's acceptance and expansion of federal programs and the administrative state—further entrenching the Progressive view of government—as well as the signing of several pieces of legislation and orders concerning civil rights, his détente policy that embraced Communist China and opened it to world trade, and his “Vietnamization” of the war, leading to the dubious Paris Peace Accords in 1973.

- Ensure that students take stock of the bleak situation in America following Richard Nixon's resignation. All the ebullience and hope that had emerged with VJ Day and been sustained through the Truman, Eisenhower, and especially Kennedy administrations had crumbled, leaving the nation mired in war and social, cultural, and political upheaval, with a bloated government that seemed to lack accountability or competency, new social programs that floundered, and the presidency severely tarnished by scandal.

STRENGTHENING UNDERSTANDING: POST-LESSON ASSIGNMENTS

Assignment 1: Explain the main ideas of Lyndon Johnson's Great Society program (1-2 paragraphs).

Assignment 2: Briefly retell the history of the Vietnam War (2-3 paragraphs).

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 3, Quiz #1
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 18 (pages 188-195)

DIRECTIONS: Answer each question.

1. What was the name of President Johnson's overall plan for social policy?
2. What Congressional act led to the United States' full military commitment in Vietnam?
3. Name one problem the book mentions with the Vietnam War policy of the early 1960s.
4. Which societal group formed most of the opposition to the Vietnam War?
5. Who won the 1968 American presidential election?

Name_____

Date_____

Reading Quiz

Post-War America | Lesson 3, Quiz #2
Land of Hope, Young Reader's Edition, Vol. 2, Chapter 19 (pages 196-204)

DIRECTIONS: Answer each question.

1. What document formally ended the Vietnam War in 1973?
2. What nation did Nixon visit in 1971 to improve American-Soviet relations?
3. Who won the 1972 American presidential election?
4. What illegal activity on the part of the Nixon administration was exposed during the Watergate investigation?
5. How did Nixon's presidency come to an end?

APPENDIX A

Study Guides

Tests

Writing Assignment

Study Guide A — Post-War America, Test #1

Lesson 1 | The Start of the Cold War

Lesson 2 | The American Dream

Unit 7

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1946-1991	Cold War
1950-1953	Korean War
1954	<i>Brown v. Board of Education</i>
1957	Sputnik launched
1959	Cuban Revolution
1962	Cuban Missile Crisis
1963	March on Washington; John F. Kennedy assassinated
1964	Civil Rights Act

GEOGRAPHY AND PLACES

Identify each on a map and/or tell where it is and explain its significance.

Turkey	Cuba
Greece	Suez Canal
Israel	Montgomery, Alabama
China	Greensboro, North Carolina
Taiwan	Lincoln Memorial
Korea	

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Harry Truman	Douglas MacArthur	Rosa Parks
Joseph Stalin	Dwight Eisenhower	Richard Nixon
Winston Churchill	Nikita Khrushchev	John F. Kennedy
Jackie Robinson	Ho Chi Minh	Robert F. Kennedy
George Marshall	Fidel Castro	Lee Harvey Oswald
Mao Zedong	Thurgood Marshall	Lyndon B. Johnson
Joseph McCarthy	Martin Luther King Jr.	

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

GI Bill	interstate highway system	National Aeronautics and
baby boom	civil rights movement	Space Administration
atomic bomb	<i>Brown v. Board of Education</i>	(NASA)
United Nations	civil disobedience	Project Apollo
communism	mutual assured destruction	Bay of Pigs
Cold War	(MAD)	Berlin Wall
Iron Curtain	domino theory	Cuban Missile Crisis
containment	Sputnik	“Letter from Birmingham
North Atlantic Treaty	Central Intelligence Agency	Jail”
Organization (NATO)	(CIA)	March on Washington
Zionism	Suez Crisis	Civil Rights Act of 1964
McCarthyism	“military-industrial	
Korean War	complex”	

PRIMARY SOURCES

Based on annotations and notes from seminar conversations, be able to answer questions on each primary source. While you will not necessarily be asked why each primary source was created, what it did or argued, and what its effects were, being able to answer these kinds of questions will make you well prepared.

“The Sinews of Peace,” Winston Churchill
 “A Fateful Hour,” Harry Truman
 Farewell Address, Dwight Eisenhower
 Inaugural Address, John F. Kennedy
 “I Have a Dream,” Martin Luther King Jr.

TO KNOW BY HEART

Fill in missing words and/or identify the speaker and context.

“There is no doubt in my mind that we are in the presence of one of the greatest and most horrible crimes ever committed. It has been done by scientific machinery by nominally civilized men in the name of a great state and one of the leading races of Europe.” —Winston Churchill on the Holocaust

“From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent.” —Winston Churchill, “The Sinews of Peace”

“And so, my fellow Americans, ask not what your country can do for you—ask what you can do for your country.” —John F. Kennedy, Inaugural Address

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” —Martin Luther King Jr., “I Have a Dream”

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

- Biography of Harry Truman
- Reginald Thompson's account of the American retreat from Chongchon River at the start of the Korean War
- Harry Truman's dismissal of Douglas MacArthur
- Biographies of Dwight Eisenhower and Martin Luther King Jr.
- Rosa Parks' account of riding in the front of the bus in Montgomery, Alabama
- Relman Morin's account of school integration in Little Rock, Arkansas
- Protests by and abuse of civil rights demonstrators in Birmingham, Alabama
- James Reston's report on the speech by Martin Luther King Jr. at the Lincoln Memorial
- John F. Kennedy's assassination in Dallas, Texas

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

Lesson 1 | The Start of the Cold War

- ☐ How were Europe and America different following World War II?
- ☐ In what ways did life change for Americans after World War II? Why?
- ☐ What is meant by the term "Cold War"?
- ☐ What were the risks inherent in having atomic weapons? What were the benefits?
- ☐ How did the main principles and goals of communism contrast with the ideas of the American Founding?
- ☐ What events in the late 1940s and early 1950s proved that communism would be a formidable foe?
- ☐ In what ways did Harry Truman and the United States initially seek to address the threat of communism?
- ☐ To what extent was McCarthyism well-intentioned but ultimately unjust?
- ☐ What was the outcome of the Korean War and why?

Lesson 2 | The American Dream

- ☐ What was life like in 1950s America?
- ☐ How did America's approach to the Cold War change the size, composition, and actions of the federal government?
- ☐ What were the major events and effects of the early civil rights movement?
- ☐ To what principles did Martin Luther King Jr. appeal in his campaign for civil equality?
- ☐ What were Dwight Eisenhower's main warnings to America, as outlined in his Farewell Address, and what was the basis of those warnings?
- ☐ How can John F. Kennedy be compared to preceding presidents?
- ☐ What were the main arguments of Martin Luther King Jr. in his "I Have a Dream" speech?
- ☐ What did the Civil Rights Act of 1964 do?

Name _____

Date _____

Post-War America—Test #1

Unit 7

Lesson 1 | The Start of the Cold War

Lesson 2 | The American Dream

TIMELINE*Write the letter of each historical event next to the date it took place.*

1946–1991	_____	A. Cuban Missile Crisis
1950–1953	_____	B. Sputnik launched
1954	_____	C. Civil Rights Act
1957	_____	D. Cold War
1959	_____	E. March on Washington; John F. Kennedy assassinated
1962	_____	F. <i>Brown v. Board of Education</i>
1963	_____	G. Korean War
1964	_____	H. Cuban Revolution

GEOGRAPHY & PLACES

Answer the following questions based on readings, class notes, and the Cold War map below.



(Map from David Burns/Fasttrack Teaching Materials)

1. Name two countries associated with the West during the Cold War.
2. Name two countries associated with the Soviet Union during the Cold War (other than Russia).

3. Name one country that remained neutral during the Cold War.
4. Name one new pro-Western and one new pro-Soviet country that emerged in the decade following World War II.
5. Which location sparked a major international crisis in 1956 that saw the United States assert its influence over its Western allies?

PERSONS, TERMS, AND TOPICS

Fill in the blanks with the letter of the correct term.

- | | | |
|----------------------|---------------------------|-----------------------------|
| A. Winston Churchill | F. civil rights movement | K. Lee Harvey Oswald |
| B. Iron Curtain | G. Martin Luther King Jr. | L. Civil Rights Act of 1964 |
| C. Dwight Eisenhower | H. Berlin Wall | M. Lyndon B. Johnson |
| D. NATO | I. John F. Kennedy | |
| E. Fidel Castro | J. Cuban Missile Crisis | |

6. First established in April 1949, _____ was the primary Western military alliance against the Soviet Union during the Cold War.
7. After serving as a successful general during World War II, _____ was elected president in 1950, and led the United States through the early part of the Cold War.
8. In a famous speech delivered on March 5, 1946, _____ declared that Western and Eastern Europe were now being divided by the _____.

9. With the African-American activist _____ as a leader, the _____ saw increasing success throughout the mid-1950s and 1960s.
10. After taking power in Cuba in 1959, _____ quickly allied himself with the Soviet Union, creating a new Cold War danger for the United States.
11. The construction of the _____ in August 1961 concretely symbolized the deep division between the Soviet Union and the free West.
12. The _____, which occurred in October 1962, marked perhaps the highest tension between the United States and the Soviet Union during the entire Cold War.
13. On November 22, 1963, _____ was assassinated by the Communist sympathizer _____.
14. _____ was John F. Kennedy's vice president who later won the 1964 presidential election.
15. The passage of the _____ marked the high point of the legal struggle for African-American civil rights.

KNOW BY HEART

Fill in missing words and/or identify the speaker.

16. “From Stettin in the Baltic to Trieste in the Adriatic, an _____
has descended across _____.”—
_____, “The Sinews of Peace”

17. “And so, my fellow Americans, ask not what
_____—ask
what _____.”— John
F. Kennedy, _____

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

18. Rosa Parks’ account of riding in the front of the bus in Montgomery, Alabama

19. James Reston’s report on the speech by Martin Luther King Jr. at the Lincoln Memorial

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed, and responses must fully answer each question.

20. In what ways did life change for Americans after World War II? Why?

21. What is meant by the term “Cold War”?

22. How did the main principles and goals of communism contrast with the ideas of the American Founding?

23. In what ways did the United States initially seek to address the threat of communism?
24. What was the outcome of the Korean War and why?
25. What was one major event (and its effect) of the early civil rights movement?
26. To what principles did Martin Luther King Jr. appeal in his campaign for civil equality?
27. What were Dwight Eisenhower's main warnings to America, as outlined in his Farewell Address?
28. How can John F. Kennedy be compared to preceding presidents?
29. What did the Civil Rights Act of 1964 do?

Study Guide B — Post-War America, Test #2

Lesson 3 | Tumult: Foreign and Domestic

Unit 7

Test on _____

TIMELINE

When given chronological dates, match events from a list to the years or dates that they happened.

1965	Voting Rights Act
1968	Tet Offensive; Martin Luther King Jr. assassinated; Robert F. Kennedy assassinated; Richard Nixon elected president
1973	Paris Peace Accords
1974	Richard Nixon resigns

GEOGRAPHY AND PLACES

Identify each on a map and/or tell where it is and explain its significance.

North Vietnam
South Vietnam
Gulf of Tonkin
Saigon

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Barry Goldwater
Ronald Reagan
Malcolm X
Neil Armstrong
Henry Kissinger

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

Voting Rights Act	Young Americans for	Vietcong
Great Society	Freedom (YAF)	Gulf of Tonkin Resolution
welfare	counterculture	draft
Students for a Democratic	environmentalism	antiwar movement
Society (SDS)	black separatism	Tet Offensive
The New Left	riots	moon landing

Apollo 13
détente

Paris Peace Accords
Roe v. Wade

Watergate scandal

PRIMARY SOURCES

Based on annotations and notes from seminar conversations, be able to answer questions on each primary source. While you will not necessarily be asked why each primary source was created, what it did or argued, and what its effects were, being able to answer these kinds of questions will make you well prepared.

Remarks at the University of Michigan, Lyndon Johnson
“A Time for Choosing,” Ronald Reagan

TO KNOW BY HEART

Fill in missing words and/or identify the speaker and context.

“For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.” —Lyndon B. Johnson, Remarks at the University of Michigan

“You and I have a rendezvous with destiny. We'll preserve for our children this, the last best hope of man on earth, or we'll sentence them to take the last step into a thousand years of darkness.” —Ronald Reagan, “A Time for Choosing”

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

- James Stockdale's witnessing of the “Tonkin incident”
- Heroic actions of individual soldiers in Vietnam
- Sheyann Webb's account of the Selma-to-Montgomery march
- Jim Ingram's account of the Detroit riots
- Studs Terkel's account of the student riots at the Democratic National Convention
- Neil Armstrong's account of the moon landing
- The Watergate break-in

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and seminar conversations, answer each of the following.

- ☐ What did the Voting Rights Act do?
- ☐ What were the ideological and practical components of Lyndon Johnson's Great Society?
- ☐ What is the welfare state?
- ☐ Why were many in the baby boomer generation dissatisfied with American life and politics by the 1960s?
- ☐ How did the baby boomer generation influence American politics?

- ☐ How did the baby boomer generation influence American culture?
- ☐ Given the context of the Cold War, why was America fighting in Vietnam?
- ☐ What were the backgrounds of American soldiers in the Vietnam War? What was life like for them as they fought in the jungles?
- ☐ Why was it difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam?
- ☐ What were Richard Nixon's main political ideas and the main accomplishments of his presidency?
- ☐ What happened in the Watergate scandal?

Name _____

Date _____

Post-War America — Test #2

Unit 7

Lesson 3 | Tumult: Foreign and Domestic

TIMELINE*Write the letter of each historical event next to the date it took place.*

- | | | |
|------|-------|--|
| 1965 | _____ | A. Paris Peace Accords |
| 1968 | _____ | B. Richard Nixon resigns |
| 1973 | _____ | C. Voting Rights Act |
| 1974 | _____ | D. Tet Offensive; Martin Luther King Jr. and Robert F. Kennedy assassinated; Richard Nixon elected president |

GEOGRAPHY AND PLACES*Answer the following questions based on readings and class notes.*

1. In the Vietnam War, which country was given aid by the Soviet Union and its allies?
2. What was the capital of the country in question #1?
3. In the Vietnam War, which country was given aid by the United States and its allies?
4. What was the capital of the country in question #3?

PERSONS, TERMS, AND TOPICS

Fill in the blanks with the letter of the correct term.

- | | | |
|--------------------|------------------------------|------------------------|
| A. Barry Goldwater | E. black separatism | I. Neil Armstrong |
| B. Great Society | F. Gulf of Tonkin Resolution | J. Paris Peace Accords |
| C. Ronald Reagan | G. Tet Offensive | K. Watergate scandal |
| D. counterculture | H. moon landing | |

5. President Johnson's ambitious plan for major societal reform in America was generally known as the _____, a term first used in a 1964 speech of his.
6. The rise of the _____ was in response to the widespread dissatisfaction of American youth in the 1960s with their social and political conditions.
7. _____ was the 1964 conservative Republican nominee for president, who lost significantly to President Johnson.
8. The rise of _____ was the result of some members of the civil rights movement believing that social progress for African-Americans could not be made swiftly enough using normal legal and political means.
9. On July 20, 1969, the Apollo 11 mission achieved the _____, with its first explorer being _____.
10. The _____, passed in August 1964, marked the formal start of the United States' military efforts in the Vietnam War.

11. The _____, which lasted from 1972-1974, was a highly consequential political event in American history, as it caused a loss of trust in presidential leadership and shifted how American political power was understood.
12. Despite the military success of the _____, it was perceived with great negativity in the United States itself, further undermining confidence in the Vietnam War.
13. The signing of the _____ marked the formal end of the Vietnam War.
14. In 1980, _____, who had been a strong supporter of the Republican presidential candidate in the 1964 election, was himself elected president.

KNOW BY HEART

Fill in missing words and/or identify the speaker.

15. “For in your time we have the opportunity to move not only toward the _____ society and the _____ society, but upward to _____.” — Lyndon B. Johnson,

16. “You and I have a _____ with _____.” —
_____, “A Time for Choosing”

STORIES FOR THE AMERICAN HEART

In your own words, retell each episode in narrative form. Consider your audience to be 3rd grade students.

17. Studs Terkel's account of the student riots at the Democratic National Convention

18. The Watergate break-in

QUESTIONS FOR THE AMERICAN MIND

Answer each of the following. Complete sentences are not necessary, but correct spelling and writing should be employed, and responses must fully answer each question.

19. What were the principles behind Lyndon Johnson's Great Society?

20. What is the welfare state?

21. Why were many in the baby boomer generation dissatisfied with American life and politics by the 1960s?

22. How did the baby boomer generation influence American politics?

23. How did the baby boomer generation influence American culture?

24. Given the context of the Cold War, why was America fighting in Vietnam?

25. What were the backgrounds of American soldiers in the Vietnam War? What was life like for them as they fought in the jungles?

26. Why was it difficult (either militarily or domestically) for the United States to achieve complete victory in Vietnam?

27. What were Richard Nixon's main political ideas and accomplishments?

28. What happened in the Watergate scandal?

Writing Assignment — Post-War America

Unit 7

Due on _____

DIRECTIONS

Citing events and primary sources in your argument, write a 2-3 paragraph essay answering the following question:

What were two aspects of American society (culture, politics, etc.) that either changed or remained the same from the end of World War II (1945) to the end of the Vietnam War (1973)?

APPENDIX B

Primary Sources

Winston S. Churchill

Harry S. Truman

Dwight D. Eisenhower

John F. Kennedy

Martin Luther King Jr.

Lyndon B. Johnson

Students for a Democratic Society (SDS)

Ronald Reagan

WINSTON S. CHURCHILL

The Sinews of Peace

SPEECH EXCERPTS

March 5, 1946

Westminster College | Fulton, MO

BACKGROUND

Following the end of World War II, former British prime minister Winston Churchill was invited to deliver a speech in the United States by President Harry Truman. The resulting speech, delivered at Westminster College, famously defined the landscape of the nascent Cold War and the stakes it involved.

GUIDING QUESTIONS

1. What “strategic concept” does Churchill propose?
2. According to Churchill, what is the major political threat the world faces?
3. What should foreign policy look like after World War II, as described by Churchill?
4. What is the “Iron Curtain”?

Winston S. Churchill. “The Sinews of Peace.” Speech excerpts, March 5, 1946. From Teaching American History. <https://teachingamericanhistory.org/document/sinews-of-peace-iron-curtain/>.

I am glad to come to Westminster College this afternoon, and am complimented that you should give me a degree. {...}

ANNOTATIONS

NOTES & QUESTIONS

When American military men approach some serious situation they are wont to write at the head of their directive the words “over-all strategic concept.” There is wisdom in this, as it leads to clarity of thought. What then is the over-all strategic concept which we should inscribe today? It is nothing less than the safety and welfare, the freedom and progress, of all the homes and families of all the men and women in all the lands. And here I speak particularly of the myriad cottage or apartment homes where the wage-earner strives amid the accidents and difficulties of life to guard his wife and children from privation and bring the family up in the fear of the Lord, or upon ethical conceptions which often play their potent part.

10

To give security to these countless homes, they must be shielded from the two giant marauders, war and tyranny. We all know the frightful disturbances in which the ordinary family is plunged when the curse of war swoops down upon the breadwinner and those for whom he works and contrives. The awful ruin of Europe, with all its vanished glories, and of large parts of Asia glares us in the eyes. When the designs of wicked men or the aggressive urge of mighty States dissolve over large areas the frame of civilised society, humble folk are confronted with difficulties with which they cannot cope. For them all is distorted, all is broken, even ground to pulp.

15

20

When I stand here this quiet afternoon I shudder to visualise what is actually happening to millions now and what is going to happen in this period when famine stalks the earth. None can compute what has been called ‘the unestimated sum of human pain’. Our supreme task and duty is to guard the homes of the common people from the horrors and miseries of another war. We are all agreed on that. {...}

25

Now I come to the second danger of these two marauders which threatens the cottage, the home, and the ordinary people—namely, tyranny. We cannot be blind to the fact that the liberties enjoyed by individual citizens throughout the British Empire are not valid in a considerable number of countries, some of which are very powerful. In these States control is enforced upon the common people by various kinds of all-embracing police governments. The power of the State is exercised without restraint, either by dictators or by compact oligarchies operating through a privileged party and a political

30

ANNOTATIONS

NOTES & QUESTIONS

police. It is not our duty at this time when difficulties are so numerous to interfere forcibly in the internal affairs of countries which we have not conquered in war. But we must never cease to proclaim in fearless tones the great principles of freedom and the rights of man which are the joint inheritance of the English-speaking world and
5 which through Magna Carta, the Bill of Rights, the Habeas Corpus, trial by jury, and the English common law find their most famous expression in the American Declaration of Independence.

All this means that the people of any country have the right, and should have the power
10 by constitutional action, by free unfettered elections, with secret ballot, to choose or change the character or form of government under which they dwell; that freedom of speech and thought should reign; that courts of justice, independent of the executive, unbiased by any party, should administer laws which have received the broad assent of large majorities or are consecrated by time and custom. Here are the title deeds of
15 freedom which should lie in every cottage home. Here is the message of the British and American peoples to mankind. Let us preach what we practise – let us practise what we preach. {...}

Now, while still pursuing the method of realising our overall strategic concept, I come
20 to the crux of what I have travelled here to say. Neither the sure prevention of war, nor the continuous rise of world organisation will be gained without what I have called the fraternal association of the English-speaking peoples. This means a special relationship between the British Commonwealth and Empire and the United States. This is no time for generalities, and I will venture to be precise. Fraternal association requires not only
25 the growing friendship and mutual understanding between our two vast but kindred systems of society, but the continuance of the intimate relationship between our military advisers, leading to common study of potential dangers, the similarity of weapons and manuals of instructions, and to the interchange of officers and cadets at technical colleges. It should carry with it the continuance of the present facilities for
30 mutual security by the joint use of all Naval and Air Force bases in the possession of either country all over the world. This would perhaps double the mobility of the American Navy and Air Force. It would greatly expand that of the British Empire

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Forces and it might well lead, if and as the world calms down, to important financial savings. Already we use together a large number of islands; more may well be entrusted to our joint care in the near future. {...}

- 5 There is however an important question we must ask ourselves. Would a special relationship between the United States and the British Commonwealth be inconsistent with our overriding loyalties to the World Organisation? I reply that, on the contrary, it is probably the only means by which that organisation will achieve its full stature and strength. There are already the special United States relations with Canada which I have
- 10 just mentioned, and there are the special relations between the United States and the South American Republics. We British have our twenty years Treaty of Collaboration and Mutual Assistance with Soviet Russia. I agree with Mr Bevin, the Foreign Secretary of Great Britain, that it might well be a fifty years Treaty so far as we are concerned. We aim at nothing but mutual assistance and collaboration. The British have an
- 15 alliance with Portugal unbroken since 1384, and which produced fruitful results at critical moments in the late war. None of these clash with the general interest of a world agreement, or a world organisation; on the contrary they help it. 'In my father's house are many mansions.' Special associations between members of the United Nations which have no aggressive point against any other country, which harbour no design
- 20 incompatible with the Charter of the United Nations, far from being harmful, are beneficial and, as I believe, indispensable. {...}

- A shadow has fallen upon the scenes so lately lighted by the Allied victory. Nobody knows what Soviet Russia and its Communist international organisation intends to do
- 25 in the immediate future, or what are the limits, if any, to their expansive and proselytising tendencies. I have a strong admiration and regard for the valiant Russian people and for my wartime comrade, Marshal Stalin. There is deep sympathy and goodwill in Britain—and I doubt not here also—towards the peoples of all the Russias and a resolve to persevere through many differences and rebuffs in establishing lasting
- 30 friendships. We understand the Russian need to be secure on her western frontiers by the removal of all possibility of German aggression. We welcome Russia to her rightful place among the leading nations of the world. We welcome her flag upon the seas.

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Above all, we welcome constant, frequent and growing contacts between the Russian people and our own people on both sides of the Atlantic. It is my duty however, for I am sure you would wish me to state the facts as I see them to you, to place before you certain facts about the present position in Europe.

5

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must
10 call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow. Athens alone—Greece with its immortal glories—is free to decide its future at an election under British, American and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful
15 inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in
20 Czechoslovakia, there is no true democracy. {...}

In front of the iron curtain which lies across Europe are other causes for anxiety. In Italy the Communist Party is seriously hampered by having to {support} the Communist-trained Marshal Tito's claims to former Italian territory at the head of the
25 Adriatic. Nevertheless the future of Italy hangs in the balance. Again one cannot imagine a regenerated Europe without a strong France. All my public life I have worked for a {strong} France and I never lost faith in her destiny, even in the darkest hours. I will not lose faith now. However, in a great number of countries, far from the Russian frontiers and throughout the world, Communist fifth columns are established and
30 work in complete unity and absolute obedience to the directions they receive from the Communist centre. Except in the British Commonwealth and in the United States where Communism is in its infancy, the Communist parties or fifth columns constitute

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a growing challenge and peril to Christian civilisation. These are sombre facts for anyone to have to recite on the morrow of a victory gained by so much splendid comradeship in arms and in the cause of freedom and democracy; but we should be most unwise not to face them squarely while time remains.

5

The outlook is also anxious in the Far East and especially in Manchuria. The Agreement which was made at Yalta, to which I was a party, was extremely favourable to Soviet Russia, but it was made at a time when no one could say that the German war might not extend all through the summer and autumn of 1945 and when the Japanese war was expected to last for a further 18 months from the end of the German war. In this country you are all so well informed about the Far East, and such devoted friends of China, that I do not need to expatiate on the situation there. {...}

10

{...} I repulse the idea that a new war is inevitable; still more that it is imminent. It is because I am sure that our fortunes are still in our own hands and that we hold the power to save the future, that I feel the duty to speak out now that I have the occasion and the opportunity to do so. I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines. But what we have to consider here today while time remains, is the permanent prevention of war and the establishment of conditions of freedom and democracy as rapidly as possible in all countries. Our difficulties and dangers will not be removed by closing our eyes to them. They will not be removed by mere waiting to see what happens; nor will they be removed by a policy of appeasement. What is needed is a settlement, and the longer this is delayed, the more difficult it will be and the greater our dangers will become. {...}

20

25

HARRY S. TRUMAN

A Fateful Hour (Truman Doctrine)

SPEECH EXCERPTS

March 12, 1947

United States Congress | Washington, D.C.

BACKGROUND

Many nations around the world struggled to rebuild from the devastating effects of World War II. Because the vast majority of these countries were economically unstable, the risk of Communist influence and infiltration was extremely high. In this speech to Congress, President Harry Truman requested aid for two such nations, Greece and Turkey, and in the process proposed modifications to America's understanding of post-World War II foreign policy—especially where the possibility of Soviet “intervention” was concerned.

GUIDING QUESTIONS

1. What is happening in Greece and Turkey at the time of Truman's speech?
2. Why does Truman believe America should help other nations?
3. What are the two “alternative ways of life” Truman describes?
4. What does he ultimately request from Congress?

Harry S. Truman. “Truman Doctrine.” Speech excerpts, March 12, 1947. From the Avalon Project. https://avalon.law.yale.edu/20th_century/trudoc.asp.

Mr. President, Mr. Speaker, Members of the Congress of the United States:

5 The gravity of the situation which confronts the world today necessitates my appearance before a joint session of the Congress. The foreign policy and the national security of this country are involved.

10 One aspect of the present situation, which I wish to present to you at this time for your consideration and decision, concerns Greece and Turkey.

The United States has received from the Greek Government an urgent appeal for financial and economic assistance. {...}

15 The United States must supply that assistance. We have already extended to Greece certain types of relief and economic aid but these are inadequate.

20 There is no other country to which democratic Greece can turn. No other nation is willing and able to provide the necessary support for a democratic Greek government. {...}

Greece's neighbor, Turkey, also deserves our attention.

25 The future of Turkey as an independent and economically sound state is clearly no less important to the freedom-loving peoples of the world than the future of Greece. The circumstances in which Turkey finds itself today are considerably different from those of Greece. Turkey has been spared the disasters that have beset Greece. And during the war, the United States and Great Britain furnished Turkey with material aid.

30 Nevertheless, Turkey now needs our support.

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Since the war Turkey has sought financial assistance from Great Britain and the United States for the purpose of effecting that modernization necessary for the maintenance of its national integrity.

- 5 That integrity is essential to the preservation of order in the Middle East.

The British government has informed us that, owing to its own difficulties *{it}* can no longer extend financial or economic aid to Turkey.

- 10 As in the case of Greece, if Turkey is to have the assistance it needs, the United States must supply it. We are the only country able to provide that help. *{...}*

- One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations. *{...}*
- 15

- 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.
- 20

- 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.
- 25

- 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.
- 30

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

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

10 It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East.

15 Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

20 It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they sacrificed so much. Collapse of free institutions and loss of independence would be disastrous not only for them but for the world. Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence.

25 Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East.

We must take immediate and resolute action.

30 I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948. In requesting these funds, I have taken into consideration the maximum amount of relief assistance which would be furnished to Greece out of the \$350,000,000 which I recently requested that the

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Congress authorize for the prevention of starvation and suffering in countries devastated by the war.

- 5 In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.
- 10 Finally, I ask that the Congress provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorized. {...}

- 15 The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms.

- 20 If we falter in our leadership, we may endanger the peace of the world — and we shall surely endanger the welfare of our own nation.

Great responsibilities have been placed upon us by the swift movement of events.

- 25 I am confident that the Congress will face these responsibilities squarely.

DWIGHT D. EISENHOWER

Farewell Address

SPEECH EXCERPTS

January 17, 1961

The White House | Washington, D.C.

BACKGROUND

Having served as president from 1953 to 1961, Dwight Eisenhower's presidency was marked by conflicts with the Soviet Union and communism generally that defined the early stages of the Cold War, including the Suez Crisis and the beginnings of Vietnam. Just before leaving office, he gave this televised farewell address, which sought to remind Americans of their national identity—as well as potential obstacles to their improvement—as they continued to press on through the Cold War

GUIDING QUESTIONS

1. What are the two major threats facing American government, according to Eisenhower?
2. Why does he say the American military has become more developed?
3. According to Eisenhower, how does the military exert influence in America?
4. What does he say are the dangers of the “military-industrial complex” and intellectuals having too much control in America?

Dwight D. Eisenhower. “Farewell Address (1961).” Speech excerpts, January 17, 1961. From the National Archives. <https://www.archives.gov/milestone-documents/president-dwight-d-eisenhowers-farewell-address>.

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My fellow Americans:

5 Three days from now, after half a century in the service of our country, I shall lay down
the responsibilities of office as, in traditional and solemn ceremony, the authority of the
Presidency is vested in my successor.

10 This evening I come to you with a message of leave-taking and farewell, and to share a
few final thoughts with you, my countrymen.

Like every other citizen, I wish the new President, and all who will labor with him,
Godspeed. I pray that the coming years will be blessed with peace and prosperity for all.
{...}

15 *****

{...} America is today the strongest, the most influential and most productive nation in
the world. Understandably proud of this pre-eminence, we yet realize that America's
leadership and prestige depend, not merely upon our unmatched material progress,
20 riches and military strength, but on how we use our power in the interests of world peace
and human betterment.

25 Throughout America's adventure in free government, our basic purposes have been to
keep the peace; to foster progress in human achievement, and to enhance liberty, dignity
and integrity among people and among nations. To strive for less would be unworthy of
a free and religious people. Any failure traceable to arrogance, or our lack of
comprehension or readiness to sacrifice would inflict upon us grievous hurt both at home
30 and abroad.

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Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty at stake. Only thus shall we remain, despite every provocation, on our charted course toward permanent peace and human betterment. {...}

{...} {There must remain} the need to maintain balance in and among national programs—balance between the private and the public economy, balance between cost and hoped for advantage—balance between the clearly necessary and the comfortably desirable; balance between our essential requirements as a nation and the duties imposed by the nation upon the individual; balance between action of the moment and the national welfare of the future. Good judgment seeks balance and progress; lack of it eventually finds imbalance and frustration.

{...} {T}hreats, new in kind or degree, constantly arise. I mention two only.

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction.

Our military organization today bears little relation to that known by any of my predecessors in peace time, or indeed by the fighting men of World War II or Korea.

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have

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been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United State corporations.

5

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every state house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

10

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

15

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

20

Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades. {...}

25

The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present and is gravely to be regarded.

Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite.

30

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It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system—ever aiming toward the supreme goals of our free society.

5 *****

{...} As we peer into society's future, we—you and I, and our government—must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

15 *****

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect. {...}

20 Disarmament, with mutual honor and confidence, is a continuing imperative. Together we must learn how to compose difference, not with arms, but with intellect and decent purpose. Because this need is so sharp and apparent I confess that I lay down my official responsibilities in this field with a definite sense of disappointment. As one who has witnessed the horror and the lingering sadness of war—as one who knows that another war could utterly destroy this civilization which has been so slowly and painfully built over thousands of years—I wish I could say tonight that a lasting peace is in sight.

30 Happily, I can say that war has been avoided. Steady progress toward our ultimate goal has been made. But, so much remains to be done. As a private citizen, I shall never cease to do what little I can to help the world advance along that road.

{...}

To all the peoples of the world, I once more give expression to America's prayerful and continuing inspiration:

5

We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied; that those now denied opportunity shall come to enjoy it to the full; that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities; that all who are insensitive to the needs of others will learn charity; that the scourges of poverty, disease and ignorance will be made to disappear from the earth, and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love.

10

JOHN F. KENNEDY

Inaugural Address

SPEECH EXCERPTS

January 20, 1961

United States Capitol Building | Washington, D.C.

BACKGROUND

Only 43 years old when elected president in 1960, much of John Kennedy's life was shaped by World War II and the early stages of the Cold War. His inaugural address sought not only to unify Americans domestically in the Cold War through forward-looking and optimistic rhetoric, but also to articulate his understanding of what the nation's foreign policy should be.

GUIDING QUESTIONS

1. How does Kennedy describe the current generation of Americans?
2. According to him, what defines America's commitment to "the survival and the success of liberty"?
3. How does Kennedy approach the Soviet Union?
4. What questions does he say each American should be asking?

John F. Kennedy. "Inaugural Address (1961)." Speech excerpts, January 20, 1961. From Teaching American History. <https://teachingamericanhistory.org/document/inaugural-address-2/>.

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We observe today not a victory of party but a celebration of freedom – symbolizing an end as well as a beginning – signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

5

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe – the belief that the rights of man come not from the generosity of the state but from the hand of God.

10

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans – born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage – and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

15

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

20

This much we pledge – and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do – for we dare not meet a powerful challenge at odds and split asunder. {...}

25

{T}o those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

30

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

5 But neither can two great and powerful groups of nations take comfort from our present course – both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind’s final war.

10 So let us begin anew – remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

15 Let both sides explore what problems unite us instead of belaboring those problems which divide us.

20 Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms – and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

25 Let both sides unite to heed in all corners of the earth the command of Isaiah – to “undo the heavy burdens ... (and) let the oppressed go free.”

30 And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

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All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin. {...}

- 5 In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility – I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it – and the glow from that fire can truly light the world.
- 10

And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country.

- 15 My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

- Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.
- 20

MARTIN LUTHER KING JR.**I Have a Dream****SPEECH EXCERPTS**

August 28, 1963

Lincoln Memorial | Washington, D.C.

BACKGROUND

The late 1950s and early 1960s saw great strides being made in the African American civil rights movement, although many of its ultimate goals were still years away from fruition. One of the major leaders of the movement at this time was Rev. Dr. Martin Luther King Jr. During the March on Washington for Jobs and Freedom in August 1963, King delivered this speech before roughly 250,000 people in front of the Lincoln Memorial, in which he powerfully called for the recognition of the civil and economic rights of all Americans.

GUIDING QUESTIONS

1. What event does King say began civil rights for African Americans?
2. What is his “dream”?
3. According to King, how should people be judged?
4. What does he say is the ultimate goal of the civil rights movement?

Martin Luther King Jr. “I Have a Dream.” Speech excerpts, August 28, 1963. From National Public Radio (NPR). <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>.

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Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

5

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. And so we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check.

10

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men — yes, Black men as well as white men — would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.

15

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds.

20

But we refuse to believe that the bank of justice is bankrupt.

We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice. {...}

25

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{E}ven though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal.

- 5 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression will be transformed into an oasis of freedom and justice.

- 10 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

- I have a dream that one day down in Alabama with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right
15 down in Alabama little Black boys and Black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. {...}

- 20 {I}f America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain
25 of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

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And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, Black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

- 5 Free at last. Free at last. Thank God almighty, we are free at last.

LYNDON B. JOHNSON

Remarks at the University of Michigan

COMMENCEMENT ADDRESS EXCERPTS

May 22, 1964

The University of Michigan | Ann Arbor, MI

BACKGROUND

Exactly six months after President John F. Kennedy was assassinated, President Lyndon Johnson spoke to the graduating class of 1964 at the University of Michigan. In this commencement address, Johnson called for the formation of the quasi-utopian “Great Society” as a means of improving most—if not all—aspects of America’s domestic situation, based on what the nation had achieved in its general progress during the preceding decades.

GUIDING QUESTIONS

1. What is the “purpose of protecting the life of our Nation,” as described by Johnson?
2. What difficulties does he envision for the next century in America?
3. What is the Great Society?
4. In what three main places does Johnson hope to build the Great Society?

Lyndon B. Johnson. “Remarks at the University of Michigan.” Commencement address excerpts, May 22, 1964. From the American Presidency Project. <https://www.presidency.ucsb.edu/documents/remarks-the-university-michigan>.

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President Hatcher, Governor Romney, Senators McNamara and Hart, Congressmen Meader and Staebler, and other members of the fine Michigan delegation, members of the graduating class, my fellow Americans:

5 {...}

I have come today from the turmoil of your Capital to the tranquility of your campus to speak about the future of your country.

10 The purpose of protecting the life of our Nation and preserving the liberty of our citizens is to pursue the happiness of our people. Our success in that pursuit is the test of our success as a Nation.

15 For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people.

20 The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.

25 Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

30 The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

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The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.

So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms. {...}

{...} {I}n the classrooms of America {...} your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal.

Today, 8 million adult Americans, more than the entire population of Michigan, have not finished 5 years of school. Nearly 20 million have not finished 8 years of school. Nearly 54 million—more than one-quarter of all America—have not even finished high school.

Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. And if we cannot educate today's youth, what will we do in 1970 when elementary school enrollment will be 5 million greater than 1960? And high school enrollment will rise by 5 million. College enrollment will increase by more than 3 million.

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In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar
5 to learning, and learning must offer an escape from poverty.

But more classrooms and more teachers are not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing youth to enjoy their hours of leisure as well as their hours
10 of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation. {...}

The solution to these problems does not rest on a massive program in Washington, nor can it rely solely on the strained resources of local authority. They require us to create
15 new concepts of cooperation, a creative federalism, between the National Capital and the leaders of local communities.

Woodrow Wilson once wrote: "Every man sent out from his university should be a man of his Nation as well as a man of his time." {...}
20

So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

Will you join in the battle to give every citizen an escape from the crushing weight of
25 poverty?

Will you join in the battle to make it possible for all nations to live in enduring peace—as neighbors and not as mortal enemies?

30 Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit?

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There are those timid souls who say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will, your labor, your hearts, if we are to build that kind of society.

5 {...}

STUDENTS FOR A DEMOCRATIC SOCIETY**The Port Huron Statement****POLITICAL MANIFESTO EXCERPTS**

December 31, 1962

Port Huron, MI

BACKGROUND

The 1960s saw the “baby boomer” generation become increasingly discontented with almost every aspect of American society, including politics. Numerous radical (and sometimes violent) movements rose up as a result of desire for change. One famous example was the student-led movement Students for a Democratic Society (SDS), originating from the University of Michigan. Their political manifesto, entitled “The Port Huron Statement,” called for the creation of a “New Left” to establish social reform—thus predicting the more widespread college radicalism that would emerge in the latter half of the 1960s.

GUIDING QUESTIONS

1. How does the SDS say they were taught the history of the United States?
2. According to them, what experiences changed their understanding of America?
3. What questions does the SDS seek to answer?
4. How do they describe the relationship between the American student and American society?

Students for a Democratic Society. “The Port Huron Statement.” Political manifesto excerpts, December 31, 1962. From the University of Virginia at Charlottesville via the Sixties Project.
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html.

Introduction: Agenda for a Generation

We are people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit.

5

When we were kids the United States was the wealthiest and strongest country in the world; the only one with the atom bomb, the least scarred by modern war, an initiator of the United Nations that we thought would distribute Western influence throughout the world. Freedom and equality for each individual, government of, by, and for the people—these American values we found good, principles by which we could live as men. Many of us began maturing in complacency.

10

As we grew, however, our comfort was penetrated by events too troubling to dismiss. First, the permeating and victimizing fact of human degradation, symbolized by the Southern struggle against racial bigotry, compelled most of us from silence to activism. Second, the enclosing fact of the Cold War, symbolized by the presence of the Bomb, brought awareness that we ourselves, and our friends, and millions of abstract “others” we knew more directly because of our common peril, might die at any time. We might deliberately ignore, or avoid, or fail to feel all other human problems, but not these two, for these were too immediate and crushing in their impact, too challenging in the demand that we as individuals take the responsibility for encounter and resolution.

15

20

While these and other problems either directly oppressed us or rankled our consciences and became our own subjective concerns, we began to see complicated and disturbing paradoxes in our surrounding America. The declaration “all men are created equal ...” rang hollow before the facts of Negro life in the South and the big cities of the North. The proclaimed peaceful intentions of the United States contradicted its economic and military investments in the Cold War status quo.

25

We witnessed, and continue to witness, other paradoxes. With nuclear energy whole cities can easily be powered, yet the dominant nation-states seem more likely to unleash destruction greater than that incurred in all wars of human history. Although our own

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technology is destroying old and creating new forms of social organization, men still tolerate meaningless work and idleness. While two-thirds of mankind suffers under nourishment, our own upper classes revel amidst superfluous abundance. Although world population is expected to double in forty years, the nations still tolerate anarchy as a major principle of international conduct and uncontrolled exploitation governs the sapping of the earth's physical resources. Although mankind desperately needs revolutionary leadership, America rests in national stalemate, its goals ambiguous and tradition-bound instead of informed and clear, its democratic system apathetic and manipulated rather than "of, by, and for the people."

Not only did tarnish appear on our image of American virtue, not only did disillusion occur when the hypocrisy of American ideals was discovered, but we began to sense that what we had originally seen as the American Golden Age was actually the decline of an era. {...}

Values

{...} The questions we might want raised—what is really important? can we live in a different and better way? if we wanted to change society, how would we do it? —are not thought to be questions of a "fruitful, empirical nature," and thus are brushed aside.

{...} A first task of any social movement is to convince people that the search for orienting theories and the creation of human values is complex but worthwhile. {...}

{T}o direct such an analysis we must use the guideposts of basic principles. {...}

We regard men as infinitely precious and possessed of unfulfilled capacities for reason, freedom, and love. In affirming these principles we are aware of countering perhaps the dominant conceptions of man in the twentieth century: that he is a thing to be manipulated, and that he is inherently incapable of directing his own affairs. We oppose the depersonalization that reduces human beings to the status of things—if anything, the brutalities of the twentieth century teach that means and ends are intimately related, that vague appeals to "posterity" cannot justify the mutilations of

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the present. We oppose, too, the doctrine of human incompetence because it rests essentially on the modern fact that men have been “competently” manipulated into incompetence—we see little reason why men cannot meet with increasing the skill the complexities and responsibilities of their situation, if society is organized not for minority, but for majority, participation in decision-making.

{...} The goal of man and society should be human independence: a concern not with image of popularity but with finding a meaning in life that is personally authentic; a quality of mind not compulsively driven by a sense of powerlessness, nor one which unthinkingly adopts status values, nor one which represses all threats to its habits, but one which has full, spontaneous access to present and past experiences, one which easily unites the fragmented parts of personal history, one which openly faces problems which are troubling and unresolved; one with an intuitive awareness of possibilities, an active sense of curiosity, an ability and willingness to learn.

This kind of independence does not mean egotistic individualism—the object is not to have one’s way so much as it is to have a way that is one’s own. Nor do we deify man—we merely have faith in his potential.

Human relationships should involve fraternity and honesty. Human interdependence is contemporary fact; human brotherhood must be willed, however, as a condition of future survival and as the most appropriate form of social relations. {...}

Loneliness, estrangement, isolation describe the vast distance between man and man today. These dominant tendencies cannot be overcome by better personnel management, nor by improved gadgets, but only when a love of man overcomes the idolatrous worship of things by man. {...} {T}o dislike isolation is not to favor the abolition of privacy; the latter differs from isolation in that it occurs or is abolished according to individual will.

{...} As a social system we seek the establishment of a democracy of individual participation, governed by two central aims: that the individual share in those social

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decisions determining the quality and direction of his life; that society be organized to encourage independence in men and provide the media for their common participation. {...}

- 5 Like the political and economic ones, major social institutions—cultural, educational, rehabilitative, and others—should be generally organized with the well-being and dignity of man as the essential measure of success.

- 10 In social change or interchange, we find violence to be abhorrent because it requires generally the transformation of the target, be it a human being or a community of people, into a depersonalized object of hate. It is imperative that the means of violence be abolished and the institutions—local, national, international—that encourage non-violence as a condition of conflict be developed. {...}

15 **The Students**

{...}

- Almost no students value activity as citizens. Passive in public, they are hardly more idealistic in arranging their private lives: Gallup concludes they will settle for “low success, and won’t risk high failure.” There is not much willingness to take risks (not even in business), no setting of dangerous goals, no real conception of personal identity except one manufactured in the image of others, no real urge for personal fulfillment except to be almost as successful as the very successful people. Attention is being paid to social status (the quality of shirt collars, meeting people, getting wives or husbands, making solid contacts for later on); much, too, is paid to academic status (grades, honors, the med school rat race). But neglected generally is real intellectual status, the personal cultivation of the mind. {...}

- 30 Tragically, the university could serve as a significant source of social criticism and an initiator of new modes and molders of attitudes. But the actual intellectual effect of the college experience is hardly distinguishable from that of any other communications channel—say, a television set—passing on the stock truths of the day. Students leave college somewhat more “tolerant” than when they arrived, but basically unchallenged

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in their values and political orientations. With administrators ordering the institution, and faculty the curriculum, the student learns by his isolation to accept elite rule within the university, which prepares him to accept later forms of minority control. The real function of the educational system—as opposed to its more rhetorical function of “searching for truth”—is to impart the key information and styles that will help the student get by, modestly but comfortably, in the big society beyond.

The Society Beyond

{...} Americans are in withdrawal from public life, from any collective effort at directing their own affairs. {...}

{...} America is without community impulse, without the inner momentum necessary for an age when societies cannot successfully perpetuate themselves by their military weapons, when democracy must be viable because of its quality of life, not its quantity of rockets.

{...} Just as the university influences the student way of life, so do major social institutions create the circumstances in which the isolated citizen will try hopelessly to understand his world and himself.

The very isolation of the individual—from power and community and ability to aspire—means the rise of a democracy without publics. With the great mass of people structurally remote and psychologically hesitant with respect to democratic institutions, those institutions themselves attenuate and become, in the fashion of the vicious circle, progressively less accessible to those few who aspire to serious participation in social affairs. {...}

The University and Social Change

{...} From where else can power and vision be summoned? We believe that the universities are an overlooked seat of influence.

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First, the university is located in a permanent position of social influence. {Its} educational function makes it indispensable and automatically makes it a crucial institution in the formation of social attitudes. Second, in an unbelievably complicated world, it is the central institution for organizing, evaluating and transmitting knowledge. Third, the extent to which academic resources presently are used to buttress immoral social practice is revealed, first, by the extent to which defense contracts make the universities engineers of the arms race. {...} But these social uses of the universities' resources also demonstrate the unchangeable reliance by men of power on the men and storehouses of knowledge: this makes the university functionally tied to society in new ways, revealing new potentialities, new levers for change. Fourth, the university is the only mainstream institution that is open to participation by individuals of nearly any viewpoint.

{...} Social relevance, the accessibility to knowledge, and internal openness—these together make the university a potential base and agency in a movement of social change.

Any new left in America must be, in large measure, a left with real intellectual skills, committed to deliberativeness, honesty, reflection as working tools. The university permits the political life to be an adjunct to the academic one, and action to be informed by reason. {...}

But we need not indulge in illusions: the university system cannot complete a movement of ordinary people making demands for a better life. From its schools and colleges across the nation, a militant left might awaken its allies, and by beginning the process towards peace, civil rights, and labor struggles, reinsert theory and idealism where too often reign confusion and political barter. The power of students and faculty united is not only potential; it has shown its actuality in the South, and in the reform movements of the North. {...}

As students for a democratic society, we are committed to stimulating this kind of social movement, this kind of vision and program in campus and community across

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the country. If we appear to seek the unattainable, as it has been said, then let it be known that we do so to avoid the unimaginable.

RONALD REAGAN

A Time for Choosing

CAMPAIGN SPEECH EXCERPTSOctober 27, 1964

BACKGROUND

The Republican Party nominated Senator Barry Goldwater to be its candidate for president in 1964, running against the incumbent Lyndon B. Johnson. Political activist and former actor Ronald Reagan spoke in support of Goldwater in a televised campaign speech that marked the beginning of his own national political career—culminating in his election as president 16 years later, in 1980.

GUIDING QUESTIONS

1. What is “the last stand on Earth,” according to Reagan?
2. What are America’s unique ideas about government?
3. What does Reagan note about the Democratic Party?
4. What does he say is “the road to peace”?

Ronald Reagan. “A Time for Choosing.” Speech excerpts, October 27, 1964. From the Ronald Reagan Presidential Library & Museum. <https://www.reaganlibrary.gov/reagans/ronald-reagan/time-choosing-speech-october-27-1964>.

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Thank you. Thank you very much. Thank you and good evening. The sponsor has been identified, but unlike most television programs, the performer hasn't been provided with a script. As a matter of fact, I have been permitted to choose my own words and discuss my own ideas regarding the choice that we face in the next few weeks.

5

I have spent most of my life as a Democrat. I recently have seen fit to follow another course. I believe that the issues confronting us cross party lines. Now, one side in this campaign has been telling us that the issues of this election are the maintenance of peace and prosperity. The line has been used, "We've never had it so good."

10

But I have an uncomfortable feeling that this prosperity isn't something on which we can base our hopes for the future. {...}

15

{...} {I}'s been said if we lose {this Cold} war, and in so doing lose this way of freedom of ours, history will record with the greatest astonishment that those who had the most to lose did the least to prevent its happening. Well I think it's time we ask ourselves if we still know the freedoms that were intended for us by the Founding Fathers.

20

Not too long ago, two friends of mine were talking to a Cuban refugee, a businessman who had escaped from Castro, and in the midst of his story one of my friends turned to the other and said, "We don't know how lucky we are." And the Cuban stopped and said, "How lucky you are? I had someplace to escape to." And in that sentence he told us the entire story. If we lose freedom here, there's no place to escape to. This is the last stand on earth.

25

And this idea that government is beholden to the people, that it has no other source of power except the sovereign people, is still the newest and the most unique idea in all the long history of man's relation to man.

30

This is the issue of this election: Whether we believe in our capacity for self-government or whether we abandon the American revolution and confess that a little intellectual elite in a far-distant capitol can plan our lives for us better than we can plan them ourselves.

You and I are told increasingly we have to choose between a left or right. Well I'd like to suggest there is no such thing as a left or right. There's only an up or down - [up] {to} man's old-aged dream, the ultimate in individual freedom consistent with law and order,
5 or down to the ant heap of totalitarianism. And regardless of their sincerity, their humanitarian motives, those who would trade our freedom for security have embarked on this downward course. {...}

{...} I, for one, resent it when a representative of the people refers to you and me, the free
10 men and women of this country, as "the masses." This is a term we haven't applied to ourselves in America. But beyond that, "the full power of centralized government" {-} this was the very thing the Founding Fathers sought to minimize. They knew that governments don't control things. A government can't control the economy without controlling people. And they know when a government sets out to do that, it must use
15 force and coercion to achieve its purpose. They also knew, those Founding Fathers, that outside of its legitimate functions, government does nothing as well or as economically as the private sector of the economy. {...}

{...} {A}nytime you and I question the schemes of the do-gooders, we're denounced as
20 being against their humanitarian goals. They say we're always "against" things - we're never "for" anything.

Well, the trouble with our liberal friends is not that they're ignorant; it's just that they know so much that isn't so. {...}

25 No government ever voluntarily reduces itself in size. So governments' programs, once launched, never disappear.

30 Actually, a government bureau is the nearest thing to eternal life we'll ever see on this earth. {...}

Last February 19th at the University of Minnesota, Norman Thomas, six-times candidate for President on the Socialist Party ticket, said, "If Barry Goldwater became President, he would stop the advance of socialism in the United States." I think
5 that's exactly what he will do.

But as a former Democrat, I can tell you Norman Thomas isn't the only man who has drawn this parallel to socialism with the present administration, because back in 1936, Mr. Democrat himself, Al Smith, the great American, came before the American people
10 and charged that the leadership of his Party was taking the Party of Jefferson, Jackson, and Cleveland down the road under the banners of Marx, Lenin, and Stalin. And he walked away from his Party, and he never returned til the day he died, because to this day, the leadership of that Party has been taking that Party, that honorable Party, down the road in the image of the labor Socialist Party of England. {...}

15 You and I know and do not believe that life is so dear and peace so sweet as to be purchased at the price of chains and slavery. If nothing in life is worth dying for, when did this begin - just in the face of this enemy? Or should Moses have told the children of Israel to live in slavery under the pharaohs? Should Christ have refused the cross?
20 Should the patriots at Concord Bridge have thrown down their guns and refused to fire the shot heard 'round the world? The martyrs of history were not fools, and our honored dead who gave their lives to stop the advance of the Nazis didn't die in vain. Where, then, is the road to peace? Well it's a simple answer after all.

25 You and I have the courage to say to our enemies, "There is a price we will not pay." "There is a point beyond which they must not advance." And this - this is the meaning in the phrase of Barry Goldwater's "peace through strength." Winston Churchill said, "The destiny of man is not measured by material computations. When great forces are on the move in the world, we learn we're spirits - not animals." And he said, "There's
30 something going on in time and space, and beyond time and space, which, whether we like it or not, spells duty."

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You and I have a rendezvous with destiny.

We'll preserve for our children this, the last best hope of man on earth, or we'll sentence them to take the last step into a thousand years of darkness. {...}

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Thank you very much.