

POST WWII/JFK & LBJ



NAME _____

PERIOD _____

What Happens to the American Dream in a Recession?

By KATHARINE Q. SEELYE

Given the battered economy, increasing joblessness and collapse of the housing market, what is the state of the American dream?

Pollsters for The New York Times and CBS News set out last month to try to answer that question. And the results seemed somewhat contradictory.

Although the nation has plunged into its deepest recession since the Great Depression, 72 percent of Americans in this nationwide survey said they believed it is possible to start out poor in the United States, work hard and become rich — a classic definition of the American dream.

And yet only 44 percent said they had actually achieved the American dream, although 31 percent said they expect to attain it within their lifetime. Only 20 percent have given up on ever reaching it. Those 44 percent might not sound like much, but it is an increase over the 32 percent who said they had achieved the American dream four years ago, when the economy was in much better shape.

Compared with four years ago, fewer people now say they are better off than their parents were at their age or that their children will be better off than they are.

So even though their economic outlook is worse, more people are saying they have either achieved the dream or expect to do so.

What gives?

We asked Barry Glassner, who is a professor of sociology at the University of Southern California and studies contemporary culture and beliefs.

“You want to hold on to your dream even more when times are hard,” he said. “And if you want to hold on to it, then you better define it differently.”

In other words, people are shifting their definition of the American dream. And the poll — conducted on April 1 to 5 with 998 adults, with a margin of sampling error of plus or minus 3 percentage points — indicated just that.

The Times and CBS News asked this same open-ended question four years ago and again last month: “What does the phrase ‘The American dream’ mean to you?”

Four years ago, 19 percent of those surveyed supplied answers that related to financial security and a steady job, and 20 percent gave answers that related to freedom and opportunity.

Now, fewer people are pegging their dream to material success and more are pegging it to abstract values. Those citing financial security dropped to 11 percent, and those citing freedom and opportunity expanded to 27 percent.

Here’s some respondents’ answers that were put in the category of freedom and opportunity:

“Freedom to live our own life.”

"Created equal."

"Someone could start from nothing."

"That everybody has a fair chance to succeed."

"To become whatever I want to be."

"To be healthy and have nice family and friends."

"More like Huck Finn; escape to the unknown; follow your dreams."

Those who responded in material terms were hardly lavish. Here's a sampling:

"Basically, have a roof over your head and put food on the table."

"Working at a secure job, being able to have a home and live as happily as you can not spending too much money."

"Just financial stability."

"Owning own home, having civil liberties."

Mr. Glassner said, "For the vast majority of Americans at every point in history, the prospect of achieving the American dream has been slim but the promise has been huge."

"At its core, this notion that anyone can be president or anyone can be a billionaire is absurd," he said. "A lot of Americans work hard, but they don't become president and they don't become billionaires."

Still, he said, Americans have always believed in possibilities. And they have consistently said over time that they can start poor in this country and become rich, regardless of the economy or their circumstances. The 72 percent who feel that way today is down from the 81 percent who felt that way in 2007, but 72 percent is still a very high percentage, especially given the downward economy.

"It would be hard to find another country where it's as high," Mr. Glassner said.

The percentage of people who say the American dream does not exist or is only an illusion has remained low — 3 percent today and 2 percent four years ago. As one such person put it to our pollsters last month: "A bunch of hooley."

By the way, the phrase "the American dream" is generally agreed to have been coined first in 1931, in the midst of the Depression. In his book, "The Epic of America," the historian James Truslow Adams wrote, "It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain the fullest stature of which they are innately capable."

Published in the National section on May 7, 2009.

Complete Results: Times/CBS Poll

Name _____ Realizing the American Dream Due: _____

Warm-up Questions: Answer in complete sentences and share your answers with your partner

1. What is your definition of the American dream?
2. Describe some examples of people you know, have heard about, or have read about that have dreamed an American dream.
3. What do the people you described have in common?
4. Is the American dream specific to the United States in some way? If so, how and why?
5. Why does the American dream have such a prominent place in our nation's self-identity?
6. Do people often see the American dream realized? Why or why not?

Now Read the article "What Happens to the American Dream in a Recession?" By SARAH KAVANAGH and then answer the questions below in full sentences and give specific examples from the article.

1. According to this article, what is the classic definition of the American dream?
2. Do you think that this dream (as it is classically defined) often comes true? Why or why not?
3. Why do you think more people believe in the American dream today than they did four years ago, when our economic outlook was much brighter?
4. Describe the shift in the definition of the American dream over the past four years? What do you think accounts for this change?
5. Which definitions of the American dream resonate most with you? Why?
6. Why do you think Barry Glassner believes that it would be difficult to find a different country where so many people believe in possibilities even in dire circumstances? Do you agree with him? Why or why not?

Names _____ Due Date _____ Period _____

1950s Culture Worksheet

All Answers Must Be Typed

Directions: Please answer the following questions with your group using the paragraphs below and Chapter 27 in your textbook. Use this page as a worksheet and type your final group answers using the template on my website under US History Classroom Materials and Assignments. Submit each of your worksheets along with the final typed copy stapled together. Answer in complete sentences.

Automobiles

The story of the manufacture and development of the automobile and its social and cultural impact is one of the principal historical narratives of the twentieth century.

1955 Chevrolet

In 1955 Chevrolet introduced its newly designed car that Chevrolet hoped would capture the burgeoning youth market. Designed by the legendary Harley Earle, with a new V8 engine created by engineer Ed Cole, the 1955 Chevrolet was wildly successful and became the prototype of car design for the next half-decade. With its powerful V8 engine and its unique design that suggested the speed of a fighter-bomber, the 1955 Chevrolet became an American icon, and representative of an America in the throes of unparalleled prosperity. Today the 1955 Chevrolet remains a symbol of America in the 1950s and is one of the most sought-after cars by collectors. It is an American classic.

Levittown: An Overview

William Levitt who used up-to-date building methods and capitalized on the housing crunch of the immediate postwar years built Levittown. He offered affordable housing to returning GIs and their families, in the form of small, detached, single-family houses for people to get away from the city life and move to surrounding suburbs. Thus, suburbia was discovered. The first Levittown area was built in Long Island, New York in the late 1940s and reached success well into the 1950s. The primary feature of this early Levittown house was its low, low cost—under \$8,000 to purchase.

This was presented as a new form of ideal American life, one that combined the idealized middle-class life of the prewar suburban communities, with the democratized life of younger, mainly urban raised GIs and their families. The nature of Levittown as a *community* was a major attraction.

Over time, Levittown houses changed their character. Their occupants rose in status and in economic wealth.

1. Cars are Americans' basic form of transportation. But they are much more. What is the symbolic value of cars in the United States? How can a car convey status and prestige?

2. America experienced a post-war baby boom in which the birth rate rose to levels higher than ever in American history. Many of these baby-boomers came of age in the 1950s. What was the impact of this expanding youth market on the development of the suburb, the automotive industry, and American Businesses? Give specific examples for each of the three.

3. The 1950s was one of the most prosperous eras in American history. It was an era characterized by consumer consumption. What impact did advertising have on American consumers in terms of what they were buying and how it shaped their belief system. Give at least 3 examples from ads from the 1950's.

4. Define the American Dream in the 1950's using at least 3 specific goals to define that dream. Then compare and contrast it to today's idea of the American Dream by using goals.

Name _____

Grade _____

US History Ch 27 Activity

Impact of 50's Media on American Society Today

First read the article below

The Quiet Innovation of *Leave it to Beaver* by Todd VanDerWerff

The show *Leave it to Beaver* has become so synonymous with a certain ideal of late-'50s and early-'60s America—a place where husbands worked and wives stayed home, where white cultural supremacy wasn't questioned, and where father really did know best—that in some ways, it's become a punch-line. The easiest way to suggest rebellion against that sort of status quo is to bring up father and mother, Ward and June Cleaver and their perfectly tidy, perfectly boring little lives. The title *Leave It To Beaver* conjures up images of a sterilized, safe 1950s.

Yet the series itself is one of the best sitcoms of its era and has been unfairly maligned, perhaps because it's the most popular and enduring of TV's early family sitcoms. In fact, *Leave It To Beaver* was a surprisingly progressive show for its era, part of a movement in American popular art in the '40s and '50s that told stories about people living in a new superpower, uneasy about their wealth and comfort and considering not how to leave their children better off than they had been but rather how to make those children better people. *Leave It To Beaver* is a quietly moral series about the conflict between generations, and about parents trying to impart to their children deep truths in ways that will stick. Ward and June Cleaver aren't just the prototypical father and mother of the '50s; they're the front line on the battle between the American Dream of the post-World War II era and the sorts of craven misbehavior that could so easily undo it.

What's most remarkable about *Leave It To Beaver* today is just how well it holds up. Like most black-and-white sitcoms of the era, it looks much better than color shows from decades later, and while its storytelling innovations aren't unique, they fit well within the current sitcom landscape of ever-expanding comedy universes. Mayfield, the small town the Cleaver family lives in, is a persistent universe, and while the four Cleavers—Ward and June and their boys Wally and the Beaver—are the only characters to appear in every episode, there are numerous recurring characters who return as the story dictates, from friends of the boys to neighbors and community fixtures who always have time to listen to the Beaver's ramblings. In addition, as the boys grow up—and both grow significantly older over the course of the series' six seasons—the storytelling grows up with them. Where first-season stories are about Beaver dealing with the sorts of scrapes and incidents little kids would be expected to get involved in, the final seasons deal with him navigating romantic minefields or

learning how to handle a budget. Because the show's stories and moral lessons grew up with the boys, it was able to keep telling new kinds of stories, meaning the series didn't encounter the kind of exhaustion exhibited by most shows that amass more than 200 episodes.

The Cleaver family is one of the most functional in TV history. To watch the show now is to escape into that perfect little world and see parents and kids treating each other with mutual respect and love. Tony Dow's Wally Cleaver is the older teenage brother every kid wants to have, the guy who'll always be there when you have a question about navigating elementary school, while Jerry Mathers' work as the Beaver is fine child acting. But it's Hugh Beaumont and Barbara Billingsley as Ward and June who center the series. Caught between newfangled theories of child-rearing and their memories of how they were raised, Ward and June do their best but often outsmart themselves, launching elaborate attempts to teach their children lessons that Wally and Beaver often don't comprehend. They have an easy, lived-in chemistry, one that suggests Ward and June are still deeply in love, even if that love mostly expresses itself through long evenings spent reading by the fire.

Leave it to Beaver cast members Season 2 Episode 9 The Pipe

Ward Cleaver-----father

June Cleaver-----mother

Wally Cleaver-----older teenage brother

Theodore Cleaver—The Beaver

Name_____

Grade_____

Impact of 50's media on American Culture Today: Reflection Questions

Directions: Watch an episode of the show and then answer the following questions in complete sentences. **Your answers must be typed using the template on my website**

1. Give a brief plot summary of the episode you watched.

2. Give examples of how the episode conjures up images of a sterilized, safe 1950s American society.

3. Give examples of how the episode is about conflict between generations, and about parents trying to impart to their children deep truths in ways that will stick.

4. Explain why Wally Cleaver is the older teenage brother every kid wants to have, the guy who'll always be there when you have a question about navigating elementary school. Give example from episode

5. How did the parents make their children better people? Explain with example from episode.

6. Give an example of how Ward outsmarts himself by launching into elaborate attempts to teach his children lessons that Wally and Beaver often don't comprehend. Explain with example from episode.
7. Explain how the parents are caught between newfangled theories of child-rearing and their memories of how they were raised. Give an example from the episode of progressive parenting still used today
8. Give three examples of how today's American family has changed from the American family of the 50s.
9. Give three example of how today's American family and the American family of the 50s are similar.
10. Give an example of a TV show today that defines the American family. Explain how and why?

Eisenhower, Kennedy, and Johnson

US History

Name: _____

Do Now:

Dwight D. Eisenhower, 1953 – 1960	John F. Kennedy, 1961 – 1963	Lyndon Baines Johnson, 1963 – 1968
<ul style="list-style-type: none"> - Republican - But continued to preserve New Deal programs - A time of high birth rates, known as the “baby boom” - Demand for consumer goods reached all-time highs - A greater emphasis on conformity - Ended the Korean War - In 1957, announced he would send U.S. forces to any Middle Eastern nation that requested help, to defend against Communism - This extension of the containment policy became known as the Eisenhower Doctrine 	<ul style="list-style-type: none"> - Democrat - Youngest man ever elected to Presidency - Bay of Pigs <ul style="list-style-type: none"> a) In 1961, Cuban exiles invaded Cuba in an attempt to overthrow Castro b) Kennedy refused to give them air support and they were defeated - Alliance for Progress <ul style="list-style-type: none"> a) Kennedy created this program to offer grants and loans to Latin American nations to promote economic progress - Cuban Missile Crisis <ul style="list-style-type: none"> a) In 1962, U.S. discovered that Cuba was secretly building bases for Soviet nuclear missiles b) Kennedy imposed a naval blockade and threatened to invade c) Khrushchev, the Soviet leader, agreed to withdraw the missiles - Peace Corps - Space Race 	<ul style="list-style-type: none"> - When Kennedy was assassinated, Johnson became the next President - Great Society <ul style="list-style-type: none"> a) Proposed the most far-ranging program of social legislation since the New Deal b) To turn the U.S. into a “Great Society” by opening up opportunities and improving the quality of life for all Americans - Pushed through Civil Rights legislation, including Civil Rights Act and Voting Rights Act - War on Poverty - Medicare Act of 1965 <ul style="list-style-type: none"> a) Social Security was expanded to provide medical care - Aid to Cities - Immigration Act of 1965; aimed to be less biased <p>~ The Key to Understanding U.S. History and Government</p>

- 1- Although a Republican, what did Eisenhower continue?

- 2- What was the New Deal and what President enacted it?

- 3- What was the "baby boom"?

- 4- How would you describe the 1950s in America?

- 5- What was the Eisenhower Doctrine?

- 6- How was the Eisenhower Doctrine similar to the Truman Doctrine?

- 7- Define containment.

- 8- What happened at the Bay of Pigs?

- 9- Why was the Bay of Pigs a foreign policy failure for Kennedy?

- 10- What was the Alliance for Progress?

- 11- What was a cause of the Cuban Missile Crisis?

- 12- What was an effect of the Cuban Missile Crisis?

- 13- Why was the Cuban Missile Crisis a foreign policy success for Kennedy?

- 14- How did Lyndon Baines Johnson become President?

- 15- What was Johnson's Great Society program?

- 16- How did Johnson help the Civil Rights Movement?

- 17- What did Johnson declare a war on in American society?

- 18- How did Johnson expand Social Security?

- 19- Of these three Presidents, who do you admire the most?

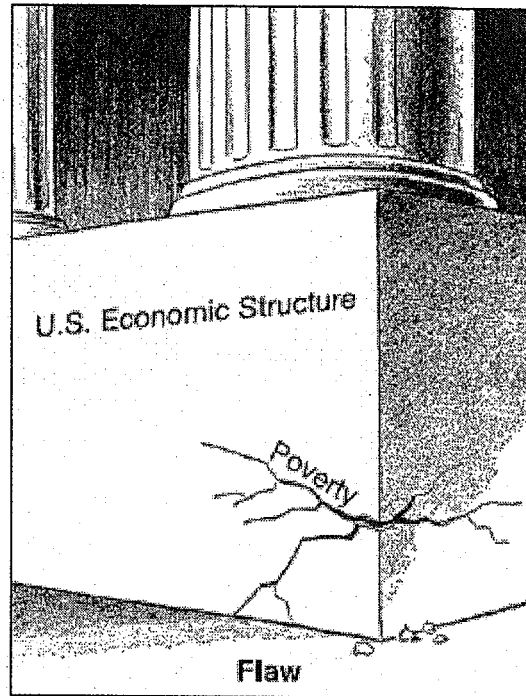
- 20- Why do you admire this President?

- 21- Which of these Presidents do you think did the most to increase opportunities for all Americans?

- 22- Why do you think this President did the most to increase opportunities for all Americans?

1. Both the Bay of Pigs invasion of Cuba (1961) and the invasion of Panama (1989) are examples of United States attempts to
 - (1) eliminate unfriendly governments geographically close to the United States
 - (2) cultivate good relations with Latin American nations
 - (3) stop the drug trade
 - (4) end the Cold War
2. The Truman Doctrine and the Eisenhower Doctrine were United States foreign policies concerning
 - (1) the international balance of payments
 - (2) the containment of communism
 - (3) world-wide environmental pollution
 - (4) nuclear disarmament
3. The Great Society of Lyndon Johnson is most similar to which other Presidential program?
 - (1) Warren Harding's Return to Normalcy
 - (2) Franklin D. Roosevelt's New Deal
 - (3) Ronald Reagan's New Federalism
 - (4) George Bush's Thousand Points of Light
4. The chief objective of President Lyndon Johnson's Great Society programs was to
 - (1) increase foreign aid to developing nations
 - (2) correct environmental pollution
 - (3) help the disadvantaged in the United States
 - (4) unite democratic nations and contain communism

5. Which federal government program was designed to solve the problem illustrated in this cartoon?



Source: Palmer, *The Springfield (Mo.) Leader & Press* (adapted)

- (1) Great Society
 - (2) Peace Corps
 - (3) New Federalism
 - (4) Dollar Diplomacy
6. President Lyndon Johnson's Great Society programs were similar to Progressive Era programs in that both
 - (1) strictly enforced antitrust laws
 - (2) focused on expanding civil rights for African Americans
 - (3) used federal government power to improve social conditions
 - (4) made urban renewal their primary concern

Primary Source: "Great Society" Speech; President Lyndon B. Johnson

Texas Lyndon B. Johnson became president in 1963 when John F. Kennedy was assassinated. As president, he introduced many reforms to fight poverty, racial discrimination, and environmental abuses. He called his program of reforms "The Great Society."

He spoke of his plans at the University of Michigan in Ann Arbor in May 1964.

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.

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

Your imagination, your initiative and your indignation [anger] 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 [uncontrolled] 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.

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.

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.

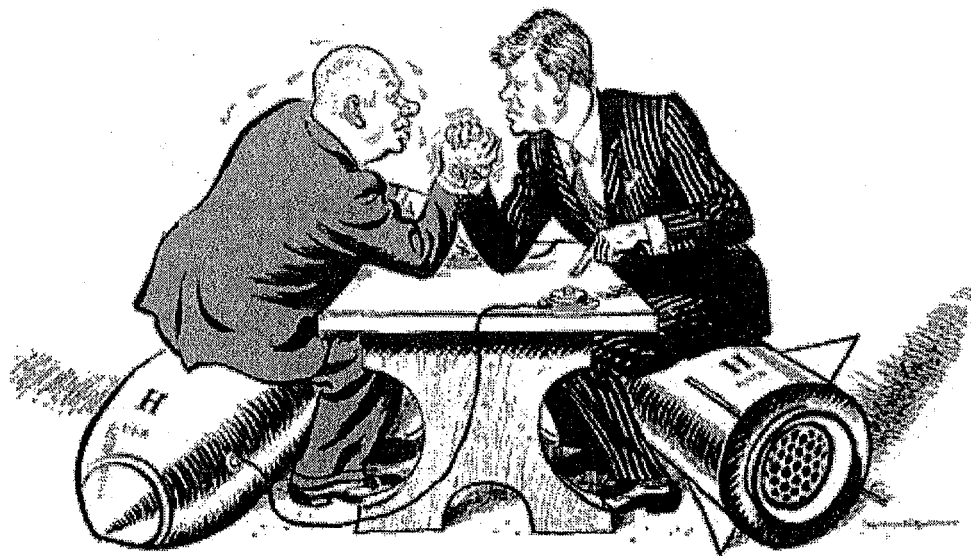
It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods. But most of all, the Great Society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

-
- 1- What does Johnson want to pursue?**
 - 2- What does Johnson believe is the challenge of the next century?**
 - 3- What does the Great Society demand?**
 - 4- Why is the Great Society not a safe harbor?**
-

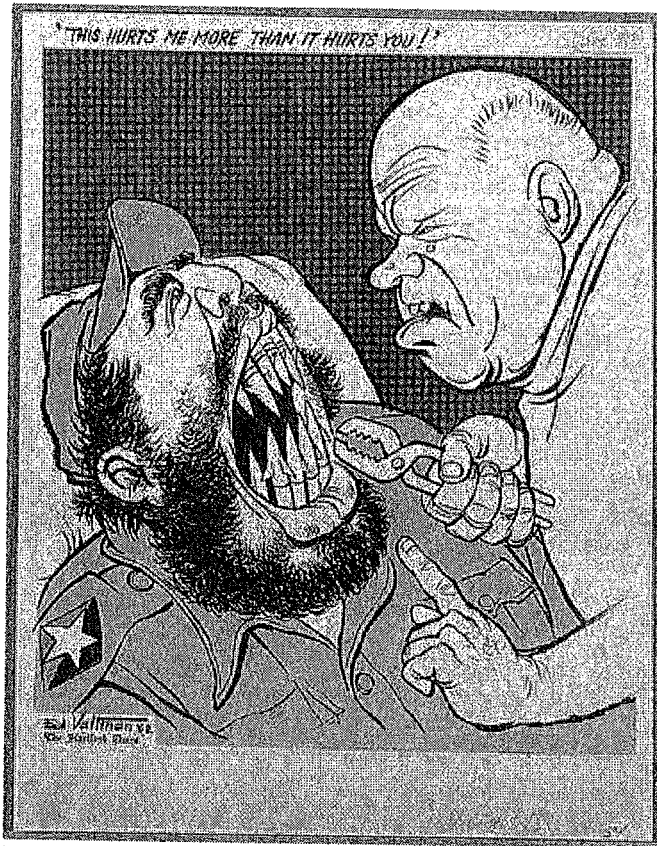
Analyze the following images:



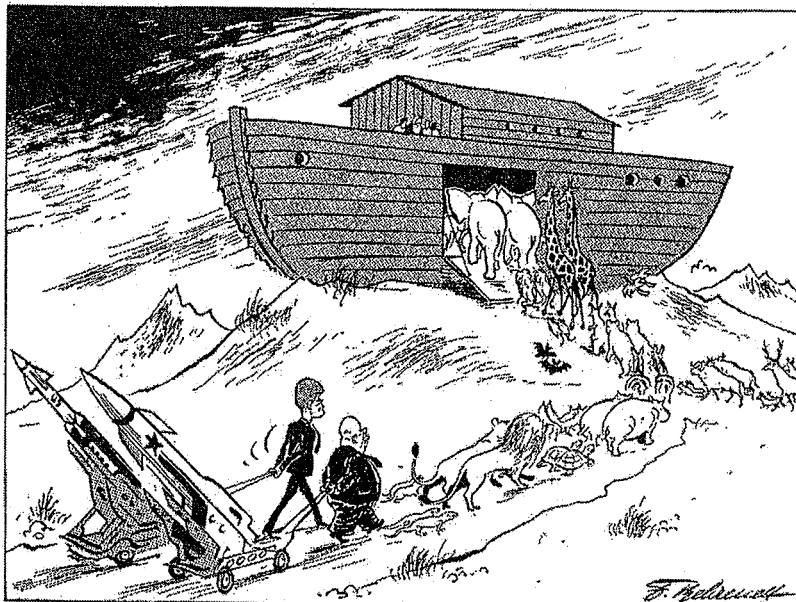
Explain the meaning of the political cartoon.



Explain the meaning of the political cartoon.



Explain the meaning of the political cartoon.



Für alle Fälle...

**The caption means "just in case."
Explain the meaning of the political cartoon.**

Warren Court

US History

Name: _____

"The wave of liberal reform that characterized the Great Society also swept through the Supreme Court of the 1960s. Beginning with the 1954 landmark decision *Brown v. Board of Education*, which ruled school segregation unconstitutional, the Court under Chief Justice Earl Warren took an activist stance on the leading issues of the day. Several major court decisions in the 1960s affected American society. The Warren Court banned prayer in public schools and declared state-required loyalty oaths unconstitutional. It limited the power of communities to censor books and films and said that free speech included the wearing of black armbands to school by antiwar students. Furthermore, the Court brought about change in federal and state reapportionment and the criminal justice system.

In a key series of decisions, the Warren Court addressed the issue of reapportionment, or the way in which states redraw election districts based on the changing number of people in them. By 1960, about 80 percent of Americans lived in cities and suburbs. However, many states had failed to change their congressional districts to reflect this development; instead, rural districts might have fewer than 200,000 people, while some urban districts had more than 600,000. Thus the voters in rural areas had more representation – and also more power – than those in urban areas. *Baker v. Carr* (1962) was the first of several decisions that established the principle of 'one person, one vote.' The Court asserted that the federal courts had the right to tell states to reapportion – redive – their districts for more equal representation. In later decisions, the Court ruled that congressional district boundaries should be redrawn so that districts would be equal in population, and in *Reynolds v. Sims* (1964), it extended the principle of 'one person, one vote' to state legislative districts.

Other Warren Court decisions greatly expanded the rights of people accused of crimes. In *Mapp v. Ohio* (1961), the Court ruled that evidence seized illegally could not be used in state courts. This is called the exclusionary rule. In *Gideon v. Wainwright* (1963), the justices required criminal courts to provide free legal counsel to those who could not afford it. In *Escobedo v. Illinois* (1964), the justices ruled that an accused person has a right to have a lawyer present during police questioning. In 1966, the Court went one step further in *Miranda v. Arizona*, where it ruled that all suspects must be read their rights before questioning. These rulings greatly divided public opinion. Liberals praised the decisions, arguing that they placed necessary limits on police power and protected the right of all citizens to a fair trial. Conservatives, however, bitterly criticized the Court. They claimed that *Mapp* and *Miranda* benefited criminal suspects and severely limited the power of the police to investigate crimes." ~ *The Americans*

1. The decisions of the Warren Court greatly affected

- (1) The rights of the accused
- (2) The rights of workers
- (3) The rights of preachers
- (4) The rights of conservatives
- (5) None of the above

2. In *Mapp v. Ohio*, the Warren Court ruled

- (1) That all suspects had to be read their rights before questioning
- (2) That evidence seized illegally could not be used in state courts
- (3) That free legal counsel had to be provided to those who could not afford it
- (4) None of the above

The Warren Court; 1953 and 1969:

- Under Chief Justice Earl Warren, the Supreme Court also acted as a major instrument of social change – starting with the *Brown v. the Board of Education of Topeka, Kansas* decision regarding desegregation.
- Believed Court should protect individual rights and minority groups from abuses
- This even went so far as to require the protection of those accused of crime
- Critics argued that the Warren Court went too far – increasing rights for the accused to the point where it became difficult for police to protect society

Mapp v. Ohio, 1961:

- Dollree Mapp was suspected of hiding gambling equipment in her home.
- When she tried to prevent police from entering her home, Ms. Mapp was arrested.
- A search of her home turned up obscene materials, prohibited under Ohio law.
- Mapp believed her Fourth Amendment rights had been violated by the search.
- The Supreme Court agreed with Mapp that her right to be protected against “unreasonable searches and seizures” had been violated by the police.
- The Supreme Court ruled that officials could not use evidence obtained in an unlawful search in court.

Baker v. Carr, 1962:

- In the late 19th and early 20th centuries, large numbers of people had moved from rural areas to cities.
- Frequently, state legislatures failed to redraw their election districts.
- As a result, rural areas were over-represented in many states while more heavily populated cities were under-represented.
- The Supreme Court ruled that these legislative districts must be reapportioned on the principle of “one person, one vote.”

Gideon v. Wainwright, 1963:

- Clarence Gideon was arrested for petty larceny; his request for a lawyer was rejected – under Florida law a lawyer was appointed for defendants in capital cases.
- Court ruled that Gideon’s Sixth Amendment right to a lawyer had been violated.
- The case required states to provide a free lawyer to any criminal defendant facing imprisonment who could not afford one.

Miranda v. Arizona, 1966:

- Ernesto Miranda was arrested for raping a young woman.
- Under interrogation, Miranda confessed to the crime; the police never told him that he had the right to remain silent and did not have to answer their questions.
- He was also never informed that he could have a lawyer present to advise him.
- The Supreme Court overturned Miranda’s conviction.
- The ruling requires police to inform suspects of their “Miranda” rights: the constitutional right to remain silent, the right to have a lawyer present during questioning, and the right to know that their remarks could be used against them.

~ The Key to Understanding U.S. History and Government

1- Who was Earl Warren and why was he significant?

2- What was the Warren Court’s ruling in *Brown v. Board of Education*?

- 3- What did Chief Justice Earl Warren believe about the role of the Supreme Court?

- 4- How did Warren's belief affect those accused of crimes?

- 5- What did critics of the Warren Court argue?

- 6- Why did police enter the home of Dollree Mapp?

- 7- What did police find after entering the home of Dollree Mapp?

- 8- What Amendment did Ms. Mapp believe police had violated?

- 9- What does this Amendment prohibit?

- 10- What did the Supreme Court rule in *Mapp v. Ohio*?

- 11- What had many Americans done in the late 19th and early 20th centuries?

- 12- Why were rural areas often over-represented in many states?

- 13- What did the Supreme Court rule in *Baker v. Carr*?

- 14- Who was Clarence Gideon and what did he request that was rejected?

- 15- What Amendment did the Supreme Court rule had been violated?

- 16- What did *Gideon v. Wainwright* require states to provide to any criminal defendant facing imprisonment who could not afford a lawyer?

- 17- Who was Ernesto Miranda and what was he accused of?

- 18- What did Miranda confess to under police interrogation?

- 19- What did the police never inform Miranda about?

- 20- What did the Supreme Court do regarding Miranda's conviction?

- 21- What are the "Miranda" rights?

- 22- Why are Americans divided over the decisions of the Warren Court?

1. The decisions of the United States Supreme Court in *Miranda v. Arizona*, *Gideon v. Wainwright*, and *Escobedo v. Illinois* all advanced the
 - (1) voting rights of minorities
 - (2) guarantees of free speech and press
 - (3) principle of separation of church and state
 - (4) rights of accused persons
2. Under Chief Justice Earl Warren, the Supreme Court was considered "activist" because of its
 - (1) reluctance to overturn state laws
 - (2) insistence on restricting freedom of speech to spoken words
 - (3) expansion of individual rights in criminal cases
 - (4) refusal to reconsider the issues of the *Plessy v. Ferguson* case
3. "Separate educational facilities are inherently unequal."
-*Brown v. Board of Education*
The effect of this Supreme Court ruling was to
 - (1) establish affirmative action programs in higher education
 - (2) require the integration of public schools
 - (3) desegregate the armed forces and the military academies
 - (4) force states to spend an equal amount on each public school student
4. As a result of the ruling in *Miranda v. Arizona* (1966), a person accused of a crime is entitled to
 - (1) a speedy trial
 - (2) reasonable bail
 - (3) a reading of his or her rights at the time of arrest
 - (4) protection against cruel or unusual punishment
5. Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* affected individual liberties by
 - (1) eliminating the poll tax as a voting requirement
 - (2) preventing the use of organized prayer in public schools
 - (3) requiring equal pay for men and women performing the same job
 - (4) expanding the constitutional rights of people accused of crimes
6. The Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* all expanded
 - (1) integration of public facilities
 - (2) rights of the accused
 - (3) presidential powers
 - (4) equality in the workplace
7. The police enter an individual's home without invitation or a warrant and seize evidence to be used against the individual. Which Supreme Court decision may be used to rule this evidence inadmissible in court?
 - (1) *Baker v. Carr*
 - (2) *Gideon v. Wainwright*
 - (3) *Mapp v. Ohio*
 - (4) *Roe v. Wade*
8. The Supreme Court decisions in *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) have been criticized because these rulings
 - (1) expanded the rights of the accused
 - (2) granted more powers to federal judges
 - (3) lengthened prison sentences for the guilty
 - (4) reinstated the use of capital punishment

Domestic Issues, 1945 to 1961 Review

US History

Name: _____

Activity 1: Matching

1. Truman outlined his domestic program – the _____ – which built on reform ideas of the New Deal. An extension of Social Security benefits occurred as well as federal funds for low-income housing and flood control.	Earl Warren _____
2. In 1956, Dwight D. Eisenhower (“Ike”) easily won the presidential election. His domestic policies were mostly _____: private businesses should be free from government control, and states should regain some powers. But he cared about people’s welfare and expanded some social programs.	Korean _____
3. One of Eisenhower’s most important decisions was his choice of Governor _____ of California to be the new chief justice of the United States. Between 1953 and 1969, this chief justice’s Supreme Court made dozens of liberal and controversial decisions about civil rights for African Americans and the rights of persons accused of crimes.	McCarthyism _____
4. The postwar Communist takeover of Eastern Europe and _____, the world’s most populous nation, made many Americans fear that their own country might be a target of plots by Communist spies and sympathizers.	Conservative _____
5. Fear of Communist subversion (attempt to overthrow a government) was strongest during the _____ War (1950 – 1953).	China _____
6. The person most responsible for arousing public fears concerning internal security and the threat of Communism in the United States was a senator from Wisconsin, _____.	Censure _____
7. Senate committee hearings were conducted in which government officials, writers, actors, writers, educators, and others were accused of being “Communist sympathizers.” _____ demonstrated that even in a society guided by constitutional rights, unfair accusations could deny people due process of law.	Joseph McCarthy _____
8. While investigating the U.S. army, public support turned against McCarthy. In December 1954, the Senate voted to _____ (officially criticize) McCarthy for improper conduct.	Jim Crow _____
9. African Americans in the South experienced _____ segregation.	Fair Deal _____
10. In the North, African Americans had suffered from housing and job _____.	Discrimination _____

Activity 2: Matching

1. Recognizing that a democracy could not deny fundamental rights to its citizens, Truman issued an executive order ending _____ in the armed forces.	Equal Rights _____
2. During WW II, African Americans had played a significant role in liberating peoples in Asia and Europe. If worldwide freedom and democracy were U.S. goals in the war effort, it was time, they reasoned for _____ and freedom from racial discrimination at home.	Jackie Robinson _____
3. The most dramatic and publicized break in the racial barrier in the 1940s occurred when _____ joined the Brooklyn Dodgers in 1947 as the first African American on a major league baseball team.	Plessy v. Ferguson _____
4. In 1954, the Supreme Court decision in _____ marked a turning point in the movement for civil rights for African Americans.	Thurgood Marshall _____
5. This 1954 Supreme Court overturned the earlier decision in _____ that allowed for "separate but equal." The 1954 Court ruled that separate could never be equal.	Fourteenth Amendment _____
6. An African-American lawyer employed by the NAACP, _____, represented Brown in the case. The Court ruled that segregated schools could not be equal because of the psychological damage that they inflicted on minority children.	Segregation _____
7. All the justices agreed that racial segregation deprived children of equal educational opportunities and that Topeka's school system and similar ones violated the _____ guarantee of equal protection.	Brown v. Board of Education of Topeka _____
8. The Court ruled that segregated school systems would have to _____ with "all deliberate speed." Thurgood Marshall was appointed to the Supreme Court in 1967.	Rosa Parks _____
9. In 1955, _____ refused to give up her rear-section seat to a white man and was arrested for violating segregation laws. Martin Luther King Jr., a Baptist minister, organized a boycott of the city's buses by African Americans.	Desegregate _____
10. Beginning in 1960, the _____ organized sit-in demonstrations throughout the South. They would enter a segregated restaurant and sit at the counter. When the restaurant refused to serve them, they refused to leave their seats. Many were arrested, but sit-ins combined with boycotts led such cities as Dallas, Atlanta, and Nashville to end segregation.	Student Nonviolent Coordinating Committee (SNCC) _____

Activity 3: Multiple-Choice

1. A similarity between the Red Scare of the 1920's and McCarthyism in the 1950's was that during each period

- (1) thousands of American citizens were expelled from the United States
- (2) the Communist Party gained many members in the United States
- (3) many government employees were convicted of giving secrets to the Soviet Union
- (4) the civil liberties of American citizens were threatened

2. In the 1950's, Senator Joseph McCarthy was most closely associated with issues related to

- (1) Communist infiltration and the denial of civil liberties
- (2) farm problems and taxation
- (3) military preparedness and foreign aid
- (4) collective bargaining and the rights of unions

3. Which generalization can most accurately be drawn from a study of Supreme Court cases *Plessy v. Ferguson* and *Brown v. Board of Education*?

- (1) The Supreme Court has issued consistent decisions in cases involving rights of the accused.
- (2) Supreme Court decisions are accepted without public controversy.
- (3) The Justices believe that social issues are best left for state courts to decide.
- (4) The Supreme Court has helped to determine public policy.

4. The major goal of the civil rights movement of the 1960's was to

- (1) establish a separate political state for African Americans
- (2) gain passage of an equal rights amendment to the Constitution
- (3) end segregation based on race
- (4) permit unlimited immigration to the United States

5. Under Chief Justice Earl Warren, the Supreme Court was considered "activist" because of its

- (1) reluctance to overturn state laws
- (2) insistence on restricting freedom of speech to spoken words
- (3) expansion of individual rights in criminal cases
- (4) refusal to reconsider the issues of the *Plessy v. Ferguson* case

6. When necessary to achieve justice, which method did Martin Luther King, Jr., urge his followers to employ?

- (1) using violence to bring about political change
- (2) engaging in civil disobedience
- (3) leaving any community in which racism is practiced
- (4) demanding that Congress pay reparations to African Americans

7. When President Dwight D. Eisenhower sent Federal troops to Little Rock, Arkansas, during the 1957 school integration crisis, he was exercising his constitutional power as

- (1) Chief Legislator
- (2) Commander-in-Chief
- (3) Chief Diplomat
- (4) Head of State

8. "Separate educational facilities are inherently unequal."

~ *Brown v. Board of Education*

The effect of this Supreme Court ruling was to

- (1) establish affirmative action programs in higher education
- (2) require the integration of public schools
- (3) desegregate the armed forces and the military academies
- (4) force states to spend an equal amount on each public school student

Great Society Speech, Lyndon B. Johnson, 1964 (Modified)

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

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. . .

It is harder and harder to live the good life in American cities today. There is not enough housing for our people or transportation for our traffic. . . . Our society will never be great until our cities are great. . .

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. . .

A third place to build the Great Society is in the classrooms of America. There 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. . . Poverty must not be a bar to learning, and learning must offer an escape from poverty. . .

For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. You have the chance never before afforded to any people in any age. You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation.

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 poverty?

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?

Source: The speech above was delivered by President Johnson as a commencement (graduation) speech at the University of Michigan on May 22, 1964.

CON: War on Poverty Revisited (Modified)

By Thomas Sowell

Capitalism Magazine (online), August 17, 2004

The War on Poverty represented the crowning triumph of the liberal vision of society -- and of government programs as the solution to social problems. . .

In the liberal vision, slums bred crime. But brand-new government housing projects almost immediately became new centers of crime and quickly degenerated (declined) into new slums. . .

Rates of teenage pregnancy and venereal disease had been going down for years before the new 1960s attitudes toward sex spread rapidly through the schools, helped by War on Poverty money. These downward trends suddenly reversed and skyrocketed.

The murder rate had also been going down, for decades, and in 1960 was just under half of what it had been in 1934. Then the new 1960s policies toward curing the "root causes" of crime and creating new "rights" for criminals began. Rates of violent crime, including murder, skyrocketed.

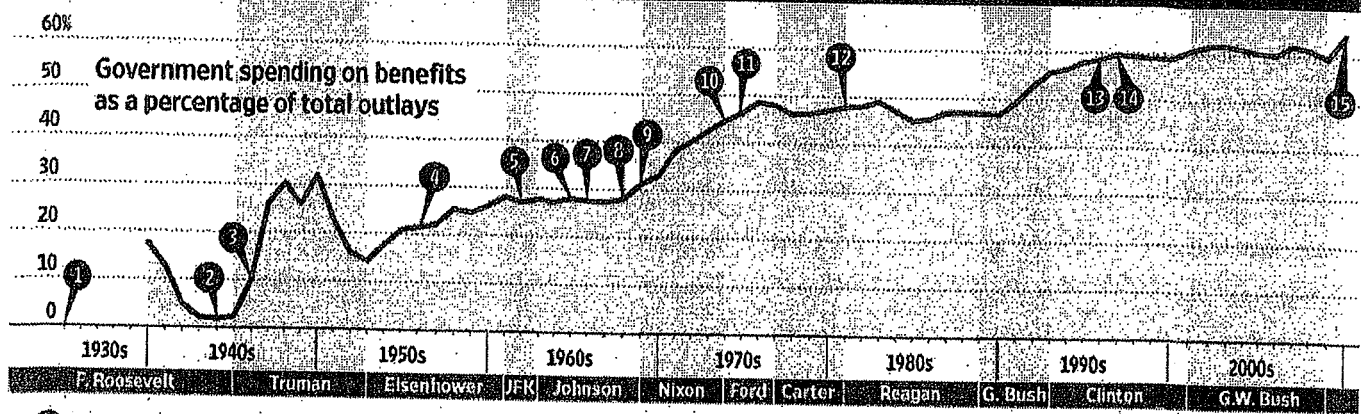
The black family, which had survived centuries of slavery and discrimination, began rapidly disintegrating in the liberal welfare state that subsidized (paid for) unwed pregnancy and changed welfare from an emergency rescue to a way of life. . .

The economic rise of blacks began decades earlier, before any of the legislation and policies that are credited with producing that rise. The continuation of the rise of blacks out of poverty did not -- repeat, did not -- accelerate during the 1960s.

The poverty rate among black families fell from 87 percent in 1940 to 47 percent in 1960, during an era of virtually no major civil rights legislation or anti-poverty programs. . . . In various skilled trades, the incomes of blacks relative to whites more than doubled between 1936 and 1959 -- that is, before the magic 1960s decade when supposedly all progress began. The rise of blacks in professional and other high-level occupations was greater in the five years preceding the Civil Rights Act of 1964 than in the five years afterwards.

Source: Thomas Sowell is a conservative economist, author, and social commentator. He is currently a Senior Fellow at the Hoover Institution at Stanford University.

The Entitlement State | History of major government benefits programs



① 1935: The Social Security Act creates retirement insurance, old-age assistance for needy elderly Americans, aid to the blind and to dependent children and unemployment benefits

② 1944: G.I. Bill of Rights

③ 1946: National School Lunch Act

④ 1956: Monthly Social Security Disability benefits are created

⑤ 1962: The Child welfare program is renamed Aid to Families with Dependent Children to reflect expansions

⑥ 1965: Medicare and Medicaid; Beginnings of Federal Pell Grants

⑦ 1966: The Child Nutrition Act of 1966 expands the school-lunch program

⑧ 1968: Government National Mortgage Association forms

⑨ 1969: Black lung benefits

⑩ 1974: The Food Stamp program is expanded nationwide; Section 8 vouchers; the Supplemental Security Income program is launched to help aged, blind and disabled people with little or no income

⑪ 1975: Special Supplemental Nutrition Program for Women, Infants, and Children; the Earned Income Tax Credit

⑫ 1981: Low Income Home Energy Assistance program

⑬ 1996: An overhaul creates Temporary Assistance for Needy Families, the existing welfare program

⑭ 1997: State Children's Health Insurance Program

⑮ 2010: Obama Administration health care overhaul and Pell Grant expansion

Notes: 2010 spending is an estimate. Data before 1940 unavailable.

Source: Price Fishback, University of Arizona; WSJ research

Major Great Society Programs

Health and Welfare	Education	The "War on Poverty"	Consumer and Environmental Protection
Medicare (1965) established a comprehensive health insurance program for all elderly people, financed through the Social Security system.	The Elementary and Secondary Education Act (1965) targeted aid to students and funded related activities such as adult education and education counseling.	The Office of Economic Opportunity (1964) oversaw many programs to improve life in inner cities, including the Job Corps, an education and training program for at-risk youth.	The Water Quality Act and Clear Air Acts (1965) supported the standards and goals for water and air quality.
Medicaid (1965) funded by federal and state governments, provided health and medical assistance to low-income families.	Higher Education Act (1965) supported college tuition scholarships, student loans, and work-study programs for low- and middle-income students.	Housing and Urban Development Act (1965) established new housing subsidy programs and made federal loans and public housing grants easier to obtain.	The Highway Safety Act (1966) supported highway safety by improving federal, state, and local coordination and by creating standards for emergency medical technicians.
Child Nutrition Act (1966) established a school breakfast program and expanded the school lunch program and milk program to improve children's poor nutrition.	Project Head Start (1965) funded a preschool program for the disadvantaged.	Demonstration Cities and Metropolitan Development Act (1966) helped revitalize urban areas through a variety of social and economic programs.	The Fair Packaging and Labeling Act (1966) required all consumer products to have true and informative labels.

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1. What were the sources for each reading and why was there a bias?

Reading Source

Bias

a. *LBJ Speech*

b. *Joseph Califano*

c. *Thomas Sowell*

d. *Heritage Foundation*

1. What argument does your group find more convincing, Pros or Cons and Why?

2. If you had to cut Great Society programs which would you cut and Why?

Names _____

Consider the Source: Debating the Great Society's Progress

First as a group come up with a list of pros and cons for the Great Society. Need 5 for each.
Use evidence from the documents. Divide up the responsibilities among group members.

Pros

Cons

1.

2.

3.

4.

5.

Then answer the following questions on the back of this paper.

