

# Politics and Society in the “Me Decade”

## How should historians characterize the 1970s?

### Vocabulary Terms

As you complete the Reading Notes, use these Vocabulary Terms in your answers:

Organization of Petroleum Exporting Countries (OPEC)	Safe Drinking Water Act
National Energy Act	Three Mile Island accident
Camp David Accords	National Women’s Political Caucus
Earth Day	Rustbelt
Clean Water Act	

### READING NOTES

#### Sections 1 to 7

Open your notebook to two blank pages. Draw a line across the middle of each page, creating four boxes. Repeat on the next two pages of your notebook so that you end up with seven boxes. Follow these steps for each section.

1. Write the section number and title at the top of a box.
2. Beneath the section title, draw a timeline with three or more important dates from the section. For each date, write a brief description of the event and what it reveals about the 1970s.
3. Sketch three or more interesting items that represent the important information in the section.
4. For each item, write a brief description of the item and what it reveals about the 1970s.

### PREVIEW

Examine the photograph below. Use this primary source from the 1970s to answer the following questions in your notebook:

1. What do you see in the photograph? What are these people doing?



2. Based on this primary source, how would you characterize the 1970s as a decade?
3. What kind of mood is depicted in this image?
4. Do you think this is an accurate and complete characterization of this historical period? Why or why not?

Section number and title  -----	Section number and title  -----
Section number and title  -----	Section number and title  -----

**P R O C E S S I N G**

In a well-written paragraph, respond to the Essential Question: *How should historians characterize the 1970s?*

Make sure your paragraph includes

- a clear topic sentence that communicates the main idea of your paragraph.
- one or two pieces of evidence (facts, data, quotes, examples) from your Reading Notes to support your topic sentence.
- one or two sentences that explain how your evidence supports your topic sentence.

# A Shift to the Right Under Reagan

## How did the Reagan Revolution impact the nation?

### Vocabulary Terms

As you complete the Reading Notes, use these Vocabulary Terms in your answers:

Reagan Revolution	Americans with
Moral Majority	Disabilities Act
New Right	(ADA)
supply-side economics	savings and loan crisis
<i>New Jersey v. T.L.O.</i>	

### PREVIEW

On the television show *Across Fire*, guests debate current political topics. Following is a transcript from one episode. During this episode, liberal guests Laura and Lyle debated the role of government with conservative guests Carl and Connie.

Create a T-chart in your notebook. Label the left side *Liberal* and the right side *Conservative*. Based on the transcript, list at least three characteristics of a liberal and at least three characteristics of a conservative.

**Carl (contemplatively):** You know, in general, I believe that our national government governs best when it governs least. This is especially important in economic affairs.

**Laura (shaking her head):** I disagree, Carl. I think the federal government has an *obligation* to monitor businesses. It needs to prevent them from polluting the environment and taking advantage of consumers and workers.

**Connie (exasperated):** No one is saying that we want businesses to abuse our citizens, Laura. But when businesses prosper, prosperity will trickle down to *all* Americans.

**Lyle (pointing a finger at Connie):** But how long will that trickle-down effect take, Connie? One year? Ten years? I believe that the government has a duty to take care of all of its citizens *now*.

**Laura (with enthusiasm):** Lyle's right. You know, a lot of people these days talk about cutting taxes. But we need to be careful. Cutting taxes might lead to cutting federal programs. I fear the programs that will be cut will be those that help the most needy.

**Carl (pounding fists on desk):** Regardless of tax cuts, the national government *shouldn't* be spending our limited resources on programs that give people free handouts. When a government takes care of people too much, they become leeches on society.

**Connie (nodding):** We need to *shrink* the size of the federal government. The role of the national government should be to provide for the national defense and conduct international affairs. Let the state and local governments take care of the needs of citizens.

**Lyle (with a sigh):** I wish it were so simple, Connie. But the national government exists to ensure that ideals like equality and opportunity are attainable to *all* Americans.

**READING NOTES**

**Sections 2 and 3**

Prepare two pages of your notebook as shown below. Then, in the appropriate space, answer the following questions from the perspective of both a liberal and a conservative. Give at least one argument in support of each response.

**Section 2**

1. Is New Federalism good for America?
2. Is supply-side economics good for America?
3. Is deregulation good for America?
4. Are Reagan’s budget priorities, which have led to high federal budget deficits and a high national debt, good for America?

**Section 3**

1. Are reductions in federal social welfare programs good for America?
2. Is Reagan’s antidrug approach good for America?
3. Have the Reagan-era Supreme Court decisions on student privacy been good for America?
4. Are Reagan’s civil rights policies good for America?

Liberal		Conservative
Section 2		Section 2
Section 3		Section 3

**Section 4**

In your notebook, create a T-chart. Label one side of the T-chart “Bush’s Legislative Wins” and the other side “Bush’s Legislative Losses.” As you read Section 4, record factual details about at least three of Bush’s domestic policies in the chart.

**PROCESSING**

You are a guest on tonight’s political debate show *Across Fire*. The debate question for tonight is, *How did the Reagan Revolution impact the nation?*

Write a two-paragraph response to the question from the perspective of a liberal or conservative. Consider whether the Reagan Revolution had positive or negative effects on the nation. Each paragraph should include:

- a clear topic sentence that communicates the main idea of your paragraph.
- one or two pieces of evidence (facts, data, quotations, examples) from the reading to support your topic sentence.
- one or two sentences that explain how your evidence supports your topic sentence.

# Ending the Cold War

## What were the effects of Ronald Reagan’s and George H. W. Bush’s foreign policy actions?

### Vocabulary Terms

As you complete the Reading Notes, use these Vocabulary Terms in your answers:

Strategic Defense Initiative (SDI)	Iran-Contra Affair
Reagan Doctrine	nuclear freeze movement
Sandinistas	Intermediate-Range Nuclear Forces Treaty (INF Treaty)
Contras	Persian Gulf War
Palestine Liberation Organization (PLO)	

### PREVIEW

Examine the list about life in Country X. This mythical country wants to spread its philosophy about promoting equality for all citizens to other nations. Nations that adopt or are forced to adopt this philosophy will also adopt other aspects of life in Country X.

#### Life in Country X

- The overarching philosophy of the government of Country X is the belief in equality for all citizens.
- The government of Country X guarantees all citizens a job and a place to live. It also guarantees all citizens education and health care.
- The press and media of Country X are controlled by the state.
- Citizens are not free to leave Country X at their own will.

- Dissenters are thrown in prison or sent to labor camps.
- The government owns all businesses and decides what will be made and sold and for what price.
- Elections are controlled by the ruling political party. Opposition candidates are rarely permitted.

In your notebook, list any of the following actions that you believe the United States would be justified in taking if it meant preventing a nation from falling under the influence of Country X. For each action you list, give one reason to support your choice.

- *Send anti-Country X propaganda* to other nations.
- *Withdraw aid* from any nation that openly supports Country X.
- *Send spies* to Country X to learn which nations they plan to take over next.
- *Increase defense spending* to prepare for a possible military conflict with Country X or its supporters.
- *Provide military training and arms* to help nations resist a takeover by Country X.
- *Send U.S. troops* to nations in danger of being taken over by Country X.
- *Secretly rig an election* to guarantee that candidates who support Country X are not elected.
- *Assassinate leaders* of nations who support Country X.
- *Threaten military action* against nations who align with Country X.

**READING NOTES**

**Introduction to Section 5**

After reading each of these sections, do the following:

- Decide which photograph(s) from the Handout relate to what you just read. Cut out those photographs and tape them into your notebook, one or two per page.
- Write a two- to four-sentence summary of the event each photograph represents. In each summary, include all of the terms from one of the Word Banks to the right. Use each set of terms only once.
- For each photograph, answer this question: *What were the effects of Ronald Reagan’s or George H. W. Bush’s foreign policy actions illustrated in this photograph?* Explain your answer. Consider whether the effects of each policy were positive or negative.

Tape the photograph here.	Summarize the event here.
Answer the question here.	
Tape the photograph here.	Summarize the event here.
Answer the question here.	

**Word Banks**

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|--|
| Intermediate-Range Nuclear Forces Treaty (INF Treaty), nuclear freeze movement, summit meeting |
| perestroika, glasnost, rationing   |
| Soviet Union, nation-states, Cold War  |
| missile shield, Strategic Defense Initiative (SDI)   |
| Persian Gulf War, UN-sponsored coalition   |
| terrorists, hostages, Iran-Contra Affair   |
| Reagan Doctrine, Sandinistas, Contras  |
| Eastern Europe, Berlin Wall, communism   |

**PROCESSING**

In this lesson, you learned about the actions Ronald Reagan and George H. W. Bush took to contain communism and end the Cold War. These actions affected the U.S. economy, the country’s standing in the world community, the safety of the nation’s and the world’s citizens, and American ideals.

Do research online to find a photograph relating to the end of the Cold War. The photograph can be of an event you have already learned about in this lesson, but it should not be a duplicate of a photograph you have already examined. Conduct research to learn more about the event shown in the photograph and write a two-paragraph response. Your response should answer the following questions:

- What is happening in the photograph?
- Who are the people in the photograph?
- How does the photograph relate to Reagan’s or Bush’s foreign policy actions?
- Were the effects of the policy mostly positive or negative?

# U.S. Domestic Politics at the Turn of the 21st Century

## *How have recent presidents tried to fulfill their domestic policy goals?*

### Vocabulary Terms

As you complete the Reading Notes, use these Vocabulary Terms in your answers:

New Democrat	No Child Left Behind
Contract with America	Act (NCLB)
Temporary Assistance to Needy Families (TANF)	9/11 stimulus
<i>Bush v. Gore</i>	debt ceiling gridlock

### PREVIEW

In your notebook, write the following list of domestic policy goals:

- landing a man on the moon
  - deregulating businesses
  - ending the Great Depression
  - preserving the environment by establishing national parks
1. Which of the following presidents was associated with each domestic policy goal: Franklin D. Roosevelt, John F. Kennedy, Ronald Reagan, or Theodore Roosevelt? Write the president’s name next to the appropriate goal.
  2. What factors do you think might have allowed each president to achieve his goal?

### READING NOTES

#### Section 1

1. Describe the red-blue divide in U.S. politics, and identify the features associated with each side of the divide.
2. Why might the red-blue divide not be as large as many believe it to be?

#### Sections 2 to 4

In your notebook, create three T-charts. Title each with the name of one of the three presidents studied in these sections. Label one side of the T-charts “Domestic Policy Goals Achieved” and the other side “Domestic Policy Goals Not Achieved.” As you read Sections 2 to 4, record factual details about at least five domestic policy goals of that president in the appropriate column of the chart.

#### Section 5

Choose two of President Trump’s domestic policy goals from Section 5. Conduct research online to determine current progress and setbacks for these domestic policy goals. Then, respond to this question: *What is the current state of these policy goals?* Use evidence from your research to support your response.

**P R O C E S S I N G**

If Bill Clinton, George W. Bush, Barack Obama, and Donald Trump were asked to summarize the economy and social concerns during their administrations, they might be asked the following questions. For each question, write a few sentences from each president's perspective.

- What do you think the government's role should be when it comes to ensuring that America's economy is strong?
- During your presidency, what was America's most pressing social concern, and how did your administration handle that concern?
- To what extent do you believe that you achieved your domestic policy goals?