

# Fighting the Cold War at Home

1. Assigned 4/6 and due by Friday 4/10 by 11:59 p.m Read TCI lessons 40-42 from your Clever accounts.
2. Assigned 4/12 and due by Friday 4/17 by 11:59 pm Read TCI lessons 43-44 from your Clever accounts.
3. Assigned 4/19 and due by Friday 4/24 by 11:59 pm. Read TCI lessons 45-47 from your Clever accounts.
4. Assigned 4/26 and due by Friday 5/1 by 11:59 pm. Read TCI lessons 48-50 from your Clever accounts.

## **How did the anxieties raised by the Cold War affect life in the United States?**

### Vocabulary Terms

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

communist sympathizer	McCarthyism
House Un-American Activities Committee (HUAC)	Atomic Age
Alger Hiss case	Federal Civil Defense Administration (FCDA)
Rosenberg trial	

### PROCESSING

Create two warning signs about lessons that can be learned from how the United States fought the Cold War at home. One sign should focus on a lesson learned from McCarthyism. The other should focus on a lesson learned from living in the Atomic Age.

Each diamond-shaped warning sign should have these things:

- a short phrase that summarizes the lesson learned
- an icon related to the warning
- a description that more fully explains the lesson learned and includes at least two Vocabulary Terms

See the example below.

### READING NOTES

As you read each section, create “step notes” for each Vocabulary Term. Follow the model below.

#### Step Notes Example

Write the Vocabulary Term here.

Write a brief description of the term here.

Write one or more examples of how the term affected American life here.

#### Section 1

The Vocabulary Terms for this section are *communist sympathizer*, *House Un-American Activities Committee*, *Alger Hiss case*, *Rosenberg trial*, and *McCarthyism*.

#### Section 2

The Vocabulary Terms for this section are *Atomic Age* and *Federal Civil Defense Administration*.



As the United States fought the Cold War at home, HUAC, the House Un-American Activities Committee, accused many people of . . .

# Peace, Prosperity, and Progress

## Why are the 1950s remembered as an age of affluence?

### Vocabulary Terms

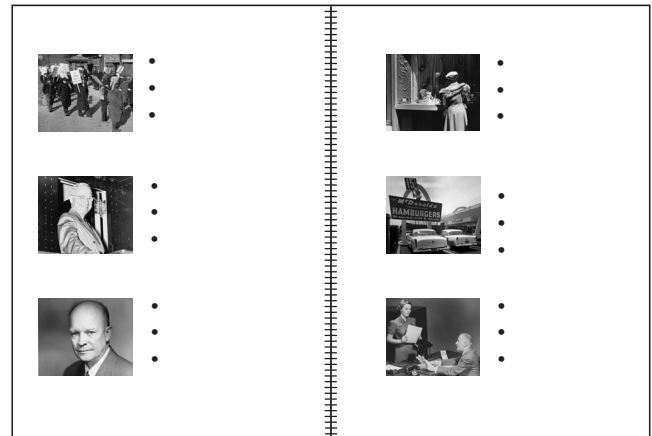
As you complete the Reading Notes, use these Vocabulary Terms in your answers:

Fair Deal	Sunbelt
Taft-Hartley Act	interstate highway system
baby boom	polio vaccine
Levittown	

### READING NOTES

#### Part 1: Setting Up Your Notebook

1. Cut out the photographs from *Photographs for the Neighborhood Block Party*.
2. Tape the photographs onto four blank pages in your notebook, with three images per page. Your notebook pages should look like the sample below.



### PREVIEW

Examine the collage of photographs below. In your notebook, complete the following tasks:

1. List three generalizations you can make about this period from looking at these images. For each generalization, include at least one specific detail from the photograph that led you to it.
2. Write three questions that these photographs raise about this period.



**Part 2: Summarizing Your Assigned Topic**

Complete your Reading Notes for your assigned topic:

1. Look at Handout A. In your notebook, write your assigned group letter, the subsection(s) you must read, and the terms you must use.
2. Read the subsection(s) you have been assigned, including the introduction to the entire section.
3. Find the photograph in your notebook that corresponds with your reading and write a headline above it that captures the main idea of what is happening in the image.
4. Next to the image, write at least three main points from your reading, making sure to use the terms you have been assigned.

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

1. Examine the questions you wrote for your preview. Write answers to your three questions or note where you might be able to find the answers.
2. Examine photographs in your notebook. Write a paragraph that answers the question, *Why are the 1950s remembered as an age of affluence?*  
Your paragraph should include
  - a clear thesis statement that summarizes your position.
  - two arguments that support your thesis.
  - two or three sentences that explain *how* each argument supports your thesis.

PROCESSING NOT REQUIRED

# Photographs for the Neighborhood Block Party



# Two Americas

## *Why did poverty persist in the United States in an age of affluence?*

### Vocabulary Terms

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

Housing Act of 1949	Voluntary Relocation Program
Appalachia	
termination policy	

### READING NOTES

#### Section 1

Read Section 1. In your notebook, answer the following questions in complete sentences.

1. For much of America's history, how did society view poverty and those who were poor?
2. Describe what the term "poverty line" means and how it was first calculated.
3. List three reasons that, according to Michael Harrington, poverty was "socially invisible."

### PREVIEW

Examine the two photographs shown here. In your notebook, answer the following in complete sentences.

1. What is similar about these two images? What is different?
2. Imagine these two families going about their daily lives—going to work, going to school, traveling from one place to another. In what ways might their lives be different?
3. What factors might explain why the lives of these two families are so different?



**Section 2**

For each subsection of Section 2, do the following:

1. Draw a line beneath your hypotheses from Handouts A-C.
2. Write the title of the appropriate subsection directly beneath the drawn line.
3. List the groups from your reading that experienced poverty in the postwar era.
4. Explain why these groups did not experience post-World War II prosperity.

**Inner City Chicago, 1960**  
**Hypotheses from Maps:**


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**Left Behind in the Inner Cities**

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

In 1962, Michael Harrington’s book *The Other America* surprised many Americans with its startling statistics on poverty. It also fueled a debate that continues in the United States today about what the federal government’s role should be in fighting poverty.

Imagine that it is 1962 and you have just read Michael Harrington’s book. Think about whether you agree or disagree with the following statement: *The federal government has an obligation to try to alleviate the poverty of the “other America.”*

Write a clear thesis sentence arguing for or against this statement and at least one paragraph to support your thesis. Make sure your supporting paragraph includes

- two arguments that support your thesis.
- two or three sentences for each argument explaining *how* each supports your thesis.

# Segregation in the Post-World War II Period

## *How did segregation affect American life in the postwar period?*

### Vocabulary Terms

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

de facto segregation	<i>Brown v. Board of</i>
de jure segregation	<i>Education</i>
Executive Order 9981	Warren Court
Congress of Racial Equality (CORE)	

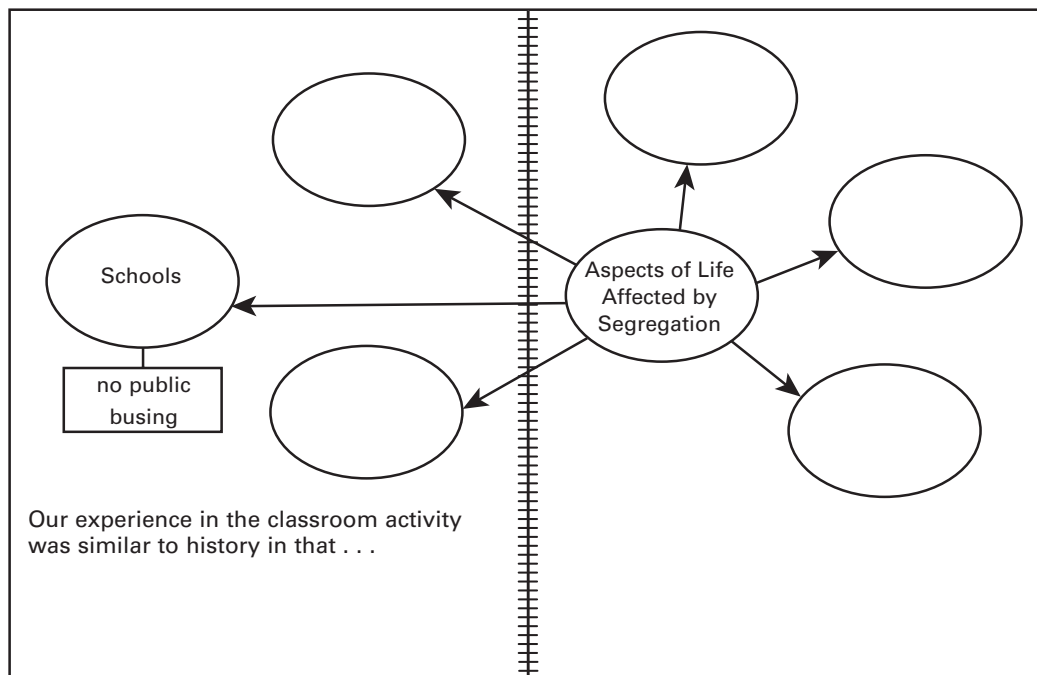
### READING NOTES

#### Section 1

Copy the spoke diagram below into your notebook.

- In each of the six ovals around the center oval, list one area of life discussed in Section 1 in which blacks experienced segregation.
- Near each of those six ovals, list as many examples as you can that show how segregation affected Americans during this era.

Beneath your spoke diagram, complete this statement: *Our experience in the classroom activity was similar to history in that . . .* Give three examples of how the classroom activity compared to the experiences of Americans during this time in history.



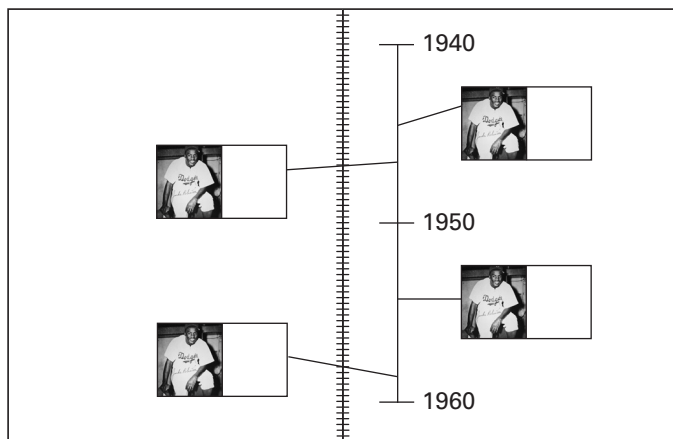
**Sections 2 and 3**

Follow the model below to create a timeline for this unit.

- Cut the four parts of the timeline from *Civil Rights Movement Timeline*.
- Tape each part of the timeline to a separate two-page spread of your notebook, as close to the binding as possible.

Now read Sections 2 and 3. Then do the following:

- Cut the four cards from *Event Cards*.
- Decide which event from the reading each card represents.
- On the card, write the name of the event, the date it occurred, and two or three important facts about the event.
- Tape the card in an appropriate place along your timeline. Draw a line connecting the event to its location on the timeline.



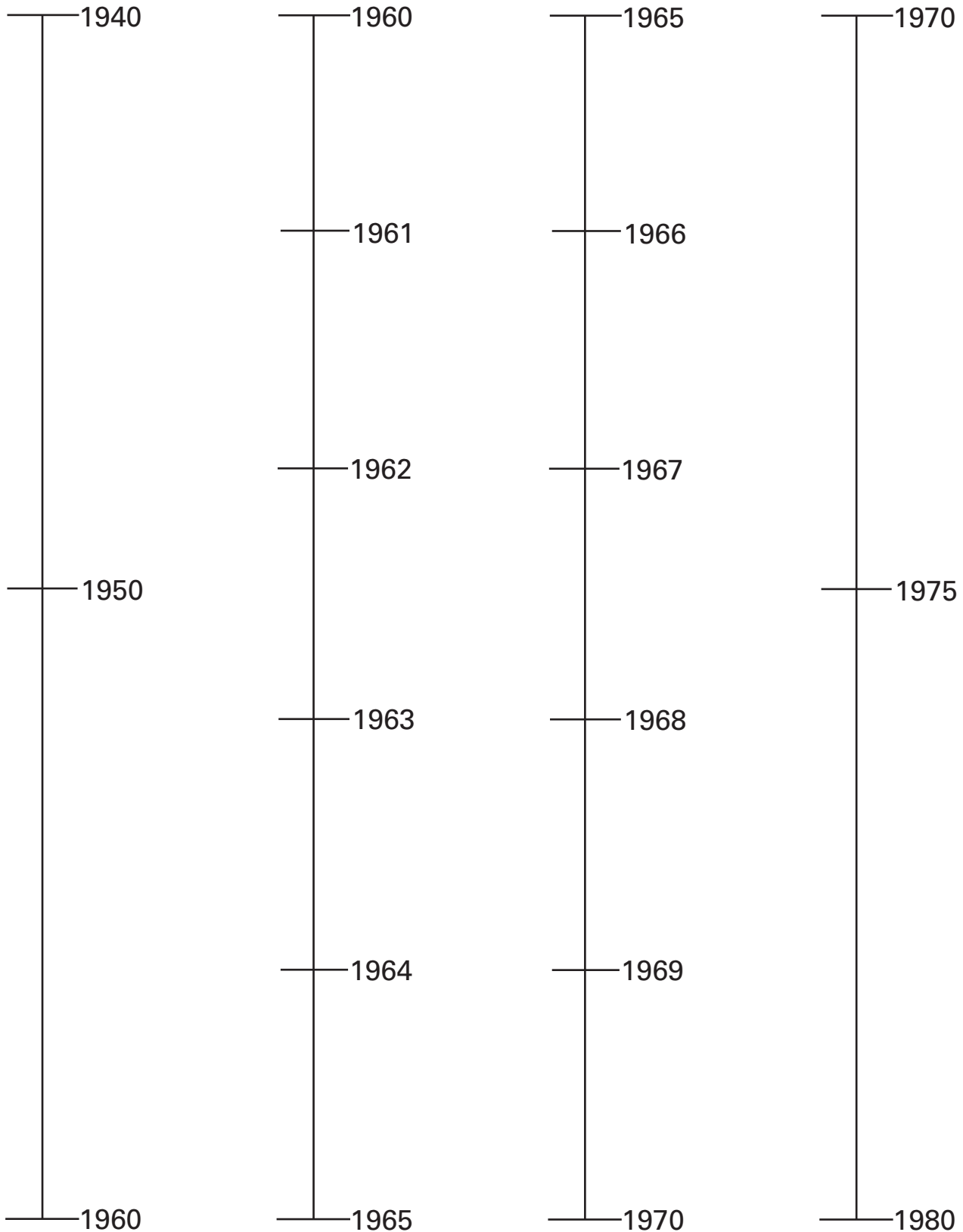
**PROCESSING**

Read the personal account of Melba Pattillo Beals from her memoir *Warriors Don't Cry* on Handout B. Then answer these questions in a few sentences each:

1. Why did the teacher insist that the students leave quickly and walk home in groups?
2. If you were Melba's mother or father, what might you consider doing to protect your daughter? What might you do to fight discrimination to give her more opportunities in the future?
3. How did this ruling, *Brown v. Board of Education*, promote or hinder the American ideal of opportunity? Of rights?



## Civil Rights Movement Timeline



# Event Cards



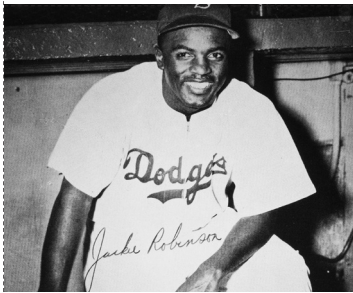
Date:  
Event:

Facts:



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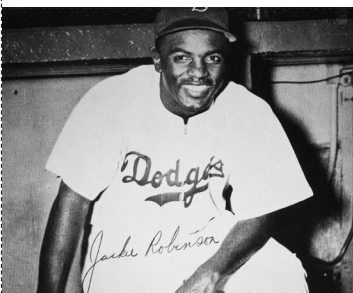


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# The Civil Rights Revolution: “Like a Mighty Stream”

## ***How did civil rights activists advance the ideals of liberty, equality, and opportunity for African Americans?***

### Vocabulary Terms

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

Montgomery Bus Boycott	Freedom Rides March on Washington
Southern Christian Leadership Conference (SCLC)	Civil Rights Act of 1964
Student Nonviolent Coordinating Committee (SNCC)	Freedom Summer Voting Rights Act of 1965

### PREVIEW

*Brown v. Board of Education* inspired hopes that African Americans could achieve equal rights in American society. After decades of segregation and discrimination, African Americans were willing to take incredible risks to stand up against unfair laws. But just *what* types of risks would they and other civil rights activists be willing to take?

Read the seven statements that follow, and record in your notebook whether you believe each is true or false.

### The Civil Rights Movement: True or False?

1. On the first day of a bus boycott to protest segregation in Montgomery, Alabama, 90 percent of the city’s African American riders stayed off the buses.
2. Between 1957 and 1968, Martin Luther King Jr. traveled more than 6 million miles to lead demonstrations and speak out against racial discrimination.
3. On the first day of desegregation at Central High School in Little Rock, Arkansas, 9 African Americans students faced an angry mob numbering about 1,000 people.
4. After college students staged a “sit-in” at an all-white lunch counter in North Carolina to protest segregation, almost 30 similar sit-ins were held in 7 states within a year.
5. Children, if they were at least 10 years old, were arrested when demonstrating against segregation in Birmingham, Alabama.
6. Nearly 100,000 people traveled from around the country to Washington, D.C., to participate in a 1963 demonstration protesting racial discrimination.
7. In the summer of 1964 in Mississippi, nearly 10 black homes were firebombed and almost 20 demonstrators were beaten.

## READING NOTES

**Sections 1 to 6**

Turn to the timeline you began in the “Segregation in the Post–World War II Period” lesson, and cut the eight cards from *Event Cards*.

As you read Sections 1 to 6, add to your timeline by doing the following:

- Decide which event from the list below each card represents.
- On the card, write the name of the event, the date or dates it occurred, and two or three important facts about the event.
- Tape the card in an appropriate place along your timeline. Draw a line connecting the event to its location on the timeline.

**Timeline Events**

Birmingham campaign

Civil Rights Act of 1964

Integration of Central High School

Freedom Rides

First lunch counter sit-in

March on Washington

Montgomery Bus Boycott

Voting Rights Act of 1965

## PROCESSING

Music inspired and gave courage to civil rights activists as they faced great challenges in their work. The song “If You Miss Me from the Back of the Bus” is an example of this music. Performers would change lyrics or add verses to make the song reflect their local struggles.

Write two new verses for this song that show how civil rights activists advanced the ideals of liberty, equality, and opportunity for African Americans. Each verse should be four lines long and describe an event not already mentioned in the song.

# Event Cards

	Facts:		Facts:
Date: Event:		Date: Event:	
	Facts:		Facts:
Date: Event:		Date: Event:	
	Facts:		Facts:
Date: Event:		Date: Event:	
	Facts:		Facts:
Date: Event:		Date: Event:	

# Redefining Equality: From Black Power to Affirmative Action

***How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?***

## Vocabulary Terms

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

black power	<i>Swann v. Charlotte-Mecklenberg Board of Education</i>
Watts riot	
Kerner Commission	<i>Regents of the University of California v. Bakke</i>
Nation of Islam	
Black Panther Party	
Civil Rights Act of 1968	

## PREVIEW

Compare the two sets of quotations from the Student Nonviolent Coordinating Committee (SNCC). Then answer these questions in your notebook:

1. What was SNCC's goal in 1960? What strategy or strategies does SNCC identify as the way to achieve this goal?
2. What was SNCC's goal in 1966? What strategy or strategies does SNCC identify as the way to achieve this goal?
3. How do SNCC's goals and strategies differ between 1960 and 1966? What might have happened to cause these differences to develop?

### SNCC in 1960

Integration of human endeavor [activity] represents the crucial first step towards such a society. Through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates [drives away] prejudice; hope ends despair.

—SNCC Statement of Purpose, 1960

### SNCC in 1966

Black power means proper representation and sharing of control. It means the creation of a power base from which black people can work to change statewide or nationwide patterns of oppression through pressure from strength — instead of weakness . . . It does not mean merely putting black faces into office . . . The power must be that of a community, and emanate [come] from there.

—Stokely Carmichael, SNCC chairman, "What We Want," 1966

## READING NOTES

**Sections 1 to 3**

Turn to the timeline you began in Lesson 44, and cut the eight cards from *Event Cards*. As you read Sections 1 to 3, add to your timeline by doing the following:

- Decide which event from the list below each card represents.
- On the card, write the name of the event, the date it occurred, and two or three important facts about the event.
- Tape the card in an appropriate place along your timeline. Draw a line connecting the event to its location on the timeline.

Then use the information from the reading and your timeline to answer the reflection questions below on a new page of your notebook.

**Timeline Events**

Black Panther Party founded

Civil Rights Act of 1968

Congressional Black Caucus formed

*The Hate That Hate Produced* aired

*Regents of the University of California v. Bakke*

*Roots* aired

*Swann v. Charlotte-Mecklenburg Board of Education*

Watts riot

**Reflection Questions**


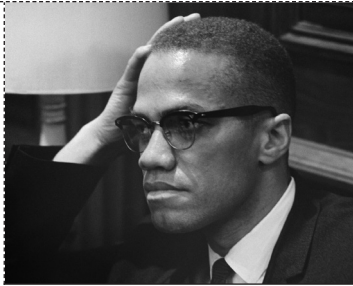
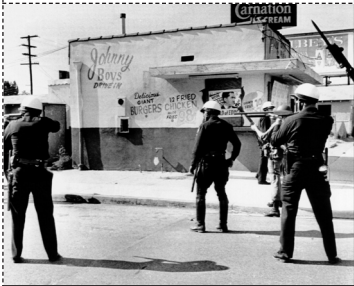


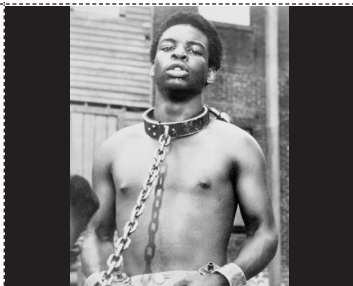


1. What were the goals of civil rights activists up to the mid-1960s? What strategies did they use to achieve those goals?
2. What were the goals of civil rights activists after the mid-1960s? What strategies did they use to achieve them?
3. Why do you think these goals and strategies changed? Which individuals or groups advocated this change?
4. When were the most significant accomplishments made in achieving racial equality: 1940 to 1954, 1955 to 1965, or 1966 to 1979? Explain your answer.

## PROCESSING

Create a cover for an issue of *Civil Rights Today* magazine. Your cover should clearly express your view on the degree of success you think civil rights activists have had in achieving racial equality. Include the following on your cover:

- a subtitle that will catch the reader's attention
- two or more visuals (photographs, illustrations, symbols, or graphs) with brief captions explaining what each visual reveals about racial equality in the United States
- powerful words to communicate your point of view

# Event Cards

	<p>Facts:</p>		<p>Facts:</p>
<p>Date:</p> <p>Event:</p>		<p>Date:</p> <p>Event:</p>	
	<p>Facts:</p>		<p>Facts:</p>
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	<p>Facts:</p>		<p>Facts:</p>
<p>Date:</p> <p>Event:</p>		<p>Date:</p> <p>Event:</p>	
	<p>Facts:</p>		<p>Facts:</p>
<p>Date:</p> <p>Event:</p>		<p>Date:</p> <p>Event:</p>	



# The Widening Struggle

## *Why and how did the civil rights movement expand?*

### Vocabulary Terms

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

United Farm Workers (UFW)	Japanese American Citizens League (JACL)
National Organization for Women (NOW)	Americans with Disabilities Act (ADA)
women's liberation	Stonewall riots
American Indian Movement (AIM)	Gray Panthers

### PREVIEW

Answer the questions below for the group to which you are assigned.

#### Poster

What are three interesting details in the poster? Sketch and label each of them.

#### Song

What interesting elements do you hear in this piece of music? What emotions does this song evoke?

### READING NOTES

#### Sections 1 to 5

You will be visiting seven stations to learn about seven groups of people involved in the struggle for civil rights. For each group, set up a half-page in your notebook as shown below. As you read about each group, answer the questions below on the Reading Notes side of the page. Then follow the directions at the station to complete the Station Notes for that group.

<b>Group</b>	
(Women, Latinos, American Indians, Asian Americans, . . .)	
<p><b>Reading Notes</b></p> <p><b>Who</b> Who belongs to this group?</p> <p><b>Changes Wanted</b> What changes has this group fought for?</p> <p><b>How Achieved</b> What actions has this group taken to achieve the changes they wanted?</p> <p><b>Successes</b> What successes has this group had?</p>	<p><b>Station Notes</b></p>

**PROCESSING**

Refer to the timeline as you answer these questions in your notebook:

1. What does this timeline show?
2. What relationship do you see between the African American civil rights movement and other groups' struggle for civil rights?
3. Which actions for achieving civil rights seem to have been most successful? Why might this be so?
4. All of the groups on the timeline made remarkable progress in achieving change. What issues today do you think might be worth fighting for in your school? Your community? Your state? Your nation?

5. What can you do to achieve change? Choose an issue to focus on. Based on what you learned about civil rights movements, create a plan of action for addressing that issue. Your action plan should include

- a brief description of the change wanted, including a slogan that summarizes the issue.
- a list of people and organizations that might be involved in fighting for this change.
- a short explanation of what actions you might use to achieve the change and why you believe these steps will be successful. Use historical examples from the lesson to help support your ideas.

Major Events in the African American Civil Rights Movement	Date	Major Events of the Widening Struggle for Civil Rights
CORE formed First black player in the major leagues Desegregation of the armed forces	1940–1949	
<i>Brown v. Board of Education</i> ruling Montgomery Bus Boycott Integration of Central High School <i>The Hate That Hate Produced</i> aired	1950–1959	AARP founded
Lunch counter sit-ins Freedom Rides Birmingham campaign March on Washington Civil Rights Act of 1964 Voting Rights Act of 1965 Watts riot Black Panther Party founded Civil Rights Act of 1968 Congressional Black Caucus formed	1960–1969	Asian American movement formed Medicare passed UFW strike against grape growers begins NOW founded Age Discrimination in Employment Act AIM founded Bilingual Education Act Stonewall riots
<i>Swann v. Charlotte-Mecklenburg Board of Education</i> <i>Roots</i> aired <i>Regents of the University of California v. Bakke</i>	1970–1979	La Raza Unida Party formed Gray Panthers founded Congress passes equal rights amendment Rehabilitation Act, including Section 504, is passed <i>Roe v. Wade</i> Indian Self-Determination and Education Assistance Act Harvey Milk elected JACL seeks compensation for Japanese Americans
	1980–1990	Reparations awarded to Japanese internees Americans with Disabilities Act

# The Age of Camelot

## Was John F. Kennedy a great president?

### Vocabulary Terms

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

New Frontier	Bay of Pigs invasion
National Aeronautics and Space Administration (NASA)	Berlin Wall
	Cuban missile crisis
	Test Ban Treaty
	Peace Corps

### PREVIEW

Answer the following in your notebook, using complete sentences:

- If you were to determine the best president of all time, which five criteria would you use?
- Based on your criteria, who do you think was the best president of all time? Why?

### READING NOTES

#### Section 1

Create a spectrum, like the one below, in your notebook. As you read Section 1, record facts about President Kennedy that you think show what was great or not so great about his presidency. In addition to any Vocabulary Terms, include the following terms in your notes: “*Kennedy style*,” *televised presidential debate*, “*the best and the brightest*,” *tax cuts*, *civil rights*, *Sputnik*, and *Neil Armstrong*.

As a group, discuss Documents A–G from Handout A. Add the names of each document to your spectrum and note whether you think the document shows that Kennedy was great, not so great, or somewhere in between.

Not So Great

Great



During the Cuban missile crisis, Kennedy overreacted by establishing a *quarantine* around Cuba, which almost caused World War III.

During the Cuban missile crisis, Kennedy established a *quarantine* around Cuba to prevent the USSR from sending in more weapons and aid.

## Section 2

Create a new spectrum for Section 2. As you read, follow the directions for Section 1 to record notes on Kennedy's presidency. In addition to any Vocabulary Terms, include the following terms in your notes: *ExCom*, *quarantine*, *hotline*, and *Alliance for Progress*.

As a group, discuss Documents H–L from Handout A. Add the names of each document, including a brief explanation, to the appropriate place on your spectrum.

## PROCESSING

Write a five-paragraph essay that answers the question, *Was John F. Kennedy a great president?*

Your essay must include the following elements:

An introduction, including

- a *hook* that creates interest in the topic of your essay
- a *thesis* statement that clearly states your perspective on the essay question

Three body paragraphs that each include

- a *topic sentence* that clearly states one argument supporting your thesis statement.
- at least two pieces of *evidence* (visual details, facts, data, quotations, or examples) that support the topic sentence. For the first body paragraph, use evidence from Section 1 and Documents A–C. For the second, use evidence from Section 2 and Documents D–G. For the third, use evidence from Section 3 and Documents H–L.
- a one- to two-sentence *explanation* of how each piece of evidence supports the topic sentence or thesis statement.

A conclusion that includes

- a reworded version of your thesis statement
- a brief summary of your main arguments
- a brief response to the question, *So what?*

# The Great Society

## ***What is the proper role of government in shaping American society?***

### V o c a b u l a r y   T e r m s

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

Great Society	Immigration Act of
War on Poverty	1965
Economic Opportunity Act	<i>Silent Spring</i>
Medicare	Warren Court
Medicaid	Miranda rights

### P R E V I E W

Think of your day since you woke up this morning. How has government influenced your life? For example, how did you get to school? If you walked or rode a bike, you came on streets or sidewalks maintained by the government. If you rode a school bus, it is likely that it is paid for by the government. If you rode in a car, federal guidelines specify safety features and environmental specifications for cars.

1. Brainstorm and list in your notebook all the ways the government has affected your life since you woke up this morning.
2. Some people argue that government does too much and intervenes in too many areas of our lives. Others believe that government should do more to solve our nation's problems. What do you think?

### R E A D I N G   N O T E S

#### **Section 1**

Respond to the following questions in your notebook:

1. What was Lyndon Johnson's prescription for making a better America?
2. Why did conservative Barry Goldwater disagree with Johnson?
3. Both candidates have strong views about the role of government. With which candidate do you most agree? Why?

#### **Section 2**

Respond to the following in your notebook:

1. What accounts for Johnson's success at getting legislation passed?
2. In your notebook, copy and complete the table from the following page.
3. Considering all of Johnson's programs, how important was the War on Poverty to him? Explain.
4. What are the chief criticisms of Johnson's programs?

Program or Act	Description of Program
Economic Opportunity Act	
Job Corps	Provided job training for low-income people.
Head Start	
VISTA	
Housing and Urban Development	
Medicare and Medicaid	Provided health care for the elderly and poor.
Elementary and Secondary Education Act	
National Endowments for the Arts and for the Humanities	Provided funding for the arts.
Public Broadcasting Act	
Immigration Act of 1965	
Clean Air Act of 1963	Strengthened programs to prevent and control air pollution.
National Traffic and Motor Vehicle Safety Act	

### Section 3

Respond to the following in your notebook:

1. What was the Warren Court? Why was it so controversial?
2. Copy and complete the following table.

Case	Decision
<i>Baker v. Carr</i>	
<i>Reynolds v. Sims</i>	
<i>Engel v. Vitale</i>	
<i>Mapp v. Ohio</i>	
<i>Miranda v. Arizona</i>	

### PROCESSING

Does government play the proper role in American society today? Consider current government programs that you learned about in this activity or others that you are aware of. Select one program that you think the government should start and one program you think the government should stop. In a paragraph, explain your choices.

# The Emergence of a Counterculture

## What was the impact of the counterculture on American society?

### Vocabulary Terms

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

counterculture	hippie
New Left	the Establishment
Free Speech Movement	sexual revolution
	Woodstock

### PREVIEW

Think about how your generation differs from that of your parents in terms of fashion, music, and lifestyle. Then respond to the following in your notebook:

1. List the differences between your generation and your parents' generation.
2. Explain whether these differences create harmony or conflict.

### READING NOTES

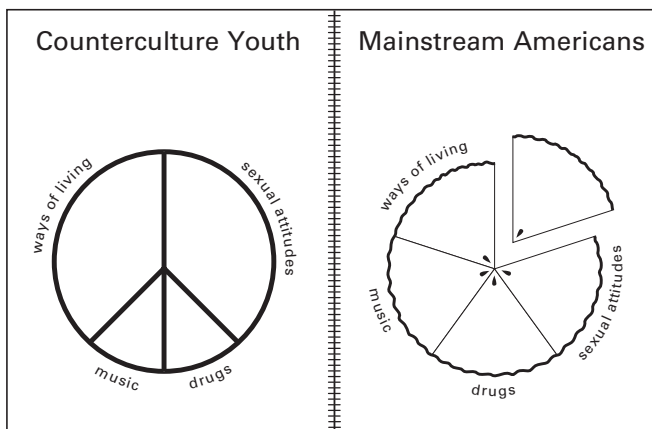
Set up your notebook by copying the symbols of a peace sign and an apple pie onto two pages, as shown at right. Be sure to leave room above and below the symbols for additional notes.

### Section 1

1. In the space above the peace sign, list three characteristics of the New Left and three characteristics of counterculture youth.
2. In the space above the apple pie, list three characteristics of mainstream Americans.
3. Below each symbol, write one sentence describing how the symbol represents counterculture youth or mainstream Americans.

### Section 2

1. For each topic in the peace sign, provide at least two pieces of information about counterculture youth and their views.
2. For each topic in the apple pie, provide at least two pieces of information about mainstream Americans and their views.



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

Some observers of the 1960s counterculture movement assert that it expanded the freedoms Americans enjoy. Social anthropologist Jentri Anders, for instance, saw the growth of freedom in the counterculture community where she lived:

*[There was a] freedom to explore one's potential, freedom to create one's Self, freedom of personal expression, freedom from scheduling, freedom from rigidly defined roles and hierarchical statuses.*

Critics, on the other hand, claim that the counterculture's celebration of personal freedom corrupted American society. They say that members of the counterculture often acted irresponsibly and without moral restraint. They believe that even in a free society, there must be limits on personal behavior.

In a well-written paragraph, respond to this question:  
*Did the counterculture's emphasis on personal freedom improve or damage American society?*

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, quotations, examples) from the reading to support your topic sentence.
- one or two sentences that explain how your evidence supports your topic sentence.



# The United States Gets Involved in Vietnam

## Why did the United States increase its military involvement in Vietnam?

### Vocabulary Terms

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

Viet Minh	Viet Cong
First Indochina War	Gulf of Tonkin Resolution
Geneva Accords	

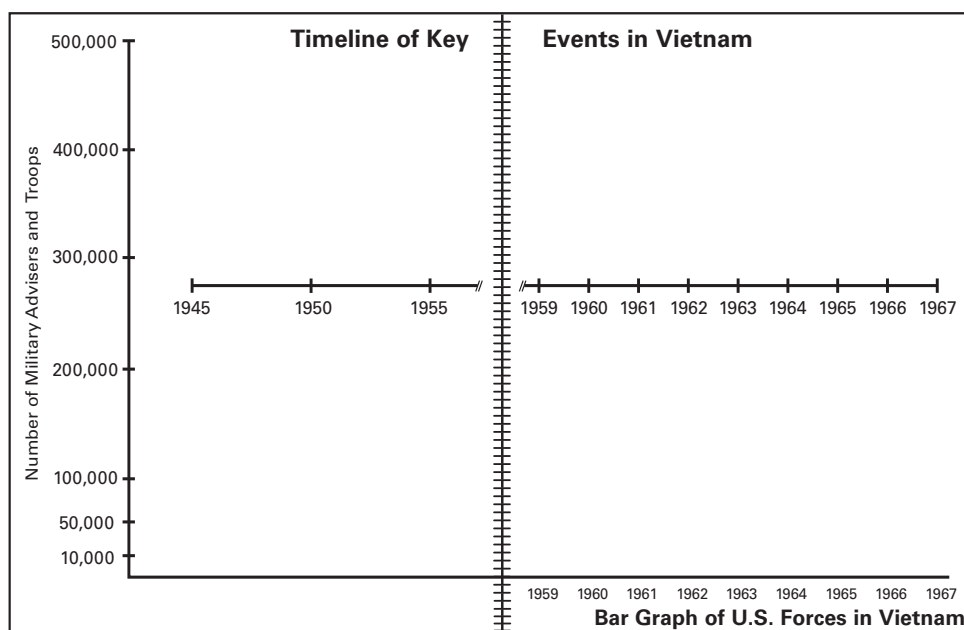
### PREVIEW

Answer these questions in your notebook:

1. What observations did you make about the people whose names are listed in the *Vietnam Veterans Memorial Directory of Names*?
2. What personal connections did you make with any of those people?
3. What emotions did you feel when you saw the photograph and read the names of the people listed on the Wall?
4. What emotions might the Vietnam veteran you see be feeling and why?

### READING NOTES

Copy this diagram onto two pages of your notebook. Then follow the directions for Sections 1, 2, and 3 to complete your timeline and bar graph.



### Section 1

Read this section. Add bars to your graph to show the number of U.S. military advisers in Vietnam for each of the years from 1959 to 1962. See the example below.

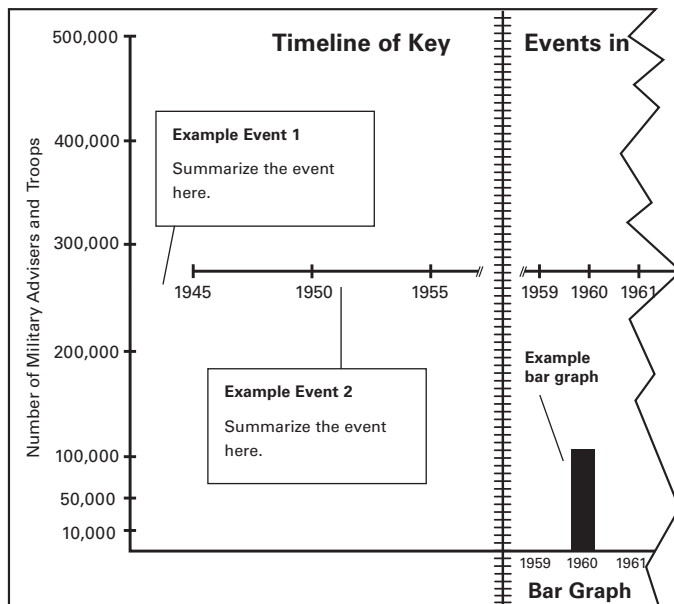
Next, annotate your timeline by doing the following for each key event listed below:

- Write the name of the event and the year(s) it occurred.
- Write a short summary of the event.
- Draw a box around the name and summary, and connect it with a line to the appropriate year(s) on the timeline.

See the example below.

#### Key Events

- Vietnam declares independence
- U.S. military aid to French Indochina
- Battle of Dien Bien Phu
- Geneva Accords



### Section 2

Read this section. Add bars to your graph to show the number of U.S. military advisers in Vietnam for the years 1963 and 1964. Then annotate your timeline for these key events:

- Gulf of Tonkin Incident
- Debate on Vietnam involvement: Arguments from hawks
- Debate on Vietnam involvement: Arguments from doves

### Section 3

After the national security meeting, read this section. Add bars to your graph to show the number of U.S. advisers and troops in Vietnam for the years 1965 to 1967. Then annotate your timeline for these key events:

- First U.S. combat troops land in Vietnam
- Operation Starlite

## PROCESSING

What if President Johnson had decided *not* to increase U.S. military involvement in Vietnam in 1965 or had even decided to reduce or withdraw U.S. forces?

Select one of the topics below and write one or two paragraphs in which you hypothesize what would have happened if Johnson had made a different decision. Be sure to discuss short-term and long-term effects of the decision.

- Effects on spread of communism in Asia and around the world
- Effects on relations between the United States and its allies
- Effects on Johnson’s Great Society programs