

Name: _____

VIETNAM, THE GREAT SOCIETY & RICHARD NIXON

Score

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GradeCam ID

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0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
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7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

U.S. History – Learning Target Track Sheet

Name: _____

Period: _____

Unit 4: LBJ & Nixon

Big Idea Question: What effect with the Great Society & Vietnam have on American society?

<u>Date</u>	<u>Learning Target for the Day</u>	<u>Vocabulary</u>	<u>Personal Perspective</u>
Monday			
Tuesday			
Wednesday			

<u>Date</u>	<u>Learning Target for the Day</u>	<u>Vocabulary</u>	<u>Personal Perspective</u>
Thursday			

Big Idea Question: In three or four sentences, answer the Big Idea question. Do so using at least three vocabulary words of the week.

Telescoping the Times - Chapter 20

1. _____

2. _____

3. _____

4. _____

Telescoping the Times – Chapter 21

1. _____

2. _____

3. _____

4. _____

5. _____

Telescoping the Times – Chapter 22

- 1.

- 2.

- 3.

- 4.

- 5.

Telescoping the Times – Chapter 24

- 1.

- 2.

- 3.

- 4.

CHAPTER
20

Summary

TELESCOPING THE TIMES

The New Frontier and the Great Society

CHAPTER OVERVIEW *President Kennedy survives major confrontations with the Soviet Union but cannot get his domestic policies past Congress. President Johnson succeeds him and launches an era of liberal activity with a wide-ranging program of new laws.*

1 Kennedy and the Cold War

MAIN IDEA *The Kennedy administration faced some of the most dangerous Soviet confrontations in American society.*

As Eisenhower's second term drew to a close, Americans were restless. Soviet advances seemed to show that the United States was losing the Cold War. Democratic candidate John F. Kennedy defeated Republican Richard Nixon, the Vice President, in an extremely close election.

Kennedy won in 1960 because he had a well-organized campaign. He also benefited from the first televised presidential election debates in the nation's history, in which he appeared forceful and Nixon ill at ease. Finally, Kennedy was helped to victory by thousands of African Americans, who voted for him because he had taken steps to support Martin Luther King, Jr.

President Kennedy and his wife brought charm and an interest in the arts to the White House. Critics said that his administration was all style and no substance. Kennedy appointed many intellectuals and business people to high administration offices. His chief adviser was his brother Robert, named attorney general.

Kennedy emphasized foreign affairs. He urged a tough stand against the Soviet Union and adopted a new military strategy called flexible response, meant to give the president many options other than nuclear weapons. He increased defense spending and created the army's Special Forces.

Kennedy's policies were challenged in 1961 by Cuba, where Fidel Castro had seized power in 1959 and declared himself a Communist. A plan had been devised under Eisenhower to have Cuban exiles land in Cuba and overthrow Castro. Kennedy gave approval, but the surprise "Bay of Pigs" attack failed and the U.S. was embarrassed.

A year later, spy planes flying over Cuba took photographs showing that the Soviets were building

bases to house nuclear missiles that could be aimed at the United States. In a tense confrontation, Kennedy insisted that the missiles be removed. He sent U.S. Navy ships to surround the island and force Soviet vessels to turn away. Finally Soviet leader Nikita Khrushchev agreed to remove the missiles, ending the threat of war.

Another crisis arose in Berlin. The city was still divided, half in Communist hands and half under the control of Great Britain, France, and the United States. Khrushchev threatened to block travel to the western-controlled portions of the city, but Kennedy refused to yield. Khrushchev responded by building a concrete and barbed wire wall dividing the city—and preventing East Berliners from fleeing to West Berlin.

After these crises, Kennedy and Khrushchev reached some agreements. They installed a telephone "hot line" connecting president and premier so they could talk directly when a crisis arose. They also began discussing an end to the testing of nuclear weapons.

2 The New Frontier

MAIN IDEA *While Kennedy had trouble getting his ideas for a New Frontier passed several were achieved.*

Kennedy called his domestic program the New Frontier, but his proposals lacked Congressional support. Conservative Republicans and southern Democrats blocked bills providing medical care for the aged, rebuilding cities, and aiding education.

He did succeed with some proposals. With increased spending on defense, he hoped to boost the economy out of a recession. He also persuaded Congress to raise the minimum wage. To decrease poverty abroad and increase goodwill toward the United States, Kennedy instituted the Peace Corps. In the program, volunteers worked in undeveloped foreign countries. Another program, the Alliance

for Progress, gave aid to Latin American nations to prevent the spread of Communist revolution from Cuba.

When the Soviets launched a person into orbit around the earth, Kennedy pledged to commit the nation to putting a man on the moon and bringing him back to earth within the decade. The goal was reached on July 21, 1969, when Neil Armstrong stepped onto the moon. The race for the moon had lasting effects on society. Schools expanded their teaching in science. Research spending resulted in improved technologies such as computers and helped promote economic growth.

In 1963, Kennedy called for a national effort to combat poverty. Before he could fully develop this program, however, he was assassinated on November 22. Millions were glued to their televisions over the next few days, watching live, in horror, as the president's accused killer, Lee Harvey Oswald, was himself killed. A Warren Commission investigation determined that Oswald acted alone. However, many people continue to believe that Oswald acted as part of a conspiracy.

③ The Great Society

MAIN IDEA *The demand for reform helped create a new awareness of social problems, especially on matters of civil rights and the effects of poverty.*

The new president, Lyndon Johnson, was a committed New Deal Democrat and skillful legislator. He got Congress to pass two bills submitted by Kennedy—a tax cut meant to stimulate the economy and a sweeping measure aimed at securing equal rights for African Americans. Johnson then launched his own campaign—a “war on poverty” that began with the Economic Opportunity Act of 1964.

Johnson won election in 1964, defeating Republican Barry Goldwater. Johnson's liberal policies were in favor, and Goldwater's comments that he might use nuclear weapons on Cuba and North Vietnam frightened many people.

Johnson then pushed for a broad range of new laws aimed at creating what he called the “Great Society.” Among other things, these laws

- created Medicare and Medicaid, to ensure health care for the aged and poor,
- funded the building of public housing units,
- lifted quotas on immigration,
- required efforts to ensure clean water,
- offered increased protection to consumers.

At the same time, the Supreme Court under Chief Justice Earl Warren took an active role in promoting more liberal policies. The Court ruled that states had to make congressional districts roughly equal in population served, following the principle of “one person, one vote.” The new district lines resulted in a shift of power from rural to urban areas. The Court also required that criminal courts provide an attorney to accused people who cannot afford one. It also ruled that police had to read people accused of a crime their rights—“Miranda rights”—before asking them any questions. Conservatives felt these policies benefited criminals too much.

The Great Society and the Warren Court changed American society. People disagree on whether those changes were beneficial. They greatly expanded the reach and power of the federal government. The tax cut of 1964 spurred economic growth. But, Great Society programs contributed to a rising deficit in the federal budget because the government spent more than it took in in revenues. That problem continues today.

Review

1. How did the United States and Soviet Union confront each other during Kennedy's term and how did the situations end?
2. What policies did Kennedy push, and how well did he succeed in having them passed?
3. Describe Johnson's Great Society.
4. What decisions were made by the Supreme Court under Earl Warren?

CHAPTER
21

Summary

TELESCOPING THE TIMES *Civil Rights*

CHAPTER OVERVIEW After decades of discrimination, African Americans begin a struggle for equality. They make gains against unfair laws in the South, but as the movement reaches Northern cities, gains are fewer.

1 Taking on Segregation

MAIN IDEA Activism and a series of Supreme Court decisions advanced equal rights for African Americans in the 1960s.

In the 1950s, social changes begun by World War II set the stage for overturning the laws that forced separate, or segregated, facilities for African Americans and whites in the South. Many African Americans had enjoyed expanded job opportunities in defense industries in the 1940s. Many more had fought in the war. They returned home determined to fight for their own freedom.

Lawyers for the National Association for the Advancement of Colored People (NAACP) won cases that weakened segregation. The biggest victory came in the 1954 school desegregation case *Brown v. Board of Education*. The Supreme Court ruled that separate educational facilities were “inherently unequal.” The segregated schools were declared unconstitutional.

Within a year after *Brown*, more than 500 school districts had desegregated. But in some areas, leaders vowed resistance. The issue reached a crisis in Arkansas. The governor ordered the National Guard to prevent nine African-American students from enrolling at Little Rock’s Central High School. A federal judge ordered the governor to admit the students. When he refused, President Eisenhower sent federal troops to allow the students to enter the school. Meanwhile, Congress passed the Civil Rights Act of 1957. It gave the attorney general greater power to push desegregation in schools.

Another drive had arisen over segregation of city buses. An African-American woman named Rosa Parks had refused to yield her seat to a white man, as the laws of Montgomery, Alabama, required. After her arrest, African Americans in that city organized a yearlong boycott of the city’s bus system. The crisis ended when a Supreme Court ruling ruled segregated buses illegal.

Helping lead the Montgomery bus boycott was Martin Luther King, Jr., who rose to prominence in

the civil rights movement. He joined with other ministers to form the Southern Christian Leadership Council (SCLC), which taught the techniques of nonviolent resistance to unjust laws. By 1960, there was another influential civil rights group—the Student Nonviolent Coordinating Committee (SNCC). It was formed mostly of college students who felt that the pace of change was too slow. They staged sit-ins, in which African Americans sat in protest at segregated lunch counters, forcing restaurants and stores to desegregate.

2 The Triumphs of a Crusade

MAIN IDEA Civil Rights activists broke down racial barriers through social protest. Their activism prompted landmark legislation.

In the Freedom Rides, African Americans tested the Supreme Court ruling that banned segregation in interstate bus transportation by riding on buses into the South. Many were met by angry mobs that attacked and beat them. As more incidents occurred, the Kennedy administration stepped in. U.S. marshals were sent to protect the last group of Freedom Riders and the Interstate Commerce Commission, which regulated bus companies, issued orders banning segregation.

In 1962, a federal court ruled that an African American could enter the all-white University of Mississippi. The state’s governor refused to admit him, however. The Kennedy administration sent U.S. marshals to force the governor to yield.

Another confrontation occurred in 1963 in Birmingham, Alabama, where King and other civil rights leaders led an effort to desegregate the city. The city police attacked marchers—including children—with dogs and water hoses. Many people across the country were outraged by these attacks. President Kennedy became convinced that the nation needed a new civil rights law. His bill guaranteed African Americans equal rights in all public facilities. It also gave the government power to push for school desegregation.

Civil rights leaders staged a massive march in Washington in August of 1963. More than 250,000 people showed up, urging passage of the civil rights bill. After Kennedy was assassinated, President Johnson pushed Congress to act. The Civil Rights Act was passed in 1964.

Civil rights workers next began a campaign to register African-American voters in the South. They called it Freedom Summer. They met opposition and some violence. At the Democratic convention that summer, only two African American delegates were seated, leading some of the delegates to feel betrayed.

In 1965, a harsh police response to a civil rights march in Alabama led thousands from all over the country to join the march. President Johnson spurred Congress to pass the Voting Rights Act. The law stripped away state laws that had prevented African Americans from voting.

③ Challenges and Changes in the Movement

MAIN IDEA *Disagreements among civil rights groups and the rise of black nationalism created a violent period in the fight for civil rights.*

The civil rights movement met difficulties as it moved North. In the South the problem had been unfair laws, called *de jure* segregation. In the North, the problem was *de facto* segregation, which arises from racist attitudes. It is harder to change attitudes than to overturn unjust laws.

The Great Migration had brought tens of thousands of African Americans to Northern cities, but “white flight” had left the cities poor and with few jobs. African Americans were angered by these conditions and by harsh treatment from largely white police forces. This anger boiled over in several riots that brought many deaths and much damage to many cities from 1964 to 1968. President Johnson had declared “war on poverty” to combat some of the social ills that African Americans were protesting. But the growing involvement in the Vietnam War robbed the war on poverty of needed resources.

New African-American leaders arose, many of them boosting black nationalism. Malcolm X began by telling his audiences to use armed self-defense when unlawfully attacked. He later urged pursuit of peaceful means—especially voting—to win equality. He split with other leaders of his church. Then, in 1965, he was assassinated.

Another split occurred between King and the SCLC and other, younger, members of the movement. SNCC leaders began to use the slogan “Black Power” to symbolize their call for African-American pride and stronger resistance to racism. The Black Panthers adopted military-style dress and harsh words, raising fears among moderate African Americans and many whites.

King objected to the fiery language of the Black Power movement. He believed that it would have evil consequences. It was he who suffered, however. In April 1968, King was shot and killed. Many cities erupted in riots caused by African-Americans’ anger and frustration.

A commission reported to President Johnson that the urban riots were caused by white racism and the lack of opportunities for African Americans. But the administration did not act, fearing the lack of white support for the sweeping changes required. The civil rights movement had achieved many triumphs, including the banning of segregation in education, transportation, employment, and housing and the winning of voting rights. Many problems remained, however, and *de facto* segregation has continued throughout America even up to today.

Review

1. How did the civil rights movement begin?
2. What events led Congress to pass the Civil Rights and Voting Rights acts?
3. How did the civil rights movement change?
4. Why could the results of the movement be called mixed?

Station 1

Primary Source - Excerpts from President Lyndon B. Johnson's "Great Society" Speech - May, 1964

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.

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

... In the remainder of this century urban population will double, city land will double, and we will have to build homes, highways and facilities equal to all those built since this country was first settled. So in the next 40 years we must rebuild the entire urban United States.

...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... 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. Today, 8 million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 54 million -- more than one quarter of all America -- have not even finished high school. Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it... Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty.

Station 2

Great Society Legislation 1964-1967

<u>Legislation</u>	<u>Purpose</u>
Economic Opportunity Act, 1964	Created to combat causes of poverty such as illiteracy. Set up community action programs to give the poor a voice in implementing housing, health, and education policies.
Volunteers in Service to America (VISTA), 1964	Sent volunteers to help people in poor communities.
Medicare, 1965	Provided hospital and low-cost medical insurance for most Americans age 65 and older.
Medicaid, 1965	Provided low-cost health insurance for poor Americans of any age who could not afford private health insurance.
Elementary and Secondary Education Act 1965	Provided education aid to states based on the number of students from low-income homes.
Voting Rights Act 1965	Outlawed literacy tests and provided for federal supervision of elections in states where less than 50% of eligible voters could vote.
The Department of Housing and Urban Development (HUD) 1965	Established to oversee the nation's housing needs and to develop and rehabilitate urban communities. HUD also provided money for rent supplements and low-income housing.
The Higher Education Act, 1965	Provided scholarships and low-interest loans for college students.
The National Endowment for the Arts and Humanities, 1965	Offered grants to artists and scholars.
Water Quality Act, 1965 Clean Water Restoration Act, 1965	Brought about water and air quality standards and provided money for environmental research.
Air Quality Act, 1967	Set guidelines for pollution levels and increased the federal government's power to enforce clean-air standards.

Station 3

Graph A - United States Government Dollars to Public Education, 1959-1972

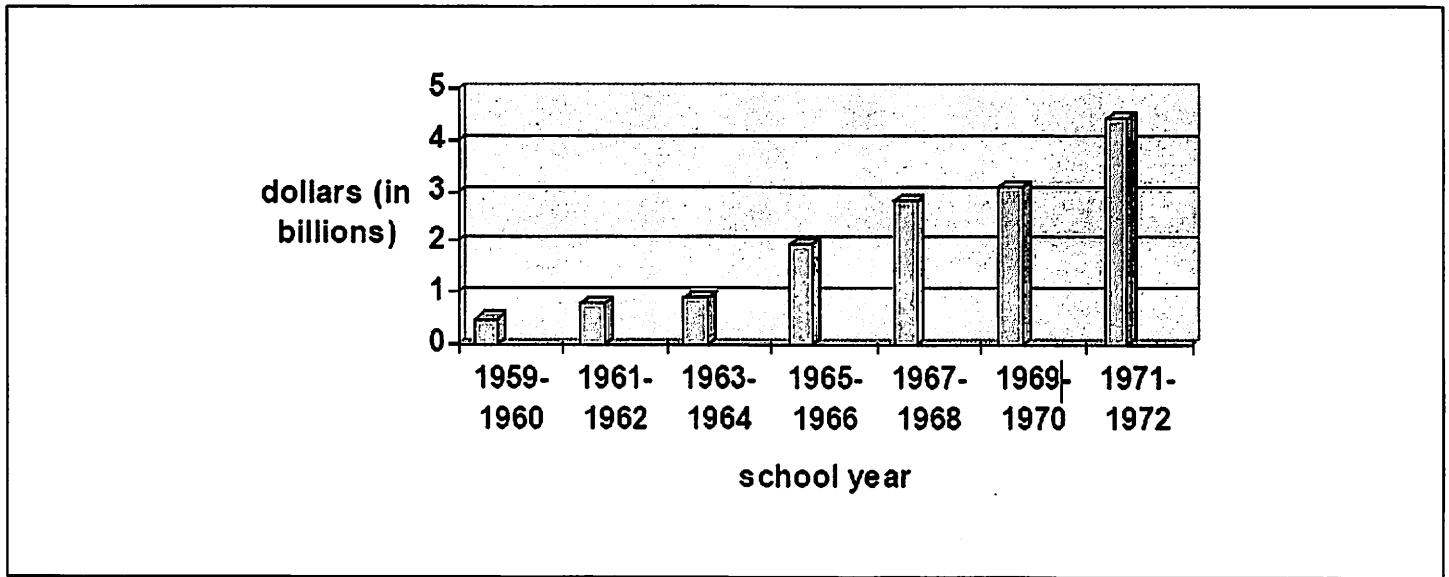


Chart B - Characteristics and percent of persons 65 years and older below poverty level (1959 - 1975)

Characteristic	Percent Below Poverty Level		
	1959	1970	1975
All persons, 65 and over	35.2	24.6	15.3
- White	33.1	22.6	13.4
- Black	62.5	47.7	36.3
- Spanish Origin	Not Recorded	Not Recorded	32.6
- Male	59.0	38.9	27.8
- Female	63.3	49.8	31.9

Chart C - U.S. Government Spending (in millions of dollars) on Food and Nutrition Assistance to Individuals (1962-1972)

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
Total Food and Nutrition Assistance - Includes Food Stamp Program, Child nutrition and special milk programs	275	284	308	299	363	418	505	587	960	2,179	3,128

Chart D - U.S. Government Spending (in millions of dollars) on Defense (1962 - 1972)

	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
National Defense	52,345	53,400	54,757	50,620	58,111	71,417	81,926	82,497	81,692	78,872	79,147

Station 4



Walk around the classroom, visiting each station to analyze the success of LBJ’s programs and initiatives. Answer each question completely and turn this into your folders for credit at the end of the day.

Station 1

After reading the primary source document, answer the following multiple choice and short answer questions:

1. According to President Johnson, why, in 1964, were we not yet a “Great Society?”
 - (A) Not enough people graduated from college
 - (B) Most Americans were poor.
 - (C) Three places in our society, the cities, the countryside, and the classrooms, faced problems that need to be solved.
 - (D) He believed that achieving a “Great Society” was not possible.

2. With which of the following position’s on today’s society would President likely agree?
 - (A) We have achieved a “Great Society.”
 - (B) If we are to achieve a “Great Society,” we have to make progress in making sure that all Americans share in the wealth our society produces.
 - (C) People living in poverty should next not expect any help in trying to improve their economic situation.
 - (D) A person’s educational level is not connected to their economic success.

3. Which of the following statements best connects Johnson’s “Great Society” to President Franklin Roosevelt’s “New Deal?”
 - (A) The Great Society was created to solve problems created by the New Deal.
 - (B) The Great Society sought, like to the New Deal, to improve the lives of Americans facing economic hardships.
 - (C) The Great Society had no connection to the New Deal.
 - (D) The Great Society and New Deal were both ideas of the Republican Party.

4. President Johnson argued that a focus on cities, the countryside, and classrooms was necessary for building a “Great Society” in the United States. For each of these areas what were the main problems Johnson discussed?

<u>Area of Concern</u>	<u>Main Issues</u>
Cities	
Countryside	
Classrooms	

5. President Johnson also argued that a Great Society “rests on abundance and liberty for all. It demands an end to poverty and racial injustice.” What are two possible laws or policies the President might propose to “end poverty and racial injustice”?

6. Speculate on what challenges President Johnson might have faced in the 1960s in achieving his goal of ending poverty and racial injustice?

Station 2

1. From the above chart, select three pieces of legislation and explain how each might help solve a problem or support a Great Society goal President Johnson articulated in the excerpt from his speech that you read previously.

Legislation and year passed	Which Great Society goal of President Johnson does this law support? Explain.
1.)	
2.)	
3.)	

Station 3

- 1) How much money did the United States government spend on public education in school year 1967-1968?
- 2) Write a complete sentence that describes changes in the amount of money spent by the United States government on public education between 1959 and 1972.
- 3) A question raised by this data is...

- 4) What percent of males, over the age of 65, lived below the poverty level in 1959?
- 5) What percent of females, over the age of 65, lived below the poverty level in 1959?
- 6) Write a complete sentence describes changes in the population of whites, 65 and over, living in poverty between 1959 and 1975.
- 7) Write a complete sentence describes changes in the population of blacks, 65 and over, living in poverty between 1959 and 1975.
- 8) A question raised by this data is...
- 9) How much money did the U.S. government spend on food and nutrition assistance to individuals in 1967?
- 10) Write a complete sentence describes changes in the amount of money spent on food and nutrition assistance by the United States government between 1962 and 1972.
- 11) A question raised by this data is...
- 12) How much money did the United States government spend on national defense in 1967?
- 13) Write a complete sentence describes changes in the amount of money spent on national defense by the United States government between 1962 and 1972.
- 14) A question raised by this data is...

Station 4

After viewing the cartoon, answer the following questions as best as possible:

1. When was the cartoon published?
2. Describe what is happening in the cartoon.
3. Who in the cartoon is portrayed favorably and who is not? How do you know?
4. According to the cartoonist, where does President Johnson propose to get the money to fund Great Society programs and support "health, education, and welfare?"
5. Based on your reading of this cartoon, do you think the cartoonist was supportive of President Johnson's goals? Or was the cartoonist opposed? Explain your analysis.

Era: LBJ & Great Society

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can analyze the Presidency of LBJ

Assassination of JFK

Warren Commission

The Great Society

Vietnam

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

CHAPTER
22

Summary

TELESCOPING THE TIMES *The Vietnam War Years*

CHAPTER OVERVIEW *The United States enters a war in Vietnam, which results in the deaths of tens of thousands of American soldiers, the division of society into bitterly opposed camps, and a lasting impact on U.S. foreign policy.*

1 Moving Toward Conflict

MAIN IDEA *To stop the spread of Communism in Southeast Asia, the United States used its military to support South Vietnam.*

After World War II, Vietnamese Communists led by Ho Chi Minh and other nationalist groups fought the French who tried to reestablish colonial rule. The United States helped the French with military supplies. The nationalists won in 1954. A peace agreement temporarily split the country and called for an election and unity in 1956.

South Vietnam's prime minister Ngo Dinh Diem canceled the elections and declared himself head of a new government. President Eisenhower supported Diem, fearing that Ho would win a national election. Opponents to Diem in the South—the Vietcong—began guerrilla attacks. President John Kennedy continued Eisenhower's policy and sent some American troops to train his army. Diem, meanwhile, acted harshly and lost support in the South. In late 1963, military leaders in the South, with U.S. support, overthrew Diem.

The United States did not want South Vietnam to fall to the Communist North. When U.S. destroyers in the Gulf of Tonkin were attacked in 1964 by North Vietnamese torpedo boats, President Johnson retaliated with a bombing attack. Then, in February of 1965, Johnson launched a major bombing attack on North Vietnam's cities. The next month the first U.S. combat troops arrived.

2 U.S. Involvement and Escalation

MAIN IDEA *The United States sent troops to fight in Vietnam but the war quickly turned into a stalemate.*

President Johnson's decision to send American troops to Vietnam was widely popular, although some advisors did warn that the policy was dangerous. The American commander there asked for growing numbers of troops. By 1967, about 500,000 American soldiers were fighting in Vietnam. Johnson

and his advisors hoped for quick victory, but it did not happen.

These troops found the war frustrating. The Vietcong struck quickly in small groups and then disappeared in the jungle or in an elaborate system of tunnels. Americans' superior weaponry was of little use.

The policy of winning support among the people of South Vietnam did not work either. The frustrating course of war lowered the morale of American soldiers. So did the weakness and corruption of the South Vietnamese government.

Rising costs of the war forced President Johnson to cut spending on his Great Society programs. TV news film of the war contradicted the administration's glowing reports of progress. Disapproval of the president's policy spread.

3 A Nation Divided

MAIN IDEA *An antiwar movement in the U.S. pitted supporters of the government's war policy against those who opposed it.*

Many young men avoided the military draft by getting medical releases or by entering the reserves. Many—especially white middle-class young men—obtained draft deferments because they were college students. As a result, U.S. troops in Vietnam were mostly working-class whites and members of minority groups, prompting protests from civil rights leaders.

Unrest was growing on college campuses in the early 1960s as the New Left urged sweeping changes in American society. In 1965, this movement began to criticize U.S. policy in Vietnam. Thousands marched on Washington to protest the war. Eventually, some draft-resisters were imprisoned, and many deserted to Canada.

By 1967, Americans were divided into hawks—who supported administration policy—and doves—who wanted the war to end. Many felt that doves were showing disloyalty by protesting while Americans were fighting.

④ 1968: A Tumultuous Year

MAIN IDEA *A shocking attack in Vietnam, two assassinations, and a chaotic political convention made 1968 an explosive year.*

As 1968 opened, all across South Vietnam the Vietcong launched surprise attacks—the Tet Offensive. After weeks of fighting, the U.S. commander said the Vietcong had been defeated, but American confidence in the war was deeply shaken. Some presidential advisors questioned the war.

Johnson's popularity fell sharply, and Senator Eugene McCarthy almost defeated Johnson in a presidential primary. Johnson responded by announcing that he would not seek re-election as president and that he was willing to seek a negotiated peace in Vietnam.

Soon the nation was stunned by the murders of civil rights leader Martin Luther King, Jr., and Senator Robert Kennedy, campaigning for the Democratic nomination for president. Meanwhile, protests rocked college campuses. The political turmoil plunged the Democratic convention in Chicago into chaos. While the convention nominated Hubert Humphrey for president, bitter antiwar protesters staged rallies and protests that were met by police attacks. The violent attacks showed deep divisions in the country.

The Republicans nominated former Vice President Richard Nixon. Campaigning for law and order and promising that he had a plan to end the war, Nixon won the election. An independent candidate—former Alabama governor George Wallace—won significant support.

⑤ The End of the War and Its Legacy

MAIN IDEA *President Nixon instituted his Vietnamization policy, and America's longest war finally ended.*

On reaching the White House, Nixon began to withdraw American troops from Vietnam as part of his strategy of giving the major role in the war to South Vietnam. He also ordered massive

bombing of the North to persuade leaders there to agree to a peace leaving South Vietnam intact.

When Nixon announced that he had sent U.S. troops to attack Vietcong supply lines in Cambodia, protests erupted on college campuses. At Kent State nervous National Guard troops killed four students. Support for the war eroded in Congress, cut further when newspapers published documents showing that the Johnson administration had lied about the war.

A new North Vietnamese offensive in March 1972 brought increased bombing. As the 1972 election neared, Nixon announced progress in the peace talks, but a snag then arose. Nixon ordered more bombing of the North. In January 1973, all parties agreed to a peace. U.S. troops came home—but North Vietnamese troops were allowed to remain in the South. In March 1975, they defeated the government of South Vietnam.

Vietnamese deaths topped 2 million. The victorious Communists punished many in the South; a million and a half people fled the country. Communist rebels, called the Khmer Rouge, took Cambodia and killed at least 2 million people.

The United States suffered 58,000 dead and 303,000 wounded. Surviving American soldiers found it difficult to come home, as they met with hostility or neglect. The divisions over the war lingered, with former hawks and doves angry at each other. Congress passed a law preventing the president from committing troops in a foreign conflict without its approval. The war changed American foreign policy and caused a feeling of mistrust toward the government that remains.

Review

1. Why did the U.S. enter the war in Vietnam?
2. Why could the U.S. not win a quick victory over the Vietcong, and what was the effect?
3. How did public opinion split over the war?
4. Why is 1968 considered a year of upheaval?
5. What were the effects of the war?

For each photo, complete the following tasks. Get used to this format, it will be used again in the future to analyze and discuss images from historical events.

1. DESCRIBE - Describe the photo (just the facts of the picture - what is happening, who is involved, etc.)
2. ANALYZE - Your attention is drawn to what spot in the photo? Why?
3. INFER/CONCLUDE - List three things you might infer (conclude) from the photo.
4. QUESTION - What are two questions that the photo raises in your mind? How might you find the answers to them?
5. EVALUATE/SPECULATE - How do you think the subjects felt? How do you think the photographer felt?
6. IMAGINE - Place yourself in the photo. What role have you taken and what are your feelings?
7. CREATE - Write what you think would be an appropriate caption for the photograph if it were in a magazine or newspaper.

Image 1 – Title: _____

Describe –

Analyze –

Infer –

Question –

Evaluate –

Imagine –

Create –

Image 2 – Title: _____

Describe –

Analyze –

Infer –

Question –

Evaluate –

Imagine –

Create –

Image 3 – Title: _____

Describe –

Analyze –

Infer –

Question –

Evaluate –

Imagine –

Create –

Era COLD WAR CONFLICTS

Questions (Form questions about the main ideas of each section of notes. Helpful hint: Questions could be based on interpreting, showing examples, cause and effect, summarizing the main idea, inferring a what if, etc.)

I can describe the Vietnam War and discuss its significance in warfare and the Cold War.

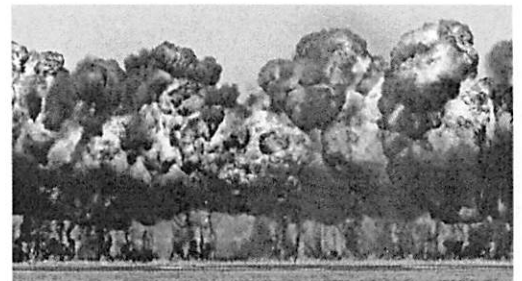
The Background of the Vietnam War



The Looooooooonngg War

The Gulf of Tonkin

The New Weapons of War



Television and the war

The War Powers Act

Vietnamization:

Summary (Summarize the main idea/s of the notes on this page into 1-2 statements. Helpful Hint: fit the main idea into a core theme.)

CHAPTER
24

Summary

TELESCOPING THE TIMES *An Age of Limits*

CHAPTER OVERVIEW Richard Nixon takes office as president, halting the growth of federal power and changing foreign policy. He resigns in disgrace during his second term, and his successors are unable to fix growing economic problems.

1 The Nixon Administration

MAIN IDEA President Richard M. Nixon tried to steer the country in a conservative direction and away from federal control.

Richard Nixon pursued conservative policies. To cut the influence of the federal government, he introduced revenue sharing. This policy gave local and state governments more freedom to spend federal aid. Nixon wanted to reform welfare, but his plan failed to pass Congress.

At first Nixon cooperated with Congress, which Democrats controlled. Soon he refused to spend money voted by Congress on programs that he did not like. The Supreme Court ruled this action unconstitutional. Beginning a policy of law and order, Nixon enlisted the CIA and IRS to harass his “enemies”—liberals and dissidents.

Nixon hoped to bolster his political support—especially in the South—to ensure his reelection. He tried to slow school integration, but the Supreme Court ordered the administration to move more quickly. He also named conservatives to fill vacancies in the Supreme Court.

A stagnant economy troubled the country. By 1973, the inflation rate had doubled, and the unemployment rate was up fifty percent. The causes were high spending on the Vietnam War, growing foreign competition, and the difficulty of finding jobs for millions of new workers. Another problem was reduced supply of and higher prices for oil and gasoline. Nixon’s efforts to lower prices did not work.

Nixon dramatically changed U.S. relations with Communist countries. He eased Cold War tensions. He ended the war with Vietnam. In 1972, he visited Communist China. This reversed past U.S. policy, which had refused to formally recognize the Communist rulers there. Three months later, Nixon went to the Soviet Union. These moves were widely popular. With the Soviets, he signed the Strategic Arms Limitations Treaty (SALT), which limited nuclear weapons. Foreign policy triumphs helped Nixon easily win re-election.

2 Watergate: Nixon’s Downfall

MAIN IDEA President Nixon’s involvement in the Watergate scandal forced him to resign from office.

The Watergate scandal was caused by an illegal break-in and attempts to block the investigation of it. The affair tested the idea that no one—not even a president—is above the law.

Nixon campaign aides were determined to win his re-election by any means necessary. They hired five men to raid Democratic party offices in a Washington, D.C., complex called Watergate. Hoping to photograph files and place taps on phones, the men were caught. Rather than forcing those involved to resign, the administration tried to hide the link to the White House.

After Nixon’s re-election, the cover-up began to unravel. One of the burglars said that the White House was involved. Soon three top Nixon aides, who had been involved, resigned. In Senate hearings—televised live—one of them said that Nixon had known of the cover-up. When it was revealed that White House meetings had been tape recorded, the Senate committee demanded the tapes. Nixon refused to turn them over. Court battles over the tapes lasted a year.

In March 1974, a grand jury charged seven Nixon aides with obstruction of justice and perjury, or lying under oath. Nixon released more than 1,250 pages of taped conversations—but withheld conversations on some key dates. In July 1974 the Supreme Court ordered the White House to release the tapes. Three days later a House committee voted to impeach President Nixon. If the full House approved, Nixon would go to trial in the Senate. If judged guilty there, he would be removed from office. When the tapes were finally released, it was clear that Nixon had known of the cover-up. On August 8, 1974, he resigned but defiantly refused to admit guilt.

3 The Ford and Carter Years

MAIN IDEA *The Ford and Carter administrations attempted to remedy the nation's worst economic crisis in decades.*

Succeeding Richard Nixon was Gerald Ford. Though likable and honest, Ford lost support when he pardoned Nixon. Ford faced a poor economy, with prices rising 6 to 11 percent a year fueled by sharp increases in the cost of foreign oil. His first program to halt inflation by encouraging energy conservation failed. When he pushed for high interest rates, a recession was the result.

Ford ran for election in 1976 against Democrat Jimmy Carter. An outsider not involved in Washington politics, Carter promised he would never lie to Americans. He won a close election at a time of cynicism towards the Washington establishment.

Worried about the nation's reliance on imported oil, Carter believed that energy policy should be his top priority. The National Energy Act placed a tax on cars that had low gas mileage, removed price controls on domestic oil and natural gas, and funded research for new sources of energy. In 1979, however, another shutdown of oil imports plus steep oil price hikes crippled the economy. Carter tried voluntary price freezes and spending cuts but could not halt inflation.

The economic problems of the 1970s were caused in part by changes in the economy. Greater automation meant fewer manufacturing jobs. Foreign competition cost American jobs too. Many companies were leaving the industrialized northeast for the South and West to find lower energy costs and less costly labor.

In foreign policy, Carter tried to follow moral principles. He cut aid to countries that violated the rights of their people. He agreed to treaties with Panama that promised to give control of the Panama Canal to that country. He signed a new nuclear arms treaty—called SALT II—with the Soviets. But when the Soviets invaded Afghanistan, relations cooled and the treaty died.

Carter arranged a peace agreement between Israel and Egypt. Just months later, Muslim fundamentalists seized power in Iran. Angered at U.S. support for the former ruler, the shah, they took control of the American embassy in Iran's capital and held 52 Americans hostage. Despite efforts,

Carter could not obtain release of the hostages. They were held for 444 days, freed just minutes after Ronald Reagan was inaugurated on January 20, 1981, as the new president.

4 Environmental Activism

MAIN IDEA *During the 1970s, Americans strengthened their efforts to address the nation's environmental activism.*

Concern for the environment was spurred by the 1962 book *Silent Spring*. That book argued that pesticides were poisoning food and killing birds and fish. Awakened to this threat, the environmental movement took off on April 22, 1970—the first celebration of Earth Day. The day was marked by events aimed at raising awareness of environmental problems.

President Nixon created the Environmental Protection Agency. He also signed the Clean Air Act, which required industry to take steps to reduce pollution from smokestacks and automobiles. Other new laws to protect the environment were passed as well.

When vast oil reserves were discovered in Alaska, oil companies built a huge pipeline to carry the oil to the sea. Nixon and Carter took steps to ensure that this industrial development did not harm Alaska's natural resources.

Nuclear energy became the focus of a growing debate. Some felt it was safe and clean. Others feared nuclear accidents. A 1979 accident caused a Pennsylvania nuclear reactor to release radiation into the air. Afterwards, the government strengthened safety measures for nuclear plants.

The debate over the environment continues today. Some Americans oppose environmental laws. They argue that such laws protect wildlife at the expense of people and limit economic growth.

Review

1. How did Nixon ease Cold War tensions?
2. Why was Watergate a constitutional crisis?
3. How did Ford and Carter try to fix economic problems, and why didn't their plans work?
4. What differing needs are the focus of the debate over environmental laws?