



**CALIFORNIA CONTENT
STANDARD 11.7.8**

The Marshall Plan

Specific Objective: Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

Read the chart to answer questions on the next page.

The Marshall Plan	Importance of U.S. Economy
<p>After World War II, Western Europe was in chaos. Factories had been destroyed. Millions were living in refugee camps. Poverty and unemployment rates were high. Harsh winter weather in 1946–1947 damaged crops, cut off water transportation, and caused a fuel shortage.</p> <p>Secretary of State George Marshall proposed a plan to aid any countries in Europe rebuilding from the destruction of World War II. It required European countries to cooperate to develop a common plan for recovery. The Soviet Union refused to participate.</p> <p>Under the Marshall Plan, the United States provided \$13 billion in aid to 16 countries between 1947 and 1952. The goal was to create stable market-based economies that would promote democratic institutions. By the mid-1950s, most countries of Western Europe were U.S. allies with strong economies. West Germany was brought back into the rebuilt European community.</p>	<p>The U.S. economy had grown very large during World War II. After the war, it feared the return of the depression conditions of the 1930s. It needed strong markets for food and manufactured goods.</p> <p>The Marshall Plan prevented Europe, and therefore the United States, from falling into economic depression. Much of the money from the Marshall Plan was spent on American goods transported in American ships. The Marshall Plan helped the United States maintain a strong economy and world economic leadership.</p> <p>The plan promoted free trade between Europe and the United States. Europe became a favorable place for American investment. It strengthened capitalism as an economic system against Soviet communism. Communism was less appealing to European voters when democracy resulted in good economic conditions.</p>



**CALIFORNIA CONTENT
STANDARD 11.8.1**

Growth of the Service Economy

Specific Objective: Trace the growth of service sector, white collar, and professional sector jobs in business and government.

Read the summary to answer questions on the next page.

Changing Types of Jobs

- U.S. technology changed the demand for industrial and manufacturing jobs. Automation (use of machines to perform tasks previously done by people) meant that fewer workers were needed to keep production levels high.
- White-collar jobs (those not using manual labor) increased, while blue-collar jobs (using manual labor of some type) decreased.
- Most blue-collar workers had manufacturing jobs. White-collar workers had higher paying clerical, managerial, or professional jobs in fields like sales, advertising, insurance, and communications.
- Before World War II in 1940, only about 31 percent of jobs were classified as white collar. The percentage grew to 36 percent in 1950 and 47 percent by 1970.
- The government began to employ a much higher percentage of workers as it provided more services to people. The percentage grew from about 13 percent of all workers in 1940 and 1950 to about 18 percent in 1970.

Growth of Corporations

- After the Depression, large companies did not want to rely on a single type of business that could go bankrupt in an economic crisis.
- Large companies bought other types of businesses not necessarily connected to their original work.
- Diversified companies were called conglomerates.
- For example, International Telephone and Telegraph bought car-rental companies, hotel and motel chains, and insurance companies.
- Conglomerates became very powerful and affected how their workers thought and acted as well.

Effect on Culture

- Many employees of large corporations or conglomerates were paid well and had safe, secure, white-collar jobs.
- However, their employers wanted them to put the company first and to conform to certain forms of thought, dress, and social activities.
- A book, *The Organization Man*, showed how corporations supported and increased conformity.
- In the later 1950s and throughout the 1960s, some people questioned whether the economic and social rewards for conformity were worth the loss of some creativity and individuality.



**CALIFORNIA CONTENT
STANDARD 11.8.2**

Mexican Immigration

Specific Objective: Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

Read the summary to answer questions on the next page.

Braceros

- Since the end of the Civil War, growers depended on migrant workers to pick crops in California and the Southwest.
- During World War II, there was a labor shortage in the United States because so many workers were in the army and in defense industries.
- One area where there was a critical shortage was in low-paying agricultural work.
- The U.S. and Mexican governments started a program to allow Mexicans to come to the United States temporarily to work picking crops and doing other manual labor.
- The Mexican workers were called *braceros* (from the Spanish word for arm, *brazo*), a common term for workers.
- Pay was low, and the governments made all arrangements for food, shelter, transportation, and medical care.
- When their contract for work was done, the braceros were returned to Mexico. However, many stayed in the United States illegally and continued as migrant farm workers. About 4 million people worked through the program until it ended in 1964.
- Farm owners supported the program because it was a source of cheap labor. Those who sought better working conditions for migrant farm workers opposed it. In the context of the civil rights movement of the 1960s the program was finally ended.
- Two Mexican Americans, César Chávez and Dolores Huerta, succeeded in organizing a union in 1962 that became the United Farm Workers of America.

Mexican Immigration

- Beginning in the 1950s, millions of Mexicans began immigrating to the United States. Most immigrated legally. About 4.8 million came in illegally.
- More came to California than any other state. Almost one-third of all Mexican Americans in the United States live in California.
- Today, Hispanic people are the largest minority group in the United States. The 2000 census showed there were about 35.3 million Hispanics (about 60 percent of whom are Mexican Americans), about 12.5 percent of the population.
- California has the largest Hispanic population in the country; more than 30 percent of Californians are Hispanic.
- Most now live in cities, but migrant workers are still important to agriculture in California and other states.

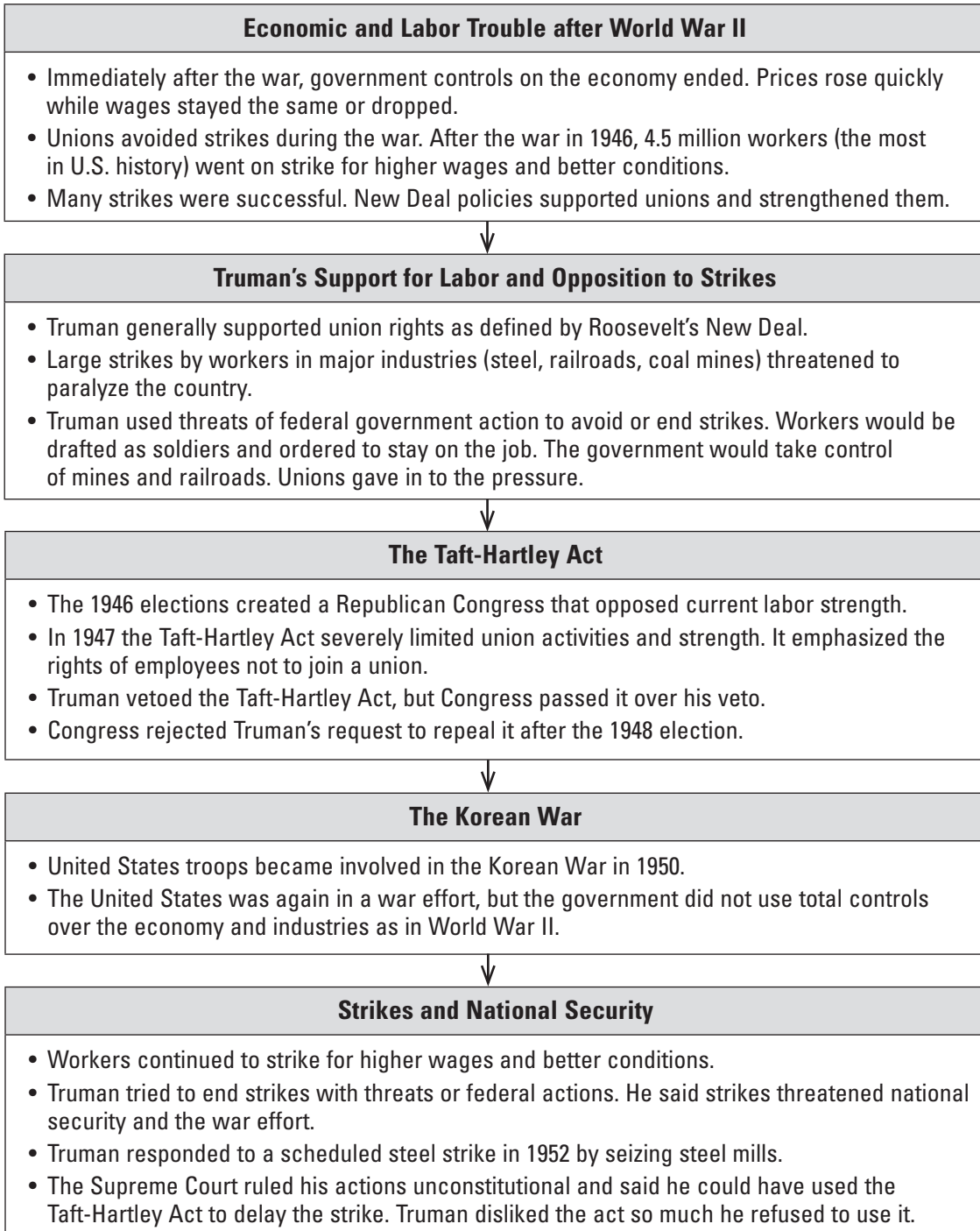


**CALIFORNIA CONTENT
STANDARD 11.8.3**

Truman's Labor Policy

Specific Objective: Examine Truman's labor policy and congressional reaction to it.

Read the sequence diagram to answer questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.8.4**

Postwar Changes in Government Spending

Specific Objective: Analyze new federal spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

Read the summary to answer questions on the next page.

Eisenhower, the New Frontier, and the Great Society
<ul style="list-style-type: none"> • From about 1950 to 1980, government programs took responsibility for improving people’s lives in many ways. • President Dwight Eisenhower (1952–1960) helped enact programs to raise the minimum wage, extend Social Security and unemployment benefits, support public housing, and build interstate highways. He also created a Department of Health, Education, and Welfare. • President John F. Kennedy’s “New Frontier” (1960–1963) was an ambitious plan to expand social programs for health care and education and improve urban areas. The program did not get support from Congress. Kennedy did increase spending for the space program and defense as well as for foreign aid. • President Lyndon Johnson’s “Great Society” (1963–1968) was the greatest expansion of federal involvement in social welfare in U.S. history. Programs included the “War on Poverty,” national health care for the elderly and the poor, support for public and private housing, and aid for public and private schools.

Increases in Government Spending		
<p>Defense</p> <ul style="list-style-type: none"> • The Cold War spurred defense spending. • The percentage for defense in national budget rose from about 18 percent in 1940 to 32 percent in 1950 and 52 percent in 1960. • The desire to match Soviet space achievements involved billions in spending. Much went to private companies. 	<p>Social Welfare</p> <ul style="list-style-type: none"> • Social Security and unemployment benefits continued. • The “War on Poverty” included public jobs programs for adults and youth. • Medicare and Medicaid provided health care for the elderly and the poor. • Support was provided for low-income housing and for poor urban areas. 	<p>Education</p> <ul style="list-style-type: none"> • Education acts in the 1960s were among the first to provide federal aid for education. • The California Master Plan begun in 1960 made the state the national leader in higher education. It established three levels of colleges and universities to provide public higher education to all residents.



**CALIFORNIA CONTENT
STANDARD 11.8.5**

Expanded Presidential Power

Specific Objective: Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

Read the chart to answer questions on the next page.

Expanded Presidential Power		
Great Depression	World War II	Cold War
<ul style="list-style-type: none"> • Hoover tried to allow the economy and social problems to improve on their own, but they only got worse. • Roosevelt’s New Deal took control of the economy as if it were wartime. The crisis was so severe that the public wanted the government to take strong action. • Programs such as WPA, PWA, and CCC provided jobs for public work paid for by the government. • The Supreme Court opposed some of Roosevelt’s programs. The president proposed adding new justices, but was eventually able to find replacements sympathetic to the New Deal. • The federal government made rules for business, including production amounts, workers’ pay and hours, and prices. • The government controlled farm production. • Social Security established a retirement program, unemployment benefits, and aid for needy families. 	<ul style="list-style-type: none"> • Even before the United States entered the war, Roosevelt used his power to provide aid to the allies. He met with Churchill to discuss strategy. • Requirements of fighting the war caused government to take control of many businesses. • The War Production Board decided which industries would shift to defense production. • The government controlled prices, wages, and rent; most were frozen to prevent increases (inflation). • Many goods were rationed by government; e.g., people could only buy certain amounts of gas, sugar, coffee, meat each week • Certain labor rights were guaranteed while others were limited. The government had the right to take over certain industries if there was a strike. 	<ul style="list-style-type: none"> • Worldwide competition between the United States and USSR was used by presidents to justify the use of military force around the world without declarations of war. (The U.S. Constitution reserves the right to declare war for Congress.) • To support anticommunist forces around the world, Eisenhower and later presidents used secret military and other actions through the Central Intelligence Agency (CIA). • Presidents used their power to persuade Congress to follow their agendas rather than the president simply responding to laws passed by Congress. • The president and the executive branch became the focus in establishing most foreign and domestic policy.



**CALIFORNIA CONTENT
STANDARD 11.8.6**

Environmental Regions of North America

Specific Objective: Understand the diverse environmental regions in North America, their relationship to local economies, and the origins and prospect of environmental problems in those regions.

Read the map and summaries to answer the questions on the next page.

Northeast

- Densely populated
- History of industrial production
- Acid rain damage from coal-burning power plants and auto pollution
- Air pollution (“smog”) from heavy concentration of autos

South

- Heavily populated urban areas among sparsely populated rural areas
- History of agriculture, textile and paper mills, and chemical plants
- Soil pollution from use of fertilizers and pesticides in agriculture
- Air pollution in urban areas
- Florida and other coastal development includes building in sensitive areas

North Central

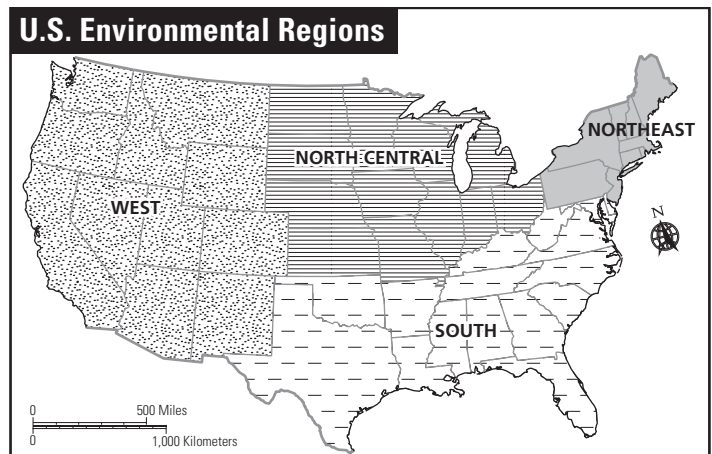
- Heavily populated urban areas among sparsely populated rural areas
- History of agriculture and heavy industry (This region and the Northeast are referred to as the Rustbelt because of aging factories and power plants.)
- Industry and power production facilities depend on coal, which produces acid rain and smog.
- Soil pollution from use of fertilizers and pesticides in agriculture.

West

- Heavily populated urban areas among very sparsely populated areas; rapid increase in population
- History of ranching, agriculture, mining, and oil production
- Water usage important; most of the area is arid, but water is needed for population growth and industrial development
- Soil pollution from use of fertilizers and pesticides in agriculture
- Conflicts over timber resources and protection of old forests
- Air pollution (smog) from heavy concentration of autos, especially in southern California

National and International Issues

- Acid rain affects many areas; pollutants are created in North Central, Northeast, and South regions and cause severe effects across those regions.
- Nuclear waste from power plants is an unsolved problem. Plants across the country do not have a national storage plan. Wastes do not decompose and cannot be destroyed.



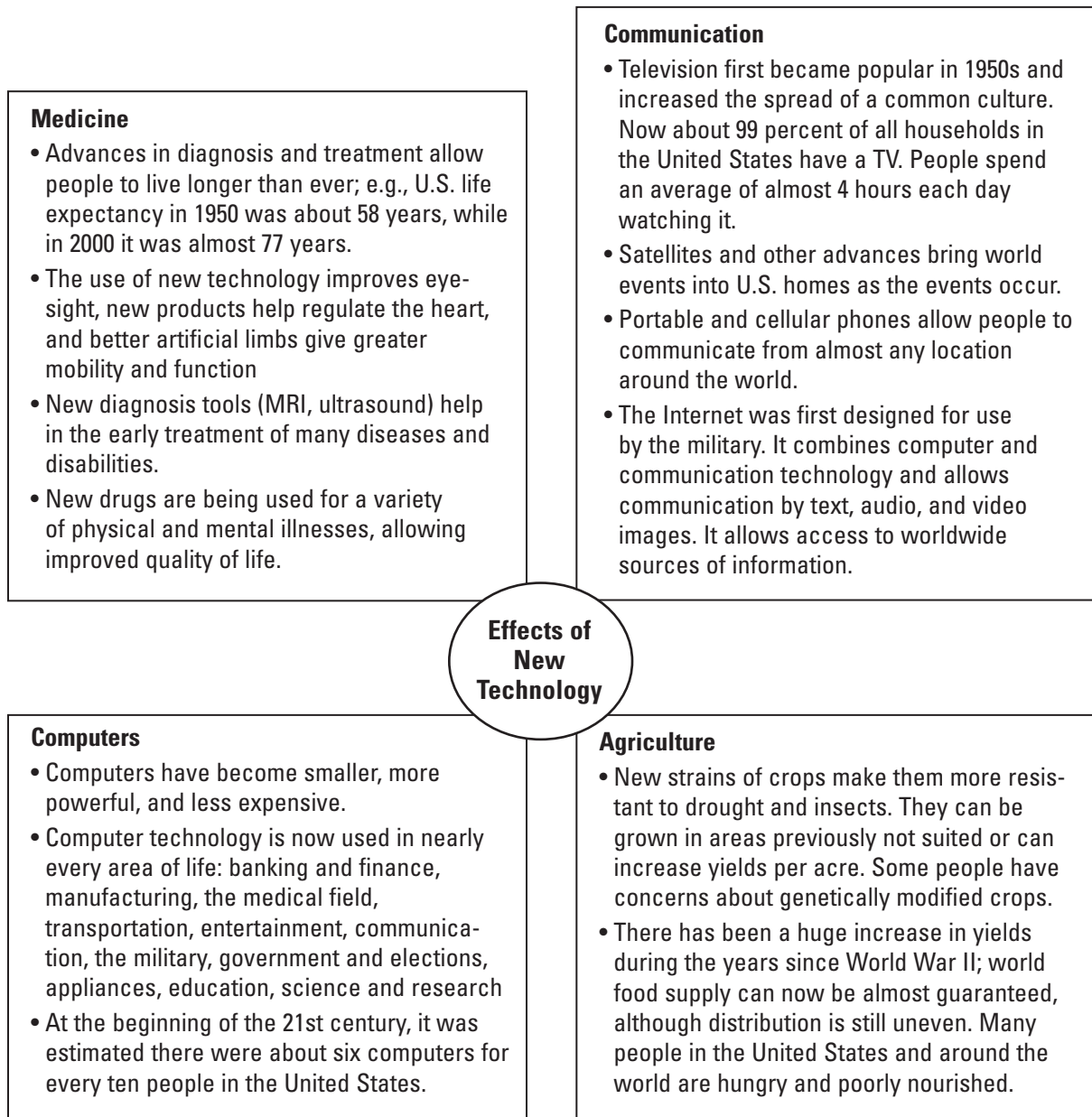


**CALIFORNIA CONTENT
STANDARD 11.8.7**

Advances in Technology

Specific Objective: Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

Read the diagram to answer questions on the next page.



**CALIFORNIA CONTENT
STANDARD 11.8.8***Popular Culture After
World War II*

Specific Objective: Understand forms of popular culture, with emphasis on their origins and geographic diffusion.

Read the summary to answer questions on the next page.

The Spread of Popular Culture**Music**

- Jazz originated among African Americans in the South and moved north. Centers of different styles of jazz were New Orleans, Chicago, New York, Kansas City, and the West Coast. Jazz musicians such as Miles Davis, Charlie Parker, and Thelonius Monk were also composers and used improvisation in their music.
- Electronic instruments combined with traditional blues to create rhythm and blues. Alan Freed was a Cleveland, Ohio, disc jockey who first began to play this music in 1951. Rhythm and blues combined with country and pop to produce a new form of music that Freed called rock 'n' roll.
- African-American performers from the South such as Chuck Berry and Little Richard became very popular. Elvis Presley and other white performers began recording this music and brought it to a wider audience.

Professional Sports

- Sports leagues were first integrated after World War II
- Sports became more popular as TV broadcast games across the country

Architecture

- Postwar housing shortages led to mass-produced houses and the growth of standardized suburbs, such as Levittown on Long Island in New York. Similar developments spread throughout the country.
- TV after World War II showed white families in suburbs. It established and spread stereotypes with images of idealized suburban life.
- The growth of suburbs required growth in automobile ownership. This led to a culture created around automobiles, such as motels, drive-in restaurants, drive-in movies, and shopping centers.

Art and Literature

- “Pop art” by Andy Warhol and others in the 1960s took images from advertisements and popular culture—soup cans, comic strips, road signs, and movie posters.
- Science fiction became popular during the 1950s and 1960s when people had fears about nuclear destruction and the growing power of computers.
- Beat culture was centered in San Francisco, Los Angeles, and New York’s Greenwich Village in the 1950s. Poets and writers rebelled against social conformity. Their ideas attracted many college students.

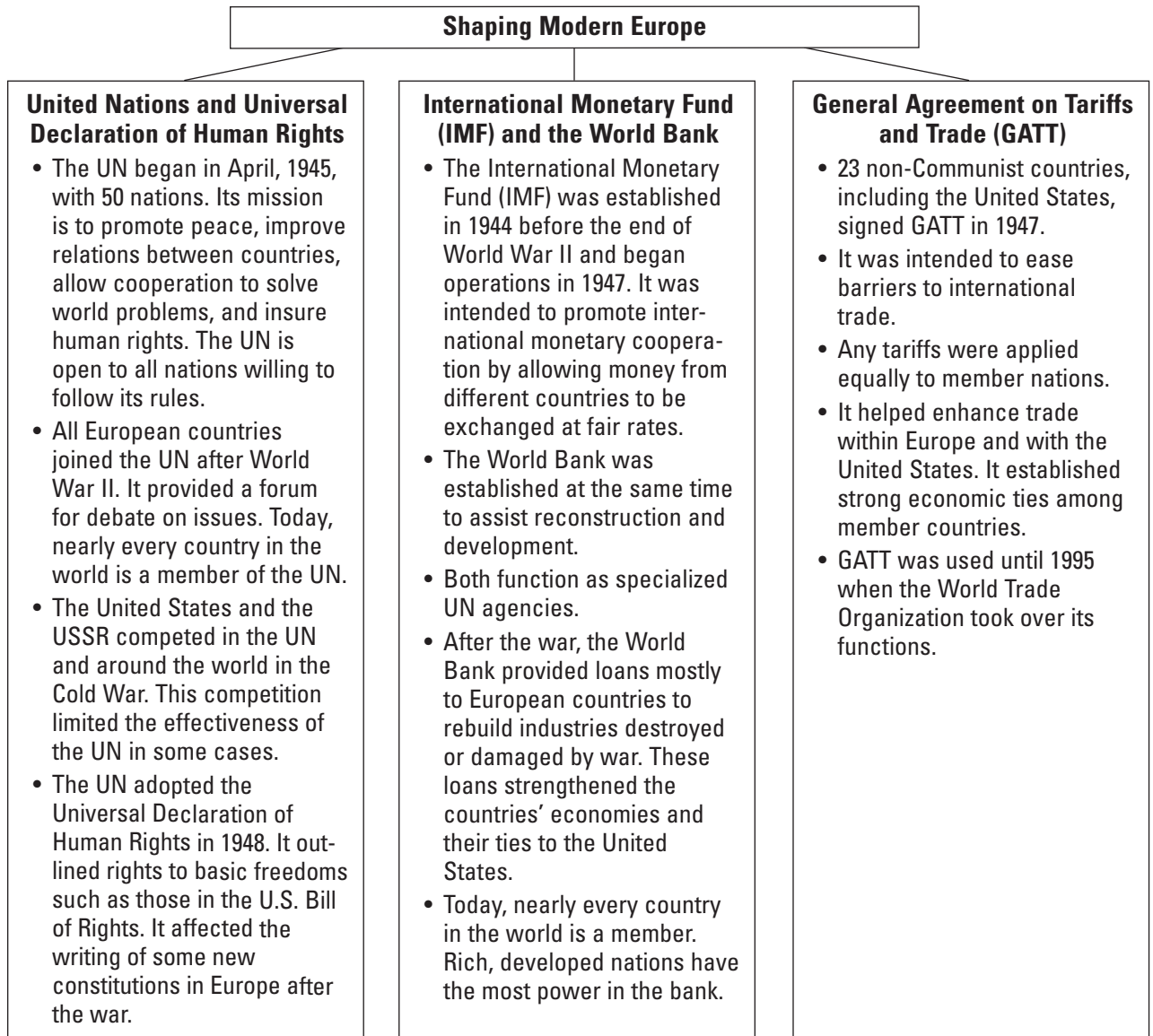


**CALIFORNIA CONTENT
STANDARD 11.9.1**

Shaping Modern Europe

Specific Objective: Understand the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT), and their importance in shaping modern Europe and maintaining peace and order.

Read the diagram to answer the questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.9.2**

Military Alliances During the Cold War

Specific Objective: Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

Read the summary to answer the questions on the next page.

Military Threats during the Cold War

- The USSR was dedicated to expanding communism to other countries around the world after World War II.
- It supported communists in civil wars or internal conflicts in other countries.
- Countries in Eastern Europe were dominated by the USSR, which stationed troops and stockpiled weapons in countries bordering the democracies of Western Europe.
- The USSR attempted to take over West Berlin with a blockade in 1948. Western Europe became more concerned about Soviet aggression.

North Atlantic Treaty Organization (NATO)

- Established in 1949 as a military alliance for mutual protection; included ten European countries, Canada, and the United States
- First military alliance by United States during peacetime in its history
- Greece and Turkey joined in 1952, West Germany in 1955, and Spain in 1980.
- Used for containment of communism in Europe
- NATO and the United States did not provide military support for revolutions against communism in Eastern European countries during 1950s
- Combined forces of 500,000 in Europe by 1952 as well as planes, tanks, and weapons
- In response, Eastern European nations formed the Warsaw Pact in 1955 when West Germany was allowed to re-arm. It provided for mutual defense by any member under attack.
- NATO is still strong today and includes some formerly communist countries (Hungary, Poland, Czech Republic).

Southeast Asia Treaty Organization (SEATO)

- Established in 1954 as a military alliance to offer protection to democracies in Southeast Asia and the South Pacific. It was intended to prevent the spread of communism through military attacks after French withdrawal from Indochina.
- Involved Australia, France, Great Britain, the United States and other countries
- Different from NATO because members did not pledge military assistance against attack
- SEATO approved United States involvement in Vietnam and some members provided troops, but SEATO itself did not provide troops.
- The alliance was disbanded in 1977.



**CALIFORNIA CONTENT
STANDARD 11.9.3**

The Cold War and Containment of Communism

Specific Objective: Trace the origins and geopolitical consequences of the Cold War and containment policy, including the era of McCarthyism, the Truman Doctrine, the Berlin Blockade, the Korean War, the Bay of Pigs invasion, the Cuban Missile Crisis, atomic weapons testing and policies, the Vietnam War, and Latin American policy.

Read the summary to answer the questions on the next page.

Origins of the Cold War and the Policy of Containment

- The United States and the Soviet Union emerged as dominant after World War II. The Soviets declared that communism and capitalism were incompatible.
- Faced with Soviet aggression, the United States articulated the policy of containment in 1946. Economic and military measures were necessary to prevent the spread of communism to other countries.
- Both superpowers engaged in a nuclear arms race. The United States threatened to use any means, including nuclear weapons, to halt communist aggressors. A doctrine of mutually assured destruction kept both countries on the brink of nuclear war.

Consequences of the Cold War and the Policy of Containment

- The Truman Doctrine (1947) said the United States would provide aid to countries that were trying to resist communism.
- In response to the Berlin Blockade by the Soviets, the United States and Great Britain airlifted supplies into West Berlin and kept the Soviets from taking over the entire city.
- In the Korean War (1951–1953), communist North Korea invaded the democratic South. U.S. and UN troops contained the communist threat.
- The Korean War increased fear of communist activity at home and abroad. Republican Senator Joseph McCarthy made unsupported accusations against members of government. This practice was known as McCarthyism. The lives of many innocent people were ruined.
- In Cuba, communist dictator Fidel Castro received aid from the USSR. In 1961, President Kennedy approved CIA support for an invasion of Cuba at the Bay of Pigs by Cuban exiles. The invasion was a failure and hurt American prestige. In 1962, the Cuban Missile Crisis took the two superpowers to the brink of nuclear war for six days. The crisis was averted when both sides made concessions.
- In 1954, President Eisenhower articulated the domino theory—the belief that if one country in Southeast Asia fell to communism, all would fall. American involvement in the region grew into the Vietnam War. In spite of almost 20 years of guerilla war, the United States was unable to stop the spread of communism. The war sharply divided American opinion.
- Atomic weapons testing in western states such as Nevada harmed the environment. In 1963, the United States and the Soviet Union agreed to a Limited Nuclear Test Ban treaty that barred nuclear testing in the atmosphere.
- The policy of containment also affected Latin American policy. The United States used the CIA to support anticommunist groups in many countries. Many of the U.S.-supported regimes were undemocratic and used brutal tactics to remain in power.

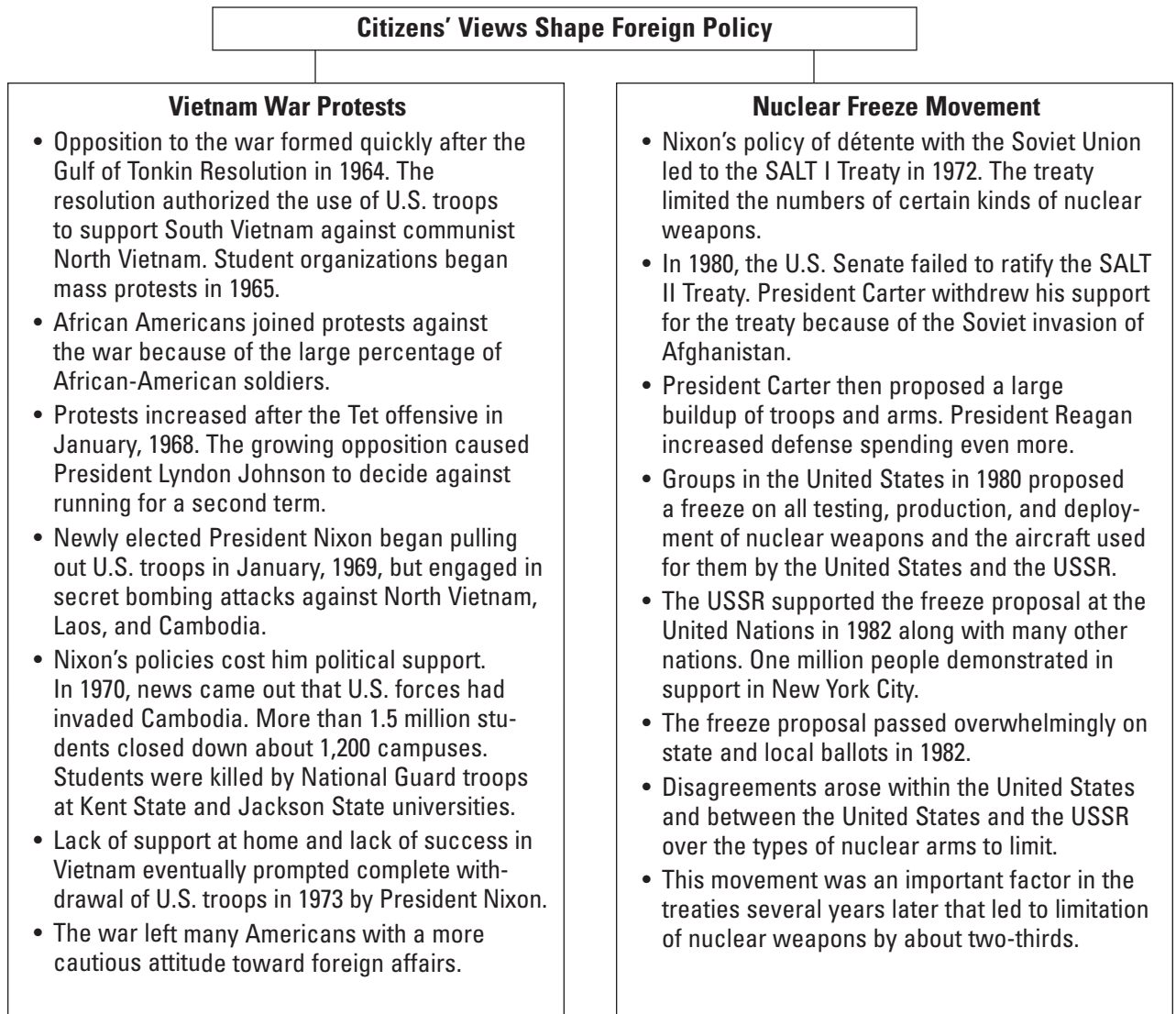


**CALIFORNIA CONTENT
STANDARD 11.9.4**

*Relationship of Foreign
and Domestic Policy*

Specific Objective: List the effects of foreign policy on domestic policies and vice versa.

Read the diagram to answer the questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.9.5**

The End of the Cold War

Specific Objective: Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.

Read the summary to answer the questions on the next page.

Economic Problems in the USSR

- The communist economy performed poorly over many years. Problems included inefficient industrial production, shortages and poor quality goods, and poor farm output, which resulted in dependence on food imports.
- Heavy investment in the military was required as part of Cold War competition but did not result in economic gains.
- Satellite nations in Eastern Europe controlled by the USSR required military presence. These countries also depended on the USSR for economic support.
- An invasion to retain control of Afghanistan in 1979 began a long war that helped drain the economy.

US Actions in the Cold War

- The United States and the NATO military alliance forced the USSR to continue spending heavily on military goods and troops.
- U.S. support for dissidents in the USSR and Eastern Europe helped provide hope for opponents of communism.
- President Reagan proposed a huge new military buildup beginning in 1981. His program included increases in nuclear weapons and a new missile defense system.

The Fall of Communism in the USSR

- The Soviet economy was near collapse by 1985. The USSR was unable to fund the war in Afghanistan, support satellite nations, and compete with the U.S. military buildup.
- Soviet leader Mikhail Gorbachev began radical economic changes in the USSR in 1985 and began to move toward more openness and free elections.
- Gorbachev realized that better relations with the United States would allow reduction in military spending and economic reform. This resulted in arms-control treaties.
- The changes increased nationalism in non-Russian republics. They declared their independence in 1991 and formed a loose federation. The Cold War officially ended in 1992.

Eastern Europe Breaks with the USSR

- Gorbachev encouraged independence of satellite nations and reduced troops there.
- In 1987, President Reagan encouraged Gorbachev to remove the Berlin Wall.
- East Germany rejected Communist control and tore down the Berlin Wall in 1989. East Germany reunited with West Germany in 1990.
- Other countries established new governments and free elections as well, including Poland, Czechoslovakia, Hungary, Romania, Bulgaria, and the Baltic states.



**CALIFORNIA CONTENT
STANDARD 11.9.6**

U.S. Policy in the Middle East

Specific Objective: Describe U.S. Middle East foreign policy and its strategic, political, and economic interests, including those related to the Gulf War.

Read the summary to answer the questions on the next page.

U.S. Foreign Policy and Interests in the Middle East since World War II

- The United States became the dominant power in the region as former European colonies became independent after World War II.
- The United States, along with Great Britain, the USSR, and the UN, supported the establishment of Israel as a Jewish state in 1948. Support for Israel, including weapons and economic aid, has embroiled the United States in conflicts between Israel and its neighbors. The United States has served as a mediator at times with varying degrees of success. The most important agreement was the Camp David Accords in 1978, which led to a treaty between Israel and Egypt.
- President Eisenhower extended the policy of containment and the Truman Doctrine (providing military and economic aid to free nations facing internal or external threat) to the Middle East in 1957. This policy led to conflict with countries such as Egypt, which received aid from the USSR. The United States wanted to keep access to the Suez Canal open because of its strategic location linking the Red Sea and the Mediterranean.
- As in Latin America, the United States sometimes supported corrupt dictators in the region who were friendly to the United States and opposed communism. Support for the shah of Iran led to the Iran hostage crisis in 1979–1980.
- Beginning with President Nixon, the policy of containment led to a more practical approach based on protecting U.S. interests in the region. Foremost among these is U.S. dependence on foreign oil. American oil companies have been involved in the region since the 1930s. The Middle East oil industries were nationalized in the 1960s, and the Organization of Petroleum Exporting Countries (OPEC) was created. OPEC's control of much of the world's oil supply led to oil shortages and price increases during the 1970s.
- To protect its interests, the United States has established military bases in friendly countries such as Saudi Arabia and Qatar throughout the region. Many Arabs, especially Muslim fundamentalists, oppose the U.S. presence and what they see as its unconditional support of Israel.
- Iran and Iraq fought a long war during the 1980s. The United States backed Iraq and Saddam Hussein because of strong opposition by Iran to the United States.
- Saddam Hussein's invasion of Kuwait in 1990 led to the Gulf War in 1991. Iraq's move was seen as a threat to oil fields in Saudi Arabia, and a severe threat to U.S. oil supplies. The United States formed a large international coalition and led troops against Iraq. After a six-week long war, Kuwait was liberated, but Hussein remained in power in Iraq. The United States then asked the UN to impose economic sanctions against Iraq in order to prevent the country from rearming or building nuclear weapons.
- U.S. involvement in the Middle East escalated in response to terrorist attacks in 2001. President George W. Bush's "War on Terror" led to military action against Iraq. U.S. troops invaded in 2003, ousting Saddam Hussein. Then, backed by strong U.S. military presence, Iraq began the slow process of rebuilding.

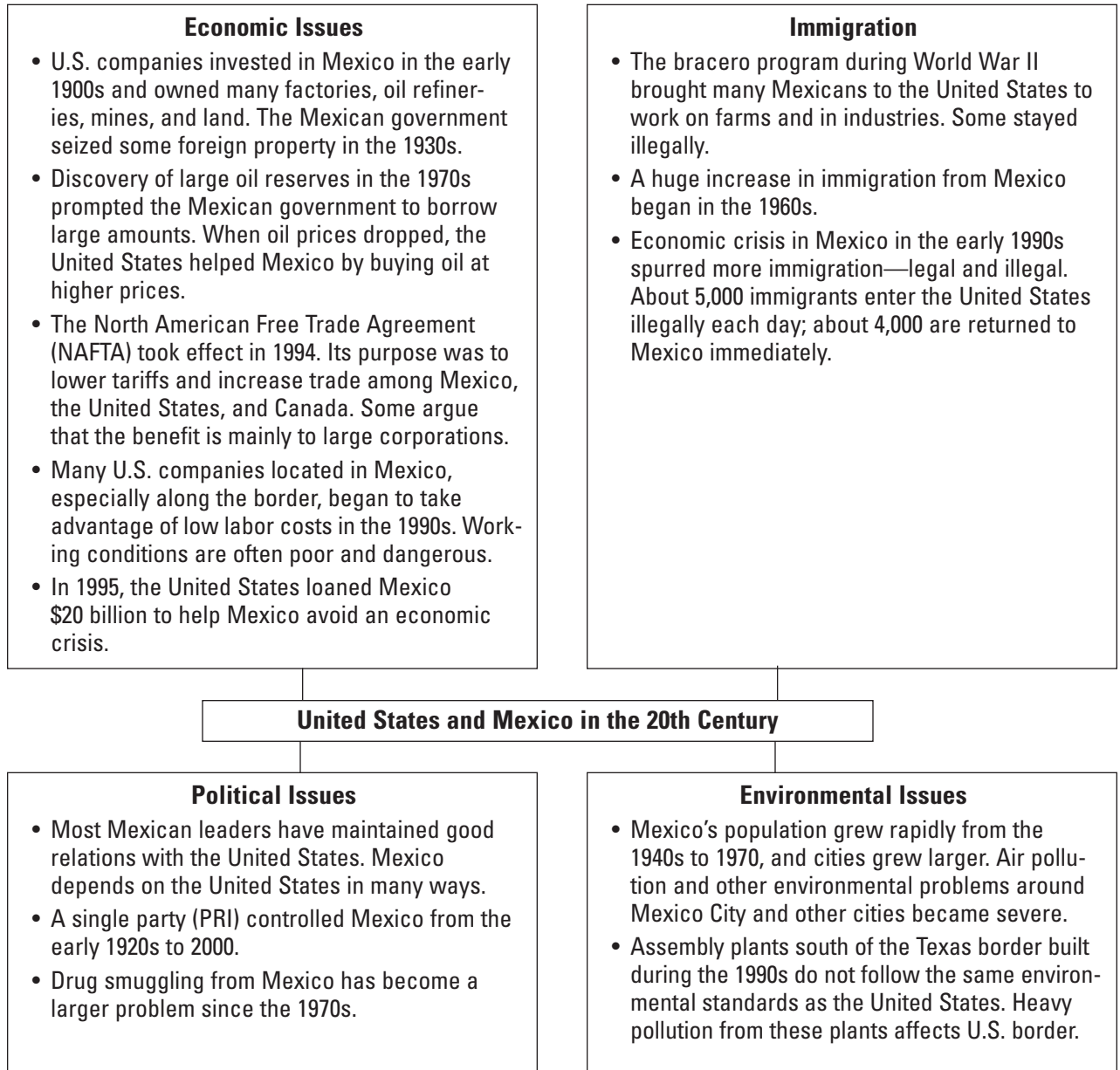


**CALIFORNIA CONTENT
STANDARD 11.9.7**

*The United States
and Mexico*

Specific Objective: Examine relations between the United States and Mexico in the 20th century, including key economic, political, immigration, and environmental issues.

Read the diagram to answer the questions on the next page.



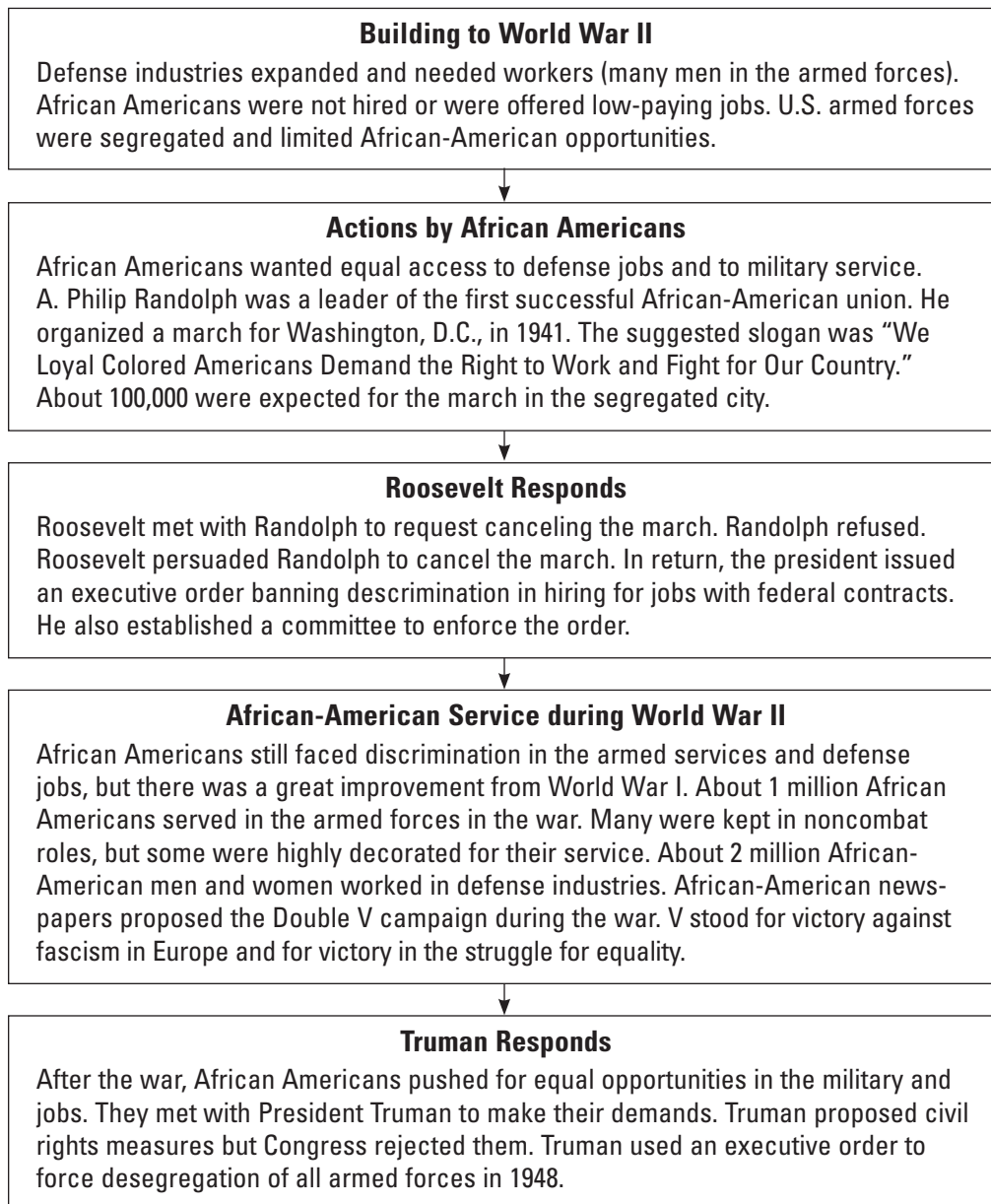


**CALIFORNIA CONTENT
STANDARD 11.10.1**

*African Americans
Demand Civil Rights*

Specific Objective: Understand how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination on defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.

Read the sequence diagram to answer the questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.10.2**

Civil Rights in the Courts

Specific Objective: Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

Read the summary to answer the questions on the next page.

Rights as Citizens

- Dred Scott was a slave taken by his owner to a free state (Illinois) then back to a slave state (Missouri). He sued for freedom in 1846 (*Dred Scott v. Sandford*), claiming he should remain free.
- The U.S. Supreme Court ruled in 1857 that free African Americans could not become citizens of the United States and had no rights to sue in the courts.
- The power of the federal government to prohibit slavery in new territories was limited.
- In 1868, the Fourteenth Amendment gave African Americans the rights of citizens.

Separate but Equal

- After Reconstruction, Southern states passed Jim Crow laws to prevent African Americans from using the same public facilities as whites.
- Homer Plessy tested the law by sitting in a “whites only” railroad car. *Plessy v. Ferguson* claimed separate facilities violated the equal protection clause in the Fourteenth Amendment.
- The Supreme Court ruled in 1896 that separate facilities were legal as long as they were equal. The doctrine of “separate but equal” allowed segregation across the South.
- Oliver Brown sued the school board in Topeka, Kansas, because his daughter had to attend a school far away instead of one nearby for whites only.
- Lawsuits from other states challenging “separate but equal” schools were combined into *Brown v. Board of Education*.
- The result was a unanimous decision by the Supreme Court in 1954 which ruled that segregated schools were unequal by their very nature of being separate.
- Schools resisted desegregation and further court orders were required.

Affirmative Action

- “Affirmative action” was first used by President Kennedy to describe programs that would favor African Americans in jobs and admission to colleges.
- Opponents claimed the policy discriminated against more qualified whites.
- In *Regents of the University of California v. Bakke* (1978), the Supreme Court ruled that a rigid quota system for university medical school admission was unfair. It had allowed race to be one factor considered for entry into the program.
- In 1996, California voters passed California Proposition 209, ending state-controlled affirmative action programs. Minority enrollments in California universities dropped.



**CALIFORNIA CONTENT
STANDARD 11.10.3**

Lawyers Challenge Segregation in Higher Education

Specific Objective: Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.

Read the summary to answer the questions on the next page.

A New Legal Strategy Challenges *Plessy v. Ferguson*

- Before 1930 the NAACP relied on volunteer efforts of white lawyers such as Arthur Spingarn to challenge segregation.
- In 1930 it received a grant from a young philanthropist from Harvard and hired Nathan Margold, a Jewish lawyer from New York, to study the lack of funding for black schools. He proposed using the Fourteenth Amendment to challenge inequality in public schools.
- Charles Hamilton Houston, an African-American graduate of Harvard Law School, greatly strengthened the law school at Howard University. He trained a new generation of skilled African-American lawyers, including Thurgood Marshall.
- Houston focused on graduate and professional programs rather than public schools as a way to challenge segregation. Most African Americans in the South had little access to graduate education. This approach would show that there were not really “separate but equal” opportunities for them.

Cases Attack “Separate but Equal” in Higher Education

- In 1936 Houston and Marshall won the case of *Pearson v. Murray* that forced the University of Maryland law school to admit a black student.
- Marshall took over leadership of the team in 1938 and became head of the new NAACP Legal Defense Fund in 1939. The strategy was to find the best test cases to bring to the Supreme Court.
- Cases between 1938 and 1950 led to rulings that required professional schools at state-supported universities in Missouri, Oklahoma, and Texas to admit black students and treat them equally. The federal government began to actively support the NAACP.

Support from Whites

- Franklin Roosevelt and Harry Truman appointed more liberal justices to the Supreme Court who were supportive of the arguments of the NAACP lawyers.
- Most of the leading NAACP lawyers were African Americans. Jack Greenberg was a Jewish lawyer who joined the team in 1949 and argued many important cases.

Brown Decision Ends Segregation in Public Education

- Higher education set the precedent to show that “separate” could not be “equal.”
- Combining cases from around the country, the Supreme Court finally ruled in *Brown v. Board of Education* (1954) to overturn *Plessy*. The entire basis of segregation and Jim Crow laws was thrown out.

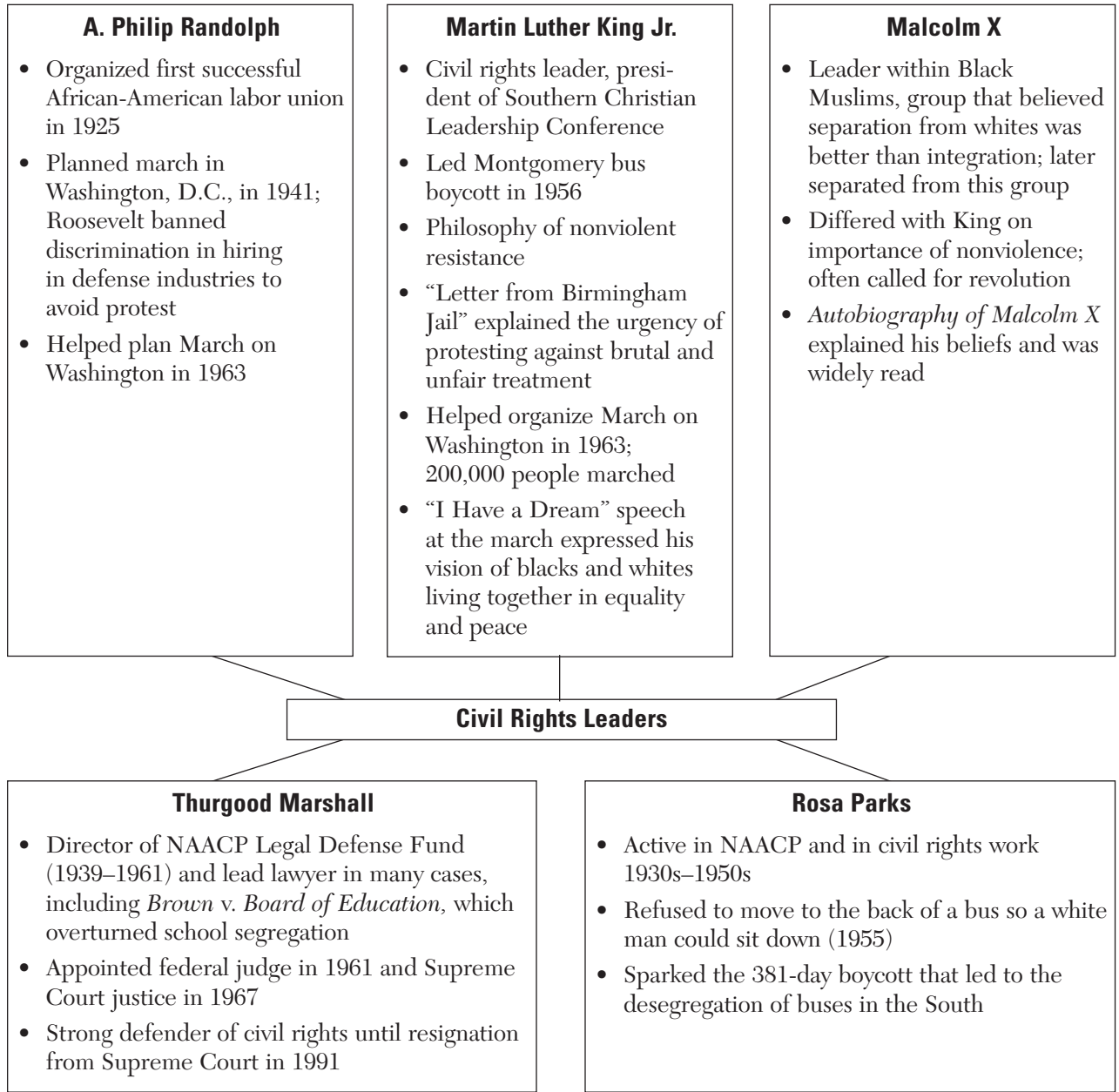


**CALIFORNIA CONTENT
STANDARD 11.10.4**

African-American Civil Rights Leaders

Specific Objective: Examine the roles of civil rights advocates including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.

Read the diagram to answer the questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.10.5**

The Spread of the Civil Rights Movement

Specific Objective: Understand the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of the American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

Read the summary to answer the questions on the next page.

Civil Rights and African-American Churches

- Since the end of the Civil War, African-American churches had served as community centers. Church leaders were community leaders as well. Martin Luther King, Jr. was a Baptist minister who was chosen to lead the Montgomery bus boycott.
- After the boycott ended, King and other ministers and civil rights leaders formed the Southern Christian Leadership Conference (SCLC). The SCLC used churches as its base to spread protests and demonstrations throughout the South. Opponents of civil rights often targeted churches. Ella Baker of SCLC helped organize the nationwide Student Nonviolent Coordinating Committee (SNCC).
- Members of Northern churches provided moral support and fought discrimination. Many in the North joined Black Muslim and Black Power movements.

Resistance to Desegregation in Little Rock and Birmingham

- The governor of Arkansas decided to resist school desegregation in 1957. He ordered the National Guard to turn away high school students in Little Rock. A federal judge ordered students admitted, and President Eisenhower ordered troops to help them attend. Students were allowed in but were harassed in school by some whites. The governor closed the school at the end of the year.
- In 1963, Birmingham, Alabama, was the most segregated city in the country. Reverend Fred Shuttlesworth urged Martin Luther King, Jr. and the SCLC to use nonviolence to integrate the city. Protests continued for more than a month. Hundreds were jailed, including King and children. Nationwide television showed police attacking protesters with dogs and fire hoses. Protests, economic boycotts, and negative media coverage convinced leaders in Birmingham to accept changes.

Civil Rights Movement Spreads to Other Minorities

- César Chávez and others organized Hispanic farm workers in California and used a nonviolent protest to get better pay and conditions. Several Latino political organizations such as LULAC and La Raza Unida were formed.
- The American Indian Movement (AIM) formed in 1968 and confronted the government over the rights of Native American tribes to control their affairs. Legal victories for Native Americans included restoration of land in several states.
- Japanese Americans pushed for reparations from internment during World War II. Congress provided payments in 1965 and 1990.

**CALIFORNIA CONTENT
STANDARD 11.10.6***Laws Support Civil Rights*

Specific Objective: Analyze the passage and effects of civil rights and voting rights legislation and the Twenty-fourth Amendment, with an emphasis on equality of access to education and to the political process.

Read the summary to answer the questions on the next page.

Civil Rights Act of 1964**Passage**

Racial tensions and civil rights protests grew during the early 1960s. In June, 1963, President Kennedy used federal troops to force Governor Wallace of Alabama to desegregate the state university. Kennedy demanded that Congress pass a civil rights law. President Johnson pledged to carry on Kennedy's work. He persuaded Southern senators to stop blocking passage and signed the bill in July, 1964.

Effects

- Prohibited discrimination because of race, religion, national origin, and gender
- Gave the federal government power to protect voting rights and speed up school desegregation. The U.S. Attorney General had power to file desegregation lawsuits.
- Banned discrimination in employment and established the Equal Employment Opportunity Commission to enforce fair treatment in employment
- Banned discrimination in public places such as parks, washrooms, restaurants, and theaters

Twenty-Fourth Amendment**Passage**

Poll taxes were still required in five Southern states. Poor African Americans could not afford to pay them and were prevented from voting. Approved by Congress in 1962; ratified by the necessary 38 states in January, 1964.

Effects

- Made poll taxes illegal; extended the right to vote to millions of poor people

Voting Rights Act of 1965**Passage**

Southern states had passed laws to limit African-American voting rights guaranteed by the Fifteenth Amendment. During the summer of 1964, known as the Freedom Summer, volunteers worked to register African-American voters in Mississippi. The Freedom Summer sparked racial violence and murder in the state. In 1965, Selma, Alabama, became the focus of voting rights work; arrests and violence followed. President Johnson submitted the Voting Rights Act within days of the largest protests in Selma. Congress passed it within a few months.

Effects

- Eliminated literacy tests often used to disqualify African-American voters
- Allowed federal examiners to register voters who had been denied their rights
- Tripled the number of African Americans registered to vote in the South



**CALIFORNIA CONTENT
STANDARD 11.10.7**

*Women’s Rights and
Women’s Roles*

Specific Objective: Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Read the sequence diagram to answer the questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.11.1**

*Immigration in
the 20th Century*

Specific Objective: Understand the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

Read the chart to answer the questions on the next page.

Policy	Reasons and Results
<p>Immigration before 1965</p> <ul style="list-style-type: none"> • 1920s acts restricted immigrants from southern and eastern Europe; virtually no Asians were accepted • Some easing in 1952 	<ul style="list-style-type: none"> • Government believed some immigrants “fit in” to the culture better; some bias against darker-skinned peoples, Jews • More people wanted to immigrate after World War II; more Asian immigrants
<p>Immigration and Nationality Act of 1965</p> <ul style="list-style-type: none"> • Quotas for national origin replaced with quotas by hemisphere; amended in 1978 to allow a world total of 270,000 per year, maximum of 20,000 per country • Special status for refugees (1978) • Favored immigrants with certain job skills 	<ul style="list-style-type: none"> • “Great Society” opened the door to non-European immigrants. Tried to correct injustice from earlier limits. Saw a huge increase from Asia and Latin America, most living in California and the Southwest • Many refugees from Latin America • United States was looking for immigrants to fill certain needed jobs
<p>Immigration Reform and Control Act of 1986</p> <ul style="list-style-type: none"> • Penalties for employers hiring undocumented immigrants; exceptions for long-term residents 	<ul style="list-style-type: none"> • A huge number of undocumented immigrants were entering the country, especially on the southern border from Mexico.
<p>Immigration Act of 1990</p> <ul style="list-style-type: none"> • Increased the total number of yearly immigrants allowed to 675,000 • More immigrants allowed with certain job skills • Tried to increase diversity of origin 	<ul style="list-style-type: none"> • Increased flexibility in the policy • About two-thirds of immigrants were family members of U.S. residents • Increased job-related immigrants, favored skilled workers over unskilled
<p>Illegal Immigrant Reform and Immigrant Responsibility Act (1996)</p> <ul style="list-style-type: none"> • Made it easier to deport immigrants • Established income test and limited government assistance to immigrants 	<ul style="list-style-type: none"> • The number of undocumented immigrants was large and conflicts arose over their rights and assistance given to them. Some courts are trying to resolve these issues.

Changes in American Population

- 45 percent of immigrants since 1965 are from the Western Hemisphere, primarily Mexico. Hispanic Americans are now the largest minority group in the United States.
- 30 percent of immigrants since the 1960s are from Asia.
- More than half of California residents are members of a minority group.



**CALIFORNIA CONTENT
STANDARD 11.11.2**

Domestic Policy Since World War II

Specific Objective: Analyze the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton.

Read the summary to answer the questions on the next page.

Truman and Civil Rights: “I am asking for equality of opportunity for all human beings . . . and if that ends up in my failure to be reelected, that failure will be in a good cause.” Congress did not pass civil rights laws, but Truman ordered the military desegregated.

Eisenhower and School Desegregation: “There must be respect for the Constitution . . . or we shall have chaos.” Eisenhower used federal troops to force the governor of Arkansas to allow African Americans to attend a white high school in Little Rock as ordered by the Supreme Court. The troops helped to keep order in the city.

Kennedy and the New Frontier: “We stand on the edge of a New Frontier,” which has “. . . uncharted areas of science and space . . . unconquered pockets of ignorance and prejudice, unanswered questions of poverty and surplus.” Kennedy proposed ambitious programs for space exploration and social welfare.

Johnson and the “Great Society”: “The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents, . . . where . . . man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.” Johnson expanded federal government programs for education, poverty, health care, housing, civil rights, and the environment.

Nixon and Civil Rights: “There are those who want instant integration and those who want segregation forever. I believe we need to have a middle course between these two extremes.” Nixon worked to delay desegregation in school and prevented extension of the Voting Rights Act.

Carter and the Energy Crisis: “The energy crisis . . . is a problem . . . likely to get progressively worse through the rest of this century. . . . This difficult effort will be the ‘moral equivalent of war’ . . .” Carter asked Americans to cut back on oil and gas use; passed National Energy Act, which helped reduce U.S. dependence on foreign oil.

Reagan and the Economy: “We’re in the worst economic mess since the Great Depression. . . . and the old business-as-usual treatment can’t save us.” Reagan’s new economic plan included budget cuts in social welfare and education programs, tax cuts, and increased defense spending. U.S. national debt almost doubled during his first term.

George Bush and Volunteerism: “I have spoken of a thousand points of light, of all the community organizations . . . doing good.” Bush worked to replace some government social programs with volunteer programs.

Clinton and Welfare Reform: Clinton promised to “end the welfare system as we know it.” Program put limits on length of time a person could receive welfare benefits and gave money to states to distribute rather than to individuals. Millions moved to new jobs.



**CALIFORNIA CONTENT
STANDARD 11.11.3**

The Changing Roles of Women

Specific Objective: Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

Read the chart to answer the questions on the next page.

Women at Work	Changing Families
<ul style="list-style-type: none"> • More women work outside the home today than ever—58 percent in 2000 compared to 36 percent in 1960. • Nearly as many women (about 61 million) were employed in 2000 as men (about 69 million). • More women are working in nontraditional occupations such as construction and mining, although it is still a small percentage compared to men. • In 2000, women earned about 75 percent as much as men for the same work. • Women hold about half of all management, professional, and related occupations. • As of 2004, “glass ceiling” (invisible obstacle to advancement to highest levels) is still very strong—only about 7 percent of top-level jobs such as corporate heads or officers are held by women. • Women-owned businesses have grown rapidly (doubled 1987–2000) and represent the fastest growing sector of the economy. 	<ul style="list-style-type: none"> • More than 1 of every 3 women (15 years or older) is single (divorced, separated, or never married). • More than 15 percent of all families are headed by single women (about 6 percent by single men). • Women are generally having fewer children. • Many more families include a husband and wife who both work outside the home. • Widespread use of day care allows women (and men) to work and participate in society even while raising children. • Expectations for women from 1950s and before (women as solely mother and homemaker) not nearly as strong • Women’s movement of 1960s through today has stressed women’s power in society and business as well as equal rights under the law. • Conservative movement of 1980s through today stresses more traditional roles for women and need for women to serve as mothers and homemakers.

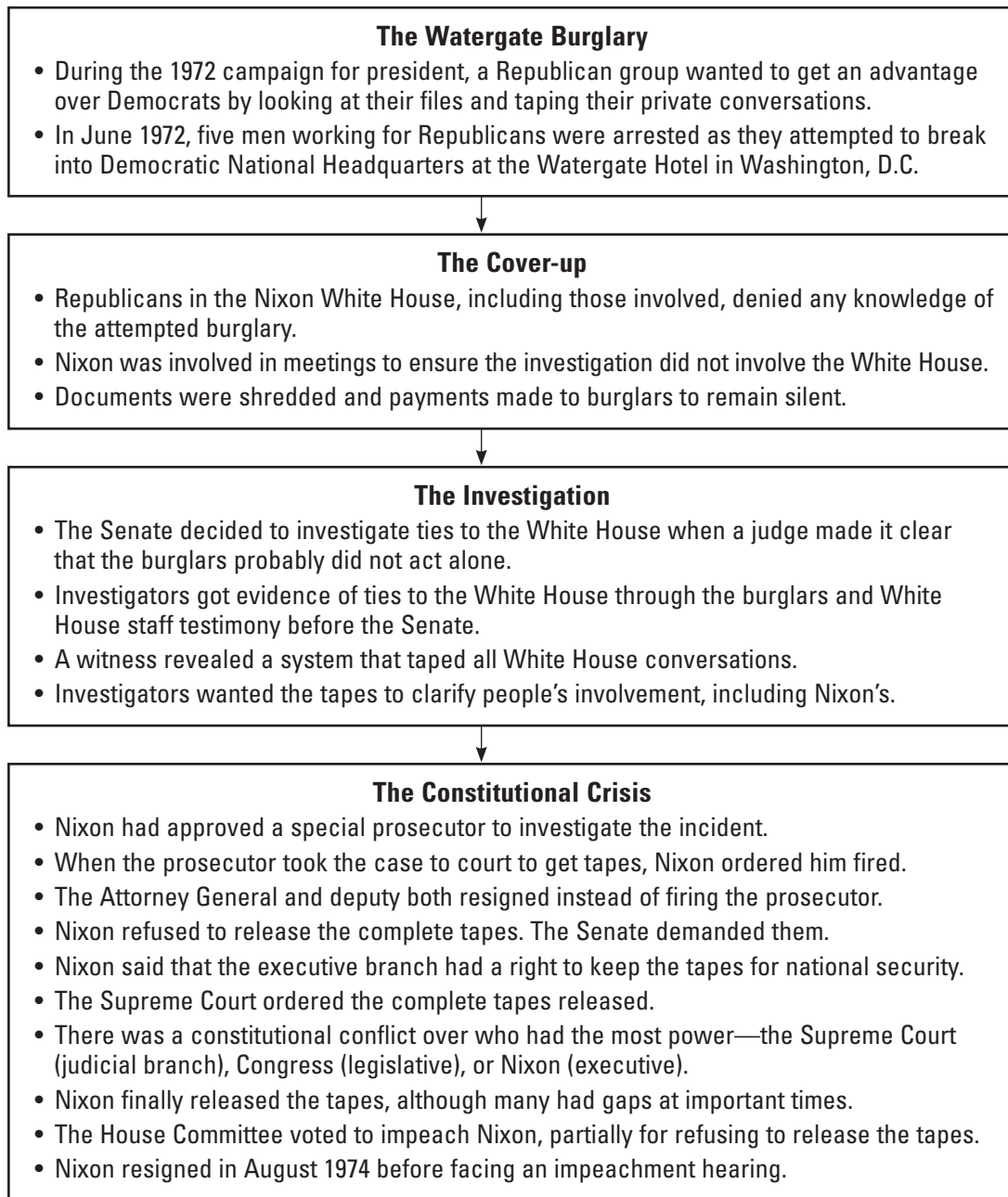


**CALIFORNIA CONTENT
STANDARD 11.11.4**

The Constitution and the Watergate Crisis

Specific Objective: Explain the constitutional crisis originating from the Watergate scandal.

Read the sequence diagram to answer the questions on the next page.





**CALIFORNIA CONTENT
STANDARD 11.11.5**

The Environmental Movement

Specific Objective: Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

Read the summary to answer the questions on the next page.

The Environmental Conservation Movement

- Yellowstone became the first national park in 1872. In 1903, President Theodore Roosevelt established the first federal wildlife refuge. The National Park Service was created in 1916. President Franklin Roosevelt added many historic monuments to the system and made it truly national. The size of the system tripled in the 1990s. Today there are more than 83 million acres under national protection.
- Rachel Carson published *Silent Spring* in 1962. This book warned about the dangers of pesticides. It caused Americans to start thinking more about what they were doing to damage the environment, especially through air and water pollution.
- In the 1970s and 1980s, Congress established the Environmental Protection Agency (EPA) and passed the Clean Air, Clean Water, and Endangered Species acts.
- By the 1990s, Americans had done much to improve the environment. Recycling efforts were common. Government and private groups worked together to protect air, water, forests, and wildlife.

Balancing Environmental Conservation and Economic Growth

- The United States consumes 25 percent of the world's energy, almost all of it in fossil fuels. Debate about how to reduce dependence on foreign oil has led to conflicts over oil exploration in federally protected areas such as the Arctic National Wildlife Refuge.
- Many scientists and public officials are concerned about the potential environmental disasters that could result from global warming. The United States has done little to reduce production of greenhouse gases that cause global warming. It has refused to sign the Kyoto Protocol because of concerns that measures to reduce the gases are too costly and would hurt the economy.
- Some people believe that the limited resources of the earth (especially oil reserves, old growth forests, clean oceans and shorelines) require considerable protection to prevent extreme consequences such as the Exxon Valdez oil spill in Alaska. Critics charge that there is less emphasis on EPA enforcement of environmental laws under President George W. Bush.
- Some property owners believe they should have the right to use their land as they see fit, regardless of larger environmental concerns.
- Some people believe that the need for jobs and economic gains today should outweigh concerns about future environmental problems, such as the loss of endangered species.



**CALIFORNIA CONTENT
STANDARD 11.11.6**

Poverty and Government Policy

Specific Objective: Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

Read the summary to answer the questions on the next page.

History

- Widespread poverty during the Great Depression led to the first government programs to aid the poor. Prosperity after World War II mostly benefited whites who moved from cities to suburbs. Many African Americans and other rural poor moved to cities. Inner cities rapidly became poor and rundown without resources or jobs.
- In the early 1960s, about 20 percent of Americans lived below the poverty line (the minimum needed to meet basic needs of food, clothing and shelter). President Johnson tried to address problems through federal and state training and jobs programs and direct assistance (welfare and food stamps). The effort was known as the *War on Poverty*. Poverty declined to about 11 percent in 1973.
- Economic hard times in the early 1980s caused poverty to rise. Beginning with President Reagan many welfare benefits were cut. President Clinton’s program further limited benefits and required poor people to find jobs. President George W. Bush emphasized private charity as a way to help the poor.

Current Poverty Levels

- In 1999, approximately 32.3 million Americans lived below the poverty line. Approximately 15 percent of Americans have no health insurance. The U.S. poverty rate for children is higher than any other industrialized country’s. More than 20 percent of African Americans and Hispanics live in poverty compared to about 8 percent of whites. Families headed by single women are hit hardest.

Contrasting Views on Poverty

Society Bears Some Responsibility	Individuals Are Responsible
<ul style="list-style-type: none"> • Systems in society favor some over others. Racism is a factor. • Education system has failed to give people the tools they need to escape from poverty. <p>Effects on Public Policy</p> <ul style="list-style-type: none"> • Government should provide assistance to those who have fewer opportunities. • Programs to help poor people get better education and jobs are needed. • Adequate health care should be a right of all citizens. 	<ul style="list-style-type: none"> • Society provides opportunities for all to get education and jobs. • Individuals who work hard enough can excel in education and business even if facilities and opportunities are poor. <p>Effects on Public Policy</p> <ul style="list-style-type: none"> • Government should provide incentives to work rather than direct assistance. • Poor people should work harder to get better education and jobs. • Providing health insurance for everyone is too expensive.



**CALIFORNIA CONTENT
STANDARD 11.11.7**

Recent Population and Social Changes

Specific Objective: Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Read the chart to answer the questions on the next page.

Demographic or Social Change	Government Response
Population shift to the suburbs	<ul style="list-style-type: none"> • Built interstate highways and state and local roads; increased need for local government services • Policy favored suburban single-family home ownership. • Suburbs provided tax incentives to businesses.
Racial concentration in cities	<ul style="list-style-type: none"> • Urban renewal projects have had mixed results. • Some local governments have provided economic incentives for minority businesses. • Programs to crack down on crime and drug abuse have often led to discrimination.
Frostbelt-to-Sunbelt Migration	<ul style="list-style-type: none"> • Spurred by federal defense spending, which created new jobs, funding for interstate highways, and Social Security, which helped retirees move • Tax incentives offered by state and local governments to lure businesses • Some shift in political power in Congress as population has moved South and West
Decline of family farms	<ul style="list-style-type: none"> • Most federal farm policy favors large corporate farms over small farms. • Government subsidies that encourage the growth of suburbs also speed up the loss of farm land.
Increase in out-of-wedlock births	<ul style="list-style-type: none"> • In 1996, gave states extra funds as part of welfare reform if they decreased rate of these births • More government emphasis on abstinence instead of birth control
Increase in drug abuse	<ul style="list-style-type: none"> • Offers prevention programs such as “Just say no” • Recent efforts focused mainly on law enforcement and prosecution; large prison and jail populations as a result.