

Guided Reading & Analysis, Chapter 27:
The Eisenhower Years, 1952-1960, pp 579-593

Directions:

1. **Skim:** Read the prompts/questions within this guide before you read the chapter.
2. **Question:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read as well as any questions that it raises.*
3. **Read:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Record:** Write your notes and analysis in the spaces provided; you may complete these digitally.
5. **Reflect:** Answer the processing questions **after** completing the middle column; some students may wish to complete this section at a later time.

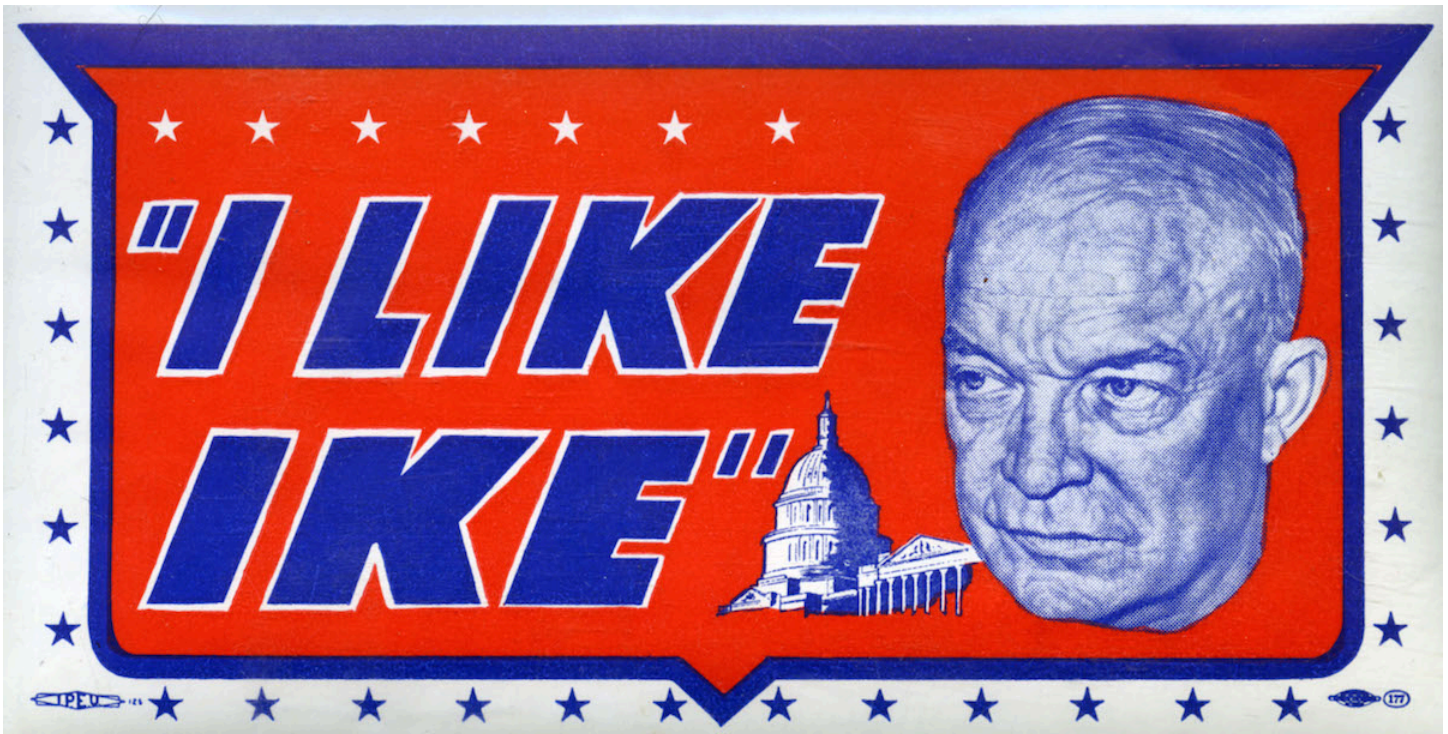


Key Concepts FOR PERIOD 1:

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

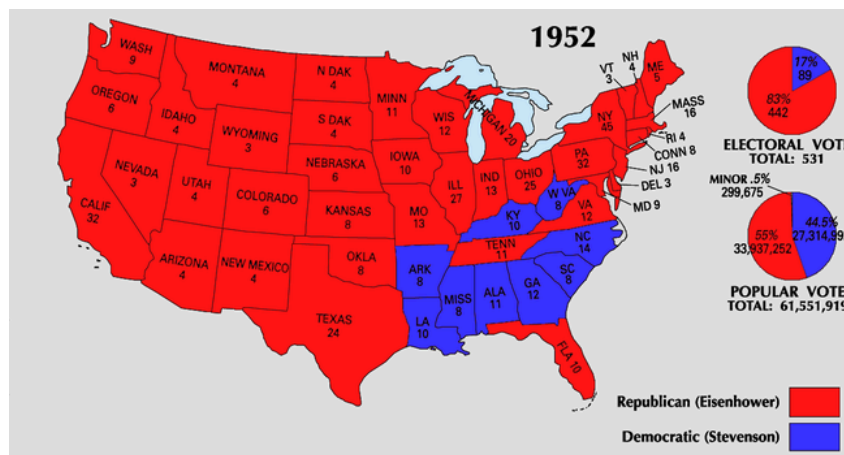


SECTION 1 Guided Reading, pp 579-593

As you read the chapter, take notes in the middle column. Consider your notes to be elaborations on the **selected Key Concepts** presented in the left column. When you finish **reading** the section and **recording** notes, **reflect** on what you read by answering the question in the right hand column. You do not need to write in complete sentences.

1. Intro, Eisenhower Takes Command, pp 579-581

Key Concepts & Main Ideas	Record	Reflect
	<p>The Eisenhower Years, 1952-1960 (1st paragraph of chapter)</p> <p>Eisenhower Takes Command</p> <p>The Election of 1952</p> <p>Campaign Highlights</p>	<p>Why was America ready for a Republican again?</p> <p>What role did the Korean War play in this shift?</p>



Eisenhower breaks the Democratic hold on the "Solid South"

Intro, Eisenhower Takes Command, pp 579-581, continued

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.3, I, A. A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.</p>	<p>Domestic Policies</p> <p>Modern Republicanism</p> <p>Interstate Highway System</p> <p>Prosperity</p> <p>The Election of 1956</p>	<p>Explain what “Modern Republicanism” is.</p> <p>To what degree did Eisenhower depart from FDR’s New Deal and Truman’s Fair Deal programs?</p> <p>Explain the connection between containment of communism and the Interstate Highway Act.</p> <p>Why was Richard Nixon chosen as Eisenhower’s Vice President?</p>



Eisenhower/Nixon won again in 1956 with an even bigger landslide. However, the Democrats controlled both houses.

In 1960, Richard Nixon ran for president but was narrowly defeated by John F. Kennedy. He was later elected President in 1968.

“This man will never be president. The people don’t like him” -Dwight Eisenhower.



2. Eisenhower and the Cold War, pp 581-587

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.1, I, C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or <i>détente</i>).</p> <p>Key Concept 8.1, II, C. Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.</p> <p>Key Concept 8.1, I, D. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.</p>	<p>Eisenhower and the Cold War</p> <p>Dulles' Diplomacy</p> <p>Massive Retaliation</p> <p>Unrest in the Third World</p> <p>Covert Action</p>	<p>Support or refute the assertion that John Foster Dulles was a dangerous man with a dangerous approach to foreign policy. Explain your reasoning.</p> <p>How did covert action in the Third World create conflict in American society?</p>






Eisenhower and the Cold War, pp 581-587, continued

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.1, I, B. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.</p>	<p>Asia</p> <p>Korean Armistice</p> <p>Fall of Indochina</p> <p>Division of Vietnam</p> <p>SEATO</p>	<p>Support or refute the assertion that the United States won the Korean War.</p> <p>Explain domino theory.</p> <p>How does domino theory relate to containment?</p> <p>To what extent was securing oil supplies responsible for the Eisenhower Doctrine? Explain your reasoning.</p>
	<p>The Middle East</p> <p>Suez Crisis</p> <p>Eisenhower Doctrine</p> <p>OPEC and Oil</p>	<p>Why was the nation of Israel created in 1948?</p> <p>Explain the key difference between the Truman Doctrine and the Eisenhower Doctrine?</p>

Eisenhower and the Cold War, pp 581-587, continued...continued

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.1, I, A. As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.</p> <p>C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or <i>détente</i>).</p>	<p>U.S. – Soviet Relations</p> <p>Spirit of Geneva</p> <p>Hungarian Revolt</p> <p>Sputnik Shock</p> <p>Second Berlin Crisis</p> <p>U-2 Incident</p> <p>Communism in Cuba</p>	<p>Was the diplomatic effort at Geneva successful in reaching its goals? Explain.</p> <p>Did the rejection of Open Skies prevent Americans and Soviets from aerially spying on one another?</p> <p>How did Sputnik impact Americans?</p> <p>Compare United States reaction in Hungary to the second Berlin crisis two years later (1958).</p> <p>Compare Eisenhower's approach to Cuba to Obama's.</p>

Organizations and Strategies of The Civil Rights Movement

Group Year Founded	Membership and Notable Members	Goals, Tactics, and Notable Events
 National Association for the Advancement of Colored People (NAACP) 1909	<ul style="list-style-type: none"> • Interracial • Appealed mainly to educated, middle- to upper-class African Americans and some liberal white Americans • Thurgood Marshall, Roy Wilkins 	<ul style="list-style-type: none"> • Focused on challenging the laws that prevented African Americans from exercising their full rights as citizens. • Successful in its lawsuits that challenged segregation laws • Brown v. Board (1954), Civil Rights Act (1964), Voting Rights Act (1965)
 National Urban League 1911	<ul style="list-style-type: none"> • Interracial • Progressive-era organization • Appealed mostly to African American migrants in Northern cities. • Its tax-exempt status precluded any direct participation in protest activities, but the National Urban League hosted planning meetings for The March on Washington. 	<ul style="list-style-type: none"> • Counseled black migrants from the South, helped train black social workers, and worked in various other ways to bring educational and employment opportunities to blacks. • Researched the problems blacks faced in employment opportunities, recreation, housing, health and sanitation, and education. • Used persuasion & boycotts against firms that refused to employ blacks, pressures on schools to expand vocational opportunities for young people, constant prodding of Washington officials to include blacks in New Deal recovery programs and a drive to get blacks into previously segregated labor unions.
 Congress of Racial Equality (CORE) 1942	<ul style="list-style-type: none"> • Interracial • Many of the founders of CORE were followers of the Gandhian principles of nonviolent civil disobedience and belonged to an organization called F.O.R. (Fellowship of Reconciliation). • Bayard Rustin, James Farmer 	<ul style="list-style-type: none"> • Dedicated to bringing about change through peaceful confrontation. • Organized demonstrations against segregation in cities including Baltimore, Chicago, Denver, and Detroit. • Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party (MFDP)
 Southern Christian Leadership Conference (SCLC) 1957	<ul style="list-style-type: none"> • Founded by African American clergymen • Shifted the focus of the civil rights movement to the South • Martin Luther King, Jr., Ralph Abernathy, Fred Shuttlesworth, Bayard Rustin 	<ul style="list-style-type: none"> • SCLC advocated the practice of nonviolent protest, a peaceful way of protesting against restrictive racial policies • Nonviolent protesters do not resist even when attacked by opponents. • Montgomery Bus Boycott (organization was originally known as the Montgomery Improvement Association), Birmingham/"Project C", Selma to Montgomery March
 Student Nonviolent Coordinating Committee (SNCC) 1960	<ul style="list-style-type: none"> • National organization with chapters at colleges throughout the United States • Interracial membership at first. Later forces white members out as part of a push for Black Power • John Lewis, Diane Nash, James Forman, Stokely Carmichael 	<ul style="list-style-type: none"> • Sought more immediate change, as opposed to the gradual change advocated by most of the older organizations. • The focus shifted away from church leaders alone and gave young activists a chance to make decisions about priorities and tactics • Sit-Ins, Freedom Rides (in support of CORE), Albany, Freedom Summer, Mississippi Freedom Democratic Party (MFDP), Selma to Montgomery March

Since every organization above participated in the March on Washington, it is not usually included among "notable events."

3. The Civil Rights Movement, pp 587-590

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.2, I, A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.</p> <p>B. The three branches of the federal government used measures including desegregation of the armed services, <i>Brown v. Board of Education</i>, and the Civil Rights Act of 1964 to promote greater racial equality.</p>	<p>The Civil Rights Movement</p> <p>Origins of the Movement</p> <p>Changing Demographics</p> <p>Changing Attitudes in the Cold War</p> <p>Desegregating the Schools</p> <p>Brown Decision</p> <p>Resistance in the South</p>	<p>FDR desegregated war industries. Truman desegregated the armed forces. Eisenhower sent the National Guard to Little Rock and signed two Civil Rights laws. Which of these three presidents was most influential in the increasing momentum of the Civil Rights movement? Defend your answer.</p>



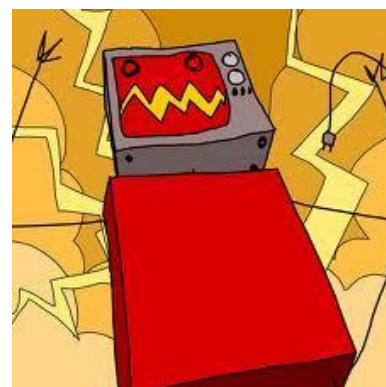
The Civil Rights Movement, pp 587-590, continued

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.2, I, A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.</p> <p>B. The three branches of the federal government used measures including desegregation of the armed services, <i>Brown v. Board of Education</i>, and the Civil Rights Act of 1964 to promote greater racial equality.</p> <p>Key Concept 8.3, I, C. Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965</p>	<p>Montgomery Bus Boycott</p> <p>Federal Laws</p> <p>Nonviolent Protests</p> <p>Immigration Issues in the Postwar Years</p>	<p>Compare the tactics of the SCLC to those of the NAACP. Identify a similarity and a difference.</p> <p>Compare the Chinese Exclusion Act of the Gilded Age to Operation Wetback of the post WWII era.</p>

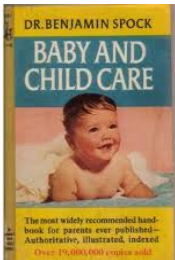



7. Popular Culture in the Fifties p.590-592

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.3, II, A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.</p>	<p>Popular Culture in the Fifties</p> <p>Consumer Culture and Conformity</p> <p>Television</p> <p>Advertising</p> <p>Paperbacks and Records</p> <p>Corporate America</p> <p>Religion</p>	<p>How were the 50s similar to the 20s?</p>



8. Popular Culture in the Fifties p.590-592

Key Concepts & Main Ideas	Record	Reflect
<p>Key Concept 8.3, II, A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.</p>	<p>Women's Roles</p> <p>Social Critics</p> <p>Novels</p> <p>"Beatniks"</p>	<p>Compare Beatniks to the Lost Generation. What was each group's source of disillusionment?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

5. Historical Perspectives; A Silent Generation?, pg 593

After reading the closing sentiments, summarize, in your own words, the historical significance of the 1950s.

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Sources include but are not limited to: 2018 edition of AMSCO's *Writing States History Preparing for the Advanced Placement Examination*, Wikipedia.org, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Irish, Carroll High School, 12th edition of *American Pageant*, *USHistory.org*, *Britannica.com*, *LatinAmericanHistory.about.com*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating.