PERIOD 8 Review: 1945–1980

Long-Essay Questions

Directions: Write an essay to respond to one of each pair of questions. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

Choose ONE of the following two long-essay questions.

1. Analyze how the Cold War altered the role of the United States in the world from 1945 to 1980.
2. Analyze the impact of the Cold War on domestic politics from 1945 to 1980.

Choose ONE of the following two long-essay questions.

3. Compare and contrast the policies of the New Deal with the Great Society.

Choose ONE of the following two long-essay questions.

5. Analyze the changes and continuity in U.S. environmental policies of the Progressive era with the period from 1945 to 1980.
6. Analyze the changes and continuity in the identity and roles of American women from 1945 to 1980.

Choose ONE of the following two long-essay questions.

7. Analyze THREE developments in popular culture that had an impact on American society from 1945 to 1980.
8. Analyze THREE events or developments that had a significant impact on race relations in the United States in the period from 1945 to 1980.

Choose ONE of the following two long-essays questions.

9. Analyze the changing impact on American workers of U.S. interconnection with other world economies during the period from 1945 to 1980.
10. Analyze how the role of the federal government in the American economy changed during the period from 1945 to 1980.
SHORT-ANSWER QUESTIONS

Briefly answer the questions in complete sentences. A thesis is not required.

Question 1 is based on the excerpt below.

“The reason why we find ourselves in a position of impotency is . . . because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate or members of minority groups who have been selling this Nation out, but rather those who have had all the benefits that the wealthiest nation on earth has to offer—the finest homes, the finest college education, and the finest jobs in Government.

“This is glaring true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been the worst . . . In my opinion, the State Department . . . is thoroughly infested with Communists.

“I have in my hand 57 cases of individuals who would appear to be either card-carrying members or certainly loyal to the Communist Party, but who nevertheless are still helping to shape our foreign policy.”

—Joseph R. McCarthy, Speech to the Women’s Club of Wheeling, Wheeling, West Virginia, February 1950

1. Using the excerpt, answer a, b, and c.
   a) Briefly explain the political tactics used by Joseph McCarthy that became known as “McCarthyism.”
   b) Briefly explain why McCarthy tactics appealed to blue-collar Americans.
   c) Briefly explain the context for the rise to power of McCarthy.

Question 2. Answer a, b, and c.
   a) Briefly explain ONE cause of the Cold War.
   b) Briefly explain ONE of the following:
      - U.N. Security Council
      - Marshall Plan
      - NATO
   c) Briefly explain the effects of ONE of the following on the Cold War:
      - Berlin Airlift
      - “Fall” of China
      - Korean War
Question 3 is based on the following excerpt from the song, “You’ve Got to Be Carefully Taught,” from the musical *South Pacific*.

You’ve got to be carefully taught.  
You’ve got to be taught to be afraid  
Of people whose eyes are oddly made,  
And people whose skin is a different shade,  
You’ve got to be carefully taught.  
You’ve got to be taught before it’s too late,  
Before you are six or seven or eight,  
To hate all the people your relatives hate,  
You’ve got to be carefully taught!

3. Using the excerpt, answer a, b, and c.
   a) Briefly explain the context of race relations in the United States when this musical appeared on the stage in 1949.
   b) Briefly explain the political context that created controversy around and criticism of *South Pacific*, and this song in particular.
   c) Briefly explain how the policies of the Truman administration affected race relations during this time.

Question 4. Answer a, b, and c.
   a) Briefly explain the causes of the expansion of higher education after World War II.
   b) Briefly analyze the family unit during the baby boom years.
   c) Briefly explain ONE of the following:
      • McCarran Internal Security Act
      • Alger Hiss Case
      • Rosenberg Case

**THINK AS A HISTORIAN: INTRODUCING AN INTERPRETATION**

The first sentence of an essay should catch the reader’s attention with a surprising fact, personal connection, or dramatic comment. The first sentence should make the reader want to read more. Which TWO of the following would be the best first sentences essays about the impact of the Cold War on the culture of the United States?

1. Fighting the Cold War threatened to destroy the values it was being fought to defend.
2. The Cold War was not the deadliest war, but it was among the costliest.
3. The Cold War was between the United States and the Soviet Union.
SHORT-ANSWER QUESTIONS

Briefly answer the questions in complete sentences. A thesis is not required.

**Question 1.** Answer a, b, and c.

a) Briefly explain the influence of ONE of the following on foreign policy in the 1950s.
   - Eisenhower Doctrine
   - SEATO
   - OPEC

b) Briefly explain how Eisenhower handled ONE of the following:
   - Suez crisis
   - Hungarian revolt
   - U-2 incident

c) Briefly analyze the effects of Castro’s takeover of Cuba on U.S. policy.

**Question 2 is based on the following photo.**

![Photo of a family watching television](Source: ©ClassicStock/Alamy)

2. Using the photo, answer a, b, and c.

a) Briefly analyze the effects of television on society during the 1950s.

b) Briefly explain the criticism of television during the 1950s.

c) Briefly explain the dominant role of women during the 1950s.

**Question 3.** Answer a, b, and c.

a) Briefly explain the concept of “modern republicanism.”

b) Briefly analyze the effects of the Highway Act of 1956.

c) Briefly analyze Eisenhower’s view of the “military-industrial complex.”
Question 4 is based on the excerpt below.

“Except for blacks, who grew increasingly militant in fighting against racial injustice, young people who were unhappy with the status quo did not much concern themselves with larger political or social problems. Most educators in the 1950s detected a ‘silent generation,’ both in the schools and in the burgeoning universities.”


4. Using the excerpt, answer a, b, and c.
   a) Briefly explain ONE example that would support the author’s comment about young African Americans during the 1950s.
   b) Briefly analyze ONE factor in postwar America that likely promoted a “silent generation” in the 1950s.
   c) Briefly explain ONE example of social criticism or rebellion against conformity during the 1950s.

THINK AS A HISTORIAN: STATING A CONCLUSION USING SYNTHESIS

Synthesizing is combining two or more bits of information to create a new idea. Often, the conclusion of an essay includes a statement that summarizes the points of the essay by combining them. Which ONE of the following statements most clearly expresses a synthesis of information?

1. The success of Jackie Robinson in integrating major league baseball demonstrates how race relations were changing in the United States.
2. The Catcher in the Rye is an example of the conflict between individualism and conformity.
3. In the 1940s and 1950s, relations with the Soviets, postwar policies in Germany, and the Suez Crisis show how quickly relations between countries change.
4. The domino theory about the spread of communism later proved to be incorrect.
SHORT-ANSWER QUESTIONS

Briefly answer the questions in complete sentences. A thesis is not required.

Question 1. Answer a, b, and c.

a) Briefly explain ONE factor that would support the analysis by historians who believe that the closest the United States and the Soviet Union came to a full-scale war was during the Cuban Missile Crisis.

b) Briefly analyze the significance of ONE of the following during the Cold War:
   - Bay of Pigs
   - Berlin Wall
   - flexible response

c) Briefly analyze the significance of ONE of the following during the Vietnam War:
   - Gulf of Tonkin Resolution
   - Vietcong
   - Tet Offensive

Question 2 is based on the excerpt below.

[In your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society. 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. . . . The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents.”]

—Lyndon B. Johnson, Commencement Address at the University of Michigan, May 1964

2. Using the excerpt, answer a, b, and c.

a) Briefly explain ONE way the Great Society attacked poverty.

b) Briefly explain ONE way the Great Society tried to improve education.

c) Briefly explain ONE of Johnson’s health care programs that had a lasting effect on American society.
Question 3. Answer a, b, and c.

a) Briefly explain ONE way the Warren Court expanded the rights of defendants in the criminal justice system.

b) Briefly explain ONE way the Warren Court expanded the 1st Amendment.

c) Briefly analyze the impact of the “one man, one vote” ruling on American politics.

Question 4 is based on the excerpt below.

“The young felt a special sense of deprivation at Kennedy’s death. The slain President had broken through the middle-aged complacency of the 1950s to give a feeling of hopefulness about American society and a free field to the idealism of young people. They had admired, too, the President’s gallantry and the impression he conveyed of being a valorous adventurer. . . .

“Richard Neustadt commented less than a year after the President’s murder, ‘He left a broken promise, that ‘the torch has been passed to a new generation,’ and the youngsters who identified with him felt cheated as the promise, like the glamor, disappeared. What do their feelings matter? We shall have to wait and see.’”

—William E. Leuchtenburg, historian, A Troubled Feast, 1973

4. Using the excerpt, answer a, b, and c.

a) Briefly explain how the younger generation challenged the higher education authorities during the 1960s.

b) Briefly explain how the younger generation challenged the government during the Vietnam War.

c) Briefly explain how the younger generation challenged middle-class standards during the 1960s.
SHORT-ANSWER QUESTIONS

Briefly answer the questions in complete sentences. A thesis is not required.

Question 1. Answer a, b, and c.

a) Briefly explain the effects of ONE of the following on American foreign policy in the 1970s.
   • War Powers Act of 1973
   • Panama Canal Treaty
   • Camp David Accords

b) Briefly analyze the significance of ONE of the following:
   • Vietnamization
   • détente
   • imperial presidency

c) Briefly explain the effects of ONE of the following:
   • oil embargo
   • Iranian hostage crisis
   • Soviet invasion of Afghanistan

Question 2. Answer a, b, and c.

a) Briefly explain ONE of the following on American politics in the 1970s:
   • New Federalism
   • Southern Strategy
   • stagflation

b) Briefly explain the significance of ONE of the following:
   • Title IX
   • Roe v. Wade
   • Watergate scandal

c) Briefly explain the goals and tactics of ONE of the following:
   • United Farm Workers
   • American Indian Movement
   • Gay liberation movement
Question 3 is based on the following graphs.

![Immigration to the United States graphs]

Source: U.S. Census Bureau

3. Using the graphs, answer a, b, and c.
   a) Briefly explain the changes in immigrant patterns from the 1950s to first decade of the 2000s.
   b) Briefly analyze how the Immigration Act of 1965 contributed to the changes in immigration patterns.
   c) Briefly explain ONE likely additional cause of the changes in immigration patterns from the 1950s to first decade of the 2000s.
Question 4 is based on the excerpt below.

“Nixon had little interest in environmental problems—indeed, he was bored by the issue—but he was savvy enough not to swim against the tide of reform. . . . The result in the next few years was that he accepted a spate of bills, many of them passed by large bipartisan majorities. The most important of these laws, signed in January 1970, was the National Environment Policy Act, which set up the Environmental Protection Agency (EPA). . . . In February Time gushed that the environment “may be the gut issue that can unify a polarized nation.”


4. Using the excerpt, answer a, b, and c.
   a) Briefly explain why the environmental movement of the 1970s started out as a bipartisan effort.
   b) Briefly explain ONE additional environmental act passed in the 1970s.
   c) Briefly explain ONE additional example of President Nixon taking a moderate or liberal position on domestic policy.

**THINK AS A HISTORIAN: WRITING CLEAR SENTENCES**

In effective writing, each sentence is clear and understandable. Which ONE of the following sentences is most clearly written?

1. U.S. foreign policy, under Nixon, who was complex, was changed in direction.
3. A complex man, Nixon changed the direction of U.S foreign policy.