



Peace and Prosperity

GRAPHIC ORGANIZER ACTIVITIES

Sharing in a Prosperous Nation

The chain below describes the different ways Americans reacted to postwar prosperity and its limits. For each development, add a specific example that supports it.

American families grow and require more living space.

Example: More Americans move to the suburbs and developers like William Levitt create new neighborhoods like Levittown on Long Island.

The government grows concerned about a decline in urban conditions and services.

Example:

Literature becomes a powerful way to critique society.

Example:

African Americans decide that separate is not equal in public schools.

Example:

African Americans fight discrimination in public transportation.

Example:



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MAIN IDEA ACTIVITIES 27.1

VOCABULARY

Some terms to understand:

- arms race (822): competition to see which country can develop stronger and better weapons
- covert (823): secret or hidden
- summit (825): conference of heads of government

EVALUATING INFORMATION

 Mark each statement *T* if it is true or *F* if it is false.

- _____ 1. As president, Dwight D. Eisenhower was popular only with Republicans.
- _____ 2. Many American families became prosperous during the Eisenhower administration.
- _____ 3. Nuclear war was not a threat in the 1950s.
- _____ 4. The United States and the Soviet Union both had nuclear weapons in the 1950s.
- _____ 5. The first artificial satellite was called *Sputnik*.
- _____ 6. Congress established the National Aeronautics and Space Administration to conduct space research.
- _____ 7. In the late 1950s Congress increased funding for math, science, and foreign language programs.
- _____ 8. The United States was not concerned about the spread of communism.
- _____ 9. Using nuclear weapons to fight communism was known as massive retaliation.
- _____ 10. The United States used nuclear weapons against the Soviet Union.

UNDERSTANDING MAIN IDEAS

 For each of the following, write the letter of the best choice in the space provided.

- _____ 1. Which organization did President Eisenhower use to conduct covert operations?
- a. NASA
 - b. CIA
 - c. World Court
 - d. Congress
- _____ 2. Which country was angered when the Iranian oil industry was put under government ownership?
- a. the Soviet Union
 - b. Egypt
 - c. Guatemala
 - d. Britain

Main Idea Activities 27.1 continued

- _____ 3. The Suez Crisis began when
- the United States agreed to pay for canal construction.
 - Egypt announced plans to bring the canal under government control.
 - Mohammad Mosaddeq placed Iran's oil industry under government control.
 - the Soviet Union tested a hydrogen bomb.
- _____ 4. During the Suez Crisis, which of the following countries invaded the area near the canal?
- France
 - the Soviet Union
 - the United States
 - Egypt
- _____ 5. Why did the United States not intervene when the Soviet Union invaded Hungary?
- The Hungarians were well-armed.
 - The Soviet Union promised not to use unnecessary force.
 - The United States was afraid it would cause a world war.
 - The United States was not concerned about communism in Hungary.
- _____ 6. Which of the following was a sign that the Cold War might be thawing?
- Khrushchev and Eisenhower agreed to hold a summit meeting.
 - An American U-2 plane was shot down over the Soviet Union.
 - Khrushchev shouted very loudly during a meeting.
 - The Soviet Union prevented uprisings in Eastern Europe.

IDENTIFYING PEOPLE Draw a line from each person listed on the left to the description on the right.

1. Dwight D. Eisenhower	a. developed foreign policy based on massive retaliation and brinkmanship
2. John Foster Dulles	b. U.S. vice president who visited the Soviet Union
3. Jacobo Arbenz Guzmán	c. nationalized the Suez Canal
4. Gamal Abdel Nasser	d. called for communism and capitalism to coexist
5. Nikita Khrushchev	e. began land and labor reforms in Guatemala
6. Richard M. Nixon	f. U.S. spy plane pilot who was captured in the Soviet Union
7. Francis Gary Powers	g. U.S. general and president

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Main Idea Activities 27.2 continued

5. In many cities _____ programs were set up to improve public services.
6. Some city residents believed that new government _____ ruined the culture of older neighborhoods.

ORGANIZING INFORMATION Complete the following table, which describes social critics of the 1950s, their books, and the topics of those books.

AUTHOR	BOOK TITLE	TOPIC OF BOOK
David Riesman	1. _____ _____	conformity discouraged creativity
2. _____	<i>The Catcher in the Rye</i>	3. _____ _____
4. _____	5. _____ _____	African Americans were isolated
James Baldwin	6. _____ _____	critical of America's attitude toward race
7. _____	<i>On the Road</i>	8. _____ _____

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MAIN IDEA ACTIVITIES 27.3

VOCABULARY

Some terms to understand:

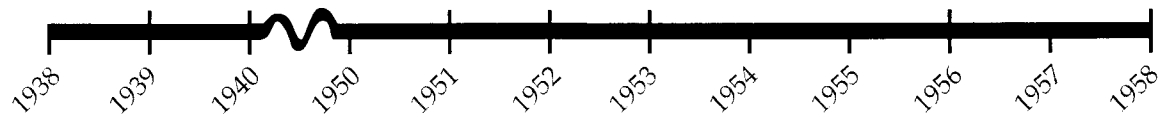
- veterans (832): men and women who served in the armed forces
- lynch (835): to put to death by mob action

CLASSIFYING INFORMATION Mark the following names, groups, or policies with + (plus) if they helped African Americans achieve civil rights, and with – (minus) if they challenged civil rights.

- | | |
|------------------------------------|---|
| _____ 1. literacy tests | _____ 3. Rosa Parks |
| _____ 2. Committee on Civil Rights | _____ 4. Montgomery Improvement Association |

UNDERSTANDING TIME LINES Place the following events in time order by writing the letter of each in the correct box on the time line.

- The Montgomery Bus Boycott begins after Rosa Parks is forced to give up her seat on a city bus.
- The Supreme Court orders the University of Texas to admit Heman Sweatt, an African American student, into their law school.
- The Supreme Court rules that every state has to provide equal educational opportunities for African Americans and whites, although not necessarily at the same schools.
- The students known as the Little Rock Nine enter public school in Little Rock, Arkansas.
- In *Brown v. Board of Education*, the Supreme Court declares segregation in public schools to be unconstitutional.



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Main Idea Activities 27.3 continued

EVALUATING INFORMATION Mark each statement *T* if it is true or *F* if it is false.

- _____ 1. In 1955, African Americans and whites in Montgomery, Alabama, could not ride the same buses.
- _____ 2. Rosa Parks was arrested because she refused to give her seat on a bus to a white passenger.
- _____ 3. The Montgomery Improvement Association was founded to support school integration efforts in Arkansas.
- _____ 4. Martin Luther King Jr. was chosen to lead the Montgomery Improvement Association because he had lived in Montgomery for many years.
- _____ 5. During the boycott, the Montgomery bus system lost 70 percent of its passengers.
- _____ 6. African Americans in Montgomery developed a carpool system to provide transportation during the bus boycott.

**Peace and Prosperity****DAILY QUIZ 27.1**

MULTIPLE CHOICE *10 points each* For each of the following, write the letter of the *best* choice in the space provided.

- _____ 1. In 1954 the U.S. Central Intelligence Agency attempted to overthrow the president of Guatemala,
a. Mohammad Mosaddeq.
b. Jacobo Arbenz Guzmán.
c. John Foster Dulles.
d. Gamal Abdel Nassar.
- _____ 2. Khrushchev's announcement that Stalin's policies should no longer be followed was a blow to
a. democratic reforms.
b. Soviet military strength.
c. all political relationships with the United States.
d. Stalinist governments in Eastern Europe.
- _____ 3. The United States agreed to help Egypt finance the Aswan High Dam, an irrigation project on the
a. Suez Canal.
b. South Pacific.
c. islands of the Caribbean.
d. Nile River.
- _____ 4. The Suez Crisis raised the possibility of
a. an end to the Cold War.
b. a peace agreement between the United States and Czechoslovakia.
c. a third world war.
d. a military conflict between Iran and Israel.
- _____ 5. Nikita Khrushchev shocked many people with a speech in which he condemned the criminal acts of
a. Soviet military leaders.
b. Dwight D. Eisenhower.
c. Joseph Stalin.
d. John Foster Dulles.
- _____ 6. Britain and the United States worked to overthrow Mohammad Mosaddeq in a mission called
a. Operation Ajax.
b. the Suez Canal crisis.
c. the High Dam crisis.
d. massive retaliation.
- _____ 7. Why did the United States refuse to intervene when the Soviet Union invaded Hungary?
a. The United States did not want a war with the Soviet Union.
b. U.S. military strength was no match for the Soviets.
c. The United States believed Hungary could defeat the Soviets.
d. Britain and France gave Hungary military assistance.
- _____ 8. *Sputnik*, the world's first artificial satellite, was launched by
a. the United States.
b. the Soviet Union.
c. Germany.
d. China.
- _____ 9. During Eisenhower's presidency, the United States adopted a foreign policy intended to
a. roll back communism.
b. contain communism.
c. allow the United States to coexist with the Soviets.
d. recognize communist governments.
- _____ 10. To conduct covert operations, the National Security Act established
a. the State Department.
b. the Central Intelligence Agency.
c. the National Aeronautics and Space Administration.
d. Operation Ajax.



Name _____ Class _____ Date _____

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DAILY QUIZ 27.2

FILL IN THE BLANK *10 points each* For each of the following statements, fill in the blank with the appropriate word, phrase, or name.

1. Many individuals and businesses moved to the Sunbelt in the 1950s because these states tended to offer _____ and a warmer climate.
2. Money to create a national highway system was provided by the _____, a bill passed by Congress in 1956.
3. The baby boom was an _____ in the number of babies born in the United States after World War II.
4. Government officials responded to concerns about urban renewal by focusing on _____ old buildings.
5. By 1953 more than 20 million American households had at least one _____.
6. J. D. Salinger's novel _____ criticized the "phoniness" of the adult world.
7. Some people called teenagers and college students of the 1950s the _____ because of their conformity and desire to avoid conflict.
8. Some young people of the 1950s identified with young rebels they saw portrayed in movies by actors such as _____.
9. The biggest rock 'n' roll star of the 1950s was _____.
10. In *The Invisible Man*, _____ explores the isolation and loneliness of African Americans.



Name _____ Class _____ Date _____

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DAILY QUIZ 27.3

MATCHING 10 points each Match each of the following people or terms with the correct description by writing the letter of the description in the space provided. Some descriptions will not be used.

- | | |
|------------------------------------|--|
| _____ 1. Kenneth Clark | _____ 6. Rosa Parks |
| _____ 2. Martin Luther King Jr. | _____ 7. Orval Faubus |
| _____ 3. Committee on Civil Rights | _____ 8. Montgomery Improvement Association |
| _____ 4. Little Rock Nine | _____ 9. Thurgood Marshall |
| _____ 5. <i>Sweatt v. Painter</i> | _____ 10. <i>Brown v. Board of Education</i> |

- a. African American labor leader who threatened to organize a massive protest if Truman did not desegregate the armed forces
- b. Supreme Court case in which the University of Texas was ordered to admit an African American applicant into its law school
- c. case in which the Supreme Court ruled segregation in public schools was unconstitutional
- d. small group of outstanding African American students selected to attend Central High School
- e. Arkansas governor who sent National Guard units to Central High School to prevent African American students from entering
- f. African American psychologist who argued that segregation made many African American children feel that they were less important than white children
- g. Montgomery resident arrested for refusing to give up her seat on a bus to a white passenger
- h. Montgomery law professor who organized a campaign to get African Americans to boycott the city bus system
- i. group formed by African American leaders to strengthen the bus boycott and to coordinate their efforts
- j. Baptist minister selected to lead the Montgomery Improvement Association
- k. NAACP lawyer who argued *Sweatt v. Painter* and other school segregation cases
- l. group appointed by Truman to study racial discrimination and to suggest solutions to the problem