

## Chapter 36 Identifications: 1950s

Identify the following. Be as specific as possible, and include names, dates, and relevant facts as appropriate. Be sure to explain the significance of the person or term. Make sure you know how these terms relate to the APUSH Framework.

**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.

**8.1.I.C.:** The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or *détente*).

**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.

**8.1.I.E.:** Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.

**8.1.II.A.:** Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

**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.

**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.

**8.2.I.B.:** The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality.

**8.3.I.A.:** A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

**8.3.I.B.:** As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

**8.3.II.A.:** Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

- 1) *Brown v. Board of Education of Topeka*, Governor Orval E. Faubus, Little Rock's Central High School
- 2) Rosa Parks, Montgomery Bus Boycott & Martin Luther King Jr.
- 3) Interstate Highway Act
- 4) Conformity of the 1950s, the Beats, Allen Ginsberg
- 5) Status of Women in 1950s, *The Feminine Mystique*
- Foreign Policy
- 6.) End of the Korean War
- 7) Sec of State John Foster Dulles, Brinkmanship, New Look policy
- 8) *Détente*, "atoms for peace" & "Spirit of Geneva" (1955), U2 Incident
- 9) CIA Operations during the Cold War, Iran, Guatemala, Cold war in the 3rd world
- 10) Suez Crisis & Nasser, Eisenhower Doctrine
- 11) Arms Race, Sputnik, National Defense of Education Act, NASA
- 12) U.S. Involvement in Vietnam, Dienbienphu, Geneva Conference 1954
- 13) U.S. support for Ngo Dinh Diem, Ho Chi Minh, Domino Theory
- 14) Eisenhower Farewell Address, Military Industrial Complex

**Know these:** Baby boom, Dr Benjamin Spock's "Baby and Child Care", Impact of television on American life, Levittown & suburbs, Rachel Carson "Silent Spring", Yates vs. United States, Civil Rights Act of 1957