

UNIT

5

# A Nation Facing Challenges

1954–1975

Chapter 17

**The New Frontier and the Great Society**

1961–1969

Chapter 18

**The Civil Rights Movement**

1954–1975

Chapter 19

**The Vietnam War**

1954–1975

Chapter 20

**A Time of Social Change**

1963–1975

## Themes

### Government and Democracy

Government enacted social and economic welfare programs, such as poverty relief, conservation, and urban renewal.

### Rights and Responsibilities

Citizens called for racial equality for African Americans and other minorities, equality for women, and social and political reforms.

Civil rights leader Martin Luther King Jr. leads a march in Selma, Alabama.

# Prepare to Read

## Making Generalizations

Find practice for **Making Generalizations** in the **Skills Handbook**, p. H13

A generalization is a broad statement that tells how different examples are similar in some way. Experienced readers make generalizations that enable them to understand and remember what they are reading.

### Before You Read

Read the headings to determine what the passage will be about. Then make a mental list of what you already know about the subject matter.

### While You Read

List facts from the passage. How do they compare with your prior knowledge of the subject matter?

### After You Read

Use your prior knowledge and facts from the reading to make a generalization about what the passage means to you.

### Kennedy's Media Strategy

Presidents before and after Kennedy have been masters of the media. Franklin Delano Roosevelt used his radio "fireside chats" to inspire the nation during the Great Depression and World War II. Ronald Reagan, an experienced radio, television, and film actor, became known as the Great Communicator for his skill in conveying his messages directly to the voters. But Kennedy was the first president to consciously use access to the media as part of his strategy for governing the nation.

**Image and reality** Photographs of the president often showed him engaged in athletic activities like sailing, swimming, or playing touch football. Kennedy understood how such pictures would shape his image and boost his appeal. Like Roosevelt, he understood that images showing him in less-than-top physical shape might lessen the country's confidence in his abilities. In reality, Kennedy struggled with health problems most of his life. He suffered from Addison's disease, a sometimes fatal condition. A bad back kept him in nearly constant pain.

#### READING CHECK Making Generalizations

How is an effective use of the media important to presidents?

The passage mentions more than one president.

Kennedy and Roosevelt both tried to convey images of strength.

## Test Prep Tip

Some tests may ask you to make generalizations from a given reading passage. Look for clue words such as *all*, *everyone*, *many*, *most*, *few*, *generally*, *never*, *often*, *always*, and *usually* that indicate generalizations. Then make sure that the facts in the passage support the entire generalization.



# Reading like a Historian

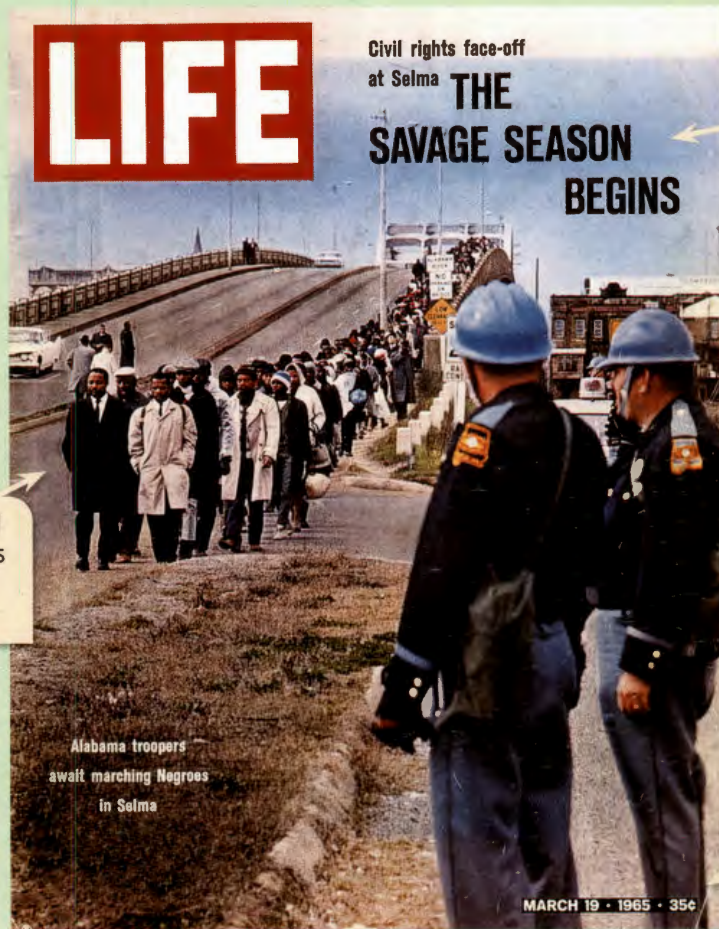
## Evaluating Sources

Find practice for **Evaluating Sources** in the **Skills Handbook**, p. H34

Historians evaluate sources in many ways. They consider the author of a source. They think about where, when, and why a source was created. Most historians believe that the closer in time and place an author is to a given event, the more likely it is that the source is a reliable one.

### Strategies historians use:

- What was the author's intent in creating the source? Is the source meant to persuade, inform, or entertain?
- What historical events were occurring at the time the source describes? What events does the source depict?
- How soon after the event was the source created? Did the author have firsthand knowledge of the event?



Photojournalism often combines text and a photograph. Its purpose is to inform and express a point of view. The word *savage* has a negative and violent connotation.

Civil rights activists used marches and other forms of nonviolent protest to spur change.

This photograph was taken and published at about the same time that the events were occurring. The photograph is a primary source.

Skills FOCUS

### READING LIKE A HISTORIAN

**As You Read** Try to determine the author of the source, the intended audience, and the author's purpose.

**As You Study** Use the time-and-place rule to evaluate the reliability of each historical source. Use reliable sources to help you understand historical context.

# The New Frontier and the Great Society

## THE BIG PICTURE

John F. Kennedy proposed a New Frontier to find solutions for "unsolved problems of peace and war, unconquered pockets of ignorance and prejudice, unanswered questions of poverty and surplus." In Lyndon Johnson's Great Society, every citizen had the right to health care, education, housing, and equal opportunities.



## California Standards

### History-Social Sciences

**11.8** Students analyze the economic boom and social transformation of post-World War II America.

**11.9** Students analyze U.S. foreign policy since World War II.

**11.11** Students analyze the major social problems and domestic policy issues in contemporary American society.



## READING LIKE A HISTORIAN

Astronaut John Glenn (right) shows President Kennedy the interior of space capsule *Friendship 7*, the vessel in which Glenn became the first American to orbit the Earth. Winning the race to conquer space was an important Cold War goal for President Kennedy.

**Interpreting Visuals** What is Kennedy's reaction to the space capsule?

See **Skills Handbook**, p. H30

U.S.



**January 1961**

President John F. Kennedy is inaugurated.



1961



World

**April 1961**

Soviets launch the first manned orbiting spacecraft.

**August 1961**

East Germany closes crossing points between East and West Berlin.



## History's Impact video program

Watch the video to understand the impact of space technology.



**November 1963**  
President Kennedy is assassinated. Lyndon B. Johnson becomes president.

**July 1964**  
Congress passes Civil Rights Act of 1964.

**July 1965**  
Congress funds Medicaid and Medicare.



**January 1968**  
U.S. Navy spy ship *Pueblo* is captured by North Korea.

1963

1965

1967

1969

**October 1964**  
Khrushchev is forced to resign as Soviet leader.

**January 1966**  
Indira Gandhi becomes India's first woman prime minister.



**August 1968**  
Soviet army crushes revolt in Czechoslovakia.

# Kennedy and the Cold War

## BEFORE YOU READ

### MAIN IDEA

President Kennedy continued the Cold War policy of resisting the spread of communism by offering help to other nations and threatening to use force if necessary.

### READING FOCUS

1. In what ways did Kennedy's election as president suggest change?
2. Why did the Bay of Pigs invasion take place, and with what results?
3. Why did the Berlin crisis develop, and what was its outcome?
4. What caused the Cuban missile crisis, and how was war avoided?
5. How did Kennedy's foreign policy reflect his view of the world?

### KEY TERMS AND PEOPLE

John F. Kennedy  
Robert Kennedy  
Fidel Castro  
Bay of Pigs invasion  
Lyndon B. Johnson  
Cuban missile crisis  
Peace Corps  
Alliance for Progress  
flexible response



**HSS 11.9.3** Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The Bay of Pigs invasion and the Cuban Missile Crisis

**HSS 11.11.2** Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

## The Great Debates

### THE INSIDE STORY

*How does television shape public opinion?* On September 26, 1960, some 70 million Americans watched

Vice President Richard Nixon and Senator John Kennedy in the first televised presidential debate. Nixon was just two weeks out of the hospital. During that time he had covered 15,000 miles, campaigning in 25 states. He had lost so much weight that his shirt collar sagged around his neck. On the day of the debate, he pored over his notes until just before air time.

Kennedy had a leisurely dinner and took a nap before the debate. Still tan from several days of campaigning in sunny California, he refused the traditional TV makeup. Nixon refused makeup too. In his gray suit, Nixon looked pale, ill, and tired. Kennedy's dark suit and deep tan added to his rested and fit appearance.

The hour-long debate was broadcast on both radio and television. Radio listeners thought Nixon narrowly won, while those watching on television gave Kennedy the edge. For days afterward, huge crowds turned out at campaign rallies to see the handsome candidate in the flesh. In contrast, Nixon's staff reassured his supporters that "Mr. Nixon is in excellent health and looks good in person."

Three more debates took place. Although some reporters at the time called them the Great Debates, the Kennedy-Nixon debates probably did not change the outcome of the 1960 election. They did increase the average American's interest in politics, however. The debates also set the standard for modern election campaigns. Voters today expect candidates for office at practically every level to appear in televised debates. ■

◀ **Kennedy's appearance gave him great appeal to a television audience.**



## Kennedy Becomes President

The personal contrasts between **John F. Kennedy** and Richard Nixon were far greater than their political differences in the 1960 presidential campaign. Kennedy was born into a wealthy and politically powerful Massachusetts family, while Nixon was a self-made “common man” from a small town in southern California.

Although the two men were about the same age, Kennedy’s movie-star good looks made him appear much younger. During their four television debates, he spoke with ease and authority. To many Americans, the 43-year-old senator represented America’s future. Nixon’s ties to the 70-year-old Eisenhower made him seem a part of America’s past.

**The election of 1960** Kennedy emphasized this contrast by adopting the term “new frontier” for his campaign. “There are new frontiers for America to conquer,” he declared, “not frontiers on a map, but frontiers of the mind, the will, and the spirit of man.”

During the election campaign, Kennedy played on the nation’s Cold War fears by claiming the United States had fallen behind the Soviet Union in the development of nuclear missiles. He also claimed that the prosperity of the 1950s was not reaching the poor. “Seventeen million Americans go to bed hungry at night,” Kennedy charged. Vice President Nixon defended President Eisenhower’s record, which made him appear opposed to new ideas.

Despite Kennedy’s personal appeal, some Protestant voters were concerned because he was a Roman Catholic. They feared that Kennedy might put the views of the Catholic Church over those of the American public. The election of 1960 was one of the closest in American history. Fewer than 120,000 votes separated the two candidates out of nearly 69 million ballots cast.

Kennedy’s victory by a 303–219 margin in the electoral college was more comfortable. He became the youngest person and the first Catholic elected president. Fifteen southern electors, however, cast their ballots for Virginia’s Democratic senator Harry Byrd, who was not even a candidate. This weakness in Kennedy’s southern support coupled with his narrow victory in the popular vote would later cause problems for his presidency.

One incident in October might have helped Kennedy’s election campaign. Civil rights leader Martin Luther King Jr. was arrested in Georgia during a protest. Kennedy telephoned King’s wife, Coretta, to express his concern. **Robert Kennedy**, the candidate’s brother, persuaded the judge to release King on bail.

King’s father told the press he had planned to vote for Nixon but that Kennedy’s call to his daughter-in-law had changed his mind. The Kennedy campaign printed 2 million leaflets that told the story of this incident. The leaflets were passed out in African American churches the Sunday before election day.

**Kennedy takes office** Kennedy’s inaugural address focused on his theme of change. It also took a strong anti-Communist tone.

### HISTORY’S VOICES

“Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace . . . Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.”

—John F. Kennedy, Inaugural Address, January 20, 1961

### ACADEMIC VOCABULARY

**authority** firm self-assurance



### Inauguration

Inauguration day was sunny but cold. Despite the 20-degree weather, the Kennedys greeted the American people from an open car in the inaugural parade.

In his inaugural address, Kennedy did not specify his policy goals at home because so much division existed over domestic issues. However, he made accomplishing domestic goals a top priority. “If we are to regain . . . leadership on our domestic problems, it must be presidential leadership,” he maintained.

To advance his programs, Kennedy gathered a group of advisers that some people called “the best and the brightest.” National Security Adviser McGeorge Bundy had been a dean at Harvard University. Special Assistant Arthur Schlesinger had taught history there. Another adviser was a professor at Massachusetts Institute of Technology (MIT).

Most of Kennedy’s advisers were young like he was—some were still in their 30s. Ted Sorensen, who helped develop domestic policies and programs, was just 32 years old. Kennedy called Sorensen his “intellectual blood bank.” But no one was closer to the president than his own brother, Robert (“Bobby”) Kennedy. He included his 36-year-old brother in his cabinet by making him attorney general.

Except for Bobby, cabinet members had less influence on President Kennedy than did his White House advisers. In foreign affairs, for example, Kennedy relied more on National Security Adviser Bundy than on Secretary of State Dean Rusk or Secretary of Defense Robert McNamara. Kennedy also held cabinet meetings less often than Eisenhower did—only once a month unless Kennedy cancelled

the meeting. At an average age of 47, President Kennedy’s cabinet was relatively young. Its members averaged 10 years younger than President Eisenhower’s.

**READING CHECK** **Contrasting** How did Kennedy differ from Eisenhower as president?

## The Bay of Pigs Invasion

Kennedy would soon need Rusk and McNamara’s advice as well as that of Bundy. During the 1960 campaign, Kennedy learned that the Central Intelligence Agency (CIA) was secretly training about 1,500 Cuban exiles in Central America in order to invade Cuba. Many of the trainees were Cuban Americans the CIA had recruited in south Florida. President Eisenhower had authorized the project in the hope of overthrowing Cuba’s dictator **Fidel Castro**.

**Background to the invasion** Fidel Castro came to power in Cuba in 1959 after a two-year guerrilla war against Fulgencio Batista, the U.S.-backed dictator of Cuba. As Castro’s followers increased in number, his tactics grew bolder. When his rebel force marched on Havana, Cuba’s capital city, Batista fled the country. On January 8, 1959, Castro entered Havana and declared victory.

During his revolt, Castro gained the support of many Cubans by promising to restore people’s rights and freedoms. Once in power, however, he

### Communist Neighbor

Fidel Castro established the first Communist nation in the Western Hemisphere. He railed against the United States in speeches and forged ties between Cuba and the Soviet Union. **Why did the U.S. government find Castro’s actions so alarming?**





followed a more radical course. His government seized private businesses, including American companies on the island. In addition, Castro began making anti-American speeches. U.S.-Cuban relations were further strained when Castro signed a trade agreement with the Soviet Union in February 1960. Eisenhower responded by cutting off American economic and diplomatic ties with Cuba.

**The invasion of Cuba** The CIA believed an invasion of Cuba would inspire its people to rise up against Castro. Eisenhower doubted this prediction, but he let planning continue to keep all options open. Besides, he knew that the new president would have to make the decision whether to approve an invasion.

Kennedy asked his advisers about the plan to invade Cuba. Opinions were mixed. Schlesinger was openly and strongly opposed. “You would dissipate [lose] all the extraordinary good will . . . toward the new administration throughout the world,” he warned.

The president was in a bind. He considered Castro’s communism a threat to all of Latin America. In fact, Kennedy had attacked Eisenhower during the campaign for not taking stronger action against Castro. He felt that he could not back down now. When the CIA assured Kennedy that the invasion would succeed, he gave the go-ahead.

The **Bay of Pigs invasion** was a disaster. The *New York Times* reported the plan a week before the invasion began. Kennedy publicly denied the story. Then on April 15, 1961, an air strike by old, unmarked U.S. bombers flown from Nicaragua by Cuban exiles failed to destroy Cuba’s air force. Even worse, a bomber damaged in the attack landed at Key West, Florida, instead of returning to Nicaragua. With the U.S. connection now exposed, Kennedy cancelled additional air strikes on Cuba that had been planned for April 16 and 17.

The land invasion on April 17 had little chance of success. Warned by the air attack, Castro was prepared. When the force of Cuban exiles came ashore at the Bay of Pigs, Castro’s troops rushed to the scene. Pinned down at their landing site, the invaders fought for nearly three days.

Former vice president Nixon and others urged Kennedy to send U.S. troops to Cuba to rescue the invasion force and overthrow



Sk  
FOCUS

### READING LIKE A HISTORIAN

**Interpreting Visuals** What comment is the cartoonist making on Kennedy’s dealings with Cuba? What specific incident do you think the cartoon is referencing?

Castro. Concerned about how such a response might affect U.S.-Soviet relations, the president rejected this advice.

Poor planning and the lack of U.S. air cover had doomed the Bay of Pigs invasion to failure. Also, the CIA had greatly underestimated Castro’s support. The expected anti-Castro uprising in Cuba never took place. The nearly 1,200 surviving invaders were captured and put in prison. In December 1962 Kennedy obtained their release in return for \$52 million in food and medical aid to Cuba.

Instead of eliminating the threat of communism so close to the United States, the Bay of Pigs incident actually strengthened Castro’s ties to the Soviet Union. Increasingly, he looked to the Soviets for protection from the United States. Soviet leader Nikita Khrushchev welcomed the closer relations. “We shall render [the] Cuban government all necessary assistance,” he declared.

### READING CHECK

**Drawing Conclusions** Why did Kennedy decide to go ahead with the CIA’s plan to invade Cuba?

NATIONAL LIBRARY OF WALEIS, ILLINGWORTH CARTOON COLLECTION

## ACADEMIC VOCABULARY

### interpreted

understood within the context of the circumstances

## The Berlin Crisis

One reason Kennedy rejected sending U.S. forces into Cuba was that he feared it would cause Khrushchev to retaliate in Europe. Khrushchev, however, interpreted Kennedy's failure to intervene in Cuba as a sign of weakness. It encouraged Khrushchev to press the United States in Berlin.

**The Vienna conference** Kennedy invited Khrushchev to meet with him in Vienna, Austria, in June 1961. The president hoped to ease tensions with the Soviet Union. Instead, Khrushchev demanded that the United States and its allies recognize Communist East Germany as an independent nation. He also demanded that the United States withdraw from West Berlin.

Khrushchev said he would sign a treaty with East Germany in December if these demands were not met. He warned that East Germany could then decide for itself what to do about Berlin. Kennedy would not be bullied.

**Berlin's significance** Berlin had long been a problem for the Soviet Union. The western half of the city was an island of freedom surrounded by East Germany. In the first half of 1961 alone, about 200,000 East Germans escaped communism by slipping past guards to safety in West Berlin.

Some of Kennedy's advisers were concerned that East Germany might use force to gain control of West Berlin. All agreed that Khrushchev was using Berlin to test America's will in Europe and that any action East Germany took would have the approval and backing of the Soviet Union.

Determined to meet the Soviet test, Kennedy acted to show America's strength and resolve. He called reserve troops to active duty, launched a program to build shelters in the United States against nuclear attack, and began a troop buildup in West Germany. Khrushchev responded by threatening to mobilize troops. Realizing how dangerous the situation had become, Kennedy waited for the Soviet leader to make the next move.

**The Berlin Wall** Khrushchev's response came on August 13, 1961, when Communist forces closed the crossing points between East

and West Berlin. Within hours, some 25,000 East German soldiers were in place to guard a hastily erected barbed wire barrier around West Berlin. The temporary fencing was soon replaced with a high concrete wall, to block further escapes to freedom.

Kennedy responded to the construction of the Berlin Wall by sending 1,500 troops from West Germany to West Berlin. Vice President **Lyndon B. Johnson** visited West Berlin to reassure its people that America would not abandon them. Kennedy, however, was relieved. He believed that Khrushchev would now not attempt to seize West Berlin. "A wall is a . . . lot better than a war," he concluded.

The Berlin Wall divided families, neighborhoods, streets, and even cemeteries. As time passed it was extended and fortified. The concrete sections eventually spanned most of the nearly 100 miles around West Berlin. Trenches were dug to keep vehicles from crashing through the wall. The East Germans later built a second wall parallel to the first one. The corridor between the two walls was patrolled by soldiers and attack dogs.

Nearly two years after the crisis was past, Kennedy went to West Berlin to renew his commitment to the city. At an outdoor rally near the Berlin Wall, he gave one of the greatest speeches of his presidency—his "*Ich bin ein Berliner*" ("I am a Berliner") speech. Speaking in English, he noted the wall's importance as a symbol of the failures of communism.

### HISTORY'S VOICES

“There are many people in the world who really don't understand . . . the great issue between the free world and the communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the communists. Let them come to Berlin.”

—John F. Kennedy, June 26, 1963

As the huge crowd cheered wildly, Kennedy ended his speech by declaring, "All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man I take pride in the words '*Ich bin ein Berliner*.'"

**READING CHECK** Identifying Cause and Effect Why was the Berlin Wall constructed?

Interactive

## HISTORY CLOSE-UP

# The Berlin Wall

The Berlin Wall was built in 1961 to block East Germans from escaping to freedom in West Berlin. Part of the wall divided the city itself, separating its democratic and Communist sectors. This scene shows the wall in Berlin as it looked in 1963, the year President Kennedy visited the city.



### EAST BERLIN

A fenced "death strip" existed on the East German side of the wall. Persons who entered this zone without permission often were shot.

Only authorized persons could pass into or out of West Berlin. This took place at closely guarded checkpoints.

### WEST BERLIN

The Berlin Wall divided families as well as the land itself. Relatives had to settle for distant looks and shouted conversations over the wall. Actual visits were rare.

Watchtowers equipped with searchlights, machine guns, and East German sharpshooters surveyed the death strip. Later, unmanned automatic firing systems were installed that shot any moving thing detected in the death strip.

Tank traps and barbed wire prevented vehicles from crashing through the fence that marked the death strip. They also made escape more difficult for those trying to flee on foot.

Skills  
FOCUS

## INTERPRETING INFOGRAPHICS

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Keyword: SE7 CH17

The Berlin Wall was much more than mortar and bricks, but a system of barriers, guards, and deterrents.

**Interpreting Visuals** What were the methods used to keep people from crossing from East Berlin into West Berlin?

See **Skills Handbook**, p. H18

## NUCLEAR THREAT FROM CUBA



### The Cuban Missile Crisis

Khrushchev's continued testing of Kennedy's resolve led to the Cold War's most dangerous crisis. For several days in October 1962, the United States and the Soviet Union teetered on the brink of nuclear war as Kennedy sought a peaceful solution to the **Cuban missile crisis**.

**Buildup to the crisis** The origins of the Cuban missile crisis can be found in the policies and politics of both the United States and the Soviet Union. U.S. actions in the Bay of Pigs and Berlin crises encouraged hard-line leaders in the Soviet Union. They pushed Khrushchev to be more aggressive.

Some Americans continued to call for an invasion of Cuba after the Bay of Pigs. This concerned Khrushchev because he had pledged to defend Cuba. The Soviets were also concerned about nuclear missiles the United States had placed in Turkey. Khrushchev thought this threat on the Soviet Union's southwestern border justified putting similar missiles near the southern border of the United States.

Kennedy faced similar pressures. Some American politicians blamed him for the Bay of Pigs disaster and accused him of being "soft on communism." Republicans announced that Cuba would be their main issue in the 1962 congressional election campaign. Khrushchev decided to upgrade Cuba's defenses with anti-aircraft weapons called surface-to-air missiles (SAMs). He also convinced Castro to allow the secret installation of offensive nuclear missiles that would be controlled by the Soviet Union.

**The crisis begins** Republicans' pressure on Kennedy increased as Khrushchev pumped aid into Cuba. Kennedy responded by ordering U-2 spy-plane flights over the island. On August 29, 1962, one of these flights detected the SAMs.

The Soviets pointed out that the SAMs were defensive missiles. They denied charges they were placing offensive missiles in Cuba. Kennedy reported the Soviets' denial to the nation, warning that if it proved untrue, "the gravest issues would arise." Moscow replied that a U.S. attack on Cuba would mean war.



At a Cabinet briefing during the Cuban missile crisis, President Kennedy marked this map of Cuba with a series of X marks, the words *missile sites*, and a black arrow to show locations of Soviet activity as photographed by U-2 spy planes.

As administration officials continued to assure the American people, the spy flights continued. Then on October 14, photos taken from a U-2 plane provided the first solid evidence that the Soviets had lied.

**Managing the crisis** Kennedy assembled a group of advisers, known as the Ex Comm, to help him decide on a response. He usually did not attend the Ex Comm's daily meetings. He wanted to follow his normal schedule until he was ready to reveal what he knew to the Soviets and to the American people.

Ex Comm's military members favored an air strike against the missile sites, perhaps followed by an invasion of Cuba. Secretary of Defense McNamara and Robert Kennedy argued for a naval blockade instead. Like an air strike, the blockade would be an act of war, but it seemed less likely to provoke a missile launch from Cuba or the Soviet Union. A blockade would also give the Soviets the chance to avoid war by removing the missiles themselves. The president agreed with this reasoning.

On October 22, Kennedy went on television to tell Americans about the Soviet threat. He put U.S. forces on full alert. Some 550 bombers armed with nuclear weapons took to the air and 100,000 troops assembled in Georgia. He wanted to be prepared for war and to show Khrushchev the seriousness of the situation.

As the world nervously watched and waited, several Soviet ships carrying missile parts continued toward Cuba. Khrushchev warned that trying to stop them would mean war. Then on October 24, as they neared the U.S. blockade, they turned back.

Two days later, Kennedy received a letter from Khrushchev offering to remove the missiles if the United States pledged to never invade Cuba. The next day he received a tougher letter from Khrushchev demanding that the United States remove its missiles from Turkey. The Ex Comm advised Kennedy to ignore the second letter and accept the offer in the first letter. The president did so, and Khrushchev announced he would dismantle the missiles.

**Effects of the crisis** This incident is the closest the world has ever come to nuclear war. Kennedy and Khrushchev both took steps to ease tensions between their countries. In 1963 they set up a hotline to allow U.S. presidents and Soviet leaders to communicate directly in times of crisis. The United States, the Soviet Union, and Great Britain also signed the Limited Nuclear Test Ban Treaty to end the testing of nuclear weapons in the atmosphere and underwater.

**READING CHECK** **Drawing Inferences** Why was the Cuban missile crisis such an important event?

**THE IMPACT TODAY**

**Government**  
Kennedy's pledge that the United States would never invade Cuba caused many Cuban Americans to switch their support to the Republican Party. The Cuban American community remains strongly Republican today.

## Kennedy's Foreign Policy

In a 1963 speech at American University in Washington, D.C., Kennedy answered those who criticized his foreign policy. He summarized the values he thought should guide America's relations with other nations.

### HISTORY'S VOICES

“What kind of peace do we seek? Not a [peace] enforced on the world by American weapons of war . . . not merely peace for Americans but peace for all men and women . . . For, in the final analysis, our most basic common link is that we all inhabit this small planet. We all breathe the same air. We all cherish our children's future. And we are all mortal.”

—John F. Kennedy, June 10, 1963

Kennedy also tried to express these principles in his foreign policy through programs to help poorer nations. The **Peace Corps** was the most successful. This entity trained and sent volunteers to Africa, Asia, and Latin America to serve for two years as educators, health care workers, and agricultural advisers, or in other jobs that aided the host country's development. The Peace Corps encouraged women and African Americans to volunteer.

Most volunteers were young college graduates. They were instructed not to argue the merits of U.S. foreign policy and to respect the culture of their host country. The program increased goodwill toward the United States throughout the world.

Another of Kennedy's foreign-policy programs was the **Alliance for Progress**. It offered billions of dollars in aid to build schools, hospitals, roads, low-cost housing, and power plants in Latin America. The program was intended to counter communism's influence in the region. It never lived up to its hopes, partly because aid often went to anti-Communist dictators who had little support among their people.

In other areas Kennedy followed the Cold War policies of his predecessors. He continued the nuclear arms buildup begun by Eisenhower as well as Truman's practice of containment. He also developed the strategy of **flexible response**. This involved strengthening conventional American forces so the nation would have other options than nuclear weapons in times of crisis.

**READING CHECK Summarizing** How did the Peace Corps and the Alliance for Progress help other nations?

### ACADEMIC VOCABULARY

**entity** something that has a separate and distinct existence

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SE7 HP17

HSS 11.9.3, 11.11.2

### Reviewing Ideas, Terms, and People

- a. Define** What did John F. Kennedy mean by the term “new frontier”?

**b. Analyze** In what ways did Kennedy represent change to the American people?

**c. Elaborate** How do you think Kennedy chose his advisers?
- a. Describe** Why were U.S.-Cuban relations strained when Kennedy took office?

**b. Make Inferences** Why would a strong Soviet alliance with a Latin American nation make the United States uneasy?

**c. Predict** Do you think the **Bay of Pigs invasion** could have been more successful? How?
- a. Identify** What demands did Khrushchev make at the conference in Vienna?

**b. Draw Conclusions** Why was Kennedy relieved when he heard about the Berlin Wall?
- a. Recall** What was the immediate set of events that resulted in the **Cuban missile crisis**?

**b. Analyze** Why did Kennedy choose a blockade over an air strike in dealing with Soviet missiles in Cuba?

**c. Evaluate** Do you think Kennedy handled the Cuban missile crisis well? Is there anything he should have done differently?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on Cold War crises faced by President Kennedy's administration. Then copy the graphic organizer below and use it to identify the causes and effects of those crises.

Causes	Crisis	Effects

### FOCUS ON WRITING

ELA W.1.1

- Expository** President Kennedy and many other Americans believed that the Peace Corps was a good way to aid other nations. Would you be interested in becoming a Peace Corps volunteer? Write a paragraph explaining why or why not.

# Kennedy's Thousand Days

## BEFORE YOU READ

### MAIN IDEA

John F. Kennedy brought energy, initiative, and important new ideas to the presidency.

### READING FOCUS

1. What was Kennedy's New Frontier?
2. In what ways did the Warren Court change society in the early 1960s?
3. What impact did Kennedy's assassination have on the nation and the world?

### KEY TERMS AND PEOPLE

Jacqueline Kennedy  
New Frontier  
mandate  
Earl Warren  
Warren Court  
Lee Harvey Oswald  
Warren Commission



**HSS 11.9.4** List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

**HSS 11.11.2** Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

## THE INSIDE STORY

### *How did the Kennedys bring style and glamour to the White House?*

John F. Kennedy brought something to the White House that had not been seen since the early 1900s—young children. The press carried pictures of the president's toddlers playing in the Oval Office and stories of their pony strolling through the White House gardens. The young family was shown sailing on the blue waters off Cape Cod, in Massachusetts. The image of youth and vitality was unmistakable. It was visual reinforcement of what Kennedy had promised at the start of his campaign—a “new generation of leadership.”

In addition to youth, the Kennedy White House was a picture of style. The handsome young president was complemented by his glamorous first lady, Jacqueline. The pair dazzled observers with their movie-star appearance. But beyond the glittery exterior was a genuine appreciation of beauty. Jacqueline Kennedy made the White House a showplace for art, music, and theater. State dinners became cultural events. Many Americans responded with enthusiasm to her grace, charm, and sense of style.

Of course, Kennedy could not lead the nation on style alone. As you will read, the outward image of youth and vigor helped set a tone for politics and change that pushed the nation in new directions. ■



## KENNEDY STYLE

▲ John and Jacqueline Kennedy brought youthful elegance to the White House.

## Kennedy's New Frontier

Many Americans were struck by the youth and vitality of the Kennedy White House. Few presidents have been more available to the media. Even fewer have used it as successfully to obtain the public image they desired.

**Image and reality** Photographs of the president often showed him engaged in physical activities like sailing and swimming. Kennedy understood how such pictures would shape his image and boost his appeal. In reality, he struggled with health problems most of his life. He suffered from Addison's disease, a fatiguing and sometimes painful condition. A bad back kept him in nearly constant pain.

First lady **Jacqueline Kennedy** and the couple's two young children contributed to the sense of glamour and energy that surrounded Kennedy's presidency. Caroline and John Jr. were the first young children to live in the White House since 1908. Although Jacqueline Kennedy tried to protect the children's privacy, the president encouraged the press to photograph and write about them. He knew that this information also would help to create a favorable public opinion of his presidency.

Just 31 years old when Kennedy became president, Jacqueline was, like her husband, very attractive and from a wealthy family. "Jackie" was the more refined of the two and had a great interest in the arts. She made the White House the nation's unofficial cultural center by hosting elaborate events featuring world-famous artists and musicians.

**Kennedy and Congress** Americans seemed to like the Kennedys more than they liked his **New Frontier**. Because the president had spoken so often of a new frontier during the election campaign, this was the name given to his plans for changing the nation. Most Americans in the early 1960s were not reform minded, however.

The makeup of Congress reflected the American public's mood. Conservative southern Democrats often joined with Republicans to block many of Kennedy's proposals. In addition, Kennedy's narrow victory in the 1960 election denied him the clear **mandate**, or authorization to act, he needed to convince Congress that the people agreed with his plans.

For example, Kennedy asked Congress to reduce taxes to fight rising unemployment. This action would give consumers more money to

### TRACING HISTORY

## Exploration

Early explorers travelled the Earth in search of new places and experiences. Today such curiosity takes people into space and to robotic exploration of the oceans. Study the time line to learn about how key events in American history have transformed the nature of exploration over time.

**1804–1806** Lewis and Clark explore the new territory acquired by the United States in the Louisiana Purchase of 1803. The expedition included Sacagawea, a Shoshone guide.

THE GRANGER COLLECTION, NEW YORK



**1927** Charles A. Lindbergh makes the first nonstop transatlantic solo flight from New York to Paris.

1800

1900



**1932** Amelia Earhart becomes the first woman to make a solo flight across the Atlantic Ocean. In 1937 she vanishes while attempting to fly around the world.



spend, which would lead businesses to produce more goods and hire more workers. Despite his urgings, Congress failed to act. Congressional leaders also ignored Kennedy's proposals to provide federal aid to education and to create a health care plan for older Americans.

In some cases Kennedy's popularity and presidential powers allowed him to solve problems without depending on Congress. For example, the nation's major steel producers announced big price increases in 1962. Kennedy was concerned this would lead to inflation. When some steel-company executives refused to roll back the price increases, he cancelled government contracts to buy steel from those companies. He also began a vigorous campaign against them in the media. The steel companies soon gave in to the president's pressure and cancelled their price increases.

Although Kennedy was among the nation's wealthiest presidents, he sought ways to help poor Americans. He convinced Congress to pass the Area Redevelopment Act in 1961, which gave financial assistance to economically distressed regions. Congress also created a program to retrain workers in areas with high unemployment and raised the minimum wage from \$1.00 to \$1.25 per hour.

**The space program** Kennedy's foreign-policy crises helped to create the program that came to symbolize the New Frontier—the exploration of space. In April 1961 the Soviet Union launched the first human into space in a one-orbit flight. It was nearly a year before U.S. astronaut John Glenn matched the Soviet accomplishment.

Khrushchev claimed the Soviet lead in space showed the superiority of communism. Coupled with the Cold War embarrassment of the Bay of Pigs, Americans were dismayed. "Is there any place where we can catch them [the Soviets]?" President Kennedy asked his advisers. In May 1961 Kennedy made a bold proposal to Congress to restore America's world prestige.

**THE IMPACT TODAY**

**Science and Technology**

In 2004, President George W. Bush announced that Americans would return to the moon by 2015 and establish a permanent U.S. base there by 2020.

**HISTORY'S VOICES**

“This nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project . . . will be more impressive to mankind, or more important for the long-range exploration of space . . . But in a very real sense, it will not be one man going to the moon . . . it will be an entire nation.”

—John F. Kennedy, May 25, 1961



**1962** Astronaut John Glenn becomes the first American to orbit the Earth.

**1983** Astronaut Sally Ride becomes the first American woman in space on the space shuttle *Challenger*.

**2005** Space shuttle engineer John Phillips dazzles the world by repairing the *Discovery* in space.

**2000**

**1947** USAF Major Chuck Yeager breaks the sound barrier by flying faster than the speed of sound.

**1969** Astronaut Neil Armstrong becomes the first person to set foot on the moon.

**1985** Robert Ballard discovers the wreck of RMS *Titanic* and revolutionizes undersea exploration by using remotely controlled submersible devices.



## John and Jacqueline KENNEDY

1917–1963, 1929–1994



In November 1960 John F. Kennedy became the youngest elected U.S. president in history. John and his 31-year-old wife, Jacqueline, brought youth, energy, and style to the White House. Known for her sense of fashion, grace, and glamour as the first lady, Jacqueline promoted the arts and culture.

The first lady quickly rose to the top of the list of America's most admired women. Her popularity spread beyond U.S. borders and often exceeded that of the president. On a 1961 trip to Europe, President Kennedy introduced himself as "the man who accompanied Jacqueline Kennedy to Paris." When the Kennedys met Nikita Khrushchev, the Soviet leader said, "I'd like to shake her hand first."

The young couple also experienced tragedy during their years in the White House. In August 1963 the Kennedys' third child, Patrick, died just two days after his birth. Tragedy struck again with John Kennedy's assassination. The country mourned with Jacqueline and the two young Kennedy children.

**Make Inferences** For what reasons did Jacqueline Kennedy increase the president's appeal and prestige?

The president also asked Congress to fund the unmanned exploration of space. These proposals made the space race as much a part of the Cold War as the conflict over Cuba had been. This race, however, was one the United States would win.

**READING CHECK** **Identifying Cause and Effect** Why did Kennedy propose a mission to the moon and the unmanned exploration of space?

## The Warren Court

During Kennedy's presidency, Supreme Court decisions were responsible for major changes in American society. Under the leadership of Chief Justice **Earl Warren**, controversial Court rulings greatly extended individual rights and freedoms. Many historians regard Warren as second only to John Marshall as the most important chief justice. The Supreme Court's influence on the nation increased greatly during Warren's nearly 16 years as chief justice.

Earl Warren did not have a positive record on civil rights when President Eisenhower appointed him chief justice in 1953. As California's attorney general, Warren had called for the internment of Japanese Americans during World War II. Later, as governor of California, he fought against an effort to make the state's Assembly more representative of the people.

Yet as chief justice, Warren led the Court in 1954 to one of the most significant civil rights advances in U.S. history. He persuaded the other justices in *Brown v. Board of Education* to ban racial segregation in the nation's schools. You will read more about this landmark case in the next chapter.

Then in the early 1960s, the **Warren Court** issued a series of decisions concerning other reforms. These decisions required some of the legislative reforms Warren had opposed when he had been governor of California.

**Voting-rights reform** One significant reform made important changes in the way that legislative representation was determined. In the mid-1900s it was standard practice for states not to redraw the boundaries of their legislative districts to reflect changes in the population.

As cities grew, however, their representation in state legislatures did not. In Tennessee, for example, the boundaries of legislative districts had not changed since 1901. By 1960 densely populated urban areas had the same number of state legislators as sparsely populated rural regions.

In *Baker v. Carr* (1962), the Court declared that this situation denied urban voters the equal protection of law required by the Fourteenth Amendment. The Court went further in *Westberry v. Sanders* (1964) and *Reynolds v. Sims* (1964) when it ruled that legislative districts must have equal populations. This reform guaranteed that each citizen's vote has equal weight, a principle known as "one person, one vote."

**The rights of the accused** The Warren Court also extended the Bill of Rights to the actions of state governments. In *Mapp v. Ohio* (1961), the Court established that the search warrants required by the Fourth Amendment apply to state and local police too, not just to

searches conducted by federal agents. In *Gideon v. Wainwright* (1963), the Supreme Court ruled that states must provide free lawyers to poor persons being tried for crimes. In *Escobedo v. Illinois* (1964), the justices decided that a person has a right to a lawyer during police questioning. In 1966 the Court extended these rights again in the case of *Miranda v. Arizona*. You will read more about this case in Landmark Supreme Court Cases at the end of this chapter.

**Religious freedom** In other important cases, the Warren Court defined the religion guarantees of the First Amendment. In *Engel v. Vitale* (1962), for example, the justices banned formal prayers in public schools. A year later the Court prohibited daily Bible readings in school. The Supreme Court ruled that both activities violated the First Amendment's guarantee that government would not make any religion the nation's "official" religion.

**READING CHECK** **Summarizing** How did the Warren Court extend individual rights and freedoms?

## The Kennedy Assassination

As 1964 approached, President Kennedy worked to build support for his re-election campaign. To help win the backing of southern Democrats, Kennedy flew to Texas in late 1963. On November 22, President Kennedy rode in an open car of a motorcade through the city of Dallas to the site where he was to deliver a speech. With the first lady by his side, the president waved to the cheering crowds that lined his route.

Then shots rang out from the sixth floor of a schoolbook depository building as the motorcade passed by. Kennedy slumped over, fatally wounded. Within hours, Vice President Johnson, who was with the Kennedys on the trip, was sworn in as president aboard Air Force One.

Kennedy's tragic death shocked the nation and the world. People today still remember what they were doing when they heard the terrible news. Donna Shalala, who later served in President Bill Clinton's cabinet, was working with the Peace Corps in Iran at the time.

### Death of a President



Left, President and Mrs. Kennedy shortly before the assassin's bullets struck. Right, Kennedy's widow, Jacqueline, and their children, John and Caroline, wait for the president's funeral to begin. **Why do you think it was important for the nation to have a state funeral?**

## HISTORY'S VOICES

“I . . . recall a beggar walking up to me in the street and I said ‘No, I don’t have any money.’ He said, ‘I don’t want any money. I just want to tell you how sorry I am that your young president died.’”

—Donna Shalala, quoted in *Ordinary Americans*

White House correspondent Helen Thomas later remarked, “The legacy of hope died with him. You never had that same sense again that we were moving forward.”

**The Warren Commission** Within hours of the shooting, Dallas police arrested **Lee Harvey Oswald**, a troubled loner with connections to the Soviet Union and Cuba. Two days later, as police were transferring Oswald from the Dallas Police Department to the county jail, Oswald was shot to death by Jack Ruby, a Dallas nightclub owner with ties to organized crime. These strange circumstances caused some people to question whether Oswald had acted alone in killing the president.

President Johnson named a commission headed by Chief Justice Earl Warren to investigate the assassination. The **Warren Commission**, after a 10-month investigation, reported that there was no conspiracy and that Oswald and Ruby had each acted alone. Despite lingering suspicions, additional government investigations and many private ones have never found credible evidence of a conspiracy.

**An end and a beginning** The Kennedy assassination deeply affected all Americans. The Kennedy family and supporters made a great effort to shape the nation’s memory of the fallen president. Jacqueline Kennedy arranged a funeral to rival that of President Lincoln’s nearly a century before. Broadcast live on national television, it concluded with the president’s burial at Arlington National Cemetery, on a hillside overlooking the capital, with a continuously burning flame at the site.

“In many ways the drama of [Kennedy’s] presidency outweighed its achievements,” wrote Clark Clifford, an adviser to several presidents. Yet Clifford acknowledged that “[Kennedy] offered a vast promise to a whole new generation of Americans.” In world affairs, that promise was realized by improved relations with the Soviet Union following the Cuban missile crisis and the goodwill toward America that the Peace Corps produced.

At home, Kennedy’s accomplishments were less impressive. Yet, even during his presidency, Kennedy had acknowledged that the nation’s social, economic, and environmental problems would take many years to solve. It remained up to his successor, Lyndon B. Johnson, to carry on his work. As president, Johnson would achieve greater legislative success than Kennedy.

### READING CHECK

### Drawing Conclusions

What was the purpose and conclusion of the Warren Commission?

## SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SE7 HP17

HSS 11.9.4, 11.11.2

### Reviewing Ideas, Terms, and People

- a. Describe** What public image did Kennedy project?

**b. Analyze** How did Kennedy deal with the threat of increased steel prices?

**c. Evaluate** Do you think the space race was an important part of the Cold War? Explain your answer.
- a. Define** What was the “one person, one vote” standard?

**b. Predict** How do you think the **Warren Court’s** decisions would expand people’s rights in the future?
- a. Describe** What event made Lyndon Johnson president on November 22, 1963?

**b. Make Inferences** Why did the fate of President Kennedy affect people so deeply?

**c. Evaluate** Do you agree that “the drama of [Kennedy’s] presidency outweighed its achievements”? Why or why not?

### Critical Thinking

- Analyze Information** Review your notes on President Kennedy’s proposed programs. Then copy the graphic organizer below and use it to show the results of those ideas.

Kennedy’s Ideas	Results

### FOCUS ON SPEAKING

ELA W1.1

- Expository** Explain to a classmate what you see as President Kennedy’s legacy to the American people. Support your opinion with facts, arguments, and examples.

# The Great Society



## BEFORE YOU READ

### MAIN IDEA

President Johnson used his political skills to push Kennedy's proposals through Congress and expanded them with his own vision of the Great Society.

### READING FOCUS

1. Why was Lyndon Johnson's background good preparation for becoming president?
2. Why was Johnson more successful than Kennedy in getting Congress to enact Kennedy's agenda?
3. In what ways did Johnson's Great Society change the nation?
4. What foreign-policy issues were important in Johnson's presidency?

### KEY TERMS AND PEOPLE

War on Poverty  
Job Corps  
VISTA  
Great Society  
Barry Goldwater  
Medicaid  
Medicare  
Johnson Doctrine  
*Pueblo* incident

**HSS 11.8.4** Analyze new federal government spending on welfare.

**HSS 11.11.2** Discuss the significant domestic policy speeches of Kennedy, Johnson (e.g., with regard to education, civil rights, economic policy, environmental policy).

**HSS 11.11.6** Analyze the persistence of poverty and how different analyses of this issue influence welfare reform and other social policies.

## THE INSIDE STORY

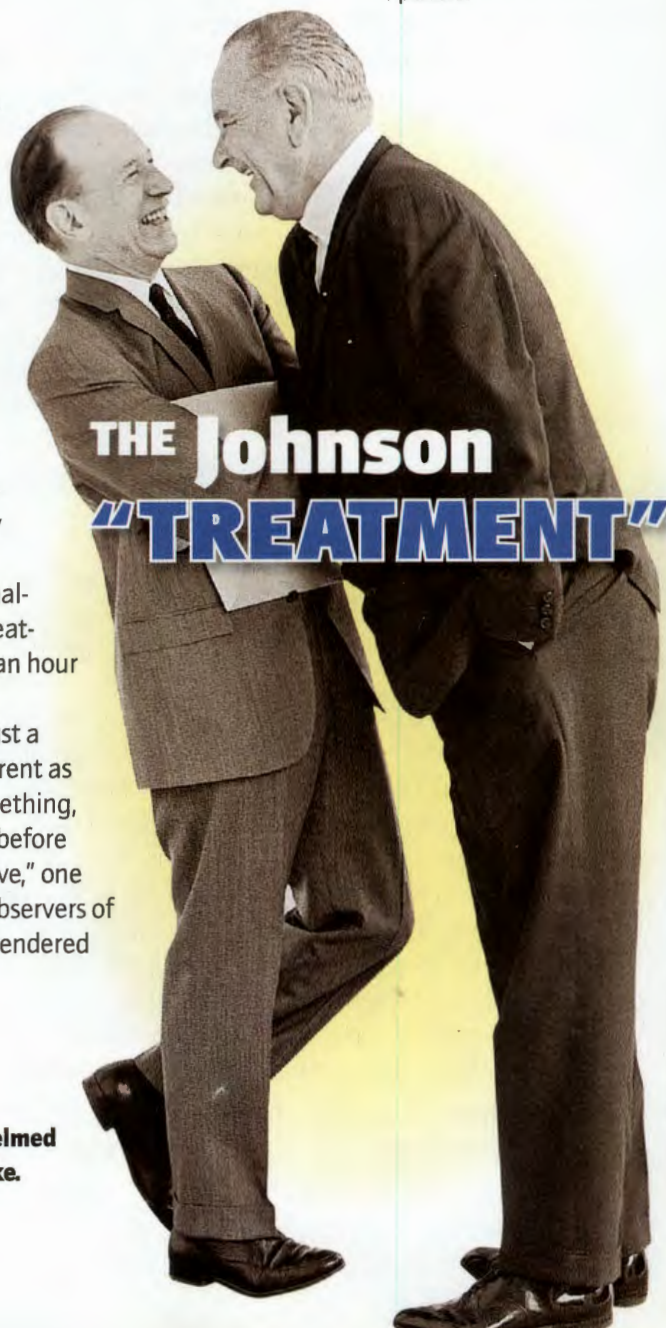
**What made President Johnson an effective leader?** Lyndon Johnson

had an ability to get what he wanted that few others could match—or were able to resist. The skills that made Johnson a highly effective majority leader in the Senate helped him to quickly become a strong president following President Kennedy's death.

Knowledge was the basic element in Johnson's leadership style. To Lyndon Johnson, information was power. He made it a point to learn everything he could about his subject and about the people with whom he was dealing. He claimed to know the strengths and weaknesses of each senator—how far each could be pushed, in what direction, and by what means.

One of Johnson's most effective methods was what journalists called "The Treatment." One person who received The Treatment described it "as if a St. Bernard had licked your face for an hour [and] had pawed you all over."

First, Johnson closed in on his target, until his face was just a couple of inches away. Then words poured out of him in a torrent as his eyes widened and narrowed. If the target tried to say something, Johnson never allowed the chance. He countered objections before they could even be spoken. "He'd come on just like a tidal wave," one senator reported. "There was nothing delicate about him." Observers of The Treatment called it an almost hypnotic experience that rendered its targets stunned and helpless. ■



## THE Johnson "TREATMENT"

► **Johnson (right) overwhelmed friends and opponents alike.**

## Johnson Becomes President

As vice president, Lyndon B. Johnson had little opportunity to showcase his political talents. Those talents, however, were one reason John F. Kennedy wanted Johnson as his vice president. Another reason was that Kennedy needed a running mate in 1960 who would help the Democrats win the South. Kennedy might have been better served, however, had Johnson remained in the Senate, where his political skills might have helped to get Kennedy's programs enacted.

Kennedy and Johnson made an unlikely team. A large and intense man, Johnson shared none of Kennedy's good looks, polish, or charm. While Kennedy showed off his beautiful young children to reporters, Johnson was known to display the surgery scars on his abdomen. His often crude language reflected the macho ranching culture from which he came. Born and raised in the rural Hill Country of central Texas, he was hardworking and ambitious. In spite of his sometimes overbearing manner, he had a genuine desire to help others.

Johnson gave up school teaching for government work during the Great Depression. When President Franklin D. Roosevelt created the National Youth Administration (NYA) in 1935, a New Deal agency that found work for young people, Johnson sought the job

of state director for Texas. At age 26 he was the youngest NYA director in the nation. Two years later he ran for Congress, where he served his Hill Country district until 1948. Then Texans statewide elected him to the U.S. Senate.

After just one term as a senator, Johnson's Democratic colleagues made him majority leader in the Senate. He soon developed a close relationship with the Republican president Dwight D. Eisenhower. Johnson used his powerful Senate position and Eisenhower's popularity to force compromises in Congress and pass the first civil rights laws since Reconstruction. By 1960 he had more influence in Washington, D.C., than any other Democrat.

Although Johnson campaigned hard for Kennedy's election in 1960, he was unhappy as vice president. He missed the power he had exercised as Senate majority leader. Even more than Kennedy, Johnson promoted an expanded role for government in making Americans' lives better. He also had a greater concern for the poor and underprivileged. These differences were probably due to the two men's differing backgrounds, including Johnson's experience as part of the New Deal.

Despite his sometimes crude behavior, Johnson was a compassionate man. He was saddened by his inability to comfort Jacqueline Kennedy on the plane ride back from Dallas following her husband's death. When he told the nation in his first speech as president, "All I have I would have given gladly not to be standing here today," he truly meant his words.

### READING CHECK

**Summarizing** Why was Lyndon Johnson well qualified to be president?

## Enacting Kennedy's Agenda

Johnson's mastery of the political process, along with his years of experience in Washington, allowed him to manage the transition of the presidency with great skill and tact. He reassured the nation by promising no great changes from the previous administration. Johnson demonstrated that intent by asking Kennedy's cabinet and advisers to continue serving in the new administration. "I constantly had before me the picture that Kennedy had selected me," he later recalled. "It was my duty to carry on and this meant his people as well as his programs. They were part of his legacy."

### FACES OF HISTORY

**Lyndon B. JOHNSON**  
1908–1973



A former Texas high school teacher and long-time member of Congress, Lyndon Johnson ran for the Democratic Party presidential

nomination in 1960. Unable to defeat Senator John F. Kennedy of Massachusetts for the nomination, Johnson accepted Kennedy's offer of the vice presidency in order to unite the party.

As president, Johnson carried out an ambitious set of social reforms. After winning the presidential election in 1964, he soon escalated U.S. involvement in Vietnam. Unwilling to let communism advance, he sent American troops into battle. As the Vietnam War dragged on without success, Johnson's popularity with voters decreased. In March 1968 he decided not to run for re-election.

**Make Inferences** How would Johnson's acceptance of the vice presidency have helped to unite the Democratic Party?

## The Job Corps

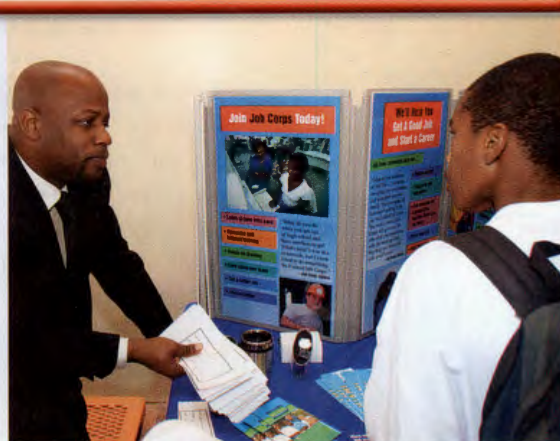
Among the programs created during the War on Poverty was the Job Corps, a program for young people age 16 to 24 who have not graduated from high school. Today some 60,000 students live on more than 120 Job Corps campuses, where they complete their education and learn a vocation and job-hunting skills.

One of the best-known Job Corps participants is boxer George Foreman. After leaving high school, he joined the Job Corps and learned construction and forestry. A Job Corps counselor also taught Foreman to box, and he went on to win an Olympic gold medal and the

heavyweight championship of the world.

Although Foreman's achievements are not typical, Job Corps participants are more successful than other high school dropouts. One study found that Job Corps participants earn about 11 percent more income than dropouts who do not become part of the Job Corps program.

**Drawing Conclusions** How does the Job Corps represent the ideas of President Johnson's War on Poverty?



A Job Corps recruiter shares information with high school students in Miami, Florida.

The new president also pledged to carry on the New Frontier. Speaking to a joint session of Congress, he called on its members to pass Kennedy's programs, which they had blocked for so long. "Let us here highly resolve that John Fitzgerald Kennedy did not live—or die—in vain," Johnson declared.

### HISTORY'S VOICES

“John F. Kennedy told his countrymen that our national work would not be finished ‘in the . . . life of this administration, nor even perhaps in our lifetime . . . But,’ he said, ‘let us begin.’ Today, in this moment of new resolve, I would say to all my fellow Americans, let us continue. This is our challenge—not to hesitate, not to pause, not to turn about and linger over this evil moment, but to continue on our course so that we may fulfill the destiny that history has set for us.”

—Lyndon B. Johnson, speech to Congress, November 27, 1963

**The War on Poverty** After Congress passed the Area Redevelopment Act in 1961, Kennedy had told an adviser, “I want to go beyond the things that have already been accomplished.” His interest in antipoverty programs was fueled in part by social activist Michael Harrington's influential book published in 1962.

Harrington's *The Other America* was a study of poverty in the United States that shattered the popular belief that all Americans had benefited from the postwar prosperity.

### HISTORY'S VOICES

“They [the poor] exist within the most powerful and rich society the world has ever known. Their misery has continued while the nation talked of itself as being ‘affluent’ [wealthy] . . . In this way tens of millions of human beings became invisible. They dropped out of sight and out of mind . . . How long shall we ignore this underdeveloped nation in our midst?”

—Michael Harrington, *The Other America*, 1962

Kennedy's staff had begun work on a series of antipoverty programs he wanted to present as part of his 1964 re-election campaign. Johnson was told of Kennedy's planned antipoverty proposals on November 23, 1963, his first full day in office. “Go ahead,” the new president ordered. “Give it the highest priority. Push ahead full tilt.”

In his first State of the Union Address in January 1964, Johnson declared “unconditional war on poverty” in America. To launch the **War on Poverty** he asked Congress to pass the Economic Opportunity Act. Congress granted his request in August 1964.

The Economic Opportunity Act funded several new antipoverty programs. The **Job Corps** offered work-training programs for unemployed youth. Volunteers in Service to America, or **VISTA**, was a domestic version of the Peace Corps that provided help to poor communities in the United States. Other programs provided basic education for adults, work opportunities for unemployed fathers and mothers, and help to fight rural poverty and assist migrants. These programs were run directly out of the White House by the newly created Office of Economic Opportunity (OEO). Congress gave the OEO \$1 billion to operate them.

**Other initiatives passed** Johnson also pushed for passage of Kennedy's tax-cut bill and civil rights legislation, both of which had been stalled in Congress. Senate conservatives demanded that the president promise to hold government spending to \$100 billion if taxes were cut. Johnson knew the government would not need even that much money. He cleverly told the press, however, how difficult it was to write a budget that met this requirement. Believing it had won a victory, Congress passed the Tax Reduction Act in February 1964.

The law had the effect that Kennedy had hoped for. The nation's economy grew by more than 10 percent, and unemployment declined. As a result, tax revenue actually increased.

The Tax Reduction Act illustrated the difference in the way Kennedy and Johnson approached getting legislation passed.

"Kennedy felt that the way to get the tax cut was to educate the Congress and . . . persuade them to go for it," an aide to both presidents later recalled. "Johnson used his incomparable technique to get the thing through."

"No memorial . . . could more eloquently honor President Kennedy's memory than the earliest possible passage of the civil rights bill for which he fought so long," Johnson told Congress. "We have talked long enough in this country about equal rights . . . It is time now to . . . write it in the books of law." In July, after more than a year of division and debate, Congress passed the landmark Civil Rights Act of 1964. (You will read more about the Civil Rights Act and the circumstances surrounding its passage in the next chapter.)

**READING CHECK** Identifying the Main Idea

How did Johnson convince Congress to pass Kennedy's programs?

## The Great Society

President Johnson wanted to do more than just follow in Kennedy's footsteps, however. He had ambitious plans of his own. "If you look at my record, you would know that I am a Roosevelt New Dealer," he told an adviser. "As a matter of fact, . . . John F. Kennedy was a little too conservative to suit my taste."

Johnson described his own plans for the nation in a commencement address at the University of Michigan in May 1964.

### ACADEMIC VOCABULARY

**revenue** income from a specific source

The ad begins with a little girl counting daisy petals. Her count is mimicked by a countdown to a nuclear explosion.

**Skills FOCUS** READING LIKE A HISTORIAN

Above are images from a Lyndon Johnson 1964 television campaign ad. The ad's highly charged emotional content created a national outcry from both Democrats and Republicans alike. It ran only once, but set the tone for the campaign.

**Analyzing Visuals** What is the ad implying about Johnson's opponent?

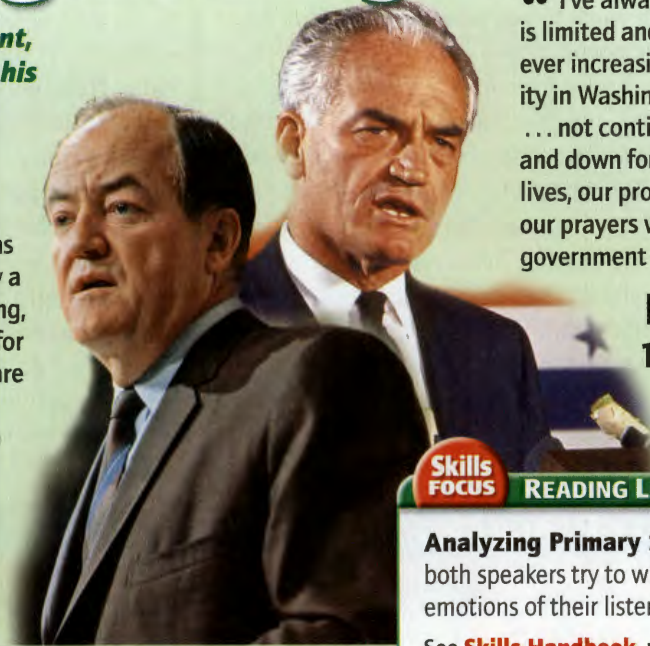


# Government's Role in Shaping Society

*As senator and vice president, Hubert Humphrey acted on his belief that the government should play an active role in society.*

“ [W]e call upon all Americans to join us in making our country a land of opportunity for our young, a home of security and dignity for our elderly, and a place of . . . care for our afflicted . . . Let us take those giant steps forward . . . to build the great society.”

**Hubert Humphrey,**  
1964



*Senator Barry Goldwater opposed President Johnson's Great Society—which Hubert Humphrey had played a large part in creating.*

“ I've always stood for government that is limited and balanced and against the ever increasing concentrations of authority in Washington . . . I believe we must . . . not continue drifting endlessly down and down for a time when all of us, our lives, our property, our hopes, and even our prayers will become just cogs in a vast government machine.”

**Barry Goldwater,**  
1964

Skills  
FOCUS

READING LIKE A HISTORIAN

**Analyzing Primary Sources** In what ways do both speakers try to win support by playing on the emotions of their listeners?

See **Skills Handbook**, pp. H28–H29

## HISTORY'S VOICES

“ 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 . . . I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.”

—Lyndon Johnson, May 22, 1964

**The 1964 election** The phrase Johnson used—**Great Society**—became the term for the domestic programs of his administration. To achieve his goals for the Great Society, Johnson worked hard to ensure his victory in the 1964 presidential election. He easily won the Democratic Party's nomination for president and chose Hubert Humphrey, a liberal senator from Minnesota, as his running mate. The Republicans selected Senator **Barry Goldwater**, a conservative from Arizona, as their nominee. The vast differences in the two candidates' views gave voters a clear choice.

Goldwater set the tone of the campaign in his acceptance speech at the Republican National Convention by declaring that “extremism in the defense of liberty is no vice.” The Democrats portrayed him as a radical who would lead the country into a nuclear war and turn back the clock on the nation's social progress. When Goldwater suggested using nuclear weapons to end the growing war in Vietnam, he convinced many voters that he indeed was a dangerous extremist. (You will read about the Vietnam War in an upcoming chapter.)

Goldwater's attacks on the Great Society also seemed to prove the Democrats' claims about him. “We are all equal in the eyes of God,” he proclaimed, “but we are equal *in no other respect*.” He charged that government programs to help people were similar to communism and that they posed a threat to the nation's freedom.

In November, the voters provided Johnson with the mandate he sought. The president received 61 percent of the popular vote in the biggest election landslide of the century. His

486–52 victory in the electoral college was even more one-sided. Democrats also strengthened their majorities in both houses of Congress.

**Creating the Great Society** Now that he had been elected president in his own right, Johnson pushed even harder for his plans. He told aides at an inaugural ball, “Don’t stay up late. There’s work to be done. We’re on our way to the Great Society.”

Johnson had a personal interest in providing education for the children of the poor. In 1965 Congress passed the Elementary and Secondary Education Act, the first large-scale program of government aid to public schools. The Higher Education Act created the first federal scholarships for needy college students. In February 1965 the OEO launched Head Start, an education program for the preschool children of low-income parents.

The president also persuaded Congress to pass the Omnibus Housing Act in 1965. To oversee this and other federal housing programs, Congress created the Department of Housing and Urban Development (HUD). Johnson appointed Robert Weaver to head this new department, making him the first African American to be part of a president’s cabinet.

In July 1965 Congress authorized funds for states to set up **Medicaid**—a program that provides free health care for poor people. At the same time it created **Medicare**, a health care program for people over age 65. Johnson traveled to Independence, Missouri, to sign the bill into law in front of Harry Truman, the 81-year-old former president who had first proposed such a program. “No longer will older Americans be denied the healing miracle of modern medicine,” Johnson declared. “No longer will illness crush and destroy . . . [their] savings.”

**THE IMPACT TODAY**

**Economics**

Today more than 12 percent of the U.S. population receives health care through Medicaid. Nearly half of those covered are children.

**MAJOR GREAT SOCIETY PROGRAMS**



Year Enacted	Legislation	Purpose and Provisions
1964	Economic Opportunity Act	Created the Job Corps, VISTA, and eight other programs to fight the “war on poverty”
1964	Tax Reduction Act	Cut income tax rates up to 30%, with the greatest cuts going to lower-income Americans
1964	Civil Rights Act	Outlawed discrimination in housing, employment, and public accommodations; authorized federal government to enforce desegregation
1964	Wilderness Preservation Act	Protected 9.1 million acres of national forest from development
1965	Elementary and Secondary Education Act	Provided aid to school systems based on number of students from low-income homes
1965	Social Security Amendments	Established Medicare and Medicaid
1965	Voting Rights Act	Ended the requirement that voters pass literacy tests and allowed federal supervision of voter registration
1965	Omnibus Housing Act	Provided housing for low-income Americans
1965	Water Quality Act	Required states to clean up rivers and lakes
1965	Clean Air Act Amendments	Established exhaust emission standards for new motor vehicles
1965	Higher Education Act	Provided scholarships and low-interest loans for college students
1966	National Traffic and Motor Vehicle Safety Act	Established safety standards for automobiles and tires
1967	Air Quality Act	Set guidelines on air pollution and increased the federal government’s power to enforce clean-air standards



## Political Cartoon

President Johnson's long-standing ties in the Senate and public sympathy after the assassination of President Kennedy helped win support for many issues that had been stalled for months or years. This cartoon, called "Maestro of the 88," reflects on Johnson's relationship with Congress.

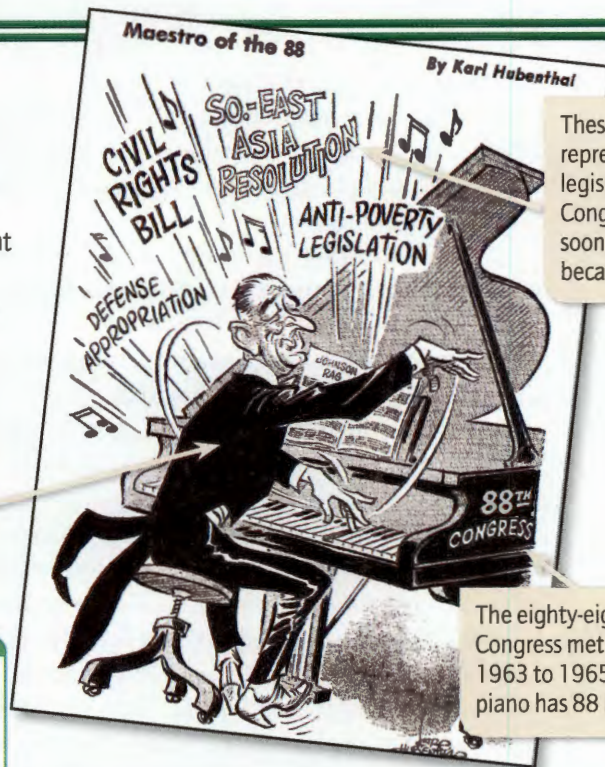
Johnson's influence as a senator was so great that he has been called a Master of the Senate. A *maestro* is someone who is a master in the arts, especially music.

**Skills  
FOCUS**

### READING LIKE A HISTORIAN

**Interpreting Political Cartoons** What message is the artist trying to convey about Johnson's influence over Congress?

See **Skills Handbook**, p. H31



These "song lyrics" represent important legislation that Congress passed soon after Johnson became president.

The eighty-eighth Congress met from 1963 to 1965. A piano has 88 keys.

Many programs of the Great Society were intended to promote a better life for Americans regardless of their economic status. For example, improving the environment was a major emphasis of Johnson's presidency. He signed laws to improve the quality of the air and water as well as other important environmental measures.

Preserving the outdoors and the nation's natural beauty was especially important to Lady Bird Johnson, the first lady. She asked her husband to push the Highway Beautification Act through Congress in October 1965. This law limited advertising along main highways and provided federal funds for landscaping and roadside rest areas. It came to be called Lady Bird's bill.

**The decline of the Great Society** The peak years for the Great Society were 1965 and 1966. Congress passed 181 of the 200 major bills President Johnson requested during that period. However, some members of Congress expressed substantial concern over the rapid pace of reform called for by Johnson.

The outcome of the midterm elections of 1966 suggested that many Americans shared

these concerns. The Democrats retained their majorities in both houses of Congress, but the Republicans gained 47 seats in the House of Representatives and 3 in the Senate. This shift enabled conservatives to slow down Johnson's legislative program.

The new Congress, however, did enact some Great Society proposals into law. One was the Public Broadcasting Act. This law, enacted in 1967, created the Corporation for Public Broadcasting (CPB) to provide public affairs, cultural, and educational programs. The CPB then created the Public Broadcasting System (PBS) for television and National Public Radio (NPR). The programming of PBS and NPR provide alternatives to the offerings of commercial television and radio.

The Truth-in-Lending Act, also passed in 1967, required lenders to inform consumers of actual costs of credit transactions. A 1968 law established the nation's wild and scenic rivers program. These and many other key Great Society reforms continue to provide benefits to Americans today.

### READING CHECK Identifying the Main Idea

What was the overall goal of the Great Society?

## Johnson's Foreign Policy

Another factor in the decline of the Great Society was the increasing involvement of the United States in the Vietnam War. You will read more details about the Vietnam War in an upcoming chapter.

At the end of 1966 some 385,000 U.S. combat troops were in Vietnam. The U.S. government was spending about \$2.5 billion each month on the war. Budgetary pressures mounted as the nation tried to afford both a major war and expensive social programs at home. As one member of Congress put it, "We cannot have guns and butter."

Johnson chose guns over butter because, like Kennedy, he was fully committed to stopping the spread of communism. Johnson sent 22,000 U.S. troops in 1965 to end a revolt in the Dominican Republic. He justified his actions by declaring that revolutions in Latin America were not just local concerns when "the object is the establishment of a Communist dictatorship." This guideline for intervention became known as the **Johnson Doctrine**.

As he fought the spread of communism, President Johnson also continued Kennedy's efforts to improve relations with the Soviet

Union. In March 1967 the first direct treaty between the two nations since 1917 took effect. The treaty protected each country's diplomats from harassment by authorities in the other country.

A month later, the United States and the Soviet Union joined 58 other nations to ban weapons in outer space. After war broke out between Israel and its Arab neighbors in June, Johnson met Soviet leader Aleksey Kosygin in New Jersey to discuss the situation.

A crisis developed in January 1968 when North Korean forces captured the *Pueblo*, a U.S. Navy spy ship, off the coast of Communist North Korea. U.S. officials claimed the *Pueblo* had been in international waters and demanded its return.

When the North Koreans refused, Johnson ordered the call-up of some 14,000 national guard, air force, and navy reserves. At the same time he sought a negotiated settlement to the **Pueblo incident**. The crisis was resolved in December when the North Koreans released the crew but kept the ship.

### READING CHECK

### Making Inferences

Why did Johnson involve the United States in the affairs of the Dominican Republic?

## SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SE7 HP17

HSS 11.8.4, 11.11.2, 11.11.6

### Reviewing Ideas, Terms, and People

- a. Identify** What were some of Johnson's political accomplishments before he became president?

**b. Compare and Contrast** In what ways were Johnson and Kennedy alike and different?

**c. Predict** How do you think Johnson's experiences would help him as president?
- a. Identify** What Kennedy programs did Johnson help pass?

**b. Analyze** In what ways did the Economic Opportunity Act address poverty?

**c. Elaborate** Which of the laws and programs Johnson enacted do you think is the most important? Why?
- a. Describe** What were Johnson's main goals for the Great Society?

**b. Make Inferences** Why did some people find Barry Goldwater's views threatening?

**c. Evaluate** How would you rate Johnson's domestic achievements? Explain your answer.
- a. Identify** What were Johnson's most significant foreign-policy concerns?

- b. Analyze** How did the Vietnam War affect the growth of Johnson's Great Society?
- c. Evaluate** Do you think Johnson's response to communism in the **Johnson Doctrine** was effective? Why or why not?

### Critical Thinking

- 5. Sequence** Review your notes on President Johnson's achievements. Then copy the graphic organizer below and use it to record those achievements in chronological order. You may need to add more boxes.



### FOCUS ON WRITING

ELA W.1.1

- 6. Persuasive** Suppose you live in the mid-1960s. Write a letter to your senator expressing support for the Great Society. Your letter should try to convince the senator to support President Johnson's programs.



# LANDMARK SUPREME COURT CASES

Constitutional Issue: Due Process

## Miranda v. Arizona (1966)

**Why It Matters** The Fifth Amendment protects a criminal defendant from being forced to be a witness against himself or herself. The Sixth Amendment gives the right to an attorney in criminal cases. If a suspect is unaware of these rights, the police cannot interrogate him or her without informing the suspect about his or her rights.

### Background of the Case

In 1963 Mexican immigrant Ernesto Miranda was arrested in Arizona. Police questioned him for two hours. He confessed to a serious crime, was tried and convicted, and sentenced to jail. The Arizona Supreme Court upheld his conviction.

The U.S. Supreme Court had ruled in *Brown v. Mississippi* (1936) that confessions coerced, or forced, by state or local officials violated the due process clause of the Fourteenth Amendment. In *Gideon v. Wainwright* (1963), the Court held that a criminal defendant who cannot afford an attorney can have one appointed without charge. Miranda's lawyer argued that police must inform a suspect of these rights before questioning.

### The Decision

The Supreme Court ruled that police must protect a suspect's right against self-incrimination before questioning him or her.

“[T]he person must be warned that he has a right to remain silent, that any statement he does make may be used as evidence against him, and that he has a right to the presence of an attorney, either retained or appointed.”

Police may then question the suspect if he waives these rights. But they must stop if the suspect says he or she wants a lawyer or no longer wants to talk to police. If police do not follow these procedures, any confession or admissions that the suspect makes cannot be used as evidence against him or her at trial in court.



### THE IMPACT TODAY

*Miranda* was one of the Warren Court's most controversial decisions. Those who disagreed with the ruling warned it could allow guilty people to go free just because of police officers' errors. Today police in the United States carry cards with the Miranda warnings printed on them and routinely "Mirandize" suspects by "reading them their rights" prior to questioning.

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Research Online

Keyword: SS Court

### CRITICAL THINKING

- 1. Analyze the Impact** The year after *Miranda* was decided, the Court was faced with the question of whether an accused person is entitled to have counsel present when being shown to prosecution witnesses for identification at a line-up. How is this like the situation in *Miranda*? How is it different? How would you decide this question?
- 2. You Be the Judge** Many states have laws requiring a person suspected of committing a crime to identify himself to police. Based on *Miranda*, are such laws constitutional, or does the person have the right to refuse to give police any information? Explain your reasoning in a short paragraph.

# The New Frontier and Great Society



HSS 11.11.2

**Historical Context** The documents below provide information on President John F. Kennedy's New Frontier and President Lyndon Johnson's Great Society programs.

**Task** Examine the documents and answer the questions that follow. Then you will be asked to write an essay about Kennedy's New Frontier and Johnson's Great Society, using facts from the documents and from the chapter to support the position you take in your thesis statement.

## DOCUMENT 1

President John F. Kennedy came into office with bold ideas and an agenda that came to be known as the New Frontier. He explained some of the goals of this program in his inaugural address.

"[M]an holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe . . .

"We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans . . .

"Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty . . .

"To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves . . . If a free society cannot help the many who are poor, it cannot save the few who are rich . . .

"In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course . . .

"And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country."

## DOCUMENT 2

One component of the New Frontier was the creation of the Peace Corps to help developing countries improve their economies, education, and infrastructure. Thousands of young volunteers heeded Kennedy's call and went to help the poor in foreign countries. Here a Peace Corps volunteer is helping to inoculate children in Bolivia.



## DOCUMENT 3

President Lyndon Johnson came into office with his own bold goals, namely the creation of the Great Society, in which problems such as poverty and racism would be wiped out. In the following speech, he explains his War on Poverty, a key element of creating the Great Society.

"We are citizens of the richest and most fortunate nation in the history of the world . . .

"The path has not been an easy one. But we have never lost sight of our goal—an America in which every citizen shares all the opportunities of his society, in which every man has a chance to advance his welfare to the limit of his capacities.

"We have come a long way toward this goal. We still have a long way to go. The distance which remains is the measure of the great unfinished work of our society. To finish that work I have called for a national war on poverty. Our objective: total victory . . .

"The war on poverty is not a struggle simply to support people, to make them dependent on the generosity of others. It is a struggle to give people a chance. It is an effort to allow them to develop and use their capacities, as we have been allowed to develop and use ours, so that they can share, as others share, in the promise of this nation.

"Because it is right, because it is wise, and because, for the first time in our history, it is possible to conquer poverty . . ."

**Skills  
FOCUS**

HSS Analysis CS1, HI1

### READING LIKE A HISTORIAN

- a. Identify** Refer to Document 1. What goals of the New Frontier does Kennedy emphasize in this excerpt?

**b. Elaborate** How do you think the Cold War influenced the ideas Kennedy expresses here?
- a. Describe** Refer to Document 2. What is happening in this image?

**b. Analyze** How does this program help achieve Kennedy's goals?
- a. Identify** Refer to Document 3. What does Johnson hope to achieve?

**b. Elaborate** Do you think his goal was realistic?
- a. Identify** Refer to Document 4. Who do the "fat man" and the "thin one" represent?

## DOCUMENT 4

Many conservatives opposed Lyndon Johnson's Great Society programs. His costly programs would increase the size of government, they argued. They feared a larger central government would rob people of their democratic freedoms. Actor Ronald Reagan was new to politics when he delivered the following speech in October 1964. He asked voters to support Republican Barry Goldwater in his campaign for the presidency. Goldwater lost the election to Johnson, but the speech made Reagan a rising star in politics. Reagan would one day become the 40th president of the United States.

In this vote-harvesting time, they use terms like the "Great Society," or as we were told a few days ago by the President, we must accept a greater government activity in the affairs of the people . . .

"This is the issue of this election: Whether we believe in our capacity for self-government or whether we abandon the American revolution and confess that [the government] can plan our lives for us better than we can plan them ourselves . . .

We have so many people who can't see a fat man standing beside a thin one without coming to the conclusion the fat man got that way by taking advantage of the thin one. So they're going to solve all the problems of human misery through government and government planning . . .

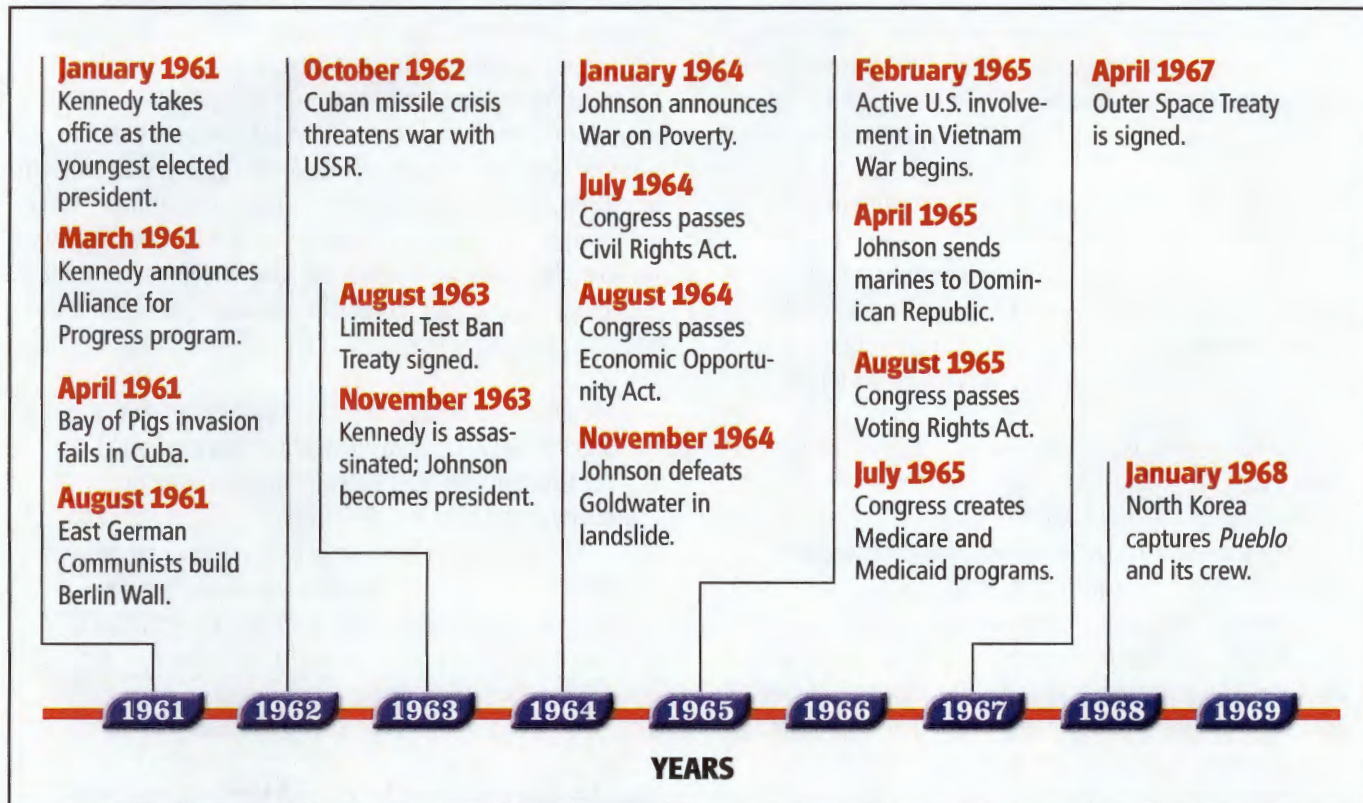
No government ever voluntarily reduces itself in size. So governments' programs, once launched, never disappear . . ."

**b. Explain** What did Reagan mean when he said "they're going to solve all the problems of human misery through government and government planning"?

- Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, 3, and 4, create an outline and write a short essay supporting your position. How were some of the goal were President Kennedy's New Frontier and President Johnson's Great Society similar to and different from one another?

See **Skills Handbook**, p. H28, H30

## Visual Summary: The New Frontier and the Great Society



## Reviewing Key Terms and People

Complete each sentence by filling in the blank with the correct term or person.

- The dictator \_\_\_\_\_ came to power in Cuba in 1959.
- A disastrous attempt by the CIA to invade Cuba became known as the \_\_\_\_\_.
- The \_\_\_\_\_ brought the United States and the Soviet Union to the brink of nuclear war.
- Kennedy's strategy of \_\_\_\_\_ involved strengthening conventional U.S. forces to avoid using nuclear weapons in times of crisis.
- The \_\_\_\_\_ offered economic aid to Latin American countries.
- Because of his narrow victory in 1960, Kennedy never had a strong \_\_\_\_\_ for his plans.
- The chief justice of the Supreme Court during Kennedy's presidency was \_\_\_\_\_.
- Dallas police arrested \_\_\_\_\_ for the assassination of President Kennedy.
- The \_\_\_\_\_ reported that there was no conspiracy in the assassination of President Kennedy.
- A domestic version of the Peace Corps called \_\_\_\_\_ helped poor communities in the United States.
- Johnson's Republican opponent in the 1964 election was \_\_\_\_\_.
- Under the Great Society, a government health care program for people over 65 called \_\_\_\_\_ was begun.
- The \_\_\_\_\_ was resolved when North Korea kept the ship but released its crew.
- The \_\_\_\_\_ was the president's justification for U.S. intervention in Latin America when there was the threat of a Communist dictatorship.





## Comprehension and Critical Thinking

### SECTION 1 (pp. 526–534) HSS 11.9.3, 11.11.2

- 15. a. Describe** What happened at the Bay of Pigs invasion?
- b. Draw Conclusions** In what ways did the Peace Corps increase goodwill for the United States?
- c. Evaluate** How might the Berlin Wall affect the lives of people in East and West Berlin?

### SECTION 2 (pp. 535–540) HSS 11.9.4, 11.11.2

- 16. a. Identify** What was the Area Redevelopment Act of 1961?
- b. Make Inferences** Why was Congress willing to fund the space race?
- c. Elaborate** Why were the reforms of the Warren Court important to the nation?

### SECTION 3 (pp. 541–548) HSS 11.8.4, 11.11.2, 11.11.6

- 17. a. Recall** Why did Kennedy choose Johnson as his vice president?
- b. Analyze** Why did Johnson decide to carry out Kennedy's initiatives?
- c. Elaborate** Why do you think Americans voted so overwhelmingly for Johnson in the presidential election of 1964?

## Using the Internet

- 18.** The Berlin Wall remained in place from 1961 to 1989, when it was finally torn down. Using the keyword above, do research on the significance of the Berlin Wall. Then write a report about the ways the construction and destruction of this barrier changed the world.

go.hrw.com

Practice Online

Keyword: SE7 CH17

## Analyzing Primary Sources HSS CS1, HR4

**Reading Like a Historian** In response to criticism of how he handled the Cuban missile crisis, Kennedy made a speech. Read an excerpt from that speech in the History's Voices passage in Section 1 that begins, "What kind of peace do we seek?"

- 19. Identify** What kind of peace does Kennedy reject? What kind of peace does he want?
- 20. Analyze** Why is it important to remember our "common link"?

## Critical Reading ELA R2.4

Read the passage in Section 3 that begins with the heading "Creating the Great Society." Then answer the questions that follow.

- 21.** According to the passage, one thing limited along major highways by the Highway Beautification Act was
- A** landscaping.  
**B** rest areas.  
**C** billboards.  
**D** streetlights.
- 22.** The appointment of Robert Weaver as secretary of the Department of Housing and Urban Development was significant because
- A** he was the first African American to be part of a president's cabinet.  
**B** he was the youngest cabinet member ever.  
**C** Congress had originally rejected his nomination.  
**D** he was a conservative Republican who had previously opposed President Johnson.

## FOCUS ON WRITING

ELA W2.4

**Expository Writing** *Expository writing gives information, explains why or how, or defines a process. To practice expository writing, complete the assignment below.*

### Writing Topic The New Frontier of John F. Kennedy

- 23. Assignment** Based on what you have read in this chapter, write a paragraph that explains what the New Frontier was and how it was presented to the American people.