AP U.S. HISTORY

UNIT 8

Period 8: 1945–1980

10–17%
AP EXAM WEIGHTING

~20
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 8

Multiple-choice: ~40 questions
Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Long essay

Period 8: 1945–1980

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods **~20** CLASS PERIODS
	8.1 Contextualizing Period 8	Continuity and Change	**4.B** Explain how a specific historical development or process is situated within a broader historical context.	
WOR	**8.2 The Cold War from 1945 to 1980**	Continuity and Change	**2.C** Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
NAT	**8.3 The Red Scare**	Causation	**2.B** Explain the point of view, purpose, historical situation, and/or audience of a source.	
WXT, MIG	**8.4 Economy after 1945**	Causation	**2.C** Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
ARC	**8.5 Culture after 1945**	Continuity and Change	**4.B** Explain how a specific historical development or process is situated within a broader historical context.	
SOC	**8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)**	Causation	**5.A** Identify patterns among or connections between historical developments and processes.	
WOR	**8.7 America as a World Power**	Comparison	**3.C** Compare the arguments or main ideas of two sources.	
WOR	**8.8 The Vietnam War**	Causation	**1.B** Explain a historical concept, development, or process.	

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~20 CLASS PERIODS
PCE, MIG	**8.9** The Great Society	Continuity and Change	**5.B** Explain how a historical development or process relates to another historical development or process.	
SOC, PCE	**8.10** The African American Civil Rights Movement (1960s)	Comparison	**5.B** Explain how a historical development or process relates to another historical development or process.	
SOC	**8.11** The Civil Rights Movement Expands	Comparison	**5.B** Explain how a historical development or process relates to another historical development or process.	
ARC	**8.12** Youth Culture of the 1960s	Continuity and Change	**5.B** Explain how a historical development or process relates to another historical development or process.	
GEO	**8.13** The Environment and Natural Resources from 1968 to 1980	Causation	**5.A** Identify patterns among or connections between historical developments and processes.	
PCE, ARC	**8.14** Society in Transition	Causation	**4.B** Explain how a specific historical development or process is situated within a broader historical context.	
	8.15 Continuity and Change in Period 8	Continuity and Change	**6.D** Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source's credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective.	

AP Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 8.
Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	8.2	**Close Reading** This topic, at the onset of Unit 8, offers a plethora of primary source documents that introduce the student to the context of the Cold War in the post-WWII world. Ask students to read excerpts from Winston Churchill's "Iron Curtain" speech, George Kennan's "Long Telegram," or George Marshall's Harvard commencement speech and have them highlight relevant words and passages that support the author's claim. As a whole group, discuss the changing role of the United States in the world.
2	8.4	**Look for a Pattern** This topic is rich with visual data that students can describe, analyze, and interpret. Ask students to examine complex graphs that address multiple data sets, such as demographic changes (baby boom), private sector growth, federal spending in different areas, technological developments, and economic indicators. Have them identify patterns and trends and come to conclusions about causes of economic growth after World War II.
3	8.8	**Guided Discussion** This topic offers a lot of fodder for discussion and debate in the classroom. Brainstorming and quickwrite can be used as strategies during a guided discussion to help students understand the causes and effects of the Vietnam War. What debates were settled? What debates remained or emerged as a result of the Vietnam War?
4	8.10	**Shared Inquiry** Provide students with a selection of primary sources from individuals and groups involved in the civil rights movement. Divide students into groups and ask them to respond to Unit 8: Learning Objectives L and M and present their ideas to the class. Then lead a whole-group discussion comparing the responses of various groups and the actions and responses by the federal government.

✎ Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

TOPIC 8.1
Contextualizing Period 8

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

▪ Change from and/or continuity with preceding historical developments.

▪ Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE	PREVIEW: UNIT 8 KEY CONCEPTS
Unit 8: Learning Objective A Explain the context for societal change from 1945 to 1980.	**KC-8.1** The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. **KC-8.1.I** United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. **KC-8.1.II** Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

LEARNING OBJECTIVE

Unit 8: Learning Objective A

Explain the context for societal change from 1945 to 1980.

PREVIEW: UNIT 8 KEY CONCEPTS

KC-8.2

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

KC-8.2.I

Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

KC-8.2.II

Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

KC-8.2.III

Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

KC-8.3

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

KC-8.3.I

Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

KC-8.3.II

New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

UNIT 8

SUGGESTED SKILL

✗ *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

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AVAILABLE RESOURCE

- Classroom Resources > **Essay from the American Organization of Historians and AP ("Cold War and Global Hegemony, 1945–1991")**

TOPIC 8.2

The Cold War from 1945 to 1980

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective B

Explain the continuities and changes in Cold War policies from 1945 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.1.I

United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.

KC-8.1.I.A

As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.

KC-8.1.I.B.i

Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea.

KC-8.1.I.C

The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente).

TOPIC 8.3
The Red Scare

SUGGESTED SKILL

✗ *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

American and National Identity NAT

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE	HISTORICAL DEVELOPMENTS
Unit 8: Learning Objective C	**KC-8.1.II.A**
Explain the causes and effects of the Red Scare after World War II.	Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.

SUGGESTED SKILL

⚒ *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

TOPIC 8.4
Economy After 1945

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology `WXT`

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE	**HISTORICAL DEVELOPMENTS**
Unit 8: Learning Objective D	KC-8.3.I.A
Explain the causes of economic growth in the years after World War II.	A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

THEMATIC FOCUS

Migration and Settlement `MIG`

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE	**HISTORICAL DEVELOPMENTS**
Unit 8: Learning Objective E	KC-8.3.I.B
Explain the causes and effects of the migration of various groups of Americans after 1945.	As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

TOPIC 8.5
Culture after 1945

Required Course Content

THEMATIC FOCUS

American and Regional Culture `ARC`

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective F

Explain how mass culture has been maintained or challenged over time.

HISTORICAL DEVELOPMENTS

`KC-8.3.II.A`

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

SUGGESTED SKILL

Contextualization

`4.B`

Explain how a specific historical development or process is situated within a broader historical context.

AVAILABLE RESOURCE
- External Resource
  > **Smithsonian Education: Artifact & Analysis**

TOPIC 8.6

Early Steps in the Civil Rights Movement (1940s and 1950s)

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective G

Explain how and why the civil rights movements developed and expanded from 1945 to 1960.

HISTORICAL DEVELOPMENTS

KC-8.2.I

Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

KC-8.2.I.B.i

The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* (1954) to promote greater racial equality.

TOPIC 8.7
America as a World Power

Required Course Content

THEMATIC FOCUS

America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective H

Explain the various military and diplomatic responses to international developments over time.

HISTORICAL DEVELOPMENTS

KC-8.1.I.E

Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.

KC-8.1.II.C.i

Americans debated the merits of a large nuclear arsenal and the military–industrial complex.

KC-8.1.I.D.i

Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

TOPIC 8.8
The Vietnam War

Required Course Content

THEMATIC FOCUS
America in the World WOR

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 8: Learning Objective I

Explain the causes and effects of the Vietnam War.

HISTORICAL DEVELOPMENTS

KC-8.1.I.B.ii

Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.

KC-8.1.I.D.ii

Postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

KC-8.1.II.C.ii

Americans debated the appropriate power of the executive branch in conducting foreign and military policy.

TOPIC 8.9
The Great Society

Required Course Content

THEMATIC FOCUS

Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-8.2.II.C

Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

KC-8.2.III.A

Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

KC-8.2.III.B.i

Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.

THEMATIC FOCUS

Migration and Settlement `MIG`

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 8: Learning Objective K

Explain the continuities and changes in immigration patterns over time.

HISTORICAL DEVELOPMENTS

KC-8.3.I.C

Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

TOPIC 8.10
The African American Civil Rights Movement (1960s)

Required Course Content

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective L

Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.2.I.A

During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

KC-8.2.1.C

Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

THEMATIC FOCUS

Politics and Power `PCE`

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

`Unit 8: Learning Objective M`

Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

HISTORICAL DEVELOPMENTS

`KC-8.2.I.B.ii`

The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.

`KC-8.2.III.B.ii`

A series of Supreme Court decisions expanded civil rights and individual liberties.

TOPIC 8.11
The Civil Rights Movement Expands

Required Course Content

SUGGESTED SKILL

Making Connections

5.B

Explain how a historical development or process relates to another historical development or process.

AVAILABLE RESOURCE
- Classroom Resources > **What Is Gender History?**

THEMATIC FOCUS

Social Structures SOC

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

| Unit 8: Learning Objective L |

Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

HISTORICAL DEVELOPMENTS

| KC-8.2.II.B |

Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

| KC-8.2.II.A |

Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.

| KC-8.3.II.B.i |

Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.

SUGGESTED SKILL

✂ *Making Connections*

5.B

Explain how a historical development or process relates to another historical development or process.

TOPIC 8.12

Youth Culture of the 1960s

Required Course Content

THEMATIC FOCUS

American and Regional Culture **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

Unit 8: Learning Objective N

Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.

HISTORICAL DEVELOPMENTS

KC-8.1.II.B

Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.

KC-8.2.III.D

Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

KC-8.3.II.B.ii

Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

TOPIC 8.13

The Environment and Natural Resources from 1968 to 1980

Required Course Content

THEMATIC FOCUS

Geography and the Environment GEO

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 8: Learning Objective O

Explain how and why policies related to the environment developed and changed from 1968 to 1980.

HISTORICAL DEVELOPMENTS

KC-8.1.II.D

Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

KC-8.2.II.D

Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.

TOPIC 8.14
Society in Transition

Required Course Content

THEMATIC FOCUS

Politics and Power `PCE`

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

LEARNING OBJECTIVE

Unit 8: Learning Objective J

Explain the causes and effects of continuing policy debates about the role of the federal government over time.

HISTORICAL DEVELOPMENTS

KC-8.2.III.C

In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.

KC-8.2.III.E

Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

KC-8.2.III.F

The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

THEMATIC FOCUS

American and Regional Culture `ARC`

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE

`Unit 8: Learning Objective P`

Explain the effects of the growth of religious movements over the course of the 20th century.

HISTORICAL DEVELOPMENTS

`KC-8.3.II.C`

The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.

TOPIC 8.15
Continuity and Change in Period 8

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 8: Learning Objective Q

Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

REVIEW: UNIT 8 KEY CONCEPTS

KC-8.1

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

KC-8.1.I

United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.

KC-8.1.II

Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

LEARNING OBJECTIVE

Unit 8: Learning Objective Q

Explain the extent to which the events of the period from 1945 to1980 reshaped national identity.

REVIEW: UNIT 8 KEY CONCEPTS

KC-8.2

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

KC-8.2.I

Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

KC-8.2.II

Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

KC-8.2.III

Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

KC-8.3

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

KC-8.3.I

Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

KC-8.3.II

New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.

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