

Leaving Certificate

History

The United States and the World, 1945 - 1989

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

| | | |
|------------------------------|---|-------------|
| Levels | Students' English language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations. | |
| Language focus | Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar. | |
| Learning focus | Using History textbooks and accessing curriculum content and learning activities. | |
| Acknowledgement | The English Language Support Programme acknowledges the permission of Gill & Macmillan to reproduce excerpts from <i>Modern Europe and the Wider World</i> , Dermot Lucey | |
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| | Focus on writing (<i>writing paragraphs</i>) | 14, 15 |
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Using this unit

Language support and mainstream subject class

The sections **Activating students' knowledge**, **Focus on vocabulary**, and **Focus on grammar** have been designed, in particular, for Language Support classes.

Focus on reading and **Focus on writing** are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the topic from Modern Europe and the Wider World, **The United States and the World, 1945-1989**. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

The list of keywords for this unit is as follows:

Nouns

| | | |
|----------------|------------------|----------------------------|
| act | hippy/hippies | technology |
| advances | industries | television |
| aircraft | internationalism | treaty |
| arms | invasion | troops |
| assassination | involvement | unemployment |
| astronauts | jobs | union |
| attack | leadership | universities |
| blacks | leader | veterans |
| blockade | military | violence |
| bombs | million | war |
| boom | missiles | weapons |
| boxing | mobility | whites |
| boycott | moon | work |
| bureaucracy | movement | |
| campus | movies | Proper nouns |
| cities | multiculturalism | Alabama |
| coexistence | mystique | Baptist |
| communism | north | Berlin |
| communist | opponent | Betty Freidan |
| company | organisation | Cambodia |
| computers | peace | Carter |
| congress | policy | China |
| consumer | politics | Eisenhower |
| containment | popularity | Europe |
| cooperation | poverty | Ford |
| counterculture | presidency | Germany |
| collar | president | Graham |
| critics | productivity | Hollywood |
| culture | programme | Huac (<i>house un-</i> |
| desegregation | protest | <i>American activities</i> |
| deterrence | racial | <i>committee</i>) |
| discrimination | recovery | Japan |
| divorce | relations | Johnson |
| domino | republican | Kennedy |
| downfall | rights | Khrushchev |
| economy | riots | Kissinger |
| education | segregation | Korea |
| feminist | senator | Ku Klux Klan |
| films | sex | Louisville |
| globalisation | society | Norman Mailer |
| government | south | Malcolm X |
| growth | space | Marilyn Monroe |
| hearings | spending | Martin Luther King |
| | suburbs | McCarthy |

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| | | |
|---|-----------|-------------------|
| McCarthyism | bomb | support |
| Medicare | boycott | want |
| Montgomery | cause | work |
| Muhammad Ali | contain | write |
| NASA (<i>national aeronautics and space administration</i>) | criticise | Adjectives |
| Nixon | decline | affirmative |
| Pentagon | defeat | anti |
| Reagan | develop | black |
| Stalin | divorce | conservative |
| Tonkin | educate | democratic |
| Truman | grow | ethnic |
| Vietcong | grow | federal |
| Vietnam | heighten | feminine |
| Washington | increase | foreign |
| Washington | introduce | great |
| | last | north |
| | lead | popular |
| | organise | presidential |
| Verbs | outlaw | racial |
| advance | owe | republican |
| agree | protest | segregated |
| assassinate | recover | strategic |
| attack | scare | supreme |
| become | show | violent |
| begin | spend | white |
| block | spread | |

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Vocabulary file for the topic
The United States and the World 1945-1989

| Word | Meaning | Page(s) in my textbook | Note |
|-------------|---------|------------------------|------|
| federal | | | |
| democratic | | | |
| republican | | | |
| boycott | | | |
| missile | | | |
| military | | | |
| economy | | | |
| corporation | | | |



NAME: _____ DATE: _____
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| Word | Meaning | Page(s) in my textbook | Note |
|---------------|---------|------------------------|------|
| segregation | | | |
| assassination | | | |
| supremist | | | |
| astronaut | | | |
| affirmative | | | |
| ethnic | | | |
| violence | | | |
| suburb | | | |
| technology | | | |



Introduction

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Racism in the US
The Moon Landing
The Vietnam war

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: B1
Individual / pair

Focus on vocabulary

1. Vocabulary of Racism

Racial Conflict in the US is an area of study on your history course.

Read the words in the box below and circle the ten terms/words that you associate with this topic. Use your dictionary if you are not sure.

| | | |
|-------------------|----------------|---------------|
| discrimination | self-confident | unmotivated |
| | segregation | slavery |
| Ku Klux Klan | | |
| good communicator | lazy | motivated |
| | ghetto | |
| integration | | |
| | blacks | desegregation |
| race | whites | happiness |

2. Word building

Sort out the following word into nouns, abstract nouns and verbs. (*An abstract noun refers to a an idea, feeling or quality, not a person or thing*)

- | | |
|----------------|------------------|
| • segregate | • discrimination |
| • segregation | • integrate |
| • racism | • integration |
| • racist | • organisation |
| • discriminate | • organise |

Noun (person)

Noun (abstract noun)

Verb

3. Matching

Match each key term in Column A with a definition in Column B. Draw a line between them. You can use our textbooks to help you.

| Column A | Column B |
|---------------------------|---|
| Discrimination | The views and attitudes of the people. |
| Liberalism | The application or use of scientific discoveries in industry. |
| Public Opinion | The spread of trade, institutions, organisations and culture on a worldwide scale. |
| Technological Development | To treat a group of people differently because of their colour, religion, sex, age etc. |
| Consumerism | A political belief concerned with personal freedom and social progress |
| Globalisation | The buying and selling of a great deal of goods |



4. Key terms in use

Below are sentences from your textbook, but the key terms from exercise 3. are missing. Fill them in.

- Chicanos (Mexican – Americans) and Native Americans also suffered from _____.
- American _____ wanted the government to intervene to help individuals. (* you must change the form of the word)
- _____ influenced military technology and space technology.
- Computers continued the _____ of industry, finance and culture. They helped the spread of American culture.
- After the Second World War _____ dominated in the US; it was caused by the growth in the economy, increasing wealth, rising population, the use of credit cards and advertising.
- At first _____ turned against Muhammad Ali when he refused to go to Vietnam on military service.

Level: B1
Individual / pair

Focus on grammar

5. Verbs

Use verbs from the list below to complete this text. The verbs will be used in different forms.

The Computer Industry

By 1958, the US _____ about \$1 billion worth of computer equipment. Ten years later this had _____ to almost \$5 billion and to \$17 billion by 1978. This was all part of the move away from heavy manufacturing to the high technology industries which also _____ genetic engineering, lasers and fibre optics. In 1952, 50% of workers were employed in manufacturing industry; by 1992 this had fallen to 20%.

By 1990, the US had the largest computer industry in the world, _____ one million people with revenue of \$100 billion. Companies such as Dell, Compaq, Apple and Microsoft _____ hardware and software production. It also had the greatest number of computers – 50 million – half of the world's computers, _____ to Japan with 11% and Europe with about 25%.

to dominate
to employ

to grow
to compare

to include
to produce

6. Past tenses

In the paragraph above, find one example of the **past perfect tense**.

(Form: had + -ed is called the past perfect tense)

Use: When two or more things happened in the past, we can use the past perfect tense to show which action happened first).

Think of some dates in history. Then write a sentence about what happened before that date. Follow the example below.

The late 1980s

By the late 1980s computers had made a huge impact on all aspects of American life.

The early 1990s

By the early 1990s _____.

The late 1990s

By the late 1990s _____.

Level: B1 / B2
Individual / pair

Focus on reading

7. Reading for the main idea

History involves a lot of reading! However, you do not have to slowly read through every sentence and paragraph, nor do you have to understand every word. It is always good to read with a purpose. In this exercise you must read each paragraph (taken from your textbook) to decide on the main idea. You must then select a title for each paragraph from the list below.

Main title: **Urban Poverty**

- Causes – black ghettos
- Urban Riots
- Background
- War on Poverty
- Taxes and Housing

1) Title: _____

In the 1950s and early 1960s, most Americans were happy with their way of life. The affluence (wealth) of the country led people to believe that if poverty existed, it was only in small pockets. Then, in 1962, Michael Harrington wrote, '*The other American*,' which revealed the poverty behind the affluence – forty million Americans were living in poverty. This was about twenty-five per cent of the population.

2) Title: _____

During the 1940s and 1950s there was a movement of black Americans from the south to the northern cities. They fled poverty, racial discrimination, white violence and lynching to find a better life in the urban north. At the same time there was a movement of whites from the cities to the suburbs. This was often accompanied by a movement of industry to the suburbs. This left many decayed and abandoned buildings and factories in the centre. This was also a time of change in industry, as manufacturing declined and in the 1950s and 1960s so also did the need for unskilled, mostly black, labour. Instead of the better life for many migrant black families, the inner cities became places with high concentrations of unemployment, poverty, low educational levels and poor housing. They became black ghettos.

3) Title: _____

The movement of whites to the suburbs had another result; it deprived cities of tax revenues which could be used to maintain streets, schools and public areas. In spite of federal funding, many cities were in financial trouble. In 1975 New York City was almost bankrupt and was only saved by huge federal funding. The cities were made worse by government housing policies. The cities built over two million new houses in the early 1970s but this was not enough to house people. These public housing projects were often a cause of further problems because the high rise apartments only included the very poorest people and those with serious social problems.

4) Title: _____

President Johnson wanted to use government resources to improve the conditions of poor people as part of his Great Society programme. He believed that a war on poverty would give people a chance to help themselves. He set up the office of Economic opportunity. This organised:

- Head start – where children went to pre-school classes.
- Job Corps – to provide skills for inner city youth.
- Community action programmes which set up clinics and law centres.

Johnson's war on poverty had some success. The number of people below the poverty line dropped from 40 million in 1968 to 28 million in 1968 and 25 million in 1970.

5) Title: _____

However, before Johnson's policy could have any effect, riots broke out in 1965 in Watts, Los Angeles. These were sparked off by an incident between a young black driver who was drunk, and a white policeman. The rioters looted and burned shops and businesses and threw bottles and stones at police. Thirty four people were killed, almost all black, and over 900 were injured and 4,000 arrested. Watts was the beginning of a series of urban riots which lasted from 1965-8, and affected many US cities – Chicago, Cleveland, San Francisco, Newark and Detroit.

8. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence. Read the questions first, then read the text in order to find answers to the following questions. If possible time yourself!



- What was Reagan particularly good at?
- Where did Reagan make the most spending cutbacks?
- Which island was invaded while Reagan was president?

The Reagan Presidency

Ronald Reagan defeated Carter in the 1980 presidential election. This election also gave control of the Senate to the Republicans. Reagan became a two-term President when he won re-election in 1984.

Reagan's term in office is sometimes called the 'Reagan Revolution'. He wanted to restore the prestige of the presidency. Reagan was helped by being a good communicator, and was especially good at using television.

Reagan wanted to reduce the role of 'big government'. He believed that, 'Government is not the solution to our problem, Government is the problem'. He wanted to dismantle the welfare state which had existed since Roosevelt's new deal in the 1930s.

His economic policies were called Reagonomics – a promise to cut spending, reduce government regulation (control) of industry and lower taxes. In the economy he did this with major tax cuts and reducing federal spending on 300 programmes. He persuaded the Democrat-controlled House of Representatives to pass these. However, Reagan also began a massive build up of US armed forces and this only increased government spending.

Reagan mainly targeted the health programme – Medicare and Medicaid – with cutbacks. Reagan also believed that people did not need federal government intervention in their lives and he put this into practise when getting the private sector to do some of the job training. He gave less money to libraries, public radio, museums, national parks and education.

In foreign policy Reagan used the powers of the presidency to negotiate agreements with a new Russian leader Mikhail Gorbachev. But he also used presidential power to sanction an invasion by US troops of the small West Indian island of Grenada, without Congress's approval.

Reagan's efforts to increase the prestige of the presidency took a severe blow when details of the Iran-Contra affair were revealed. It showed that the government had given weapons for the release of American hostages in the Lebanon. The money received for the sale of the weapons was used in Nicaragua by rebels fighting the left wing government. This was banned by Congress. Reagan was lucky to escape impeachment* because investigations showed that he knew about the deal.

**Impeachment: prosecution for crime against a state*

Level: B1 / B2
Individual / pair

Focus on writing

9. Writing a paragraph

A paragraph is a unit of information unified by a central controlling idea.

As part of the Leaving Cert history exam, you are asked to write paragraphs to show how much information you know on a topic.

The following is a paragraph from your textbook about the Globalisation.

a. Paragraphs should focus on one piece of information. Read the paragraph to find a sentence that doesn't belong. Draw a line through it.

The growth of US multinational corporations was one part of the globalisation process – the closer integration of the world's economies and growing interdependence between different places. Through this growing integration, the fortunes of the US economy affected other parts of the world. US multinational corporations were a part of the growing internationalisation in both trade and politics. They spread new ideas, especially cultural values, to other countries. Indeed their success depended on a world based on consumer goods, particularly American goods such as Coca-Cola, IBM and Levi jeans. They were part of the Americanisation of the world with similar pop music – jazz and rock n roll - and films. Oasis is my favourite British group. Critics accused them of spreading American culture and undermining local cultures. In spite of the increasing popularity and acceptance of American products in Europe, Americanisation also gave rise to anti-American feelings in some countries.

b. The main idea in a paragraph is often expressed in *one particular sentence* (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle. Draw a line under the topic sentence in the paragraph above.

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c. Find and underline a phrase in the paragraph which is similar in meaning to although, and is used to give contrasting information.

d. The following is a different paragraph from your textbook, but the sentences are in the wrong order. Re-write the paragraph in the correct order.

Hint: First, look for the topic, or main sentence. Look at pronoun (words like he, she, it), they refer to someone who has already been mentioned.

The White House

- He based his design on Leinster House Dublin where the Dáil and the Seanad meet now.
- The White House in Washington DC is the official residence of the President of the US.
- The original building was begun in 1792, designed by Irish-born architect James Hoban.
- The White House has been extended and redecorated many times since it was originally built.
- It also contains the offices in which the president and his staff conduct the business of the US government.

e. Finally, write **paragraph answers** on one of the topics you are studying in history at the moment. For example:

- The Role of the US president
- The Cuban Missile Crisis 1962
- McCarthyism
- The effects of the Vietnam War on the US
- The Consumer Society

Answer key

Focus on vocabulary

Vocabulary of racism, page 8

Discrimination, segregation, slavery, Ku Klux Klan, ghetto, integration, blacks, whites, race, desegregation

Word building, page 8

Noun (person): racist,

Noun (abstract noun): segregation, racism, discrimination, organisation, integration

Verb: segregate, discriminate, integrate, organise

Matching, page 9

Public opinion: The views and attitudes of the people.

Technological development: The application or use of scientific discoveries in industry.

Globalisation: The spread of trade, institutions, organisations and culture on a worldwide scale.

Discrimination: To treat a group of people differently because of their colour, religion, sex, age etc.

Liberalism: political belief concerned with personal freedom and social progress

Consumerism: The buying and selling of a great deal of goods.

Key terms in use, page 9

- Chicanos (Mexican – Americans) and Native Americans also suffered from **discrimination**.
- American **liberals** wanted the government to intervene to help individuals.
- **Technologic development** influenced military technology and space technology.
- Computers continued the **globalisation** of industry, finance and culture. They helped the spread of American culture.
- After the Second World War **consumerism** dominated in the US; it was caused by the growth in the economy, increasing wealth, rising population, the use of credit cards and advertising.
- At first **public opinion** turned against Muhammad Ali when he refused to go to Vietnam on military service.

Focus on grammar

Verbs, page 10

By 1958, the US **produced** about \$1 billion worth of computer equipment. Ten years later this **had grown** to almost \$5 billion and to \$17 billion by 1978. This was all part of the move away from heavy manufacturing to the high technology industries which also **included** genetic engineering, lasers and fibre optics. In 1952, 50% of workers were employed in manufacturing industry; by 1992 this had fallen to 20%.

By 1990, the US had the largest computer industry in the world, **employing** one million people with revenue of \$100 billion. Companies such as Dell, Compaq, Apple and Microsoft **dominated** hardware and software production. It also had the greatest number of computers – 50 million – half of the world's computers, **compared to** Japan with 11% and Europe with about 25%.

Past tenses, page 10

had grown

Focus on reading

Reading for the main idea, page 11

Paragraph 1: Background

Paragraph 2: Causes – black ghettos

Paragraph 3: Taxes and Housing

Paragraph 4: War on Poverty

Paragraph 5: Urban Riots

Reading for specific information, page 13

- Using television
- Health programmes
- Grenada

Focus on writing

Writing a paragraph, pages 14, 15

(The answers are marked in the paragraph).

b. The growth of US multinational corporations was one part of the globalisation process – the closer integration of the world's economies and growing interdependence between different places. Through this growing integration, the fortunes of the US economy affected other parts of the world. US multinational corporations were a part of the growing internationalisation in both trade and politics. They spread new ideas, especially cultural values, to other countries. Indeed their success depended on a world based on consumer goods, particularly American goods such as Coca-Cola, IBM and Levi jeans. They were part of the Americanisation of the world with similar pop music – jazz and rock n roll - and films. ~~a. Oasis is my favourite British group.~~ Critics accused them of spreading American culture and undermining local cultures.

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- c. In spite of the increasing popularity and acceptance of American products in Europe, Americanisation also gave rise to anti-American feelings in some countries.
- d. (*The topic sentence has been underlined, and the pronouns are highlighted*)

The White House

The White House in Washington DC is the official residence of the President of the US. It also contains the offices in which the president and his staff conduct the business of the US government. The original building was begun in 1792, designed by Irish-born architect James Hoban. **He** based his design on Leinster House Dublin where the Dáil and the Seanad meet now. The White House has been extended and redecorated many times since it was originally built.