

MI OPEN BOOK PROJECT

# United

Reconstruction to Today

# States

# History

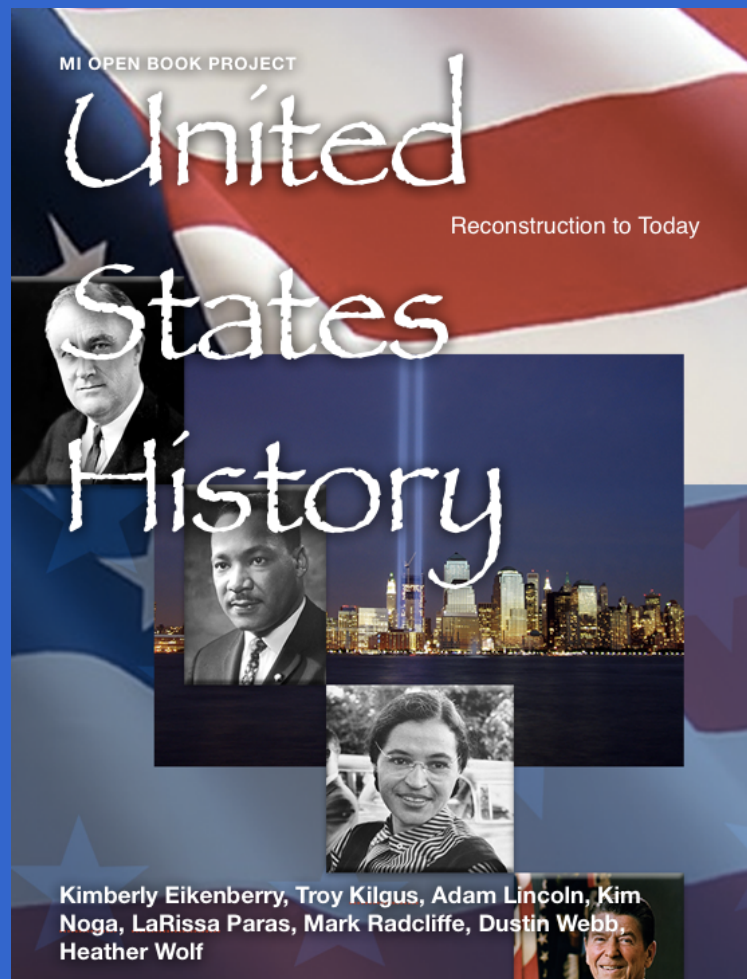


Kimberly Eikenberry, Troy Kilgus, Adam Lincoln,  
Kim Noga, LaRissa Paras, Mike Radcliffe, Dustin  
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# **MICHIGAN** **OPEN BOOK PROJECT**





This is version 1.4 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



# MICHIGAN OPEN BOOK PROJECT

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Kim has a B.A. in History and Social Studies and a M.A. in Educational Leadership, both from Western Michigan University. She has served in many roles during her thirteen years as an educator, including department chair, curriculum director, and administrator. Kim currently teaches World History and Economics at Grand Haven High School.

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Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.





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Kim has a B.A. in History/ Social Studies and an M.A. in Curriculum and Teaching, both from Michigan State University. For the past 14 years she has been employed at Ionia High School where she teaches Economics, U.S. History, and Humanitarian Studies. Her hobbies include reading and traveling the world.

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LaRissa is an alumni of Central Michigan University and the State University of New York. She is a tenured teacher in New York and now in Michigan where she works and resides with her husband and two rambunctious boys. Currently she is teaching World History and Current Issues at Greenville High School. She and her husband founded LP Inspire, LLC to encourage young people to grow into their best selves. She is also the proud creator of The Lotus Project, a successful mentoring program to help young women become empowered and rise above adversity in a positive way. In her spare time she enjoys reading, yoga, and being outdoors.



## **Mike Radcliffe**

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Mike Radcliffe is a native of South Lyon, Michigan. He received his Bachelor of Arts degree in history from Colorado State University, followed by a Masters of Arts degree in American Studies from the University of Colorado. Over his 23 years of teaching students in Colorado and Michigan, he has taught Advanced Placement United States History, American Popular Culture, World History, World Geography, Sociology, and Economics. He currently serves as the department chair for the social studies department at Greenville High School, where he has taught the past 15 years. His previous textbook projects include serving as a teacher consultant for textbooks in US History and World Geography for Teachers Curriculum Institute. His interests include his wife of twenty-five years, three amazing children, mountain biking, and really bad puns.



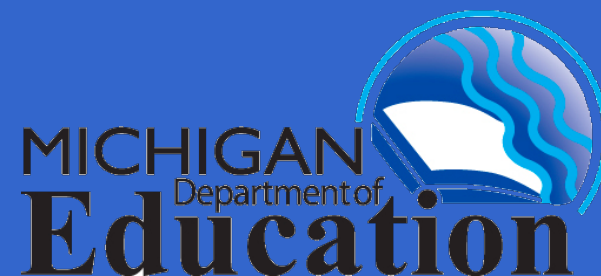


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Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of



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## **Dustin Webb**

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#### *Lake City Area Schools*

Dustin graduated from the University of Michigan in 2009 with degrees in history and English. Since then, he has been teaching US History and directing the school play and forensics program at Lake City High School in Lake City, Michigan.

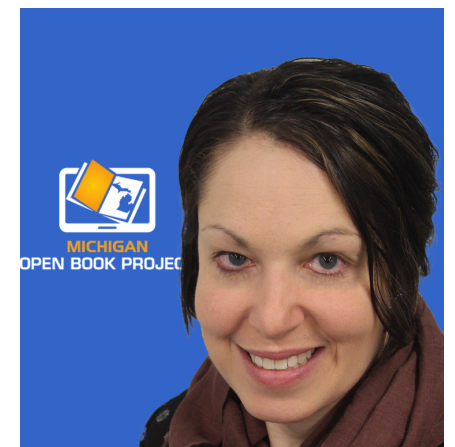
Outside of teaching, Dustin is an avid cyclist and competes in amateur mountain bike races. He is also an avid sailor and enjoys spending his summers in Northport, MI where he teaches sailing to young sailors. Dustin lives in Lake City with his wife and fur child (dog) Otis.

## **Heather Wolf**

### **Shepherd Public Schools**

#### *Shepherd High School*

Heather has taught Social Studies at Shepherd High School for 16 years. She currently teaches American History and Law, but has also taught Modern American History, Civics, Current Events, and History of American Wars in the past. Heather is a graduate of Central Michigan University, where she earned both her undergraduate degree, as well as a Master of Arts in History. She also teaches Social Studies Methods and Pre-Student Teaching courses at CMU. Heather also is the chair of the Social Studies Department at Shepherd High School and is involved in many other facets of the school and community. Heather was named 2009 High School Educator of the Year by the Michigan Council for the Social Studies. She enjoys reading, traveling and spending time with her family.



## **Rebecca Bush**

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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



## Chapter 10

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# How successful was the US in expanding opportunities for all Americans?

1. What were some of the “firsts” that occurred during the 1960 election? Why were those “firsts” significant?
2. Did President Kennedy’s actions in dealing with leaders of Cuba, U.S.S.R. and Germany reinforce public criticism that he was too inexperienced in foreign affairs or did his actions prove them wrong? What evidence proves your position?
3. To what extent did the Kennedy mystique contribute to the President’s approval rating?
4. What programs did John F. Kennedy create that helped various groups of Americans?
5. How did Kennedy’s foreign policy philosophy impact his domestic agenda?
6. How did Kennedy’s New Frontier create opportunities for all Americans?
7. What programs of President Johnson’s Great Society assisted certain groups of Americans?
8. How did Johnson’s Great Society create opportunities for all Americans?
9. How were the decisions of the Warren Court reflective of the dominant political climate during the Johnson administration?
10. To what extent did the government-sponsored programs of Johnson’s Great Society prompt far-reaching and long-lasting social change?





# Kennedy's Foreign Policy Challenges

## Bay of Pigs

### QUESTIONS TO GUIDE INQUIRY

1. What were some of the “firsts” that occurred during the 1960 election? Why were those “firsts” significant?
2. Did President Kennedy's actions in dealing with leaders of Cuba, U.S.S.R. and Germany reinforce public criticism that he was too inexperienced in foreign affairs or did his actions prove them wrong? What evidence proves your position?
3. To what extent did the Kennedy mystique contribute to the President's approval rating?

### TERMS, PLACES, PEOPLE

Flexible Response

Bay of Pigs Invasion

Berlin Wall

Cuban Missile Crisis

Nuclear Test Ban Treaty

Hot line

### The 1960 Election

In 1960, as President Eisenhower's second term was drawing to a close, the mood of American voters reflected one of restlessness. Between the U.S. economy experiencing a recession and recent Cold War achievements by the Soviets including the successful launch of Sputnik 1 in 1957 and the development of long-range missiles, Americans were feeling vulnerable. Along with U.S. foreign powers setbacks in 1960 (the U-2 incident and the alignment of Cuba with the Soviet Union) many Americans were beginning to question whether the U.S. might be losing the Cold War. Therefore, as two very different personalities campaigned for the Presidency, the role of the media took center



<https://www.jfklibrary.org/Asset-Viewer/qipaZILkW0CJ5408uVi3fw.aspx>



stage as Americans across the country watched the 1960 usher in “the age of television” in American politics.

## The Candidates

### “Kennedy: Leadership for the ‘60s”

Young and charismatic, the Democratic Senator from Massachusetts, John F. Kennedy at age 43, was one of the youngest candidates to have ever run for the office. What he lacked in years of experience as a politician in Washington D.C., he made up for in charm and personality. Combined with a well-organized campaign, the backing of a large and wealthy family, and the image of a well-educated scholar and war hero, Kennedy exuded confidence. Despite his many assets, Kennedy did face obstacles. First, many saw him as too inexperienced at age 43 to lead the most powerful nation on Earth. Second, some viewed his Roman Catholic religious background as a huge detriment to the office of President of the U.S.

Kennedy promised “active leadership” to get the country moving again not just economically through a progressive labor policy, fair prices for farmers, and increased fiscal responsibility by the federal government, but socially as well with specific efforts to improve civil rights with regard to education, housing, and economic opportunities for all Americans. Additionally, Kennedy’s platform called for increased military preparedness

around the world along with the development of a national organization to work toward enduring peace around the world.

View the following commercials from JFK’s 1960 Presidential campaign. While viewing, think about how you would describe the assets the commercials are trying to promote about the young candidate.

#### Interactive 10.1 JFK For President



#### Interactive 10.2 Belafonte Commercial



### **“Nixon-Lodge: They Understand what Peace Demands”**

Richard Nixon, the Republican from California was a seasoned lawmaker who was already serving as vice-president. He emphasized his extensive foreign policy experience as well as his eight years as the country’s second-in-command after an illustrious career in Congress where he cast crucial votes on a variety of domestic issues. Combined with both his extensive experience with foreign and domestic issues, Nixon firmly believed that he was one of the most experienced presidential candidates to have run for the Presidency. Like Kennedy, as a candidate, Nixon faced challenges as well. Believing that his boss, the current President, Dwight Eisenhower was still very popular with the American public, Nixon overestimated the level of transfer that would take place between he and President Eisenhower come election night in November. Nixon also embarked on a grueling, non-stop campaign tour that left him looking frail and extremely fatigued by the time the televised debates took place in September and October.

Nixon’s platform emphasized the creation of greater opportunities for the individual in the free enterprise system. Nixon also urged the power of the states to take on greater responsibilities for matters entrusted to them by the Constitution. From the foreign policy standpoint, Nixon indicated that he would continue the policy not to recognize Red China as long as it continued its

aggressive communist policies. Nixon also promised to continue every effort at disarmament with inspection of other countries.

View the following commercials from Nixon’s 1960 Presidential campaign. While viewing, think about how you would describe the assets the commercials are trying to promote about the vice-president.

#### **Interactive 10.3** Nixon Campaign Ad



#### **Interactive 10.4** Nixon on Civil Rights



## The Role of Television in Presidential Politics

The first ever televised presidential debate took place on September 26, 1960, at the CBS studios in downtown Chicago.

Not only was it significant because it was the first televised debate, it was the beginning of the significant role that television would play on image--a quality that would prove to be just as significant as experience, party affiliation, and platform.

Kennedy showed up to the studio tan and looking rested. During the debate, he appeared calm and cool but also quick to answer questions tackling issues aggressively. Anticipating close-up shots from the cameras, Kennedy looked directly into the lens, captivating the attention of the American audience with his natural charisma. Nixon on the

other hand, lost the image battle as soon as the debate went live. Exhausted, sick and in pain from a knee injury, Nixon refused makeup to cover up his pale and sallow image. During the debate, instead of looking directly into the camera, Nixon looked off

to the side to address reporters which appeared as if he was shifting his eyes to avoid eye contact with the public. Don Hewitt, the founder of the program, 60 Minutes, was the producer and

### Interactive 10.5 The Great Debates



director of those presidential debates. Listen to him recall how important makeup was to the image of both candidates on the evening of the first debate:

### Interactive 10.6 The First Televised Debates



What observations can you make from the demeanor and responses of both Kennedy and Nixon?



## The Kennedy Brothers and King

In October, a second event occurred that would further the divide between the two candidates. Police in Atlanta had arrested Dr. Martin Luther King, Jr. along with 52 other African-Americans for sitting at a segregated lunch counter. King had been sentenced to four months of hard labor (officially for a traffic violation).

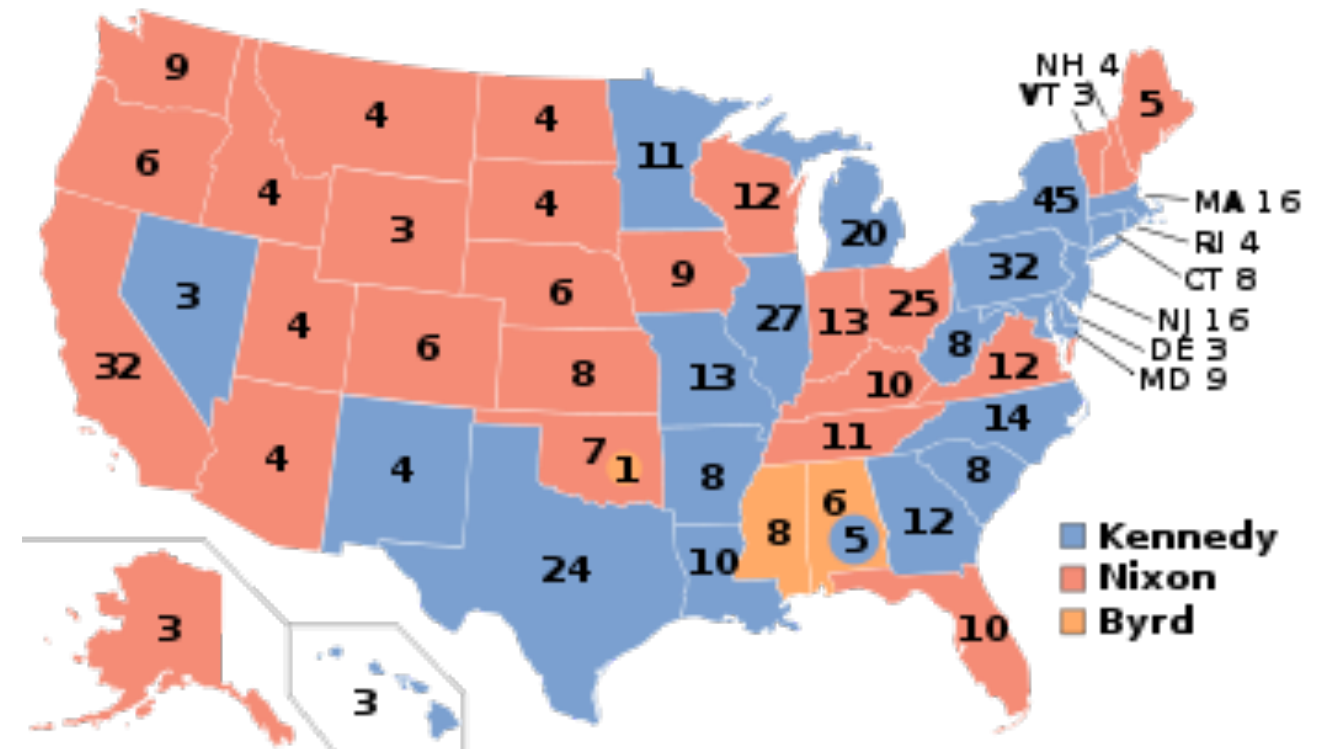
While some saw the sentence as questionable, the Eisenhower administration refused to intervene in the situation and Nixon, the candidate, did not take a position on the situation.

The Kennedy brothers did take a position. Kennedy the candidate, phoned King's wife Coretta, to express his sympathy while his brother and campaign manager Robert, was able to persuade the judge who had sentenced King to release him on bail. It was this news that spread across the African-American community and helped carry key states for Kennedy in the Midwest and South.

## Election Day Finally Arrives

The 1960 election was predicted to be a toss up as the candidates targeted growing suburban population. On November 8, 1960, John F. Kennedy was elected president in one of the closest elections in history. The youngest man to have ever been elected, Kennedy barely triumphed over Nixon by 118,550 popular votes. With major support from urban centers, Kennedy

held a greater lead in the electoral college by winning 303-219 votes.



Map of 1960 Presidential Election. Source: <https://upload.wikimedia.org/wikipedia/commons/thumb/5/5d/ElectoralCollege1960.svg/349px-ElectoralCollege1960.svg.png>

On January 20, 1961, John F. Kennedy, the first Catholic ever to be elected President of the U.S. took the oath of office.

Kennedy promised to reinvigorate America's foreign policy, by using a flexible response approach to changing situations regarding foreign policy. He promised to seek and explore options that he claimed had been ignored by the staid and conservative Eisenhower administration. He wouldn't have long to wait until the tenants of his foreign policy approach would be tested.

### **Flexible Response becomes “a thing”**

Once in office, President Kennedy immediately set out to take a hard line on the Soviets, claiming that they were winning the race for allies in the economically less-developed countries of Asia, Africa, and Latin America. Believing that the most urgent of tasks was to focus on revamping the nation's nuclear policy, the President, along with his advisors developed a new policy. They believed that during the Eisenhower administration, the conventional forces of the U.S. had been neglected while the buildup of nuclear arms had been occurring. The policy of **flexible response** called for the nonnuclear forces of defense to

### **Interactive 10.7 Kennedy Oath of Office Video**



be strengthened thus allowing the President more options in international crises.

The policy of flexible response called for an increase in defense spending. Military branches were boosted and some special forces such as the Green Berets and the Navy Seals were established. Additionally, nuclear capabilities were tripled which allowed the U.S. to fight limited wars around the world while also maintaining a nuclear balance of power with the Soviet Union.

But even though President Kennedy's goal was to reduce the risk of nuclear war, the reverse happened under his watch, in the country of Cuba--referred to by many as “America's doorstep.”

### **Crisis in Cuba**

Early in January, 1961, then President Eisenhower had abruptly ended diplomatic relations when the revolutionary leader of Cuba, Fidel Castro, declared himself a Communist and began welcoming aid from the Soviet Union. Castro rose to power on the promise of democratic leadership after leading a guerilla movement to topple Cuba's dictator Fulgencio Batista in 1959.

When Castro took control of three oil refineries on the island that had been owned by American and British firms, relations worsened between the U.S. and Cuba. Furthermore, when American sugar companies appealed to the U.S. for help when Castro broke up commercial farms into communes, the U.S. Congress responded by initiating trade barriers against Cuban sugar. As Castro's reliance on Soviet aid increased, many

Cubans felt betrayed. Approximately 10% of Cubans went into exile. Prior to the Election of 1960, then President Eisenhower granted permission to the CIA to secretly train hundreds of Cuban exiles for an invasion in Cuba, hoping that an invasion would lead to the overthrow of Castro.

### **The Bay of Pigs**

President Kennedy's first test came in 1961 when he attempted to overthrow the communist dictator, Fidel Castro in the Bay of Pigs Invasion. Originally Dwight D. Eisenhower's plan, the invasion called for the use of CIA trained Cuban exiles to lead the way to a revolution in Cuba, resulting in the overthrow of Castro. The new President learned about the Eisenhower-approved operation within the first few weeks of winning the election. Having doubts about the plan, Kennedy approved its execution anyway and promised air support to the Cuban exiles. On April 16, 1961, the exiles took off from Nicaragua and led an air strike the next day. Upon landing at the Bay of Pigs on April 17, a radio broadcast aired every move of some 1,400 Cuban

exiles. Combined with a failed air strike designed to knock out the Cuban air force two days earlier and the failure of a small advance group sent to distract Castro's forces that never reached shore, the entire operation was a catastrophic failure. Once the commando unit finally landed, 20,000 Cuban troops along with Soviet tank and air support surrounded and killed some of the exiles, and took others prisoner. As Castro triumphed publicly, President Kennedy privately asked how the CIA and the Pentagon could have been so misinformed. Kennedy publicly accepted the blame for the failed mission while negotiating with Castro for the release of the surviving commandos. While President Kennedy made it clear that he would resist further Communist expansion in



Bay of Pigs. Source: <https://upload.wikimedia.org/wikipedia/commons/7/78/BayofPigs.jpg>



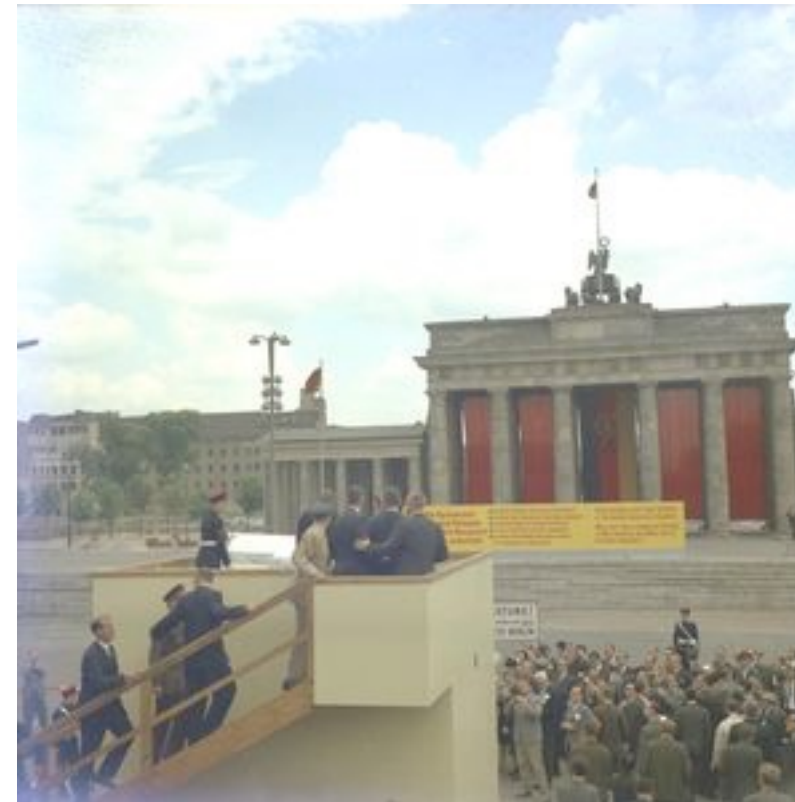
the Western Hemisphere, Castro proceeded in accepting additional foreign aid for Cuba.

### **Backlash in Berlin**

Shortly after the humbling fiasco in Cuba, President Kennedy was forced to turn his attention to a European crisis at hand in Berlin.

By 1961, the prosperous economy of West Berlin had drawn approximately 20% of the country's population to flee East Berlin.

The huge number of refugees into West Berlin was a vivid testament to the failure of the communist government of East Germany. In June of 1961, President Kennedy met with Soviet premier Nikita Khrushchev in Vienna. The two leaders left the meeting with greater distrust as Khrushchev threatened to cut West Berlin off from the west. But Khrushchev realized that between Kennedy's determination and the superior nuclear power of the U.S. it was not in the Soviet Union's best interest to close the routes between West Berlin and West Germany. Instead, Khrushchev shocked everyone with the construction of the Berlin Wall, dividing the city in two. Constructed almost overnight on August 13, 1961, the wall was not just seen as a physical barrier ending the flood of refugees into the western half of the city, but further aggravated Cold War tensions. President Kennedy did not respond directly to the Soviet's construction of the wall but did visit Berlin in 1963 and delivered his famous "Ich bin ein Berliner" speech.



John F. Kennedy visits Brandenburg Gate on June 26, 1963. Source: <http://www.jfklibrary.org/Asset-Viewer/Archives/JFKWHP-1963-06-26-B.aspx>

While the Cold War remained heated in Europe, events flared up again in Cuba. After the failure of the Bay of Pigs Invasion, Cuban President Fidel Castro had struck a deal with the Soviets to place nuclear missiles on the island in case of another invasion and during the summer of 1962, Soviet weapons (including nuclear missiles) flowed into Cuba. On October 14, 1962, American intelligence discovered the activity which sparked the Cuban Missile Crisis. Aerial photographs showed that intermediate-range and mediate-range ballistic nuclear missiles

(some of which were in “ready to launch” mode) had been installed throughout the island.

On October 22nd, President Kennedy delivered a message to the American people. You can see it in Interactive 10.8

For the next six days the world watched with fear as the situation continued to play out. The U.S. watched intensely as Soviet ships headed toward Cuba with what many believed to contain additional nuclear missiles while the U.S. Navy began to plan to execute a quarantine of Cuba in order to prevent Soviet cargo from reaching the island. Finally, a break occurred when

Soviet premier Khrushchev agreed to remove all missiles from Cuba and Kennedy agreed not to invade the island. Kennedy also secretly removed missiles from Turkey as part of the agreement.

Nuclear war between the three countries had been averted but the effects of the crisis lasted long after the missiles had been removed. Both Kennedy and

#### Interactive 10.8 Kennedy's Address on Cuba



#### Interactive 10.9 Who Cares About the Cuban Missile Crisis?



Khrushchev were criticised harshly for their actions during the crisis. Castro closed Cuba's doors by 1973, sharply reducing exit permits from Cuba, separating generations of Cubans from their Cuban-American relatives.

After the close call with potential nuclear warfare and the realization of the gravity of split-second decisions, the president worked to tone down his hard-line stance. In the spring of 1963, he established a hot line between the Kremlin and the White House which enabled both leaders to communicate immediately should another crisis occur. Kennedy worked towards limiting the number nuclear bombs being tested. Intelligence provided both Americans and Soviets that the testing of these weapons proved harmful to the environment. On August 5, 1963, President Kennedy signed the **Nuclear Test Ban Treaty** with the Soviet Union, and Great Britain. Although testing was not entirely eliminated, it was a small step as both superpowers agreed to limit the amount of nuclear testing.

#### Questions for Reflection:

1. In what ways were Kennedy's foreign policy strategies similar to and different from those of his predecessor, President Eisenhower?
2. Was President Kennedy's philosophy on how to “win” the Cold War in sync with the American public?

# The New Frontier

## QUESTIONS TO GUIDE INQUIRY

1. What programs did John F. Kennedy create that helped various groups of Americans?
2. How did Kennedy's foreign policy philosophy impact his domestic agenda?
3. How did Kennedy's New Frontier create opportunities for all Americans?

## TERMS, PLACES, PEOPLE

Camelot Years

New Frontier

Mandate

Peace Corps

Alliance for Progress



## The Years of Camelot

On a crisp winter day on January 20th, 1961, John Fitzgerald Kennedy was sworn in as the 35th President of the United States. It was not the official ceremony of the swearing in of the first Catholic president that was the most memorable event of that day--it was the President's inaugural address. "We stand today on the edge of a New Frontier," were the words the president used to describe his

domestic agenda--one that would ask Americans what they had to give to their country as he proceeded to describe the domestic challenges of the nation.

The President's inauguration ushered in a new tone for a new era at the White House.

On the podium sat numerous writers, artists, and scientists that the Kennedy family had invited to give birth to an era of grace, elegance, intelligence, and wit. These qualities would continue throughout the remaining days of the young, charismatic, charming president's tenure in the White House.

### **The Kennedy Mystique**

There is no question that the American public was fascinated with the first family and both President Kennedy and his beautiful, classy, elegant wife, Jackie were masters of image-shaping public



<https://s-media-cache-ak0.pinimg.com/originals/e5/09/23/e509232adb3b5e25562523f7bd8fa6fd.jpg>

relations events. Along with their young daughter Caroline and infant son John F. Kennedy, Jr., America watched as the youthful and glamorous first family vacationed at the Kennedy Compound in Hyannisport, Massachusetts and lived vicariously at the White House. To many, the first family's daily life was seen as a fairy tale.

In addition to promoting the young president's image as a family man, JFK received praise for surrounding himself with young businesspeople and intellectuals as his advisors in the west wing.

Those most notable who the president turned to regularly included McGeorge Bundy as a national security adviser, Robert McNamara as secretary of defense, Dean Rusk as secretary of state along with the two individuals he relied most heavily upon for counsel in all matters: Kenneth O'Donnell, a close college friend to both Jack and Bobby Kennedy, and JFK's younger brother, Robert, known as Bobby whom he appointed as Attorney General shortly after he took office. It was Kennedy's inner circle of what became known as the "best and brightest" that was responsible for the success of Kennedy's embodiment of a politics of idealism and aspiration.

### **"The New Frontier"**

President Kennedy had campaigned on a broad vision of progress for the country, calling on Americans to be "new pioneers" and to embrace exploration as a way of finding solutions to both foreign and domestic challenges. Once



president, Kennedy's goal was to transform what had been seen as a broad political agenda into a legislative agenda. Kennedy's domestic program, the New Frontier, was filled with hope for Americans. The domestic program called for the increase of federal funds to education, the raising of the minimum wage, the increase of social security payout, the increase of medical assistance for the elderly, the creation of a department to help urban affairs, and the passage of civil rights legislation. Since Kennedy had won the 1960 by a slim margin he lacked a popular **mandate**--a concrete indication that the voters approved of his political agenda. His education and medical programs were stalled greatly by a conservative Congress. However, Kennedy had successes with some New Frontier legislation proposals which resulted in a 20% increase in spending for the Department of Defense. Congress also approved an increase in the minimum wage (\$1.25/hour), extended unemployment insurance, and provided financial assistance to cities that reported high rates of unemployment.

The New Frontier also launched the **Peace Corps**. This program involved idealistic Americans providing services to third world countries. Thousands of Americans including teachers, agricultural workers, health care workers, and others answered Kennedy's call in aiding other nations. In the time of the Cold War, this project's underlying goal was to increase the United States' relations with underdeveloped nations. Kennedy also hoped to increase relations and push for democracy in Latin

America through a foreign aid program known as the **Alliance for Progress**. Money was spent to build schools, houses, and sanitation facilities to help increase the standard of living in many Latin American countries.

Kennedy also pushed for the United States to take lead in the space race. After the Soviet Union launched Sputnik in 1957, Kennedy vowed that the United States would land a man on the moon before the end of the decade in 1961. Congress agreed with Kennedy about the importance of winning the space race and within a few weeks after his address to Congress, the National Aeronautics and Space Administration (NASA) began constructing launch facilities in Cape Canaveral, Florida along with a mission control center located in Houston, Texas. The first success came on May 5, 1961 when Mercury Freedom 7 launched the first American, Alan B. Shepard Jr., into space.

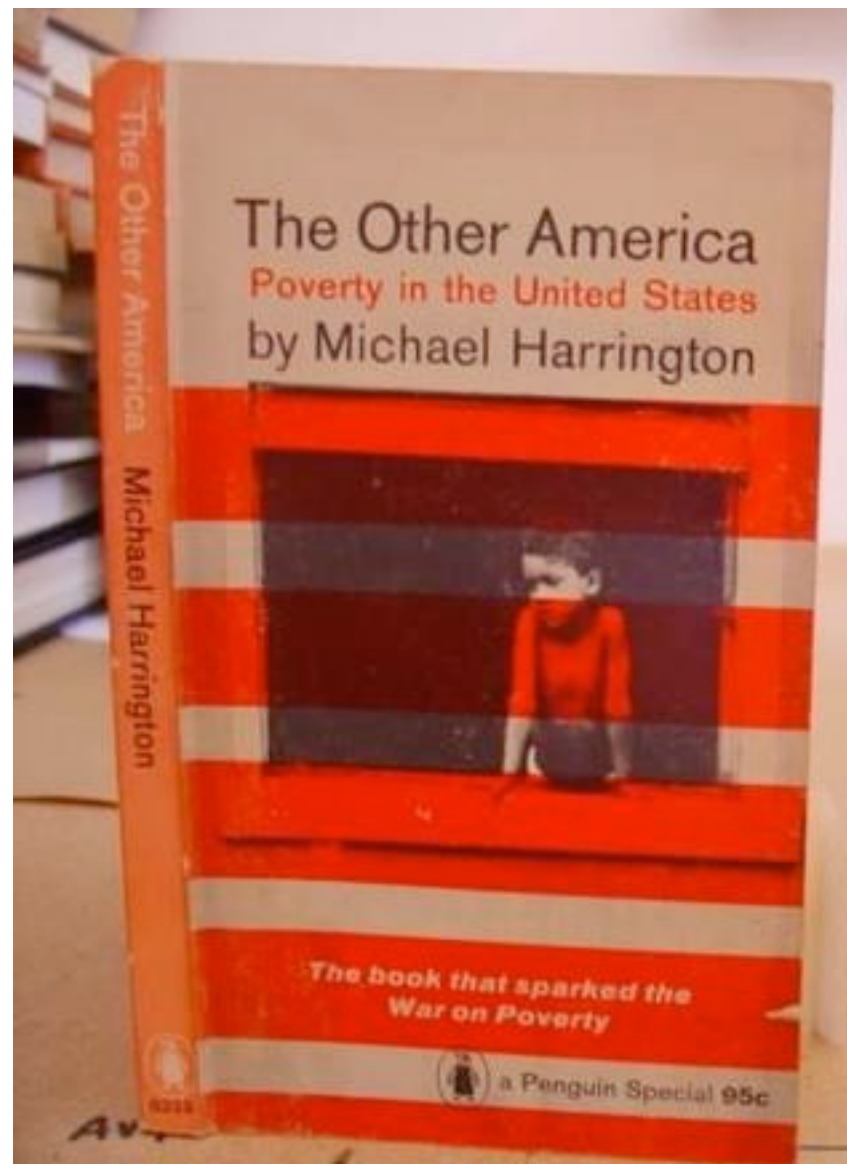
Less than a year later, on February 20, 1962, Colonel John Glenn orbited the earth three times. New advancements in space flight continued throughout the decade and on July 20, 1969, President Kennedy's goal to land a man on the moon was achieved when Eagle's astronauts Neil Armstrong, Buzz Aldrin, and Alan Shepherd took the first steps on the moon.

#### **Interactive 10.10** The Moon Landing



The accomplishments of the space program had a substantial impact on other initiatives throughout American society. Science programs were ramped up at all levels of education, federal funding for research and development increased which gave rise to new industries, many of which resulted in the development and rapid advancement of consumer products. Many space and defense-related industries sprang up in many western and southern states.

While many sectors of the American economy benefitted from the economic boom largely brought about by the race for space, there were other places throughout the country where the only increases that were occurring were the numbers of people living in poverty. Published in 1962, Michael Harrington's book, *The Other America*



<http://images.gr-assets.com/books/1209669296/3260501.jpg>

profiled the 42 million people who lived at or below the poverty line, shocking millions of Americans. Combined with the growing mass movement against segregation, in 1963, President Kennedy called for a “national assault on the causes of poverty.” Included in this initiative was the directive to his brother Bobby for the Justice Department, under his leadership, to investigate the racial injustices in the South.



<https://images.newrepublic.com/483bbbdb1a3f479ff7ed62777d47eb4ea2ea08d.jpeg?w=400&q=65&dpi=1&fm=pjpg&h=400>



## The End of Camelot

While not formally announced, President Kennedy was looking forward to what he hoped would be an overwhelming victory in his bid for reelection in the fall of 1963. With an approval rating of approximately 60%, the President and Mrs. Kennedy believed their visit to Dallas would be successful in mending political fences with some of the state's Democratic party members. On November 22nd, as the Kennedy's rode in the backseat of Texas Governor John Connally's open-air limousine with the governor and his wife, President Kennedy was fatally shot by Lee Harvey Oswald. The limousine rushed to Parkland Hospital where



[http://upload.wikimedia.org/wikipedia/commons/b/b4/John\\_F.\\_Kennedy\\_motorcade%2C\\_Dallas\\_crop.png](http://upload.wikimedia.org/wikipedia/commons/b/b4/John_F._Kennedy_motorcade%2C_Dallas_crop.png)

doctors tried to revive the fallen president but it was too late.  
President Kennedy died less than a hour after he had been shot.



[http://themillenniumreport.com/wp-content/uploads/2014/11/8bd2e3ea-70fd-443f-ac01-6ef5d6a49981\\_HTRA211\\_VV178\\_H.jpg](http://themillenniumreport.com/wp-content/uploads/2014/11/8bd2e3ea-70fd-443f-ac01-6ef5d6a49981_HTRA211_VV178_H.jpg)



This brief video clip illustrates the immediate tone of macabre as the nation learned from CBS's Walter Cronkite that President Kennedy had died from his wounds.

### Interactive 10.11 JFK Assassination



LBJ Taking Oath: Source: [https://upload.wikimedia.org/wikipedia/commons/c/cc/Lyndon B. Johnson taking the oath of office, November 1963.jpg](https://upload.wikimedia.org/wikipedia/commons/c/cc/Lyndon_B._Johnson_taking_the_oath_of_office,_November_1963.jpg)



John F. Kennedy Jr. Salutes his father's casket: Source: <http://static01.nyt.com/images/2012/03/05/obituaries/05stearns1/05stearns1-articleLarge.jpg>

# The Great Society

## QUESTIONS TO GUIDE INQUIRY

1. What programs of President Johnson's Great Society assisted certain groups of Americans?
2. How did Johnson's Great Society create opportunities for all Americans?
3. How were the decisions of the Warren Court reflective of the dominant political climate during the Johnson administration?
4. To what extent did the government-sponsored programs of Johnson's Great Society prompt far-reaching and long-lasting social change?

## TERMS, PLACES, PEOPLE

Civil Rights Act of 1964

24th Amendment

Economic Opportunity Act (EOA)

Great Society

Elementary and Secondary Education Act

Housing and Urban Development Act

Medicare

Medicaid

Immigration and Naturalization Act of 1965

Voting Rights Act of 1965

Miranda v. Arizona

## Lyndon B. Johnson

Lyndon B. Johnson had been on the national stage since 1937. He was elected to the House of Representatives in 1937 and the Senate in 1948. Known as having limitless ambition and drive, the legendary Texan had been selected as John F. Kennedy's vice presidential nominee to help bring the southern Democrat vote in the 1960 election. After being sworn in as the thirty-sixth president after the assassination of Kennedy, Johnson stayed true to Kennedy's plan. As a master of politics and political party maneuvering which usually took place behind the scenes, Johnson was the key figure in helping Congress draft and pass an \$11 billion tax cut in February of 1964. In July of 1964, Johnson was again successful in persuading Southern democrats to stop blocking the passage of the Civil Rights legislation and on July 2nd, signed the **Civil Rights Act of 1964** into law. Viewed by many as one of the most important achievements of the civil rights era, the act prohibited discrimination in public accommodations, housing, and jobs based on race, religion, national origin, and gender. Additionally, the act granted new power to the federal government to enforce the act's provisions.

As President Johnson was well aware of the many other types of discrimination that plagued the country during this decade, he was a great supporter of the passage of the **24th Amendment** to the Constitution which prohibited the use of a poll tax in federal elections.



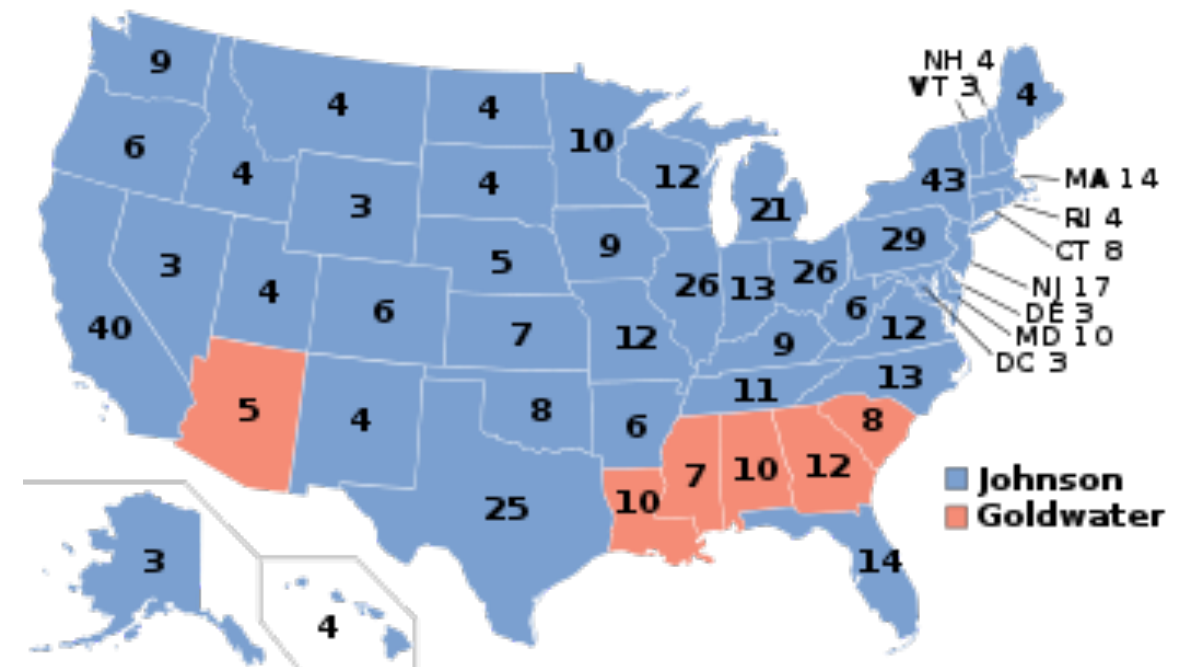
Like his predecessor, Johnson too had been greatly impacted by the depth of poverty that Harrington's *The Other America* had revealed. In August of 1964, Johnson's declaration of an "unconditional war on poverty in America" had paid off.

Congress enacted the **Economic Opportunity Act** (EOA), which dedicated almost \$1 billion for antipoverty measures, small business loans, youth programs, and job training. Additionally the legislation created the Volunteers in Service to America (VISTA) program, the Job Corps youth training program, and Project Head Start--an education program for underprivileged preschool students.

### The 1964 Presidential Election

By the fall of 1964, President Johnson had a wide appeal and a favorable approval rating. The Republicans knew it would be an uphill battle to win the presidential election even if they nominated the most appealing candidate possible. The Republicans chose Senator Barry Goldwater, a conservative candidate who did not believe in the government's responsibility to play a part in fixing some of society's ills like discrimination, poverty, and lack of opportunity. As most Americans were more in sync with Johnson's liberal goals than Goldwater's conservative ones, and agreed with Johnson that the United States would stay out of Vietnam, Johnson sailed to victory by defeating Goldwater with more than 15 million popular votes and a walloping 486 to 52

electoral votes. The stage was now set for Johnson to launch his own reform program for the country.



Electoral College Map of 1964 Election. Source: <https://upload.wikimedia.org/wikipedia/commons/thumb/c/ce/ElectoralCollege1964.svg/349px-ElectoralCollege1964.svg.png>

### Johnson's Great Society

Johnson's "war on poverty" was realized with his domestic program known as the Great Society as he demonstrated on the campaign trail. The Great Society aimed to improve the lives of Americans, specifically the poor, by improving the environment, the education system, and the urban centers. As the United States was leaning liberal in this era, Johnson was able to maintain support of the American public and used his personal



connections in Congress to push through Great Society Legislation.

Johnson passed key pieces of legislation that protected the American environment. He passed the Wilderness Preservation Act which saved 9 million acres of land from development in 1964. The following year, LBJ passed the Land and Water Conservation Act of 1965 which provided funds for conservation efforts at the local, state, and federal levels. Johnson also was able to pass legislation that called for stronger restrictions on air and water pollution.

Education was a cornerstone of Johnson's plan to uplift Americans out of poverty as approximately one fourth of all American families were living beneath the poverty line. In addition to the already existing education-based programs that Johnson had helped pass in 1964, additional programs were added. In 1965, the Elementary and Secondary Education Act directed money to schools for learning materials such as textbooks and library resources, along with materials for special education programs. Also in 1965, the Higher Education Act was put into place to fund scholarships and low-interest loans for college students. Additionally, the National Foundation on the Arts and Humanities was founded to create financial assistance to those involved in the arts such as painters, actors, and musicians. And in 1967, the Corporation for Public Broadcasting was formed to fund educational television programs. It was just

two years later that one of the longest running educational programs for children, Sesame Street, aired on November 10, 1969. While no longer housed on PBS stations, the show continues in its 48th year to educate children around the world.

While President Johnson signed legislation that provided Americans with tools to lift themselves out of poverty, he also worked on laws to aid those in alleviating the current stresses of those living below the poverty line. On August 10, 1965 Johnson signed the Housing and Urban Development Act. The goal of this act was to make housing more affordable to Americans. It called for the increase of funds for public housing projects, rent subsidies for the elderly and economic redevelopment in inner cities.

Along with helping the elderly and disabled with housing, President Johnson added to New Deal Social Security legislation by expanding healthcare benefits. In 1964, roughly 44 percent of seniors did not have health coverage. By amending the Social Security Act in 1965, Johnson enabled the majority of the elderly to have health coverage via **medicare**. Medicare would be expanded to cover certain disabled Americans under the age of sixty-five. Johnson also amended the Social Security Act to

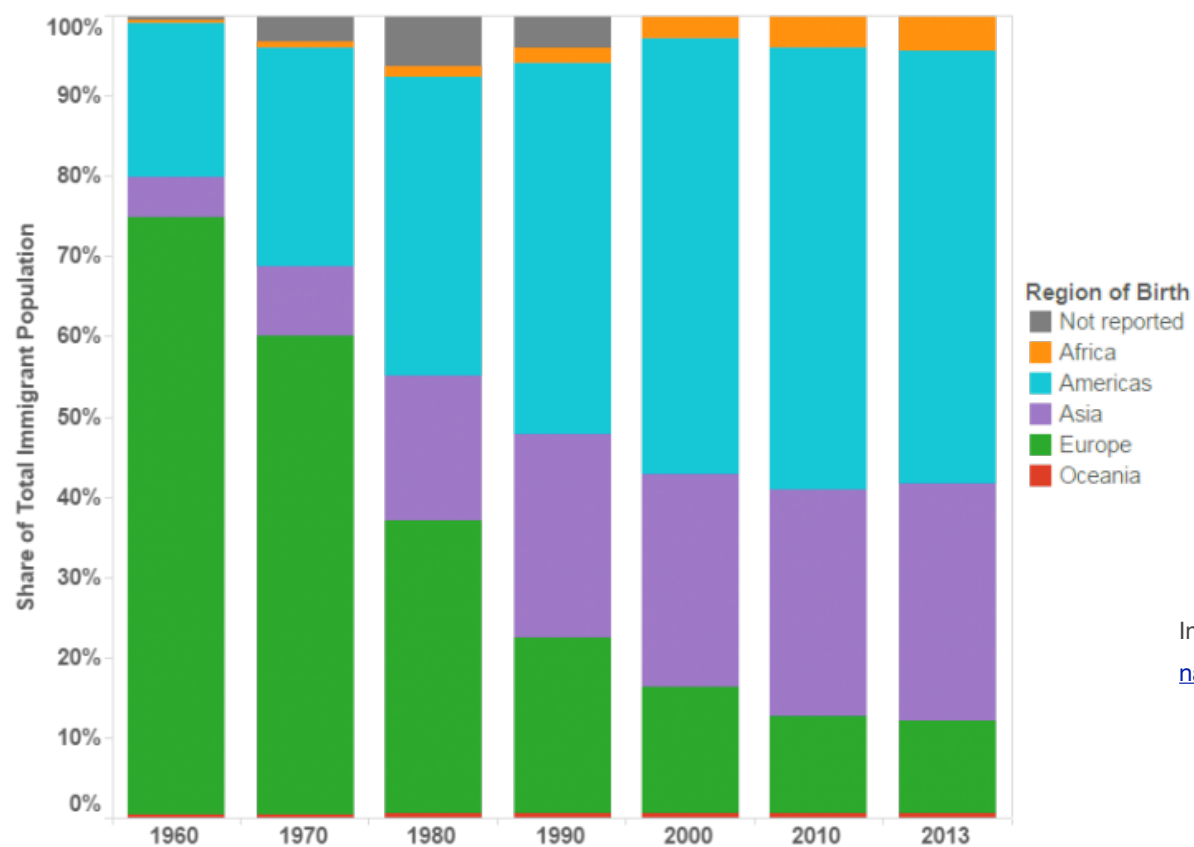
### Interactive 10.12 The History of Sesame Street



include medicaid which provided insurance to some individuals who lived underneath the poverty line.

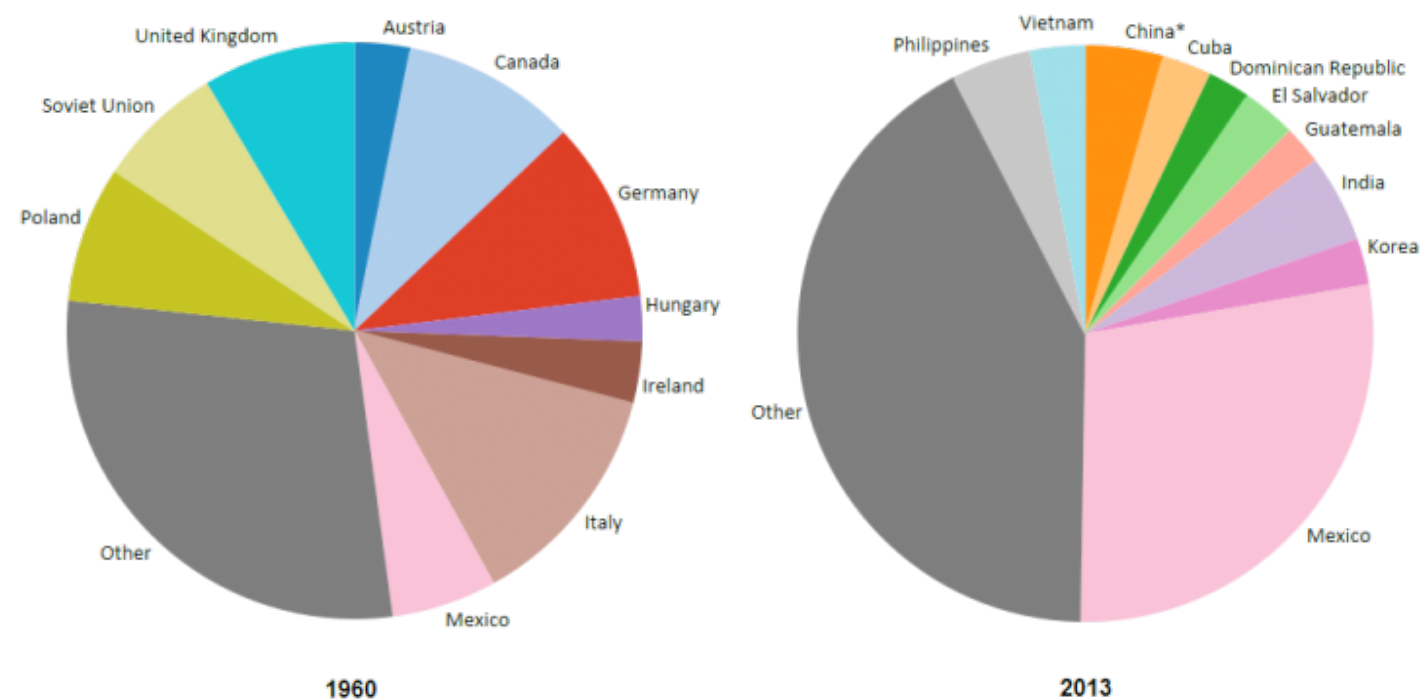
## Immigration and Discrimination

Inspired by the civil rights movement, which you'll learn more about in the next chapter, Kennedy and Johnson looked to reform immigration laws. From the 1920s to the 1960s, the immigration plan was based on a quota system which originally targeted immigrants from Eastern Europe and Asia. The **Immigration and Naturalization Act of 1965** revised the quota system by allowing entire immigrant families to move to the United



Immigrants by Continent: 1960-2013: Source: <http://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states>

States and also to attract skilled labor immigrants whereas the previous quota act focused on reunited families. The United States did place caps on the number of immigrants who would be allowed to relocate to the United States from each country. From the onset, thousands of immigrants came from war torn Southeast Asia for the chance at a better life. As time progressed, more immigrants would come from Latin American nations.



Immigrants by Top Ten Countries 1960 and 2013: Source: <http://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states>

As immigrants tended to be one minority group that often faced discrimination at the voting booth, President Johnson was extremely pleased when Congress passed the Voting Rights Act in 1965. The act ended the practice of requiring voters to pass literacy tests and again, granted the federal government the authority to monitor the provisions of the act.

### **Even the Supreme Court leans Liberal**

As Johnson's Great Society reforms were often labeled as liberal, the period of liberal reform also characterized the actions of the Supreme Court during the Johnson administration. Often referred to as the Warren Court from 1953-1969 because of the Court's Chief Justice, Earl Warren, the court was responsible for the expansion of civil rights and civil liberties as well as the expansion of role and power of the judiciary. For example, the Warren Court banned prayer in public schools and declared loyalty oaths by states unconstitutional. Additionally censorship power was limited by community entities and the meanings of symbolic speech, seen as expressions of free speech were extended under the Court's decisions. Other decisions handed down by the Warren Court expanded rights of those accused of crimes.

Through the Court's expressed opinions in several cases, individual rights and protections were expanded. For example, in *Mapp v. Ohio*, evidence obtained illegally could not be used in state courts. Other extensions of individual rights included free legal counsel to be provided to those accused of a crime that

could not afford representation and in another case, the justices ruled that an accused person has a right to have a lawyer present when being questioned by the police. But perhaps one of the more widely known (and some argue most important) Court decisions was that of the **Miranda v. Arizona** case that ruled that all suspects must be "read their rights" prior to being questioned by authorities. Although the liberal rulings of the Court greatly divided public opinion, one topic that was not segregated among party lines was the expansion of both the power and reach of the federal government.

President Johnson's years in office saw the greatest expansion of government since FDR's administration and his New Deal programs. To this day a great philosophical debate still exists as to whether or not Johnson's 40+ "Great Society" programs have predominantly lifted Americans up from deprivation of the usual comforts or necessities of life, or worsened the situation by trapping the poor in a continuous state of dependency. While President Kennedy's ambition and President Johnson's determination are not the subject of such philosophical debates, Americans continue to debate whether government-sponsored programs, are in fact, the impetus for far-reaching and lasting social change.



### **Section Wrap-Up Questions:**

1. How did domestic programs under John F. Kennedy and Lyndon B. Johnson benefit various groups of Americans?
2. To what extent did American foreign policy impact the domestic programs of Kennedy and Johnson?
3. To what extent were the domestic programs under Kennedy and Johnson a continuation of the New Deal programs established by President Roosevelt?