

CHAPTER  
**28**

## Section 1

PRIMARY SOURCE **John F. Kennedy's  
Inaugural Address**

*On January 20, 1961, John F. Kennedy was sworn in as the 35th president of the United States. As you read Kennedy's inaugural address, think about the challenge that he issues to his fellow Americans.*

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed and to which we are committed today at home and around the world.

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

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them

strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request—that both sides begin anew the quest for peace before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction. We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—

both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens . . . [and] let the oppressed go free.”

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

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

My fellow citizens of the world—ask not what America will do for you but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

from *Department of State Bulletin*, February 6, 1961.

## Activity Options

1. Kennedy inspired the nation with his youth, his charisma, and his energy. With a small group of classmates, select several passages from this speech that you think Americans found particularly inspiring or meaningful at the time. Then read these passages aloud to the rest of the class.
2. President Kennedy challenged Americans to ask themselves what they can do for their country. Ask yourself the same question—what can you do to make your country stronger, safer, and more just? With a group of classmates, brainstorm ideas and draw up a plan for putting one idea into action.

CHAPTER  
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GUIDED READING *Kennedy and the Cold War*

Section 1




A. As you read this section, complete the time line by taking notes about the election of John F. Kennedy and about his handling of several Soviet-American confrontations.

1957	Launch of <i>Sputnik 1</i>	1. What were some of the factors that helped John F. Kennedy win the presidency?
1960	U-2 incident	Fear - recent events had many believing that the US was losing the Cold War 1st TV Debate - Kennedy's youth, charisma and handsomeness, as well as his strong responses, appealed to voters Civil Rights - his help in getting MLK, Jr. out of prison won him many votes from the African American community
	Alignment of Cuba with the Soviet Union U.S. presidential election →	
1961	Bay of Pigs →	2. What were the results of the Bay of Pigs invasion? Disastrous - its failure made the US look incompetent and weak; Cuba and the Soviet Union became closer allies.
	Berlin crisis →	3. How was the Berlin crisis resolved? The Berlin Wall was built by the East Germans - it further heightened tensions between the US and USSR (US would not let W. Berlin go)
1962	Cuban missile crisis →	4. What were the effects of the Cuban missile crisis? Cold War tensions increased USSR removed missiles from Cuba in return for a US pledge not to invade Kennedy was criticized for practicing BRINKMANSHIP The US placed an embargo on Cuba - many Cubans fled to the US as refugees
1963	Installation of hot line →	5. Why was the hot line installed? In April, 1963 the US and USSR had a direct telephone line installed between the White House and the Kremlin in order to be able to avert a possible crisis like nuclear war
	Negotiation of Limited Test Ban Treaty →	6. What would the Limited Test Ban Treaty eventually do? It banned nuclear testing within the atmosphere and brought an easing of tensions that were heightened in the early part of Kennedy's Presidency

B. On the back of this paper, briefly explain Kennedy's policy of **flexible response**.



3. List at least one reason each for why someone might hate capitalism, and why someone might hate communism.

Now, take a look at the world map on the next page, which illustrates the state of the global struggle between American-style capitalism and Soviet-style communism in 1960. The countries in  were **aligned** with the United States, and those in  were aligned with the Soviet Union. Those in  were non-aligned.

*Then, answer these questions:*

4. Study the map on the next page. What sorts of trends, or patterns, can you **discern**? Find at least three and write them below.

1)

2)

3)

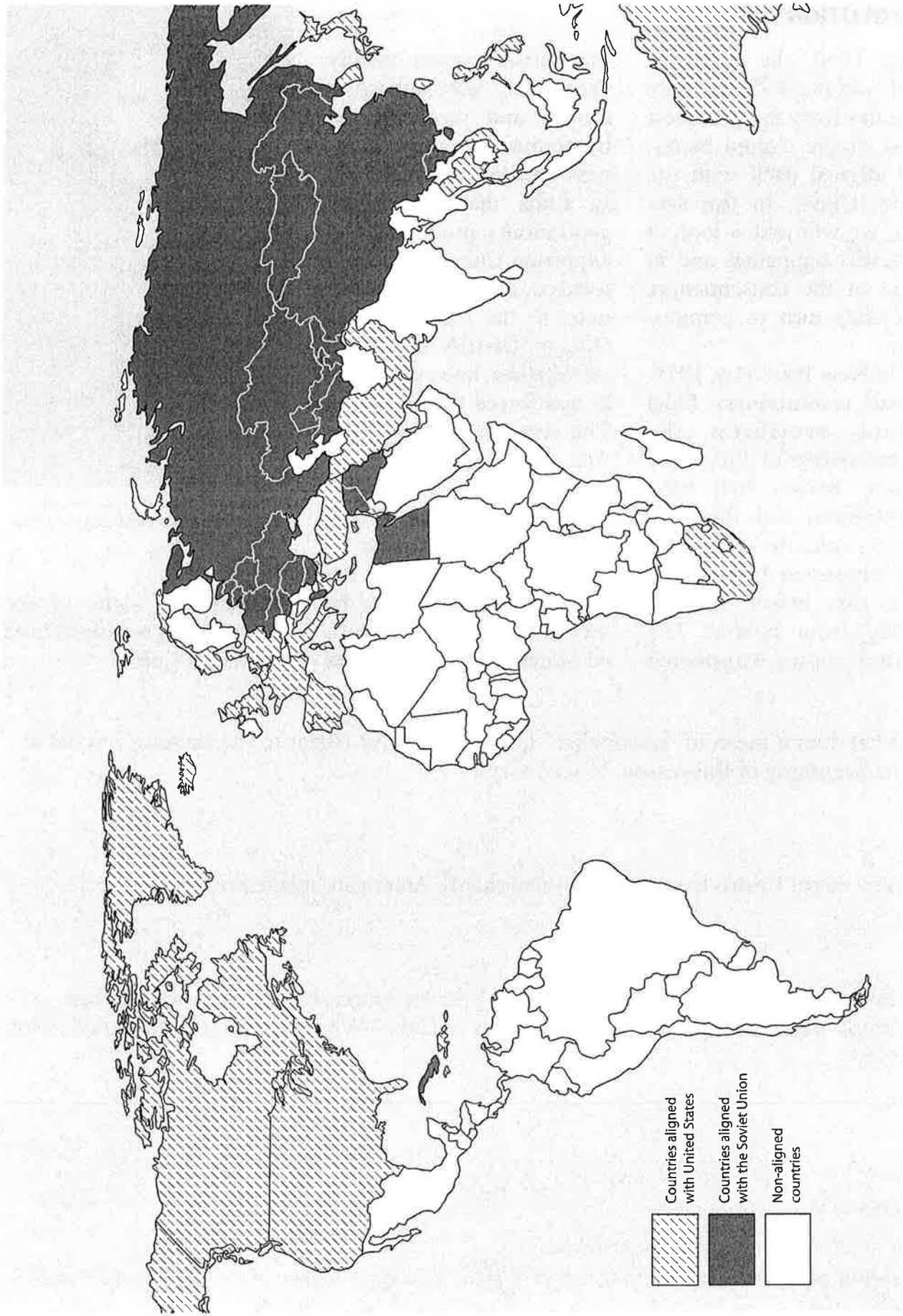
5. Which Soviet-aligned country was located closest to the United States in 1960? Locate this country on the map and write down your answer below.

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## Glossary

**align:** to ally (join with) one side of an argument or cause.

**discern:** to recognize or detect with the senses.



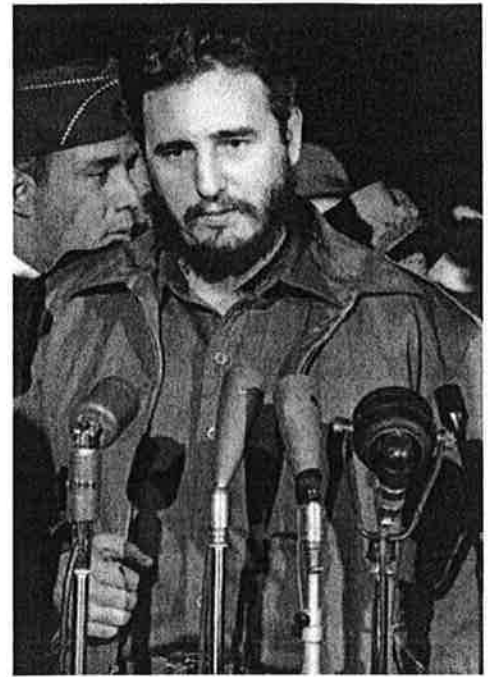
**IMAGE 2:** The Cold War World: 1960s

## REVOLUTION IN CUBA

By 1960, the small island nation of Cuba, only 90 miles from the southeast coast of the United States, had aligned itself with the Soviet Union. In this section, we will take a look at how this happened and at some of the consequences of Cuba's turn to communism.

On New Year's Day, 1959, Cuban revolutionary Fidel Castro overthrew the **dictatorship** of Fulgencio Batista. Batista had been very friendly with the United States and the Americans had supported his **regime** until just before he was forced from power. The United States supported

the Batista regime mainly because it was anti-communist and protected the numerous American business interests (companies) in Cuba that made very good money producing and exporting Cuban sugar and tobacco, among other products, to the United States. Due to Castro's successful **revolution**, however, Batista was forced to **flee** Cuba. The American government was suspicious of Castro's new government and his **left-wing politics**, as well as his harsh treatment of members of the former Batista government. Also, he seriously angered the United States when he began to



**IMAGE 3:** Fidel Castro arrives at MATS Terminal, Washington, D.C., April 15, 1959

**nationalize** some of the American **corporations** located in Cuba.

1. What does it mean to “nationalize” foreign property? (Refer to the exercise you did at the beginning of this lesson, if necessary).
2. Why might Castro have sought to nationalize American businesses in Cuba?
3. How might you have reacted, if you had been an American business owner, when Castro nationalized your company's assets in Cuba? Who might you have turned to for help?

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## Glossary

**flee:** to run away, as from trouble or danger.

**left-wing politics:** a term referring to a set of political beliefs in support of the ideology of socialism or communism.





**IMAGE 4:** Herbert Block's October 20, 1960 cartoon, "What happens when they run out of foreigners?" from *Straight Herblock* (Simon & Schuster, 1964).

*Examine the political cartoon above, which was created in response to Castro's decision to begin nationalizing foreign assets in Cuba. Answer the questions on the Primary Source Analysis Worksheet on the next page as you carefully analyze the cartoon. Remember to refer to specific aspects of the cartoon when answering the questions.*



## **PRIMARY SOURCE ANALYSIS WORKSHEET**

### **Content:**

1. Who is the author of this cartoon?
2. When was it created?
3. What is the author describing; in other words, what is the author's subject? In answering this question, you will need to explain what the four different pictures within the picture stand for; each of these can be identified by the words or phrases included in the cartoon (Hint: you can come to a good understanding of this cartoon by analyzing the words or phrases and interpreting their relationship to each other).
4. How does the title of the cartoon help you to understand its meaning?

### **Perspective:**

1. How does the author portray, or picture, the subject of this cartoon? In other words, what is the author's perspective?
2. Does the author seem to have positive or negative feelings about the subject of this cartoon? How can you tell?
3. How might the author have been trying to influence the way that you, the reader, feel about the subject of this cartoon?

### **Context:**

1. What was happening around the time when this cartoon was created that might have affected its content?

### **Corroboration and Significance:**

1. Does this cartoon support or challenge what you already know or have learned about its subject? If so, how?
2. What can this cartoon teach us about the past?

### **Conclusions**

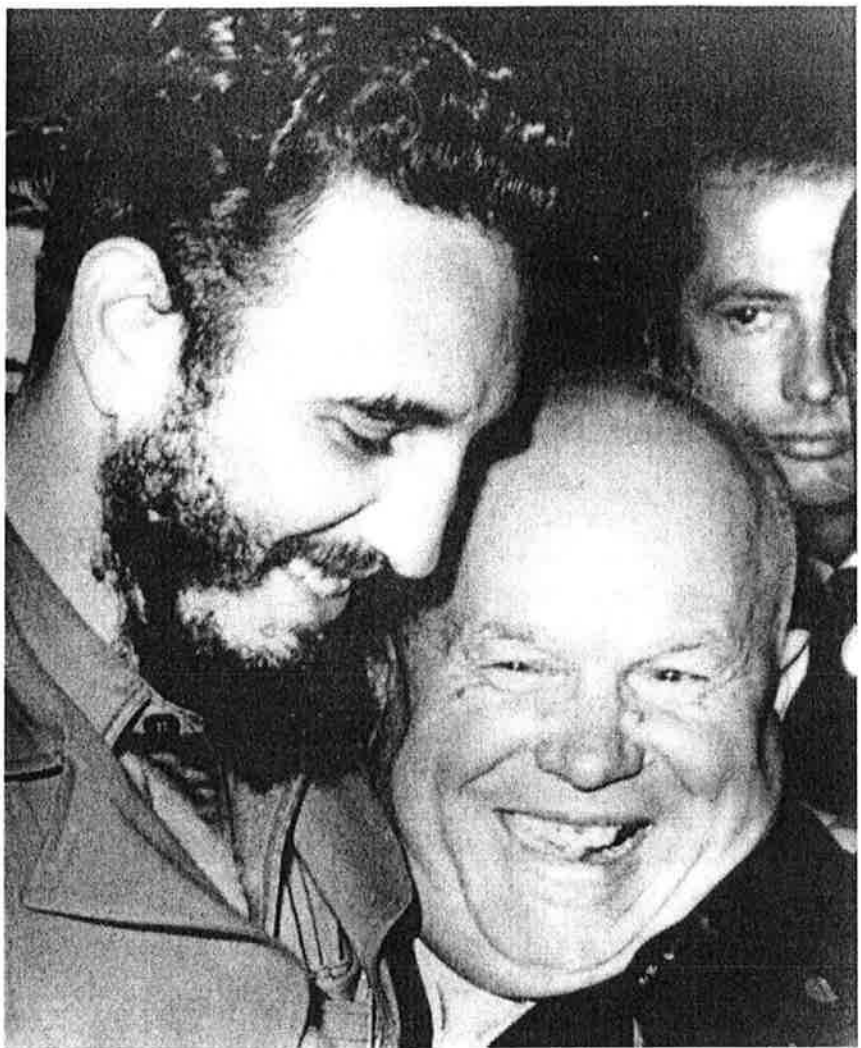
1. From whose perspective, or point of view, was this cartoon created?
2. What is the message, or thesis, that the author is attempting to communicate to the reader?

## The Bay of Pigs

America's growing fury with Castro, and the Cuban Revolution in turn, pushed the Cubans closer to America's great enemy, the Soviet Union. Castro and the Soviet Chairman [leader] Khrushchev became more and more friendly, and as a result, Soviet-style communism came to dominate Cuba.

Castro's growing friendship with the Soviet Union made the United States, unsurprisingly, even more upset. The American government also worried that Communism would spread from Cuba to other Latin American countries, like Mexico.

It is important to recognize how deeply Americans feared the Soviet Union. Although the two countries had fought together to defeat Nazi Germany just fifteen years before, many people in the United States believed that the U.S.S.R. wanted to take over the world and force everyone to embrace communism. By 1960, both the Soviet Union and the United States possessed thousands of nuclear missiles that were so powerful that a full-



**IMAGE 5:** Khrushchev and Castro at the United Nations, 1960

scale nuclear war between the two countries could have destroyed life on this planet. When Cuba, only 90 miles from the U.S., moved towards communism and friendship with the U.S.S.R., Americans were intensely concerned.

The U.S. government decided that Castro had to go. The Americans wanted to

get rid of Castro and replace him with a Cuban leader who would be friendly to the United States and to American companies (as Batista had been). After all, Americans said, Cuba was "right next door" to the United States.



**IMAGE 6:** Cuba's distance from the United States: only 90 miles!

1. In your opinion, did the United States have the right to try and change the government in Cuba by force? Why or why not?

In order to get rid of Castro, the United States began to give money, weapons, and military training to a group of unhappy, anti-Castro Cuban **exiles** who were preparing for an invasion of Cuba. These exiles wanted to **depose** Castro and rid Cuba of communism.

On April 17, 1961 the

United States helped about 1,400 of these anti-Castro Cubans to invade Cuba at a place called *Bahía de Cochinos*, The Bay of Pigs. Although the United States denied actively taking part in the invasion, the world soon found out that this was not exactly true. Many nations, especially the Soviet

Union and its allies, spoke out against American military support for the Bay of Pigs invasion. Soviet Chairman Khrushchev and President of the United States John F. Kennedy exchanged a series of messages during the invasion.

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## Glossary

**depose:** to remove from office or power.

Read the messages between Kennedy and Khrushchev. Pay special attention to each man's perspective, or point of view, and what each wanted to achieve in, or for, Cuba.

**Letter from Chairman Khrushchev to President Kennedy (April 18, 1961):**

Mr. President [Kennedy]: I send you this message in an hour of alarm, **fraught with** danger for the peace of the whole world. Armed aggression has begun against Cuba. It is a secret to no one that the armed bands invading this country were trained, equipped and armed in the United States of America. The planes which are bombing Cuban cities belong to the United States of America, the bombs they are dropping are being supplied by the American Government. . . Your statement a few days ago that the USA would not participate in military activities against Cuba created the impression that the top leaders of the United States were taking into account the consequences for general peace and for the USA itself which aggression against Cuba could have. . . As far as the Soviet Union is concerned, there should be no mistake about our position: We will **render** the Cuban people and their government all necessary help to **repel** armed attack on Cuba.

**Reply From President Kennedy to Chairman Khrushchev (April 18, 1961):**

Mr. Chairman [Khrushchev]: You are under a serious **misapprehension** in regard to events in Cuba. For months there has been evident and growing resistance to the Castro dictatorship. More than 100,000 refugees have recently fled from Cuba into neighboring countries. . . It cannot be surprising that, as resistance within Cuba grows, refugees have been using whatever means are available to return and support their countrymen in the continuing struggle for freedom. Where people are denied the right of choice [the ability to choose a different form of government besides Communism], **recourse** to such struggle is the only means of achieving their liberties. . . You should recognize that free peoples in all parts of the world do not accept the claim of historical **inevitability** for Communist revolution. What your government believes is its own business; what it does in the world is the world's business. The great revolution in the history of man, past, present and future, is the revolution of those determined to be free.



## Glossary

- fraught with:** full of.
- render:** to give or make available; provide.
- repel:** to offer resistance to; to fight against.
- misapprehend:** to apprehend incorrectly; to misunderstand.
- recourse:** act of turning to for assistance.
- inevitability:** the quality of being unavoidable.

*Kennedy and Khrushchev obviously had very different opinions about the Bay of Pigs invasion. Use the chart below to summarize the two leaders' viewpoints about Castro and the Cuban revolution, as well as their objectives (what they wanted to achieve). Then answer the questions that follow.*

	President Kennedy (U.S.A)	Chairman Khrushchev (U.S.S.R.)
<b>Point of view,</b> or perspective, regarding Fidel Castro and the Communist Revolution in Cuba		
<b>Objective</b> (what each leader wanted to achieve in Cuba)		

2. How might Kennedy and Khrushchev's different objectives help explain how both men could look at the same historical event (the Bay of Pigs invasion) and yet come to such opposite conclusions about it?

The American government expected the people of Cuba to rise up in support of the invasion and help the invaders to overthrow

Castro's communist government. The Americans were disappointed. There was no popular uprising in Cuba against Castro, and

the communist government easily defeated the invasion. President Kennedy was angry and humiliated.

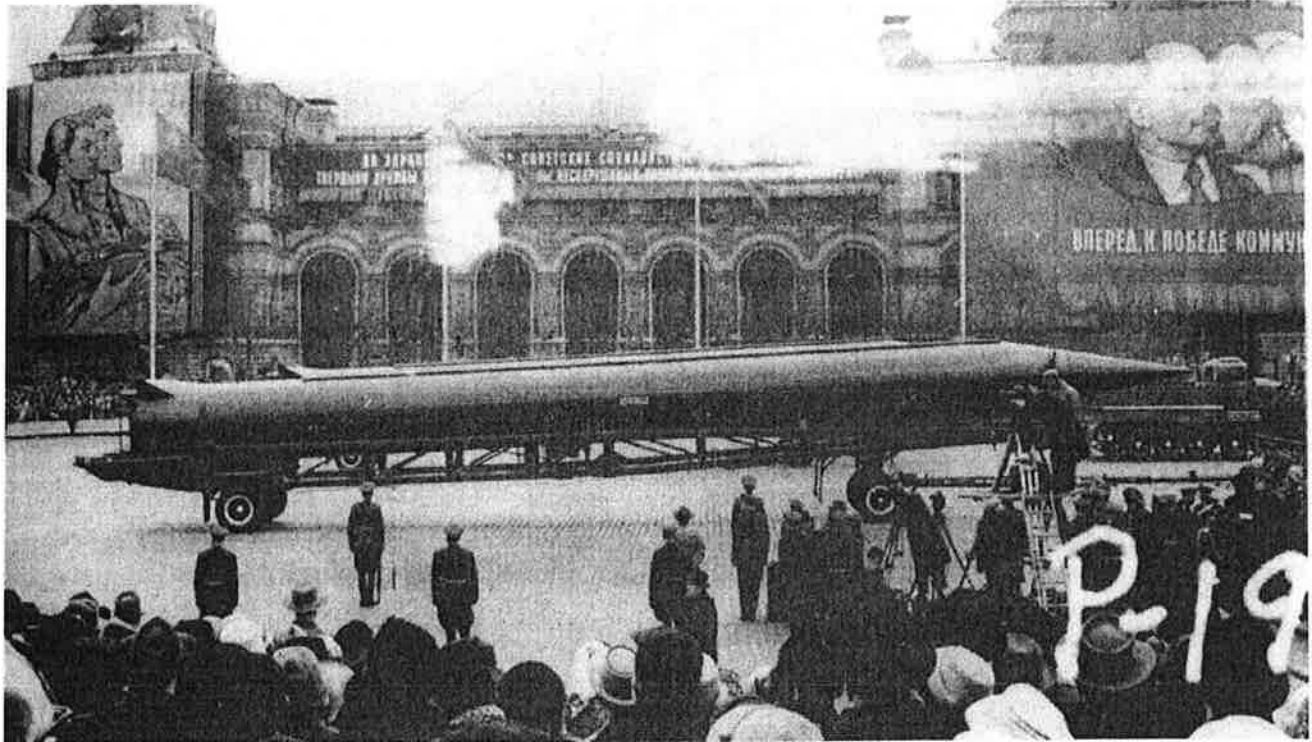
3. What might be some of the reasons that people of Cuba failed to rise up against Castro and overthrow his dictatorship?

## The Cuban Missile Crisis

Although he had defeated the Cuban exiles' invasion at the Bay of Pigs, Castro was afraid the United States

still wanted to invade Cuba in order to get rid of him, change the government, and destroy Cuba's Commu-

nist Revolution. So he asked his friend, Soviet Chairman Khrushchev, for more help. He got it.



**IMAGE 7:** The SS-4 SANDAL MRBM on parade in Red Square, Moscow. It could launch a three-megaton warhead to an estimated range of 1,020 nautical miles.

1. Can you tell what is pictured in the photo above? Why might pictures such as these have deeply disturbed Americans?

Khrushchev secretly began sending nuclear missiles to Cuba. Weapons of mass annihilation were now only 90 miles away from the United States. It is likely that Khrushchev and Castro believed that these deadly missiles would convince the United States to leave Cuba alone. They were wrong.

The United States, using special spy planes equipped with powerful cameras, discovered that missile sites were being built and also came to the conclusion that Soviet ships were sailing from Russia to Cuba with offensive missiles (they did not know that some of these missiles had already

reached Cuba).

President Kennedy and his advisers were horrified by these discoveries. They felt that they had to respond to this situation. The problem was: "how?" What should they do about the possibility of nuclear missiles pointing at them from only 90 miles away?

Study the map below and answer the questions that follow.

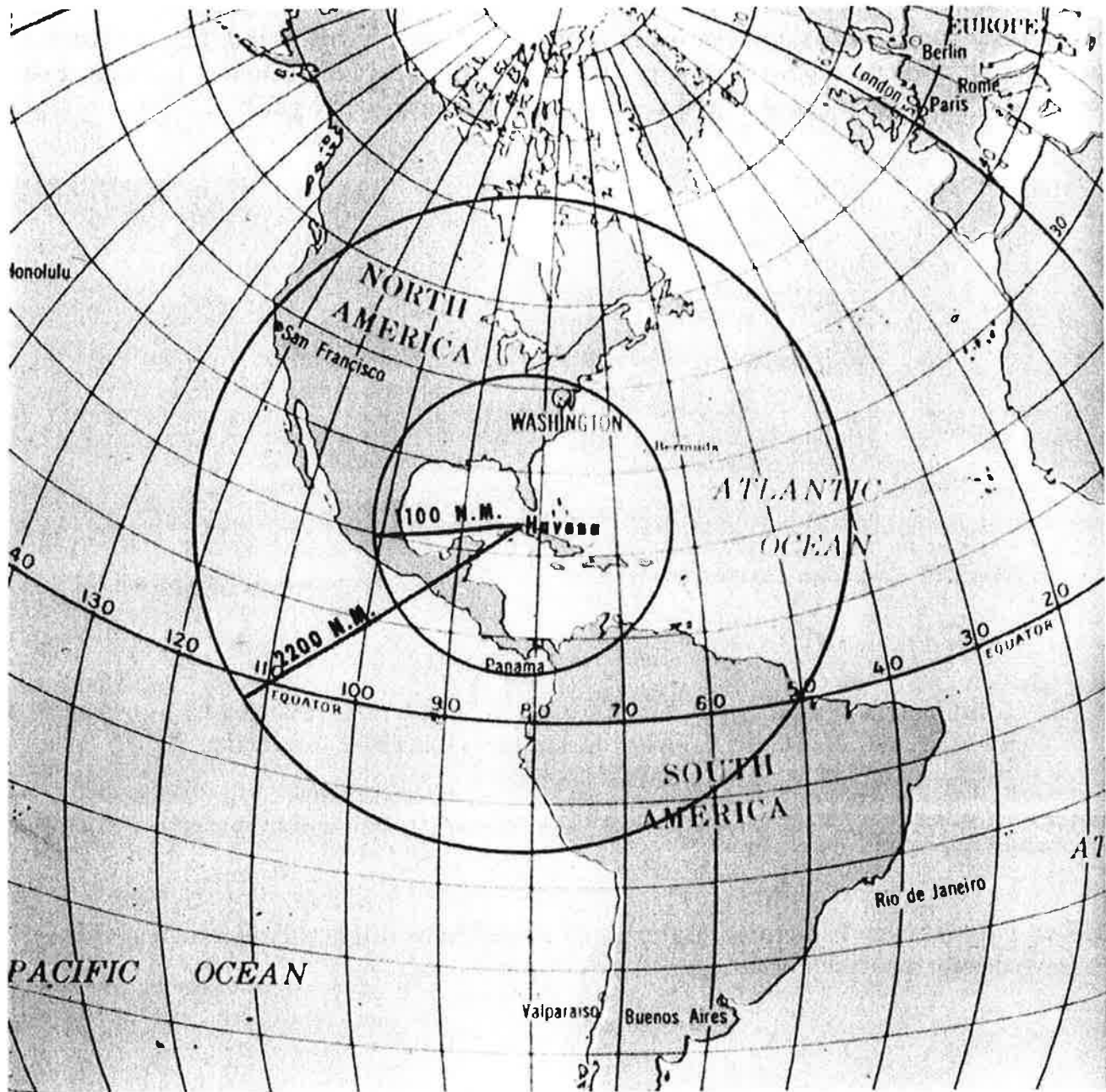


IMAGE 8: Range of missiles

2. What do you think this map shows?
3. How might a map like this have influenced how President Kennedy responded to the growing “missile crisis”?
4. What would you have advised President Kennedy to do? Why?



Some of Kennedy's advisers recommended going to the United Nations and asking for its help. Other advisers, especially leaders in the American military like General Curtis LeMay (under whose command the

United States had dropped nuclear weapons on Japan at the end of the Second World War), told Kennedy that the United States must invade Cuba immediately in order to destroy the nuclear missile sites and defeat the

Castro government. LeMay argued, essentially, that the United States would have to invade Cuba sooner or later so they might as well do it now. Kennedy, however, resisted attacking Cuba right away.

*In the boxes below, summarize the possible options Kennedy had in dealing with the issue of Soviet nuclear weapons in Cuba. You should also note what you think each option's likely outcome would be (the first two boxes have been completed to help get you started).*

	Response	Likely outcome
Least aggressive response	<ul style="list-style-type: none"> <li>• <i>Do nothing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Increasing fear in the United States.</i></li> <li>• <i>Anger at President Kennedy for allowing the Soviets to bring more and more nuclear missiles into Cuba— only 90 miles from the United States.</i></li> <li>• <i>Political opponents will likely charge that by doing nothing about the missiles, Kennedy is allowing communist power and influence to spread through Latin America and endanger the United States.</i></li> </ul>
Moderately aggressive response		
Most aggressive response		

**Instead of attacking Cuba, Kennedy made this famous speech on October 22, 1962:**

I have directed that the following **initial** steps be taken immediately: To halt this **offensive** [military] buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. All ships of any kind bound for Cuba from whatever nation or port will, if found to contain cargoes of offensive weapons, be turned back. . . Should these offensive military preparations continue, thus increasing the threat to the hemisphere, further action will be **justified**. I have directed the Armed Forces to prepare for any **eventualities**. . . It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full **retaliatory** response upon the Soviet Union. . . I call upon Chairman Khrushchev to halt and eliminate this **clandestine**, reckless, and provocative threat to world peace and to stable relations between our two nations. I call upon him further to abandon this course of world domination, and to join in an historic effort to end the **perilous** arms race and to transform the history of man.

5. Summarize this speech that Kennedy made in response to the Soviet military build-up in Cuba. What did he say the United States was going to do?
6. How does Kennedy characterize the actions of the Soviet Union?
7. In your opinion, why did Kennedy not invade Cuba immediately to destroy the missiles? After all, Cuba is not a very big country. The American military could have easily defeated the Cubans.

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## Glossary

**initial:** first; occurring at the beginning.

**offensive:** designed for attack.

**justify:** to demonstrate or prove to be just, right, or valid.

**eventuality:** something that may occur; a possibility.

**retaliatory:** returning like for like, especially evil for evil.

**clandestine:** kept or done in secret, often in order to conceal an illicit or improper purpose.

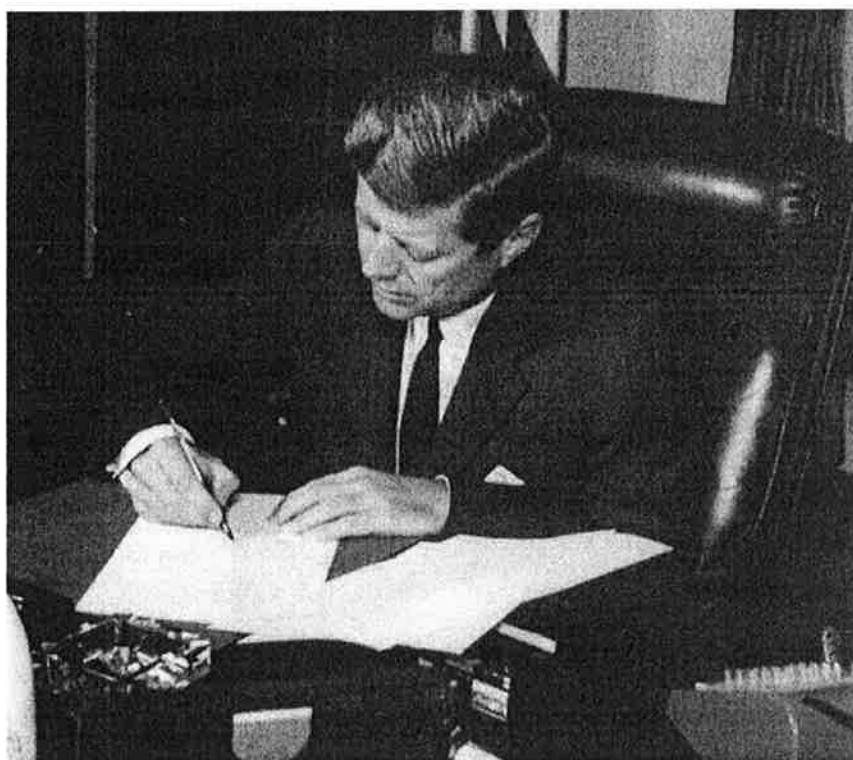
**perilous:** dangerous.



**IMAGE 9:** Cuba within the larger Caribbean geographical context

8. Use the map above (Image 9) to explain what Kennedy meant when he said he was beginning a strict **quarantine**, or blockade, of Cuba with the American Navy.

9. Why did he do this? What was the point of the “quarantine”?



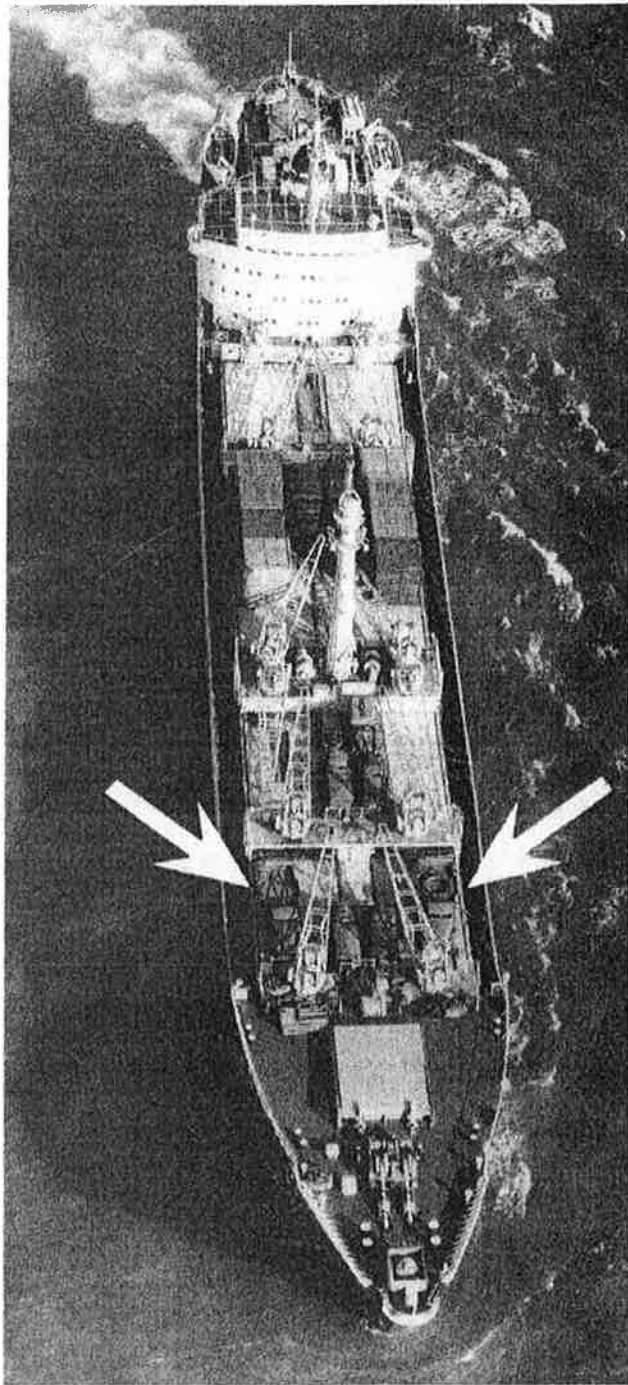
**IMAGE 10:** JFK Signs Quarantine Proclamation, October 23, 1962

The United States declared that it would not allow any Soviet ships carrying missiles or military equipment to pass through

its blockade (“quarantine”) and reach Cuba. In response, the Soviets proclaimed that such a blockade was illegal and that they would contin-

ue sending supplies to their friends in Cuba.

No one knew what would happen next.



How would the Americans react if the Soviet ships did not stop at the blockade line? What if the Soviet ships refused to turn around and go back to the U.S.S.R.? What would the Soviets do if the Americans tried to stop the ships by force? Would America, as Castro feared, invade Cuba to destroy the missile sites and his revolution?

The Soviet ships kept traveling, coming closer and closer to the American blockade. The whole world wondered: was there going to be a war between the world's two most powerful nations?

The historian Arthur Schlesinger, who at the time was an aide to President Kennedy, later said:

*This was not only the most dangerous moment of the Cold War. It was the most dangerous moment in human history.*

**IMAGE 11:** The Soviet ship Poltava on its way to Cuba on October 24, 1962 carrying IRBM missiles (launch rings identified)

10. What did Schlesinger mean when he said this was “the most dangerous moment in human history”? Why was this moment so incredibly dangerous? After all, weren't the United States and the Soviet Union only having an argument about a weak little country called Cuba? What was the big deal?

As the Soviet ships reached the American quarantine line on October 24th, they stopped. The world held its breath. And then, most of the ships slowly turned around and began heading back to Russia.

As American Secretary of State Dean Rusk said,

*We're eyeball to eyeball, and I think the other fellow just blinked.*

11. What do you think Rusk meant by this statement?

Although one Soviet ship continued through the quarantine line, the Americans let it continue after searching it and determining that it carried no offensive weaponry.

Still, the crisis continued and remained unresolved until after October 28th, when Kennedy and Khrushchev worked out a deal to resolve the crisis peacefully. What had happened?

How were the United States and the Soviet Union able to avoid a nuclear holocaust?

## Resolving the Crisis

### **Here is the message that Chairman Khrushchev sent to President Kennedy on October 28, 1962:**

*In order to eliminate as rapidly as possible the conflict which endangers the cause of peace. . .the Soviet Government has given a new order to **dismantle** the arms which you described as **offensive**, and to crate [box them up] and return them to the Soviet Union*

*. . . Mr. President, I should like to repeat what I had already written to you in my earlier messages [which were sent on October 26th and 27th]—that the Soviet Government has given economic assistance to the Republic of Cuba, as well as arms, because Cuba and the Cuban people were constantly under the continuous threat of an invasion of Cuba [by the United States]. . .The threat of invasion of Cuba and all other **schemes** for creating tension over Cuba are designed to strike the Cuban people with a sense of insecurity, intimidate them, and prevent them from peacefully building their new life. . .I regard with respect and trust the statement you made in your message of October 27, 1962, that there would be no attack, no invasion of Cuba. . .[therefore] the motives which **induced** us to render assistance of such a kind to Cuba disappear.*

*Use a separate piece of paper and answer the questions.*

1. Summarize Khrushchev's message.

In Khrushchev's message, he **implies** that the United States and the Soviet Union came to a **compromise** in order to **resolve** the crisis and avoid nuclear war over Cuba.

2. What did the United States (President Kennedy specifically) do or say that convinced the Soviets to turn their ships around and, more importantly, to take apart their missiles in Cuba and send them back to the Soviet Union?

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## Glossary

**dismantle:** to take apart or disassemble; to tear down.

**offensive:** an attitude or position of attack.

**scheme:** a secret or devious plan; a plot.

**induce:** to lead to a course of action by influence or persuasion.

**imply:** to express or state indirectly; to suggest.

**compromise:** a settlement of differences in which each side makes concessions.

**resolve:** to settle conclusively.

CHAPTER  
**28**

GUIDED READING *The New Frontier*

Section 2

**A.** As you read this section, take notes to answer questions about President Kennedy's attempts to solve domestic and international problems.

**The New Frontier: Fulfilled Promises**

Problems	What did Kennedy believe the government could do to solve the problem?	What programs, laws, and accomplishments resulted from Kennedy's beliefs?
1. Economic recession	They advocated the use of deficit spending - they increased gov't spending while cutting taxes on businesses and individuals	They increased military spending by @ 20%, they increased minimum wage & extended unemployment benefits; they gave assistance to cities hit hardest by the recession
2. Poverty abroad	Provided assistance to developing nations (Third World) in order to increase living standards and change the way the US was viewed around the world	Peace Corps - a program of volunteers who worked as farm advisors, health aides, teachers or did what was needed to help
3. Soviet successes in space	He wanted to compete and surpass the USSR by putting a man on the moon - committed to a space program	NASA was established - John Glenn orbited the Earth (1962); a communications satellite was successfully relayed live TV across the Atlantic (1962); Neil Armstrong becomes the first man of the moon (July 20, 1969)

**The New Frontier: Unfulfilled Promises**

Rejected Proposals	Later Proposals
<p>4. What reform proposals did Kennedy make that were rejected by a conservative Congress?</p> <p>He wanted to combat poverty and address civil rights throughout the US</p>	<p>5. In 1963, what proposals did Kennedy make but never had the chance to guide through Congress?</p> <p>a \$10 billion tax cut and a sweeping civil rights bill</p>

**B.** On the back of this paper, define **mandate**. Then explain what the **Warren Commission** was and what it did.



CHAPTER  
**28**

GUIDED READING *The Great Society*

Section 3

**A.** As you read, note what each program or law did or was intended to do.

Program or Law	Objectives or Results
1. Tax-cut bill of 1964	to spur economic growth, Congress passed an \$11 billion tax cut which inspired spending and investment
2. Civil Rights Act of 1964	it prohibited discrimination based on race, religion, national origin & gender & allowed the Fed gov't new powers to enforce the provisions
3. Economic Opportunity Act of 1964	provided \$1 million for youth programs, anti-poverty measures, small business loans and job training (Project Head Start)
4. Elementary and Secondary Education Act	provided more than \$1 billion for textbooks, library materials and special education
5. Medicare	provided low cost medical insurance for citizens over the age of 65
6. Medicaid	extended health insurance to welfare recipients
7. Immigration Act of 1965	ended discrimination in immigration by setting overall quotas on immigration

**B.** Note how the court ruled in each case or what the decision accomplished.

Court Cases	Results
1. <i>Brown v. Board of Education</i>	ruled segregation unconstitutional; led to a slow-paced integration of schools throughout the country.
2. <i>Baker v. Carr</i>	called for "one person, one vote" by allowing the courts to force the reapportioning of districts so that they are more fairly represented
3. <i>Mapp v. Ohio</i>	the Court ruled that evidence seized illegally could not be used in state courts
4. <i>Gideon v. Wainright</i>	the Court ruled that free legal counsel be provided for those who could not afford one
5. <i>Escobedo v. Illinois</i>	the Court ruled that an accused person had the right to an attorney while being questioned by authorities (police, etc.)
6. <i>Miranda v. Arizona</i>	the Court ruled that suspects must be "read their rights" before questioning