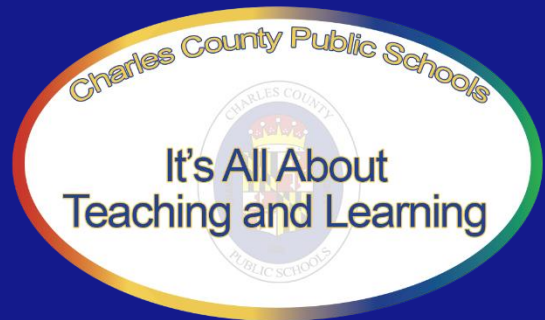


U.S. History (Grade 10)



CHARLES COUNTY PUBLIC SCHOOLS

U.S. History (Grade 10)
Social Studies
Weeks 7 – 8
(May 18 – May 29)

Dear parents,

If your child is participating in distance learning solely through the completion of our instructional packets, you are required to call or email the principal to inform them of your child's participating status, since packet-assignments will not be collected until a later time. Please keep all your child's work in a safe place until you are notified of when, where, and how to submit. Thank you for your attention to this matter.



U.S. History (Grade 10)

Estimados padres,

Si su hijo/a está participando en el aprendizaje a distancia completando solamente nuestros paquetes de instrucción, deberá llamar o enviar un correo electrónico al director para informarle sobre el estado de participación de su hijo/a, ya que las asignaciones realizadas en los paquetes no se recopilarán hasta más tarde. Por favor mantenga todo el trabajo de su hijo/a en un lugar seguro hasta que se le notifique cuándo, dónde y cómo presentarlo. Gracias por su atención a este asunto.

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Student: _____ School: _____

Teacher: _____ Block/Period: _____

Packet Directions for Students

Students should complete the following sections of the APEX U.S. History course.

8.2 Lesson Overview: Power and the People

8.2.3 Study: More Groups Demand Rights

Learn about the efforts of Native Americans and Hispanic Americans to develop cultural pride and challenge inequality.

8.2.4 Quiz: More Groups Demand Rights

Take a quiz to check your understanding of what you have learned.

9.3 Lesson Overview: The United States and the World

9.3.1 Study: Life after the Cold War

Learn about the fall of the Soviet Union and how it has changed the United States' relationship with Russia.

9.3.2 Quiz: Life after the Cold War

Take a quiz to check your understanding of what you have learned.

WEEK 7 – Power and the People



In this lesson, you will learn how racial and gender minorities pursued greater power within the American system, and how their efforts changed American habits, perceptions, and customs. As you work through the material, keep the following objectives in mind:

Objectives

- Describe the goals and strategies of the "Black Power" movement.
- Identify how the Latino community was changed through activism.
- Identify the efforts of Native Americans to regain control over traditional lands and resources.

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8.2.3 Study Guide: Groups Demand Rights

Answer the following questions to guide you through the material.

1. Write the correct key term in the blank preceding each definition.

- a. _____ : An American Indian civil rights organization. It was formed in 1968 to address issues concerning the American Indian community. It got national attention when it took over the Bureau of Indian Affairs office in Washington, D.C., in 1972 and the town of Wounded Knee, South Dakota, in 1973.
- b. _____ : (1927 - 1993) A Mexican American farm worker and civil rights leader. He founded the United Farm Workers with Dolores Huerta. His work led to improvements for farm workers.
- c. _____ : A movement that was started in the 1960s by young Mexican Americans. They called themselves Chicanos and called for pride in their culture's American Indian roots. They were influenced by the Black Power movement and called for Brown Power.
- d. _____ : (1936 -) A member of the Ojibwe Indian tribe. He helped found the American Indian Movement, or AIM. He continues to be active in efforts to improve the lives of American Indians.
- e. _____ : A large civil rights organization formed in the 1960s that works to improve the lives and opportunities of Hispanic Americans.
- f. _____ : A policy in which the United States government tried to make American Indians living on reservations enter mainstream society. Under termination, tribes were no longer seen as sovereign nations, and many reservations lost federal support for schools, police, and social services.

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2. How did Cesar Chavez fight to improve the lives of Latin American farm workers?

3. What had led to more political power for Latinos in the United States?

4. What factors helped solidarity develop among American Indians?

5. What did AIM do to bring more attention to the struggle of American Indians?

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Primary Source: Cesar Chavez

Cesar Chavez made this address in 1984 to outline some of his personal history and the goals of his activism. He expands his experience and talks about the struggle for Mexican-Americans to win civil rights.

Read the excerpts from his 1984 speech and write an 8—12 sentence paragraph answering this question:

Address by Cesar Chavez, President, United Farm Workers of America

I'm not very different from anyone else who has ever tried to accomplish something with his life. My motivation comes from my personal life—from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California. That dream, that vision, grew from my own experience with racism, with hope, with the desire to be treated fairly and to see my people treated as human beings and not as chattel. It grew from anger and rage—emotions I felt 40 years ago when people of my color were denied the right to see a movie or eat at a restaurant in many parts of California. It grew from the frustration and humiliation I felt as a boy who couldn't understand how the growers could abuse and exploit farm workers when there were so many of us and so few of them.

Later, in the '50s, I experienced a different kind of exploitation. In San Jose, in Los Angeles and in other urban communities, we—the Mexican American people—were dominated by a majority that was Anglo. I began to realize what other minority people had discovered: That the only answer—the only hope—was in organizing. More of us had to become citizens. We had to register to vote. And people like me had to develop the skills it would take to organize, to educate, to help empower the Chicano people.

I spent many years—before we founded the union—learning how to work with people. We experienced some successes in voter registration, in politics, in battling racial discrimination—successes in an era when Black Americans were just beginning to assert their civil rights and when political awareness among Hispanics was almost non-existent.

But deep in my heart, I knew I could never be happy unless I tried organizing the farm workers. I didn't know if I would succeed. But I had to try. All Hispanics—urban and rural, young and old—are connected to the farm workers' experience. We had all lived through the fields—or our parents had. We shared that common humiliation. How could we progress as a people, even if we lived in the cities, while the farm workers—men and women of our color—were condemned to a life without pride? How could we progress as a people while the farm workers—who symbolized our history in this land—were denied self-respect? How could our people believe that their children could become lawyers and doctors and judges and business people while this shame, this injustice was permitted to continue?

Those who attack our union often say, 'It's not really a union. It's something else: A social movement. A civil rights movement. It's something dangerous. They're half right. The United Farm Workers is first and foremost a union. A union like any other. A union that either produces for its members on the bread and butter issues or doesn't survive. But the UFW has always been something more than a union —although it's never been dangerous if you believe in the Bill of Rights.

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Groups Demand Rights



After the progress made by black Americans in fighting for their rights, other segments of American society found their voices and fought for better treatment and respect.

Mexican Americans were also the victims of discrimination and began to organize. The Latino workers in California's farming fields, poorly paid and badly treated by growing companies, launched a boycott of grapes in 1965. When millions of Americans took part in the boycott, millions of dollars in grape sales were lost, and leading fruit companies were forced to grant better pay and working conditions to the farm workers.

If enough people take part, a boycott can be a powerful tool for social change. The modern American civil rights movement began with the boycott of the segregated buses in Montgomery, Alabama. The successful grape boycott of the 1960s brought national attention to the problems facing Latinos in the United States.

Civil Rights for Different Groups

Latinos make up a significant portion of America's population, but they have struggled to be included in the American Dream. These immigrants are Spanish-speaking people from the Caribbean, Central America, and South America.

Latinos

The number of American-born and immigrant Latinos in the United States rose from about 4 million to 9 million between 1950 and 1970. A large number of Latinos settled in major urban centers, particularly in the Southwest. Some were attracted by the Bracero Program, which invited workers from Mexico to find jobs on American farms. Others settled in cities like Los Angeles or New York. In both urban and rural America, Latinos faced discrimination and inequality in hiring, pay, housing, and schools.

American Indians

American Indians also faced difficulties during this time. Their jobless rate was ten times the national average. Poverty rates were high and life expectancy low. Most Indians lived on reservations, where life was very hard. Others had been thrown off their reservations by state governments or had chosen to leave for the cities, hoping that the chance for a job would make up for losing their traditional way of life.

Latino Communities

The term *Latino* is used to describe people of Hispanic or Spanish-speaking origin. Latinos can be of any race and can come from a number of countries and cultural traditions. Since the earliest parts of American history, there has been interaction between white Americans and Latinos. As Americans, Latinos have had varied experiences, depending on education, income level, and national history.

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Such factors have influenced how Latinos experience life in America, how they see themselves as Americans, and how they are seen within American society. For this reason, Latino activism has taken many forms, ranging from the political activism of the National Council of La Raza to grassroots efforts.

¡Si, Se Puede! (Yes, We Can!)



Cesar Chavez was an important political activist who used persuasive language to gain rights for farm workers. During World War II because of the labor shortage, Mexicans arrived in large number to take farming jobs through the Bracero Program. These workers were paid very little, and eventually they wanted to negotiate better pay and working conditions. During the early 1960s, farm workers began to organize for change. The following year, Mexican and Filipino grape workers in Delano, California, went on strike.

United Farm Workers

The largest among several groups on strike was the National Farm Workers Association, organized by Cesar Chavez. They helped turn the strike into a civil rights campaign as well as a labor struggle. Chavez spoke publicly about the problems faced by Latino and Asian farm workers and asked the public to boycott grapes. Millions responded nationwide, and grape sales went down noticeably.

The group, renamed the United Farm Workers, won pay increases and the produce industry's first union contract for their members in 1970. The farm workers had become a national symbol of the struggles facing Latinos in America, and Chavez became a civil rights hero. He proved the truth of the union's slogan: "*Si, se puede*" — "Yes we can," or "Yes, it can be done."

Chicano Mural Art

The Chicano Movement began as an effort to express cultural pride of Mexican Americans. Their work is visible in hundreds of public murals, or large wall paintings, still found on the streets of Los Angeles and other cities. Murals express a community's social values and often represent a group effort rather than the vision of a single artist. Often they honor important individuals and events.

Latinos on the Political Stage

The Latino share of the population has continued to grow faster than that of any other ethnic group in the nation. The 2000 census found 35.3 million Hispanics living in the country, nearly 13 percent of the total population. They are now a larger minority group than African Americans. During the 2009 – 2010 school year, more than half of all students in California Public Schools identified themselves as Hispanic.

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If immigration and birth rates continue their current trends, Latinos will be a majority in Arizona by 2020. By 2023, the Census Bureau believes that more than half of all children will be minorities (mostly Latino), and by 2042, there will be a "minority majority" in the United States overall. As a result of this rapid growth, Latinos have achieved considerable political influence and success. Hispanics now hold high offices at the local, state, and federal levels and in all three branches of government.

The Congressional Hispanic Caucus had 24 Democratic members in 2010; Republican representatives started their own Congressional Hispanic Conference. With both parties working to attract the Latino vote, Latinos have become an important swing vote in many states, as well as in presidential elections.

American Indians Fight for their place in America



In the 1950s, "termination" was the federal government's Indian policy. The goal of the policy was to terminate, or end, the federal government's responsibilities toward American Indian tribes (or nations) and make American Indians assimilate into mainstream American society. Termination of a tribe meant that it was officially broken up and its tribal sovereignty (right to self-rule) no longer recognized by the federal government.

Separation and Assimilation

Federal policy toward American Indians had a century-long history of shifting between separation and assimilation, with no respect for what the tribes wanted. Assimilation means that American Indians were supposed to adapt to white culture. In the 1960s, American Indians began to organize and fight more effectively for their culture and rights.

End of Federal Aid

The U.S. government's Termination Policy meant the end of federal aid to tribal governments for services such as education and health care. States rather than the federal government would become responsible for overseeing reservation land. American Indians lost their hunting and fishing rights on tribal lands, which were taken over by the government and sold. Over 100 nations were affected by the policy.

Pan-Indian Cooperation

But by the 1960s, the tribes had begun working together to fight the Termination Policy. More and more American Indians were living off the reservation in cities. Some were returning veterans, others were just looking for jobs. Recognizing the common concerns facing American Indians, many began to take a "Pan-Indian" view of their struggles. The example set by the black freedom movement added to this trend.

Influencing Policy

In June 1961, 400 American Indians representing more than 60 tribes met in Chicago to plan a response to termination and other issues. They issued a Declaration of Indian Purpose that said, "Since our Indian culture is threatened by presumption of being absorbed by the American society, we believe we have the

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responsibility of preserving our precious heritage." That year, President John F. Kennedy declared that his administration would not start new terminations.

Great Society programs under President Johnson further helped American Indians. The Office of Economic Opportunity established anti-poverty programs on reservations. For the first time, federal money went directly to tribal governments instead of going through the Bureau of Indian Affairs, giving tribes more control over their communities.

Tribes Organize and Fight for their Rights

A new, youthful generation of American Indians, some of them college students, led their community in demanding rights. Some of them established the National Indian Youth Council (NIYC). It used direct action techniques of advocacy such as "fish-ins" to defend fishing rights on the Columbia River and elsewhere in the Pacific Northwest. In 1970, the Native American Rights Fund was created to help defend tribal sovereignty and treaty rights through the legal system.

But the most famous and militant of American Indian activist groups was the American Indian Movement (AIM), founded in 1968 by a group including Dennis Banks and Clyde Bellecourt of the Ojibwe (or Anishinabe) nation in Minnesota.

Successes and Struggles



This map shows the locations of Indian reservations in the United States.

Years of American Indian activism resulted in some positive changes in government policy and in the everyday life of American Indians. President Nixon stopped termination for good and agreed that Indian self-determination should be the basis of government policy. American Indians gained a higher degree of control over their lands and created councils to help govern the reservations.

One of the major legislative changes affecting Indian life was the Indian Civil Rights Act (1968), which extended most Bill of Rights protections to native nations within the United States.

But today, serious problems remain. Poverty and unemployment are still far higher among Native Americans than in the overall population. A large amount of native land has been overused and poisoned through such activities as mining and nuclear weapons testing. Businesses such as casinos on reservations are controversial but an important source of money for many tribes. Native languages are disappearing, and many tribal nations and cultures are in danger of disappearing as well.

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Quiz: More Groups Demand Rights

Question 1 of 10

Why did some Americans boycott grapes in the 1960s?

- A. Grape growers were unfair to workers.
- B. The grapes were unhealthy.
- C. The grape pickers were communists.
- D. The grapes were imported.

Question 2 of 10

Which is true of the AIM occupation of Wounded Knee?

- A. 200 people were convicted of a crime.
- B. The government apologized.
- C. Two American Indians died.
- D. It created a new nation.

Question 3 of 10

Which organization used legal strategies to win rights for Latinos?

- A. LULAC
- B. AIM
- C. Young Lords
- D. NAACP

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Question 4 of 10

Cesar Chavez worked to improve the lives of _____ workers.

- A. Middle-class
- B. Service
- C. Farm
- D. Factory

Question 5 of 10

What was the government's Termination Policy?

- A. A war against American Indian tribes in the West
- B. A policy with the goal of undoing the Dawes Act
- C. A plan to end tribal sovereignty and force American Indians to assimilate
- D. A system to eliminate poverty for American Indians

Question 6 of 10

The success of the farmworkers organized by Cesar Chavez showed that:

- A. Automation was taking away the livelihood of non-skilled workers.
- B. Strikes were most suited to industrial labor disputes.
- C. Boycotts were an effective tool for social change.
- D. Consumers were unlikely to take the side of labor in disputes with management.

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Question 7 of 10

_____ influenced by the Chicano Movement were widely used in cities to publicly express community values and honor important individuals.

- A. Murals
- B. Movies
- C. Novels
- D. Songs

Question 8 of 10

Which Native American group protested the termination policy?

- A. LULAC
- B. FEMA
- C. NAACP
- D. AIM

Question 9 of 10

What was an effect of Great Society programs on Native Americans?

- A. Health care on reservations was suspended.
- B. Federal aid went directly to tribal governments.
- C. Tribal leaders lost recognition.
- D. Tribal groups were encouraged to split up.

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Question 10 of 10

I am a member of the Ojibwe Native American tribe who helped to found the American Indian Movement (AIM). Who am I?

- A. Cesar Chavez
- B. Leonard Peltier
- C. Bill Richardson
- D. Clyde Bellecourt

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WEEK 8 – Life After the Cold War



On September 11, 2001, Al-Qaeda flew hijacked airliners into the World Trade Center, destroying the Twin Towers.

The United States and the World

- The End of the Cold War
- 9/11
- Wars in Afghanistan and Iraq

These are all major events in American history.

The Cold War ended in 1991 when the Soviet Union dissolved. The Cold War had barely ended when other international issues arose that led America to fight in the Middle East.

The end of the Cold War also meant that the United States was the only superpower left in the world. This brought new responsibilities and realities.

Objectives

- Describe the changing nature of the relationship between the United States and Russia.
- Describe the relationship between the United States and Iraq.
- Identify the international issues the United States faces at the turn of the 21st century.

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9.3.1 Study Guide: Life after the Cold War

Answer the following questions to guide you through the material.

1. Write the correct key term in the blank preceding each definition.

a. _____ : (1931 –)The leader of the Soviet Union from 1985 until it collapsed, or fell apart, in 1991. During his term of office, he tried to improve the Soviet economy. He called for changes in the social structure of the Soviet Union that would give more voice to the common people. He wanted better relationships with the United States and other non-Communist countries.

b. _____ : The Russian term for the changes made to the Soviet Union's political and economic policies during the late 1980s. The economy became more open to competition and foreign involvement.

c. _____ : A Russian word that describes the policy of making the government more open. Mikhail Gorbachev started it in the Soviet Union in the 1980s. It helped end the Cold War.

d. _____ : (1931 – 2007) The first president of Russia. He originally won fame by defying the August coup of Communist Party leaders in 1991.

2. The USSR used fake parades to show of military power and had a policy of secrecy about its problems. What would you expect to happen when its member republics and satellites discovered how weak the Soviet economy really was?

3. There were more people working in the Soviet Union than there were in the United States. What do you notice about the Gross Domestic Product per capita [per person]?

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4. Identify the following:
Solidarity:

Lech Walesa:

glasnost:

perestroika:

Mikhail Gorbachev:

Velvet Revolution:

Boris Yeltsin:

5. Explain how the Solidarity movement led to Polish independence.

6. What unintended consequence did perestroika have?

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7. Explain how each country moved toward independence from the USSR:

Hungary:

Czechoslovakia:

Romania:

East Germany:

8. Explain how the failed coup in the USSR showed that Soviet citizens were ready for change.

9. What major issue did the United States have to resolve with the former Soviet states, and how did America go about it?

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Primary Source: Challenges from America

As president, Ronald Reagan challenged the Soviet Union to continue reforms and grant more freedom to the states it controlled in Eastern Europe. In June of 1987, Reagan visited West Berlin and delivered a famous address attacking the Soviet presence and the most famous symbol of Soviet oppression, the Berlin Wall. His most famous declaration was a challenge to "tear down" the wall.

Read the following excerpt from Reagan's "Remarks at the Brandenburg Gate." Then write an 8- to 12-sentence paragraph on the previous page answering this question:

How did Reagan's speech reflect the end of the Cold War? What goals did he promote?

Remarks at the Brandenburg Gate

Where four decades ago there was rubble, today in West Berlin there is the greatest industrial output of any city in Germany: busy office blocks, fine homes and apartments, proud avenues, and the spreading lawns of parkland. Where a city's culture seemed to have been destroyed, today there are two great universities, orchestras and an opera, countless theaters, and museums. Where there was want, today there's abundance — food, clothing, automobiles — the wonderful goods of the Kudamm. From devastation, from utter ruin, you Berliners have, in freedom, rebuilt a city that once again ranks as one of the greatest on earth. Now the Soviets may have had other plans. But my friends, there were a few things the Soviets didn't count on: Berliner Herz, Berliner Humor, ja, und Berliner Schnauze. [Berliner heart, Berliner humor, yes, and Berliner Communication]

In the 1950s — In the 1950s Khrushchev predicted: "We will bury you." But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind — too little food. Even today, the Soviet Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. Freedom replaces the ancient hatreds among the nations with comity and peace. Freedom is the victor.

And now — now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control.

Are these the beginnings of profound changes in the Soviet state? Or are they token gestures intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty — the advance of human liberty can only strengthen the cause of world peace.

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace.

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate. Mr. Gorbachev, open this gate.

Mr. Gorbachev — Mr. Gorbachev, tear down this wall!

U.S. History (Grade 10)

Life after the Cold War

What can a country do to show its strength? It could have a military parade. The USSR held such parades, which showed off the country's soldiers and new weapons. But sometimes, the weapons weren't real. In fact, the Soviet Union did not have the money to produce many of the weapons they displayed. The fake missiles were meant to trick everybody — and they did.

For over 70 years, American presidents worried about the power of the Soviet Union. Finally, change came from within. The United States played a part in this change: As Soviet citizens became more aware of what life in the West was like, they grew unhappy with life in their own country.

The USSR Has Problems: Soviet Union Spends Too Much on the Military



The Soviet war in Afghanistan was an expensive failure.

By the mid-1980s, the economy of the Soviet Union was in serious trouble. A vast country with an even larger population than the United States, the USSR produced fewer goods and had a much lower standard of living. The USSR's economic problems were caused by a number of factors:

- High defense spending to compete with the United States and China
- Support and defense of its allies
- War in Afghanistan
- A large drop in the price of oil in 1985
- Corruption in the areas of government that controlled industry
- The government's secretiveness made it difficult to talk about and fix the country's problems.

Cold Warriors Face Change

Since the end of World War II, the United States and the Soviet Union had been involved in a Cold War. Both countries fought for influence in the world, competing in the areas of economics, science, art, and sports. Each side was afraid of the other's power. The United States feared that Communism would spread, while the Soviet Union believed that the West was trying to destroy the way of life it had built since the Russian Revolution.

Eastern European satellite nations that were under Soviet control were tired of life under Communist rule. In the late 1980s, important events would change the way Europe and the world worked.

Problems in Eastern Europe

Citizens of eastern European nations like Poland and Hungary were used to the idea that their governments were run under the control of a Communist Party leader who took orders from Moscow. Protest was not a choice in Eastern Europe until the mid-1980s, when Soviet control was becoming weaker.

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Solidarnosc — Solidarity

In Poland, Lech Walesa, who had once been put in jail for supporting workers' rights, organized a labor union in 1980. This group, which was called Solidarity, made a union contract agreement with the government.

Solidarity began to work for more civil rights for Polish citizens.

Still, the Polish government was not happy with the idea of labor unions in a Communist country. The government was forced to work with Solidarity, and labor conditions began to improve in Poland.

The events in Poland did not lead to a Soviet crackdown. This inspired workers in other satellite countries to follow the example of Solidarity. Groups throughout Eastern Europe began to push for economic change and more civil rights.

Freedom and Power in Eastern Europe

The USSR and Eastern European activists were involved in a struggle over freedom and power. As the USSR and European governments tried to keep things the same, groups in Eastern Europe tried to win more freedom for citizens.

End of the Cold War		
USSR Keep government problems secret Keep control of Eastern Europe	Satellite Communist Parties Follow Moscow's lead	Satellite Organizers Gain civil rights Gain more freedom from USSR

Gorbachev Attempts Reforms

- **Restructuring the Soviet Economy** – Things were also changing in the Soviet Union in the 1980s. The economy was not growing. Mikhail Gorbachev, a new leader, had plans to change Soviet society and improve the economy. As General Secretary of the Communist Party in 1986, he introduced new concepts to the government of the USSR.
- **Perestroika** – *Perestroika*, or "restructuring," was Gorbachev's plan for economic change. Gorbachev began to move control of business away from the central government. He felt that economic progress was possible if individual citizens were more involved. One change was to allow private ownership of certain businesses, and to allow foreign companies to give money to support Russian business.

Glasnost (Openness) – Reform Comes at a High Cost

Gorbachev believed that most Soviet citizens would support his economic plans if they had greater access to information, which led to his next policy move. *Glasnost*, which means "openness," allowed greater freedom of speech. This was a new idea in a country where government secrecy was the usual way.

However, Gorbachev's changes caused problems. Instead of helping the economy, perestroika led to shortages of important goods. It also led to extreme inflation, known as *hyperinflation*. Government corruption was reduced by glasnost, but was quickly replaced by organized crime.

Eastern Europeans Challenge Russia – Satellite Nations Challenge Soviet Authority

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On February 15, 1989, the USSR removed troops from Afghanistan, ending its 10-year war there. Although Mikhail Gorbachev's economic changes were not having the positive effect he had hoped for, social changes brought about more openness in Soviet society. For the first time, free elections were being held for the new Congress of People's Deputies. These changes in the USSR gave Eastern European satellite nations a chance to challenge Soviet authority.

The Berlin Wall Comes Down

The Berlin Wall was the heavily-guarded wall that divided the former capital of Germany. Ever since the Wall had gone up in 1961, fortifications had become heavier each year. Twelve thousand East German soldiers guarded the border between East and West — with orders to shoot to kill. The Wall was more than a symbol of distrust between East and West. It separated German families, making visits and communications difficult if not impossible. The West called it a "wall of shame." In November, 1989, the Wall that divided the border between the two Germanies finally fell.

In response to the East Germans who had crossed the Hungarian-Austrian border, East German officials planned to lift strict travel rules. At 6:53 p.m. on November 9, 1989, an East German official made the announcement that these rules would be lifted immediately. By 10:30 p.m., East Germans had crowded across the checkpoint, celebrating the peaceful opening of the border and the end of the Wall. In 1990, the East German government joined the Federal Republic of Germany [West Germany].

The Soviet Union Collapses

How did the USSR respond to events in Eastern Europe? As we have seen, Gorbachev did not send in troops to stop the revolutions. Some members of the Communist Party of the Soviet Union were surprised about this. They felt that Gorbachev's glasnost and perestroika had gone too far. In August, 1991, they struck back with an attempted coup d'etat. The Soviet Union was on the verge of civil war.

August Revolt

In 1991, the Soviet Union was in economic trouble. Citizens had to wait in long lines for food and other goods. In addition, groups in the non-Russian minority states wanted the power to run these states. There was ethnic fighting, and there were fears that these states might break away from the USSR. The Baltic states of Estonia, Lithuania, and Latvia had already declared independence.



The map shows the Baltic region of Europe. It highlights Estonia (yellow), Latvia (orange), and Lithuania (light green). Surrounding areas include Finland (light blue), Russia (light green), and the Gulf of Finland. Major cities like Helsinki, Tallinn, Riga, and Vilnius are marked. The Baltic Sea is labeled to the west.

The End of a Superpower

Following the failed coup of August, 1991, the Soviet Union began to recognize the independence of former Soviet states. In October, Gorbachev and the Communist leaders of eight republics signed an agreement to form a new economic community.

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The USSR Is No More

Boris Yeltsin, a popular hero to many because of work against the coup, joined with other leaders of the republics to break apart the USSR. Gorbachev was legally removed from power without fighting. When Ukraine voted for independence in December, leaders from Russia, Ukraine, and Belarus met to create the Commonwealth of Independent States (CIS). On December 21, all former Soviet republics except the Baltic States and Georgia had joined this organization. The days of the USSR as a superpower were over. Although the change of power was fairly smooth, as former Soviet organizations were replaced with local ones, Russia and the other republics continued to have problems. Their economies were in trouble. The new states had to deal with debt and inflation.

Strategic Arms Reduction Treaty

The end of the Soviet Union meant the end of the Cold War. The United States no longer had a potential enemy in the form of another major superpower. One problem remained: The USSR was a nuclear power. What could be done to make sure that these nuclear devices were in safe hands, and to prevent a nuclear war? Even before the end of the Soviet Union, leaders from the two countries met to work out treaties to get rid of nuclear arms.

START I and START II

On July 31, 1991, President George H. W. Bush and Soviet leader Mikhail Gorbachev signed the first Strategic Arms Reduction Treaty, or START. This treaty, the most complex arms control treaty in history, reduced the number of nuclear weapons by 80 percent. The second stage of START — START II — was signed between President George H. W. Bush and Russian President Yeltsin in 1993. The START treaties did a lot to reduce the number of nuclear arms. These treaties also showed that the United States could work together with the new nations of the former Soviet Union.

U.S. History (Grade 10)

Quiz: Life after the Cold War

Question 1 of 10

How did Lech Walesa approach the problem of civil rights in Poland?

- A. He joined the Catholic Church.
- B. He led a boycott against electrical goods.
- C. He started a labor union.
- D. He emigrated to the West.

Question 2 of 10

What did the United States and the Soviet Union agree to do in START?

- A. Withdraw from Afghanistan
- B. Reduce nuclear weapons
- C. Refuse to fight each other
- D. Destroy all nuclear weapons

Question 3 of 10

What event helped unite East and West Germany?

- A. The Velvet Revolution
- B. The Solidarity protests
- C. The fall of the Berlin Wall
- D. The policy of glasnost

U.S. History (Grade 10)

Question 4 of 10

What was the ultimate goal of perestroika?

- A. To move control of business away from the central government.
- B. To prevent outside economic influences
- C. To increase government control over factories
- D. To organize workers into larger factories

Question 5 of 10

Who was Mikhail Gorbachev?

- A. A Soviet leader who called for a closer relationship with the United States, economic reform, and a more open society.
- B. A Russian leader who opposed a coup
- C. A Soviet leader who called for more oppression in the Soviet Union
- D. A Polish leader who founded the labor union "Solidarity"

Question 6 of 10

Which of the following led directly to the fall of the Soviet Union?

- A. Too much money spent on consumer products
- B. Not enough taxes being collected
- C. Not enough food being grown
- D. Too much spending on the military

U.S. History (Grade 10)

Question 7 of 10

Which new Soviet policy allowed for more individual freedoms, like free speech?

- A. Glasnost
- B. Social Artisanship
- C. Collectivization
- D. Open Doors

Question 8 of 10

Which of the following was *not* an Eastern European nation under Communist control?

- A. East Germany
- B. Poland
- C. Romania
- D. Spain

Question 9 of 10

In the Cold War, what was the United States concerned about?

- A. That the United Nations would take them over
- B. That the Soviets would colonize the moon
- C. That the USSR would work to spread Communism
- D. That the USSR would force them into bankruptcy

U.S. History (Grade 10)

Question 10 of 10

What event was the beginning of the end for the Soviet Union?

- A. The September Rebellion
- B. The Berlin Wall
- C. The Velvet Revolution
- D. The August Revolt