

SOUTH CAROLINA

Our History, Our Home

Chapter 14

World War II, Cold War, and Civil Rights

Name: _____ Date: _____

Vocabulary: Fill in the Blank

Directions: Fill in the blank with the vocabulary word that is described in the definition.

1. In a(n) _____, lights were turned off or concealed to deny geographical information to enemy submarines.
2. Transportation and communication systems, water systems, and power plants are examples of _____.
3. In World War II, Carolinians planted _____ to relieve food shortages.
4. _____ are debt securities used to finance a war.
5. The _____ was a contest between the communists and the noncommunists for economic and military supremacy.
6. A(n) _____ is the controlled amount of a product people are allowed to have.
7. The buying and using of goods at a high rate is _____.
8. The act of trying to keep the power of the Soviet Union within its boundaries was known as _____.
9. _____ is the term used to describe the wiping out of an entire cultural group.



Name: _____

Date: _____

Section 1

The Home Front during World War II

Directions: U. S. citizens saw their lives change drastically during World War II. Most of the changes were economic or social. Use the information in your textbook to describe what specific changes occurred in each of those areas. Then, answer the questions that follow.

Economic Change	
Social Change	

1. If you had been a teenager in World War II, what would you have done to help in the war effort?

2. What effects (both good and bad) did World War II have on the lives of African Americans?



Name: _____ Date: _____

Section 2

Using the Internet: Posters Tell the Story

Directions: Go to <https://dc.library.northwestern.edu> and search for "World War II Posters." Click on a number of the posters. After viewing them, answer the questions that follow.

1. What is the purpose of the posters?
2. List the titles of posters that suggest ways people at home can support the war.
3. List the titles of posters that support the United States' declaration of war.
4. What is the purpose of the posters that call for silence? What are the titles of those posters?
5. Why do so many of these posters ask people to buy war bonds?
6. On a separate sheet of paper, design a poster to use today to symbolize America's modern military strength and power. Select at least one national symbol to use in your poster. Be careful to select a short, catchy slogan –one that people can easily remember.



Name: _____

Date: _____

Section 3**U.S. Food Prices: 1920-1948**

Directions: The U.S. Department of Labor keeps track of the prices that are paid for certain items in the marketplace. The table below lists ten food items and the average prices people paid for those items for the period from 1920 to 1948. The prices are given in cents [per pound except for milk (cents per quart) and eggs (cents per dozen)]. Study the chart, and then answer the questions that follow.

Item	1920	1929	1932	1939	1941	1943	1946	1948
White Bread	11.5	8.8	7.0	7.9	8.1	8.9	10.4	13.9
Sliced Bacon	52.3	43.9	24.2	31.0	34.3	56.2	51.3	76.1
Butter	70.1	55.5	27.8	32.5	41.1	52.7	71.0	91.2
Cheese	41.6	39.5	24.4	25.3	30.0	37.4	50.1	63.6
Milk	16.7	14.4	10.7	12.2	13.6	15.5	17.6	21.1
Eggs	68.1	52.7	30.2	32.1	39.7	57.2	58.6	66.5
Bananas	12.6	9.7	6.5	6.3	7.2	11.7	11.6	15.5
Potatoes	6.3	3.2	1.7	2.5	2.4	4.6	4.7	6.0
Coffee	47.0	47.9	29.4	22.4	23.6	30.0	34.4	51.1
Sugar	19.4	6.4	5.0	5.4	5.7	6.8	7.7	9.5

- Which item was the most expensive per pound in 1920? _____ In 1948? _____
- What is the approximate cost per pound for this item today? _____
- Why are the prices for all items lower in 1932 than they were in 1929? _____

- Which of the food items do you think were imported from another country? _____
_____ How would this affect the price? _____

- Which food items could usually come from a nearby supplier? _____
_____ How would this affect the price? _____

- Which of these items do you think people would not buy if the price became too high?

- Use your math skills to find out which of the above food items increased the most in price from 1920 to 1948. _____ Which increased the least? _____



Section 3

Educational Spending

Directions: The list shows the average educational expenditure per student per state for 1946-1947. Use the data on the table to answer the questions that follow.

EDUCATION
Average Yearly Expenditure Per Pupil

___ Alabama	\$72.76	___ Maine	\$117.26	___ Ohio	\$156.30
___ Arizona	154.56	___ Maryland	117.85	___ Oklahoma	107.57
___ Arkansas	65.79	___ Massachusetts	152.88	___ Oregon	177.16
___ California	169.21	___ Michigan	189.01	___ Pennsylvania	150.62
___ Colorado	119.52	___ Minnesota	151.00	___ Rhode Island	153.02
___ Connecticut	163.00	___ Mississippi	44.81	___ South Carolina	79.00
___ Delaware	164.44	___ Missouri	136.21	___ South Dakota	145.36
___ Florida	117.12	___ Montana	221.25	___ Tennessee	80.60
___ Georgia	126.42	___ Nebraska	162.47	___ Texas	147.00
___ Idaho	117.58	___ Nevada	132.51	___ Utah	144.73
___ Illinois	177.07	___ New Hampshire	152.20	___ Vermont	141.13
___ Indiana	158.90	___ New Jersey	212.80	___ Virginia	106.55
___ Iowa	143.88	___ New Mexico	134.60	___ Washington	192.39
___ Kansas	138.12	___ New York	231.02	___ West Virginia	136.71
___ Kentucky	75.00	___ North Carolina	105.00	___ Wisconsin	147.73
___ Louisiana	121.11	___ North Dakota	137.74	___ Wyoming	190.00

1. What does the title tell you about the subject of the table? _____
2. Rank the states according to the amount of money each spent of education. Make the state that spent the most money #1 and the state that spent the least money #48.
3. Where does South Carolina fall in the overall ranking of states? _____
4. On an outline map of the United States, use red to indicate the ten states with the highest per-pupil expenditure and blue for the ten states with the lowest per-pupil expenditure. What does this tell you about the amount spent on education in different regions of the United States? _____

Extend Your Learning: Use research tools, such as the Internet, to find the current per-pupil education expenditure. How has South Carolina's ranking changed? What are the possible reasons for this change? _____



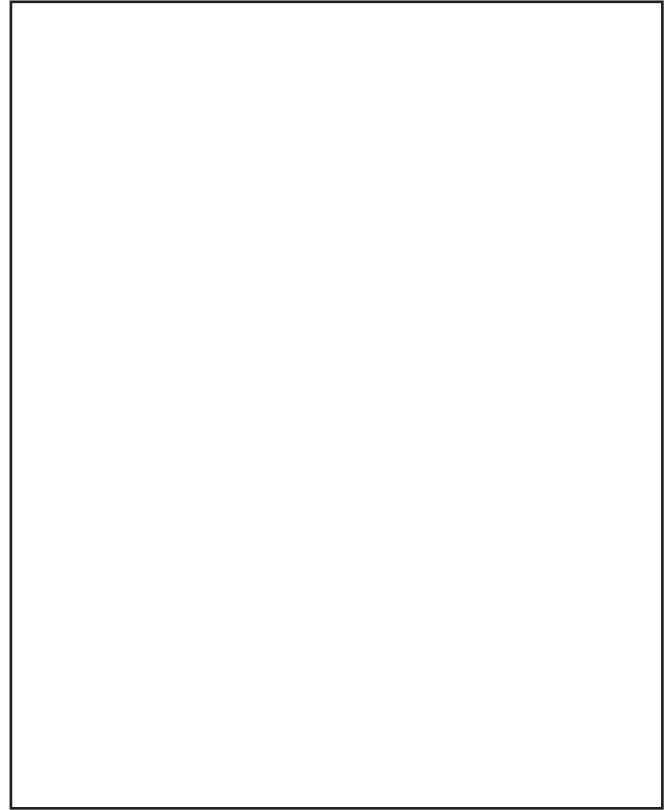
Name: _____

Date: _____

Section 4

Separate but Equal?

Directions: Examine the political cartoon and answer the questions that follow. Then, draw your own cartoon in the space provided.



1. What is the subject of the Mauldin cartoon?
2. What objects in the cartoon do you recognize?
3. What viewpoint is expressed in the cartoon?
4. What person or group might disagree with the views expressed in the cartoon?
5. When do you think the cartoon was drawn?
6. _____ In the blank box, draw your own cartoon to depict a favorable or negative view of segregation.



Section 4**The Southern Manifesto**

Directions: Strom Thurmond was the chief author of the Southern Manifesto, which was written in response to the Supreme Court decision to end segregation in the schools in *Brown v. Board of Education*. The document was signed by nineteen U.S. senators and eighty-one members of the U.S. House of Representatives from the South.

The Southern Manifesto

We regard the decision of the Supreme Court in the school cases as a clear abuse of judicial power. It climaxes a trend in the Federal judiciary undertaking to legislate, in derogation of the authority of Congress, and to encroach upon the reserved rights of the States and the people.

The original Constitution does not mention education. Neither does the 14th amendment nor any other amendment. The debates preceding the submission of the 14th amendment clearly show that there was no intent that it should affect the systems of education maintained by the States.

The very Congress which proposed the amendment subsequently provided for segregated schools in the District of Columbia.

When the amendment was adopted, in 1868, there were 27 States of the Union. Every one of the 26 States that had any substantial racial differences among its people either approved the operation of segregated schools already in existence or subsequently established such schools by action of the same lawmaking body which considered the 14th amendment.

Though there has been no constitutional amendment or act of Congress changing this established legal principle almost a century old, the Supreme Court of the United States, with no legal basis for such action, undertook to exercise their naked judicial power and substituted their personal political and social ideas for the established law of the land.

This unwarranted exercise of power by the Court, contrary to the Constitution, is creating chaos and confusion in the States principally affected. It is destroying the amicable relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races. It has planted hatred and suspicion where there has been heretofore friendship and understanding.

With the gravest concern for the explosive and dangerous condition created by this decision and inflamed by outside meddlers:

We reaffirm our reliance on the Constitution as the fundamental law of the land.

We decry the Supreme Court's encroachments on rights reserved to the States and to the people, contrary to established law and to the Constitution.

We commend the motives of those States which have declared the intention to resist forced integration by any lawful means. . . .

We pledge ourselves to use all lawful means to bring about a reversal of this decision which is contrary to the Constitution and to prevent the use of force in its implementation.

Source: Carl Vinson Institute of Government, the University of Georgia.



Name: _____ Date: _____

Section 4

The Southern Manifesto continued

1. What issue is addressed in the Southern Manifesto?
2. Why did southern congressmen oppose the Supreme Court rulings regarding school integration?
3. What constitutional amendment is cited as a reason for not integrating schools?
4. What action did southern representatives pledge?
5. Name the Supreme Court decision that prompted the creation of this document.
6. List three ways the document defends segregation.
7. What effects did this document allege?
8. What was the desired outcome of the Manifesto?



Section 4**Early Civil Rights Figures: On Opposite Sides**

Directions: Match the person in Column A with the description in Column B. Write the letter of the correct answer in the space provided.

COLUMN A

- _____ 1. Harry Briggs
- _____ 2. Willie Earle
- _____ 3. George A. Elmore
- _____ 4. Rev. J. M. Hinton
- _____ 5. John McCray
- _____ 6. Emory Rogers
- _____ 7. Alice Spearman
- _____ 8. J. Strom Thurmond
- _____ 9. George B. Timmerman Jr.
- _____ 10. J. Waties Waring
- _____ 11. Isaac Woodard Jr.
- _____ 12. John Wrighten

COLUMN B

- A. Challenged SC's characterization of the all-white primary as a private club
- B. SC governor who ran for U.S. president as a candidate of the Dixiecrat Party
- C. SC governor who led attacks on the Brown decision and refused to integrate schools
- D. President of NAACP who claimed membership in that organization was a mark of citizenship
- E. Leader of SC's White Citizens' Councils
- F. Taken from jail, beaten, mutilated by group of cab drivers
- G. Beaten until he was blind by the police force in Batesburg
- H. Executive director of the South Carolina Council on Human Relations
- I. District judge who made many decisions favorable to blacks, including equal pay for white and black teachers
- J. Filed suit to gain admission to USC School of Law
- K. Helped organize S.C. Progressive Democratic Party
- L. Lost his job as a service station worker for his involvement in segregation lawsuit



