

## KEY TERMS BY THEME

### **Postwar Society (WXT, CUL)**

Servicemen's Readjustment Act (GI Bill) (1944)  
early marriages  
baby boom  
suburban growth  
Levittown  
Sunbelt  
Harry Truman  
Employment Act of 1946  
Council of Economic Advisers  
inflation and labor unions  
Committee on Civil Rights  
racial integration of military  
22nd Amendment  
Taft-Hartley Act (1947)

### **Election of 1948 (POL)**

Progressive party  
Henry Wallace  
States-Rights party (Dixiecrats)  
J. Strom Thurmond  
Thomas Dewey  
Fair Deal

### **Origins of the Cold War (WOR)**

Cold War  
Soviet Union  
Joseph Stalin  
United Nations  
Security Council  
World Bank  
Communist satellites  
Occupation zones  
Iron Curtain  
Winston Churchill  
historians: traditionalists vs. revisionists

### **Containment in Europe (WOR)**

George Kennan  
Dean Acheson  
containment policy  
Truman Doctrine  
Marshall Plan  
Berlin airlift  
East Germany  
West Germany  
North Atlantic Treaty Organization  
National Security Act (1947)  
Nuclear arms race  
NSC-68

### **Cold War in Asia (WOR)**

U.S.-Japanese Security Treaty  
Douglas MacArthur  
Chinese civil war  
Chiang Kai-shek  
Taiwan  
Mao Zedong  
People's Republic of China  
Korean War  
Kim Il Sung  
Syngman Rhee  
U.N. police action  
38th parallel  
"soft on communism"

### **Second Red Scare (POL, CUL)**

Loyalty Review Board  
Smith Act (1940)  
*Dennis et al. v. United States*  
McCarran Internal Security Act (1950)  
House Un-American Activities Committee  
Hollywood blacklists  
freedom of expression in arts  
Alger Hiss  
Whittaker Chambers  
Rosenberg case  
Joseph McCarthy  
McCarthyism

# Chapter 26 Us History Textbook

**James A. Henretta, Rebecca  
Edwards, Robert O. Self**



## Chapter 26 Us History Textbook:

Not Another U.S. History Textbook Adam Strube, 2024-01-15 Why on earth would two history nerds use their own free time to write another US history textbook Well that intelligent human is the right question This work breaks from the traditional memorization of who what when where and focuses on why and how The former is popular in schools due to its efficiency in quantification for testing You re either right or wrong about remembering facts But it s so boring that most students turn off their brains once they set foot in the class and that habit continues well into old age if not recognized and corrected Why and how are more subjective therefore harder to grade But with their asking people become re centered in our collective story where they belong Only then can proper context be understood and criticism and perspective be applied We believe this approach to be the missing link in our education and understanding of current issues norms and discussion points Hopefully after reading this work each reader s critical thinking will activate around all history permanently That will certainly aid humanity s evolution and communication Wait does that mean this book can be categorized as self help Argue away

*Reading the Two Books of God* Thomas W. Mann, 2022-09-29 Thomas W Mann is a biblical scholar and retired parish minister and the author of numerous books and articles He is particularly interested in how experiences in nature prompt theological reflection based in the Bible shaping our sense of sacred time and place and how the lectionary readings of the church year also provide a spiritual calendar for the seasons of our lives The result is a conversation inspired by poets and writers like Mary Oliver Wendell Berry and John Muir but also by philosophers and theologians ranging from Abraham Joshua Heschel to David Kelsey Along the way we enter beach time and take backpacking trips in the Sierras but also join the triumphal entry parade on Palm Sunday and listen to the stable animals on Christmas Eve We perceive the beauty of creation through the eyes of science as well as religion sensually as well as intellectually We celebrate our communion with all creatures from fungus to forests inspired with awe and reverence and with a responsibility to care for the earth so threatened by climate change

Illustrated Topics for American History Albert Edward McKinley, 1912

*The Chautauquan*, 1900

Our Sixty-six Sacred Books: How They Came to Us, and what They are Edwin Wilbur Rice, 1893

America's History James A. Henretta, Rebecca Edwards, Robert O. Self, 2011-01-05 America s History helps AP students Grasp vital themes The seventh edition emphasizes political culture and political economy to help students understand the ways in which society culture politics and the economy inform one another Understand periodization America s History s unique seven part structure which organizes history into distinct eras introduces students to periodization and helps them understand cause and effect identify historical continuities and track change over time Develop the skills they need to succeed America s History s hallmark analytical narrative and pedagogy help students synthesize what they ve learned and interpret history for themselves Back cover

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**Talking About Race** Steven Grineski, Julie Landsman, Robert Simmons III, 2023-07-03 What is it that gives many of us White people a visceral fear about discussing race Do you realize that being able to not think about or talk about it is a uniquely White experience Do you warn your children about how people might react to them find store staff following or watching you get stopped by the police for no reason The students of color in your classroom experience discrimination every day in small and large ways They don t often see themselves represented in their textbooks and encounter hostility in school and outside For them race is a constant reality and an issue they need and want to discuss Failure to do so can inhibit their academic performance Failure to discuss race prevents White students from getting a real critical and deep understanding of our society and their place in it It is essential for the well being of all students that they learn to have constructive conversations about the history of race in this country the impact of racism on different ethnic communities and how those communities and cultures contribute to society The need to model for our students how to talk openly and comfortably about race is critical in America today but it is still an issue that is difficult to tackle To overcome the common fear of discussing race of saying something wrong this book brings together over thirty contributions by teachers and students of different ethnicities and races who offer their experiences ideas and advice With passion and sensitivity they cover such topics as the development of racial consciousness and identity in children admit their failures and continuing struggles write about creating safe spaces and the climate that promotes thoughtful discussion model self reflection demonstrate the importance of giving voice to students recount how they responded to racial incidents and used current affairs to discuss oppression describe courses and strategies they have developed explain the n word present exercises and pose questions For any teacher grappling with addressing race in the classroom and for pre service teachers confronting their anxieties about race this book offers a rich resource of insights approaches and guidance that will allay fears and provide the reflective practitioner with the confidence to initiate and respond to discussion of race from the pre school and elementary classroom

through high school      **Our Sixty-six Sacred Books** Rice, 1891      **The Numerical Bible: The books of the law (Genesis to Deuteronomy)** , 1899      *Anglo-American Encyclopedia* , 1910      **Narrative and Critical History of America: The United States of North America [1763-1850]** Justin Winsor, 1888

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## **Table of Contents Chapter 26 Us History Textbook**

1. Understanding the eBook Chapter 26 Us History Textbook
  - The Rise of Digital Reading Chapter 26 Us History Textbook
  - Advantages of eBooks Over Traditional Books
2. Identifying Chapter 26 Us History Textbook
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Chapter 26 Us History Textbook
  - User-Friendly Interface
4. Exploring eBook Recommendations from Chapter 26 Us History Textbook
  - Personalized Recommendations
  - Chapter 26 Us History Textbook User Reviews and Ratings
  - Chapter 26 Us History Textbook and Bestseller Lists

5. Accessing Chapter 26 Us History Textbook Free and Paid eBooks
  - Chapter 26 Us History Textbook Public Domain eBooks
  - Chapter 26 Us History Textbook eBook Subscription Services
  - Chapter 26 Us History Textbook Budget-Friendly Options
6. Navigating Chapter 26 Us History Textbook eBook Formats
  - ePub, PDF, MOBI, and More
  - Chapter 26 Us History Textbook Compatibility with Devices
  - Chapter 26 Us History Textbook Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Chapter 26 Us History Textbook
  - Highlighting and Note-Taking Chapter 26 Us History Textbook
  - Interactive Elements Chapter 26 Us History Textbook
8. Staying Engaged with Chapter 26 Us History Textbook
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Chapter 26 Us History Textbook
9. Balancing eBooks and Physical Books Chapter 26 Us History Textbook
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Chapter 26 Us History Textbook
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Chapter 26 Us History Textbook
  - Setting Reading Goals Chapter 26 Us History Textbook
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Chapter 26 Us History Textbook
  - Fact-Checking eBook Content of Chapter 26 Us History Textbook
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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