UNIT 6 RESOURCES


CHAPTER 19  The Vietnam War, 1954–1975

Book Organization

Glencoe offers resources that accompany The American Vision: Modern Times to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Geography and History Activities and American Literature Readings appear in the front part of this book, but you may plan to use these activities in class at any time during the study of the unit.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 17 blackline masters appear in this book immediately following Unit 6 materials. The materials appear in the order you teach—Chapter 17 activities; Chapter 17 section activities; Chapter 18 activities; Chapter 18 section activities; and so on.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.

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To the Teacher

THE AMERICAN VISION: MODERN TIMES—
THE TOTAL PACKAGE

Glencoe’s Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities:

Geography and History Activities
These activities help students become familiar with map skills and the role that geography has played in history. Students will interpret and analyze maps in relation to historical events.

Economics and History Activities
These activities are designed to provide students with the opportunity to analyze and interpret economic concepts and events in relation to history. These assignments make use of graphs and economic data to help students appreciate how history and economics are interrelated.

History Simulations and Problem Solving
These activities provide situations for students to use critical thinking and other skills in simulated historical settings. These reenactment activities give students the experience of participating in debates, political campaigns, journalism, literary salons, and more.

American Literature Readings
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

Reading Skills Activities
These activities are designed to emphasize the skills that students need to develop strategies for organizing and processing information. Each activity provides students with an opportunity to practice and apply the skill using selected passages from their texts.

Historical Analysis Skills Activities
These activities allow students to practice analyzing, evaluating, and interpreting historical events and their effects. Each activity provides students with an opportunity to practice and apply the skill using a particular event or passage from related primary sources.

Differentiated Instruction Activities
These activities use a variety of reading materials to better the students’ understanding of the history being taught. In each activity the source material is followed by questions that require students to think critically about the information presented. On second page are teaching strategies designed to assist teachers in tailoring the activity to different learning styles.

English Learner Activities
These worksheets provide a variety of activities, which enable students to revisit the connections among facts in their textbook and to review major concepts. These activities may be used for remediation or reinforcement.

Content Vocabulary Activities
These review and reinforcement activities help students master unfamiliar terms used in the students text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Academic Vocabulary Activities
These review and reinforcement activities help students master unfamiliar terms used in their text. The worksheets emphasize identification of word meanings and provide reinforcement of language skills.

Reinforcing Skills Activities
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text, and then apply them to other situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.

Critical Thinking Skills Activities
These activities help students develop their abilities to interpret, compare, contrast, and assess information, and then use these abilities to analyze, make predictions, and reach logical and valid judgments and conclusions. These high-level thinking activities to function in an ever-changing world.
Time Line Activities
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country or among events in different countries.

Linking Past and Present Activities
By recognizing the link between the past and the present, students will better understand the relevance of history to their lives. These activities take a look at the development and changes that have occurred in such areas as crime and punishment, taxation, women’s rights, sports, and even animation and music.

Primary Source Readings
These activities allow students to "see" history through the eyes of those who witnessed historic events, lived during historic periods, and participated in historic movements or changes. Each reading is preceded by an interpretive paragraph and concludes with questions related to the primary source.

American Art and Music Activities
These activities provide an opportunity for students to sample the cultural history of a period and to compare and contrast cultural contributions, both past and present. A brief biography of each artist is followed by comprehension and critical thinking questions.

Interpreting Political Cartoons Activities
These activities give students the opportunity to review different periods of history by learning how to interpret political cartoons. Each activity provides a political cartoon, background information about it, and critical thinking questions to help students interpret the cartoon’s message.

Reteaching Activities
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and to review major concepts. Graphs, charts, and tables are among the many types of graphic organizers used.

Enrichment Activities
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the chapters.

Guided Reading Activities
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
Unit 6 Resources

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CARS AND PENCILS AROUND THE WORLD

The invention of the automobile and mass production—followed by advances in technology and communication—have changed the way people think about their communities in relation to the world. One historian said that by making automobiles widely available, Henry Ford freed people from the limitations of their geography. The automobile industry and other high-technology industries have continued to “free people from the limitations of their geography” by contributing to the globalization of the world economy. However, high-tech companies are not the only global manufacturers. Even a familiar instrument that has been around for more than 400 years—the pencil—is manufactured through global cooperation.

The pencil industry is an international business. A pencil may look like a simple strip of lead enclosed in wood, but it is manufactured using the most sophisticated technological systems. Raw materials from around the world are used to manufacture pencils. (See Figure 1.) The finished product is then distributed to a global market.

**Natural Resources: Global Commodities**

**Figure 1—Raw Materials Used to Manufacture Pencils**

The lead is a mixture of graphite and clay. Graphite comes from Sri Lanka, Madagascar, and Mexico. The clay comes from Germany and Georgia.

Incense cedar from trees in California surrounds the lead in a wooden pencil.

Wax from Brazil coats the lead to help the pencil write more smoothly and sharpen more easily.

The eraser is made from Italian pumice. Rubber from Malaysia holds the pumice together.
NATURAL RESOURCES

The materials that make a pencil—graphite, clay, incense cedar, wax, rubber, and pumice—are natural resources. Natural resources are the raw materials in the environment that people use for different purposes. The use of natural resources increased after the Industrial Revolution and again during the scientific and technological revolutions of the 1900s. Through advances in transportation and technology, manufacturing plants can use natural resources from anywhere around the world.

GRAPHITE: FROM LOCAL TO GLOBAL USE

Pencil leads are a mixture of graphite and clay, which are finely ground, mixed, and fired in ovens to produce a strong, fused stick similar to chinaware. The graphite is mixed with clay to produce varying degrees of hardness in the leads. This process is very different from when graphite was first used in pencils.

Graphite was discovered in 1564 on the side of a mountain in Borrowdale near Keswick, England. The shepherds who found it thought it was coal, but they quickly realized it was not coal when it did not burn. They then discovered that the substance was an excellent way to mark their sheep. At first, they wrapped the graphite in sheepskin to use it as a writing tool, and later wrapped it with string.

The value of the graphite found at Borrowdale was enormous. Armed guards escorted wagons filled with graphite to London and it was mined only six weeks a year. Borrowdale’s graphite was so solid and uniform that it could be sawed into sheets and then cut into thin square sticks. A cottage industry making pencils

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**Figure 2—Cottage Industry Pencil Production**

1. Production started with a piece of graphite.

2. The graphite was sawed into slabs.

3. A square groove was cut by hand into a piece of wood.

4. The slab of graphite was inserted in the groove.

5. The graphite was broken off level with the top of the groove.

6. A thin slat of wood was glued to the top, encasing the graphite.
eventually started around Keswick. The pencils were all made by hand in a process similar to the one shown in Figure 2. Compare that process with the modern process shown in Figure 3. In addition to pencils, the graphite was used for medicinal purposes and to make molds for cannonballs.

Today the best sources of graphite are found in Sri Lanka, Madagascar, and Mexico. Pencil makers prefer the graphite from Mexico because it makes the darkest marks. Different uses for graphite have evolved along with technological advances. In addition to pencils, graphite is used in lubricants, polishes, batteries, and brushes for electric motors. It is used to make electrodes and to moderate the chain reaction in the cores of nuclear reactors. Like so many resources in our world today, graphite—which started as a local resource for cottage industries in England—is now a global commodity.
APPLYING GEOGRAPHY TO HISTORY

Directions: Write the answer to each question in the space provided.

Recalling Information

1. When did the use of natural resources increase?

2. Which countries are the best sources for graphite today?

3. What things have changed the way we think about our communities in relation to the world?

4. Two phases make the pencil industry a global business. The first is the manufacturing process. What is the second phase?

DID YOU KNOW?

- One unusual aspect of carbon is the difference between its two crystalline forms—graphite and diamonds. Graphite is one of the softest substances on the earth, whereas diamonds are the hardest.
- The number of multinational companies increased from 7,000 in the world in 1970 to 35,000 in the early 1990s.
- Bike parts are manufactured in many different nations and then shipped to a factory to be assembled. Typically, the frame is made in the United States, brakes and gears in Japan, pedals and handlebars in Taiwan, saddle in Italy, tires in Germany, spokes in Switzerland, and tire rims and hubs in France.

Critical Thinking

5. Comparing and Contrasting Look at Figures 2 and 3. Name two differences between the methods used in the cottage industry and modern pencil production.

6. Determining Cause and Effect Think about all of the places you go on a particular day. On a separate sheet of paper, write a paragraph describing how that day might be different if Henry Ford had not “freed people from the limitations of their geography” with his invention of the automobile.
Inflation

You want to buy the new MegaPower laptop computer. With the features you want, it will cost $2,000. Wanting to avoid making the purchase with a credit card, you decide to save for the laptop. It takes you six months to save the $2,000. When you finally do, you rush to the store to make the purchase. The computer now costs $2,200, however. What has caused this price increase to happen? Inflation is the culprit.

WHAT IS INFLATION?

Inflation is the prolonged rise in the general price level of goods and services. When inflation occurs, the prices of goods and services rise. Therefore, the purchasing power of the dollar goes down. A dollar’s purchasing power is the real goods and services that it can buy. In other words, a dollar cannot buy the same amount as it did before inflation.

The economy can usually adapt to gradually rising prices. If prices rise about 3 percent every year, for example, everyone comes to expect and understand that. Unpredictable inflation, however, has a destabilizing effect on the economy. Beginning in the 1970s, a chief economic worry in the country has been inflation. For part of the decade of the 1970s, the United States had double-digit inflation, which meant that prices were increasing more than 10 percent a year. For the entire decade, the inflation rate was nearly 7 percent a year, as shown in the graph below.

WHAT CAUSES INFLATION?

Not all economists agree on a single explanation of why inflation occurs. Two competing ideas have developed: the demand-pull theory (prices are pulled up by high demand) and the cost-push theory (prices are pushed up by high production costs and wages). According to the theory of demand-pull inflation, prices rise as the result of excessive business and consumer demand. Money may become available through such things as a tax cut, an increase
Economics and History Activity 6 (continued)

in borrowing, or an increase in the money supply. The rise in available funds means that more people are competing for goods and services. If economy-wide demand increases faster than total supply, the resulting shortages will lead producers to raise prices.

The theory of cost-push inflation states that the wage demands of labor unions and the excessive profit motive of large corporations push up prices. When businesses have to pay higher wages, their production costs increase. To maintain their profit level, businesses must raise the prices of the goods and services they produce.

EFFECTS OF INFLATION

Inflation is a big concern to government and economic leaders. Inflation affects consumers’ standard of living. Suppose your wages stay the same for two years, but prices increase by 10 percent. Even though you are paid the same for both years, in the second year you have less real money because you cannot buy the same amount of goods and services with the same amount of money. Inflation is a particularly serious problem for people who live on fixed incomes, such as those who are retired.

During periods of unpredictable high inflation, lenders raise interest rates to maintain the level of profits they had before inflation began to rise rapidly. This, in turn, may have a slowing effect on the economy’s growth. Further, high inflation can hurt producers by causing them to decrease production. When prices rise, people purchase fewer goods and services, which then lowers demand.

A CONTEMPORARY MEASURE TO PREVENT INFLATION

The Federal Reserve System (the Fed) tries to control inflation. By increasing the interest rate it charges banks for lending them money, for example, the Fed decreases the funds in circulation and the funds available for lending. These decreases then decrease the money supply. With less currency in circulation, consumers and businesses cut back on demand, which combats inflation.

APPLYING ECONOMICS TO HISTORY

Directions: Use the information you have read and the information in the graph to answer the following questions on a separate sheet of paper.

RECALLING INFORMATION

1. What is inflation?
2. What is the purchasing power of a dollar?
3. What is considered an acceptable rate of inflation?
4. What were the average inflation rates for the decades of the 1950s, 1960s, 1970s, 1980s, and 1990s?
5. How does demand-pull inflation differ from cost-push inflation?
6. How does inflation affect consumers?

CRITICAL THINKING

7. Determining Cause and Effect What is one way the Fed tries to combat inflation?
8. Predicting Which economic class—lower, middle, or upper—do you think is affected most by inflation? Why?
Simulation 6: I Also Have a Dream

Topic
In this simulation, students will write and deliver versions of Dr. Martin Luther King, Jr.'s, “I Have a Dream” speech from the perspective of different civil rights leaders of the 1960s or 1970s.

Purpose
Many Americans identify the civil rights movement in the United States with one individual—Dr. Martin Luther King, Jr. This simulation will allow students to examine his and others’ ideas in depth. Women, Native Americans, and Hispanic Americans also made major contributions in the 1960s and 1970s. This simulation will acquaint students with some of these leaders, some of whom disagreed with the principles and ideas espoused by Dr. King.

Objectives
By participating in this simulation, students will:
• Study the ideas and beliefs of Dr. Martin Luther King, Jr., and their impact on the civil rights movement in America.
• Analyze Dr. King’s famous “I Have a Dream” speech, delivered at the March on Washington in August 1963.
• Examine the ideas of other key civil rights leaders of the 1960s and 1970s, their origins, and their appeal.

Suggested Resources
✔ Copies and/or videotape of Dr. Martin Luther King, Jr.’s, “I Have a Dream” speech
✔ Biographies of key civil rights leaders of the 1960s and 1970s, and brief synopses of their ideas and beliefs
✔ Podium for speakers’ use; perhaps a transparency of the Lincoln Memorial to project behind the podium (to simulate the site of Dr. King’s speech)

Procedures/Pacing Guide
This simulation activity is designed to be conducted over the course of one week (five class periods, plus out-of-class preparation time). You can shorten the time required by doing some of the preparatory work yourself. If possible, devote at least two class periods to the simulation.

Day 1—Introduce the Simulation
Have the students read Simulation Sheet 1 and answer the questions. Guide students in a broad discussion of the civil rights movement of the 1960s and 1970s, noting the contributions of several key civil rights leaders.

Near the end of class, organize students into pairs. Each pair will be responsible for writing and delivering a version of Martin Luther King, Jr.’s, “I Have a Dream” speech from the perspective of another civil rights leader of the 1960s or 1970s. Both students should research and write the speech. On simulation day, one student will deliver the speech to the class and the other student will introduce the speaker.

Tell students that they will present their speeches on Day 4. Distribute copies of Dr. King’s “I Have a Dream” speech and Simulation Sheet 2 to all students and ask them to begin their out-of-class research immediately.

Day 2—Prepare for the Simulation
Use Simulation Sheet 2 as the basis for this lesson. Groups should research information about the beliefs and tactics of civil rights leaders of the 1960s and 1970s using library resources, the Internet, and materials that you provide. Ensure that no leader is chosen by more than one pair of students. Possible
choices include (but need not be limited to): Ralph Abernathy, Bella Abzug, Ella Baker, Dennis Banks, Vernon Bellecourt, Clyde Bellecourt, H. Rap Brown, Susan Brownmiller, Ralph Bunche, Stokely Carmichael, César Chávez, Shirley Chisholm, Eldridge Cleaver, Angela Davis, Vine Deloria, Betty Friedan, José Angel Gutiérrez, Dolores Huerta, Jesse Jackson, John Lewis, Russell Means, Kate Millet, Huey Newton, Bobby Seale, Gloria Steinem, and Malcolm X. Some of these individuals largely shared Dr. King’s vision; others diverged widely from his views. Students should be reminded to write in the “voice” of their chosen subject and not to interject their own personal beliefs.

When students believe they have gathered enough information on their subject, they may meet together to begin writing their speeches. Students should plan on speaking for two to three minutes. Speeches can take whatever form students think necessary to convey their ideas adequately, but all speeches should include a version of the famous “I have a dream” sequence from Dr. King’s speech.

Day 3—Prepare for the Simulation

Students should meet in their assigned pairs to share the results of their research, finalize their speeches, and plan for the next day’s simulation. Provide students with the simulation format (given under Day 4 procedures). Students may wish to perform a practice run-through of their introductions and speeches.

Day 4—Conduct the Simulation

Use the following format as the basis for the simulation:

Step One—Introduction. The student who is not delivering the speech will introduce the speaker to the audience. The introduction should include a brief biography or explanation of who the speaker is.

Step Two—Speech Is Delivered. The student delivering the speech makes his/her presentation.

You may want to encourage students in the audience to react to the speech as if they were in the crowd at the March on Washington (cheers, applause, boos, and so forth). Students should take notes during each speech. Make sure that the positions taken in students’ speeches are historically accurate.

Day 5—Solve the Problem

Pose the following questions to students as homework or as a basis for classroom discussion about the simulation: During the simulation, you heard a variety of views from American civil rights leaders of the 1960s and 1970s. To whom do you think these individuals appealed? Why? How do you think the majority of Americans reacted to these individuals? Assess the contributions of each speaker to the civil rights movement in America. Of the views you heard during the simulation, with which did you most agree? Least agree? Explain your answers.
I Also Have a Dream

**Directions:** In this simulation, you will study the ideas and beliefs of Dr. Martin Luther King, Jr., and other key civil rights leaders of the 1960s and 1970s, their messages, and their impact on the civil rights movement in America. To help you prepare, read the background information. Then answer the questions that follow.

**BACKGROUND INFORMATION**

It has been said that many white Americans first understood the U.S. civil rights movement only after hearing Dr. Martin Luther King, Jr.’s, “I Have a Dream” speech, delivered at the August 1963 March on Washington. During the 1960s and 1970s, however, a number of other American voices also rang out. Some, like Shirley Chisholm, advocated rights for women:

... when a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even demeaning experience ahead of her. If she walks into an office for an interview, the first question she will be asked is, “Do you type?”

César Chávez sought to better the plight of Hispanic farm workers:

When we are really honest with ourselves we must admit that our lives are all that really belong to us. So, it is how we use our lives that determines what kind of men we are. It is my deepest belief that only by giving our lives do we find life. I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be a man is to suffer for others. God help us to be men!

Vine Deloria, Jr., articulated a Native American view of history:

The Indian wars of the past should rightly be regarded as the first foreign wars of American history. As the U.S. marched across the continent, it was creating an empire by wars of foreign conquest just as England and France were doing in India and Africa.

Leaders and activists such as these began to change American society during the 1960s and 1970s, making the nation a more equitable place for all of its citizens.

---

1. **When and where did Martin Luther King, Jr., deliver his famous “I Have a Dream” speech?**

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. **In addition to African Americans, what are some other groups that began to grow more politically active in the United States during the 1960s and 1970s?**

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
I Also Have a Dream

Directions: Select a civil rights leader from the 1960s or 1970s. Complete the following worksheet to compile information about the ideas and beliefs of your chosen subject. Use the information to help you compose your speech.

Civil rights leader: ______________________________

Personal background: __________________________________________

_________________________________________________________________

_________________________________________________________________

Target audience: __________________________________________

_________________________________________________________________

_________________________________________________________________

Beliefs or views regarding the civil rights movement: __________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Ways he or she furthered the cause of civil rights: __________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

His or her dreams for the civil rights movement: __________________________________________

_________________________________________________________________

_________________________________________________________________
INTRODUCTION
Every period of American history has been filled with change. The years between 1954 and 1980 were no exception. After World War II, the nation struggled to put its social and political ideals into practice while fighting new military wars overseas and social battles at home. The civil rights movement, the women’s movement, the Vietnam War, and student unrest were only some of the highlights of this era.

from “Down at the Cross—Letter From a Region in My Mind”
James Baldwin

GUIDED READING
As you read, identify the emotions you feel and analyze how Baldwin brings them to the surface. Then answer the questions that follow.

The treatment accorded the Negro during the Second World War marks, for me, a turning point in the Negro’s relation to America. To put it briefly, and somewhat too simply, a certain hope died, a certain respect for white Americans faded. One began to pity them, or to hate them. You must put yourself in the skin of a man who is wearing the uniform of his country, is a candidate for death in its defense, and who is called a “nigger” by his comrades-in-arms and his officers; who is almost always given the hardest, ugliest, most menial work to do; who knows that the white G.I. has informed the Europeans that he is subhuman (so much for the American male’s sexual security); who does not dance at the U.S.O. the night white soldiers dance there, and does not drink in the same bars white soldiers drink in; and who watches German prisoners of war being treated by Americans with more human dignity than he has ever received at their hands. And who, at the same time, as a human being, is far freer in a strange land than he has ever been at home. Home! The very word begins to have a despairing and diabolical ring. You must consider what happens to this citizen, after all he has endured, when he returns—home: search, in his shoes, for a job, for a place to live; ride, in his skin, on segregated buses; see, with his eyes, the signs saying “White” and “Colored,” and especially the signs that say “White Ladies” and “Colored Women”; look into the eyes of his wife; look into the eyes of

(continued)
his son; listen, with his ears, to political speeches, North and South; imagine yourself being told to “wait.” And all this is happening in the richest and freest country in the world, and in the middle of the twentieth century. The subtle and deadly change of heart that might occur in you would be involved with the realization that a civilization is not destroyed by wicked people; it is not necessary that people be wicked but only that they be spineless.

From “Down at the Cross—Letter From a Region in My Mind” by James Baldwin. Reprinted by permission of the James Baldwin Estate.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. How is the treatment of the African American soldier different in the Army and in foreign countries?

2. Why did Baldwin’s respect for white Americans diminish during World War II?

3. Explain the difference between “White Ladies” and “Colored Women.”

4. **CRITICAL THINKING** Explain what Baldwin means when he says, “a civilization is not destroyed by wicked people; it is not necessary that people be wicked, but only that they be spineless.”
from “Proclamation to the Great White Father and All His People”
—Indians of All Tribes, San Francisco, California

GUIDED READING
As you read, make note of the use of irony in the work. Then answer the questions that follow.

We, the native Americans, re-claim the land known as Alcatraz Island in the name of all American Indians by right of discovery.

We wish to be fair and honorable in our dealings with the Caucasian inhabitants of this land, and hereby offer the following treaty:

We will purchase said Alcatraz Island for twenty-four dollars ($24) in glass beads and red cloth, a precedent set by the white man’s purchase of a similar island about 300 years ago. We know that $24 in trade goods for these 16 acres is more than was paid when Manhattan Island was sold, but we know that land values have risen over the years. Our offer of $1.24 per acre is greater than the 47¢ per acre that the white men are now paying the California Indians for their land.

We will give to the inhabitants of this island a portion of that land for their own, to be held in trust by the American Indian Affairs and by the bureau of Caucasian Affairs to hold in perpetuity—for as long as the sun shall rise and the rivers go down to the sea. We will further guide the inhabitants in the proper way of living. We will offer them our religion, our education, our life-ways, in order to help them achieve our level of civilization and thus raise them and all their white brothers up from their savage and unhappy state. We offer this treaty in good faith and wish to be fair and honorable in our dealings with all white men.

We feel that this so-called Alcatraz Island is more than suitable for an Indian Reservation, as determined by the white man’s own standards. By this we mean that this place resembles most Indian reservations in that:

1. It is isolated from modern facilities, and without adequate means of transportation.
2. It has no fresh running water.
3. It has inadequate sanitation facilities.
4. There are no oil or mineral rights.
5. There is no industry and so unemployment is very great.
6. There are no health care facilities.
7. The soil is rocky and non-productive; and the land does not support game.
8. There are no educational facilities.
9. The population has always exceeded the land base.
10. The population has always been held as prisoners and kept dependent upon others.

(continued)
Further, it would be fitting and symbolic that ships from all over the world, entering the Golden Gate, would first see Indian land, and thus be reminded of the true history of this nation. This tiny island would be a symbol of the great lands once ruled by free and noble Indians.


READER RESPONSE

Directions: Answer the following questions on the lines below.

1. What are the main elements of the treaty outlined in this piece?

2. What is the main idea of the proclamation?

3. CRITICAL THINKING Identify the bias or biases in this work. Explain your answer.
GUIDED READING
As you read, analyze what the “mystique” is. Then answer the questions that follow.

The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night—she was afraid to ask even of herself the silent question—“Is this all?”

For over fifteen years there was no word of this yearning in the millions of words written about women, for women, in all the columns, books and articles by experts telling women their role was to seek fulfillment as wives and mothers. Over and over women heard in voices of tradition and of Freudian sophistication that they could desire no greater destiny than to glory in their own femininity. Experts told them how to catch a man and keep him, how to breastfeed children and handle their toilet training, how to cope with sibling rivalry and adolescent rebellion; how to buy a dishwasher, bake bread, cook gourmet snails, and build a swimming pool with their own hands; how to dress, look, and act more feminine and make marriage more exciting; how to keep their husbands from dying young and their sons from growing into delinquents. They were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights—the independence and the opportunities that the old-fashioned feminists fought for. Some women, in their forties and fifties, still remember painfully giving up those dreams, but most of the younger women no longer even thought about them. A thousand expert voices applauded their femininity, their adjustment, their new maturity. All they had to do was devote their lives from earliest girlhood to finding a husband and bearing children. . . .

The feminine mystique says that the highest value and the only commitment for women is the fulfillment of their own femininity. It says that the great mistake of Western culture, through most of its history, has been the undervaluation of this femininity. It says this femininity is so mysterious and intuitive and close to the creation and origin of life that... (continued)
man-made science may never be able to understand it. But however special and different, it is in no way inferior to the nature of man; it may even in certain respects be superior. The mistake, says the mystique, the root of women’s troubles in the past is that women envied men, women tried to be like men, instead of accepting their own nature, which can find fulfillment only in sexual passivity, male domination, and nurturing maternal love. . . .

The logic of the feminine mystique redefined the very nature of woman’s problem. When woman was seen as a human being of limitless human potential, equal to man, anything that kept her from realizing her full potential was a problem to be solved: barriers to higher education and political participation, discrimination or prejudice in law or morality. But now that woman is seen only in terms of her sexual role, the barriers to the realization of her full potential, the prejudices which deny her full participation in the world, are no longer problems. The only problems now are those that might disturb her adjustment as a housewife. So career is a problem, education is a problem, political interest, even the very admission of women’s intelligence and individuality is a problem. And finally there is the problem that has no name, a vague undefined wish for “something more” than washing dishes, ironing, punishing and praising the children. . . .

If an able American woman does not use her human energy and ability in some meaningful pursuit (which necessarily means competition, for there is competition in every serious pursuit of our society), she will fritter away her energy in neurotic symptoms, or unproductive exercise, or destructive “love.”

It . . . is time to stop giving lip service to the idea that there are no battles left to be fought for women in America, that women’s rights have already been won. It is ridiculous to tell girls to keep quiet when they enter a new field, or an old one, so the men will not notice they are there. In almost every professional field, in business and in the arts and sciences, women are still treated as second-class citizens. It would be a great service to tell girls who plan to work in society to expect this subtle, uncomfortable discrimination—tell them not to be quiet, and hope it will go away, but fight it. A girl should not expect special privileges because of her sex, but neither should she “adjust” to prejudice and discrimination.

She must learn to compete then, not as a woman, but as a human being. Not until a great many women move out of the fringes into the mainstream will society itself provide the arrangements for their new life plan. . . .


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. **What is the “feminine mystique”?**

2. According to the author, what will happen to able American women if they do not use their energy and ability in meaningful ways?

3. **CRITICAL THINKING**  How do you think this piece is a reflection of the Women’s Movement of the 1960s and 1970s?
Chapter 17 Resources

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Synthesizing Information

LEARNING THE SKILL

To be an effective reader, you need to be able to search for patterns in the text. Patterns of information allow you to understand relationships between ideas in your reading. When you take bits of information from various places in the text and combine them to help you understand what you are reading, this is called synthesizing.

To synthesize information, you have to arrange it so that you can make comparisons. Look for patterns that will help you recognize the main ideas in the text. This will help you to understand the material and draw conclusions from it. One place to look for information about relationships between concepts is in summary paragraphs. Authors use summary paragraphs to repeat themes for the reader. These summary paragraphs are useful for synthesizing information that was covered in previous material.

PRACTICING THE SKILL

DIRECTIONS: Read the following sentences, excerpted from pages 613–615 of your text. Using what you have learned about synthesizing information, identify patterns in President Johnson’s actions. Write a summary statement synthesizing information from the sentences regarding Johnson’s goals for the Great Society programs.

Major goals of the civil rights movement were achieved with the passage of the Civil Rights Act of 1964, which barred discrimination of many kinds, and the Voting Rights Act of 1965, which protected voters from discriminatory practices.

It was clear that the president did not intend only to expand relief to the poor or to confine government efforts to material things.

More than 60 programs were initiated between 1965 and 1968. Among the most significant programs were Medicare and Medicaid.

Great Society programs also strongly supported education.


APPLYING THE SKILL

DIRECTIONS: Choose a partner to do this activity with you. On a separate sheet of paper, each partner should choose a section from the chapter and write a summary statement synthesizing details from the section. Partners should then exchange summary statements. Each partner should write out details in the text that support the other partner’s statement. Then partners may discuss these details and compare them to the details they originally used to create their summary statements.
Analyzing Primary Sources

LEARNING THE SKILL

Many times, two authors will describe the same events differently because of their personal views. When you encounter a primary source, you must take into account the point of view of its author. Analyzing the author’s point of view can help you understand issues on a deeper level. When reading primary sources, look for clues that indicate how the author thinks about the topic he or she is writing about. How might the author’s own views affect the written account? You should also consider how the author’s views affect your understanding of the material.

PRACTICING THE SKILL

DIRECTIONS: The following excerpt is taken from a memorandum written by U.S. intelligence analyst Raymond Garthoff to the undersecretary of state after the end of the Cuban missile crisis. Read the excerpt and consider the background and perspective of the writer. Then answer the following questions on a separate sheet of paper.

The short-run effects should be very favorable to the US. Unquestionably the US will emerge from this confrontation with increased prestige world-wide. . . . [T]he Soviets are not prepared to risk a decisive military showdown with the US over issues involving the extension of Soviet power. . . .

. . . Unquestionably the Soviet defeat will have its impact on Soviet thinking and policy-making. Over the long run, one effect may be to make the Soviets far more responsive to our efforts at finding peaceful solutions to the whole range of world problems. However, and this is an important qualification, this effect is certain to take a considerable period of time. . . .

1. What point of view does Raymond Garthoff reveal in this statement?
2. How does he reveal his point of view?
3. How might Garthoff’s position have influenced his point of view in this statement?

APPLYING THE SKILL

DIRECTIONS: Use library or Internet sources to locate a recent campaign speech or State of the Union Address. Think critically, and read the speech as thoroughly as you can. Then, on a separate sheet of paper, write a short report in which you describe the speaker’s point of view—what is he or she saying between the lines? Be sure to provide a copy of the speech with your report.
The Great Society

Read the excerpt below from a speech given by President Lyndon Johnson on May 22, 1964.

LYNDON JOHNSON ON THE GREAT SOCIETY

. . . I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.

. . . It is harder and harder to live the good life in American cities today. The catalog of ills is long: there is the decay of the centers and the despoiling of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated.

Worst of all expansion is eroding the precious and time honored values of community with neighbors and communion with nature. The loss of these values breeds loneliness and boredom and indifference.

Our society will never be great until our cities are great. . . .

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. . . .We must act to prevent an ugly America. . . .

A third place to build the Great Society is in the classrooms of America. There your children’s lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal.

Today, 8 million adult Americans, more than the entire population of Michigan, have not finished 5 years of school. . . .

In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty.

. . . We must seek an educational system which grows in excellence as it grows in size. . . .

These are the three central issues of the Great Society. While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems.

. . . The solution to these problems does not rest on a massive program in Washington, nor can it rely solely on the strained resources of local authority. They require us to create new concepts of cooperation, a creative federalism, between the National Capital and the leaders of local communities. . . .

SOURCE: Lyndon Baines Johnson Library and Museum, National Archives and Records Administration

Directions: On a separate sheet of paper, answer the following questions based on the excerpt above.

1. **Identifying the Main Idea** Explain what Johnson means by building the Great Society in the countryside.

2. **Identifying the Main Idea** According to this speech, what is the Great Society?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Before students read, review the Great Society. Work with students to create an anticipation guide to the speech by recording students’ ideas about what they think they will read as well as what they would like to learn from this excerpt.

Advanced Learners (AL) Have students critique this speech excerpt, identifying its strengths and weaknesses both in what it says and how well it says it. Students should think about its effect on its audience—members and guests of the graduating class at the University of Michigan.

Below Grade Level (BL) Help students develop an outline for the essay by listing the main headings and having them supply some of the explanation and details. See the example below. (Suggested answers are in italics.)

The Great Society
I. Cities
   A. More and more people living in urban areas
   B. Many problems, including not enough housing and transportation, loss of community

II. Countryside
   A. Pride in “America the beautiful”
   B. Many problems, including polluted water, food, and air; loss of forests, pollution of oceans and beaches

III. Classrooms
   A. Millions have not finished high school; millions more have less than 8 years, or even 5 years, of school
   B. Many not able to go to college
   C. Classrooms overcrowded and curricula outdated
   D. Need more classrooms, better teacher training, better teaching techniques

On Grade Level (OL) Have students read the speech and work independently to answer the questions in complete sentences.

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the Primary Source selection from John F. Kennedy’s Inaugural Address on page 603, answer the following questions.

1. How was John F. Kennedy able to capture the imagination of the American public?

2. Are there leaders today who inspire Americans the way Kennedy did?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

foe (n.): enemy

temper (v.): to make strong
discipline (v.): to train or develop
heritage (n.): cultural legacy; tradition
convert (v.): to change or transform
summons (n.): a call to action
embattled (adj): characterized by conflict
twilight (n.): the time between sunset and full darkness; an intermediate state that is not clearly defined
tribulation (n.): distress or suffering resulting from persecution
tyrranny (n.): oppressive power
go forth (v.): to move forward
to pass a torch (v.): to give over responsibility to a successor
sister republics (n.): states with a close, interdependent relationship
to bear arms (v.): to have weapons; to be prepared for war
to bear a burden (v.): to cope with something difficult and worrisome
C. READING COMPREHENSION ACTIVITY

True or False

Directions: After reading the passage on page 603, decide whether the following statements are true (T) or false (F).

1. ___ Kennedy proposed an “alliance for progress” to help other nations rise out of poverty.
2. ___ Kennedy did not think the new generation of Americans was ready to lead the nation.
3. ___ The president did not want the United States to bear arms against any other nation.
4. ___ Tyranny, poverty, war, and disease were problems that Kennedy hoped to address.
5. ___ All of the United States’ sister republics were located in Europe.
6. ___ Kennedy told the “citizens of the world” that they could help the cause of freedom.
7. ___ The president stated that the new generation of Americans was proud of its heritage.

D. WORD BUILDING ACTIVITY

Idioms and Expressions

Directions: Use the context to fill in the blanks with the correct expression.

bear the burden, go forth, pass the torch, sister republics, bear arms

1. When a president leaves office, he must ________________ to the next president.
2. The nation had no choice but to ________________ against an aggressive enemy.
3. The United States hoped to increase trade with its ________________.
4. Kennedy hoped that American citizens would feel confident enough to ________________ into an uncertain future.
5. The president wanted the people to ________________ of defeating poverty and disease all over the world.

**DIRECTIONS:** Choose the content vocabulary word or term to identify that best completes each sentence. Write the correct term in the space provided. Then answer the question at the bottom of the page.

<table>
<thead>
<tr>
<th>reapportionment</th>
<th>consensus</th>
<th>space race</th>
</tr>
</thead>
<tbody>
<tr>
<td>flexible response</td>
<td>due process</td>
<td>missile gap</td>
</tr>
</tbody>
</table>

1. President Kennedy believed the United States should prepare for a **flexible response** by building up conventional troops and weapons to allow for a limited war without nuclear weapons.

2. President Johnson used many tactics to build a **consensus**, or general agreement, by persuading others to back his ideas.

3. President Kennedy voiced his concern about a suspected **missile gap**—the belief that the Soviet Union had more nuclear weapons than the United States.

4. One of the Warren Court’s most important decisions concerned **reapportionment**, or the method states use to draw up political districts based on changes in population.

5. The Cold War competition between the United States and the Soviet Union over dominance of space exploration was referred to as the **space race**.

6. The judicial requirement of **due process** states that laws may not treat individuals unfairly and courts must follow proper procedures and rules when trying cases.

7. Briefly explain some of the ideas of Johnson’s Great Society using the following terms: **Medicare, Medicaid, and Head Start**.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>arbitrarily</td>
<td>institute</td>
<td>due process</td>
</tr>
<tr>
<td>commentator</td>
<td></td>
<td>flexible response</td>
</tr>
<tr>
<td>confine</td>
<td></td>
<td>space race</td>
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<tr>
<td>conventional</td>
<td></td>
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<tr>
<td>remove</td>
<td></td>
<td></td>
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<tr>
<td>subsidy</td>
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</tbody>
</table>

A. WORD MEANING ACTIVITY

Vocabulary in Context

Directions: In each sentence below, the underlined words are from the academic vocabulary for Chapter 17. Choose the word or phrase that completes each sentence correctly.

1. President Kennedy wanted more conventional weapons so the military could respond flexibly and use (traditional/unusual) armaments as needed.
2. Due process means the law cannot act arbitrarily and ensures that all people receive (the same/different) treatment by the legal system.
3. The president instituted new programs such as the Peace Corps, which helped (establish/terminate) humanitarian services in developing nations.
4. A commentator makes statements that are supported by (facts/opinions) about the issue.
5. The Johnson Administration’s education programs (paid/charged) schools a subsidy to help them acquire textbooks and library materials.
6. Kennedy told the Soviets to remove their missiles from Cuba, and in return he agreed privately to (take out/put in) missiles near the Turkish border.
7. Johnson made it clear that he did not want the Great Society’s goals to be confined, or (restricted/open), to only material things.

(continued)
B. WORD FAMILY ACTIVITY

Word Form Chart

Remember: A noun is a word that names a person, place, thing, or idea. Examples include president and democracy. A verb is a word that is used to describe an action, experience, or state of being. Examples include: govern, attempt, and seem. An adjective is a word that describes a noun such as historical; while an adverb describes a verb such as quickly.

Directions: Fill in the chart below by providing the missing word forms.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>arbitrate</td>
<td>remove</td>
<td>subsidy</td>
<td>institute</td>
</tr>
<tr>
<td>response</td>
<td>conventional</td>
<td>arbitrarily</td>
<td></td>
</tr>
</tbody>
</table>

TEST YOUR KNOWLEDGE

Directions: Choose the best definition for each word listed

1. conventional  
   A. modern  
   B. traditional  
   C. elite

2. subsidy  
   A. grant  
   B. materials  
   C. scarcity

3. arbitrary  
   A. reasonable  
   B. unfair  
   C. illegal

4. confine  
   A. unrestricted  
   B. boundless  
   C. limited

5. remove  
   A. include  
   B. take out  
   C. put in

6. institute  
   A. fund  
   B. finish  
   C. begin
Reading a Special Purpose Map

LEARNING THE SKILL

A special purpose map focuses on a specific subject such as climate patterns, troop movements, or immigration statistics. You can read a special purpose map by examining its title and other parts, such as the key. You can then analyze the map based on what you see in the key.

An election map is one type of special purpose map. It shows how people in a particular area voted. Usually the map will represent each candidate in an election with a specific color or pattern. You can tell which candidate goes with which pattern by looking at the key. Election maps can be used to show state, county, or electoral district results.

PRACTICING THE SKILL

DIRECTIONS: Analyze the map below. Then answer the following questions on a separate sheet of paper.

1. What do the different patterns on the map represent?
2. The states are labeled with numbers that show how many electoral votes each state has. Which states were especially important in getting Kennedy elected?
3. Which two states split their electoral votes between two candidates?
4. Which of the states that Nixon won had the greatest number of electoral votes?

APPLYING THE SKILL

DIRECTIONS: Use library or Internet resources to locate a special purpose map of your state. Write a paragraph describing the subject of the map and what information the map gives about your state.
LEARNING THE SKILL

When you analyze information, you do more than focus on individual facts. You look for the major points and try to understand those as well. Sometimes you may need to separate the information into more manageable elements so you can comprehend it and form an opinion about it. The ability to analyze information helps you establish positions on vital issues of the day.

Use the following guidelines to help you analyze information:
• Identify the topic that is being discussed.
• Examine how the information is organized and determine the main points.
• Summarize the information in your own words, then form an opinion about it based on your understanding of the topic.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from Lyndon Johnson’s “Great Society” speech (May 1964) and the statements that follow. Mark T if the statement is true; mark F if the statement is false. In the space provided, explain why each false statement is false.

. . . Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled [unchecked] growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

. . . The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

1. In the Great Society, old values should be replaced by new visions.

2. Private, gated communities would be welcome in the Great Society.

3. Leisure time in the Great Society is welcome and encouraged.

4. Wealth and riches are considered bad things in the Great Society.

5. An abundance of consumer goods is a hallmark of Johnson’s Great Society.
John F. Kennedy’s Presidency

John F. Kennedy was inaugurated on January 20, 1961. In his inaugural speech, he said, “Ask not what your country can do for you—ask what you can do for your country.” Kennedy followed his own directive—his first several months in office were busy. In March, he formed the Peace Corps, which sent young Americans to help underdeveloped countries fight poverty. In May, he asked Congress for more than $22 billion to fund Project Apollo, which aimed to land Americans on the moon by the end of the decade. In December, Kennedy appointed Eleanor Roosevelt as head of a Presidential Commission on the Status of Women. The commission’s goal was to protect women from sexual discrimination and encourage equal pay.

One of the most prominent failures of JFK’s presidency took place during his first months in office. In April 1961, he authorized Cuban exiles to invade the Bay of Pigs on the south coast of Cuba. The invasion was intended to start an uprising among Cubans against Fidel Castro. The operation ended in failure when Castro’s forces surrounded the invaders. Kennedy accepted full responsibility for the failure.

In June 1961, Kennedy met with Soviet leader Nikita Khrushchev and reaffirmed America’s involvement in West Berlin. As a result, the Soviets constructed the Berlin Wall, which separated East and West Berlin. Two years later, in June 1963, Kennedy visited West Berlin and denounced the wall and the Communist system.

In October 1962, Kennedy faced one of the greatest challenges of his presidency when U.S. intelligence discovered long-range Soviet missiles in Cuba. Kennedy ordered a naval blockade and thus began a weeklong standoff in which both nations were brought to the brink of war. Kennedy and Khrushchev reached an agreement on October 28 that ended the Cuban Missile Crisis. In August 1963, Kennedy addressed the escalating threat of nuclear war by signing a limited test ban treaty with Great Britain and the Soviet Union.

Kennedy’s presidency came to a tragic end on November 22, 1963, when he was shot and killed while traveling in a motorcade in Dallas, Texas. The whole nation and the world mourned.

DIRECTIONS: Use the background information to complete a time line about Kennedy’s presidency.
Throughout U.S. history, the media have played a key role in a candidate’s success or failure. As candidates traveled the country in the 1700s and 1800s, making as many personal appearances as possible, newspaper reporters followed with pad and pencil to note important points for their stories. Only the people within earshot could get firsthand knowledge of the speech.

Later, radio evolved from its first station in 1920 to its first national network in 1926, the National Broadcasting Company. This development marked a major change from the primarily local nature of newspapers. Now people all over the country could hear the speech or story instantly. Franklin Roosevelt was a master of this new medium. His “Fireside Chats” soothed the nation during the Great Depression.

Televisions became common in American living rooms in the 1950s. Dwight Eisenhower was the first to take advantage of TV’s potential for political advertising. Ike’s 1952 ads featuring lively music and short clips from his speeches helped him defeat the bland Adlai Stevenson.

The 1960 Kennedy-Nixon debates marked a powerful new role for TV in presidential politics. The image of the young, energetic Kennedy next to the pale, nervous Nixon left an impression on the public beyond what either candidate said. Many historians attribute Kennedy’s slim victory to the image he projected in the debates.

Today the importance of television to political success has led candidates to rely on media consultants. These “handlers” shape the image the candidates project to the public through an overall campaign strategy, including planned television exposure.

One way to control image is through carefully scripted responses to questions in televised debates. Another is TV spot ads. Usually 15 to 60 seconds, spot ads are designed to establish name recognition and create a favorable association. Spot ads often use sound bites—short, catchy statements crafted to be easy for voters to remember. In the 2000 campaign, candidates spent over $771 million for political ads.

Many candidates have broadened their TV exposure by appearing on network shows. On talk shows, they can converse in a relaxed forum without reporters asking tough questions. On MTV in 1993, Bill Clinton answered a viewer’s question about his preferred style of underwear, endearing him to the younger generation. Politicians have become TV celebrities, like sports stars.

Now a new medium is beginning to impact politics—the Internet. Its interactivity gives it an advantage over other news sources. Citizens can send information as well as receive it. By the 1996 campaign, all major candidates had Web sites. In the 2000 presidential primaries, two states experimented with allowing citizens to register and vote online. The parties and their candidates can even collect contributions online.

**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** What are some ways that television has changed presidential campaigns, both positively and negatively, for voters and candidates?

2. **Analyzing Information** What are some benefits and drawbacks of political ads on TV?

3. **Drawing Conclusions** Should citizens be allowed to vote online for candidates and for laws? Present some pros and cons of voting online.
The Cuban Missile Crisis

About the Selection

The transcript below begins on October 16, the first day of the Cuban Missile Crisis. From reading about the origins of World War I, President Kennedy came to believe that most wars start through a series of small mistakes and misunderstandings—at the time each one does not appear so bad, but together they add up to disaster. Kennedy wanted desperately to avoid making such a series of mistakes while responding to the Soviet arms buildup in Cuba.

GUIDED READING

As you read, note how Khrushchev’s public and private stances are different. Then answer the questions that follow.

October 16, A.M. Meeting

Arthur Lundahl [Director, National Photographic Interpretation Center]: This is a result of the photography taken Sunday, sir.

JFK: Yeah.

Lundahl: There’s a medium-range ballistic missile launch site and two new military encampments . . . in west-central Cuba.

JFK: . . . How do you know this is a medium-range ballistic missile?

Lundahl: The length, sir.

JFK: Is it ready to be fired?

Sidney Graybeal [Chief, Guided Missile Division, CIA]: No, sir.

JFK: How long before it can be fired?

Graybeal: That depends. . . .

Robert McNamara [Secretary of Defense]: . . . The question is one of readiness . . . to fire and—and this is highly critical in forming our plans—that the time between today and the time when the readiness to fire capability develops is a very important thing.

October 16, P.M. Meeting

JFK [to Marshall Carter, CIA Deputy Director]: Uh, General, how long would you say we had before these, uh—at least to the best of your ability for the ones we know—will be ready to fire?

Carter: Well, our people estimate that these could be fully operational within two weeks. Uh, this would be the total complex. If they’re the oxygen type, uh, we have no—it would be considerably longer since we don’t have any indication of, uh, oxygen refueling there nor any radar.

JFK: There isn’t any question in your mind, however, that it is an intermediate-range missile?
Carter: No, there’s no question.

Dean Rusk [Secretary of State]: You’ve seen actual missiles themselves and not just the boxes have you?

Carter: . . . In the picture there’s an actual missile.

**Private Note, Dated October 26, from Chairman Khrushchev to President Kennedy**

All the weapons . . . are of a defensive nature. . . . Mr. President, let us show good sense. I assure you that the ships bound for Cuba are carrying no armaments at all. The armaments needed for the defense of Cuba are already there. Let us therefore display statesmanlike wisdom. I propose: we, for our part will declare that our ships bound for Cuba are not carrying any armaments. You will declare that the United States will not invade Cuba with its troops and will not support any other forces which might intend to invade Cuba. Then the necessity for the presence of our military specialists in Cuba will be obviated.

**Public Announcement Made October 27 by Chairman Khrushchev**

. . . How are we, the Soviet Union, our Government, to assess your actions which are expressed in the fact that you have surrounded the Soviet Union with military bases. . . . Your missiles are located in Britain, are located in Italy and are aimed against us. Your missiles are located in Turkey.

You are disturbed over Cuba. You say this disturbs you because it is 90 miles by sea from the coast of the United States of America. But Turkey adjoins us.

**October 27 Meeting**

JFK: Well this is unsettling now, George, because he’s [Khrushchev] got us in a pretty good spot here, because most people will regard this as not an unreasonable proposal. . . . I think you are going to find it very difficult to explain why we are going to take hostile military action in Cuba, against these sites . . . the thing he’s saying is, if you’ll get yours out of Turkey, we’ll get ours out of Cuba. . . . I think we have to be now thinking about what our position’s going to be on this one that’s before us, and before the world.

**Source:** Eyewitness to America: 500 Years of America in the Words of Those Who Saw It Happen. New York: Pantheon Books, 1997.

**Reader Response**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What is Khrushchev’s claim in the private note about the Soviet weapons in Cuba?
2. What is unsettling to Kennedy about Khrushchev’s public announcement?
3. Where does the transcript show that Kennedy and his advisers are being careful to not make a mistake about the Soviet weapons in Cuba?
4. **Critical Thinking** What are the differences between Khrushchev’s two proposals?
And I promise you tonight that every fibre of my being is consecrated to our cause, that nothing shall be lacking from the struggle that can be brought to it by enthusiasm, by devotion, and plain hard work.

In this world no person, no party can guarantee anything, but what we can do and what we shall do is to deserve victory and victory will be ours. The Good Lord raised this mighty Republican-Republic to be a home for the Brave and to flourish as the land of the free—not to stagnate in the swamp-land of collectivism, not to cringe before the bully of Communism.

Now, my fellow Americans, the tide has been running against freedom. Our people have followed false prophets. We must, and we shall, return to proven ways—not because they are old, but because they are true.

We must, and we shall, set the tide running again in the cause of freedom. Freedom made orderly for this nation by our constitutional government.

Now, we Americans understand freedom, we have earned it; we have lived for it, and we have died for it. This nation and its people are freedom’s models in a searching world. We can be freedom’s missionaries in a doubting world.

But, ladies and gentlemen, first we must renew freedom’s mission in our own hearts and in our own homes. During four futile years the Administration which we shall replace has distorted and lost that faith. It has talked . . . the words of freedom, but it has failed . . . in the works of freedom.

Now failure cements the wall of shame in Berlin; failures blot the sands of shame at the Bay of Pigs; failures marked the slow death of freedom in Laos; failures infest the jungles of Vietnam. . . .

(continued)
And because of this Administration we are tonight a world divided. We are a nation becalmed. We have lost the brisk pace of diversity and the genius of individual creativity. We are plodding along at a pace set by centralized planning. . . .

Now we Republicans see all this as more—much more—than the result of mere political differences, or mere political mistakes. We see this as the result of a fundamentally and absolutely wrong view of man, his nature and his destiny.

Those who seek to live your lives for you, to take your liberty in return for relieving you of yours; those who elevate the state and downgrade the citizen, must see ultimately a world in which earthly power can be substituted for Divine will. And this nation was founded upon the rejection of that notion and upon the acceptance of God as the author of freedom. . . .

. . . Equality, rightly understood as our founding fathers understood it, leads to liberty and to the emancipation of creative differences; wrongly understood, as it has been so tragically in our time, it leads first to conformity and then to despotism.

Fellow Republicans, it is the cause of Republicanism to insure that power remains in the hands of the people. . . .

In our vision of a good and decent future, free and peaceful, there must be room, room for the liberation of the energy and talent of the individual, otherwise our vision is blind at the outset.

We Republicans see in our constitutional form of government the great framework which assures the orderly but dynamic fulfillment of the whole man, and we see the whole man as the great reason for instituting orderly government in the first place.

We see in private property and in economy based upon and fostering private property the one way to make government a durable ally of the whole man rather than his determined enemy.

That, let me remind you, is the land of liberty built by decentralized power. . . .


**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. According to Goldwater, what is the reason for instituting constitutional government?
2. According to Goldwater, on what issue do the Republicans and Democrats disagree?
3. What is the “cause” of Republicanism?
4. Critical Thinking What is common to the failures of the previous administration that Goldwater lists?
From her beginnings as an obscure teenage singer to her rise as a vocal megastar, an actress, and a businesswoman, Diana Ross has become a legend in her own time. Born in Detroit, Michigan, on March 26, 1944, Diane Ross was one of six children. Her nurturing family helped develop Diane’s love of music, as they all sang in the church choir. Neighborhood vocal groups also influenced her as they improvised their own arrangements of songs by popular artists. These groups would sing on street corners, hoping to be recognized for their musical talent.

While in high school she was asked to join a neighborhood vocal group, composed of four girls, called the Primettes. Together, the group sang at local parties, churches, talent shows, clubs, and other events. It wasn’t long before they were awarded a contract with a Detroit based recording company, then made their first two records. In 1962, after graduating from high school, the Primettes were signed as backup vocalists for artists such as Marvin Gaye. After being renamed the Supremes, and after Diane changed her name to Diana, all four Supremes recorded their debut album titled “Meet the Supremes” in 1963. Later in that same year, the Supremes were assigned new record producers who helped give the group a strong new beat and highlighted Diana’s voice as the lead singer. “Where Did Our Love Go,” recorded in 1964, was the first million-seller hit, and took the Supremes’ careers to new heights.

In 1969 Ross appeared by herself on the cover of *Look* magazine, and was courted for solo interviews and appearances on television. In addition, she diversified her career by launching another group called the Jackson Five, helping them make their debut album in “Diana Ross Presents the Jackson 5.”
On January 14, 1970, Diana Ross and the Supremes gave their farewell performance in Las Vegas, with Diana leaving to form her solo singing career. After marrying and giving birth to three daughters, Ross continued to find time for singing and to embark on a new acting career as well. Her role portraying singer Billie Holiday in *Lady Sings the Blues* led to an Academy Award nomination in 1972. In 1980, she recorded one of her most successful albums ever and launched her own business, called Diana Enterprises. Other companies she established focused on film, fashion, and advertising. Perhaps one of her most important businesses was the Diana Ross Foundation, established for charity projects.

The 1981 Broadway musical *Dreamgirls*, and its 2006 film adaptation, are widely thought to be based on the Supremes. Actress Beyoncé Knowles has acknowledged keeping her trailer filled with pictures of Diana Ross during the filming of the movie.

1. What two recordings propelled the Supremes to international success?

2. What did Diana Ross do to achieve her own dreams of personal stardom?

3. In what areas other than music has Diana Ross met with success?

---

**Critical Thinking**

4. **Analyzing Information** How did Diana Ross get started in her musical career?

5. **Drawing Conclusions** How does the saying “believe in yourself” apply to Diana Ross?
**THE DEATH OF JFK**

A well-known saying is “A picture is worth a thousand words.” Few images confirm this idea as well as Bill Mauldin’s response to the assassination of President Kennedy. Some cartoons convey their messages through a single gesture or pose. The action’s simplicity can touch the viewer deeply. In this cartoon, Mauldin expressed the national response to Kennedy’s assassination. For the moment, shared shock and grief set aside political differences as everyone mourned.

**Directions:** Study the cartoon below, and then answer the questions that follow.
ANALYZING THE CARTOON ACTIVITY 17 (continued)

1. What statue has Mauldin drawn?

________________________________________________________________________

2. Where is this statue located? What does the location add to the power of the cartoon?

________________________________________________________________________

3. What is the character in the cartoon doing? How do you know? What does Mauldin want to convey through this action?

________________________________________________________________________

4. What does the shadow on the wall on the right side of the cartoon symbolize?

________________________________________________________________________

CRITICAL THINKING

5. Determining Cause and Effect What is the effect of having a statue come to life?

________________________________________________________________________

6. Analyzing Information Consider the important national events of President Kennedy’s presidency. What does Mauldin convey about the loss of Kennedy by associating him with Abraham Lincoln?

________________________________________________________________________

7. Drawing Conclusions This cartoon has no dialogue, commentary, caption, or title. What are the effects of this silence on the viewer?

________________________________________________________________________

President Kennedy proclaimed the 1960s the decade of a New Frontier. President Johnson later promoted his Great Society agenda. Both presidents, aided by the activist Warren Court, sought to build a better society for all. The Cold War overshadowed both presidents as each strived to contain the communist revolutions that were occurring throughout the world.

DIRECTIONS: Indicate on the left blank whether each of the following landmark events or programs occurred during the Kennedy or Johnson administration. Then briefly describe each event’s or program’s significance.

1. Peace Corps: _______________________
   _______________________
2. Reynolds v. Sims: _______________________
   _______________________
3. Medicare/Medicaid: _______________________
   _______________________
4. Alliance for Progress: _______________________
   _______________________
5. War on Poverty: _______________________
   _______________________
   _______________________
7. Project Head Start: _______________________
   _______________________
8. Cuban Missile Crisis: _______________________
   _______________________
9. Department of Housing and Urban Development: _______________________
   _______________________

10. Critical Thinking  We continue to wage the war on poverty. In your opinion, who can best solve the problem of poverty: big government, community-based charities, or individuals themselves? What strategies best alleviate the problem?
The Cuban Missile Crisis

The foreign policy of the United States and of President John F. Kennedy received one of its sternest tests on October 22, 1962. On that day, the Cuban missile crisis threatened to engulf the United States, the Soviet Union, and much of the world in the worst of all types of conflicts—a nuclear war. To resolve the crisis, two nations that were normally enemies had to find a way to cooperate.

DIRECTIONS: Read the excerpt below from President Kennedy’s October 22, 1962, television address concerning the Cuban missile crisis. Then answer the questions that follow.

This government, as promised, has maintained the closest surveillance of the Soviet military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. . . .

The characteristics of these new missile sites indicate two distinct types of installations. Several of them include medium-range ballistic missiles, . . . Each of these missiles . . . is capable of striking Washington, D.C., the Panama Canal, Cape Canaveral, Mexico City, or any other city in the southeastern part of the United States, in Central America, or in the Caribbean area.

Additional sites not yet completed appear to be designed for intermediate range ballistic missiles—capable of traveling more than twice as far—and thus capable of striking most of the major cities in the Western Hemisphere. . . .

Acting, therefore, in the defense of our own security and of the entire Western Hemisphere, and under the authority entrusted to me by the Constitution as endorsed by the resolution of the Congress, I have directed that the following initial steps be taken immediately.

First: To halt this offensive buildup, a strict quarantine on all offensive military equipment under shipment to Cuba is being initiated. . . .

Second: I have directed the continued and increased close surveillance of Cuba and its military buildup. . . . Should these offensive military preparations continue, thus increasing the threat to the hemisphere, further action will be justified. . . .

Third: 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.

Fourth: As a necessary military precaution, I have reinforced our base at Guantanamo, . . .

Fifth: We are calling tonight for an immediate meeting of the Organ of Consultation under the Organization of American States, to consider this threat to hemispheric security . . .

Sixth: Under the Charter of the United Nations, we are asking tonight that an emergency meeting of the Security Council be convoked without delay to take action against this latest Soviet threat to world peace. . . .

Seventh and finally: 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. . . .

Our goal is not the victory of might, but the vindication of right—not peace at the expense of freedom, but both peace and freedom, here in this hemisphere, and, we hope, around the world. God willing, that goal will be achieved.

(continued)
Enrichment Activity 17 (continued)

Questions to Consider

1. What does Kennedy maintain is the purpose for Soviet military buildup in Cuba?

2. What steps does Kennedy propose be taken against the Soviet action?

3. How does Kennedy justify his actions?

4. GO A STEP FURTHER ➤ Place yourself in the social and political environment of the 1960s and describe your feelings after watching the president’s speech. Explain what in the speech makes you feel the way you do.
Chapter 17
Section Resources

Guided Reading Activity 17-1  48
Guided Reading Activity 17-2  49
Guided Reading Activity 17-3  50
DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** In 1960, a youthful John F. Kennedy narrowly defeated Richard M. Nixon in the presidential campaign.

1. **Detail:** In the 1960 presidential race, both major parties made substantial use of _____________.
2. **Detail:** The campaign centered on the economy and the _____________.

**Main Idea:** John Kennedy and his family gave the nation a youthful, enthusiastic First Family.

3. **Detail:** In the 1960 election, Kennedy narrowly won the popular vote, and his victory in the ____________ was 303 votes to 219.
4. **Detail:** Kennedy’s Inaugural Address called on ____________ to take a more active role in making the nation a better place.

**Main Idea:** Despite an uneasy relationship with Congress, President Kennedy managed to get several parts of his domestic agenda passed.

5. **Detail:** Although ____________ had majorities in both houses of Congress, Kennedy was unable to push through many of his domestic programs.
6. **Detail:** In an effort to increase growth and create more jobs, Kennedy advocated _____________.
7. **Detail:** Kennedy’s conflict with the ____________ strained his relations with the business community.
8. **Detail:** Kennedy asserted that ____________ meant businesses would have more money to expand, and that as they expanded they would create _____________.

**Main Idea:** Under Chief Justice Earl Warren, the Supreme Court issued a number of decisions that altered the voting system, expanded due process, and reinterpreted aspects of the First Amendment.

9. **Detail:** In 1964, in *Reynolds v. Sims*, the Court required states to redraw ____________ so that all citizens’ votes would have equal weight.
10. **Detail:** In the 1960s, the Supreme Court ruled in several cases that upholding ____________ meant applying the federal bill of rights to the states.
11. **Detail:** In the 1966 ____________ case, the Court required that authorities immediately inform criminal suspects of their rights.
12. **Detail:** During the Kennedy years, the Supreme Court also handed down decisions that reaffirmed the _____________.
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. Containing Communism
   A. How did Kennedy attempt to stop the spread of communism? 
   B. Where did Kennedy want to renew diplomatic focus? 
   C. What was the Peace Corps? 
   D. How did Kennedy respond to Soviet successes in space in 1961? 

II. Crises of the Cold War
   A. Where did the first crisis of Kennedy’s administration occur? 
   B. What had President Eisenhower feared about Cuba? 
   C. What did Eisenhower do as a result of this fear? 
   D. What was the purpose of this mission? 
   E. What was the result of the Bay of Pigs action? 
   F. How was the Cuban missile crisis resolved? 

III. Death of a President
   A. Where and when was President Kennedy assassinated? 
   B. Who assassinated President Kennedy, according to the Warren Commission? 
   C. What did Kennedy’s successor, Lyndon Johnson, set out to do upon becoming president?
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In 1962, author Michael Harrington claimed that the population of the truly poor in America numbered almost ____________ million.

2. Prior to becoming president, Lyndon Johnson had honed his leadership style through years of ____________.

3. President Johnson’s ability to build ____________ had made him one of the most effective and powerful leaders in the history of the Senate.

4. President Johnson felt that a wealthy, powerful government could and should try to ____________.

5. When Johnson took office, he knew that any program linked to ____________ would be very popular.

6. Johnson ended his 1964 State of the Union Address by declaring an unconditional war on ____________ in America.

7. By the summer of 1964, at Johnson’s urging, Congress had passed the ____________.

8. The ____________ encompassed a multitude of programs that Johnson hoped would make the United States a better place.

9. Among the most significant programs passed between 1965 and 1968 were the health care systems of ____________ and ____________.

10. The ____________ granted millions of dollars to public and private schools for textbooks, library materials, and special education programs.

11. Robert Weaver was the first African American to ____________.

12. The ____________ eliminated the national origins system established in the 1920s, which had given preference to northern European immigrants.

13. Great Society programs such as the Department of Transportation, the Department of ____________ and Project ____________ have survived to the present day.
Chapter 18 Resources

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Identifying the Main Idea

LEARNING THE SKILL

To be a good reader, you need to be able to identify the main idea in each paragraph, section, and chapter that you read. Textbooks contain a lot of information. They are often divided up into sections to help the reader understand the information. It is very important to figure out what the main ideas are in the text. Each section has headings that will help you figure out what the main topics are. Chapter introductions and conclusions are also helpful in clueing you in to the main ideas in the text.

One good way to figure out the topic or subject of a paragraph you are reading is to ask yourself this question: What does the author keep talking about? Write down this topic and if you can find a topic sentence, highlight it or underline it. Next, look for supporting sentences in the paragraph. These are details that help explain or prove the main idea. Finally, try to restate or summarize the main idea. That is a good way to check your understanding of the information.

PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph from page 637 of your textbook about voting rights. Use the chapter introduction on pages 620–621 and the section introduction on page 630 to help you identify the main idea of the paragraph. Underline what you think the main idea or topic sentence is.

Even after the Civil Rights Act of 1964 was passed, voting rights were far from secure. The act had focused on segregation and job discrimination, and it did little to address voting issues. The Twenty-fourth Amendment, ratified in 1964, helped somewhat by eliminating poll taxes, or fees paid in order to vote, in federal (but not state) elections. African Americans still faced hurdles, however, when they tried to vote. As the SCLC and SNCC stepped up their voter registration efforts in the South, their members were often attacked and beaten, and several were murdered.

APPLYING THE SKILL

DIRECTIONS: Choose a partner to do this activity with you. Each partner should choose a section from the chapter and write a summary statement of it on a separate sheet of paper, using clues about the main ideas taken from the introduction, headings in the section, topic sentences, and highlighted terms. Then the partners should trade summary statements. Each partner should find details in the text that supports their partner’s summary statement and write them down next to the statement. Partners should then discuss these details and compare them to the details they originally used to create the summary statements.
Sequencing Events

**LEARNING THE SKILL**

Recognizing connections between a particular event and larger social, economic, and political trends helps you understand historical events in time. Authors use various words to show you the order of events, or chronological sequence, in time. These words include *first, second, next, immediately, then, since, later, before, after, meanwhile, at the same time,* and *last.* Dates and times also are signals that show you when an event occurred in relation to other events. Graphs and timelines also help you sequence events in relation to each other. All of these tools provide clues you can use in your reading to understand how events unfolded.

Historians examine events in relation to surrounding developments to figure out causes and effects. They also try to understand the impact of events on society by analyzing and making connections to the social, economic, and political climate of the time. When reading and studying history, you should try to make these connections as well.

**PRACTICING THE SKILL**

**DIRECTIONS:** Read the following paragraph about President Eisenhower’s decision to uphold federal authority in Little Rock, Arkansas. Underline the signal words that show you the chronological order of events. Then answer the following questions on a separate sheet of paper.

... [Eisenhower] immediately ordered the U.S. Army to send troops to Little Rock. By nightfall, 1,000 soldiers of the elite 101st Airborne Division had arrived. By 5:00 A.M. the troops had encircled the school, bayonets ready. A few hours later, the nine African American students arrived in an army station wagon, and they walked into the high school. The law had been upheld, but the troops were forced to remain in Little Rock for the rest of the year.

1. What does this one event say about the political and social climate in Little Rock during this time?

2. Why was Eisenhower’s decision risky considering the climate of the nation during the Cold War?

**APPLYING THE SKILL**

**DIRECTIONS:** Civil unrest occurs for different reasons in the United States and in countries all over the world. Find an article in a current newspaper, magazine or Internet source that describes either a local or national protest movement. Write down or underline the words that give you clues to the time sequence of events. Then describe the developments on a separate sheet of paper. Try to connect the purpose of the protest to the larger economic, social, and political climate in which it occurs. Document your source.
African American Voting Rights

Despite the promises of the Thirteenth, Fourteenth, and the Fifteenth Amendments, voting rights were systematically denied to many African Americans for a long time after emancipation. Study the time line below to learn when and how African Americans made progress toward the goal of complete suffrage.

**MAJOR EVENTS IN THE STRUGGLE FOR VOTING RIGHTS**

- **1863** Emancipation Proclamation
- **1865** Civil War ends, but Southern states soon pass black codes to deny freedoms to African Americans
- **1867** Military rule begins in the South
- **1870** Fifteenth Amendment gives African American males the right to vote
- **1877** Military rule ends in the South
- **1896** *Plessy v. Ferguson* approves facilities that are “separate but equal”
  - Period of Jim Crow laws; poll taxes, grandfather clauses, literacy tests, and white primaries are all used in the South to keep African Americans from voting
- **1954** *Brown v. Board of Education* deems segregation is illegal in public schools
- **1955** Montgomery Bus Boycott begins
- **1964** Freedom Summer focuses on African American voter registration in states such as Mississippi and Alabama
- **1965** Voting Rights Act of 1965 ends state and local control over voter qualifications and registration practices

**Directions:** On a separate sheet of paper, answer the following questions based on the time line.

1. **Formulating Questions** What questions could be asked about the time period between 1896 and 1954?

2. **Formulating Questions** Ask three questions about the relationship between or significance of the last four events on the time line.
Teaching Strategies for Different Learning Styles

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Annotate the time line with simple sketches or images. For example, the scales of justice might be placed next to the two Supreme Court rulings, soldiers might frame the dates of Reconstruction/military rule, and a bus may be drawn next to the bus boycott.

**Advanced Learners (AL)** Challenge students to add more events, details, and explanation to the time line.

**Below Grade Level (BL)** Be sure students understand the significance of key events such as the Emancipation Proclamation and military rule. Help students review the story of African American voting rights by using two sequence chains like these:

- **Reconstruction ends**
  - **Period of military rule in the South**
  - **Southern States pass Jim Crow laws**
  - **Plessy v. Ferguson; separate but equal becomes law**

- **Brown v. Board of Education; segregation is illegal**
  - **Segregation continues**
  - **Montgomery bus boycott**
  - **Freedom Summer – movement to register African Americans to vote in the South**
  - **The federal Voting Rights Act of 1965 finally guarantees the right to vote**

**On Grade Level (OL)** Have students study the time line and work independently to answer the questions in complete sentences.

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before reading the primary source by Dr. Martin Luther King, Jr., about the Montgomery Bus Boycott on page 626, answer these questions.

1. How long ago did African Americans like Rosa Parks face the choice between arrest and accepting segregated public transportation?

2. Many African Americans put their lives on line when standing up for civil rights. What cause could you imagine making the same sacrifice for, if any?

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

despair (n.) hopelessness, great sadness, or misery
advocating (v.) proposing, recommending
violence (n.) use of strong force to harm or injure, brutality
protest (v.) to complain or to challenge unfairness; (n) dissent
incarcerated (v.) imprisoned
glory (n.) honor, fame, or admiration; (v.) glory in: to express delight

(continued)
C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: After reading the passage on page 626, answer the following questions.

1. What does Dr. King say about violence?

2. What means other than violent protest could the people of Montgomery use to challenge segregation?

3. What does King say about American democracy compared with a dictatorship?

D. LANGUAGE USAGE ACTIVITY

Word Forms

Some words have the same form for a noun as for a verb (protest, glory). Word forms are usually changed by adding a suffix to a base word. Not all suffixes can be added to all words. If you are in doubt, always check a dictionary.

Directions: Choose the correct word form to complete each sentence correctly.

1. Rosa Parks was subjected to (incarcerated/incarceration) in the Montgomery jail when she refused to give up her bus seat.

2. Dr. King (advocated/advocation) using only peaceful means of social protest.

3. President Eisenhower decided to send troops to Little Rock to control the (violence/violent) response to desegregation.

4. The use of a filibuster to block the civil rights bill was an act of (desperation/despairing) by the Southern senators.

5. The (protesters/protesting) organized a march for voting rights.

**DIRECTIONS:** Choose the content vocabulary word or term that best completes each sentence. Write the correct term in the space provided. Then answer the question at the bottom of the page.

<table>
<thead>
<tr>
<th>“separate but equal”</th>
<th>de facto segregation</th>
<th>sit-in</th>
<th>filibuster</th>
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<tbody>
<tr>
<td>cloture</td>
<td>racism</td>
<td>black power</td>
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1. In the 1960s, ____________, or discrimination based on race, was still common in American society in spite of the passage of several civil rights laws.

2. Even places that did not have laws keeping African Americans and whites separate often had ____________, a policy based on custom and tradition rather than law.

3. A rule that at least 67 senators had to vote for ____________, a motion that cuts off debate and forces a vote, meant that a small minority of pro-segregation senators could hold up civil rights legislation in the Senate.

4. The first ____________, which occurred at a Woolworth store in Greensboro, North Carolina, sparked a new mass movement for civil rights.

5. In *Brown v. Board of Education*, Chief Justice Earl Warren wrote that “in the field of public education, the doctrine of ____________ has no place.”

6. The ____________ movement emphasized the distinctiveness of African American culture, and encouraged African Americans to take pride in their heritage and assume control of the direction of their struggle for equality.

7. A ____________ takes place when a small group of senators takes turns speaking and refuses to allow debate to end and a bill to come to a vote.

8. Write a brief paragraph explaining the conditions that led to the civil rights movement. Include at least three of the vocabulary terms listed above.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple-Meanings</th>
<th>Content Vocabulary</th>
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<tr>
<td>enforcement</td>
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<td>racism</td>
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<td>separate but equal</td>
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<td>sit-in</td>
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A. WORD USAGE ACTIVITY

Understanding Words with Multiple Meanings

Some words, like recall, have multiple meanings:

a. (n.) the procedure by which an elected official may be removed by vote of the people
b. (n.) remembrance of what has been learned or experienced
c. (n.) a public call by a manufacturer for the return of a defective product
d. (v.) to call back
e. (v.) to bring to mind

Directions: Write the letter for the best definition of recall in the sentences that follow.

1. ____ She has excellent recall for details like the color of a room’s walls.
2. ____ The soldiers were recalled to active duty.
3. ____ The governor faced a recall because of his misconduct.
4. ____ Many years later, they would recall how the civil rights movement had begun.
5. ____ The company issued a recall of the potentially unsafe tires.
TEST YOUR KNOWLEDGE

Directions: Choose the best definition for each underlined word.

1. A public facility, like a swimming pool, should be open to people of all races.
   A. something built for a purpose       B. ease at performing a task       C. to be ready

2. African American students hoped they would be able to register at the school.
   A. convey                              B. record                              C. enroll

3. Enforcement of the unpopular law was difficult for the police.
   A. overturning                        B. strengthening                       C. carrying out

4. The movement for civil rights attempted to end discrimination.
   A. a change in position                B. an organized effort to achieve a goal       C. a tendency or trend

Directions: Using your knowledge of the underlined words, indicate whether the following statements are true (T) or false (F).

5. ____ A sit-in was an act of civil disobedience in which protesters refused to leave a place of business until they were served.

6. ____ De facto segregation was the separation of whites and African Americans by law.

7. ____ The black power movement encouraged African Americans to use peaceful means of protest in order to gain acceptance by whites.

8. ____ A movement for cloture could indefinitely delay the Senate from voting.

9. ____ By using the filibuster, a small number of senators were able to keep the Senate from passing civil rights legislation.

10. ____ The Supreme Court used the doctrine of “separate but equal” to force all-white Southern schools to accept African American students.
Evaluating Secondary Sources

LEARNING THE SKILL

A bibliography is a list of the resources used in compiling a secondary source. Evaluating sources can start even before you have the source in your hands. You begin by examining the bibliographic citation. The citation is a written description of the book, journal article, Internet Web site, or other written material. It typically includes the author, title, issuing body (publisher or other organization), date, and page numbers.

Look closely at the author’s credentials—does this person have the education or experience to write about this subject? Was the author a participant in the events? When was the source published? The date tells you if the work is current or out-of-date for your research. Check the publisher or sponsoring body to see if it is a reliable source of information. This is especially important in evaluating Web sites. Look at the title of a journal. Is it a popular or a scholarly publication? A sample entry in a bibliography is shown below.

Web Site:

PRACTICING THE SKILL

DIRECTIONS: Look at the following sources a student identified to write a report about the Montgomery bus boycott. Use the above guidelines to decide which sources will be most useful. Number them in order of their reliability. On a separate sheet of paper, write your comments evaluating the sources.

Web Site:

Books:
Quiet Strength, by Rosa Parks, Puffin Books, Middlesex, 2000
Rosa Parks: My Story, by Rosa Parks, Puffin Books, Middlesex, 1999

Magazine:
TIME 100 Persons of the Century, TIME magazine, 6/14/99, pages 144–148.

APPLYING THE SKILL

DIRECTIONS: Select a current issue or personality in the news that you would like to research. Identify at least five sources of information. Identify the research subject and list your sources on a separate sheet of paper in correct bibliographic form. Exchange lists with another student and begin to evaluate the sources based on the above guidelines.
LEARNING THE SKILL

Before you can solve a problem, you have to think about all of the alternatives. These are the possible choices of actions you could take to solve the problem.

Use the following guidelines to help you identify alternatives:

• Identify the problem you are trying to solve.
• Review the facts. Then list all of the possible actions you can think of to solve the problem.
• Examine how others have solved the same problem.
• Make a list of new actions you find for solving the problem.
• Decide on the best course of action to solve your problem.
• Look for information to check the accuracy of your judgment or decision. Examine information that both supports and contradicts your conclusion.

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below about Malcolm X and Dr. Martin Luther King, Jr. Then answer the questions that follow on a separate sheet of paper.

In the mid-1960s, as the writings and teachings of Malcolm spread throughout the streets of Harlem, Watts, and the South Side of Chicago, more and more African American people began to see nonviolence as an option, not a moral imperative, and integration, the ideal to which King was so dedicated, as impractical or even destructive. The assimilation of the black race into white society might represent the purest form of democratic idealism, yet it was on another level deeply unsatisfying, even threatening, for an assimilated black person was, in essence, no longer black and certainly not white. If King had dedicated his life to making black Americans more a part of America and the ideals to which the nation was dedicated, then Malcolm, put simply, wanted black Americans to feel more black and embrace their African heritage. Viewed his way, the great American melting pot was a sinister image, a cauldron brewing a form of cultural genocide [destruction]. . . . Preaching separation of the races, [Malcolm] urged Americans to adopt the vernacular [common, everyday] usage of “black” to denote African Americans . . . knowing all along that even the word “black” would declare itself as opposite to and incompatible with “white.”

1. What problems or concerns did some African Americans in the 1960s begin to have with the idea of integration?

2. What alternatives did Malcolm X provide to African Americans?

3. How might the civil rights movement of the 1950s and early 1960s have differed had it been based on Malcolm X’s ideas of separating from white society rather than on Martin Luther King, Jr.’s, ideas of assimilating with whites? Explain your answer.
Civil Rights Milestones

DIRECTIONS: Use the time line information to answer the questions below about the civil rights movement.

1. Describe two situations in which federal troops were sent to enforce the laws against discrimination. When did they occur? __________________________________________________________________________

2. What courageous act by a woman is generally considered the beginning of the modern civil rights movement? __________________________________________________________________________

3. Name two acts passed by Congress in the 1960s. What rights did they protect? __________________________________________________________________________

4. What famous speech given by Dr. Martin Luther King, Jr., captured the heart of the civil rights movement? When and where did he deliver the speech? __________________________________________________________________________

5. Which two civil rights leaders were assassinated in the 1960s? When were they assassinated? __________________________________________________________________________
September 15, 1963, was Youth Day at the 16th Street Baptist Church in Birmingham, Alabama. On this Sunday morning, the youth of the church were to carry out the worship service. In the basement, four girls excitedly changed into their choir robes for their part in the service. Suddenly, a blast rocked the church. Under the rubble, the four girls lay dead: Denise McNair, 11, and Addie Mae Collins, Carole Robertson, and Cynthia Wesley, all 14.

Since the dark days of slavery, African American churches had served as meeting places for the community. Now during the Civil Rights Movement, activists met at churches to plan and carry out protest actions. That April and May, the 16th Street Baptist Church had been the center of protests against Birmingham’s segregation laws.

African Americans had been killed before in their struggle for rights. Yet this was different. None of the 40 racially motivated bombings in Birmingham in recent years had resulted in deaths. This time, four innocent children had died in a house of worship. The bombing exposed the depths of racial hatred. It shocked whites as well as blacks and served as a unifying event for the movement.

FBI investigators soon identified KKK members Robert Chambliss, Bobby Cherry, Herman Cash, and Thomas Blanton, Jr. as the bombers. FBI chief John Edgar Hoover, however, blocked prosecution. By 1968 no charges had been filed, and the FBI closed the case.

The case was reopened in 1971. In 1977 a court convicted Chambliss and sentenced him to life in prison. Chambliss died in prison in 1985. The case was reopened again in 1988, but before the FBI could make its case against Cash, he died in 1994. On May 17, 2000, Blanton and Cherry were charged with the murder of the four girls.

Blanton’s trial took place in the spring of 2001. The FBI had secretly recorded Blanton’s conversations in 1964, but the tapes remained secret until 1997. In one conversation, Blanton told his wife about a Klan meeting where the bombing was planned and the bomb was made. In another, he told an FBI informant: “I like to go shooting, I like to go fishing, I like to go bombing.” The tapes helped to convict Blanton on May 1, 2001, sending him to prison for life.

Bobby Cherry was tried and convicted in May 2002, nearly 39 years after the bombing occurred. Cherry died in an Alabama prison in 2004.

In 1996 a new wave of church arsons swept the South. A large portion of churches had African American or interracial congregations. In response, President Clinton formed a National Church Arson Task Force. Investigators found that racial prejudice was not the only reason for the arsons. The burnings remind us, however, that we still have work to do to eliminate racism and hate.

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. **Identifying the Main Idea** Why was the 16th Street Baptist Church bombing different from other violence against African Americans at the time?

2. **Determining Cause and Effect** Why do you think it took so long to prosecute the bombers?

3. **Making Inferences** Why do you think African American churches were targets for violence in the 1960s and, to some extent, today?
April 1, 1963
My Dear Fellow Clergymen:

. . . I am in Birmingham because injustice is here. . . .

I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice. And that when [law and order] fail in this purpose, they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase. [It marks] the transition from an obnoxious, [hateful] negative peace, in which all [people] will respect the dignity and worth of human personality.

Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open where it can be seen and dealt with. [Injustice is] like a boil that can never be cured so long as it is covered up, but must be opened with all its ugliness to the natural medicines of air and light. Injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured. . . . You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community.

One is a force. . . . made up, in part, of Negroes who, as a result of long years of oppression, are so drained of self-respect and a sense of “somebodiness” that they have adjusted to segregation. And, in part, of a few middle-class Negroes who—because of a degree of academic and economic security and because in some ways they profit by segregation—have become insensitive to the problems of the masses.

(continued)
The other force is one of bitterness and hatred. And it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation—the largest and best-known being Elijah Muhammad's Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is [hopelessly a] devil.

I have tried to stand between these two forces, saying that we need to emulate neither the “do-nothingism” of the complacent nor the hatred and despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle.

If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss [us] as “rabble-rousers” and “outside agitators” . . . and if they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace and security in black nationalist [ideas]—a development that would inevitably lead to a frightening racial nightmare. . . .

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil rights leader, but as a fellow clergyman and a Christian brother.

Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities. And in some not-too-distant tomorrow, the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

Yours for the cause of Peace and Brotherhood
Martin Luther King, Jr.

“Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. Reprinted by arrangement with the Estate of Martin Luther King, Jr., c/o Writers House as agent for the proprietor. Copyright Martin Luther King 1963, copyright renewed 1991 Coretta Scott King.

**READER RESPONSE**

Directions: Answer the following questions on a separate sheet of paper.

1. What does King hope to receive from white moderates?
2. According to King, why do African Americans join the Muslim movement?
3. To what should injustice be exposed in order to heal it?
4. What, according to King, caused some middle-class African Americans to become complacent about segregation?
5. **Critical Thinking** What do you think King accomplished by writing this letter?
Not long ago, the black man in America was fed a dose of another form of
the weakening, lulling, and deluding effects of so-called “integration.”
It was that “Farce on Washington,” I call it.
The idea of a mass of blacks marching on Washington was originally the
brainchild of the Brotherhood of Sleeping Car Porters’ A. Phillip Randolph. For
twenty or more years the March on Washington idea had floated around
among Negroes. And, spontaneously now, that idea caught on.
Any student of how “integration” can weaken the black man’s movement
was about to observe a master lesson.
The White House, with a fanfare of international publicity, “approved,”
“endorsed,” and “welcomed” a March on Washington. . . .
It was like a movie. The next scene was the “big six” civil rights Negro
“leaders” meeting in New York City with the white head of a big philan-
thropic agency. They were told that their money-wrangling in public was
damaging their image. And a reported $800,000 was donated to a United
Civil Rights Leadership council that was quickly organized by the “big six.”
Now, what had instantly achieved black unity? The white man’s money.
What string was attached to the money? Advice. . . .
The original “angry” March on Washington was now about to be entirely
changed.
Invited next to join the March were four famous white public figures: one
Catholic, one Jew, one Protestant, and one labor boss. . . .
And suddenly, the previously March-nervous whites began announcing
they were going.

Malcolm X did not mince words. In 1963
he referred to the famous March on
Washington—where Dr. Martin Luther
King, Jr., delivered his “I Have a Dream”
speech—as the “Farce on Washington.”
Until Malcolm X made his pilgrimage (hajj)
to Makkah, he and King represented a
series of choices that African Americans
had to make, and still do: Separatism or
integration? Violent action or peaceful
protest? Revolution or evolution?

GUIDED READING
As you read, find out who the March on
Washington really served—according to
Malcolm X. Then answer the questions that
follow.

Reader’s Dictionary

philanthropic: humanitarian or charitable
It was as if an electrical current shot through the ranks of bourgeois Negroes—the very so-called “middle-class” and “upper-class” who had earlier been deploring the March on Washington talk by grass-roots Negroes. But white people, now, were going to march.

Why, some downtrodden, jobless hungry Negro might have gotten trampled. Those “integration”-mad Negroes practically ran over each other trying to find out where to sign up. The “angry blacks” March suddenly had been made chic. Suddenly it had a Kentucky Derby image. For the status-seeker, it was a status symbol. “Were you there?” You can hear that right today. It had become an outing, a picnic. The morning of the March, any rickety carloads of angry, dusty, sweating small-town Negroes would have gotten lost among the chartered jet planes, railroad cars, and air conditioned buses . . . .

. . . And, by now, there wasn’t a single logistics aspect uncontrolled. The marchers had been instructed to bring no signs—signs were provided. They had been told to sing one song: “We Shall Overcome.” They had been told how to arrive, when, where to arrive, where to assemble, when to start marching and the route to march. First-aid stations were strategically located—even where to faint.

Yes, I was there, I observed the circus. Who ever heard of angry revolutionists all harmonizing “We Shall Overcome . . . Some Day . . .” while tripping and swaying along arm-in-arm with the very people they were supposed to be angrily revolting against? Who ever heard of angry revolutionists swinging their bare feet together with their oppressor in lily-pad park pools, with gospels and guitars and “I Have a Dream” speeches?

From The Autobiography of Malcolm X by Malcolm X and Alex Haley, copyright © 1964 by Alex Haley and Malcolm X. Copyright © 1965 by Alex Haley and Betty Shabazz. Used by permission of Random House, Inc.

**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to Malcolm X, what is the real lesson of the March on Washington?

2. To what does Malcolm X compare the March on Washington?

3. Who, according to Malcolm X, was left out of the March on Washington?

4. **Critical Thinking** Malcolm X gives examples of how the marchers are acting only according to instructions. Which of his examples make his case and which do not?
As a writer, a poet, a composer of music, a performer, and a professor of American Studies, Maya Angelou has often been described as a modern rendition of the Renaissance woman. She has indeed achieved much in her life and is today recognized as one of the great voices in contemporary African American literature.

Maya Angelou was born on April 4, 1928, in St. Louis, Missouri. Her childhood was tumultuous at best. After her parents separated, she went to live with her grandmother in Arkansas. She suffered a personal trauma at the age of eight, which caused her to remain mute for the next five years of her life.

As a young woman, she traveled to New York and joined the Harlem Writer’s Guild. Meanwhile, she earned a living singing in nightclubs, waitressing, and doing whatever she could to stay afloat amidst hard times. In her twenties, Angelou joined a performing arts group and toured through Europe and Africa in the Gershwin musical "Porgy and Bess."

The decade of the 1960s saw the emergence of the civil rights movement in America and gave Angelou a new focus to her life. At the request of Dr. Martin Luther King, Jr., she became the National Coordinator for the Southern Christian Leadership Conference. From there, Angelou went on to write her most famous work, her autobiography titled *I Know Why the Caged Bird Sings*, published in 1970. This story is an account, often humorous, of her childhood growing up in segregated Arkansas.

By 1975, Angelou had received the *Ladies Home Journal* Woman of the Year Award in Communications. In addition, she was appointed by President Jimmy Carter to the National Commission on the Observance of International Women’s Year, and later by President Gerald Ford to the American Revolution Bicentennial Advisory Council. She also found time to work as a newspaper editor in Egypt and spent four years at the University of Ghana in West Africa.
Since the 1970s, Angelou has written five collections of poetry, several autobiographical sequels, numerous plays and screenplays, and has composed songs and musical scores. In the theater, she produced, directed, and starred in a New York City show. In film and television, Angelou wrote the original screenplay and musical score for the film Georgia-Georgia, and wrote and produced a 10-part television series on African American traditions in American life. She is also on the Board of Trustees of the American Film Institute and is one of the few female members of the Director’s Guild.

Today, Maya Angelou holds a lifetime appointment as Professor of American Studies at Wake Forest University in Winston-Salem, North Carolina. On January 20, 1993, she gave a reading of her poetry at the inaugural ceremony of Bill Clinton.

1. What childhood hardships did Angelou have to overcome?

2. What were the committees and councils to which Angelou made contributions?

3. In what special event did Angelou take part on January 20, 1993? How did she participate in this event?

Critical Thinking

4. Evaluating Information Why do you think Maya Angelou is often referred to as a Renaissance woman?

5. Analyzing Information What do you think was Maya Angelou’s greatest achievement?
CIVIL RIGHTS

Discriminatory practices, such as poll taxes and literacy tests, were intended to be applied to African Americans only. This was in direct violation of the Fourteenth Amendment, which provides “equal protection of the laws” to all citizens, regardless of their race. This cruel irony was pointed out by cartoonist Bill Mauldin, who commented on the issue in 1962.

Directions: Study the cartoon below, and then answer the questions that follow.

"By th’ way, what’s that big word?"
ANALYZING THE CARTOON ACTIVITY 18 (continued)

1. Who are the two people shown in the cartoon?

2. What is a literacy test?

3. Explain the irony in the cartoon.

4. How does the cartoonist use caricature to show bias?

CRITICAL THINKING

5. Determining Cause and Effect How did having to pass a literacy test affect voting rights?

6. Identifying the Main Idea What is the main idea on which the cartoonist is focusing?

The civil rights movement tried different strategies to achieve racial equality and integration. Initially, most African Americans followed Dr. Martin Luther King, Jr.’s, path of nonviolent protests, staging sit-ins, peaceful protest marches, and boycotts, as well as mounting legal challenges to unjust practices. Others grew impatient and lashed out in citywide rioting. Some leaders advocated black power and segregation from white society.

DIRECTIONS: Read each statement below. Select from the list the group or individual who could have spoken each statement and write the letters in the appropriate blanks.

A. Rosa Parks
B. Orval Faubus
C. Otto Kerner
D. Malcolm Little
E. Robert F. Kennedy
F. Freedom Riders
G. Thurgood Marshall
H. Student Nonviolent Coordinating Committee
I. Dr. Martin Luther King, Jr.
J. Black Panthers
K. NAACP
L. Southern Christian Leadership Conference

1. “We boarded southbound interstate buses in defiance of segregation laws.”
2. “I successfully argued Brown v. Board of Education in order to challenge school segregation before becoming the first African American Supreme Court justice.”
3. “I led a commission investigating civil disorder. We concluded that the nation was moving toward two separate societies, one black, one white—separate and unequal.”
4. “Blacks, rise up and arm yourselves! Black power will defeat our white oppressors!”
5. “I took aggressive legal action in order to actively support the civil rights movement.”
6. “We staged sit-ins in restaurants, intending to desegregate all public facilities.”
7. “Who could have guessed that my refusal to give up my bus seat would help launch the civil rights movement?”
8. “I defied school desegregation by ordering the Arkansas National Guard to keep nine African American students from entering Central High.”
9. “Our goals were simple: desegregate America and register African American voters.”
10. “After leaving prison, I joined the Black Muslims and changed my last name to ‘X’ in honor of my slave ancestors.”
11. “Since 1909 we have supported court cases intended to overturn segregation.”

13. Critical Thinking Which strategy do you think proved more effective over the long term: the nonviolent protests advocated by Dr. Martin Luther King, Jr., or the militant call to assert black power by any means preached by the Black Panthers? Why?
The civil rights movement in the 1950s and 1960s drew national attention to the southern states where bus boycotts, lunch counter sit-ins, and attempts at school desegregation often resulted in dramatic, violent confrontations between protestors and those determined to stop them. Throughout the movement, people like Rosa Parks risked abuse, arrest, and the upheaval of their daily lives to support the struggle for civil rights. Young people especially were willing to do things they never thought possible, even when their parents were too fearful to become involved. Some of these acts were small, but they became a part of a wider effort to make changes.

DIRECTIONS: Read the following recollection of an African American who was a teenager at the time of the civil rights movement. Imagine what it would be like to be part of history-making events that would bring major changes to society and government. Then answer the questions that follow on a separate sheet of paper.

Gwendolyn Patton—Montgomery, Alabama

The key in the sixties for me as a young person was the Freedom Riders. When they arrived in Montgomery in May 1961, I wanted to go down to the bus station. We heard on the radio that people were being beaten up—chains, baseball bats, all kinds of stuff. I thought it was important for me to go, but my aunt Chick, who I was staying with, did not participate much in civil rights activity. So I got mad at her because she had the car and would not take me down to the station.

Two or three days later we had a mass meeting, and some of the Freedom Riders came. I brought some of them back to my aunt Chick's house. We were sitting in the living room when my aunt came through the door. She was just outraged. She said, "Gwendolyn, come to the kitchen with me." Then she said, "You have white people in there." I said, "Yes ma'am, I do. They're Freedom Riders."

She said, "I'm going to tell you, I don't want them in my house." That's when I discovered her militancy. She said, "I cannot go in their homes, and I don't want them in my home. I can't go through the front door of anything that they own and I don't want them coming through my front door. Now you be just as ladylike as you can and serve them lemonade and cookies, and I want them out of the house."

Somehow that weighed on me. I said to myself, well, she has a point. Then I turned around and I said, "Aunt Chick, these aren't the white people like that. This is a different kind of white group."


Questions to Consider

1. What conflict did Gwendolyn have with her Aunt Chick?
2. What realization did Gwendolyn come to when she was discussing her white guests with Aunt Chick?
3. How might the experience of Gwendolyn have influenced her with her own children later in life?
4. **GO A STEP FURTHER** If Gwendolyn or other African American adults who were teenagers during the civil rights movement were invited to speak at your high school concerning race relations today, what do you think they would say?
Chapter 18
Section Resources

Guided Reading Activity 18-1 80
Guided Reading Activity 18-2 81
Guided Reading Activity 18-3 82
DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Origins of the Movement
   A. __________________ a seamstress, was arrested for refusing to give up her seat on a bus to a white man.
   B. The Supreme Court's decision in the case of ________________ had declared segregation to be constitutional.
   C. Areas without laws that required segregation often had ________________ segregation, which was based on custom and tradition.
   D. African Americans who benefited from FDR's New Deal programs gave the ________________ new strength in the North.
   E. Sit-ins staged by members of the ________________ successfully integrated many restaurants, theaters, and other public facilities in Chicago, Detroit, Denver, and Syracuse.
   F. From 1939 to 1961, the NAACP's chief counsel and director of its Legal Defense and Education Fund was the brilliant African American attorney ________________.
   G. In Brown v. Board of Education, the Supreme Court ruled that segregation in public schools was unconstitutional and violated the ________________ clause of the Fourteenth Amendment.
   H. Many states adopted ________________ that created an elaborate set of requirements other than race to prevent African Americans from attending white schools.
   I. In 1956, a group of 101 Southern members of Congress signed the ________________, which denounced the Supreme Court's ruling as ________________.

II. The Civil Rights Movement Begins
   A. The leader of the Montgomery bus boycott, ________________, believed that the only moral way to end segregation and racism was through ________________.
   B. The Montgomery bus boycott could not have succeeded without the support and encouragement of the African American ________________ in the city.
   C. The ________________ was an organization formed in 1957 to eliminate segregation from American society.

III. Eisenhower Responds
   A. President Eisenhower believed that segregation and racism would end when people's ________________ changed.
   B. In 1957, President Eisenhower sent 1,000 soldiers to ________________ to end mob violence protesting school desegregation.
   C. The Civil Rights Act of 1957 protected the rights of African Americans to ________________.
DIRECTIONS: Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Where did four college students begin the sit-in movement in 1960?

2. Who organized a convention at Shaw University and urged students to establish the Student Nonviolent Coordinating Committee (SNCC)?

3. Which SNCC volunteer from New York began the Voter Education Project that helped rural African Americans register to vote?

4. Who helped organize the Mississippi Freedom Democratic Party and challenged the legality of the segregated Democratic Party at the 1964 Democratic National Convention?

5. What were teams of African Americans and whites who traveled into the South in 1961 known as?

6. What was the purpose of the Committee on Equal Employment Opportunity (CEEO)?

7. Although unwilling to challenge the Southern Democrats in Congress, what did President Kennedy do to support the civil rights movement?

8. What federal agency did President Kennedy order to tighten its regulations against segregated bus terminals?

9. Who tried to register at the University of Mississippi, but was turned back by the governor of the state?

10. What was Dr. King’s reason for launching demonstrations in Birmingham, Alabama, in the spring of 1963?

11. What was the reason for the August 28, 1963, march on Washington?

12. What two events delayed the passage of the Civil Rights Act of 1964?

13. What were the key elements of the Civil Rights Act of 1964?

14. What became the focus of the civil rights movement after passage of the Voting Rights Act of 1965?
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Where did nearly 70 percent of African Americans live in 1965? ________________

2. What groups of people and/or businesses refused to rent or sell to African Americans? ________________

3. How did the gains of the civil rights movement contribute to the frustrations of African Americans living in urban areas? ________________

4. Where did the worst riot of the 1960s occur, and what were some of its results? ________________

5. What was the purpose of the Kerner Commission and what did it recommend? ________________

6. Why did President Johnson never endorse the recommendations of the Kerner Commission? ________________

7. Why did some African American leaders become critical of Martin Luther King, Jr.’s, nonviolent strategy by the mid-1960s? ________________

8. Who explained “black power” to mean controlling the social, political, and economic direction of the struggle for equality? ________________

9. What organization was led by Elijah Muhammad? ________________

10. Why did Malcom X conclude that an integrated society was possible? ________________

11. What was one of the Black Panthers’ main beliefs? ________________

12. What did the Black Panthers’ “Ten-Point Program” call for? ________________

13. How had the civil rights movement changed by the late 1960s? ________________

14. What happened as a result of the assassination of Martin Luther King, Jr? ________________

15. What was the key element of the Civil Rights Act of 1968? ________________
# Chapter 19 Resources
## The Vietnam War, 1954–1975

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Formulating Questions

LEARNING THE SKILL

To be an effective reader, you need to understand that the author is writing for you, the audience. One way to understand the deeper meaning of your text is to formulate questions for the author. Writers keep their audience in mind, so when you question what they mean in the text, it is possible that they have anticipated your questions and included information that will give you answers. There are also times when your questions will be left open-ended, but by asking the questions, you can make connections beyond what you have read. This strategy, called “Formulating Questions,” will help you to understand the topic better.

Stop periodically in your reading to ask what the author meant or why certain pieces of information are included (such as quotes from the time being written about). Also ask yourself how the topic can be connected to other experiences or readings. If you can’t get answers to your questions, ask your teacher or talk about it with your fellow students. In this way, you can read beyond the text and gain a better understanding of the subject.

PRACTICING THE SKILL

DIRECTIONS: Read the following paragraph from page 669 of your textbook about two assassinations in the late 1960s. Then use the questions below to discuss the passage with your class.

Following Johnson’s announcement, the nation endured even more shocking events. In April James Earl Ray was arrested for killing Dr. Martin Luther King, Jr. Just two months later, another assassination rocked the country—that of Robert Kennedy. Kennedy, who appeared to be on his way to winning the Democratic nomination, was gunned down on June 5.

1. Why does the author put information about both assassinations in the same paragraph?
2. What previous event does this paragraph remind you of?
3. Based on the events in this paragraph and the parties involved, what do you think will happen next in the text?

APPLYING THE SKILL

DIRECTIONS: Choose a partner to do this activity with you. Go through each page of one section of this chapter together and come up with one question each for the author. Each of you should write your questions down on a separate piece of paper, leaving space after each question for possible answers. Then try to find answers to your questions in the text by discussing the questions and reading the text together. Write down your answers next to your questions. If you can’t find answers to your questions, ask your teacher to help you.
Reading a Map

Learning the Skill

Maps contain a variety of symbols that can help you interpret the information you see. The map key helps you understand the colors (or shades), borders, or any special symbols on the map. The compass shows the directions of north, south, east, and west on the map. The map scale represents size and distance and is usually shown on a scale bar. Lines of latitude and longitude are part of the coordinate system used to determine location on Earth.

Practicing the Skill

Directions: Analyze the map and then answer the questions below on a separate sheet of paper.

1. What does this map show?
2. Which parallel of latitude divides South Vietnam from North Vietnam?
3. Which three countries border Vietnam? How might this affect the civil war taking place there?
4. Why do you think that the spread of communism does not provoke the same fear in Kennan that it does in some others?
5. What body of water is located near Hanoi?

Applying the Skill

Directions: Research the changes that took place in the region covered by this map during the Vietnam conflict using your textbook and library or Internet sources. Use a blank outline map to show the borders of the region after North and South Vietnam were unified. Include the location of any places that you think someone trying to understand the war would need to know. Exchange maps with a classmate and discuss your decisions of what to include. Use your map for reference during your study of the Vietnam conflict.
The Vietnam War in Popular Culture

The war in Vietnam inspired many reactions, some of which found their way into the “hits” of popular culture. Read about some of the most popular songs and movies inspired by the war.

**SONGS INSPIRED BY THE WAR**

**SONGS:** Many popular songs told the story of both the soldiers and the protestors.

- **“The Ballad of the Green Berets”**
  This pop radio hit was a pro-war song written by Sergeant Barry Sadler and Robin Moore. Written in 1966, it glorified the Green Berets, calling them “Fighting soldiers from the sky/Fearless men who jump and die.” The ballad tells the story of a Green Beret who dies in the war. His last request is that his son will wear the silver wings and become a Green Beret.

- **“The Unknown Soldier”**
  Jim Morrison and the Doors developed this song at the height of the Vietnam War in 1967. While the word Vietnam does not appear in the lyrics, the sounds include military drums and commands and a rifle firing. “Make a grave for the unknown soldier” is one of the song’s hard-hitting, antiwar lines.

- **“What’s Goin’ On”**
  A big hit of the early 1970s was Marvin Gaye’s “What’s Goin’ On,” recorded for Motown. Among its most famous lyrics is “Brother, brother, brother/There’s too many of you dying.” The song expresses many of the feelings of the antiwar movement, pleading for peace and understanding rather than brutality and war. Many of America’s youth sang lines like “War is not the answer” right along with Marvin Gaye in the 1970s.

**Directions:** On a separate sheet of paper, answer the following questions based on the reading.

1. **Determining Cause and Effect** In what ways do you think the songs listed above affected the attitudes toward war of those living in the Vietnam era?

2. **Predicting** How do you think listeners might have reacted to the songs listed above? As you study the chapter in your textbook, do you see any of the reactions you predicted in the attitude of people during the Vietnam War?

3. **Comparing and Contrasting** In what ways might a song written either earlier or later differ from the ones listed above? What events do you think influenced both the songwriters and the listeners in choosing their lyrics?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Say, write, and explain these terms: ballad, Green Beret, and unknown soldier. If possible, play one or more of the songs.

Advanced Learners (AL) Challenge students to find out more about the Green Berets, their role in Vietnam, and what the allusions (such as silver wings) mean in the ballad.

Below Grade Level (BL) If possible, have students listen to one or more of the songs. Ask them for their impressions, and use their impressions to draw forth ideas about the major themes and values presented in each song. Have students organize the information as shown on the sample below. Suggested answers are in italics.

<table>
<thead>
<tr>
<th>Song</th>
<th>Green Berets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Songwriter</td>
<td>Sergeant Barry Sadler and Robin Moore</td>
</tr>
<tr>
<td>Main Theme/Emotion</td>
<td>Green Berets are elite military soldiers</td>
</tr>
<tr>
<td>Words Used to Express the Main Theme</td>
<td>fearless, brave, America’s best courage</td>
</tr>
</tbody>
</table>

On Grade Level (OL) Have students read the information and work independently to answer the questions in complete sentences.
The Vietnam War, 1954–1975

A. PRE-READING ACTIVITY

Previewing the Material

Directions: Before you read the primary source from “Who Spoke Up?” on page 671 of the text, answer the following questions.

1. Why do you think it was necessary to have a military draft during the Vietnam War? Why do you think some people resisted the draft?

   

2. The narrator of this passage describes two equally unpleasant alternatives faced by young people during the Vietnam Era. Have you ever faced a difficult choice? How would you respond if the choice was between committing a criminal act, and protesting against authority?

   

B. PRE-READING ACTIVITY

Vocabulary Review

Directions: Reviewing the words and expressions below will help you understand the reading.

- military (adj.) related to the armed forces
- criminal (n.) a person who commits a serious crime such as murder
- refuse (v.) to say “no” or decline to do something; (n.) garbage
- moral (adj.) related to what is right or wrong behavior, (syn.) ethical
- agony (n.) great pain or suffering
- generation (n.) a group of people of approximately the same age
- draft (n.) system of requiring people to serve in the armed forces, (syn.) conscription; (adj.) related to selective service; (v.) to select or conscript
- resisters (n.) people who fight against something
- deserters (n.) soldiers who leave the army without permission

(continued)
C. READING COMPREHENSION ACTIVITY

True or False

Directions: After reading the passage on page 671, decide whether the following statements are true (T) or false (F).

1. ____ Jan Berry, the author of this passage, resisted the draft.
2. ____ The speaker considers the behavior of the soldiers at My Lai justified because of the treatment of American POWs.
3. ____ He believes his generation faced a dilemma between accepting immoral orders and refusing to kill.
4. ____ Very few people paid attention to the small number of people resisting the draft.
5. ____ Some soldiers left their country forever rather than commit what they considered criminal acts.

D. WORD BUILDING ACTIVITY

Parts of Speech Some words such as refuse have the same noun and verb forms; others, such as criminal, moral, and military have the same noun and adjective forms. Some words like draft and protest use the same form for the verb, noun, and adjective forms.

Directions: Use the context to identify each underlined word as a noun (N), verb (V), or adjective (A).

1. _______ A soldier who deserts the armed forces has committed a criminal act.
2. _______ Most of those who resisted the draft were college age students.
3. _______ Breaking the law makes you a criminal.
4. _______ Soldiers obey the military orders of their officers.
5. _______ The generation growing up during the Vietnam conflict faced a moral dilemma.
6. _______ The navy and air force are branches of the military.
7. _______ Some people refuse to fight wars and kill civilians.
8. _______ The moral of the story is that Lt. Calley went to prison for the brutal massacre.
9. _______ Some people treat old clothes as refuse, while other people donate them to charity.
The Vietnam War, 1954–1975

DIRECTIONS: Choose the content vocabulary word or term to identify that best completes each sentence. Write the correct term in the space provided. Then answer the question at the bottom of the page.

- domino theory
- guerrillas
- Agent Orange
- napalm
- credibility gap
- teach-ins
- doves
- hawks
- Vietnamization

1. In order to destroy the landscape in which Vietcong forces hid, American planes dropped ________________, a chemical that strips the leaves from trees and shrubs.

2. In the late 1960s, many Americans no longer believed what the U.S. government told them about the Vietnam war, a situation referred to as a ________________.

3. Strong supporters of military action in Vietnam became known as ________________.

4. Supporters of the war sometimes criticized the patriotism of ________________, who wanted an end to the war.

5. Nixon supported a policy of ________________, in which American forces would gradually withdraw while South Vietnamese forces took on more of the fighting.

6. Faculty and students at universities who opposed the war staged ________________, in which they discussed their thoughts on the war.

7. The ________________ was the idea that if South Vietnam became Communist, the rest of Southeast Asia would follow.

8. The Vietminh often used ________________, irregular troops who blend into the civilian population and use ambush tactics.

9. The use of ________________, a jellied gasoline that explodes on contact, helped destroy parts of the Vietnamese landscape.

10. Explain Henry Kissinger's policy of linkage.
The Vietnam War, 1954–1975

Key Words

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<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
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</thead>
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<td>generation</td>
<td>domino theory</td>
</tr>
<tr>
<td>strategic</td>
<td>media</td>
<td>guerrilla</td>
</tr>
<tr>
<td>traditional</td>
<td></td>
<td>linkage</td>
</tr>
<tr>
<td>unresolved</td>
<td></td>
<td>napalm</td>
</tr>
</tbody>
</table>

A. WORD FAMILY ACTIVITY

Word Chart

Directions: Fill in the chart below by providing the missing word forms.

Remember: A noun is a word that names a person, place, thing, or idea. Examples include president, government, and democracy; common noun endings are -ion and -ence. A verb is a word that is used to describe an action, experience, or state of being. Examples include govern, attempt, and seem; common verb endings are -ute, -ize, -ify, and -ed. An adjective is a word that describes a noun. Examples include historical, progressive, and powerful; common adjective endings are -al, -ive, and -ful. Sometimes the noun and adjective or the noun and verb forms are the same.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>strategic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>traditional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>generational</td>
<td></td>
</tr>
</tbody>
</table>
TEST YOUR KNOWLEDGE

Directions: Look at each word on the chart on the previous page and choose the correct form to complete the following sentences. You may need to change the tense or form a verb or use plural rather than singular nouns.

Example: The city of Hanoi had strategic importance to the United States.

1. The president attempted to find a new ________________ for winning the war.
2. Although many people in the 1960s hoped for major changes in society, others still held ________________ beliefs.
3. The president relied on his cabinet to ________________ new ideas for running the country.
4. Many old ________________ fall by the wayside as people develop new ways of doing things.
5. They will need to ________________ in order to come up with a new plan.

Directions: Using your knowledge of the underlined word, choose the correct word or phrase to complete the following sentences.

6. African Americans made up a disproportionate number of soldiers in Vietnam, meaning that the percentage of black soldiers was (greater than/the same as) the percentage of black citizens.
7. The media broadcast images of the war in Vietnam that reached (relatively few/a large number of) Americans.
8. The fate of some POWs and MIAs remained unresolved, and their families were (uncertain/sure of) their whereabouts.
9. Guerrilla fighters were often (easy/difficult) to distinguish from civilians.
10. Domino theory caused some people to fear that all of Southeast Asia would (fight the United States/become Communist).
Analyzing Primary Sources

LEARNING THE SKILL

An interview can provide firsthand and personal information you may not be able to find in a book or magazine. Interviews provide historians with valuable new sources of information about the past. For example, interviews with political leaders may provide new insights into the decision-making process. Interviews may also focus on the personal memories of people who experienced firsthand an event such as a war or a natural disaster.

To begin the interview process, first contact the person you want to interview. Let them know about the purpose of the interview, and make arrangements for your meeting. Before you meet, find out as much as you can about the interviewee and about the topics you plan to discuss. Also prepare and organize your questions. As you begin your interview, introduce yourself. Listen carefully, ask additional questions for detail, and record responses. After the interview, convert your notes into a transcript.

PRACTICING THE SKILL

DIRECTIONS: Select an older citizen from your community who lived during the Vietnam era and experienced either the war or the domestic homefront. Prepare a series of questions to interview this person.

1. Find at least three sources of information (in addition to your textbook) about the aspect of the war the person you plan to interview experienced. Take careful notes.

2. Use your research to develop a list of questions for your interview. Be sure to use open-ended questions that require your interviewee to give more than yes or no answers.

3. Conduct the interview.

4. Use the notes from your interview to prepare a complete transcript. Analyze the interview for reliability by comparing it with other evidence from your research.

APPLYING THE SKILL

DIRECTIONS: Work in teams to record interviews with older citizens within your community. Select one aspect of community life to focus the interview on such as work or education. Contact the person to schedule the interview, gather background information, prepare questions, conduct the interview, and prepare a final transcript. Be sure to evaluate the interview. Combine the transcripts of your group interviews with illustrations to create a documentary record of your community.
LEARNING THE SKILL

When doing research, a critical thinker makes comparisons between historical documents and looks for inconsistencies, or things that do not agree. If there are inconsistencies, one of the sources of the information may be wrong or have a biased point of view, or the author may be trying to persuade you by using propaganda. Simple mistakes and out-of-date information also cause inconsistencies.

Use the following guidelines to help you compare accounts:

• Look for statements that do not agree.
• Decide if the statement not in agreement is wrong, biased, or contains propaganda.
• Decide if the statement has a mistake or contains out-of-date information.
• Use sources to support or disprove the statement(s).
• Double-check your work for accuracy.

PRACTICING THE SKILL

DIRECTIONS: Read the following accounts of the Gulf of Tonkin Incident. Then find at least four inconsistencies between the first and second accounts. Identify them below.

Account A

According to U.S. government reports, three North Vietnamese PT boats, unprovoked and without warning, opened fire on the U.S. destroyer Maddox. This attack took place on the evening of August 2, 1964. The Maddox was on routine patrol in international waters about 30 miles off the coast of North Vietnam, in the Gulf of Tonkin. The Maddox and support aircraft fired back and drove away the North Vietnamese vessels. Two nights later, on August 4, North Vietnamese PT boats attacked the U.S. destroyers Maddox and Turner Joy while they patrolled approximately 65 miles off the coast of North Vietnam. U.S. forces counterattacked and sank two of the North Vietnamese craft in three hours of fierce fighting.

Account B

On the night of August 2, 1964, according to several reports, the U.S. destroyer Maddox was about 10 miles—perhaps as close as 4 miles—from the North Vietnamese coastline. The Maddox was providing cover for South Vietnamese gunboats that were attacking North Vietnamese targets in the Gulf of Tonkin. Former CIA station chief John Stockwell has claimed that these gunboats were “manned with CIA crew” and had been attacking North Vietnam for weeks. The Maddox’s log indicated that the Maddox fired first while North Vietnamese boats were approximately 6 miles away. Eyewitness Navy pilot Jim Stockdale has written about the events of August 4. He stated that the American destroyers were “firing at—nothing. . . . Not one American out there ever saw a PT boat. There was absolutely no gunfire except our own. . . .”

1. 
2. 
3. 
4. 
The Vietnam War

**DIRECTIONS:** Use the information on the time line to determine whether the sentences below are true or false. Change each false statement to make it true.

1. **True or False?** During the My Lai massacre in March 1968, the Vietcong killed the inhabitants of a village.

2. **True or False?** In an effort to force South Vietnam to make concessions in peace talks, the Americans sent B-52s to bomb Hanoi and Haiphong.

3. **True or False?** One of the first acts of violence in which Americans were involved in Vietnam was the terrorist bombings in Saigon in 1957.

4. **True or False?** Although a cease-fire was signed in Paris in 1973, the last Americans did not evacuate Vietnam until 1974.

5. **True or False?** The first loss of American life in Vietnam occurred in 1959, when two U.S. diplomats were killed in an attack by guerrillas.
POWs and MIAs

**THEN**

When Navy pilot Everett Alvarez was captured by the North Vietnamese in 1964, he remembered his training. According to the Geneva Conventions, as a prisoner of war (POW) he need only give his name, rank, date of birth, and serial number, and he would be treated humanely. Alvarez, the first American airman captured in the Vietnam War, soon learned that these rules did not apply. War had not been declared. As a result, the North Vietnamese considered him a criminal, not a POW.

Alvarez was taken to the notorious prison that the POWs called the Hanoi Hilton. The prisoners endured torture and long periods in isolation. Each day was a struggle to survive—mentally and physically. The jingle of keys was terrifying. It meant that the guards were coming to torture someone. They wanted the POWs to denounce the war in writing or on camera to help turn American public opinion against the war.

Communication among POWs was forbidden. To talk to each other, the often-isolated prisoners devised a tap code. A certain number of taps on the wall represented each letter. With time, their taps developed into full conversations. Prisoners expressed their hopes and fears in taps.

When the war ended in 1973, Alvarez was one of the 591 POWs released by North Vietnam. He had spent 8 1/2 years in captivity. Still, he was one of the lucky ones. In addition to the 58,000 Americans killed, the fate of 2,583 remained unknown. They were listed as missing in action (MIA).

**NOW**

A serious search for MIAs of the Vietnam War began in the 1980s and continues today. The goal is to uncover the remains of as many as possible, identify them, and bring them home.

In 1995 President Clinton officially lifted the ban on trade with Vietnam. The decision to resume normal relations depended on Vietnam’s cooperation in the search for American MIAs. Today both countries are working together in the search for lost Vietnamese as well as Americans.

Senator John McCain, a prisoner at the Hanoi Hilton for 5 1/2 years, helped push through the free-trade agreement. On a recent visit to the prison turned museum, McCain attended a ceremony in which a serviceman’s body was returned. “It is part of reconciliation,” he said.

With political channels open, workers can conduct interviews and search military records of their one-time enemies, looking for clues to the whereabouts of fallen soldiers. When remains are found, they are returned in a flag-covered coffin with military honors. Then scientists try to identify the soldier through dental records and DNA.

The search has resulted in the return and identification of over 550 American soldiers. Still, about 2,000 American MIAs remain somewhere in Southeast Asia.

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**CRITICAL THINKING**

**Directions:** Answer the questions below on a separate sheet of paper.

1. **Analyzing Information** Imagine that you are a POW. As the months turn to years in your captivity, what stresses would threaten your ability to survive mentally?

2. **Analyzing Information** Why do you think the tap code was important to the POWs?

3. **Drawing Conclusions** Why do you think the return of MIAs is important to Americans?
Southeast Asia and the Domino Theory

About the Selection

In 1954 Vietnamese forces attacked 10,000 French soldiers entrenched at Dien Bien Phu. France asked the United Nations to help its army. During this period, President Eisenhower held a press conference in which he explained the Domino Theory, or the strategic importance of Vietnam and its surrounding countries. This theory became a common justification for those who supported U.S. action in Indochina.

Reader’s Dictionary

Indochina: a peninsula in Southeast Asia that includes Burma, Laos, and Vietnam

Inimical: in opposition to

GUIDED READING

As you read, determine what Eisenhower believes are the consequences of Communist expansion in Asia. Then answer the questions that follow.

Q. Robert Richards, Copley Press: Mr. President, would you mind commenting on the strategic importance of Indochina to the free world? I think there has been, across the country, some lack of understanding on just what it means to us.

The President: You have, of course, both the specific and the general when you talk about such things.

First of all, you have the specific locality in its production of materials that the world needs.

Then you have the possibility that many human beings pass under a dictatorship that is inimical to the free world.

Finally, you have broader considerations that might follow what you would call the “falling domino” principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences.

Now, with respect to the first one, two items from this particular area that the world uses are tin and tungsten. They are very important. There are others, of course, the rubber plantations and so on.

Then with respect to more people passing under this domination, Asia, after all, has already lost some 430 million of its peoples to the Communist dictatorship, and we simply can’t afford greater losses.
that you would suffer through loss of materials, but now you are talking really about millions and millions and millions of people.

Finally, the geographical position achieved thereby does many things. . . . It moves in to threaten Australia and New Zealand.

It takes away the economic aspects, that region that Japan would have as a trading area or Japan . . . will have only one place to go—that is, toward the Communist areas in order to live.

So, the possible consequences of the loss are just incalculable to the free world.


READER RESPONSE

Directions: Answer the following questions on the lines below.

1. According to Eisenhower, what would Communist expansion in Asia mean to Japan?

2. What is the Domino Theory?

3. What would be the consequences of the dominoes falling and countries coming under Communist rule in Indochina, according to Eisenhower?

4. Critical Thinking Why do you think the United States has been so opposed to communism?
I believe that one of the reasons for the deep division about Vietnam is that many Americans have lost confidence in what their Government has told them about our policy.

Let us all understand that the question before us is not whether some Americans are for peace and some Americans are against peace. . . . The great question is: How can we win America’s peace?

. . . Soon after my election . . . I made two private offers for a rapid, comprehensive settlement. Hanoi’s replies called in effect for our surrender before negotiations. . . .

But the effect of all the public, private, and secret negotiations which have been undertaken since the bombing halt a year ago . . . can be summed up in one sentence: No progress whatever has been made. . . . Well now, who’s at fault? It’s become clear that the obstacle in negotiating an end to the war is not the President of the United States. It is not the South Vietnamese government. The obstacle is the other side’s absolute refusal to show the least willingness to join us in seeking a just peace. . . .

I realize that this report on our efforts on the diplomatic front is discouraging to the American people, but the American people are entitled to know the truth—the bad news as well as the good news—where the lives of our young men are involved.

Now let me turn, however, to a more encouraging report on another front. I . . . put into effect another plan to bring peace—a plan which will bring the war to an end regardless of what happens on the negotiating front.
Let me briefly describe what has been called the Nixon Doctrine. . . . First, the United States will keep all its treaty commitments. . . . In cases involving other [non-nuclear] types of aggression we shall furnish military and economic assistance when requested in accordance with our treaty commitments. But we shall look to the nation directly threatened to assume the primary responsibility of providing the manpower for its defense.

The policy of the previous administration not only resulted in our assuming the primary responsibility for fighting the war, but even more significantly did not adequately stress the goal of strengthening the South Vietnamese so that they could defend themselves when we left.

I recognize that some of my fellow Americans have reached different conclusions as to how peace should be achieved. . . . But as President of the United States, I would be untrue to my oath of office to be dictated by the minority who hold that view and who try to impose it on the nation by mounting demonstrations in the street. If a vocal minority, however fervent its cause, prevails over reason and the will of the majority, this nation has no future as a free society.

So tonight to you, the great silent majority of my fellow Americans, I ask for your support.


**READER RESPONSE**

**Directions:** Answer the following questions on the lines below.

1. According to Nixon, what is the main reason for the national division over Vietnam?

2. What does Nixon say threatens America’s future as a free society?

3. What two problems with the policy of the previous administration does Nixon cite?

4. **Critical Thinking** Do you think President Nixon is correct to equate protest demonstrations with *imposing* a view on the nation?
Joan Baez could be called a symbol of the sixties, although publicly she has objected to such a characterization. Yet her life, her beginnings, and her actions say much about that era.

Joan Baez was the child of a Mexican father and a Scottish mother. Born in Staten Island, New York, in 1941, Joan grew up in a Quaker household. Here she learned pacifism and developed high moral standards, strong beliefs later reflected in her songs and activism.

Sadly, Baez’s youth was rather lonely. To overcome this loneliness, she turned to music, first learning the ukulele. Her first stage appearance was at a school talent show.

She briefly attended Boston University, but left school to turn to performing full time, initially in the coffee houses of Boston. By 1959, she had produced her first album, “Folksingers ’Round Harvard Square,” recorded with two friends.

While on a two–week appearance at the Gate of Horn, a Chicago nightclub, Baez met Bob Gibson, a popular and successful folk singer. Gibson invited Baez to appear at the first Newport Jazz Festival. This appearance, in August 1959, was the great step that committed Joan Baez to a career in music.

In 1960, she produced her first solo album, titled “Joan Baez.” This was an album of traditional folk songs, and it reached number three on the sales charts. She played to audiences of increasing size, particularly on the East Coast, though she moved to California in 1960.

Besides music, a second defining characteristic of Baez’s life has been activism in support of strong moral beliefs. This activism has been expressed in her songs and in her actions. A particular focus, perhaps the most central focus for America in the 1960s, was the Vietnam War.

In 1972, while the war continued, she visited Hanoi. When she returned to the United States, she produced an album she had recorded during the trip, titled “Where Are You Now, My Son?” That same year she organized a protest, a human chain of joined hands around the Capitol in Washington, D.C.

Baez pursued music beyond the traditional songs of her beginnings. In 1963 she included a Bob Dylan song, “Don’t Think Twice, It’s All Right,” in her fourth album. This came before Dylan’s wide popularity, at perhaps the height of Baez’s. In 1963, Dylan and Baez conducted a concert tour together, and Baez later recorded a double album of Dylan songs, “Any Day Now.”
Baez experimented further with an album of poetry both spoken and sung, and an album of country western music. In 1969, Baez appeared in the famous Woodstock Music Festival in New York.

In the 1970s, Baez demonstrated her ability to write as well as to sing in her album “Blessed Are . . .” A cut from that album, “The Night They Drove Old Dixie Down,” was one of the most popular songs of 1972.

1. What was Baez’s first big step toward a career in music?

2. In what ways did Baez protest the Vietnam War?

3. In what ways has Baez continued to combine her music career with her social activism?

Critical Thinking

4. Analyzing Information Why do you think that Joan Baez was so strongly committed to social activism?

5. Evaluating Information How does much of Joan Baez’s music express her beliefs about war, poverty and discrimination?
The involvement of the United States in the Vietnam War divided the country. Many political, economic, and philosophical matters were at issue. Through the rhetoric of all the controversy, this cartoon picked out the most compelling matter: the people in Vietnam for whom, supposedly, the war was being fought, who suffered the most from it, and who had the hardest time understanding it. This cartoon appeared on January 14, 1965.

Directions: Study the cartoon, and then answer the questions that follow.

"Who's winning—the forces of freedom or the people's democracies?"
1. Which side of the war were the “forces of freedom” and which side were the “people’s democracies”? Why are these two names almost equivalent?

2. What is the situation of the family in the cartoon?

3. What clues tell you that the war depicted in this cartoon is the Vietnam War?

4. What is the effect of putting children in this cartoon?

CRITICAL THINKING

5. Drawing Conclusions  From what point of view is the cartoon drawn?

6. Identifying the Main Idea  Write a title that expresses the main point of this cartoon. Explain your choice.

7. Drawing Conclusions  Is the cartoon supportive or critical of the Vietnam War? Explain your answer.
The Vietnam War, 1954–1975

The United States became involved in Vietnam to stop the spread of communism. The American military expected a decisive victory. The determined Vietcong thwarted this goal through guerrilla warfare and a willingness to accept high casualties.

DIRECTIONS: Put the following events in chronological order. Write the number of the event next to the appropriate year. (Months are specified if more than one event occurred that year.) The first one has been completed for you.

2. American ground troops are finally committed in Operation Rolling Thunder.
3. With the fall of Dien Bien Phu, France concedes defeat. Geneva Accords divide Vietnam along the 17th Parallel, with the Vietminh in control in the north.
4. Vietcong execute the surprise Tet offensive.
5. “Christmas bombings” relentlessly strike Hanoi for 12 days, bringing North Vietnam and the United States back to the bargaining table.
10. United States withdraws troops from Vietnam and exchanges POWs.
11. Vietcong attack a Special Forces base at Pleiku. The United States retaliates with air strikes in North Vietnam.
12. Nixon begins troop withdrawal, in accordance with his Vietnamization policy.
13. Congress issues the Gulf of Tonkin Resolution, authorizing President Johnson to take all necessary steps to prevent further aggression by the Vietcong.
14. Saigon falls to the Vietcong. The United States evacuates all American personnel.
17. Ohio National Guard soldiers kill four and wound nine students at Kent State University during an antiwar protest.
18. Rebel generals assassinate South Vietnamese leader Ngo Dinh Diem.
19. Congress repeals the Gulf of Tonkin Resolution.

20. Critical Thinking In your opinion, how greatly did the media, both print and broadcast, affect the outcome of the Vietnam War?
The Vietnam War was the longest war in the history of the United States. American involvement was based on President Harry S. Truman’s policy that the United States should provide help to any nation threatened by communism. The prevailing theory, known as the domino theory, was that if one Asian country fell to communism, the rest would follow. Throughout Eisenhower’s, Kennedy’s, and Johnson’s administrations, the war effort escalated despite negative public opinion about American involvement in Vietnam. During President Richard Nixon’s administration, public protest reached an all-time high. On November 3, 1969, Nixon addressed the young people of the nation in “The Silent Majority” speech.

DIRECTIONS: Read the excerpt below from President Richard Nixon’s “The Silent Majority” speech. Then answer the questions that follow.

Tonight I want to talk to you on a subject of deep concern to all Americans and to many people in all parts of the world—the war in Vietnam. . . . I would like to answer some of the questions that I know are on the minds of many of you listening to me.

[In view of the situation that now exists in Vietnam] there were some who urged that I end the war at once by ordering the immediate withdrawal of all American forces.

. . . . In January I could only conclude that the precipitate withdrawal of American forces from Vietnam would be a disaster not only for South Vietnam but for the United States and for the cause of peace.

For the South Vietnamese, our precipitate withdrawal would inevitably allow the Communists to repeat the massacres, which followed their takeover in the North 15 years before. . . .

For the United States, this first defeat in our Nation’s history would result in a collapse of confidence in American leadership, not only in Asia but throughout the world. . . .

The defense of freedom is everybody’s business—not just America’s business. And it is particularly the responsibility of the people whose freedom is threatened. In the previous administration, we Americanized the war in Vietnam. In this administration, we are Vietnamizing the search for peace.

The policy of the previous administration not only resulted in our assuming the primary responsibility for fighting the war, but even more significantly did not adequately stress the goal of strengthening the South Vietnamese so that they could defend themselves when we left.

. . . . [Under] the Vietnamization plan, I ordered first a substantial increase in the training and equipment of South Vietnamese forces. . . .

And now I would like to address a word, if I may, to the young people of this nation who are particularly concerned, and I understand why they are concerned, about this war. I respect your idealism. I share your concern for peace. I want peace as much as you do. . . . I want to end [the war] so that the energy and dedication of you, our young people, now too often directed into bitter hatred against those responsible for the war, can be turned to the great challenges of peace, a better life for all Americans, a better life for all people on this earth.
Enrichment Activity 19 (continued)

Questions to Consider

1. What reasons does Nixon give for not withdrawing the troops?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What is Vietnamization?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What does Nixon ask of young people?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. GO A STEP FURTHER  Many young people protested against the Vietnam War. Protests were common on college campuses across America. If you were a college student in the late 1960s or early 1970s, which side of the issue would you have supported? Take a position, and then design a flyer for a rally that gives information about your point of view.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Chapter 19
Section Resources

Guided Reading Activity 19-1  112
Guided Reading Activity 19-2  113
Guided Reading Activity 19-3  114
DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

I. American Involvement in Vietnam
   A. What was the name of the Vietnamese nationalist movement organized by Ho Chi Minh? ____________________________________________
   B. Who was the first president to send aid to French forces in Vietnam? ____________________________________________
   C. What was the result of the French defeat at Dien Bien Phu in 1954? ____________________________________________
   D. What was the effect of the Geneva Accords? ____________________________________________

II. America Becomes Involved in Vietnam
   A. Who were the Vietcong? ____________________________________________
   B. What was President Eisenhower’s response to the fighting between the Vietcong and South Vietnam’s forces? ____________________________________________
   C. Politically, why did President Kennedy need to appear tough on communism? ____________________________________________
   D. What event ended the regime of Ngo Dinh Diem in South Vietnam? ____________________________________________
   E. What event gave President Johnson war powers to prevent aggression in Vietnam? ____________________________________________
   F. What two significant events took place in March, 1965? ____________________________________________

III. A Bloody Stalemate
   A. What military methods did the Vietcong use against American troops? ____________________________________________
   B. How did American forces try to counter the Vietcong’s ability to hide in thick jungles? ____________________________________________
   C. Where was the main North Vietnamese supply route? ____________________________________________
   D. What was one of the main reasons President Johnson refused to order a full-scale invasion of North Vietnam? ____________________________________________
DIRECTIONS: Filling in the Blanks In the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. In the spring of 1965, a Gallup poll showed that 66 percent of Americans _____________ of the policy in Vietnam.

2. Vietnam was the first _____________, with footage of combat appearing nightly on the evening news.

3. Although he had helped create the policy of _____________, American diplomat George Kennan argued that Vietnam was not strategically important.

4. A group of faculty members and students at the University of Michigan joined together in a _____________ to discuss opposition to the war.

5. Minorities, particularly _____________, made up a disproportionately large number of soldiers in Vietnam.


7. By 1968, the nation was divided into two camps: the _____________ wanted to withdraw from Vietnam, while the _____________ wanted to stay and fight.

8. Protests against the war and the draft led to ratification of the _____________, which gave citizens 18 years older the right to vote.

9. The _____________ was a massive surprise attack by the Vietcong on American airbases in South Vietnam and most of the South’s major cities.

10. With this action, the American people were shocked that an enemy supposedly on the verge of _____________ could launch such a large-scale attack.

11. Even _____________, then the nation’s most respected television newscaster, announced that it seemed certain Vietnam would “end in a stalemate.”

12. Violence seemed to plague the country at every turn in 1968, including the assassinations of Martin Luther King, Jr. and _____________.

13. The violence associated with the Democratic Party convention benefited the 1968 Republican presidential candidate, _____________.

I. Nixon Moves to End the War
   A. As his first step toward ending the war, Nixon appointed ____________ as special assistant for national security affairs.
   B. ____________ was the process for the gradual withdrawal of American troops from South Vietnam.

II. Turmoil at Home Continues
   A. In 1968 an American platoon massacred unarmed South Vietnamese in the hamlet of ____________.
   B. In April 1970, President Nixon announced that American troops had invaded ____________ in an effort to destroy Vietcong military bases there.
   C. This invasion set off a wave of protests such as the one at ____________ in Ohio, where National Guard soldiers killed four students.
   D. The publication of the ____________ showed how the various administrations had tried to convince Congress, the press, and the public that the situation in Vietnam was better than it really was.
   E. To force North Vietnam to resume negotiations, the Nixon administration began the ____________, which were the most destructive air raids of the war.
   F. President Nixon resigned under pressure following the ____________, and Congress refused funds to aid the South Vietnamese.
   G. On April 30, 1975, the North Vietnamese captured ____________, South Vietnam's capital city.

III. The Legacy of Vietnam
   A. Some American veterans found it hard to escape the war's ____________ impact because their sacrifices went unrecognized.
   B. In 1982, the nation dedicated the ____________, a large black granite wall inscribed with the names of those killed or missing in action in the war.
   C. In 1973 Congress passed the ____________ as a way to reestablish some limits on executive power.
# Chapter 20 Resources


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Evaluating Information

Learning the Skill

To be an effective reader, you need to evaluate information as you read. It is natural to form opinions about what you read, and it helps you to understand a particular topic if you look for information in the text to support your opinion. By forming opinions and coming to conclusions about people, events, and ideas in your reading, you can also imagine how other people might have reacted during a particular historical event. History comes alive when you explore the motives and behaviour of the people in your reading and compare them with your own opinions and possible reactions to the events in the text.

Practicing the Skill

Directions: Read the following quote from the Port Huron Statement about problems the student founders of SDS observe in American society. Then answer the discussion questions below on a separate sheet of paper. Share your responses with the class.

“As we grew, however our comfort was penetrated by events too troubling to dismiss. First, the permeating and victimizing fact of human degradation symbolized by the Southern struggle against racial bigotry, compelled most of us from silence to activism. Second, the enclosing fact of the Cold War, symbolized by the presence of the Bomb, brought awareness that we ourselves, and our friends, and millions of abstract ‘others’ . . . might die at any time."

1. How did you feel as you were reading this passage?
2. How do you think the speaker felt?
3. Why do you think the author included this passage in the chapter?

Applying the Skill

Directions: Read the section in your textbook about the women’s movement during the 1960s and 1970s. With a partner choose sides to have a mini-debate. On a separate piece of paper, one of you should write an opinion statement supporting the passage of the Equal Rights Amendment and the other should write an opinion statement taking the opposing view. Each of you should find details in the section to support your opinion statement. Then present your statements to each other and discuss how you arrived at each statement. Each partner should come up with a rebuttal argument.
Interpreting a Circle Graph

LEARNING THE SKILL

Historians use graphs and charts to display statistical data that they have collected. Graphs and charts provide a visual form of the tabular data. They make it easier to interpret and analyze the information and help you see what trends and patterns exist. There are many different kinds of graphs: line graphs, bar graphs, and circle graphs, also called pie charts. The type of graph chosen depends on the type of data that has been collected. A circle graph shows how something is divided into parts. It is a good way to show the fraction or proportion of the data relates to the whole. A circle graph includes a title that tells what the graph is all about and a key or legend to help you interpret what each sector of the circle represents.

PRACTICING THE SKILL

DIRECTIONS: Look at the circle graph showing the breakdown of the United States Latino population since 1980. Then answer the following questions on a separate sheet of paper.

1. What group makes up the largest fraction of the Latino American population of the United States?
2. Which other two groups make up nearly 15% of the Latino population?
3. How do you think these numbers affect the influence of these groups in Latino organizations and their protest movement?
4. What other national origins might be represented in the Latino population of the United States?

APPLYING THE SKILL

DIRECTIONS: Collect statistical data for a one-week time period about some aspect of your life such as how you spend your time or where your money goes. Use this data to create a circle graph. First find the total number. Divide 360° by that total number to find out how many degrees represent each item. Calculate the angle for each category by multiplying the number of degrees for each item by the number in each category. Check to make sure the angles add up 360°. Draw a circle and divide it into sectors based on the angles you found. Add a title and a key.
Launching the Women’s Movement of the 1960s

In *The Feminine Mystique*, Betty Friedan explained how cultural images had victimized women, making them seek the safety of a narrow life at home and turning them away from careers and other forms of fulfillment. Read the excerpts below to learn more about her views.

**EXCERPTS FROM THE FEMININE MYSTIQUE**

*On the myth of the suburban housewife in America*

“The suburban housewife—she was the dream image of the young American women and the envy, it was said, of women all over the world. The American housewife—freed by science and labor-saving appliances from the drudgery, the dangers of childbirth and the illnesses of her grandmother. She was healthy, beautiful, educated, concerned only about her husband, her children, her home. She had found true feminine fulfillment. . . .”

*On the inability of women to name or understand their problem*

“If a woman had a problem in the 1950’s and 1960’s, she knew that something must be wrong with her marriage, or with herself. Other women were satisfied with their lives, she thought. . . . She was so ashamed to admit her dissatisfaction that she never knew how many other women shared it. If she tried to tell her husband, he didn’t understand what she was talking about. She did not really understand it herself. . . .”

*On how World War II made people afraid to confront the women’s issue*

“. . . What happened to women is part of what happened to all of us in the years after the war. We found excuses for not facing the problems we once had the courage to face. The American spirit fell into a strange sleep. . . . Women went home again just as men shrugged off the bomb, forgot the concentration camps, condoned corruption, and fell into helpless conformity; just as the thinkers avoided the complex larger problems of the postwar world. . . . It was easier to look for Freudian . . . roots in man’s behavior, his ideas, and his wars than to look critically at his society and act constructively to right its wrongs.”

*On how women stay busy to avoid bigger commitments*

“When the mystique took over, . . . a new breed of women came to the suburbs. They were looking for sanctuary; they were perfectly willing to accept the suburban community as they found it (their only problem was “how to fit in”); they were perfectly willing to fill their days with the trivia of housewifery. Women of this kind, and most of those that I interviewed were of the post-1950 college generation, refuse to take policy-making positions in community organizations; they will only collect for Red Cross or March of Dimes or Scouts or be den mothers or take lesser PTA jobs. . . .

**DIRECTIONS:** On a separate sheet of paper, answer the following questions based on the excerpts.

1. **Identifying the Main Idea** Based on these excerpts, identify one assumption that people in general made about women; one assumption that women made about themselves; and one assumption that Friedan made about women during this time in history.

2. **Identifying the Main Idea** Whom do you think Friedan believed would read her book? Was she correct? Why or why not?
FOR THE TEACHER

Teaching Strategies for Different Learning Styles
The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Preview the passages with students by reading all the headings aloud. Say and write the name Friedan. Be sure students know the word housewife and are familiar with stereotypes of the 1950s housewife. Finally, introduce or review the terms fulfillment and personal satisfaction.

**Advanced Learners (AL)** Have students find and share one or more reviews of this book, either from when it was first published in 1963 or from more recent times.

**Below Grade Level (BL)** Before students answer the questions, help them identify the main idea of each excerpt by using a two-column chart like the one below. (Suggested answers are in italics.)

<table>
<thead>
<tr>
<th>Main Idea, Excerpt 1</th>
<th>The American suburban housewife represented a kind of “dream image” of the woman who had everything.</th>
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<tbody>
<tr>
<td>Main Idea, Excerpt 2</td>
<td>Women who felt unsatisfied didn’t know how to describe their problem and didn’t know that other women shared their feelings.</td>
</tr>
<tr>
<td>Main Idea, Excerpt 3</td>
<td>After World War II, everyone thought mostly about life at home, which was easier than thinking about society or trying to right wrongs.</td>
</tr>
<tr>
<td>Main Idea, Excerpt 4</td>
<td>Women in the suburbs kept themselves very busy with things like fundraising and family activities in order to avoid facing up to the question of personal fulfillment.</td>
</tr>
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**On Grade Level (OL)** Have students read the information and work independently to answer the questions in complete sentences.

A. PRE-READING ACTIVITY
Previewing the Material
Directions: Before reading the primary source document on page 696 of your text, in which César Chávez describes his reasons for organizing the migrant workers, answer the following questions.

1. Have you ever felt powerless to change something you considered unfair? How would you go about organizing a protest to bring about change?

2. Why would migrant workers be likely to feel especially powerless to improve their economic situation?

B. PRE-READING ACTIVITY
Vocabulary Review
Directions: Reviewing the words and expressions below will help you understand the reading.

accomplish (v.): to achieve important things
migrant (n.): a person who moves from place to place, especially workers who harvest seasonal crops
motivation (n.): the act or process of being encouraged or stimulated
vision (n.): ability to imagine the future
racism (n.): unfairness against members of one group against another
chattel (n.): an item of movable property; a slave or bondsperson
emotions (n): strong feelings such as hate, love, happiness, or sorrow
minority (n.): people of a different race, ethnic background, or religion than the majority of people in a nation; (adj.): related to the minority
organize (v.): to set up or form a group for a specific purpose
register (v.): to write one’s name on an official list such as a voter list
empower (v.): to give power to; enable or inspire
decade (n.): a period of ten years, such as the 1990s

(continued)
C. READING COMPREHENSION ACTIVITY

Understanding Details

Directions: After reading the primary source on page 696, answer the following questions.

1. What motivated the author to change conditions for the farm workers? ________________

2. What vision does the author have for the future? ________________________________

3. How does the author describe his reaction to the treatment of these workers? ________

4. What does the author see as the solutions to the way the workers are mistreated? _____

5. What does the author expect will be the result of organizing efforts? ________________

D. WORD BUILDING ACTIVITY

Synonym or Antonym

Remember: Antonyms are words that have opposite meanings; powerless and powerful are antonyms. Synonyms are words with similar meanings; powerful and influential are synonyms.

Directions: Label each of the following pairs of words as antonyms (A) or synonyms (S).

1. ______ vision/dream
2. ______ organized/disorganized
3. ______ register/enroll
4. ______ motivate/discourage
5. ______ accomplish/achieve
6. ______ chattel/property
7. ______ migrant/settled
8. ______ emotion/feelings
9. ______ minority/majority
10. ______ empower/inspire
11. ______ racism/prejudice

DIRECTIONS: Circle the content vocabulary word or term to identify that best completes each sentence. Then answer the question at the bottom of the page.

1. The (counterculture/consumer culture) was a movement that offered an alternative to mainstream American society.

2. Young people of the 1960s who rejected rationality, order, and middle-class values became known as (socialists/hippies).

3. Some people formed (utopias-communes), group living arrangements in which members shared everything and worked together.

4. During the 1960s, a number of factors led to the rise of (woman suffrage/feminism), the belief that men and women should be equal politically, economically, and socially.

5. Some Hispanics and political leaders promoted (culturalism/bilingualism), the practice of teaching immigrant students in their own language.

6. The deportation of Mexican immigrants and their families was known as (repatriation/the barrio system).

7. Write a paragraph describing one of the protest movements you have learned about in the chapter.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Key Words

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<td>likewise</td>
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<tr>
<td>rationality</td>
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<td>repatriation</td>
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A. WORD MEANING ACTIVITY

Crossword Puzzle

Directions: Use the clues to fill in the crossword puzzle with words from the chart above.

Across
5. sufficient
6. the quality of being reasonable

Down
1. in a similar manner
2. existing together in harmony
3. male or female
4. acting in accordance with a specified standard or authority
TEST YOUR KNOWLEDGE

DIRECTIONS: Choose the best definition for the underlined word in each sentence.

1. The first hippies rejected rationality and instead focused on tolerance, compassion, and staying close to nature.
   A. spirituality   B. reason   C. materialism

2. The counterculture movement opposed conformity.
   A. everyone being the same   B. buying consumer goods   C. living with others

3. Feminists believed that everyone should be equal, regardless of gender.
   A. income   B. race   C. sex

4. Many young people’s views were not compatible with those of the older generations.
   A. able to argue with   B. able to change with   C. able to coexist with

5. During the 1960s, the civil rights movement sought to give more rights to African Americans; Latino Americans likewise worked for better treatment and an end to discrimination.
   A. similarly   B. compassionately   C. fiercely

6. Cesar Chavez hoped to provide adequate working conditions for migrant laborers.
   A. healthy   B. good enough   C. improved
Analyzing Primary Sources

LEARNING THE SKILL

Primary sources provide firsthand accounts from our history. Letters, photographs, legal documents, diaries, and news articles are primary source documents. Because firsthand sources represent single points of view, it is important to study them in the context of their time. To do this, first identify the author of the source, as well as when and where the document was created. As you read or view your source, ask yourself questions. Who is it about? What is it about? When did it happen? Where did it happen? Why did it happen? Look for statements of fact versus opinion. Can you identify any information that might be missing from the source?

PRACTICING THE SKILL

DIRECTIONS: Read the excerpt below from the Equal Pay Act of 1963. Then answer the questions that follow on a separate sheet of paper.

(1) No employer having employees subject to any provisions of this section shall discriminate, within any establishment in which such employees are employed, between employees on the basis of sex by paying wages to employees in such establishment at a rate less than the rate at which he pays wages to employees of the opposite sex in such establishment for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions, except where such payment is made pursuant to (i) a seniority system; (ii) a merit system; (iii) a system which measures earnings by quantity or quality of production; or (iv) a differential based on any other factor other than sex: Provided, That an employer who is paying a wage rate differential in violation of this subsection shall not, in order to comply with the provisions of this subsection, reduce the wage rate of any employee.

(2) No labor organization, or its agents, representing employees of an employer having employees subject to any provisions of this section shall cause or attempt to cause such an employer to discriminate against an employee in violation of paragraph (1) of this subsection.

(3) For purposes of administration and enforcement, any amounts owing to any employee which have been withheld in violation of this subsection shall be deemed to be unpaid minimum wages or unpaid overtime compensation under this chapter.

1. When was this document written?
2. Who is affected by this legal document?
3. What is the purpose of the document?
4. Why do you think this document was written?

APPLYING THE SKILL

DIRECTIONS: Select a photograph from your local newspaper or from your family photo album. Identify the photographer. Then answer the five “W” questions about the photo: Who is the photograph about? What is it about? When did it happen? Where did it happen? Why did it happen? Write a short paragraph discussing the significance of the photograph.
LEARNING THE SKILL

If you do not understand a problem, you cannot find its solution. This is why stating the problem clearly and accurately is such an important skill. The problems of a country or region, for example, might be rooted in a number of areas such as location, people, politics, or climate. As you read an article, always ask yourself questions: Why is this happening? What could be the cause? What is the real problem? Examine all of the possibilities before you decide what the problem is and how best to state it.

Use the following guidelines to help you state problems:

• Read the excerpt or article.
• Think about what the problems are and decide which are most important.
• State the root or main problem clearly and accurately in your own words.

PRACTICING THE SKILL

DIRECTIONS: Read the introduction and the following passage from your textbook describing the protests known as the Free Speech movement. Then answer the questions that follow on a separate sheet of paper.

In September 1964, social activist Mario Savio returned to school at Berkeley after spending the summer teaching at a Mississippi freedom school. The protest movement that he helped organize made headlines all over the world and ended in the arrest of over 700 students and a campus-wide student strike.

“Another movement that captured the nation’s attention in the 1960s was the Free Speech Movement, led by Mario Savio and others at the University of California at Berkeley. The movement began when the university decided to restrict the student’s rights to distribute literature and recruit volunteers for political causes on campus. The protestors, however, quickly targeted more general campus matters and drew in more and more supporters.”

“Like many college students, those at Berkeley were upset with the practices at their university. Officials divided huge classes into sections taught by graduate students, while many professors claimed they were too busy with research to meet with students. Faceless administrators made rules that were not always easy to obey and imposed punishments for violations. Isolated in this impersonal environment, many students rallied to support the Free Speech movement.”

1. Think about the political atmosphere during the McCarthy Era. What do you think the university administration saw as the problem?

2. What was the initial problem that led to the student Free Speech protests on campus?

3. What do you think was the underlying root problem of the student movement?
Rock ‘n’ Roll Music of the 1960s

The music groups, particularly rock ‘n’ roll groups, of the 1960s provided a voice for the conflicting feelings of the protest generation. Their songs had a tremendous influence on the popular culture and counterculture of the day. Along with their great successes, however, came equally great tragedies and failures.

**DIRECTIONS:** Use the information on the time line to fill in the chart at the bottom of the page.

### Time Line Activity 20

#### Rock Groups of the 1960s

<table>
<thead>
<tr>
<th>Name of Group</th>
<th>Accomplishments</th>
<th>Tragedies and Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beach Boys</td>
<td><em>Surfin’</em></td>
<td></td>
</tr>
<tr>
<td>Beatles</td>
<td>First no. 1 single</td>
<td></td>
</tr>
<tr>
<td>Rolling Stones</td>
<td>No. 1</td>
<td></td>
</tr>
<tr>
<td>Dylan</td>
<td>Three-minute song barrier</td>
<td></td>
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<tr>
<td>Hendrix</td>
<td>Motorbike accident</td>
<td></td>
</tr>
<tr>
<td>Jones</td>
<td>Overdose at age 27</td>
<td></td>
</tr>
<tr>
<td>McCartney</td>
<td>Sues to dissolve</td>
<td></td>
</tr>
</tbody>
</table>

### Time Line Activity 20

1960
- Beatles perform their first show in a Liverpool club; Bob Dylan has his first billed performance.
- Beach Boys debut with their regional hit “Surfin’.”

1961
- Bob Dylan breaks the three-minute song barrier when his six-minute single “Like a Rolling Stone” hits no. 2 on the charts.

1964
- “I Get Around” becomes the Beach Boys first no. 1 single.
- Beatles have their first U.S. tour and appear on the *Ed Sullivan Show* to the largest audience in television history.
- Beatles broadcast “All You Need Is Love” in a live concert over a satellite feed to the world.

1965
- The Rolling Stones’ “I Can’t Get No Satisfaction” hits no. 1 on the charts.

1967
- Jimi Hendrix starts his climb to stardom when he sets his guitar on fire at the Monterey Pop Festival.

1969
- Rolling Stones band member Brian Jones dies; a Rolling Stones concert becomes violent and a spectator dies.
- Capitol Records drops the Beach Boys from its label.

1970
- Jimi Hendrix dies of a drug overdose at age 27.
- Paul McCartney sues to dissolve the Beatles.
Battle of the Sexes

It was 1973, and 30,472 people packed the Houston Astrodome—the most ever assembled to watch a tennis match. Millions more around the world watched on television. The match, billed as the “Battle of the Sexes,” pitted former Wimbledon champion Bobby Riggs against the #2 female player in the world, Billie Jean King.

A self-proclaimed “male chauvinist pig,” Riggs declared that women belonged in the kitchen and bedroom, not on the playing field. To prove his point, he claimed that at age 55, he could beat any female player. King, then 29, knew she had to play him.

This match was not about tennis. It was about social change. Women were not yet accepted as athletes. Title IX had just passed, which banned gender discrimination in educational programs, including sports, but equal opportunity was not reality.

Women pros were mostly overlooked. Even top women players could not earn a living. In 1967 King, ranked #1, earned a mere $7,000. In some tournaments, men were making eight times as much as women.

What female athletes needed was media attention—a chance to show their talent to a skeptical world. The stakes were high. If King lost, the women’s movement would lose, too.

It was a circus atmosphere. Bobby entered the stadium in a rickshaw pulled by scantily clad women. Billie arrived on an Egyptian litter carried by bare-chested men. The hype over, serious tennis began. King whipped Riggs without losing a set. Everywhere, women celebrated. Men, having lost bets to their wives, washed dishes.

Women today enjoy a wide range of athletic opportunities, thanks in large part to the efforts of Billie Jean King, both then and now. The 1973 match showed more than women’s athletic prowess—it showed their marketability. After the match, the popularity of tennis soared. On this wave of support, King and others launched the Women’s Sports Foundation and Women’s Sports & Fitness magazine. They also gained much-needed interest in the fledgling all-women’s Virginia Slims tour. By going out on their own, apart from men’s tennis, the women proved their value as entertainers.

Female professional athletes can now earn a living at their sport. Today the women’s tennis tour has 54 tournaments and prize money totaling $52 million. Many top women athletes are household names and earn endorsement money as well as winnings.

The match propelled King into the spotlight as a role model and advocate for Title IX and equal opportunity. In 1971, 1 in 27 girls participated in high school sports. By 1997 the figure was 1 in 3. King reports that people still come up to her and say, “Thank you for what you did for my daughter.”

King and Riggs became friends after the match. Shortly before Riggs lost his battle with cancer in 1995, he spoke with King. “We really did it, didn’t we, Billie. We made a difference.” “Yes, Bobby, I think we did.”

CRITICAL THINKING

Directions: Answer the questions below on a separate sheet of paper.

1. Analyzing Information What do you think the tennis match proved?
2. Synthesizing Information How did this match promote social change?
We are people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit. . . . Freedom and equality for each individual, government of, by, and for the people—these American values we found good, principles by which we would live as men. Many of us began maturing in complacency.

As we grew, our comfort was penetrated by events too troubling to dismiss. First, the permeating and victimizing fact of human degradation, symbolized by the Southern struggle against racial bigotry, compelled most of us from silence to activism. Second, the enclosing fact of the Cold War, symbolized by the presence of the Bomb. . . . We might deliberately ignore, or avoid, or fail to feel all other human problems, but not these two, for these were too immediate and crushing in their impact, too challenging in the demand that we as individuals take the responsibility for encounter and resolution.

. . . [W]e began to see complicated and disturbing paradoxes in our surrounding America. The declaration "all men are created equal . . ." rang hollow before the facts of Negro life in the South and the big cities of the North. The proclaimed peaceful intentions of the United States contradicted its economic and military investments in the Cold War status quo.

Our work is guided by the sense that we may be the last generation in the experiment with living. . . . We ourselves are imbued with urgency, yet the message of our society is there is no viable alternative to the present. . . .

(continued)
Feeling the press of complexity upon the emptiness of life, people are fearful of the thought that at any moment things might be thrust out of control. They fear change itself. . . . The search for truly democratic alternatives to the present, and a commitment to social experimentation with them, is a worthy and fulfilling human enterprise, one which moves us. . . .

. . . [T]o direct . . . an analysis we must use the guideposts of basic principles. Our own social values involve conceptions of human beings, human relationships, and social systems.

We regard men as infinitely precious and possessed of unfulfilled capacities for reason, freedom, and love. . . . We are countering perhaps the dominant conception of man in the twentieth-century, that he is a thing to be manipulated. . . . We oppose the depersonalization that reduces human beings to the status of things. . . . We see little reason why men cannot meet with increasing skill the complexities and responsibilities of their situation, if society is organized not for minority, but for majority, participation in decision-making.

*Human relationships* should involve fraternity and honesty. Human interdependence is contemporary fact; human brotherhood must be willed, however, as a condition of future survival and as the most appropriate form of social relations. Personal links between man and man are needed. . . .

We should replace power rooted in possession, privilege, or circumstance by power and uniqueness rooted in love, reflectiveness, and creativity. . . .

The economic sphere should have as its basis the principles:

- that work should involve incentives worthier than money or survival. It should be educative, not stultifying; creative, not mechanical; self-directed, not manipulated. . . .
- that the economic experience is so personally decisive that the individual must share in its full determination.
- that the economy itself is of such social importance that its major resources and means of production should be open to democratic participation and subject to democratic social regulations.

In social change or interchange, we find violence to be abhorrent. . . .


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**READER RESPONSE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What two situations in America woke the early SDS members from their complacency?
2. Why do the SDS members believe they might be the last generation?
3. What is the SDS position on using violence to bring about social change?
4. By the end of the 1960s, feminists within the SDS were criticizing its sexism. What in the Port Huron Statement might be an early clue to this sexism?
5. **Critical Thinking** Which of the economic proposals sounds the closest to Marxism?
A Farm Worker's Story

ABOUT THE SELECTION

Roberto Acuna is a union organizer for the United Farm Workers union. He grew up in a family of seasonal migrant workers and spent his childhood laboring in the fields just to make ends meet. As an adult, he worked as a foreman for one of the large California farms employing braceros, or temporary agricultural workers who came to the United States from Mexico to work. In this selection from the book Working compiled by Studs Terkel, Acuna tells the story of how he came to join the protest movement led by César Chávez. Working is an oral history collection of interviews with ordinary people in which they talk about their frustrations, choices, and hopes about their everyday working lives.

GUIDED READING

As you read Roberto's story, think about how you would like to be treated at a job and what kinds of working conditions all workers have a right to expect. Then answer the questions that follow the selection.

I walked out of the fields two years ago, I saw the need to change the California feudal system, to change the lives of farm workers, to make the huge corporations feel they are not above anybody. I am thirty-four years old and I try to organize for the United Farm Workers of America. . .

I began to see how everything was so wrong. When growers can have an intricate watering system to irrigate their crops but they can't have running water inside the houses of workers. Veterinarians tend the needs of domestic animals but they can't have medical care for the workers. They can have land subsidies for the growers but they can't have adequate unemployment compensation for the workers. They treat him like a farm implement. In fact, they treat their implements better and their domestic animals better. They have heat and insulated barns for the animals but the workers live in beat-up shacks with no heat at all.

Illness in the fields is 120 percent higher than the average rate for industry. Its mostly back trouble, rheumatism and arthritis, because of the damp weather and the cold. Stoop labor is very hard on a person. Tuberculosis is high. And now because of the pesticides, we have many respiratory diseases. . . . There were times when I felt I could not take it any more. . . . I was getting ready to jump any foreman who looked at me cross-eyed. But until two years ago, my world was very small.
I would read all these things in the papers about César Chávez and I would denounce him because I still had that thing about becoming a first class American citizen. In Mexicali they would pass out leaflets and I would throw them away. I never participated. The grape boycott never affected me much because I was in lettuce. It wasn’t until Chávez came to Salinas, where I was working in the fields, that I saw what a beautiful man he was. I went to this rally, I still intended to stay with the company. But something—I don’t know—I was close to the workers. They couldn’t speak English and wanted me to be their spokesman in favor of going on strike. . . . I just got caught up with it all, the beautiful feeling of solidarity. . . . These were my own people and they wanted change. I knew this was what I was looking for. I just didn’t know it before . . .

Working in the fields is not in itself a degrading job. It’s hard, but if you are given regular hours, better pay, decent housing, unemployment and medical compensation, pension plans—we have a relaxed way of living. But the growers don’t recognize us as persons. That’s the worst thing, how they treat you. . . . The children are the ones who are hurt the most. . . . No sooner do they make friends than they are uprooted again. Right here, your childhood is taken away. So when they grow up they are looking for the childhood they have lost.


**READER RESPONSE**

**Directions:** Answer the questions below on a separate sheet of paper.

1. What does Roberto Acuna compare the agricultural labor system in California to? What is similar about the two systems? How are they different?

2. What does Roberto say is wrong with the way the migrant workers are treated?

3. How did Roberto come to join the farmers union? Why does he say “my world was very small”? What inspired the change in him?

4. **Critical Thinking** What kinds of working conditions do you think should be guaranteed to all workers?
Ever since the Great Depression, folk music has inspired popular music linked with radical politics and the struggle for social justice. One artist who represents this musical tradition is singer, songwriter, folklorist, and social activist Pete Seeger. Seeger was born in New York City in 1919 to music researcher Charles and violist Constance Seeger. His parents were both on the faculty of the world-famous Julliard School of Music.

In such a musical family, Seeger’s interest in music began early. He could play several string instruments including the banjo and guitar by the time he was in his teens. He attended Harvard University for two years. From 1939-40, Pete began traveling around the country as an assistant to Alan Lomax, who was recording rural folk music for the Library of Congress. He fell in love with its traditional rhythms. He met folksinger Woody Guthrie at a benefit concert for migrant farm workers. In 1940, the pair along with several others formed the Almanac Singers, and began recording songs of the American labor movement. Seeger’s politics at the time were socialist. For a short time, he was a member of the communist party. With American entry into World War II, the musical group disbanded. Seeger was drafted and served in the army.

After a short period in the army, Seeger formed the Weavers in 1948 with musicians Lee Hays, Fred Hellerman, and Ronnie Gilbert. The group had several hit recordings, including such popular folk tunes as Lead Belly’s “Goodnight Irene” and “Wimoweh.” A 1955 concert appearance at Carnegie Hall by the Weavers is considered the start of the folk revival in America. He composed such songs as “If I Had A Hammer,” and “Where Have All the Flowers Gone” during this period. During the late 1950s, in the wake of testimony
before the House Un-American Activities Committee, Seeger was indicted for contempt of Congress for refusing to discuss his political activities and blacklisted, but he continued to perform.

In the early 1960s, Pete Seeger spent time in the South during the civil rights protests. He recorded in 1963 his version of “We Shall Overcome,” based on an African American spiritual, which became the anthem of the Civil Rights movement. A new generation had discovered the folksinger and songwriter. He captured the climate of the youth movement with “Turn, Turn, Turn (To Everything There Is A Season).” In 1964, Seeger wrote and recorded an indictment of suburban values called “Little Boxes.” He appeared at the antiwar March on Washington in 1968 along with Eugene McCarthy and George McGovern. Other rock groups such as The Byrds and Peter, Paul, and Mary also popularized many of his songs. Pete Seeger continued to perform at concerts, benefits, and on college campuses throughout the 1970s, 80s, and 90s. In December 1994, he received the Presidential Medal of Honor from the Kennedy Center. In January 1996, Seeger was inducted into the Rock and Roll Hall of Fame. His songs also served as the inspiration for a Bruce Springsteen album, The Seeger Sessions: We Shall Overcome, which was released in 2006.

In the new century, Pete Seeger remains actively involved in political causes and environmental projects as well as sharing not just folk songs, but the stories of the people who sang them.

1. What early experiences influenced Pete Seeger’s music?

2. Name two musical groups that Seeger helped organize. What are some of the songs he composed or popularized during this period?

3. Why was Pete Seeger blacklisted? How was his career affected?

Critical Thinking

4. Analyzing Information How does Pete Seeger’s musical career demonstrate his commitment to social activism?

5. Evaluating Information For what do you think Pete Seeger will be best remembered?
Achieving Equality for Women

In modern times, the Founders of our nation have come under criticism for stating too vaguely the way in which equality would take root in the new nation. Specifically, the rights of women were largely not discussed in the Constitution. Not until the woman suffrage movement of the early 1900s did women begin to assert basic freedoms that white men had exercised since the founding of the nation. In recent years, many issues—including those in the proposed Equal Rights Amendment and the “equal pay for equal work” concern—remind us that the equality of women has not yet been realized. The cartoon below illustrates the cartoonist’s view of the neglect of the Founders with respect to women’s issues.

Directions: Study the cartoon, and then answer the questions that follow.
ANALYZING THE CARTOON ACTIVITY 20 (continued)

1. Who are the men in the cartoon?

2. From what document are the men reading?

3. What does the woman scrubbing the floor symbolize?

CRITICAL THINKING

4. Making Generalizations Do you see any problems in the document’s wording, “All men are created equal”? Explain.

5. Analyzing Information Explain the irony in the statement, “That’s beautiful Tom.”

6. Analyzing Information Do you think there should be an amendment to the Constitution that specifically states women’s rights? Explain your response.

Protest movements grew during the 1960s. Students, farmworkers, women, Native Americans, African Americans, Latino Americans—all petitioned for their rights.

**DIRECTIONS:** Complete the chart by providing the missing information about the protest groups. Then state the main achievement(s) of each group. The first one has been completed for you. Answer the critical thinking question on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Protest Groups</th>
<th>Organization, Leader, and Targeted Group</th>
<th>Achievement(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Organization:</strong> Free Speech Movement</td>
<td>The Supreme Court validated the students’ rights to freedom of speech and assembly under the Civil Rights Act.</td>
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<tr>
<td></td>
<td><strong>Leader:</strong> Mario Savio and others at Berkeley</td>
<td></td>
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<tr>
<td></td>
<td><strong>Targeted Group:</strong> College students/youth</td>
<td></td>
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<tr>
<td>2.</td>
<td><strong>Organization:</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Leader:</strong> Betty Friedan</td>
<td></td>
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<tr>
<td></td>
<td><strong>Targeted Group:</strong></td>
<td></td>
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<tr>
<td>3.</td>
<td><strong>Organization:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Leader:</strong> Phyllis Schlafly</td>
<td></td>
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<td></td>
<td><strong>Targeted Group:</strong></td>
<td></td>
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<tr>
<td>4.</td>
<td><strong>Organization:</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Leader:</strong> Tom Hayden</td>
<td></td>
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<tr>
<td></td>
<td><strong>Targeted Group:</strong></td>
<td></td>
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<tr>
<td>5.</td>
<td><strong>Organization:</strong> UFW (United Farm Workers)</td>
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<tr>
<td></td>
<td><strong>Leader:</strong></td>
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<td></td>
<td><strong>Targeted Group:</strong></td>
<td></td>
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<tr>
<td>6.</td>
<td><strong>Organization:</strong> La Raza Unida</td>
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<tr>
<td></td>
<td><strong>Leader:</strong></td>
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<tr>
<td></td>
<td><strong>Targeted Group:</strong></td>
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</tbody>
</table>

**Critical Thinking** How well did these protest movements fulfill their goals and objectives? What current injustices remain that will give rise to future protest movements similar to those of the past?
A Song of Protest

After the bombing of Hiroshima and Nagasaki and the tensions of the Cold War period, many people feared that the arms race between the Soviet Union and the United States could result a nuclear war.

Bob Dylan was born Robert Zimmerman in 1941 in Duluth, Minnesota. Dylan modeled himself after folk-singers of the previous generation such as his mentor, Woody Guthrie. His 1963 performance at the Newport Folk Festival established Bob Dylan as a major new voice of the youth movement. He wrote this song during the Cuban Missile Crisis of 1962, when the nuclear powers seemed poised on the brink of war.

DIRECTIONS: Read the lyrics of the Bob Dylan song, “A Hard Rain’s Gonna Fall.” Then answer the questions that follow.

Oh, where have you been, my blue-eyed son?
Oh, where have you been, my darling young one?
I’ve stumbled on the side of twelve misty mountains,
I’ve walked and I’ve crawled on six crooked highways,
I’ve stepped in the middle of seven sad forests,
I’ve been out in front of a dozen dead oceans,
I’ve been ten thousand miles in the mouth of a graveyard,
And it’s a hard, and it’s a hard, it’s a hard, and it’s a hard,
And it’s a hard rain’s a-gonna fall.

Oh, what did you see, my blue-eyed son?
Oh, what did you see, my darling young one?
I saw a newborn baby with wild wolves all around it
I saw a highway of diamonds with nobody on it,
I saw a black branch with blood that kept drippin’
I saw a room full of men with their hammers a-bleedin’
I saw a white ladder all covered with water,
I saw ten thousand talkers whose tongues were all broken,
I saw guns and sharp swords in the hands of young children,
And it’s a hard, and it’s a hard, it’s a hard, it’s a hard,
And it’s a hard rain’s a-gonna fall.

And what did you hear, my blue-eyed son?
And what did you hear, my darling young one?
I heard the sound of a thunder, it roared out a warnin’
Heard the roar of a wave that could drown the whole world,
Heard one hundred drummers whose hands were a-blazin’
Heard ten thousand whisperin’ and nobody listenin’
Heard one person starve, I heard many people laughin’
Heard the song of a poet who died in the gutter,
Heard the sound of a clown who cried in the alley,
And it’s a hard, and it’s a hard, it’s a hard, it’s a hard,
And it's a hard rain's a-gonna fall.

Oh, who did you meet, my blue-eyed son?
Who did you meet, my darling young one?
I met a young child beside a dead pony,
I met a white man who walked a black dog,
I met a young woman whose body was burning,
I met a young girl, she gave me a rainbow,
I met one man who was wounded in love,
I met another man who was wounded with hatred,
And it's a hard, it's a hard, it's a hard, it's a hard, it's a hard rain's a-gonna fall.

Oh, what'll you do now, my blue-eyed son?
Oh, what'll you do now, my darling young one?
I'm a-goin' back out 'fore the rain starts a-fallin',
I'll walk to the depths of the deepest black forest,
Where the people are many and their hands are all empty,
Where the pellets of poison are flooding their waters,
Where the home in the valley meets the damp dirty prison,
Where the executioner's face is always well hidden,
Where hunger is ugly, where souls are forgotten,
Where white is the color, where none is the number,
And I'll tell it and think it and speak it and breathe it,
And reflect it from the mountain so all souls can see it,
Then I'll stand on the ocean until I start sinkin',
But I'll know my song well before I start singin',
And it's a hard, it's a hard, it's a hard, it's a hard, it's a hard rain's a-gonna fall.


Questions to Consider

1. How would you describe the images produced by these song lyrics?
2. What do you think the hard rain represents?
3. The first four stanzas of the song refer to actions happening in the past; while the last lines refer to the future. How does this time shift affect the songwriter’s message?
4. **GO A STEP FURTHER** The musicians of the 1960s wrote song lyrics that expressed the hopes and fears of their generation. Search for events that have inspired current popular music. Compare present day events and music to song lyrics from the past that were inspired by historical events. What similarities and differences do you see between present day and historical songs and the events that inspired them?
DIRECTIONS: Recalling Facts  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What name was given to the artists and writers who criticized American society during the 1950s? _____________

2. What group of people originated the youth movement of the 1960s? _____________

3. Where did the youth protest movements of the 1960s begin? _____________

4. What group urged citizens to stop accepting a country run by big corporations and big government? _____________

5. What was the issue that sparked the Free Speech Movement at Berkeley? _____________

6. How did the Berkeley revolt become a model for other student protests? _____________

7. What was the name for a group living arrangement found in hippie counterculture? _____________

8. What factors contributed to the decline of the counterculture movement? _____________

9. How was fashion used to express the values of the counterculture? _____________

10. How did the folk music and rock ‘n’ roll of the 1960s express the mood of the counterculture? _____________

11. Where did thousands of people gather in 1969 to hear music together? _____________

12. How is music today influenced by musicians like Jimi Hendrix? _____________
DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. What is feminism? ________________________________

2. How did World War II provide women with greater opportunities in the workforce? ________________

3. What were some signs of the unequal status of women in the 1960s? ________________

4. Who was the head of the Presidential Commission on the Status of Women? ________________

5. When was the Equal Pay Act passed? ________________

6. Who was Betty Friedan? ________________________________

7. How did the 1964 Civil Rights Act protect women’s rights? ________________

8. What was described by Betty Friedan as the purpose for the National Organization for Women (NOW)? ________________

9. Who was Gloria Steinem? ________________________________

10. Why were some women opposed to the Equal Rights Amendment? ________________

11. What was one of the notable achievements of the women’s movement? ________________

12. What was the effect of Title IX of the Educational Amendments? ________________

13. How was abortion regulated before 1973? ________________

14. What Supreme Court ruling legalized abortion during the first three months of a pregnancy? ________________

15. What educational and professional changes have occurred since the women’s movement? ________________

16. Where have women made the most dramatic gains? ________________________________
DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**Main Idea:** Latino Americans faced discrimination and segregation in the Southwest.
1. **Detail:** The numbers of Mexicans living in the Southwest steadily increased in the 1800s because the United States _____________ where Mexicans lived.
2. **Detail:** Most Mexican Americans in the Southwest lived in _____________, which were a product of the region’s history and discrimination against Latinos.
3. **Detail:** In the 1930s, federal officials launched a series of _____________ that became known as the “repatriation.”
4. **Detail:** In 1954, the Eisenhower administration began a program that deported more than _____________ Mexicans over a three-year period.

**Main Idea:** Latino civil rights organizations fought against discrimination.
5. **Detail:** The League of United Latin American Citizens (LULAC) ended _____________ in public places in Texas.
6. **Detail:** The American G.I. Forum was founded to protect the rights of Latino veterans who were denied medical services by the _____________.

**Main Idea:** Organizations and protests led by Latinos were successful on many fronts.
7. **Detail:** Cesar Chavez and Dolores Huerta organized groups that cooperated in a strike to demand _____________, increased wages, and better benefits.
8. **Detail:** The groups founded by Chavez and Huerta _____________ to become the United Farm Workers.
9. **Detail:** The new union continued a nationwide boycott of _____________ that lasted until 1970, when growers finally agreed to meet their demands.
10. **Detail:** In 1969, protests by Mexican American Youth Organization (MAYO) led to creation of a _____________ program, in which immigrant students are taught in their own language while they learn English.
11. **Detail:** A new political party called _____________, or the “United People,” helped to elect Latino candidates at the local level.
12. **Detail:** In 1969, students at the University of California at Berkeley staged a sit-in to demand the creation of a _____________ program.
**GEOGRAPHY AND HISTORY ACTIVITY 6**

1. The use of natural resources increased after the Industrial Revolution and again during the scientific and technological revolutions of the 1900s.

2. Today the best sources of graphite are found in Sri Lanka, Madagascar, and Mexico.

3. Automobiles, mass production, and advances in technology and communication have changed the way we think about our communities in relation to the world.

4. Pencils are distributed to a global market.

5. Answers will vary. Perhaps the most striking differences are the use of machinery and mass production.

6. Answers will vary but should reflect how modes of transportation and distances traveled would be different. In addition, many of the products students use would not be available locally.

**ECONOMICS AND HISTORY ACTIVITY 6**

1. Inflation is the prolonged rise in the general price level of goods and services.

2. A dollar’s purchasing power is the real goods and services that it can buy.

3. An inflation rate of 3 percent is considered acceptable.

4. 1950s: 2 percent; 1960s: 2.3 percent; 1970s: 6.8 percent; 1980s: 5.4 percent; 1990s: 3 percent

5. The demand-pull theory states that prices are pulled up by high demand, and the cost-push theory states that prices are pushed up by high production costs and wages.

6. Inflation decreases the purchasing power of consumers’ dollars.

7. The Fed increases the interest rate it charges banks for lending them money, and thus the Fed decreases the funds in circulation and the funds available for lending. These decreases then decrease the money supply. With less currency in circulation, consumers and businesses cut back on demand, which combats inflation.

8. The lower class is hurt most by inflation because its members have the least money to spare. The increases in prices hurt their overall purchasing power more than any other class.

**HISTORY SIMULATIONS AND PROBLEM SOLVING ACTIVITY 6**

Answers to Simulation Sheet 1 Questions

1. Dr. Martin Luther King, Jr., delivered his “I Have a Dream” speech in August 1963 in Washington, D.C.

2. Women, Hispanic Americans, and Native Americans, among others, grew more politically active during the 1960s and 1970s.

**AMERICAN LITERATURE READINGS 6**

“Down at the Cross—Letter from a Region in My Mind”

1. Baldwin says the Army treated African Americans poorly by calling them racially insulting names, denying them access to clubs while white personnel were there, and assigning them the worst work. Conversely, he says people in foreign countries offer African Americans more freedom than they have in America.

2. His diminishing respect began when he realized that the African American soldier was willing to die for his country, but that the white-controlled government gave insults and discrimination in return.
**Answer Key**

3. The difference between “White Ladies” and “Colored Women” is more than physical segregation—it is the connotation of the words. Connotation is the meaning that a word suggests or implies and includes the emotions or associations that surround a word. In this case, “ladies” suggests females of a higher status or privilege (white). “Women” suggests any female, especially of a working or serving class (anyone nonwhite). Baldwin’s pointing this out is a powerful indictment of racism.

4. Students’ answers may vary. Baldwin means that destruction of any sort happens when people are passive and do not stand up and fight when they see wrong done.

**“Proclamation to the Great White Father and All His People”**

1. a. The Indians will buy the island for $24 in glass beads and red cloth.
   b. The Indians will allow the white man to live on part of the 16-acre island.
   c. The Indians will teach the white man how to rise to the Indians’ level of civilization.
   d. The Indians want to be fair to the white man.

2. The main idea is the Native Americans’ weariness of and anger at having been treated poorly and dishonestly by the government since the beginning of the nation.

3. The bias at the forefront of the piece is of the Native Americans against the white man for past wrongs. This is pointed out through the offer of beads and cloth as a selling price in 1969 and the offer to help the white man with his religion and education. A hidden and reverse bias is revealed when the reader realizes that the white man first discriminated against the Native Americans in all the ways listed in the work.

**“The Feminine Mystique”**

1. The feminine mystique is the belief that says the highest value and only commitment for women should be the fulfillment of their own femininity, and that the root of women’s troubles in the past was that women envied men and tried to be like men.

2. The author states that without meaningful pursuit, women will fritter away their energy in neurotic symptoms, or unproductive exercise, or destructive “love.”

3. Students’ answers will vary. The Women’s Movement sought rights, pay, respect, and treatment for women that were equal to those for men. This excerpt shows the disparity between the expectations of men and women, and the difference in expectations of women from the 1940s to the 1960s.

**READING SKILLS ACTIVITY 17**

**Practicing the Skill**

Answers will vary. An example sentence: The Great Society programs touched nearly every aspect of American life and improved thousands if not millions of lives.

**Applying the Skill**

Summary statements will vary depending on which section of the chapter students choose to review. Have students submit their lists. Check to see that the summary statements are supported by details in the section. To extend the activity, have students compare different summary statements for the same section. Discuss what details students found to be most important and why.

**HISTORICAL ANALYSIS SKILLS ACTIVITY 17**

**Practicing the Skill**

1. Answers will vary. Students may reply that Garthoff has a very high opinion of
the position the United States had in the world as a result of the crisis.

2. He communicates his belief that the outcome of the standoff is a victory for the United States and believes Americans will see the victory as an example of superior U.S. military strength.

3. Garthoff’s job as intelligence analyst requires him to consider the event’s impact on the perception that other countries have of the United States and its role in world affairs.

Applying the Skill
Answers will vary. Be sure students attempt to critically understand how such speeches contain and portray bias.

DIFFERENTIATED INSTRUCTION ACTIVITY 17

1. Answers will vary. Possible answers: He means keeping America beautiful mainly by addressing environmental issues, such as water and air pollution. He means to increase parks and open spaces.

2. Answers will vary. Possible answer: The Great Society is a program with many goals, which include halting urban decay; finding solutions to homelessness; cleaning up the air and water and renewing forests; and ensuring better teachers, better teaching training, higher levels of education, and more equal access to higher education. Johnson sees the Great Society as one where cities are improved, all children receive a good education, and the environment is healthy.

ENGLISH LEARNER ACTIVITY 17

A. Pre-Reading Activity
1. Answers will vary. Possible answers: his youth and optimism

2. Answers will vary.

C. Reading Comprehension Activity
1. T
2. F
3. F
4. T
5. F
6. T
7. T

D. Word Building Activity
1. pass the torch
2. bear arms
3. sister republics
4. go forth
5. bear the burden

CONTENT VOCABULARY ACTIVITY 17

1. flexible response
2. consensus
3. missile gap
4. reapportionment
5. space race
6. due process

7. Johnson’s Great Society was his vision of a perfect and equitable society. Programs that helped the poor were a large part of his plan. Medicare provided health insurance for the elderly and was paid for by Social Security funds. Medicaid provided health care for those on welfare. Head Start was a government-funded preschool program for disadvantaged children.
ACADEMIC VOCABULARY ACTIVITY 17

A. Word Meaning Activity
1. traditional
2. the same
3. establish
4. opinions
5. paid
6. take out
7. restricted

B. Word Family Activity

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Test Your Knowledge
1. B
2. A
3. B
4. C
5. B
6. C

CRITICAL THINKING SKILLS ACTIVITY 17

1. False. Old values and new visions are both important and should not be sacrificed in the name of progress or growth.
2. False. In the Great Society, man’s “hunger for community” is satisfied; private, gated communities tend to discourage neighbors from getting to know one another.
3. True.
4. False. Wealth in and of itself is not bad, but how that wealth is used may be bad. Johnson does not condemn commerce and growth, but unchecked growth and commerce that stifle the appreciation of beauty and friendship.
5. False. Johnson’s Great Society is “a place where men are more concerned with the quality of their goals than the quantity of their goods.”

Applying the Skill
Answers will vary based on the map students choose. Check to make sure that student paragraphs accurately describe the special purpose map chosen.

REINFORCING SKILLS ACTIVITY 17

Practicing the Skill
1. The patterns show which candidate received the electoral votes for each state.
2. States like New York, Pennsylvania, Illinois, and Texas gave Kennedy a large number of electoral votes.
3. Oklahoma and Alabama
4. California
Answer Key

TIME LINE ACTIVITY 17

January 1961
- Kennedy is inaugurated.
March 1961
- Creates the Peace Corps
April 1961
- Authorizes the Bay of Pigs invasion of Cuba
May 1961
- Asks Congress for more than $22 billion for Project Apollo
December 1961
- Appoints Eleanor Roosevelt as head of the Presidential Commission on the Status of Women
June 1961
- Meets with Soviet leader Nikita Khrushchev
June 1963
- Visits West Berlin and denounces the Berlin Wall
August 1963
- Signs a limited test ban treaty with Great Britain and the Soviet Union
October 1962
- Cuban Missile Crisis
November 22, 1963
- Kennedy is assassinated.

LINKING PAST AND PRESENT ACTIVITY 17

1. Television has changed presidential campaigns in many ways. It has nationalized politics by enabling people all over the country to hear a speech, not just those in the local audience where the candidate is speaking. It also personalizes politics. Television viewers get a sense of the candidates personally, because they can see and hear them, not just read about them. Television has also had some negative effects. Campaigning now requires a significant amount of money for television advertising. Also, voters may be more influenced by how candidates perform on camera than by what they say. Image management achieved by manipulating the medium for favorable exposure may have replaced more substantive discussion of issues. From the candidates’ standpoint, television provides a broad platform to reach more voters. However, an on-camera mistake can lead to a disastrous image problem that could scuttle the campaign.

2. A single political ad on television can reach more voters than can all of the candidate’s personal appearances combined. TV ad spots, however, are short—mostly 15 to 60 seconds. Critics point out that this is not enough time to truly discuss the issues. Many candidates use their spots to project a carefully choreographed image or to attack the other candidate in a “mud-slinging” campaign rather than to discuss their own stand on the issues. Also, television ads are very expensive, giving an unfair advantage to the candidates with the most money and excluding any candidates without deep pockets or a political party supporting them.

3. Voting online has great potential. Citizens could receive information about the issues and debate them in chat rooms online. Potentially, citizens could vote on every bill before Congress. This would give Americans a greater voice in their government and create a more democratic America. The Internet, however, has some drawbacks. Hackers could break into the voting site and tamper with the results or register to vote multiple times. Also, not every American is connected to the Internet. People without the financial means to own a computer and to pay for Internet service would be shut out of this part of the political process. Another problem is the complexity of the issues. Some Americans may not have the disci-
pline to research and make an informed vote on such complex issues as health care reform and social security.

PRIMARY SOURCE READING 17-1

1. Khrushchev claims they are defensive weapons only, not offensive.

2. Kennedy is disturbed because he realizes Khrushchev is making a reasonable case. If the U.S. wants Soviet missiles out of Cuba, then the U.S. should take its missiles out of Turkey. Kennedy also realizes that most people will believe Khrushchev’s proposal is reasonable.

3. Kennedy asks two or three people whether these are intermediate-range missiles, whether they have any doubts about their own judgment, and Rusk asks if they have photographed an actual missile.

4. The private proposal calls for the Soviet Union to swear that its weapons in Cuba are defensive and no more weapons are on the way, and for the United States to swear that it will not invade Cuba or support any other forces doing so. The public proposal means that the Soviets will remove missiles from Cuba if the United States removes its missiles from Turkey.

PRIMARY SOURCE READING 17-2

1. The reason for instituting constitutional government is so the whole person may develop and flourish. Goldwater means that only under a constitutional democracy do individuals have a chance to develop themselves fully.

2. According to Goldwater, the Republicans want decentralized government and the Democrats want collectivism.

3. The cause of Republicanism is to insure that power remains in the hands of the people.

4. Common to the failures in Cuba, Berlin, Laos, and Vietnam is the fact that they all concern unsuccessfully resisting communism.

AMERICAN ART AND MUSIC ACTIVITY 17


2. Diana Ross worked hard to improve her voice, her singing style, her personal style, and her technique.

3. Diana Ross was nominated for an Academy Award in 1972 for her role portraying singer Billie Holiday in the movie *Lady Sings the Blues*; she has established film, fashion, and advertising companies; and she founded the Diana Ross Foundation for charitable projects.

4. She got started because of family interest in music and involvement in neighborhood vocal groups.

5. Answers will vary but might include that through hard work and the belief that she could attain stardom, Diana Ross succeeded in finding her dream.

INTERPRETING POLITICAL CARTOONS ACTIVITY 17

1. Mauldin has drawn the statue of Abraham Lincoln.

2. The statue is located in the Lincoln Memorial in Washington, D.C. The location helps convey the idea that the entire country is in mourning.

3. Lincoln’s hands over his face and his crumpled pose indicate that Lincoln is weeping. On an obvious level, Mauldin is conveying the deep grief of the country over President Kennedy’s assassination. On a deeper level, the hands over the face
convey shame and a desire to not acknowledge the event, as if it is too much to absorb.

4. Answers may vary. The shadow appears to be of a hooded figure, symbolizing death.

5. Answers may vary. Having a statue come to life indicates how profound and powerful the event of the assassination was for the nation’s heart and soul. Even dead stone weeps.

6. By associating Kennedy with Lincoln, Mauldin makes clear that America has just lost a great civil rights president. The association works especially well because of Lincoln’s assassination. This fact creates a personal connection between Kennedy and Lincoln that strengthens the political message of the cartoon.

7. Answers may vary. The silence of the cartoon indicates that the Kennedy assassination is so horrible as to be unspeakable. The absence of text also allows for the viewer to bring in his or her emotions freely for interpreting and responding to the cartoon. The silence allows the viewer to share in the grief, not just to look at or think about the cartoon.

RETEACHING ACTIVITY 17

Answers may vary but should include some of the following ideas:

1. Kennedy: An organization that sent young American volunteers to perform humanitarian services in less-developed countries.

2. Johnson: A Supreme Court case that promoted the “one man, one vote” principle by requiring state legislatures to reapportion electoral districts so that all votes carried equal weight.

3. Johnson: Medicare financed health care to the elderly, while Medicaid targeted welfare recipients. Both programs are funded through the Social Security system.

4. Kennedy: These cooperative aid projects were designed to create a free and prosperous Latin America in order to discourage Communist-inspired revolutions.

5. Johnson: A key component of Johnson’s domestic policy that led to the establishment of the Office of Economic Opportunity, which used its budget to combat illiteracy, unemployment, and disease.

6. Johnson: A Supreme Court ruling that required authorities to immediately give suspects a fourfold warning concerning their right. These are now known as the Miranda rights.

7. Johnson: A federal program designed to improve the education of underprivileged preschoolers. It continues to operate today.

8. Kennedy: A weeklong standoff with the Soviet Union concerning the installation of Soviet missiles in Cuba. After its resolution, both superpowers agreed to a test ban treaty.

9. Johnson: A cabinet agency initially established to address the deterioration of inner cities, including transportation, health care, housing, and policing.

10. Answers will vary. Students should consider the relationship between the organizations they think can best solve the problem and the solutions they think are most effective. Possibilities that students might mention include but are not limited to: education, job creation and training, family life training, addiction counseling, welfare and public housing subsidies, and business investment in underprivileged areas.

ENRICHMENT ACTIVITY 17

1. He says it is “to provide a nuclear strike capability against the Western Hemisphere.”
2. Kennedy proposed a quarantine on all ships bound for Cuba containing weapons, and he indicates that if military buildup continues further action will be taken; that any nuclear missile launched from Cuba will be considered an attack by the Soviet Union; and that Guantanamo base will be reinforced. He calls for a meeting of the Organ of Consultation and an emergency meeting of the United Nations Security Council to take action against Soviet threat to world peace. Finally he asks Chairman Khrushchev to halt and eliminate military action.

3. Kennedy says that these actions are “consistent with our character and courage as a nation and our commitments around the world.” He says that Americans have always paid the price for freedom and that “Our goal is not the victory of might, but the vindication of right.”

4. Most students would describe their feelings as deeply fearful. President Kennedy pointed out that missiles in Cuba could reach most cities in the Western Hemisphere. Perhaps the most chilling words were, “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.” These words show that any conflict started by a missile attack from Cuba was in fact a fight between the Soviet Union and the United States. To anyone watching this speech, the reality of nuclear war seemed closer than at any time in history.

GUIDED READING ACTIVITY 17-1

1. television
2. Cold War
3. Electoral College
4. citizens
5. Democrats
6. deficit spending
7. steel companies
8. lower taxes; new jobs
9. electoral districts
10. due process
11. *Miranda v. Arizona*
12. separation of church and state

GUIDED READING ACTIVITY 17-2

I. Containing Communism
   A. with programs including a conventional weaponry buildup, economic aid to Latin America, and the creation of the Peace Corps
   B. in Latin America
   C. an organization that sent young Americans to perform humanitarian services in less-developed nations
   D. by going before Congress and stating his goal of landing a man on the moon

II. Crises of the Cold War
   A. in Cuba
   B. that the Communists would use it as a base from which to spread revolution throughout the Western Hemisphere
   C. he authorized the Central Intelligence Agency (CIA) to secretly train and arm Cuban exiles to invade the island
   D. it was meant to touch off a popular uprising against Cuban leader Fidel Castro
   E. The invasion failed, and the United States looked weak and disorganized.
   F. Kennedy publicly agreed not to invade Cuba and privately agreed to remove American missiles from Turkey. The Soviets agreed to remove their missiles from Cuba.

III. Death of a President
   A. Dallas, Texas; November 22, 1963
   B. Lee Harvey Oswald
   C. promote many of the programs that Kennedy left unfinished
GUIDED READING ACTIVITY 17-3

1. 50
2. public service
3. coalitions
4. improve the lives of its citizens
5. the slain president
6. Poverty
7. Economic Opportunity Act
8. Great Society
9. Medicare; Medicaid
10. Elementary and Secondary Education Act of 1965
11. serve in a presidential cabinet position
12. Immigration Act of 1965
13. Housing and Urban Development (HUD); Head Start
14. benefits

READING SKILLS ACTIVITY 18

Practicing the Skill
Answers should include the following:
“voting rights were far from secure”
“African Americans still faced hurdles, however, when they tried to vote.”

Applying the Skill
Answers will vary. Be sure students identify time-related clue words, make connections to larger developments, and use reliable sources.

DIFFERENTIATED INSTRUCTION ACTIVITY 18

1. Answers will vary. Possible answer: Why were there no major events in the struggle for voting rights in the long time period between 1896 and 1954? What actions were African Americans taking and what advances were they making between 1896 and 1954 that are not shown on this time line?
2. Answers will vary. Possible answer: How did the Supreme Court ruling about segregation lead so quickly to voting rights? Why was it necessary to overturn “separate but equal” before the voting rights act could pass? How did the Voting Rights Act of 1965 increase federal authority and decrease state authority?

ENGLISH LEARNER ACTIVITY 18

A. Pre-Reading Activity
1. Over fifty years.
2. Answers will vary. Some students may argue protecting family or standing up against unfair treatment is worth risking arrest or punishment.

C. Reading Comprehension Activity
1. He does not suggest using violence as a weapon and argues that they use only peaceful means to challenge the law.
2. refusing to use the buses; car-pooling to get to work; negotiating with city authorities

3. If they lived in a dictatorship they would not have the same right to protest for what is right. This makes American democracy admirable.

D. Language Usage Activity

1. incarceration
2. advocated
3. violent
4. desperation
5. protesters

CONTENT VOCABULARY ACTIVITY 18

1. racism
2. de facto segregation
3. cloture
4. sit-in
5. “separate but equal”
6. black power
7. filibuster
8. Answers will vary. Students may list de facto segregation, the separate but equal doctrine, racism, or other factors that led to the civil rights movement. Sit-ins and the birth of the black power movement were responses that were part of the civil rights movement. Students should use at least three of the content vocabulary words.

ACADEMIC VOCABULARY ACTIVITY 18

A. Word Usage Activity

1. A
2. D
3. A
4. E
5. C

Test Your Knowledge

1. A
2. C
3. C
4. B
5. T
6. F
7. F
8. F
9. T
10. F

REINFORCING SKILLS ACTIVITY 18

Practicing the Skill

Answers will vary. Students should place Rosa Parks, My Story, the Encyclopaedia Britannica Guide to Black History Web site, and Time magazine article high on their lists for reliability and relevance to the research topic. Comments should note that Rosa Parks was a participant in the events. The National Civil Rights Web site tour and Rosa Parks, Dialogue with Today’s Youth are less directly relevant to the topic.

Applying the Skill

Answers will vary depending on the topic chosen. Make sure students choose reliable sources. Review student comments to make sure student reasoning is logical and based on information in the bibliographic citations.
CRITICAL THINKING SKILLS ACTIVITY 18

1. Some African Americans began to believe that integration into white society was impractical or destructive. They believed it would cost them their identity as African Americans.

2. Malcolm X offered these Americans a separatist ideology based more on celebrating “blackness” rather than on an attempt to enter into mainstream, white society. He encouraged them to embrace their African heritage and to call themselves “blacks” to point out how they were opposite from whites.

3. Answers will vary. Some students might argue that the civil rights movement needed the support of sympathetic whites in order to increase its chances of success. They might point out that had the movement preached separatism from the beginning, it probably would not have received this support because many white Americans were uneasy about Malcolm X and similar leaders. Others may suggest that a more militant posture might have produced gains more quickly. Point out that, even within the civil rights community, many believed that the nonviolent, assimilationist policy of King had been a failure.

TIME LINE ACTIVITY 18

1. In 1957 President Eisenhower sent federal troops to Little Rock, Arkansas, to enable nine African American students to attend a high school. In 1962 President Kennedy sent federal troops to the University of Mississippi to enable James Meredith, an African American student, to attend.

2. In 1955 Rosa Parks refused to give up her front seat on the bus to a white person.

3. In 1964 Congress passed a Civil Rights Act that declared that discrimination because of race was illegal. In 1965 Congress passed the Voting Rights Act, which guaranteed the rights of African Americans to vote.

4. Dr. Martin Luther King, Jr.’s, “I Have a Dream” speech captured the heart of the civil rights movement. He delivered it in 1963 during a march in Washington, D.C.

5. In 1963 Medgar Evers was assassinated; in 1968 Dr. Martin Luther King, Jr., was assassinated.

LINKING PAST AND PRESENT ACTIVITY 18

1. Other recent bombings in Birmingham had not resulted in deaths. Also, the targets of killings at that time were usually civil rights leaders. In this case, the victims were innocent children, not activists, and the place was a house of worship. A horrified citizenry had to conclude that racial hatred in Birmingham was so deep that the bombers didn’t care who they killed, as long as the victims were African American.

2. During the 1960s, witnesses to violence against African Americans were afraid to talk. If they testified, they faced possible violent punishment from the Ku Klux Klan. Also, conviction seemed hopeless. Many believed that no court in segregationist Alabama would convict white offenders against African Americans. In addition, some members of the local police force belonged to the Klan. Later, in a social climate less hostile to African Americans, more witnesses were willing to tell what they knew, and the case could be reopened. The role of FBI chief J. Edgar Hoover in blocking prosecution remains a matter of speculation. Hoover was known to oppose the civil rights movement and even tapped Martin Luther King, Jr.’s, phone. However, he investigated the Ku Klux Klan as well. His motivation for blocking prosecution could have been racism, or he might have considered the case too weak to succeed due to lack of witnesses willing to testify.
3. Churches were one of the few African American institutions allowed during slavery. As a result, they became community gathering places and sources of mutual support. In the 1960s, churches were the center of civil rights organizing efforts. Attacking African American churches was, and still is, an attack on an important source of strength and unity for African Americans.

**PRIMARY SOURCE READING 18-1**

1. King hopes white moderates will understand that law and order should serve justice and that when following the laws obstructs justice, as segregation laws do, they should be changed. He also hopes white moderates will understand that exposing the unjust laws of segregation is a necessary phase from a negative peace to a positive peace.

2. People join the Muslim movement out of frustration over continued racism and from no longer having faith in America.

3. In order to be healed, injustice should be exposed to the light of human conscience and the air of national opinion.

4. Some middle-class African Americans became complacent due to a measure of economic and educational security and because they profit from segregation.

5. Answers may vary. The letter explained and justified King’s movement to the world. It also stirred people to join his cause.

**PRIMARY SOURCE READING 18-2**

1. The real lesson is how striving for integration weakens the African American cause.

2. He compares it to a farce, a movie, the Kentucky Derby, a picnic, and a circus.

3. The march orchestrated by white money and advice left out the poor blacks and the angry revolutionists.

4. Answers may vary. Malcolm X’s examples of being told what signs to carry and what to sing make his case that the march is being orchestrated because these actions pertain to what the marchers express. Being told when to start, where to assemble, and where to faint because the first-aid stations are strategically placed do not make his case because these are simply logistical matters that should be part of any organized march.

**AMERICAN ART AND MUSIC ACTIVITY 18**

1. Angelou had to overcome the hardships of her parents’ separation, and of a personal trauma at the age of eight and for the next five years remaining mute.

2. Angelou became the National Coordinator for the Southern Christian Leadership Conference at the request of Martin Luther King, Jr.; she was appointed by President Jimmy Carter to the National Commission on the Observance of International Women’s Year; and she was appointed by President Ford to the American Revolution Bicentennial Advisory Council.

3. Angelou participated in the inaugural ceremony of Bill Clinton by giving a reading of her poetry.

4. Answers will vary but should note that she has exhibited talent in many fields of study including writing, acting, and directing.

5. Answers will vary but may note being the National Coordinator for the Southern Christian Leadership Conference, being named Woman of the Year in Communications, or one of her many other awards or accomplishments.
INTERPRETING POLITICAL CARTOONS

ACTIVITY 18

1. The two people are the town sheriff and a voting official.
2. A literacy test determines whether one can read.
3. The irony is that the person who is supposed to be monitoring the voting process and administering literacy tests cannot read.
4. The cartoonist has drawn the sheriff with a large belly, cigar, and casual stance, and the seated voting official has been drawn as unkempt and with dark eyes.
5. Literacy tests required would-be voters to be able to read before being allowed to vote. Many African Americans in the South had substandard “separate-but-not-equal” schools and education. Thus, many African Americans had poor reading skills. In addition, the voting officials giving the literacy test often selected very difficult passages for would-be voters to attempt to read. In this way, voting officials could prevent African Americans from voting.
6. The basic issue is that progress in civil rights has often been slow and misguided.

RETEACHING ACTIVITY 18

1. F
2. G
3. C
4. J
5. E
6. H
7. A
8. B
9. L
10. D

11. K
12. I
13. Answers will vary. Students’ answers should address the strategy they think is most effective and provide reasons for their responses.

ENRICHMENT ACTIVITY 18

1. Gwendolyn wanted to actively participate in the protests, while her Aunt Chick did not want her to participate in potentially violent demonstrations.
2. Aunt Chick did have negative feelings about her situation but she generalized that all white people were racists. Gwendolyn had learned to judge people as individuals and not as a group.
3. She may have taught her children to fight for what they believed in and that even the smallest contribution can make a difference.
4. Students may say that even though today there is much less separation of the races and more people accept this without question, there is still a great deal of hostility among races in the United States. They may mention that the basic problem has not changed. For example, today African Americans can legally use any public and private facilities, but they still face prejudice and discrimination in other areas.

GUIDED READING ACTIVITY 18-1

1. The Origins of the Movement
   A. Rosa Parks
   B. Plessy v. Ferguson
   C. de facto
   D. Democratic Party
   E. Congress of Racial Equality (CORE)
   F. Thurgood Marshall
   G. equal protection
   H. pupil assignment laws
   I. Southern Manifesto; “a clear abuse of judicial power”
II. The Civil Rights Movement Begins
   A. Martin Luther King, Jr.; nonviolent passive resistance
   B. churches
   C. Southern Christian Leadership Conference (SCLC)

III. Eisenhower Responds
   A. values
   B. Little Rock, Arkansas
   C. vote

GUIDED READING ACTIVITY 18-2

1. at a Woolworth’s lunch counter in Greensboro, North Carolina

2. Ella Baker

3. Robert Moses

4. Fannie Lou Hamer

5. Freedom Riders

6. to stop federal discrimination against African Americans in hiring and promoting people

7. He allowed the Justice Department, which was run by his brother Robert Kennedy, to file lawsuits to help African Americans register to vote.

8. the Interstate Commerce Commission (ICC)

9. James Meredith

10. to provoke a violent response against demonstrators, which would get President Kennedy to actively support civil rights.

11. to build public support for pushing the civil rights bill through Congress

12. a Senate filibuster to prevent the bill from coming to a vote and President Kennedy’s assassination

13. It made segregation illegal, gave citizens equal access to facilities, gave the attorney general more power to enforce school desegregation, and established the Equal Employment Opportunity Commission (EEOC).

14. how African Americans could achieve full social and economic equality

GUIDED READING ACTIVITY 18-3

1. in large cities

2. real estate agents, local banks, and landlords

3. People had raised their hopes that changes would occur, but everyday conditions did not improve.

4. Detroit, Michigan; 43 deaths and over 1,000 wounded, 1,300 buildings destroyed by fire, and property losses estimated at $250 million

5. to study the causes of urban riots; its recommendations included job creation, more public housing units and a renewed federal commitment to fight de facto segregation

6. The federal government was saddled by its spending for the Vietnam War.

7. It failed to improve the economic position of African Americans.

8. Stokely Carmichael, the leader of SNCC

9. The Nation of Islam

10. He witnessed Muslims of many races worshipping together in Mecca.

11. A revolution in the United States was necessary.

12. an end to racial oppression, and community control of major institutions such as schools, housing, law enforcement, and hospitals

13. It had fragmented into dozens of competing organizations.

14. nationwide mourning, and riots in more than 100 cities
15. a fair housing provision, which outlawed discrimination in housing sales and rentals

READING SKILLS ACTIVITY 19

Practicing the Skill
1. Possible answer: to emphasize that the times were very violent
2. Possible answer: the assassination of President Kennedy
3. Possible answer: The Democrats will not win the next presidential election. People will be anxious to end the war and end the violence at home as well.

Applying the Skill

Answers will vary. Check to see that student work reflects an understanding of the skill and that their answers are plausible.

HISTORICAL ANALYSIS SKILLS ACTIVITY 19

Practicing the Skill
1. the borders of Indochina in 1959 and when the countries in the region established their independence of colonial rule
2. North and South Vietnam were divided at the 17° North parallel of latitude.
3. Laos, Cambodia, and China border Vietnam; supply routes and invasion routes could cross into North and South Vietnam at those borders
4. Burma achieved independence in 1948; Thailand was never a European colony.
5. The Gulf of Tonkin is located near Hanoi.

Applying the Skill

Student maps will vary. Maps should show that Saigon was renamed Ho Chi Minh City after unification. Students might show the Gulf of Tonkin, the Ho Chi Minh Trail or the location of battle sites such as Dienbienphu, the Tet Offensive, or the Cambodian capital. Students should justify their choices.

DIFFERENTIATED INSTRUCTION ACTIVITY 19

1. Answers will vary. Possible answer: The songs may have reflected listeners’ attitudes toward the war in the beginning, while opening their eyes to the changes that were taking place in Vietnam especially after the Tet offensive. The films may have deepened people’s understanding of the war. This is reflected in the change in attitude depicted in the book, from initial approval to growing disapproval of the war.
2. Answers will vary. Possible answer: Earlier songs most likely would be positive of the war and of the intent to contain communism. Later songs would most likely reflect opposition to the war similar to the songs of Jim Morrison and Marvin Gaye. The songwriters were probably influenced by the daily television coverage and events such as the Tet offensive.

ENGLISH LEARNER ACTIVITY 19

A. Pre-Reading Activity

1. Answers will vary. The war became unpopular and a draft was the necessary in order to recruit a large enough army. Some may say the protestors felt we had no business interfering in a civil war. Others may say they did not want to fight and die or that the draft system itself as carried out was unfair.

2. Answers will vary. Many students may consider both choices equally unpleasant. Others may say that they would protest rather than do something they consider a criminal act.

C. Reading Comprehension Activity

1. False, Jan Berry founded Vietnam Veterans Against the War so he did serve in Vietnam.
2. False, he calls the massacre at Mai Lai and the military orders the soldiers carried out criminal.

3. True, he calls the decision a “moral agony.”

4. False, over sixty thousand people deciding to protest by resisting the draft and one hundred thousand military deserters was not a small number.

5. True, many left the country not knowing whether they would ever be able to return without facing criminal charges.

D. Word Building Activity

1. A
2. N
3. N
4. A
5. A
6. N
7. V
8. N
9. N

CONTENT VOCABULARY ACTIVITY 19

1. Agent Orange
2. credibility gap
3. hawks
4. doves
5. Vietnamization
6. teach-ins
7. domino theory
8. guerrillas
9. napalm
10. The Soviet Union and China were supplying North Vietnam with weapons. Kissinger’s idea was to improve relations with these countries in order to persuade them to cut back on their aid.

ACADEMIC VOCABULARY ACTIVITY 19

A. Word Family Activity

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>strategy</td>
<td>strategize</td>
<td>strategic</td>
</tr>
<tr>
<td>tradition</td>
<td>traditionalize</td>
<td>traditional</td>
</tr>
<tr>
<td>generation</td>
<td>generate</td>
<td>generational</td>
</tr>
</tbody>
</table>

Test Your Knowledge

1. strategy
2. traditional
3. generate
4. traditions
5. strategize
6. greater than
7. a large number of
8. uncertain
9. difficult
10. become Communist

REINFORCING SKILLS ACTIVITY 19

Practicing the Skill

1. Students should use a variety of resources in their research. Their summaries should reflect an understanding of the person they are interviewing, and his or her role and position in the war.

2. Questions should be open-ended and logically grouped and organized. Students should generate questions that build on their knowledge of the person they are interviewing.
3. Students should follow guidelines for effective interviewing. They should introduce themselves, state the purpose of the interview, ask prepared and follow-up questions, and record responses. They should listen courteously and thank the interviewee for their time. Consider videotaping interviews so students can assess their own performance.

4. Students should provide a complete, written record of their interview in question-and-answer format.

Applying the Skill

Interviews will vary. Students should follow all the steps of effective interviewing. Final transcripts should reflect preparation and research before the interview, well-developed questions, and effective use of follow-up questions. Consider asking students to submit a log of the steps they took to prepare for and conduct their interviews.

CRITICAL THINKING SKILLS ACTIVITY 19

Practicing the Skill

1. Account A says that the attack on the Maddox was unprovoked; Account B says that the Maddox fired first.

2. Account A says that the Maddox was in international waters about 30 miles from the North Vietnamese coast; Account B says that the Maddox was as close as 4 miles from the North Vietnamese coast.

3. Account A says that the Maddox was on routine patrol; Account B says that the Maddox was providing cover for South Vietnamese attacks on North Vietnam.

4. Account A says that the second North Vietnamese attack occurred on August 4; Account B says that no such attack occurred and the American destroyers were firing at nothing.

TIME LINE ACTIVITY 19

1. False; In March 1968, in an event known as the My Lai massacre, an American platoon kills the inhabitants of a village.

2. False; In an effort to force North Vietnam to make concessions in peace talks, the Americans sent B-52s to bomb Hanoi and Haiphong.

3. True

4. False; Although a cease-fire was signed in Paris in 1973, the last Americans did not evacuate Vietnam until 1975.

5. False; The first loss of American life in Vietnam occurred in 1959, when two U.S. servicemen were killed in an attack by guerrillas.

LINKING PAST AND PRESENT ACTIVITY 19

1. Many stresses threatened the sanity of the POWs. The jingle of keys that marked the possible start of more torture brought terror. The lack of information preyed on their minds as well. Does anyone know I’m here? Is anyone looking for me? Does my family think I’m dead? Are we winning the war? They only knew what their captors told them, and that information may be false. The open-ended nature of their captivity stressed them as well. They had no idea how long they would be there, or if they would ever go home. Solitary confinement was also difficult to endure. Prisoners paced their small cells and did exercises. To keep their minds active, they made up mental games. One POW, an engineer, imagined every aspect of building a house, including every brick. Others memorized names of the prisoners and recited them daily.
2. With communication forbidden and the prisoners often isolated from one another, their world narrowed to their tiny cell. To stay sane, they needed one another’s support. The tap code helped them gain strength. Some POWs tapped with others for years without ever meeting their tapping partners in person. The tapping also enabled the men to coordinate efforts at resistance.

3. Learning the fate of lost servicemen brings closure. The identification and return of remains helps families grieve and then get on with their lives. Many of those looking for MIA remains are unrelated to the fallen soldiers. Some workers say that they feel it is a way to do something honorable for their country. Others say that if they were among the missing, they would want someone to look for them.

**PRIMARY SOURCE READING 19-1**

1. Communist expansion in Asia would mean that Japan would either lose many valuable markets or would have to trade with Communist nations.

2. The Domino Theory says that once one country falls to Communist rule, the bordering country will fall also. This process will continue, like a line of falling dominoes.

3. Besides the economic effect on Japan, millions of people will fall under Communist, dictatorial rule. Communism will threaten Australia and New Zealand. America would lose access to the material wealth of many countries. Eisenhower concludes that the losses to the free world are so great as to be “incalculable.”

4. Answers may vary. The main reason is that Americans believe people under communism do not have the freedom and choices that people in a democracy have. Also, a part of Communist ideology is spreading Communist revolutions around the world. Therefore, Americans thought the Communists were trying to undermine democracy throughout the world and that America’s freedom might be threatened.

**PRIMARY SOURCE READING 19-2**

1. Nixon cites that the reason for the national division is that Americans no longer believe that the government is telling them the truth about Vietnam.

2. America’s future is threatened by the possibility that the will of an unreasoning but vocal minority might win out over the silent majority.

3. The previous administration put the main responsibility for the war on America’s shoulders. It did not do enough to strengthen the South Vietnamese so that when Americans pulled out, the South Vietnamese would be able to defend themselves.

4. Answers may vary. Many students will think that Nixon was not correct to equate demonstrating with imposing. To impose a view forces it on people or makes it compulsory. To demonstrate on behalf of a view highlights it, educates about it, and tries to persuade others to accept it.

**AMERICAN ART AND MUSIC ACTIVITY 19**

1. Baez’s appearance at the Newport Jazz Festival in August of 1959 was her first big step toward a career in music.

2. In protest of the Vietnam War, Baez wrote songs such as “Where Are You Now, My Son?” and she organized a human chain of joined hands around the Capitol in Washington, D.C.

3. In 1985, Baez opened Live Aid, the African famine relief concert; she has been a member of the national advisory board of Amnesty International since 1973; and in 1986, she took part in the
Conspiracy of Hope tour celebrating Amnesty International’s twenty-fifth anniversary.

4. Answers will vary but may note that Baez was strongly influenced by her Quaker upbringing.

5. Her moral beliefs reinforce her music and give shape and meaning to her songs.

**INTERPRETING POLITICAL CARTOONS**

**ACTIVITY 19**

1. The South Vietnamese and the United States are the “forces of freedom,” whereas the North Vietnamese and the Viet Cong are the “people’s democracies.” The names are so close in meaning that they could be switched. This fact emphasizes how the claims of each side about the purpose of the war are empty.

2. The family’s house has been destroyed, and they are trapped inside.

3. The characters, especially the adults, are drawn with Asian features, and the man is wearing a hat commonly worn in Vietnam.

4. Answers may vary. Children increase the emotional response to the cartoon in two ways: (a) because children signify hope and promise, they naturally heighten our empathy in general; and (b) children’s innocence and vulnerability intensify our horror at war.

5. The cartoon is drawn from the point of view for whom the war supposedly is being fought.

6. Answers will vary. A suggested title is “Perplexed.” The characters look confused and dumbfounded by the fighting.

7. Answers will vary about why the cartoon is critical of the war. The cartoonist is making the point that wars do not always help the people for whom the government say the war is being fought.

**RETEACHING ACTIVITY 19**

1949: 8
1954: 3
1959: 7
1963: 18
1964: 13
1965: February: 11; March: 2
1967: 9
1968: January: 4; August: 15
1969: June: 12; August: 6
1970: April: 1; May: 17; December: 19
1971: 16
1972: 5
1973: 10
1975: 14

20. Answers will vary. Students may discuss the difference in public support between World War II, when media images were not as readily available, and the Vietnam War. They might also consider the impact of a liberal media that condemned American involvement and tactics while downplaying the Vietcong’s aggressive attempt to overthrow the democratic South Vietnam.

**ENRICHMENT ACTIVITY 19**

1. He feels that South Vietnam will be taken over by the North Vietnamese and that the people of South Vietnam will be tortured and killed. He also says that the United States will lose respect at home and abroad.

2. According to Nixon, Vietnamization occurs when Americans teach the South Vietnamese to fight for themselves and provide them with the necessary weapons.
3. He shares their concerns. It seems as though he is asking them to be patient.

4. Students’ answers will vary. Students for the war may comment that the United States must champion the cause of democracy. Students against the war may comment that it is arrogant of the United States to fight the battles of other countries.

GUIDED READING ACTIVITY 19-1

I. American Involvement in Vietnam
   A. the Vietminh
   B. President Truman
   C. the French made peace and withdrew from Indochina
   D. Vietnam was divided along the 17th parallel, with the Vietminh in control of the north, and a pro-Western government in control of the south.

II. America Becomes Involved in Vietnam
   A. a guerrilla army organized by Ho Chi Minh
   B. he increased American aid, and sent military advisers to train South Vietnam’s army
   C. because Republicans had accused Democrats of having lost China to communism during the Truman years.
   D. a military coup against Diem on November 1, 1963
   E. Congressional passage of the Gulf of Tonkin Resolution
   F. President Johnson began a sustained bombing campaign against the North Vietnamese, and ordered the first American combat troops into Vietnam.

III. A Bloody Stalemate
   A. ambushes, booby traps, and guerrilla tactics
   B. by using “search and destroy” missions, dropping napalm from planes and using Agent Orange, a chemical that strips leaves away from trees and shrubs
   C. through a network of jungle paths in Cambodia and Laos, bypassing the border between North and South Vietnam
   D. He feared that such an attack would bring China into the war.

GUIDED READING ACTIVITY 19-2

1. approved
2. “television war”
3. Containment
4. teach-in
5. African Americans
6. Dr. Martin Luther King, Jr.
7. doves; hawks
8. Twenty-sixth Amendment
9. Tet offensive
10. defeat
11. Walter Cronkite
12. Robert Kennedy
13. Richard Nixon
14. 46; 13 percent

GUIDED READING ACTIVITY 19-3

I. Nixon Moves to End the War
   A. Henry Kissinger
   B. Vietnamization

II. Turmoil at Home Continues
   A. My Lai
   B. Cambodia
   C. Kent State University
   D. Pentagon Papers
   E. “Christmas bombings”
   F. Watergate scandal
   G. Saigon

III. The Legacy of Vietnam
   A. psychological
   B. Vietnam Veterans Memorial
   C. War Powers Act
READING SKILLS ACTIVITY 20

Practicing the Skill
Answers will vary. Students should support their answers with references to the passage and their text.

Applying the Skill
Answers will vary. Possible statements supporting the women’s movement include the following:

Women who work outside the home to help their families deserve equal pay for doing the same work or access to credit in their own names.

Women make up fifty percent of American society, and should not be denied access to equal opportunities, including the right to compete in athletics on an equal basis with men.

Passage of the Equal Rights Amendment is needed if women are to enjoy equal opportunities and freedom of choice that is their right as full members of American society.

Possible rebuttal arguments include:

Reasons for differences in the income levels between men and women are that they often do different jobs, have had different educational opportunities in the past, and women often take maternity leaves that result in career breaks that affect salary levels.

The fact remains that women are not equal to men physically and could be injured if they try to compete in athletics on an equal basis with men.

The Equal Rights Amendment could take away traditional women’s rights such as the right to alimony in divorce cases or could lead to women being forced to serve in the military or eliminate special protections in the workforce.

HISTORICAL ANALYSIS SKILLS ACTIVITY 20

Practicing the Skill
1. Mexican Americans
2. Cuban and Puerto Rican Americans
3. It is very likely that Mexican Americans with such a large percentage of the total Latino population would have a dominant role in Latino organizations and their concerns would have a strong influence over the direction of the Latino protest movement.
4. Answers will vary. Other groups represented would include other Central American, Caribbean, and South American nations.

Applying the Skill
Student circle graphs will vary depending on the area they choose to investigate. The angles should add up to 360° and graphs should include a title and a key to help interpret the data.

DIFFERENTIATED INSTRUCTION ACTIVITY 20

1. Answers will vary. Possible answer:
   People assumed that the suburban housewife had a great life, that she had “everything.” Women assumed that if they were unhappy with their lives, the reason must lie within themselves. Friedan assumed that women filled their lives with meaningless busy work to avoid having careers or doing meaningful things.

2. Answers will vary. Possible answer: She assumed that educated women who might have chosen a career but didn’t, or women who were feeling secretly unfulfilled, would read her book.

ENGLISH LEARNER ACTIVITY 20

A. Pre-Reading Activity
1. Answers will vary.
2. Answers will vary. Possible answers: The migrant workers must move from place...
to place following the growing seasons; they have limited access to an adequate education; they are often completely dependent of the growers for employment and housing.

C. Reading Comprehension Activity
1. His own personal life and experiences as a migrant worker helped motivate the author.
2. He wants to see workers treated fairly as human beings not as property or servants.
3. He says he felt anger and rage when they were subjected to racism and discrimination.
4. organizing and empowering themselves, getting an education, becoming citizens and registering to vote
5. like other immigrant groups, they will win the political and economic benefits in keeping with their numbers in American society

D. Word Building Activity
1. S
2. A
3. S
4. A
5. S
6. S
7. A
8. S
9. A
10. S
11. S

CONTENT VOCABULARY ACTIVITY 20
1. counterculture
2. hippies
3. communes
4. feminism
5. bilingualism
6. repatriation
7. Answers will vary depending on which protest movement students choose to describe.

ACADEMIC VOCABULARY ACTIVITY 20
A. Word Meaning Activity
Across
5. adequate
6. rationality
Down
1. likewise
2. compatible
3. gender
4. conformity

Test Your Knowledge
1. B
2. A
3. C
4. C
5. A
6. B
Answer Key

REINFORCING SKILLS ACTIVITY 20

Practicing the Skill

1. 1963

2. It affects all employees and all employers in the United States.

3. The document outlawed paying men more than women for the same job.

4. Answers will vary. Students should discuss the act in the context of its time, specifically addressing the fight for women’s rights and the President’s Commission on the Status of Women appointed to study the status of women in the United States. The commission focused on problems women faced in the workplace and helped create networks for feminist activists who lobbied Congress for legislation.

Applying the Skill

Paragraphs will vary. Paragraphs should describe the significance of the photo students chose in the context of its time and place. Students should identify the photographer, and answer all of the who, what, where, when, and why questions.

TIME LINE ACTIVITY 20

Rock Groups of the 1960s

The Beach Boys


Tragedies and Failures: Capitol Records drops the group in 1969.

The Beatles


Tragedies and Failures: Paul McCartney sues to dissolve the group in 1970.

Bob Dylan

Accomplishments: First billed performance in 1961; records “Like a Rolling Stone” in 1965, breaking the three-minute song barrier.

Tragedies and Failures: He is involved in a motorcycle accident.

The Rolling Stones


Jimi Hendrix

Accomplishments: He begins rise to fame at Monterey Pop Festival in 1967.


CRITICAL THINKING SKILLS ACTIVITY 20

1. The Red Scare and McCarthy Era had generated fears of communist agitation. The university administration was probably trying to keep politics off the university campus and enforce greater discipline and control the behavior of its students.

2. Students were angered when the university imposed the new rules restricting students’ rights to engage in political activities.

3. The underlying problem was the isolation of the university administrators from the students and the impersonal campus environment.
LINKING PAST AND PRESENT ACTIVITY 20

1. The match proved nothing about the tennis capabilities of women versus men. Everyone knew that the top men’s player at the time could beat King and the other top female players. It did, however, show to a mass audience that women could be highly skilled athletes and could perform admirably under enormous pressure. It helped change perceptions of female athletes as weak, inferior athletes, easily unnerved by the pressure of top-level competition. It showed women as serious competitors, deserving of an equal opportunity to play.

2. The women’s movement was in full swing in 1973. Title IX was new, but equal opportunity was nowhere near reality. Women were not accepted as athletes. What women athletes needed most was attention—a chance for a wide audience to see them perform. The intense interest and media attention focused on this match exposed a mass audience to a highly skilled female athlete. King’s stellar performance under enormous pressure helped dispel the stereotype of women as inferior athletes. Her performance made her a role model and inspired more girls and women to participate in sports. It also showed that women’s sports could be fun to watch, increasing sponsorship dollars and paving the way for future women professional athletes to make a living at their sport.

PRIMARY SOURCE READING 20-1

1. The two situations were the degraded position of African Americans, symbolized by the civil rights struggle, and the Cold War, symbolized by the atomic bomb.

2. SDS members believe they might be the last generation because of the possibility of nuclear war.

3. The SDS rejects using violence for social action. (Some members later changed their position on this issue.)

4. Several times the document uses the word men to mean all people.

5. The proposal that says the economy’s resources and means of production should be open to democratic participation and regulation is closest to Marxism.

PRIMARY SOURCE READING 20-2

1. Roberto compares it to the feudal system. Both systems involve land ownership. In the feudal system the workers or serfs were tied to the land and could not leave; while the migrant workers must travel from place to place never establishing roots. In both cases, the agricultural workers’ lives were often brutal and difficult by present day standards.

2. Roberto says the work itself is not degrading; it is the way the migrant workers are treated as little more than tools. In fact, farmers treat their tools and domestic animals better, providing the animals with medical care and heated living quarters, while the workers live in unheated shacks without running water. Because of pesticide use, respiratory illness is extremely high. Workers have no unemployment compensation, pensions, medical or other benefits.

3. Acuna says his world was very small because he does not recognize his connection with the other workers and did not think meaningful change was possible. Although he was frustrated with his life, he continued working for the growers. The grape boycott did not affect him because he worked in lettuce. Roberto heard César Chávez speak at a rally and became caught up in the feeling of unity with the other migrant workers seeking changes in their lives, and decided to join the union.
4. Answers will vary. Many students will likely feel that workers have a right to expect to be treated with respect, to have decent housing with running water and heat, protection from any chemicals used in the industry in which they work such as the pesticides in agriculture, heath insurance, unemployment compensation, social security, and other benefits.

**AMERICAN ART AND MUSIC ACTIVITY 20**

1. Pete’s parents were musicians and he learned to play at an early age. He traveled around the country helping to record traditional folk music for the Library of Congress. He met folksinger Woody Guthrie at a concert for farm workers. This artist and his own love for the rural folk music tradition continued to influence Seeger throughout his career.

2. The Almanac Singers and the Weavers; they performed labor movement songs, “Goodnight Irene,” and “Wimoweh,” and original compositions such as “If I Had A Hammer,” and “Where Have All the Flowers Gone.”

3. Seeger had briefly been a communist and was a long time social activist, so he was blacklisted when he refused to disclose his political activities to the HUAC. However, he continued to perform.

4. Seeger traveled to the South where he became involved in the civil rights movement. He wrote the version of “We Shall Overcome” that became the anthem of the civil rights movement. During the 1960s–1980s he continued to perform at concerts, benefits, and at the anti-Vietnam War March on Washington.

5. Answers will vary. He will probably be best remembered for popularizing the American rural folk music melodies and rhythms and sharing the stories of this music and combining his social activism and environmentalism with the folk-rock music tradition.

**INTERPRETING POLITICAL CARTOONS ACTIVITY 20**

1. The men are supposedly the committee assigned the task of writing the Declaration of Independence. Most students will recognize Benjamin Franklin, who is speaking, and Thomas Jefferson, the “Tom” to whom Franklin is referring.

2. They are reading from the Declaration of Independence.

3. She symbolizes the status of women in the colonial era.

4. Answers will vary, but students may touch on the lack of equality for women and the use of the word “men” in the Declaration of Independence.

5. The irony is that the words “all men are created equal” are beautiful only if one was a white male at the time of the writing of the Declaration of Independence.

6. Answers will vary, but students should provide reasons for their responses.

**RETEACHING ACTIVITY 20**

Answers for achievements will vary. Students should include some of the following information:

2. **Organization:** NOW (National Organization for Women)
   **Targeted group:** Feminists
   **Achievement:** Brought about fundamental, permanent change regarding women’s careers, educational opportunities (Title IX), and abortion rights (*Roe v. Wade*), as well as the treatment of crimes against women.

3. **Organization:** Stop ERA campaign
   **Targeted group:** American women
   **Achievement:** Defeated Equal Rights Amendment

4. **Organization:** SDS (Students for a Democratic Society)
**Targeted group:** Youth and students

**Achievements:** Focused attention on problems of American society such as poverty, racism, campus rules, nuclear power and supported anti-Vietnam protests. Had lasting effects on dress, music, and values.

5. **Leaders:** César Chávez and Delores Huerta

**Targeted group:** Mexican American farm workers

**Achievement:** Negotiated a new contract with grape growers that raised wages and improved working conditions.

6. **Leader:** Jose Angel Gutierrez

**Targeted group:** Latino Americans

**Achievement:** promoted Latino causes, mobilized Mexican American voters to elect candidates to local offices

7. Answers will vary. Students may say that some of the organizations with limited goals achieved some successes. Problems remain in such areas as education, housing, and health care, or they may describe examples of injustice or discrimination in society that have not yet been addressed.

**ENRICHMENT ACTIVITY 20**

1. Answers will vary. Students may describe them as bleak, surreal, anxious, or apocalyptic.

2. nuclear fallout

3. The shift from direct reporting of events in the past to describing future events means he is planning how he will fight against the suffering he only observes in the earlier lines of the song.

4. Student answers will vary depending on the song lyrics they decide to compare.

**GUIDED READING ACTIVITY 20-1**

1. the “beat” movement

2. the “baby boom”

3. on college campuses across the nation

4. Students for a Democratic Society (SDS)

5. In 1964 the university restricted students’ rights to distribute literature and to recruit volunteers for political causes on campus.

6. The tactics of abandoning classes and occupying buildings had proven to be effective, and were adopted by other demonstrators as well.

7. a commune

8. Some urban hippie communities became dangerous places, the glamour of drug use waned, and many people had gotten older.

9. cheap, recycled clothing was worn to reject consumerism and social classes; ethnic clothing was popular for similar reasons

10. these musicians expressed the hopes and fears of their generation

11. at Woodstock in New York, and at Altamont in California

12. the use of electrically amplified instruments drastically changed the sound of rock

**GUIDED READING ACTIVITY 20-2**

1. the belief that men and women should be equal politically, economically, and socially

2. While men were overseas fighting in the war, women took their place in the workforce.

3. newspapers separated job ads by gender, clubs refused women memberships, banks denied women credit, and women often were paid less for the same work as men

4. Eleanor Roosevelt

5. it outlawed paying men more than women for the same job; 1963
6. author of *The Feminine Mystique*, and one of the founders of the National Organization for Women (NOW)

7. Title VII of the Act outlawed job discrimination on the basis of gender

8. to confront the conditions which denied women the equality of opportunity and freedom of choice

9. an author, and the editor of *Ms.* Magazine

10. Opponents believed ERA would take away traditional rights, allow women to be drafted, or eliminate laws giving women special protection in the workforce

11. securing greater equality for women in the education system

12. Title IX prohibited federally funded schools from discriminating against women in its operations, from admissions to athletics.

13. the individual states

14. *Roe v. Wade*

15. more women now pursue college degrees and careers outside of the home

16. in professional jobs such as medicine and the law

**GUIDED READING ACTIVITY 20-3**

1. acquired territory

2. barrios

3. deportations

4. 3.7 million

5. segregation

6. Veterans Administration

7. union recognition

8. merged

9. table grapes

10. bilingual education

11. La Raza Unida

12. Chicano Studies