### Rachel Carson

#### WHAT DID YOU LEARN?

1. Carson's work eventually led to the ban of several chemicals, including DDT, and the creation of the Environmental Protection Agency. She was instrumental in raising public awareness about potential long-term harm from chemical pesticides.
2. Students should clearly state their view on the whether chemical regulation is important based on the information provided in the biography. Some students may wish to do further research to gain a more in-depth understanding of the issue.

#### ACTIVITY

Students should conduct research on environmental issues in their community. Essays may be short, but should accurately describe the issue and suggest a solution or an approach to finding a solution.

## Literature

### One Flew Over the Cuckoo's Nest

#### ANALYZING LITERATURE

1. Harding's point is that some people are born weak, like rabbits, whereas others are born strong, like wolves. Just as it would be foolish for a rabbit to take on a wolf, it's foolish for a weak person to take on a strong person. Nurse Ratched is the strong one on the ward, and the men are weak—not because they are on a mental ward, but because they were born weak and haven't adjusted to it. The men take care of themselves by being "sly and frightened and elusive" when the wolf, Nurse Ratched, is around, and by learning not to challenge or stand up to her.
2. Images include Harding's face, "tilted oddly, edged, jagged purple and gray, a busted wine bottle"; Harding's laugh, "eee-eee-eee, like a nail coming out of a plank"; and the ward, "our Walt Disney world."

## Primary Source

### Executive Committee Discusses the Soviet Missiles in Cuba

#### WHAT DID YOU LEARN?

1. They believed they needed to act before the Soviet missiles were ready to fire. They did not know how long that would take.
2. The United States could not allow the Soviet missiles to remain in Cuba.
3. An air strike on the Soviet missile bases in Cuba. An air strike would have likely been interpreted as an act of war by the Soviet Union. A general war between the United States and the Soviet Union would have been the probable result.

### President Lyndon Johnson Promotes the Great Society

#### WHAT DID YOU LEARN?

1. Johnson bases his Great Society agenda on the principle (which God enjoins and the law requires) that all people are equal regardless of race, color, or belief.
2. It will require a new concept of cooperation, a "creative federalism," between the federal government and the leaders of local communities.
3. Johnson is speaking to students who are graduating from the University of Michigan. More broadly, he is issuing his call to the young people of America. Johnson compares them to the colonists who built a new nation in America.

## History and Geography

### The Bay of Pigs Invasion

#### MAP ACTIVITY

1. Students should use a highlighter or pen to shade Cuba.
2. Students should use a second highlighter or pen to shade Florida.

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3. Students should circle Trinidad, Cuba.
4. Students should circle the Bay of Pigs, Cuba.

### ANALYZING MAPS

1. south
2. approximately 230 miles
3. north-northwest
4. The people of Trinidad generally opposed Castro, so the exiles might have had more support if they had landed there instead. Also, the Bay of Pigs was surrounded by swampland, so the exiles were not able to retreat to the mountains and practice a guerrilla campaign (as they might have been able to do at Trinidad).

### EXTENSION ACTIVITY

Students should research the Bay of Pigs invasion to determine why President Kennedy decided not to provide U.S. air or naval support to the invading force. Students should also explain why they agree or disagree with the decision.

## Economics and History

### The War on Poverty

#### WHAT DID YOU LEARN?

1. highest in 1959; lowest in 1973
2. between 1964 and 1966; Johnson launched the War on Poverty campaign in 1964
3. 39,804,600. (179,300,000 x 22.2%)
4. It declined in each of the six years Johnson was in office.
5. Answers will vary, but the percentage of Americans living in poverty dropped significantly after the War on Poverty was launched—from 19.5% in 1963 to 12.8% by the end of Johnson's term in office—and never rose above 12.6% during the remaining years shown in the table (through 1978).

## Social Studies Skills

### Making Generalizations

#### PRACTICE THE SKILL

1. facts
2. "Some people called [Kennedy's advisers] 'the best and the brightest.'" "Most of Kennedy's advisers were young like he was—some were still in their 30s." The words "some" and "most" helped identify the generalizations.
3. The generalization: "Most of Kennedy's advisers were young like he was—some were still in their 30s." The facts that help support the generalization: Ted Sorensen was 32 years old. Robert Kennedy was 36.

## Focus on Writing

### The New Frontier of John F. Kennedy

Student paragraphs should be evaluated using the criteria covered in the "Evaluating and Proofreading" section of the activity.

## Chapter Review

#### REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. Medicaid
2. Robert Kennedy
3. Peace Corps
4. mandate
5. VISTA
6. Great Society
7. Medicare

#### COMPREHENSION AND CRITICAL THINKING

1. a
2. b
3. a

#### REVIEWING THEMES

1. geography
2. religion

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