desegregating facilities at bus stations. In addition, Americans viewing the photograph could see the effects of southern violence. Images like these eventually won support for the cause of civil rights since people across the nation started viewing the segregationists as violent extremists.

History and Geography

Selma-to-Montgomery March

MAP ACTIVITY

1. Students should circle Brown Chapel.
2. Students should draw a square around the Edmund Pettus Bridge.
3. Students should trace the route of the first two marches as going from Brown Chapel in Selma to the Edmund Pettus Bridge. The third march should extend through the regional map marking Highway 80 from Selma to Montgomery.

ANALYZING MAPS

1. east
2. approximately 50 miles
3. The first march had the intention of going all the way to Montgomery, and was ended violently by law enforcement. The second march was planned to go only as far as the bridge, and the marchers turned back on their own.
4. Answers will vary, but students should note that whereas the first march had about 600 people, about as many as 25,000 marchers took part in the successful third march.

Social Studies Skills

Making Oral Presentations

PRACTICE THE SKILL

1. introduction, body, and conclusion
2. The topic is Rosa Parks and the civil rights movement. The hypothesis is that the modern civil rights movement began when Rosa Parks refused to give her bus seat to a white passenger.
3. photos from Montgomery that showed Parks and the events that resulted from her action

Writing for the SAT

Affirmative Action

Student essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. Freedom Riders
2. Rosa Parks
3. Twenty-fourth Amendment
4. Black Power
5. affirmative action
6. Civil Rights Act of 1968/Fair Housing Act

COMPREHENSION AND CRITICAL THINKING

1. integration
2. Civil Rights Act of 1964
3. *Brown* v. *Board of Education*
4. Freedom Summer
5. Malcolm X

REVIEWING THEMES

1. politics
2. society and culture

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Chapter 28: The Civil Rights Movement

Section Quiz

SECTION 1

1. c
2. b
3. c
4. a
5. a

SECTION 2

1. T
2. F; King's letter was written in response to a newspaper ad written by local white clergy from Birmingham.
3. T
4. T
5. F; Americans were shocked by the slaying of Medgar Evers, who was head of the NAACP in Mississippi.

SECTION 3

1. c
2. i
3. a
4. m
5. b
6. g
7. f
8. h
9. e
10. k

SECTION 4

1. de facto
2. Black Power
3. Nation of Islam
4. Martin Luther King Jr.
5. Kerner Commission
6. March Against Fear
7. Chicago
8. Malcolm X
9. de jure
10. Black Panther Party

SECTION 5

1. F; It banned discrimination in the sale or rental of housing.
2. T
3. F; Busing speeded the migration of whites from cities to suburbs.
4. T
5. F; Hoover directed the FBI to watch and disrupt groups such as the Black Panthers.

Chapter Test, Form A

MULTIPLE CHOICE

1. c
2. c
3. b
4. c
5. b
6. a
7. d
8. c
9. c
10. b

PRACTICING SOCIAL STUDIES SKILLS

1. b

FILL IN THE BLANK

1. James Meredith
2. massive resistance
3. voter registration
4. affirmative action
5. civil rights

TRUE/FALSE

1. F
2. T
3. F
4. T
5. F

MATCHING

1. g
2. i
3. a
4. j
5. c
6. l
7. k
8. h
9. e
10. d

Chapter Test, Form B

SHORT ANSWER

1. The Selma march was a success because TV networks carried the footage of shocking and savage violence against the peaceful marchers, which led to the quick passage of the Voting Rights Act of 1965.
2. The *Brown* decision offered boycotters hope that desegregation could be achieved. In addition, black churches offered practical support to boycotters, such as car pools.
3. Any of the following is acceptable: the government addressed neighborhood segregation by passing the Fair Housing Act of 1968; to speed the process of integrating schools, the government bused some students from neighborhood schools

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to schools in other parts of the city; to make up for past discrimination, the government created affirmative action programs.

4. Any two of the following are acceptable: the police in Chicago did not use force on civil rights protesters and even protected protesters from violence in white neighborhoods, so the movement didn't attract media attention; African Americans in Chicago did not share Martin Luther King Jr.'s civil rights focus because their concerns were economic; King lost some support from northern whites who did not want racism in the North exposed.
5. Any two of the following are acceptable: the campaign experienced terrible media relations because some Resurrection City residents harassed reporters and some residents were members of gangs; the movement lacked Martin Luther King Jr.'s strong and eloquent leadership; and some conservative politicians attacked the movement for its perceived Communist elements.

PRACTICING SOCIAL STUDIES SKILLS

1. In the first row, the gain in the Montgomery bus boycott was that the Supreme Court ruled that segregation on buses was unconstitutional. In the second row, the costs for those participating in Freedom Rides were that riders were harassed, a bus was burned by a mob, and riders were beaten. The civil rights protest in the last row is the Voter Education Project.

Chapter 29: The Vietnam War

Section Quiz

SECTION 1

1. F; Vietnam had rich agricultural resources, which attracted foreign invaders.
2. T
3. T
4. T
5. F; The Vietcong were Vietnamese Communists.

SECTION 2

1. Ho Chi Minh Trail
2. pacification
3. Rolling Thunder
4. China
5. underground tunnels
6. dove
7. search-and-destroy missions
8. draft
9. antiwar
10. Canada

SECTION 3

1. a
2. c
3. d
4. b
5. b

SECTION 4

1. g
2. k
3. j
4. h
5. i
6. a
7. c
8. b
9. m
10. l

Chapter Test, Form A

MULTIPLE CHOICE

1. d
2. b
3. c
4. a
5. c
6. b
7. a
8. d
9. c
10. c

PRACTICING SOCIAL STUDIES SKILLS

1. c

FILL IN THE BLANK

1. Ngo Dinh Diem
2. George Wallace
3. the lottery system
4. Twenty-sixth Amendment
5. My Lai massacre

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Chapter 27: The New Frontier and the Great Society

1. C
2. B
3. D
4. B
5. A
6. A
7. C
8. D
9. B
10. A
11. B
12. A
13. C
14. C
15. The letter should include specific programs of the Great Society, such as Medicaid, Medicare, the Elementary and Secondary Education Act, the Omnibus Housing Act, or the Public Broadcasting Act. The letter should also suggest the Great Society's possible benefits, such as assistance for low-income Americans, or its drawbacks, such as too much government intervention, too costly, etc.

Chapter 28: The Civil Rights Movement

1. B
2. D
3. A
4. B
5. B
6. D
7. A
8. B
9. C
10. A
11. B
12. B
13. C
14. A
15. C
16. The essay should explain that the civil rights movement used nonviolent resistance through boycotts, marches, and Freedom Rides, as well as court cases. The essay should mention that by the late 1960s some groups within the civil rights movement had turned to violent protest.

Chapter 29: The Vietnam War

1. C
2. A
3. B
4. B
5. C
6. A
7. B
8. D
9. A
10. A
11. C
12. B
13. B
14. D
15. A
16. B
17. The short story should combine historical detail with descriptions of emotions. The story should mention the suffering created by post-traumatic stress disorder and by Americans blaming Vietnam veterans for the unpopular war.

Chapter 30: A Time of Social Change

1. A
2. B
3. C
4. C
5. A
6. B
7. C
8. C
9. A
10. D
11. B
12. C
13. D
14. B
15. A
16. The essay should describe the factors that led to the women's, Native American, Latino, and youth social movements. Factors should include the publication of Betty Friedan's *The Feminine Mystique*, the passage of the Civil Rights Act of 1964, the federal policy of termination, economic and political discrimination, the Delano Grape Strike, the rebellion of the Beat generation of the 1950s, and growing dissatisfaction with the values of mainstream American society.

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Vocabulary Builder

SECTION 1

1. CORE
2. Little Rock Nine
3. Montgomery
4. SCLC
5. F: Montgomery bus boycott
6. T
7. T
8. T
9. F: SCLC
10. T

SECTION 2

1. enforced
2. James Meredith
3. Answers will vary, but should define *SNCC.*
4. Answers will vary, but should define *Civil Rights Act of 1964.*

SECTION 3

1. T
2. F, Twenty-fourth Amendment
3. T
4. T
5. Twenty-fourth Amendment
6. Freedom Summer

SECTION 4

1. de facto
2. de jure
3. Kerner Commission
4. Answers will vary, but should define the term *Black Panther Party.*
5. Answers will vary, but should define the term *Kerner Commission.*
6. Answers will vary, but should define the term *Black Power.*

SECTION 5

1. Poor People's Campaign
2. Affirmative action
3. Andrew Young
4. Ralph Abernathy
5. T
6. T
7. F; affirmative action
8. T

Section Quiz

SECTION 1

1. c
2. b
3. c
4. a
5. a

SECTION 2

1. Freedom Riders
2. newspaper ad
3. Mohandas Gandhi
4. James Meredith
5. Medgar Evers

SECTION 3

1. c
2. i
3. a
4. l
5. b
6. g
7. f
8. h
9. e
10. k

SECTION 4

1. de facto
2. Black Power
3. Nation of Islam
4. Martin Luther King Jr.
5. Kerner Commission
6. March Against Fear
7. Chicago
8. Malcolm X
9. de jure
10. Black Panther Party

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SECTION 5

1. Civil Rights Act of 1968
2. Poor People's Campaign
3. forced busing
4. affirmative action
5. FBI

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. Freedom Riders
2. Rosa Parks
3. Twenty-fourth Amendment
4. Black Power
5. affirmative action
6. Civil Rights Act of 1968/Fair Housing Act

COMPREHENSION AND CRITICAL THINKING

1. integration
2. Civil Rights Act of 1964
3. *Brown* v. *Board of Education*
4. Freedom Summer
5. Malcolm X

REVIEWING THEMES

1. politics
2. society and culture

Chapter Test

MULTIPLE CHOICE

1. c
2. c
3. b
4. c
5. b
6. a
7. d
8. c
9. c
10. b

PRACTICING SOCIAL STUDIES SKILLS

1. a

FILL IN THE BLANK

1. James Meredith
2. massive resistance
3. voter registration
4. affirmative action
5. civil rights

TRUE/FALSE

1. F
2. T
3. F
4. T
5. F

MATCHING

1. g
2. i
3. a
4. j
5. c
6. l
7. k
8. h
9. e
10. d

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