6. T
7. F; affirmative action
8. T

Biography

Virginia Foster Durr

WHAT DID YOU LEARN?

1. Durr and her husband helped bail Rosa Parks out of jail and provided legal counsel. Virginia Durr was also involved in helping to eliminate the poll tax.
2. Students should consider how a dinner with a stranger might open their minds and teach them new things. They should identify the connection between Durr's experience with African Americans at Wellesley and her realization that African Americans deserved equal treatment.

ACTIVITY

Students should demonstrate an understanding of the gradual transition of the Democratic Party from the 1930s to the 1960s as New Deal policies attracted more African Americans to the party, and activists such as Durr pushed for an end to the poll tax and adoption of the Voting Rights Act.

James Peck

WHAT DID YOU LEARN?

1. Freedom Rides were bus trips that were conducted to see whether the Supreme Court ruling that eliminated segregation during interstate travel was being enforced. Riders wanted to determine whether blacks and whites would be allowed to travel together across state lines.
2. Answers will vary. Students may choose to highlight the fact that in all of his contributions, Peck was a man working to achieve peace and equality for the greater good of society. They may also highlight the fact that he was willing to stand up for his principles even in the face of danger. Students should use facts from their reading to support their choice.

ACTIVITY

Answers will vary. Students should list some of the key social issues that have been featured in the news. You may want to work as a class to generate this list and discuss the issues that might have interested Peck. Students should write a brief paragraph summarizing their position on one of the issues listed.

Septima Poinsette Clark

WHAT DID YOU LEARN?

1. The organization was viewed as controversial in South Carolina probably because it promoted rights for African Americans.
2. The act gave African Americans the right to vote. It also made voter registration requirements, such as a literacy test, illegal.

ACTIVITY

Students' speeches should highlight Clark's accomplishments and explain the significance of her work. Consider having students deliver their speeches to the class.

Gwendolyn Brooks

WHAT DID YOU LEARN?

1. The Black Arts Movement favored writing and art focused on African American themes. It was geared to African American audiences but it would have allowed non-African Americans to learn about those themes, too. The movement may have helped to broaden American culture or at least to recognize that there are many subcultures within American culture.
2. Answers will vary. Students should reflect on the role of poetry and storytelling to broaden people's scope of experience and to influence people's beliefs and opinions related to social issues. Consider using examples of contemporary song lyrics to illustrate the point that poetry not only reflects but also shapes thoughts and opinions.

Copyright © by Holt, Rinehart and Winston. All rights reserved.

ACTIVITY

Students should write a poem that expresses a clear point of view on a social issue or problem. Encourage students to read some poetry before they get started to help them understand the range of poetic styles they can use.

Ralph David Abernathy

WHAT DID YOU LEARN?

1. Abernathy became president of the Southern Christian Leadership Conference. He also tried to carry out King's Poor People's Campaign, took part in marches, and continued to advocate for nonviolence.
2. Answers will vary. Challenge students to think about other social problems or civil rights issues King and Abernathy might have addressed. Ask them to consider how the loss of King's leadership affected the movement.

ACTIVITY

Poster content will vary. Students should focus on the core social problems related to poverty. Encourage them to identify specific issues related to poverty in their own community. Text and images should be persuasive and spark interest in the topic.

Literature

A Raisin in the Sun

ANALYZING LITERATURE

1. Walter sees the money as an opportunity to follow his dream and offer his son something more than "stories about how rich white people live." Beneatha voices her opinion that the money belongs to mother, but her defensiveness in response to Walter's questions about medical school suggests that he may be right about her hope that their mother can help her with school. From this excerpt, we don't know much about Ruth's attitude about the money, except that it doesn't belong to Walter.
2. Student answers may vary. Both Walter and Beneatha want the chance to do something more with their lives (owning a store or becoming a doctor, respectively). Perhaps Walter feels more entitled because he's a man (complaining about Ruth not hearing his dreams and wondering why Beneatha can't just "be a nurse like other women"). Ruth seems more concerned with keeping the peace (telling Beneatha not to be nasty and Walter and Beneatha to stop arguing because their mother will hear them).

Primary Source

Integrating Central High School in Little Rock

WHAT DID YOU LEARN?

1. The people in the crowd became upset when they spotted African American students walking towards the school.
2. Answers will vary. Sample answer: The people in the crowd lived in a segregated society. They were unwilling to accept anything different. They believed that integrated schools threatened their children's education and perhaps their way of life.
3. Answers will vary. Sample answer: The African American students likely would not have tried to enter that school. If they had tried, the angry mob probably would have attacked them.

A Freedom Rider Bus in Anniston, Alabama

WHAT DID YOU LEARN?

1. Answers will vary, but the mob of white protesters attacked and burned the bus.
2. Answers will vary. Sample answer: The white protesters in Anniston did not want segregation to end. They viewed the Freedom Riders as a threat to their way of life, so they resorted to violence to stop them.
3. Answers will vary. Sample answer: At Anniston, the Freedom Riders gained national attention, as did the cause of

Copyright © by Holt, Rinehart and Winston. All rights reserved.

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

Copyright © by Holt, Rinehart and Winston. All rights reserved.

The Great Depression

Analyzing Primary Sources

APPLY THE SKILL

Answers will vary. Students should recognize that many Americans lost their jobs and their savings during the Great Depression. Even those who kept their jobs often had to accept pay cuts. As a result, many people had to move to smaller dwellings and sell their possessions. Millions of Americans went on relief. Some of the less fortunate lived in shacks or wandered about begging for food and money. Even wealthier people had to assume a more frugal lifestyle. On the other hand, some Americans found opportunities in the Great Depression. They were able to increase their wealth during the 1930s. Consult the rubrics for further information about how to evaluate student responses to this essay question.

World War II

Interpreting Literature as Historical Evidence

APPLY THE SKILL

Answers will vary. Students should discuss the various hardships U.S. soldiers faced during World War II, as indicated by the documents. For example, harsh weather and exposure to the elements created many difficulties for the troops. They experienced excessive cold, extreme heat, mud, and flooded trenches. These conditions caused medical disorders among the troops such as trench foot. Enemy fire and landmines killed and wounded thousands of U.S. military personnel. American soldiers also suffered from mental hardships brought on by the stress of combat and the experience of killing others. Consult the rubrics for further information about how to evaluate student responses to this essay question.

The Cold War

Recognizing Bias

APPLY THE SKILL

Answers will vary. Essays should reflect an understanding that the Cold War created fears and anxieties among the U.S. population. Many Americans feared that Communists were infiltrating their own country's institutions. This led to accusations and investigations. Some politicians tried to create a wave of hysteria to advance their careers. Many Americans believed that civil liberties should be restricted to better fight subversion. Americans also feared that Communist gains overseas were part of a plot to take over the world. The U.S. government sent troops to Korea to stop Communist expansion. Americans, wary of the Soviet nuclear arsenal, built bomb shelters to survive an attack. Consult the rubrics for further information about how to evaluate student responses to this essay question.

The Civil Rights Movement

Evaluating Sources

APPLY THE SKILL

Answers will vary. Essays should describe the various ways that the federal government promoted the civil rights movement. Students should discuss the Supreme Court decision desegregating public schools, the use of troops to enforce school integration, the use of troops to protect Freedom Riders, and legislation promoting the civil rights and voting rights of African Americans. Essays should also explain how the federal government hindered the civil rights movement. Students should thus demonstrate an understanding that the federal government: was slow to pass and enforce certain civil rights laws, harassed civil rights supporters, spied on civil rights groups, and waged a secret campaign against certain civil rights leaders. Consult the rubrics for further information about how to evaluate student responses to this essay question.

Copyright © by Holt, Rinehart and Winston. All rights reserved.