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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4. Khrushchev agreed to remove the missiles if the United States promised not to invade Cuba.
5. to provide choices other than nuclear war

Challenge Activity

Students' comparisons should note the differences in ideology and economic systems in the two parts of the city: capitalism, free enterprise, and individualism in West Berlin; communism, a planned economy, and an emphasis on the state rather than the individual in East Berlin. Students should also note that the standard of living in East Berlin fell well below that of West Berlin, which was being supported by the economic growth of West Germany and its western alliances, NATO and the European Union.

SECTION 2

Section Summary

1. He appeared young and athletic, but had many health problems.
2. to reduce taxes, provide federal aid for education, and a health plan for the elderly
3. 1961
4. 1954
5. The government cannot make any one religion the nation's official religion.
6. It concluded that Oswald and Ruby acted alone.

Challenge Activity

Students should evaluate the successes of Kennedy's foreign policy, the space program, and his ideas on domestic policy. They might also mention his failures on domestic programs. Some students may see Kennedy's promise and inspiration to the country as a success in itself.

SECTION 3

Section Summary

1. congressman, senator, Senate majority leader
2. War on Poverty; Economic Opportunity Act; Jobs Corps; VISTA; tax cut bill
3. government aid to public schools, federal college scholarships, Head Start, Department of Housing and Urban Development, Medicaid, Medicare, environmental laws, and the Corporation for Public Broadcasting
4. Dominican Republic

Challenge Activity

Students should take note of Johnson's record of service as a congressman, senator, and majority leader. They should conclude that his skills at dealing with lawmakers and his knowledge of how things got done in Congress enabled him to pass his programs.

Chapter 28: The Civil Rights Movement

CHAPTER SUMMARY

1. The Supreme Court ordered an end to racial segregation in public schools.
2. a brutal attack on a protest march in Selma, Alabama
3. Calls for a personal opinion; students could choose from boycotts, marches, sit-ins, Freedom Riders, etc.

SECTION 1

Section Summary

1. 1896
2. He was the first African American major league baseball player.
3. It said that segregation made black children feel inferior.
4. He sent troops so that African American students could attend schools.
5. Martin Luther King Jr.

Challenge Activity

Students' plans should include what to boycott and why, how to mobilize protesters, any dangers faced by protestors, and how to use the media. You might have them also consider how a boycott may affect "innocent bystanders," e.g., a company might be boycotted but its employees will feel the effects of it.

SECTION 2

Section Summary

1. refusing to leave a place until arrested
2. They often faced angry mobs.

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3. James Meredith
4. fire hoses
5. It banned discrimination in employment and public accommodations.

Challenge Activity

This should be a fictional account, but should include accurate historical details that give a sense of the time and place and the mood of the country. Stories should include protesters' motivations.

SECTION 3

Section Summary

1. to register southern African Americans to vote
2. It banned poll taxes in elections for president or Congress.
3. to register voters and teach in schools
4. They wanted to replace the all-white delegates sent by Mississippi.
5. Selma, Alabama
6. It helped the civil rights movement gain support.

Challenge Activity

Students' answers should include reasons for apathy, such as the fact that people have come to take the right to vote for granted, or that they don't think their vote will make a difference. A possible suggestion to help would be a media campaign.

SECTION 4

Section Summary

1. It affected access to housing and bank loans.
2. more than 100
3. They rejected nonviolence because they were subject to so much harassment.
4. They wanted a revolution, perhaps to have all the power.
5. 1968; riots erupted

Challenge Activity

Students should explain as time went on some felt that change was taking too long. Some groups formed with different goals, and consequently used different methods to achieve those goals. Students should provide examples.

SECTION 5

Section Summary

1. because poverty kept many African Americans from achieving equality
2. the Cold War
3. spread false rumors; forged letters, posters, and leaflets; made the Black Panthers look more violent than they really were; raided Panther headquarters
4. to integrate schools more quickly
5. Andrew Young; Jesse Jackson

Challenge Activity

Students' answers should show that they understand what affirmative action is. They should give their opinions but show reasoned consideration for the opposing viewpoints.

Chapter 29: The Vietnam War

CHAPTER SUMMARY

1. the Tonkin Gulf Resolution
2. 1960: U.S. military advisers train South Vietnam's army; 1965: U.S. combat troops arrive in Vietnam; 1970: U.S. invades Cambodia; 1972: U.S. Christmas bombings on North Vietnam; 1973: truce; 1975: U.S. airlifts embassy staff and supporters out of South Vietnam
3. Some students may say that it was his patriotic duty to uncover the truth about what the government was doing in secret; others may say that it was his patriotic duty to obey the government and not give out secrets until he had permission to do so.

SECTION 1

Section Summary

1. China
2. Japan
3. the north
4. Diem was corrupt and brutal. He persecuted Buddhists and helped wealthy landowners.

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Vocabulary Builder

SECTION 1

1. Answers will vary, but should include three words or descriptive phrases that define the term *CORE*. Sample answers: Congress of Racial Equality; was dedicated to the practice of nonviolent protest; methods had strong effect on future civil rights activists; fought for greater civil rights
2. Answers will vary, but should include three words or descriptive phrases that define the term *Little Rock Nine*. Sample answers: the Arkansas National Guard prevented them from attending school for three weeks; President Eisenhower sent federal troops to escort these students to school; despite being integrated, the students still endured great abuse
3. Answers will vary, but should include three words or descriptive phrases that define the term *Montgomery bus boycott*. Sample answers: begun by leaders of Montgomery's African American community, who formed the Montgomery Improvement Association; Martin Luther King Jr. was its leader; created hardships for African Americans in Montgomery; local churches organized car pools to provide alternative transportation for participants of boycott; hurt bus system; hurt many local white businesses; police harassed participants
4. Answers will vary, but should include three words or descriptive phrases that define the term *SCLC*. Sample answers: Southern Christian Leadership Conference; organized protest activities across the South; Martin Luther King Jr. was leader
5. F: Montgomery bus boycott
6. T
7. T
8. T
9. F: SCLC
10. F; Thurgood Marshall

SECTION 2

1. enforced
2. Freedom Riders
3. SNCC; answers will vary, but should define the term *SNCC*
4. Civil Rights Act of 1964; answers will vary, but should define the term *Civil Rights Act of 1964*

SECTION 3

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

SECTION 4

1. Answers will vary, but should be a word or phrase that has the same meaning as *de facto segregation*. Sample answer: segregation because of custom
2. Answers will vary, but should be a word or phrase that has the same meaning as *de jure segregation*. Sample answer: segregation by law
3. Answers will vary, but should be a word or phrase that has the same meaning as *Kerner Commission*. Sample answer: group appointed by President Johnson to study the causes of urban rioting
4. Black Panther Party; answers will vary, but should define the term *Black Panther Party*
5. Kerner Commission; answers will vary, but should define the term *Kerner Commission*
6. Black Power; 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

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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.

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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

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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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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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