Savio, a young American speaking out against injustice, represents the Free Speech Movement.
3. Answers will vary, but the photo shows that the incident occurred in front of a large crowd of students. It likely agitated the students and made them more convinced of the repressiveness of the university administration.

History and Geography

The Equal Rights Amendment

MAP ACTIVITY

1. Students should use a highlighter or pen to fill in the box next to "1972" in the map's key and to shade Alaska, California, Colorado, Hawaii, Idaho, Iowa, Kansas, Kentucky, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, Tennessee, Texas, West Virginia, and Wisconsin.
2. Students should use a second highlighter or pen to fill in the box next to "1973" in the map's key and to shade Connecticut, Delaware, Maryland, Minnesota, New Mexico, Oregon, South Dakota, Vermont, Washington, and Wyoming.
3. Students should use a highlighter or pen to fill in the box next to "1974" in the map's key and to shade Maine, Montana, Ohio, and Rhode Island.
4. Students should use a highlighter or pen to fill in the box next to "1975" in the map's key and to shade North Dakota.
5. Students should use a highlighter or pen to fill in the box next to "1977" in the map's key and to shade Indiana.
6. Students should use a highlighter or pen to fill in the box next to "Did not ratify" in the map's key and to shade Alabama, Arizona, Arkansas, Florida, Georgia, Illinois, Louisiana, Michigan, Mississippi, Missouri, Nevada, North Carolina, Oklahoma, South Carolina, Utah, and Virginia.

ANALYZING MAPS

1. 18
2. Indiana; 1977
3. 38; 34; 4

Social Studies Skills

Making Written Presentations

PRACTICE THE SKILL

1. The La Raza Unida Party was formed to encourage Mexican Americans to become involved in economic, social, and political interests and activities.
2. Answers will vary.
3. Answers will vary.

Writing for the SAT

The Equal Rights Amendment

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

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. a shortened form of *mexicano* that some Mexican Americans used to refer to themselves because the term carried a meaning of ethnic pride and commitment to political activism
2. counterculture term for mainstream American society
3. the belief that women and men should be socially, politically, and economically equal
4. co-leader of the National Farm Workers Association who emerged from the successful farmworkers' Delano, California, strike as a national figure known for his commitment to nonviolent protest in the struggle for migrant workers' rights
5. the name by which many Puerto Ricans refer to themselves because the term conveys ethnic pride and support for political activism

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

6. one of the American Indian Movement's best-known leaders
7. hippies who wore flowers in their hair

COMPREHENSION AND CRITICAL THINKING

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

REVIEWING THEMES

1. The Equal Rights Amendment relates to the theme of politics because it was a proposed amendment to the Constitution that was designed to ensure the equal rights of women.
2. The Mexican American Youth Organization relates to the theme of politics because one of the organization's aims was to achieve power for Latinos through the creation of a third political party in America.
3. The Free Speech Movement relates to the theme of politics because it was an effort by students to speak out against injustice in America.

Interdisciplinary Project

Writing a Museum Placard

Students' descriptions of their pieces will vary, but should include basic information about the artist and work of art. Students should also write a catalog description of the artwork that addresses the subject of the piece, any connections between the piece and the artist's life, the composition and overall tone of the piece, possible reactions the viewer might experience, and the connection between the piece and the artistic movement of which it was a part.

Extend

Students' pieces should be inspired by contemporary popular culture and should demonstrate an understanding of pop art styles.

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

TRUE/FALSE

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

MATCHING

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

Chapter Test, Form B

SHORT ANSWER

1. Possible answers include any two of the following: major news media began to criticize Johnson's policies in Vietnam; members of his administration criticized his policies; three out of four Americans opposed his handling of the war; and he faced several strong challengers for the Democratic presidential nomination.
2. Possible answers include any three of the following: U.S. soldiers had to cut through dense jungle and wade through rice paddies to try to find the enemy; the Vietcong were able to strike and then disappear into the jungle; the Vietcong knew the local geography better than the Americans did; the Vietcong had underground tunnels that protected soldiers and supplies against air strikes; peasants often acted friendly to U.S. troops but then aided the Vietcong; booby traps, land mines, and ambushes were set by the Vietcong; U.S. troops could not tell the difference between civilians and the enemy; U.S. military tactics like pacification, search-and-destroy missions, and bombing campaigns alienated civilians and made it easy for the Vietcong to recruit new members.
3. U.S. and South Vietnamese troops believed the attack on Khe Sanh explained the heightened military preparedness of the NVA and Vietcong troops. Also, in previous years, a cease-fire had been observed during Tet.
4. It was clear that the antiwar movement was becoming more acceptable to mainstream America when antiwar protests spread beyond college campuses. For example, a coalition of antiwar groups consisting of clergy, trade unionists, and veterans established October 15 as a day of protest, and millions of Americans took part in peaceful demonstrations on what was called Moratorium Day.
5. Nixon expanded the war by ordering a massive bombing campaign, hoping to convince the North Vietnamese that he would stop at nothing to end the war. He was not successful, underestimating the enemy's resolve. North Vietnam staged a major invasion of South Vietnam in 1972.

PRACTICING SOCIAL STUDIES SKILLS

1. Martin Luther King Jr. believed that the war was pulling resources away from Great Society programs, such as programs to help the poor. He was a dove.

Chapter 30: A Time of Social Change

Section Quiz

SECTION 1

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

SECTION 2

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

SECTION 3

1. F; Many teens and young adults rebelled against mainstream American society, which they called the Establishment.
2. F; Many hippies called themselves flower children.
3. T

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

4. T
5. T

Chapter Test, Form A

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. c

FILL IN THE BLANK

1. Summer of Love
2. Betty Friedan
3. National Farm Workers Association
4. significantly less than
5. professionals

TRUE/FALSE

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

MATCHING

1. j
2. h
3. i
4. l
5. c
6. b
7. e
8. f
9. m
10. d

Chapter Test, Form B

SHORT ANSWER

1. The ERA failed to become law because conservative groups launched a campaign to defeat it, arguing that it was a threat to traditional family life, and that it would take away legal protections for women without adding any benefit. By the 1982 deadline set by Congress, the ERA was three states short of ratification.
2. Possible answers include any two of the following: The number of teens and young adults in the United States increased dramatically; young people began to see their generation as very different from that of their parents; young people blamed their parents' generation for the problems the nation faced; the Beat generation of the 1950s had also broken with mainstream culture and was an influence on the later generation.
3. President Johnson established the National Council on Indian Opportunity to get Native Americans more involved in policy-making decisions.
4. Puerto Ricans experienced social and economic discrimination. They held low-paying jobs and lived in run-down neighborhoods. Children went to substandard and crowded schools.
5. According to Chicanos, a Mexican American was someone who held American views rather than Mexican views—someone who had assimilated into American society.

PRACTICING SOCIAL STUDIES SKILLS

1. Student answers may vary. A sample answer is that César Chávez's picture on the cover of *Time* magazine showed that Chávez was a national figure. The caption "Mexican-Americans on the March" showed that his effort to help workers was receiving national attention and publicity, which was one of Chávez's goals.

Unit 9: A Nation Facing Challenges

Unit Test, Form A

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. c

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

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.

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

Vocabulary Builder

SECTION 1

1. Answer should be a complete sentence that includes the term *National Organization for Women* and mentions two of NOW's goals, such as fighting discrimination in the workplace, ending violence against women, winning reproductive rights, and trying to pass the Equal Rights Amendment.
2. Answer should be a complete sentence that includes the term *American Indian Movement* and lists two of the movement's goals, such as the renewal of traditional cultures, economic independence, and better education for Indian children.
3. Answer should be a complete sentence that includes the term *Equal Rights Amendment* and explains that the amendment was not ratified.
4. Answer should be a complete sentence that includes the term *feminism.*
5. Answers will vary. Sample answers: investigation, examination
6. Answers will vary. Sample answers: devote, earmark

SECTION 2

1. Answer should be a complete sentence that includes the term *boricua* and mentions that Puerto Ricans hoped to inspire pride in their culture and better their conditions.
2. Answer should be a complete sentence that includes the term *La Raza Unida Party* and mentions two of its goals, such as bilingual education, improved public services, education for children of migrant workers, and an end to job discrimination.
3. c
4. d
5. a
6. c

SECTION 3

Answers will vary, but should be a story that relates to the section and includes five of the following terms: *counterculture, Establishment, flower children, Free Speech Movement, pop art, relevant,* and *Summer of Love*.

1. Answers will vary, but should define *pop art.*
2. Answers will vary, but should define *counterculture.*
3. Answers will vary, but should define *Free Speech Movement.*

Section Quiz

SECTION 1

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

SECTION 2

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

SECTION 3

1. Establishment
2. flower children
3. Woodstock
4. Free Speech Movement
5. Summer of Love

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. a shortened form of *mexicano* that some Mexican Americans used to refer to themselves because the term carried a meaning of ethnic pride and commitment to political activism
2. counterculture term for mainstream American society
3. the belief that women and men should be socially, politically, and economically equal
4. co-leader of the National Farm Workers Association who emerged from the successful farmworkers' Delano, California, strike as a national figure known for his commitment to nonviolent protest in the struggle for migrant workers' rights
5. the name by which many Puerto Ricans refer to themselves because the term conveys ethnic pride and support for political activism
6. one of the American Indian Movement's best-known leaders
7. hippies who wore flowers in their hair

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

COMPREHENSION AND CRITICAL THINKING

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

REVIEWING THEMES

1. politics
2. society and culture

Chapter Test

MULTIPLE CHOICE

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

PRACTICING SOCIAL STUDIES SKILLS

1. c

FILL IN THE BLANK

1. Summer of Love
2. Betty Friedan
3. National Farm Workers Association
4. significantly less than
5. professionals

TRUE/FALSE

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

MATCHING

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

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