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 answer: set aside for a specific purpose.

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, Summer of Love*.

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

Biography

Phyllis Schlafly

WHAT DID YOU LEARN?

1. Phyllis Schlafly worked her way through college and earned an undergraduate degree, a master's degree, and a law degree. She became influential in the conservative movement and led the defeat of the ERA.
2. Answers will vary. Students who admire Schlafly may not object to the definitions. Others may find them hypocritical, feeling that Schlafly built a successful career while remaining a champion of a woman's traditional place in the home.

ACTIVITY

Students should do research and prepare logical arguments. Teams should prepare for the debate by documenting and organizing their research. They should use facts to support their opinions. Suggest that teams develop a list of questions they can use to practice prior to the debate. Be prepared as debates may become heated.

Ruben Salazar

WHAT DID YOU LEARN?

1. Salazar earned a journalism degree. During college, he worked as a reporter for an El Paso paper. He then worked several California newspapers, including the *Los Angeles Times*. He worked as a foreign correspondent for the *LA Times* in Mexico and Vietnam. Even after leaving the *Times* to work at a Spanish-language TV station, KMEX, he wrote a weekly column for the newspaper.

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2. Responses will vary. Most students will agree that Salazar was a hero because he spoke out against injustices. Students may or may not feel that he was a martyr depending on whether they view his death as accidental or intentional.

ACTIVITY

Students should do research to learn more about the history, purpose, and characteristics of *corridas*. Encourage students to find the composition written in honor of Ruben Salazar. Students should identify someone they want to honor—either someone they know or a public figure—and write a *corrida* to share with the class.

John Lennon

WHAT DID YOU LEARN?

1. "Give Peace a Chance"
2. Answers will vary. Some students may say musicians have a right to speak about politics and to try to convince others to agree with their political positions. Others will say musicians have no particular expertise and their opinions shouldn't carry much weight.

ACTIVITY

Presentations will vary. Students should note the relationship between the songs and lyrics they choose and the events of the 1960s and 1970s. Students should use narration to tie the musical selections together and explain their significance.

Literature

The Feminine Mystique

ANALYZING LITERATURE

1. The contradiction is between the life women believed would make them happy and their feelings of despair and emptiness while living that life.
2. Student answers may vary. A sample answer may be that performing the tasks that constitute being "perfect" wives and mothers was not satisfying for many women, resulting in feelings of yearning, emptiness, and incompleteness that led to unhappiness in their lives. These women are looking for more in their lives than making their children's and spouses' lives perfect.

Primary Source

Gloria Steinem Testifies in Support of the ERA

WHAT DID YOU LEARN?

1. Steinem describes the injustices faced by women and minorities as similar. Each group is discriminated against in a society dominated by white males whose laws are based on outdated myths about race or sex. On the other hand, Steinem explains that women are in a worse situation because they do not have the legal remedies that are available to minorities.
2. Steinem points out that she is a freelance writer and does not have to work in an office. Nor does she have to work to support a family. Thus, she does not face workplace, labor union, or welfare discrimination, like millions of other women.
3. Steinem wanted to make the members of Congress aware of the daily injustices faced by millions of American women. In so doing, she hoped that Congress would vote in favor of the Equal Rights Amendment.

Mario Savio at a Free Speech Movement Rally

WHAT DID YOU LEARN?

1. Savio appeared to be trying to give a speech. The ban on speech making might still have been in effect, so university officials probably sent a police officer to detain Savio.
2. The photo shows a campus police officer grabbing Savio for apparently doing nothing more than giving a speech. The officer in the image could thus represent what some Americans saw as the harsh repressive policies of the Establishment.

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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

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