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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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.

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5. calls for personal opinion: Johnson may not have looked too closely at the evidence in his desire to expand U.S. involvement in Vietnam.

Challenge Activity

The Constitution grants the power to declare war to Congress, not to the president. The president has the power to wage war. This way neither the legislative or executive branch has the sole power and authority to involve the country in a war.

SECTION 2

Section Summary

1. It was the trail the Vietcong used to move soldiers and supplies into South Vietnam.
2. 486,000
3. College students could postpone their military service.
4. doves
5. Students for a Democratic Society

Challenge Activity

Since students have had the reasons for the war explained to them, they might come out as hawks, in favor of fighting and winning the war. Their reasons might include the domino theory or fighting communism in general. Other students might come out against the war. Their views might include explanations of how the Vietnamese felt about the war and how the war was affecting civilians. Students may also choose to join movements and/or political parties based on their judgment of the effectiveness of working within the system or fighting against it.

SECTION 3

Section Summary

1. They thought the activity they noticed was related to a battle at Khe Sanh.
2. The Tet Offensive convinced many Americans that the U.S. was not winning the war.
3. Some wanted to use more troops, others wanted peace.
4. underline: Eugene McCarthy, Robert Kennedy
   circle: Hubert Humphrey
   Robert Kennedy
5. The different point of views held by young people and their parents.

Challenge Activity

The trial of the Chicago Seven ended up as something akin to a show trial, where both sides were more interested in its public relations value than anything else. Students' reports should include whether they thought the judge was right to gag Bobby Seale, as well as their opinions of the rest of the trial.

SECTION 4

Section Summary

1. Henry Kissinger
2. ordered the bombing of Cambodia; sent U.S. troops into Cambodia and Laos
3. The papers showed that the government had been misleading Americans about the success of the war.
4. McGovern was against the war.
5. The war killed over 1.5 million Vietnamese and devastated the environment. America did not win the war as the North Vietnamese conquered the south and set up a Communist government.

Challenge Activity

The textbook reports that this spending added greatly to the national debt and fueled inflation. It also diverted funds that might have gone to domestic programs. Many historians will say that the spending on the Vietnam War is what ended (prematurely) President Johnson's War on Poverty.

Chapter 30: A Time of Social Change

CHAPTER SUMMARY

1. Betty Friedan
2. 1965
3. 3 years; 6 years

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SECTION 1

Section Summary

1. *The Feminine Mystique*
2. feminism
3. It helped women earn more money and land better jobs.
4. unemployment, poverty, disease, and alcoholism
5. They marched on Washington and occupied Wounded Knee.

Challenge Activity

Students should detail the massacre at Wounded Knee, pointing out that it was a scene with great meaning as a symbol of what white Americans had done to Native Americans.

SECTION 2

Section Summary

1. lived below the poverty line; were unemployed
2. They went on strike for better working conditions.
3. ethnic pride and a commitment to political activism
4. They formed organizations and drew attention through walkouts and mass protests.
5. bilingual education; improved public services; education for migrant children; more jobs for bilingual government employees; an end to job discrimination

Challenge Activity

Students' reports should focus on the strikes, boycotts, and hunger strikes that Chávez used.

SECTION 3

Section Summary

1. They believed that the values and priorities were wrong.
2. There was a baby boom following World War II.
3. They were for love and peace.
4. *All in the Family*
5. People became more casual in dress and more open-minded. There were changes in music and art.

Challenge Activity

Students' answers should include their opinions about life today. They might mention religion, music, civil rights, the position of women, etc.

Chapter 31: A Search for Order

CHAPTER SUMMARY

1. support for the environment and wage and price controls
2. Carter was elected for his honesty while Nixon was forced to resign for lying and covering up crimes. Nixon had a strong foreign policy, whereas Carter's foreign policy was seen as weak.
3. Students should choose one of the foreign events or policies mentioned in the graphic organizer and relate it to the world situation today.

SECTION 1

Section Summary

1. a way to gain support from those opposed to the civil rights movement
2. He signed the Clean Air Act. He worked to establish the Environmental Protection Agency.
3. China; to ease relations between China and the United States
4. lack of gasoline and heating oil; increase in prices
5. to halt inflation

Challenge Activity

Students' answers should explain containment, brinkmanship, realpolitik, and détente and tell the differences between them. Containment was an overall policy of preventing communism from spreading; realpolitik favored working on each issue individually, trying to accomplish what would best serve American interests. Détente was an easing of tensions; brinkmanship relied on escalating to a point just short of war.

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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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Vocabulary Builder

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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

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7. hippies who wore flowers in their hair

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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

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