Vocabulary Builder

SECTION 1

1. détente
2. SALT I
3. shuttle diplomacy
4. *Apollo 11;* answers will vary, but should define the term Apollo 11
5. realpolitik; answers will vary, but should define the term *realpolitik*
6. OPEC; answers will vary, but should define the term *OPEC*

SECTION 2

1. T
2. F; executive privilege
3. F; Saturday night massacre
4. T
5. T

Answers will vary, but should be a summary of what students learned in the section and include three of the following terms: *affect*, *executive privilege*, *Saturday night massacre*, *transcript*, *Watergate scandal*.

SECTION 3

1. SALT II; answers will vary, but should define the term *SALT II*
2. Camp David Accords; answers will vary, but should define the term *Camp David Accords*
3. efficiency
4. d
5. a

Biography

Harry A. Blackmun

WHAT DID YOU LEARN?

1. The United States Court of Appeals for the eighth circuit
2. Answers will vary. Students should consider the influence of a judge who is appointed for life. Nixon, like other presidents, wanted to appoint justices who would share his views.

ACTIVITY

Discuss as a class the process of nominating and approving Supreme Court judges. Ask students to consider the checks and balances in place. Point out that some judges, like Blackmun, do not end up ruling as people expected. Consider reviewing the approval process of the 2005 nominees.

Barbara Jordan

WHAT DID YOU LEARN?

1. She was the first African American congresswoman from Texas and the first African American woman to preside over a U.S. legislative body. She was also the first African American woman to be buried in the Texas State Cemetery.
2. Answers will vary. Students should identify current civil rights issues. They may discuss issues related to women and minorities.

ACTIVITY

Barbara Jordan's speeches give many examples of impassioned oratory. Students may note these, or they may note also how Barbara Jordan could reach to people's hearts and make them want to involve themselves in bettering the country. Some students may want to read her speeches aloud.

Lois Gibbs

WHAT DID YOU LEARN?

1. A neighborhood was built on 20,000 gallons of toxic waste, affecting the health of the community.
2. Love Canal highlighted the dangers of hazardous chemicals. It led to the evacuation of an entire neighborhood, and an environmental clean up. It also led to new legislation creating the U.S. Environmental Protection Agency's "Superfund."

ACTIVITY

Letters will vary. Students should conduct research to learn about environmental concerns in their community. Their letters

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should express their concern about the issues and may also ask for a specific legislative response. If students feel strongly about their issue, suggest that they send their letters to their representatives.

Literature

The Bluest Eye

ANALYZING LITERATURE

1. The common theme is that of how to live in a world where being white—blonde-haired, blue-eyed—is the ideal, an ideal that, as black girls, neither Claudia nor Pecola will ever be able to achieve.
2. Answer calls for an opinion. Students may write that African Americans as a group do not always share the same opinions and reactions. Examples from the text that illustrate racial relations include Black Power or affirmative action. The majority group is often unaware of the desires and frustrations of minority groups.

Primary Source

Justice Department Memo Concerning the Indictment of Richard Nixon

WHAT DID YOU LEARN?

1. The memo writers believed that future presidents would be shielded from prosecution, despite any criminal activity the presidents may engage in. This would make them more likely to abuse their office.
2. The writers believe that Nixon's trial might divide the nation even further. They also point out that barring Nixon from prosecution on the grounds of "massive pre-trial publicity" would keep future presidents from being held accountable for their actions.
3. Answers will vary. Possible answer: Nixon should have been indicted to preserve the integrity of the criminal justice system and the office of the presidency. There was evidence that Nixon committed crimes and thus a trial was needed to establish that no person is above the law.

An American Hostage in Iran

WHAT DID YOU LEARN?

1. By blindfolding the hostage and binding his hands, the Iranians were establishing that they were in complete control and that the American was at their mercy. Blindfolding and binding also reduced any possible chance of escape.
2. The Iranians appear to be interrogating the hostage. The large group of Iranians gathered around the American suggests that they were staging a show of strength for the international media.
3. The Iranians have surrounded a powerless American, who is blindfolded and bound. One student is gripping the American's arm. The photograph symbolizes Iran's power and America's weakness and powerlessness during the hostage crisis.

History and Geography

Presidential Elections, 1968 and 1972

MAP ACTIVITY

1. Students should color all states except Massachusetts.
2. Students should use a different color to fill in Massachusetts.
3. Students should add stripes to WA, MN, MI, ME, RI, CT, NY, PA, MD, WV, GA, AL, MS, AR, LA, TX, and HI.
4. Students should create an appropriate key indicating the significance of the color-coding and the stripes.

ANALYZING MAPS

1. 5 states: Arkansas, Louisiana, Mississippi, Alabama, and Georgia
2. the South
3. 17 states: WA, MN, MI, ME, RI, CT, NY, PA, MD, WV, GA, AL, MS, AR, LA, TX, and HI
4. Democratic Party
5. no

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