

BILL *of* RIGHTS

INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 14: 1960-1968

Contents

CHAPTER 14 INTRODUCTORY ESSAY: 1960–1968.....	3
NARRATIVES	5
John F. Kennedy's Inauguration	5
Freedom Riders.....	6
Rachel Carson and <i>Silent Spring</i>	7
The Cuban Missile Crisis	8
The March on Birmingham.....	9
Betty Friedan and the Women's Movement.....	10
The Vietnam War: Ia Drang Valley.....	11
Students and the Anti-War Movement	11
Black Power	12
The Election of 1968	13
DECISION POINTS.....	14
Protests at the University of California, Berkeley	14
Free Speech and the Student Anti-War Movement	15
Lyndon B. Johnson's Decision Not to Run in 1968.....	16
POINT-COUNTERPOINT	18
Was the Great Society Successful?	18
PRIMARY SOURCES.....	19
John F. Kennedy, Inaugural Address, January 20, 1961	19
Rachel Carson, <i>Silent Spring</i> , 1962.....	20
Students for a Democratic Society, "Port Huron Statement," 1962	21
Betty Friedan, <i>The Feminine Mystique</i> , 1963.....	21
Martin Luther King Jr., "Letter from Birmingham Jail," 1963	23
Martin Luther King Jr., "I Have a Dream," August 28, 1963	25
The Tonkin Gulf Resolution, 1964.....	26
Malcolm X, "The Ballot or the Bullet," April 12, 1964	27
Lyndon B. Johnson, Commencement Address at the University of Michigan ("Great Society" Speech), May 22, 1964	29
Lyndon B. Johnson, "Peace Without Conquest," April 7, 1965	30

The Vietnam War Experience: An Interview with Veteran William Maxwell Barner III.....	32
Image Analysis: March on the Pentagon, October 21, 1967	33
Walter Cronkite Speaks Out against Vietnam, February 27, 1968	34
LESSONS.....	35
Civil Disobedience across Time	35
UNIT 7 ESSAY ACTIVITY	38

CHAPTER 14 INTRODUCTORY ESSAY: 1960–1968

Review Questions

1. The 1960 presidential election featured Democratic and Republican candidates who
Answer: C. both entered Congress in 1946 after serving in World War II
2. The term Sun Belt refers to the region that
Answer: B. encompasses states with fast-growing populations along the southern border
3. The Sun Belt has all the following except
Answer: D. the Great Plains states
4. The 1960 presidential election was noteworthy because
Answer: B. the use of televised debates became important in presidential political campaigns
5. The Port Huron Statement was the founding document of which group?
Answer: D. Students for a Democratic Society (SDS)
6. The earliest event in President John Kennedy's foreign policy dealings with Cuba was the
Answer: B. execution of the ill-fated Bay of Pigs invasion
7. President John Kennedy decided he could prop up the South Vietnamese government using counterinsurgency tactics, which would
Answer: C. use counter guerrilla tactics by highly trained units using unconventional tactics
8. The results of the economic policies of the Eisenhower Administration caused President John Kennedy to support
Answer: B. a move toward Keynesian policies to stimulate the economy
9. A central idea of author Michael Harrington's book *The Other America* was that
Answer: A. poverty in the United States was more widespread than people thought
10. The sit-ins at the Woolworth lunch counters in Greensboro, North Carolina, most immediately led to
Answer: D. creation of the Student Nonviolent Coordinating Committee
11. Civil disobedience and direct action were demonstrated in all the following events except
Answer: C. the March on Washington for Jobs and Freedom
12. The Warren Commission investigated
Answer: A. President Kennedy's assassination
13. The Johnson administration initiated all the following programs as part of its War on Poverty except
Answer: D. Social Security
14. The Immigration Act of 1965 altered twentieth-century American immigration policy by
Answer: D. ending the national-origins quota system
15. The Johnson Administration's approach to the Vietnam Conflict is best summarized as a(n)
Answer: A. escalation
16. The Warren Court is best known for a series of decisions that
Answer: C. expanded individuals' constitutional rights
17. The civil rights movement was a positive inspiration for all the following except
Answer: B. the Republican resurgence in the 1960s
18. The Beat Generation influenced the development of the
Answer: C. counterculture
19. The person most closely associated with the Black Power movement was
Answer: B. Stokely Carmichael
20. Compared with earlier movements for women's rights, "second wave" feminism
Answer: B. challenged inequalities in relationships, the workplace, and the home

Free Response Questions

1. Explain how the liberalism of the 1960s lost momentum by the end of the decade.

Answer: John F. Kennedy's election victory ushered in a decade known for its liberal reforms. His assassination accelerated the passage of policies designed to expand the role of the government in the economy and address social inequities, as his successor, Lyndon Johnson, maneuvered through Congress programs to wage a war on poverty, major civil and voting rights legislation, and environmental legislation. Even the U.S. Supreme Court delivered a series of decisions under Chief Justice Earl Warren that redefined individual constitutional rights. But the energy unleashed by the civil rights movement, growing concerns over the war in Southeast Asia, and a more active anti-establishment youth culture led to social activism and greater civil unrest. This was especially the case in the nation's northern cities. By 1968, concerns over what was seen as growing lawlessness had led to a backlash against Democratic control of the federal government and ultimately led to the election of Republican Richard Nixon.

2. Explain how the civil rights movement's tactics and strategies changed in the 1960s.

Answer: In the aftermath of the *Brown v. Board of Education* decision and other victories of the civil rights movement in the late 1950s, real change came slowly. In the early 1960s, more direct action and more vocal protests by a younger generation took hold, such as the lunch-counter sit-ins that spread across the South. As violent confrontations escalated between civil rights activists and those opposed to change in places like Birmingham and Selma, Alabama, and on the freedom rides in Mississippi, challenges to older civil rights organizations like the Southern Christian Leadership Conference and the NAACP developed. Groups like the Student Nonviolence Coordinating Committee and CORE pushed for more action. The civil rights movement also spread from the South into northern cities. Although the fight to end racial segregation or sustain it continued even in the aftermath of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, more militant actions and voices rose. Black nationalism and the black power movement emerged in the second half of the 1960s, provoking an equally violent response. Civil unrest accelerated in northern cities.

3. Discuss the impact of the civil rights movement on other activist movements in the mid to late 1960s.

Answer: The energy, strategies, and tactics used by the civil rights movement served as the model and inspiration for other movements. Anti-war activists, free-speech advocates, and supporters of women's rights and other minority-rights advocates often had civil rights movement experience. The boycotts, sit-ins, and protest marches that had been used for years by civil rights activists were adopted by the other movements as well. For example, marches on Washington, DC, occurred for civil rights and to protest the Vietnam War in the 1960s.

4. Explain the significance of the Tet Offensive to American support for the Vietnam War and its impact on the 1964 presidential election.

Answer: Despite President Johnson's assurances that the United States and its allies were making steady progress toward victory in Vietnam, the 1968 Tet Offensive undermined public support. The Communists launched a surprise offensive at the end of January 1968, and the capital of South Vietnam, Saigon, and other smaller cities were overrun. The Communists took heavy casualties and lost their positions in South Vietnam, but the damage to American public support was done. Although Tet was a military defeat, it was a psychological victory for the Communists, ultimately leading to President Johnson's decision not to run for reelection in 1968 and the collapse of American support for the war.

AP Practice Questions

1. A historian might use these maps to support the hypothesis that

Answer: B. there was an electoral backlash to the federal government's policies in the mid-1960s

2. The maps best reflect which continuity in American history?

Answer: D. Major national and international events can profoundly affect electoral majorities.

3. What was the major cause of change between 1964 and 1968?

Answer: C. Reaction to military action in Vietnam and Johnson's Great Society

4. Which group would most likely support the point of view expressed in the excerpt?

Answer: D. Liberal supporters of the Warren Court decisions

5. The sentiments expressed in the excerpt were most directly shaped by belief in

Answer: C. the limited welfare state

6. The goals expressed in the excerpt were most directly affected by

Answer: B. government spending on the Vietnam War

NARRATIVES

John F. Kennedy's Inauguration

Review Questions

1. Which of the following best summarizes a main point of Kennedy's inaugural address?

Answer: D. Encouragement of public service

2. President John F. Kennedy did not discuss which of the following topics in his inaugural address?

Answer: B. Taxes

3. For inspiration in the drafting of this inaugural address, President John Kennedy turned to which historic example?

Answer: B. Lincoln's Gettysburg Address

4. John F. Kennedy wanted to focus on foreign policy in his inaugural speech primarily because

Answer: A. domestic policies divided Americans at home

5. In his inaugural address, President Kennedy stated it was the responsibility of industrialized nations to

Answer: D. help rid the world of nuclear weapons

6. The "greatest generation" refers to those Americans who dealt with the challenges of

Answer: B. the Great Depression and World War II

Free Response Questions

1. Identify and explain the key components of John F. Kennedy's inaugural address.

Answer: Kennedy's inaugural address committed the United States, led by a new generation of Americans, to defending freedom during the Cold War. It also expressed concern for the poorer nations of the globe and the sentiment that a free society should help those who are poor. Kennedy affirmed that the United States would maintain a strong defense while acknowledging the dangers of nuclear weapons. He raised the prospect of negotiations between the superpowers to lessen those dangers. He closed his inaugural speech with a call to public service and sacrifice amid postwar plenty. His call was one of responsibility, as a global and strategic superpower, to serve other nations and the cause of peace.

AP Practice Questions

1. Which of the following actions of the Kennedy administration best reflects the message in the excerpted address?

Answer: B. Negotiation and ratification of the Nuclear Test Ban Treaty

2. The ideas expressed by Kennedy in the excerpt were most similar to which twentieth-century policies?

Answer: B. Woodrow Wilson's post-World War I peace plan

3. This excerpt was most directly shaped by

Answer: C. the expansion of nuclear arsenals by the United States and the Soviet Union

Freedom Riders

Review Questions

1. The freedom rides in 1961 were most directly inspired by

Answer: A. the lunch counter sit-ins started in Greensboro, North Carolina

2. Freedom riders from the early 1960s were best known for

Answer: D. challenging segregated seating on interstate bus routes

3. Response to the freedom riders as they travelled throughout the South illustrated

Answer: B. varied racial attitudes and reactions on the part of southerners

4. The freedom riders encountered the most violent reactions to their methods in

Answer: D. Birmingham, Alabama

5. The federal government's response to the freedom rides was characterized generally by

Answer: C. observation and information gathering but limited actual support

6. Compared with earlier tactics in the movement, in the early 1960s, new civil rights groups advocated greater emphasis on

Answer: A. taking direct action

7. The actions of the freedom riders most directly contributed to the

Answer: B. Civil Rights Act of 1964

Free Response Questions

1. Explain how the freedom riders of the early 1960s drew upon the U.S. Constitution to justify their actions.

Answer: The freedom riders, inspired by the students who engaged in the lunch counter sit-ins, sought to integrate interstate buses traveling in the South. The Congress of Racial Equality's new president, James Farmer, proposed the first freedom ride to commemorate the anniversary of the *Brown v. Board of Education* decision. The freedom riders sought to challenge lack of enforcement of an earlier Supreme Court decision. In *Morgan v. Commonwealth of Virginia* (1946), the Supreme Court stated that segregated seating on interstate buses was unconstitutional, but the ruling was largely ignored in southern states. In 1960, the Supreme Court followed up on its earlier decision and ordered the integration of interstate buses and terminals.

2. Explain how the freedom rides of the early 1960s represented an evolution in the methods of the civil rights movement.

Answer: As the modern civil rights movement entered the 1960s, new organizations developed with an agenda that included the use of more direct action to challenge segregation. Inspired by the college students who had engaged in the first lunch counter sit-ins, the Congress of Racial Equality (CORE) sought to challenge interstate bus segregation by training volunteers in direct action techniques. Over the next few years, civil rights activists directly confronted segregation through nonviolent tactics at places like Birmingham and Selma to arouse the national conscience and pressure the federal government for passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

AP Practice Questions

1. The events in the image most directly led to

Answer: B. increased support for passage of the Civil Rights Act of 1964

2. The event in the photograph contributed to which of the following?

Answer: A. Debates over the role of government in American life

3. The event in the image was most directly shaped by

Answer: C. a desire to achieve the promise of the Fourteenth Amendment

Rachel Carson and *Silent Spring*

Review Questions

1. What pesticide did Rachel Carson and other early environmentalists condemn?

Answer: B. DDT

2. What was the title of Rachel Carson's book, which strongly influenced the environmental movement?

Answer: B. *Silent Spring*

3. After World War II, American farmers trying to protect their crops from insect damage increasingly turned to

Answer: A. chemical pesticides

4. The biologist most credited with launching the modern environmental movement is

Answer: D. Rachel Carson

5. One long-term success of Earth Day, first celebrated in 1970, was that it

Answer: B. resulted in curricula being developed for environmental courses, raising nationwide environmental awareness

Free Response Questions

1. Explain how Rachel Carson's book *Silent Spring* sparked the beginnings of the modern environmental movement.

Answer: In 1962, biologist Rachel Carson published a book, *Silent Spring*, that drew upon existing scientific research to outline the impact of the chemical pesticide DDT on the environment. Hailed as an effective solution to combat a variety of insect pests, DDT was used indiscriminately across the nation in a variety of settings. The effects on wildlife were devastating. Carson brought these effects to the nation's attention by detailing a landscape severely damaged by DDT. She criticized the chemical companies and the government for not recognizing and preventing the problem. Her critique led to the creation of the Environmental Defense Fund and the mobilization of those seeking to educate the public about environmental issues and create effective public policy.

2. Explain the impact of environmental activism on the Nixon Administration.

Answer: After months of continued public activism, the federal government under President Nixon created the Environmental Protection Agency (EPA) on December 2, 1970. The EPA's stated mission is to eliminate "damage to the environment and biosphere and stimulate the health and welfare of man" and "to enrich understanding of the ecological systems and natural resources." The EPA was charged with addressing major concerns many Americans had raised about the country's water supply and urban air pollution. This led to the revival of the Clean Water Act, enacted in 1948 and amended in 1972 to protect the nation's waters from pollution. Similarly, the Clean Air Act was originated in 1963, but due to the surge in environmental awareness and activism after the publication of *Silent Spring*, it too was amended in 1977 and again in 1990.

AP Practice Questions

1. The excerpt provided was most directly shaped by

Answer: C. unintended consequences of post–World War II industrial technology

2. The text in the excerpt challenged which prevailing attitude of the late 1960s?

Answer: B. Decline of public trust in government

3. Which group would most likely support the point of view expressed in the excerpt?

Answer: C. Critics of the military-industrial complex

The Cuban Missile Crisis

Review Questions

1. The Cold War world came closest to seeing the use of nuclear weapons during the

Answer: C. Cuban Missile Crisis

2. All the following occurred during the Cuban Missile Crisis except

Answer: D. a military invasion of Cuba

3. The Cuban Missile Crisis was resolved by

Answer: A. an American pledge not to invade Cuba

4. The Cuban Missile Crisis can be seen in the larger geopolitical context as

Answer: A. a clash of post–World War II global powers

5. Fidel Castro's leadership of Cuba alarmed the United States primarily because Castro

Answer: C. aspired to export revolution throughout Latin America

6. A year before the Cuban Missile Crisis, Khrushchev and Kennedy disagreed over the fate of a city in which Cold War battleground nation?

Answer: C. Germany

7. Which concession did President Kennedy make to resolve the Cuban Missile Crisis?

Answer: B. Lifting the quarantine of Cuba

Free Response Questions

1. Analyze Nikita Khrushchev's objectives in placing nuclear weapons in Cuba in 1962.

Answer: The roots of the Cuban Missile Crisis were planted a year earlier and a continent away when President Kennedy refused to allow the Soviets to incorporate West Berlin into East Berlin. Embarrassed, Khrushchev then sought to best Kennedy and the United States in another geopolitical contest. Cuba's Fidel Castro, looking for political standing after the Cuban Revolution, provided that opportunity by playing the U.S.S.R. against Communist China in his search for an ally. By becoming that ally and shipping weapons to Cuba, Khrushchev sought to challenge American power in its own backyard.

2. Evaluate the outcome of the Cuban Missile Crisis on the U.S. Cold War foreign policy.

Answer: The Cuban Missile Crisis introduced a sober new realism to U.S.–Soviet relations despite the Soviets backing down from their installation of missiles in Cuba. Kennedy emerged emboldened by the crisis after getting tough with the Soviets and winning. A diplomatic hotline was installed between Washington, DC, and Moscow, and a nuclear test ban treaty was signed between the two countries. Khrushchev was later removed from office and replaced by hardliner Leonid Brezhnev, and a new phase in the relations between the two countries began.

AP Practice Questions

1. What was a direct result of the situation depicted in the provided map?

Answer: B. The extension of Cold War competition to Latin America

2. The image most directly resulted from what earlier policy?

Answer: C. A strategy of containment

3. The situation portrayed in the image contributed to which of the following?

Answer: B. The signing of a nuclear test ban treaty between the United States and the U.S.S.R.

The March on Birmingham

Review Questions

1. The Albany campaign was originated by activists from
Answer: B. the Student Nonviolent Coordinating Committee
2. The success of the Birmingham civil rights campaign occurred with
Answer: A. the enlistment of minors in a “children’s crusade”
3. The Birmingham police commissioner during the Birmingham campaign was the notorious
Answer: D. Eugene “Bull” Connor
4. The March on Washington was originally proposed by
Answer: B. A. Philip Randolph
5. How did the strategies of the civil rights movement change as the movement entered the mid-1960s?
Answer: C. It included more direct and confrontational challenges to Jim Crow legislation.
6. Leaders of the civil rights movement believed the main formula for attracting more sympathy from the media was to have
Answer: B. peaceful protesters who were subjected to violence by defenders of Jim Crow laws
7. Dr. Martin Luther King Jr. considered the most segregated U.S. city to be
Answer: A. Birmingham, Alabama

Free Response Questions

1. Compare the success of the Birmingham campaign with that of the Albany campaign.
Answer: The Albany civil rights campaign suffered from several limitations that the Birmingham campaign did not. Albany, Georgia, was the first instance of mass direct action in which large numbers of African American adults went to jail to demonstrate their commitment, and it was the first civil rights campaign led by an alliance of local and outside organizations. Despite those firsts, it is also widely regarded as the movement’s first significant setback. The police chief outwitted the protesters by securing enough jail space to house them and ordering his officers to refrain from violence against them. In Birmingham, movement leaders focused on gaining sympathetic attention from national news media, even if it meant protestors had to deal peacefully with racial violence. Allowing students to replace adults in the protest meant an almost unlimited supply of people to overfill the Birmingham jails. The superior unity and focus of the protestors in Birmingham, and the hostility and intemperance of Commissioner “Bull Connor” who called out fire hoses and dogs on protestors, led to success in Birmingham.
2. Explain why Birmingham, Alabama, became the target of a civil rights protest.
Answer: Birmingham was at the heart of racial segregation and discrimination in the south, and the city’s commissioner of Public Safety, Eugene “Bull” Connor, was a hardline segregationist. Employment opportunities for African Americans were generally limited, and the large majority of black citizens were prevented, by law or intimidation, from voting. Brutality against blacks was, according to Reverend Martin Luther King Jr., “an unquestioned and unchallenged reality.”
3. Summarize the key points in Martin Luther King Jr.’s “Letter from a Birmingham Jail.”
Answer: In “Letter from a Birmingham Jail,” drafted during his stay in jail, King explained and defended the practices of nonviolent direct action and civil disobedience. He argued that the civil rights movement, in its means and ends, was in accord with the higher-law tradition of western moral philosophy epitomized in the Declaration of Independence. This response became the civil rights movement’s classic statement of its principles.

AP Practice Questions

1. The sentiments expressed in the lyrics contributed to which of the following?

Answer: B. Social justice movements

2. Which of the following developments was a result of the sentiments expressed in the lyrics?

Answer: A. Passage of the 1964 Civil Rights Act

3. What group would support the point of view expressed in the lyrics?

Answer: C. Advocates of direct action

Betty Friedan and the Women's Movement

Review Questions

1. Which of the following accurately compares first- and second-wave feminism?

Answer: C. Both movements sought constitutional change to guarantee various rights to women.

2. The organization cofounded by Betty Friedan was

Answer: A. the National Organization for Women

3. Friedan's ally and also rival in the feminist movement was

Answer: D. Gloria Steinem

4. What was the fate of the Equal Rights Amendment?

Answer: A. It was never ratified by the required 38 states.

5. According to Betty Friedan, the statement "Is this all?" represented

Answer: B. a critique of the suburban homemaker's life after World War II

6. Conservative reaction to Betty Friedan and Gloria Steinem and their supporters centered on their presumed

Answer: C. disruption of the traditional family structure

Free Response Questions

1. Explain the reasons the feminist movement gained national momentum in the 1960s.

Answer: After World War II, American women were expected to return home from their war jobs and help populate the growing suburbs. For America's middle-class, college-educated women, including Betty Friedan, the suburban life seemed inadequate. They wanted more. As the civil rights movement and postwar prosperity led to demands for rights and opportunities, questions about equal pay for equal work, reproductive rights, and sexual harassment motivated the feminist movement, sparked by Friedan's book *The Feminine Mystique*.

2. Explain why the feminist movement lost momentum in the 1970s.

Answer: Challenges to the feminist movement materialized in the 1970s. The movement splintered internally as women of different races and social classes felt ill-served by NOW and the mainstream feminist movement. Friedan and other leaders—highly educated, middle class, and white—did not reflect the issues and concerns of all women. In addition, conservatives expressed concern that feminist goals would destroy the traditional family. The backlash against feminism, led by Phyllis Schlafly and the Eagle Forum, helped turn public opinion against the movement, leading to the defeat of the Equal Rights Amendment.

AP Practice Questions

1. The action in the image occurred in the context of

Answer: C. national attention to the ideas of rights and opportunity

2. Which group would most likely support the point of view indicated in the photo?

Answer: C. Members of the counterculture

3. The image most directly reflects a continuation of whose sentiments?

Answer: B. Alice Paul

The Vietnam War: Ia Drang Valley

Review Questions

1. President Lyndon B. Johnson authorized a dramatic escalation of U.S. military involvement in Vietnam in 1964 primarily because

Answer: A. South Vietnam was on the verge of political and military collapse

2. Initially, President Johnson increased the American military presence in Vietnam by ordering

Answer: B. a surge in ground forces

3. General Westmoreland pursued an “attrition strategy,” meaning that the United States wanted to

Answer: B. inflict enemy casualties at a faster rate than replacements could be found

4. After the battles in the Vietnamese central highlands in 1965, the North Vietnamese strategy became

Answer: D. guerilla tactics designed to wait out American support

5. The battle of the Ia Drang Valley

Answer: B. prevented North Vietnamese forces from driving to the South China Sea

6. North Vietnam’s military strategy during the Vietnam War

Answer: D. depended on patience and a belief that time favored the communist side

Free Response Questions

1. Explain why President Lyndon Johnson expanded U.S. involvement in Vietnam.

Answer: By the end of 1964, South Vietnam was on the verge of political collapse. If that happened, Johnson feared the loss of American credibility would embolden its communist adversaries, especially the Soviet Union and China, hurt U.S. credibility on the international stage, and jeopardize Johnson’s domestic agenda. He thus began to include air strikes and more ground troop involvement.

2. Assess the lessons drawn from the Ia Drang battle by the United States and the North Vietnamese.

Answer: At the conclusion of the battle, the communist drive to the sea had been halted and North Vietnamese casualties were 10 times the American number. American General Westmoreland believed his attrition strategy could win the war. Others thought the cost in American and Vietnamese lives would be alarmingly high, leading to more American troop deployment. The North Vietnamese drew their own lessons; from then on, they sought to avoid direct frontal confrontation with a better-armed adversary with air superiority. Instead, they preferred guerilla-style actions and planned to wait out the United States’ interest in the conflict.

AP Practice Questions

1. Which of the following was a direct result of the trend demonstrated in the chart?

Answer: D. Debates about the appropriate power of the executive branch to conduct military policy

2. Which of the following was a significant cause of the trend from 1963 to 1968 shown in the chart?

Answer: A. U.S. support for noncommunist regimes

3. The military conflict in the area identified in the chart was most directly shaped by

Answer: B. postwar decolonization

Students and the Anti-War Movement

Review Questions

1. Which New Left document did Columbia University sociologist C. Wright Mills inspire?

Answer: B. The Port Huron Statement

2. The New Left believed which group was the vanguard of radical social and economic change?

Answer: C. Intellectuals

3. Most anti-war student activists of the 1960s came from

Answer: D. Democratic households

4. The aftermath of the Freedom Summer led to

Answer: B. calls for greater militancy in civil rights organizations

5. The New Left argued that

Answer: A. labor unions had abandoned the old left's goals by joining the power elite

6. According to the New Left, the power elites were

Answer: B. former federal bureaucrats, union leaders, and corporate executives

7. College campuses became centers of anti-war protest for all the following reasons except

Answer: D. high numbers of college graduates among enlisted soldiers' ranks

8. Anti-war protests increased during the Vietnam War with the

Answer: A. institution of the draft

Free Response Questions

1. Compare the demographics of the baby boomers who protested the Vietnam War with those who fought in the war.

Answer: Anti-war protestors tended to come from suburban, middle- to upper-income backgrounds and attend college, whereas those who served in the military tended to come from working-class families and did not attend college. Student draft deferments solidified the class divisions between the two groups because few college students in the 1960s came from working-class backgrounds.

2. Discuss the New Left's critique of American society and foreign policy.

Answer: In the 1960s, the New Left was influenced by the writings of Columbia sociologist C. Wright Mills, Wisconsin historian William A. Williams, and Brandeis philosopher Herbert Marcuse to challenge existing American society and foreign policy. These men believed the United States was an expansionist nation, and, according to Marcuse, it was also an internally oppressive nation that hid its nature behind the false front of democracy. It was up to intellectuals to challenge the betrayal of democracy by the power elite (i.e., bureaucrats, corporate executives, and union leaders). Radicalized student groups like the Students for a Democratic Society based their agendas on this sentiment.

AP Practice Questions

1. The event that most likely shaped the situation described in the poster was the

Answer: C. Vietnam War

2. The message of the poster most directly illustrates

Answer: B. the fringes of the counterculture

3. Which of the following best describes a political effect of the situation alluded to in the poster?

Answer: A. a resurgent conservatism movement

Black Power

Review Questions

1. James Meredith undertook his "March Against Fear" to

Answer: A. promote black voter registration

2. The person with the deepest influence over the Black Power movement was

Answer: D. Malcolm X

3. Stokely Carmichael argued that the call for Black Power signified a demand for

Answer: B. an effective share of power for blacks in the United States

4. The Black Panther Party for Self-Defense was characterized by all the following except

Answer: D. it was modeled after Dr. King's Southern Christian Leadership Conference

5. Malcolm X's statement "In 1964, it's the ballot or the bullet" most clearly reflected

Answer: A. growing frustration with the tactics and limited success of Martin Luther King Jr. and his followers

6. According to Malcolm X, black nationalism is best described as

Answer: B. black economic and political control over black communities

7. Malcolm X's calls for black power and defensive violence resonated most strongly with

Answer: B. residents of northern urban ghettos

8. Black Power was most strongly supported by the

Answer: C. Black Panthers

Free Response Questions

1. Compare the main ideas included in the term Black Power with the tactics of Martin Luther King Jr. and the SCLC.

Answer: Black Power emphasized racial pride and political autonomy. Activists believed the more moderate voices, such as Martin Luther King Jr. and the SCLC, did not go far enough in their goals for civil rights. Black Power leaders such as Malcolm X rejected integration, calling instead for black nationalism and increased militancy.

2. Explain the causes of the rise of Black Power as a significant force in U.S. politics in the mid to late 1960s.

Answer: The rise of Black Power coincided with a growing sense of outrage at the violence perpetrated against protesters, freedom riders, and voting-rights volunteers. The increasing militancy of the Student Nonviolent Coordinating Committee and impatience with the Southern Christian Leadership Conference's insistence on nonviolence even in response to violence contributed to its rise. Skeptics emerged who challenged the possibility and desirability of integration and of the civil rights movement's ability to address socioeconomic issues beyond desegregation.

3. Discuss the reasons for the decline of the Black Power movement as a significant force in American politics in the mid to late 1960s.

Answer: The militancy and seeming approval of violence by Black Power advocates, especially as civil unrest and rioting spread across American cities in the mid-late 1960s, limited its appeal. In addition, suggestions of anti-Americanism in the message of supporters of Black Power and their rejections of integration and middle-class American ideals took their toll. Organizational problems within groups such as SNCC and the Black Panther Party, the socialist sympathies of Stokely Carmichael and Huey Newton, and the criminality of some in the Black Panthers hurt support. This does not mean, however, that the basic ideas and tenets of Black Power have vanished from the country's political scene.

AP Practice Questions

1. A historian could use this image to support

Answer: C. the increased debate among civil rights activists over the efficacy of nonviolence

2. Which of the following groups would most likely support the point of view in the image?

Answer: C. Black nationalists

3. This image best challenged the idea that

Answer: A. legal and political progress toward Reconstruction-era promises had occurred

The Election of 1968

Review Questions

1. During the presidential campaign of 1968, the Democratic Party

Answer: B. found itself split between factions supporting and opposing the war

2. In the 1968 presidential election, the Democratic party lost support in

Answer: A. the South or “Sun Belt”

3. President Lyndon B. Johnson responded to the events of 1968 by

Answer: B. calling on North Vietnam to formally begin peace negotiations

4. Richard Nixon’s 1968 presidential campaign appealed to those voters

Answer: A. seeking law and order to counter urban and social unrest

5. Robert F. Kennedy’s announcement that he would enter the race for the Democratic presidential nomination in 1968

Answer: B. represented a serious challenge to Lyndon B. Johnson’s renomination

6. The events of 1968 led President Lyndon B. Johnson to alter his foreign policy by

Answer: C. promoting peace talks with North Vietnam

Free Response Questions

1. Explain how the events of 1968 contributed to the backlash phenomena that helped elect Richard Nixon.

Answer: The year 1968 was tumultuous, filled with events that questioned the liberalism of the 1960s and led to the election of conservative Republican Richard Nixon. The January Tet Offensive in Vietnam, although a defeat for the Communist forces that overran South Vietnam’s capital, strengthened the anti-war movement in the United States. Years of civil unrest in northern cities, sparked by the evolving civil rights movement, the rise of the counterculture, and other movements, led many to question the long-term success of liberal governmental policies. The assassinations of Martin Luther King Jr. and Robert Kennedy and the decisions of the Supreme Court led by Chief Justice Warren contributed to questions about growing lawlessness in the United States. This concern about the breakdown of law and order helped Nixon secure the White House in 1968.

AP Practice Questions

1. The text in the excerpt most directly led to

Answer: C. a scramble for leadership within the Democratic Party

2. The excerpt most directly reflected a growing belief that

Answer: C. the policy of containment had its limitations

3. The text in the excerpt was written in response to

Answer: B. military actions undertaken in Southeast Asia

DECISION POINTS

Protests at the University of California, Berkeley

Review Questions

1. In the 1960s, University of California president Clark Kerr believed higher education would be central to the training of

Answer: C. knowledge workers

2. The Berkeley Free Speech Movement culminated in all the following except

Answer: D. the replacement of the Black Panthers by the Berkeley Free Speech Movement in urban areas

3. Undergraduate Mario Savio had just participated in which civil rights protest campaign just before the birth of the Berkeley Free Speech Movement?

Answer: B. The Mississippi Freedom Summer

4. Berkeley Free Speech Movement student activists protested by

Answer: A. occupying the administration building

5. As the protests escalated and the Berkeley Free Speech Movement broadened its attack on American society and foreign policy, libertarian, conservative, and moderate students

Answer: A. abandoned the movement

6. Although the Berkeley Free Speech Movement attracted nationwide attention as the symbol of liberal campus protests, in fact, its supporters

Answer: D. initially were from an ideological cross-section of the campus

7. The confrontation that prompted the Berkeley Free Speech Movement occurred between

Answer: A. campus officials and civil rights activists

Free Response Questions

1. Compare Clark Kerr's and Mario Savio's views of politics and education relative to the Berkeley Free Speech Movement event.

Answer: Clark Kerr, the president of the University of California system, was, at heart, a New Deal Democrat who believed the federal government could, and should, build a better America. He believed the California college system should develop a three-tiered system: universities for the academic elite, California State schools for the academically mid-range students, and community or junior colleges for the rest. Universities would help build a better future for America by developing America's workers for a postindustrial society. An undergraduate student from New York with an Italian-Catholic, working-class background, Mario Savio saw higher education as a tool to turn students into mindless corporate employees. These differing experiences and viewpoints led to conflict culminating in the Berkeley Free Speech Movement.

2. Explain the legacies of the Berkeley Free Speech Movement (FSM).

Answer: Berkeley became the media symbol of student protest. The Free Speech Movement's mobilization inspired subsequent national campus mobilization to protest the escalating Vietnam War. As the civil rights movement and the Vietnam War controversies took hold across the nation during the 1960s, free speech and the challenges to it sparked growing controversy on college campuses and in the nation as a whole.

AP Practice Questions

1. This excerpt challenged what prevailing norm?

Answer: A. The social and political conformity of the post–World War II era

2. Which group would most likely support the point of view expressed in the excerpt?

Answer: A. Members of the counterculture

3. Which of the following developments represented a continuation of the sentiments expressed in the excerpt?

Answer: C. Anti-Vietnam War protests

Free Speech and the Student Anti-War Movement

Review Questions

1. Mary Beth Tinker protested the Vietnam War by

Answer: B. wearing a black armband to school

2. In *Tinker v. Des Moines Independent Community School District*, the U.S. Supreme Court ruled that

Answer: C. the constitutional rights of public school students did not stop at the schoolhouse door

3. Which statement regarding the antiwar movement is incorrect?

Answer: A. Anti-war protests usually featured violent clashes with the police.

4. President Lyndon Johnson's escalation of the war in Vietnam occurred primarily as a result of

Answer: A. the Gulf of Tonkin Resolution

5. John and Mary Beth Tinker wore black armbands to school protesting the Vietnam War to

Answer: D. mourn Vietnamese and American casualties of the war

6. The immediate event that led the Tinkers to seek legal redress in court was

Answer: C. their suspension from their public school

7. During the years the *Tinker* case was working its way through the U.S. court system, the war in Vietnam

Answer: B. lost public support

Free Response Questions

1. Explain why the Tinkers and their friend Eckhardt decided to wear black armbands to school in 1965.

Answer: The Tinkers and Eckhardt were opposed to the Vietnam War and sought a constructive way to express that opposition without causing a disturbance at school. They wanted to mourn American and Vietnamese casualties and show their support for a potential Christmas truce and the possibilities of a negotiated settlement of the war.

2. Explain how the decision in the *Tinker v. Des Moines Independent Community School District* case was consistent with other Warren court decisions.

Answer: The U.S. Supreme Court under Chief Justice Earl Warren decided a number of cases in the 1950s and 1960s that expanded individual rights. The expansion of these individual rights often came at the expense or limitation on the rights of state power or their authorized agents, like the police or school districts. This is what happened in the *Tinker* case. The majority of the court recognized that the school district's suspension of the Tinkers for wearing armbands to protest the Vietnam War was unconstitutional because it violated the students' right to free speech guaranteed under the First and Fourteenth Amendment and made applicable to the states by incorporating the Fourteenth Amendment's equal protection clause.

AP Practice Questions

1. The conditions discussed in the excerpt influenced

Answer: A. an expansion of protests against U.S. containment policy during the Cold War

2. The excerpt most directly resulted from

Answer: C. the anti-war movement

3. The excerpt was most directly shaped by the constitutional principle of

Answer: B. judicial review

Lyndon B. Johnson's Decision Not to Run in 1968

Review Questions

1. Republican candidate Richard Nixon played on all the following concerns in his 1968 presidential campaign except

Answer: C. widespread support of the Tet Offensive

2. The Tet Offensive in January 1968 marked a turning point because it

Answer: C. illustrated the limitations of U.S. military efforts in Vietnam

3. The third-party candidate who complicated the 1968 election was

Answer: A. George Wallace

4. President Lyndon B. Johnson responded to the events of 1968 by

Answer: C. ceasing bombing raids on North Vietnam and calling for peace negotiations

5. South Vietnam did not commit to a decision at the 1968 peace talks, because

Answer: A. it was awaiting the results of the U.S. election

Free Response Questions

1. Explain the impact of the Tet Offensive on the presidential election of 1968.

Answer: Though the Tet Offensive of January 1968 could be considered a military defeat for the Communist forces, it had a profound effect on anti-war sentiment and, ultimately, the 1968 presidential election by leading to a fractured Democratic party. After Tet, the public no longer supported the war or believed the administration's statements that the United States was winning. Robert Kennedy, a harsh critic of Johnson and an opponent of the war, emerged as a strong presidential contender. Third-party candidate George Wallace also entered the race, and Johnson announced he would not seek the nomination. After a contentious Democratic convention and the assassination of Robert Kennedy, Republican Richard Nixon emerged as the electoral winner.

AP Practice Questions

1. The provided excerpt most directly contributed to

Answer: B. a fracturing of the Democratic Party

2. The excerpt most directly reflected a growing belief that

Answer: C. military actions undertaken in Southeast Asia were not effective

POINT-COUNTERPOINT

Was the Great Society Successful?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Was the Great Society successful in using government programs to eradicate poverty for greater equality and opportunity in America, or did the Great Society fail to eradicate poverty and result in massive, unsustainable federal programs?	Claim B
Summarize this argument in one sentence, using your own words: <i>Answer: Although the Great Society did not fully eradicate poverty, it significantly improved conditions for the poor and needy in the United States.</i>	Compare the two arguments. To what extent do these claims support or oppose each other? <i>Answer: Although both authors agree poverty has not been fully eradicated, they disagree extensively about the success of the federal government in combating poverty.</i>	Summarize this argument in one sentence, using your own words: <i>Answer: The Great Society failed to solve the problem of poverty in the United States and actually contributed toward creating more social problems in society.</i>
Select and record the sentence or sentences that best demonstrate the historian's argument: <i>Answer: Adjusted for more modest, realistic expectations and measured by its material impact on the poverty rate and economic inequality in the 1960s and 1970s, the success of the Great Society is difficult to doubt.</i>		Select and record the sentence or sentences that best demonstrate the historian's argument: <i>Answer: The results are on display in every city, rural area, and community where poverty is high, and show the failure of the government in addressing the nation's problem with poverty.</i>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Speeches by President Johnson on what the Great Society was would help one understand the purpose of the newly created government programs. Accounts from individuals who lived in poor areas and from those who lived in affluent areas in the United States during this time would give perspectives on what solutions would lead to economic prosperity.

Explain how this debate highlights the changing role of the federal government in addressing the issue of poverty on the national level.

Answer: Creating the “Great Society” according to Johnson’s vision required a larger federal government with increased funding and authority. This further entrenched the expectation that was established during the New Deal that the federal government be responsible for combating poverty on a national level. Opponents to the Great Society generally questioned the effectiveness of having the federal government combat poverty, because state and local governments handled this issue prior to the New Deal.

PRIMARY SOURCES

John F. Kennedy, Inaugural Address, January 20, 1961

Sourcing Questions

1. Who was the audience for this speech?

Answer: The American people directly, diplomats in foreign countries, the Soviet Union, policy makers in the U.S. Congress.

2. What would be the objectives of this inaugural address?

Answer: To set the tone and goals for a new presidential term not only to the American people but the world at large as the United States is expanding its influence across the globe after WWII.

3. Briefly explain the world context in which this speech was given.

Answer: The Soviet Union and the United States were engaged in a cold war. The two countries did not fight directly but fought in proxy wars, and each sought to expand their influence across the globe.

Comprehension Questions

1. Where did rights come from, according to Kennedy? What Founding Era theory did this support?

Answer: From God; it is based in natural rights theory.

2. What postwar reconstruction policy was this passage referencing and how did it come to the aid of nations in need after World War II?

Answer: The Truman Doctrine and Marshall Plan were both used to contain communism after WWII. The Marshall Plan pledged money to nations to help rebuild their countries if they, in return, pledged to hold elections to establish democratic governments.

3. Who was the adversary Kennedy was speaking to in this passage? What is Kennedy referring to by the phrase “dark powers of destruction”?

Answer: Soviet Union. The “dark powers of destruction” refer to atomic bombs.

4. How does the phrase “So let us begin anew” signal a shift in his speech?

Answer: Kennedy now focuses on what could be, rather than what is. He speaks idealistically of how cooperation, technology, and goodwill can solve problems rather than create them.

5. Why does Kennedy say this work will likely go beyond his administration?

Answer: The work Kennedy suggests (e.g., eliminating poverty, disease, war and arms races) is extremely complex and cannot easily be solved.

6. What does Kennedy suggest with this phrase?

Answer: Kennedy suggests it is not the responsibility of the government but of its citizens to take the lead in creating a better country.

Historical Reasoning Questions

1. How did the “new generation of Americans” go on to “answer the call to service” in the United States and around the world?

Answer: Answers will vary. Possible answers: Peace Corps, United Nations, nongovernmental organizations, civil rights movement.

2. In his speech, President Kennedy says, “I do not believe that any of us would exchange places with any other people or any other generation.” Do you think this sentiment is true today? Explain.

Answer: Student opinions will vary. Accept reasoned answers.

3. Watch President Kennedy deliver his inaugural address (<https://www.youtube.com/embed/PEC1C4p0k3E>) and answer the following question. Which do you feel is more effective at communicating his message: reading the text or hearing its delivery? Explain.

Answer: Student opinions will vary. Accept reasoned answers.

4. Compare Kennedy’s speech with the George Washington, First Inaugural Address, 1789 Primary Source (<https://cnx.org/contents/NgBFhmUc: RTIXGNU>). What similarities do you notice?

Answer: Both speeches include appeals for the protection of God and indicate that Americans are an example to the world because of their republican form of government. They both also speak of duty and service to the country.

Rachel Carson, *Silent Spring*, 1962

Sourcing Questions

1. Who published this source and what was her purpose in doing so?

Answer: Rachel Carson published *Silent Spring* to bring attention to the dangers of the pesticide DDT.

2. How did the author structure her work to ensure it reached a mainstream audience?

Answer: Carson began *Silent Spring* as a fable to allow her audience to visualize the effects of DDT.

Comprehension Questions

1. What species has the power to alter nature?

Answer: Humans.

2. Why would the example of strontium 90 be particularly relevant to Carson’s audience?

Answer: Carson wrote *Silent Spring* in the midst of the Cold War, when the threat of nuclear war was very real and nuclear testing was a concern.

3. What is problematic about the chemicals that Carson describes?

Answer: These chemicals are manmade and not naturally occurring, In addition, so many chemicals are created so quickly that nature does not have time to acclimate to them.

4. Why does Carson suggest a new name for these chemicals?

Answer: These chemicals kill the “good” with the “bad” and have unintended consequences.

Historical Reasoning Questions

1. *Silent Spring* was published in 1962 and spurred the environmental movement. What other events in the country spurred change during this time?

Answer: The civil rights movement, the revival of the women’s movement, and the burgeoning anti-war movement also called for change in the United States in the 1960s.

2. DDT did lead to a decline in mosquito populations, but it had the unintended consequences of harming other wildlife. Is it possible to reconcile scientific progress with environmental stewardship? Explain your reasoning.

Answer: Student opinions will vary. Accept reasoned answers supported by evidence.

Students for a Democratic Society, "Port Huron Statement," 1962

Sourcing Questions

1. Who wrote this document and what was their purpose?

Answer: This document was written by the Students for a Democratic Society under the leadership of Tom Hayden as a manifesto to declare the group's core beliefs.

2. What major events were going on in the United States when the document was written?

Answer: In 1962, the civil rights movement was under way in the South. The Dixiecrat wing of the Democratic Party resisted efforts at ending segregation, as did many individual citizens in the South. The United States was in the midst of the Cold War with the Soviet Union, and U.S. involvement in Vietnam was escalating.

Comprehension Questions

1. What two events roused the students from their complacency? Why are they paradoxes?

Answer: Racism in the South and the Cold War. Racial segregation is at odds with the American concept of equality, and the emphasis on the military contradicts peaceful intentions of the United States.

2. List the other paradoxes the country faces.

Answer: Nuclear power is used for the military rather than a source of electricity, idleness despite technological advances, a wide gap between rich and poor, anarchy, exploitation, no regard for natural resources.

3. What is the major problem with the democratic system, according to this manifesto?

Answer: The system is apathetic and corrupt ("manipulated").

4. Why is the university the best place for social change to begin?

Answer: Universities are in a position of social influence, they are the seat of education and the transfer of knowledge, and they are open to all viewpoints.

5. How will political change be achieved, according to this statement?

Answer: Young people (the "New Left" based at universities) must have allies to achieve political power.

Historical Reasoning Questions

1. To what extent is the "Port Huron Statement" a rejection of the previous generation's political, social, and economic values? Explain your answer.

Answer: The statement focuses on fixing domestic issues rather than focusing on communism and the Cold War and places an emphasis on fighting poverty rather than accumulating individual wealth.

2. Do you think the role of students and universities in demanding change has changed since the writing of this document? Explain.

Answer: Student opinions will vary. Accept reasoned answers.

Betty Friedan, *The Feminine Mystique*, 1963

Sourcing Questions

1. Who wrote the document? What was her background?

Answer: Betty Friedan was a college-educated journalist.

2. Who was the intended audience of the document? In what ways might this limit the size and scope of the movement the writer was attempting to create?

Answer: Friedan was initially speaking to an audience of college-educated, middle-class and wealthy women. That she was not generally speaking to black and other minority women, or to poor women, might be limiting her movement.

3. How might this document fit with the earlier women's movement of the nineteenth and early twentieth centuries?

Answer: Friedan was trying to emphasize for a new generation of women that, even though the fight for suffrage had been won, there were still new challenges to be faced.

Comprehension Questions

1. According to Friedan, what were the cultural expectations for women in the 1940s and 1950s? In other words, what things were supposed to bring fulfillment to American women?

Answer: Women were expected to find fulfillment in being good mothers, finding and keeping good husbands, and running a well-ordered household.

2. Friedan spoke of "the problem" for women. What was the problem she identified?

Answer: The problem she identified is the sense of unfulfillment and anxiety about being a good mother. Women also had the sense that there must be more to life than simply finding and keeping a good husband and rearing children.

3. How did the cultural definition of "feminine" limit women's dreams and aspirations?

Answer: Women were taught by experts that to be truly feminine was to be a wife and mother. To seek a career, a college education, or a role in politics was to be "unfeminine."

4. How did American culture discourage women from seeking fulfillment in ways outside being a wife and mother?

Answer: In books and articles written for women, experts give lots of advice on traditional feminine tasks of being a good mother, finding and keeping a good husband, keeping a good house, and acting as guardian over her husband and children.

5. What did Friedan define as the "feminine mystique"?

Answer: The feminine mystique is the belief that women have a different nature than men, not one that is unequal, but one that is profoundly different. Women cannot find fulfillment in being equal to a man but only by accepting their feminine nature in sexual passivity, male domination, and nurturing maternal love.

6. According to Friedan, if we accept that a woman is "a human being of limitless human potential," what were the problems to overcome?

Answer: Anything that prevents a woman from realizing her full potential, for example: barriers to education and political participation; discrimination and prejudice in law and morality.

7. According to Friedan, if we accept the feminine mystique, what were the problems facing women?

Answer: The only problems are those that prevent a woman from accepting her role as wife and mother. Seeking a career, having an interest in politics, being intelligent, seeking individuality are all problems because they prevent a woman from adjusting to her role as housewife.

8. What plan of action was Friedan calling her readers to embrace? How would society respond?

Answer: Women should be ready to demand equality as a human being rather than as a gender. When a critical mass of women takes up this challenge, society, in the long-term, will accept this as mainstream.

Historical Reasoning Questions

1. During the mid-nineteenth century, how had the "cult of domesticity" or the "doctrine of separate spheres" defined the ideal role for a woman in the United States? How does this idea fit with Friedan's idea of the "feminine mystique?"

Answer: The cult of domesticity or doctrine of separate spheres emphasized that men and women had different roles in society and different natures. Men were to earn enough money to support the entire household, and to be active in politics, which was a rough and dirty business. Women were to be moral guardians of the home and children, keeping their house in order, and keeping their husbands and children on the morally straight and narrow path. This fits with Friedan's definition of the "feminine mystique" as the belief that women have a different nature than men, not one that is unequal, but one that is profoundly different. Women cannot find fulfillment in being equal to a man, but only by accepting their feminine nature in sexual passivity, male domination, and nurturing maternal love.

2. Looking at the women's rights movement from the 1960s to today, in what ways, and to what extent, have Friedan's goals for the movement been achieved? What challenges remain?

Answer: Women are more active in politics and careers. The Civil Rights Act of 1964 outlawed formal discrimination in pay and hiring, and Title IX has expanded opportunities for women in education and college athletics. On average, however, women's earnings are less than those of men, caregiving responsibilities are greater, and access to childcare remains a concern for many women.

Martin Luther King Jr., "Letter from Birmingham Jail," 1963

Sourcing Questions

1. Briefly explain the context surrounding the writing of this letter.

Answer: King was in prison for a nonviolent protest when he wrote this letter. He was responding to a public statement of concern about his tactics.

2. Who was King's initial audience for this letter?

Answer: King was directly addressing the eight white clergymen who issued the statement of concern.

3. Why do you think King published the full letter himself in 1964?

Answer: Answers may include: to assert ownership of the letter, to share his response and defense of this tactics with a wider audience, to bring awareness and attention to his cause.

Comprehension Questions

1. Explain the importance of this line: "I want to try to answer your statement in what I hope will be patient and reasonable terms."

Answer: King showed he was really listening to the objections being leveled against him, not just brushing them aside.

2. Explain what King meant by "Injustice anywhere is a threat to justice everywhere." How did King's use of biblical imagery support this line?

Answer: Everyone in the United States was threatened by the injustice suffered by African Americans. King compared himself to the apostle Paul who left his home to bring the message of Christianity to others.

3. Why did King go to Birmingham?

Answer: Birmingham was the most segregated city in the United States and experienced gross violence and brutality. Like the apostle Paul, King believed he should go directly to the place that needed his help.

4. Explain King's idea of self-purification.

Answer: Protesters must realize the discipline required to not fight back if attacked and to understand they may be jailed.

5. Why did King target the Easter season for his campaign?

Answer: Easter was the main shopping season of the year (besides Christmas), so boycotting businesses would have a great effect.

6. What was the goal of direct (nonviolent) action?

Answer: The goal was to create a crisis and tension such that the community would be forced to confront the issue and negotiate.

7. What effect of segregation did King allude to in his example of his daughter wanting to go to an amusement park?

Answer: Segregation breeds hatred—"unconscious bitterness"—and nothing good can come from that foundation.

8. How did King respond to the claim that his campaign was ill timed?

Answer: King claimed that those who have experienced the oppression of segregation firsthand would argue that they have waited too long as it is to demand change and justice.

9. How did King define a just law?

Answer: A just law is one that a majority compels a minority to follow and is willing to follow itself—the implication is that a just law is a moral law.

10. How should an individual break an unjust law?

Answer: With love and nonviolence for all to see, as to expose the law and not focus on the action that broke the law.

11. Why did King claim that the white moderate was more dangerous than white extremists like members of the White Citizens Council or the Ku Klux Klan?

Answer: The white moderate was paternalistic and encouraged caution and waiting for change. King claimed this was more frustrating and bewildering than outright rejection.

12. What did the eight clergymen accuse King of doing? What was his response?

Answer: The clergymen accused King and his followers of precipitating violence, even though their own actions were peaceful. King responded by saying this was illogical and akin to saying a man should be punished for being robbed because he carried money, thereby inciting a robber.

13. How did King close his letter? Why did he do this?

Answer: King closed the letter by appealing to what he had in common with his audience for this letter—he is also a clergyman. He also ended on a hopeful note by using imagery of light and beauty to describe what could be, in the future.

Historical Reasoning Questions

1. Several times in this letter, King makes references to antiquity or the Bible. Why did he do this?

Answer: King is supporting his argument by giving examples from antiquity and Christianity of similar circumstances. King is also addressing fellow clergymen, so it would make sense for him to use comparisons to the Bible that his audience could relate to, not as a white person or a black person, but as a Christian.

2. Explain how King uses reason to argue that his nonviolence tactics will ultimately prevail.

Answer: King sets out a four-step process to his nonviolent tactics: collecting facts, negotiation, self-purification, and direct action. King makes the case that these rational steps will expose the unjust nature of the laws. Once the people realize the laws are unjust, they will realize that arresting someone for sitting at a particular place on bus is unreasonable, being arrested for eating lunch at a particular restaurant is unreasonable, and so forth.

3. King ends the letter by expressing his disappointment with the white moderate. How do you think this was received when the letter was published for a larger audience?

Answer: Accept reasoned answers

Martin Luther King Jr., “I Have a Dream,” August 28, 1963

Sourcing Questions

1. Who gave this speech and where?

Answer: Martin Luther King Jr. delivered this speech on the steps of the Lincoln Memorial in Washington, DC.

2. Why do you think this speech was delivered in this location?

Answer: Lincoln freed slaves by issuing the Emancipation Proclamation, so his monument is especially meaningful in the call for equality for African Americans.

Comprehension Questions

1. What reasons did King give to show that the Emancipation Proclamation’s promise of freedom has still not been fulfilled?

Answer: African Americans experience segregation, discrimination, and poverty. They are “exiles” in their own land.

2. What did King mean when he said that “America has given the Negro people a bad check?”

Answer: The Founding documents promise life, liberty, and the pursuit of happiness, but Americans have defaulted on this promise to African Americans.

3. Why was the Lincoln Memorial a hallowed spot for African Americans?

Answer: Lincoln issued the Emancipation Proclamation, so his memorial is a monument to the promise of freedom.

4. How did King respond to those who believed in gradual change?

Answer: King called gradualism a “drug,” insisting that the time for action could not be delayed any longer.

5. What images did King use to describe the status quo versus the way things should be?

Answer: He used dark and light, quicksand and stone, and a sweltering summer vs. invigorating fall.

6. What did King believe would be the most effective way to work for change in this cause?

Answer: King favored using “soul force” or nonviolent protest.

7. What did King think about the presence of whites in the struggle for racial equality? Did all African Americans agree with him? How do you know?

Answer: King believed that whites who wanted to join the struggle should be welcomed. Not all African Americans agreed with him; King referenced a “new militancy” in the black community that viewed all whites with distrust.

8. What did King call upon his audience to do?

Answer: He called on them to return home to tell everyone that change was coming.

9. What did King offer his audience rather than despair?

Answer: King told the audience to be faithful and hopeful.

Historical Reasoning Questions

1. How does King’s vision of the United States as laid out in this speech compare with the promises of the Declaration of Independence?

Answer: King wanted all people to be treated equally regardless of the color of their skin. He purposefully referenced this principle as laid out in the Declaration of Independence in his speech because he knew it would be familiar to his audience. He uses the analogy of a promissory note when he speaks of the Declaration of Independence and Constitution, saying they issued a promise that all men, not just white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

2. Have the goals that King laid out in his speech been met? Give evidence to support your answer.

Answer: Students can argue that King's goals have been met and state that institutionalized racism no longer exists like it did during the 1960s. Other students can argue that there is still a lot of work to be done. Students may note that African Americans are disproportionately arrested and incarcerated, and are more likely to live in poverty and suffer from disease associated with poverty.

The Tonkin Gulf Resolution, 1964

Sourcing Questions

1. What explanation was given for the United States to become involved in the conflict in Vietnam in the late 1950s?

Answer: The U.S. policy of containment against the Soviet Union and communism during the Cold War led the United States into the Vietnam conflict.

2. What could be a potential reason why the vote for the Tonkin Gulf Resolution was so overwhelming in the U.S. Congress?

Answer: A potential reason the vote was so overwhelming could be that U.S. soldiers were in harm's way. When U.S. ships were attacked, it stirred a sense of patriotism in the Congress and the American people. Voting for the resolution could provide a means for Congress to show support for the nation and its troops.

Comprehension Questions

1. What was the stated purpose of the joint resolution by the U.S. Congress?

Answer: To promote the maintenance of international peace and security in southeast Asia.

2. What was the Communist government in North Vietnam accused of violating?

Answer: They were accused of violating the principles of the Charter of the United Nations as well as international law.

3. According to the resolution, what reasons did the United States have for being in the region of southeast Asia?

Answer: The United States believed the Communist government in Vietnam had waged war against their neighbors in the region and their neighbors' allies.

4. What was the U.S. Congress allowing the president to do when the resolution stated "take all necessary measures?" What concern could some people have had about this phrase in the resolution?

Answer: The U.S. Congress was permitting the president to use whatever military or diplomatic means necessary to protect the interests of the United States and its allies. Some people could be concerned that the president would take the resolution as a "blank check" to conduct the war any way he wanted without limits from the U.S. Congress.

5. In whose interest was the United States taking this action?

Answer: Congress stated in the resolution that it was taking this action in the national interests of the United States, world peace, and the maintenance of international peace and security in southeast Asia.

6. In what two ways did the resolution expire?

Answer: The resolution would expire when the president determined the area to be peaceful, secure, and safe. It could also be terminated earlier by a concurrent resolution from the U.S. Congress.

Historical Reasoning Questions

1. How did President Johnson come to view the Tonkin Gulf Resolution as an informal declaration of war against North Vietnam?

Answer: Because of the overwhelming congressional support for the resolution, President Johnson took the swift passage and its wording as a declaration of war empowering him to protect U.S. troops and the national interests of the United States.

2. What effect did the Tonkin Gulf Resolution have on the later execution of the war by President Johnson?

Answer: When Congress gave President Johnson the authorization to take all means necessary for protecting American interests, the president escalated the war beyond what some in Congress and the American people had envisioned. The growing involvement of the United States in Vietnam without a formal declaration of war eventually led Congress to pass the War Powers Act in 1973.

Malcolm X, “The Ballot or the Bullet,” April 12, 1964

Sourcing Questions

1. Who is the speaker in this source?

Answer: Malcolm X gave this speech.

2. Briefly explain the idea of black nationalism with regard to achieving full civil rights for African Americans.

Answer: Black nationalism centered on the ideas of economic self-sufficiency, racial pride, and separatism.

Comprehension Questions

1. What was the main problem that all African Americans, regardless of background, faced?

Answer: Malcolm X explains that all African Americans, regardless of background, economic situation, or religion, can trace the root of their problems to the white man.

2. How did Malcolm X respond to the charge that he was anti-white?

Answer: He claims he is not anti-white per se, but rather against the oppression, exploitation, and degradation African Americans have suffered at the hands of white men. In other words, it is not that he is against white men because they are white but because of their actions.

3. Briefly explain this analogy in your own words.

Answer: Kennedy and Khrushchev met and they were rivals in the Cold War. Malcolm X says if this is possible, then all black men should be able to come together to face their common oppressor.

4. Why was 1964 an important year?

Answer: 1964 was a presidential election year.

5. What did Malcolm X think of politicians?

Answer: He did not think much of politicians, because they made promises they did not intend to keep.

6. Why didn't Malcolm X consider himself an American?

Answer: He was denied his full rights as an American; therefore, he did not consider himself one.

7. Why did Malcolm X see an American nightmare instead of an American dream?

Answer: He believes the system is hypocritical in that it promises rights and opportunity (the so-called American Dream), but denies this to black people.

8. Why did Malcolm X say that no new legislation was needed to guarantee African American men the right to vote?

Answer: The Constitution grants African American men the right to vote with the Fifteenth Amendment. The problem is that the Constitution was not being upheld.

9. According to Malcolm X, who was ultimately to blame for the plight of black people?

Answer: He blames the U.S. government for the plight of black people.

10. Why did the Civil Rights movement need a new interpretation, and what interpretation did Malcolm X offer?

Answer: The civil rights movement needed a new interpretation because it was relying on legislation and the U.S. government for change. Malcolm X believes the government is the problem. Therefore, the movement should not argue for civil rights, but human rights, so the issue can be brought to the United Nations.

11. Explain how Malcolm X distinguished between civil and human rights.

Answer: Civil rights fall under the jurisdiction of the U.S. government ("Uncle Sam"), which is the source of the problem. Human rights go beyond national sovereignty to any human being.

12. What benefit would expanding the definition of civil rights have for the struggle?

Answer: As a problem that goes beyond U.S. borders, it would allow the struggle to extend to the world stage and, thus, the United Nations could be involved.

13. What solution does Malcolm X propose?

Answer: He proposes taking the United States to the United Nations to expose the former's violations to the world.

14. In what instances did Malcolm X believe violence was appropriate? How does he connect this to the Constitution?

Answer: He believes self-defense justifies violence and references the Second Amendment of the Constitution.

15. What three foreign policy examples did Malcolm X use to point out the hypocrisy of the U.S. government?

Answer: He refers to the United States finding Nazi war criminals like Eichmann, involvement in Vietnam, and Cuba as examples of the U.S. commitment to freedom abroad, but not at home.

16. Who does Malcolm X refer to in this line? What is his tone? How do you know?

Answer: He refers to the U.S. President in a negative tone, as he is pointing out the irony of fighting for free elections abroad when African Americans are still fighting to vote at home in the U.S.

17. What other famous speech was given at this march in Washington in 1963? What does Malcolm X mean when he says "You haven't seen anything?"

Answer: Martin Luther King Jr. gave his "I have a dream" speech at this march. Malcolm X means that nothing has changed despite this march and King's words a year before.

Historical Reasoning Questions

1. Malcolm X was a dynamic and charismatic speaker. Explain one example of an effective analogy he uses to illustrate his message.

Answer: Malcolm X uses several analogies in this speech: He compares the denial of rights to the denial of a meal to explain why he does not consider himself an American: "I'm not going to sit at your table and watch you eat, with nothing on my plate, and call myself a diner." He refers to the foreign policy of the United States in the 1960 to point out the disconnect between fighting for freedom abroad vs. at home: "he can find Eichmann hiding down in Argentina somewhere. Let two or three American soldiers, who are minding somebody else's business way over in South Vietnam, get killed, and he'll send battleships, sticking his nose in their business. He wanted to send troops down to Cuba and make them have what he calls free elections—this old cracker who doesn't have free elections in his own country."

2. At the beginning of this speech, Malcolm X states that "1964 threatens to be the most explosive year America has ever witnessed." What events occurred in the country during this year that would lead him to say this?

Answer: 1964 saw increased violence in the country during the civil rights movement. The Cold War continued to dominate U.S. foreign policy, including an escalation of involvement in Vietnam. President Kennedy had been assassinated one year before.

3. Compare Malcolm X's speech with Martin Luther King Jr.'s writing in the Martin Luther King Jr., "Letter from Birmingham Jail," 1963 Primary Source (<https://cnx.org/contents/NgBFhmUc:Y19yA-M->). How are they similar? Different? How do they reveal rifts in the civil rights movement by 1964?

Answer: Malcolm X and Martin Luther King Jr. are addressing the same problem: the unjust treatment of African Americans, but they differ in their approaches. As a clergyman, King refers to Christianity and urges nonviolence. Malcolm X believes the nonviolent path is ineffective, cooperation with the U.S. government is futile because it is the root of the problem, and the struggle should be brought to a larger, world audience.

Lyndon B. Johnson, Commencement Address at the University of Michigan ("Great Society" Speech), May 22, 1964

Sourcing Questions

1. Who was the audience for this speech? How might that influence what Johnson says?

Answer: Johnson was speaking to the graduating class at the University of Michigan and to the public more broadly. Typically, commencement speeches are inspirational and issue a challenge for the graduating class.

2. What were some of the programs that came out of Johnson's vision of the Great Society?

Answer: Some of the programs that came out of the Great Society included the Food Stamp Act (1964), Medicare (1965), Medicaid (1965), and the Higher Education Act (1965).

Comprehension Questions

1. What does Johnson allude to in these lines? Why does he do this?

Answer: Johnson begins his speech with a reference to the Declaration of Independence, "The purpose of protecting the **life** of our Nation and preserving the **liberty** of our citizens is to **pursue the happiness** of our people. Our success in that pursuit is the test of our success as a Nation." He is defining the success of the United States on its citizens' ability to uphold these goals. The implication is that working toward the Great Society is a continuation of upholding these ideals.

2. What were the challenges of previous generations? What will this generation's challenge be, according to Johnson?

Answer: Previous generations settled and built the United States and made it prosperous. The current generation must make sure that this wealth "enriches and elevates" national life.

3. List the characteristics of the Great Society.

Answer: The Great Society has no racism or poverty. Citizens are concerned with others and care for nature. All can access a quality education and are concerned with ideals rather than materials ("quality of their goals rather than the quantity of their goods.") Work toward the Great Society is ongoing.

4. What challenges face U.S. cities, according to Johnson? Why must the Great Society focus on rebuilding cities?

Answer: Cities are overcrowded. Housing and transportation cannot keep up with demand and a sense of community and respect for nature has been lost. Johnson focuses on cities because they will expand greatly in the decades ahead as population centers and as centers for industry and innovation.

5. What challenges face the environment? Why must the Great Society focus on protecting nature?

Answer: Pollution and loss of natural land (parks, seashores) threaten the natural environment. Johnson says nature must be protected because once its splendor is gone, it cannot be reclaimed and it will affect the human spirit.

6. What challenges face the “classrooms of America”? Why must the Great Society focus on education?

Answer: Johnson points to the inequity in access to a basic education for many in the United States and also the inability of many to afford college. Curricula and facilities are outdated and teachers are not paid enough or are underqualified. Johnson says education is a priority because it shapes the lives of children and, therefore, the future.

7. According to Johnson, what is the role of government in addressing the problems facing the country and in building the Great Society?

Answer: The government must work with local communities to solve these problems in a “creative federalism.”

8. Why does Johnson end his speech with rhetorical questions? What effect does this have?

Answer: Johnson is speaking to college graduates and is issuing them a challenge to work toward his vision of a Great Society as the next chapter in their lives begins.

9. What does Johnson allude to in these lines? Why does he end his speech this way?

Answer: He ends his speech with a reference to settlers like the Puritans and others who came to the United States to create a new life based on a vision of a better world (the idea of the “city upon the hill”). Johnson uses these references to the past to connect his vision for a Great Society as a continuation of the idea of the United States as an example to the world.

Historical Reasoning Questions

1. Johnson began his political career as a devotee of Franklin D. Roosevelt. Compare Johnson’s speech with the Franklin Roosevelt, Second Bill of Rights, 1944 Primary Source (<https://cnx.org/contents/NgBFhmUc:5XGqg6zB>) (1944 State of the Union). How is Johnson’s speech a continuation of Roosevelt’s?

Answer: Like Roosevelt, Johnson believed it was the duty of the federal government to create programs or initiatives to solve problems in society such as poverty, unemployment, and access to education. Both speeches use the language of the Declaration of Independence to show each president’s programs are a continuation and expansion of founding principles. Johnson also speaks about the need for government to help maintain or protect values of beauty and community.

2. To what extent should Johnson’s legacy as a president should be determined by his work toward the Great Society? For his policies in Vietnam? Explain.

Answer: Johnson both sustained and escalated an undeclared war and proposed domestic social and economic equality. Student opinions should reflect the complexity of these contradictions.

3. In this speech, Johnson says, “The Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.” In what ways is the work of the Great Society unfinished in the present day?

Answer: Accept reasoned answers.

Lyndon B. Johnson, “Peace Without Conquest,” April 7, 1965

Sourcing Questions

1. Who gave this speech?

Answer: Lyndon B. Johnson gave this speech.

2. Why was this speech given?

Answer: He gave this speech to defend his policy of increasing military involvement in Vietnam.

Comprehension Questions

1. How does Johnson justify U.S. involvement in Vietnam?

Answer: He says this fight has greater stakes than just the future of Vietnam but; rather, it is a fight to secure freedom for the entire world.

2. How does Johnson address the argument that a free world will not be built through war?

Answer: He says we must deal with the world as it is, not as we would like it to be (realism vs. idealism).

3. Who did Johnson blame for encouraging North Vietnam to attack South Vietnam?

Answer: Johnson blamed the Chinese government for encouraging the attack.

4. What effect would Johnson's reference to 1954 have on his audience?

Answer: It is a reminder that the United States has been involved in Vietnam since the Eisenhower administration (1953–1961) and implies he is carrying on a fight that other presidents committed the United States to.

5. How does Johnson characterize the suggestion of pulling out of Vietnam?

Answer: He says it is dishonorable and unforgiveable.

6. What would be the result of leaving Vietnam, according to Johnson? What Cold War policy does this describe?

Answer: It would result in a wider war. If Vietnam falls, other countries will follow, suggesting domino theory.

7. What is the objective of the United States in Vietnam?

Answer: The objective is securing the independence of South Vietnam.

8. What three reasons does Johnson give to defend the air raids on North Vietnam?

Answer: It was done to slow aggression, to instill confidence in the people of South Vietnam, and to show North Vietnam the United States is committed to the fight ("We will not grow tired").

9. What did Johnson believe the people of North Vietnam wanted?

Answer: He believed they wanted food, health, progress, the ability to learn, and the end of material misery.

10. What does Johnson do every night before going to bed? What effect does this have on his audience?

Answer: He asks himself if he had done everything he could to unite his country, the world, and bring peace to all peoples. This implies that his decision to escalate the war in Vietnam is not one he takes lightly and is motivated by good intentions.

11. Why will the United States prevail, according to Johnson? What do you think Johnson meant by the term "life"?

Answer: The United States is fighting on the side of life; therefore, it will prevail. "Life" is likely synonymous with right, good, and so on.

Historical Reasoning Questions

1. In his Farewell Address upon leaving the office of the presidency, George Washington wrote, "The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop." Do you agree more with his foreign policy philosophy or Johnson's philosophy of supporting oppressed nations with military and economic aid? Support your answer with details.

Answer: Answers may vary. Students can argue that Washington's noninterventionist philosophy is more conducive to peace and prosperity at home, for example. Students can also argue that the

United States has a responsibility to be a leader to support democracy and other American values around the world.

2. Compare Johnson's foreign policy of revitalizing Vietnam with his domestic Great Society program. What similarities and differences exist between the two?

Answer: Answers may vary. Students should note that both programs aimed to reduce poverty and improve the general well-being of people. They also can point to the large financial expenditures by the government that each program required. Possible differences include that the Great Society was carried out with the consent of Americans through elections, whereas the people of Vietnam had no ability to vote on the program.

The Vietnam War Experience: An Interview with Veteran William Maxwell Barner III

Sourcing Questions

1. Who was interviewed in this document?

Answer: William Barner was interviewed.

2. What role did this soldier play during the Vietnam War?

Answer: Barner served in the command track of his howitzer battery group.

Comprehension Questions

1. How many hours did Barner work during shifts?

Answer: Barner was supposed to work eight hours per shift but would work up to 20 hours at a time.

2. What mental illness was Barner diagnosed with?

Answer: Barner was diagnosed with post-traumatic stress disorder (PTSD).

3. Where was the enemy located on June 14, 1968?

Answer: The enemy was located in a Vietnamese village.

Historical Reasoning Questions

1. Why do you think that Barner chose not to tell his wife about his war experiences in his letters home? Is this understandable?

Answer: Barner did not want to expose his wife to the horrors he was experiencing and also did not want her worrying about him. Answers may vary about if this was acceptable. Students may note that telling the truth would have caused unnecessary trauma for Barner's wife; others may state he should have been honest.

2. Compare Barner's experience during the war and afterwards with a typical veteran from the Civil War. What are some similarities and differences?

Answer: Answers may vary. Possible similarities include the combat experiences and the post-traumatic stress. Possible differences include that the Vietnam War was fought abroad, whereas the Civil War was fought at home. Also, the Vietnam War was a continuous battle, whereas the Civil War was split up into large campaigns with frequent breaks. This continuous combat would make the Vietnam War generally more stressful on soldiers. In addition, as Barner mentions in his interview, soldiers had a harder time finding a cause to fight for in Vietnam, whereas past generations from the Civil War and WWII were seen as heroes.

3. Do you think Barner was justified in bombarding the village he mentions in this section of the interview?

Answer: Answers may vary. Students may note that the rules of war were potentially violated by firing on noncombatants or that Barner saved his fellow soldiers' lives by doing so.

Image Analysis: March on the Pentagon, October 21, 1967

Sourcing Questions

1. What youth-led movements coalesced in the mid-1960s as part of the anti-war movement?

Answer: The Students for a Democratic Society, supporters of the civil rights movement (participants in Freedom Summer), the Berkeley Free Speech Movement, and members of the counterculture all coalesced around the anti-war movement. Some students did not participate in any of these other movements but still supported the anti-war movement.

2. Who planned the March on the Pentagon?

Answer: The March on the Pentagon was planned by the National Mobilization Committee to End the War in Vietnam with collaboration from other groups who disapproved of the war.

3. Why was the Pentagon chosen as the focus of the march?

Answer: The Pentagon is the headquarters of the U.S. Department of Defense; for the marchers, it symbolized the military industrial complex and an irresponsible use of military power.

Comprehension Questions

1. To what extent do these images reveal diversity in the protesters at the March on the Pentagon?

Answer: Most protestors appear to be white, and men and women are represented. Images 1 and 2 show military veterans in uniform and image 5 appears to be predominantly young people. In image 2 and 3, it is more difficult to make out the demographics of the protestors.

2. Based on these images, was the March on the Pentagon peaceful? What other information would you need to answer this question?

Answer: Image 5 includes images of armed military police, but they are not interacting with the protesters in the image. Additional pictures, interviews, and newspaper coverage of the event would give a more accurate representation of the event.

3. Watch this newsreel on the March on the Pentagon

(<https://www.youtube.com/embed/ggbfkeVI9D4>) and answer the following question. How does this alter your answer to questions 1 and 2?

Answer: The newsreel notes that the march was attended by men, women, and children, but no children are present in the photographs. It also shows scenes of violence between protestors at the Pentagon and the military police.

Historical Reasoning Questions

1. Compare the March on the Pentagon with the March on Washington in 1963. What key similarities and differences do you notice?

Answer: Both marches attracted national attention to their cause (respectively, ending U.S. involvement in Vietnam, and advocating for the civil and economic rights of African Americans) by choosing the nation's capital to stage their event. The anti-war movement included an element of both absurd street theater and serious critique, with the Yippies claiming they could levitate the Pentagon. Both marches were planned with collaboration across different groups but united by the ultimate aim of the protest. The March on Washington was larger and was attended by more African Americans than was the March on the Pentagon. The March on Washington contributed to the passage of legislation in the following two years, but U.S. involvement in Vietnam continued for several more years after the March on the Pentagon.

2. What does the presence of military veterans at this protest suggest about changing nature of the anti-war movement?

Answer: The presence of veterans suggests the anti-war movement moved beyond mere student protest, because those within the military itself were publically coming out against the war. This also implies controversy within the military.

Walter Cronkite Speaks Out against Vietnam, February 27, 1968

Sourcing Questions

1. Who spoke these words and when?

Answer: Walter Cronkite spoke these words on the CBS Evening News on February 27, 1968.

2. Briefly explain the context for this newscast.

Answer: The war in Vietnam had been going on for nearly a decade by the time Cronkite reached his conclusion. The United States had been doing the best it could to end the war, but 1968 turned out to be one of the worst years of the war.

Comprehension Questions

1. According to the newscast, what was the current situation in Vietnam?

Answer: After the Tet Offensive, conflict in Vietnam had pretty much become a draw. Neither side was able to proclaim a clear victory and there was no clear end in sight. If the fighting continued, there could be a serious loss of lives, prestige, and morale if the city of Khensanh was lost.

2. Why was there a lack of confidence in the Vietnamese government? Why was this a problem?

Answer: The Vietnamese government did not have a positive track record. It was hard to tell if they could survive many more offensives from the North. If South Vietnam fell to the Communist forces, it would be a huge problem for the United States. The United States had never “lost” a war and no one wanted to be the first president to have this happen on their watch.

3. Why did Cronkite express disappointment in American leaders?

Answer: American leaders were concerned about the image of the United States. The leaders were always trying to make things sound better than they truly were in Vietnam so the American people would continue to support the war.

4. Which side had the most to gain from negotiations? Why?

Answer: The Communists had the most to gain with negotiations. The longer they continued to fight, the more likely the United States was to sit down and negotiate a settlement.

5. What was at stake in this fight, according to Cronkite?

Answer: Escalation would result in a “cosmic disaster” or nuclear war.

6. Why did Cronkite believe the war had become a stalemate?

Answer: Cronkite went to Vietnam to see for himself what was going on in the war and assess the situation for the American people. On the basis of what he saw, Cronkite believed this war had become unwinnable.

7. Why couldn't the United States negotiate as victors? Explain.

Answer: Cronkite believed the only way the United States could negotiate was as an honorable people who lived up to their pledge to defend democracy and did the best they could. The United States was not going to win in Vietnam and would have to make concessions to the other side if there was to be a settlement.

Historical Reasoning Questions

1. How did the American people respond to this opinion? Why?

Answer: After Cronkite expressed his opinions on the *CBS Evening News*, more people began to protest and were against the war. Cronkite had been the voice of reason for many years and when he was no longer able to support the war, it was time to look at the situation and find a solution that

would work for both sides. Students may note the protests at the 1968 Democratic Convention as an example of the increasing opposition to the war.

2. Consider the power the press has in shaping public opinion about war. Do you think it is good to have the media giving constant reports about a war instead of the military or government? Explain your reasoning.

Answer: Students should note the effects of the 24-hour news cycle on how war is conducted and perceived by the public. They may argue that having frequent press coverage of the war ensures accountability of the military and government. Other students may argue that the media will not always have the correct information and should not be viewed as infallible.

LESSONS

Civil Disobedience across Time

Handout A: Warm-Up: America's Founding Principles

Document: The Declaration of Independence

1. According to this document, what are the natural rights all men are born with?

Answer: Life, liberty, and the pursuit of happiness. This should be interpreted to mean that people's lives are their own to do with as they judge best except when their actions harm others. ("We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.")

2. When do the people have the right to alter or abolish their government?

Answer: Whenever the government is "destructive" to these natural rights, meaning that it is actively violating those rights instead of protecting them. ("That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...")

3. If people do seize upon their right and duty to revolution, what then is their duty regarding the unjust government they revolted against?

Answer: Their duty is to create a new government to replace it, with "new guards" for the security of their natural rights. ("...institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...")

Handout B: The Duty of a Citizen in the Face of Injustice

Document: "Civil Disobedience," by Henry David Thoreau, 1849

1. What does Thoreau claim men generally believe their duty to be if unjust laws exist?

Answer: That they should do their best to convince a majority of their fellow citizens to change the law through the democratic process. ("Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil.")

2. If a citizen recognizes their government and laws to be unjust, what does Thoreau claim they should do?

Answer: They should resist the law themselves and find a solution by taking direct action in disobedience with the offending law. ("Why is it not more apt to anticipate and provide for reform? Why does it not cherish its wise minority? Why does it cry and resist before it is hurt? Why does it not encourage its citizens to be on the alert to point out its faults, and do better than it would have them?")

3. What does Thoreau call on abolitionists living in Massachusetts to do about slavery?

Answer: To refuse to pay taxes to support the state that tacitly supports slavery. ("I do not hesitate to say, that those who call themselves Abolitionists should at once effectually withdraw their support, both in person and property, from the government of Massachusetts...")

4. What is the only way in which the state is superior to the individual, according to Thoreau?

Answer: It surpasses the individual only by physical force. The individual remains superior spiritually and intellectually. ("Thus the State never intentionally confronts a man's sense, intellectual or moral, but only his body, his senses. It is not armed with superior wit or honesty, but with superior physical strength. I was not born to be forced.")

Handout C: Civil Rights and Natural Rights

Document: "I Have a Dream" speech by Martin Luther King Jr., 1963

1. How does King read the natural rights claims of the Declaration of Independence, when considering African Americans?

Answer: He believes they were intended to apply to African Americans as well as whites. ("When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.")

2. Explain the metaphor King constructs to explain the relationship of African Americans to the Founding documents.

Answer: He sees the Declaration of Independence and Constitution as a "bad check." Although their promises are true and just, the "bank" of the government of the people of the United States has refused to thus far honor those promises. However, he retains hope it can soon be "cashed." ("It is obvious today that America has defaulted on this promissory note in so far as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice...")

3. Describe the righteous suffering King cites as helping bring about redemption for African Americans.

Answer: The experience of police brutality and unjust imprisonment as a result of standing up for natural rights has been a sacrifice that has helped build the momentum toward justice. Their willingness to suffer and endure has been a shining example that has helped awaken the nation to become conscious of the injustice that many have failed to perceive. ("I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.")

4. The most memorable part of this speech is when King describes his dream for the future. In what context does he introduce this dream and make its description a part of, rather than a departure from, American tradition?

Answer: To King, the dream of equality is simply the realization of the Founding as a reality rather than an empty promise. He is not trying to overturn the social order of the United States but simply bear witness to where it has failed, and help correct it. ("I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed, 'We hold these truths to be self-evident, that all men are created equal.'")

5. How does King make the case in the conclusion that civil rights are not a matter of concern for only African Americans but for all Americans?

Answer: Our founding principles of natural rights are only meaningful if they are guaranteed for all. To deny them to any people is to deny their fundamental truth and put them in jeopardy for everyone. ("This will be the day when all of God's children will be able to sing with new meaning, 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father died, land of the pilgrim's pride, from every mountainside, let freedom ring.' And if America is to be a great nation, this must become true...")

UNIT 7 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables

	<p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
--	--	---

This resource file is copyright 2020, Bill of Rights Institute. All Rights Reserved.