

BILL *of* RIGHTS

INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 15: 1968-1980

Contents

CHAPTER 15 INTRODUCTORY ESSAY: 1968–1980.....	2
NARRATIVES	4
Neil Armstrong and the Moon Landing	4
Kent State	5
The Birth Control Pill.....	6
Phyllis Schlafly and the Debate over the Equal Rights Amendment	7
The Gay Liberation Movement.....	8
Richard Nixon Opens Diplomatic Relations with China	9
Richard Nixon and Watergate	10
American Indian Activism and the Siege of Wounded Knee	11
The 1973 Oil Crisis and Its Economic Consequences.....	12
The Controversy over Busing.....	12
César Chávez, Dolores Huerta, and the United Farm Workers.....	13
Jimmy Carter and the “Malaise” Speech	14
Jimmy Carter and the Iran Hostage Crisis	15
DECISION POINT	16
Barbara Jordan and Watergate	16
POINT-COUNTERPOINT	18
Did U.S. Media Provide Fair and Accurate Coverage of the Tet Offensive?	18
PRIMARY SOURCES	20
Music as Protest: “We Shall Overcome”	20
National Organization for Women (NOW), Bill of Rights, 1968	20
Indians of All Tribes, Alcatraz Proclamation, 1969	21
Nixon Tapes: The “Smoking Gun” Tape, 1972.....	22
Art as Protest: Images from the United Farm Workers of America, 1973–1978	23
Herblock, Watergate Cartoons, 1973–1974	24
Barbara Jordan, Speech on Impeachment, July 25, 1974	25

Jimmy Carter, “Malaise” Speech, July 15, 1979	27
LESSONS.....	28
The New York Blackout of 1977	28
Unit 7 Civics Connection: Modern Liberalism, Limited Government, and Rights	31
UNIT 7 ESSAY ACTIVITY	36

CHAPTER 15 INTRODUCTORY ESSAY: 1968–1980

Review Questions

- The 1968 Democratic National Convention in Chicago
Answer: C. weakened the Democratic Party
- In the late 1960s a “credibility gap” between what the federal government was telling the public and what was actually happening developed over which issue?
Answer: D. The Vietnam War
- President Lyndon Johnson chose not to run for re-election for all the following reasons except
Answer: B. the assassination of Martin Luther King Jr.
- The reaction of Democratic mayors toward President Johnson during the post-King assassination riots is best described as
Answer: C. unsupportive because they considered Johnson “soft” on crime
- After President Johnson announced he would not run for re-election in 1968, who became the favorite to gain the party’s nomination?
Answer: C. Hubert Humphrey
- The Democrats lost the presidential election of 1968 for all the following reasons except
Answer: A. the overwhelming popularity of the Republican candidate
- Richard Nixon’s policy for the Vietnam War when he took office is best described as
Answer: B. not wanting to abandon the South Vietnam government
- All the following were significant strategies President Nixon used to affect the war in Vietnam except
Answer: D. strengthening the relationship between China and the U.S.S.R.
- A significant strategy President Nixon used to quell anti-war protests on college campuses was
Answer: A. ending educational deferments
- To attract Democrats to support the Republican Party, Richard Nixon supported all the following ideas except
Answer: B. the creation of the National Endowment for the Humanities
- All the following were inspired by the civil rights movement except
Answer: C. anti-Vietnam War protestors
- After the 1968 election, Senator George McGovern led a reform movement in the Democratic Party that transferred power to nominate the party’s next presidential candidate to
Answer: C. the primary voters
- In the election of 1972, Republican Richard Nixon won the votes of all the traditionally Democratic groups except
Answer: B. African Americans

14. After his landslide re-election, President Nixon began to suffer legal and political trouble for all the following except

Answer: A. the Arab oil embargo

15. Which of the following best describes major issues facing the Carter administration?

Answer: A. Increasingly cultural divisions and stagflation

16. The most significant foreign policy problem Jimmy Carter faced was

Answer: C. the Iran Hostage Crisis

Free Response Questions

1. Explain how and why the supporters of the Democratic Party shifted after 1968.

Answer: The rise of the rights revolutions moved the Democratic Party to embrace liberal social issues, and the Democratic New Deal coalition of ethnic workers, unions, blacks, Jews, and the southerners began to divide. Affluent liberals challenged party regulars for control of the party and moved it to the left with the rights revolution. Labor union members, southern whites, and northern working-class Catholics felt marginalized as the Democratic Party shifted toward identity politics.

2. Discuss the most significant foreign policy challenges the United States faced in the 1970s and the way Presidents Richard Nixon and Jimmy Carter responded to those challenges.

Answer: For President Nixon, the most significant challenge was to end an unpopular war in Vietnam without handing South Vietnam over to the communist government in North Vietnam. Nixon's solution included increased bombing of North Vietnamese targets while driving a wedge between North Vietnam and its allies China and the Soviet Union, and exploiting divisions between the Soviet Union and China. For President Carter, the most significant challenge was to end the policy of communist containment and promote human rights among the United States' more repressive allies. The Soviet Union responded to Carter with escalating guerrilla insurgencies around the world, while Iranian revolutionaries held U.S. citizens hostage in Tehran.

3. Discuss the most significant domestic policy challenges the United States faced in the 1970s and the way Presidents Richard Nixon and Jimmy Carter responded to those challenges.

Answer: President Nixon wanted working-class southern white Protestants and northern white Catholics to break away from the Democratic Party, so he was willing to increase Social Security spending and enhance federal law-enforcement powers to attract them. Nixon knew that most working-class whites supported New Deal-era entitlement programs and feared escalating violent crime. He also wanted to steal Democratic Party issues, particularly protection of the environment, and thus he organized the Environmental Protection Agency. President Carter appeared to have no plan to deal with stagflation, and he rebuked the public in his "malaise" speech for losing faith in the federal government.

AP Practice Questions

1. The intentions expressed in the amendment are similar to those expressed in which amendment in the U.S. Constitution?

Answer: A. Fourteenth Amendment

2. The amendment was originally proposed after which of the following?

Answer: C. The passage of the Nineteenth Amendment

3. Which of the following opposed the ideas expressed in the amendment?

Answer: C. STOP ERA

4. Which of the following best explains the most significant change between Map 1 and Map 2?

Answer: B. The Watergate scandal

5. The most significant issue in the election of 1976 was

Answer: C. public distrust of the government and Washington insiders

6. Which of the following best describes the context surrounding the excerpted speech?

Answer: B. People had lost trust in their government and elected a president who was an outsider.

7. Based on the sentiments expressed in the excerpt, which of the following issues would President Jimmy Carter support?

Answer: C. Human rights at home and abroad

NARRATIVES

Neil Armstrong and the Moon Landing

Review Questions

1. Which nation was the first to make the “greatest advance” in rocket technology?

Answer: C. Germany

2. The first human to walk on the Moon was

Answer: D. Neil Armstrong

3. The first human in space was

Answer: B. Yuri Gagarin

4. All the following aided the United States’ quest to put a man on the moon by the end of the 1960s except

Answer: D. the desire to dismantle its nuclear arsenal

5. The greatest advance in rocket technology that enabled space exploration in the 1960s was based on

Answer: D. the work of German scientists during World War II

6. One major difference between the Soviet system and its space program and the U.S. system and space program was that the Soviets militarized their program and the United States primarily allowed for

Answer: B. interplay between private markets and government to make space policy

Free Response Questions

1. Describe the development of the U.S. space program.

Answer: With the challenge of the launch of Sputnik by the Soviet Union, the United States found itself in second place in a new Cold War contest—the space race. In response, the government formed National Aeronautics and Space Administration (NASA), a civilian space agency, and Congress passed the National Defense Education Act to prepare to win the race. As the Soviets advanced by putting a human into orbit around the Earth, the United States continued to develop its program, first with unmanned flights, then with the Mercury program (one-person space capsules), the Gemini program (two-person capsules), and the Apollo program (three-person capsules). Ultimately, in July 1969, the United States was able to land two astronauts on the lunar surface and bring them safely home.

AP Practice Questions

1. Based on the sentiments expressed in the excerpt, the political climate faced by John Kennedy's administration was characterized by which major foreign policy concern?

Answer: D. The Cold War

2. The text in the excerpt was primarily a reaction to

Answer: C. Soviet advances in space technology

Kent State

Review Questions

1. During most of the Vietnam War period, the general student population of Kent State University was considered

Answer: B. largely middle-class and apolitical

2. The Ohio governor who sent the State National Guard onto the Kent State campus was

Answer: D. James Rhodes

3. Radical elements of the 1960s protest movement present on the Kent State University campus at some point during the decade included all the following except the

Answer: B. Communist Party USA

4. Which group was banned by the president of Kent State University because he claimed it was made up of radicals who had a "disregard for the rights of others" and offered only a "program of revolution solely for revolution's sake"?

Answer: A. Students for a Democratic Society

5. By 1970, the main reason for student unrest on the campus of Kent State University was

Answer: C. the perceived escalation of the Vietnam War

6. Some student protestors of the 1960s used violent strategies most similar to those of which group?

Answer: B. Labor union leaders from the 1880s

Free Response Questions

1. Describe what led up to the events of May 4, 1970, on the campus of Kent State University.

Answer: On April 30, 1970, President Nixon announced he had sent troops into Cambodia to intercept North Vietnamese supplies destined for South Vietnam. College students, who had believed that they were safe from the draft if their lottery number was high enough, now feared an escalation of combat. Campus demonstrations erupted nationally, some peaceful, others violent. The next day, a bar fight in Kent, Ohio, escalated to the streets of the city. Ohio Governor James Rhodes sent the National Guard to maintain order on campus. Events escalated into an unequal battle between students and Guardsmen that resulted in the shooting deaths of four students.

2. To what extent did the Kent State shootings alter public opinion?

Answer: Despite massive student reactions against the violence of the Kent State shootings, campus protests declined overall. Public opinion came down on the side of law and order. Nixon won reelection, as did Ohio governor James Rhodes. Nixon did withdraw troops from Cambodia, however, shaken by the waves of protests.

AP Practice Questions

1. Which of the following general statements could be supported by the events in the provided photograph?

Answer: B. Campus violence related to American anti-war protests increased.

2. The photograph is most closely related to what American foreign policy goal of the 1960s and 1970s?

Answer: B. U.S. government support of any type of anti-communist foreign government

3. The majority of the American voters responded to the event depicted in the photograph and others like it by

Answer: A. reelecting President Richard Nixon and the Republican Governor James Rhodes of Ohio

The Birth Control Pill

Review Questions

1. The 1965 Supreme Court decision in *Griswold v. Connecticut* declared that

Answer: B. married couples' right to contraception was protected by a constitutional right to privacy

2. Margaret Sanger is best known as a(n)

Answer: A. activist who worked to promote birth control

3. The "Comstock Laws" were associated with which issue?

Answer: D. Material declared to be obscene being sent through the U.S. mail

4. In the early 1960s, great changes in attitudes about American culture and family life were being influenced by all the following except

Answer: D. the modern civil rights movement

5. The introduction of oral contraceptives has been linked to all the following social effects except

Answer: C. a leveling of birth rates during the baby boom

6. The right to privacy central to the case of *Griswold v. Connecticut* was similarly crucial to the Supreme Court's ruling in all of the following except

Answer: D. *Tinker v. Des Moines*

7. Margaret Sanger helped to found which organization?

Answer: A. Planned Parenthood, formerly the American Birth Control League

Free Response Questions

1. Explain the legal reasoning behind the Supreme Court's decision to invalidate Connecticut's anticontraception law in *Griswold*.

Answer: The court's decision on the right to privacy and whether such a right exists in the Constitution was based on the ideas in the Bill of Rights, especially the Fourth and Fifth Amendments. The meaning of the term "privacy" was clearly defined and who was covered under this "right to privacy" was clarified.

2. Explain why birth control has been a controversial topic in American history.

Answer: Beginning in the late nineteenth century, prevailing attitudes about sexuality in the United States were influenced by Victorian ideals and emphasized sexual restraint. The Catholic Church also preached against contraception, and laws in many northeastern states (specifically Massachusetts and Connecticut) forbade its use. Birth control was also linked to radical politics and connected to the science of eugenics.

AP Practice Questions

1. The issue described in the excerpt later led to the ruling in which of the following Supreme Court cases?

Answer: C. *Roe v. Wade*

2. The issue described in the excerpt led to which effect on the American people?

Answer: A. More individual rights were protected.

3. Which of the following most strongly shaped the opinion expressed in the excerpt?

Answer: C. The Bill of Rights

Phyllis Schlafly and the Debate over the Equal Rights Amendment

Review Questions

1. Phyllis Schlafly began her grassroots activism in the 1950s with which of the following organizations?

Answer: C. Cardinal Mindszenty Foundation

2. In her early political career, Phyllis Schlafly was most interested in which issue, on which she co-wrote many books?

Answer: A. National defense policy

3. Phyllis Schlafly's activism helped lead to the emergence of which contributing force in Ronald Reagan's 1980 electoral victory?

Answer: D. The Religious Right

4. The failure of which state to ratify it guaranteed the rejection of the Equal Rights Amendment becoming part of the U.S. Constitution?

Answer: C. Illinois

5. The origins of the Equal Rights Amendment trace back to the

Answer: C. work of women's suffragists in the 1920s

6. The ideals of the women's rights movement of the 1960s were similar to those of all the following groups except

Answer: C. the Eagle Forum

Free Response Questions

1. Explain the motivations for the emergence of feminism in the 1960s.

Answer: Starting with the arguments put forth in Betty Friedan's *The Feminine Mystique*, the birth of the National Organization for Women, and the ideas expressed by radical feminists inspired by the civil rights and anti-war movements, feminism began as a protest intended to gain legally guaranteed rights for women equal to those of men. The feminist focus was on equity issues (equal pay and opportunities) as well as cultural issues, like the right to abortion and sexual freedom.

2. Describe the threat Phyllis Schlafly believed the Equal Rights Amendment posed to the lives and status of women.

Answer: Phyllis Schlafly saw the ERA as a threat to the traditional family and to Christian conceptions about the role of women and motherhood. She also believed it threatened women's legal rights in marriage and would leave women vulnerable to being drafted for military service. STOP (Stop Taking Our Privileges) ERA members were united in their purpose to defeat the amendment and worked hard in the state legislatures to stop its ratification.

AP Practice Questions

1. The sentiments expressed in the excerpt best represent the

Answer: A. reaction against societal ideas espoused by the women's rights movement

2. Which of the following events most directly led to the ideas expressed in the excerpt?

Answer: C. The proposed Equal Rights Amendment

3. Which of the following groups would most likely have agreed with the sentiments expressed in the excerpt?

Answer: B. Traditional Catholics

The Gay Liberation Movement

Review Questions

1. All the following were significant in increasing awareness of the gay liberation movement except

Answer: D. civil rights movement

2. Alfred Kinsey's research on sexuality was controversial because of

Answer: C. his use of a disproportionate number of prison inmates

3. One major effect of the gay liberation movement was the development of

Answer: A. political activism in the LGBTQ community

4. The homophile movement staged the first openly gay protest in

Answer: C. Philadelphia

5. Troy Perry was best known for

Answer: D. founding a religious congregation for gay members

6. A significant difference between the gay rights movement after Stonewall and the Gay Liberation Front (GLF) was that the GLF and its allies

Answer: B. used more militant strategies in achieving their goals

Free Response Questions

1. Explain the events that led to the gay liberation movement.

Answer: In the mid-1960s, inspired in part by the civil rights movement, LGBTQ people began to display their lifestyle more openly and gather in public places. Local law enforcement responded with harassment and violence at Compton's Cafeteria in San Francisco and the Stonewall Inn in New York. These events motivated LGBTQ people and their supporters to demonstrate and advocate for more public acceptance of the gay community.

2. Describe the impact the gay liberation movement had on the political and social climate of the United States in the late twentieth century.

Answer: The political activism of the 1970s and 1980s began to change attitudes about LGBTQ people in American society and led to significant changes in public policy. In *Lawrence v. Texas* (2003), the Supreme Court legalized same-sex sexual activity. In 2010, Congress permitted gay people to serve openly in the military. In 2013, the Supreme Court struck down the Defense of Marriage Act in *United States v. Windsor*, and *Obergefell v. Hodges* (2015) made same-sex marriage legal under the Equal Protection Clause of the Fourteenth Amendment. Public attitudes continued to change, indicating growing acceptance of LGBTQ people.

AP Practice Questions

1. The situation shown in the image contributed most immediately to the

Answer: B. gay liberation movement

2. A historical development similar to that depicted in the image was the

Answer: A. anti-war protests led by college students

3. Individuals such as those in the image would most likely have agreed with the sentiments expressed by which late nineteenth-century group?

Answer: C. Striking labor union members

Richard Nixon Opens Diplomatic Relations with China

Review Questions

1. Why were the Chinese interested in meeting with Nixon?

Answer: C. China's relationship with the Soviet Union was disintegrating.

2. U.S. recognition of Taiwan marked a turning point in the normalization of relations with China because

Answer: A. Mao Zedong considered Taiwan part of China

3. Initially, the United States refused to open diplomatic relations with the People's Republic of China for all the following reasons except

Answer: A. the Chinese maintained close diplomatic ties with the Soviet Union

4. Before he was elected president, Richard Nixon wrote in his essay "Asia after Vietnam" that the United States should

Answer: B. develop a new relationship with Communist China

5. All the following were major issues the United States and China needed to deal with before they could open normal diplomatic relations except

Answer: C. the economic success of the Great Leap Forward and the Cultural Revolution

6. Conservative anti-communists in the United States viewed President Nixon's visit to China as

Answer: D. a betrayal of America's East Asian ally Taiwan

Free Response Questions

1. Explain why President Richard Nixon's trip to China was a political shock to the world.

Answer: In his early political career, Representative and then Senator Richard Nixon was a leading anti-communist who advocated keeping China isolated as much as possible. He was a driving force for the Americans in their recognition of Taiwan as the legitimate government of the Chinese people and their rightful representative in the UN. Also, the United States was then at war with communist North Vietnam, of which China was a strong ally.

2. Explain how the decision to invite President Richard Nixon to China was part of a "diplomatic convergence" after 1969.

Answer: China was having serious domestic difficulties due to the disastrous outcomes of the Great Leap Forward and the Cultural Revolution. Also, at the time of the Chinese invitation to Nixon, the Chinese were engaged in a war with the Soviet Union, so a closer relationship with the United States might have put more pressure on the U.S.S.R. to stop fighting. President Nixon also wanted to use China as leverage with North Vietnam to get out of Vietnam.

AP Practice Questions

1. Which of the following best describes the context relevant to the excerpt?

Answer: D. There was a strained Cold War relationship between the United States and China.

2. Those who criticize the sentiments expressed in the excerpt would most likely also criticize

Answer: A. the American recognition of the Soviet Union

3. The excerpt of the communiqué provides evidence for which of the following in regard to American foreign policy goals?

Answer: B. The idea of détente was expanding to China.

Richard Nixon and Watergate

Review Questions

1. The top-secret report Daniel Ellsberg leaked to the *New York Times* was

Answer: C. the Pentagon Papers

2. The organization that hired the Watergate burglars to break in to the DNC headquarters was the

Answer: D. Committee to Re-Elect the President

3. What did President Richard Nixon cite to justify his refusal to hand over the White House tapes in response to the court-ordered subpoena?

Answer: A. Executive privilege

4. In *United States v. Nixon*, the Supreme Court determined that

Answer: C. President Nixon needed to prove how national security would be jeopardized by release of the tapes

5. The “Saturday Night Massacre” resulted in the dismissal of

Answer: C. Special Prosecutor Archibald Cox

6. Which of the following occurred as a result of the Watergate scandal?

Answer: B. The resignation of President Richard Nixon

Free Response Questions

1. Analyze the events that led to the Watergate scandal.

Answer: Although President Richard Nixon had no direct knowledge of the Watergate break-in or the burglary at the office of Daniel Ellsberg’s psychiatrist, he was aware of the White House Plumbers and some “dirty tricks” they committed. The burglary at national Democratic headquarters in the Watergate complex in June 1972 was soon linked to the Committee to Re-Elect the President, and eventually President Nixon attempted to prevent legal investigations of the crime. Once it was discovered that Nixon had evidence of illegal activity and he wanted to cover up the crime, congressional hearings began.

2. Describe the significance of the “Saturday Night Massacre.”

Answer: At the height of the Watergate investigation, President Nixon did not want his secret White House recordings to be made public. He claimed executive privilege as the rationale for defying a subpoena to produce the tapes, but the courts disagreed and ordered their release. At the same time, Nixon ordered his Attorney General Elliott Richardson to fire special Watergate prosecutor Archibald Cox, but Richardson resigned in protest. Deputy Attorney General William French Smith was asked and also refused to fire Cox, so Nixon fired Smith. Next in line at the Justice Department was Solicitor General Robert Bork, who did fire Cox. Ultimately, the Supreme Court voted unanimously (8–0; Justice Rehnquist recused himself) to require Nixon to turn over the tapes. This decision established that no official is above the law.

AP Practice Questions

1. This Supreme Court decision was written in response to

Answer: C. President Nixon’s refusal to hand over the White House tapes

2. Which of the following is the reason given for the decision in this case?

Answer: C. Full disclosure of all facts is required for the judicial system to function properly.

3. Which of the following was a direct result of the ruling of this case?

Answer: D. President Nixon handed over all of the White House tapes.

American Indian Activism and the Siege of Wounded Knee

Review Questions

1. The first high-profile American Indian protest of the twentieth century occurred at

Answer: D. Alcatraz in California

2. One reason protestors chose to occupy Wounded Knee, South Dakota, was that

Answer: A. it had been the site of a massacre in 1890

3. The goal of the Indian Patrol was

Answer: C. to monitor police, who activists claimed harassed Indian peoples unfairly

4. The federal policy that closed some American Indian reservations and opened the land to non-Indian companies in the twentieth century was

Answer: D. the Termination policy

5. The catalyst for the big American Indian Movement siege in 1973 was

Answer: B. the murder of Lakota Indian Wesley Bad Heart Bull

6. The goals of the American Indian Movement included

Answer: B. bringing attention to their treatment by protesting at historical American Indian sites

Free Response Questions

1. Explain how the Indian Rights Movement was influenced by the African American Civil Rights movement.

Answer: The American Indian civil rights movement was influenced by the more-militant civil rights movements like the Black Power movement rather than Martin Luther King Jr.'s non-violent protests. Like the Black Power movement, the Red Power movement stressed community protection from law enforcement, and the American Indian Movement originated from such an effort. The goal of Indian activism differed from that of the African American civil rights movement, however, in that Indians hoped not to assimilate into mainstream society but to maintain their identities and protect their land.

2. Describe what was accomplished by AIM in the Siege at Wounded Knee.

Answer: Although the siege drew international attention, dominating the news for much of its 71 days, very little of substance occurred. Despite promises by the FBI to investigate the actions of tribal chair Richard Wilson, he remained in power for three more years. However, AIM and the siege did succeed in bringing American Indian peoples from many tribes together and helped give them a sense that their voices mattered and that they could be proud to call themselves Indian.

AP Practice Questions

1. The sentiments expressed in the excerpt are similar to those expressed by

Answer: D. NAACP cofounder W. E. B. DuBois

2. The sentiments in the excerpt were most directly related to the

Answer: C. civil rights movement

3. In the late twentieth century, the conflict between the American Indian Movement and the U.S. government was primarily driven by opposing views on

Answer: A. civil rights

The 1973 Oil Crisis and Its Economic Consequences

Review Questions

1. Why did the Yom Kippur War produce the first oil embargo in 1973?

Answer: A. President Nixon supported Israel.

2. The 1979 oil crisis was sparked by

Answer: C. Iran's cut of oil exports

3. A major concern the Yom Kippur War raised for the United States was

Answer: B. an ensuing war between the world's superpowers

4. For the United States, the most significant impact of the 1973 oil embargo was

Answer: C. a 40 percent increase in gas prices

5. All the following were major impacts of the oil shocks of the 1970s except

Answer: D. Richard Nixon was reelected in a landslide victory

6. The domestic event that made oil shocks more problematic in the 1970s was

Answer: B. the Three Mile Island incident

7. Which of the following is an accurate comparison of the 1973 and 1979 oil crises?

Answer: A. Both crises led to a renewed interest in examining renewable energy sources.

Free Response Questions

1. Explain how the Organization of the Petroleum Exporting Countries (OPEC) was successful in its oil embargo in 1973.

Answer: The OPEC nations worked together to establish the output level and price of oil on the world market because it was a cartel. In 1973, OPEC embargoed its oil exports in retaliation for the United States' support of Israel in the Yom Kippur War. When the Soviet Union sent aid to its Arab allies in OPEC, the United States sent more aid to Israel.

2. Analyze the impact of price controls on the 1970s oil crisis in the United States.

Answer: Price controls reduced domestic oil production, and President Carter did not lift the controls in 1979. Economist Milton Friedman argued that price controls negatively affected the market price for oil and contributed to the oil crisis, and, therefore, all price controls needed to be abandoned. The Reagan Administration deregulated oil production, which led to the collapse of the price of oil in the 1980s. New fracking technology led the United States to regain its place as the largest oil producer in 2018.

AP Practice Questions

1. Events like those in the photograph were most directly related to

Answer: B. the oil embargos of the 1970s

2. Which event contributed most to events such as those depicted in the photograph?

Answer: C. The Islamic Revolution in Iran

3. A significant federal reaction to the economic crisis that accompanied the event in the photograph was

Answer: B. temporary wage and price controls

The Controversy over Busing

Review Questions

1. Which of the following accurately compares racial segregation in northern and southern schools?

Answer: A. Northern schools did not have a legalized system of racial segregation like the South, but segregation was still present.

2. The term “massive resistance” in the context of the 1950s through the 1970s in the South refers to

Answer: D. the resistance of white southerners to racial integration

3. In the *Swann v. Charlotte-Mecklenburg Board of Education* case (1971), the Supreme Court ruled that

Answer: A. school busing was a constitutional tool for achieving racial integration

4. In which Northeastern city did school busing for integration cause violent reactions?

Answer: B. Boston

5. Initially, the authority to create a solution for integrating public schools around the United States was assumed by

Answer: C. the judicial system

6. In the Supreme Court case *Milliken v. Bradley* (1974), which city was prohibited from forcing students across city lines to achieve integration?

Answer: C. Detroit

7. Initially, other than massive resistance, groups that opposed race-based busing used all the following strategies to prevent it except

Answer: A. counter-lawsuits

Free Response Questions

1. Explain why courts ended up using busing plans to integrate public schools.

Answer: Traditionally, many southern and northern communities had segregated residential housing patterns. In many southern cities, the population inside the city was predominantly black and that in the suburbs was white. Growing African American populations in northern cities and subsequent “white flight” to the suburbs, along with the longevity of close-knit, white, ethnic neighborhoods, led to tensions between the races. Also, white resistance to integration developed and adopted the strategies of civil disobedience.

2. Describe the reasons for the declining popularity and phasing out of busing plans.

Answer: There was a loss of political support, especially among whites. A second reason was continued white flight from cities to suburbs, which led to the *Milliken v. Bradley* case that prevented students from being bused across city boundaries. More-conservative courts that were less sympathetic to race-based solutions. Also, there were few improvements in educational outcomes for students.

AP Practice Questions

1. The Supreme Court case that influenced the ideas in the excerpt was

Answer: B. *Brown v. Board of Education*

2. The sentiments expressed in the excerpt contributed most directly to

Answer: A. the implementation of forced busing to achieve racial integration

3. The most significant context for the sentiments in the excerpt is

Answer: A. civil rights

César Chávez, Dolores Huerta, and the United Farm Workers

Review Questions

1. The event that led to the Chávez family's losing their land in Arizona was

Answer: C. the Great Depression

2. The law that allowed unions like the UFW to organize and negotiate with growers was

Answer: B. the 1975 Agricultural Labor Relations Board Act

3. César Chávez's most significant collaborator during his time as head of the UFW was

Answer: D. Dolores Huerta

4. How did the National Labor Relations Act protect migrant workers?

Answer: B. It did not provide them legal protection.

5. The United Farm Workers was formed primarily to

Answer: C. protect the rights of migrant farmworkers

6. The UFW's influence began to diminish because

Answer: B. growers began to hire undocumented immigrants

Free Response Questions

1. Explain how the childhood experiences of César Chávez and Dolores Huerta shaped their careers as labor activists.

Answer: César Chávez worked in the fields as a boy after his family lost their land during the Great Depression. This gave him firsthand experience of the difficult life of a farmworker. Dolores Huerta grew up with a mother who inspired her to work hard and demand equal treatment from those around her. Her intelligence and passion for social justice eventually brought her into the Community Service Organization, where she met Chávez.

2. Describe the challenges in the 1980s that hurt the United Farm Workers.

Answer: Nationally, unionism was declining in the 1980s because of changes in the labor force and a turn against unionism by politicians such as Ronald Reagan and a more conservative electorate. The UFW, specifically, faced less support from the state government, internal disputes, court cases, declining membership, splits among leaders, and the challenge posed by undocumented immigration. Chávez hoped the anti-pesticide boycott would help revitalize the union, but it did not.

AP Practice Questions

1. With which of the following issues of the time period was César Chávez most concerned?

Answer: C. Lack of civil rights for farm laborers

2. Which of the following groups would most likely support the sentiments expressed in the excerpt?

Answer: A. African American civil rights protestors

3. The issues described in the excerpt most closely resemble which issues faced by American workers in the nineteenth century?

Answer: B. The lack of rights for union workers, leading to violent strikes

Jimmy Carter and the "Malaise" Speech

Review Questions

1. As a nontraditional Democrat, President Jimmy Carter believed he should

Answer: B. cut government spending

2. A primary economic concern of the American people during the Carter administration was

Answer: A. oil and energy costs

3. Jimmy Carter's economic policies included all the following except

Answer: A. the passage of a jobs bill that called for government-funded employment

4. In interpreting his own pollster's data, President Carter believed

Answer: B. many Americans felt the future was not theirs to make any longer

5. In his "malaise speech," President Carter cited poll data suggesting the public believed

Answer: C. the next five years would be worse than the previous five years

6. Overall, President Carter's "malaise speech"

Answer: A. was initially accepted by Americans, but came to hurt his chances of reelection

Free Response Questions

1. Explain the main causes of the "Great Inflation" and the worsening economy of the 1970s.

Answer: Government spending of the 1960s on the Vietnam War and newly created federal programs of the Great Society helped produce greater inflation by making the money supply more plentiful. Other factors were the problems created by the abandonment of the Bretton Woods agreement and former President Richard Nixon's ending of the system, as well as the Federal Reserve's policy of keeping interest rates low. The oil crises and boycotts by OPEC caused shortages at the fuel pump, driving up gas prices, as well as increasing the costs of airline and rail travel.

2. Explain the controversy created by the President Carter's "malaise" speech.

Answer: President Jimmy Carter thought the causes of the economic crisis of confidence were the growing lack of concern with economic problems and the solutions he offered. Politically, the speech was not a smart move, because it left him vulnerable to charges that he was blaming the American people for the troubles facing the country. Although initially the speech was viewed in a positive light, within a year, the reaction to the speech by political opponents and the American people grew negative, helping the election of Ronald Reagan as president in 1980.

AP Practice Questions

1. Which of the following was a significant impact of the speech excerpted here?

Answer: C. Ronald Reagan won the next presidential election by a landslide.

2. Which of the following post-World War II developments contributed most to the situation described by President Carter in the excerpt?

Answer: B. Consumerism

3. Which of the following economic policies did President Carter support as a solution to the problems described in the excerpt?

Answer: D. Federal deregulation of major industries

Jimmy Carter and the Iran Hostage Crisis

Review Questions

1. The U.S. and British effort to overthrow Iranian Prime Minister Mohammed Mosaddegh was as a result of all the following except

Answer: D. fear of a takeover by the Shah Pahlavi

2. President Jimmy Carter's most significant error in the Iran hostage crisis was

Answer: C. letting the Shah enter the United States for medical treatment

3. Jimmy Carter lost the election of 1980 to Ronald Reagan for all the following reasons except

Answer: C. lingering discredit associated with the Watergate scandal

4. According to the leadership of the Iranian Islamic Republic, the "Great Satan" was

Answer: C. the United States

5. The main reason for American interest in maintaining a close friendship with Iran was

Answer: B. the geopolitical significance of Iran and its oil

6. The takeover of the U.S. embassy in Tehran can be best seen as a

Answer: C. a culmination of continued anti-American hostilities in Tehran

Free Response Questions

1. Explain why the rule of Shah Ravi Pahlavi provoked dissent in Iran by the 1970s.

Answer: The unpopularity of the Shah's regime was mainly due to his use of secret police, lack of political reforms, personal enrichment, political and economic closeness to the United States, and the view that he was not Muslim enough. Also, Iran's military support from the United States was paid for with the oil wealth of Iran while the people suffered in poverty.

2. Explain why President Jimmy Carter failed to resolve the Iran hostage crisis.

Answer: The efforts President Jimmy Carter made to negotiate an end to the hostage crisis failed. The Iranians believed they had the upper hand and that as long as they held the hostages, America could really do nothing. Other factors, like the poor U.S. economy and the Soviet invasion of Afghanistan, also drew away Carter's attention. His military rescue attempt in 1980 signified a bold effort to free the hostages, but it failed.

AP Practice Questions

1. The situation in the photograph is similar to the treatment of which group?

Answer: B. Interned Japanese Americans during World War II

2. The situation in the photograph illustrates which of the following trends?

Answer: A. Conflict between America and the Middle East

DECISION POINT

Barbara Jordan and Watergate

Review Questions

1. Which president was a mentor to Barbara Jordan?

Answer: B. Lyndon Johnson

2. Barbara Jordan was a member of the House of Representatives from

Answer: C. Texas

3. What was the focus of Barbara Jordan's most significant speech before the House Judiciary Committee?

Answer: C. The purposes of and justifications for Congress's power to impeach

4. Barbara Jordan's speech before the House Judiciary Committee in January 1974 is best described as a

Answer: B. rhetorical argument that contributed to the resignation of Richard Nixon

5. Barbara Jordan's speech before the House Judiciary Committee was primarily motivated by

Answer: B. a violation of constitutional authority held by the president

6. Which of the following best describes the immediate impact of Barbara Jordan's speech before the House Judiciary Committee?

Answer: A. The vote to recommend the impeachment of President Nixon

Free Response Questions

1. Explain why Barbara Jordan believed President Richard Nixon should be impeached.

Answer: Barbara Jordan centered her argument on the U.S. Constitution and in her famous speech repeatedly returned to the threat posed by Nixon's contempt for the law, which violated his presidential oath of office. She believed Nixon's actions in the Watergate scandal constituted "high crimes and misdemeanors," which are impeachable offenses as directed by the Constitution.

2. Describe how Representative Barbara Jordan's view of constitutional principles influenced the value of her argument in the eyes of the public.

Answer: Representative Jordan sought the right answer according to the Constitution and not just what was best for the Democratic Party. The constitutional separation of powers is built to channel partisanship in ways that prevent dangerous concentrations of power.

AP Practice Questions

1. With which of the following issues was Representative Jordan most concern in her address?

Answer: B. The abuse of presidential power through personal ambition

2. The constitutional concept that influenced Representative Jordan's speech is

Answer: D. checks and balances

3. Which of the following most directly resulted from the events surrounding the excerpted speech?

Answer: C. The resignation of Richard Nixon

POINT-COUNTERPOINT

Did U.S. Media Provide Fair and Accurate Coverage of the Tet Offensive?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Did the media fairly and accurately report on the Tet Offensive and American policy and military operations in Vietnam?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: The media provided as accurate a portrayal of the Vietnam War as it could. The military's false reports about the war were the real issue with accuracy about Vietnam, not the media.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: Most American reporters at this time still strived to emulate the mid-century ideal of objective journalism and, by and large, they reported events accurately.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both authors agree the media incorrectly reported on the Tet Offensive, though they disagree about to the extent to which this occurred. Historian A argues this was a minor occurrence, whereas Historian B argues it was widespread.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: The media provided inaccurate and sensationalist reports about the Vietnam War that turned public opinion against the conflict despite American military successes.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: The sensationalist and tendentious media coverage of the failed Tet offensive, on the other hand, helped turn public opinion against the administration's war effort and led a majority of Americans to reject its claims of progress, despite all evidence to the contrary.</p>

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: Answers may include Walter Cronkite's report on the Tet Offensive, soldiers' accounts of the war, and newspaper articles about the war.

Explain how this debate highlights the breakdown in consensus in American society over the anti-communist policy of containment.

Answer: Although the Tet Offensive was a strategic defeat for North Vietnam, its brutality led some Americans to question why the United States should sacrifice so much to contain communism in distant countries. This, along with the growing unease that U.S. leaders were not being truthful about the situation in Vietnam, led reporters and their audiences to begin to oppose the war.]

PRIMARY SOURCES

Music as Protest: “We Shall Overcome”

Sourcing Questions

1. The origins of “We Shall Overcome” are difficult for historians to pinpoint precisely. Why would song lyrics be difficult to trace in the historical record?

Answer: Songs are typically transmitted orally and variations can occur.

2. What insight can folk song lyrics provide for historians that official documents cannot?

Answer: Folk songs are sung by “ordinary people” rather than officials and those in power. They can provide clues to the motivations and thoughts of everyday people that are not always represented in the historical record.

Comprehension Questions

1. Why would protesters in the civil rights era be afraid?

Answer: Protesters routinely met with violence such as during Freedom Summer and on Bloody Sunday.

2. How do the simplicity and repetition in this song reinforce its message of struggle and ultimate victory?

Answer: The song is easy for singers to memorize and for the audience to understand.

Historical Reasoning Questions

1. “We Shall Overcome” has been adopted by protesters in other countries and in various contexts. How is the message of this song universal?

Answer: The song addresses hardship, which can be applied to various circumstances. It also implies victory, which gives hope. The second-to-last verse also refers to a larger world struggle for something better, which makes the song relevant to any struggle against injustice.

2. Compare this song with the Negro spirituals of the Civil War era (see the Chapter 7 Negro Spirituals Primary Source [<https://cnx.org/contents/NgBFhmUc:pl7Zd8gm>]). How are their messages similar? Different?

Answer: Both songs are rooted in gospel music and address the struggles of African Americans. Negro spirituals use explicit biblical imagery, whereas “We Shall Overcome” does not. Both songs are also performed in the present day and continue to offer messages of hope amidst struggle and hardship.

National Organization for Women (NOW), Bill of Rights, 1968

Sourcing Questions

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

Answer: The leadership of the National Organization for Women (NOW) wrote this document to lay out their demands for equal treatment of women.

2. Who was the likely audience for this source?

Answer: The likely audience is the U.S. government, because the group was formed over a lack of enforcement of legislation banning discrimination.

Comprehension Questions

1. According to articles I and II, what do women need to ensure an equal footing with men?

Answer: Women need the protection of equal treatment under the law written into the Constitution and enforced fairly by the federal government.

2. How are articles III and V related?

Answer: Women need support and the protection of the law while pregnant (maternity leave) and in caring for their children once they return to work (child care facilities).

3. According to articles VI and VII, what do women need to ensure an equal footing with men?

Answer: Women need to be educated and have access to job training and housing.

Historical Reasoning Questions

1. Compare this source with the 1923 Lucretia Mott Amendment (see the Chapter 11 Alice Paul and the Equal Rights Amendment (Lucretia Mott Amendment), 1923 Primary Source [<https://cnx.org/contents/NgBFhmUc:AS0UnHf1>]). What do these sources reveal about the continuities and changes in the women's rights movement from the early to mid-twentieth century?

Answer: The Lucretia Mott Amendment was the precursor to the Equal Rights Amendment (ERA). This reveals that the demand for equal rights, not just the right to vote, has been a focus of feminists since the 1920s. In the late 1960s, NOW not only resurrected the ERA but also expanded the focus of the women's movement by urging control over their own reproductive decisions, sexuality, access to education, and support in the work place (e.g., maternity leave, access to child care).

2. To what extent do you think the demands of NOW are still relevant today? Explain.

Answer: Student opinions will vary. Accept reasoned answers.

Indians of All Tribes, Alcatraz Proclamation, 1969

Sourcing Questions

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

Answer: Indians of All Tribes (IAT) wrote this document to announce their intentions for occupying Alcatraz Island.

2. The occupation of Alcatraz was an act of protest. What other issues were the target of student protests in the 1960s?

Answer: Students were also involved in protests in the civil rights movement, women's rights, and against U.S. involvement in Vietnam.

Comprehension Questions

1. Who is the Great White Father? What does this term reference?

Answer: The Great White Father is the president of the United States (at this time, Richard Nixon). This references the term used in historic treaties between American Indians and the U.S. government.

2. By what right does IAT claim Alcatraz Island? Why is this ironic?

Answer: They claim the land by right of discovery. This is in reference to the justification Europeans used to claim the New World during the Age of Discovery.

3. What policy does this refer to?

Answer: Assimilation.

4. What is the tone of this document?

Answer: The proclamation is sarcastic. It uses the language of historic treaties, which clearly were not made in good faith and were never fair and honorable from the perspective of American Indians.

5. Why does Alcatraz resemble Indian reservations? What point are the authors making?

Answer: Alcatraz resembles Indian reservations in that the land is in poor condition, lacks basic services, and is meant for prisoners. The authors are drawing attention to the conditions in which American Indians live on reservations and condemning U.S. policy.

Historical Reasoning Questions

1. Consider this source in the larger context of U.S. relations with American Indians. Review the 1790 Treaty of New York (see the Chapter 4 The Royal Proclamation of 1763 and the Treaty of New York, 1790 Primary Source [<https://cnx.org/contents/NgBFhmUc:JgHEb9qQ>]), the Indian Removal Act of 1830 (see the Chapter 6 Indian Removal Act, 1830, and Cherokee Chief John Ross's Memorial and Protest to Congress, 1836 Primary Source [<https://cnx.org/contents/NgBFhmUc:YWpqDGI0>]), the Dawes Act of 1887 (see the Chapter 9 The Dawes Act, 1887 Primary Source [https://cnx.org/contents/NgBFhmUc:xz_KXKu2]), and images from the Carlisle School from the 1880s (see the Chapter 9 Images from the Carlisle Indian School, 1880s Primary Source [<https://cnx.org/contents/NgBFhmUc:QROZWDwm>]). Explain how this document is a response to U.S. policy toward American Indians from the eighteenth century to the mid-twentieth century.

Answer: Each of these sources reveals tensions between the United States and American Indians over ownership of land. Slowly, American Indians lost rights to their ancestral homelands because of increasing pressure from U.S. settlement and expansion. A policy of assimilation is apparent from as early as 1790 and is pronounced in the photographs from the Carlisle Indian School. The Alcatraz Proclamation mocks the “honorable intentions” of U.S. policy toward and treatment of American Indians.

2. The year 2019 marked the fiftieth anniversary of the occupation of Alcatraz, to this day the longest occupation of federal land by American Indians. Read the article “We Hold the Rock” by Dr. Troy Johnson (<https://www.nps.gov/alca/learn/historyculture/we-hold-the-rock.htm>) and watch the video “Perspectives 50 Years Later: Eloy Martinez” from the U.S. National Park Service (<https://www.nps.gov/media/video/embed.htm?id=52ABF949-A405-C805-5F85D5A38F35E3BA>) and then evaluate to what extent the occupation was successful. Justify your response with specific evidence.

Answer: Student answers may vary. The occupation did bring attention to the cause. However, relations between American Indian tribes and the U.S. government remain troubled to the present day, as reflected in protests against installing a pipeline through the Standing Rock Indian Reservation in North Dakota.

Nixon Tapes: The “Smoking Gun” Tape, 1972

Sourcing Questions

1. Who are the speakers in this source?

Answer: President Nixon is speaking with his advisor H.R. Haldeman.

2. Why is this source known as “the Smoking Gun” tape?

Answer: This tape, in particular, revealed details of the White House cover-up of the break-in to the Democratic National Committee headquarters and proof of the president's early involvement in that cover-up.

Comprehension Questions

1. To what was President Nixon's advisor H.R. Haldeman referring when he mentioned "the Democratic break-in thing"?

Answer: Haldeman was referring to the break-in at the Watergate complex in Washington, DC.

2. What was Haldeman worried that the FBI had been able to find?

Answer: Haldeman was worried that the FBI had traced the money the campaign had used as hush money to the people who broke into the Democratic National Committee headquarters at the Watergate.

3. What did Haldeman want Mr. Walters to say to FBI director Pat Gray? What was the president's response to this plan?

Answer: Haldeman wanted Mr. Walters to tell the FBI director to stay out of the Watergate investigation. The president was in favor of the plan.

4. How could the president discussing ways the Watergate burglars could avoid cooperating with the authorities be seen as obstruction of justice?

Answer: By encouraging people not to comply with a federal investigation, President Nixon would be obstructing justice.

5. What is being exposed about President Nixon when he stated "don't lie to them to the extent to say there is no involvement?"

Answer: The president asked a member of his administration to lie on his behalf, thus obstructing justice.

Historical Reasoning Questions

1. Explain the effect the Watergate scandal had on the American people's view of the presidency.

Answer: Since the Watergate scandal, the American people have demanded more assurances that the president understands he is not above the law and that he is trustworthy. It has also shown how losing faith in a president while in office can have a negative effect on the presidency and the country.

2. Do you think President Nixon would have been removed from office if he had been impeached? Explain your reasoning.

Answer: Student answers will vary. Accept reasoned responses.

Art as Protest: Images from the United Farm Workers of America, 1973–1978

Sourcing Questions

1. Who created these images?

Answer: César Chávez's supporters created these images.

2. Why might images have a stronger effect on the audience than text would?

Answer: Answers may vary. Students should note that images tend to have a stronger emotional appeal than words. Images are also generally easier to comprehend than words and are not

dependent on literacy in a particular language. These factors allowed the image creators to reach a broader audience with a stronger message.

Comprehension Questions

1. Describe the imagery in the second poster. Why do you think it was portrayed that way?

Answer: Answers may vary. Students should note that the focal point is a man in Mesoamerican garb. The grapes are being squeezed and releasing blood. The artist created the poster this way to remind workers of their rich cultural heritage and to show that the pesticides used on crops such as grapes were harmful to farm workers—it justifies their cause and the boycott.

2. What similarities and differences do you notice between the two images?

Answer: Answers may vary. Students may note the images are similar in that they are encouraging a boycott. The first image is not meant to shock but rather to simply state a message. It includes merely the UFW's logo and a clear, simple message. The second image is meant to have a shock factor that grabs the viewer's attention. The second image was created eight years after the first and was created by an artist implying that the UFW had attracted more attention to their cause by this point.

Historical Reasoning Questions

1. César Chávez encouraged his supporters to use nonviolent methods to achieve their goals. Why do you think he did this?

Answer: Chávez followed the same methods of Martin Luther King Jr. and Gandhi by using peaceful protest to achieve change, because he believed it would be more effective than using violence.

Violence could turn public opinion against the movement and was also unethical in Chávez's eyes.

2. Consider the UFW's encouragement of boycotts of farm products to achieve a goal. What are some modern examples of boycotts of products to achieve something?

Answer: Answers may vary. Students can note boycotts of the National Football League over concerns about player safety and league racism or boycotts of Chick-Fil-A for its stance on marriage equality, as a few examples.

Herblock, Watergate Cartoons, 1973–1974

Sourcing Questions

1. Who created these cartoons?

Answer: Herb Block created these cartoons, under the name Herblock.

2. Why did Block use cartoons to depict the Watergate scandal?

Answer: Political cartoons were easy to comprehend by audiences and were satirical of their subjects.

3. What ultimately caused Nixon to resign?

Answer: The House Judiciary Committee recommended impeachment and the Supreme Court required Nixon to hand over the tapes.

Comprehension Questions

1. What do you notice about this image?

Answer: Students should note the floodwaters rising in the Oval Office and President Nixon holding on to his desk.

2. Why did Block portray Nixon in this manner?

Answer: Block wanted to symbolize Nixon as out of control and in a crisis.

3. What is Nixon hanging between?

Answer: Nixon is hanging between two sections of broken audio-recording tape.

4. What was Block implying with this cartoon?

Answer: Block implied that Nixon is, in fact, a crook. The president is trying to fabricate the tapes by adding “not” into them. Block and many Americans were suspicious when Nixon refused to hand over the Oval Office tapes.

5. What do you notice about this image? Note that the names on the chairs are of aides and other figures in the Nixon administration.

Answer: Students should note that Nixon is sitting alone while all his advisors and confidants have been found guilty of various crimes. Nixon is sitting in a chair labeled, “unindicted co-conspirator.”

6. What do you think Block was trying to convey with this image?

Answer: Block was trying to show that Nixon’s administration was corrupt. He also wanted to show that Nixon was likely guilty of crimes, even if he had not been convicted of anything yet.

Historical Reasoning Questions

1. President Nixon claimed executive privilege during the Watergate investigation and refused to hand over the Oval Office tapes. Do you think the release of the Oval Office tapes represented a security issue? Explain your response.

Answer: Answers may vary. Students may argue that the president should be able to keep some information secret, such as military matters, for the sake of national security. Other students might assert that nothing should be kept from the people in a government ruled by consent.

2. Read the Bill of Rights Institute’s short summaries of the impeachment cases (<https://billofrightsinstitute.org/elessons/comparing-impeachments-across-u-s-history/>) against Presidents Andrew Johnson, Bill Clinton, and Donald Trump, none of whom were removed from office. How would you compare Nixon’s misdeeds with those of Johnson, Clinton, and Trump? Explain your answer.

Answer: Answers may vary. Students might argue that Nixon’s crimes and subsequent cover-up were more egregious than the charges leading to the Johnson and Clinton impeachments. Other students may contend that Johnson and Clinton committed similar crimes as Nixon but had greater public support that prevented their removal from office. Nixon and Trump both hoped to gain in an election from their actions.

Barbara Jordan, Speech on Impeachment, July 25, 1974

Sourcing Questions

1. To whom was this speech addressed?

Answer: The American public in general, and Nixon specifically.

2. Representative Barbara Jordan’s speech was televised to the American people. How did that demonstrate its significance?

Answer: The extraordinary importance of this hearing, in the sense that the impeachment charges against Nixon were very serious.

Comprehension Questions

1. What did Representative Jordan imply when she brought up the idea of pain in her first sentence?

Answer: Representative Jordan refers to pain because inquiry into a president's possible complicity in crime is a painful thing for the country in general. Even though Jordan is a member of the opposite party of Nixon, the reasons surrounding any impeachment are not good for the nation, both in the foreign and domestic sense. Citizens could lose faith in their politicians, and it makes the United States appear vulnerable to outsiders.

2. In her introduction, what did Representative Jordan make very clear?

Answer: Jordan made very clear her allegiance to the Constitution by examining this entire process through its lens.

3. According to Jordan, why did a member of Congress not need to be convinced that the president should be removed from office in order to vote for impeachment?

Answer: It was not necessary for a representative who voted for impeachment to be convinced of the president's guilt, for several reasons. First, a member would be presuming guilt before the trial (contradicting the ideal of innocence until proven guilty); second, it would be too restrictive on the House of Representatives, thereby losing its purpose as a check on the executive if a House member needed 100 percent assurance of guilt. Furthermore, according to the Constitution, impeachment is the process of formal accusation, as though by a grand jury. It is not the role of the House to determine guilt or innocence, but merely to determine whether there is enough evidence to justify a trial by the Senate.

4. According to Jordan, why was impeachment limited to high crimes and misdemeanors?

Answer: Jordan argued that impeachment was limited to prevent the legislature from abusing the power. Because this is a power one branch has over another, it needed to be conducted to avoid being used for partisan reasons. In addition, keeping impeachment limited would keep Congress focused on its job.

5. Why do you think Representative Jordan juxtaposed impeachment criteria with Nixon's actions?

Answer: Jordan juxtaposed impeachment criteria with Nixon's actions to show what crimes she believed the president had committed.

6. According to Jordan, how did President Nixon subvert the Constitution?

Answer: Nixon told his aides to commit perjury, disregarded the secrecy of a grand jury's proceedings, concealed secret entry, and attempted to compromise a judge.

Historical Reasoning Questions

1. What role do think this speech had in influencing the House Judiciary Committee's decision to recommend impeachment?

Answer: It seems likely that this speech influenced the House Judiciary Committee to recommend impeachment. Nixon was able to see some, if not all, of the evidence the judicial committee had concerning his possible impeachment and decided to resign.

2. Explain the importance of Representative Jordan using the Constitution as the means to bring the impeachment charges against President Nixon.

Answer: By using the Constitution, Jordan demonstrated that she supports impeachment charges for legal, not partisan, reasons. This gave her argument greater legitimacy and was more likely to appeal to a broader audience.

Jimmy Carter, “Malaise” Speech, July 15, 1979

Sourcing Questions

1. Who delivered this speech?

Answer: President Jimmy Carter delivered this speech on July 15, 1979.

2. What was the context for this speech?

Answer: The United States was struggling economically and with foreign policy.

Comprehension Questions

1. Who was invited to Camp David? What was their purpose for going there?

Answer: The President invited business and labor leaders, teachers and preachers, governors, mayors, and private citizen to discuss the problems facing the United States.

2. What is the biggest problem facing the country, according to Carter?

Answer: The biggest problem facing the country is a crisis (i.e., lack) of confidence.

3. What is the root of this crisis, according to Carter?

Answer: Americans are self-indulgent and driven by consumerism (i.e., consumption of “stuff”).

4. What are the symptoms of this crisis?

Answer: A majority of Americans are pessimistic about the future, many citizens do not vote, U.S. productivity is falling, Americans are less willing to save for the future, and there is a growing disrespect for government, churches, schools, and the media.

5. What “shocks and tragedies” did the American people experience in the 1960s and 1970s?

Answer: The assassinations of political leaders (President Kennedy, Robert Kennedy, Martin Luther King Jr), a loss in Vietnam, Watergate, inflation, and the oil crisis.

6. What solution does Carter propose to solve the crisis facing America?

Answer: Americans must restore their faith and confidence.

7. What is the immediate threat facing the country, and what has caused it?

Answer: An energy crisis faces the country and was caused by dependence on foreign oil.

8. What actions will the president take to address the energy crisis? Congress? Individuals?

Answer: The president has set clear goals for energy policy along with import quotas for foreign oil. He has also asked Congress to mandate that utilities decrease their use of oil, set up an energy mobilization board, and give the president the authority to set up mandatory conservation and standby gasoline rationing. The president suggests that individuals can take small actions such as carpooling and adjusting their thermostats to save fuel.

9. How will the energy crisis conquer the crisis of spirit?

Answer: It will unite the nation and restore confidence in the future by giving a renewed sense of purpose.

Historical Reasoning Questions

1. Evaluate the effectiveness of President Carter’s plea to the American people.

Answer: Although Carter presented a sincere plea to the nation to get back to the basics of what defines American society, this speech did little to change public opinion. He was half way through his term and the energy crisis continued to loom; ultimately, it would be Carter’s domestic and foreign policy that were blamed for the overall energy shortage.

2. As a teenager in 1979, what questions might you have had for the president regarding his plans and their chances for success?

Answer: Students might suggest questions such as “Where does the Constitution authorize such programs? How would they be enforced?”

LESSONS

The New York Blackout of 1977

Handout A: Student Document Packet

Document 1: Blackout coverage from ABC News, 7/14/1977

1. Why was this blackout particularly devastating?

Answer: Looting and rioting were widespread. Many small-business owners were the victims of property damage and did not have adequate insurance to recover their losses.

2. How well were the police able to cope with the crisis?

Answer: They were overwhelmed and unable to help many people. They made thousands of arrests, but thousands more got away with looting and acts of violence.

3. How did the 1977 blackout compare with the 1965 blackout?

Answer: There was a terrible heat wave in 1977. The 1965 blackout affected more people, but the looting and violence was much more widespread in 1977.

Document 2: Images of the impact of the blackout across New York

1. Looking at these images, describe how New Yorkers dealt with the hardship of the blackout.

Answer: Students should identify that the blackout struck at a time of economic troubles and looting and destruction were rampant in some neighborhoods. Some New Yorkers took the blackout in stride, as evident in the image of the people at the bar in the candlelight.

2. Which image do you find most striking about the blackout?

Answer: Student answers will vary.

3. Why do you think these two different parts of the same city reacted in vastly different ways to the challenges created by the blackout?

Answer:

Document 3: “The Message” by Grandmaster Flash and the Furious Five

<i>Visual details from the video</i>	<i>Details from the lyrics</i>
Answer: <ul style="list-style-type: none">• burned out buildings• crowded streets• broken glass/garbage on the streets• graffiti• seedy storefronts	Answer: <ul style="list-style-type: none">• broken glass• smell of the streets• rats• noise• “junkies”• repossession of his car• bill collectors• transit strike• violence in the parks after dark

Document 4: President Gerald Ford, “Address to the National Press Club,” 10/29/1975

1. What explanations have been offered by New York City’s supporters for why the city is facing this crisis?

Answer: That it has happened because of suburban flight, urban migration of the poor, and the collapse of industry.

2. What evidence does Ford cite supporting his contention that New York City has been mismanaged?

Answer: Students should identify Ford’s claim of overly generous pay and benefits for city employees, an excess of city hospitals, and a free university system.

3. Why does Ford believe it would be unfair for federal taxpayers to bail out New York City?

Answer: Ford explains it is unreasonable for Americans to have to pay for services for New Yorkers that they cannot even afford for their own communities.

4. How does Ford see a bailout as constitutionally improper?

Answer: Ford cites that cities operate under authority given by states. The federal government skipping over the states to help a city would be improper, regardless of the city’s size.

5. Why does Ford feel a bailout would set a dangerous precedent?

Answer: Ford thinks it would lead other cities to follow New York’s irresponsible example and spend to excess, knowing the federal government will bail them out. By embracing such financial irresponsibility, even the federal government would eventually be at risk.

Document 5: New York Daily News article, 10/30/1975

1. How did President Ford respond to the New York blackout, according to this article, and how did New Yorkers interpret this reaction?

Answer: Ford said he would veto any legislation proposing a bailout. Students should be able to infer from the headline, “Drop Dead,” that New Yorkers took this response as a personal attack. They may also make the connection that many in U.S. urban centers felt abandoned by the rest of the nation when they were most in need, as an outgrowth of suburban flight.

Document 6: Mayor Ed Koch inaugural address, 1/1/1978

1. What mistakes does Koch concede that New York has made?

Answer: That there has been wasteful spending on many social programs. Well-intended programs have been abused and have not had their intended effect.

2. What does Koch hope will come from getting the city’s financial situation under control?

Answer: Better services for the middle class and a better environment for business to thrive.

3. What does Koch see as essential for the city to recover its greatness?

Answer: Koch calls for people to take responsibility for themselves and their communities, and to not rely on the government to solve their problems for them.

4. How does Koch indirectly reference the blackout?

Answer: Students should identify his references “We have been tested by fire” and “we have been shaken by troubles that would have destroyed any other city.”

5. After reading the speech, describe how it is appropriate that Koch starts with the quote from John F. Kennedy?

Answer: Students should be able to infer that Koch is echoing Kennedy's "Ask not" call, in that he is asking the people of New York to re-commit themselves to serving their community and city, and not expect the city government to do everything for them.

Document 7: "Jordan Urges Carter to Visit Looted Areas," New York Times, 7/25/1977

1. What specific policies is Jordan advocating?

Answer: He is calling for increased social spending by the government and for the government to guarantee jobs for all who are willing to work.

2. In what way does Jordan invoke the New York blackout experience as a lesson?

Answer: He is claiming that it should serve as a warning because the same thing could happen in any other city dealing with the same problems.

3. What does Jordan claim was the cause of the looting and rioting that occurred during the blackout?

Answer: The anger and lack of hope of people in poverty without any opportunity to improve their lives. Students should be able to identify his belief that people who do not feel they have a stake in their communities are less apt to care for their communities.

Unit 7 Civics Connection: Modern Liberalism, Limited Government, and Rights
Handout C: Natural Rights and Positive Rights in History Graphic Organizer

<i>Document title, date, author/speaker,</i>	<i>Short quote(s)</i>	<i>Key ideas from the quote</i>	<i>Label <u>positive</u> or <u>natural</u> <u>rights</u> and provide reasoning</i>
Declaration of Independence; July 4, 1776; Thomas Jefferson	Answer: 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...	Answer: <ul style="list-style-type: none"> • A Creator provides rights. • Rights are unalienable or unable to be taken away. 	Answer: Natural rights. These rights come from a higher power, not from the government. They exist from birth and simply require the government to provide services like police and military to protect.
Property; March 29, 1792; James Madison	Answer: <ul style="list-style-type: none"> • This term [property] in its particular application means “that dominion which one man claims and exercises over the external things of the world, in exclusion of every other individual.” • This being the end of government, that alone is a just government, which impartially secures to every man, whatever is his... 	Answer: <ul style="list-style-type: none"> • Individuals can claim a right to everything in their dominion, including physical things as well as abstract concepts, like rights. • Government exists to secure that which every individual already possesses. 	Answer: Natural rights. Property rights require the government to secure that which already belongs to individuals.

Fourth Amendment; December 15, 1791; James Madison	Answer: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated	Answer: Individuals have a right to not be subject to unreasonable searches and seizures.	Answer: Natural rights. Government does not need to provide anything, they simply need to refrain from infringing on this right.
Eighth Amendment; December 15, 1791; James Madison	Answer: In all criminal prosecutions, the accused shall...have the assistance of counsel for his defense	Answer: Individuals have the right to counsel or a lawyer when accused of a crime.	Answer: Positive rights. Government is required to provide a lawyer to all accused in criminal cases to uphold this right. Individuals do not automatically have a lawyer from birth.
The Economic Bill of Rights; January 11, 1944; Franklin Roosevelt	Answer: <ul style="list-style-type: none"> • We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence • The right to a useful and remunerative job... • The right to earn enough to provide adequate food and clothing and recreation... • The right of every family to a decent home 	Answer: <ul style="list-style-type: none"> • Individuals need economic security to truly be free. • This economic security includes, among other things, a job, adequate pay, and a home. 	Answer: Positive rights. All these rights require government to provide goods and services to citizens to uphold them. Individuals do not automatically have a job, food, clothing, and so on from birth.
The Fair Deal; January 5, 1949; Harry Truman	Answer: <ul style="list-style-type: none"> • The attainment of this kind of society demands the best efforts of every citizen in every walk of life, and it imposes increasing 	Answer: <ul style="list-style-type: none"> • The government needs to take on increased responsibilities to create a fair society. • The government needs to not only become involved in 	Answer: Positive rights. The government must provide goods and services to ensure the “Fair Deal” is upheld. Individuals do not automatically have social

	<p>responsibilities on the Government.</p> <ul style="list-style-type: none"> • The Government must work with industry, labor, and the farmers in keeping our economy running at full speed. The Government must see that every American has a chance to obtain his fair share of our increasing abundance. These responsibilities go hand in hand. • We have established a system of social security. We have enacted laws protecting the rights and the welfare of our working people and the income of our farmers. These Federal policies have paid for themselves many times over. They have strengthened the material foundations of our democratic ideals. 	<p>economic affairs to ensure fairness but also provide for the welfare of all individual Americans.</p>	<p>security and guaranteed economic security from birth.</p>
<p>Great Society; May 22, 1964; Lyndon Johnson</p>	<p>Answer:</p> <ul style="list-style-type: none"> • The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. • So I want to talk to you today about three places where we 	<p>Answer:</p> <ul style="list-style-type: none"> • The society Johnson envisions requires an end to poverty. • Johnson wants the Great Society to begin to be built in cities, the countryside, and the classroom. 	<p>Answer: Positive rights. Achieving the goals of the Great Society requires government action to provide goods and services to its citizens. Individuals do not automatically have a clean city, quality education, and so on from birth.</p>

	<p>begin to build the Great Society—in our cities, in our countryside, and in our classrooms</p> <ul style="list-style-type: none"> But I do promise this: We are going to assemble the best thought and broadest knowledge from all over the world to find those answers for America. I intend to establish working groups to prepare a series of White House conferences and meetings—on the cities, on natural beauty, on the quality of education, and on other emerging challenges. 	<ul style="list-style-type: none"> A task force of experts is required to provide solutions to challenges in American society. 	
<p>Address Accepting the Democratic Nomination; July 14, 1972; George McGovern</p>	<p>Answer:</p> <ul style="list-style-type: none"> The highest single domestic priority of the next administration will be to ensure that every American able to work has a job to. ...but it is our firm commitment that whatever employment the private sector does not provide, the Federal government will either stimulate or provide itself. It means a system of national health insurance so that a 	<p>Answer:</p> <ul style="list-style-type: none"> The government needs to provide a job to all Americans. The government should provide a national system of health insurance so all workers can afford it. 	<p>Answer: Positive rights. The government is obligated to take action to provide jobs and affordable health insurance to Americans.</p>

	worker can afford decent health care for himself and his family		
--	---	--	--

1. Why do you think the Founding generation emphasized the government's protection of natural rights?

Answer: The Founding generation was concerned primarily with protecting citizens' rights against an oppressive government. The Founding generation's perspective was rooted in their experience with the British government, which they believed acted tyrannically by not respecting the colonists' natural rights as Englishmen.

2. What historical conditions do you think led modern liberalism advocates to emphasize positive rights?

Answer: As American society and corporations grew, government began to grow into a role of managing the perceived complexities of modernity. As the power and size of government grew, it began to try to provide a variety of goods and services to protect the poorest and most vulnerable Americans, in an attempt to improve society.

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.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <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</p>	<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 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

	<p>modify an argument that addresses the question.</p>	<ul style="list-style-type: none"> • 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.