## UNIT PACING CHART

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### Teacher to Teacher

**History Music Video Project** Have students select a figure, event, or era from world and American history as well as a song. (I generally try to have them use one that is no more than 5 minutes to keep the file size down. You may want them to bring a copy of the lyrics to you so you can determine appropriateness.) If you are uncertain about the choice you should ask students to explain their "vision" to you. Tell them that they are telling a story through images, songs, and quotes to their audience. I have been surprised at how insightful my students have been in selecting their songs.

There are many programs that allow you to make videos, and many students already know how to use this technology and may help demonstrate it in class. The media programs are fairly simple "click and drag" programs that have directions on the screen. I generally have my students save 30–50 images for their projects. These programs allow you to include actual film footage and add quotes/pasages as "eyewitness accounts.

These videos have become powerful teaching tools in helping my students understand historical periods such as the civil rights movement.

Erin Johnston  
South Caldwell High School  
Hudson, North Carolina
Dear American History Teacher,

The 25 years covered in this unit represented an era of dramatic change in American history. The Cold War served as the backdrop to many of these events and should be reemphasized as you discuss the social and political upheavals of the 1960s and 1970s. The United States emerged from World War II as one of two superpowers, along with the Soviet Union. This fact may help students understand why the United States felt obligated to become immersed in so many foreign policy entanglements.

Indeed, the decades of the 1950s and 1960s witnessed some of the greatest social movements of the twentieth century—the civil rights movement, the student movement, the women’s movement, the environmental movement, and the counterculture movement. These movements touched nearly every corner of American society. New leaders emerged on college campuses, in local communities, and on the national stage. American colleges and universities served as forums for many of the movements.

These were years of relative prosperity, rising expectations, and the desire to end poverty and suffering among all Americans, as illustrated in President Lyndon Johnson’s Great Society. Historians continue to debate the significance of Johnson’s presidency and his Great Society programs, but there is little doubt that many of these programs such as Medicaid, Medicare, Head Start, the Child Nutrition Act, and the Clean Water Act improved the quality of life for millions of Americans.

Students should also, however, get a sense of how deeply the nation divided over American foreign policy, especially U.S. involvement in the Vietnam War. The legacy of that war is still being debated by historians as well. Finally, the struggle for civil rights and racial equality were central to this era, and students are generally excited to learn about the roles of leaders such as Martin Luther King, Jr., Rosa Parks, Thurgood Marshall, and Malcolm X.

Senior Author
Focus

Why It Matters
Ask students to interview someone who came of age during the 1960s or 1970s. Ask them to focus interview questions on how that era has influenced the person’s life and how it has affected national policy. Invite volunteers to share what they learned from the interviews. 

Connecting to Past Learning
In previous units, students have learned about other presidential policies, such as the Square Deal and the New Deal. In this unit, they will learn of the New Frontier and the Great Society. They also learned about other wars. They will learn about the Vietnam War in this unit.

Unit Launch Activity
Write the Scene Have students skim the unit for a photograph that interests them. Then challenge them to write a paragraph describing the photograph or its setting and why they were drawn to it.

Why It Matters
Americans in the 1960s sought to remake their society. African Americans protested for civil rights and social equality and were soon joined by women’s groups, Hispanics, Native Americans, and the disabled, all of whom demanded more equal treatment. At the same time, the federal government launched several new programs, including Medicare, designed to end poverty; and the Supreme Court took a more active role in society, issuing important rulings on civil rights.

Team Teaching Activity
Political Science Invite a political science teacher to the class to discuss the impact of visual media on presidential and congressional elections since the 1960 election. Ask him or her to show clips of effective and ineffective use of advertisements, debates, or interviews. Use the clips as background for a discussion on how candidates create positive images for constituents.
Visual Literacy Ask students to describe the people who are protesting. (Most are young and informally dressed; the men wear their hair longer than what was then considered normal.) Tell them that the early protests were conducted primarily by college students and often on college campuses. At Columbia University in 1968, about 500 students took control of five buildings on campus, including the president’s office. Protests increased in other parts of the world as well, notably in Paris, London, and Prague. Protests became more widespread, including many different groups of people, not just college students who did not want to be drafted to fight a war they could not support. One of the most significant ones occurred at the Democratic National Convention in Chicago in 1968, when an estimated 10,000 demonstrators clashed outside the convention center with perhaps 20,000 police and National Guard troops.

Teaching Tip The NCLB Act places an emphasis on computer literacy. Assist students doing online research in selecting only reputable sources. For example, Web sites ending in .gov, .org, or .edu are generally trustworthy. Encourage students to look for historical museum sites and presidential libraries as they do their research for this chapter.
## Planning Guide

### Key to Ability Levels
- **BL**: Below Level
- **OL**: On Level
- **AL**: Above Level
- **ELL**: English Language Learners

### Key to Teaching Resources
- **Print Material**
- **Transparency**
- **CD-ROM or DVD**

### Resources

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Note: Please refer to the *Unit 8 Resource Book* for this chapter's URB materials. * Also available in Spanish
### Levels

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#### Teacher Resources

- Reading Strategies and Activities for the Social Studies Classroom
- Strategies for Success
- Presentation Plus! with MindJogger CheckPoint
- Success With English Learners

#### ASSESS

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What is a widget?
The McGraw-Hill Social Studies widget is a program for any computer with Internet access that acts as a one-stop launching pad for both software- and online-based programs.

How can the widget help my students and me?
The widget is a convenient way for you and your students to access McGraw-Hill's technology tools, both software-based and online. Some of the features of the widget include:

- customizable links to frequently used Glencoe Web pages
- recognition of, and compatibility with, Glencoe DVD and CD-ROM programs
- QuickPass entry for fast access to chapter content and activities

Visit glencoe.com to download the free student and teacher versions of the McGraw-Hill Social Studies widget.

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The following videotape programs are available from Glencoe as supplements to this chapter:


To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aetv.com
The History Channel: www.historychannel.com

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**Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

**Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

**Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English. www.jamestowneducation.com

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**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- ZipZapMap! USA Windows (ZipZapMap! USA)

Access National Geographic’s new, dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com
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Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

**For students at a Grade 8 reading level:**

- *John Fitzgerald Kennedy: America’s Youngest President*, by Lucy Post Frisbee

**For students at a Grade 9 reading level:**

- *John F. Kennedy*, by Lucia Raatma

**For students at a Grade 10 reading level:**

- *The First Moon Landing*, by Sabina Crewe and Dale Anderson

**For students at a Grade 11 reading level:**

- *John F. Kennedy*, by Michael Burgan

**For students at a Grade 12 reading level:**

- *Footprints on the Moon*, by Alexandra Siy
Focus

Making Connections
Can Government Fix Society?
Ask students to brainstorm ways in which society needs to be “fixed.” Have them suggest ways in which these needs have or have not been met by local, state, or national governments. Remind students of the great changes that the New Deal brought about in terms of providing a social safety net for citizens. Have them identify areas that the New Deal did not address. (Possible answers include: universal health care, women’s issues, and minority issues.)

Teach

The Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Section 1

The New Frontier

Essential Question: What social issues did the Kennedy administration address? (affordable housing, minimum wage, women’s equality, disability rights) Tell students that in Section 1 they will learn about Kennedy’s domestic agenda and struggles with an unsupportive Congress.

Section 2

JFK and the Cold War

Essential Question: What efforts to achieve peace did the Kennedy administration follow? (diplomacy, foreign aid, Peace Corps, expansion of military, space exploration) Inform students that in this section they will learn about Kennedy’s creative efforts to prevent the further spread of communism and war.
MAKING CONNECTIONS
Can Government Fix Society?

President John F. Kennedy and President Lyndon B. Johnson supported programs intended to end poverty and racism at home and promote democracy abroad. The War on Poverty and the Great Society programs marked the greatest increase in the federal government's role in society since the New Deal. Kennedy's aid programs for developing nations also marked a dramatic shift in American foreign policy towards promoting economic development abroad.

- How do you think Presidents Kennedy and Johnson changed American society? What programs from the 1960s still exist today?

Visit glencoe.com and enter code TAV9846c24 for Chapter 24 resources.

Chapter Audio

More About the Photo

Visual Literacy  Kennedy received the Democratic Party’s nomination on the first ballot in July 1960. He was the youngest person ever to be elected, a sharp contrast to then-President Dwight Eisenhower, who was, at 70, the oldest person up to that point to serve as president. Kennedy was a son of privilege. His father, Joseph Kennedy, one of the richest men in the United States, nourished and supported the political ambitions of his sons. In 1953 Kennedy had married Jacqueline Bouvier, an elegant and gracious woman whose presence on the campaign trail was an asset.

Section 3
The Great Society

Essential Question: What groups of people did Lyndon Johnson’s Great Society assist? (the poor, minorities, the elderly and uninsured, those unable to get an education)

Tell students that in this section they will read about the massive reform efforts the Johnson administration supported. OL

Foldables

Dinah Zike’s Foldables

Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the Dinah Zike’s Reading and Study Skills Foldables booklet.

Visit glencoe.com and enter code TAV9399c24T for Chapter 24 resources, including a Chapter Overview, Study Central™, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.
In the presidential election campaign of 1960, John F. Kennedy promised to move the nation into “the New Frontier.” After narrowly winning the election, Kennedy succeeded in getting only part of his agenda enacted.

The Election of 1960


HISTORY AND YOU Have you ever watched a televised political debate? Did you pay attention to the candidates’ looks and mannerisms? Read on to learn how television changed people’s perception of candidates.

On September 26, 1960, at 9:30 P.M. Eastern Standard Time, an estimated 75 million people sat indoors, focused on their television sets, watching the first televised presidential debate. The debate marked a new era of television politics.

During the 1960 presidential race, both parties made substantial use of television. The Democrats spent more than $6 million on television and radio spots, while the Republicans spent more than $7.5 million. Not everyone was happy with this new style of campaigning. Television news commentator Eric Sevareid complained that the candidates had become “packaged products” and declared, “the Processed Politician has finally arrived.”

The candidates in the first televised debate differed in many ways. The Democratic nominee, John F. Kennedy, was a Catholic from a wealthy and influential Massachusetts family. Richard M. Nixon, the Republican nominee and Eisenhower’s vice-president, was a Quaker from California; he had grown up in a family that struggled financially. Kennedy seemed outgoing and relaxed, while Nixon struck many as formal and even stiff in manner.

The campaign centered on the economy and the Cold War. Although the candidates presented different styles, they differed little on these two issues. Both promised to boost the economy, and both portrayed themselves as “Cold Warriors,” determined to stop the forces of communism. Kennedy expressed concern about a suspected “missile gap,” claiming the United States lagged behind the Soviets in weaponry. Nixon warned that the Democrats’ fiscal policies would boost inflation, and that only he had the necessary foreign policy experience to guide the nation.

Kennedy’s Catholic faith became an issue, as Al Smith’s Catholicism had in 1928. The United States had never had a Catholic president, and many Protestants had concerns about Kennedy. Kennedy decided to confront this issue openly in a speech.
“I believe in an America where the separation of the church and state is absolute,” he said, “where no Catholic prelate would tell the president, should he be a Catholic, how to act.”

The four televised debates influenced the election’s outcome, one of the closest in American history. Kennedy won the popular vote by 119,000 out of 68 million votes cast, and the Electoral College by 303 votes to 219.

Despite his narrow victory, John F. Kennedy captured the imagination of the American public as few presidents had before him. During the campaign, many had been taken with Kennedy’s youth and optimism, and his Inaugural Address reinforced this impression.

In the speech, the new president declared that “the torch has been passed to a new generation” and called on citizens to take a more active role in making the nation better. “My fellow Americans,” he exclaimed, “ask not what your country can do for you—ask what you can do for your country.”

### Kennedy Takes Office

**MAIN Idea** Despite an uneasy relationship with Congress, President Kennedy managed to get parts of his domestic agenda passed.

**HISTORY AND YOU** Do you think there are enough women in top government positions today? Read on to learn how Kennedy’s programs were designed to help women.

Upon entering office, President Kennedy set out to implement a legislative agenda that became known as the **New Frontier**. He hoped to increase aid to education, provide health insurance to the elderly, and create a Department of Urban Affairs. He would soon find that transforming lofty ideals into real legislation was no easy task on Capitol Hill.

Although the Democrats had majorities in both houses of Congress, Kennedy was unable to push through many of his programs. Kennedy had trailed Nixon in many Democratic districts and had not helped many Democrats get elected. Those who did win, therefore, did not feel they owed him anything.

### What Is a Great Society?

**Step 1: How Court Decisions Affect Society Today** In the first of four activities relating to what makes a great society, students will use information in the section to relate 1960s Supreme Court decisions to modern American life.

**Directions** Have students review the Court decisions made during the 1960s. Then ask them to research newspaper, library, or Internet sources to find a recent event or legal decision that relates to decisions made by the Supreme Court during the 1960s. Have them explain the connection between the recent event and the original Court decision.

**Comparing and Contrasting** In their presentations, students will discuss ways in which the current event is similar to or different from an event that led to a 1960s Supreme Court decision. **OL** (Project continued on page 831)
Reading Strategy

Inferring Although born into wealth and privilege, Jacqueline Kennedy worked as a photographer and journalist before marrying John Kennedy. As a photographer (the “Inquiring Camera Girl”) with the Washington Times-Herald, she earned a regular salary. Invite students to consider if her experiences and influence might have shaped Kennedy’s push for women’s rights. BL

Differentiated Instruction

Kinesthetic Ask students to investigate local involvement in the Special Olympics program. Suggest that students help with a local event as part of their community service. OL

Answers:
The legislation was perceived as too expensive and too broad in scope.

Reading Check

Expanding Women’s Rights

The issue of women’s rights also received attention during the Kennedy administration. In 1961 Kennedy created the Presidential Commission on the Status of Women. The commission called for federal action against gender discrimination and affirmed the right of women to equally paid employment. The commission proposed the Equal Pay Act, which Kennedy signed in 1963. The commission also inspired the creation of similar groups on the state level to study the status of women.

Although he never appointed a woman to his cabinet, a number of women worked in prominent positions in the Kennedy administration, including Esther Peterson, assistant secretary of labor and director of the Women’s Bureau of the Department of Labor.

Activity: Economics Connection

Tax Cuts Does a rising tide really lift all boats, as Kennedy suggested? Invite a teacher from the business or economics department to class to discuss the idea of lower taxes helping to create new jobs and thus benefiting everyone. Encourage interested students to track the federal stance on tax cuts for the past two decades and chart the results. Ask them to consider the effect of tax cuts on real wages and gross domestic product. AL

Successes and Setbacks

Kennedy did achieve some victories, particularly in his efforts to improve the economy. Although the economy had soared through much of the 1950s, it had slowed by the end of the decade. In an effort to increase economic growth and create more jobs, Kennedy advocated deficit spending. The new president convinced Congress to invest more funds in defense and space exploration. Such spending did indeed create more jobs and stimulate economic growth.

In addition, Kennedy asked businesses to hold down prices and labor leaders to hold down pay increases. The labor unions in the steel industry agreed to reduce their demands for higher wages, but several steel companies raised prices sharply. In response, Kennedy threatened to have the Department of Defense buy cheaper foreign steel, and instructed the Justice Department to investigate whether the steel industry was fixing prices. The steel companies backed down and cut their prices, but the victory had strained the president’s relations with the business community.

Kennedy also pushed for a cut in tax rates. When opponents argued that a tax cut would help only the wealthy, Kennedy asserted that lower taxes meant businesses would have more money to expand, which would create new jobs and benefit everybody. “A rising tide lifts all boats,” Kennedy explained to illustrate how tax cuts would help all Americans.

Congress refused to pass the tax cut because of fears that it would cause inflation. Congress also blocked his plans for health insurance for senior citizens and federal aid to education. However, they did agree to Kennedy’s request to raise the minimum wage and his proposal for an Area Redevelopment Act and a Housing Act. These acts helped to create jobs and build low-income housing in poor areas.

Chapter 24 • Section 1

The New Frontier and the Great Society

A New View of the Disabled

In 1961 Kennedy convened the President’s Panel on Mental Retardation. The panel’s first report, containing 112 recommendations, called for funding of research into developmental disabilities and educational and vocational programs for people with developmental disabilities; a greater reliance on residential— as opposed to institutional—treatment centers; and grants to provide prenatal services to women in low-income groups to promote healthy pregnancies.

Responding to the report, Congress enacted the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963. This legislation provided grants for construction of research centers; funds to train educational personnel to work with people with developmental disabilities; and grants to states for construction of mental health centers.

In 1962 Eunice Kennedy Shriver, the president’s sister, began a day camp at her home for children with developmental disabilities. Camp Shriver, as it was first known, offered people with disabilities a chance to be physically competitive. That effort later grew into the Special Olympics program. The first Special Olympics Games were held in Chicago in 1968.
Does Each Vote Really Count?

★ Baker v. Carr, 1962
★ Reynolds v. Sims, 1964

Background of the Cases
Although many more Americans were living in urban areas, most states had not redrawn their political districts to reflect this shift. This gave rural voters more political influence than urban voters. In Baker v. Carr, the Supreme Court ruled on whether federal courts had jurisdiction in lawsuits seeking to force states to redraw their electoral districts. In Reynolds v. Sims, the court decided whether uneven electoral districts violated the equal protection clause of the 14th Amendment.

How the Court Ruled
In Baker v. Carr, the Supreme Court ruled that federal courts can hear lawsuits seeking to force state authorities to redraw electoral districts. In Reynolds v. Sims, the Court ruled that the inequality of representation in the Alabama legislature did violate the equal protection clause. These rulings forced states to reapportion their political districts according to the principle of “one person, one vote.”

Primary Source
The Court’s Opinion

“Legislators represent people, not trees or acres. Legislators are elected by voters, not farms or cities or economic interests. . . . But it is surely equally obvious . . . that legislators represent people, not trees or acres,’ . . . . The consequence of today’s decision is that . . . state courts, are given blanket authority and the constitutional duty to supervise apportionment . . . It is difficult to imagine a more intolerable and inappropriate interference by the judiciary with the independent legislatures of the States. . . . [The Court] says only that ‘legislators represent people, not trees or acres,’ . . . . But it is surely equally obvious . . . that legislators can represent their electors only by speaking for their interests—economic, social, political—many of which do reflect the place where the electors live. . . . These decisions also cut deeply into the fabric of our federalism.”

—Justice John Marshall Harlan dissenting in Reynolds v. Sims

Primary Source
Dissenting Views

“As of 1961, the Constitutions of all but 11 States . . . recognized bases of apportionment other than geographic spread of population . . . . The consequence of today’s decision is that . . . state courts, are given blanket authority and the constitutional duty to supervise apportionment . . . It is difficult to imagine a more intolerable and inappropriate interference by the judiciary with the independent legislatures of the States. . . . [The Court] says only that ‘legislators represent people, not trees or acres,’ . . . . But it is surely equally obvious . . . that legislators can represent their electors only by speaking for their interests—economic, social, political—many of which do reflect the place where the electors live. . . . These decisions also cut deeply into the fabric of our federalism.”

—Justice William Brennan, Jr., writing for the court in Reynolds v. Sims
Warren Court Reforms

MAIN Idea Under Chief Justice Earl Warren, the Supreme Court issued a number of decisions that altered the voting system, expanded due process, and reinterpreted aspects of the First Amendment.

HISTORY AND YOU Do you ever watch cop shows in which police officers read suspects their “Miranda rights”? Read on to learn about the origin of this process.

In 1953 President Eisenhower nominated Earl Warren, governor of California, to be Chief Justice of the United States. Under Warren’s leadership, the Supreme Court issued several rulings that dramatically reshaped American politics and society.

“One Man, One Vote”

Some of the Warren Court’s more notable decisions concerned reapportionment, or the way in which states draw up political districts based on changes in population. By 1960, many more Americans resided in cities and suburbs than in rural areas. Yet many states had failed to change their electoral districts to reflect that population shift.

In Tennessee, for example, a rural county with only 2,340 voters had one representative in the state assembly, while an urban county with 133 times more voters had only seven. Thus, rural voters had far more political influence than urban voters. Some Tennessee voters took the matter to court and their case wound up in the Supreme Court. In Baker v. Carr (1962), the Court ruled that the federal courts had jurisdiction to hear lawsuits seeking to force states to redraw electoral districts.

The Supreme Court subsequently ruled, in Reynolds v. Sims (1964), that the current apportionment system in most states was unconstitutional. The Warren Court required states to reapportion electoral districts along the principle of “one man, one vote,” so that all citizens’ votes would have equal weight. The decision was a momentous one, for it shifted political

What Were the Major Decisions of the Warren Court?

| Civil Rights | Declared segregation in public schools unconstitutional
| Brown v. Board of Education (1954) | Established that federal courts can hear lawsuits seeking to force state authorities to redraw electoral districts
| Baker v. Carr (1962) | Mandated that state legislative districts be approximately equal in population
| Reynolds v. Sims (1964) | Upheld the Civil Rights Act of 1964 provision requiring desegregation of public accommodations
| Heart of Atlanta Motel v. United States (1964) | Forbade state bans on interracial marriage
| Loving v. Virginia (1967) | Ruled that unlawfully seized evidence cannot be used in a trial
| Due Process | Established suspects’ right to an attorney during police questioning
| Mapp v. Ohio (1961) | Affirmed right of the accused to an attorney during police questioning
| Gideon v. Wainwright (1963) | Required police to inform suspects of their rights during the arrest process
| Escobedo v. Illinois (1964) | Banned state-mandated prayer in public schools
| Miranda v. Arizona (1966) | Banned state-mandated Bible reading in public schools
| Freedom of Speech and Religion | Restricted circumstances in which celebrities could sue the media
| Engel v. Vitale (1962) |
power from rural and often conservative areas to urban areas, where more liberal voters resided. The Court’s decision also boosted the political power of African Americans and Hispanics, who often lived in cities.

**Extending Due Process**

In a series of rulings, the Supreme Court began to use the Fourteenth Amendment to apply the Bill of Rights to the states. Originally, the Bill of Rights applied only to the federal government. Many states had their own bills of rights, but some federal rights did not exist at the state level. The Fourteenth Amendment states that “no state shall . . . deprive any person of life, liberty, or property without due process of law.” Due process means that the law may not treat individuals unfairly, arbitrarily, or unreasonably, and that courts must follow proper procedures when trying cases. Due process is meant to ensure that all people are treated equally, and that courts must follow proper procedures when trying cases.

In 1961, the Supreme Court ruled in Mapp v. Ohio that state courts could not consider evidence obtained in violation of the federal Constitution. In Gideon v. Wainwright (1963), the Court ruled that a defendant in a state court had the right to a lawyer, regardless of his or her ability to pay. The following year, in Escobedo v. Illinois, the justices ruled that suspects must be allowed access to a lawyer and must be informed of their right to remain silent before being questioned by the police. Miranda v. Arizona (1966) went even further, requiring that authorities immediately inform suspects that they have the right to remain silent; that anything they say can and will be used against them in court; that they have a right to a lawyer; and that, if they cannot afford a lawyer, the court will appoint one for them. Today these warnings are known as the Miranda rights.

**Prayer and Privacy**

The Supreme Court also handed down decisions that reaffirmed the separation of church and state. The Court applied the First Amendment to the states in Engel v. Vitale (1962). In this ruling, the Court decided that states could not compose official prayers and require those prayers to be recited in public schools. The following year, in Abington School District v. Schempp, it ruled against state-mandated Bible readings in public schools. Weighing in on another issue, the Court ruled in Griswold v. Connecticut (1965) that prohibiting the sale and use of birth-control devices violated citizens’ constitutional right to privacy.

As with most rulings of the Warren Court, these decisions delighted some and deeply disturbed others. What most people did agree upon, however, was the Court’s pivotal role in shaping national policy. The Warren Court, wrote New York Times columnist Anthony Lewis, “has brought about more social change than most Congresses and most Presidents.”

**Examining** What was the significance of the “One Man, One Vote” ruling?

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**Answers**

1. All definitions can be found in the section and the Glossary.
2. Television played a more influential role.
3. Presidential Commission on the Status of Women, ending gender discrimination in federal civil service, and the Equal Pay Act
4. Answers should include any of the civil rights decisions listed on page 828 and include explanations of how each influenced civil rights.
5. successes: federal action against gender discrimination, assistance to people with disabilities, development in lower income areas, and raising the minimum wage; failures: no increase in federal aid for education or to senior citizens; changes: more money for cost of living, educational and work opportunities for people with disabilities, and better housing for lower-income families
6. answers may include: a cut in tax rates, an increase in funds for defense and space exploration, an increase in the minimum wage, housing and redevelopment
7. Oklahoma and Alabama
8. Students’ essays will vary but should focus on the meaning of Kennedy’s statement.
Focus

JFK and the Cold War

During the Kennedy Administration, ongoing tensions with the Soviet Union led to crises over Cuba and West Berlin. To contain communism and stay ahead of the Soviet Union in technology, President Kennedy created aid programs for developing nations and expanded the space program.

Containing Communism

MAIN Idea: President Kennedy developed new programs to combat the spread of communism.

HISTORY AND YOU: Would you consider joining the Peace Corps and serving in a foreign country? Read on to learn about Kennedy's diplomatic efforts in Latin America.

When John F. Kennedy entered the White House, he had to devote much of his time to foreign policy. The Cold War with the Soviet Union dominated all other concerns at the time, and Kennedy attempted to stop the spread of communism with a range of programs. These included a conventional weaponry program to give the nation's military more flexibility, a program to provide economic aid to Latin America, and the creation of the Peace Corps to help developing nations worldwide.

A More Flexible Response

Kennedy took office at a time of growing global instability. Nationalism was exploding throughout the developing world, and the Soviet Union actively supported "wars of national liberation." Kennedy felt that Eisenhower had relied too heavily on nuclear weapons, which could be used only in extreme situations. To allow for a "flexible response" if nations needed help resisting Communist movements, the president pushed for a buildup of troops and conventional weapons. Kennedy also expanded the Special Forces, an elite army unit created in the 1950s to wage guerrilla warfare in limited conflicts, and allowed the soldiers to wear their distinctive "Green Beret" headgear.

Aid to Other Countries

Kennedy wanted to renew diplomatic focus on Latin America. Conditions in many Latin American societies were not good: Governments were often in the hands of the wealthy few and many...
What Is a Great Society?

**Step 2: Motivational Speeches**

Students will research memorable speeches made by leaders, writers, and citizens that relate to the building of a great society.

**Directions**

Have students conduct newspaper, library, or Internet research to find speeches made by people throughout history. Speeches may be historical or current. Students may research speeches made by Americans or other citizens of the world.

Encourage students to find a speech that is aimed at the building of an improved or just society. Students should find speeches that are inspirational to them.

**Analyzing Primary Sources**

Students will select the parts of the speech that are most relevant and inspirational to share with the rest of the class, either as oral presentations or in typed papers. (Project continued on page 839)
Chapter 24 • Section 2

**The Peace Corps** Another program aimed at helping less-developed nations fight poverty was the Peace Corps, an organization that sent Americans to provide humanitarian services in less-developed nations. After rigorous training, volunteers spent two years in countries that requested assistance. They laid out sewage systems in Bolivia and trained medical technicians in Chad. Others taught English or helped to build roads. Today, the Peace Corps is still active and remains one of Kennedy’s most enduring legacies.

**The Cold War in Space**

In 1961 Yuri Gagarin (YHOO•ree gah•GAHR•ihn), a Soviet astronaut, became the first person to orbit Earth. Again, as in 1957 when they launched Sputnik, the first satellite, the Soviets had beaten the United States in the space race. President Kennedy worried about the impact of the flight on the Cold War. Soviet successes in space might convince the world that communism was better than capitalism.

Less than six weeks after the Soviet flight, the president went before Congress and declared: “I believe this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon.” Kennedy’s speech set in motion a massive effort to develop the necessary technology. In 1962 John Glenn became the first American to orbit Earth. Three years later, the United States sent three men into orbit in a capsule called Apollo. Apollo was launched using the Saturn V, the most powerful rocket ever built. The Saturn V was able to give both Apollo and the lunar module—which astronauts would use to land on the moon—enough velocity to reach the moon.


Armstrong became the first human being to walk on the moon. As he set foot on the lunar surface, he announced: “That’s one small step for a man, one giant leap for mankind.” The United States had won the space race and decisively demonstrated its technological superiority over the Soviet Union.

**Examining** What global challenges did Kennedy face during his presidency?

**Answer:** the spread of communism, Latin American relations, reducing the threat of nuclear war, and winning the space race

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**Differentiated Instruction**

**Advanced Learners** Ask students to investigate the controversies surrounding violence against Peace Corps volunteers. Have them present their findings.

**Did You Know?** By the mid-1960s, NASA (National Aeronautics and Space Administration) had about 400,000 people in space programs, with 35,000 focused on the Apollo mission of getting a man to the Moon. Between 1969 and 1972, twelve astronauts walked on the Moon, collected rock samples, set up experiments, and took photographs.

**Additional Support**

**Activity: Collaborative Learning**

**Investigating Peace Corps Projects** Organize the class into three groups, assigning each group one of the following regions: Africa, Asia, or Latin America. Have each group use library or Internet resources to research and prepare a visual report using charts and maps on the current work of the Peace Corps in their assigned region. Suggest that groups provide both an overview of the work and an in-depth look at one project of special interest. Have groups share their completed reports with the class.
President Kennedy faced foreign policy crises in Cuba and Berlin. 

HISTORY AND YOU Do you think the embargo against Cuba should be lifted? Read on to learn about the crises President Kennedy faced over Cuba.

President Kennedy’s efforts to combat Communist influence in other countries led to some of the most intense crises of the Cold War. At times these crises left Americans and people in many other nations wondering whether the world would survive.

The Bay of Pigs

The first crisis occurred in Cuba, only 90 miles (145 km) from American shores. There, Fidel Castro had overthrown the corrupt Cuban dictator Fulgencio Batista in 1959. Almost immediately, Castro established ties with the Soviet Union, instituted drastic land reforms, and seized foreign-owned businesses, many of which were American. Cuba’s alliance with the Soviets worried many Americans. The Communists were now too close for comfort, and Soviet premier Nikita Khrushchev was expressing his intent to strengthen Cuba militarily.

Fearing that the Soviets would use Cuba as a base from which to spread revolution throughout the Western Hemisphere, President Eisenhower had authorized the CIA to secretly train and arm a group of Cuban exiles, known as La Brigada, to invade the island. The invasion was intended to set off a popular uprising against Castro.

When Kennedy became president, his advisers approved the plan. In office less than three months and trusting his experts, Kennedy agreed to the operation with some changes. On April 17, 1961, some 1,400 armed Cuban exiles landed at the Bay of Pigs on the south coast of Cuba. The invasion was a disaster. La Brigada’s boats ran aground on coral reefs; Kennedy canceled their air support to keep the United States’ involvement a secret; and the expected popular uprising never happened. Within two days, Castro’s forces killed or captured almost all the members of La Brigada.

The Bay of Pigs was a dark moment for the Kennedy administration. The action exposed an American plot to overthrow a neighbor’s government, and the outcome made the United States look weak and disorganized.

Activity: Interdisciplinary Connection

Science Organize students into small groups and explain that they will investigate the practical outcomes of the U.S. space program. Ask students to use library or Internet resources to find out how the work of the space program has affected everyday life for all Americans. Suggest that each group select an area such as medicine, robotics, or safety devices on which to focus. Have groups present their findings to the class.

Analyzing VISUALS

1. Calculating What analysis can you make about the size of the space capsules and modules used in space?
2. Describing How does the Moon’s surface appear in these photos?
3. Identifying What was the purpose of the Lunar Module?

Answers:
1. lots of extra space for fuel
2. gray, barren
3. to carry crew members from the space capsule to the Moon’s surface
**Reading Strategy**
*Activating Prior Knowledge*
Ask students to recall the division of Germany following World War II as well as the subsequent merging of Allied zones.

**Skill Practice**
*Using Geography Skills*
Direct students' attention to the map of Cuba and the site of the Bay of Pigs invasion. Ask: Why do you think that site was chosen? (Students may say it was far from Havana and that the CIA hoped the rebels could land unnoticed. Also, there was probably a good harbor there.)

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**Analyzing**

**GEOGRAPHY**

**Answers:**
1. Havana
2. about 250 miles
3. a bay southeast of Havana

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**Differentiated Instruction Activities**

**Objective:** Read primary sources to understand key events in history.

**Focus:** Identify the main issue of the transcript.

**Teach:** Explain the background of the Cuban missile crisis.

**Assess:** Discuss Kennedy's reaction to the discovery of missiles in Cuba.

**Close:** Summarize the transcript.
Then, after a flurry of secret negotiations, the Soviet Union offered a deal. It would remove the missiles if the United States promised not to invade Cuba and to remove its missiles from Turkey near the Soviet border. The reality was that neither Kennedy nor Khrushchev wanted nuclear war. “Only lunatics . . . who themselves want to perish and before they die destroy the world, could do this,” wrote the Soviet leader. On October 28, the leaders reached an agreement. Kennedy publicly agreed not to invade Cuba and privately agreed to remove the Turkish missiles; the Soviets agreed to remove their missiles from Cuba. The world could breathe again.

The Cuban missile crisis forced the United States and the Soviet Union to consider the consequences of nuclear war. In August 1963, the two countries concluded years of negotiation by agreeing to a treaty that banned testing nuclear weapons in the atmosphere.

In the long run, however, the missile crisis had ominous consequences. The humiliating retreat the United States forced on the Soviet leadership undermined the position of Nikita Khrushchev and contributed to his fall from power a year later. The crisis also exposed the Soviets’ military inferiority and prompted a dramatic Soviet arms buildup over the next two decades. This buildup contributed to a comparable military increase in the United States in the early 1980s.

**Death of a President**

Soon after the Senate ratified the test ban treaty, John F. Kennedy’s presidency ended shockingly and tragically. On November 22, 1963, Kennedy and his wife traveled to Texas. As the presidential motorcade rode slowly through the crowded streets of Dallas, gunfire rang out. Someone had shot the president twice—one in the throat and once in the head. Horrified government officials sped Kennedy to a nearby hospital, where he was pronounced dead moments later.

Lee Harvey Oswald, the man accused of killing Kennedy, appeared to be a confused and embittered Marxist who had spent time in the Soviet Union. He himself was shot to death while in police custody two days after the assassination. The bizarre situation led some to speculate that the second gunman, local night-club owner Jack Ruby, killed Oswald to protect others involved in the crime. In 1964 a national commission headed by Chief Justice Warren concluded that Oswald was the lone assassin. The report of the Warren Commission left some questions unanswered, and theories about a conspiracy to kill the president have persisted, though none has gained wide acceptance.

In the wake of the assassination, the United States and much of the world went into mourning. Thousands traveled to Washington, D.C., and waited in a line several miles long outside the Capitol to walk silently past the president’s flag-draped casket.

Kennedy was president for little more than 1,000 days. Yet he made a profound impression on most Americans. Kennedy’s successor, Vice President Lyndon Baines Johnson, set out to promote many of the programs that Kennedy left unfinished.
Focus

Introducing TIME Notebook
Inform students that in this speech, given six months after Kennedy’s assassination, LBJ set forth his domestic agenda. Ask: Why was this speech important to the new president and to the nation? (Students may suggest that the speech gives hope after the sadness of Kennedy’s death and calls on people to do their part toward making a new, richer life.) Ask students to identify particular phrases they find inspiring. Then Ask: What political ideals have recent leaders held out to the nation? How do they compare with Johnson’s ideas?

Teach

D Differentiated Instruction
Auditory/Musical Invite interested students to locate recordings of the great hits by the groups listed and to play them for the class. Ask students to compare and contrast the music and lyrics with current hit songs.

Eyewitness

On May 22, 1964, President Lyndon Johnson delivered a speech in Ann Arbor, Michigan, outlining his domestic agenda that would become known as “The Great Society.” Speechwriter and policy advisor Richard Goodwin watched the speech on videotape the next morning back in Washington. He recalls his reaction:

Then, with the cheers, at first muted as if the audience were surprised at their own response, then mounting toward unrestrained, accepting delight, Johnson concluded: “There are those timid souls who say . . . we are condemned to a soulless wealth. I do not agree. We have the power to shape civilization. . . . But we need your will, your labor, your hearts. . . . So let us from this moment begin our work, so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits of his genius to the full enrichment of his life.”

Watching the film in the White House basement, almost involuntarily I added my applause to the tumultuous acclains coming from the sound track. . . . I clapped for the President, and for our country.

What Is a Pip, Anyway?

Match these rock ’n’ roll headliners with their supporting acts.

| 1. Paul Revere and | a. the Union Gap |
| 2. Martha and | b. the Supremes |
| 3. Gary Puckett and | c. the Miracles |
| 4. Gladys Knight and | d. the Vandellas |
| 5. Smokey Robinson and | e. the Raiders |
| 6. Diana Ross and | f. the Pips |

Lyndon Johnson’s Rhetorical Skills

LBJ came from a political family; his maternal grandfather was a Texas secretary of state and his father was a member of the Texas legislature. Lyndon was handing out pamphlets and attending political rallies by the time he was six. At ten, he accompanied his father to sessions of the legislature to watch the activity from the gallery. Teaching Mexican-American children in real poverty the year he dropped out of college to earn money, he honed their English skills with recitations, debates, and spelling bees. In college, working as a janitor, he made speeches and told stories to walls and doormats as he worked. One Senate Committee assistant recalled that Johnson “said the only power he had was the power to persuade. That’s like saying the only wind we have is a hurricane.”

Extending the Content

VERBATIM

“Is there any place we can catch them? What can we do? Are we working 24 hours a day? Can we go around the moon before them?”

President John F. Kennedy, to Lyndon B. Johnson, after hearing that Soviet cosmonaut Yuri Gagarin had orbited the Earth, 1961

“He was quite a day. I don’t know what you can say about a day when you see four beautiful sunsets. . . . This is a little unusual, I think.”

Colonel John Glenn, in orbit, 1962

“There are tens of millions of Americans who are beyond the welfare state. Taken as a whole there is a culture of poverty . . . bad health, poor housing, low levels of aspiration and high levels of mental distress. Twenty percent of a nation, some 32,000,000.”

Michael Harrington, The Culture of Poverty, 1962

“I have a dream.”

Martin Luther King Jr., 1963

“I don’t see an American dream; . . . I see an American nightmare . . . Three hundred and ten years we worked in this country without a dime in return.”

Malcolm X, 1964

“The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice.”

Lyndon B. Johnson, 1964

“In 1962, the starving residents of an isolated Indian village received 1 plow and 1,700 pounds of seeds. They ate the seeds.”

Peace Corps AD, 1965

Additional Support
**New Frontiers: 1961–1968**

**Space Race**
Want to capture some of the glamour and excitement of space exploration? Create a new nickname for your city. You won’t be the first.

<table>
<thead>
<tr>
<th>CITY</th>
<th>Nickname</th>
</tr>
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<tbody>
<tr>
<td>Danbury, CT</td>
<td>Space Age City</td>
</tr>
<tr>
<td>Muscle Shoals, AL</td>
<td>Space Age City</td>
</tr>
<tr>
<td>Houston, TX</td>
<td>Space City, USA</td>
</tr>
<tr>
<td>Galveston, TX</td>
<td>Space Port, USA</td>
</tr>
<tr>
<td>Cape Kennedy, FL</td>
<td>Spaceport, USA</td>
</tr>
<tr>
<td>Blacksburg, VA</td>
<td>Space Age Community</td>
</tr>
<tr>
<td>Huntsville, AL</td>
<td>Rocket City, USA</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Space Capital of the Nation</td>
</tr>
<tr>
<td></td>
<td>Space Capital of the World</td>
</tr>
</tbody>
</table>

**Milestones**

**Performed in English, 1962.**

**The Catholic Mass,** following Pope John XXIII’s Second Vatican Council. “Vatican II” allows the Latin mass to be translated into local languages around the world.

**Enrolled, 1962. James Meredith,** at the University of Mississippi, following a Supreme Court ruling that ordered his admission to the previously segregated school. Rioting and a showdown with state officials who wished to bar his enrollment preceded Meredith’s entrance to classes.

**Broken, 1965. 25-Day Fast by César Chávez,** labor organizer. His protest convinced others to join his nonviolent strike against the grape growers; shoppers boycotted table grapes in sympathy.

**Stripped, 1967. Muhammad Ali,** of his heavyweight champion title, after refusing induction into the army following a rejection of his application for conscientious objector status. The boxer was arrested, given a five-year sentence, and fined $10,000.

**Picketed, 1968. The Miss America Pageant** in Atlantic City, by protesters who believe the contest’s emphasis on women’s physical beauty is degrading and minimizes the importance of women’s intellect.

**Numbers**

- 7% Percentage of African American adults registered to vote in Mississippi in 1964 before passage of the Voting Rights Act of 1965
- 67% Percentage of African American adults in Mississippi registered to vote in 1969
- 70% Percentage of white adults registered to vote in 1964, nationwide
- 90% Percentage of white adults registered to vote nationwide in 1969
- 57 Number of days senators filibustered to hold up passage of the Civil Rights Bill in 1964
- 14½ Hours duration of all-night speech delivered by Senator Robert Byrd before a cloture vote stopped the filibuster
- 72% Percentage of elementary and high school teachers who approved of corporal punishment as a disciplinary measure in 1961
- $80–90 Weekly pay for a clerk/typist in New York in 1965

**Critical Thinking**

**Identifying Central Issues**
The Miss America Pageant and other beauty contests continue to generate controversy. Ask students to debate the value of such competitions today.

**Assess/Close**
Visit the Time Web site at www.time.com for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.

**Critical Thinking Answers:**

1. Students may suggest that it helped African Americans, since a larger percentage of them were registered to vote, or that it helped whites, because they were the majority, and a 20 percent increase in voter registration would be significant.

2. Students’ responses will vary but may conclude that the United States was not used to thinking of itself as less than first in anything.

**Activity: Collaborative Learning**

**Predicting Consequences** Ask a volunteer to read the information about Muhammad Ali to the class. Ask: What effect do you think Ali’s refusal to serve in the army had on others who claimed conscientious objector status? How might it have affected those already serving in the army? (Ask students to share their responses in a class discussion.)
Guide to Reading

Big Ideas
Individual Action  President Lyndon B. Johnson relied on his experience and persuasiveness to get civil rights and antipoverty bills enacted.

Content Vocabulary
• consensus (p. 839)

Academic Vocabulary
• confine (p. 841)
• subsidy (p. 842)

People and Events to Identify
• War on Poverty (p. 839)
• VISTA (p. 840)
• Barry Goldwater (p. 840)
• Great Society (p. 841)
• Medicare (p. 841)
• Medicaid (p. 841)
• Head Start (p. 842)
• Robert Weaver (p. 842)

Reading Strategy
Organizing As you read about Lyndon Johnson's presidency, complete a graphic organizer similar to the one below to list the social and economic programs started during his administration.

Johnson's Programs

The Great Society

Lyndon B. Johnson had decades of experience in Congress and was skilled in getting legislation enacted. When he became president, he moved quickly to push for passage of a civil rights bill and antipoverty legislation.

Johnson Takes the Reins

MAIN Idea President Johnson's experience in Congress helped him push through a civil rights bill and new laws to fight poverty.

HISTORY AND YOU How do you think someone's early life affects his or her career choices? Read on to learn how Lyndon Johnson's early life prepared him for the presidency.

At 2:38 p.m. on November 22, 1963, just hours after President Kennedy had been pronounced dead, Lyndon B. Johnson stood in the cabin of Air Force One, the president's plane, with Kennedy's widow on one side of him and his wife, Claudia, known as "Lady Bird," on the other. Johnson raised his right hand, placed his left hand on a Bible, and took the oath of office.

Within days of the assassination, Johnson appeared before Congress and urged the nation to move forward and build on Kennedy's legacy: "The ideas and ideals which [Kennedy] so nobly represented must and will be translated into effective action," he declared. "John Kennedy's death commands what his life conveyed—that America must move forward."

The United States that President Lyndon B. Johnson inherited from John F. Kennedy appeared to be a booming, bustling place. Away from the nation's affluent suburbs, however, was another country, one inhabited by the poor, the ill-fed, the ill-housed, and the ill-educated. Writer Michael Harrington examined the nation's impoverished areas in his 1962 book, The Other America. Harrington claimed that, while the truly poor numbered almost 50 million, they remained largely hidden in city slums, in Appalachia, in the Deep South, and on Native American reservations. Soon after taking office, Lyndon Johnson decided to launch an antipoverty crusade.

Johnson's Leadership Style

Lyndon Baines Johnson was born and raised in the "hill country" of central Texas, near the banks of the Pedernales River. He remained a Texan in his heart, and his style posed a striking contrast with Kennedy's. He was a man of impressive stature who spoke directly, convincingly, and even roughly at times.
Johnson had honed his style in long years of public service. By the time he became president at age 55, he already had 26 years of congressional experience behind him. He had been a congressional staffer, a member of the House of Representatives, a senator, Senate majority leader, and vice president. During his career Johnson earned a reputation as a man who got things done. He did favors, twisted arms, bargained, flattered, and threatened. With every technique he could think of, Johnson sought to find consensus, or general agreement. His ability to build coalitions had made him one of the most effective and powerful leaders in the Senate’s history.

A War on Poverty

Why was this powerful man so concerned about poor people? Although Johnson liked to exaggerate the poor conditions of his childhood for dramatic effect, he had in fact known hard times. He had also seen extreme poverty firsthand in a brief career as a teacher in a low-income area. Johnson believed deeply in social action. He felt that a wealthy, powerful government could and should try to improve the lives of its citizens. Kennedy himself had said of Johnson, “He really cares about this nation.” Finally, there was Johnson’s ambition. He wanted history to portray him as a great president. Attacking poverty was a good place to begin.

Kennedy had plans for an antipoverty program and a civil rights bill before his death. President Johnson knew that any program linked to the slain president would be very popular. In his State of the Union address in 1964, Johnson told his audience: “Unfortunately, many Americans live on the outskirts of hope, some because of their poverty and some because of their color and all too many because of both.” He concluded by declaring an “unconditional War on Poverty in America.”

What Is a Great Society?

Step 3: Creating a Peace Corps or VISTA Work Plan Students will explore responsibilities of citizenship by taking on the role of a Peace Corps or VISTA volunteer.

Directions Discuss why the VISTA and Peace Corps programs are part of a “great society” in terms of a nation’s responsibility to its citizens and to other nations. Have students research the types of projects that VISTA and the Peace Corps tackle. Then have each student choose an area of the United States or of another country in which to “volunteer.” Ask each student to create a work plan that includes identification of a problem, a specific goal they hope to accomplish, equipment or resources needed, tasks required to achieve the goal, and a schedule for completing the tasks.
Critical Thinking

Making Inferences  Ask students to define the word *vista.* (“a distant view”) Ask: Why do you think this word was chosen as the appropriate acronym for the program? (Students may suggest that it was offering people a new view of their lives.) OL

Writing Support

Persuasive Writing  Providing adequate day care services for the children of women who work outside the home has continued to be a major challenge. Have students take a position on whether this should be part of federal programs, as it was during World War II. Ask them to write a persuasive essay detailing their arguments.

Answer: The pockets of extreme poverty in a generally prosperous society; as a former member of Congress, Johnson understood how to play politics to gain consensus on important issues.

Additional Support

Investigate the Work of VISTA  Have students work in small groups and use library and Internet sources to find out more about the current work of VISTA. Ask students to present their findings using visual aids, such as maps and charts, to portray the work and its locations.

Activity: Collaborative Learning

The Election of 1964

In April 1964 *Fortune* magazine observed, “Lyndon Johnson has achieved a breadth of public approval few observers would have believed possible when he took office.” Johnson had little time to enjoy such praise, for he was soon to run for the office he had first gained through a tragic event.

The Republican candidate in the 1964 election was Senator Barry Goldwater of Arizona. Known for his strong conservatism, he set the tone for his campaign when he accepted his party’s nomination, declaring, “Extremism in the defense of liberty is no vice! And let me remind you also that moderation in the pursuit of justice is no virtue!” Few Americans were ready to embrace Goldwater’s message, which seemed too aggressive for a nation nervous about nuclear war. On Election Day, Johnson won in a landslide, gaining more than 61 percent of the popular vote and winning all but six states in the Electoral College.

Examining What inspired the War on Poverty? Why was Johnson able to convince Congress to pass it?
The Great Society

**MAIN Idea** Great Society programs provided assistance to disadvantaged Americans.

**HISTORY AND YOU** What reforms do you think might help reduce poverty today? Read on to learn about the antipoverty programs initiated by President Johnson.

After his election, Johnson began working with Congress to create the “Great Society” he had promised during his campaign. In this same period, major goals of the civil rights movement were achieved through the Civil Rights Act of 1964, which barred discrimination of many kinds, and the Voting Rights Act of 1965, which protected voters from discriminatory practices.

Johnson’s goals were consistent with the times for several reasons. The civil rights movement had brought the grievances of African Americans to the forefront, reminding many that equality of opportunity had yet to be realized. Economics also supported Johnson’s goal. The economy was strong, and many believed it would remain so indefinitely. There was no reason to believe, therefore, that poverty could not be significantly reduced.

Johnson elaborated on the Great Society’s goals during a speech at the University of Michigan in May of 1964. It was clear that the president did not intend only to expand relief to the poor or to confine government efforts to material things. The president wanted, he said, to build a better society “where leisure is a welcome chance to build and reflect, . . . where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.”

This ambitious vision encompassed more than 60 programs that were initiated between 1965 and 1968. Among the most significant programs were Medicare and Medicaid. Health care reform had been a major issue since the days of Harry Truman. By the 1960s, public support for better health care benefits had solidified. Medicare had especially strong support since it was directed at all senior citizens. In 1965 approximately half of all Americans over the age of 65 had no health insurance.

**MAKING CONNECTIONS**

1. Analyzing How does volunteering help both the volunteer and the communities served?
2. Problem Solving What challenges in your town or city could AmeriCorps help address? What would you do to solve these challenges?

Since 1994, more than 400,000 men and women have served in AmeriCorps. Over 50,000 volunteers each year work with nonprofit organizations to provide assistance to other Americans.

Once a person has completed a year of full-time service, he or she receives an education grant of $4725. This can be used for college, graduate school, or to pay back student loans. Those who serve part-time receive a partial award.
Reading Strategy

Using Word Parts  Point out the academic vocabulary term in the second column. Ask: What does the prefix sub- mean? (below, under) Have students come up with other terms using the prefix. (Possible answers include subatomic, submarine, substandard, and so on.)

Differentiated Instruction

Naturalist  Invite interested students to find out how the Water Quality and Clean Air Acts have improved environmental conditions since 1965. Ask them to include information about local efforts on preserving clean water and air. Have them present their findings to the class.

Answers:  1. They supported the development of standards and goals for water and air quality.  2. Students’ responses will vary but should be supported.

Extending the Content

Robert Weaver  Although Weaver’s great-grandfather had been enslaved, Weaver, born in 1907, graduated from Harvard with a doctorate in economics and served in several government positions nationally and at the state level. He also was a member of Franklin Roosevelt’s “Black Cabinet.” He served a year as the national chair for the National Association for the Advancement of Colored People. President Kennedy appointed him in 1960 to lead the federal Housing and Home Finance Agency before he became secretary of HUD in 1965. After leaving HUD at the end of 1968, Weaver served as president of Bernard Baruch College and taught at several institutions of higher learning. Weaver is credited with beginning the revitalization of urban centers in the United States, working to pass the Fair Housing Act, and increasing available affordable housing. In 2000 the Department of Housing and Urban Development named their building, which Weaver had opened and dedicated in 1968, in his honor.
The Great Society’s Legacy

The Great Society programs touched nearly every aspect of American life and improved thousands, perhaps millions, of lives. In the years since President Johnson left office, however, debate has continued over whether the Great Society was truly a success.

In many ways, the impact of the Great Society was limited. In his rush to accomplish as much as possible, Johnson did not calculate exactly how his programs might work. As a result, some of them did not work as well as hoped. Furthermore, the programs grew so quickly they were often unmanageable and difficult to evaluate.

Cities, states, and groups eligible for aid began to expect immediate and life-changing benefits. These expectations left many feeling frustrated and angry. Other Americans opposed the massive growth of federal programs and criticized the Great Society for intruding too much into their lives.

A lack of funds also hindered the effectiveness of Great Society programs. When Johnson attempted to fund both his grand domestic agenda and the increasingly costly war in Vietnam, the Great Society eventually suffered. Some Great Society initiatives have survived to the present; however. These include Medicare and Medicaid, two cabinet agencies—the Department of Transportation and the Department of Housing and Urban Development (HUD)—and Project Head Start. Overall, the programs provided some important benefits to poorer communities and gave political and administrative experience to minority groups.

An important legacy of the Great Society was the questions it produced. How can the federal government help disadvantaged citizens? How much government help can a society provide without weakening the private sector? How much help can people receive without losing motivation to fight against hardships on their own?

Lyndon Johnson took office determined to change the United States in a way few other presidents had attempted. If he fell short, it was perhaps that the goals he set were so high. In evaluating the administration’s efforts, the New York Times wrote, “The walls of the ghettos are not going to topple overnight, nor is it possible to wipe out the heritage of generations of social, economic, and educational deprivation by the stroke of a Presidential pen.”

Summarizing What were the Great Society programs, and what was their impact?
**Domestic Programs of the 1960s**
- A growing awareness of poverty, as well as concern for women’s rights and the rights of various minority groups, leads to a series of new programs known as the War on Poverty and the Great Society.
- The President’s Commission on the Status of Women is established and the Equal Pay Act of 1963 is passed.
- New programs aid the developmentally disabled.
- Office of Economic Opportunity is established to fight poverty, illiteracy, unemployment, and disease.
- Medicare and Medicaid Acts are passed to provide federal medical aid to senior citizens and poor.
- Elementary and Secondary Education Act is passed to increase aid for public schools.

**Foreign Policy of the 1960s**
- Kennedy pledges to end Eisenhower’s reliance on nuclear weapons and to use new methods to prevent the spread of communism.
- Kennedy introduces the “flexible response” policy—building up both nuclear missiles and conventional forces.
- The United States pledges aid to struggling Latin American nations.
- Peace Corps sends volunteers to help in poor countries.
- The United States aids Cuban exiles trying to overthrow Castro, but their landing at the Bay of Pigs fails.
- Soviet missiles in Cuba lead to the Cuban missile crisis; the United States blockades Cuba and the Soviets remove the missiles.
- The U.S. and Soviet Union sign the Nuclear Test Ban Treaty.

**Supreme Court Cases of the 1960s**
- Led by Chief Justice Earl Warren, the Supreme Court makes a series of decisions that dramatically change American society and the federal government’s relationship to citizens.
- In *Reynolds v. Sims* the Court requires states to adhere to the principle of one person, one vote.
- In *Abington School District v. Schemp*, the Court rules that states cannot require prayer and Bible readings in public schools.

**Expository Writing** Have students select one of the domestic programs listed and explain why it was important for the Great Society and its legacy for today. **OL**

**Taking Notes** Have students create graphic organizers to identify the major Supreme Court cases and their provisions. Remind them to use this as a study aid. **OL**

**Hands-On Chapter Project**

**Step 4**

What Is a Great Society?

**Step 4: Wrap Up Creating a Great Society Poster** Students will discuss what qualities make up a society that can be considered “great” and create a poster illustrating those qualities.

**Directions** Hang a poster on the wall with the title “A Great Society.” Ask the class what societies they have studied—such as ancient Greece—that they consider great. Then ask them to list the qualities that are important in a great society. Use their list as headings for columns on the poster.

**Analyzing Information** Students will analyze the domestic programs, foreign policies, and court decisions of the 1960s and list below the headings on the poster those items that illustrate each quality. **OL**
Reviewing Vocabulary
Directions: Choose the word or words that best completes the sentence.

1. Reapportionment, as ruled on by the Warren Court, is
   A the requirement of separate but equal facilities for schools.
   B the process courts must follow when trying cases to treat individuals fairly.
   C the way in which political districts are drawn based on population changes.
   D the separation of church and state for schools.

2. The policy called _______ helped nations resist Communism by building up conventional troops and weapons.
   A military-industrial complex
   B containment
   C mutual assured destruction
   D flexible response

3. _______ means that the law may not treat individuals unfairly or unreasonably and must treat all individuals equally.
   A Reapportionment
   B Consensus
   C Due process
   D Judicial review

4. Following World War II, the Cold War era featured competition between the United States and the Soviet Union in everything from diplomacy and the military to
   A architecture.
   B the space race.
   C television.
   D population growth.

5. President Johnson was successful at building coalitions and finding a _______, or general agreement.
   A discord
   B consensus
   C accord
   D variance

6. During the presidential election of 1960, Kennedy focused his campaign message on
   A bridging the “missile gap” between the United States and the Soviet Union.
   B continuing the foreign policy of the current administration.
   C how the Democrats’ fiscal policies would boost inflation and harm the economy.
   D how Catholicism would influence his decision-making as president.

7. Congress defeated which of the following proposals of Kennedy’s New Frontier?
   A raising the minimum wage
   B investing funds in defense and space exploration
   C health care for senior citizens
   D providing funds to build low-income housing

8. The Warren Court decision requiring that a defendant in a state court had the right to a lawyer, regardless of his or her ability to pay, was
   A Engel v. Vitale.
   C Plessy v. Ferguson.
   D Gideon v. Wainwright.

Test-taking Tip
To answer vocabulary questions 2 and 3, first look at the terms listed as answers. See if you can mentally define each one. Then read the question to select the right answer.

Answers and Analyses
Reviewing Vocabulary

1. C The clue to the correct answer is in the term reapportionment. If students spot the prefix re-, meaning “again,” with the word changes in the answer, they can eliminate other distractors.

2. D Students should recall that the flexible response was deemed preferable to the expansion of nuclear weapons that Eisenhower had begun, which led to the military-industrial complex against which he warned. The question asks them to choose the answer that helps resist communism, not contain or destroy it.

3. C By linking the idea of something due to a benefit, students can eliminate the other distractors and select the correct answer.

4. B The Soviets took the early lead in the space race. Soviet astronaut Yury Gagarin was the first person to orbit Earth, and the Sputnik satellite was launched before the United States’ own satellite.

5. B Students need only a basic knowledge of prefix meanings to see that dis- and con- are opposing ideas; therefore, one of them must be correct. The other choices can be eliminated. Knowing that dis- means “not” can help students select a synonym for agreement.

Reviewing Main Ideas

6. A The three incorrect responses are each unlikely to be the work of a Democratic presidential candidate who was also the first Roman Catholic to run in more than three decades. Even without knowing what a missile gap was, students knowing Kennedy’s political and religious background could eliminate wrong answers.

7. C Students should recall that Medicaid was a breakthrough program that Johnson succeeded in getting passed after Kennedy had failed. JFK succeeded in the other efforts listed as distractors.

8. D Students should be able to eliminate Plessy v. Ferguson by recalling the landmark case upholding separate but equal facilities for African Americans and whites. By careful attention to the chart of Supreme Court cases in the Warren years, they can select the correct answer.
9. C None of the other answers proposes an effective solution to reducing nuclear war, even if they may be attractive options for stopping the spread of communism. Students should be able to link creating the Peace Corps with Johnson's ability to push America towards a Great Society.

10. B Students should be able to eliminate the two options that pertain to Cuba. The Berlin blockade had already occurred, leaving only option B.

11. A The key to the correct answer is for students to link the terms young people and youth, ignoring the more generic-sounding programs. They may know that AmeriCorps is a current program.

12. D Given chapter content, A and C can be eliminated at once. To derive the correct answer, students then need only recall that Johnson was able to push through reforms that Kennedy could not.

13. B Students can ignore distractors with negative words such as eliminating and opposing. Foreign aid to Cuba would not make America a Great Society. The correct answer deals with an increase; students may also recall that the text mentions Johnson's passion for education.

Section 2 (pp. 830–835)
9. Kennedy attempted to reduce the threat of nuclear war and stop the spread of communism by
   A withdrawing aid from Latin American countries.
   B withdrawing troops from limited military conflicts.
   C creating the Peace Corps.
   D encouraging growth in the automotive industry to assure that capitalism was superior to communism.

10. How did Soviet Premier Nikita Khrushchev respond when Western powers refused to withdraw from West Berlin?
   A He sent long-range missiles to Cuba.
   B He had a wall built through Berlin to keep East Germans from escaping to West Berlin.
   C He enlisted La Brigada to invade Cuba and remove Castro from power.
   D He had food and supplies airlifted to Berlin to end a blockade by American forces.

Section 3 (pp. 838–843)
11. Which Johnson program provided work-study opportunities to help young people earn high school diplomas or attend college?
   A the Neighborhood Youth Corps
   B VISTA
   C the Peace Corps
   D AmeriCorps

12. Medicare and Medicaid were major accomplishments of
   A Franklin Roosevelt’s New Deal.
   B John F. Kennedy’s New Frontier.
   C Richard Nixon’s New Federalism.
   D Lyndon Johnson’s Great Society.

13. Which idea was part of Johnson’s Great Society?
   A eliminating government-funded health care for senior citizens
   B providing federal aid for education
   C opposing civil rights legislation
   D increasing foreign aid to Cuba

Critical Thinking

14. D The key term in the question is the title of the act itself. To reform would be to improve; only opening the country to people from more nations fits that description.

15. B By carefully looking at the map, students can see that simply combining votes from New York and Pennsylvania provided a majority.
16. D  The question asks students to recall the provisions of the New Deal. By doing so, they will recall that none of the first three items were part of FDR's explicit agenda. D is the only common thread.

17. B  Johnson is asking the arms race and the military to make way for health, education, and welfare. Johnson is trying to improve these programs by giving them milk (budgetary funds) to help them grow.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

Although the standard of living for most Americans rose dramatically throughout the 1960s, some Americans remained mired in poverty. Read the excerpt below in which John Rath discusses his personal experiences with coping with poverty in his sparsely furnished room in Chicago:

"I come home to an empty room. I don’t even have a dog. . . . No, this is not the kind of life I would choose. If a man had a little piece of land or something, a farm, or well . . . anyway, you’ve got to have something. You sit down in a place like this, you grit your teeth, you follow me? So many of them are doing that, they sit down, they don’t know what to do, they go out. I see ‘em in the middle of the night, they take a walk. Don’t know what to do. Have no home environment, don’t have a dog, don’t have nothing . . . just a big zero.”

—quoted in Division Street: America

18. What does Rath think might help him to have some purpose in his life?

19. What does he mean when he says: “You sit down in a place like this, you grit your teeth . . . “?

Extended Response

20. Discuss why President Johnson proposed the Great Society and how his initiatives were intended to bring about social change. Then evaluate the extent to which the Great Society succeeded in meeting its goals. Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Establish a framework that goes beyond a simple restatement of facts and draws a conclusion about the effectiveness of Johnson’s programs.