## Planning Guide

### Chapter 27

#### Key to Ability Levels

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#### Key to Teaching Resources

- Print Material
- Transparency
- CD-ROM or DVD

### Levels

#### Resources

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Note: Please refer to the Unit B Resource Book for this chapter’s URB materials. * Also available in Spanish
## Planning Guide

**Levels**
- BL
- OL
- AL
- ELL

## Resources

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### CLOSE

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.
What Glencoe technology products improve students’ vocabulary?

Vocabulary eFlashcards, ePuzzles and Games, and Vocabulary PuzzleMaker all build students’ vocabulary and help students understand key words and concepts from the textbook.

How can these products help my students?

Vocabulary eFlashcards help students review and test their recall of content vocabulary, academic vocabulary, and people, places, and events for each chapter. ePuzzles and Games are an entertaining way for students to study the key facts, concepts, and vocabulary introduced in each chapter. The Vocabulary PuzzleMaker lets you quickly create word searches, crosswords, and jumbles that students can use to practice vocabulary from each chapter.

For Vocabulary eFlashcards and ePuzzles and Games, visit glencoe.com and enter a student code to go directly to student resources for the chapter. For Vocabulary PuzzleMaker, enter a teacher code to go to teacher resources.

Using Glencoe’s Vocabulary Tools

Teach With Technology

History ONLINE

Visit glencoe.com and enter QuickPass™ code TAV9399c27T for Chapter 27 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.

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The following articles relate to this chapter:

Access National Geographic’s new, dynamic MapMachine Web site and other geography resources at:
www.nationalgeographic.com
www.nationalgeographic.com/maps

The following videotape programs are available from Glencoe as supplements to this chapter:
• Jimmy Carter (ISBN 1-56-501530-4)
• Drive for the American Dream (ISBN 1-56-501221-6)

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

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:
• Learning about Justice from the Life of Cesar Chavez, by Jeanne Strazzabosco

For students at a Grade 9 reading level:
• Cesar Chavez: Labor Leader, by Maria E. Cedeno

For students at a Grade 10 reading level:
• Warriors Don’t Cry, by Melba Pattillo Beals

For students at a Grade 11 reading level:
• The Beatles, by Michael Burgan

For students at a Grade 12 reading level:
• Andy Warhol: Prince of Pop, by Jan Greenburg & Sandra Jordan
Focus

MAKING CONNECTIONS
Can Protests Bring Change?

Ask students to give examples of why groups today use public protest to achieve change. Have students discuss whether protesters in the 1960s and 1970s might have achieved comparable change using other approaches. Then ask whether the protests of the 1960s and 1970s continue to influence the rights, workplaces, and economic opportunities of students, women, and Latinos today. Students should evaluate their answers after they have completed the chapter.

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

Students and the Counterculture

Essential Question: How did students and the counterculture want to change society? (They wanted a society that was free of war, poverty, pressure to conform, and materialism; was tolerant; and offered equal justice and opportunity for all.) Point out that in Section 1 students will learn about the impact of protest and the counterculture on society.

Section 2

The Feminist Movement

Essential Question: What were the goals of the feminist movement that began in the 1960s? (Women wanted equal pay for equal work, better educational and career opportunities, more career choices, and reproductive choice.) Point out that in Section 2 students will learn about the impact of the renewed women’s movement on society.
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.

Organizing Information

Make a Four-Door Book Foldable about the Berkeley Free Speech Movement, Students for a Democratic Society (SDS), or the National Organization for Women. As you read, complete the Four-Door Book by answering the questions who, what, when, and why.

Chapter Audio

Visit glencoe.com and enter code TAV9846C27 for Chapter 27 resources.

Visit glencoe.com and enter code TAV9399C27T for Chapter 27 resources, including a Chapter Overview, Study Central™, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.

More About the Photo

Visual Literacy  César Chávez was born in 1927 on a small farm near Yuma, Arizona. When his father lost his land during the Depression, Chávez began working as a migrant farm worker to help support the family. After serving in the navy during World War II, he returned to farm labor. Soon he became committed to improving the lives of farm workers. For his leadership, he received the Presidential Medal of Freedom.

Section 3

Latino Americans Organize

Essential Question:  What were the goals of the Latinos who organized?  (They wanted an end to discrimination; improved working conditions, and greater pay, especially for farm workers; increased Latino voter participation and more Latino candidates elected.) Point out that in Section 3 students will learn about the impact of Latino organizations and movements.
Section 1

Students and the Counterculture

The 1960s was one of the most tumultuous decades in American history. The decade also gave birth to a youth movement that challenged the American political and social system and conventional middle-class values.

The Rise of the Youth Movement

**MAIN Idea** The youth protest movement of the 1960s included Students for a Democratic Society and the Free Speech Movement.

**HISTORY AND YOU** Do you know of any groups that work to improve society? Read how the youth of the 1960s protested social injustice.

The roots of the 1960s youth movement stretched back to the 1950s. In the decade after World War II, the country had enjoyed a time of peace and prosperity. Prosperity did not extend to all, however, and some, especially the artists and writers of the beat movement, had openly criticized American society. They believed American society valued conformity over independence and financial gain over spiritual and social advancement.

At the same time, the turmoil of the civil rights movement had raised serious questions about racism in American society, and the nuclear arms race between the United States and the Soviet Union made many of the nation’s youth uneasy about the future. For many young people, the events of the 1950s had called into question the wisdom of their parents and their political leaders.

The youth movement originated with the baby boomers, the huge generation born after World War II. By 1970, 58.4 percent of the American population was 34 years old or younger. (By comparison, those 34 or younger in 2000 represented an estimated 48.9 percent.) The early 1960s also saw a rapid increase in enrollment at colleges. The economic boom of the 1950s meant more families could afford to send their children to college. Between 1960 and 1966, enrollment in four-year colleges rose from 3.1 million to almost 5 million. College life gave young people a sense of freedom and independence. It also allowed them to meet and bond with others who shared their feelings about society and fears about the future. It was on college campuses across the nation that youth protest movements began and reached their peak.

Students for a Democratic Society

Some young people were concerned most about the injustices they saw in the country’s political and social system. In their view, a small wealthy elite controlled politics, and wealth itself was unfairly
The Free Speech Movement

Another movement that captured the nation’s attention in the 1960s was the Free Speech Movement, led by Mario Savio and others at the University of California at Berkeley. The movement began when the university decided, in the fall of 1964, to restrict students’ rights to distribute literature and to recruit volunteers for political causes on campus. The protesters, however, quickly targeted more general campus matters as well.

Like many college students, those at Berkeley were dissatisfied with practices at their university. Officials divided huge classes into sections taught by graduate students, while many professors claimed they were too busy with research to meet with students. Faceless administrators made rules that were not always easy to obey and imposed punishments for violations. Feeling isolated in this impersonal environment, many Berkeley students rallied to support the Free Speech Movement.

Critical Thinking
Analyzing Primary Sources

Have students read the Primary Source on page 911. Ask: How did the American values the students had embraced as children help motivate their later protests? (Racism and inequality were at odds with these values.)

Answers:
1. Accept any two: racism, the Cold War, threat of nuclear attack
2. truly democratic alternatives to the present and social experimentation

Putting It Together
Encourage students to begin a separate section of their notebooks to take notes on the chapter from the perspective of the Americans they will role-play.
The struggle between Berkeley’s students and administrators peaked on December 2, 1964, with a sit-in and powerful speech by Savio. Early the next morning, 600 police officers entered the campus and arrested more than 700 protesters.

The arrests set off an even larger protest movement. Within days, a campus-wide strike had stopped classes and many members of the faculty also voiced their support for the Free Speech Movement. In the face of this growing opposition, the administration gave in to the students’ demands.

Soon afterward, the Supreme Court upheld students’ rights to freedom of speech and assembly on campuses. In a unanimous vote, the Court upheld the section of the Civil Rights Act assuring these rights in places offering public accommodations, which, by definition, included college campuses. The Berkeley revolt was one of the first major student protests in the 1960s, and it became a model for others.

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The tactics the Berkeley protesters had used were soon being used in college demonstrations across the country.

Synthesizing What were three reasons for the growth of the youth movement of the 1960s?

1. Identifying What two groups does Dylan address in these two stanzas?
2. Finding the Main Idea What is Dylan asking these groups to do?

—From “The Times They Are A-Changin’”

Activity: Interdisciplinary Connection

Music Encourage students to use library and Internet resources to find lyrics for songs that expressed the sentiments of protesters or the counterculture of the 1960s. Have students select three different sets of lyrics and write a paragraph explaining how each one represents these sentiments. Find recordings of one or more of the songs to play for the class. Then discuss with students whether any of the song lyrics could apply to sentiments held by people today.
defined the movement—long hair, Native American headbands, cowboy boots, long dresses, shabby jeans, and the use of drugs.

Many hippies wanted to drop out of society by leaving home and living together in *communes*—group living arrangements in which members shared everything and worked together. Some hippies established rural communes, while others lived together in parks or crowded apartments in large cities. One of the most famous hippie destinations was San Francisco’s *Haight-Ashbury district*. By the mid-1960s, thousands of hippies had flocked there.

### The Impact of the Counterculture

After a few years, the counterculture movement began to decline. Some urban hippie communities became dangerous places where muggings and other criminal activity took place. The glamour of drug use waned as more and more young people became addicted or died from overdoses. In addition, many people in the movement had gotten older and moved on. Although the counterculture declined without achieving its utopian ideals, it did change some aspects of American culture.

**Fashion** Protests and members of the counterculture often expressed themselves with their clothing. By wearing cheap surplus clothes recycled from earlier decades and repaired with patches, they showed that they were rejecting both consumerism and the social class structure. Ethnic clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while tie-dyed shirts borrowed techniques from India and Africa.

Perhaps the most potent symbol of the era was hair. Long hair, beards, and mustaches on young men symbolized defiance of both 1950s *conformity*—when buzz cuts were popular—and the military, which required all recruits to have short hair. School officials at the time debated the acceptable length of a student’s hair. Over time, however, longer hair on men and more individual clothing for both genders became generally accepted. What was once the clothing of defiance became mainstream.

**Music** Counterculture musicians made use of folk music and the rhythms of rock ’n’ roll and wrote heartfelt lyrics that expressed the hopes and fears of their generation. At festivals such as *Woodstock*, held in upstate New York in August 1969, and in Altamont, California, later that year, hundreds of thousands of people gathered to listen to the new music.

Major folk singers included *Bob Dylan*, who became an important voice of the movement, as did singers Joan Baez and Pete Seeger. Rock musicians popular with the counterculture included Jimi Hendrix, Janis Joplin, and The Who. These musicians used electronically amplified instruments that drastically changed the sound of rock, and their innovations continue to influence musicians today.

### Evaluating

What lasting impact did the counterculture have on the nation?

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### Vocabulary


### Main Ideas

2. Describing With what issues did SDS concern itself?

3. Summarizing What were the core ideals of the members of the counterculture?

### Critical Thinking

4. Big Ideas How did the U.S. Supreme Court validate the actions of the members of the Free Speech Movement?

5. Organizing Use a graphic organizer similar to the one below to list the causes of the youth movement.

6. Analyzing Visuals Study the image on page 911. Why do you think that older adults were frightened or threatened by the student movement?

### Writing About History

7. Descriptive Writing Suppose that you are a journalist in the 1960s. Write an article in which you visit a commune and describe the hippie culture of the day.

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**Answers**

1. All definitions can be found in the section and the Glossary.

2. It focused on protesting the Vietnam War, but it also addressed other issues, including poverty, racism, freedom of speech and assembly, and nuclear power, unequal distribution of wealth.

3. They wanted a society that was freer, closer to nature, and full of love, empathy, tolerance, and cooperation.

4. It upheld the rights to freedom of speech and assembly on campuses.

5. Criticism of conformity and materialism, baby boom and increased college enrollments, social and political injustice.

6. Possible answer: The students’ culture was completely different from the culture of their parents. The young people appeared unkempt, they seemed disrespectful of the values of their parents, and they were vocal and angry.

7. Students’ articles will vary. Articles should include descriptions of hippie commune life based on the section and students’ prior knowledge.
By the 1960s, many women had become increasingly dissatisfied with society’s perception of women and their place in society. Some women began to join organizations aimed at improving their role in society. The Equal Rights Amendment stirred a national debate.

A Renewed Women’s Movement

MAIN IDEA Women in the 1960s and 1970s began creating organizations to change society through education and legislative action.

HISTORY AND YOU Have you ever read a book that spurred you to action or got you excited? Read on to learn about a book that helped define and reawaken the women’s movement.

African Americans and college students were not the only groups seeking to change American society in the 1960s. By the middle of the decade, a new women’s movement had emerged as many women became discontent with their status and treatment in American society. This movement became known as the feminist movement, or the movement for equal rights for women.

Feminism—the belief that men and women should be equal politically, economically, and socially—had been a weak and often embattled force since the adoption of the Nineteenth Amendment guaranteeing women’s voting rights in 1920. Soon after the amendment was ratified, the women’s movement split into two camps. For the next 40 years, it had very little political influence.

The onset of World War II provided women with greater opportunity, at least temporarily. With many men enlisted in the army, women became an integral part of the nation’s workforce. After the war, however, many women returned to their traditional role of homemaker. Even though 8 million American women had gone to work during the war, the new postwar emphasis on having babies and establishing families discouraged women from seeking employment. Many Americans assumed that a good mother should stay home to raise her children.

Despite the popular emphasis on homemaking, however, the number of women who held jobs outside the home actually increased during the 1950s. Most women who went to work did so in order to help their families maintain their comfortable lifestyles. By 1960, nearly one-third of all married women were part of the paid workforce. Yet many people continued to believe that women, even college-educated women, could better serve society by remaining in the home to influence the next generation of men.
The women’s movement was revitalized in the 1960s, partly because of the efforts of the President’s Commission on the Status of Women, and partly because writers, such as Betty Friedan, convinced women the time had come to take action.

**Origins of the Movement**

By the early 1960s, many women were increasingly resentful of a world where newspaper ads separated jobs by gender, banks denied them credit, and, worst of all, they often were paid less for the same work. Women found themselves shut out of higher-paying professions such as law, medicine, and finance. By the mid-1960s, about 47 percent of American women were in the workforce, but three-fourths of them worked in lower paying clerical, sales, or factory jobs, or as cleaning women and hospital attendants.

**Workplace Rights** One stimulus that invigorated the women’s movement was the President’s Commission on the Status of Women, established by President Kennedy and headed by Eleanor Roosevelt. The commission’s report highlighted the problems faced by women in the workplace and helped create a network of feminist activists who lobbied Congress for women’s legislation. In 1963, with the support of organized labor, they won passage of the Equal Pay Act, which in most cases outlawed paying men more than women for the same job.

**The Feminine Mystique** Although many working women were angry about inequality in the workplace, many other women who had stayed home were also discontent. Betty Friedan tried to describe the reasons for their discontent in her book *The Feminine Mystique*, published in 1963. In 1963 Betty Friedan tried to describe the feelings that would lead to the rebirth of the women’s movement:

“The problem lay buried, unspoken, for many years in the minds of American women. . . . Each suburban housewife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies . . . she was afraid to ask even of herself the silent question—‘Is this all?’

. . . In the fifteen years after World War II, this mystique of feminine fulfillment became the cherished and self-perpetuating core of contemporary American culture. Millions of women lived their lives in the image of those pretty pictures of the American suburban housewife . . . Words like ‘emancipation’ and ‘career’ sounded strange and embarrassing . . .

But on an April morning in 1959, I heard a mother of four, having coffee with four other mothers in a suburban development . . . say in a tone of quiet desperation, ‘the problem.’ And the others knew, without words, that she was not talking about a problem with her husband, or her children, or her home. Suddenly they realized they all shared the same problem, the problem that has no name.

. . . Sometimes a woman would say ‘I feel empty somehow . . . incomplete.’ Or she would say, ‘I feel as if I don’t exist.’"

——from *The Feminine Mystique*

**Presenting a Historical Drama**

**Step 2: Write and Plan the Drama**

Students begin to write their scripts, including lines and stage directions. They create any props they might need, such as posters, signs, buttons, or headbands.

**Directions** Remind students that their dramas should be based on the content of the section. Written scripts can be rough guides, with students free to improvise. Props should be appropriate to protests of the time and the situation they will enact.

**Putting It Together** Ask students to read each others’ drafts and suggest changes for the second draft. (Chapter Project continued on page 921)
Friedan had traveled around the country interviewing women who had graduated with her from Smith College in 1942. She found that while most of these women reported having everything they could want in life, they still felt unfulfilled.

Friedan’s book became a best-seller. Many women began reaching out to one another, pouring out their anger and sadness in what came to be known as consciousness-raising sessions. While they talked informally about their unhappiness, they were also building the base for a nationwide mass movement.

The Civil Rights Act and Women
Congress gave the women’s movement another boost by including them in the 1964 Civil Rights Act. Title VII of the act outlawed job discrimination not only on the basis of race, color, religion, and national origin, but also on the basis of gender. The law provided a strong legal basis for the changes the women’s movement would later demand.

Given the era’s attitudes about what kind of work was proper for women, simply having the law on the books was not enough. Even the agency charged with administering the civil rights act—the Equal Employment Opportunity Commission (EEOC)—accepted the idea that jobs could be gender-specific. In 1965 the commission ruled that gender-segregated help-wanted ads were legal.

The Time Is NOW
By June 1966, Betty Friedan returned to an idea that she and other women had been considering—the need for an organization to promote feminist goals. On the back of a napkin she scribbled that it was time “to take the actions needed to bring women into the mainstream of American society, now . . . in fully equal partnership with men.” Friedan and others then set out to form the National Organization for Women (NOW).

In October 1966, a group of about 300 women and men held the founding conference of NOW. “The time has come,” its founders declared, “to confront with concrete action the conditions which now prevent women from enjoying the equality of opportunity and freedom of choice which is their right as individual Americans and as human beings.”

The new organization responded to frustrated housewives by demanding greater educational opportunities for women. The group also focused much of its energy on aiding women in the workplace. NOW leaders denounced the exclusion of women from certain professions and from most levels of politics. They lashed out against the practice of paying women less than men for equal work, a practice the Equal Pay Act had not eliminated.

When NOW set out to pass an Equal Rights Amendment to the Constitution, its membership rose to over 200,000. By July 1972, the movement had its own magazine, Ms., which kept readers informed about women’s issues. The editor of the magazine was Gloria Steinem, an author who became one of the movement’s leading figures.

Debates in History
Should the Equal Rights Amendment Be Ratified?
In the 1970s ratification of the Equal Rights Amendment (ERA) was a hotly debated issue. Organizations such as NOW and other supporters of the amendment fought hard for its ratification. One of these was U.S. Representative Shirley Chisholm, who spoke out in support of the ERA in a speech to Congress in 1970. In 1971 conservative activist Phyllis Schlafly formed the group Stop-ERA to fight the legislation.
During the late 1960s and early 1970s, the women's movement fought to amend the Constitution and enforce Title VII of the Civil Rights Act, lobbied to repeal laws against abortion, and worked for legislation against gender discrimination in employment, housing, and education. The movement had many successes, but also encountered strong opposition to some of the reforms it wanted.

The Equal Rights Amendment

The women's movement seemed to be off to a strong start when Congress passed the Equal Rights Amendment (ERA) in March 1972. The amendment specified that "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex." To become part of the Constitution, the amendment had to be ratified by 38 states. Many states did so—35 by 1979—but by then, significant opposition to the amendment had begun to build up.

Opponents of the ERA argued that it would take away some traditional rights, such as the right to alimony in divorce cases or the right to have single-gender colleges. They also feared it would allow women to be drafted into the military and eliminate laws that provided special protection for women in the workforce.

YES
Shirley Chisholm
Member of the U.S. House of Representatives

"Discrimination against women . . . is so widespread that it seems to many persons normal, natural and right . . . .

The argument that this amendment will not solve the problem of sex discrimination is not relevant. . . . Of course laws will not eliminate prejudice from the hearts of human beings. But that is no reason to allow prejudice to continue to be enshrined in our laws. . . . The Constitution they wrote was designed to protect the rights of white, male citizens. As there were no black Founding Fathers, there were no founding mothers—a great pity, on both counts. It is not too late to complete the work they left undone."

—speech before Congress, August 10, 1970

NO
Phyllis Schlafly
Author and Conservative Activist

"This Amendment will absolutely and positively make women subject to the draft. Why any woman would support such a ridiculous and un-American proposal as this is beyond comprehension. . . . Foxholes are bad enough for men, but they certainly are not the place for women—and we should reject any proposal which would put them there in the name of 'equal rights'. . . ."

Another bad effect of the Equal Rights Amendment is that it will abolish a woman's right to child support and alimony . . . .

Under present American laws, the man is always required to support his wife and each child he caused to be brought into the world. Why should women abandon these good laws . . . ?"

—from the Phyllis Schlafly Report, February 1972

Role Playing Have students work in pairs. One partner in each pair should list what women in 1972 had to lose with the passage of the Equal Rights Amendment, while the other partner lists what women stood to gain. Tell students to draw on chapter content and their own knowledge. Students may also use library or Internet sources to conduct further research. After students have completed their lists, have them share the list with their partner. After partners have studied each other's lists, invite pairs to role-play for the class two state legislators discussing whether or not to vote for ratification.
Critical Thinking

Analyzing Primary Sources

Have students study the graphs in the Primary Source feature. Ask:
What might account for the continuing gap between women's and men's median incomes? (Answers will vary. Some may say that women are still ending up in lower paid professions. Others may say women's roles as primary parents may exert downward pressure on a self-employed woman's income or the ability of a salaried woman to advance.)

Analyzing VISUALS

Answers:
1. from 30% to 60% (a 100% increase between 1950 and 2000)
2. They made no real gains compared to men—the difference between women's and men's median income was still about the same in 2000 as it was in 1970.

Title IX

Tell students that Title IX of the 1972 Educational Amendments is still a frequently debated topic. Share these statistics: Girls' participation in high school athletics has increased from fewer than 300,000 in the 1970s to almost 3 million; but girls still receive fewer opportunities to participate than boys do. Male college athletes receive $133 million more in athletic scholarship assistance. Coaches of women's teams receive about 35 percent less than coaches of men's teams. Have students discuss the participation of girls in their school's athletics program and other school activities. Ask: How might these activities have been different before the Educational Amendments? (Answers will vary, but may mention the fact that most schools have women participating on athletic teams that may not have been funded before 1972.)

Activity: Technology Connection

Tell students to choose a female student athlete and use the Internet to find information for a brief written report. Encourage them to download photographs to illustrate their reports.
expanded beyond married couples when activists began challenging laws against abortion. Until 1973, the right to regulate abortion was reserved to the states. This matched the original plan of the Constitution, which reserved all police power—the power to control people and property in the interest of safety, health, welfare, and morals—to the state. Early in the country’s history, some abortions were permitted in the early stages of pregnancy, but by the mid-1800s, states had passed laws prohibiting abortion, except to save the life of the mother.

In the late 1960s, some states began adopting more liberal abortion laws. For example, several states allowed abortion if carrying a baby to term might endanger the woman’s mental health or if she was a victim of rape or incest. The big change came with the 1973 Supreme Court decision in Roe v. Wade, which stated that state governments could not regulate abortion during the first three months of pregnancy, a time that was said to be within a woman’s constitutional right to privacy. During the second three months of pregnancy, states could regulate abortions on the basis of the health of the mother. States could ban abortion in the final three months except in cases of a medical emergency. Those in favor of abortion rights cheered Roe v. Wade as a victory, but the issue was far from settled politically. The decision gave rise to the right-to-life movement, whose members consider abortion morally wrong and advocate its total ban.

After the Roe v. Wade ruling, the two sides began an impassioned battle that continues today. In the 1992 case Planned Parenthood v. Casey, the Supreme Court modified Roe v. Wade. The court decided that states could place some restrictions on all abortions, such as requiring doctors to explain the risks and require their patients to give “informed consent,” or requiring underage girls to inform their parents before obtaining an abortion. The court struck down laws requiring women to notify their husbands before having an abortion, and abandoned the rule that states could ban abortion only in the final three months. Technology had now made it possible for the fetus to be viable outside the womb much earlier in a pregnancy. States could now restrict abortion based on the viability of the fetus.

The Impact of the Feminist Movement

The women’s movement has profoundly changed society. Since the 1970s, many women have pursued college degrees and careers outside of the home, and two-career families are much more common than they were in the 1950s and 1960s. Many employers now offer options to help make work more compatible with family life, including flexible hours, on-site child care, and job sharing.

Even with those changes, a significant income gap between men and women still exists. A major reason for the gap is that many working women still hold lower-paying jobs such as bank tellers, administrative assistants, cashiers, schoolteachers, and nurses. It is in professional jobs that women have made the most dramatic gains since the 1970s. By 2000, women made up over 40 percent of the nation’s graduates receiving medical or law degrees.

Summarizing What successes and failures did the women’s movement experience during the late 1960s and early 1970s?

Vocabulary
1. Explain the significance of feminism, Equal Pay Act, Betty Friedan, National Organization for Women (NOW), Gloria Steinem, Equal Rights Amendment (ERA), Phyllis Schlafly, Title IX.

Main Ideas
2. Explaining Why did more women work outside the home in the 1950s?
3. Explaining Why were some people against passage of the ERA?

Critical Thinking
4. Big Ideas What gains have been made in women’s rights since the 1960s?
5. Organizing Use a graphic organizer similar to the one below to list the major achievements of the women’s movement.

6. Analyzing Visuals Study the bar graph on page 918. What was the first year in which approximately half of all women were in the workforce?

Writing About History
7. Persuasive Writing Assume the role of a supporter or an opponent of the ERA. Write a letter to the editor of your local newspaper to persuade people to support your position.

Answers
1. All definitions can be found in the section and the Glossary.
2. Women worked outside the home to help the family enjoy a more comfortable lifestyle.
3. They were afraid of losing traditional protections and rights, such as the exemption from military combat service, the right to alimony, and the right to have single-gender colleges.
4. More women have achieved equal pay for equal work, better educational opportunities, more career choices, and more political power.
5. Equal Pay Act, Title VII in the Civil Rights Act, Title IX, Roe v. Wade, more career possibilities
6. 1980
7. Students’ letters will vary but should express a clear and logically reasoned viewpoint.
Section 3

**Latino Americans Organize**

Most Mexican Americans and Mexican immigrants lived in the Southwest, where many faced discrimination in jobs and housing. By the mid-twentieth century, more immigrants arrived from various parts of Latin America. Latinos formed civil rights organizations to challenge discrimination.

**Latinos Migrate North**

**MAIN IDEA** Texans, the largest Spanish-speaking immigrant group, faced discrimination and segregation in the West and Southwest.

**HISTORY AND YOU** Have you ever heard of immigrants getting their “green cards,” which permit them to work in the United States? Read on to learn how the Bracero Program allowed some Mexicans to work on a temporary basis.

Americans of Mexican heritage have lived in what is now the United States since before the founding of the republic. Their numbers steadily increased in the 1800s, in part because the United States acquired territory where Mexicans already lived, and in part because Mexicans began migrating north to live in the United States. In the twentieth century, Mexican immigration rose dramatically. In 1910 the Mexican Revolution began and the resulting turmoil prompted a wave of emigration from Mexico that lasted more than a decade. During the 1920s, half a million Mexicans immigrated to the United States through official channels, and an unknown number entered the country through other means. Precise population estimates are impossible to determine because many Mexicans frequently moved back and forth across the border.

Not surprisingly, persons of Mexican heritage remained concentrated in the areas that were once the northern provinces of Mexico. In 1930, 90 percent of ethnic Mexicans in the United States lived in Texas, California, Arizona, New Mexico, and Colorado. In Texas, the favorite destinations for Mexican immigrants, cities such as San Antonio and El Paso, had large populations of Mexican Americans and Mexican immigrants. As a result of heavy Mexican immigration, the ethnic Mexican population in Texas grew from 71,062 in 1900 to 683,681 in 1930. Southern California, **likewise**, had a large Spanish-speaking population.

Of course, not all Mexican Americans remained in the West and Southwest. In the 1910s and 1920s, along with Americans of other ethnic backgrounds, many Mexican Americans headed for the cities of the Midwest and Northeast, where they found jobs in factories.
Chapter 27 • Section 3

Teach

Differentiated Instruction

Logical/Mathematical Have students read the figures in the first two lines of the second column. Ask: Of the Mexican Americans living in Los Angeles in 1930, what percentage had arrived since 1900? (97.4)

Analyzing VISUALS

Answers:
1. Mexican, Puerto Rican, and Cuban
2. growing numbers and political and labor organizations

Presenting a Historical Drama

Step 3: Present the Drama Students rehearse and present their dramas. They watch the dramas of other groups.

Directions Remind students that scripts can be rough guides. They are free to improvise during the dramatization, as long as any ad-libbed lines are based on the content of the section. Have students rehearse until they are comfortable and ready to present. Students should be attentive during the presentations of other groups.

Putting It Together As students do their presentations ask the class to take notes as to the historical accuracy of the presentation.

(Chapter Project continued on Visual Summary page)
Puerto Rican Immigrants During the 1940s, Puerto Rico began to industrialize. Many Puerto Ricans moved from rural to urban areas, causing a jump in the urban population. Between 1940 and 1970, the proportion of the Puerto Rican population living in rural areas dropped from 70 percent to 42 percent. With so many people moving from rural areas to cities, the number of workers grew faster than jobs. As a result, migration from Puerto Rico to the mainland United States was extensive from the early 1940s through the 1960s as Puerto Ricans left to find work. Unemployment in Puerto Rico rose again during the 1970s, when worldwide inflation and a recession in the U.S. economy stalled Puerto Rico’s economic growth.

Critical Thinking

Analyzing Primary Sources

Direct students to the Primary Source quotation. Ask: How did the barrio both help Latino immigrants and hold them back economically? (The barrio helped them meet basic needs and gave them a supportive community. It also resulted in de facto segregation, which leads to de facto segregation in schools and may have tended to keep Latino immigrants out of areas where better economic opportunities were available. Living in a Spanish-speaking area may have discouraged learning of English, which also restricted economic opportunities.)

Extra Support

Answer: The program sometimes targeted people for “looking Mexican” and often did not distinguish between legal and illegal immigrants.

Extending the Content

Puerto Rican Immigrants

Primary Source

“For the Mexicans the barrio was a colony of refugees. We came to know families from Chihuahua, Sonora, Jalisco, and Durango... As poor refugees, their first concern was to find a place to sleep, then to eat and find work. In the barrio they were most likely to find all three, for not knowing English, they needed something that was even more urgent than a room, a meal, or a job, and that was information in a language they could understand.”

—From Barrio Boy

During the Great Depression of the 1930s, approximately one-third of the Mexican population in the United States returned to Mexico. Some left voluntarily, believing it would be easier to get by in Mexico. Many Mexican Americans, however, faced increased hostility and discrimination as unemployment rates soared in the early 1930s.

Then, federal officials launched a series of deportations that not only included immigrants from Mexico but also their American-born children as well. This return to Mexico became known as the repatriation.

During World War II, labor shortages in the Southwest led to the creation of the Bracero Program. Under this arrangement, Mexican contract workers entered into short-term labor contracts, mostly as low-wage farm workers.

Meanwhile, illegal immigration increased. In 1954, Eisenhower’s administration launched a program intended to deport illegal Latino immigrants. Police swept through barrios seeking illegal immigrants, and more than 3.7 million Mexicans were deported over the next three years. The raids were criticized in the United States and in Mexico for intimidating people for simply looking “Mexican.” In addition, the program often failed to distinguish between individuals legally in the country (some of whom were U.S. citizens) and those who had entered illegally.

Other Latinos Arrive

Although Mexicans remained the largest group of Spanish-speaking newcomers in the 1950s, large numbers of Puerto Ricans arrived as well. American citizens since 1917, Puerto Ricans may move freely within American territory. After World War II, economic troubles in Puerto Rico prompted over a million Puerto Ricans to move to the mainland United States. American factory owners and employment agencies had also begun to recruit in Puerto Rico for workers, and the advent of relatively cheap air travel made immigration easier. The majority of Puerto Ricans settled in New York City. There, they suffered racial discrimination and alarmingly high levels of poverty.

The United States also became home to more than 350,000 Cuban immigrants in the decade after the Cuban Revolution of 1959. Many Cubans fleeing the Communist regime were professionals or business owners who settled in and around Miami, Florida. Most were welcomed in the United States because they were middle class or affluent and viewed as refugees fleeing Communist oppression. In 1960 about 3 million Latinos lived in the United States. By the late 1960s, more than 9 million Latinos lived in the United States.
Latinos Organize

**MAIN Idea** Latino civil rights organizations, such as LULAC and the American GI Forum, fought against discrimination.

**HISTORY AND YOU** Recall what you learned about the decision in the Supreme Court case *Brown v. Board of Education*. Read on to find out how LULAC filed similar lawsuits challenging discrimination against Mexican Americans.

The Latino community in the West and Southwest included American citizens and immigrant noncitizens. Regardless of their citizenship status, however, people of Mexican heritage were often treated as outsiders by the English-speaking majority. Latinos formed several organizations to work for equal rights and fair treatment.

In 1929 a number of Mexican American organizations came together to create the **League of United Latin American Citizens** (LULAC). The purpose of this organization was to fight discrimination against persons of Latin American ancestry. The organization limited its membership to persons of Latin American heritage who were American citizens. LULAC encouraged assimilation into American society and adopted English as its official language.

LULAC achieved many advances for Latinos. One of its early crusades ended segregation of public places in Texas where Mexican Americans (along with African Americans) had been barred from “whites only” sections. The organization also ended the practice of segregating Spanish-speaking children in “Mexican schools.”

In *Mendez v. Westminster* (1947), a group of Mexican parents won a lawsuit that challenged school segregation in California. Two years later, LULAC filed a similarly successful suit in Texas. During the 1950s, the organization was a frequent and vocal critic of the excesses and abuses of deportation authorities. In 1954 the Supreme Court’s ruling in *Hernandez v. Texas* extended more rights to Latino citizens. The case ended the exclusion of Mexican Americans from juries in Texas.

**Analyzing VISUALS**

1. Describing What types of treatment did many Latinos experience in the United States?
2. Differentiating What challenges were presented by the living and working conditions for Latino families in the United States?

**Activity: Interdisciplinary Connection**

**Language Arts** Refer students to “A Farm Worker’s Story” on page 133 of the Unit Resource Book. Read students this excerpt by Roberto Acuna, in which he explains why he joined United Farm Workers: “I began to see how everything was so wrong. When growers can have an intricate watering system to irrigate their crops but they can’t have running water inside the houses of workers. Veterinarians tend the needs of domestic animals but they can’t have medical care for the workers. They can have land subsidies for the growers but they can’t have adequate unemployment compensation for the workers. They treat him like a farm implement. In fact, they treat their implements better and their domestic animals better. They have heat and insulated barns for the animals but the workers live in beat-up shacks with no heat at all. Illness . . . is 120 percent higher than the average rate for industry. . . . back trouble, rheumatism and arthritis. . . . Tuberculosis is high. And now because of the pesticides, we have many respiratory diseases.”

Ask: What conditions do you think you—and all workers—have a right to expect at a job? (Students should be able to defend their answers.)

**Critical Thinking**

**Analyzing Primary Sources**

Direct students’ attention to the photo of children working in the fields. Ask them how the need for children’s labor can deprive future generations of equal opportunity to improve their status. (Working in the fields can deprive children of the education they need to improve their status. It also isolates them from the larger culture, where they could learn to interact with Americans who enjoy economic opportunities the workers might pursue in the future.)
Another Latino organization, the American GI Forum, was founded to protect the rights of Mexican American veterans. After World War II, Latino veterans were excluded from veterans’ organizations and denied medical services by the Veterans Administration.

The GI Forum’s first effort to combat racial injustice involved a Mexican American soldier who was killed during World War II. A funeral home refused to hold his funeral because he was Mexican American. The GI Forum drew national attention to the incident and, with the help of Senator Lyndon Johnson, the soldier’s remains were buried in Arlington National Cemetery. Initially concerned only with issues directly affecting Latino veterans, the organization later broadened its scope to challenge segregation and other forms of discrimination against all Latinos.

**PRIMARY SOURCE**

> “Farmworkers had been trying to organize a union for more than one hundred years. In 1965 they began a bitter five-year strike against grape growers around Delano, California. Two and one-half years later, in the hungry winter of 1968 with no resolution in sight, they were tired and frustrated. Among some of them, particularly some of the young men, there began the murmurs of violence. . . . But Cesar rejected that part of our culture ‘that tells young men that you’re not a man if you don’t fight back.’ The boycott had followed in the tradition of Cesar’s hero, Mahatma Gandhi, whose practice of nonviolence he embraced. And now, like Gandhi, Cesar announced he would undertake a fast . . . .

> After twenty-five days, Cesar was carried to a nearby park where the fast ended during a mass with thousands of farmworkers. He had lost thirty-five pounds, but there was no more talk of violence among the farmworkers. . . . Cesar was too weak to speak, so his statement was read by others in both English and Spanish. ‘It is my deepest belief that only by giving our lives do we find life,’ they read. ‘The truest act of courage . . . . is to sacrifice ourselves for others in a totally nonviolent struggle for justice.’”

—Marc Grossman, UFW spokesman, quoted in Stone Soup for the World

**Protests and Progress**

**MAIN Idea**  Many Latinos worked as poorly paid agricultural laborers; the United Farm Workers tried to improve their working conditions.

**HISTORY AND YOU**  Do you think the United States should have a national language? Read how school districts set up bilingual education classes to teach immigrant students in their own language while they were still learning English.

As the 1960s began, Latino Americans continued to face prejudice and limited access to adequate education, employment, and housing. Encouraged by the achievements of the African American civil rights movement, Latinos launched a series of campaigns to improve their economic situation and end discrimination.

One major campaign was the effort to improve conditions for farmworkers. Most Mexican American farm laborers earned little pay, received few benefits, and had no job security.

The Three-Hundred Mile March  In 1965, when grape vineyard owners in Delano, California, cut the already pitiful pay of their workers, farmworker César Chávez called a strike at one of the farms. He knew that, when ripe, grapes do not last long. After attacks on strikers by the grape company, Chávez organized a march of more than three hundred miles from Delano to the state capitol in Sacramento. There, he would ask for the government’s help.

The march began with Chávez and sixty-seven others. For about fifteen miles a day, they marched on blistered and bloody feet. Meanwhile, the unharvested grapes in Delano rotted on the vine.

As the marchers passed, farmworkers fed them and offered places to sleep. Some joined the march. Every day, more marchers followed Chávez. The marchers arrived in Sacramento on Easter Sunday, and a parade of ten thousand people marched through the streets to the capitol. There, they learned that the grape company had signed a contract with the National Farm Workers Association, promising a pay raise and better conditions.
security. In the early 1960s, César Chávez and Dolores Huerta organized two groups that fought for farmworkers. In 1965 the groups went on strike in California to demand union recognition, increased wages, and better benefits.

When employers resisted, Chávez enlisted college students, churches, and civil rights groups to organize a national boycott of table grapes, one of California’s main agricultural products. An estimated 17 million citizens stopped buying grapes, and industry profits tumbled. In 1966, under the sponsorship of the American Federation of Labor and Congress of Industrial Organization (AFL-CIO), Chávez and Huerta merged their two organizations into one—the United Farm Workers (UFW). The new union kept the boycott going until 1970, when the grape growers finally agreed to raise wages and improve working conditions.

During the 1960s and 1970s, a growing number of Latino youths became involved in civil rights. In 1967 college students in San Antonio, Texas, led by José Angel Gutiérrez, founded the Mexican American Youth Organization (MAYO). MAYO organized walkouts and demonstrations to protest discrimination. In 1968 about 1,000 Mexican American students and teachers in East Los Angeles walked out of their classrooms to protest racism. In Crystal City, Texas, protests organized by MAYO in 1969 led to the creation of bilingual education at the local high school.

MAYO’s success and the spread of protests across the West and Southwest convinced Gutiérrez to found a new political party, La Raza Unida, or “the United People,” in 1969. La Raza promoted Latino causes and supported Latino candidates in Texas, California, Colorado, Arizona, and New Mexico. The group mobilized Mexican American voters with calls for job-training programs and greater access to financial institutions. By the early 1970s, it had elected Latinos to local offices in several cities with large Latino populations.

La Raza was part of a larger civil rights movement among Mexican Americans (many of whom began calling themselves Chicanos). This “Brown Power” movement fought against discrimination and celebrated ethnic pride. On September 16, 1969 (Mexican Independence Day), students at the University of California at Berkeley staged a sit-in demanding a Chicano Studies program. Over the next decade, more than 50 universities created programs dedicated to the study of Latinos in the United States.

One issue many Latino leaders promoted in the late 1960s was bilingualism—the practice of teaching immigrant students in their own language while they also learned English. Congress supported their arguments, passing the Bilingual Education Act in 1968. This act directed school districts to set up classes for immigrants in their own language while they were learning English.

Later, bilingualism became politically controversial. Many Americans worried that bilingualism made it difficult for Latino immigrants to assimilate. Beginning in the 1980s, an English-only movement began, and by the 2000s, legislatures in 25 states had passed laws or amendments making English the official language of their state.

Explaining How did Latino Americans increase their economic opportunities in the 1960s?

Vocabulary
1. Explain the significance of repatriation, League of United Latin American Citizens, American GI Forum, César Chávez, Dolores Huerta, United Farm Workers, La Raza Unida, bilingualism, Bilingual Education Act.

Main Ideas
2. Identifying What are the national origins of the three main groups of Latinos in the United States?
3. Describing Under what circumstances did the American GI Forum first take action?
4. Explaining Why did some Americans worry about the Bilingual Education Act?

Critical Thinking
5. Big Ideas How did the judicial system support Latino civil rights in the last century? Cite two relevant court cases and their decisions.
6. Categorizing Use a graphic organizer similar to the one below to identify Latino groups and their achievements.

<table>
<thead>
<tr>
<th>Civil Rights Group</th>
<th>Achievement</th>
</tr>
</thead>
</table>

7. Analyzing Visuals Study the graph on page 921. What was the total U.S. Latino population in 2000? Which group had the largest population?

Writing About History
8. Expository Writing Write a magazine article about the conditions that gave rise to the Latino civil rights movement in the postwar period.

Assess

History ONLINE
Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: Why did Latino Americans organize? (They wanted an end to discrimination; improved working conditions and better pay, especially for farmworkers; increased Latino voter participation; more Latino elected officials; and bilingual education in schools.)

Answers

1. All definitions can be found in the section and the Glossary.
2. Mexico, Puerto Rico, Cuba
3. A Latino American soldier was killed during World War II, and a funeral home in Texas refused to hold his funeral.
4. They were concerned that it would make it harder for Latino Americans to assimilate.
6. Answers may include the following: LULAC: brought cases to court that ended many discriminatory practices; American GI Forum: fought for Latino veterans’ rights and to end discrimination in general; UFW: fought for improved working conditions and pay for farmworkers; La Raza Unida: worked to increase Latino voter participation and got Latino candidates elected; MAYO: held protests against discrimination
7. about 35 million; Mexicans
8. Students’ articles will vary, but should focus on the reasons for and results of the Latino civil rights movement.
Determining Cause and Effect  Invite students to write at least one cause-and-effect statement for the student protest movement, the feminist movement, and the Latino movement.

Ask: What was the overall effect of the protest movements that began or gained momentum during the 1960s?  

Expository Writing  Have students select one of the three groups mentioned in the Determining Cause and Effect activity above and write a one-page summary of their achievements during the 1960s and 1970s.  

Ask: Of the movements covered in this chapter, which do you think had the most lasting and important effect?  

Causes of the New Protest Movements  
- The earlier “beat” movement questioned American values.
- The successes of African Americans’ fight for civil rights demonstrated to other groups that change was possible if people demanded change.
- Many in the baby boom generation became frustrated with society as they entered college and began to advocate for social reform.
- The Vietnam War and the draft led many students to join protests.
- Women began to question their position in postwar society. Betty Friedan’s book *The Feminine Mystique* influenced many young women.
- The Kennedy administration began to pay attention to women’s issues, passing the Equal Pay Act and creating the President’s Commission on the Status of Women.
- The Latino American population increased through immigration; Latino newcomers, as well as citizens, faced discrimination.

Effects of the New Protest Movements  
- New student groups, including Students for a Democratic Society (SDS), were formed. Court cases affirmed student rights to free speech on campus.
- New women’s groups, such as the National Organization of Women (NOW), emerged. They fought for equal economic rights in the workplace and in society, and they demanded equal opportunities in education.
- A campaign began for the Equal Rights Amendment, but the amendment was not ratified.
- The *Roe v. Wade* decision affirmed a constitutional right to abortion, with some limits.
- New Latino organizations emerged, such as the United Farm Workers (UFW) and *La Raza Unida*, fighting for increased economic opportunity and greater representation in political institutions.
- Latinos made substantial gains politically and economically, and many were elected to positions in Congress and state governments.

Presenting a Historical Drama

**Step 4**

Directions  Ask groups to write a review of the dramas presented by the other two groups. Have groups share the reviews with each other.

Putting It Together  After groups have read the reviews, ask them to make any corrections for accuracy and present the dramas to the class again.
Reviewing Vocabulary
Directions: Choose the word or words that best complete the sentence.

1. In the 1960s young people known as hippies began the ______ movement.
   A beat  
   B counterculture  
   C student  
   D commune

2. One way that hippies separated themselves from typical society was by living in group arrangements with other hippies known as
   A communes.  
   B countercultures.  
   C barrios.  
   D Woodstocks.

3. A newly energized belief in ______ led to the fight to pass the Equal Rights Amendment.
   A communism  
   B environmentalism  
   C fascism  
   D feminism

4. In the 1930s U.S. officials began to return Mexican immigrants to Mexico in what became known as the
   A counterculture.  
   B barrio.  
   C repatriation.  
   D La Raza Unida.

5. Latinos lobbied successfully for the addition of ______ in public education.
   A bilingualism  
   B repatriation.  
   C feminism  
   D legalism

6. SDS was begun by Tom Hayden at which university?
   A Harvard University  
   B University of California at Berkeley  
   C Kent State University  
   D University of Michigan

7. Which of the following was an outgrowth of hippie culture?
   A SDS  
   B rock ‘n’ roll music  
   C communes  
   D buzz cuts

8. The work of the President’s Commission on the Status of Women led to
   B the Equal Rights Amendment.  
   C the Equal Pay Act.  
   D the National Organization for Women.

9. Title IX of the Educational Amendments prohibited federally funded schools
   A from paying male teachers more than female teachers.  
   B from discriminating against minorities.  
   C from providing same-gender education.  
   D from discriminating on the basis of gender.

Reviewing Main Ideas
Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 910–913)
6. SDS was begun by Tom Hayden at which university?
   A Harvard University  
   B University of California at Berkeley  
   C Kent State University  
   D University of Michigan

7. Which of the following was an outgrowth of hippie culture?
   A SDS  
   B rock ‘n’ roll music  
   C communes  
   D buzz cuts

Section 2 (pp. 914–919)
8. The work of the President’s Commission on the Status of Women led to
   B the Equal Rights Amendment.  
   C the Equal Pay Act.  
   D the National Organization for Women.

9. Title IX of the Educational Amendments prohibited federally funded schools
   A from paying male teachers more than female teachers.  
   B from discriminating against minorities.  
   C from providing same-gender education.  
   D from discriminating on the basis of gender.

Answers and Analyses

Reviewing Vocabulary

1. B Counter means “against” or “opposing.” The beat movement was a precursor to the counterculture movement. Communes grew out of the counterculture movement. Student is too general.

2. A Counterculture was the term used to describe the hippie lifestyle. Barrios were Hispanic neighborhoods within larger English-speaking communities. Woodstock was the 1969 music and arts festival held in New York State.

3. D Feminism is the belief in the need for equal rights for women. Communism and fascism are forms of government. Environmentalism is work to help conserve the environment.

4. C Help students break down the word repatriation. “Re-” is a prefix that means “back” or “again.” The suffix “-ation” means action or a process. In the middle, “patri” derives from the Latin word patria meaning native country. Repatriation = the process of returning someone to their country of origin.

5. A Latinos come from Latin America and usually are Spanish-speakers. Bilingual means two languages. Latinos sought bilingual education in English and Spanish. The lobbying efforts for bilingual education grew out of the Latino civil rights movement.

Reviewing Main Ideas

6. D Tom Hayden wrote the Port Huron Statement, which stated the goals of SDS. To help remember that SDS began at the University of Michigan, students should relate the Port Huron Statement to Lake Huron, one of the Great Lakes.
10. C The purpose of the ERA was to ensure equal rights for women, not to gain advantages, like free schooling. The ERA did not concern abortion. D represents a possible opposite effect of the passage of the amendment. C correctly represents the fears of some—that full equality would mean no consideration for traditional rights of women.

11. B Remind students to consider the time period; 1959 was in the middle of the Cold War, when communists were the “enemy.” This culture created an environment where refugees from communism were welcomed. This was a bit unique, as the 1950s and 1960s saw much discrimination against other Spanish-speaking immigrant groups.

12. C The NAACP experienced much success in the struggle for equality for African Americans through the court system, with cases such as Brown v. Board of Education of Topeka, Kansas. The LULAC took a similar path, with cases such as Mendez v. Westminster. An easy way for students to remember that these organizations had similar methods is to think that both are represented by acronyms (and both acronyms have five letters).

13. C Mexican American veterans of World War II were excluded from the veterans’ benefits that other veterans were entitled to, including medical services.

14. A The Civil Rights Act supported the right of people to assemble in public places. The Supreme Court ruled that this applied to college campuses. The Equal Rights Amendment was never passed, so it cannot be correct. The term Educational Amendments is too broad, and would not apply, even though the protest took place on a college campus. The Twenty-sixth Amendment lowered the voting age to 18, and would not apply.

15. D Students may be confused and just look at the states that ratified the ERA in 1977. However, the question asks how many states had ratified the ERA by 1977. So, students must count all of the states that match the shading for 1972, 1973, 1974, 1975, and 1977.

16. A The states that did not ratify the ERA are shaded with a crosshatch pattern. From the map, it is apparent that most of the states in the South did not ratify the amendment.
Document-Based Questions
Directions: Analyze the document and answer the short-answer questions that follow the document.

On December 2, 1964, Mario Savio, the leader of the Free Speech Movement, led a protest at the University of California at Berkeley. Before the protest, Savio made a speech in reaction to comments by Berkeley’s president, Clark Kerr. Kerr had said that he would not speak out in favor of students’ demands in opposition to the Board of Regents, in the same way that a manager would not speak out against a board of directors. Savio used Kerr’s metaphor of the university as a corporation in the following excerpt from his speech:

“[I]f this is a firm, and if the Board of Regents are the board of directors, and if President Kerr in fact is the manager, then I’ll tell you something: the faculty are a bunch of employees, and we’re the raw material! But we’re a bunch of raw material[s] that don’t mean to have any process upon us, don’t mean to be made into any product. . . . We’re human beings! . . . you’ve got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus, and you’ve got to make it stop. And you’ve got to indicate to the people who run it, to the people who own it, that unless you’re free, the machine will be prevented from working at all!”

—from Mario Savio’s speech to Free Speech Movement demonstrators

20. According to Savio, if the university is a company, then what are the students?
21. What is Savio asking his fellow students to do, both literally and figuratively?

Extended Response
22. Students’ essays will vary, but should clearly and logically express their ideas about why this era was an active period of protest and change. Essays should include at least two examples of protest movements and supporting details from the chapter.

Grapes were a major agricultural product in California, therefore, the UFW boycott had a major financial impact. This financial impact is what made the boycott successful, because it forced the growers to negotiate with the UFW. Had the boycott been of a less profitable product, it may not have had as much impact.

Study the cartoon with students: the factory as a metaphor for the university. This is a good place to review metaphors with students: the factory as a metaphor for the university.

Extended Response
22. Students’ essays will vary, but should clearly and logically express their ideas about why this era was an active period of protest and change. Essays should include at least two examples of protest movements and supporting details from the chapter.