Unit 7 Resources

### Suggested Pacing Chart

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### Assessment

- Performance Assessment
- Activities and Rubrics
- Chapter and Unit Tests
- Section Quizzes
- Standardized Test Practice Workbook
- tx.tarvol2.glencoe.com
- Interactive Tutor Self-Assessment CD-ROM
- MindJogger Videoquiz
- ExamView® Pro Testmaker CD-ROM
- SAT I/II Test Practice

### Teaching Transparencies

- Unit 7 Map Overlay Transparencies
- Cause-and-Effect Transparency 7

### interNET Resources

- tx.tarvol2.glencoe.com
- The American Republic Since 1877
  Visit the American Republic Since 1877 Web site for history overviews, activities, assessments, and updated charts and graphs.
- www.socialstudies.glencoe.com
- Glencoe Social Studies
  Visit the Glencoe Web site for social studies activities, updates, and links to other sites.
- www.teachingtoday.glencoe.com
- Glencoe Teaching Today
  Visit the new Glencoe Web site for teacher development information, teaching tips, Web resources, and educational news.
- www.time.com
- TIME Online
  Visit the TIME Web site for up-to-date news and special reports.
CARS AND PENCILS AROUND THE WORLD
Natural Resources: Global Commodities

the limitations of their geography

sharpen more easily.

Civil rights activists tried to integrate restaurants by using
guerrilla army organized by Ho Chi Minh

provision in the Fourteenth Amendment that ensures that

5.

3.

A.

drinking from a whites-only water fountain.

A.

D.

take over Cuba and make it an American protectorate.

boycotts.

The lead is a mixture of graphite and clay. Graphite comes from Sri Lanka, Madagascar, and Mexico.

Figure 1

Georgia

Brazil

Mexico

—

Malaysia

Sri Lanka

The eraser is made from Italian pumice.

s goal in the space race with the Soviet Union was for

land a man on the moon.

5 points each)

Column B

Black Muslims

Vietcong

Black Panthers

Column A

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

O.

P.

Q.

R.

S.

T.

U.

V.

W.

X.

Y.

Z.

The American Republic

Reread and then answer the following questions about the selection.

In the agreement ending the Cuban missile crisis, Khrushchev promised

to remove American missiles from Alaska near the Soviet Union.

5. In the agreement ending the Cuban missile crisis, Khrushchev promised

A. to remove American missiles from Alaska near the Soviet Union.

B. to talk with Castro about the missiles.

C. to give Castro American-made missiles.

D. to help Castro overthrow Batista.

E. to agree to open a peace conference.

6. In the agreement ending the Cuban missile crisis, Khrushchev promised

A. to remove American missiles from Alaska near the Soviet Union.

B. to talk with Castro about the missiles.

C. to give Castro American-made missiles.

D. to help Castro overthrow Batista.

E. to agree to open a peace conference.
A Time of Upheaval 

1954–1980

Why It Matters

From a presidential assassination to massive governmental programs, from the Vietnam War to the civil rights movement, the post–World War II decades immensely affected the lives of Americans. The nation struggled to put its social and political ideals into practice while fighting military wars overseas and social wars at home. Understanding how these events unfolded provides a window to the world you live in today. The following resources offer more information about this period in American history.

Primary Sources Library

See pages 936–937 for primary source readings to accompany Unit 7.

Use the American History Primary Source Document Library CD-ROM to find additional primary sources about this eventful era.

Why It Matters Activity

Have students interview someone who was growing up or an adult in the late 1960s and the 1970s. Interviews should center around finding out how this era influenced the United States today. Students should prepare a transcript of the interview. Ask for volunteers to share insightful portions of their transcripts as you discuss the importance of this era to life in America today.

TEAM TEACHING ACTIVITY

Music Have the music teacher share classic examples of the protest music that was popular in the 1960s and 1970s. Have students examine the lyrics and pose questions to the teacher about what particular phrases mean. Have students compile a database of the new words they learn, along with their meanings. Encourage students to add to this database as they study this unit.
Tell students that many Vietnam War veterans felt abandoned by American society. Unlike veterans of other wars, many Vietnam veterans did not return to a heroes’ welcome. They often took protests about the war to mean that their country did not value their sacrifices or that they had done something wrong by serving. Have the class prepare a display honoring the Vietnam veterans living in the local community. Arrange to have the display exhibited in a public location for the community to enjoy.

Refer to Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies from the National Council for the Social Studies for information about service-learning.
President Kennedy proclaimed the 1960s the decade of a New Frontier. President Johnson best solve the problem of poverty: big government, community-based charities, or individual action?

War on Poverty:
- Reynolds
- Project Head Start:

Analyzing Information
1. What are some benefits and drawbacks of political ads on TV?
2. As candidates traveled the country, how did the media have a key role in campaigns, both positively and negatively, for voters and candidates?
3. What are some examples of political ads on TV?
4. How did political ads on TV change over time?

Critical Thinking Skills
- What are some benefits and drawbacks of political ads on TV?
- As candidates traveled the country, how did the media have a key role in campaigns, both positively and negatively, for voters and candidates?
- What are some examples of political ads on TV?
- How did political ads on TV change over time?

Meeting NCSS Standards
The following standards are highlighted in Chapter 23:
- Section 1: Civic Ideals and Practices: A, C, F
- Section 2: Science, Technology, and Society: A, B, C
- Section 3: Power, Authority, and Governance: A, B, C, H, I

Local Standards
Chapter 23 Test

Matching

Column A

1. Medicare
2. The Great Society
3. VISTA
4. Upward Bound
5. The New Frontier

Column B

A. Robert Weaver
B. Esther Peterson
C. John F. Kennedy
D. Malcolm X
E. Lyndon Johnson

Write the correct letters in the blanks. (4 points each)

Multiple Choice

10. Which of these programs was a part of the Great Society?
A. Medicare
B. The New Frontier

11. Which of these programs was established by Executive Order?
A. VISTA
B. Upward Bound

12. What was the purpose of the Great Society programs?
A. To help Americans
B. To fight the Cold War

13. Who was the Chief Justice of the Supreme Court during the late 1950s?
A. Earl Warren
B. William Rehnquist

14. Which of the following were Kennedy and Nixon both determined to stop?
A. Communism
B. The Cold War

Check the correct letter(s).

A. A
B. B
C. C
D. D
E. E

The following videotape programs are available from Glencoe as supplements to Chapter 23:

- Bay of Pigs Cuban Missile Crisis (ISBN 0-76-701199-6)

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.aande.com
The History Channel: www.historychannel.com

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the American Republic Since 1877. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Self-Check Quizzes
- Student Web Activities
- Textbook Updates
- Activity Lesson Plans

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.
### Chapter 23 Resources

**SECTION RESOURCES**

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<td>Guided Reading Activity 23–2*</td>
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<td></td>
<td>Reading Essentials and Study Guide 23–2</td>
<td>TeacherWorks™ CD-ROM</td>
</tr>
<tr>
<td></td>
<td>Performance Assessment Activities and Rubrics</td>
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<td>Vocabulary PuzzleMaker CD-ROM</td>
</tr>
</tbody>
</table>

*Also Available in Spanish

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**OUT OF TIME?**
Assign the Chapter 23 **Reading Essentials and Study Guide**.
Chapter 23 Resources

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.
- “I Dream a World: America’s Black Women,” August 1989
- “National Trail to Recall Civil Rights Marches,” March 1994
- “Philadelphia’s African Americans,” August 1990
- “Selma to Montgomery: The Road to Equality,” February 2000

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:
- PictureShow: Civil Rights (CD-ROM)
- PicturePack: Civil Rights (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:
- Historical Atlas of the United States (Atlas)
- NGS PictureShow: Civil Rights (CD-ROM, Transparencies)

NGS ONLINE

Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives.
www.nationalgeographic.com

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
ELL ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Joe Naumann
Ferguson-Florissant
School District
St. Louis, MO

U.S. Foreign Policy:
Cold War Map and Time Line

Select 10 to 15 events that the U.S. reacted to or was involved in during the Cold War. Students receive the list of events and a blank map of the world or a part of the world if the events relate to only one region. If student map skills are weak, draw arrows to the places on the map and have the students write the place-names next to the appropriate arrow. If you do not supply the dates of the events, students could research that information.

Tell the students to arrange the list of events on a time line, allowing students to see the geographical dimensions of the events as well as the sequence of events.

Consider expanding the project with a written assignment where students explain the connections among events or why the United States got involved in some places while choosing not to get involved in others at that time.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

716D
The New Frontier and the Great Society
1961–1968

Why It Matters
President John F. Kennedy urged Americans to work for progress and to stand firm against the Soviets. Cold War tensions and the threat of nuclear war peaked during the Cuban missile crisis. Kennedy’s assassination changed the nation’s mood, but President Lyndon Johnson embraced ambitious goals, including working toward the passage of major civil rights legislation and eradicating poverty.

The Impact Today
Initiatives introduced in this era remain a part of American society.
- Medicaid and Medicare legislation provides major health benefits for elderly and low-income people.
- The Head Start program provides early educational opportunities for disadvantaged children.

Why It Matters Activity
Contact your local Social Security Administration office to obtain brochures describing the Medicaid and Medicare programs and benefits. Have students review these brochures and provide a brief overview of these programs. Ask students why they think these programs were instituted. Students should evaluate their answers after they have completed the chapter. US: 13E; ELA: Gr9/10/11: 19B, 20B

GLENCOE
TECHNOLOGY

The American Republic Since 1877 Video Program
To learn more about the American space program, have students view the Chapter 23 video, “A New Frontier: The Space Race,” from the American Republic Since 1877 Video Program.

MindJogger Videoquiz
Use the MindJogger Videoquiz to preview Chapter 23 content.

TWO-MINUTE LESSON LAUNCHER
Read aloud the following excerpt from President Kennedy’s Inaugural Address: “Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans born in this century, tempered by war, disciplined by a cold and bitter peace.” Ask students to identify who the nation’s foes were at this time (primarily the Soviet Union), what war had influenced this generation (World War II), and what the “cold and bitter peace” referred to (the Cold War). US: 6G; ELA: Gr9/10/11: 8D
President John F. Kennedy at his inaugural ball in 1961

**MORE ABOUT THE PHOTO**

Tell students that to many Americans and people around the world, John and Jacqueline Kennedy represented a complete change in American politics. The charismatic Kennedy was young and energetic, and he was the first Catholic to be elected president. Ask students what other qualities attracted people to the Kennedys.

**TIME LINE ACTIVITY**

Ask students to select one of the items on the United States time line to learn more about. Have students write one paragraph summarizing the event. Invite students to share their paragraphs with the class. **US**: 25D; **ELA**: Gr9: 7G; Gr10/11: 7F

**GRAPHIC ORGANIZER ACTIVITY**

**Organizing Information**

Have students identify the important legislation and government programs passed during the Kennedy and Johnson administrations by completing a graphic organizer similar to the one below. **US**: 14D, 25D; **ELA**: Gr9/10/11: 7D

<table>
<thead>
<tr>
<th>Legislation and Government Programs</th>
<th>Kennedy</th>
<th>Johnson</th>
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<tbody>
<tr>
<td>increase in minimum wage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Redevelopment Act</td>
<td>VISTA</td>
<td></td>
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<tr>
<td>Housing Act</td>
<td>Medicare and Medicaid</td>
<td></td>
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</tbody>
</table>
CHAPTER 23
Section 1, 718–723

1 FOCUS
Section Overview
This section focuses on the domestic aspects of the Kennedy administration.

BELLRINGER
Skillbuilder Activity
Project transparency and have students answer the question.
Available as a blackline master.

Daily Focus Skills Transparency 23–1

GUIDE TO READING

Main Idea
John F. Kennedy encountered both success and setbacks on the domestic front.

Key Terms and Names
missile gap, New Frontier, Earl Warren, reapportionment, due process

Reading Strategy
Categorizing As you read about the presidency of John F. Kennedy, complete a graphic organizer similar to the one below by filling in the domestic successes and setbacks of Kennedy’s administration.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Setbacks</th>
</tr>
</thead>
</table>

Reading Objectives
• Summarize Kennedy’s economic policies.
• Explain why Congress often did not support Kennedy’s proposals.

Section Theme
Civic Rights and Responsibilities The Supreme Court made decisions that protected individual rights, including the “one man, one vote” decision.

Answers to Graphic: Successes: more funds in defense and space exploration, some advance in women’s rights, economic improvement; Setbacks: health insurance for the elderly, a Department of Urban Affairs, federal aid to education, aid for migrant workers

Preteaching Vocabulary
Have students define the Key Terms in their own words. US: 25A; ELA: Gr9/10/11: 6A

An American Story
On September 26, 1960, at 9:30 P.M. eastern standard time, streets all across the United States grew strangely still. An estimated 75 million people sat indoors, focused on their television sets, where they saw two men standing behind lecterns. One was John F. Kennedy, and the other was Richard M. Nixon.

For the first time, thanks to the wonders of television, two presidential candidates were coming right into the nation’s living rooms to debate. Americans were enthralled: “You hear each man directly,” observed one. “There’s nothing between you and what he says,” added another. “You can see which man gets rattled easily.”

The man who seemed to get rattled easily was Nixon. Kennedy, the Democratic nominee, looked healthy, strong, and confident. Nixon, the Republicans’ choice, came across as tired and frazzled. “He appeared ill,” one viewer commented. In fact, Nixon had been ill recently. Kennedy had a glowing tan, while Nixon’s face was pale and drawn, shadowed by the stubble of a beard. As one observer noted, “Nixon’s eyes darted around, perspiration was clearly noticeable on his chin, and with the tight shots . . . these things were more obvious.”

—adapted from The Great Debate

The Election of 1960
The television debates of the 1960 presidential election had enormous impact. Following the first debate, the media focused more strongly on the appearance of the candidates. Suddenly the whole country seemed to have become experts on makeup and tele-

SECTION RESOURCES

Reproducible Masters
• Reproducible Lesson Plan 23–1
• Daily Lecture and Discussion Notes 23–1
• Guided Reading Activity 23–1
• Section Quiz 23–1
• Reading Essentials and Study Guide 23–1
• Performance Assessment Activities and Rubrics
• Supreme Court Case Studies

Transparencies
• Daily Focus Skills Transparency 23–1

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM
• TeacherWorks™ CD-ROM
• Audio Program
vision lighting. One Republican leader even wondered if the Democrats had supplied Nixon's makeup.

With that debate, the era of television politics had begun. Though television had been used in campaigns as early as 1948, it was not until the 1960 election that a large majority of voters used the medium as a voting tool. The nation itself seemed on the brink of a new age. Having lived through a decade of unprecedented prosperity and the onset of the Cold War and the atomic age, Americans looked to the future with excitement and anxiety.

Both candidates shared the desire to lead the nation through the challenges of a new decade, but they differed in many ways. Kennedy, a Catholic, came from a wealthy and influential Massachusetts family: Nixon, a Quaker, was a Californian from a financially struggling family. Kennedy seemed outgoing and relaxed, while Nixon struck many as formal and even stiff in manner.

A New Kind of Campaign Compared to earlier campaigns, the 1960 presidential race made new use of television, with both major parties spending substantial amounts of money on television ads. The Democrats spent over $6 million in television and radio spots, while the Republicans spent more than $7.5 million.

Not everyone was happy with this new emphasis on image. Television news commentator Eric Severeid complained that the candidates had become "packaged products," and he stated that "the Processed Politician has finally arrived."

The Main Issues 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 argued that the nation faced serious threats from the Soviets. In Cuba, Fidel Castro was allying himself with the Soviet Union. At home, many people lived in fear of a Soviet nuclear attack. Kennedy voiced his concern about a suspected "missile gap," in which the United States lagged behind the Soviets in weaponry. (Decades later, Americans learned that, in fact, the only area where the Soviet Union was briefly ahead was in rocketry). The nation, Kennedy argued, had grown complacent and aimless. "It is time to get this country moving again."

Nixon countered that the United States was on the right track under the current administration. "I'm tired of hearing our opponents downgrade the United States," the vice president said. Nixon also warned that the Democrats' fiscal policies would boost inflation, and that only he had the necessary foreign policy experience to guide the nation.

Kennedy came under scrutiny about his religion. 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 strongly influenced the outcome of the election, one of the closest in American history. Kennedy won the popular vote by 118,000 out of 68 million votes cast and the Electoral College by 303 votes to 219. In several states only a few thousand votes could have swung the Electoral College numbers in the other way.

Reading Check Identifying What were the two main issues of the 1960 presidential election?

The Kennedy Mystique

Despite his narrow victory, John F. Kennedy, commonly referred to as JFK, captured the imagination of the American public as few presidents before him had. During the campaign, many had been taken with Kennedy's youth and optimism. The new president strongly reinforced this impression when he gave his Inaugural Address.

Inauguration Day, January 20, 1961, was crisp and cold in Washington, D.C. At the site of the ceremony, a crowd gathered, wrapped in coats and blankets. As Kennedy rose to take the oath of office, he wore neither a coat nor a hat. During his speech, the new president declared, "The torch has been passed to a new generation," and he called on his fellow citizens to take a more active role in making the United States a better place. "My fellow Americans," he exclaimed, "ask not what your country can do for you—ask what you can do for your country."

Kennedy, his wife Jacqueline, their children Caroline and John, and their large extended family seemed to have been created for media coverage. Reporters followed the family everywhere.

COOPERATIVE LEARNING ACTIVITY

Researching the Candidates Organize the class into six groups. Assign each group one of the following topics: Kennedy's childhood and family background, Kennedy's college years and military service, Kennedy's political background, Nixon's childhood and family background, Nixon's college years and military service, or Nixon's political background. Have the groups research their topic. Then have the Kennedy groups and the Nixon groups work together to prepare a display providing a portrait of the two men.


Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
CHAPTER 23
Section 1, 718–723

Guided Reading Activity 23–1

Name ___________________ Date __________ Class __________

Identifying Supporting Details

1. Detail: Roosevelt
   Main Idea: Roosevelt

2. Detail: Students before him had.
   Main Idea: Roosevelt

3. Detail: Money on.
   Main Idea: Kennedy

4. Detail: Kennedy while she was First Lady.
   Main Idea: Jacqueline Kennedy

Reading Check

Answer: Kennedy inspired the nation with his optimism, his youth, and his ability to handle the media.

FYI

John Kennedy, his wife, and their two small children were the youngest family to live in the White House since Theodore Roosevelt’s days.

Social Studies TAKS tested at Grades 10/11: Obj 5: WH25C(10), US24B(11)

MEETING SPECIAL NEEDS

Kinesthetic: Arrange to videotape students as you conduct mock debates on topics of interest to students. As a class watch the videotapes and have students select which debaters look comfortable and which look uncomfortable. Have students note particular mannerisms or actions that make people look comfortable in front of the camera. L1 ELA: Gr9/10/11: 19B, 20B

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
addition, his administration asked businesses to hold down prices and labor leaders to hold down pay increases.

Prodded by Secretary of Labor Arthur Goldberg, labor unions in the steel industry agreed to reduce their demands for higher wages. In 1962, however, several steel companies raised prices sharply.

The president threatened to have the Department of Defense buy cheaper steel from foreign companies and instructed the Justice Department to investigate whether the steel industry was guilty of price-fixing. In response to Kennedy’s tactics, the steel companies backed down and cut their prices. To achieve this victory, however, the president had strained his relations with the nation’s business community.

In an effort to get the economy moving, Kennedy also adopted supply-side ideas and pushed for a cut in tax rates. When opponents argued that a tax cut would only help 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, as a way to illustrate how tax cuts would stimulate the economy and help all Americans.

Kennedy also convinced Congress to increase the minimum hourly wage to $1.25. In addition, he provided more than $400 million in aid to distressed areas under the Area Redevelopment Act. Meanwhile, the administration’s Housing Act created an extensive home-building and slum clearance program as well as thousands of construction jobs.

**Women’s Rights**

Kennedy also helped women make strides during the 1960s. Although Kennedy never appointed a woman to his cabinet, a number of women worked in prominent positions in his administration, including Esther Peterson, assistant secretary of labor and director of the Women’s Bureau of the Department of Labor.

Kennedy advanced women’s rights in other ways as well. In 1961 he 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. Kennedy responded by issuing an executive order ending gender discrimination in the federal civil service, and in 1963 he signed the Equal Pay Act for women. The commission also sparked the creation of similar groups on the state level and inspired many women to work together to further their interests.

### Reading Check

**Evaluating** Why did Kennedy have difficulty getting his New Frontier legislation passed?

### WARREN COURT REFORMS

During the Kennedy years, the Supreme Court also took an active role in social issues. In 1953 President Eisenhower had nominated Earl Warren, the popular Republican governor of California, to become Chief Justice of the United States. More so than previous courts, the Warren Court took an activist stance, helping to shape national policy by taking a forceful stand on a number of key issues of the day.

#### GOVERNMENT

**“One Man, One Vote”** One of the Warren Court’s more notable decisions had a powerful impact on who would hold political power in the United States. This decision 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 restructure their electoral districts to reflect that change.

In Tennessee, for example, a rural county with only 2,340 voters had 1 representative in the state assembly, while an urban county with 133 times more voters had only 7. The vote of a city dweller counted for less than the vote of a rural resident. Some Tennessee voters took the matter to court.

The Baker v. Carr case reached the Supreme Court after a federal court ruled that the issue should be

#### Fact Fiction Folklore

Camelot

In December 1960, Camelot, a musical starring Richard Burton and Julie Andrews, opened on Broadway in New York City. The Kennedys attended the show, which told the legend of the heroism of King Arthur and the Knights of the Round Table, and so enjoyed it that they listened to the music often. The president’s favorite song included the lines: “Don’t let it be forgot, that once there was a spot, for one brief shining moment that was known as Camelot.”

In later years, the Kennedy presidency became known as “Camelot,” largely because of Mrs. Kennedy. Shortly after the president’s death in 1963, she told a journalist that all she could think about was the president’s favorite line. She went on to say: “There’ll be great presidents again, . . . but there’ll never be another Camelot again.”

Journalist Theodore H. White later wrote that “all she could repeat was, ‘Tell people there will never be that Camelot again.’”

### Use Supreme Court Case

**Study 33, Baker v. Carr.**

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

### INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Language Arts**

Tell students that John F. Kennedy won a Pulitzer Prize in biography for his book, Profiles in Courage. Encourage students to find the book in the library, read one of the profiles, and write a report on the person profiled. Have volunteers share their reports with the class. Then as a class, discuss the virtue of courage and how the people Kennedy selected represented it. **L2**

#### L2 Language Arts


CHAPTER 23
Section 1, 718–723

Major Decisions of the Warren Court, 1954–1967

Civil Rights

<table>
<thead>
<tr>
<th>Case</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker v. Carr (1962)</td>
<td>Established that federal courts can hear lawsuits seeking to force state authorities to redraw electoral districts</td>
</tr>
<tr>
<td>Reynolds v. Sims (1964)</td>
<td>Congressional districts should be equal in population</td>
</tr>
<tr>
<td>Heart of Atlanta Motel v. United States (1964)</td>
<td>Desegregation of public accommodations established in the Civil Rights Act of 1964 is legal</td>
</tr>
<tr>
<td>Loving v. Virginia (1967)</td>
<td>States may not ban interracial marriage</td>
</tr>
</tbody>
</table>

Due Process

<table>
<thead>
<tr>
<th>Case</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapp v. Ohio (1961)</td>
<td>Unlawfully seized evidence is inadmissible at trial</td>
</tr>
<tr>
<td>Gideon v. Wainwright (1963)</td>
<td>Suspects are entitled to court-appointed attorney if unable to afford one on their own</td>
</tr>
<tr>
<td>Escobedo v. Illinois (1964)</td>
<td>Accused has the right to an attorney during police questioning</td>
</tr>
<tr>
<td>Miranda v. Arizona (1966)</td>
<td>Police must inform suspects of their rights during the arrest process</td>
</tr>
</tbody>
</table>

Freedom of Religion and Freedom of Speech

<table>
<thead>
<tr>
<th>Case</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engel v. Vitale (1962)</td>
<td>Nondenominational prayer in school banned</td>
</tr>
<tr>
<td>New York Times v. Sullivan (1964)</td>
<td>Celebrities may sue the media for libel only in certain circumstances</td>
</tr>
</tbody>
</table>

CRITICAL THINKING ACTIVITY

Extending Due Process In a series of historic rulings in the 1960s, the U.S. Supreme Court began to use the Fourteenth Amendment to apply the Bill of Rights to the states. Originally, the Bill of Rights solved by legislation. The Fourteenth Amendment specifically gives Congress authority to enforce voting rights. In 1962 the Supreme Court ruled that the federal courts did have jurisdiction and sent the matter back to the lower courts. (See page 962 for more information on Baker v. Carr.)

The Court ruled in Reynolds v. Sims that the current apportionment system in most states was indeed unconstitutional. In a decision that helped to promote the principle of “one man, one vote,” the Warren Court required state legislatures to reapportion electoral districts so that all citizens’ votes would have equal weight. The Court’s decision was a momentous one, for it shifted political power throughout the country 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 typically lived in cities. (See page 964 for more information on Reynolds v. Sims.)

Applied only to the federal government. Many states had their own bill of rights, but some federal rights did not exist at the state level. The Fourteenth Amendment specifically stated 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 and rules when trying cases. Due process ensures that all people are treated the same by the court system. In the 1960s, the Supreme Court ruled in several cases that upholding due process meant applying the federal bill of rights to the states.

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 a

Analyzing a Concept Ask students the meaning of the word frontier. As a class, discuss both the denotation of the word (what the word means) and the connotation (what the word suggests beyond the literal meaning). Then ask students why they think Kennedy named his program the New Frontier. L2 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E

Assign Section 1 Assessment as homework or as an in-class activity. US: 25D; ELA: Gr9: 7I; Gr10/11: 7H

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 23–1

Answers:

1. Students should discuss school integration and reapportionment.
2. It affected civil rights, due process, and freedom of religion and speech.

Chart Skills Practice

Ask: Which cases are related to the separation of church and state? (Engel v. Vitale and Abington School District v. Schempp)

3

ASSESS


3

suspect must be allowed access to a lawyer and must be informed of his or her right to remain silent before being questioned by the police. Miranda v. Arizona (1966) went even further, requiring that authorities immediately give suspects a fourfold warning. The warning consisted of informing 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 while being questioned, and that if they cannot afford a lawyer, the court will appoint one for them. Today these warnings are known as the Miranda rights. (See pages 963–964 for more information on Miranda v. Arizona.)

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 state public schools. The following year, in Abington School District v. Schempp, it ruled against daily Bible readings in public schools. Weighing in on another controversial issue, the Court ruled in Griswold v. Connecticut (1965) that prohibiting the sale of contraceptives to married couples violated citizens’ constitutional right to privacy. (See pages 962–963 for more information on these Supreme Court cases.)

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 more Congresses and most Presidents.”

From the political arena to the legal system to people’s everyday lives, the Warren Court indeed left its imprint on the nation. Meanwhile, away from the domestic arena, President Kennedy worked to make his mark on the country’s foreign affairs during a time of rising Cold War tensions.

Reading Check Examining What was the significance of the Warren Court’s “One Man, One Vote” ruling?

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

1. Define: missile gap, reapportionment, due process.
3. Summarize: the progress made for women’s rights during Kennedy’s administration.

Reviewing Themes

4. Civic Rights and Responsibilities: Name three decisions of the Warren Court that protected civil rights.

Critical Thinking

5. Interpreting: In what way was the 1960 presidential election a turning point in campaign history?
6. Organizing: Use a graphic organizer similar to the one below to list the economic policies of the Kennedy administration.

Analyzing Visuals

7. Analyzing Charts: Study the chart of Warren Court decisions on page 722. How did the Court expand the rights of the accused? Were these sound decisions? Why or why not?

Writing About History

8. Expository Writing: In his Inaugural Address, President Kennedy asked his fellow Americans to “Ask what you can do for your country.” Respond to this statement in an essay.

SECTION 1 ASSESSMENT ANSWERS

1. Terms are in blue. US: 25A
2. New Frontier (p. 720), Earl Warren (p. 721)
4. Answers should include any of the civil rights decisions listed on page 722. US: 7A, 18A
5. Television played a more influential role.
6. a cut in tax rates, an increase in funds for defense and space exploration, an increase in the minimum wage, housing and redevelopment

7. Students should summarize the chart’s due process decisions and weigh individual rights against police concerns. US: 24B
8. Students’ essays will vary but should focus on the meaning of Kennedy’s statement. US: 25D

8. Expository Writing: In his Inaugural Address, President Kennedy asked his fellow Americans to “Ask what you can do for your country.” Respond to this statement in an essay.

Answer: All citizens’ votes would have equal weight regardless of where they lived.
JFK and the Cold War

Main Idea
As president, John F. Kennedy had to confront the challenges and fears of the Cold War.

Key Terms and Names
flexible response, Peace Corps, space race, Berlin Wall, Warren Commission

Reading Strategy
Sequencing As you read about the crises of the Cold War, complete a time line similar to the one below to record the major events of the Cold War in the late 1950s and early 1960s.

Reading Objectives
• Describe Kennedy’s plan for the armed forces.
• Explain how the Cold War influenced foreign aid and the space program.

Section Theme
Science and Technology During the Cold War, the nation devoted much of its scientific and technological resources to competing with the Soviet Union, especially in getting to the moon.

Answers to Graphic: January 1959, Castro’s overthrow of Batista; April 17, 1961, Bay of Pigs; June 1961, Kennedy and Khrushchev meet in Vienna; October 1962, Cuban missile crisis; October 1962, Soviets agree to remove missiles from Cuba

Preteaching Vocabulary
Have students select one of the Key Terms and Names and write several questions about the term or name. Then have students work in pairs to answer the questions. US: 25A; ELA: Gr9/10/11: 6A

Emergency water supplied by Department of Defense

Like millions of other Americans in late October 1962, Tami Gold was having trouble concentrating on anything. For several tension-filled days that fall, the world seemed headed for nuclear destruction. U.S. officials had discovered that the Soviet Union had placed missiles in Cuba—a mere 90 miles (145 km) from the shores of the United States. When the Soviets refused to remove the weapons, a bitter weeklong standoff ensued in which the two superpowers hurled threats and warnings at each other and moved to the brink of nuclear war. Gold, then a seventh-grade student in Long Island, New York, recalled the events of one particular day:

I remember I was in the bathroom of the school . . . when they had said over the loud speaker . . . that everyone had to return to their homerooms immediately and get instruction from their homeroom teacher. And it was probably one of the scariest moments of my life, it was like the sensation that our country could go to war and I didn’t understand at all what it was about, but the fact that the country could go to war at any moment was really really present. . . It was chilling, it was scary, it was really nauseating. . .

—quoted in Collective Memories of the Cuban Missile Crisis

Kennedy Confronts Global Challenges
The Cuban missile crisis, as the standoff came to be called, may have been the most dramatic foreign policy episode Kennedy faced. It was not the only one, however. As Kennedy entered the White House, the nation’s dangerous rivalry with the Soviet Union continued to intensify. As a result, the new president had to devote much of
his energy in foreign policy matters to guiding the nation through the deepening Cold War.

Kennedy appeared ready to stand up to the Soviets. Upon taking the oath of office, the new president devoted much of his Inaugural Address to the role of the United States in a divided world:

“Let the word go forth from this time and place . . . that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed. . . . Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.”

—quoted in *Let the Word Go Forth*

Kennedy attempted to reduce the threat of nuclear war and to stop the spread of communism with a range of programs. These included a conventional weaponry program, economic aid, and the Peace Corps.

**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.” *Newsweek* magazine wrote that the “greatest single problem that faces John Kennedy is how to meet the aggressive power of the Communist bloc.”

Kennedy felt that Eisenhower had relied too heavily on nuclear weapons, which could only be used in extreme situations. To allow for a “flexible response” if nations needed help against Communist movements, the president pushed for a buildup of conventional troops and weapons. Although costly, a flexible response plan would allow the United States to fight a limited style of warfare.

In adopting this plan, Kennedy supported the Special Forces, a small army unit created in the 1950s to wage guerrilla war in limited conflicts. Kennedy expanded it and allowed the soldiers to wear their distinctive “Green Beret” headgear.

**Aid to Other Countries** One area of the world where Kennedy wanted to renew diplomatic focus was Latin America. Conditions in much of Latin American society were not good: Governments were often in the hands of the wealthy few and many of their citizens lived in extreme poverty. In some Latin American countries, these conditions spurred the growth of left-wing movements aimed at overthrowing their governments. When the United States was involved in Latin America, it was usually to help existing governments stay in power in order to prevent Communist movements from flourishing. Poor Latin Americans resented this intrusion, just as they resented American corporations that had business operations in their countries, a presence that was seen as a kind of imperialism.

To improve relations between the United States and Latin America, President Kennedy proposed an **Alliance for Progress**, a series of cooperative aid projects with Latin American governments. The alliance was designed to create a “free and prosperous Latin America” that would be less likely to support Communist-inspired revolutions.

Over a 10-year period, the United States pledged $20 billion to help Latin American countries establish better schools, housing, health care, and fairer land distribution. The results were mixed. In some countries—notably Chile, Colombia, Venezuela, and the Central American republics—the alliance did promote real reform. In others, governing rulers used the money to keep themselves in power.

**The Peace Corps** Another program aimed at helping less developed nations fight poverty was the Peace Corps, an organization that sent young Americans to perform humanitarian services in these countries.

After rigorous training, volunteers spent two years in countries that had requested assistance. They laid out sewage systems in Bolivia and trained medical technicians in Chad. Others taught English or helped to build roads. By late 1963 thousands of Peace Corps volunteers were serving in over 30 countries. Today, the Peace Corps is still active and remains one of Kennedy’s most enduring legacies.

**TECHNOLOGY**

**The Cold War Moves Into Space** President Kennedy sought to increase the country’s presence not only around the world but also in space. With Cold War tensions continuing to rise, the United States and the Soviet Union engaged in a space race—vying for dominance of the heavens to enhance their competitive positions on Earth.

**HISTORY Online**

*Student Web Activity* Visit the American Republic Since 1877 Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on *Student Web Activities—Chapter 23* for an activity on the New Frontier.

**COOPERATIVE LEARNING ACTIVITY**

**Reviewing the Kennedy Assassination** Help students assess the effect of President Kennedy’s death. Organize them into three groups with one of the following tasks: locating images of the assassination, outlining various conspiracy theories, or interviewing people for personal recollections of the event. When these tasks are completed, form new groups with membership covering all three tasks. Have members share their information.


*Cooperative Group Management Plan on pages 71–72 in the Performance Assessment Activities and Rubrics.*
The Space Program

The space program expanded significantly when President Kennedy announced his determination to beat the Soviets to the moon. By the time Neil Armstrong and Edwin (“Buzz”) Aldrin walked on the moon in 1969, the National Aeronautics and Space Administration (NASA) had spent over $33 billion. Since that time, NASA expenditures have affected far more than space missions. NASA research findings have advanced knowledge of the nature of the universe, and people have applied them to many technical fields and manufacturing processes.

Kennedy was determined that the first humans to reach the moon would be Americans, not Russians. In 1961 he recommended to Congress that “this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon.” Kennedy’s dream was realized in July 1969, during Richard Nixon’s first administration, when astronaut Neil Armstrong became the first person to set foot on the moon.

Immediately, Castro established ties with the Soviet Union, instituted drastic land reforms, and seized foreign-owned businesses, many of them American. Cuba’s alliance with the Soviets worried many Americans. The Communists were now too close for comfort, and Soviet Premier Nikita Khrushchev was also expressing his intent to strengthen Cuba militarily.

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

When Kennedy became president, his advisers approved the plan. In office fewer than three months and trusting his experts, Kennedy agreed to the operation with some changes. On April 17, 1961, 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 cancelled their air support to keep United States involvement a secret, and the

**Crises of the Cold War**

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 them American. The Communists were now too close for comfort, and Soviet Premier Nikita Khrushchev was also expressing his intent to strengthen Cuba militarily.

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**Reading Check**

**Answer:** the spread of communism, the Cuban missile crisis, Latin American relations, and reducing the threat of nuclear war

**Reading Check**

Examining What global challenges did Kennedy face during his presidency?

**Why It Matters**

The Space Program

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Kennedy refused and reaffirmed the West Berlin, a city lying completely within East Germany. States, Great Britain, and France withdraw from powers recognize East Germany and that the United into West Berlin. He demanded that the Western Germans pouring out of Communist East Germany was determined to test the resolve of the young pres-ident. Khrushchev also wanted to stop the flood of was 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.
The Berlin Wall Goes Up Still reeling from the Bay of Pigs fiasco, Kennedy faced another foreign policy challenge beginning in June 1961 when he met with Khrushchev in Vienna, Austria. The Soviet leader was determined to test the resolve of the young pres-ident. Khrushchev also wanted to stop the flood of Germans pouring out of Communist East Germany into West Berlin. He demanded that the Western powers recognize East Germany and that the United States, Great Britain, and France withdraw from Berlin, a city lying completely within East Germany. Kennedy refused and reaffirmed the West’s commitment to West Berlin.
Khrushchev retaliated by building a wall through Berlin, blocking movement between the Soviet sector and the rest of the city. Guards posted along the wall shot at many of those attempting to escape from the East. For nearly 30 years afterward, the Berlin Wall stood as a visible symbol of the Cold War division between East and West.
The Cuban Missile Crisis By far the most terrifying crisis of the Kennedy era occurred the next year. Once again, the crisis dealt with Cuba. Over the summer of 1962, American intelligence agencies learned that Soviet technicians and equipment had arrived in Cuba and that military construction was in progress. Then, on October 22, President Kennedy announced on television that American spy planes had taken aerial photographs showing that the Soviet Union had placed long-range missiles in Cuba. Enemy missiles stationed so close to the United States posed a dangerous threat. Kennedy ordered a naval blockade to stop the Soviets from delivering more missiles, demanded that they dismantle existing missile sites, and warned that if any weapons were launched against the United States, he would respond fully against the Soviet Union. Still, work on the missile sites continued. Nuclear holocaust seemed imminent.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Language Arts Tell students that through the Peace Corps, American volunteers offer help to developing nations around the world. Ask students to imagine that they want to join the Peace Corps today. Have them research the process and write a short report about what they learn. Encourage students to use library and Internet resources for their research. Remind students that they are to gather information. They should not actually submit an application to the Peace Corps. The Internet address for the Peace Corps is www.peacecorps.gov. L2 US: 6G, 24A–D; 25A–D; ELA: Gr9/10/11: 13B, 13C

CHAPTER 23 The New Frontier and the Great Society

Writing a Speech Have students write speeches that President Kennedy might have given during the Cuban missile crisis. Ask volunteers to present their speeches to the class. L3 US: 6G, 14C, 24B, 24C, 24G, 25C, 25D; ELA: Gr9/10/11: 1A, 1B

Use the rubric for an oral presentation, monologue, song, or skit on pages 67–68 in the Performance Assessment Activities and Rubrics.

Proud Words Almost two years after the Berlin Wall was built, President Kennedy paid tribute to the spirit of Berliners when he spoke to a crowd gathered near the wall. He said, “All free men, wherever they may live, are citizens of Berlin. And, therefore, as a free man, I take pride in the words ‘Ich bin ein Berliner’ (I am a Berliner).”

F.Y.I.

Although the city of Berlin had been divided into East Berlin and West Berlin since the end of World War II, in August 1961 an actual wall of concrete, barbed wire, and stone was erected.

Use Interpreting Political Cartoons, Cartoon 27.
CHAPTER 23
Section 2, 724–729

**Reading Check**

**Answer:** It was resolved through negotiations. The Soviet Union agreed to remove the missiles and Kennedy publicly agreed not to invade Cuba. Privately, Kennedy agreed to remove missiles from Turkey.

**Picturing History**

**Answer:** He announced the existence of the missiles, ordered a naval blockade, disarmed and disassembled the sites, warned that the U.S. was ready to respond with force to any attack, and negotiated a settlement with the Soviet Union.

3 **ASSESS**

Assign Section 2 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

Have students use the Interactive Tutor Self-Assessment CD-ROM.

**Reading Essentials and Study Guide 23–2**

**Reading Check**

**Answer:** It was resolved through negotiations. The Soviet Union agreed to remove the missiles and Kennedy publicly agreed not to invade Cuba. Privately, Kennedy agreed to remove missiles from Turkey.

**Picturing History**

**Answer:** He announced the existence of the missiles, ordered a naval blockade, demanded the dismantling of the sites, warned that the U.S. was ready to respond with force to any attack, and negotiated a settlement with the Soviet Union.

**The Impact of the Cuban Missile Crisis**

The Cuban missile crisis brought the world closer to nuclear war than at any time since World War II. Both the United States and the Soviet Union had been forced to consider the consequences of such a war. In the following months, each country seemed ready to work to lessen world tensions. In August 1963, the United States and the Soviet Union concluded years of negotiation by agreeing to a treaty to ban the testing of nuclear weapons in the atmosphere—the first step toward mutual arms reduction since the beginning of the Cold War.

In the long run, however, the missile crisis had ominous consequences. The humiliating retreat the United States forced upon the Soviet leadership undermined the position of Nikita Khrushchev and contributed to his fall from power a year later. The new leadership was less interested in reaching agreements with the West. Perhaps more important, the crisis gave the Soviets evidence of their military inferiority and helped produce 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. For a time, the arms race undermined American support for negotiating with the Soviets.

**The Death of a President**

Soon after the Senate ratified the test ban treaty, John F. Kennedy’s presidency came to a shocking and tragic end. On November 22, 1963, Kennedy and his wife traveled to Texas with Vice President Lyndon Johnson for a series of political appearances. As the presidential motorcade rode slowly through the...
crowded streets of Dallas, gunfire rang out. Someone had shot the president twice—once 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 nightclub 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 the world went into mourning. Americans across the land sobbed in public. Thousands traveled to Washington, D.C., and waited in a line that stretched for several miles outside the Capitol in order to walk silently past the president’s flag-draped casket. Millions of others spent hours in front of their televisions, simply watching people file past the casket. In Rome, Italy, people brought flowers to the American embassy. In the streets of New Delhi, India, crowds wept. In Africa, the president of Guinea said, “I have lost my only true friend in the outside world.”

John F. Kennedy served as president for little more than 1,000 days. Yet his powerful personality and active approach to the presidency made a profound impression on most Americans. Aided by the tidal wave of emotion that followed the president’s death, his successor, Lyndon Baines Johnson, would set out to promote many of the programs that Kennedy left behind.
TEACH

Eyewitness
Tell students that President Johnson delivered his speech six months after Kennedy’s assassination. His words set a clear agenda for the nation. Ask students to identify the particular phrases that they found inspiring. Then ask why they think this speech was important both for the president and for the American public. Have interested students use library and Internet resources to read Johnson’s entire speech.

Verbatim
Have students review the quotes in the Verbatim section and discuss each item as it related to the people and themes found in their textbook. Have students research a current political, economic, or social issue. Have them create a list of quotations about the issue along with a brief statement explaining the quote, identifying the person quoted, and how the quote relates to the issue. Ask students to share their lists in a class discussion. US: 24A

What Is a Pip, Anyway?
Have students work in pairs to create a matching game that lists popular groups today in one column and the lead singer(s) in the other column. Have students see how other students, their parents or guardians, or their younger siblings do on the quiz.

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.

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

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

It 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, 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

COOPERATIVE LEARNING ACTIVITY

Creating a Magazine Spread Organize the class into small groups. Assign each group one of the years in the 1960s and ask them to create their own two-page magazine spread for the year. Encourage students to use elements similar to those that appear in the Time Notebook, but to be creative as they select information that is of particular interest. Students should look at current magazines and books for ideas about page design. This activity can be completed using desktop publishing software or the more traditional cut-and-paste method. US: 1B, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 8A, 8B

Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
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>
</thead>
<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>
</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.

REMOVED, 1968. TOY GUNS, from the Sears, Roebuck Christmas catalog after the assassinations of Martin Luther King, Jr., and Robert Kennedy.

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% of African American adults registered to vote in Mississippi in 1964 before passage of the Voting Rights Act of 1965

67% of African American adults in Mississippi registered to vote in 1969

70% of white adults registered to vote in 1969

90% 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

14 1/2 Hours duration of all-night speech delivered by Senator Robert Byrd before a cloture vote stopped the filibuster

72% of elementary and high school teachers approve of corporal punishment as a disciplinary measure in 1961

$80–90 Weekly pay for a clerk/typist in New York in 1965

$200 Rent for a two-bedroom apartment at Broadway and 72nd Street on New York City’s Upper West Side in 1965

Creating a Nickname

Have students research one of the following people: John Glenn, Pope John XXIII, James Meredith, César Chávez, Muhammad Ali, Martin Luther King, Jr., or Robert Kennedy. Ask students to write a one-page essay about the person’s contributions to history. US: 24A, 25D; ELA: Gr9/10/11: 1A, 1B

CLOSE

Have students find out the number of registered voters who voted in the last presidential election. Students may focus on either national results or those from their own state or community. US: 24A; ELA: Gr9/10/11: 4C, 13B

EXTENDING THE CONTENT

Popular Culture

In 1963 the top 10 television programs were: 1. The Beverly Hillbillies, 2. Bonanza, 3. The Dick Van Dyke Show, 4. Petticoat Junction, 5. The Andy Griffith Show, 6. The Lucy Show, 7. Candid Camera, 8. The Ed Sullivan Show, 9. The Danny Thomas Show, and 10. My Favorite Martian. The Limbo Rock, introduced by Chubby Checker, was the popular dance craze. The Beach Boys, with their melodic songs about hot rods and surfing, had five hit songs in 1963. Cleopatra, a film starring Elizabeth Taylor and Richard Burton, opened and was the most expensive film ever made to that date.
CHAPTER 23
Section 3, 732–738

FOCUS

Section Overview
This section focuses on the Johnson administration.

Main Idea
Lyndon Johnson succeeded John F. Kennedy as president and greatly expanded Kennedy’s agenda with far-reaching programs in many areas.

Key Terms and Names
consensus, war on poverty, VISTA, Great Society, Medicare, Medicaid, Head Start, Robert Weaver

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.

Reading Objectives
• Explain what inspired Johnson’s Great Society programs.
• Identify several specific health and employment programs of the Johnson administration.

Section Theme
Government and Democracy In a time of prosperity, President Johnson won support for extending government aid to the poor and elderly.

An American Story
In 1961, 61-year-old John Rath lived in a sparsely furnished room in Chicago. In the room sat a stove, a sink, a package of cereal, and a tiny icebox. The plaster on the wall was crumbling, the ceiling was cracked, and the window shades were smudged. Telling his story to an interviewer, Rath said:

“...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

Johnson Takes the Reins

John Rath’s life was not the image that many Americans had of their country in the mid-1960s. The United States that President Lyndon Johnson inherited from John F. Kennedy appeared to be a booming, bustling place. From new shopping malls to new roads with new cars to fill them, everything in the country seemed to shout prosperity.

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 rural areas, in the Deep South, and on Native American reservations.

Harrington’s book moved many Americans and inspired both President Kennedy and his successor, Lyndon Johnson, to make the elimination of poverty a major policy goal. The nation was prosperous, and many leaders had come to believe that the economy could be managed so that prosperity would be permanent. Thus it would be immoral not to devote national resources to reducing human suffering.

Lyndon Johnson invoked these ideals during the first dramatic days of his presidency. Immediately after President Kennedy was pronounced dead, officials whisked Johnson to the airport. At 2:38 P.M. on November 22, 1963, he stood in the cabin of Air Force One, the president’s plane, with Jacqueline Kennedy on one side of him and his wife, Lady Bird, on the other. Johnson raised his right hand, placed his left hand on a Bible, and took the oath of office.

Johnson knew that he had to assure a stunned public that he could hold the nation together, that he was a leader. He later recalled the urgency with which he had to act:

“A nation stunned, shaken to its very heart, had to be reassured that the government was not in a state of paralysis . . . that the business of the United States would proceed. I knew that not only the nation but the whole world would be anxiously following every move I made—watching, judging, weighing, balancing. . . . It was imperative that I grasp the reins of power and do so without delay. Any hesitation or wavering, any false step, any sign of self-doubt, could have been disastrous.”

—quoted in Lyndon Johnson and the American Dream

Days after the assassination, Johnson appeared before Congress and urged the nation to move on. “The ideas and ideals which [Kennedy] so nobly represented must and will be translated into effective action,” he stated. “John Kennedy’s death commands what his life conveyed—that America must move forward.”

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 in his life.

Johnson’s style posed a striking contrast with Kennedy’s. He was a man of impressive stature who spoke directly, convincingly, and even roughly at times. His style was more that of a persuasive and personable politician than of the elegant society man. Finding it difficult to gain acceptance from the Eastern establishment in the nation’s capital, he often revealed in his rough image.

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 U.S. House of Representatives, a U.S. senator, Senate majority leader, and vice president.

As he moved up the political ladder, Johnson developed a reputation as a man who got things done. He did favors, twisted arms, bargained, flattered, and threatened. The tactics he used to persuade others became known throughout Washington as the “Johnson treatment.” Several writers described this often overpowering and intimidating style:

“The Treatment could last ten minutes or four hours. . . . Its tone could be supplication, accusation, cajolery, exuberance, scorn, tears, complaint, the hint of threat. It was all these together. . . . Interjections from the target were rare. Johnson anticipated them directly and roughly at times. He sought ways to find

—quoted in Lyndon Johnson and the American Dream

Students will understand President Johnson better if they know something about his early years. Organize the class into small groups. Have the groups assign various topics to group members. Topics may include Johnson’s hometown, home life, family social position, family members, favorite sports and hobbies, and schooling. The groups will meet to assemble a word portrait of President Johnson based on the information each group member finds. Have the groups share their word portraits with the class.

Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
before they could be spoken. He moved in close, his face a scant millimeter from his target, his eyes widening and narrowing, his eyebrows rising and falling. From his pocket poured clippings, memos, statistics. Mimicry, humor, and the genius of analogy made The Treatment an almost hypnotic experience and rendered the target stunned and helpless.

— from Lyndon Johnson: The Exercise of Power

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 As president, Johnson used his considerable talents to push through a number of Kennedy’s initiatives. Before the end of 1964, he won passage of a tax cut, a major civil rights bill, and a significant anti-poverty program. Why was this powerful man so concerned about poor people? Johnson liked to exaggerate the poor conditions of his childhood for dramatic effect, but 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 understood suffering, and he 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 to achieve great things so that history would record him as a great president. Attacking poverty was a good place to begin.

Plans for an anti-poverty program were already in place when Johnson took office, and he knew that he would be able to command strong support for any program that could be linked to Kennedy. In his State of the Union address to Congress in 1964, barely seven weeks after taking office, President 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.” Johnson concluded his speech by announcing that his administration was declaring an “unconditional war on poverty in America.”
By the summer of 1964, Johnson had convinced Congress to pass the Economic Opportunity Act. The act established a wide range of programs aimed at creating jobs and fighting poverty. It also created a new government agency, the Office of Economic Opportunity (OEO) to coordinate the new programs. Many of the new programs were directed at young Americans living in the inner city. The Neighborhood Youth Corps provided work-study programs to help underprivileged young men and women earn a high school diploma or college degree. The Job Corps tried to help young unemployed people find jobs. One of the more dramatic programs introduced was VISTA (Volunteers in Service to America), which was essentially a domestic Peace Corps. VISTA put young people with skills and community-minded ideals to work in poor neighborhoods and rural areas to help people overcome poverty.

**The Election of 1964** As early as April 1964, Fortune magazine declared, “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.

Johnson’s Republican opponent in the 1964 presidential election was Barry Goldwater of Arizona, a senator known for his outspoken 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 was too aggressive for a nation nervous about nuclear war. On Election Day, Johnson won in a landslide, winning all but five southern states and his home state of Arizona. “For the first time in my life,” he said later, “I truly felt loved by the American people.”

**The Great Society** 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 with the passage of the Civil Rights Act of 1964, which barred discrimination of many kinds, and the Voting Rights Act of 1965, which ensured African Americans’ right to vote.

The **Great Society** was Johnson’s vision of the more perfect and equitable society the United States could and should become. According to Bill Moyers, who served as Johnson’s press secretary, Johnson admired Franklin Roosevelt and wanted to fulfill FDR’s mission. To do that would require a program that would be on the same large scale as the New Deal.

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 greater 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, therefore, that poverty could not be significantly reduced—especially when some had so much and others had so little.

Johnson first elaborated on the goals of the Great Society during a speech at the University of Michigan. 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 for all, a 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. . . .”

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**INTERDISCIPLINARY CONNECTIONS ACTIVITY**

**Economics** Ask the economics teacher to discuss with your class transfer payments by which the government transfers money from taxpaying citizens to needy people. Have the teacher provide statistics on transfer payments and discuss why Americans accept transfer payments as a way to deal with the problems of poverty. As a class, discuss the reasons that Americans approve of this role of the federal government. **L3 US:** 14D; **ELA:** Gr9/10: 16E; Gr11: 15E
Explaining Symbolism
President Johnson signed the Elementary and Secondary Education Act at his one-room schoolhouse, the Voting Rights Act in the room where Abraham Lincoln signed the Emancipation Proclamation, and the Immigration Act in the shadow of the Statue of Liberty. Ask students to explain the symbolism of each of these locations. \textit{L2 US: 6H, 7C, 24B; ELA: Gr9/10: 16E; Gr11: 15E}

This ambitious vision encompassed a multitude of programs. In the three years between 1965 and 1968, more than 60 programs were passed. 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 the entire elderly population—in 1965, around half of those over the age of 65 had no health insurance.

Johnson convinced Congress to set up Medicare as a health insurance program funded through the Social Security system. Medicare’s twin program, Medicaid, financed health care for welfare recipients, those who were living below the poverty line. Like the New Deal’s Social Security program, both programs created what have been called “entitlements,” that is, they entitle certain categories of Americans to benefits. Today, the cost of these programs has become a permanent part of the U.S. budget.

Great Society programs also strongly supported education. For Johnson, who had taught school when he was a young man, education was a personal passion. Vice President Hubert Humphrey once said that Johnson “was a nut on education. . . . [H]e believed in it, just like some people believe in miracle cures.”

The Elementary and Secondary Education Act of 1965 granted millions of dollars to public and private schools for textbooks, library materials, and special education programs. Efforts to improve education also extended to preschoolers, where Project Head Start, administered by the Office of Economic Opportunity, was directed at disadvantaged children who had “never looked at a picture book or scribbled with a crayon.” Another program, Upward Bound, was designed to provide college preparation for low-income teenagers.

Improvements in health and education were only the beginning of the Great Society programs. Because of the deterioration of inner cities, Johnson told Congress that “America’s cities are in crisis.” Conditions in the cities—poor schools, crime, slum housing, poverty, and pollution—blighted the lives of those who lived there. Johnson urged Congress to act on several pieces of legislation addressing this issue.

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**Chart Skills**

**Answers:**
1. The Office of Economic Opportunity oversaw many inner-city programs.
2. Students’ answers will vary but should be able to explain how their chosen programs changed society.

**Chart Skills Practice**
Ask: How did health and welfare programs promote education? (Child nutrition made students better able to learn from the educational programs offered.)

**Major Great Society Programs**

<table>
<thead>
<tr>
<th>Health and Welfare</th>
<th>Education</th>
<th>The “War on Poverty”</th>
<th>Consumer and Environmental Protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>established a comprehensive health insurance program for all elderly people; financed through the Social Security system.</td>
<td>targeted aid to students and funded related activities such as adult education and education counseling.</td>
<td>oversaw many programs to improve life in inner cities, including Job Corps, an education and job training program for at-risk youth.</td>
<td>supported development of standards and goals for water and air quality.</td>
</tr>
<tr>
<td>funded by federal and state governments, provided health and medical assistance to low-income families.</td>
<td>supported college tuition scholarships, student loans, and work-study programs for low- and middle-income students.</td>
<td>established new housing subsidy programs and made federal loans and public housing grants easier to obtain.</td>
<td>supported highway safety by improving federal, state, and local coordination and by creating training standards for emergency medical technicians.</td>
</tr>
<tr>
<td>established a school breakfast program and expanded the school lunch program and milk program to improve poor children’s nutrition.</td>
<td>funded a preschool program for the disadvantaged.</td>
<td>helped revitalize urban areas through a variety of social and economic programs.</td>
<td>required all consumer products to have true and informative labels.</td>
</tr>
</tbody>
</table>

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**Critical Thinking Activity**

**Evaluating Policies** Tell students that Franklin Roosevelt appointed 27-year-old Lyndon Baines Johnson to serve as the national youth administrator for the state of Texas. Under Johnson’s leadership, thousands of young people returned to high school, and thousands found work on government or private projects. Ask students how Johnson’s early experience under Franklin Roosevelt’s New Deal influenced his Great Society legislation in the 1960s. \textit{L2 US: 14D, 24B; ELA: Gr9/10: 16E; Gr11: 15E}
The new measure opened wider the door of immigration to newcomers from all parts of Europe, as well as from Asia and Africa.

Legacy of the Great Society

The Great Society programs touched nearly every aspect of American life and improved thousands if not millions of lives. In the years since President Johnson left office, however, debate has continued over whether or not the Great Society was truly a success.

In many ways, the impact of the Great Society was limited. In his rush to get as much done as he could, Johnson did not calculate exactly how his programs might work. As a result, some of them did not work as well as people had 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 were less fortunate.

One notable Great Society measure changed the composition of the American population: the Immigration Reform Act of 1965. For a brief time, this act maintained a strict limit on the number of immigrants admitted to the United States to newcomers from all parts of the Western Hemisphere. It did, however, eliminate the national origins system established in the 1920s, which had given preference to northern European immigrants. The new measure opened wider the door of the United States to newcomers from all parts of Europe, as well as from Asia and Africa.

KEY TERMS AND NAMES

Great Society (page 734)

Consensus (page 734)

Medicaid (page 736)

Medicare (page 736)

AmeriCorps (page 738)

VISTA (page 738)

 war on poverty (page 736)

Roused by the social consciousness of the early 1960s, millions of lives. In the years since President Johnson left office, however, debate has continued over whether or not the Great Society was truly a success.

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Social Security Administration The Social Security Administration has many service projects to identify, train, and motivate unemployed and underemployed people. It worked with college placement officers, especially in African American colleges, to communicate information about government careers. It also worked with local community groups such as the Opportunities Industrialization Center, Metropolitan Employment Councils, and Equal Opportunity Commissions to reach the chronically unemployed.

Assign Section 3 Assessment as homework or as an in-class activity. US: 25D; ELA: Gr9: 7L; Gr10/11: 7H

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 23–3

Reading Check

Answer: They included health, housing, job, and education programs.

EXTENDING THE CONTENT

Social Security Administration The Social Security Administration has many service projects to identify, train, and motivate unemployed and underemployed people. It worked with college placement officers, especially in African American colleges, to communicate information about government careers. It also worked with local community groups such as the Opportunities Industrialization Center, Metropolitan Employment Councils, and Equal Opportunity Commissions to reach the chronically unemployed.
CHAPTER 23
Section 3, 732–738

Section Quiz 23–3

Ask: For what causes did Esther Peterson fight? (women’s rights, trade unions, and consumer rights)

Esther Peterson
1906–1997

In the 1930s, Boston employers asked women who sewed aprons for them to switch from square pockets to a more difficult heart-shaped pocket, but they did not offer any increase in pay. Esther Peterson, a local teacher and outspoken advocate for women’s rights, led the workers in a strike for more money. The women won their pay raise. For 60 years, Esther Peterson continued to use her tact and will to fight for women’s rights, trade unions, and consumers.

Born in Provo, Utah, as Esther Eggertsen, Peterson became a teacher in the 1930s. She taught milliners, telephone operators, and garment workers at the innovative Bryn Mawr Summer School for Women Workers in Industry. In 1961 President Kennedy selected her to serve as Assistant Secretary of Labor and Director of the Women’s Bureau.

Peterston then encouraged Kennedy to create a Presidential Commission on the Status of Women to focus attention on working women.

Under President Johnson, Peterson served as Special Assistant for Consumer Affairs, where she worked on consumer concerns. Lynda Johnson Robb, daughter of President Johnson, described Peterson this way: “She had a velvet hammer and talked people into doing what was right, even if we didn’t know it at the time.” Peterson continued to use her “velvet hammer” for the public good throughout her long life. At the time of her death at the age of 91, she was actively promoting senior citizens’ health issues.

peterson then encouraged Kennedy to create a Presidential Commission on the Status of Women to focus attention on working women.

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Overall, the programs provided some important benefits to poorer community groups and gave political and administrative experience to minority groups.

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

Lyndon Johnson came into 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.”

Reading Check

Answer: It improved millions of lives and reshaped government.

CLOSE

Have students identify several specific health and employment programs of the Johnson era.

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding
1. Define: consensus, war on poverty.
2. Identify: VISTA, Great Society, Medicare, Medicaid, Head Start, Robert Weaver.
3. Describe how the Great Society programs were inspired.

Critical Thinking
5. Interpreting: What were three legacies of the Great Society?
6. Organizing: Use a graphic organizer similar to the one below to list five Great Society initiatives that have survived to the present.

Reviewing Themes
4. Government and Democracy: How did Johnson’s war on poverty strive to ensure greater fairness in American society?

Analyzing Visuals
7. Photographs: Study the photograph on page 734. Why do you think pictures such as this one would help build support for the war on poverty?

Writing About History
8. Descriptive Writing: Take on the role of a biographer. Write a chapter in a biography of Lyndon Johnson in which you compare and contrast his leadership style to that of John Kennedy.

SECTION 3 ASSESSMENT ANSWERS

1. Terms are in blue. US: 25A
2. VISTA (p. 735), Great Society (p. 735), Medicare (p. 736), Medicaid (p. 736), Head Start (p. 736), Robert Weaver (p. 737)
3. Johnson wanted to fulfill FDR’s mission for a nation of equal opportunity.
4. by offering the less fortunate education, training, and access to jobs US: 19C
5. Answers should reflect text, for example, Medicare and Medicaid, political experience for minorities, Head Start. US: 14D
7. Answers will vary. Students should describe the emotions evoked by such photographs. US: 24G
8. Chapters should include specific information about the leadership styles of the two men. US: 19A, 19B, 24B, 25D

Social Studies TAKS tested at Grades 10/11: Obj 3: US21D(11)
Problem Solving

Why Learn This Skill?

Imagine you have just done poorly on a chemistry exam. You wonder why you cannot do better since you always go to class, take notes, and study for exams. In order to improve your grades, you need to identify the specific problem and then take actions to solve it.

Learning the Skill

There are six key steps you should follow that will help you through the problem-solving process.

1. Identify the problem. In the case listed above, you know that you are not doing well on chemistry exams.
2. Gather information. You know that you always go to class and take notes. You study by yourself for about two hours each day for two or three days before the exam. You also know that you sometimes forget details or get confused about things as you are taking the exam.
3. List and consider possible solutions. For example, instead of studying by yourself, you might try studying with a friend or a group. You might also study for shorter timespans to avoid overloading yourself with information.
4. Consider the advantages and disadvantages of each solution.
5. Now that you have listed and considered the possible options, you need to choose the best solution to your problem. Choose what you think is the right solution, and carry it out.
6. Evaluate the effectiveness of the solution. This will help you determine if you have solved the problem. If you earn better scores on the next few chemistry tests, you will know that you have solved your problem.

Practicing the Skill

Reread the material in Section 1 on page 720 under the heading “Kennedy Struggles with Congress.” Use that information and the steps listed on this page to answer the following questions.

1. What problem did Kennedy encounter as he tried to pass domestic policy legislation through Congress?
2. What options were available to the president in facing this opposition? What were the advantages and disadvantages?
3. Explain the solution Kennedy implemented to solve his problem.
4. Evaluate the effectiveness of Kennedy’s solution. Was it successful? How do you determine this?

Skills Assessment

Complete the Practicing Skills questions on page 743 and the Chapter 23 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Problem Solving The conservation club at your school has no money to continue its recycling project. The school district allocated money to the club at the beginning of the year, but that money has been spent. As a member of the club, you have been asked to join a committee to save the conservation club and its projects. Write an essay describing the problem, the list of options and their advantages and disadvantages, a solution, and an evaluation of the chosen solution.

ANSWERS TO PRACTICING THE SKILL

1. congressional resistance
2. He could push harder for all aspects of his agenda or reserve his bargaining power for only the issues that were truly important and winnable.
3. He chose to reserve his bargaining power.
4. Students’ answers will vary. Students might mention that many of JFK’s proposals were defeated, or that he lacked political leverage no matter what strategy he used.

Applying the Skill

Students’ essays will vary. Encourage students to use the steps on this page as they plan their essays.
The Bill of Rights

Why It Matters  In 1962 Clarence Earl Gideon was arrested for breaking into a Florida pool hall. When he asked for a lawyer, the judge refused. Defendants in Florida were not entitled to a court-appointed lawyer except in death penalty cases. Gideon then appealed to the Supreme Court, arguing that the Constitution’s Sixth Amendment guaranteed the right to a lawyer. In 1963, in Gideon v. Wainwright, the Supreme Court decided that the Sixth Amendment applied to both state and federal courts. The court ruled that having a lawyer in a criminal case is a fundamental right.

For over 200 years, the first ten amendments to the Constitution, known as the Bill of Rights, have protected the rights of Americans. Five of the amendments specify rights Americans have in federal court. In the 1960s, the Supreme Court extended many of these rights to the state and local levels.

Steps To . . . the Bill of Rights

During the Middle Ages, kings had great power, but to pass a new law they usually obtained the consent of a council of important nobles. This custom of ruling with “noble consent” was not written into law until 1215.

From Liberties to Rights  In 1215 King John of England faced a rebellion of many of the English nobles. Under pressure, he signed the Magna Carta. In this document the king promised “to all freemen of our kingdom . . . all the underwritten liberties, to be had and held by them and their heirs, of us and our heirs forever.” After 1215 the English king was expected to rule in accordance with the Magna Carta.

When the Enlightenment began in the 1600s, a new idea of rights emerged. Several writers argued that kings could not give rights to people. Instead, every person was born with rights that the government could not violate. John Locke was an advocate of this new idea. His book, Two Treatises on Government, became very influential in the American colonies.

In 1688 the English Parliament removed King James II from the throne. The king’s overthrow became known as the Glorious Revolution. Before the new king and queen took the throne, Parliament demanded they accept the English Bill of Rights. The English Bill of Rights strongly influenced American ideas. When the American Revolution began, revolutionaries accused the British of violating many of these rights.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty, and the pursuit of Happiness.”

—Thomas Jefferson, The Declaration of Independence

Magna Carta  Although the Magna Carta placed some legal restraints on the king, it extended rights only to nobles (who were the freemen) and did nothing for the common people. Throughout Europe’s kingdoms, the rights of individuals were very limited. In France dukes who determined the rights of common people on the lands they controlled held most of the power. Even when a French legislature was created, the townspeople were given only one collective vote as the third estate.
The American Revolution In the 1760s, in order to stop smuggling in the American colonies, the British began sending accused smugglers to vice admiralty courts. These courts had no juries. In the Declaration of Independence, Americans accused the British of “depriving us . . . of the benefits of trial by jury” as guaranteed in the Magna Carta and the English Bill of Rights. Americans later wrote the Fifth and Sixth Amendments of the Bill of Rights to prevent similar abuses by the American federal government.

Also to stop smuggling, the British issued “writs of assistance” authorizing officials to search private property as they saw fit. Americans later wrote the Fourth Amendment to prevent officials from conducting searches without specific search warrants.

Free Speech In England, free speech was limited by laws against sedition. Sedition is the encouraging of opposition to the government. The only exception applied to Parliament. The English Bill of Rights stated that “freedom of speech . . . in parliament, ought not to be . . . questioned.”

The Founders of the United States knew that the American Revolution could not have happened had they been unable to make speeches or print their ideas in newspapers. When the Bill of Rights was submitted, a ban on any federal law restricting free speech or freedom of the press was prominent in the First Amendment.

Putting Rights Into the Constitution When the Constitution was drafted, it did not include a list of rights because supporters believed the new federal government’s checks and balances would protect people’s rights. When the Constitution was submitted to the states for ratification, however, opponents argued that without a list of rights, the Constitution would lead to a tyrannical federal government.

George Mason, who drafted Virginia’s Declaration of Rights, was a leader of the opposition. To get the Constitution ratified, supporters promised a Bill of Rights. In September 1789, James Madison prepared 12 amendments to the Constitution. In wording these amendments, Madison relied heavily on Virginia’s Declaration of Rights. Ten of the amendments were ratified. Together, they make up the Bill of Rights.

Checking for Understanding
1. How many rights are in the Bill of Rights?
2. Which amendments in the Bill of Rights protect the British violated in the 1760s?

Critical Thinking
1. Which right do you think is the most important? Why?
2. Do Americans have any other rights other than those listed in the Bill of Rights? What are they?
### Reviewing Key Terms

Students’ answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **missile gap** (p. 719)
2. **reapportionment** (p. 721)
3. **due process** (p. 722)
4. **flexible response** (p. 725)
5. **space race** (p. 725)
6. **consensus** (p. 734)
7. **war on poverty** (p. 734)

**US:** 25A, 25B; **ELA:** Gr9/10/11: 6A

### Reviewing Key Facts

9. How was the 1960 presidential election a new kind of campaign?
10. What main issues did Nixon and Kennedy discuss in their televised debate?
11. How close was the outcome of the 1960 presidential election between Nixon and Kennedy?
12. What was Kennedy’s response to the steel industry’s decision to raise prices sharply?
13. What were three measures Kennedy took to strengthen the economy?
14. What were three programs set up by Kennedy to reduce the threat of nuclear war and to try to stem communism?
15. What inspired President Johnson’s war on poverty?
16. What was the purpose of Medicare, passed during Johnson’s administration?
17. Which Great Society initiatives are still in effect today?

### Chapter Summary

#### The New Frontier and the Great Society

**Domestic Programs**

- Office of Economic Opportunity fights illiteracy, unemployment, and disease.
- Civil Rights Act of 1964 prohibits race discrimination and social segregation.
- Voting Rights Act protects the right to vote.
- Medicare and Medicaid Acts provide federal medical aid to the elderly and poor.
- Elementary and Secondary Education Act increases aid for public schools.

**Foreign Policy**

- “Flexible response” policy maintains opposition to communism.
- U.S. pledges aid to struggling Latin American nations.
- Peace Corps offers humanitarian aid in poor countries.
- Nuclear Test Ban Treaty with the Soviet Union eases Cold War tensions.

**Supreme Court Cases**

- Reynolds v. Sims boosts voting power of urban dwellers, including many minorities.
- Extension of due process gives more protection to people accused of crimes.
- Court rules that states could not require prayer and Bible readings in public schools.

### Critical Thinking

18. **Analyzing Themes:** Government and Democracy  
   Why were Medicare and Medicaid landmark pieces of legislation in American history?
19. **Evaluating**  
   In the 1960 presidential debate, most radio listeners thought Nixon had won, while most television viewers thought Kennedy had. Why do you think this was so?
20. **Drawing Conclusions**  
   How did Kennedy help prevent Communist movements from flourishing in Latin America?
21. **Analyzing**  
   President Kennedy was unable to pass civil rights legislation. What were some of the factors that allowed President Johnson to push civil rights forward after Kennedy’s assassination?
22. **Organizing**  
   Use a graphic organizer similar to the one below to list the crises of the Cold War during the Kennedy administration.

#### Critical Thinking Questions

23. **Evaluating**  
   How did the Warren Court decisions in Baker v. Carr and Reynolds v. Sims affect voting power in the nation?
24. **Interpreting Primary Sources**  
   Although the standard of living for most Americans rose dramatically throughout the

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**Crisis**

1. **Kennedy’s assassination?**
2. **Nixon vs. Kennedy?**
3. **Revolution?**
4. **War on Poverty?**

1960s, some Americans remained mired in poverty. Reread the excerpt on page 732 in which John Rath discusses his personal experiences with coping with poverty in his sparsely furnished room in Chicago. Then answer the following questions.

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

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

### Practicing Skills

25. **Problem Solving** Reread the passage on pages 727–728 titled “The Cuban Missile Crisis.” Use that information to answer the following questions.

a. What problem did Kennedy encounter in Cuba?

b. What options were available to the president in this situation? What were the advantages and disadvantages of each option?

c. Explain the solution Kennedy used to resolve the Cuban missile crisis.

d. Was Kennedy’s solution successful? Why or why not?

### Chapter Activity

26. **Technology Activity: Using the Internet** Search the Internet to check the status of Great Society programs today. Find out how these programs have changed since they were initiated. Make a chart showing the provisions of the programs in the 1960s compared to the provisions of the programs today.

### Writing Activity

27. **Expository Writing** Assume the role of a historian. Evaluate the effectiveness of Kennedy’s New Frontier and Johnson’s Great Society programs. Write an article for a historical journal explaining the successes and setbacks of each president’s policy agendas.

### Geography and History

28. The map on this page shows the results of the presidential election of 1960. Study the map and answer the questions below.

a. **Interpreting Maps** Which regions of the country supported Kennedy? Which regions supported Nixon?

b. **Applying Geography Skills** What would have happened if Kennedy had lost New York to Nixon?

### TAKS Test Practice

**Directions:** Choose the best answer to the following question.

All of the following were effects of rulings by the Warren Court EXCEPT:

A. Involved federal courts in the reapportionment of state election districts

B. Extended rights for people accused of crimes

C. Protected religious minorities through greater separation of church and state

D. Increased state authority at the expense of federal authority

**Test-Taking Tip:** This question calls for an answer that does NOT accurately complete the statement. The Warren Court expanded individual civil liberties and the power of the judicial branch. Eliminate answers that had either of those effects.

### Bonuses Question

Ask: Which president started the Peace Corps? (Kennedy)