



# United States History & Government

11<sup>th</sup> Grade

## Historical Thematic Packet



## Modern American Politics (1929-Present)



Student's Name: \_\_\_\_\_

## **Modern American Politics (1933-Present)**

**Directions:** Find the **BOLD words** in the "Word Search." Once done, use your phones to define each vocabulary term.

C C I V I L R I G H T S Z K Y  
O W O M W Y I N R N A K E T G  
F L A S H T Q F E M I N I S M  
T P J I R E A G A N N R D N C  
D G U L F I E B T E U B A N G  
E V R A B C O Q D C Y A Z O H  
G M E R Z O K Y E L T B R S R  
A T C E Z S E S P E Q Y U N R  
Z Z E B A T L N R V N B Y H L  
Z M S I T A V R E S N O C O J  
A F S L I E O D S M E O S J H  
J U I C X R L F S V R M U A A  
A R O H I G L F I N R A C T Q  
H S N S V A O R O I A T B H J  
I P M A H M P Y N E W D E A L

**Baby Boom**

**"George W." Bush**

**Civil Rights "Movement"**

**Conservatism**

**Feminism**

**Great Depression**

**Great Society**

**"Persian" Gulf "War"**

**Jazz Age**

**"Lyndon B." Johnson**

**"John F." Kennedy**

**"Martin Luther" King**

**Liberalism**

**New Deal**

**"Barack H." Obama**

**"Ronald W." Reagan**

**"Great" Recession**

**Roaring "20's"**

**Social Security "Act"**

**"War on" Terrorism (9-11-01)**

**Warren "Court"**



### Find Out

- 1 How did life improve for Americans in the 1920s?
- 2 What was the Harlem Renaissance?
- 3 What were some problems in the 1920s?

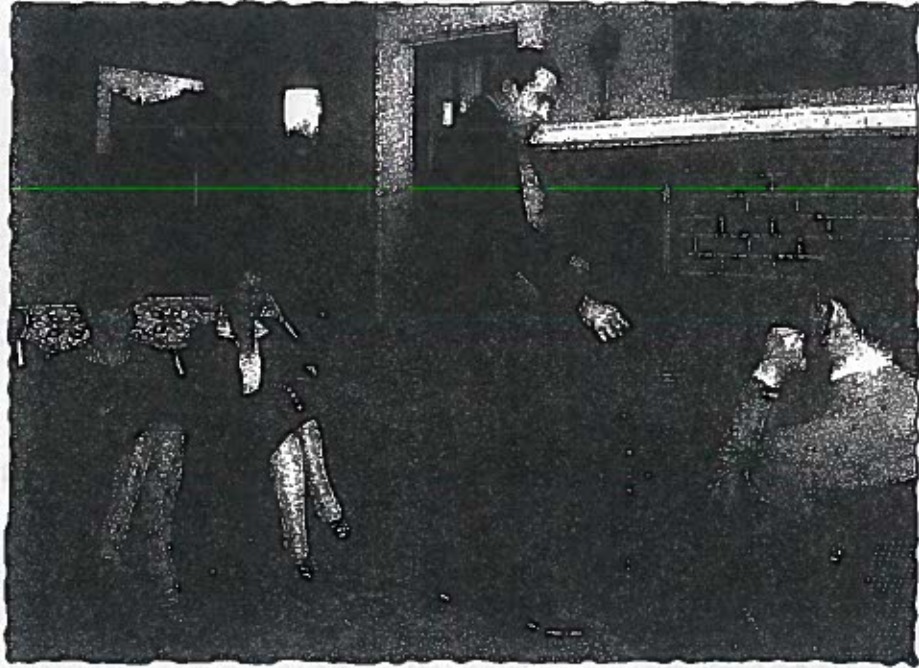
### NEW WORDS

isolation  
credit  
interest  
popular  
jazz  
Harlem Renaissance  
communism

### PEOPLE & PLACES

Babe Ruth  
Harlem  
Langston Hughes  
Charles Lindbergh  
Ku Klux Klan  
Soviet Union  
Communists

# The 1920s Bring Change



Americans enjoyed listening to the radio in the 1920s.

The years between 1920 and 1930 were a time of many changes. These changes included new laws and new ways to have fun. They also included serious problems.

The United States had become a world leader after World War I. But most Americans wanted the United States to take care of its own problems. They did not want the United States to have to fight in another war in Europe. The 1920s became a time of **isolation** for the United States.

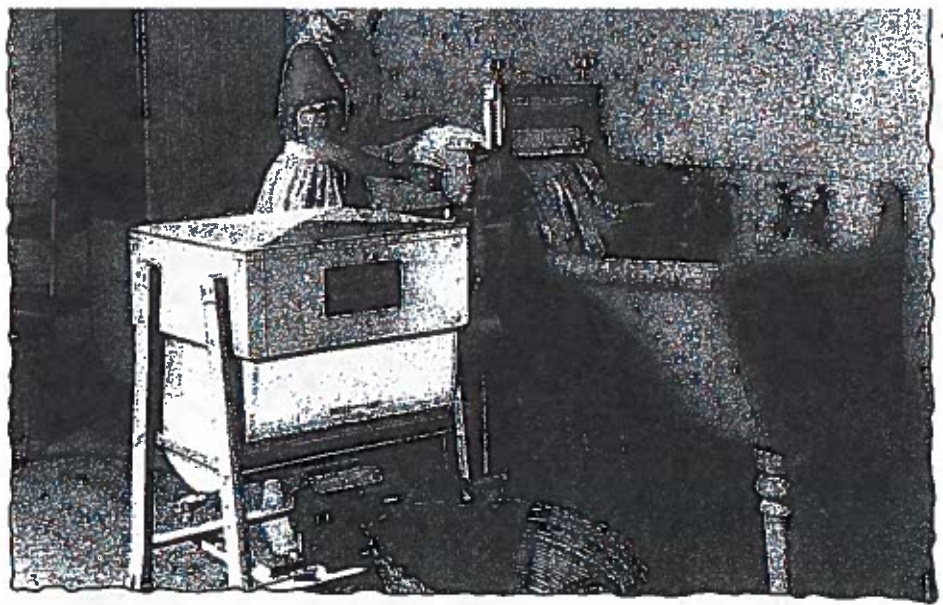
During World War I, many women took over factory jobs when men left to become soldiers. Women made weapons and airplanes. But they still were not allowed to vote. Finally, in 1920 the Nineteenth Amendment was added to the Constitution. It said women in every state could vote. That year women voted for the first time.

Women changed their lives in other ways during the 1920s. Women began to work at different jobs. Many women cut their hair short and wore much shorter skirts.

Machines for the home made life easier for people in the 1920s. Everyone wanted new washing machines and



➤ **Learning from Pictures**  
How are washing machines from the 1920s different from washing machines today? ➤



**Dancers in the 1920s**



**Babe Ruth**

refrigerators. But many people did not have enough money to buy them. People began to buy new machines on **credit**. They only paid a small part of the machine's price. Then they took the machine home. Each month they paid part of the cost plus **interest**. They did this until they had completely paid for the machine. In the 1920s millions of Americans were in debt because they bought products with credit.

Radio became **popular** in the 1920s. Americans listened to stories, music, sports, and news on their radios. **Jazz** music became popular. It was started by African American musicians. Americans also enjoyed new kinds of dances.

Millions of Americans began going to movies in the 1920s. At first movies had pictures without sound. Then in 1927 the first movie with sound was made. It was called a "talkie."

Baseball and other sports were very popular in the 1920s. People enjoyed listening to ball games on their radios. A baseball player named Babe Ruth hit more home runs than any other player did. He became an American hero.

Between 1910 and 1930, thousands of African Americans left the South. Many moved to northern cities during World War I to get factory jobs. After the war, other African Americans also moved north to find better jobs.



**Langston Hughes**

The 1920s were the years of the **Harlem Renaissance**. Harlem was a very large neighborhood in New York City. Many African American artists, writers, and musicians lived in Harlem. During the 1920s they created new art, music, books, and poems. People enjoyed their work throughout the country. Langston Hughes was one of the most famous African American writers. He wrote poems and books about African American life.

In the 1920s the United States became a nation where people traveled in cars. In 1925 people could buy a new Ford car for only \$300. By 1929 there were more than 23 million cars on the road.

New businesses began as more people bought cars. Some businesses made glass windows for cars. Others made tires for cars. New hotels opened because people used their cars to take vacations. Thousands of gas stations opened because every car needed gas. New highways were built across the nation. By the end of the 1920s, a person could drive on a highway from California to New York.

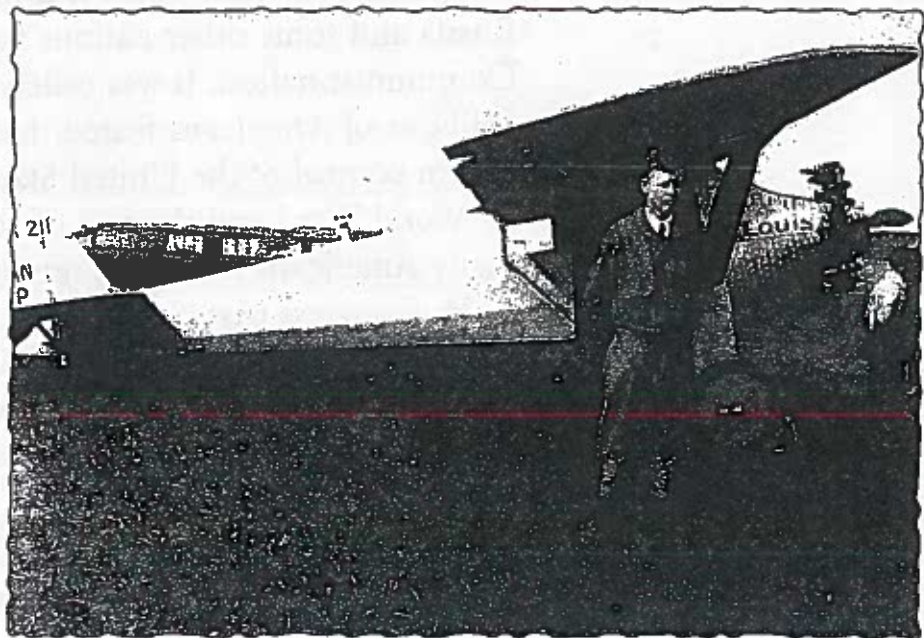
Airplane travel became more important. Planes were built that could fly further. In 1927 Charles Lindbergh became the first person to fly alone across the Atlantic Ocean. His plane left from New York. Lindbergh flew all day and all night. After 33 hours, he landed safely in Paris. He became a hero.

### PRIMARY SOURCE

"No great poet has ever been afraid of being himself."

—Langston Hughes

**Charles Lindbergh was the first person to fly alone across the Atlantic Ocean.** ✎





Farmers could not  
sell all their crops  
after the war. 🌾



Some changes during the 1920s were not good. Farmers had grown a lot of crops during World War I. After the war they could not sell all their crops. Many farmers lost their farms because they could not earn enough money.

Another problem was the growth of a group called the Ku Klux Klan. Klan members wore white robes and hoods. Klan members attacked and sometimes killed African Americans, Catholics, Jews, and immigrants. More than four million people belonged to the Ku Klux Klan in the 1920s.

The fear of **communism** was another problem. Russia, the world's largest nation, had become a Communist nation. In a Communist nation, the government owns land and businesses. There is little freedom. In 1922 Russia and some other nations formed a larger Communist nation. It was called the Soviet Union. Millions of Americans feared that Communists would try to win control of the United States.

World War I and the fear of communism changed how many Americans felt about immigrants. In 1921 and 1924, Congress passed two laws to limit the number of immigrants. Few people from Asia and the southern and eastern parts of Europe were allowed to come to America.

For millions of Americans, the 1920s were an exciting time. But in 1929 life changed in the United States and across the world. Read Chapter 33 to learn how 1929 was the start of hard, hungry years for most Americans.





## Using Geography Themes

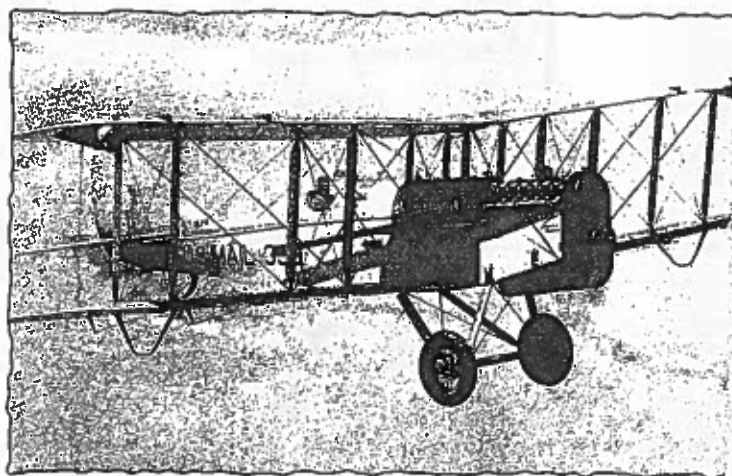
### **Movement: Airmail Across the United States**

The theme of movement tells how people, goods, and ideas move from one place to another. People and goods might travel by car, boat, train, or airplane. People can tell ideas to one another. In the 1920s many Americans learned about new ideas from the radio and from newspapers and books. Today people also learn about ideas through television and computers.

**Read the paragraphs about airmail. Study the photo below and the map on page 219.**

Before 1918 all mail between New York and California traveled on trains. Americans decided airplanes could move mail faster. Using planes to fly the mail was called **airmail**.

In 1918 airmail began between New York City and Washington, D.C. The trip between the two cities was 218 miles. But airplanes at that time could not fly that many miles without stopping for fuel, or oil and gas. So the airplanes flew from New York City to Philadelphia. Then they flew from Philadelphia to Washington, D.C.

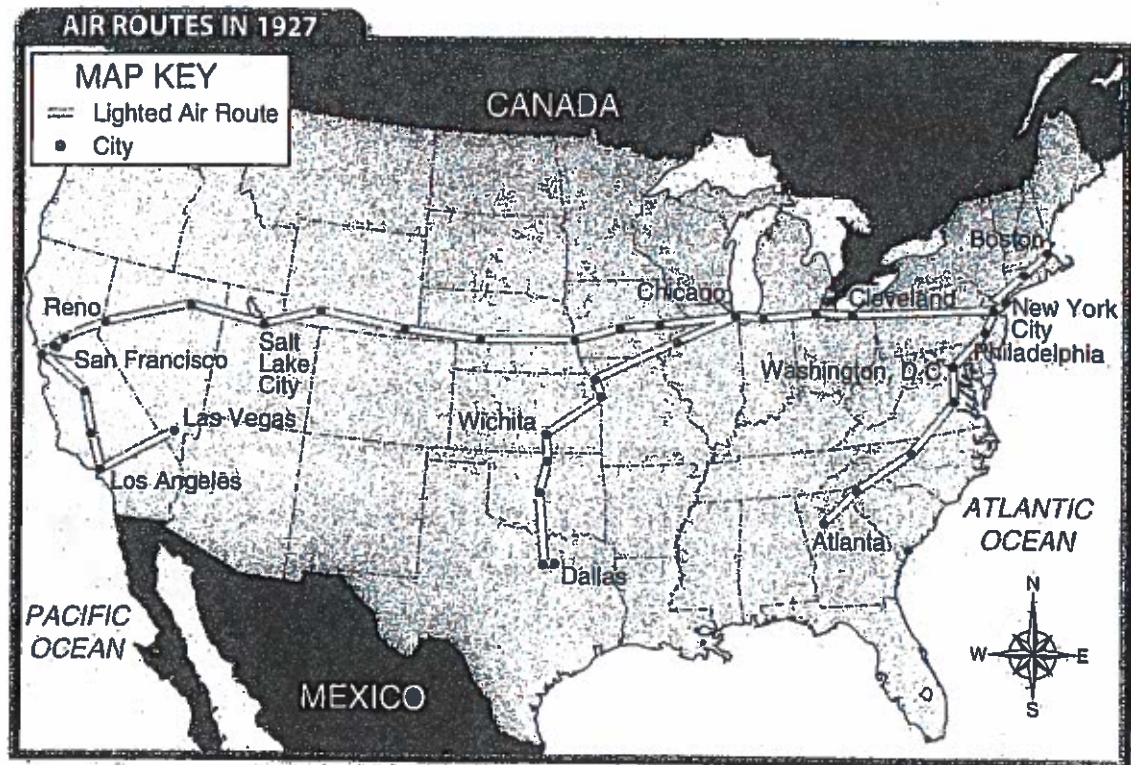


In 1920 Americans began to use airmail between New York and California. The airplanes landed for fuel in many cities as they flew west. At that time, pilots could not fly across the country at night. So airplanes carried mail during the day. The airplanes landed near railroad stations. Then trains carried the mail during the night.

In 1921 people began to fly mail across the country both day and night. On February 21, 1921, an airplane with mail left San Francisco, California, at 4:30 A.M. The sky was very dark. The pilot landed the plane in Reno, Nevada. The mail was moved to another plane, and the new pilot took off. From one city to another, different planes moved the mail east across the country. At night, pilots used city

lights to help guide them. At times terrible storms or thick fog made flights dangerous.

But finally, on February 23, 1921, the mail arrived in New York City. The trip east had taken about 33 hours. That was 75 hours less than the fastest train trip. The mail had traveled 2,666 miles. After 1921 more and more airplanes carried airmail. Soon, there were many more airmail routes. Faster and safer airplanes were built. Today millions of letters are flown across the country every day.



**On your paper, write the answer to each question.**

- 1 Before 1918 how did people move mail across the country?
- 2 Where did airplanes have to stop between New York City and Washington, D.C., in 1918?
- 3 In 1920 how did people move mail during the night?
- 4 How far did the mail travel between San Francisco and New York City on the February 1921 trip?
- 5 Look at the map. What are four cities where pilots landed as they flew east from San Francisco to New York?
- 6 From which city did people fly mail to Las Vegas in 1927?

# Using What You've Learned

## Read and Remember

**Find the Answers** Put a check (✓) next to each sentence below that tells about the 1920s. You should check four sentences.

- \_\_\_\_\_ 1 Americans wanted the United States to be isolated from Europe after World War I.
- \_\_\_\_\_ 2 The Nineteenth Amendment gave women the right to vote.
- \_\_\_\_\_ 3 People bought new machines on credit.
- \_\_\_\_\_ 4 Before cars were invented, most people traveled in wagons or trains.
- \_\_\_\_\_ 5 Henry Ford started the Ford Motor Company in 1903.
- \_\_\_\_\_ 6 Communism and the Ku Klux Klan brought fear to Americans.
- \_\_\_\_\_ 7 Farmers grew a lot of crops during World War I.

## Think and Apply

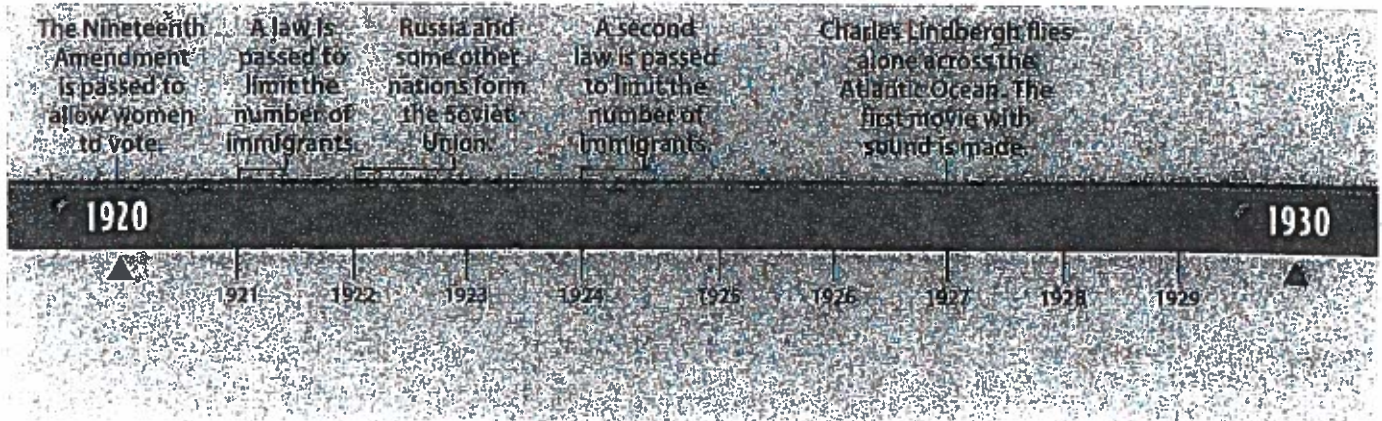
**Fact or Opinion** Write **F** next to each fact below. Write **O** next to each opinion. You should find four sentences that are opinions.

- \_\_\_\_\_ 1 Women should be allowed to vote.
- \_\_\_\_\_ 2 Women cut their hair short and wore shorter skirts in the 1920s.
- \_\_\_\_\_ 3 It is too easy to stay in debt if you buy on credit.
- \_\_\_\_\_ 4 African Americans started a new kind of music called jazz.
- \_\_\_\_\_ 5 Babe Ruth was a greater hero than Charles Lindbergh was.
- \_\_\_\_\_ 6 Langston Hughes wrote poems during the Harlem Renaissance.
- \_\_\_\_\_ 7 Millions of people bought cars in the 1920s.
- \_\_\_\_\_ 8 The Ford Motor Company built the best cars.
- \_\_\_\_\_ 9 In 1922 Russia and some other nations formed the Soviet Union.
- \_\_\_\_\_ 10 Few Asians and people from the southern and eastern parts of Europe were allowed to come to the United States in the 1920s.



## Skill Builder

**Reading a Time Line** A time line is a drawing that shows years on a line. Look at this time line. It shows one decade, the 1920s. A decade is ten years. Read the time line from left to right.



Study the time line. Then draw a circle around the best answer to each question.

- 1 In 1922 what did Russia and some other nations form?  
the Nineteenth Amendment      an isolation treaty      the Soviet Union
- 2 In which years were laws passed to limit the number of immigrants?  
1920 and 1922      1921 and 1924      1928 and 1929
- 3 In which year did Charles Lindbergh fly alone across the Atlantic Ocean?  
1924      1926      1927
- 4 When was the Nineteenth Amendment passed compared to when the first movie with sound was made?  
before      after      the same year

## Journal Writing

The 1920s brought many changes to American life. There were new ways to have fun. People enjoyed listening to the radio and trying new dances. Jazz music, sports, and movies also became popular. Choose two of the ways people had fun in the 1920s. Write four to five sentences about them in your journal.



### Find Out

- ① How did the Great Depression hurt Americans?
- ② What were the causes of the Great Depression?
- ③ How did Franklin D. Roosevelt try to end the depression?

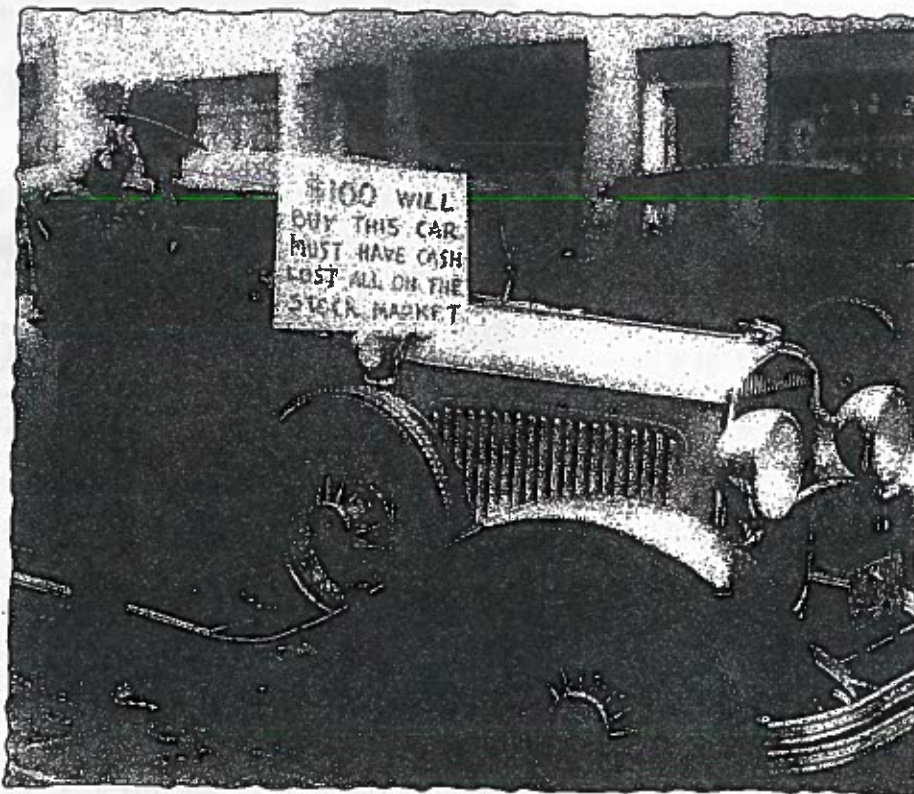
### NEW WORDS

Great Depression  
depression  
shares of stock  
stock  
stock market  
crashed  
drought  
Dust Bowl  
elected  
New Deal

### PEOPLE & PLACES

Herbert Hoover  
Franklin D. Roosevelt

# The Great Depression



Many people lost everything they owned after the stock market crashed in 1929.

The year was 1930. Most Americans had little money. Many people did not have money to buy bread, even though a loaf of bread cost only five cents. Americans were living through the years of the **Great Depression**.

The Great Depression was not the nation's first depression. But it was the longest and hardest **depression**. It lasted more than ten years. It started in the United States. Then the depression spread to Europe and other countries. Millions of Americans lost their jobs. Many people did not have enough money to pay for food, clothes, or homes.

The Great Depression began in 1929. At that time many Americans had been buying **shares of stock**. Buying a share of stock means owning a small part of a business. When the business makes money, your **stock** makes money.

The stock market is where shares are bought and sold.



Then you can sell your stock and get back more money than you paid for it. Sometimes a business might not do well. Then the owners of the stock sell the stock for less money than they paid for it.

Americans bought and sold stock on the **stock market**. They bought stock in many businesses. They thought the price of their stock would rise. Then they could sell their stock and get rich quickly. Many Americans did not have enough money to buy the stock they wanted. They borrowed money from banks to buy stock. The banks bought stock, too.



Many people lost their homes.

On October 29, 1929, the stock market **crashed**. The price of most stocks on the stock market became very, very low. On that day almost everyone wanted to sell their shares of stock. No one wanted to buy shares of stock. Shares were sold for much less money than people had paid for them. People lost millions of dollars. They couldn't pay back the money they had borrowed from banks to buy stocks. Banks lost even more money because they had bought stocks, too. The money that **banks** lost was the money that people had saved in the **banks**. Suddenly, many people became very poor when the stock market crashed.

Three other problems helped cause the Great Depression. The first problem was that factories were **making** too many products. Americans could not buy all the things that were being made. Factory owners sold





**Winds blew thick dust across the Great Plains.**



**Herbert Hoover**

their products for less and less money. Many factories were forced to close. Many workers lost their jobs.

Low salaries were the second problem. Workers were not earning enough money. They could not buy farm crops and factory products. Everything became cheaper and cheaper. Soon almost everyone was losing money.

The third problem was that farmers grew more crops than they could sell. The farmers had to sell their crops for less than they had spent to plant the crops. Many farmers did not earn enough to pay for their farms.

But soon many farmers had another problem. A long **drought** began in the Great Plains. Very little rain fell. Winds blew thick dust everywhere. The area became known as the **Dust Bowl**. Farmers in the Dust Bowl could not grow crops. Many farmers moved to other areas.

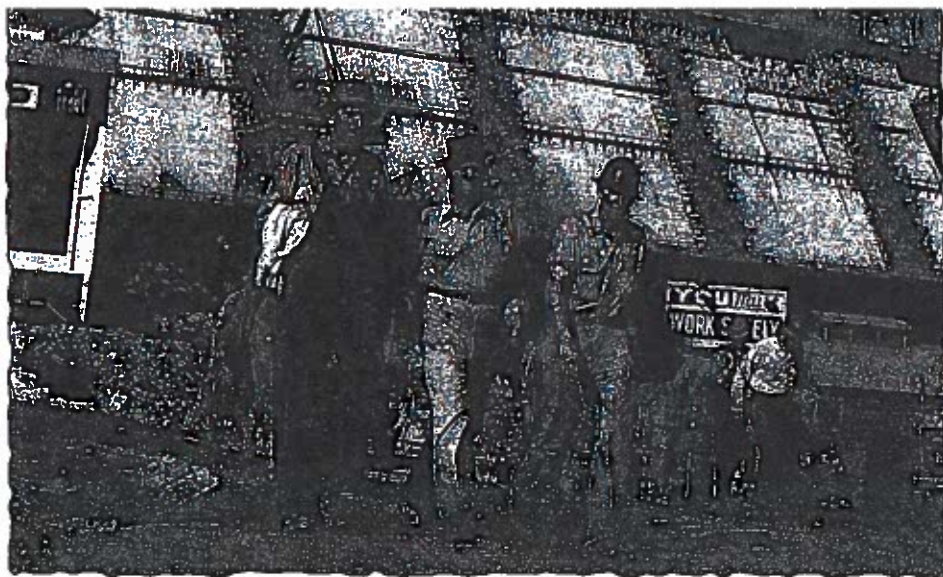
Herbert Hoover was President of the United States when the Great Depression started. The depression grew worse each year. Hoover was not popular. Americans felt he did not do enough to end the depression. In 1932 Americans **elected** a new President.

Franklin D. Roosevelt became President in 1933. Roosevelt promised a "**New Deal**" for America. He promised to try to end the depression.



★ **Learning from Pictures** Why do you think these people are waiting in line for something to eat during the depression?

The New Deal put  
people back to work. ➤



Franklin D. Roosevelt



### PRIMARY SOURCE

"Today . . . things are a little better than they were two month ago. . . . Industry has picked up, railroads are carrying more freight [goods], farm prices are better. . . ."

—President  
Franklin D. Roosevelt,  
May 1933

Roosevelt and the New Deal helped the United States. The President knew the nation needed strong, safe banks. Roosevelt forced all banks to close for a bank holiday. After eight days, only safe banks were allowed to open. Americans began to put money in banks again.

Nearly thirteen million workers were without jobs when Roosevelt became President. Roosevelt worked with Congress to make new jobs for Americans. The government paid people to build roads, bridges, and parks. Americans built new schools and buildings. Millions of trees were planted across the nation.

Roosevelt also helped farmers. New laws helped farmers borrow money for their farms. Farmers were paid to grow less food. Food prices became higher because there was less food to buy. Roosevelt also found ways to help farmers in the Dust Bowl. Slowly farmers began to earn more money.

Franklin D. Roosevelt was a very popular President. He was the only President to be elected four times. Roosevelt and the New Deal gave jobs to millions of workers. But Roosevelt could not end the depression.

World War II ended the depression. This terrible war began in 1939. There were many new jobs because of the war. Men and women worked in factories making weapons, ships, and airplanes for the war. But Americans would never forget the hard, hungry years of the Great Depression.



# Using What You've Learned

## Read and Remember

**True or False** Write **T** next to each sentence that is true. Write **F** next to each sentence that is false.

- \_\_\_\_\_ 1) When you buy a share of stock, you own a small part of a business.
- \_\_\_\_\_ 2) Americans loved President Hoover.
- \_\_\_\_\_ 3) Roosevelt worked with Congress to make new jobs for Americans.
- \_\_\_\_\_ 4) The depression ended in one year.
- \_\_\_\_\_ 5) World War II ended the Great Depression.

## Using Graphic Organizers

**Cause and Effect** Read each of the sentences under cause below. Then read each of the sentences under effect. Copy and complete the graphic organizer to match each cause on the left with an effect on the right.

### Cause

- 1) Too many people decided to sell their stocks on October 29, 1929, so \_\_\_\_\_
- 2) During the depression most Americans had very little money, so \_\_\_\_\_
- 3) Winds blew dust all over the Great Plains, so \_\_\_\_\_

### Effect

- a. it was hard to pay for food, clothes, and homes.
- b. the stock market crashed.
- c. farmers there could not grow crops.

### Cause

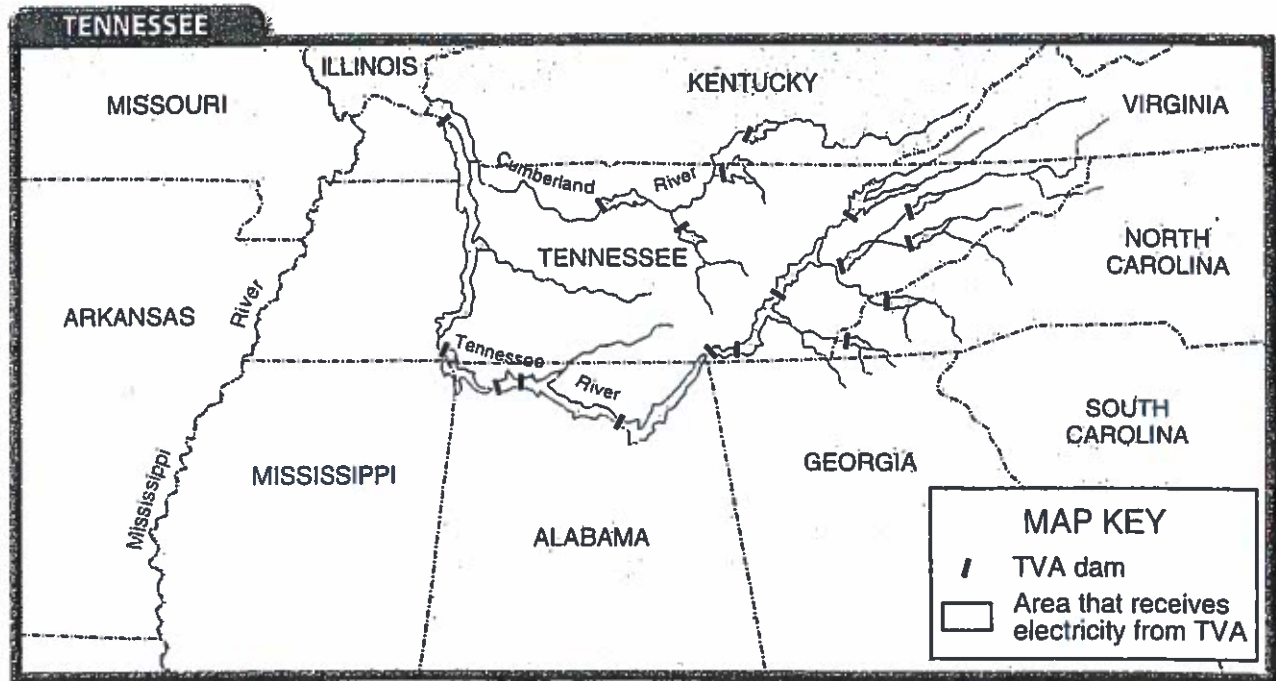
### Effect

1. <input type="text"/>	→	<input type="text"/>
2. <input type="text"/>	→	<input type="text"/>
3. <input type="text"/>	→	<input type="text"/>

## Skill Builder

**Using a Map Key** President Roosevelt started the Tennessee Valley Authority, or TVA, to help end the depression. There had been many floods on the Tennessee River. The TVA built forty dams on rivers to control the floods. Thousands of people had jobs while they built the dams. The dams made electricity for many people in nearby states.

Study the map below. Use the **map key** to learn where dams were built and where people got electricity. Then put a check (✓) next to each sentence that tells something true about the TVA map. You should check three sentences.



- \_\_\_\_\_ 1 Tennessee, Mississippi, and Alabama receive electricity from the TVA.
- \_\_\_\_\_ 2 Florida and New York receive electricity from the TVA.
- \_\_\_\_\_ 3 Kentucky, Virginia, and Georgia receive electricity from the TVA.
- \_\_\_\_\_ 4 The TVA built most of its dams in Alabama.
- \_\_\_\_\_ 5 The TVA has dams on the Cumberland and Tennessee rivers.

## Journal Writing

Study the photograph at the bottom of page 80. Write one or two sentences that tell about the photograph. Then write two or three sentences that tell what the photograph shows about the Great Depression.

## Find Out

- ① How did American life improve during the 1950s?
- ② How did Senator Joseph McCarthy hurt the nation?
- ③ What 1954 Supreme Court decision changed the United States?

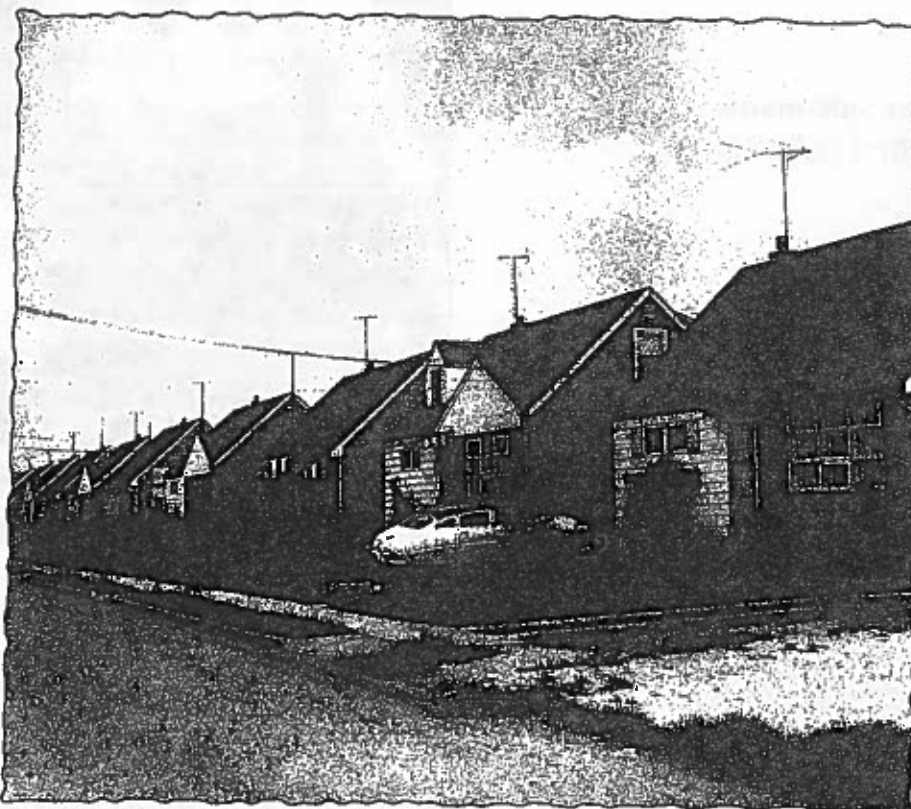
## NEW WORDS

veterans  
baby boom  
G.I. Bill of Rights  
suburbs  
polio  
vaccine  
consumer goods  
decade

## PEOPLE & PLACES

Jonas Salk  
Albert Sabin  
Joseph McCarthy  
Margaret Chase Smith  
Thurgood Marshall

# America During the 1950s



★ **Learning from Pictures** Why do you think millions of Americans moved to the suburbs in the 1950s?

Americans wanted to enjoy life in the 1950s. They had lived through the hard years of the Great Depression and World War II. The 1950s brought better times and new problems for Americans.

President Harry S Truman led the United States from the end of World War II to 1953. Americans voted for General Dwight D. Eisenhower to be their next President. President Eisenhower helped end the Korean War. In the United States, he started a huge system of highways. While Eisenhower was President, the United States began to explore space. Eisenhower was President until 1961.

After World War II, American soldiers returned home. People who have been soldiers are called **veterans**. Many veterans started families. The United States had a **baby boom** because millions of babies were born after the war.

Jonas Salk made  
the first polio vaccine. 



Albert Sabin

Toward the end of World War II, Congress passed the **G.I. Bill of Rights** to help veterans. This law made it easy for veterans to get loans. The loans helped many veterans buy homes and go to college.

With the baby boom and the G.I. loans, families wanted new homes. Many homes were built in areas near cities. These areas were called **suburbs**. During the 1950s, millions of Americans moved to the suburbs. They worked in nearby cities. They often traveled on highways to get from the suburbs to the cities.

Before the 1950s many Americans got a terrible disease called **polio**. Some people never walked again after they had polio. Many people died. In the early 1950s, Dr. Jonas Salk made the first polio **vaccine**. People who took this medicine would not get polio. A few years later Dr. Albert Sabin made a different kind of polio vaccine. Today, doctors give polio vaccines to children around the world.

During the Great Depression, most Americans were too poor to buy goods. During World War II, most factories made weapons for the war. After the war factories began to make many **consumer goods**, or products people use. Americans bought new cars, refrigerators, and televisions. Television had been invented during the war.





**Margaret Chase Smith**



**Thurgood Marshall**

Many Americans had a great fear of communism during the 1950s. The fear grew during the Cold War. Americans knew the Soviet Union had built atomic bombs. They feared the Soviet Union might attack the United States.

A senator named Joseph McCarthy added to the fear of communism. He said many American Communists held important government jobs. McCarthy never proved that people were Communists. But most people were afraid to speak against McCarthy. They feared that they would be called Communists. They feared they would lose their jobs.

Senator Margaret Chase Smith spoke out against Senator McCarthy in the United States Senate. Later, Americans learned that McCarthy had told many lies. McCarthy lost his power in the Senate. But Americans continued to worry about communism for many years.

In 1954 the Supreme Court made a decision that changed the country. The decision was about a case called *Brown v. Board of Education of Topeka, Kansas*. The Court ruled that separate schools for African American children and white children were against the Constitution. This decision helped end segregation laws in the United States. Thurgood Marshall was an NAACP lawyer for this case. Marshall later became a Supreme Court justice.

The 1950s were a time when many Americans had good jobs and enjoyed a better life. The **decade** also brought many new problems and many changes to the United States.

**Senator Joseph McCarthy said many American Communists worked for the government.**



# Using What You've Learned

## Read and Remember

**Who Am I?** Read each sentence. Then look at the names in blue print. Decide which person might have said the sentence. Write the name of the person you choose on the blank after each sentence.

Thurgood Marshall  
Harry S Truman

Dwight D. Eisenhower  
Margaret Chase Smith

Jonas Salk  
Joseph McCarthy

- 1 "I was President from 1945 to 1953." \_\_\_\_\_
- 2 "While I was President, a new system of highways was started."  
\_\_\_\_\_
- 3 "I made the first vaccine against polio." \_\_\_\_\_
- 4 "I said there were American Communists working in our government."  
\_\_\_\_\_
- 5 "As a senator, I spoke out against McCarthy." \_\_\_\_\_
- 6 "I was an NAACP lawyer for a case that helped end school segregation."  
\_\_\_\_\_

## Think and Apply

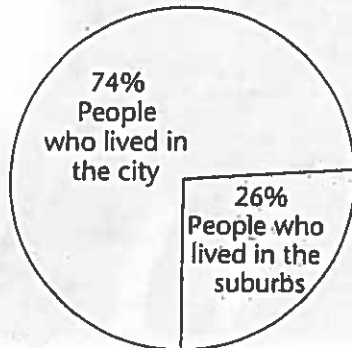
**Fact or Opinion** Write **F** on your paper for each fact below. Write **O** for each opinion. You should find two sentences that are opinions.

- \_\_\_\_\_ 1 Many new highways were built during the 1950s.
- \_\_\_\_\_ 2 There was a baby boom after World War II.
- \_\_\_\_\_ 3 The G.I. Bill of Rights helped many veterans buy homes.
- \_\_\_\_\_ 4 Life in the suburbs was better than city life.
- \_\_\_\_\_ 5 Albert Sabin made a polio vaccine.
- \_\_\_\_\_ 6 Americans began to spend too much money on consumer goods.

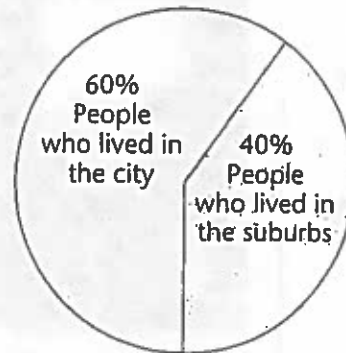
## Skill Builder

**Comparing Circle Graphs** We can learn about population changes by comparing **circle graphs** about population. The two circle graphs below compare the population growth of Chicago and its suburbs in 1950 and 1960. Each graph adds up to 100 percent, or 100%. Study the two circle graphs.

Chicago's Population, 1950



Chicago's Population, 1960



Choose a number or word in blue print to finish each sentence. Write the number or word you choose on the correct blank.

suburbs  
faster

26  
74

- 1 In 1950 people who lived in the city were \_\_\_\_\_ percent of Chicago's total population.
- 2 In 1950 people in the suburbs were \_\_\_\_\_ percent of the population.
- 3 In 1960 forty percent of the people in the Chicago area lived in the \_\_\_\_\_.
- 4 The population in the suburbs grew \_\_\_\_\_ than the city population did from 1950 to 1960.

## Journal Writing

The 1950s brought better times for many Americans. Read the chapter again. Choose two ways life improved during the 1950s. Write a paragraph in your journal that tells about these two good changes.



## Find Out

- ① What laws were unfair to African Americans?
- ② How did Martin Luther King, Jr., help change the bus law in Montgomery?
- ③ How did the Civil Rights Act of 1964 help Americans?

## NEW WORDS

minister  
boycott  
protest  
march  
civil rights  
respect  
Civil Rights Act  
of 1964  
Nobel Peace Prize

## PEOPLE & PLACES

Martin Luther  
King, Jr.  
Coretta Scott  
Montgomery  
Rosa Parks  
Birmingham

# Martin Luther King, Jr.



**Martin Luther King, Jr., worked hard to change laws that were not fair.**

After the Civil War, segregation laws were written in the South. These laws kept African Americans and white people apart. Other laws also were not fair to African Americans. In this chapter you will learn how Martin Luther King, Jr., worked to change unfair laws.

Martin Luther King, Jr., was born on January 15, 1929, in Georgia. King's father was a **minister**. During college King worked and studied hard. He became a minister. In 1953 King married a woman named Coretta Scott. They moved to Montgomery, Alabama. King became the minister of a church in Montgomery.

Martin Luther King, Jr., believed all segregation laws were wrong. Some laws made it hard for African Americans to vote. There was a law that said African Americans had to sit in the back seats of buses. Another law said that African American children





Montgomery

and white children had to go to separate schools. African Americans and white people could not use the same parks, pools, and beaches. They were not allowed to eat in the same restaurants.

In 1954 the Supreme Court ruled that separate schools for African American children and white children were against the Constitution. All school segregation laws had to be changed. Martin Luther King, Jr., believed that other segregation laws could be changed, too. King said he would find peaceful ways to change the laws.

One day in 1955, an African American woman named Rosa Parks got on a bus in Montgomery, Alabama. The bus driver told Parks to get up and let a white person have her seat. Parks refused to move. Two police officers took her to jail.

African American leaders in Montgomery learned what had happened to Rosa Parks. They wanted to change the city's unfair bus law. They started a **boycott** against the city's buses. During a boycott people stop buying a product or using a service. During this boycott African Americans stopped riding the city's buses. Martin Luther King, Jr., became one of the most important leaders of the boycott.

The boycott lasted for a year. Some African Americans went to work in cars and taxis. Many African Americans walked to work, even in cold, rainy weather. The city's buses lost a lot of money.

### PRIMARY SOURCE

"Our mistreatment [being treated badly] was just not right, and I was tired of it."

—Rosa Parks

➤ **Learning from Pictures** Rosa Parks went to jail because she would not give up her seat on a bus. What do you think the policeman is doing?



**Martin Luther King, Jr., helped lead the bus boycott.**



Newspaper reporters wrote about the Montgomery bus story in newspapers all over America. Martin Luther King, Jr., became a famous leader. In 1956 the Supreme Court ruled that bus segregation laws were against the Constitution. Soon after that the bus law was changed. The bus boycott ended. African Americans could sit anywhere on a bus.

King and other leaders tried to change more laws peacefully. African Americans were not allowed to eat in some restaurants. Only white people could eat in these restaurants. King told African Americans to sit down and ask for food in the restaurants. King also tried to help African Americans in northern cities get better houses and jobs.

In 1963 Martin Luther King, Jr., decided to lead a peaceful **protest** in Birmingham, Alabama. He wanted to change the city's unfair laws. The police and their dogs attacked King's group. Martin Luther King, Jr., was sent to jail. King wrote a letter to Americans from the Birmingham jail. He wrote that all Americans should have equal rights. People read King's letter. Many agreed that unfair laws should be changed.

Martin Luther King, Jr., worked with other leaders to plan a large **march** on Washington, D.C. The march would show all Americans that the nation needed new **civil rights** laws. In August 1963 more than 250,000



➤ **Learning from Pictures**  
Why do you think so many people came to hear Martin Luther King, Jr., speak during the March on Washington in 1963?



### PRIMARY SOURCE

"Now is the time to make real the promises of democracy."

—Martin Luther King, Jr.

Americans joined the "March on Washington." African Americans and white Americans marched together.

During the march King made a famous speech. In the speech he said, "I have a dream." He said his dream was that all Americans would be treated fairly. He hoped all Americans would live together in peace. He wanted all people to **respect** one another. People in every state heard King's speech on television and radio.

The next year Congress passed the **Civil Rights Act of 1964**. The law said African Americans and white people could use the same schools, restaurants, parks, and buses. Today we do not have laws that keep African Americans and white people apart. In 1965 Congress passed a law that made it much easier for African Americans to vote.

Martin Luther King, Jr., was given the **Nobel Peace Prize** in 1964. This prize is given to a person who has worked hard for peace.

On April 4, 1968, Martin Luther King, Jr., was shot and killed. Martin Luther King, Jr., Day is now an American holiday in January. People in every state remember this great American. Many Americans continue to do the work started by Martin Luther King, Jr. They use peaceful ways to help all Americans live and work together in peace.



**Martin Luther King, Jr.,  
with the Nobel Peace  
Prize**

# Using Primary Sources

## Dear Mrs. Parks

Rosa Parks believed that segregation was wrong. On December 1, 1955, she was arrested because she would not give her seat on a Montgomery bus to a white person. Soon after that, African Americans decided to boycott the city's buses. Parks has worked for equal rights throughout her life. Thousands of students have written letters to her. She answered many of their letters in a book called *Dear Mrs. Parks: A Dialogue with Today's Youth*. Read parts of her letters below.

reenter  
enter again  
launched  
started  
justice  
fairness

*The custom of getting on the bus for black people in Montgomery in the 1950s was to pay at the front door, get off the bus, and then reenter through the back door to find a seat. Black people could not sit in the same rows with white people. . . .*

*I did not get on the bus to get arrested; I got on the bus to go home. . . . Somehow, I felt that what I did was right by standing up to that bus driver. . . .*

*It was not fair when I was put in jail for not giving up my seat on the bus to a white passenger. I was afraid because I could have been treated very badly by the police. . . . My arrest launched the Montgomery Bus Boycott, which helped to bring in the modern Civil Rights movement. . . .*

*As the Montgomery Bus Boycott took place, the eyes of the world were upon us. . . . The strength of the message—equal justice for all citizens—rang across the globe. . . .*

**On a separate sheet of paper, write the answer to each question.**

- 1) How did African Americans get on buses in Montgomery?
- 2) Why did Rosa Parks get on the bus on the day she went to jail?
- 3) Why was Parks put in jail?
- 4) Why was Rosa Parks afraid?
- 5) **Think and Write** What was the message of the Montgomery Bus Boycott?



# Using What You've Learned

## Read and Remember

**Choose a Word** Choose the best word or words in blue print to finish each sentence. Write the word or words you choose on the correct blank.

**northern  
Birmingham**

**Rosa Parks  
Washington, D.C.**

**Civil Rights**

- 1 In 1955 \_\_\_\_\_ refused to let a white person have her seat on a bus.
- 2 Martin Luther King, Jr., wrote a famous letter from a jail in \_\_\_\_\_.
- 3 King helped African Americans in \_\_\_\_\_ cities get better jobs.
- 4 In 1963 King gave a speech during the March on \_\_\_\_\_.
- 5 In 1964 Congress passed the \_\_\_\_\_ Act.

## Using Graphic Organizers

**Main Idea and Supporting Details** Read each group of sentences below. One of the three sentences is a main idea. The other two sentences support the main idea. Copy the chart twice. Then complete one chart for each group of sentences.

- 1 King and other leaders tried to change laws peacefully.  
The leaders planned a large march on Washington, D.C., in 1963.  
King asked African Americans to sit in restaurants for white people.
- 2 The bus boycott lasted one year.  
African Americans in Montgomery started a bus boycott to change an unfair bus law.  
The city's buses lost a lot of money.

<i>Main Idea</i>	
<i>Detail</i>	<i>Detail</i>

## Find Out

- ① What problems do migrant farm workers have?
- ② How did the United Farm Workers help the farm workers?
- ③ Why did César Chávez want farm owners to stop using pesticides?

## NEW WORDS

migrant farm  
workers

United Farm Workers  
contracts

grape growers

grape pickers

pesticides

fast

Teamsters

## PEOPLE &amp; PLACES

César Chávez

Dolores Huerta

Arturo Rodriguez

# César Chávez and the Farm Workers



César Chávez was the leader of the United Farm Workers.

César Chávez was a Mexican American leader. He was born in Arizona in 1927. His parents came from Mexico. They owned a small farm in Arizona. During the Great Depression, they could not earn enough money to keep their farm. So the family moved to California when Chávez was ten years old. There they became **migrant farm workers**. Migrant farm workers work on one farm until there is no more work to do. Then they move to another farm.

Chávez and his family moved many times. Chávez went to 37 different schools because he moved so often. Most children of migrant farm workers go to many schools.

Migrant farm workers were paid very little money. Chávez decided to help the migrant farm workers.



✦ **Learning from Pictures**  
What do you think  
this migrant worker  
is doing?



**Dolores Huerta**



**A poster asking people  
to boycott grapes and  
lettuce**

César Chávez liked the way Martin Luther King, Jr., used peaceful ways to change laws. Chávez said that he would find peaceful ways to help the farm workers, too.

In 1962 César Chávez started the first union for farm workers. Dolores Huerta, a Hispanic American, helped Chávez start the union. The union is called the **United Farm Workers**. Chávez wanted the union to get **contracts** for the farm workers. These papers would tell the farm owners how much money the farm workers had to be paid. The contracts would say how many hours each day the farm workers would work. The contracts also would say how the farm owners would keep the workers safe.

Most **grape growers** in California refused to give contracts and better salaries to the **grape pickers**. In 1965 Chávez told these farm workers to go on strike. During the strike the grape pickers did not work. They were not paid. Many Americans sent food and money to help the grape pickers. This strike lasted five years.

Chávez and Huerta also started a boycott against grape growers. Millions of people stopped buying California grapes that were not picked by union workers. The grape growers lost money. Finally, in 1970 most grape growers gave grape pickers their first contracts. The grape boycott ended. The grape pickers went back to work.




**Arturo Rodriguez**

### PRIMARY SOURCE

"All workers deserve . . . respect, health care, housing and to make enough money to feed their family a decent [good] meal."

—Arturo Rodriguez

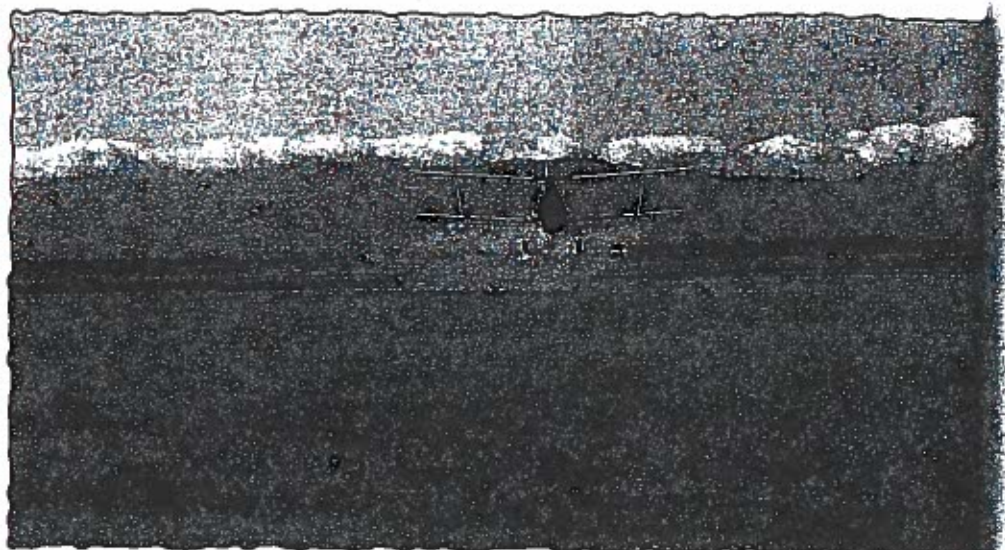
**Pesticides are sprayed from a plane onto fields of crops.** 

César Chávez worked on another problem for the farm workers. Most grape growers spray **pesticides** on their grapes. The pesticides stop insects from eating the grapes. Doctors know that pesticides can make farm workers very sick. But grape growers would not stop using pesticides. So in 1988 Chávez stopped eating for 36 days. He drank only water. He used his **fast** to tell Americans about the pesticide problem. Some grape growers stopped spraying their grapes. But many grape growers continue to use pesticides.

Some farm workers have joined a different labor union called the **Teamsters**. The Teamsters union has helped some of the farm workers win new contracts.

César Chávez died in 1993. Arturo Rodriguez now leads the United Farm Workers. Dolores Huerta works with him. In 1997 Rodriguez and Huerta helped strawberry pickers get better pay and working conditions. In 2001 the United Farm Workers began to work to help improve United States immigration rules for all immigrant workers.

Many farm workers now have contracts from some of the fruit, flower, and vegetable growers. But other migrant workers still do not have contracts. They earn very little money. Thousands of migrant children are doing farm work each day. Many of these children do not go to school. Many farm workers continue to be sick because pesticides are sprayed on crops. The United Farm Workers continues to do Chávez's work.





# Using What You've Learned

## Read and Remember

**Choose the Answer** Draw a circle around the correct answer.

- 1) What do we call farm workers who move from farm to farm?  
migrant farm workers      union workers      striking workers
- 2) Who helped César Chávez start the United Farm Workers?  
Eileen Collins      Dolores Huerta      Rosa Parks
- 3) What did the California grape pickers do to get contracts?  
worked harder      called the President      went on strike
- 4) César Chávez started a boycott. What did he ask people not to buy?  
cotton      grapes      corn
- 5) What did most farm owners give the grape pickers in 1970?  
medicine      farms      contracts

## Think and Apply

**Sequencing Events** Write the numbers 1, 2, 3, 4, and 5 next to the sentences to show the correct order.

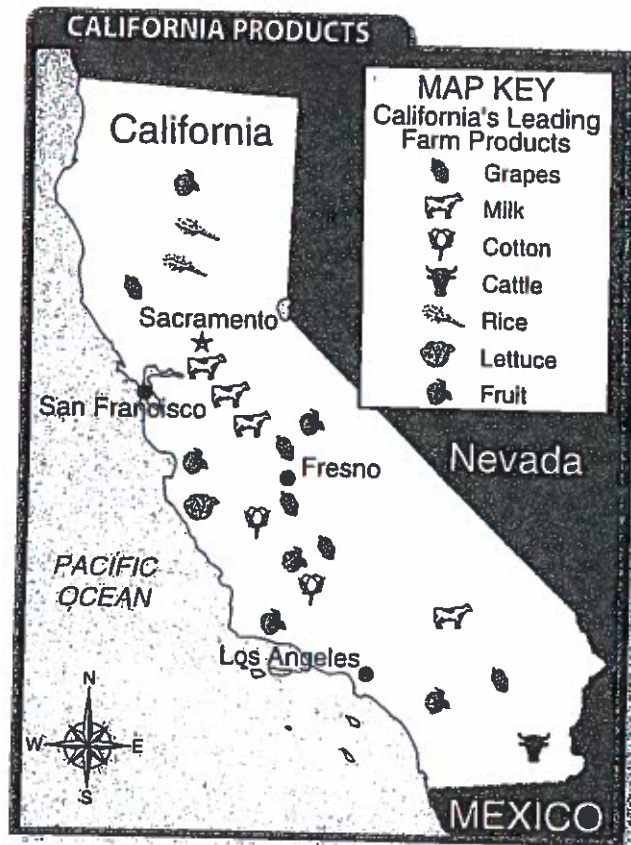
- \_\_\_\_\_ Arturo Rodriguez now leads the United Farm Workers.
- \_\_\_\_\_ In 1965 Chávez led a strike and a boycott against the grape growers.
- \_\_\_\_\_ César Chávez died in 1993.
- \_\_\_\_\_ César Chávez started the United Farm Workers in 1962.
- \_\_\_\_\_ As a child, César Chávez went to 37 different schools.

## Journal Writing

Imagine you are a migrant farm worker in 1960. What are some things that need to be changed so you can have a better life? Write a paragraph in your journal that tells what needs to be changed.

## Skill Builder

**Using a Map Key to Read a Product Map** A **product map** shows where different products are produced in an area. The **map key** explains what product symbols are used on the map. The product map below shows many important farm products of California. Study the map and the map key.



Draw a circle around the correct answer.

- 1) What product is grown near Fresno?  
grapes      rice      lettuce
- 2) What product is grown near the Pacific Ocean?  
rice      lettuce      cotton
- 3) What is one product that is found in northern California?  
rice      cotton      cattle

### Find Out

- ① How have Canada and the United States worked together?
- ② How does selling oil help Mexico?
- ③ How has NAFTA changed trade between Canada, Mexico, and the United States?

### NEW WORDS

unguarded border  
acid rain  
chemicals  
pollution  
developing country  
permission  
illegal aliens  
North American Free Trade Agreement (NAFTA)

### PEOPLE & PLACES

Quebec  
St. Lawrence Seaway  
Great Lakes  
Latin America  
Brazil  
Chile

# The United States and Its Neighbors



President Bill Clinton signed the North American Free Trade Agreement in 1993.

Canada and Mexico are the closest neighbors of the United States. Each year millions of people from the United States visit Canada and Mexico. The map on page 283 shows the United States, Canada, and Mexico.

Canada is our northern neighbor. There is a strong friendship between the United States and Canada. The longest **unguarded border** in the world separates the two countries. The government of Canada is a democracy. Canada was settled by the French first. Later it was settled by the English. Both English and French are the languages of Canada.

Today most French people in Canada live in the area of Quebec. Many people in Quebec have wanted Quebec to be a separate nation. So far all of Canada has remained one nation.





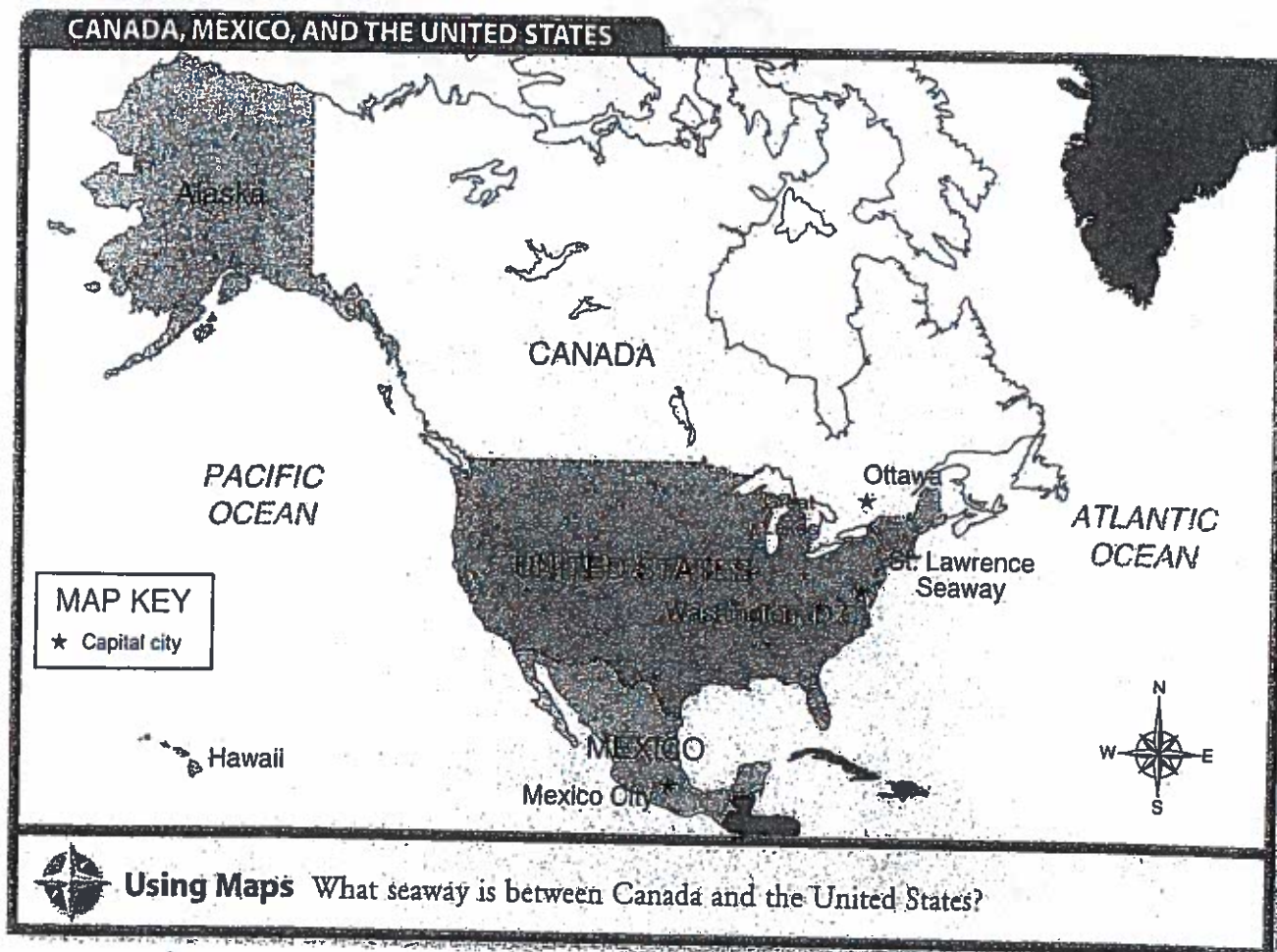
**Factory pollution**

The United States and Canada built the St. Lawrence Seaway together. The seaway allows large ships to travel from the Atlantic Ocean all the way through the Great Lakes. Electricity is made by water power at the seaway. Both countries use this electricity.

**Acid rain** is a problem that both nations are trying to solve together. Factories and cars send smoke, dirt, and **chemicals** into the air. The smoke, dirt, and chemicals cause **pollution**. Pollution in the air causes acid rain. Acid rain harms forests, lakes, and farm soil.

American pollution causes nearly half the acid rain in Canada. In 1990 the United States Congress passed the Clean Air Act. This law said that Americans must cause less air pollution. People have found ways to help factories and cars send less pollution into the air. Today there is less acid rain in some areas of both countries.

The United States also has a strong friendship with Mexico. Mexico is our southern neighbor. The language





**Border between  
Mexico and the  
United States**

of Mexico is Spanish. Mexico has large amounts of oil. It earns about one third of its money by selling oil to other nations. Mexico City is the capital of Mexico.

Mexico is a **developing country**. A developing country does not have enough industries. Industries are the businesses and factories of an area. A developing country also has a very large number of poor people. Mexico is working hard to solve these problems. Life has improved for many Mexicans.

Each year thousands of Mexicans move to the United States. They hope to earn more money. Some Mexicans come to the United States without **permission**. People who come to the United States without permission are called **illegal aliens**. The United States is trying to stop illegal aliens from entering the country.

Trade is important between the United States, Canada, and Mexico. In 1993 the three nations signed an agreement to make trade easier with one another. This important agreement is called the **North American Free Trade Agreement**. It is often called NAFTA.

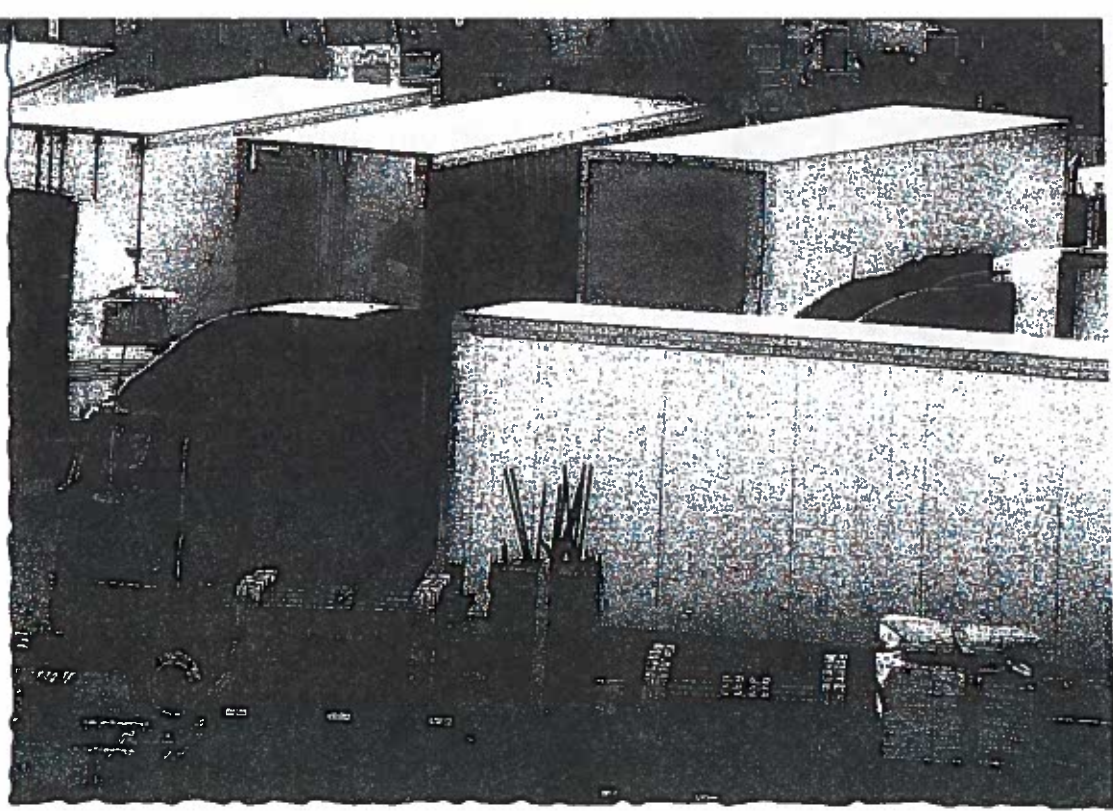
NAFTA has helped trade between the three nations because each year there are fewer tariffs. Tariffs are taxes on goods made in other nations. By 2003 the three nations were trading more than twice the amount of



**▲ Mexico City is the largest city in North America.**



➔ **Learning from Pictures** How do goods travel between the United States, Mexico, and Canada?



**PRIMARY SOURCE**

"We fought for NAFTA, which created a free market with our neighbors."

—President Bill Clinton



**The United States trades with countries in Latin America.**

goods than before NAFTA began. By 2009 most goods from the three NAFTA nations will be bought and sold without tariffs.

NAFTA makes it easier for people in one country to get jobs in the other countries. It is also easier for people to own factories and businesses in the other countries. But the United States has been losing money because it buys more goods than it sells to its neighbors.

Americans have lost factory jobs because of NAFTA. This has happened because American businesses have built new factories in Mexico. Factory owners save money by paying low salaries to Mexican workers. Then the factory owners sell their goods in the United States.

The United States trades with other neighbors. These neighbors are the countries of Latin America. Brazil is the largest country in Latin America. It is becoming a leader in manufacturing. Americans buy many factory products from Brazil. Chile is another country in Latin America. It is the largest seller of copper in the world. The United States trades with Chile. Americans buy copper and fruit from Chile. There is friendship between the United States and its neighbors.





## Using Geography Themes

### Human/Environment Interaction: Acid Rain

The theme of human/environment interaction tells how people live in an area. People in cold areas wear coats. People near oceans might fish for their food. The theme also tells how people can change an area. People use the land to help them live and work. They cut down trees to build houses. Sometimes the ways people live and work can greatly harm the environment.

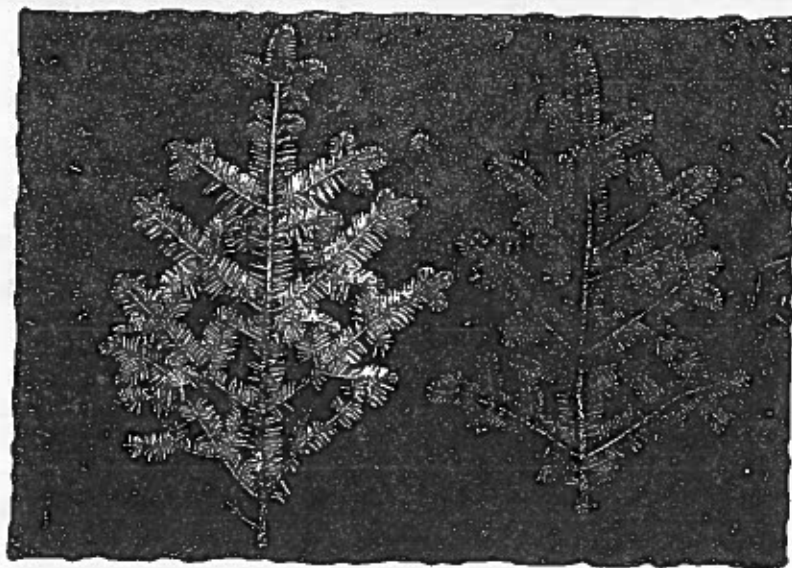
**Read the paragraphs about acid rain. Study the photo below and the map on page 143.**

Acid rain looks and tastes like plain rain. But acid rain causes terrible harm. It kills trees, farm crops, and other plants. Acid rain hurts fish and plants when it falls into lakes and rivers. Sometimes many fish die. When acid rain kills crops and fish, there is less food for people.

Acid rain is made when **fossil fuels** are burned. Coal, oil, and natural gas are fossil fuels. They were formed deep inside the earth very long ago. Power plants burn fossil fuels to make electricity. Gasoline is made from oil. Cars burn gasoline in order to move. Coal is the fuel that causes the most acid rain.

Power plants, factories, and cars send pollution into the air and sky when they burn fossil fuels. Rain becomes acid rain when it falls through clouds filled with air pollution. Acid rain also can fall as snow, fog, and icy rain.

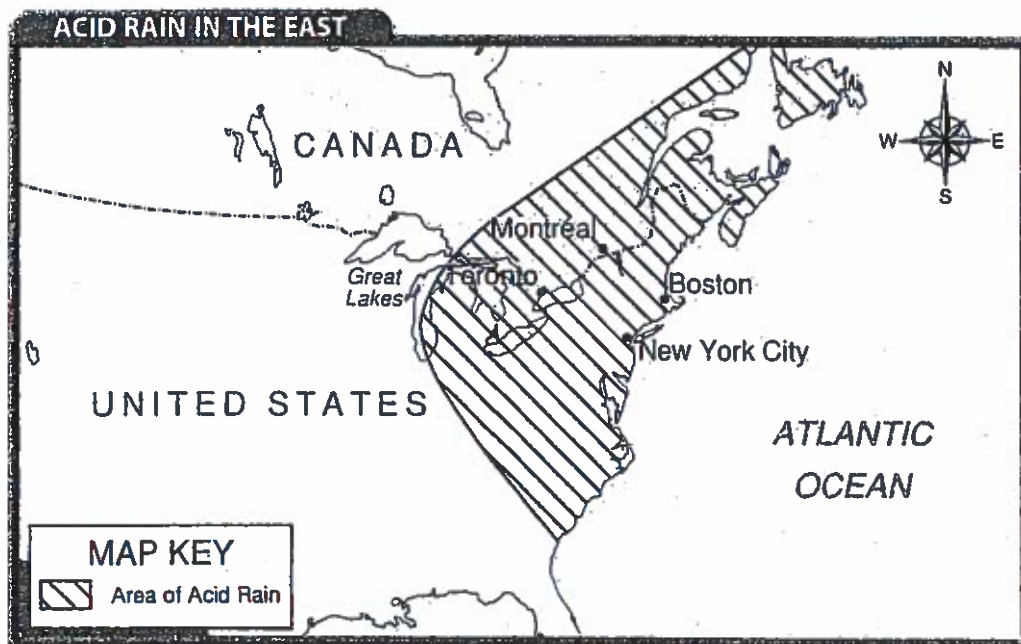
Acid rain can hurt trees, farm crops, and other plants. 🌿



The Northeast of the United States has many factories, cars, and power plants. It has a lot of acid rain. Winds blow the Northeast's air pollution into eastern Canada. It becomes acid rain there. American air pollution causes about half of Canada's acid rain.

The United States and Canada now have laws to control air pollution. By the year 2010, factories **must** make less pollution than they do today. Some car companies are making cars that need very little gasoline. Both countries are trying different ways to make **energy** without burning fossil fuel.

Many people are using less electricity so less fossil fuel is burned. They turn off electric lights and televisions when they do not need them. Some people get their electricity from energy made by wind or water. Others save gasoline by walking or riding a bike.



**On your paper, write the answer to each question.**

- 1 How does acid rain hurt plants and fish?
- 2 What happens to the air when fossil fuels are burned?
- 3 How does American pollution in the Northeast hurt Canada?
- 4 What are the two nations doing to solve the acid rain problem?
- 5 How can people make less air pollution?
- 6 Look at the map. What are two cities in an area with acid rain?

# Using What You've Learned

## Read and Remember

**Choose a Word** Choose the best word or words in blue print to finish each sentence. Write the word or words you choose on the correct blank.

Quebec  
Clean Air Act

tariffs  
NAFTA

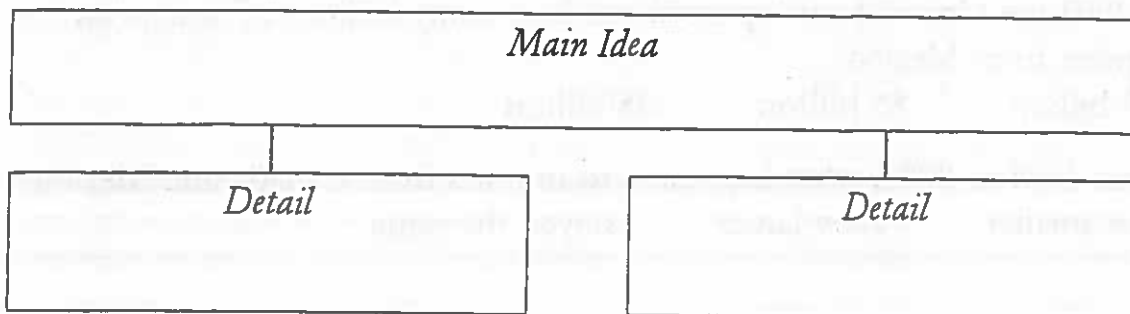
oil

- 1 Most French people in Canada live in \_\_\_\_\_.
- 2 Congress passed the \_\_\_\_\_ to control air pollution.
- 3 Mexico earns a lot of money by selling its \_\_\_\_\_.
- 4 \_\_\_\_\_ has helped trade between the United States, Canada, and Mexico.
- 5 By the year 2009, there will be few \_\_\_\_\_ on products traded between the United States, Mexico, and Canada.

## Using Graphic Organizers

**Main Idea and Supporting Details** Read each group of sentences below. One of the three sentences is a main idea. The other two sentences support the main idea. Copy the chart twice. Then complete one chart for each group of sentences.

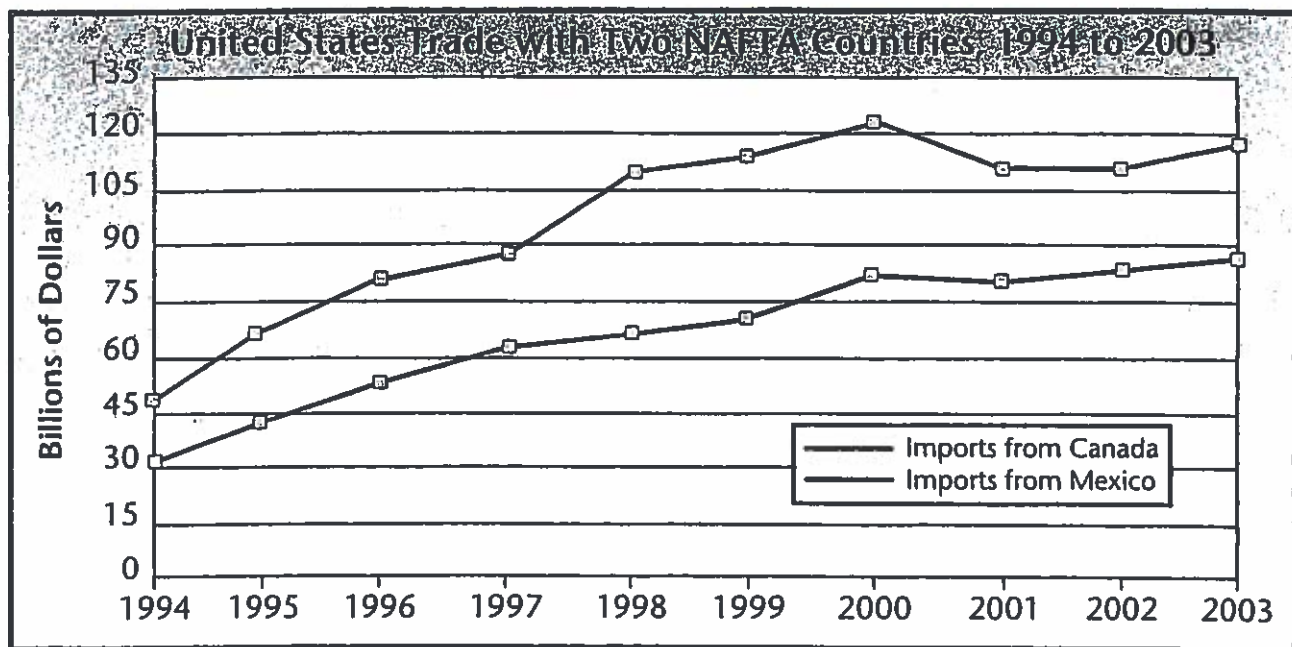
- 1 There is a long unguarded border between the United States and Canada.  
The United States and Canada share electricity made from the St. Lawrence Seaway.  
There is friendship between the United States and Canada.
- 2 The United States buys factory products from Brazil.  
The United States trades with its neighbors in Latin America.  
The United States buys copper and fruit from Chile.





## Skill Builder

**Reading a Double Line Graph** A double line graph compares facts by using two different lines. The graph below shows money the United States spent on **imports** from two NAFTA countries, Mexico and Canada, from 1994 to 2003. Imports are goods brought in from another country for sale or use. The United States also earns money from **exports** to Mexico and Canada. Exports are goods that are sold or traded to another country. The blue line shows how much money the United States spent on imports from Mexico. The red line shows how much money the United States spent on imports from Canada. Study the graph.



Draw a circle around the date or words that answer each question.

- 1 In which year were American imports from Canada the least?  
1994      1995      2001
- 2 In which year were American imports from Mexico the most?  
1994      1999      2003
- 3 In 2002 the United States spent about how many billions of dollars on imports from Mexico?  
113 billion      85 billion      55 billion
- 4 From 1994 to 2003, what happened to imports from Canada and Mexico?  
grew smaller      grew larger      stayed the same

## Find Out

- ① How is the United States changing?
- ② How have laws helped Americans who have disabilities?
- ③ What problems must Americans solve for the future?

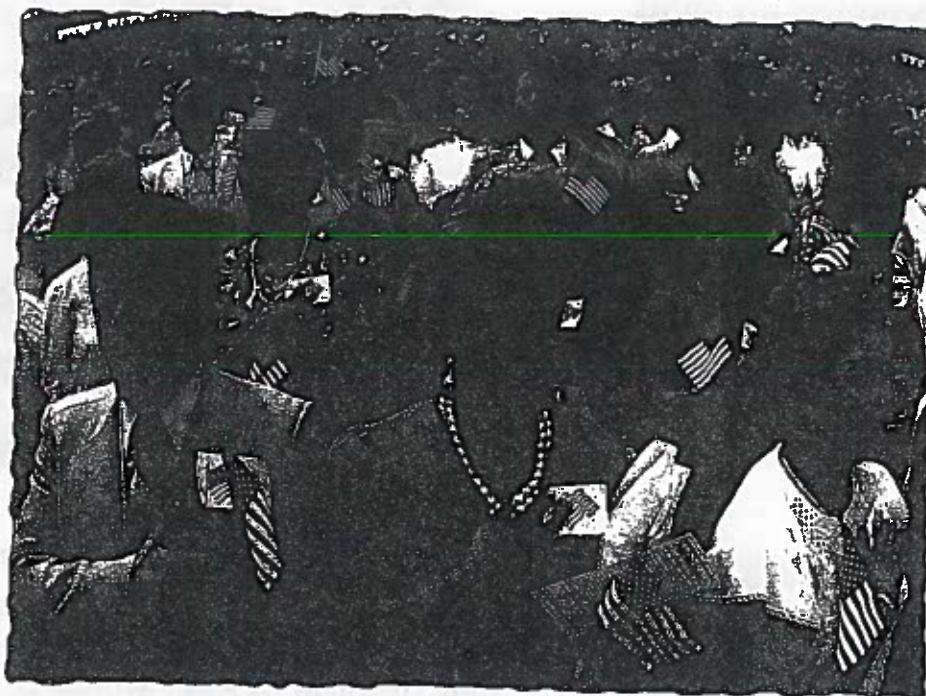
## NEW WORDS

Americans with Disabilities Act  
gun control  
recycling  
global warming  
technology  
computer chips  
Internet  
communicate  
e-mail  
cell phones  
camera phones  
genes  
DNA

## PEOPLE & PLACES

Ben Nighthorse  
Campbell

# A Changing Nation



Ten thousand people became citizens during this ceremony. Many of them were immigrants from Latin America.

The United States continues to change each year. Before 1965 most immigrants came to the United States from Europe. A 1965 law has helped other people come to America. Thousands of Asians, Latin Americans, and people from other places become immigrants each year.

Two hundred years ago, all government leaders in the United States were white men. Now women are government leaders, too. African Americans, Asian Americans, and Hispanic Americans are in Congress. In 1992 Ben Nighthorse Campbell was elected the first Native American senator in more than sixty years.

American laws now say that all people should be treated fairly. The Civil Rights Act of 1964 said all people have equal rights. In 1990 Congress passed the **Americans with Disabilities Act**. This law said that Americans with disabilities have the same rights as other Americans.



Laws protect the rights  
of people with  
disabilities.



**Carleton Fiorina, Chief  
Executive Officer of a  
large computer  
company**

### PRIMARY SOURCE

"Corporations  
[big businesses] . . .  
have an obligation  
[duty] to . . . the  
communities in which  
we live and work."

—Carleton Fiorina

Today American women work at every kind of job. Some women have become company presidents. But most women still earn less money than men do.

One problem in our country today is that 31 million Americans are poor. Many of these people are children.

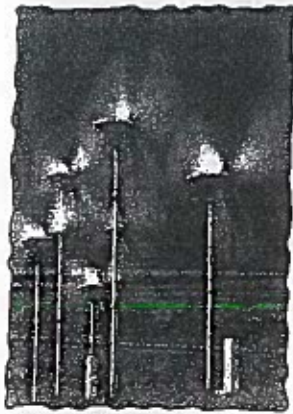
Another problem in the United States is that each year thousands of people are killed by people with guns. The Constitution allows Americans to own guns. Most gun owners do not use guns to hurt people.

In 1994 Congress passed a **gun control** law. This law prevents store owners from selling guns to many people who were once in jail. Many Americans want the nation to have more laws to prevent dangerous people from buying guns. Other Americans are against more gun control laws. So far Congress has not passed more gun control laws.

The United States has many natural resources. Some of them are forests, metals, and coal. We must save our resources for tomorrow. Americans help save resources by **recycling**. Recycling means old products are reused and made into new products. Many people recycle plastic bottles, metal cans, newspapers, and glass bottles.

Countries burn oil, coal, and natural gas to make energy. These fossil fuels are being used up. In Chapter 21, you read that burning fossil fuel causes air pollution and acid rain.





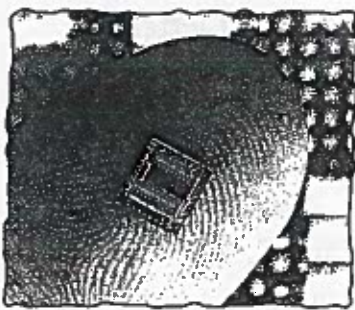
Using wind power  
to make electricity

Air pollution causes another big problem called **global warming**. Global warming means Earth's air is becoming warmer. This is happening because factories and cars burn fossil fuels. Different gases become part of the air. These gases trap too much of the sun's heat near Earth. Global warming can cause snow and ice in cold areas to melt. It can cause dangerous weather changes in many parts of the world.

Americans buy large amounts of oil from other countries in order to make gasoline and electricity. But the United States is trying to find ways to make energy without using fossil fuels. Some people use energy from the sun to heat their homes. In California, wind power is used to make some of the state's electricity. Some cities have power plants that use garbage to make electricity.

Computers and other **technology** are changing America. **Computer chips** have made a lot of the new technology possible. Computer chips are tiny pieces of material that store large amounts of information. Computer chips are inside large and small computers. Today, many people use small computers that can fit in the palm of a hand. These hand-held computers do some of the same things as large computers.

The **Internet** is part of the new technology. It is a huge system that allows millions of computers to **communicate**



A computer chip

➔ Learning from  
Pictures What  
kind of technology  
are these students  
using? ➔

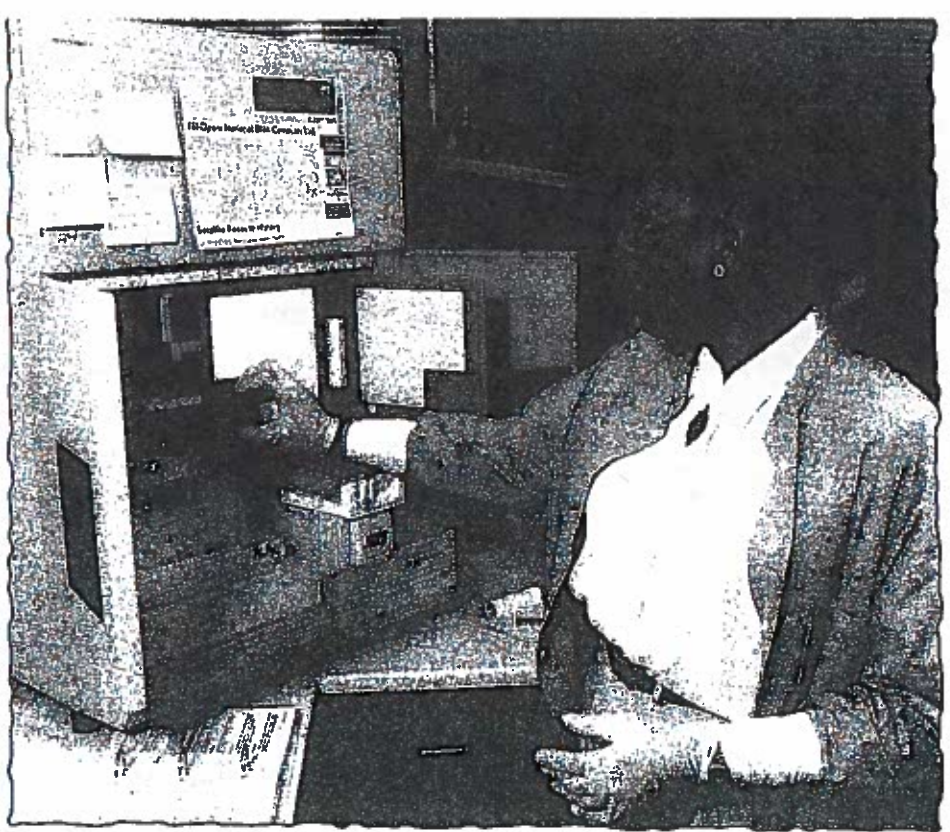




This scientist is using DNA information to help police learn if someone has done a crime.



Person using a cell phone



with one another. **E-mail** allows people to send letters by computer to any part of the world in only a few seconds.

People have developed other ways to communicate with one another. Many people use **cell phones** that let them make calls from almost anywhere. The newest cell phones are **camera phones** that take pictures. The pictures can be sent to other camera phones or computers anywhere in the world.

Technology has also changed science. Scientists are studying the human **genes**. Genes are found in every cell of every living thing. Genes are made of material called **DNA**. All people have their own DNA pattern that is different from every other person's DNA. The DNA in your cells decides many things about you. It decides your hair color and eye color. The information in genes can help scientists understand why people get sick. It can also help scientists create medicines to cure diseases. Scientists have also used DNA information to learn which people have done crimes.

Science and technology are helping Americans create better medicine and other products. Americans are working to improve life for people everywhere.



Everyone can help save our natural resources by recycling.

# Using What You've Learned

## Read and Remember

**Match Up** Finish each sentence in Group A with words from Group B. Write the letter of the correct answer on the blank line.

### Group A

- 1 The Civil Rights Act of 1964 said \_\_\_\_\_
- 2 A 1990 law helped \_\_\_\_\_
- 3 In 1992 Ben Nighthorse Campbell was elected \_\_\_\_\_
- 4 Scientists study information in genes \_\_\_\_\_

### Group B

- a. people with disabilities.
- b. all people have equal rights.
- c. to create medicines to cure diseases.
- d. the first Native American senator in more than sixty years.

## Think and Apply

**Categories** Read the words in each group. Decide how they are alike. Choose the best title in blue print for each group. Write the title on the line above each group.

### Recycling Technology

- 1 \_\_\_\_\_  
wind power used to make electricity  
sun energy used to heat homes  
garbage used to make electricity
- 2 \_\_\_\_\_  
a way to save natural resources  
can reuse plastic and glass  
can reuse paper and metal

### Global Warming Ways to Make Energy

- 3 \_\_\_\_\_  
Internet  
cell phones  
camera phones
- 4 \_\_\_\_\_  
caused by burning of fossil fuels  
sun's heat is trapped near Earth  
can change the weather

## Journal Writing

What problem in our nation do you think needs to be solved? Write a letter to your United States senator. Tell your senator about the problem. Tell the senator how you think the problem should be solved. Mail the letter to your senator in Washington, D.C.



## Skill Builder

**Writing an Outline** An outline is a written plan that puts information in order. It groups a main idea with supporting details. Main ideas often have a Roman numeral in front of them. Supporting details often have a capital letter in front of them. Outlines can help you study or write a report. The outline below puts information from Chapter 23 in order. Read the outline and then write a sentence to answer each questions.

	<b>A Changing Nation</b>
<b>I.</b>	<b>Changing People</b>
	<b>A. New immigrants</b>
	<b>B. More jobs in government and business for women and minorities.</b>
	<b>C. Fair treatment for the disabled</b>
<b>II.</b>	<b>Problems in Our Nation</b>
	<b>A. Gun laws</b>
	<b>B. Recycling</b>
	<b>C. Global warming</b>
<b>III.</b>	<b>New Technologies</b>
	<b>A. Computers and the Internet</b>
	<b>B. Camera phones</b>
	<b>C. Human genes and DNA</b>

1) What is everything in the outline about? \_\_\_\_\_

2) What are the three main ideas of this outline? \_\_\_\_\_

3) What are the supporting details of main idea III? \_\_\_\_\_

4) How can writing an outline help you when you read a chapter? \_\_\_\_\_

## Find Out

- ① How was the 2000 election different from other elections?
- ② What did terrorists do on September 11, 2001?
- ③ What happened during the Iraq War?

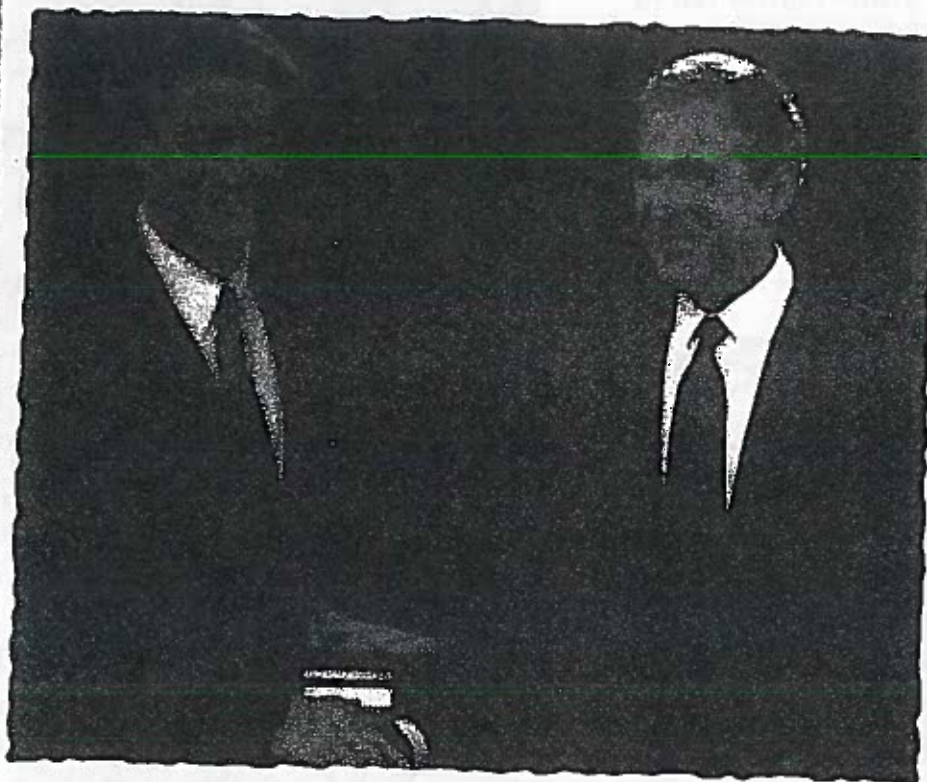
## NEW WORDS

century  
hijack  
terrorism  
passengers  
al Qaeda  
Patriot Act of 2001  
Department of  
Homeland Security  
weapons of mass  
destruction  
Iraq War

## PEOPLE &amp; PLACES

George W. Bush  
Al Gore  
Rudolph Giuliani  
World Trade Center  
Pentagon  
Osama bin Laden  
Saudi Arabia  
Afghanistan  
Taliban

# America Since the Year 2000



In the 2000 election, Al Gore and George W. Bush had almost the same number of votes. In the end, George W. Bush won the election.

On January 1, 2001, Americans entered the twenty-first **century**. The new century brought new problems.

Electing a new President became a problem in 2000. During the election, Al Gore and George W. Bush received almost the same number of votes. It took more than five weeks to decide who would be President. The United States Supreme Court made a decision that allowed George W. Bush to win the election. In January 2001, Bush became the nation's forty-third President.

**Terrorism** has been a very big problem since 2000. It is the use of force to scare and control people and nations. Terrorists are people who cause terrorism.



➤ **Learning from Pictures** The Twin Towers of the World Trade Center fell to the ground after a terrorist attack. What are the firemen doing?



**Rudy Giuliani, Mayor of New York City on September 11, 2001.**

### **PRIMARY SOURCE**

"We respect everybody's religious beliefs—that's what America's about, that's what New York City is about. . . . This is a very important part of the struggle against terrorism."

*—Rudolph Giuliani*



On the morning of September 11, 2001, nineteen Arab terrorists from the Middle East **hijacked** four airplanes. They crashed two of the planes into the tall Twin Towers of New York City's World Trade Center. Enormous fires filled the buildings and thousands of people were trapped. Later, the burning buildings fell to the ground. Nearly 3,000 people died. Rescue workers saved many others. Hundreds of brave firefighters and many police officers died as they tried to save people.

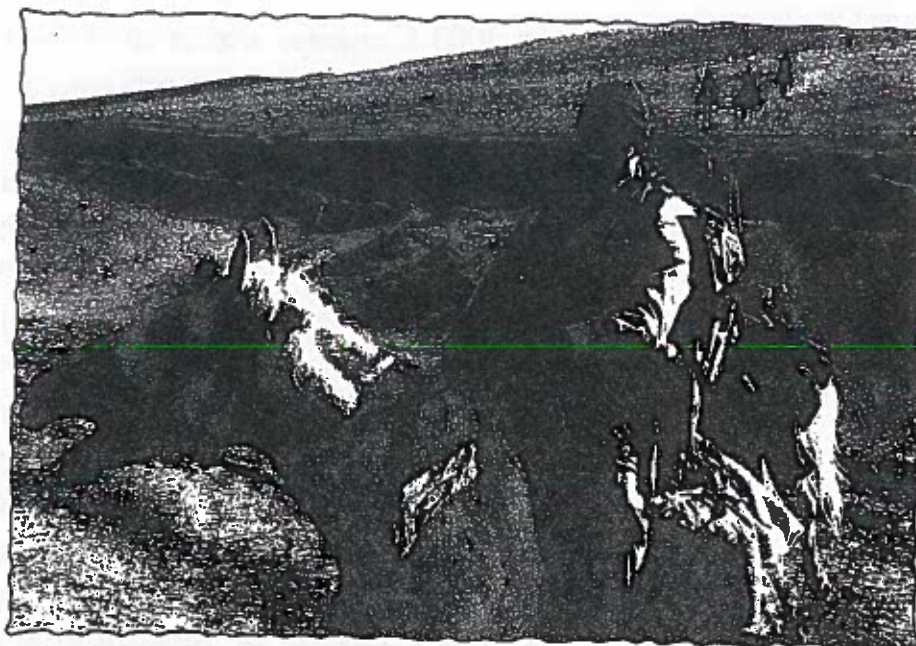
The terrorists crashed the third plane into the Pentagon. The Pentagon is a huge office building near Washington, D.C. Military offices are in the Pentagon. Almost 200 people were killed there.

Terrorists planned to crash the fourth plane inside Washington, D.C. But the plane's **passengers** had used cell phones and learned what happened to the Twin Towers and to the Pentagon. They decided to stop the terrorists from crashing into the capital. Instead, the plane crashed into a field in Pennsylvania. Forty people died.

The attacks of September 11 were the worst attacks ever on American land. All Americans were angry.



Some American soldiers traveled across the Afghan desert on horses. Afghan fighters traveled with them. ➤



Osama bin Laden



In 2002 Afghan girls were allowed to go to school for the first time in five years.

The nineteen terrorists who attacked America belonged to a large group called **al Qaeda**. Osama bin Laden leads al Qaeda. He believes in an extreme form of the Muslim religion. Most Muslims are against terrorism. But bin Laden and his followers hate freedom of religion, even for Muslims. They want to destroy America and its friends.

President George W. Bush said the United States would fight a War on Terrorism. The war began in the Asian country of Afghanistan where bin Laden was hiding. He had trained thousands of terrorists there. President Bush told Afghanistan's rulers, the Taliban, there would be war if they did not give bin Laden to the United States. The Taliban did not listen. So in October 2001, the American army attacked Afghanistan and defeated the Taliban. Americans helped start a new government that allowed more freedom. The soldiers did not find bin Laden. Still, in the next few years America and its friends captured terrorists in many countries. In 2004 Americans helped the people of Afghanistan have their first free election for a president.

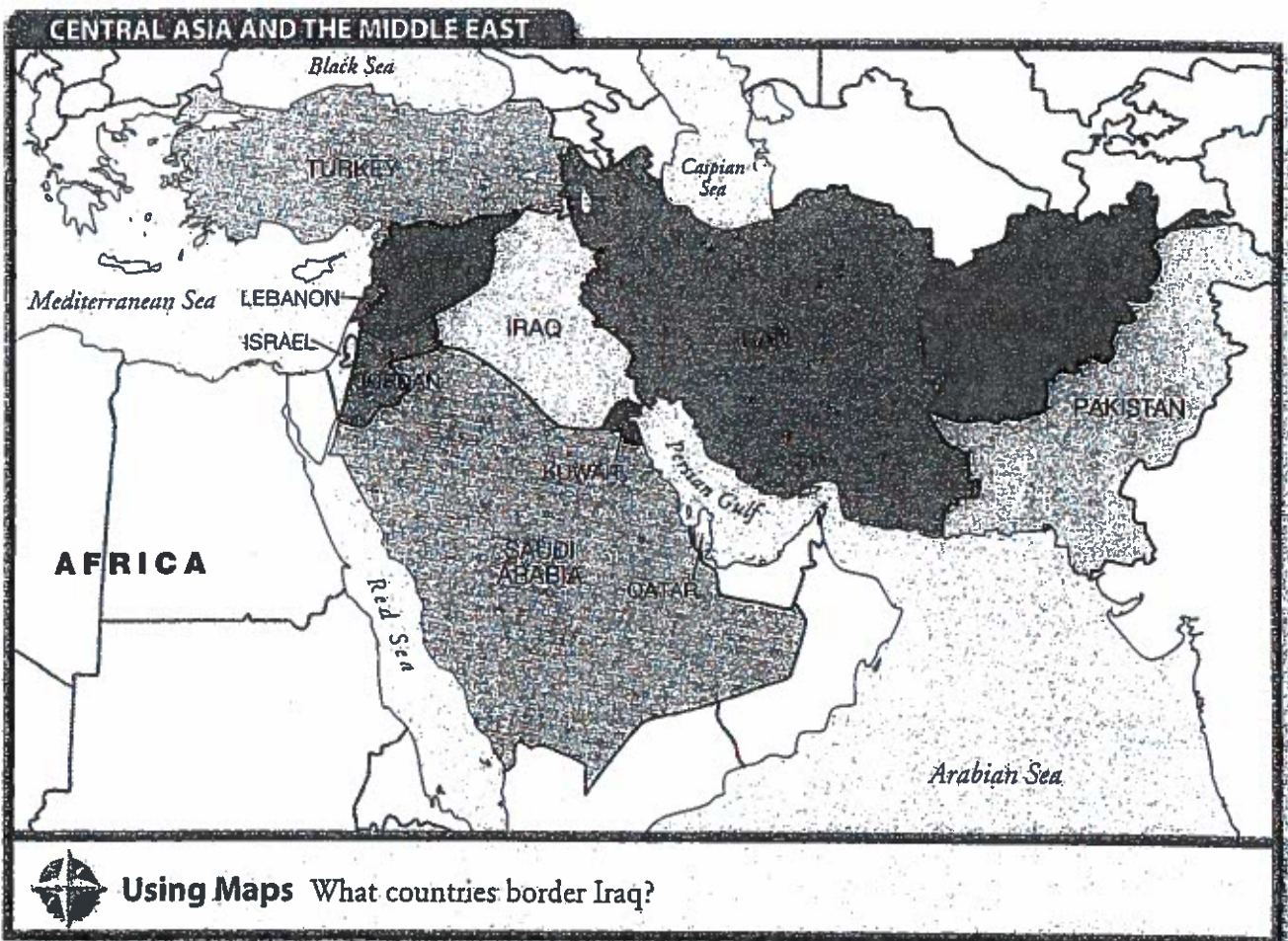
Americans worked to stop terrorist attacks at home, too. Congress passed a law called the **Patriot Act of 2001**. This law gave the government more power to search for people who might be terrorists. Some Americans think this law takes too many rights away from the people.



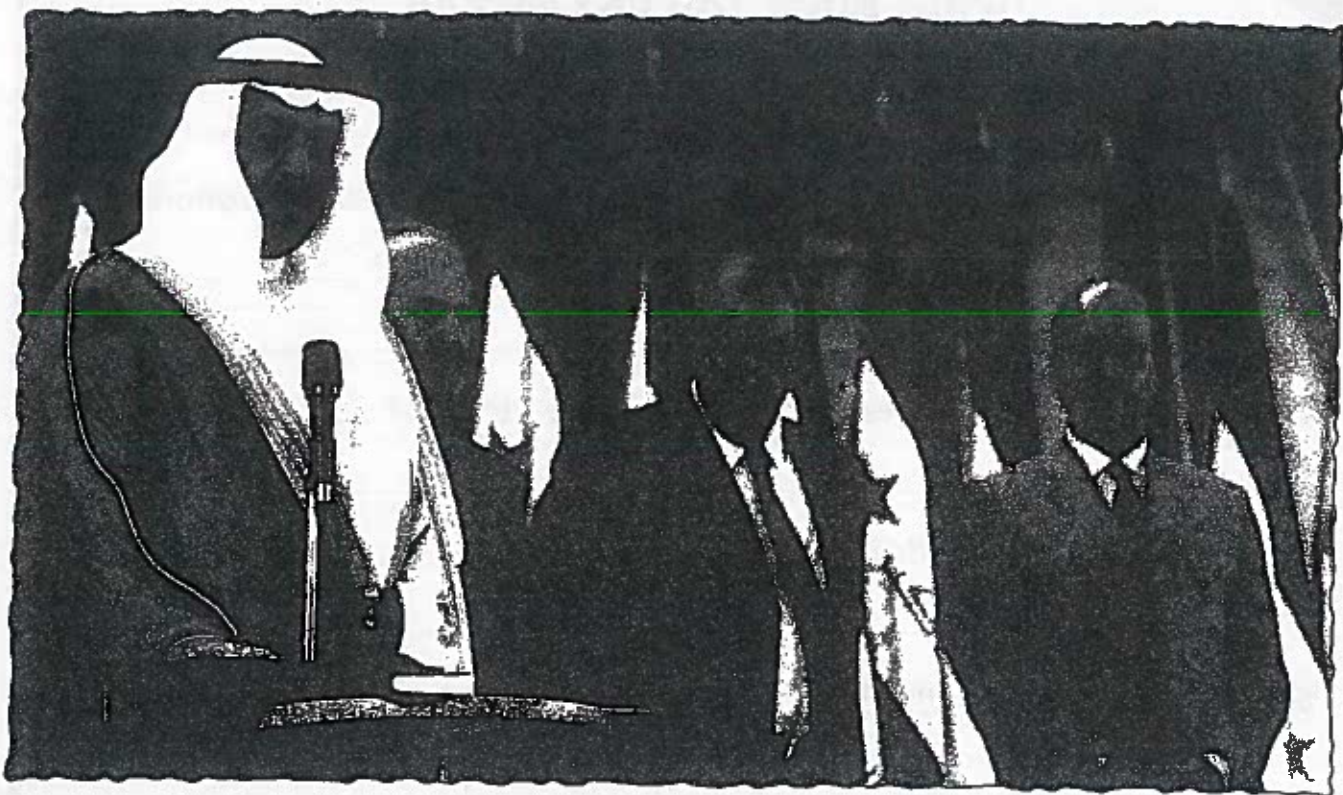
In 2003 Congress also created the **Department of Homeland Security**. Its job is to stop terrorism in the United States.

After September 11, President George W. Bush was worried that terrorists might get dangerous weapons from Iraq. In Chapter 22 you read that the United States fought Iraq during the Persian Gulf War in 1991. At the war's end, Kuwait became free. However, Iraq's dictator, Saddam Hussein, continued to rule his country. Anyone who tried to go against him was put in jail or killed.

At the end of the Persian Gulf War, Iraq promised to destroy its **weapons of mass destruction**. These are weapons that can kill thousands of people at a time. President George W. Bush did not want terrorists to get these dangerous weapons. He also did not want Iraq to use them against other countries. He said Iraq must prove to United Nations workers that it had destroyed the weapons. Saddam refused to tell what had happened to all of the weapons.







➤ In 2004 Iraq's new leaders took office.

In March 2003 the United States attacked Iraq. Britain, Spain, Italy, and other nations joined the United States in the **Iraq War**. United States soldiers quickly forced Saddam from power. He went into hiding, but American soldiers captured him in December 2003.

After Saddam's capture, fighting still continued. There were many attacks against both American soldiers and many citizens of Iraq. The United States helped to rebuild the country's schools, roads, hospitals, and oil fields. The United States wanted Iraq to rule itself again. On June 28, 2004, new Iraqi leaders began to rule their country. Three days later the American soldiers handed Saddam Hussein over to the Iraqis to be put on trial for his crimes. American soldiers did not find weapons of mass destruction after the war ended.

Terrorism continues to be a problem in the world today. Terrorists attacks have happened in all parts of the world. Many people have been killed. The United States has joined with many other countries to find terrorists and stop them.



During the Iraq War, American soldiers took down a statue of Saddam Hussein.



# Using What You've Learned

## Read and Remember

**Write the Answer** Write one or more sentences to answer each question.

- 1) How was the 2000 election different from other elections? \_\_\_\_\_  
\_\_\_\_\_
- 2) Where did the four planes crash on September 11, 2001? \_\_\_\_\_  
\_\_\_\_\_
- 3) Who is Osama bin Laden? \_\_\_\_\_  
\_\_\_\_\_
- 4) Why did bin Laden and the al Qaeda terrorists hate the United States? \_\_\_\_\_  
\_\_\_\_\_
- 5) What did the United States do in Afghanistan? \_\_\_\_\_  
\_\_\_\_\_

## Think and Apply

**Sequencing Events** Write the number 1, 2, 3, 4, and 5 next to these sentences to show the correct order.

- \_\_\_\_\_ 1) In January 2001 George W. Bush became the forty-third President of the United States.
- \_\_\_\_\_ 2) Terrorists hijacked four planes and attacked the United States on September 11, 2001.
- \_\_\_\_\_ 3) Iraqi leaders took control of their government on June 28, 2004.
- \_\_\_\_\_ 4) Congress passed the Patriot Act in 2001.
- \_\_\_\_\_ 5) Saddam Hussein ruled Iraq after the Persian Gulf War ended in 1991.

## Journal Writing

Write a paragraph that tells what happened in the United States on September 11, 2001. Tell how you feel about what happened that day.

## Skill Builder

**Reading a Newspaper** A newspaper reports the news that happens each day. It reports events in the United States and in other countries. It also has news stories about sports, science, cooking, and many other topics. Newspapers have a table of contents on the first or second page that tells you where to find information. The first page of a newspaper is called the front page. The title of the story on the front page is called the headline.

Read the front page of this newspaper:

# CHICAGO DAILY REPORT

JUNE 28, 2004



## Iraqi Leaders in Control of Government

Baghdad, Iraq, June 28, 2004—  
The United States gave a group of Iraqi leaders short-term control of Iraq's new government. President

Ghazi Al-Yawer leads the new government. Ayad Allawi is the new Prime Minister.

Some Iraqis think the event does not mean anything. Others say it is a step in the right direction. United States soldiers will stay in Iraq for now, but the new government will help to run the country. It will also help to plan national elections.

(See page 2)

### TABLE OF CONTENTS

News .....	1	Food .....	40
Editorial .....	28	Business .....	42
Science .....	34	Weather .....	44
Sports .....	37	Movies .....	46
TV .....	48		

Write the answer to each question.

1) What is the date on the front page?

---

2) What is the headline?

---

3) What page has the news story for the front page?

---

## Find Out

- ① How is America's population changing?
- ② Why are Americans worried about Social Security?
- ③ What is the No Child Left Behind law?

## NEW WORDS

diverse  
 baby boomers  
 retire  
 Social Security  
 Medicare  
 medical  
 health insurance

## PEOPLE &amp; PLACES

George W. Bush  
 Edward Kennedy

# Working for a Better Tomorrow



**The population of the United States is growing more diverse.**

The population of the United States is changing. First, the population continues to grow larger. Almost 300 million people now live in the United States. Almost 70 million more people lived in the United States in 2000 than in 1980.

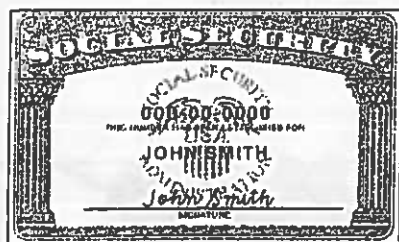
America's population is also growing more **diverse**. Immigrants from many countries continue coming to America. Today more than one out of ten Americans was born in a different country. As you read in Chapter 44, many Americans now come from countries in Asia and Latin America. People from other countries bring new art and music to the United States. They also bring delicious new foods. Tacos, egg rolls, sushi, and bagels are popular foods. Immigrants brought these foods to the United States.



Many baby boomers will soon retire from their jobs. Some will enjoy spending more time with their families. 🍷

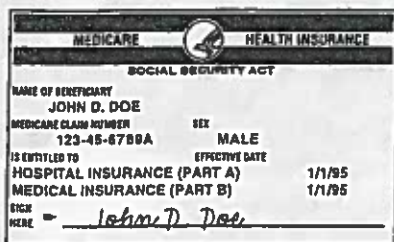


America's population is also growing older. In Chapter 37 you read about the baby boom that happened after World War II. That was when millions of babies were born in about 15 years. The people born during that time are called **baby boomers**. Most baby boomers are now in their 50s. They will soon **retire** from their jobs. When they do they will have less money to pay for the things they need.



**Social Security card**

**Social Security** helps people who retire pay for the things they need. Social Security is money that people get from the government each month. The money comes from taxes that people pay when they are working. Retired workers can begin receiving Social Security money when they are 62 years old. **Medicare** is another government service for older people. It helps people who are 65 and older pay for **medical** care.



**Medicare card**

Today, many Americans worry that there will not be enough Social Security and Medicare money for all the baby boomers when they retire. Government leaders are looking at ways to protect Social Security. One way is to raise the age at which people can start to receive Social Security money. Another way is to raise the Social Security taxes that workers pay. The government may also decide to pay less money to retired people.



## PRIMARY SOURCE

"Children need us to do everything we can to help them learn and shape a better, brighter, and fairer future."

—Senator  
Edward Kennedy

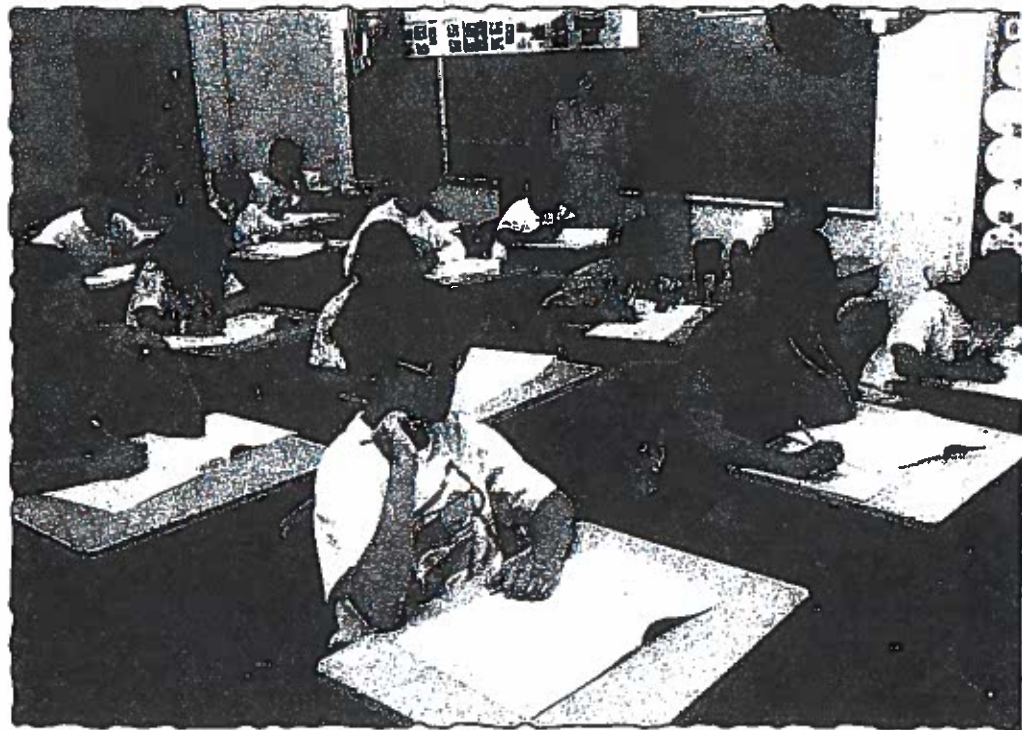
Another problem facing our country is that many Americans do not get the health care they need. Today, millions of working people do not have enough money to pay for **health insurance** for themselves and their families. Without health insurance, they may not have the money to pay for doctors and hospitals when they are sick. They also find it hard to pay for the medicines they need. In 2003 Congress passed a law to help Americans who are 65 and older pay for their medicines. More work must be done to help all Americans get good health care.

Our country also needs people to be well educated. Soon after becoming president, George W. Bush asked Congress to pass a law to help education. In 2001 Congress passed a law called "No Child Left Behind." The new law says that all children in all states must take reading and math tests in grades three through eight each year. Schools must give extra help to children who do not do well on the tests. The law also gives more government money to schools. The money must be used to help children improve their reading and math.

The children in schools today will be the voters of tomorrow. Every vote is important in an election. Education will help future voters make good decisions for America.

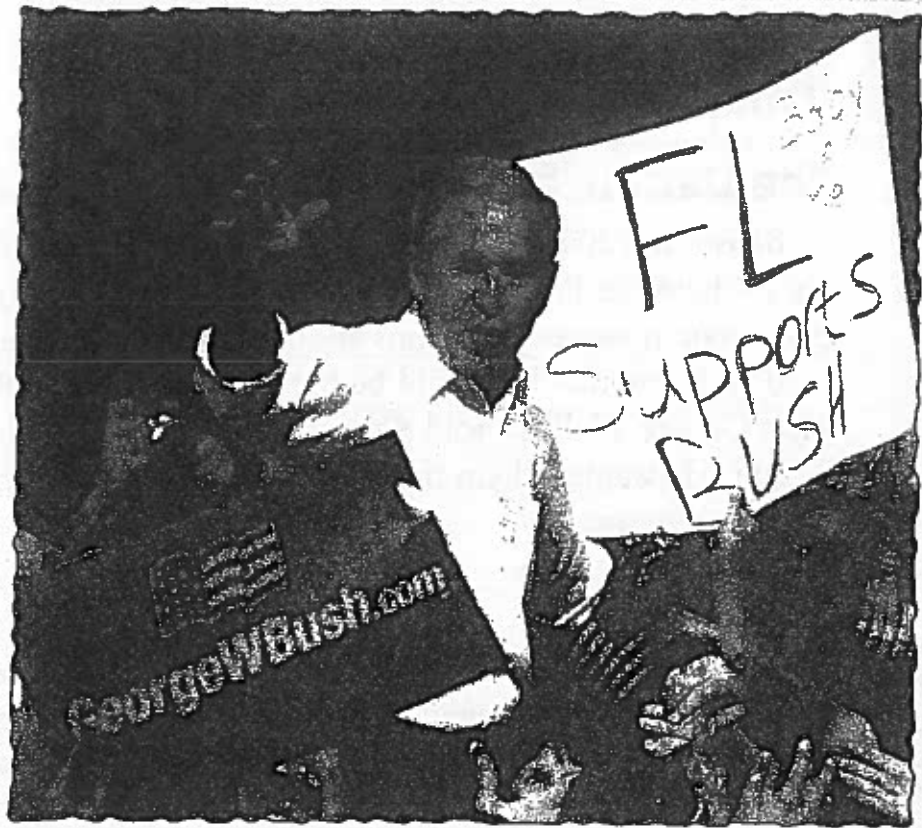


**Learning from Pictures**  
A good education is important for all students. What do you think these students are doing?





**In 2004 George W. Bush  
was re-elected President  
of the United States. ➤**



In 2004 Americans voted for a President again. Americans had to decide whether George W. Bush or John F. Kerry would be the best leader. On Election Day 2004, George W. Bush received the most votes. In January 2005, George W. Bush promised to lead the nation for four more years.

Americans are proud of their country. They are proud that people from many countries live together in peace. They are also proud that their country has always been a democracy. For more than 200 years, Americans have voted for their leaders.

America's story is not yet finished. In the years ahead, we must protect Social Security for all Americans. We must work for better health care. We must also save energy and natural resources so we have them for tomorrow. Many people will be working for America. You can work with them. You can save energy and resources for our country. You can write letters to government leaders. Tell them how you think they should solve our problems. As an adult, you can vote for the best leaders for our nation. You will be building a better America for tomorrow.



# Using Primary Sources

## The Debate for President on October 12, 2004

Before the 2004 election for President, there were three debates on TV between President George W. Bush and Senator John Kerry. Each man answered questions about America's problems. Each man tried to prove that he would be the better President. Read parts of what George W. Bush told Americans at the end of the final debate. He wanted them to believe that he should be President for four more years.

### economy

The way a country earns and uses money.

### optimistic

hopeful

### pursue

chase

### transform

change

### prosperous

to be

comfortable because there is enough money

*... We've been through a lot together during the last three-and three-quarters years... We've come through ... an attack on our country. And yet because of the hard work of the American people and good policies this economy is growing.... We reformed our school system... Over the next four years we'll continue to insist on excellence in every classroom in America so that our children have a chance to realize the great promise of America.*

*Over the next four years we'll continue to work to make sure health care is available and affordable. Over the next four years we'll continue to... help heal the hurt that exists in some of our country's neighborhoods.*

*I'm optimistic that we'll win the war on terror.... And as we pursue the enemy wherever it exists we'll also spread freedom and liberty. We've got great faith in the ability of liberty to transform societies.... My hope for America is a prosperous America, a hopeful America and a safer world....*

**On a separate sheet of paper, write the answer to each question.**

- 1 What was one big problem that President Bush had to take care of soon after becoming President?
- 2 What is happening to the economy?
- 3 What did President Bush do for America's schools?
- 4 What are two goals that President Bush has for the next four years?
- 5 **Think and Write** What are President Bush's hopes for America, and how are your hopes the same or different?

# Using What You've Learned

## Read and Remember

**Choose a Word** Choose the best word or words in blue print to finish each sentence. Write the word or words you choose on the correct blank.

diverse  
retire

baby boomers  
health insurance

Social Security

- 1 The United States is becoming more \_\_\_\_\_.
- 2 The large group of people who were born after World War II are called \_\_\_\_\_.
- 3 People who \_\_\_\_\_ may have less money to pay for the things they need.
- 4 \_\_\_\_\_ is money people get from the government each month when they retire.
- 5 Many Americans cannot get good health care because they do not have \_\_\_\_\_.

## Think and Apply

**Categories** Read the words in each group. Decide how they are alike. Find the best title in blue print for each group. Write the title on the line above each group.

Protecting Social Security  
No Child Left Behind Law

- 1 \_\_\_\_\_  
save energy and natural resources  
write to government leaders  
vote in elections
- 2 \_\_\_\_\_  
almost 300 million people  
more retired people  
more Asians and Latin Americans

Changing Population  
Working for a Better America

- 3 \_\_\_\_\_  
a law passed in 2001  
reading and math tests each year  
more government money  
for education
- 4 \_\_\_\_\_  
raise the age people can retire  
raise the taxes working people pay  
pay less to retired people

## Journal Writing

Every person can help the United States. Write a paragraph that tells three or more ways that you can work for a better America.

# Review

The chart on this page shows important events from 1990 to 2004. Study the chart. Then use the words in blue print to finish the story. Write the words you choose on the correct blank lines.

**Pentagon**  
**Disabilities**

**Cold War**  
**medicine**

**NAFTA**  
**China**

**George W. Bush**  
**Saddam Hussein**

There have been many important events since 1990. In that year Congress helped many Americans by passing the Americans with (1) \_\_\_\_\_ Act. The (2) \_\_\_\_\_ ended in 1991. In 1993 Canada, Mexico, and the United States signed (3) \_\_\_\_\_. The United States gave PNTR to (4) \_\_\_\_\_ in 2000, and the two nations have more trade.

On September 11, 2001, terrorists attacked the World Trade Center and the (5) \_\_\_\_\_. In 2003 the United States went to war against Iraq and captured (6) \_\_\_\_\_. That same year Congress passed a law to help older Americans pay for (7) \_\_\_\_\_. (8) \_\_\_\_\_ won the election for President in 2004.

Important Events from 1990 to 2004		
Date	Event	Results
1990	Congress passes the Americans with Disabilities Act.	Americans with disabilities have the same rights as other Americans.
1991	The Cold War ends.	The United States is the strongest world leader.
1993	NAFTA is signed by the United States, Canada, and Mexico.	There are fewer tariffs between the three nations.
2000	United States gives PNTR to China.	There is more trade between the two nations.
2001	Terrorists attack the World Trade Center and Pentagon.	The United States starts a War on Terrorism.
2003	The United States goes to war against Iraq.	Saddam Hussein is no longer Iraq's dictator.
2003	Congress passes a law to help older Americans pay for medicine.	It is easier for older people to buy medicine.
2004	Americans vote for a new President.	George W. Bush wins the election.



Name: \_\_\_\_\_

- 1) Which heading would be *most* appropriate for the partial outline below?

I. \_\_\_\_\_

- A. Wages lagging behind the cost of living  
 B. Overproduction of consumer goods  
 C. Excessive buying on credit

- A) Monopolistic Business Practices  
 B) Features of a Bull Stock Market

- C) Causes of the Great Depression  
 D) Mercantilist Economic Theory

- 2) Which economic trend of the 1920s helped cause the Great Depression?

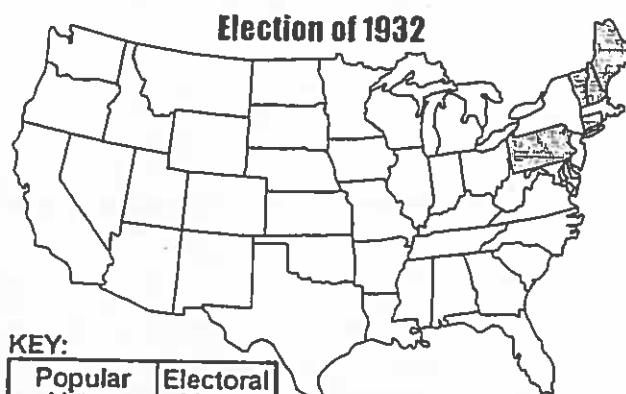
- A) falling tariff rates  
 B) widening income gap between the rich and the poor  
 C) increasing income tax rates  
 D) rising cost of mass-produced goods

- 3) In the 1920s, which economic factor led to the Great Depression?

- A) overproduction of farm products and manufactured goods  
 B) failure to develop new consumer goods industries  
 C) lack of investment in the stock market  
 D) attempt by the United States to promote free trade

- 4) During the Great Depression, expressions such as Hoovervilles and Hoover blankets showed that President Hoover

- A) was blamed for the suffering of the poor  
 B) supported relief and public housing for the needy  
 C) was seen as a role model  
 D) used the military to aid the unemployed



KEY:

Popular Votes	Electoral Votes	
22,821,857	472	<input type="checkbox"/> Democratic/ Franklin D. Roosevelt
15,761,841	59	<input checked="" type="checkbox"/> Republican/ Herbert Hoover

SOURCE: <http://www.archives.gov/federalregister/electoralcollege/votes> (adapted)

What was the most likely cause of the election results shown on the map?

- A) It is difficult to defeat an incumbent president.  
 B) Most voters blamed President Herbert Hoover for the Great Depression.  
 C) Republican Party popularity had been declining for several elections.  
 D) Franklin D. Roosevelt had more business experience than Herbert Hoover.

- 5) How did the power of government change during the Civil War and the Great Depression?

- A) Congress exerted greater leadership.  
 B) Presidential powers were expanded.  
 C) Power shifted from the federal government to the states.  
 D) The Supreme Court expanded civil liberties.



- 7) One difference between the administrations of President Franklin D. Roosevelt and President Herbert Hoover is that Roosevelt was
- A) more willing to use government intervention to solve economic problems
  - B) able to ignore economic issues for most of his first term in office
  - C) unwilling to allow government agencies to establish jobs programs
  - D) unable to win congressional support for his economic program
- 8) The New Deal changed political thinking in the United States because it supported the idea that the
- A) rights of workers are less important than the interests of business
  - B) government should become more involved in the social and economic life of the people
  - C) president's foreign policy is more important than his domestic policy
  - D) Supreme Court should have an important role to play in the economy
- 9) New Deal programs such as the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA) were primarily intended to help
- A) unemployed workers
  - B) businesses
  - C) farmers
  - D) homeowners
- 10) Critics charged that New Deal policies favored socialism because the federal government
- A) declined to prosecute business monopolies
  - B) favored farmers over workers and business owners
  - C) increased its responsibility for the welfare of the economy
  - D) took ownership of most major industries
- 11) The creation of the Tennessee Valley Authority is an example of
- A) laissez-faire economics
  - B) free-market capitalism
  - C) federal intervention to meet regional needs
  - D) state-funded regional transportation
- 12) The National Labor Relations Act (Wagner Act) of 1935 gave labor unions the right to
- A) use blacklists and yellow dog contracts
  - B) represent workers in collective bargaining
  - C) establish quotas on immigration
  - D) insist on an open shop in the workplace
- 13) The Supreme Court declared some New Deal laws unconstitutional because these laws
- A) forced the federal government into heavy debt
  - B) failed to solve the problems for which they were intended
  - C) overextended the power of the federal government
  - D) ignored the rights of minority groups and women
- 14) President Franklin D. Roosevelt's proposal to add additional justices to the Supreme Court was seen by his opponents as a threat to the
- A) system of checks and balances
  - B) two-party political system
  - C) principle of federalism
  - D) power of the executive branch



15)

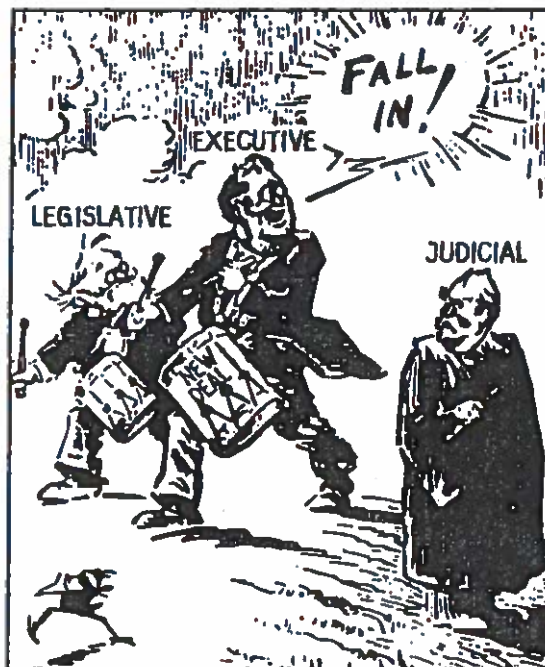


SOURCE: Clifford Kennedy Berryman,  
The Washington Star, March 9, 1937

This cartoon illustrates that President Franklin D. Roosevelt caused a controversy based on

- A) proposals that violated the principle of separation of powers
- B) efforts to counter the Dust Bowl with federal conservation measures
- C) increased military spending in the early 1930s
- D) a plan to assume some of the powers reserved to the states

16)



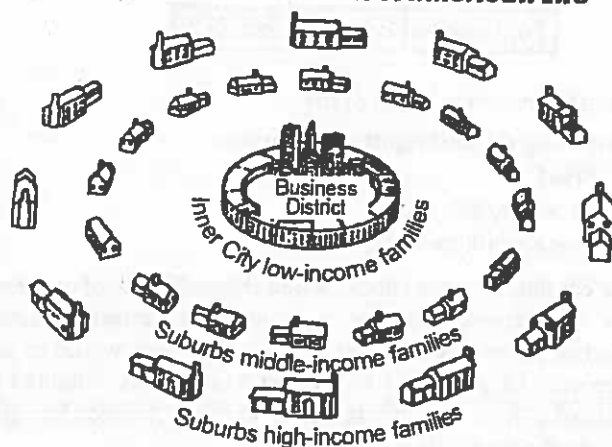
Seibel Richmond Times Dispatch

To try to correct the problem shown in the given cartoon, President Franklin D. Roosevelt proposed

- A) exercising his veto power over Supreme Court decisions
  - B) reducing the Supreme Court's use of judicial review
  - C) raising the salaries of federal judges
  - D) increasing the number of justices on the Supreme Court
- 17) After the election of 1932, a friend told President Franklin D. Roosevelt that if he succeeded he would go down in history as the greatest American President. Roosevelt replied, "Yet if I fail, I may be the last one." This response reflected President Roosevelt's belief that the
- A) Great Depression threatened the people's faith in democracy
  - B) American people were opposed to major changes in the role of government
  - C) Constitution limited him to two terms in the Presidency
  - D) military was seriously considering a takeover of the government

- 18) The "dust bowls" described by John Steinbeck in *The Grapes of Wrath* had the greatest impact on
- farmers on the Great Plains
  - plantation owners in the rural south
  - residents of urban slums
  - workers in factory sweatshops
- 19) Supreme Court decisions in *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Miranda v. Arizona* affected individual liberties by
- eliminating the poll tax as a voting requirement
  - expanding the constitutional rights of people accused of crimes
  - requiring equal pay for men and women performing the same job
  - preventing the use of organized prayer in public schools
- 20) As a result of the Supreme Court ruling in *Miranda v. Arizona* (1966), a person accused of a crime is entitled to
- protection against cruel or unusual punishment
  - reasonable bail
  - a reading of his or her rights at the time of arrest
  - a speedy trial
- 21) The baby boom primarily resulted from the
- counterculture movement of the 1960s
  - Great Depression of the 1930s
  - delay in marriages during World War II
  - economic prosperity of the 1920s

### Urban-Suburban Pattern of American Life



Which development following World War II caused the urban-suburban pattern shown in the diagram?

- decline in the number of middle-income families
  - increase in the number of farms
  - movement of most factories to rural areas
  - expansion of highways and automobile ownership
- 23) President John F. Kennedy's New Frontier program was most successful in
- removing restrictions on the number of immigrants entering the United States
  - passing civil rights legislation assuring fair housing and equal employment opportunities
  - establishing social welfare programs to end poverty
  - expanding the United States space program
- 24) Which action was a common objective of President Franklin D. Roosevelt's New Deal and President Lyndon B. Johnson's Great Society?
- eliminating nuclear weapons
  - helping those living in poverty
  - breaking up business monopolies
  - lowering barriers to immigration
- 25) Which initiative was part of President Lyndon Johnson's Great Society program?
- reducing federal aid to education
  - providing medical care to the poor and elderly
  - opposing civil rights legislation
  - increasing foreign aid to the Soviet Union
- 26) The Civil Rights Act of 1964, the Fair Housing Act, and the Americans with Disabilities Act were government efforts to
- require equal treatment of men and woman
  - provide federal aid for children
  - end discrimination against various groups
  - eliminate restrictions on immigration
- 27) The Civil Rights Act of 1964 was passed in an effort to correct
- segregation in the armed forces
  - racial and gender discrimination
  - unfair immigration quotas
  - limitations on freedom of speech

- 28) What has been the *main* goal of affirmative action programs?
- A) to promote economic gains for minorities and women  
 B) to provide affordable child care  
 C) to enforce racial segregation laws  
 D) to secure equal voting rights for African Americans
- 29) In the 1950s and 1960s, the United States Supreme Court under Chief Justice Earl Warren was characterized as
- A) applying a loose interpretation of the Constitution to increase individual rights  
 B) emphasizing law and order by severely limiting the rights of the accused  
 C) following precedents rather than overturning them  
 D) stressing States rights and local control

**African-American Voter Registration**

State	Years	
	1960	1966
Alabama	66,000	250,000
Mississippi	22,000	175,000
N. Carolina	210,000	282,000
S. Carolina	58,000	191,000
Tennessee	185,000	225,000

30)

The changes shown in the chart were most directly the result of the

- A) executive branch's resistance to protecting the civil rights of minorities  
 B) passage of the Voting Rights Act of 1965  
 C) Supreme Court decision in *Brown v. Board of Education*  
 D) enactment of voting-reform laws by these southern states
- 31) "...In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the 'unalienable Rights of Life, Liberty, and the pursuit of Happiness.' It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked 'insufficient funds.'"

—Martin Luther King, Jr., August 28, 1963

The focus of this passage from Dr. King's speech was his belief that

- A) equal rights for all were guaranteed by the founders of this nation  
 B) civil rights for African Americans would always be a dream  
 C) Americans had become blind to racial differences  
 D) violence was often necessary for the protection of civil liberties
- 32) When Martin Luther King, Jr., spoke of his dream that the United States would reach a time "...when all of God's children, black men and white men,... will be able to join hands..." he was expressing a desire to
- A) replace racial segregation with an integrated society  
 B) establish religious freedom for African Americans  
 C) create a separate nation for African Americans within the United States  
 D) unite all churches into one religious faith
- 33) "We, conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

—*Brown v. Board of Education* (1954)

Which constitutional idea was the basis for this Supreme Court decision?

- A) protection against double jeopardy  
 B) right of assembly  
 C) equal protection of the law  
 D) freedom of speech



- 34) *The Feminine Mystique* by Betty Friedan was an influential book in the 1960s because it
- A) helped strengthen family values
  - B) reinforced the importance of women's traditional roles
  - C) energized a new women's rights movement
  - D) led directly to the defeat of the Equal Rights Amendment

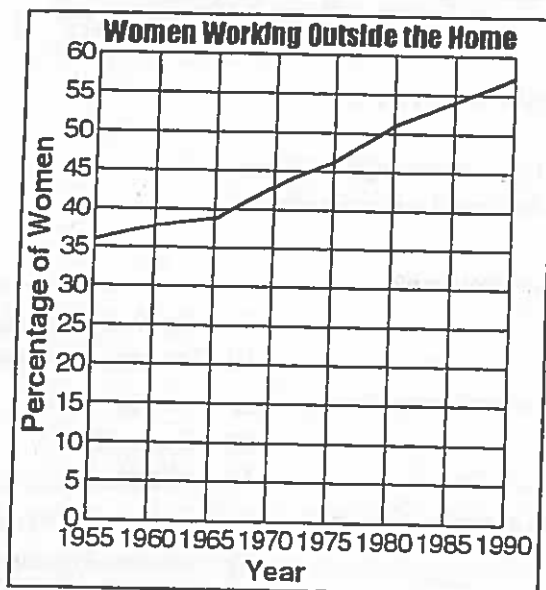
**Median Earnings of Men and Women in the United States, 1960-1990**

Year	Women	Men	Women's Earnings as a Percent of Men's	Earnings Gap in Constant 1990 Dollars
1960	\$3,257	\$5,368	60.7	\$8,569
1970	\$5,323	\$8,966	59.4	\$11,529
1980	\$11,197	\$18,612	60.2	\$11,776
1990	\$19,822	\$27,678	71.6	\$7,856

SOURCE: Bureau of the Census

The data in this chart support the conclusion that between 1960 and 1990

- A) most higher paying jobs were still not legally open to women
- B) women's earnings consistently increased faster than those of men
- C) government failed to pass laws that granted women equal access to jobs
- D) the earnings gap between men and women was only slightly improved



SOURCE: Statistical Abstract of the United States

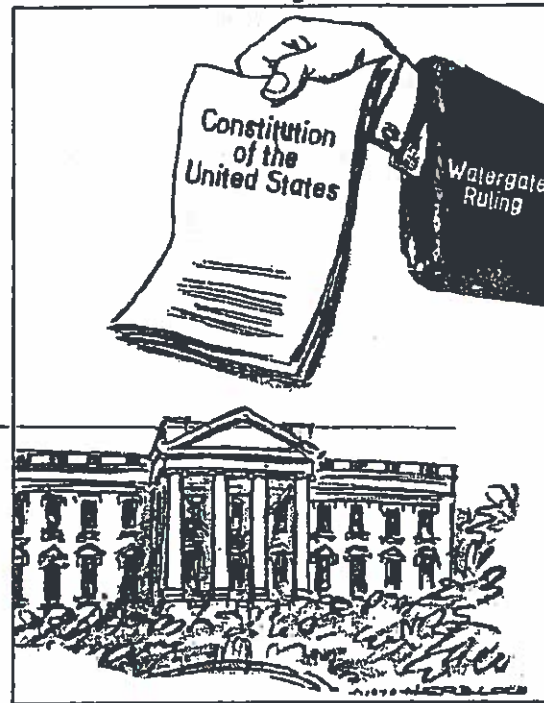
The trend shown in the graph was mainly the result of

- A) increases in immigration
- B) a buildup in the defense industry
- C) new social attitudes
- D) demands for more schoolteachers

- 37) A major purpose of the Americans with Disabilities Act (1990) is to

- A) eliminate physical barriers for persons with disabilities
- B) decrease government welfare payments for persons with disabilities
- C) create separate but equal facilities for all persons
- D) encourage political participation by persons with disabilities

## Above Any Office

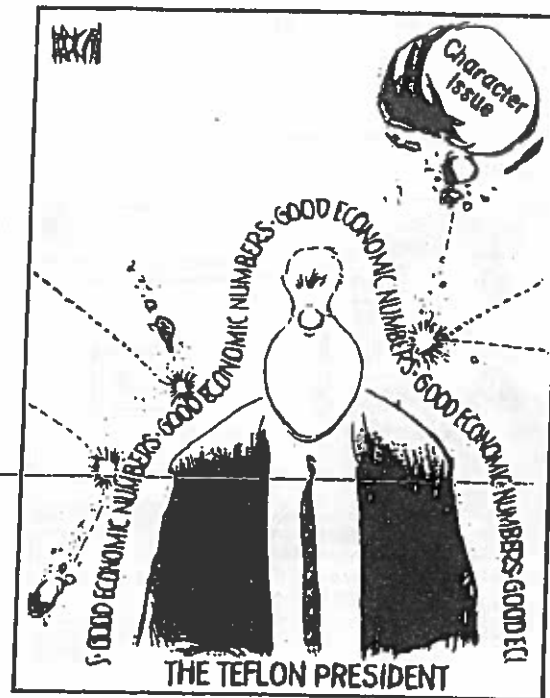


SOURCE: Herblock, *America, the Glorious Republic*,  
Houghton Mifflin Co.

38)

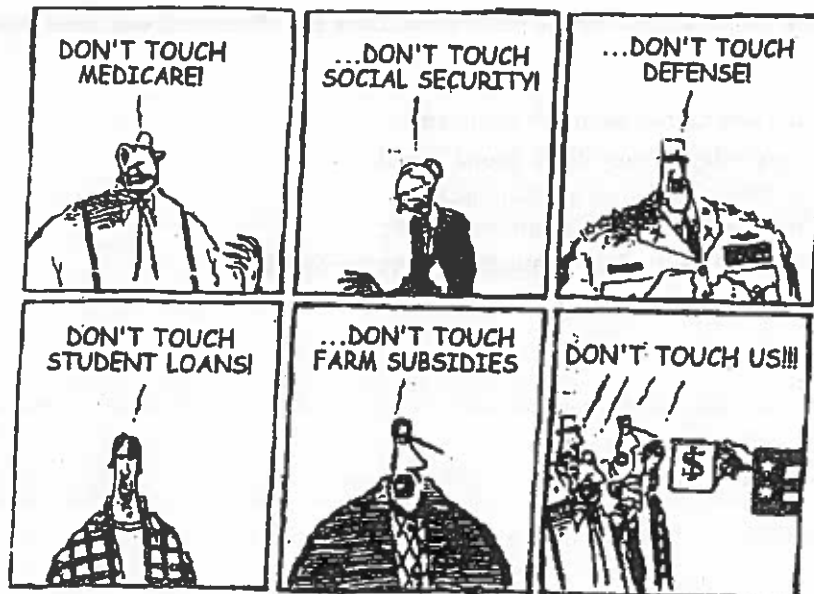
What is the *main* idea of this cartoon from the Watergate era?

- A) No person or group is above the law.
  - B) The president has the final word involving constitutional issues.
  - C) The Supreme Court presides over a presidential impeachment trial.
  - D) Congress has to obey the Constitution.
- 39) What was a major result of the Watergate controversy?
- A) Presidential veto power was expanded.
  - B) The Supreme Court was weakened.
  - C) The president resigned from office.
  - D) Congressional power was reduced.
- 40) Which factor contributed most to inflation in the United States during the 1970s?
- A) oil embargoes
  - B) high unemployment
  - C) high tariffs
  - D) tax increases
- 41) During the 1980s, President Ronald Reagan used the ideas of supply-side economics to justify
- A) reductions in military spending
  - B) expansion of the Social Security program
  - C) increases in social welfare spending
  - D) tax cuts for businesses
- 42) One way in which the Teapot Dome scandal, the Watergate affair, and the Iran-Contra affair are similar is that each of these political scandals resulted in
- A) a loss of faith in elected government leaders
  - B) an effort to regulate the banking industry
  - C) an attempt to abolish the electoral college
  - D) a movement to impeach the president
- 43) In 1991, one of the reasons President George H. W. Bush committed United States troops to the Persian Gulf War was to
- A) maintain the flow of trade through the Suez Canal
  - B) contain the spread of communism in the Middle East
  - C) assure the flow of Middle East oil to the United States and its allies
  - D) fulfill military obligations as a member of the North American Free Trade Agreement (NAFTA)



What is the *main* idea of this cartoon about President Bill Clinton?

- A) The American public considered personal character the most important trait of a president in the 1990s.  
 B) Positive economic conditions helped maintain his high approval ratings.  
 C) He did not deserve credit for the economic prosperity of the nation.  
 D) Voter approval of the president declined due to flaws in his character.
- 45) Support for the North American Free Trade Agreement (NAFTA) reflected the United States commitment to
- A) isolationism      B) Manifest Destiny      C) collective security      D) globalization



SOURCE: Ohman, Portland Oregonian

According to the given cartoon, the most difficult task for the Federal Government in the 1990s was

- A) cutting defense spending      C) providing affordable medical insurance  
 B) balancing the Federal budget      D) reforming the welfare system



- 47) The *main* reason President Bill Clinton sent United States military forces into Haiti and Bosnia was to
- A) establish permanent military bases in these nations
  - B) help secure peace in these nations
  - C) stop illegal immigration to the United States from these nations
  - D) remove communist threats in these nations



SOURCE: Bruce Beattie, *Daytona Beach News-Journal*  
(adapted)

This cartoon from the disputed presidential election of 2000 suggests that the winner might

- A) be unable to claim victory in the electoral college
  - B) succeed in fulfilling his campaign promises
  - C) easily win reelection in 2004
  - D) lack strong popular support for his programs
- 49) Some critics of affirmative action claim that these programs
- A) fail to provide any assistance to persons with disabilities
  - B) apply to private business but not to public education
  - C) reintroduce Jim Crow practices into the work place
  - D) lead to reverse discrimination and racial quotas
- 50) "The age of Franklin D. Roosevelt set the agenda for the postwar era. Long after Roosevelt was gone, New Deal ideas shaped policies."

Which statement *best* supports the idea expressed in this quotation?

- A) The military has as many troops today as they did in World War II.
- B) The government continues to have a major role in economic affairs.
- C) The President continues to have limited powers in foreign affairs.
- D) The Presidency has been controlled by the Democratic Party since the New Deal.

## Unit 10: America's Last 50 Years

### DBQ 20: The Civil Rights Movement— America's Second Reconstruction

#### *Historical Context:*

The "first" Reconstruction, following the Civil War, failed in its efforts to secure full citizenship rights for the four million African Americans newly freed from slavery. The promises of the Emancipation Proclamation and the Thirteenth, Fourteenth, and Fifteenth Amendments were never truly realized. Within only a few years, racism, economic coercion, violence, and social tradition forced most freedmen into a demeaning second-class citizenship. This was marked by sharecropping, racial segregation, and disfranchisement, enforced by Jim Crow state and local laws. As late as 1900, fully a generation after the Civil War, 90 percent of African Americans remained in the Jim Crow South, where most lived in dire poverty, denied even the most basic civil rights.

Because the "first" Reconstruction failed to bring full and equal citizenship to African Americans, a "second" Reconstruction was necessary. With its roots in the 1930's and 1940's, the Civil Rights movement flowered in the 1950's and 1960's and resulted in real and lasting progress for all Americans. This "second" Reconstruction had a number of origins. The New Deal and especially the efforts of First Lady Eleanor Roosevelt gave hope to African Americans. So too did World War II and its aftermath. (The injustice and inhumanity of Hitler's racist policies and, by implication, of our own racial caste system, touched a raw nerve in those who professed a democratic creed.) The massive northern migration of African Americans, beginning in the 1920's and accelerating in the post-World War II years, made their plight into a national issue after being confined mainly to the South for centuries. Of course, many other people and events played major roles in the Civil Rights movement. For example:

- The political efforts of Presidents Truman, Kennedy, and Johnson
- Brave actions of individuals like Rosa Parks and James Meredith; of groups of young students staging "sit-ins" to force restaurants to serve them; and of freedom riders, forcing bus lines to abide by court orders ending racial segregation policies
- Supreme Court decisions such as the famous *Brown v. Board of Education*, which found racial segregation of public schools to be in violation of the U.S. Constitution
- The impact of television which forced Americans to directly confront the realities of its racist practices on the nightly news
- The leadership of Dr. Martin Luther King, Jr. and other African-American ministers who showed Americans the immorality of racial injustice

Dr. King, and many others involved in the Civil Rights movement, demonstrated the power of eloquence, the impact of the spoken word, the ability to touch the conscience of Americans, to convince people to change, to do what was right. Throughout America's history the mastery and command of writing and speaking have been proven time after time. Thomas Paine's pamphlets, Washington's "Farewell Address," Daniel Webster's "Seventh of March" speech, William Jennings Bryan's "Cross of Gold" speech, the works of the progressive muckrakers, Woodrow Wilson's "Fourteen Points," FDR's "Four Freedoms," Ronald Reagan's expressions of confidence and faith in America's future—these and hundreds of other examples of the power of language fill our history.

Language, written and spoken, provided the authority, power, and force of America's Second Reconstruction: the Civil Rights movement of the 1950's and 1960's. The following documents are some prominent examples of the eloquence and inspiration of the Civil Rights movement.

(continued)



## DBQ 20: The Civil Rights Movement— America's Second Reconstruction *(continued)*

◆ **Directions:** The following question is based on the accompanying documents (1–8). As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may wish to use the margin to make brief notes.
3. Based upon your own knowledge of the topic and on the evidence found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your knowledge outside of the documents.

*Question: The rhetoric and prose of the Civil Rights movement aimed to convince white Americans to support the cause of equal rights for African Americans by abolishing segregation and Jim Crow laws. What themes did the champions of civil rights use in their appeal?*

### Document 1

Throughout our history, foreign visitors have come to America to study. Many of them have written perceptive and important books about America's people, places, and values. In the 1940's a Swedish sociologist named Gunnar Myrdal came here to study American race relations. His book, *An American Dilemma*, published in 1944, made a significant contribution to the Civil Rights movement. What theme or themes does he address in the following brief excerpt from that book? (From Gunnar Myrdal, *An American Dilemma*, Harper, 1944, pp. 1020–1021.)

The treatment of the Negro is America's greatest and most conspicuous scandal. It is tremendously publicized . . . for the colored people all over the world . . . this scandal is salt in their wounds.

. . . the bright side is that the conquering of color caste in America is America's own innermost desire. This nation early laid down as the moral basis for its existence the principles of equality and liberty. . . .

*(continued)*





## DBQ 20: The Civil Rights Movement— America's Second Reconstruction (continued)

### Document 2

The 1954 Supreme Court decision, *Brown v. Board of Education* of Topeka, Kansas, was a turning point in American history, an immensely important episode in the story of the Civil Rights movement. Voting nine to zero, the justices ruled segregation of public schools to be in violation of the U.S. Constitution and ordered its end. As you read the following excerpts from the decision, examine the arguments it made against racial discrimination and segregation.

We come then to the question presented. Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

... We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

### Document 3

In the late summer of 1957, a small group of African-American children tried to enter the all-white Central High School in Little Rock, Arkansas. A federal court ordered local and state authorities to protect the rights of these students to integrate the school. Instead, the state governor ordered the Arkansas National Guard to block their entrance. Furthermore, he and other white officials worsened the situation by provoking a dangerously unstable mob of whites who threatened the safety of the African-American children. On September 24, to restore law and order and to force the schools to comply with the court order, President Eisenhower took control of the Arkansas National Guard. He ordered it and U.S. marshals to protect the children and to ensure their right to attend the school. On that evening, President Eisenhower addressed the nation on radio and television. This is an excerpt from that speech.

At a time when we face grave situations abroad because of the hatred that Communism bears toward a system of government based on human rights, it would be difficult to exaggerate the harm that is being done to the prestige and influence . . . of our nation. We are portrayed [by the Communists] as a violator of those standards of conduct which the peoples of the world united to proclaim in the Charter of the United Nations. There they affirmed "faith in fundamental human rights" and "in the dignity and worth of the human person" and they did so "without distinction as to race, sex, language or religion."

... And so, with deep confidence, I call upon the citizens of the state of Arkansas to assist in bringing to an immediate end all interference with the law and its processes. If resistance to the federal court orders ceases at once . . . Thus will be restored the image of America and of all its parts as one nation, indivisible, with liberty and justice for all.

(continued)



## DBQ 20: The Civil Rights Movement— America's Second Reconstruction (continued)

### Document 4

Dr. Martin Luther King, Jr., was a young Baptist minister in an African-American church in Montgomery, Alabama. He came to national prominence in 1955 as the leader of a boycott of the city-owned bus line in protest of its discrimination against African-American riders. From this time on, until he was murdered in 1968, Dr. King remained the most prominent African-American civil rights leader. King advocated nonviolent protest of unjust, racist laws, a doctrine growing from the teachings of Jesus Christ and the Indian independence leader Mohandas Gandhi. King's leadership of demonstrations and open defiance of racist laws led police to arrest him a number of times. While in the Birmingham, Alabama, jail in the spring of 1963, King wrote an eloquent defense of his belief in nonviolent resistance. This excerpt comes from that essay. (From "Letter from Birmingham Jail, April 16, 1963," from *A Testament of Hope: The Essential Writings of Martin Luther King, Jr.*, ed. James M. Washington, Harper & Row, 1986, pp. 289, 291–294.)

My dear Fellow Clergymen,

While confined here in the Birmingham city jail, I came across your recent statement calling our present activities "unwise and untimely." Seldom, if ever, do I pause to answer criticism of my work and ideas. . . . But since I feel that you are men of genuine good will and your criticisms are sincerely set forth, I would like to answer your statement. . . .

. . . You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. . . . The answer is found in the fact that there are two types of laws: there are JUST and there are UNJUST laws. I would agree with Saint Augustine that "An unjust law is no law at all."

. . . A just law is a man-made code that squares with the moral law of the law of God. An unjust law is a code that is out of harmony with the moral law. . . . Any law that degrades human personality is unjust. All segregation statutes [laws] are unjust because segregation distorts the soul and damages the personality . . .

. . . One who breaks an unjust law must do it OPENLY, LOVINGLY (not hatefully as the white mothers did in New Orleans when they were seen on television screaming, "nigger, nigger, nigger"), and with a willingness to accept the penalty.

(continued)



**DBQ 20: The Civil Rights Movement—  
America's Second Reconstruction** *(continued)*

**Document 5**

Freedom marches, freedom rides, sit-ins, and other episodes of the Civil Rights movement were usually accompanied by songs. Many of these songs dated back to slavery days, and many were adaptations of spiritual hymns. Here are excerpts from two of these songs.

**WE SHALL OVERCOME**

We shall overcome,  
    we shall overcome,  
We shall overcome some day.  
Oh, deep in my heart, I do believe,  
We shall overcome some day.  
The Lord will see us through,  
    the Lord will see us through,  
The Lord will see us through today.  
Oh, deep in my heart, I do believe.  
We shall overcome some day.

[Ludlow Music, Inc., New York, NY]

**KEEP YOUR EYES ON THE PRIZE**

Paul and Silas, bound in jail,  
Had no money for to go their bail.

*Chorus:*

Keep your eyes on the prize,  
Hold on, hold on,  
Hold on, hold on—  
Keep your eyes on the prize  
    Hold on, hold on.

Paul and Silas began to shout,  
The jail door opened and they walked out  
We're gonna ride for civil rights,  
We're gonna ride, both black and white.  
We've met jail and violence too,  
But God's love has seen us through.





**DBQ 20: The Civil Rights Movement—  
America's Second Reconstruction** *(continued)***Document 6**

In June of 1963, two African-American students were refused admission to the University of Alabama. A federal court ruled that they should be allowed to enroll in the university. The state governor openly resisted the court order. President Kennedy sent U.S. marshals and troops to see that the law was enforced. This tense confrontation threatened to break out in violence, and to try to calm the situation, President Kennedy spoke to the nation on television. This excerpt comes from that speech.

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal and that the rights of every man are diminished when the rights of one man are threatened. We are confronted primarily with a moral issue. It is as old as the Scriptures and is as clear as the American Constitution.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home; but are we to say to the world, and much more importantly, to each other that this is a land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or caste system, no ghettos, no master race except with respect to Negroes?

**Document 7**

In August 1963, over 200,000 people met in Washington, D.C., to speak out for civil rights, and for political and economic opportunities for African Americans. That year marked the 100th anniversary of Lincoln's issuance of the Emancipation Proclamation. To commemorate this, a huge rally was held in front of the Lincoln Memorial. It was here that Dr. King made his famous "I Have a Dream" speech. Here are some excerpts from that speech.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

Let freedom ring. . . .

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last."

*(continued)*



**DBQ 20: The Civil Rights Movement—  
America's Second Reconstruction** *(continued)***Document 8**

Though the Fifteenth Amendment, ratified in 1870, had promised African Americans the right to vote, Southern Jim Crow laws made it almost impossible for this right to be exercised. By the year 1900, authoritative estimates guessed that only a few hundred African-American men voted regularly in Southern elections. Even as late as 1964, fewer than one-third of the eligible African-American voters in the South were registered to vote; in some rural counties, almost none dared even to try to register.

In the winter of 1965, President Lyndon Johnson asked Congress to pass a Voting Rights Act that would provide federal assistance and protection to ensure that African Americans would be allowed to register and vote. On the evening of March 15, 1965, he spoke to a joint session of Congress (and to the nation on television) to seek support for this act. These excerpts come from that speech.

I speak tonight for the dignity of man and the destiny of democracy. I urge every member of both parties, Americans of all religions and of all colors, from every section of this country, to join me in that cause.

... Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country in large measure is the history of expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes.

... our duty must be clear to all of us. The Constitution says that no person shall be kept from voting because of his race or his color. We have all sworn an oath before God to support and to defend that Constitution. We must now act in obedience to that oath.



