

Chapter 17 Test, Form A

The Politics of Protest

DIRECTIONS: Matching Match each item with the correct statement below.

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| _____ 1. author of <i>The Feminine Mystique</i> and a founder of the National Organization for Women | A. César Chávez |
| _____ 2. student at the University of California at Berkeley and a leader of the free speech movement | B. Phyllis Schlafly |
| _____ 3. organized a group that fought for the rights of farmworkers, which eventually merged with a group created by César Chávez | C. Gloria Steinem |
| _____ 4. leader in the Mexican American Youth Organization and <i>La Raza Unida</i> | D. Tom Hayden |
| _____ 5. outspoken opponent of the Equal Rights Amendment | E. Mario Savio |
| _____ 6. high school student who was banned from competing for her school's swim team | F. Betty Friedan |
| _____ 7. editor of <i>Ms.</i> and a leading figure in the women's movement | G. Bob Dylan |
| _____ 8. main author of the Port Huron Statement | H. Dolores Huerta |
| _____ 9. folk singer who was an important voice in the counterculture | I. Kathy Striebel |
| _____ 10. United Farm Workers leader who held a hunger strike in 1968 to support farmworkers | J. José Angel Gutiérrez |

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

- _____ 11. Issued in 1962, the Port Huron Statement expressed the views of the
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|---------------------------------|--|
| A. United Farm Workers. | C. National Organization for Women. |
| B. free speech movement. | D. Students for a Democratic Society. |
- _____ 12. Students involved in the free speech movement at the University of California at Berkeley demonstrated by
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| A. holding college administrators as hostages. |
| B. rioting on campus grounds. |
| C. organizing large music festivals. |
| D. holding sit-ins and stopping classes. |

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- _____13. Although the counterculture of the 1960s did not achieve its utopian ideals, it had a lasting influence on
- A. fashion and music in the United States.
 - B. practices and rules at large universities.
 - C. living arrangements in the United States.
 - D. middle-class, white-collar values.
- _____14. Which developments helped revitalize the women's movement in the early 1960s?
- A. adoption of the woman suffrage amendment
 - B. the postwar baby boom of the 1950s
 - C. creation of the President's Commission on the Status of Women
 - D. the debate over the ratification of the Equal Rights Amendment
- _____15. The Equal Pay Act of 1963 outlawed
- A. hiring discrimination on the basis of gender.
 - B. paying farmworkers less than the minimum wage.
 - C. the exclusion of Mexican Americans from some professions.
 - D. paying men more than women for the same job.
- _____16. The Equal Rights Amendment failed to become part of the Constitution because
- A. not enough states ratified the amendment by the deadline.
 - B. Congress did not pass the amendment.
 - C. the American public voted against ratification.
 - D. opposition by conservative groups blocked passage.
- _____17. For much of the twentieth century, ethnic Mexicans in California and the U.S. Southwest were segregated into barrios and also faced
- A. laws banning bilingualism.
 - B. employment discrimination.
 - C. expanding opportunities.
 - D. illegal immigration.
- _____18. Beginning in the 1950s, large numbers of Puerto Ricans and immigrants from _____ arrived in the United States.
- A. Venezuela
 - B. Panama
 - C. Spain
 - D. Cuba

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- _____ **19.** To push for better wages and working conditions for farmworkers, César Chávez organized a successful
- A.** march on Washington.
 - B.** sit-down strike.
 - C.** advertising and publicity campaign.
 - D.** national boycott on grapes.
- _____ **20.** Latino organizations formed in the 1960s included the United Farm Workers, the Mexican American Youth Organization, and
- A.** the Bracero program.
 - B.** the League of United Latin American Citizens.
 - C.** *La Raza Unida*.
 - D.** Students for a Democratic Society.

DIRECTIONS: Essay Answer the following questions on a separate piece of paper.

“Come mothers and fathers
 Throughout the land
 And don’t criticize
 What you can’t understand
 Your sons and your daughters
 Are beyond your command
 Your old road is
 Rapidly agin’.
 Please get out of the new one
 If you can’t lend your hand
 For the times they are a-changin’.”

—Bob Dylan, from “*The Times They Are A-Changin’*”
The Times They Are A-Changin’, by Bob Dylan.
 Copyright © 1963; renewed 1996 Special Rider Music.

- 21.** Explain how music and fashion expressed the ideals of the 1960s counterculture and describe their effect on mainstream American culture. How do the lyrics above reflect the changing values of the time?

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“The truth is that all our problems stem from the same sex-based myths. We may appear before you as white radicals or the middle-aged middle class or black soul sisters, but we are all sisters in fighting against these outdated myths. Like racial myths, they have been reflected in our laws.”

—Gloria Steinem, address in support of the ERA, May 1970

“This Amendment will absolutely and positively make women subject to the draft. . . . Foxholes are bad enough for men, but they certainly are *not* the place for women—and we should reject any proposal that would put them there in the name of ‘equal rights.’”

—Phyllis Schlafly, from the *Phyllis Schlafly Report*, February 1972

22. Describe the arguments for and against passage of the Equal Rights Amendment, including the arguments expressed in the excerpts above.
23. Describe the conditions that led Latino Americans to organize a civil rights movement in the postwar period and identify key campaigns to improve conditions for Latino Americans.

TEXT: (a) Steinem, Gloria. 1970. Testimony before Senate hearings on Equal Rights Amendment, May 6, 1970. The “Equal Rights” Amendment, Hearings before the Subcommittee on Constitutional Amendments of the Committee on the Judiciary United States Senate Ninety-First Congress, Second Session, on S. J. Res. 61 5-7 May 1970. Washington, D. C.: U. S. Government Printing Office.; (b) Schlafly, Phyllis. 1972. “What’s Wrong with ‘Equal Rights’ for Women?” Alton (IL): Phyllis Schlafly Report 5, no. 7, February 1972.

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