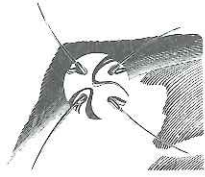


CHAPTER 17 SKILL APPLICATION WORKSHEET 1



Interpreting a Primary Source: A Landmark Decision

Directions: In this worksheet you will analyze an excerpt from a primary source concerning segregation in the nation's school systems. When attorney Thurgood Marshall argued the case of *Brown v. Board of Education of Topeka, Kansas* in 1954 he called for an end to the "separate but equal doctrine" that had been established by *Plessy v. Ferguson* in 1896. He found the necessary support for his position in the 14th Amendment. Chief Justice Earl Warren also relied on the 14th Amendment in formulating his opinion on the "Brown" case. Read an excerpt of Warren's opinion below and answer the questions that follow.

... we cannot turn the clock of education back to 1868, when the (14th) Amendment was adopted, or even to 1896 when *Plessy v. Ferguson* was decided. We must consider public education in the light of the present-day concept, the place of public education in American life and the mutual relationships of pupils, parents and government. Only in this way can it be determined if segregation in the school systems abridges the privileges of American citizens, denies them due process or equal protection of the law."

Source:
Earl Warren Papers, Library of Congress

1. What are two guarantees that the 14th Amendment provides to American citizens?
 - a. _____
 - b. _____
2. Describe the way in which these guarantees can be applied to a pupil's right to a public education. _____

3. Why did Chief Justice Warren believe that we must evaluate the role of public education "in the light of the present-day concept"? _____

4. How does the segregation of schools infringe upon a citizen's 14th Amendment guarantees? _____

CHAPTER 17 SKILL APPLICATION WORKSHEET 2



Distinguishing Fact from Opinion: The Space Race

Directions: In this worksheet you will be asked to determine which statements are derived from facts and which are based on opinion. In the October 14, 1957 issue of *The New Republic* an editorial was published entitled "Sputniks and Budgets." The editorial presented its readers with a convincing argument as to why we were losing the space race to the Russians. Read the excerpt printed below and answer the questions that follow on the back of this sheet.

"Sputniks and Budgets"

The Soviet shooting of a satellite into outer space—an event roughly corresponding in its importance in human history to the discovery by Columbus of America—is proof of the fact that the Soviet Union has gained a commanding lead in certain vital sectors of the race for world scientific and technological supremacy.

Why did we lose the race to launch the first artificial moon in space? And what advantage will this give the Russians in the future?

... Our whole missile program has been slowed down and cut back to stay within the arbitrary ceilings on defense spending set by the Budget Bureau and the Treasury ... "As for the US satellite program," the *New York Times* concluded after a survey of scientists, "the consensus is that this was gravely handicapped from the start for budget reasons ..."

We have conducted our affairs in the manner of the conservative banker: we've kept our feet on the ground fiscally; but the Russians have the rockets to take them into outer space.

... inadequate costs estimates have not been the whole trouble, however. Rivalry between the military services (and too much tolerance of it) has caused major delays. Some of the world's

ablest rocket scientists ... have not been given part in development of the satellite ...

Naturally, under these conditions, progress has been made at less than rocket speed ... engineers calculate, and one rocket expert estimates it may take the US five years to develop a system which could place as heavy a satellite as far out in space as the Russian one ...

But what happens meanwhile?

The Soviets will immediately gain practical knowledge we do not have about the density of the air and its currents 500 miles above the earth. This is important to the accurate firing of the ICBM ...

The Soviets will have a powerful new appeal to underdeveloped and often uncommitted nations. ...

And the Soviets will not be resting on their laurels as launchers of the first baby moon. A second, larger, more permanent satellite, they say, is ready to join the first. In the five years it would take us to reach the Soviet's present stage, at our present rate, the moon may not be out of Russia's reach ...

1. Identify five opinions presented in this piece.
2. Identify three facts about the space race in the editorial.
3. How has the writer used this combination of opinion and fact to present his point of view?
4. What is the writer advocating for the United States in the space race? What does he believe will happen if this advice is ignored?
5. How effective is this editorial at persuading its reader? Explain.

CHAPTER
21

Section 1

PRIMARY SOURCE **Crisis in Little Rock**

When 16-year-old Elizabeth Eckford left for Little Rock's Central High School in September 1957, she did not know that the governor had ordered the National Guard to keep her and eight other black students from entering the all-white school. This is Eckford's account of her first day at an integrated school.

Before I left home Mother called us into the living room. She said we should have a word of prayer. Then I caught the bus and got off a block from the school. I saw a large crowd of people standing across the street from the soldiers guarding Central. As I walked on, the crowd suddenly got very quiet. Superintendent Blossom had told us to enter by the front door. I looked at all the people and thought, "Maybe I will be safer if I walk down the block to the front entrance behind the guards."

At the corner I tried to pass through the long line of guards around the school so as to enter the grounds behind them. One of the guards pointed across the street. So I pointed in the same direction and asked whether he meant for me to cross the street and walk down. He nodded "yes." So, I walked across the street conscious of the crowd that stood there, but they moved away from me.

For a moment all I could hear was the shuffling of their feet. Then someone shouted, "Here she comes, get ready!" I moved away from the crowd on the sidewalk and into the street. . . .

The crowd moved in closer and then began to follow me, calling me names. I still wasn't afraid. Just a little bit nervous. Then my knees started to shake all of a sudden and I wondered whether I could make it to the center entrance a block away. It was the longest block I ever walked in my whole life.

Even so, I still wasn't too scared because all the time I kept thinking that the guards would protect me.

When I got right in front of the school, I went up to a guard again. But this time he just looked straight ahead and didn't move to let me pass him. I didn't know what to do. Then I looked and saw that the path leading to the front entrance was a little further ahead. So I walked until I was right in front of the path to the front door.

I stood looking at the school—it looked so big! Just then the guards let some white students go through.

The crowd was quiet. I guess they were waiting to see what was going to happen. When I was able to steady my knees, I walked up to the guard who had

let the white students in. He too didn't move. When I tried to squeeze past him, he raised his bayonet and then the other guards closed in and they raised their bayonets.

They glared at me with a mean look and I was very frightened and didn't know what to do. I turned around and the crowd came toward me.

They moved closer and closer. Somebody started yelling, "Lynch her! Lynch her!"

I tried to see a friendly face somewhere in the mob—someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me.

They came closer, shouting, "No nigger bitch is going to get in our school. Get out of here!"

I turned back to the guards but their faces told me I wouldn't get help from them. Then I looked down the block and saw a bench at the bus stop. I thought, "If I can only get there I will be safe." I don't know why the bench seemed a safe place. . . .

When I finally got there, I don't think I could have gone another step. I sat down and the mob crowded up and began shouting all over again. Someone hollered, "Drag her over to this tree! Let's take care of the nigger." Just then a white man sat down beside me, put his arm around me and patted my shoulder. He raised my chin and said, "Don't let them see you cry."

Then, a white lady—she was very nice—she came over to me on the bench. She spoke to me but I don't remember now what she said. She put me on the bus and sat next to me. . . . [T]he next thing I remember I was standing in front of the School for the Blind, where Mother works.

from William Loren Katz, Eyewitness: The Negro in American History (New York: Pitman, 1967), 492–494.

Discussion Question

Why do you think Elizabeth Eckford encountered such a hostile reaction when she arrived at Central High School? Cite evidence from your textbook to support your opinion.

CHAPTER
21
Section 1

SKILLBUILDER PRACTICE *Making Inferences*

In September 1957, Elizabeth Eckford made history as she forced her way through an angry crowd of whites in an effort to integrate Central High School in Little Rock, Arkansas. Study the photo of Eckford on page 703 of the text and read the news article on this page. Consider what inferences you can make about the impact of this event. Then answer the questions that follow. (See Skillbuilder Handbook, p. R10.)

Hazel Bryan was part of the crowd that day [in September 1957]. Her face grimaced in hate, she shouted at Eckford, who clutched her books to her chest and walked on, her emotions hidden behind dark glasses.

When a photograph of the bitter meeting between the two 15-year-old girls appeared in newspapers around the country, Eckford became a symbol of the civil rights movement. Bryan's young face became an image of racial hatred.

Now 55, the women

met . . . for the first time since that troubled time. There were smiles and poses for pictures. They mostly let the past be.

"Thank you, Elizabeth, for agreeing to do this," Bryan, now Hazel Massery, said quietly as she greeted Eckford at her home.

Answered Eckford, before the two left for the school: "I think you're very brave to face the cameras again. . . ."

At the school, both black and white students recognized Eckford. "Miss Eckford, I just want you to

know how much I respect you," a black student said. A white junior high student gave Eckford a big hello; they talked briefly about taking classes at the high school.

Massery said that she had hoped others would know of her regret and her acknowledgment that intolerance was wrong.

"I just want to say, Elizabeth, I'm elated that you're doing this," she said. "I'd like for my children to be proud, to see that both of us are role models."

Peggy Harris, *Associated Press* writer, Tuesday, September 23, 1997

1. By studying the photo on page 584 what can you infer about the obstacles facing Eckford and the other African-American students who integrated Central High School?

2. By comparing the photo with the news story, what can you infer about reasons African Americans consider Little Rock a milestone in the civil rights movement?
