



Election of 1968: Conservative Response TEACHER GUIDE

Lesson Overview

This lesson uses primary source analysis and exploration to examine the ways in which growing discontent about race relations and cynicism about the Vietnam War—exemplified in increasing social upheaval and protests—caused many voters to embrace a conservative candidate for president. It is designed for students currently studying U.S. history or government in the classroom and scaled to the 11th grade TEKS. Lessons can also be used with younger students with some modifications.

The lesson is designed to be completed in a single 45- to 60-minute class period.



Essential Question

In what way can the election of Richard M. Nixon be understood as a response to the growing discontent about race relations and U.S. involvement in Vietnam?

Objectives

- Students will engage with primary sources to understand the changing attitudes of political leaders and American citizens related to the Civil Rights Movement and the Vietnam War after almost a decade of increasing tensions both at home and abroad.
- Students will use multimodal engagement strategies to develop their historical thinking skills.
- Students will analyze, organize, and use information from a variety of primary sources and communicate that analysis through writing and discussion.

Key Vocabulary

Students will need to have an understanding of the following terms to effectively complete the lesson:

- Stalemate
- Silent Majority



TEKS

113.41.8.D–F; 113.41.9.B,C,E,H,I
113.51.5.C,H,I; 113.51.9.E; 113.51.10.B,C

Lesson Procedure

Warm-Up

There are two possible components for the lesson warm-up: an election snapshot and a primary source document for the class to analyze together. Depending on your classroom needs, you may choose to complete one or both components. The content for both the snapshot and the warm-up document analysis are available as PDF documents and a teacher slide deck.

1. Using the election snapshot, briefly review the main ideas, issues, and players of the election of 1968.
 - a. Be sure to remind students that while the election was important for many reasons, the main thing that you'll be focusing on today is how the outcome of the election can be seen as a conservative response to the liberal policies of the previous decade.
2. Using the sample primary source, review with your students how to thoroughly analyze and explore primary sources.
 - a. This lesson uses a simplified version of the [National Archives and Records Administration's Document Analysis](#) strategies.
 - b. As a group, use the warm-up exercise to review the political cartoon "Someday Son All This Will Be Yours." Remind students that it is important to use close reading skills and apply historical context that they have already learned.
 - c. After analyzing the source as a whole, answer the "Checking for Understanding" questions to ensure student comprehension.

Exploring Primary Sources

The purpose of this section is to have students explore primary sources that describe the ways in which the vision for the future that emerged from the election of 1960 was replaced by a growing discontent and skepticism about race relations and America's role in Vietnam by the time of the 1968 election.

There are many ways that you can choose to engage with the primary sources with your students. Depending on interest, student level, and classroom goals, you may choose to engage with any or all of the provided primary sources.

Three possible engagement models are suggested here:

Write

Using the worksheets provided, have your students work individually to read and examine the documents and then write their answers to the comprehension questions.

The most important takeaway for this engagement model is determining WHO is writing/speaking and WHAT each primary source is about.

Speak

Divide students into groups and provide one primary source to each group. After reading the source on their own, students should consider the author of the source and their perspective.

The most important takeaway for this engagement model is determining HOW the author is communicating and WHY they are saying what they are saying.

Draw

Have students, working individually or in pairs, design a creative, visual representation of the main argument of one primary source. They may choose to create a Venn diagram, a flow chart, or an identity map.

The most important takeaway for this engagement model is determining WHO is writing/speaking and HOW they are getting their point across.

Discussing Primary Sources

In this section, students will discuss their observations, analysis, and conclusions gleaned from analyzing primary sources about the central issues of the election of 1968.

Lead a discussion of the issues at hand. Students will use the key ideas learned during the warm-up and their analyses of primary sources to answer questions.

1. How did the election of 1968 demonstrate a growing discontent among white Americans regarding the Civil Rights Movement?
2. How did the election of 1968 demonstrate a growing frustration with America's involvement in the Vietnam War?
3. Consider the possible explanations for the changes seen in American society from 1960 to 1968. Would you describe those changes as top-down (meaning coming from governmental powers) or bottom-up (meaning coming from the people/grassroots)—or perhaps some combination of the two forces?

Closure

If desired, use the final few minutes of the lesson to write or discuss, or assign as homework, the following prompt, which encourages students to compare the issues in the election of 1968 to contemporary election cycles:

What similarities and differences do you see between this moment of backlash and others in our country's history?



Election of 1968: Conservative Response Election Snapshot

Essential Question

In what way can the election of Richard M. Nixon be understood as a response to the growing discontent about race relations and U.S. involvement in Vietnam?

Key Ideas

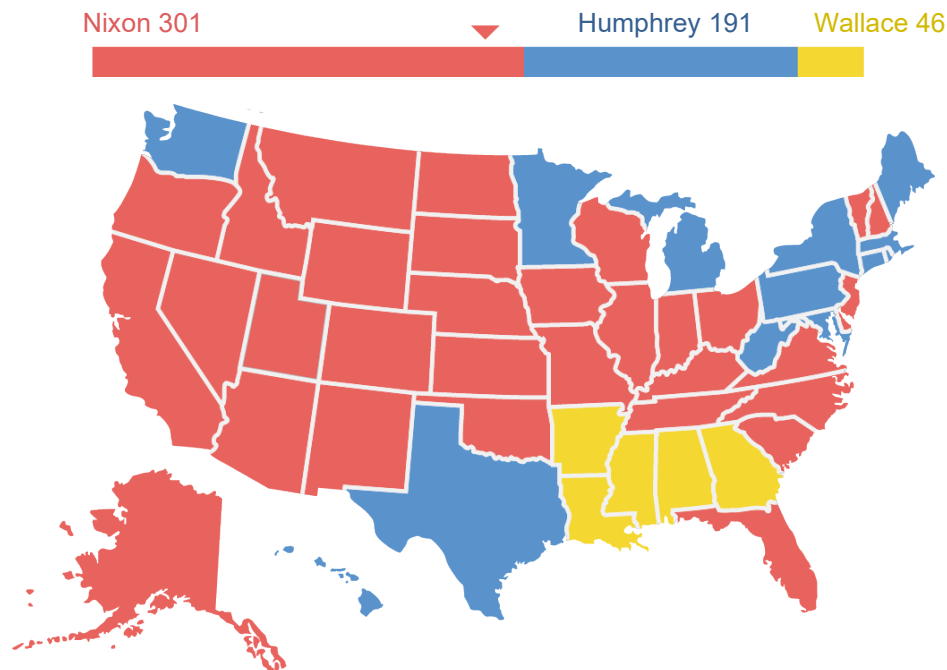
- The period between John F. Kennedy's election in 1960 and the election of 1968 proved to be one of tremendous social unrest and discontent across the globe.
- By 1968, the American people confronted a disillusioning reality that included assassinations of major political leaders, destructive racial unrest in major American cities, a seemingly unending stalemate in Vietnam, and widespread anti-war protests on college campuses and elsewhere.
- In 1968, the American people elected Richard Nixon, who promised to answer growing cynicism and public displays of dissent, with "law and order" on the streets and "peace with honor" in Vietnam. Nixon's campaign claimed to represent the "silent majority" who believed that change had gone too far and revived the call for a commitment to law and order.

Candidates and Outcome

Richard Nixon
(Republican)

Hubert Humphrey
(Democrat)

George Wallace
(American Independent)





Election of 1968: Conservative Response Primary Sources and Questions

Warm-Up

“Someday Son All This Will Be Yours” [visual source], 1968
William E. Papas

[The Guardian](#)

Primary Sources

“What We Want” [excerpt], 1966
Stokely Carmichael

Stokely Carmichael articulates the concept and examines the causes of Black Power. This is one of the first published works to address the differences between the Black Power movement and the non-violent ideals of the Civil Rights Movement, which Carmichael argues has been designed for white people.

[New York Review of Books](#)

“I-Feel-Like-I’m-Fixin’-To-Die-Rag” [audio source], 1967
Country Joe and the Fish

Written during a time when sentiment about the Vietnam War was becoming increasingly negative, this song expresses the viewpoint of a young man who is drafted.

[Social History for Every Classroom](#)

“We Are Mired in Stalemate” [video source], 1968
Walter Cronkite

In the 1960s, journalists were highly trusted sources of information. Walter Cronkite, the host of the CBS Evening News, was the most respected television journalist in 1968, and his editorial commentary, like this piece on Vietnam, was particularly influential. In it, Cronkite makes a sharp break from the version of events depicted by the U.S. military, painting a much less favorable picture.

[Digital History](#)

National Guardsman on Beale Street [visual source], 1968
Photographer unidentified

U.S. National Guard troops block off Beale Street in Memphis, Tennessee, as civil rights marchers wearing placards reading, “I AM A MAN” pass by on March 29, 1968. This was the third consecutive march held by the group in as many days.

[The Atlantic](#)

Acceptance Speech at the Republican National Convention [excerpt] [video source], 1968
Richard M. Nixon

Racial and economic tensions marked the mood of the country, with high-profile assassinations and demonstrations at the forefront of popular attention. Nixon used this speech to emphasize his “law and order” messaging and to appeal to the “silent majority” of voters, who he said had not been heard by previous administrations.

[The American Presidency Project](#)

Warm-Up: "Someday Son All This Will Be Yours"
William E. Papas
1968



Student Name:

Class Period:

Date:

Warm-Up Exercise: Understanding Perspective
“Someday Son All This Will Be Yours”

Analyzing a Source: Use the chart below (which is based on the National Archives and Records Administration analysis model) to examine the primary source. Remember that every document is created by a person with a specific point of view that is based on their background, beliefs, and experiences. These questions help you to understand that point of view, or perspective.

Meet the source. What type of source is it? What do you notice first? How would you describe it to someone who hasn't read it?	
Observe its parts. Who created it? Who is the intended audience? When was it created? Where was it created?	
Try to make sense of it. What is it talking about? Why did the maker create it? What was happening at the time in history when this source was created?	
Use it as historical evidence. What did you find out that you might not learn anywhere else? What evidence does the creator present that you should “fact check”? What questions do you have that this source doesn't answer?	

Checking for Understanding: After reviewing the source using the chart above, answer these questions as a class.

- In the cartoon, a child-like Richard Nixon sits on Lyndon Johnson's lap. What is the message implied by this portrayal? How does the title of the cartoon fit the figures' positions?
- In the background, several objects have been thrown through a window toward the figures. What do these objects represent?
- Other objects, some of which are visible through the window and others scattered on the floor, appear to be picket signs. Why are these significant? What issues are they protesting?
- In what ways does a new president “inherit” the problems of the previous administration? What do you think are the three most important issues that Nixon will “inherit” from Johnson? Explain.
- What does this cartoon reveal about the political and social climate surrounding the election of 1968?



Excerpt from “What We Want”
Stokely Carmichael
September 22, 1966

Context: Stokely Carmichael articulates the concept and examines the causes of Black Power. This is one of the first published works to address the differences between the Black Power movement and the non-violent ideals of the Civil Rights Movement, which Carmichael argues has been designed for white people.



One of the tragedies of the struggle against racism is that up to now there has been no national organization which could speak to the growing militancy of young black people in the urban ghetto. There has been only a civil rights movement, whose tone of voice was adapted to an audience of liberal whites. It served as a sort of buffer zone between them and angry young blacks. None of its so-called leaders could go into a rioting community and be listened to. In a sense, I blame ourselves, together with the mass media. . . . We had nothing to offer that they could see, except to go out and be beaten again. We helped to build their frustration.

For too many years, black Americans marched and had their heads broken and got shot. They were saying to the country, “Look, you guys are supposed to be nice guys and we are only going to do what we are supposed to do—why do you beat us up, why don’t you give us what we ask, why don’t you straighten yourselves out?” After years of this, we are at almost the same point—because we demonstrated from a position of weakness. We cannot be expected any longer to march and have our heads broken in order to say to whites: come on, you’re nice guys. For you are not nice guys. We have found you out.

. . .

BLACK POWER can be clearly defined for those who do not attach the fears of white America to their questions about it. We should begin with the basic fact that black Americans have two problems: they are poor and they are black. All other problems arise from this two-sided reality: lack of education, the so-called apathy of black men. Any program to end racism must address itself to that double reality.

Almost from its beginning, SNCC sought to address itself to both conditions with a program aimed at winning political power for impoverished Southern blacks. We had to begin with politics because black Americans are a propertyless people in a country where property is valued above all. We had to work for power, because this country does not function by morality, love, and nonviolence, but by power. Thus we determined to win political power, with the idea of moving on from there into activity that would have economic effects. With power, the masses could *make or participate in making* the decisions which govern their destinies, and thus create basic change in their day-to-day lives.

But if political power seemed to be the key to self-determination, it was also obvious that the key had been thrown down a deep well many years earlier. Disenfranchisement, maintained by racist terror, makes it impossible to talk about organizing for political power in 1960. The right to vote had to be won, and SNCC workers devoted their energies to this from 1961 to 1965. They set up voter registration drives in the Deep South. They created pressure for the vote by holding mock elections in Mississippi in 1963 and by helping to establish the Mississippi Freedom Democratic Party (MFDP) in 1964. That struggle was eased, though not won, with the passage of the 1965 Voting Rights Act. SNCC workers could then address themselves to the question: “Who can we vote for, to have our needs met—how do we make our vote meaningful?”

. . .

ALL OF THE EFFORTS were attempts to win black power. Then, in Alabama, the opportunity came to see how blacks could be organized on an independent party basis.... These men and women are up for election in November—if they live until then. Their ballot symbol is the black panther: a bold, beautiful animal, representing the strength and dignity of black demands today. A man needs a black panther on his side when he and his family must endure—as hundreds of Alabamians have endured—loss of job, eviction, starvation, and sometimes death, for political activity. He may also need a gun and SNCC reaffirms the right of black men everywhere to defend themselves when threatened or attacked. As for initiating the use of violence, we hope that such programs as ours will make that unnecessary; but it is not for us to tell black communities whether they can or cannot use any particular form of action to resolve their problems. Responsibility for the use of violence by black men, whether in self defense or initiated by them, lies with the white community.

Student Name:

Class Period:

Date:

Questions for Excerpt from “What We Want”

1. What was Stokely Carmichael referencing when he said, “for too many years, black Americans marched and had their heads broken and got shot”?
2. What “double reality” did Carmichael claim must be addressed in any attempts to end racism?
3. According to Carmichael, why was a black panther selected as the ballot symbol of the “freedom organizations” nominee?
4. Even though SNCC embraced nonviolence, they acknowledged and supported the right to use firearms under what circumstances? What do you think this changing attitude towards the use of violence might have represented?

ANSWER KEY

Questions for Excerpt from “What We Want”

1. What was Stokely Carmichael referencing when he said, “for too many years, black Americans marched and had their heads broken and got shot”?

Carmichael was referencing the previous tactics of the Civil Rights Movement, which he refutes in this article.

2. What “double reality” did Carmichael claim must be addressed in any attempts to end racism?

Carmichael said, “We should begin with the basic fact that black Americans have two problems: they are poor and they are black. All other problems arise from this two-sided reality: lack of education, the so-called apathy of black men.”

3. According to Carmichael, why was a black panther selected as the ballot symbol for the “freedom organizations” nominee?

The black panther represents the strength and dignity of the Black community and symbolically protects candidates from anything they will have to endure while attempting to win the election.

4. Even though SNCC embraced nonviolence, they acknowledged and supported the right to use firearms under what circumstances? What do you think this changing attitude towards the use of violence might have represented?

They supported the use of firearms in self-defense.

Student must make a claim and support it with evidence. Answers could point toward increasing violence against the black community.



**“I-Feel-Like-I’m-Fixin’-to-Die-Rag”
Country Joe and the Fish
1967**

Context: Written during a time when sentiment about the Vietnam War was becoming increasingly negative, this song expresses the viewpoint of a young man who is drafted.



Come on all of you big strong men,
Uncle Sam needs your help again.
He's got himself in a terrible jam
Way down yonder in Viet Nam
So put down your books and pick up a gun
We're gonna have a whole lotta fun.

CHORUS:

*And it's one, two, three,
What are we fighting for
Don't ask me, I don't give a damn,
Next stop is Viet Nam;
And it's five, six, seven,
Open up the pearly gates,
Well there ain't no time to wonder why,
Whoopee! we're all gonna die.*

CHORUS

Come on generals, let's move fast
Your big chance has come at last.
Gotta go out and get those reds—
The only good commie is the one that's dead
You know that peace can only be won
When we've blown 'em all to kingdom come.

CHORUS

Well, come on Wall Street, don't move slow,
Why man, this war is a go-go.
There's plenty good money to be made
Supplying the Army with the tools of the trade,
Just hope and pray that if they drop the bomb,
They drop it on the Viet Cong.

CHORUS

Well, come on mothers throughout the land,
Pack your boys off to Vietnam.
Come on fathers, don't hesitate,
Send your sons off before it's too late.
Be the first one on your block
To have your boy come home in a box.

Student Name:

Class Period:

Date:

Questions for “I-Feel-Like-I’m-Fixin’-To-Die-Rag”

1. Country Joe and the Fish sang about what U.S. policy?
2. According to the song, what two groups supported the war? What were their respective reasons for supporting the war?
3. How does this song reflect growing disapproval toward the Vietnam War?
4. What is the tone of this song? Cite evidence from the text to support your answer.

ANSWER KEY

Questions for “I-Feel-Like-I’m-Fixin’-To-Die-Rag”

1. Country Joe and the Fish sang about what U.S. policy?

They sang about the U.S. draft for the Vietnam War.

2. According to the song, what two groups supported the war? What were their respective reasons for supporting the war?

Generals and Wall Street supported the war.

Generals: Chance for fame and glory and to kill Communists

Wall Street: Money to be made

3. How does this song reflect growing disapproval toward the Vietnam War?

This song expresses a very negative take on the justification for and reasons behind the war as well as its consequences.

4. What is the tone of this song? Cite evidence from the text to support your answer.

The song employs a fatalistic and sarcastic tone. Student can cite lines representing the seeming inevitability of the outcomes of the song, or show juxtapositions between traditionally patriotic phrasing and stated consequences.



“We Are Mired in Stalemate”
Walter Cronkite, CBS Evening News
February 27, 1968

Context: In the 1960s, journalists were highly trusted sources of information. Walter Cronkite, the host of the CBS Evening News, was the most respected television journalist in 1968, and his editorial commentary, like this piece on Vietnam, was particularly influential. In it, Cronkite makes a sharp break from the version of events depicted by the U.S. military, painting a much less favorable picture.



Tonight, back in more familiar surroundings in New York, we'd like to sum up our findings in Vietnam, an analysis that must be speculative, personal, subjective. Who won and who lost in the great Tet offensive against the cities? I'm not sure. The Vietcong did not win by a knockout, but neither did we. The referees of history may make it a draw. Another standoff may be coming in the big battles expected south of the Demilitarized Zone. Khesanh could well fall, with a terrible loss in American lives, prestige and morale, and this is a tragedy of our stubbornness there; but the bastion no longer is a key to the rest of the northern regions, and it is doubtful that the American forces can be defeated across the breadth of the DMZ with any substantial loss of ground. Another standoff.

On the political front, past performance gives no confidence that the Vietnamese government can cope with its problems, now compounded by the attack on the cities. It may not fall, it may hold on, but it probably won't show the dynamic qualities demanded of this young nation. Another standoff.

We have been too often disappointed by the optimism of the American leaders, both in Vietnam and Washington, to have faith any longer in the silver linings they find in the darkest clouds. They may be right, that Hanoi's winter-spring offensive has been forced by the Communist realization that they could not win the longer war of attrition, and that the Communists hope that any success in the offensive will improve their position for eventual negotiations. It would improve their position, and it would also require our realization, that we should have had all along, that any negotiations must be that—negotiations, not the dictation of peace terms. For it seems now more certain than ever that the bloody experience of Vietnam is to end in a stalemate. This summer's almost certain standoff will either end in real give-and-take negotiations or terrible escalation; and for every means we have to escalate, the enemy can match us, and that applies to invasion of the North, the use of nuclear weapons, or the mere commitment of one hundred, or two hundred, or three hundred thousand more American troops to the battle. And with each escalation, the world comes closer to the brink of cosmic disaster.

To say that we are closer to victory today is to believe, in the face of evidence, the optimists who have been wrong in the past. To suggest we are on the edge of defeat is to yield to unreasonable pessimism. To say that we are mired in a stalemate seems the only realistic, yet unsatisfactory, conclusion. On the off chance that military and political analysts are right, in the next few months we must test the enemy's intentions, in case this is indeed his last big gasp before negotiations. But it is increasingly clear to this reporter that the only rational way out then will be to negotiate, not as victors, but as honorable people who lived up to their pledge to defend democracy, and did the best they could.

This is Walter Cronkite. Good night.

Student Name:

Class Period:

Date:

Questions for “We Are Mired in Stalemate”

1. Cronkite asserted that his analysis “must be speculative, personal, subjective.” What did he mean by this statement, and why did he say it? Do you think it makes his conclusion more or less credible? Explain.
2. According to Cronkite what was the only possible conclusion to draw about the reality of America’s involvement in Vietnam?
3. What is the tone of Cronkite’s report? Cite examples from the text to support your answer.
4. Cronkite was highly respected and trusted by the American people. What effect do you think Cronkite’s observations and conclusions had on the viewing public, and why?

ANSWER KEY

Questions for “We Are Mired in Stalemate”

1. Cronkite asserted that his analysis “must be speculative, personal, subjective.” What did he mean by this statement, and why did he say it? Do you think it makes his conclusion more or less credible? Explain.

Cronkite was making clear that what he was saying was not traditional journalism. He was bringing in his own personal beliefs and offering speculations.

Student must make a claim and support their answer with evidence. Answers should relate to journalistic integrity and ethics.

2. According to Cronkite what was the only possible conclusion to draw about the reality of America’s involvement in Vietnam?

Cronkite noted that the only conclusion to draw was that “the bloody experience of Vietnam is to end in a stalemate.”

3. What is the tone of Cronkite’s report? Cite examples from the text to support your answer.

Student may cite Cronkite’s attempts to present a sober and reasoned (as opposed to overly dramatic or naively optimistic) assessment, using words such as “evidence,” “unreasonable,” “realistic,” and “rational.” Student may also cite Cronkite’s resigned tone when describing the realities of the situation in Vietnam.

4. Cronkite was highly respected and trusted by the American people. What effect do you think Cronkite’s observations and conclusions had on the viewing public, and why?

Student must make a claim and support it with evidence.

**“National Guardsmen on Beale Street”
Photographer Unidentified
March 29, 1968**

Context: U.S. National Guard troops block off Beale Street in Memphis, Tennessee, as civil rights marchers wearing placards reading, “I AM A MAN” pass by on March 29, 1968. This was the third consecutive march held by the group in as many days.



Student Name:

Class Period:

Date:

Questions for “National Guardsmen on Beale Street”

1. Identify the two groups that appear in this photograph. What are their respective purposes?
2. Many of the men in the picket line are holding signs that read “I Am a Man.” Why do you think they carried these signs?
3. Why do you think the white man marching with the protestors is *not* carrying a sign?
4. This picture was taken in 1968, just months before the presidential primaries. Does this picture suggest that by 1968 the Civil Rights Movement and subsequent civil rights legislation had resolved the issue of race relations in the United States? Explain.

ANSWER KEY

Questions for “National Guardsmen on Beale Street”

1. Identify the two groups that appear in this photograph. What are their respective purposes?

Soldiers/National Guardsmen: preventing a demonstration from turning violent, being a visible sign of “law and order.”

Protestors: demanding their rights as citizens, using protest to bring attention to an issue.

2. Many of the men in the picket line are holding signs that read “I Am a Man.” Why do you think they carried these signs?

Student must make a claim and support it with evidence. Answers should include concepts like equality, dignity, or respect, noting that the sign holders want to be treated the same as any other man regardless of the color of their skin.

3. Why do you think the white man marching with the protestors is *not* carrying a sign?

Student must make a claim and support it with evidence. Answers could point to his being an ally, rather than someone fighting for recognition himself.

4. This picture was taken in 1968, just months before the presidential primaries. Does this picture suggest that by 1968 the Civil Rights Movement and subsequent civil rights legislation had resolved the issue of race relations in the United States? Explain.

Student must make a claim and support it with evidence.



Acceptance Speech
Richard M. Nixon, Republican National Convention
August 8, 1968

Context: Racial and economic tensions marked the mood of the country, with high-profile assassinations and demonstrations at the forefront of the popular attention. Nixon used this speech to emphasize his “law and order” messaging and to appeal to the “silent majority” of voters, who he said had not been heard by previous administrations.



The choice we make in 1968 will determine not only the future of America but the future of peace and freedom in the world for the last third of the Twentieth Century. And the question that we answer tonight: can America meet this great challenge? For a few moments, let us look at America, let us listen to America to find the answer to that question.

As we look at America, we see cities enveloped in smoke and flame.

We hear sirens in the night.

We see Americans dying on distant battlefields abroad.

We see Americans hating each other; fighting each other; killing each other at home.

And as we see and hear these things, millions of Americans cry out in anguish.

Did we come all this way for this? Did American boys die in Normandy, and Korea, and in Valley Forge for this?

Listen to the answer to those questions. It is another voice. It is the quiet voice in the tumult and the shouting. It is the voice of the great majority of Americans, the forgotten Americans—the non-shouters; the non-demonstrators.

They are not racists or sick; they are not guilty of the crime that plagues the land.

They are black and they are white—they're native born and foreign born—they're young and they're old.

They work in America's factories. They run America's businesses. They serve in government.

They provide most of the soldiers who died to keep us free.

They give drive to the spirit of America.

They give lift to the American Dream.

They give steel to the backbone of America.

They are good people, they are decent people; they work, and they save, and they pay their taxes, and they care. . . .

And this is their answer and this is my answer to that question.

When the strongest nation in the world can be tied down for four years in a war in Vietnam with no end in sight;

When the richest nation in the world can't manage its own economy;

When the nation with the greatest tradition of the rule of law is plagued by unprecedented lawlessness;

When a nation that has been known for a century for equality of opportunity is tom by unprecedented racial violence;

And when the President of the United States cannot travel abroad or to any major city at home without fear of a hostile demonstration—then it's time for new leadership for the United States of America.

Student Name:

Class Period:

Date:

Questions for Acceptance Speech

1. Nixon's acceptance speech seemed to imply that there were two different Americas. What did he claim was the dividing line or distinguishing factor separating the two groups? Cite evidence to support your answer.
2. According to Nixon, who constituted the "great majority" of forgotten Americans?
3. What is the tone of Nixon's message? Cite examples from the text to support your answer.
4. Besides those present at the Republican National Convention, who was Nixon *really* trying to appeal to with his speech? Cite evidence to support your answer.

ANSWER KEY

Questions for Acceptance Speech

1. Nixon's acceptance speech seemed to imply that there were two different Americas. What did he claim was the dividing line or distinguishing factor separating the two groups? Cite evidence to support your answer.

Student must make a claim and support it with evidence from the text. Answers should point to the distinction Nixon makes between loud Americans who he implies are shouting but not answering questions, and quiet Americans who work hard and don't cause problems. Evidence can include any of the descriptions that Nixon provides of these two groups.

2. According to Nixon, who constituted the "great majority" of forgotten Americans?

The great majority is made up of "non-shouters" and "non-demonstrators."

3. What is the tone of Nixon's message? Cite examples from the text to support your answer.

Nixon presents a dire tone regarding the current state of affairs in the country, offering himself as a solution to the complicated and wide-reaching issues he identifies within the nation. Student should cite examples of the way Nixon describes each issue, paying particular attention to his use of superlatives and counter-examples.

4. Besides those present at the Republican National Convention, who was Nixon *really* trying to appeal to with his speech? Cite evidence to support your answer.

Nixon is trying to appeal to voters who identify with the picture of the "silent majority" he describes. Student can cite a variety of elements from the speech, including his use of "we," his broad description of what the "silent majority" represents and the critical role it plays in the country, and his clear need to appeal to more than just the people at the convention if he wishes to win the election.