**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

**Baby Boom**

The Great Depression and World War II had caused many men and women to delay marriage and child-bearing. As World War II began to wind down and soldiers returned home to marry and start families the birth rate in the United States (and in other nations) began to sky-rocket. The period from 1946-1964 became known as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The generation of children born during this period became known as Boomers. Approximately 79 million babies were born during this period.

The rapid increase in marriages and families profoundly affected the economy. First, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, passed by Congress to protect and reward returning servicemen, provided low interest loans for homes and businesses, as well as grants for those who wished to return to school. This caused a housing boom characterized by the development of the first suburban housing developments, such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, New York. The Levittown housing development became the proto-type for future developments. Floor plans were standardized and houses were designed to be mass produced in a 27 step process (much like an automobile). Lastly, the demand for government-built infra-structure increased. As children reached school-age there was an increased demand for schools. More highways were needed. Water, sewer, and power grids were laid out. A prime example of the government sponsored creation of infrastructure that began in the time period was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ passed in 1956. The original purpose of the Act, as envisioned by President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, was to create a system of highways for strategic transportation of troops and supplies, but as the United States population grew, the old two lane system of roads connecting communities was proving inadequate. New, wider more direct routes built across the United States served to link population centers across the country.

**(SHORT ANSWER) Impact of Television . . .**

Although television predates World War II, it was not commercially feasible until after the production demands of World War II subsided. Prior to World War II, radio and print were the predominate medium by which news, entertainment, and marketing was delivered. By the late 1950’s, television had replaced radio. The growth of television use was dramatic. From 1939 to 1941 only an estimated 7,000 television sets had been purchased. By 1959, the number of television sets had grown to 67 million. Television had the same effect that radio had on the previous generation. Many Americans watched the same entertainment and news programming creating a common national culture. Television news coverage impacted political and social events. Two events illustrate how television impacted modern American political and social culture.

**. . . on the Presidential Debate of 1960**

Prior to 1960, Presidential campaigns were limited by time and distance. Candidates tended to go from campaign stop to campaign stop by rail or air. Mass audiences were reached via radio. In the 1960 Presidential campaign between\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the candidates agreed to hold four nationally televised presidential debates. While the substance of both campaigns was very similar, the candidates were not. Physically, the men were very different. Kennedy was young, tanned, clean-cut, and physically fit. Nixon was older, underweight after a recent illness, not particularly handsome, prone to excessive perspiration, and had a perpetual five o’clock shadow. The first debate was broadcast on September 26, 1960. Television accentuated every bit of the physicality of the candidates. According to ratings polls, 74 million viewers watched the debate and gave Kennedy the debate victory. Overnight, the Kennedy campaign picked up momentum as Kennedy appearance came across as much more positive than Nixon’s. In contrast, voters who had listened to the debate over the radio reported that they felt Nixon had come across as the more experienced and knowledgeable of the two candidates.

**. . . on the Civil Rights Movement**

Nightly television news provided a regular reminder of the on-going struggle for civil rights in the south. Civil rights leaders used media coverage to illuminate their issues. News footage of attack dogs biting demonstrators or fire hoses blasting children made for dramatic viewing and caused many to question the equity of segregation laws. One of the most dramatic events broadcast was the attack of the Alabama State Patrol on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which was shown before a television drama on the Nuremberg War Crimes Trial. King’s “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” speech was broadcast live to a nation-wide audience in 1963. As with images from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ War, television proved it could sway national opinion.

**Impact of Technology on American Life**

Aside from television, other new technological developments impacted Americans. Scientific researchers developed new products that aided the health, welfare, and economy of the United States. The development of new vaccines meant the end of childhood diseases such as polio, measles, and whooping cough. The development of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ led businesses and population to spread into the deep South and southwest, changing the settlement pattern in the United States. Communication satellites, an outgrowth of the space program, made long distance phone calls and imaging less expensive and improved the ability of weather forecasters to protect people from the dangers of violent weather. World War II experiments in jet engines and jet aircraft led to a new generation of aircraft and the growth of the airline industry. By the 1970’s, early versions of personal computers and rudimentary networks that resembled the internet spurred new ways of doing business and communicating with each other.

**SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.**

**Integration**

In July 1948, President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ signed an executive order ending the segregation of the armed forces. Prior to that time period, African-American and white soldiers served in separate units. Integration of the African-American units with white units did not fully take place until the Korean War. In general, there were three reasons why integration took place. First, the growing recognition that segregation undercut the United States' moral stature during the Cold War; second, the need to reduce racial tensions within the military; and third, the manpower needs produced by the Korean war. Integration helped to break down stereotypes so that, as the Civil Rights movement intensified in the mid-1950, there was a broad spectrum of Americans who had developed relationships with other races.

The integration of federally contracted jobs and the federal civil service was an evolutionary process. First, in response to pressure from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, President Roosevelt issued an executive order in 1941 ending discrimination on jobs that were federally contracted, thereby opening minority employment in defense plants. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of 1964 finally barred discrimination in any job and reinforced powers of the Civil Rights Commission to enforce non-discrimination laws.

Sports were the first arena for integration. Although there was no rule in baseball that required segregated baseball teams, by custom, White and African-American baseball players had their own leagues and did not play each other. In the mid-1940’s, events occurred to break-down the color barrier. Long-time baseball commissioner, Kennesaw Mountain Landis, who had been reluctant to integrate baseball, passed away thereby ending resistance from the baseball commission. Branch Rickey, a coach for the Brooklyn Dodgers, decided to break the color line in baseball by recruiting an outstanding African-American player. In 1946, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a Georgia native, joined the Brooklyn Dodgers after playing for one season on the Dodgers’ Montreal farm team. He became the first African-American player in Major League baseball since 1889, when baseball first became segregated. Jackson’s outstanding play and his ability to absorb the jeers and threats from bigoted fans and other baseball teams earned him the respect of many fans and helped other African-American players, such as Satchel Page and Hank Aaron, break into baseball.

The Supreme Court had ruled with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” was the law of the land. In practice this meant that many states had created two systems of public accommodations—one White only, one Black only. In 1951, a Topeka, Kansas parent challenged segregation by suing his local school board. His daughter had to attend the African-American elementary school that required her to walk a mile, a portion of the walk through a rail switching yard, even though the closest elementary school (white only) was seven blocks away. The NAACP took on the case but lost on the Plessey precedent. The case was appealed to the Supreme Court, who combined the Brown case with similar cases. In 1954, the Supreme Court unanimously ruled “…in the field of public education, the doctrine of 'separate but equal' has no place.

The Supreme Court ordered that public education be de-segregated, but no timeline for desegregation was issued and school systems were slow to de-segregate. In response to the Brown decision, Southern states organized the “Massive Resistance” movement which shut down state education systems rather than integrate the schools. A notable example of this type of action occurred in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Arkansas in 1957 when the governor, Orval Faubus attempted to use the National Guard to block integration of Central High School. President Eisenhower responded by federalizing the Guard and moving units of the 101st Airborne into Little Rock to enforce the law. Faubus countered by closing Little Rock’s schools for a year.

**(SHORT ANSWER) Dr. Martin Luther King Jr.**

***Letter from a Birmingham Jail***

The Civil Rights Movement in April 1963 had focused its energy on ending segregation in downtown Birmingham, Alabama. Dr. Martin Luther King, Jr. had been arrested for violating a city ordinance banning sit-ins. While in jail, King read an appeal by a number of Alabama clergy urging King to end the protests and pleading with King to allow time to take its course in ending segregation in Alabama. King’s response to the clergy ultimately became a key document in the civil rights movement. King’s letter was a defense of the non-violent methods being used to attack racism. King also criticized the clergy for urging patience in light of continued violence, countering, “For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

***I Have a Dream Speech***

In the summer of 1963 the leaders of the Civil Rights Movement decided to replicate A. Philip Randolph’s planned 1941 March on Washington. The 1941 march had been called off after Roosevelt granted concessions in federal hiring of African-Americans. This time various civil rights organizations were marching in support of Kennedy’s proposed civil rights legislation then before Congress. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Jobs and Freedom was held on August 28, 1963. It was the largest demonstration for civil rights in U.S. history. Various civil rights organizations and their leaders spoke before the Lincoln Memorial, including Martin Luther King, Jr. King’s 17 minute speech, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, was in part written remarks, but at the end of his speech, King expanded his remarks. It was these extemporaneous remarks that have become perhaps one of the most famous pieces of American oratory in U.S. history. The speech called forth an ideal in which racism and bigotry would end and all races could live in harmony with one another. The 1963 March and speech helped to garner support for Kennedy’s civil rights proposals.

**(SHORT ANSWER) Civil Rights Legislation**

***The Civil Rights Act of 1964***

The law outlawed major forms of discrimination against African Americans and women, including racial segregation. It ended unequal application of voter registration requirements and the racial segregation of schools, at the workplace, and by facilities that served the general public ("public accommodations"). The law was upheld by the Supreme Court and later its provisions were extended to include the private work place and wage discrimination against women.

***The Voting Rights Act of 1965***

This federal law outlawed various measures that had disenfranchised African-American voters. It ended the practice of literacy tests as a qualification to vote and mandated federal oversight of elections in the southern states. Unless otherwise released, southern states are still required to submit any changes to voting procedure to the Justice Department to insure voting rights are not abridged.

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

**Warren Court**

During most of the 1950s and 1960s, the U.S. Supreme Court was headed by Chief Justice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Warren Court, as it was known, became famous for issuing landmark decisions, such as declaring that segregation in public schools was unconstitutional in \_\_\_\_\_\_\_\_\_\_v.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1954), that the Constitution includes the right to privacy, that the right of free speech protects students who wear armbands as an anti-war protest on school grounds, and that all states must obey all decisions of the Supreme Court. In 1963, the Warren Court issued another of its landmark decisions, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_v. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.: Police must inform suspects of their constitutional rights at the time of arrest. The case involved a man named Ernesto Miranda, who was convicted and imprisoned after signing a confession although, at the time of his arrest, the police questioned him without telling him he had the right to speak with an attorney and the right to stay silent. The Miranda decision strengthened Americans’ individual rights. Other key decision from the Warren Court include: *Gideon v. Wainwright* (1963) which upheld the right of a defendant to have an attorney even if he or she cannot afford one. In the same case the Court ruled that the defendant had the right of appeal even if he or she could not afford court costs. Warren also applied the “equal protection” clause of the Fourteenth Amendment to state criminal procedure (the state cannot infringe upon an individual’s constitutional rights).

**John F. Kennedy**

President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was assassinated in Dallas, Texas on November 22, 1963. Kennedy’s death had a profound impact on the nation. 1. The assassination reaffirmed for many Americans just how strong their government was because, although the president could be killed, the U.S. government would continue to operate. 2. The assassination gave the new president, Lyndon Johnson, the political capital to force his domestic legislative package through Congress. This included the Economic Opportunity Act of 1964, which launched Johnson’s “War on Poverty,” and the Civil Rights Act of 1964, which outlawed segregation in American schools and other public places.

**Lyndon B. Johnson**

President Lyndon Johnson launched his “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” program as a way of attacking the endemic problem of poverty in the United States. He believed that the post-war prosperity of the United States could be harnessed to solve key quality of life issues. Johnson’s programs involved the:

• *War on Poverty*: 40 programs intended to end poverty by improving conditions and enabling people to end the cycle of poverty.

• *Education*: 60 separate bills that provided for new and better-equipped classes, minority scholarships, and low-interest loans.

• *Medicare*: guaranteed health care to every American over sixty-five.

• *Medicaid*: provided health care assistance to the poor

• *The Environment*: introduced measures to reclaim our heritage of clean air and water.

• *National Endowment for the Arts and the Humanities*: created with the philosophy that artists, performers, and writers were a priceless part of our heritage and deserve support.

• *Job Corps*: provided job training for young men and women.

• *Head Start*: program for four- and five-year-old children from disadvantaged families that gave them a chance to start school on an even basis with other youngsters.

**Social and Political Turmoil of 1968**

The cultural and political landscape of the 1960’s seemed to come to head in 1968. In addition to continued protests over the Vietnam War, consider the following events:

• January: The Tet Offensive marked the beginning of the end of the Vietnam War. The initial successes of the North Vietnamese and Viet Cong belied the positive picture that the Johnson Administration had been painting in the media.

• March 19: First Black Power demonstrations were held at Howard University. This marked the beginning of an increased disenchantment with the SCLC’s non-violent tactics.

• April 4: Martin Luther King, Jr. was assassinated in Memphis, Tennessee. His murder was marked by riots in several cities despite the call for a non-violent response to his death by leaders of the civil rights movement.

• June 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was assassinated by Sirhan Sirhan, a Palestine immigrant who was angered over Kennedy’s support of Israel. Kennedy’s popularity and growing electoral strength may have resulted in his nomination for the Presidency.

• August: Anti-war demonstrators attempted to disrupt the Republican National Convention in Miami, Florida but failed. However, at the Democratic National Convention in Chicago, various anti-war groups managed to become the main focus of media attention. Chicago Mayor Richard J. Daley, a strong advocate for law and order, used police and National Guard units to violently suppress groups who were attempting to disrupt the Democratic Convention. The confrontations between the police and demonstrators were broadcast live on national television. Demonstrators believed that by inciting the police to action the protestors would receive greater national support but the opposite turned out to be true as most Americans supported the strong reaction of the police.

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960’s.**

**SCLC**

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(SCLC) grew out the 1955 Montgomery Bus Boycott. After achieving success and forcing an end to discriminatory practices in Montgomery, other groups followed the same methodology to end segregation on municipal bus lines. In order to better coordinate actions, groups met in Atlanta in January 1957 to form what became the SCLC. The group, led by Dr. Martin Luther King, Jr., had as its goal to carry on non-violent crusades against the evils of second-class citizenship. SCLC members tended to be from large urban areas where there was a strong, wealthy African American middle class. The growing reputation of Dr. King helped to draw a large number of historians and northern elites to the Civil Rights cause. The SCLC used several different tactics to fight segregation. They filed class-action law suits against state and local governments for failing to end segregation and used non-violent civil disobedience actions such as sit-ins, kneel-ins, and wade-ins. They also sponsored boycotts, mass rallies, and marches. They also tried to affect change in local politics by helping African-Americans to register to vote.

**SNCC**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (SNCC - pronounced SNICK) grew out of the impromptu \_\_\_\_\_\_\_- \_\_\_\_ movement in Greensboro, North Carolina where a group of African-American students began to integrate lunch counters by staging sit-ins in the white only dining sections SNCC sought to create an organized movement composed primarily of students who would systematically challenge the legality of segregationist laws of the South. SNCC members organized sit-ins across the South and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1961) to test the new federal laws that outlawed discrimination on interstate bus lines. The group also initiated the 1963 March on Washington and “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, a voter registration drive in Mississippi and Alabama, in 1964. After the passage of the Civil Rights Act (1964) and the Voters Rights Act (1965) SNCC began protesting the Vietnam War. In 1964, the organization split after some began to push the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Movement and question the use of non-violence. SNCC dropped “Non-Violence” from its name and became the Student National Coordinating Committee. SNCC disappeared as an influential organization in 1970.

**NOW (1966)**

The passage of the Civil Rights Act in 1964 had included Title VII which forbade the discrimination of women and formed the \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (EEOC) to enforce the provisions of Title VII. However, when the EEOC allowed continued gender-segregated job postings, Betty Friedan (feminist author) and Dr. Pauli Murray (Yale University law professor) decided to organize a women’s rights movement similar to the other civil rights movements but devoted strictly to women’s causes. In October 1966, they, along with 300 other men and women created the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (NOW). According to NOW’s 1966 Statement of Purpose, its goal was “to bring women into full participation in the mainstream of American society now, exercising all the privileges and responsibilities thereof in truly equal partnership with men.” The following year, NOW set as its national goals the promotion of the Equal Rights Amendment (ERA), the repeal of all abortion laws, and the creation of publicly funded child care. Further goals included the ending of sexual discrimination in the areas of hiring, promotion, and wages.

**United Farm Workers’ Movement**

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_UFW, an affiliate of the AFL-CIO, organized farm workers in California. Representing largely a Hispanic group, the UFW organized around work conditions and wages. It sought to gain concessions by using the non-violent tactics of the Civil Rights Movement. Its leaders were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1927-1993) and Dolores Huerta. Chavez was the son of a poor, Mexican-American agricultural laborer. Determined to better the lives of his family and other Hispanic workers, Chavez began work as a community organizer. Chavez founded the first agricultural labor union in California, the National Farm Worker’s Association. Chavez’s primary tactic was to politically organize a community in order to influence elections. Huerta was the founder of Community Services Organization after she saw the effects of poverty on the Hispanic children she taught in California. Later, Chavez and Huerta combined their efforts to create the United Farm Workers, which was based around local California farm communities. The first notable success of the UFW was the Delano Table Grape strike which forced grape growers to end discriminatory contracts using consumer boycotts as a way of forcing producers to accede to workers’ demands. Chavez also used water-only fasts as a weapon to obtain fair contracts for lettuce, vegetable, and fruit pickers and other agricultural workers.

**Modern Environmental Movement**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an ecologist and naturalist. She wrote on nature for the U.S. government during the Great Depression. Concerned over the effects of the widespread use of synthetic pesticides during World War II, she wrote \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to warn the public about the effects of pesticides on nature. Her simple examples helped readers to understand how all life was inter-related. Her study prompted local communities to study the effects of aerial spraying or dusting for harmful insects. Her work was also instrumental in founding the modern environmental movement and subsequent government actions to protect the environment.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movement was created by Senator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Wisconsin who wanted to start an environmental movement similar to the on-going anti-war movement. Twenty million Americans took to the streets, parks, and auditoriums to demonstrate for a healthy, sustainable environment in massive coast-to-coast rallies on April 22, 1970. The massive support for environmentalism brought on by these two events led to the creation of the United States \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (EPA) and the passage of the Clean \_\_\_\_\_\_, Clean \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Acts.

Roe v. Wade­-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University of California v. Bakke-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_