March 12-14, 1998

Turbulent Times of the Sixties

Grade Level: 7/8
Presented by: Stacie Kirkbride, Crooksville Middle School, 12400 Tunnel Hill Road, Crooksville, Ohio
Length of Unit: Ten lessons

I. ABSTRACT

The 1960s: Flower Power. Anti-war protesters. Woodstock. JFK. The Freedom Riders. Bob Dylan. The Cold War. The Beatles. Malcolm X. The Watts Riots. The space race. Images from the '60s are both diverse and diverting. Rediscover this exciting and turbulent decade in this teaching unit, an informative and entertaining guide to this fascinating era. Throughout the unit we will cover Core Knowledge content such as Martin Luther King, Jr., the Kennedy years, American culture in the sixties, Johnson's response to the civil rights movement, Malcolm X, assassinations of Martin Luther King, Jr. and Robert Kennedy, Vietnam, Watergate, Nixon, social activism, and emergence of environmentalism.

II. OVERVIEW

A. Concept Objectives

1. Students will investigate the assassination of John F. Kennedy and the Warren Commission finding, and come up with their own hypothesis about the Single Bullet Theory.
2. Students will gain an understanding of the civil rights struggle for black Americans.
3. Students will imagine what a difficult position Lyndon B. Johnson’s was in during the Vietnam War.
4. Students will acquire an appreciation of the cultural arts of the sixties.

B. Specific Core Knowledge content

1. The Kennedy Years; "Ask not what your country can do for you"; Kennedy assassination; Lee Harvey Oswald; Warren Commission
2. American culture in the sixties; Woodstock Festival
3. Nonviolent challenges to segregation; "We Shall Overcome"
4. Martin Luther King, Jr.; march on Washington; “I Have a Dream" speech; letter From Birmingham Jail
5. Johnson's response to the Civil Rights Movement; The Great Society; War on Poverty; Medicare; Civil Rights Act of 1964; Voting Rights Act of 1965; Affirmative Action
6. Malcolm X
7. Militance: Watts Riots, Black Power, Black Panthers
8. The Vietnam War; French Indochina War: Dien Bien Phu, Ho Chi Minh, Viet Cong, Domino Theory; Kent State; "hawk" and "dove"; "Vietnamization"

C. Skills to be Taught

1. comparing and contrasting specific events, people, issues, etc.
2. map skills
3. creating time lines, charts, graphs
4. writing essays, newspaper articles, obituaries, dialogues, poetry
5. hypothetical reasoning (investigation, solution)
6. higher order thinking
7. oral recitation
8. predicting
9. taking surveys, conducting interviews
10. role playing

III. BACKGROUND KNOWLEDGE

A. Origins of the Cold War; and the decline of European colonialism; Truman Doctrine; NATO; “Iron Curtain”; Creation of People’s Republic of China

B. America in the Cold War; Korean War; McCarthyism; Eisenhower years

C. Doctrine of “separate but equal”; Plessy v. Ferguson; Jim Crow laws; post-war steps toward desegregation; integration of public schools; Montgomery bus boycott; Rosa Parks; Southern “massive resistance”

IV. RESOURCES

A. Books

1. Creative Activities for Teaching the 60’s and 70’s. Stockton: Stevens and Shea, 1983

B. Videotapes

1. Kennedy/Nixon Election
2. Reasonable Doubt: The Single Bullet Theory
3. King: I Have a Dream
4. The Monkees
5. Head
6. Malcolm X: Make it Plain
7. Kent State
V. LESSONS

A. Lesson One (Day 1): Ask Not What Your Country Can Do For You, But What You Can Do For Your Country

1. Objective/Goal: Students will memorize and recite a clip of the inaugural address of JFK.

2. Materials
   a. teacher created handout: clip of the address
   b. All the People

3. Prior Knowledge for Students: Students must have knowledge of the Kennedy/Nixon election of 1960 (video) and of the civil rights movement taking place at the time.

4. Key Vocabulary: graciousness, inauguration, abundance, contrast, patrician, clamor, bipartisan, peace corps, foe, cadet, charisma, devotion

5. Procedures/Activities
   a. Students will read pages 86-90 in All the People.
   b. Teacher will give students handout of clip of Kennedy’s inaugural address and read aloud to the students.
   c. Teacher and students will discuss/define key vocabulary.

6. Evaluation/Assessment: Each student will recite clip of Kennedy’s inaugural address in front of the class in one week.

B. Lesson Two (Days 2, 3, 4): What Were You Doing on November 22, 1963?

1. Objective/Goal
   a. Students will investigate the assassination of John F. Kennedy, and the Warren Commission finding, and come up with their own hypothesis about the Single Bullet Theory.
   b. Students will interview adults by asking them the question, “What were you doing on November 22, 1963?”
   c. Students will write essays through the eyes of their interviewees with the title, “What were you doing on November 22, 1963?”

2. Materials
   a. Who Shot the President? The Death of John F. Kennedy
   b. The Assassination of John F. Kennedy
   c. Reasonable Doubt: The Single Bullet Theory video
d. interview format sheet
e. colored pencils
f. drawing paper
g. All the People


4. Procedures/Activities
a. Students will read pages 103-106 in *All the People*.
b. Teacher and students will discuss/define key vocabulary.
c. Teacher will read *Who Shot the President? The Death of John F. Kennedy* aloud to the students.
d. Students will watch the video, *Reasonable Doubt: The Single Bullet Theory*.
e. Teacher will read *The Assassination of John F. Kennedy* aloud to the students.
f. Students will investigate, within their teams, the possible solutions to the assassination of JFK. Each team will draw a diagram illustrating their conclusions to the theory of a single assassin or a conspiracy, and write their own Warren Report.
g. Students will interview adults about recollections of November 22, 1963.

5. Evaluation/Assessment: Students will write an essay through the eyes of the person they interviewed, titled, “What were you doing on November 22, 1963?”

C. Lesson Three (Days 5 and 6): I Have a Dream!

1. Objective/Goal:
Students will memorize and recite a clip of the "I Have a Dream" speech given by Martin Luther King, Jr. at the march on Washington in 1963.

2. Materials
a. *King: I Have a Dream* video
b. All the People
c. *Happy Birthday, Martin Luther King*
d. The Great Peace March
e. teacher created handout: clip of the speech

Jail, confrontation, hearse, rivalries, A. Philip Randolph, SNCC, SCLC, CORE, Bayard Rustin, Lincoln Memorial, W.E.B. DuBois, hook man

4. Procedures/Activities

a. Teacher will read The Great Peace March aloud to the students.

b. Students will read pages 95-102 in All the People.

c. Students will watch the video, King: I Have a Dream.

d. Teacher will read Happy Birthday, Martin Luther King aloud to the students.

e. Teacher will give students handout of clip of MLK’s I Have a Dream speech and read aloud. Teacher and students will discuss/define key vocabulary.

5. Evaluation/Assessment: Each student will recite clip of King’s "I Have a Dream" speech in front of the class in one week.

D. Lesson Four (Days 7 and 8): Brotherhood

1. Objective/Goal

a. Students will create a poem describing the term “brotherhood” using their choice of poetry form.

b. Students will draw an illustration of the word “brotherhood.”

2. Materials

a. paper plates

b. paint

c. glue

d. glitter

e. computer with printer

f. yarn

3. Prior Knowledge for Students:

Students must be familiar with the following various forms of poetry: sensory, acrostic, free, ballad, haiku, cinquain, clerihew, crossword, limerick, diamond, concrete.

4. Procedures/Activities

a. Brainstorm with students terms and phrases that come to mind when thinking of the word “brotherhood.” Teacher writes these on board.

b. Students use these terms/phrases to write a poem of their choice. After teacher approval, students type their poems on the computer and print.
c. On one side of a paper plate students paint an illustration of what they see in the word “brotherhood.”

d. Students glue their poem on the unpainted side of the paper plate and decorate with glitter.

e. Punch hole at top of paper plate, and loop a piece of yarn through hole. Hang from ceiling.

5. Evaluation/Assessment: Students will be graded visually on their class participation and their final product.

E. Lesson Five (Days 9 and 10): Martin Luther King, Jr. Meets Malcolm X

1. Objective/Goal

   a. Students will draw a Venn diagram comparing beliefs of Malcolm X to those of Martin Luther King, Jr.

   b. Students will create a dialogue in which Martin and Malcolm exchange ideas on how to win justice for black Americans.

2. Materials

   a. teacher created handout: Venn diagram

   b. Malcolm X: Make it Plain video

3. Prior Knowledge for Students

   a. Students must be familiar with the difference in views between Malcolm X and Martin Luther King, Jr.

4. Procedures/Activities

   a. Students watch the video, Malcolm X: Make it Plain

   b. Using the overhead projector, complete the Venn diagram provided by the teacher as a class activity.

   c. Students will imagine that Malcolm X had visited Martin Luther King Jr. in his jail cell in Selma, Alabama and create a dialogue in which the two exchange ideas on how to win justice for black Americans.

5. Evaluation/Assessment: Students will read their dialogues in front of the class.

F. Lesson Six (Day 11): Will the Real Martin Luther King, Jr. Please Stand Up?

1. Objective/Goal:

   Students will role play contestants on the game show, To Tell the Truth.


3. Prior Knowledge for Students
a. Plessy v. Ferguson
b. Jim Crow
c. “separate but equal”
d. Brown v. the Topeka Board of Education
e. Rosa Parks’ Montgomery bus boycott
f. Letter from Birmingham Jail
g. Christianity by the methods of Mohandas K. Gandhi
h. SCLC
I. Voting Rights Act of 1964 and Civil Rights Act of 1964
j. March on Washington and King’s “I Have a Dream” speech

4. Procedures/Activities

a. Three class members will be chosen to pretend they are Martin Luther King, Jr., and stand next to each other in front of room facing the class.

The three students will be asked questions by other students in the class. The questions will be about Martin Luther King’s life.

b. Ten students will be chosen to ask one question each during the game. They will be given a number from one to ten. This is the number of the question they will ask when the game begins. The questions will be asked in order, starting with the student who has number one.

c. For every question that is asked, the three Martins will each give an answer. Contestant Number One will always answer first, Number Two second, and Number Three third. Only one of the three is really Martin Luther King, Jr. The real one will always tell the truth when answering questions. The other two will only tell the truth once in a while. After all questions have been asked, class members will vote for the person they think is the real Martin Luther King, Jr.

d. The game will be played like a television game show. The teacher will be the “MC,” or Master of Ceremonies. The people who ask the questions are the “panelists.” After a panelist asks a question, all three contestants will answer before the next panelist asks a question.

5. Evaluation/Assessment: Students will be graded on their class participation.

G. Lesson Seven (Days 12 and 13): LBJ and the Vietnam War

1. Objective/Goal

a. Students will participate in a skit imagining that they are at a press conference with Lyndon Johnson.

b. Students will put themselves in Lyndon Johnson’s place and write a journal entry explaining the events of the day and his role in them. 2. Materials: All the
People

3. Key Vocabulary

a. Lyndon Baines Johnson, ego, Hubert Humphrey, bombast, sentiments, Lady Bird Johnson, boastful, pension, clamoring, Sam Ealy Johnson

b. corridors, overwhelming, cyclone, bluster, Andrew Johnson, compromise, Great Society, accidental president, deficit, war on poverty


d. blundered, corrupt, hindsight, repressive, bipartisan, tyrant, Barry Goldwater, Gulf of Tonkin, resolution, Pentagon, napalm, defoliants, Watts Riots, militant, escalate

4. Prior Knowledge for Students

a. Students should have an awareness of the war in Vietnam taking place at this time.

b. Students should be familiar with the problems that the war in Vietnam is causing at home in the United States.

5. Procedures/Activities

a. Within their teams, students come up with questions that might be asked of President Eisenhower during a press conference in 1964. Answers should also be considered.

b. One person from the class is chosen to be President Eisenhower, and the room is arranged to resemble a press room. Each student pretends to be a reporter, and asks questions randomly. President Eisenhower answers each question concerning the war in Vietnam.

c. Students will imagine a time when they’ve had to make a difficult decision, and recall how hard can be to decide what is the right thing to do. Students will then put themselves in Lyndon Johnson’s place. Have students reflect on the night after his television address to the American people on August 2, 1964. Students will write a journal entry that Johnson might have included in his personal diary, explaining the events of the day and his role in them.

6. Evaluation/Assessment

a. Students will be observed during the press conference.

b. Students will read their journal entry aloud to the class.

H. Lesson Eight (Day 14): Remembering Those Who Served

1. Objective/Goal:

Students will design a commemorative stamp/button remembering those who served in the Vietnam War.
2. Materials
   a. construction paper of various colors
   b. scissors, glue, markers
   c. A Wall of Names

3. Procedures/Activities
   a. Teacher reads A Wall of Names aloud to the class as the students answer
      comprehension questions at their seats.
   b. Go over comprehension questions together.
   c. Students create a commemorative stamp/button remembering those who served
      in the Vietnam War.

4. Evaluation/Assessment
   a. Students will be graded on their comprehension questions.
   b. Students will be observed on class participation and significance of their
      stamp/button.

I. Lesson Nine (Day 15): Tinker v. Des Moines

1. Objective/Goal
   a. Students will learn the principles used in deciding “free speech” cases.
   b. Students will apply the principles to an actual case in which students were
      suspended from school for wearing arm bands in protest of the Vietnam War.

2. Materials: Creative Activities for Teaching the 60s and 70s - Tinker v. Des
   Moines Activity 7

3. Prior Knowledge for Students: Students should have previously viewed the Kent
   State video.

4. Key Vocabulary: massive protests, freedom of speech, First Amendment, Supreme Court, clear and present danger, democracy, balancing of interests

5. Procedures/Activities
   a. Give students copies of Activity 7 (pages 1-3) in Creative Activities for Teaching
      the 60’s and 70’s.
   b. Explain the task of each student: to decide each case as if he or she were a
      Supreme Court justice using the three principles used in deciding free speech cases
      [1. Clear and Present Danger, 2. The Preferred Case, and 3. The Balancing of
      Interests] used by the Supreme Court.
   c. Students read page 2 on The Case, The Decision of the Court, The Arguments of
      the School, and the Arguments of the Parents.
d. Students write their decision to the case.

e. Students compare their decision to how the court actually decided.

f. Students expand their thinking by reading other court cases and rendering a
decision on each.

5. Evaluation/Assessment: Students will be graded on class participation and will
read their decisions aloud to the class.

J. Lesson Ten (or Days 16 and 17): Flower Power

1. Objectives/Goals:

Students will gain an appreciation for the fashion and culture of the sixties.

2. Materials

a. The Monkees episode

b. Head
c. tag board cut outs of paper dolls with stands
d. various colors construction paper
e. scissors and glue

3. Key Vocabulary: Woodstock, counterculture, utopian, conform, Bob Dylan,
Jimmie Hendrix, Janis Joplin, Elvis Presley, The Beatles, The Monkees

4. Procedures/Activities


b. Students watch the video Head and the episode of The Monkees.

c. Pass out art supplies. Each team should have one paper doll.

d. Each team member designs his/her own outfit/accessories that illustrate the
fashion and lifestyles of the sixties.

5. Evaluation/Assessment

a. Students will be graded on class participation.

b. Students’ dolls and outfits will be displayed in the showcase.

VI. CULMINATING ACTIVITY

Students will participate in a “Sixties Day” at school and hold a “Sixties Dance” in
which they dress up in sixties fashion.

VII. BIBLIOGRAPHY

1. Rubel, David. Encyclopedia of the Presidents and Their Times. New York:
18. Davidson, Margaret. *I Have a Dream, The Story of Martin Luther King*. New York: Scholastic, 1986
24. Creative Activities for Teaching the 60’s and 70’s. Stockton: Stevens and Shea, 1983