

The 1960s: An Era of Social Change

by Irma Bocard

Introduction

Camelot and Vietnam, Martin Luther King Jr., the New frontier and the Great Society were the focus of this decade in the United States. The music- songs like "I Want to Hold Your Hand", and "Imagine" and the Beatles were all a part of this exciting decade. The images and events of the 1960s were linked to the events and trends of the forties and fifties. If we take a look at our society today, then we can see the shadows and influences of the past which exist today and influence the present. For example, civil rights became a national priority in the 1960s, although this particular issue began in the decade of the 1950s. The development of the microchip revolutionized the computer industry and started us on our present course being on the information super highway by the ever-approaching twenty-first century.

Similarly, the Cold War continued to drive America's foreign policy. After the anti-colonial forces in French Indo-China defeated the French in 1954, the United States supported South Vietnam over Ho Chi Minh's communist government in the North. By 1965, President Lyndon Johnson had committed the U.S. troops to the struggle, and the war steadily increased as the decade wore on and the war seemed ceaseless.

By the middle of the decade, 1965, many Americans wanted the troops home. However a majority of Americans supported the war until 1968. The war had taken a disastrous toll on the lives of the young men involved in the war. Support of the public began to drop in 1968. After the Tet, fewer than half approved of America's involvement in South East Asia. Actually President Nixon was reducing U.S. troop strength by 1970, but war was still going on and, in some cases, being intensified. There were conflicts on college campuses, a widening gap between college age baby boomers and their parents. This unit will have a focus on the issues between parents and students/children which created the Generation gap.

The 1960s were the high point of the civil rights movement, led by Dr. Martin Luther King, Jr. There were marches, freedom rides, voter registration drives, and sit-ins, all of which demonstrated the need for effective legislation which led to the passage of the federal Civil Rights Acts of 1964 and 1968 and the Voting Rights Act of 1965. This unit will present the idea that the sixties were fascinating, violent, and a decade of turmoil.

This unit on the 1960s will encompass specifically the following:

- I. An Era of Social change
- II. New Frontier And the great Society
- III. Civil Rights
- IV. Vietnam War Years
- V. Pop Culture of the 1960s
- VI. The Women's Movement

Objectives:

I have six objectives for this unit, which will give the student a sweeping view of the 1960s. They are:

1. To get students involved and informed in and about the culture of the 1960s so that they may form creative opinions about the 1960s. With knowledge, students are able to come up with some interesting and insightful opinions and deep thoughts about particular issues.
2. To get students to describe the advances in the Civil Rights movement made during the Kennedy and Johnson years. These two Presidents had a profound effect on the outcome of the struggles for first class citizenship for blacks and other minorities
3. To get students to appreciate the sacrifices made by those involved in the struggles for equal rights in the 1960s, which had the effect of and translated into a much better life for them today.
4. To help the students to become informed about why Vietnam was a long unpopular War.
5. To get students to identify the forces that created the women's rights movement and discuss some of its aspects, successes, and ongoing influences today.
6. To get students to define the language of the pop culture of the sixties, its values, beliefs, attitudes, and music.

Strategies

Primary sources will be very important in the teaching of this unit.

The issues we will be discussing are those that were reported daily in the mass media. Student will read at least two sources each week of this unit. This material will be discussed and summarized by the student with guidance by the teacher. The background information will be taken from the United States history book which we will be presently studying. Lectures, by the teacher, the class will get involved in role playing, and personalities from the school's faculty and the community will be invited to share their experiences of the sixties. A written quiz or test will be given, on Friday of each week, the test will cover the major points in the week's discussion where students will demonstrate what they have learned, as a result of class lectures and discussions. Most questions will allow for some critical thinking, and formations of good, sound opinions about what we have studied. During the final week, students will be asked to dress in the sixties style and to present a paper on one aspect of the sixties which they would have liked to participate in or one aspect of the 1960s which they found to be particularly disheartening.

The six-week period will be discussed or covered in this manner:

Week 1: The New Frontier

Week 2: Civil Rights Movement

Week 3: The Great Society

Week 4: The Vietnam War

Week 5: Pop Culture and Fads of the 1960s

Week 6: Women Rights Movement and lasting change

Week 1: The New Frontier

This week's work will focus on the election of President Kennedy and his programs for the nation. The personality of the President Kennedy and his family had much to do with his eventual election. The Kennedys were a wealthy family from Massachusetts, all of them vigorous, energetic, and cool looking. He was Catholic, but the problem was certainly not insurmountable. Kennedy was young and had a beautiful wife, who caught the imagination of this nation. They looked the part!

We will discuss how the 1960 television debates helped Kennedy and hurt Richard Nixon. We will discuss the impact that television can have on an election.

We will also take a look at the economic policies of the New Frontier legislation; the increase in the minimum wage and the increased of government expenditures for housing for the poor. The space program will also be discussed. There were some weaknesses and failures of the short, Kennedy years. We will discuss the assassination of the President by Oswald and the conspiracy theories.

As an exercise to get into the 1960s, the students will interview their parents, who probably grew up in the 1960s, to get their impressions of this decade of social change.

Week 1: Assignments (in class & homework)

Monday: Vocabulary from Text- The History of the United States Volume 2 pp. -515-535 Survey for Parents: Activity Sheet: Due: Wednesday

Tuesday: Discussion of the New Frontier Programs, Review definitions. Assignment: Summarize 'the

space race' from 1965 to 1968

Wednesday: Discussion: The Bay of Pigs invasion, Cuban Missile Crisis. Vocabulary from Text: pp. 498,499-500, 6'-54

Thursday: Discussion: Peace Corps; Test Ban treaty; The Tragedy in Dallas; Review Week Friday: Quiz; In class essay: Possible Topic: (An historical exercise, intended to (yet some creative feedback) Topic sentence: If President Kennedy had not been assassinated his Presidency would have been ...

Major Discussion Topics

1. How did television influence the debate and the final outcome of the 1960 Presidential election?
2. What were the goals of Kennedy's New Frontier?
3. What were the plans of the administration for America's space program?
4. What were President Kennedy's foreign policy goals? Discuss the Bay of Pigs and military intervention in Cuba (by teacher).
5. How did the Kennedy administration impact the civil rights movement?

Week 2: The Civil Rights Movement

This week we will concentrate on the civil rights movement of the 1960s. The struggle for equal rights for Blacks did not get its start in the 1960s. Blacks have been the focus of the struggle for equal rights for first class citizenship long before the 1960s.

After the Civil War, Blacks were given their citizenship by the Fourteenth Amendment to the Constitution and Black males the right to vote as provided by the Fifteenth Amendment to the Constitution. Blacks became active in the political arena for a short time, but after 1877 Black rights became a thing of the past as the South was "redeemed" by racist Whites. It became increasingly difficult for Blacks to exercise their rights as provided by the Constitution.

African-Americans have always heard their nation's call to arms in its fight against tyranny, yet the rights that were fought for were always for someone else, the Anglo Saxon. Whites represented home, mom, and apple pie. Blacks, after having been used and cast aside, decided that their rights were worth fighting, for and dying for, if need be.

Beginning in the 1950s, African Americans began using the sit-in to protest segregation. At these sit-ins, activists would sit at lunch counters in segregated restaurants and, when they were refused service, they simply stayed where they were. Some sit-ins were effective, but they were often met with violence, and the protesters were placed in jail. Other more effective forms of protest followed such as the boycott, marches, picketing etc., and eventually they were effective. There were many Black Americans who died, giving up there all for the freedom we enjoy today as Black Americans.

Week 2: The Civil Rights Movement

Assignments (in class/ homework)

Monday: Review Friday s Quiz: Introduction of Topic. The Civil Rights Movement of the 1960s: Text: Chapter 22

Vocabulary/ Text -pp.515,521,527; additional terms supplied by instructor

Tuesday: Review vocabulary; Film: Eyes On The Prize I
America's Civil Rights Years 1954-1965 (We will begin with: Sit-ins, 1960)
Film will be stopped and discussion will take place The following will be viewed and discussed:
(a) Sit-ins, 1960;
(b) Who Shall Lead?, 1962;
(c) Birmingham, Part 1, 1963;

Wednesday: Film will be carried over into a second day-
Discussion of the following excerpts will be discussed
(d) Birmingham, Part 11, 1963;
(e) Power and the vote, 196,4; Selma, 1965

Assignment: Students will write brief profiles of these Civil Rights leaders and activists: (Assignment due on Friday) half of the class will do the first six and the other half the other six (the teacher will make the assignments)

- 1 . W.E.B. DuBois
2. Medgar Evers
3. Fannie Lou Hamer
4. James Hicks
5. Martin Luther King Jr.
6. Thurgood Marshall
7. Bob Moses
8. Roy Wilkins
9. Malcolm X
10. Jesse Jackson
11. Andrew Young
12. Rosa Parks

Thursday: Read Profiles in class Critique by students and instructor Resource person on the March of Washington.

Discussion of Dr. Martin Luther King's Speech: "I Have A Dream"
Students will trace the route of the March On Washington
(using notes from class discussions)

Friday: Brief Review; Written Test

Major Discussions Topics:

1. What means of protest were taken by civil rights activists?
2. Who were some of the more prominent civil rights activists?
3. How effective was the March On Washington?
4. What is Black Power?
5. What legislation was passed to give Blacks, legally, what they deserved?

Week 3: The Great Society

At the time Lyndon B. Johnson became President of the United States, the American public had gone through an awful shock, with the assassination of President John Kennedy. Kennedy's presidency seemed to hold such promise. But Camelot was no more and the new American President had to move the country forward.

President Johnson had great political skills, which he put to good use in his efforts to get the legislation that President Kennedy had sent to the Congress, passed. Part of the reason for the passage of this legislation had to do with the country's reactions to the death of President Kennedy.

President Johnson's programs included working for improved education and schools, medical care for the elderly and to end poverty. The President persuaded Congress to vote for Medicare and Medicaid.

There were during the decade of the 1960s, some very important Supreme Court cases that helped to shape the American Society. We will discuss the following cases: Mapp v. Ohio (1961); Gideon v. Wainright (1963); Escobedo v. Illinois (1964) and Miranda v. Arizona (1966)

Monday: Overview / Read: Text: Chapter 2 1: pp.505-51 I Discuss reading / The election of 1964

Tuesday: Great Society Programs, War on Poverty / Read: excerpts from "The Other America" by Michael Harrington, Homework; Harrington; Questions

Wednesday: Review homework / Read excerpts from "The Affluent Society" by John Kenneth Galbraith; Discussion

Thursday: Discussion: Medicare; Immigration Reform; Gunsor Butter, The cost of Great Society Programs

Friday: Brief Review / Written Quiz

Week 4: The Vietnam War

To stop the spread of Communism was the goal of the Kennedy Administration in its attempt to aid the South Vietnamese. He supported the government of President Ngo Dinh Diem. At first only military advisors were sent to aid the South Vietnamese, but gradually this all changed. The Vietnam War was the most undesirable war America ever got itself involved in and Americans did not hesitate to protest.

Vietnam had numerous connections with other Eurasian countries and peoples. The conflicts were shrouded in antiquity. These were old fights, and conflicts from decades before that still brought bitter conflicts that increased as the years rolled into new decades. They were connected to France, China, to pro-American sentiments and anti- Vietnam sentiments. With this new conflict, with a divided Vietnam the American Government felt that it had to get involved.

As the war escalated, America's aid was not enough. The North Vietnamese gained control of more and more territory. President Johnson sent more and more troops to help in the defense of the South Vietnamese. Many Americans had no real idea why the United States was involved. I remember discussing the Vietnamese War in college, and one point was made by one of my fellow students, because she did not really know why we were involved, Why don't we allow those people to plant their rice patties and eat there bowels of rice in peace, because they don't want us in there country and we don't want to be there. "The Vietnam War seemed endless. It was the longest war and the least

successful war in American history." (America Pathways To The Present; Guide: pp, Ch 3 1)

In our discussion of the Vietnam War we will focus on:

- (a) Reasons for United States involvement
- (b) Protest on college campuses
- (c) Young men who evaded the draft
- (d) Celebrity protest
- (f) Impact of the war on the Black community in the United States
- (g) The end of the war

Week 4: Assignments

(in class/ homework)

Monday: Introduction to Vietnam/ United States involvement in Vietnam / Read Text: chapter 23: pp.537-550

Tuesday: Student Protest of the Vietnam War/ Discussion, Text: pp.552--5-53

Essay: Student Opposition to the Vietnam War (Class Assignment)

Wednesday: Vocabulary / Debate/ Hawks & Doves

Class will debate the Vietnam War

Assignment: Write brief profiles of the following major players in the Vietnam War: (See attached list)

Thursday: Text Discussion / The Tet Offensive - History of the United States Volume 2: pp. 547, 551-553

Class Assignment: Writing News headlines about the Vietnam War

Writing Assignment: Imagine you are in high school in 1968; write a letter to President Johnson advising him about his war policies.

Enrichment Worksheets (attached)

Friday: Review / Written Quiz

Week 5: Pop Culture of the 1960s/ Counterculture

The 1960s ushered in more than the civil rights movement, Vietnam War and civil unrest in the cities. Many young people had to deal with the war and the lack of interest in what their parents had taught them and a kind of malaise about their values and life in general. Life was not working out for many, so they just "dropped out."

Many young Americans simply refused to accept the traditional values of this society. This break with the status quo, led to a counterculture that embraced the ideas of freedom and individuality. This idea of "do your own thing", pervaded the lives of America's youth. They experimented with new forms of dress, music, men let their hair grow long and wore beads.

This counterculture and pop culture not only experimented with how they looked, but also their relationships. What used to be taboo they wanted and considered it a personal choice to do what "felt good." The sexual revolution, was born. Men and women now lived as they pleased, shacking up, free

love, communes, and the culture of drugs.

Music also contributed to the beat of the sixties. Recording artists such as The Beatles, Jimi Hendrix, Janis Joplin, the Doors, Marvin Gaye and Kris Kristofferson. The songs they wrote and sang reflected the mood of the pop culture of the day. The "anything-goes attitude" of the decade was prevalent in society. This week we will examine the following:

- (1) The discuss of the reasons for teens and those in their twenties to "drop out" of society.
- (2) Profile of this new generation
 - (a) Beliefs and Values
 - (b) New Ideas
 - (c) New religious Movements
3. Living Arrangements

Monday: Text: Read/ Introduction/ Vocabulary Text: Chapter 24: pp.570-575

Tuesday: Discussion: What brought on this pop culture?

Assignment: Interview two people from the 1960s

Wednesday: Music of the 1960s; Woodstock Music Festival

The Beatles; slang words of the 1960s

Thursday: Religious movement; fashion, art, communes

Movies: excerpts from videos: "Jesus Christ Superstar" "The Way We Were"

Friday: Review / Written Quiz

Week 6 : The Women's Movement

Before American Women received the right to vote, they were active in the pursuit of this right. There were those who took to the streets with signs in hand, demanding the right to vote. The women's rights movement did not have the support of all women, even some women thought that women were asking for too much. The women's rights movement of the sixties was a different thing. There were those women who still thought that women were trying, to vacate the place set aside for them and this was unamerican.

The time was right and ripe for the women's movement of the sixties. Women had been in their place, for sometime and it was about time that they became more vocal. Betty Friedan book The Feminine Mystique, in 1963 condemned what she called the "domestic captivity of women." Women were ready to break out of the mold of being just "housewives." The status of women began to change in the American Society. Women's liberation, feminism became all the rage and being a woman meant more than it had in the past.

Monday: Text/ Overview; Chapter 25: pp 600-605; Class Discussion: The Past Role of Women in American Society

Tuesday: The Pursuit of Women's Rights

Goals of NOW / Read excerpts from: The Feminine Mystique by Betty Friedan

Wednesday: Legislation: profiles of some women activists

Roe v Wade: Discussion

Thursday: Women in Politics; Portrayal of women in the Movies; The changing, "place" of women in American Society

Friday: Review/ Written test

Survey/ Questionnaire (Week 6)

Student:

Interviewee:

(name if no objections; names are not necessary)

1. What are women's positions or roles in today's society?
2. Do women have equal rights in the 1990s?
3. Are women given the same opportunities for jobs, careers, and education as men? If not explain.
4. Are women paid the same as men for equal work? Explain.
5. Are women treated the same as men where you work? Explain.
6. Have any women complained of sexual harassment? If so, explain.
7. How are women paid in professional sports in comparison to men?
8. Can you name any female currently holding political positions?

Local Name:

position:

State Name:

position:

National level Name:

position:

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Student Reading List

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Name _____ Date _____ Score _____

Review Worksheet: (Week 2)

Directions : Unscramble the following words.

1. n i s t i s
2. n l a x k u l u k
3. n t o I a I n I m r I d e s
4. s g t n h I g t I o r u
5. s t o i r e c a r
6. r e w o p k c a I b

Describe a Sit-in.

Name _____ Date _____ Score _____

The Civil Rights Movement

Review Worksheet: Matching (Week 2)

___ Jesse Jackson

___ CORE

___ SCLC

___ Rosa Parks

___ freedom fighters

___ Stokely Carmichael

___ Fannie Lou Hamer

___ sit-ins

___ Civil Rights Act 1964

___ Elijah Muhammad

___ Malcolm X

___ Governor George Wallace

___ Martin Luther King

___ Klu Klux Klan

___ SNCC

___ W.E.B. Du Bois

___ James Earl Ray

___ James Meredith

___ Voting Rights Act 1965

___ James Baldwin

- (a) coins the phrase "black power"
- (b) convicted assassin of Dr. Martin Luther King
- (c) activists sat peacefully and refused to move if they were not served at a lunch counter
- (d) group dedicated to the harassment of Blacks, Asians, Mexicans, Jews and Catholics mainly in the South
- (e) A Harvard -educated historian and early civil rights proponent, founder of the Niagara Movement
- (f) grand wizard of the KKK
- (g) founded the SCLC in 1957; believer in Gandhian non-violence
- (h) was jailed after refusing to give up her seat to a white passenger
- (i) Black and white civil rights activists who traveled together on interstate buses throughout the south organized Operation PUSH and the Rainbow Coalition
- (k) a powerful orator and critical thinker; Nation of Islam leading, spokesman
- (l) legislation enacted by Congress, banning, segregation in public facilities as well as racial discrimination
- (m) leader of the Nation of Islam
- (n) nullified the local laws which discouraged Black Southerners from registering to vote
- (o) governor of Alabama from 1963 to 1967; notorious foe of the Civil Rights Movement
- (p) African-American writer who wrote of the ghetto of Harlem it "caged me like an animal"
- (q) Southern Christian Leadership Conference
- (r) In 1962 became the first African American to enter the University of Mississippi
- (s) Congress of Racial Equality
- (t) Student Nonviolent Coordinating, Committee
- (u) One of the few African-Americans to successfully register to vote after passing a literacy test

Survey For Parents

Life In the 1960s (week 3)

Directions: Please ask the following questions to your parents or grandparents who lived in 1960s or any black person who can assist you with this survey.

Interviewee

1. Did you attend an integrated school?

If yes, ask: What racial problems did you face in school?

2. What racial problems did you face in your community, neighborhood and in public places?
(parks, restaurants, public toilets, on the job, etc.)

3. Were you treated fairly on your job? If not, explain.
4. Were there racial tensions outside of your community? Explain.
5. Were you involved in any aspect of the civil rights movement in your community? If so, describe.

Name _____ Date _____ Score _____

Vietnam Interview (week 4)

Draftee:

Name:

Occupation:

1. What were you doing when the United States not involved in the Vietnam Conflict?
2. When were you drafted?
3. Did you understand why the United States had asked you to go to war? Explain.
4. Where did you train?
5. When your training was over, did you feel you were ready for the unknown land of Vietnam? Explain.
6. Did you receive an injury? Explain.
7. How were you treated by your family and other Americans when you returned?

8. Do you think your service and the lives of those who died were worth the United States setting involved. Explain.

Name _____ Date _____ Score _____

Enrichment Worksheet: Vietnam War (Week 4)

Vocabulary: Search and identify the following

1. Vietminh
2. Viet Cong
3. Ho Chi Minh
4. Ho Chi Minh Trail
5. Laos
6. Cambodia
7. Coup
8. Domino Theory
9. Gulf of Tonkin Resolution
10. General Westmoreland
11. Vietnamization
12. Hanoi

Name _____ Date _____ Score _____

Worksheet: Vietnam War (Week 4)

Answer the following questions:

1. What caused the United States involvement in Vietnam?

2. What were the results of the United States involvement in the Vietnam War?

3. What caused the American people to mistrust their government?

Essay: In a 300 word essay explain what would be acceptable reasons for the United States to get involved in a foreign war.

Name _____ Date _____ Score _____
Activity Sheet: Vietnam Interview (Week 4)

Interview two persons: one who was an adult during the Vietnam War and one who was a draftee and served in the war.

Interviewee 1:

Name:

Occupation:

1. When the war broke out for America what were you doing?

2. How did you feel about the United States getting, involved in this conflict in Vietnam?

3. Did you know of a young, person who was drafted? If so, how did you feel about the draft?
Was it fair?

4. How did you feel about some young men evading the draft and going to Canada?

5. How do you feel, today, about the United States being involved in the crisis in Kosovo'?

Activity-The 1960s
The Life and Times of ... Talk Show

Culminating Activity (week 6)

Objective: To evaluate the role of some of the key players of the 1960s.

Procedure: Six students will be chosen- volunteers, to play a particular role. Each student will take on the persona of one activist, personality that had an affect on the 1960s. The student will do research on their particular personality.

Possible Personalities: Martin Luther King, President John Kennedy Malcolm X, Betty Friedan, Paul McCarthy, Rosa Parks, General Westmoreland
Lt. William Cally,

One interviewer: Student

After all research students will present their information on the show as that character. The student who has been chosen the interviewer will as prepared question and the audience will take notes. later the audience will be able to ask their questions of the panel. (Time will be provided for students to rehearse their presentations.)

Other classes and teachers will be invited to take part in this activity.

Name _____ Date _____ Score _____
American History Jeopardy - 1960s

Civil Rights Activists	March on Washington	Civil Rights Dates	Opposition Leaders	1960s Pop Culture	Vi
Organizer of Black economic cooperatives in Harlem; founder of SNCC	On the day of the March on Washington, she gave a tribute to Negro Women Fighters for Freedom	The Federal Court orders Hunter and Holmes to admitted to University of Georgia	Gov. of Arkansas, who in 1957, ordered the national guard to resist integration of Little Rock's Central high school	Group of four bugs said to have invaded the United States from England	Fo So ca
She was a founding member of the Mississippi Freedom Democratic Party; arrested more than 70 times	Opera singer who led the Negro National Anthem at the March	Date March On Washington takes place	Under his direction, the FBI waged counterintelligence programs against various civil rights groups	Group established in 1966 to focus on the rights of women	A att thr So
U.S. Justice Dept. Lawyer, who accompanied James Meredith when he enrolled in Ole Miss	President of Synagogue Council of America, Led the Prayer at March	Martin Luther King was stabbed in Harlem by a disgruntled woman	Gov of Alabama, stood in the doorway of the University of Alabama in an attempt to block Black students	Group of Drugs often used by sixties hippies	Le Vi wa by Ke

Harvard graduate; founder of the Niagara Movement in 1905	Approximately the number of Marchers in attendance at the March On Washington	SCLC was founded	White supremacist organization with Jews, Catholics, immigrants, pacifists, and radicals on their enemies' list	District in San Francisco that became the hub of the drug culture in 1964	In 1968 the Vietnam civil
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Answer Key:

Civil Rights Activists Answers	March on Washington Answers	Civil Rights Dates Answers	Opposition Leaders Answers	1960s Pop Culture Answers	Vietnam
Who was Ella Baker?	Who is Mrs Medgar Evers?	What is January 6th, 1961?	Who was Orval Faubus?	Who were the Beatles?	Wh Con
Who is Unita Blackwell?	Who is Marian Anderson?	What is August 28th, 1963?	Who was J. Edgar Hoover?	What is NOW?	Wh Off
Who was John Doar?	Who is Rabbi Uri Miller?	What is September 20th, 1958?	Who was George Wallace?	What are psychedelic?	Wh Din
Who was W.E.B. DuBois?	What is 200,000?	What is January 10-11th, 1957?	What is the Ku Klux Klan?	What is Haight-Ashbury?	Wh Lai

N - Voting Rights Act 1965

M - Elijah Muhammad

P - James Baldwin