The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

| Elaborated Unit Focus | In this unit, students will examine the Post-World War II period, including the Cold War and the Civil Rights Movement. Students will analyze postwar policies intended to ensure peace and stability internationally and domestically. US involvement in the Korean and Vietnam Wars will be investigated along with social changes that occurred in the United States during the 1950s and 1960s. President Johnson’s Great Society program will be examined including the actions of Civil Rights Movement members and the program’s eventual successes. Students will also investigate the impact of the television on the period. |
| Beliefs and Ideals | • Containment and the Truman Doctrine  
• Great Society  
• McCarthyism  
• Civil Rights Movement |
| Conflict and Change | • Korean War  
• *Brown v. Board of Education*  
• Vietnam War  
• Cuban Missile Crisis  
• Passage of Civil Rights Legislation |
| Culture | • Life in the 1950s  
• Impact of television |
| Individuals, Groups, and Institutions | • John F. Kennedy  
• Lyndon B. Johnson  
• Martin Luther King, Jr.  
• Cesar Chavez  
• Robert F. Kennedy  
• United Farm Workers |
| GSE for Social Studies (standards and elements) | **SSUSH20** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.  
a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.  
b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*.  
c. Examine the influence of Sputnik on U.S. technological innovations and education.  
**SSUSH21** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations. |
| a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution. |
| b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy. |
| c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam. |
| d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez. |
| e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election. |

<table>
<thead>
<tr>
<th>Connection to Literacy Standards for Social Studies (reading and/or writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L11-12WHST1-Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>L11-12WHST2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
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<td>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>L11-12WST6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
</tr>
<tr>
<td>L11-12WHST7-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>L11-12WHST8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
</tr>
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<td>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
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<td>L11-12RHSS2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
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<tr>
<td>L11-12RHSS3- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>L11-12RHSS4- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
</tr>
<tr>
<td>L11-12RHSS6-Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
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<td>L11-12RHSS8-Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
</tr>
<tr>
<td>L11-12RHSS9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
</tr>
</tbody>
</table>
### Connection to Social Studies Matrices
#### (information processing and/or map and globe skills)

<table>
<thead>
<tr>
<th>INFORMATION PROCESSING SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare similarities and differences</td>
</tr>
<tr>
<td>2. Organize items chronologically</td>
</tr>
<tr>
<td>3. Identify issues and/or problems and alternative solutions</td>
</tr>
<tr>
<td>4. Distinguish between fact and opinion</td>
</tr>
<tr>
<td>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
</tr>
<tr>
<td>6. Identify and use primary and secondary sources</td>
</tr>
<tr>
<td>7. Interpret timelines, charts, and tables</td>
</tr>
<tr>
<td>8. Identify social studies reference resources to use for a specific purpose</td>
</tr>
<tr>
<td>9. Construct charts and tables</td>
</tr>
<tr>
<td>10. Analyze artifacts</td>
</tr>
<tr>
<td>11. Draw conclusions and make generalizations</td>
</tr>
<tr>
<td>14. Formulate appropriate research questions</td>
</tr>
<tr>
<td>15. Determine adequacy and/or relevancy of information</td>
</tr>
<tr>
<td>16. Check for consistency of information</td>
</tr>
<tr>
<td>17. Interpret political cartoons</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>MAP AND GLOBE SKILLS:</th>
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<tr>
<td>11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</td>
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</tbody>
</table>
## Essential Questions and Related Supporting/Guiding Questions

| Enduring Understanding 1 (Beliefs and Ideals) | How did beliefs and ideals of the United States during the Cold War and Civil Rights Movement influence the nation’s social, political, and economic decisions?  
• How do containment and the Truman Doctrine reflect the beliefs and ideals of the US during the Cold War?  
• How does Johnson’s Great Society program reflect the beliefs and ideals of the US during the 1960s?  
• How did the beliefs and ideals of the United States during the Cold War lead to McCarthyism?  
• How does the rise of the Civil Rights Movement reflect the shifting beliefs and ideals of the United States? |
|---|---|
| Enduring Understanding 2 (Conflict and Change) | How did the Cold War Conflict and escalating racial tension in the US during the 1950s and 1960s lead to policy changes?  
• How did the Cold War conflict lead to US involvement in the Korean War?  
• Why did the Brown v. Board of Education ruling increase racial conflict and lead to policy changes in the US?  
• How did the Cold War conflict influence the complexity of US involvement in the Vietnam War?  
• Why did the Cuban Missile Crisis lead to US foreign policy changes?  
• How did escalating racial conflict lead to Civil Rights Legislation being passed in the United States? |
| Enduring Understanding 3 (Culture) | How did the religion, beliefs, customs, traditions, and government of the United States during the 1950s influence changes in culture?  
• How did television impact culture in the United States during the 1950s? |
| Enduring Understanding 4 (Individuals, Groups, and Institutions) | How did the actions of individuals, groups, and institutions during the 1950 and 1960s affect society?  
• How did the actions and policies of John F. Kennedy affect society through intended and unintended consequences?  
• How did the actions and policies of Lyndon Johnson affect society through intended and unintended consequences?  
• How did the actions of Martin Luther King Jr. affect society through intended and unintended consequences?  
• How did the actions of Cesar Chavez affect society through intended and unintended consequences?  
• How did the actions and policies of Robert Kennedy affect society through intended and unintended consequences? |
### Sample Instructional Activities/Assessments

#### The Beginnings of the Cold War

In this lesson, students will examine the beginning of the Cold War through the use of primary sources. The student handout begins on the next page.

| GSE Standards and Elements | SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.  
|                           | a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War. |

| Literacy Standards         | L11-12RHSS1-Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
|                           | L11-12RHSS2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |

| Social Studies Matrices    | **INFORMATION PROCESSING SKILLS:**  
|                           | 3. Identify Issues and/or problems and alternative solutions  
|                           | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
|                           | 6. Identify and use primary and secondary sources  
|                           | 11. Draw conclusions and generalization  
|                           | 17. Interpret political cartoons  

| Enduring Understanding(s)  | **MAP AND GLOBE SKILLS:**  
|                           | 11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations  

Conflict and Change
Part 1 - Iron Curtain Political Cartoon

Answer the following question based on the political cartoon.

1. What symbols, labels, and references do you see in this picture?

2. Who is Joe?
3. The man looking under the barrier is British Prime Minister Winston Churchill. Why would he be looking under this barrier?

4. Where do you think this barrier is located?

5. Why is there a barrier between these two areas?

6. Notice how the barrier hangs much like a shower curtain and it is also studded. What do you think that this barrier represents?
**Part 2 – The Truman Doctrine**

Read the following document and answer the questions.

"At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic stability and orderly political process."

-- President Harry S. Truman, March 12, 1947 in an Address to Congress Recommending aid to Greece and Turkey.

1. Who is Truman addressing?

2. What is Truman asking for?

3. What policy will this establish?

4. What are the first and second "ways of life" that Truman refers to?

5. Who is President Truman referring to when speaking of the two different "ways of life"?
Part 3 - The Marshall Plan

Excerpt from "Design for Reconstruction" Proposed Address for Secretary Marshall June, 1947, drafted May 20, 1947

"What will happen if we do not provide adequate funds and commodities for subsistence and reconstruction abroad? This, I think, is hardly questionable: what if adequate help from the United States is not forthcoming, many of our allies in the late war ... will be obliged the months to come to cease imports of food and reconstruction material. Should this happen, human want, economic collapse, political crisis, collapse of democratic institutions, growth of extremism, and perhaps loss of independence would in many countries quickly follow. Our hopes for peace and prosperity would quickly vanish. We would live in unprecedented isolation. We would live in growing poverty. We would live in growing fear."

1. What did the Marshall Plan provide?

2. What was the purpose of the Marshall Plan?

3. What nations were provided with this aid?

4. According to the excerpt above, what would happen if the aid was not given?

5. Look at all the reasons given for providing aid, which reason do you think was the most important to the U.S. government at that time and why?

6. The Marshall Plan was also offered to countries defeated by the allies in World War II. Why do you think the US government offered aid to countries it had just defeated?
7. Compare and contrast the American attitude and policy after World War I to World War II toward Europe. How did the Marshall Plan signify a change in American foreign policy in the 20th century?
Part 4 – Communist Revolution in China
Directions: Please read the brief summary of the Communist Revolution in China and complete the assignment below.

When World War II began, a civil war was raging between Chinese Communists, led by Mao Zedong, and Chinese Nationalists, led by Chiang Kai-shek. The invasion of China by Japan necessitated a ceasing of the civil war. After Japan’s defeat, the Chinese civil war started up again in 1946 just as the Cold War was beginning. The United States gave about $3 billion of support to the Chinese Nationalists, who had about 3 times as many troops as the Communists. However, the Nationalist government was corrupt and did little to win the support of the people. Mao’s Communists were well trained and gained support from the people by promising to return land to the country’s peasants. Nationalist troops began deserting and by October 1949, the Communists were in control of mainland China. Mao took control of the country and renamed it the People’s Republic of China. Chiang and the Nationalists escaped to the island of Taiwan and set up a government in exile.

1. In a few sentences, explain the impact of the Chinese Revolution on the Cold War. How did America feel about this event? What role did the Soviet Union play?
Part 5 – The Korean War
Watch the following segment of Crash Course US History Episode #38: https://www.youtube.com/watch?v=Y2IcmLkuhG0. The segment on the Korean War ends at 4:19.

1. How long did the Korean War last?

2. What was the geography of Korea after World War II?

3. How did the civil war in Korea become an international conflict?

4. Why did the US get involved?

5. War was never officially declared in Korea. What did President Harry Truman call it?

6. What was Truman’s goal for Korea?

7. What country was brought into the war due to the goal you answered for Question #6?

8. Stalemate in Korea led to the presidential election of whom?

9. Name the effects of the Korean War:
   •
   •
   •
**American Culture in the 1950s**

In this lesson, students will examine the culture of the 1950s, including the GI Bill and the Interstate Highway Act, through primary and secondary sources. The teacher instructions, including background information and links to primary sources, begins below followed by the student handout.

| GSE Standards and Elements | **SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.**  
|                          | a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.  
|                          | b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*. |
| Literacy Standards        | **L11-12WHST4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
|                          | **L11-12RHSS1** - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
|                          | **L11-12RHSS7** - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| Social Studies Matrices   | **INFORMATION PROCESSING SKILLS:**  
|                          | 1. Compare similarities and differences  
|                          | 3. Identify issues and/or problems and alternative solutions  
|                          | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
|                          | 6. Identify and use primary and secondary sources  
|                          | 10. Analyze artifacts  
|                          | 11. Draw conclusions and make generalizations |
| Enduring Understanding(s) | Beliefs and Ideals, Culture |

**American Culture in the 1950s Teacher Instructions**

This lesson will take three 50-minute class periods to complete.

**Day 1**

1. Give each student a copy of the Student Handout. Begin with Part 1 and discuss the information with the students. A Powerpoint might be useful to present the information.
2. The students will need a selection of pictures from the following website to complete this section of the activity: [http://statemuseumpa.org/levittown/one/d.html](http://statemuseumpa.org/levittown/one/d.html). Give the students 7 minutes to complete Part 2. Use [http://www.online-stopwatch.com/](http://www.online-stopwatch.com/) to keep track of the time.

3. For Part 3, students will need a map of the Interstate Highway System such as this one: [http://lawprofessors.typepad.com/.a/6a00d8341bfae553ef017d3e0fa10b970c-800wi](http://lawprofessors.typepad.com/.a/6a00d8341bfae553ef017d3e0fa10b970c-800wi). Students will need some information about the Interstate Highway System. Lastly, show students this scene from the movie *Cars* to help them understand the impact of the Interstate on small towns. The clip can be found here: [https://www.youtube.com/watch?v=gtH05LFF3k](https://www.youtube.com/watch?v=gtH05LFF3k)

Day 2
1. For Part 5, students need the information below.

   **Consumer Culture in the 1950s**
   - The 1950s witnessed a huge expansion of the middle class with disposable income and a desire for the American dream.
   - Americans had access to easy credit and new forms of recreation with which to spend their ample leisure time.

   **Television in the 1950s**
   - In the 1940s, TVs were for rich people.
   - By 1960, nearly every American home had one.
   - Attendance at movies dropped.
   - Advertisers spent $10 billion per year by the mid 1950s.
   - In addition to sitcoms, people also watched game shows, televangelists, and sports.

   Students also need some pictures to talk about consumer culture in the 1950s. Include pictures of the 50s shopping mall, McDonald’s, Disneyland, the Diner Club Card, etc.

   Show the students clips from a few 50s televisions shows:
   - *Leave It to Beaver:* [https://www.youtube.com/watch?v=OCHXLDJZ4ww](https://www.youtube.com/watch?v=OCHXLDJZ4ww)
   - *I Love Lucy:* [https://www.youtube.com/watch?v=D6LUg-siJVs](https://www.youtube.com/watch?v=D6LUg-siJVs)

2. For Part 6, students will need the following information:

   **The Rise of the Teenager**
   - By 1950s middle class youths were expected to finish high school.
   - The economic prosperity of the time period allowed more kids to enroll in college.
   - Teenagers had more free time and more independence (cars).
   - Generation gap developed between teens and their parents.
   - One of the sources of conflict was Rock and Roll – music which blended black rhythm and blues with white bluegrass and country styles to create a new style of music.
   - Cleveland DJ Alan Freed called the new style of music Rock and Roll.

   Show them a clip of Elvis Presley: [https://www.youtube.com/watch?v=gi0Rz-uP4Mk](https://www.youtube.com/watch?v=gi0Rz-uP4Mk)

   *Rebel Without a Cause* trailer: [https://www.youtube.com/watch?v=wXRgAXU1-T4](https://www.youtube.com/watch?v=wXRgAXU1-T4)

3. For Part 7, students need access to ads from the 1950s. Use this site: [http://library.duke.edu/digitalcollections/adaccess/](http://library.duke.edu/digitalcollections/adaccess/) and search by date to find ads from the 1950s. Students begin looking at their individual ads and then the group section.

Day 3
1. Students complete the Culminating Activity in groups.
American Culture in the 1950s

**Part 1 – American Life in the 1950s**
1. Why were the suburbs and homeownership so attractive in the 1950s?

2. What was the Baby Boom?

**Part 2 – Levittown**
Directions – Using the attached information, answer the following questions with your partner. You will have a maximum of 7 minutes to do this before discussing it with the class.

**Levittown: An Overview**
The Baby Boom created a need for low cost housing that could be quickly constructed. William Levitt used up-to-date building methods and capitalized on the housing crunch of the immediate postwar years to build Levittown. He offered affordable housing to returning GIs and their families, in the form of small, detached, single-family houses for people to get away from the city life and move to surrounding suburbs. The first Levittown area was built in Long Island, New York in the late 1940s and reached success well into the 1950s. The primary feature of this early Levittown house was its low, low cost—under $8,000 to purchase. The GI Bill provided veterans with the loans to purchase homes through the FHA and VA. Homes were built quickly and were all the same floor plan, leading critics to accuse them of being "cookie cutter".

Levittown, and other neighborhoods of its kind, was white only. The FHA often did not lend to African Americans and other minorities, believing they were too risky. This meant that African Americans migrating were importing the poverty of the rural south to the inner city neighborhoods being abandoned by whites moving to suburbs ("White flight"). This added to racial separation in America.

3. Make a list of the key characteristics of Levittown using the reading and pictures.
4. Who was often left out of 1950s suburbia? Why do you think this happened?

5. Use the t-chart below to compare and contrast 1950s suburbs like Levittown and today's.

<table>
<thead>
<tr>
<th>Similarities to today's suburbs</th>
<th>Differences from today's suburbs</th>
</tr>
</thead>
</table>

Part 3 - The Interstate Highway System
6. What is the Interstate Highway System?

7. Facts about the Interstate Highway System
Distance:

Total Cost:

Why did Eisenhower want to build the system?

8. Use the clip from the movie *Cars* to make a list of some of the downsides of the Interstate Highway System.
Part 4 – Women in the 1950s

Directions – Using the information below, answer the following questions with your partner. You will have a maximum of 10 minutes to do this before discussing it with the class.


10. After reading these two pieces, how would you describe the 1950s woman? What were their lives like? Did all women feel fulfilled? Did women remain in this position during the 1960s and 1970s? How did Betty Friedan's work influence the next generation of women? Write one paragraph, using the documents you have been given.

Part 5 - Consumer Culture in the 1950s

11. Why was the 1950s a time of expansion in consumer culture?
12. What were some new ways people spent their money?

13. What could people use if they didn't have the cash?

14. What kinds of shows did people watch in the 1950s? What kinds of people did these shows feature and what was the typical story line? Who was left out?

Part 6 – Being a Teenager in the 1950s

15. What were the expectations of a teenager in the 1950s?

16. What is a generation gap? In what ways was it seen in the 1950s?
Part 7 – 1950s Advertising
Directions: You will be given an advertisement from the 1950s. Answer each of the questions below using your ad. Be prepared to share your findings with a group.

17. What images do you see in your ad? How does the ad relate to the product advertised?

18. What is the ad for? Is it clear in the ad?

19. Are there any symbols in your ad (examples of patriotism, a famous building or landmark, movie stars, etc.)? List any that apply.

20. Who is the target audience for your ad? Analyze your ad for each of the following:
   • Gender:
   • Race:
   • Economic Level:
   • Age Group:

21. Are there any groups who may feel excluded by this ad? Is this representative of the 50s?

22. Do you think this product would be purchased because it was needed or because of any ideal/value/or culture represented in the ad? Be specific in supporting your answer.
### Group Section

Directions: When everyone in your group is finished analyzing their individual ad, use the chart below to make some generalizations about the ads you saw and how they relate to ads in the 1950s. Write a brief, general description in the spaces provided. You may not be able to fill all the fields in each table. The common traits that you document on this worksheet will be the traits that you will include in your original work in the next step of this assignment.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Patriotic</th>
<th>Famous Building</th>
<th>Famous Landmark</th>
<th>Movie Stars</th>
<th>Icons</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Race</td>
<td>Economic Level</td>
<td>Age</td>
<td></td>
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<tr>
<th>Values</th>
<th>Patriotic/Religious</th>
<th>To strive for…</th>
<th>To avoid…</th>
<th>Economic</th>
<th>Community/Shared</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Appeal to:</th>
<th>Sex</th>
<th>Acceptance</th>
<th>Appearance</th>
<th>False Authority</th>
<th>False Cause</th>
</tr>
</thead>
</table>

How do 1950s ads vary from modern ads in technique, layout, etc.?
Culminating Assignment Instructions:

1. As a group, pick a modern, technological product, such as a cell phone, computer, tablet, DVD player, etc. for your group to create an advertising campaign.

2. Using the Group Worksheet you just completed as a resource, collaborate with the other members of your group to develop a creative, informative, and convincing ad for the product you selected. Remember, your ad must:
   - address the values, beliefs, and interests implicit in 1950s advertisements
   - educate your audience about the function and usefulness of a modern technology

3. Create a print ad in the style of the ones you've just seen for a modern product. While your ad is for a modern product, it should look like a 1950s ad in every other way.
McCarthyism Political Cartoons

Students will use the political cartoons of Herb Block of the *Washington Post* to investigate McCarthyism. The student instructions, including links, begin below.

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<td>4. Distinguish between fact and opinion</td>
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<td>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<td>6. Identify and use primary and secondary sources</td>
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<td>11. Draw conclusions and make generalizations</td>
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<td></td>
<td>15. Determine adequacy and/or relevancy of information</td>
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<td></td>
<td>17. Interpret political cartoons</td>
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<tr>
<th>Enduring Understanding(s)</th>
<th>Conflict and Change</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Individuals, Groups and Institutions</td>
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</tbody>
</table>
McCarthyism Cartoons of Herb Block

Procedure:

1. Select three of Herb Block’s cartoons and complete a Cartoon Analysis Sheet for each. Use the following site: [https://www.loc.gov/exhibits/herblocks-history/fire.html](https://www.loc.gov/exhibits/herblocks-history/fire.html)

Cartoon Analysis Sheet can be found here: [https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)

2. Next, select one of the following options to complete:

   - Create a cartoon in the style of Herb Block. It can be on the subject of the Red Scare or you can choose a more modern issue.
   - Write a newspaper editorial either in support of Herb Block’s message or in support of Joseph McCarthy and the House Un-American Activities Committee. It should be a minimum of 200 words.
   - Create a script for a television interview between a journalist and a person connected to the Red Scare. You could interview Joseph McCarthy or someone accused of being a communist (a government official, someone in Hollywood, etc.)
# Brown v. the Board of Education/Little Rock Nine Activity

In this lesson, students will examine the beginnings of the Civil Rights Movement through an examination of *Brown v. the Board of Education*. Students will apply their knowledge of the case to the integration of Little Rock High School. The student handout begins on the next page.

| GSE Standards and Elements | SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.  
| | b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*. |

| Literacy Standards | L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
| | L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
| | L11-12RHSS4- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

| Social Studies Matrices | INFORMATION PROCESSING SKILLS:  
| | 3. Identify Issues and/or problems and alternative solutions  
| | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
| | 6. Identify and use primary and secondary sources  
| | 8. Identify social studies reference resources to use for a specific purpose  
| | 10. Analyze artifacts  
| | 11. Draw conclusions and make generalizations |

| Enduring Understanding(s) | Conflict and Change |
Brown v. Board of Education

Background of the Case

In Topeka, Kansas in the 1950s, schools were segregated by race. Each day, Linda Brown and her sister had to walk through a dangerous railroad switchyard to get to the bus stop for the ride to their all-Black elementary school. There was a school closer to the Brown's house, but it was only for White students. Linda Brown and her family believed that the segregated school system violated the Fourteenth Amendment and took their case to court. A Federal District Court decided that segregation in public education was harmful to Black children, but because all-Black schools and all-White schools had similar buildings, transportation, curricula, and teachers, the segregation was legal. The Browns appealed their case to the Supreme Court stating that even if the facilities were similar, segregated schools could never be equal to one another.

The Decision

In a unanimous decision, the Supreme Court ruled in favor of Brown. The Court found the practice of segregation unconstitutional and refused to apply its decision in Plessy v. Ferguson to “the field of public education.” Chief Justice Earl Warren wrote the opinion for the Court.

The Court noted that public education was central to American life. Calling it “the very foundation of good citizenship,” they acknowledged that public education was not only necessary to prepare children for their future professions and to enable them to actively participate in the democratic process, but that it was also “a principal instrument in awakening the child to cultural values” present in their communities. The justices found it very unlikely that a child would be able to succeed in life without a good education. Access to such an education was thus “a right which must be made available to all on equal terms.”

The justices then assessed the equality of the facilities that the Board of Education of Topeka provided for the education of African American children against those provided for White children. Ruling that they were substantially equal in “tangible factors” that could be measured easily, (such as “buildings, curricula, and qualifications and salaries of teachers), they concluded that the Court must instead examine the more subtle, intangible effect of segregation on the system of public education.

Departing from the Court’s earlier reasoning in Plessy, the justices here argued that separating children solely on the basis of race created a feeling of inferiority in the “hearts and minds” of African American children. Segregating children in public education created and perpetuated the idea that African American children held a lower status in the community than White children, even if their separate educational facilities were substantially equal in “tangible” factors. This feeling of inferiority reduced the desire to learn and achieve in African American children, and had “a tendency to retard their educational and mental development and to deprive them of some of the benefits they would receive in a racially integrated school system.” Concluding that “separate education facilities are inherently unequal,” the Supreme Court ruled that segregation in public education denied African American children the equal protection of the laws guaranteed by the Fourteenth Amendment.
One year later, the Court addressed the implementation of its decision in a case known as *Brown v. Board of Education II*. Chief Justice Warren once again wrote an opinion for the unanimous court. The Court acknowledged that desegregating public schools would take place in various ways, depending on the unique problems faced by individual school districts. After charging local school authorities with the responsibility for solving these problems, the Court instructed federal trial courts to oversee the process and determine whether local authorities were desegregating schools in good faith, mandating that desegregation take place with “with all deliberate speed.”


**Elements of the Case**

1. State the issue before the Supreme Court in this case.

2. What facts of the case were presented to the court?

3. What was the decision of the court? What was the rationale behind it?
4. What was the effect of the decision?

Evaluation of the Case

1. Do you agree with the opinion of the Court in this case? Do you think that it is possible to have segregated schools that can actually offer equal education chances? Explain.

2. What effect do you think the Brown decision had on related issues such as women’s rights, equal opportunities for other minorities (such as Hispanics or Native Americans), or opportunities and access for the handicapped? Explain.
Name ______________________________
The Little Rock Nine

**Part 1 - 14th Amendment to the Constitution:**

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; **nor deny to any person within its jurisdiction the equal protection of the laws.**"

1. Equal treatment means the law must treat everyone the same. Why might this Amendment have angered those opposed to school desegregation?

**Part 2 - Background on Elizabeth Eckford**

On the morning of September 4, 1957, Elizabeth Eckford went to school alone because her family lacked a telephone, and therefore, could not communicate with the other students regarding where they would meet up. The photo of Ms. Eckford walking through the mob alone has become the symbolic image of the quiet, dignified determination of the Little Rock Nine and the non-violence beliefs of the Civil Rights heroes.

Ms. Eckford did not graduate from Central High because the schools were closed her senior year. Instead she earned enough credits to attend Central State University in Ohio, where she graduated with a degree in history. Ms. Eckford has received the Army Good Conduct Medal, and together with the Little Rock Nine, she is the recipient of the Springarn Medal, the NAACP’s most prestigious award, and the Congressional Gold Medal.

Ms. Eckford, who is an army veteran and a probation officer, still lives in Little Rock. She continues to challenge students to be active participants in standing up for despised minorities, stating, “true reconciliation can occur when we honestly acknowledge our painful but shared past.”

Source: [https://constitutioncenter.org/media/files/Eckford+Formatted+Curriculum.pdf](https://constitutioncenter.org/media/files/Eckford+Formatted+Curriculum.pdf)

2. Why did Eckford journey to school alone on the morning of Sept. 4, 1957?

3. What qualities did Eckford display on her walk to school?
4. Did Eckford graduate from Central High School? Why or why not?

5. What did Eckford do with her life after leaving Central High School?

Part 3 - Photos of Elizabeth Eckford on Sept. 4, 1957

Source: https://constitutioncenter.org/media/files/Eckford+Formatted+Curriculum.pdf

6. What qualities of character do you think Ms. Eckford had to call on/employ in that moment?

Part 4 - The Story of Ernest Green, one of the Little Rock Nine

"In the spring of 1957, students at Horace Mann High School—the segregated school I attended—were asked to sign up if they were interested in transferring to Central High School the next year. Well, I signed the sheet of paper. I was aware that the Brown decision represented a fundamental change occurring in the South. It meant expanded opportunities, better jobs. I was aware of the Montgomery bus boycott and the role that Rosa Parks and Dr. Martin Luther King played. And I was taking a course in Negro history in 11th grade at Horace Mann. We talked about slave insurrections, protests. We talked about Jackie Robinson breaking into baseball. So I had some consciousness that things didn’t have to be the way they were."
The other thing that always struck me was that change was only going to occur if the African-American community was willing to step forward, that it wasn’t going to be handed to you. And I saw Central High School as an educational institution. They had more courses, more reference books, more science labs than we had at Horace Mann. I saw this as an enhancement for my own personal education.

The first day we went to school with the phalanx of paratroopers surrounding us, the morning of the 25th, I felt absolutely exhilarated. This was the first time I could remember that the U.S. government was supporting the interests of African Americans. I felt protected. Initially, the most avid of the segregationists boycotted class and that really was a breath of fresh air. There were students who attempted to speak to us and befriend us. A few tried to eat lunch with us. They came to the table and introduced themselves. But as the soldiers were withdrawn, the segregationists—I guess they figured that we weren’t going to leave—began to trickle back into the school. That’s when the harassment and the intimidation towards us, as well as towards white students who tried to befriend us, increased—and it increased significantly. Our lockers were continually broken into. I’m sure the Little Rock school board spent thousands of dollars replacing our books. They were stolen, broken, vandalized. But each time they moved us to a different locker—supposedly a secret locker—in about five minutes that locker was broken into. So we learned very early never put your homework in your locker. Anything you didn’t want destroyed you had to carry around.

In my classes, I participated as much as I could. There was only one teacher that I felt simply didn’t want me in the class. That was the physics teacher. He was very hostile toward me. I was having great difficulty in the course and had a couple of tutors, located through the NAACP, who worked with me. One was a biophysicist from the University of Arkansas. He was white, Dr. Robert L. Wixom. I spent Saturdays at his house being tutored. I wouldn’t have gotten through the course without his help.

There was some apprehension on the part of the school about my going to the graduation ceremony. There were some threats. Some individuals in Little Rock had indicated that they would harm me if I showed up. And of course I was laser focused on going because of the toil and tribulations we went through that year. So there were 600-plus students graduating with me. They went through the list of students alphabetically. When they got to my name there was this silence: No one clapped except my family. As I walked across the stage I thought to myself that I really didn’t need anyone to clap. The moment, the achievement was recognition enough. It turned out that Dr. King attended my graduation. I didn’t know he was coming and didn’t know he was in the audience. He sat with my family. We spoke briefly at the end of the ceremony. I was honored that he appeared.

I’m proud to have been part of the Nine. Fifty years later to see your name in a history book or have a teacher come up to you and say they use Eyes on the Prize (a documentary on the Civil Rights struggle) as a teaching tool for young people, it makes you feel good. What Little Rock represents is trying to be prepared to take advantage of a moment. It’s about us pursuing what most people would think an admirable goal: a decent education.

Source: http://www.ettc.net/tah/lessonPlans/papers/TheChildrensCrusadeE.pdf

7. How did Green end up attending Central High School?
8. Why did he decide to go?

9. What was the first day of school like?

10. What did the nine black students have to endure at Central?

11. Who was the special guest at Green’s graduation?

Part 5 - SOS Telegram

![Telegram Image]
12. Who was this telegram from? Who is it addressed to?

13. What is being asked for? Why?

14. From reading the telegram, how do you think the sender was feeling when he wrote it? How do you know that?

Source:
https://www.eisenhower.archives.gov/research/online_documents/civil_rights_little_rock/1957_09_23_Mann_to_DDE.pdf
Cold War Technology Debate

In groups, students will examine three elements of Cold War Technology (nuclear weapons, the space race, and espionage) and debate whether the United States or the Soviet Union won the Cold War Technology race. At the end of the activity, students will write a response in support of one side using evidence to support their argument. The student handout and supporting documents begin on the next page.

| GSE Standards and Elements | SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.  
<table>
<thead>
<tr>
<th></th>
<th>c. Examine the influence of Sputnik on U.S. technological innovations and education.</th>
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</thead>
<tbody>
<tr>
<td>Literacy Standards</td>
<td>L11-12WHST1- Write arguments focused on discipline-specific content.</td>
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<tr>
<td></td>
<td>L11-12RHSS1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
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<tr>
<td></td>
<td>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
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<td>L11-12RHSS3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
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<tr>
<td>Social Studies Matrices</td>
<td>INFORMATION PROCESSING SKILLS:</td>
</tr>
<tr>
<td></td>
<td>1. Compare similarities and differences</td>
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<td></td>
<td>3. Identify Issues and/or problems and alternative solutions</td>
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<td>4. Distinguish between fact and opinion</td>
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<td></td>
<td>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<td>6. Identify and use primary and secondary sources</td>
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<td>7. Interpret timelines, charts, and tables</td>
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<td></td>
<td>9. Construct charts and tables</td>
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<td></td>
<td>11. Draw conclusions and make generalizations</td>
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<td></td>
<td>15. Determine adequacy and/or relevancy of information</td>
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<tr>
<td>Enduring Understanding(s)</td>
<td>Conflict and Change</td>
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</table>
Debate:
Cold War Technology

During the Cold War, the United States and the Soviet Union competed in a variety of ways, including the development of technology.

During today’s class, you will work in teams to discuss which country was most successful in technological development. Your goals for today should include looking at all the issues, seeing both sides, and finding common ground.

DEBATE QUESTION
Who won the Cold War Technology race?

Team A will argue: The United States won the Cold War Technology race.
Team B will argue: The Soviet Union won the Cold War Technology race.

EVIDENCE
As you develop your arguments for the debate, use as many possible sources of evidence as you can from the Cold War Technology Document Set.

PROCEDURE

25 minutes With your teammate, read the documents in the Cold War Technology Document Set. Find five pieces of evidence, which support your side.

5 minutes Team A presents. BOTH PARTNERS MUST PRESENT!!!
Team B writes down Team A’s arguments and then repeats them back to Team A.

5 minutes Team B presents. BOTH PARTNERS MUST PRESENT!!!
Team A writes down Team B’s arguments and then repeats them back to Team B.

5 minutes Everyone CAN ABANDON their positions. The group of 4 attempts to develop a consensus.

10 minutes Each individual answers the Structured Academic Controversy (SAC) Question in one paragraph using evidence from the activity.
ORGANIZING THE EVIDENCE
Use this space to write your main points and the main points made by the other side.

The United States Won the Cold War Technology Race: List the 5 main points/evidence that support this side.

1. From Document _____:

2. From Document _____:

3. From Document _____:

4. From Document _____:

5. From Document _____:
**The Soviet Union Won the Cold War Technology Race:** List the 5 main points/evidence that support this side.

1. From Document ____:

2. From Document ____:

3. From Document ____:

4. From Document ____:

5. From Document ____:
COMING TO CONSENSUS

Starting now, you may abandon your assigned position and argue for either side. Try to ignore the ultimate outcome and the fact that you are an American. Look at the evidence and make the most fair, unbiased judgement possible.

Use the space below to outline your group’s agreement. Your agreement should address evidence and arguments from both sides. It is acceptable to write in bullet points.

SUMMARIZATION

Directions: Write a paragraph to answer the question below using a minimum of three pieces of evidence from this activity.

Who won the Cold War Technology race?
**Document A - Nuclear Technology Development Timeline**

May 12, 1942 – President Franklin Roosevelt authorized the Manhattan Project. Its purpose was to create an atomic bomb.

September 1942 – Joseph Stalin authorized a program to create an atomic bomb.

July 16, 1945 – United States successfully tested an atomic bomb.

August 6, 1945 – United States dropped the world’s first atomic bomb on the city of Hiroshima, Japan.

August 9, 1945 – United States dropped a second atomic bomb on the city of Nagasaki, Japan.

August 29, 1949 – Soviet Union successfully detonated its first atomic bomb.

January 31, 1950 – President Harry Truman authorized a project to create a hydrogen bomb.

November 1, 1952 – The United States successfully detonated the world’s first hydrogen bomb, believed to have the force of 1 million tons of TNT (67 times the power of the bomb dropped on Hiroshima).

August 12, 1953 – The Soviet Union successfully tested its own hydrogen bomb.

October 30, 1961 – The Soviet Union tested the most powerful nuclear bomb in history with a yield 50 megatons of TNT. (By comparison, the largest bomb the US ever created was 25 megatons of TNT. The largest bomb the US ever tested contained 15 megatons of TNT.)
Compare the strength of the nuclear weapons created using this website [http://nuclearsecrecy.com/nukemap/].

**Document B - Space Technology Development Timeline**

August 26, 1957 – The USSR announced the successful launch of the first intercontinental ballistic missile (ICBM). This missile could be launched from one continent, pass through the atmosphere into space, and then re-enter the atmosphere to target another continent.

![The launch of Sputnik using an Intercontinental Ballistic Missile.](image)

Above: The launch of Sputnik using an Intercontinental Ballistic Missile.

October 4, 1957 – The USSR announced the launch of Sputnik I (pictured below), the world’s first artificial satellite to orbit around the Earth.
November 3, 1957 – The Soviets deployed Sputnik II into orbit around the Earth. This was much heavier than the first Sputnik and contained the first animal to go into space, a Siberian husky-mix dog named Laika (which means “Barker” in English).

December 6, 1957 – The United States attempted to launch its own version of Sputnik as a part of Project Vanguard. Before a national television audience, the mission failed as the top part of the rocket exploded and then fell into the sand.

Laika, first animal in space

Picture F-3-6
The first Vanguard launch-Dec. 6, 1957
Photo courtesy of NASA
September 2, 1957 – President Dwight Eisenhower signed the National Defense Education Act, which approved $887 million spread across primary, secondary, vocational, and higher education programs. The purpose was to identify students who were gifted in science, mathematics, and modern foreign languages. Americans believed that an education gap must be responsible for the Soviet’s technological lead.

October 1, 1957 – President Eisenhower signed a bill that established the National Aeronautics and Space Administration (NASA). This federal agency would conduct space operations.

January 31, 1958 – The United States launched its first satellite to orbit Earth called Explorer I.

December 4, 1959 – The US put its first animal in space, a rhesus monkey named Sam.

April 12, 1961 – Soviet Yuri Gagarian (below) became the first human in space.

May 2, 1961 – Alan Shepard (below) became the first American in space. His ballistic trajectory during the 15-minute flight took him to a maximum height of 116.5 statute miles.
May 25, 1961 – President John F. Kennedy set the goal of putting Americans on the moon by the end of the decade.

February 20, 1962 – Astronaut John Glenn (below) became the first American to orbit the Earth.

October 12, 1964 – The Soviet Union sent the first mission into space containing multiple people. Three cosmonauts flew aboard the Voskhod 1.

March 23, 1965 – The United States sent its first mission containing multiple astronauts into outer space.


July 20, 1969 – The United States became the first nation to put men on the Moon.

Sources:  
http://www.pbs.org/wgbh/amex/moon/timeline/index.html
**Document C - Espionage during the Cold War**

There are three main features to the spy operations that took place during the Cold War.

- The collection of documents and evidence from the 'opposite' side by the spies.
- Counter intelligence
- Covert operations

Each side strove to gain the upper hand and to discover the secrets of the opposing ideology. In films and television, spies were often portrayed as glamorous individuals who led a fast moving lifestyle, carry guns and weapons and have exciting adventures. In reality, this was far from the truth. Spies were often non-descript people who led ordinary lives, who did not stand out from the crowd, and drew very little attention to themselves. They did not want to draw attention to what they were doing, especially as they usually worked or had connections with top-secret work places such as laboratories or government offices.

Counter intelligence, was the effort of both sides to protect their agents. This often involved laying false trails in an attempt to confuse the enemy. During covert operations, each side used their intelligence agencies to put pressure on their enemies and to support their allies.

**Why where spies necessary?**

From the early years of the Cold War, secrets played an important part. Each side was trying to gather information about the other side, while going to quite extraordinary lengths to protect their own secrets. The key was the arms race. Each side wanted, and perhaps needed, to know the pace of weapon development that the opposition had achieved.

Winston Churchill described spying as 'the battle of the conjurors', with the spies practiced in the art of deception.

Spying was a dangerous occupation and people risked their lives to obtain secrets of national importance.

Case Study: U2 Spy Incident

The U-2 spy plane was the brainchild of the Central Intelligence Agency, and it was a sophisticated technological marvel. Traveling at altitudes of up to 70,000 feet, the aircraft was equipped with state-of-the-art photography equipment that could, the CIA boasted, take high-resolution pictures of headlines in Russian newspapers as it flew overhead. Flights over the Soviet Union began in mid-1956. The CIA assured President Eisenhower that the Soviets did not possess anti-aircraft weapons sophisticated enough to shoot down the high-altitude planes.

On May 1, 1960, a U-2 flight piloted by Francis Gary Powers disappeared while on a flight over Russia. The CIA reassured the President that, even if the plane had been shot down, it was equipped with self-destruct mechanisms that would render any wreckage unrecognizable and the pilot was instructed to kill himself in such a situation. Based on this information, the U.S. government issued a cover statement indicating that a weather plane had veered off course and supposedly crashed somewhere in the Soviet Union. With no small degree of pleasure, Khrushchev pulled off one of the most dramatic moments of the Cold War by producing not only the mostly-intact wreckage of the U-2, but also the captured pilot-very much alive. A chagrined Eisenhower had to publicly admit that it was indeed a U.S. spy plane.

On May 16, a major summit meeting between the United States, the Soviet Union, Great Britain, and France began in Paris. Issues to be discussed included the status of Berlin and nuclear arms control. As the meeting opened, Khrushchev launched into a tirade against the United States and Eisenhower and then stormed out of the summit. The meeting collapsed immediately and the summit was called off. Eisenhower considered the “stupid U-2 mess” one of the worst debacles of his presidency. The pilot, Francis Gary Powers, was released in 1962 in exchange for a captured Soviet spy.
# Vietnam War Newscast

In groups, students will create a newscast about a major event of the Vietnam War. A list of suggested topics appears on the assignment sheet and teachers should ensure that each group covers a different topic to give a fuller picture of the period. The student instruction handout and a rubric begin on the next page.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</td>
</tr>
<tr>
<td>c.</td>
<td>Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</td>
</tr>
<tr>
<td>e.</td>
<td>Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L11-12WHST2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L11-12WST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
</tr>
<tr>
<td></td>
<td>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
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<tr>
<td></td>
<td>L11-12RHSS9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
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</table>

<table>
<thead>
<tr>
<th>Social Studies Matrices</th>
<th>INFORMATION PROCESSING SKILLS:</th>
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<tbody>
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<td>3. Identify issues and/or problems and alternative solutions</td>
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<tr>
<td>4.</td>
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<td>6.</td>
<td>6. Identify and use primary and secondary sources</td>
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<tr>
<td>8.</td>
<td>8. Identify and use social studies reference resources to use for a specific purpose</td>
</tr>
<tr>
<td>11.</td>
<td>11. Draw conclusions and make generalizations</td>
</tr>
<tr>
<td>14.</td>
<td>14. Formulate appropriate research questions</td>
</tr>
<tr>
<td>15.</td>
<td>15. Determine adequacy and/or relevancy of information</td>
</tr>
</tbody>
</table>

| Enduring Understanding(s) | Conflict and Change |
Vietnam War Newscast Assignment

Directions: Students will be working in groups of four to write and record a 3-4 minute “newscast” on a major event of the Vietnam War. In order to communicate the event in an effective way, students must consider the use of special effects, titles/subtitles, voice over narration, music and still images.

Required Elements:
- A written and revised original script. This must be typed. Minimum 2 pages.
- A 3-4 minute “newscast,” which includes all members of your group. Everyone needs to be on the screen at least once.
- Videos must relate to the topic assigned and convey a good understanding of the event.

Special Instructions:
- Be creative.
- You can make your own news station or call sign.
- Use costumes or props.
- Music and content must be school appropriate. If in doubt, don’t use it.
- You may use whatever video editor you choose, but make sure that you save your work properly. Your group will be penalized if the video doesn’t work when it is supposed to be presented.

Suggested Topics:
- Background of the Conflict in Vietnam
- Gulf of Tonkin Resolution
- Escalation of the Vietnam War
- Tet Offensive
- Anti-War Movement
Group Member Names:

__________________________  
__________________________  
__________________________  
__________________________  

Vietnam War Newscast Project

Script

_____ / 25 points

Video On Topic

_____ / 20 points

Newscast Format

_____ 20 points

3-4 minutes

_____ / 10 points

TOTAL

_____ / 75 points

Deductions:

-10 points for script not being typed

-15 points for turning in the script late

-10 points for not having all group members participating on screen

-25 points for not presenting video on assigned day. Each group will only have one more opportunity to turn in project. It will not be accepted on the 3rd day.

-20 points for inappropriate content
### Cuban Missile Crisis Activity

Students will use a variety of materials in this lesson to explore the Cuban Missile Crisis. Primary sources and a series of short videos will be examined in order to explore the point of view of Castro, Kennedy, and Khrushchev. The teacher instructions appear below with links to student documents and the video. An additional student handout is also included here.

<table>
<thead>
<tr>
<th><strong>Enduring Understanding(s)</strong></th>
<th><strong>Social Studies Matrices</strong></th>
<th><strong>Literacy Standards</strong></th>
<th><strong>GSE Standards and Elements</strong></th>
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</thead>
<tbody>
<tr>
<td>Conflict and Change</td>
<td></td>
<td></td>
<td><strong>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>L11-12RHSS1</strong></td>
<td>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</td>
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<td><strong>L11-12RHSS2</strong></td>
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<td><strong>L11-12RHSS7</strong></td>
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<td><strong>INFORMATION PROCESSING SKILLS:</strong></td>
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<td>9. Construct charts and tables</td>
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<td></td>
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<td></td>
<td>11. Draw conclusions and make generalizations</td>
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</tbody>
</table>

**GSE Standards and Elements**

- **SSUSH21** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.
  
  a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
Choices Program – Cuban Missile Crisis Lesson
Teacher Procedure

All Lesson Information found here: http://www.choices.edu/teaching-news-lesson/brink-nuclear-war-leadership-cuban-missile-crisis/

1. Before class, teachers need to copy a number of documents listed on the link above:
   - Castro’s Letter to Khrushchev
   - Graphic Organizer: Castro, Kennedy, and Khrushchev
   - Aftermath

Also copy the documents that follow these instructions:
   - Questions that correspond to the Aftermath reading

2. Open class with a discussion of the Cuban Revolution in 1959 and the Bay of Pigs. Discuss American concern about a Communist regime 100 miles off the US coast. Also discuss the failure of the Bay of Pigs and about how it will make Kennedy more cautious in accepting advice from the Joint Chiefs of Staff in the future.

2. Handout Student Response Documents. With a partner, students should read “Castro’s Letter to Khrushchev” and answer the questions on the first page.

3. Using the chart on the second page, students should watch the “Be Castro”, “Be Kennedy”, and “Be Khrushchev” videos found here: http://www.armageddonletters.com/films#WJzFY8JVXlU

These videos are also available on You Tube.

4. Discuss how the crisis ends with students. They should use this to answer Question #1 on the last page.

5. Pass out the “Aftermath” handout. With their partners, allow students to answer the remainder of the questions.
Questions:
1. How was this situation resolved?

From the Reading:
2. What steps did Khrushchev take to end the crisis? Why was it risky?

3. What did the US and USSR establish to prevent and ease a future crisis?

4. What did the Cuban Missile Crisis teach both leaders?

5. Were President Kennedy’s fears about an invasion provoking a nuclear response founded? Explain.
Great Society Debate

In groups, students will use primary and secondary sources to debate the Pros and Cons of President Lyndon Johnson’s Great Society program. The link to the necessary student handouts and primary sources can be found here: [http://sheg.stanford.edu/great-society](http://sheg.stanford.edu/great-society)

Teachers will need to sign up for a free account to access the information.

| GSE Standards and Elements | SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.  
| b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy. |

| Literacy Standards | L11-12RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
| L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
| L11-12RHSS3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  
| L11-12RHSS6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  
| L11-12RHSS8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.  
| L11-12RHSS9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

| Social Studies Matrices | INFORMATION PROCESSING SKILLS:  
1. Compare similarities and differences  
3. Identify Issues and/or problems and alternative solutions  
4. Distinguish between fact and opinion  
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
6. Identify and use primary and secondary sources  
9. Construct charts and tables  
11. Draw conclusions and make generalizations  
16. Check for consistency of information |

| Enduring Understanding(s) | Beliefs and Ideas  
Individuals, Groups, and Institutions  
Production, Distribution, and Consumption |
### Passage of Civil Rights Legislation

In this lesson, students will examine a variety of primary sources to investigate the origins and eventual successes of the Civil Rights Movement. The student handout begins below with all required documents and links included.

<table>
<thead>
<tr>
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<td>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</td>
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<td>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</td>
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<tr>
<td>e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</td>
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</tr>
<tr>
<td>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Name ____________________

Passage of Civil Rights Legislation

**Part 1 – Life in Birmingham**

Directions: While reading the city ordinances of Birmingham, highlight within the document all examples of segregated facilities.

Racial Segregation Ordinances, Birmingham, Alabama, May, 1951:  
http://xroads.virginia.edu/~PUBLIC/civilrights/ordinances.html

*The following is an excerpt from the original city ordinances for the city of Birmingham.*

**SECTION 369. SEPARATION OF RACES.**

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.

**ORDINANCE 798-F**

An Ordinance To Amend Section 597 Of The General Code Of The City Of Birmingham Of 1944.

Be It Ordained by the Commission of the City of Birmingham that Section 597 of the General Code of the City of Birmingham of 1944 be, and said section is, amended so as to read as follows:

**SEC. 597 Negroes and White Persons Not To Play Together**

It shall be unlawful for a Negro and a white person to play together or in company with each other in any game of cards, dice, dominoes, checkers, baseball, softball, football, basketball or similar games.

Any person, who being the owner, proprietor or keeper or superintendent of any tavern, inn, restaurant, ballfield, stadium or other public house or public place, or the clerk, servant or employee of such owner, proprietor, keeper, or superintendent, knowingly permits a Negro and a white person to play together or in company with each other, at any game with a baseball, softball, basketball or other ball, in his house or on his premises or in a house or on premises under his charge, supervision or control, shall, on conviction, be punished as provided in Section 4.

Approved Sept. 19, 1950,

Eunice S. Hewes, City Clerk Post-Herald, Sept 21, 1950
SECTION 359. SEPARATION OF RACES

(a) It shall be unlawful for any person in charge or control of any room, hall, theatre, picture house, auditorium, yard, court, ballpark, public park, or other indoor or outdoor place, to which both white persons and negroes are admitted, to cause, permit or allow therein or thereon any theatrical performance, picture exhibition, speech, or educational or entertainment program of any kind whatsoever, unless such room, hall, theatre, picture house, auditorium, yard, court, ballpark, or other place, has entrances, exits and seating or standing sections set aside for and assigned to the use of white persons, and other entrances, exits and seating or standing sections set aside for and assigned to the use of negroes, unless the entrances, exits and seating or standing sections set aside for and assigned to the use of negroes, unless the entrances, exits and seating or standing sections set aside for and assigned to the use of white persons are distinctly separated from those set aside for and assigned to the use of negroes, by well defined physical barriers, and unless the members of each race are effectively restricted and confined to the sections set aside for and assigned to the use of such race.

(b) It shall be unlawful for any member of one race to use or occupy any entrance, exit or seating or standing section set aside for and assigned to the use of members of the other race.

SECTION 1413. SEPARATION OF RACES.

Every owner or operator of any jitney, bus or taxicab in the city shall provide equal but separate accommodations for the white and colored races by dividing separate vehicles or by clearly indicating or designating by visible markers the area to be occupied by each race in any vehicle in which the two races are permitted to be carried together and by confining each race to occupancy of the area of such vehicle so set apart for it. It shall be unlawful for any person to operate or cause or allow to be operated or to aid in operating for the carriage of white and colored passengers any vehicle not equipped as provided in this section. And it shall be unlawful for any person, contrary to the provisions of this section providing for equal and separate accommodations for the white and colored races, to ride or attempt to ride in a vehicle or a division of a vehicle designated for the race to which such person does not belong.

Failure to comply with this section shall be deemed a misdemeanor.

STATE OF ALABAMA )

JEFFERSON COUNTY )

I, Eunice S. Hewes, City Clerk of the City of Birmingham, do hereby certify that the above are true and correct copies of Sections 369, 597, 859, 939, 1002, 1413 of the 1944 Code of Birmingham. GIVEN UNDER MY HAND AND CORPORATE SEAL of the City of Birmingham, this the 25th day of May, 1951.
Part 2 – The Birmingham Campaign

DOCUMENT NO. 34 ON HUMAN RIGHTS IN ALABAMA. ON THE USE OF POLICE DOGS DURING THE 1963 PALM SUNDAY DEMONSTRATIONS IN BIRMINGHAM.

RELAYED BY LEROY ALLEN, (19) OF BIRMINGHAM, ALABAMA.

My name is LeroY Allen. I live at 1002 30th St. No. in Birmingham. I have been in jail before.

On Sunday, April 7, 1963 at around 5:30 P.M. I went to observe the demonstrations that were going on in Birmingham. I was with some friends who asked me to go with them to observe the demonstrations. At first I said I would not go because I might get into jail, but I decided to go. I was going to the Greyhound Bus Station anyway to take a bus to my job in Brewton, Alabama, and I was headed toward the bus station.

There was a crowd of people on the corner of 6th Ave., and 16th Street North. When I got about midway in the block, a policeman told everybody to get back. I got back, but I don’t guess I was getting back fast enough. I heard Connor tell the policeman to sick the dog on me. I did not have a knife or a pipe or any weapon – nothing but my bare hands. The dog bit me behind first, then he bit me on the leg. The dog tried to get to my neck, but I blocked him with my arm, and he bit me on the arm. Then I grabbed the dog and threw him over my shoulder and began choking him and the dog started hollering. Then about four policemen took me off the dog, threw me on the ground and got on top of me. I struggled up, and about five more came, including police chief Jamie Moore, and they pinned me down to the ground, and while they held me on the ground another dog bit me on the arm. They handcuffed me and threw me in the paddy wagon. All the clothes I had on were badly torn. I was taken to the city jail.

At the jail the sergeant said they should take me to the hospital. They said I did not need to go to the hospital, but the sergeant insisted and they took me to Hillman Hospital where I received treatment. Then I was taken back to jail. I was charged with failure to obey an officer.

The following Wednesday while still in jail, I took sick and they took me to the hospital where I was examined. I was there about three hours. While there, as many as about 25 policemen came to look at me. Several of them said they wanted to see the man the dog bit so they could know me when they see me walking on the street or anywhere. They were trying to scare me but I was not afraid. I was taken back to jail and stayed until Saturday, April 12 when they released me. As soon as I returned to work, I was fired from my job. I have not yet been able to find another job.

LEROY ALLEN

STATE OF ALABAMA

COUNTY OF JEFFERSON

Personally appeared before me the herein named LEROY ALLEN, who deposes and says that the foregoing statement is true and correct to the best of his knowledge.

Sworn and subscribed to before me this 27th day of April 1963.

NOTARY PUBLIC

My commission expires 3/7/66

GENERAL B. LOVE

Georgia Department of Education

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High School students are struck by a fire

A high school student is attacked by a police

Source: https://en.wikipedia.org/wiki/Birmingham_campaign

1. Explain Leroy Allen’s experience with the police and their dogs.

2. Where was he taken after the incident?

3. Describe his injuries.

4. Using Allen’s story and the photographs, describe the tactics used by Commissioner Bull Connor and the Birmingham Police Department in dealing with the demonstrators.
Part 3 - "A Letter from Birmingham Jail"

Summary
Martin Luther King Jr. wrote "Letter from Birmingham Jail" in response to his fellow white clergymen who criticized his actions that landed him in jail. He used Biblical examples to show that his nonviolent actions were necessary for African Americans to move forward in this country. This letter was mainly directed to those religious leaders who have the power to do something about segregation but don't. The purpose is to hopefully get the backup from powerful religious leaders and end segregation. He communicates this message very effectively to these men from his examples from Saint Paul and King Solomon which is preached within the churches of these religious leaders. He also justifies his nonviolent action by comparing it to "just" and "unjust" laws with one example of Hitler. King claims there is no better timing for something that has been at conflict for 340 years and that there was no wrong-doing during this "sit-in." Martin Luther King Jr. is asking for the help of the clergymen so they can move forward with Civil Rights.

5. Why did Martin Luther King, Jr. write this letter?

6. What strategies does he use to make his point?:
My Dear Fellow Clergymen: April 16, 1963

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view, which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

7. Why is he in Birmingham?
**King on laws:**

Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey, but does not make binding on itself. This is difference made legal. By the same token, a just law is a code that a majority compels a minority to follow and that it is willing to follow itself. This is sameness made legal. Let me give another explanation. A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama which set up that state's segregation laws was democratically elected? Throughout Alabama all sorts of devious methods are used to prevent Negroes from becoming registered voters, and there are some counties in which, even though Negroes constitute a majority of the population, not a single Negro is registered. Can any law enacted under such circumstances be considered democratically structured?

8. What two types of laws are there, according to King?

9. What is his attitude toward each?

10. What makes a law unjust?

**King on Hitler's evil in Germany:**

We should never forget that everything Adolf Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal." It was "illegal" to aid and comfort a Jew in Hitler's Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country, where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country's antireligious laws.

11. What would King do if he was in a country with unjust laws? Summarize with at least one sentence.
King on Montgomery Alabama:

When I was suddenly catapulted into the leadership of the bus protest in Montgomery, Alabama, a few years ago, I felt we would be supported by the White church. I felt that the White ministers, priests and rabbis of the South would be among our strongest allies. Instead, some have been outright opponents, refusing to understand the freedom movement and misrepresenting its leaders; all too many others have been more cautious than courageous and have remained silent behind the anesthetizing security of stained glass windows.

In spite of my shattered dreams, I came to Birmingham with the hope that the White religious leadership of this community would see the justice of our cause and, with deep moral concern, would serve as the channel through which our just grievances could reach the power structure. I had hoped that each of you would understand. But again I have been disappointed.

12. Why is King disappointed with the church leaders upon his arrival to Birmingham?

Source: http://abacus.bates.edu/admin/offices/dos/mlk/letter.html
Part 4 – Martin Luther King’s “I Have a Dream” Speech

Directions: Listen to Martin Luther King’s “I Have a Dream” speech and look for the literary devices found in the chart. Find examples of each, citing the paragraph number in the speech.

To listen to the speech on YouTube:
https://www.youtube.com/watch?v=I47Y6VHc3Ms&t=632s


<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Example (cite paragraph number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of chronology</td>
<td>Give the dates.</td>
</tr>
<tr>
<td>Repetition</td>
<td>Give examples and explain why it’s effective.</td>
</tr>
<tr>
<td>References to Famous American Documents</td>
<td></td>
</tr>
<tr>
<td>References to a Patriotic American Song</td>
<td></td>
</tr>
<tr>
<td>Effective Literary Devices (Analogy, Symbols, Personification, Metaphor)</td>
<td>Find 3 examples.</td>
</tr>
</tbody>
</table>

13. The speech begins (and ends) by emphasizing **freedom**: what does King mean by freedom, and in what sense does he regard African Americans as “still not free”? Use examples from the text and your knowledge of the era to defend your answer.
14. The speech then moves to speak about justice: can you identify what he means by “justice”—equality of rights, equality before the law, equality of opportunity, equality of economic and social condition, or something else? Use examples from the text and your knowledge of the era to defend your answer.

15. In recounting his dream of the future, King speaks not only of freedom and justice but also of brotherhood and sisterhood. First, what does King mean by Brotherood? Sisterhood? How is this related to the other goals [freedom and justice]?

16. What was the purpose of this speech? Why did King deliver it? What did he hope to achieve?
Part 5 – The Civil Rights Act of 1964

AN ACT
To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the “Civil Rights Act of 1964”.

TITLE II — INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC ACCOMMODATION
SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.
(b) Each of the following establishments which serves the public is a place of public accommodation within the meaning of this title if its operations affect commerce, or if discrimination or segregation by it is supported by State action:
(1) any inn, hotel, motel, or other establishment which provides lodging to transient guests…
(2) any restaurant, cafeteria, lunchroom, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises, including, but not limited to, any such facility located on the premises of any retail establishment; or any gasoline station;
(3) any motion picture house, theater, concert hall, sports arena, stadium or other place of exhibition or entertainment…

TITLE VI — NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS
SEC. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance….

TITLE VII — EQUAL EMPLOYMENT OPPORTUNITY
DISCRIMINATION BECAUSE OF RACE, COLOR, RELIGION, SEX, OR NATIONAL ORIGIN
SEC. 703. (a) It shall be an unlawful employment practice for an employer —
(1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin….


17. Describe the purpose of the Civil Rights Act of 1964.
18. Describe the places where segregation was thus outlawed.


**Part 6 – Registering to Vote in Alabama**

20. Review the Application for Registration, Questionnaire, and Oaths. It can be found here: [http://www.crmvet.org/info/litapp.pdf](http://www.crmvet.org/info/litapp.pdf). Explain the purpose of each section of the application:

   Part I –

   Part II –

   Part III –

   Part IV –

   Part V –

   Part VI –

20. Review the application again. How long do you think it would have taken to fill this out?
21. How much of this do you think is relevant on a voter registration application?

22. Why would Part VI be particularly difficult?

23. Compare the Alabama application to the current voter registration application for the state of Georgia. How are the two applications different?

**Part 7 – Alabama Literacy Test**
Directions: The following are sample questions from the Alabama literacy test from [http://www.crmvet.org/info/litques.pdf](http://www.crmvet.org/info/litques.pdf). Take the test to the best of your ability.

24. Has the following part of the US Constitution been changed? “Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed.”

25. Which of the following is one of the duties of the United States Internal Revenue Service?
   - _____ passing legislation
   - _____ collection of income taxes
   - _____ giving welfare checks

26. In what year did the Congress gain the right to prohibit the migration of persons to the states?

27. What body can try impeachments of the president of the United States?

28. At what time of day on January 20 each four years does the term of the president of the United States end?
Part 8 – Excerpts from the Voting Rights Act

An Act to enforce the Fifteenth Amendment to the Constitution of the United States, and for other purposes.

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State ...

SEC. 4. (c) The phrase “test or device” shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.


29. Summarize the Voting Rights Act according to the excerpt above.

30. According to this excerpt from the Voting Rights Act, what practices in relation to voter registration in the South are now outlawed?

- 
- 
-
### A Time for Justice Video

This video does an excellent job of introducing many of the central issues of the Civil Rights movement from the murder of Emmett Till to the passage of the Voting Rights Act of 1965. This video is available on You Tube here [https://www.youtube.com/watch?v=VFv8ok1GekE](https://www.youtube.com/watch?v=VFv8ok1GekE). Teachers may also request a FREE copy of this video from the Southern Poverty Law Center here: [http://www.tolerance.org/kit/america-s-civil-rights-movement-time-justice](http://www.tolerance.org/kit/america-s-civil-rights-movement-time-justice). There are many great videos available free of charge for teachers! The student question sheet for the video begins below. **Please note, these videos contain archival footage of an actual event and racial slurs can be heard in the background. Any video shown to students should be previewed in advance to determine whether it is appropriate for your students.**

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</td>
</tr>
<tr>
<td></td>
<td>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</td>
</tr>
<tr>
<td></td>
<td>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</td>
</tr>
<tr>
<td></td>
<td>e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L11-12RHSS9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</th>
</tr>
</thead>
</table>
| Social Studies Matrices   | **INFORMATION PROCESSING SKILLS:**  
  3. Identify Issues and/or problems and alternative solutions  
  5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
  6. Identify and use primary and secondary sources  
  11. Draw conclusions and make generalizations |

| Enduring Understanding(s) | Conflict and Change  
Individuals, Groups, and Institutions |
A Time for Justice Civil Rights Introduction Video

1. What were the living conditions of African Americans by the 1950s? (Include at least three characteristics using the images and narration.)

2. What did Emmett Till do that attracted attention during the 14-year-old’s visit to Mississippi?

3. What happened to him as a result?

4. What happened at the trial?

5. What did Rosa Parks do? What was the consequence?

6. How did the African American community in Montgomery fight back?

7. How did it end?

8. What did nine black students attempt to do in Little Rock?

9. What did it take to make it happen?

10. What was a sit-in?

11. Describe what happened to the students during the sit-ins.

12. What happened to the students who attempted to integrate interstate buses (they were known as Freedom Riders)? List at least three things.

13. How were the protestors in Birmingham treated? List at least three things.

14. What happened to the four little girls at the 16th Street Baptist Church in Birmingham?
15. Why did northern college students come to Mississippi during the summer of 1964 (called Freedom Summer)?

16. Why were African Americans hesitant to do what they asked?

17. What happened to the three civil rights workers in Mississippi?

18. What was the impact of the event?

19. What happened to Jimmie Lee Jackson after the prayer meeting? Why?

20. What was the purpose of the march from Selma to Montgomery?

21. What happened during the march? (Please note all of the television cameras recording “Bloody Sunday”.)

22. What was the result of the March?
**Cold War Culture Activity**

In this activity, students will view a series of video clips to examine crucial elements of culture during the Cold War. The student handout begins on the next page and includes YouTube video links for each example of culture.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c. Examine the influence of Sputnik on U.S. technological innovations and education.</td>
</tr>
<tr>
<td>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.</td>
<td></td>
</tr>
<tr>
<td>a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.</td>
<td></td>
</tr>
<tr>
<td>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L11-12RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td></td>
<td>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
</tbody>
</table>

**INFORMATION PROCESSING SKILLS:**

3. Identify Issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
10. Analyze artifacts
11. Draw conclusions and make generalizations

<table>
<thead>
<tr>
<th>Social Studies Matrices</th>
<th>Enduring Understanding(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Culture</td>
</tr>
</tbody>
</table>
Name ____________________________

Cold War Culture

Directions: View the video clip for each part and answer the questions.

Part One – "Duck and Cover"

Directions: Answer the following questions using the video found here: https://www.youtube.com/watch?v=IKqXu-5jw60&t=17s

1. What element of Cold War competition caused this film to be made?

2. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
   Strengths –

   Weaknesses –

3. Does this film appeal to the viewer's reason or emotion?

4. What is your reaction to this motion picture?

5. How do you think this video impacted American morale during the Cold War?

Part Two – First Moon Landing

Directions: Answer the following questions using the video found here: https://www.youtube.com/watch?v=0TYuXj5sq6A

6. What element of Cold War competition does this reflect?

7. How did this event impact American morale?
**Part Three – The Miracle on Ice**

Directions: Answer the following questions using the video found here:
https://www.youtube.com/watch?v=3aQgmsEUqIA

8. Why didn’t anyone think the 1980 US Olympic hockey team had a chance to win?

9. Why did this game matter to Americans?

10. How did this game impact American morale?

11. What role did sports play in the Cold War?

**Part Four – Protest Music**

Directions: Answer the following questions using songs from the 1960s and 1970s.

“Fortunate Son” by Creedence Clearwater Revival:
https://www.youtube.com/watch?v=N7qkQewyubs

“Volunteers” by Jefferson Airplane
https://www.youtube.com/watch?v=OzHBr0ndKus

“What’s Going On” by Marvin Gaye
https://www.youtube.com/watch?v=H-kA3UtBj4M

12. Why do you think these songs were written?

13. What evidence in the song helps you to know why they were made?

14. How did this music impact this period of American history?
**Viva La Causa Video on Cesar Chavez**

Students will use the Viva La Causa video and questions to learn more about Cesar Chavez and the United Farm Workers Union. [https://www.youtube.com/watch?v=wPdfyocFju4](https://www.youtube.com/watch?v=wPdfyocFju4) Teachers may request a FREE copy of this video from the Southern Poverty Law Center here: [http://www.tolerance.org/kit/viva-la-causa](http://www.tolerance.org/kit/viva-la-causa). There are many great videos available free of charge for teachers on this site! The student question sheet for the video begins below.

| GSE Standards and Elements | SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.  
|                           | d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez. |
| Literacy Standards | L11-12RHSS9-  
|                   | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| Social Studies Matrices | INFORMATION PROCESSING SKILLS:  
|                        | 3. Identify Issues and/or problems and alternative solutions  
|                        | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
|                        | 6. Identify and use primary and secondary sources  
|                        | 11. Draw conclusions and make generalizations |
| Enduring Understanding(s) | Conflict and Change  
|                         | Individuals, Groups, and Institutions |
Viva La Causa Video Questions

1. Why did the farmers gather together in the church? What were their concerns?

2. Who emerged as their leader?

3. Was the strike only about wages or was it about something else?

4. What was the hourly wage of the farmers?

5. Were farm workers protected by federal laws?

6. What organization did Chavez create?

7. What problems did the growers face with violence & the police?

8. How did MLK’s teaching inspire Chavez?

9. What groups came to help the strikes (name at least 2)?

10. What tactic did the group borrow from the Civil Rights movement?

11. Why did Bobby Kennedy go to California?

12. Why did Chavez want to march to Sacramento?

13. As the march moved north, what happened to the size of the group?

14. What was the final # of marchers when they reached Sacramento?

15. Why did the strikers start to use violence in Delano?
16. What was Chavez fasting for and was he successful?

17. What was Reagan’s view of the boycott?

18. What was the estimated financial loss by the growers during the boycott?

19. Name at least 2 demands made by the workers when the growers finally agreed to recognize the Union.
Students will complete this activity to examine the key social and political events of 1968. They will demonstrate this knowledge through the creation of an Interactive Timeline from the "Read Write Think" website. Students instructions and a link to the website is below.

**1968 Timeline Assignment**

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

**GSE Standards and Elements**

**Literacy Standards**

L11-12WHST1-
Write arguments focused on discipline-specific content.

L11-12WHST2-
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

L11-12WST6-
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Social Studies Matrices**

**Enduring Understanding(s)**

- Conflict and Change
- Individuals, Groups, and Institutions

Due to the length of the website, a tiny url was created. The full link to the website is here:
1968 Timeline Assignment

Assignment: Create a timeline reflecting the events of 1968 in the United States using the Interactive Timeline resource found on the "Read Write Think" website. This resource can be found here: [http://tinyurl.com/js6ybbf](http://tinyurl.com/js6ybbf)

Required Elements: Place each item below on the interactive timeline. The timeline should include the date of each event, a title, brief description, and photograph.

The following items must be included on the timeline:

- Assassination of Martin Luther King, Jr. and reaction
- Assassination of Robert F. Kennedy and reaction
- Democratic National Convention
- Election of Richard Nixon
- President Lyndon Johnson’s announcement not to seek another term
- Tet Offensive
### Culminating Unit Performance Task

**1960s Coffee House**

Students will use their knowledge of the events, people, and culture of the 1960s in this Coffeehouse project. In groups, students will create a presentation of their choice about an assigned topic. On presentation day, each group will share their project with the class dressed in 60s attire. Student instructions and a rubric begin on the next page.

### GSE Standards and Elements

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

### Literacy Standards

| **L11-12WHST2** | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| **L11-12WHST7** | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **L11-12WHST8** | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

### Social Studies Matrices

**INFORMATION PROCESSING SKILLS:**

3. Identify issues and/or problems and alternative solutions
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>8. Identify social studies reference resources to use for a specific purpose</td>
</tr>
<tr>
<td>11. Draw conclusions and make generalizations</td>
</tr>
<tr>
<td>Beliefs and Ideals</td>
</tr>
<tr>
<td>Conflict and Change</td>
</tr>
<tr>
<td>Culture</td>
</tr>
<tr>
<td>Individuals, Groups and Institutions</td>
</tr>
</tbody>
</table>
**1960’s Coffee House Assignment**

**Directions:** In the 1960s, people used debates and demonstrations, posters, poetry and paintings, films and songs, and even clothing to express their opinions. In this lesson, you will choose different media to represent the 1960s. You will consider different methods for presenting the thoughts, ideas and learning of people from the 1960s. You will also think about how people in the ’60s expressed their views and communicated messages.

You may choose to:
- Develop a presentation (a speech, Website, PowerPoint presentation, play, etc.)
- Creatively write (an article, story, poem, play, song lyric, etc.)
- Create a piece of art (a poster, painting, postage stamp, etc.)
- Develop a visual or aural program (using video, photographs, images, sound clips, voice recordings, television broadcast, etc.)

Choose from one of the following topics to serve as the subject of your presentation:
- The Beatles/British Invasion
- The Chicago 7
- Kent State/student protests
- Hippies and counterculture
- Woodstock Music Festival
- Motown
- Pop Art by Andy Warhol, Roy Lichtenstein, Jasper Johns, and Claus Oldenburg
- Major works of literature by Truman Capote, Harper Lee, Joseph Heller, Ken Kesey

Make sure to consider and integrate the colors, styles, sounds, symbols, icons, images and voices of the ’60s as you design your presentation. For your presentation, you need to dress in the style that represents 60s styles. You may also use ’60s slang expressions and music to enhance the presentations.

All material and presentations must be school appropriate.
<table>
<thead>
<tr>
<th>1960s Coffeehouse Assignment</th>
<th>Group Member Names:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Member Names:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>20 points</strong></td>
<td><strong>15 points</strong></td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td>Presentation is on topic and does a good job of explaining the assigned subject.</td>
<td>Presentation is mostly on topic and does a fair job of explaining the assigned subject.</td>
</tr>
<tr>
<td></td>
<td>Presentation is mostly off topic and does a poor job of explaining the assigned subject.</td>
</tr>
<tr>
<td>Presentation is off topic and does not explain the assigned subject.</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate Length</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation was 4 - 6 minutes long.</td>
<td>Presentation was 3 - 4 minutes long.</td>
</tr>
<tr>
<td></td>
<td>Presentation was 1 - 2 minutes long.</td>
</tr>
<tr>
<td>Presentation was under 1 minute long or not turned in.</td>
<td></td>
</tr>
<tr>
<td><strong>Format and Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation was interesting and creative and reflected the group’s hard work and attention to detail. Format was appropriate to task and topic.</td>
<td>Presentation met the requirements, but could have been more interesting and creative. Details could have been sharper. Format was appropriate to task and topic.</td>
</tr>
<tr>
<td></td>
<td>Presentation met the requirements, but was a little boring and lacking in creativity. Format was appropriate but could have been made more interesting.</td>
</tr>
<tr>
<td>Presentation was ineffectual and completely lacking in creativity. Format was inappropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Costume</strong></td>
<td></td>
</tr>
<tr>
<td>Costumes are reflective of 1960s style.</td>
<td>Costumes are partially reflective of 1960s style.</td>
</tr>
<tr>
<td></td>
<td>No costume is worn.</td>
</tr>
<tr>
<td><strong>Class Time:</strong></td>
<td></td>
</tr>
<tr>
<td>Uses time in class to work on presentation. Stays on task.</td>
<td>Mostly uses time in class to work on presentation. Veers off task occasionally.</td>
</tr>
<tr>
<td></td>
<td>Has trouble using time work on presentation. Sometimes off task.</td>
</tr>
<tr>
<td></td>
<td>Does not use class time wisely. Mostly off task.</td>
</tr>
</tbody>
</table>

Total: 100 points