

Protests from Berkeley to Kent State

Overview

Description

The civil rights movement taught Americans that activism could result in social change. Both the Free Speech Movement and the Anti-Vietnam War movement of the 1960s built on the lessons of the civil rights movement. In this assignment, students will do historical research on 1) the Free Speech Movement and the student movement it engendered and 2) the antiwar movement that gripped the United States during the Vietnam War.

Final Product: Students will write an expository essay about one of these movements, focusing on its goals, evolution and the backlash it caused, and they will evaluate the degree to which the movement's goals were achieved.

Subject

US History

Task Level

Grade 11

Objectives

Students will:

- Discuss several protest movements of the 1960s.
- Locate, read, interpret, and evaluate primary and secondary sources pertaining to selected protest movements.
- Take extensive notes on protest movements from gathered sources and organize them to support an expository essay.
- Summarize important events in the selected protest movements including the reactions of prominent groups at the time.
- Write an expository essay explaining the history of the movement and concluding with an evaluation of the degree to which its goals were achieved.

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes pages.

- Gather protest songs, photographs, and posters from the 1960s (see the Supplementary Materials page of the Instructor Task Information).
- Preview any websites to be distributed to students for appropriate content.

Prior Knowledge

- Students should have knowledge of the Vietnam War and other volatile issues from the 1960s and 1970s.
- Students should be able to use the Internet and locate reliable search engines, websites, and databases to research selected protest movements of the 1960s.
- Students should be able to work independently to do research and to write in a variety of formats.

Key Concepts and Terms

- Abbie Hoffman
- Acid rock
- Beatles
- Berkeley Free Speech Movement
- Bob Dylan
- Cambodia
- Chicago 8
- Counterculture
- Jerry Rubin
- Kent State University
- Lyndon Baines Johnson
- Mario Savio
- Military-industrial complex
- Pacifism
- Port Huron Statement
- Richard Nixon
- SDS
- Tet Offensive
- The Great Society
- Vietnam
- Woodstock
- Yippies

Time Frame

Allow one hour of class time to introduce the assignment. Students will need two weeks beyond that to complete the assignment—one week for research and one week to write the essay. Some research and writing may be completed in class at your discretion. This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Discuss several protest movements of the 1960s.

Procedure

1. Show students images of the Free Speech Movement and other student protests of the 1960s, and of the antiwar movement during the Vietnam War era. Establish the common thread of protest to effect change.
2. Play protest songs of this period. (See Supplementary Materials page for several possibilities.) Discuss how the music related to the protests. Then play songs that expressed the feelings of those who were against the protests, and discuss the validity of that point of view.
3. Discuss what was unique about this time in United States history. Have students consider how they would have felt as young people then. Accept all responses that can be justified logically.
4. Introduce the assignment, making sure that students understand what is expected of them.

Investigating

Learning Objectives

Students will:

- Locate, read, interpret, and evaluate primary and secondary sources pertaining to selected protest movements.
- Take extensive notes on protest movements from gathered sources, and organize them to support an expository essay.

Procedure

1. Direct students to begin their research on the protest movements of the 1960s. Provide students with the following focus questions to guide their research:
 - a. Why were the students protesting?
 - b. What were the goals of each movement?
 - c. What reactions did each movement induce in “mainstream” America?
 - d. Which goals did the movement succeed in achieving?

- e. What may have been adverse effects of the movement? What was each movement's effect in the political arena, for example, the elections of 1968 and 1972?
2. Instruct students to take notes and organize their sources as they move through the research phase. Remind them not to neglect the backlash to the protests as well.
3. Have students decide upon which movement to write the expository essay about. Have them consider the focus questions in organizing their research.

Drawing Conclusions

Learning Objectives

Students will:

- Summarize important events in the selected protest movements, including the reactions of prominent groups at the time.
- Write an expository essay explaining the history of the movement and concluding with an evaluation of the degree to which its goals were achieved.

Procedure

1. Students review their research and use the focus questions to structure an expository essay in which they summarize the protest movement, its opposition, and the immediate outcomes.
2. Students conclude the essay with an examination of the degree and manner in which the movement achieved its goals. Students take into consideration additional outcomes that were not necessarily goals of the movement.
3. Students submit their finished essays, including a Works Cited page.

Scaffolding/Instructional Support

The goal of scaffolding is to provide support to encourage student success, independence, and self-management. Instructors can use these suggestions, in part or all together, to meet diverse student needs. The more skilled the student, however, the less scaffolding that he or she will need. Some examples of scaffolding that could apply to this assignment include:

- Examine a current protest movement, such as the Tea Party or Occupy Wall Street, during the introduction to compare the past to the present.
- Offer another final product, such as a persuasive speech, as an alternative to a written paper.
- Provide an additional layer to the final essay by asking students to provide suggestions for how the movement might have been more successful or to project a current movement/protest onto the movement's efforts.
- Adjust the length of the research period to fit the class's timeframe.
- Decide how much research should be conducted in class vs. outside of class to accommodate classroom concerns and student needs.
- For students needing additional support on how to read a primary source document, hold a practice session using a document that might be part of their research.
- Provide an outline for an expository essay for students who need help in structuring this form of writing.
- For students who need help with a starting point for their research, direct them to the websites and resources provided on the Supplementary Materials page.

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

- Sufficient information gathering.
- Logically organized essay structured around the focus questions in the Investigating section of the assignment.
- Clear and detailed arguments in the essay supported by research.
- Effective and correct use of language.
- A complete and accurate Works Cited page.

Key Connections

- Students should cover the negative public opinion and consequences garnered by the protest movement in evaluating its effectiveness.

Supplementary Materials

Websites for 1960s Protest Movements in the United States

1. “The Antiwar Movement in the United States.” Mark Barringer.
<http://www.english.illinois.edu/maps/vietnam/antiwar.html>
2. “Three Images: The Effect of Photojournalism on the Protest Movement during the Vietnam War.” Brady Priest.
<http://www.wellesley.edu/Polisci/wj/Vietnam/ThreeImages/brady.html>
3. “The 1960s Counterculture.”
<http://www.artsandmusicpa.com/popculture/60'scountercult.htm>
4. “Student Protests in the 1960s.” *Linda v. Churney*.
<http://www.yale.edu/ynhti/curriculum/units/1979/2/79.02.03.x.html>
5. “The Counterculture.” <http://library.thinkquest.org/27942/counter.htm>
6. MSN Encarta. “Protests in the 1960s.”
http://encarta.msn.com/encyclopedia_761589803/protests_in_the_1960s.html
7. “The Counterculture.” <http://library.thinkquest.org/27942/counter.htm>
8. Ohio History Central: “Kent State Shootings.”
<http://www.ohiohistorycentral.org/entry.php?rec=1595>

Antiwar Songs:

Blowing in the Wind: Bob Dylan

Eve of Destruction: P.F. Sloan/Barry McGuire

Give Peace a Chance: John Lennon

Ohio: Crosby, Stills, Nash, and Young

Universal Soldier: Buffy Sainte-Marie/Donovan

Where Have all the Flowers Gone: Peter, Paul, & Mary

TCCRS Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
A.1. Engage in scholarly inquiry and dialogue.	✓	✓	
B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.			✓
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.2. Use study habits necessary to manage academic pursuits and requirements.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.		✓	✓
E.2. Work collaboratively.	✓		
F.1. Attribute ideas and information to source materials and people.			✓
<i>II. Foundational Skills</i>			
A.5. Analyze textual information critically.		✓	✓
A.8. Connect reading to historical and current events and personal interest.		✓	✓
B.1. Write clearly and coherently using standard writing conventions.			✓
C.2. Explore a research topic.		✓	
C.4. Evaluate the validity and reliability of sources.		✓	
C.5. Synthesize and organize information effectively.			✓
C.6. Design and present an effective product.			✓

TCCRS Social Studies Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Interrelated Disciplines and Skills</i>			
E.4. Identify and evaluate the sources and consequences of social conflict.		✓	
F.1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.		✓	
<i>II. Diverse Human Perspectives and Experiences</i>			
B.6. Analyze how individual and group identities are established and change over time.	✓		✓
<i>IV. Analysis, Synthesis, and Evaluation of Information</i>			
A.1. Identify and analyze the main idea(s) and point(s) of view in sources.	✓	✓	
A.3. Evaluate sources from multiple perspectives.		✓	
A.4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.		✓	✓
A.5. Read narrative texts critically.		✓	
D.1. Construct a thesis that is supported by evidence.			✓
D.2. Recognize and evaluate counter arguments.		✓	✓
<i>V. Effective Communication</i>			
A.2. Use conventions of standard written English.			✓

TEKS Standards Addressed

<i>Protests from Berkeley to Kent State - Texas Essential Knowledge and Skills (TEKS): Social Studies, History</i>
<p>113.41.c.8. History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:</p> <p>113.41.c.8.D. explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.</p> <p>113.41.c.8.E. analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon.</p> <p>113.41.c.8.F. describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the antiwar movement.</p>

Protests from Berkeley to Kent State - Texas Essential Knowledge and Skills (TEKS): Social Studies, History

113.41.c.23. Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

- 113.41.c.23.A. identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.

113.41.c.25. Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- 113.41.c.25.A. describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature.

113.41.c.29. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- 113.41.c.29.A. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.
- 113.41.c.29.B. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.
- 113.41.c.29.E. evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.
- 113.41.c.29.G. identify and support with historical evidence a point of view on a social studies issue or event.

113.41.c.32. Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- 113.41.c.32.A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
- 113.41.c.32.B. use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Protests from Berkeley to Kent State

Introduction

The 1960s were years of protest and change. In the Free Speech Movement, thousands of students at UC Berkeley protested the college's ban on political leafleting. This led to a more widespread student movement across the country. In the antiwar movement during the Vietnam War, students led the country to question involvement in a war that many felt was immoral. In this assignment, you will study the student movement and the antiwar movement of the 1960s.

The Problem

You will write an expository essay about one of these movements and about the reaction from more traditional sectors of society. You will evaluate the efficacy of the movement.

Directions

Getting Started

1. Listen as your instructor plays protest songs of the 1960s, and examine the posters of the period, too. What were the young people then protesting?
2. Think about how you would have acted if you were young then. Would you have joined the protest movements or spoken out against them?
3. Listen carefully as your instructor introduces the assignment. Make sure you know what is expected of you.

Investigating

1. Begin your research on the protest movements. Use the focus questions provided by your instructor to guide your research.
 - a. Why were the students protesting?
 - b. What were the goals of each movement?
 - c. What reactions did each movement induce in "mainstream" America?
 - d. Which goals did the movement succeed in achieving?
 - e. What may have been adverse effects of the movement? What was each movement's effect in the political arena, for example, the elections of 1968 and 1972?

2. Take notes and organize your sources as you move through the research phase. Research the protest movement broadly—the leaders, the issues, the goals, and the methods. Be sure to focus, as well, on reactions that criticized the protests.
3. Decide which movement to focus on for the expository essay. What were the protesters demanding? How did people argue against them? In what ways did the movement succeed? Were there ways in which it was unsuccessful? If so, explain.

Drawing Conclusions

1. Review your research and draw conclusions. In your expository essay, summarize the course of the movement. Explain its goals and explain the backlash reaction to it. Be sure to cite your sources correctly, and create a Works Cited page.
2. Conclude the essay with an evaluation of the degree to which the movement was successful and the degree to which it changed society.
3. Submit the essay as your finished product.