

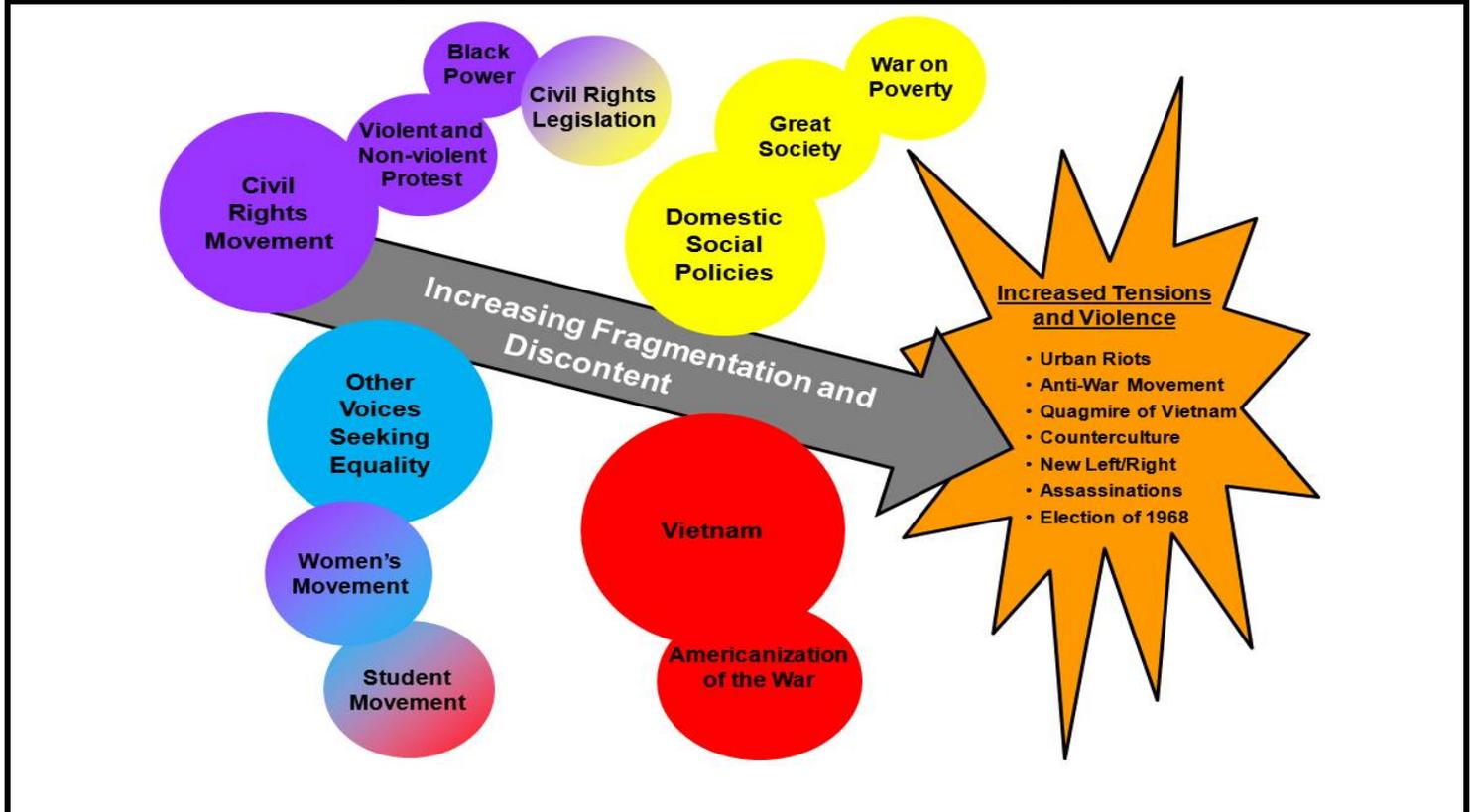
Ninth Grade: United States History and Geography

Unit 9: Growing Turmoil at Home and Abroad

Big Picture Graphic

Overarching Question:
How did domestic and international events both affect and reflect the changing meaning of freedom and equality in the United States?

Previous Unit: In the Midst of the Cold War: Civil Rights and Other Domestic Policies	This Unit: Growing Turmoil at Home and Abroad	Next Unit: The Rise of Conservatism
--	---	--



Questions To Focus Assessment and Instruction:

1. How did the early Civil Rights movement and socio-economic factors influence the domestic agenda and social movements of the 1960s?
2. How and why did the Vietnam War divide America?
3. How did Americans reshape ideas of freedom and equality after World War II?

Types of Thinking	Public Issues
<ul style="list-style-type: none">• Evidentiary Argument• Research• Identifying Perspectives• Compare and Contrast• Cause and Effect• Description	<ul style="list-style-type: none">• United States and the World: Contemporary public policy issues related to the role of the United States in the world.• Liberty vs. Security: Contemporary public policy issues related to how the nation balances liberty interests with security interests.• Government and Social Change: Contemporary public policy issues related to the role government should play in affecting social change.

Unit Historical Overview

The 1960's and early 1970's are described by many historians as a time of increasing stress and fragmentation in the United States. The period was marked by the reinvigoration of New Deal liberalism in the early 1960's, but its gradual exhaustion in the 1970's. In 1964 and 1965 President Johnson, in pursuit of his "Great Society," managed to push through Congress an unprecedented amount of Civil Rights legislation. To some it seemed as though the goal of a Great Society would be attained. However, in 1965, tensions escalated as more troops were sent to Vietnam, diverting attention and resources from domestic issues. The result was evident by 1967, as the War on Poverty had ground to a halt and a growing militancy threatened the nonviolent approach to reform previously championed by civil rights activists. In 1968, Martin Luther King Jr. and Robert F. Kennedy were assassinated within weeks of one another and widespread rioting ensued despite the fact that King had been fervently committed to non-violence. As ghetto uprisings in urban areas marked the urban landscape, the "counter-culture" became less willing to comply with societal norms and the Women's Liberation movement intensified. Moreover, a growing antiwar movement following the Tet Offensive that same year convinced most Americans that Vietnam was an unwinnable war. Some Americans believed the country was coming apart in 1968 and the American political process itself, designed to bring about the peaceful opportunity for change, was disrupted by still more violence at the Democratic National Convention. The populace became increasingly uncertain about the future. In the midst of domestic turmoil and caught up in the "quagmire of Vietnam", many Americans turned to a presidential candidate who promised to honorably end the war in Vietnam and restore law and order to a nation that many felt was out of control – Richard M. Nixon.

Unit Abstract:

In this unit, students continue to evaluate continuity and change in American history as they explore the turbulent 1960's in the United States. Students examine how and why the nation experienced a decade of intense social change and increasing turmoil at home. Using letters between Abigail and John Adams, students begin by considering how the fight for freedom and equality was not new. They review several groups and events of the Civil Rights Movement and explore whether it is ever possible to change or expand people's notions of freedom without some tension and/or friction.

After considering how the 14th Amendment enabled the passage of the Civil Rights Act of 1964, students evaluate arguments about the success of President Johnson's domestic programs, known collectively as The Great Society, and identify the most convincing arguments. In doing so, students learn about the importance of addressing counterclaims fairly, and using an objective tone and sound reasoning in academic arguments. Students then consider the role of television as they explore the impact of the escalation in Vietnam on the domestic political agenda and the growing frustration many Americans felt at the slow pace of change. Using case studies of several urban riots, students evaluate the causes and consequences of these uprisings. To explore the growing division among Americans, students examine the array of causes being championed and the growing intensity and urgency accompanying their presentation. They explore how many of these causes were reflected in popular culture through music and then work collaboratively to construct electronic displays of issues, groups, and court cases that divided America. As students compare the displays, they evaluate each in light of American core values and its impact on society. Throughout the unit, students are exposed to a variety of historical arguments. They learn how to construct a thesis statement, claims, and how to use evidence and sound reasoning to support both. The unit concludes with students constructing a historical argument and revising it based on peer review as they address the question: How did Americans reshape ideas of freedom and equality after World War II?

Focus Questions

1. How did the early Civil Rights movement and socio-economic factors influence the domestic agenda and social movements of the 1960s?
2. How and why was America divided in the 1960s?
3. How did Americans reshape ideas of freedom and equality after World War II?

Content Expectations

USHG F.1.1: Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

USHG F.1.2: Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- The birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- The development of governmental roles in American life
- And competing views of the responsibilities of governments (federal, states, and local)
- Changes in suffrage qualifications

- The development of political parties
- American's political and economic role in the world

USHG 8.1.2: Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including:

- the development of the U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community
- the armed struggle with Communism, including the Korean conflict
- direct conflict within specific world regions, including Germany and Cuba
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationships/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media)¹
- indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala)
- the arms race.

USHG 8.2.2: Policy Concerning Domestic Issues² – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as domestic anti-communism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment
- evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970)).

USHG 8.2.4: Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-culture movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal.³

¹ Although the entire content expectation is listed, this unit focuses specifically on the Vietnam portion of the expectation.

² The focus in this unit is on labor, poverty, and health care. Domestic anti-Communism (McCarthyism), infrastructure, and immigration were addressed in a previous unit. The environmental movement is addressed in Unit 10 and 11.

³ This unit addresses only the Women's Rights Movement and the Vietnam War portion of this expectation. The next unit will focus on the Watergate crisis, court cases, and the environmental movement.

- USHG 8.3.1:* Civil Rights Movement⁴ – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
 - Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), and Voting Rights Act (1965))
 - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), Freedom Rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-Violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
 - resistance to Civil Rights
- USHG 8.3.3:* Women’s Rights – Analyze the cause and course of the women’s rights movement in the 1960s and 1970s (including the role of population shifts, birth control, increasing number of women in the work force, National Organization (NOW), and the Equal Rights Amendment (ERA)).
- USHG 8.3.5:* Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark).
- C2.2.2:* Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.
- C3.4.3:* Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
- C3.5.7:* Explain the role of television, radio, the press, and the internet in political communication.
- C5.3.8:* Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
- C6.2.5:* Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- C6.2.6:* Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

⁴ This unit addresses the Civil Rights movement after 1965 since much of this expectation has already been addressed in the previous unit of study.

E2.2.5: Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., Social Security, Medicaid, Medicare).

Common Core State Standards

- 9-10.RH.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10RH.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.RH.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.RH.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.RH.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.RH.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9-10.WHST.1:** Write arguments focused on *discipline-specific content*.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 9-10.WHST.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 9-10.WHST.5:* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.WHST.6:* Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.
- 9-10.WHST.7:* 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.
- 9-10.WHST.8:* 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.
- 9-10.WHST.9:* Draw evidence from informational texts to support analysis, reflection, and research.
- 9-10.WHST.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Key Concepts

civil rights
counterculture
economic freedom
equal protection
equality
freedom
idealism
New Left
nonviolent/violent resistance
order/security
personal freedom
limited war
women's movement

Duration

1.5 weeks

Lesson Sequence

- Lesson 1: Growing Voices of Discontent
- Lesson 2: Social Policy and “The Great Society”
- Lesson 3: Vietnam: Another Undeclared War
- Lesson 4: The Domestic Agenda in the Shadow of Vietnam
- Lesson 5: The Growing Anti-War Movement
- Lesson 6: Fragmentation
- Lesson 7: Constructing an Historical Argument

Assessment

Performance Assessments

USHG 8.2.1 USHG8.2.2 USHG 8.2.4 USHG 8.3.1 USHG 8.3.3 USHG 8.3.4 USHG 8.3.5	Write a persuasive essay taking a position on the most significant social or political conflict that divided America in the 1960s. The essay should support the position with evidence, including demographic data and information about other social movements. Students should refute at least one counter argument to their position. Students’ essays should address how the conflict affected other issues during the era.
USHG 9.3.1 C3.5.7	Engage in a small group discussion to evaluate the appropriate role of the media in foreign policy issues. Students should address the role of the media in the past including “yellow journalism” during the Spanish-American War, the advent of television and its influence on Vietnam, the explosion of cable network stations, and the Internet today.
USHG 8.1.2 USHG 8.3.1 USHG 8.3.5 C2.1.4 C2.2.2 C5.3.8 C6.2.5 C6.2.6	Construct an annotated timeline that describes the domestic and foreign policy challenges that faced the United States from 1945 to 1968. The timeline should include origins, setbacks, and successes of the American policy of “containing” the Soviet Union, as well as domestic challenges and how they were addressed by individuals, groups, and the government. Engage in a small group discussion that evaluates why historians consider 1968 as a pivotal year in American history.

Resources

Equipment/Manipulative

- Computer hooked up to internet
- Data Projector
- “Freedom Tracking Notebook”
- Markers

Poster Paper or Chart Paper
Student access computers with internet access
Wall Maps

Student Resource

- *"1968 Time Line." *The Whole World Was Watching*. 29 January 2014
<<http://cds.library.brown.edu/projects/1968/reference/timeline.html>>.
- The 1960's Hippie Counter Culture Movement*. Mortal Journey. 29 January 2014
<<http://www.mortaljourney.com/2011/03/1960-trends/hippie-counter-culture-movement>>.
- The 1960's Hippies: Who Were the Hippies*. Online Ariki Art. 29 January 2014
<<http://www.arikiart.com/Fashion/hippies-1960s.htm>>.
- "Antiwar Movement." US History.org. 29 January 2014 <<http://www.ushistory.org/us/55d.asp>>.
- "Argument." *Handouts and Links*. The Writing Center, University of North Carolina. 29 January 2014
<<http://www.unc.edu/depts/wcweb/handouts/argument.html>>.
- "Background Reading." Gideon v. Wainwright, 1963. Landmark Cases.org. 29 January 2014
<<http://www.streetlaw.org/en/Page.Landmark.Gideon.background.two.aspx>>.
- "Background Reading." *Miranda v. Arizona*, 1966. Landmarkcases.org. 29 January 2014
<<http://www.streetlaw.org/en/Page.Landmark.Miranda.background.two.aspx>>.
- "Background Reading." *Tinker v. Des Moines*, 1969. LandmarkCases.org. 29 January 2014
<<http://www.streetlaw.org/en/Page.Landmark.Tinker.background.two.aspx>>.
- Barringer, Mark. "The Anti-War Movement in the United States." *Modern American Poetry*. 29 January 2014 <<http://www.english.illinois.edu/maps/vietnam/antiwar.html>>.
- Black Power Movement*. 29 January 2014 <<http://law.jrank.org/pages/4776/Black-Power-Movement.html>>.
- * "Business: The Hidden Costs of the Viet Nam War." *Time*. July 13, 1970. 29 January 2014
<<http://www.time.com/time/magazine/article/0,9171,909470-2,00.html>>.
- Califano, Joseph. "What Was Really Great About The Great Society." *The Washington Monthly*. October, 1999. 29 January 2014
<<http://www.washingtonmonthly.com/features/1999/9910.califano.html>>.
- Civil Rights Act of 1964. Our Documents. 29 January 2014
<<http://www.ourdocuments.gov/doc.php?flash=true&doc=97>>.

* Although not used in the lessons for this unit, this resource is included to provide meaningful options to teachers.

Civil Rights: An Overview. Cornell University Law School. Legal Information Institute. 29 January 2014 <http://topics.law.cornell.edu/wex/Civil_rights>.

*CliffsNotes.com. *The Counterculture of the 1960s*. 29 January 2014
<<http://www.cliffsnotes.com/more-subjects/history/us-history-ii/the-new-frontier-and-the-great-society/the-counterculture-of-the-1960s>>.

Cozzens, Lisa. "Mississippi & Freedom Summer." *African American History*. 29 June 1998. 29 January 2014 <<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/mississippi.html>>.

Detroit Riots – 1967 Rutgers University. 29 January 2014
<http://www.67riots.rutgers.edu/d_index.htm>.

Dykstra, Peter. "History of environmental movement full of twists, turns." CNN. 10 Dec. 2008. 29 January 2014 <http://articles.cnn.com/2008-12-10/tech/history.environmental.movement_1_fierce-green-fire-american-environmental-movement-philip-shabecoff?_s=PM:TECH>.

"The Earth First." *America in Ferment: The Tumultuous 1960s*. Digital History. 29 January 2014
<http://www.digitalhistory.uh.edu/era.cfm?eraID=17&smtID=2>

"Feminism Reborn." *Digital History*. 29 January 2014
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3341

Gelb, Leslie H. and Anne-Marie Slaughter. "Declare War – It's time to stop slipping into armed conflict." *Atlantic Magazine*. Nov. 2005. 29 January 2014
<<http://www.theatlantic.com/magazine/archive/2005/11/declare-war/4301/>>.

*"Gideon v. Wainwright." US Supreme Court Media: Oyez. 29 January 2014
<http://www.oyez.org/cases/1960-1969/1962/1962_155/>.

"Growth of Feminist Ideology." *Digital History*. 29 January 2014
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3343

Gulf of Tonkin Resolution. Our Documents. National Archives and Records Administration. 29 January 2014
<http://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=98&title=Transcript+of+Tonkin+Gulf+Resolution+%281964%29>.

Hallin, Daniel. "Vietnam on Television." The Museum of Broadcast Communication. 29 January 2014 <<http://www.museum.tv/eotv/vietnamonte.htm>>.

Herman, Max A. "Detroit Riots - 1967." *The Detroit and Newark Riots of 1967*. Rutgers University. 29 January 2014 <http://www.67riots.rutgers.edu/d_events.htm>.

* Although not used in the lessons for this unit, this resource is included to provide meaningful options to teachers.

History of the Hippie Movement. E-How.com. 29 January 2014
<http://www.ehow.com/about_5375320_history-hippie-movement.html>.

*Horowitz, David. "Students for a Democratic Society." *Discover The Networks*. 29 January 2014
<<http://www.discoverthenetworks.org/groupProfile.asp?grpid=6723>>.

*"Interactive Timeline." *1968: The Year that Rocked Our World*. AARP. 29 January 2014
<<http://www.aarp.org/politics-society/history/1968/>>.

Kearns, Doris. *U.S. president Lyndon Johnson and the American Dream*. NY: Harper and Row, 1976 , ch. 9, p. 251.

Letters Between Abigail Adams and her Husband John Adams. The Liz Library. 29 January 2014
<<http://www.thelizlibrary.org/suffrage/abigail.htm>>. (Letter 1: MARCH 31, 1776, ABIGAIL ADAMS TO JOHN ADAMS; Letter 2 APRIL 14, 1776, JOHN ADAMS TO ABIGAIL ADAMS; Letter 3 MAY 7, 1776, ABIGAIL ADAMS TO JOHN ADAMS).

*Lyndon B. Johnson, "To Fulfill These Rights," (4 June 1965) in *Public Papers of the Presidents of the United States: Lyndon B. Johnson, 1965* (Washington, D.C.: Government Printing Office, 1966), 2:635–40. Lyndon Baines Johnson Library and Museum at the National Archives and Records Administration. 29 January 2014 <<http://caho-test.cc.columbia.edu/ps/10124.html>>.

Magruder, Leonard. Vietnam Veterans for Academic Reform. March 2002. 29 January 2014
<http://www.i-served.com/v-v-a-r.org/VietnamAndTheMedia_part03.html>.

*McAdams, John. "Lyndon Johnson Sworn in As President Aboard Air Force One." *The Kennedy Assassination*. 29 January 2014 <<http://mcadams.posc.mu.edu/images/swearin.htm>>.

Major Features of the Civil Rights Act of 1964. The Dirksen Congressional Center. 29 January 2014
<http://www.congresslink.org/print_basics_histmats_civilrights64text.htm>.

Malcolm X Biography. Biography.com. 29 January 2014
<<http://www.biography.com/articles/Malcolm-X-9396195>>.

"Nationalism and Black Power." Digital History. 29 January 2014
<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3331>.

"The New Left." Digital History. 29 January 2014
<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3337>.

Newark Riots – 1967. Rutgers University. 29 January 2014
<http://www.67riots.rutgers.edu/n_index.htm>.

"Overview." *Gideon v. Wainwright, 1963*. Landmark Cases.org. 29 January 2014
<<http://www.streetlaw.org/en/Case.8.aspx>>.

* Although not used in the lessons for this unit, this resource is included to provide meaningful options to teachers.

“Overview.” *Miranda v. Arizona, 1966*. Landmarkcases.org. 29 January 2014
<<http://www.streetlaw.org/en/Case.9.aspx>>.

“Overview.” *Tinker v. Des Moines, 1969*. LandmarkCases.org. 29 January 2014
<<http://www.streetlaw.org/en/Case.10.aspx>>.

Port Huron Statement of the Students for a Democratic Society, 1962. 29 January 2014
<<http://www.h-net.org/~hst306/documents/huron.html>>.

“Radical Feminism.” *Digital History*. 29 January 2014
<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3342>.

Saville, Rose. “The Hippie Movement of the 1960s.” Suite 101.com. 25 Sept. 2010. 22 May 2013
<<http://suite101.com/article/the-hippie-movement-of-the-1960s-a289998>> (No longer available online).

*Sheehan, Neil. “Vietnamese Ignored U.S. Battle Order.” *American Writers II: The 20th Century*. 6 Jan. 1963. C-Span. 29 January 2014
<http://www.americanwriters.org/works/first_sheehan.asp>.

Singal, Daniel J. *Harvard’s New Left – Feels “Underprivileged” In Generation Which Prizes Making Own Decisions*. The Harvard Crimson. 3 June 1966. 29 January 2014
<<http://www.thecrimson.com/article/1966/6/3/sds-harvards-new-left-feels-underprivileged-in/>>.

“Sources of Discontent.” *Digital History*. 29 January 2014
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3340

Sowell, Thomas. “War on Poverty Revisited.” *Capitalism Magazine*. August 17, 2004. 29 January 2014
<http://www.intellectualltakeout.org/library/articles-commentary-blog/war-poverty-revisited?library_node=77419>.

“Students for a Democratic Society.” *The Sixties: Politics, Newsmakers*. PBS. Oregon Public Broadcasting. 2005. 29 January 2014
<http://www.pbs.org/opb/thesixties/topics/politics/newsmakers_1.html>.

“Summary of the Decision.” *Gideon v. Wainwright, 1963*. Landmark Cases.org. 29 January 2014
<<http://www.streetlaw.org/en/Page.Landmark.Gideon.decision.summary.aspx>>.

“Summary of the Decision.” *Miranda v. Arizona, 1966*. Landmarkcases.org. 29 January 2014
<<http://www.streetlaw.org/en/Page.Landmark.Miranda.decision.summary.aspx>>.

“Summary of the Decision.” *Tinker v. Des Moines, 1969*. LandmarkCases.org. 29 January 2014
<<http://www.streetlaw.org/en/Page.Landmark.Tinker.decision.summary.aspx>>.

* Although not used in the lessons for this unit, this resource is included to provide meaningful options to teachers.

*United States. Kerner Commission, Report of the National Advisory Commission on Civil Disorders (Washington: U.S. Government Printing Office, 1968) History Matters. 29 January 2014 <<http://historymatters.gmu.edu/d/6545/>>.

"Urban Decay in the 1960s." *John Gardner: Uncommon American*. PBS. 29 January 2014 <<http://www.pbs.org/johngardner/chapters/5b.html>>.

*Vietnam Veterans Against the War. "Winter Soldier Investigation: 'What Are We Doing to Ourselves?'" The Sixties Project. 1971. Viet Nam Generation, Inc. and Institute of Advanced Technology in the Humanities at the University of Virginia at Charlottesville. 29 January 2014 <http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Winter_Soldier/WS_18_Ourselves.html>.

"What was the Black Panther Party?" *Legacy*. Huey P. Newton Foundation. 29 January 2014 <<http://www.blackpanther.org/legacynew.htm>>.

Why was the United States in Vietnam? Digital History. 29 January 2014 <http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=110>.

Wills, Denise Kersten. "People Were Out of Control: Remembering the 1968 Riots." *The Washingtonian*. April 1, 2008. 29 January 2014 <<http://www.washingtonian.com/articles/people/7080.html>>.

"Women's Liberation." *Digital History*. 29 January 2014 <<http://www.digitalhistory.uh.edu/era.cfm?eraID=17&smtID=2>>.

"*The Women's Movement*." United States History. US Department of Army. 29 January 2014 <<http://countrystudies.us/united-states/history-131.htm>>.

Yippies. Trinity College. 29 January 2014 <<http://www.trincoll.edu/classes/hist300/yippies.htm>>.

The Yippies. PBS. 29 January 2014 <<http://www.pbs.org/independentlens/chicago10/yippies.html>>.

The Youth Revolt. Digital History. 29 January 2014 <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3336>.

Teacher Resource

1968 with Tom Brokaw. Perf. Tom Brokaw. 2007. DVD. A&E Home Video, 2008.

"America's Anti-War Movement," *America in the 20th Century*. Discovery Education video. 29 January 2014 <<http://www.discoveryeducation.com/>>. Password required. Search for title.

"Chicago Freedom Movement." *Eyes on the Prize: America's Civil Rights Movement 1954-1985*. PBS. 29 January 2014 <http://www.pbs.org/wgbh/amex/eyesontheprize/story/12_chicago.html#video>.

* Although not used in the lessons for this unit, this resource is included to provide meaningful options to teachers.

Collier, Jimmy. "Burn, Baby, Burn." *Eyes on the Prize: America's Civil Rights Movement 1954-1985*. PBS. 29 January 2014

<http://www.pbs.org/wgbh/amex/eyesontheprize/story/13_detroit.html>.

Congress, House, Committee on Un-American Activities, *Subversive Involvement in Disruption of 1968 Democratic Party National Convention, Part 2*, 90th Congress, 2d Session, December 1968 (Washington, DC: US Government Printing Office, 1968). *History Matters*. American Social History Project/Center for Media and City University of New York and the Center for History and New Media. 29 January 2014 <<http://historymatters.gmu.edu/d/6464>>.

The Dirkson Congressional Center. "Major Features of the Civil Rights Act of 1964." *Congress Link*. 29 January 2014 <http://www.congresslink.org/print_basics_histmats_civilrights64text.htm>

"Edwin Starr - War Lyrics." *Lyrics007*. 1970. 29 January 2014

<<http://www.lyrics007.com/Edwin%20Starr%20Lyrics/War%20Lyrics.html>>.

Equal Protection Overview. Legal Information Institute. Cornell University Law School. 29 January 2014 <http://topics.law.cornell.edu/wex/Equal_protection>.

The Fog of War. Dir. Errol Morris. Perf. Robert S. McNamara. 2003. DVD. Columbia, 2004.

Herman, Max A. "Detroit Riots - 1967." *The Detroit and Newark Riots of 1967*. Rutgers University. 29 January 2014 <http://www.67riots.rutgers.edu/d_events.htm>.

Katzenbach v. Morgan - Significance. American Law and Legal Information. 29 January 2014

<<http://law.jrank.org/pages/24904/Katzenbach-v-Morgan-Significance.html#ixzz1Nwq1n600>>.

"The Nation of Islam and Malcolm X." *Eyes on the Prize: America's Civil Rights Movement 1954-1985*. PBS. 29 January 2014

<http://www.pbs.org/wgbh/amex/eyesontheprize/story/11_noi.html>.

Our Documents. "Civil Rights Act, 1964." *100 Milestone Documents*. 29 January 2014

<<http://www.ourdocuments.gov/doc.php?flash=true&doc=97>>

"Riots in Detroit." *Eyes on the Prize: America's Civil Rights Movement 1954-1985*. PBS. 29 January 2014 <http://www.pbs.org/wgbh/amex/eyesontheprize/story/13_detroit.html>.

Sadler, Berry. "The Ballad of the Green Berets." *Brownielock and the 3 Bears*. 1966. 29 January 2014 <<http://www.brownielocks.com/balladofthegreenberetsWAVE.html>>.

SNCC. "Student Nonviolent Coordinating Committee Position Paper: On Vietnam." *The Sixties Project*. 1993. Viet Nam Generation, Inc. and Institute of Advanced Technology in the Humanities at the University of Virginia at Charlottesville. 29 January 2014

<http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SNCC_VN.html>.

"The Tet Offensive." *America in the 20th Century*. Discovery Education video. 29 January 2014

<<http://www.discoveryeducation.com/>>.

“U.S. Public Opinion of War Shifts.” America in the 20th Century. Discovery Education video. 29 January 2014 <<http://www.discoveryeducation.com/>>.

“Vietnam: America and the Vietnam War.” *American History: Social Activism in the United States*. Discovery Education video. 29 January 2014 <www.discoveryeducation.com>. Password required. Search for title.

Resources for Further Professional Knowledge

Binder, Frederick M. and David M. Reimers. *The Way We Lived: Essays and Documents in American Social History*. Vol. II, 6th ed. New York: Houghton Mifflin Company, 2008.

Biondi, Martha. *To Stand and Fight: The Struggle for Civil Rights in Postwar New York*. Cambridge: Harvard University Press, 2003.

Brokaw, Tom. *Boom! Voices of the Sixties: Personal Reflections on the '60s and Today*. New York: Random House, 2007.

Chafe, William H. *America Since World War II: The Unfinished Journey*. New York: Oxford University Press, 1986.

Chudacoff, Howard P. ed. *Major Problems in American Urban History: Documents and Essays*. Lexington: D.C. Heath and Company, 1994.

Cobbs Hoffman, Elizabeth, and Jon Gjerde. eds. *Major Problems in American History*. Vol. II. New York: Houghton Mifflin Co, 2002.

Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. New York: Random House, 2004.

Dudziak, Mary L. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University Press, 2000.

Evans, Sara M. *Personal Politics: The Roots of Women's Liberation in the Civil Rights Movement and the New Left* (New York: Vintage, 1979)

Evans, Sara M. *Tidal Wave: How Women Changed America at Century's End*. New York: The Free Press, 2003.

Farber, David and Eric Foner, ed. *The Age of Great Dreams: America in the 1960s*. New York: Hill and Wang, 1994.

Foner, Eric. *The Story of American Freedom*. New York: Norton and Company, 1998.

Gettleman, Marvin E. *Vietnam and America: A Documented History*. New York: Grove Press, 1985.

LaFeber, Walter, *The American Age: U.S. Foreign Policy at Home and Abroad, 1750 to Present*. 2nd ed. New York: Norton and Company, 1989.

Lassiter, Matthew D. *The Sunbelt Majority: Suburban Politics in the Sunbelt South*. Princeton: Princeton University Press, 2006.

McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right*. Princeton: Princeton University Press, 2002.

Moody, Anne. *Coming of Age in Mississippi* (New York: Dial Press, 1968)

"Most Popular Requests: Frequently Requested Documents and Audio Clips." The Martin Luther King, Jr., Research and Education Institute. Stanford University. 29 January 2014 <<http://mlk-kpp01.stanford.edu/>>.

O'Neill, William L. *Coming Apart: An Informal History of the 1960s*. Chicago: Quadrangle Books, 1971.

Schulman, Bruce J. *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*. 2nd ed. New York: Palgrave MacMillian, 2007.

Sitkoff, Harvard. "The Precoditions of Racial Change." Vol. II. *Major Problems in American History*. Eds. Elizabeth Cobbs Hoffman and Jon Gjerde. 2nd ed. New York: Houghton Mifflin Company, 2002. II vols. p. 358-364.

Sugrue, Thomas. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Revised ed. Princeton: Princeton University Press, 2005.

Unger, Irwin and Debi Unger. *The Times Were a Changin': The Sixties Reader*. New York: Three Rivers Press, 1998.