Instructional Organization

Note to Teachers:

- **Planning Ahead:** Lesson 6 of this unit involves students creating a display of an assigned group from the 1960s. It is recommended that the teacher introduce this assignment early in the unit so students have time to work on their museum display. It may be worthwhile to move Steps 1-4 of Lesson 6 to the beginning of the unit so that students have time to devote to their research and display construction.

- **Freedom Tracking Notebook:** Students will be using a Freedom Tracking Notebook (FTN) throughout the course. It is advised that each student have a spiral notebook to serve as their FTN. During the course, this notebook will be used to reflect on freedom, its influence, and its changing meaning in American history by questions such as: How has the meaning of freedom changed? How has it remained the same? How has the idea of freedom influenced the actions of individuals and groups? How has the idea of freedom affected Americans and American policy in the world? While specific references to using the Freedom Tracking Notebook occur in the lessons throughout this course, teachers are encouraged to create additional or alternative opportunities for students to think and write about freedom.

- **Textbook:** This course assumes that students will have an American History textbook, but does not recommend a particular one. The lessons identify specific topics for students to read and it is incumbent on the teacher to identify the location of this topic in their textbook.

- **Readings:** Many lessons reference student readings (including textbook topics). It is recommended that these readings be assigned prior to the lesson.

Lesson 1: Growing Voices of Discontent

Content Expectations: USHG 8.3.1; USHG 8.3.3; C2.2.2; C6.2.5; C6.2.6

Common Core State Standards: Level: 9-10**.** RH: 2 and 4; WHST: 9 and 10

Key Concepts: civil rights, economic freedom, equality, nonviolent/violent resistance, personal freedom, women's movement

Abstract

John F. Kennedy was assassinated in November of 1963 and was immediately succeeded by his Vice President, Lyndon Baines Johnson (LBJ). LBJ faced a widening and intensifying civil rights movement. Opponents of integration became increasingly violent in response to efforts to end segregation. Other marginalized groups, inspired by the Civil Rights Movement, began to organize and present their demands for equal access to the benefits and institutions of American society. As tensions escalated, the advocates of non-violent change found it more difficult to prevent some of their inspired supporters from succumbing to the frustration inherent in the struggle and participating in the violence which swirled around them.

Procedure

1. Begin the lesson with a primary source activity in which students analyze the source to make several hypotheses. Distribute "The Letters" to students and have them read the documents. Then have students discuss the following questions with a partner and then with the whole class:
   - What are the letters about? What clues did you use to determine this?
   - When do you think the letters were written? What clues led you to this conclusion?
   - What clues do the letters provide as to whom may have written them?

   Push students to look within the letters for evidence. For instance, the word "independency" is used in the first letter and General Washington is referenced in the second letter. What does this tell them? Guide students to recognize that the letters concern the issue of women's rights during the Revolutionary Period. Conclude the discussion by explaining that these letters were part of the correspondence between John Adams and his wife Abigail. Historians have used these letters to learn much about what happened during the Revolutionary Period (e.g., *John Adams* by David McCullough). After telling the students the source of each letter (Letter 1: Abigail Adams to John Adams, March 31, 1776; Letter 2: John Adams to Abigail Adams, April 14, 1776; Letter 3: Abigail Adams to John Adams, May 7, 1776), have students re-read the letters to see if knowing the source and context (Revolutionary Period) helps them better understand the substance of the correspondence. Reinforce how important it is to source and contextualize documents in order to effectively use them to understand the past. Conclude the activity by explaining that one thing historians sometimes look for is continuity and change over time. In other words, how have things stayed the same? How have they changed? It is clear from these documents that the rights of women were on the minds of people during the Revolutionary Period. As students will see, these issues continued to be on the minds of Americans in the 1960s. Emphasize that change is not steady or continuous. Given massive changes in so many aspects of American life between the Revolutionary Era and the 1960's, it might be surprising for students that Abigail Adams' words still seem relevant two centuries after they were written.

2. Next, remind students of the main groups, leaders, and tactics of the Civil Rights Movement covered in Unit 8. Then divide the class into five groups. Assign one group to each of the five topics:
   - Mississippi & Freedom Summer
   - Black Panthers
   - Women's Movement
   - United Farm Workers/Cesar Chavez
   - Student Movement

   Distribute the appropriate readings from the *Supplemental Materials (Lesson 1, Unit 9)* to each group. In addition, all students should receive copies of the **"Notes Organizer"** also located in the *Supplemental Materials (Lesson 1, Unit 9)*. Prior to reading, review the **"Notes Organizer"** with students to set the purpose for reading. Encourage students to interact with the text by either making notations or highlighting significant information that is required on the **"Notes Organizer."** Allow the groups twenty minutes to read their documents and prepare a report for the rest of the class. In presenting the groups should briefly explain what their topic is about, how and why it came to be (purpose/goals), and also describe its impact.

Teacher Note: The readings on the Women's Movement and Students for a Democratic Society are less rigorous than the ones on Freedom Summer and the United Farm Workers. Please keep this in mind when differentiating the lesson.

3. When students have prepared their reports, reassemble the class and have each group present. Those students not presenting should take notes using their **"Notes Organizer".** While the groups are presenting, the teacher should list the main points on the board to help guide students as they take notes using their organizers. After each group has reported, the teacher should conduct a class discussion which seeks to elicit responses to the following questions:
   - Which topic seems to illustrate what was best about the 1960's? Explain. (Be sure students explain their definition of "best" in relationship to the topic.)
   - Which topic seems to highlight what was worst about the 1960's? Explain. (Be sure students explain their definition of "worst" in relationship to the topic.)
   - Freedom and equality are two fundamental values/principals of American constitutional democracy. How did citizen movements seek to realize these fundamental values and principles of American constitutional democracy?
   - Civil disobedience can take two main forms – non-violent or violent. What factors might explain the tactics used by various groups? Which tactic was most effective? Support your claim with evidence.

4. Next, have students engage in a conversation line using the following question: *How do the growing voices of discontent studied in this lesson reflect the disparities between the American ideal of freedom and its realities in the 1960s?* In a conversation line, students form two lines facing each other. One side of the line talks for two minutes on the question to the person standing across from them. Then, the other side of the line discusses the question for two minutes. Students then shuffle down so that they are facing another student and again take turns answering the question, two minutes per side. Repeat the process a third time. It is helpful to post the question in the room for students to refer to during this activity.

5. Debrief the conversation line with the class using the following questions:
   - How was your thinking challenged or extended by listening to someone else's perspective?
   - Does the turmoil of the 1960's remind you of earlier periods in American history? Which ones? How are they similar?
   - Is the story of American history more about continuity or more about change? What evidence/examples support your position?

   As students respond to the last question, list their responses on the board. Student responses should include reflections about other periods of history including the Revolutionary Period, Civil War and Reconstruction; Industrialization and Progressivism; and Great Depression and New Deal reforms.

6. Conclude the lesson by having students write in their Freedom Tracking Notebooks in response to the following question: *Is it possible to change or expand people's notions of freedom without some tension and/or friction? Why or why not?*

Lesson 2: Social Policy and "The Great Society"

Content Expectations: USHG F.1.1; USHGF.1.2; USHG 8.2.2; C2.2.2; C3.4.3; C5.3.8; E2.2.5

Common Core State Standards: Level 9-10.RH: 2, 4, 6 and 8; WHST1, 4, 9, and 10.

Key Concepts: civil rights, economic freedom, equal protection, equality

Abstract

In 1964, Lyndon Johnson defeated Senator Barry Goldwater in a landslide victory for the presidency. Part of LBJ's appeal was that the electorate perceived him to be the "peace candidate", a man who was more reasonable than his rival in his approach to dealing with international tension. Johnson was also more aggressive in his approach to civil rights and other social programs than Kennedy had been. The stage seemed to be set for the realization of a "Great Society" in America if Johnson and the United States could successfully deal with both domestic challenges and the ongoing and deteriorating situation in the Southeast Asian nation of Vietnam.

Teacher Note: Prior to this lesson, students should have read about The Great Society in their textbooks.

Procedure

1. Begin the lesson by having them read the handout **"Title:_____",** located in the *Supplemental Materials (Lesson 2, Unit 9)* from *Civil Rights: An Overview.* Cornell University Law School. Legal Information Institute. 8 October 2011 <http://topics.law.cornell.edu/wex/Civil_rights>.

   After reading, have students talk with a partner about a likely title that accurately reflects the content of the article. Elicit students' responses and engage them in a brief discussion about how the Civil Rights Act of 1964 came about. Be sure to emphasize the importance of the Reconstruction Amendments. The Fourteenth Amendment made the Civil Rights Act of 1964 possible. Ask students why this was so.

   Teacher Note: In 1868, the passage of the Fourteenth Amendment extended the previous federal guarantees of due process and equal protection of the law to the states. Section 5 of the amendment reads, "Congress shall have power to enforce, by appropriate legislation, the provisions of this article." Gradually through time, voters' rights were expanded, largely through constitutional amendments. The Fifteenth Amendment in 1870 addressed race voting issues, the Nineteenth Amendment in 1920, approved of women's suffrage, the Twenty-Third Amendment in 1961 extended voting rights to residents of the District of Columbia, and the Twenty-Fourth Amendment in 1964 eliminated the poll tax requirement.

   In the 1960's, various ethnic minorities continued to encounter barriers in attempting to register to vote. Literacy tests, proving a person could sufficiently communicate in English, frequently served a useful tool by states to restrict voting rights of certain groups of its residents in a discriminatory way. During the 1964 presidential election, African Americans experienced voter registration problems in many regions of the country. Organized voter registration drives often met with bitter, and sometimes violent, opposition. In March of 1965, the Reverend Martin

Luther King, Jr. led a protest march from Selma to Montgomery, Alabama, to draw attention to the voting issue. Soon, following the march, President Lyndon B. Johnson presented a sweeping voting rights bill to Congress which quickly passed.

The Equal Protection Clause of the 14th Amendment of the U.S. Constitution prohibits states from denying any person within its jurisdiction the equal protection of the laws. In other words, the laws of a state must treat an individual in the same manner as others in similar conditions and circumstances. A violation would occur, for example, if a state prohibited an individual from entering into an employment contract because he or she was a member of a particular race. The equal protection clause is not intended to provide "equality" among individuals or classes but only "equal application" of the laws. The result, therefore, of a law is not relevant so long as there is no discrimination in its application. By denying states the ability to discriminate, the equal protection clause of the Constitution is crucial to the protection of civil rights.

2. Next, explain to students some of the background about the Civil Rights Act of 1964. In 1964, LBJ and Senator Hubert Humphrey successfully maneuvered through the Congress a Civil Rights Act which was originally conceived by President Kennedy. Using the **"Civil Rights Act of 1964, Teacher Reference Sheet"**, located in the *Supplemental Materials (Lesson 2, Unit 9)*, describe for the class the major goals and features of the Act. As the teacher presents, students should take notes which focus on exactly what the Act was, its main features, and the fact that it encountered opposition. Students should use their notebooks and take this opportunity to further develop their own general style and technique of recording information. Display the "**Major Features of the Civil Rights Act"**, located in the *Supplemental Materials (Lesson 2, Unit 9),* to help guide the discussion. After the teacher has completed the presentation, students should exchange their notes with a partner. Partners should critique one another's work. Are the notes clearly written? Do they cover the topic? Do they proceed logically? Allow about 5 minutes for students to comment on each other's work.

3. Explain to students that they will be considering some arguments about President Johnson's domestic programs known collectively as *The Great Society*. Discuss the attributes of a strong argument with the class. Have students turn and talk with a partner to identify some characteristics of well-written arguments. After two minutes, discuss these attributes with students. Guide students to recognize the essential attributes listed below. These come directly from the Common Core State Standards for Literacy in History and Social Studies (CCSS) for grades 9 and 10. A copy of the **"Criteria for Written Arguments"** from the Common Core State Standards has been included in the *Supplemental Materials (Lesson 2, Unit 9)* to assist in guiding the discussion. The criteria are:
   a. Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates 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 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 texts, create cohesion, and clarify the relationships between the 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 history and/or political science writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

4. Distribute to the class copies of **"What Was Really Great about the Great Society",** located in the *Supplemental Materials (Lesson 2, Unit 9).* Have students read the article independently. Then, have students read it again, making notes about how well the article meets the criteria established in Step 3. A list of the criteria can also be found in the *Supplemental Materials (Lesson 2, Unit 9)* to display as a guide as students read.

5. Evaluate the article with the whole class using the criteria. This can be done either through a class discussion of each criterion or through a Think-Aloud strategy. The point is to model the thinking of each criterion so students can do it independently with a subsequent article. This also will form the basis for a later lesson in which students construct an argument in writing. In discussing the article, be sure to highlight the points described below. (**Teacher Note:** The articles in question do not provide "textbook" illustrations of all of the points listed in the criteria.)

   Contained below are some possible examples for students to consider. The teacher will certainly find others and may wish to provide examples which broaden the scope of student inquiry. The criteria are designed to provide general guidelines.

   a. Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

      In paragraphs 1 and 2 of the article, the author outlines his claims by giving a very general description of "conservative" opposing claims and asserting that they are "far from the truth". Throughout the course of the article, the author creates an organization that generally establishes a clear relationship between the two rival claims although the "conservative" argument is never carefully presented or supported.

   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 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.

      As stated above, the "conservative" claim is not carefully developed. It is not intended to be presented "fairly"; this is a piece with a distinct view which tries to convince, not dispassionately and objectively examine societal and political problems and solutions. Data and evidence for the claim which the author is promoting are amply provided. Paragraphs 2, 8, 9, 10 and 15 all contain examples of this. No such data is provided for the rival claim.

   c. Use words, phrases, and clauses to link the major sections of the texts, create cohesion, and clarify the relationships between the claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

The article is "linked" thematically, in that it pursues the topic in a reasonably systematic fashion by outlining various Great Society programs. The author does not spend time going into detail in terms of explaining exactly how the data which is introduced illustrates his claim. He "lets the facts speak for themselves" which is often a dubious methodology.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of history and/or political science writing.
   As mentioned above, this is not an objective piece. Also some of the vernacular expressions (motherhood and apple pie in paragraph 7) are not usually in the domain of formal historical or political science writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.
   There is no concluding statement which supports the argument.

6. After critiquing the article in terms of the criteria, have students work in groups of four or five students each to identify the three strongest arguments in favor of the Great Society that the author makes. Allow five minutes for small group discussion and then discuss their responses with the whole class. Construct a T-chart on the board and add students' responses of the most compelling arguments to the left hand side of the chart. The right hand side of the chart will be completed following another reading.

7. Distribute the article **"War on Poverty Revisited"**, located in the *Supplemental Materials (Lesson 2, Unit 9)* to students. Have students read the article independently. Then, have students work with a partner to read it again and make notes about how well the article meets the criteria established in Step 2. Display the criteria for students to see as they evaluate the article. (**Teacher Note:** If you teach more than one section of this course, it would be interesting to flip the order of the articles to see if this affects students' responses on the most effective argument.)

8. Discuss the students' critique of the article against the criteria with the entire class, addressing one criterion at a time. An answer guide has been included in the *Supplemental Materials (Lesson 2, Unit 9)* to facilitate this discussion.

9. Have students reconvene in the groups from Step 6 above and identify the three most compelling arguments the author uses to critique the Great Society. Again, have students discuss the evidence and come to a group consensus as to the three strongest arguments. Allow five minutes for small group discussion and then discuss their responses with the whole class. Use the right-hand side of the T-chart to record students' responses.

10. Point out to students that each article takes a clear perspective and unfairly characterizes the other side. Counterclaims and countervailing evidence are not fairly presented, leading the reader to clearly see the effort is to persuade and perhaps not trust the writer. Each article also fails to include a concluding statement or section. Have each student create a T-chart identifying the evidence for and against the Great Society (this may be done with a partner so long as each student has his or her own t-chart). After the pairs have examined the evidence, have students construct a claim about the effectiveness of the Great Society and re-write the article in a more academically convincing manner. Students should support their claim with evidence from the T-

charts and explain how the evidence supports their claim on the effectiveness of the Great Society. Students should use the **"Criteria for Written Arguments"**, located in the *Supplemental Materials (Lesson 2, Unit 9)* and discussed in Step 3 of the lesson.

Lesson 3: Vietnam - Another Undeclared War

Content Expectations: USHG 8.1.2; C3.5.7

Common Core State Standards: Level 9-10. RH: 2 and 4; WHST: 7 and 10

Key Concepts: freedom, idealism, limited war, order/security

Abstract

In Article I, Section 8 of the United States Constitution, the power to formally declare war is given to the Congress, not the President. Students should consider throughout the lesson why the Constitution gives this power to the Congress, while the President is designated as Commander-in-Chief. The United States has been involved in five formally declared wars and twelve military engagements which were authorized by Congress. There have also been numerous occasions when the American military was deployed after authorization from the United Nations Security Council. In addition to these instances, American combat troops have been committed over one hundred times without prior express Congressional approval. The Vietnam War was an incredibly divisive conflict despite being congressionally approved. In this lesson, students explore U.S. involvement in Vietnam, the tensions it generated, and the role of television.

Procedure

1. Begin the lesson by distributing to students copies of the **"Timed Reading (ACT Prep)"**, located in the *Supplemental Materials (Lesson 3, Unit 9)*. Allow students 11 minutes to read and respond to the questions. Then review the questions with the entire class making certain that students know the correct answers. An answer sheet has been included in the *Supplemental Materials (Lesson 3, Unit 9)*. Debrief the reading focusing on the authors' argument that a new law needs to be passed compelling Congress to be more responsible for the commitment of American troops to combat situations.

2. Distribute to students copies of the **"Student Version"**, of the Timeline 1945-1968 located in the *Supplemental Materials (Lesson 3, Unit 9).* Have students preview the timeline. Guide students in recognizing that the left-hand side of the timeline reflects foreign policies and events, while the right-hand side reflects domestic policies and events. Point out the blank boxes and explain that they will be obtaining information from the video to complete the timeline. Show students the short video on Vietnam entitled, "Vietnam: America and the Vietnam War" at http://player.discoveryeducation.com/index.cfm?guidAssetId=9E5DC989-CD58-41D5-B435-09A3402191B9&blnFromSearch=1&productcode=US. Explain to students that they will be adding the events discussed in the video to their timeline in the blank boxes. Have students take notes as they listen. Then, have them compare their notes with a partner and add the events to their timeline.

3. Next distribute to students copies of **"Introductory Essay: The Decision to Americanize the War in Vietnam,"** located in the *Supplemental Materials (Lesson 3, Unit 9).* Also distribute the chart **"Perspectives on Vietnam,"** located in the *Supplemental Materials (Lesson 3, Unit 9),* to each student. Have students read the article individually and record the positions of hawks and doves on the handout. Then have them compare their notes with a partner and reflect on their own position regarding Vietnam. Allow students a few minutes to record their own thoughts on the chart and then engage the class in a discussion. Begin by reviewing the arguments of LBJ's "hawk" advisors and "dove" advisors. Then, use the following questions in a class discussion:
   - o If you were an advisor to LBJ, what arguments would you make? Why?
   - o If the legislation the authors of the ACT reading proposed had been in effect in the 1960's, do you think it would have prevented American entry into a full-scale war in Vietnam? Why or why not?
   - o Might such legislation have shortened the war? Explain.

4. Explain to students that some historians argue that television had a significant effect on the Vietnam War and how the American public perceived it. The extent to which television influenced public opinion about Vietnam continues to be debated and has influenced policy decisions in later conflicts. Have students brainstorm with a partner about other times in American history in which the media (print, radio, and television) played an important role. After about two minutes, construct a class list on the board of students' responses. If not suggested, help students remember events such as the Spanish-American War of 1898 (Yellow Journalism sensationalism), World War I and II (propaganda and poster art), McCarthyism (televised Senate hearings), and the Civil Rights Movement (depictions of fire hoses and police dogs attacking peaceful demonstrators).

5. Distribute copies of **"Vietnam on Television",** located in the *Supplemental Materials (Lesson 3, Unit 9)*. Divide students into groups of four students each and have students read the article, **"Vietnam and Television"** individually and briefly discuss the role of television with their groups.

6. Assign each group from Step 5 either the Spanish-American War or the Civil Rights Movement. Have students conduct some research into the role of the media with respect to their assigned topic. Since both of these topics have been addressed previously in this class, encourage students to use their notes and textbook, but also have students go beyond their text and conduct some research using the media center and/or Internet. This portion can be assigned as homework individually or as a group research project.

7. After students have conducted their research, have them share their findings with their group members. Then, distribute chart paper and markers to each group and have students construct a Venn diagram that compares the role of the media in Vietnam with their assigned event. A sample Venn diagram can be found in the *Supplemental Materials (Lesson 3, Unit 9)*. Students should use the Venn diagram to identify similarities and differences using the assigned event for comparison. Allow students about 15 minutes to construct their diagrams and then post them around the room. Have students engage in an exhibition tour of the different Venn diagrams. As they move around the room, students should take notes on what they noticed or record any questions they may have.

8. Engage the class in a discussion of the role of the media using the following questions:

- How was TV coverage of Vietnam similar to the media coverage involving the Spanish-American War?
- How was TV coverage of Vietnam similar to that of the Civil Rights Movement?
- How was media coverage different in these three instances? How was it similar?
- How has the media shaped American history? Encourage students make a claim about the role of the media in American history and support their claim with evidence and reasoning from the three topics addressed.

9. Conclude the lesson by having students write in their Freedom Tracking Notebooks in response to the following question: Would the proposed law in the ACT reading be more likely to safeguard freedom in general or constrain it? Explain. Display the copy of the proposed law which has been included in the *Supplemental Materials (Lesson 3, Unit 9)* for students. The proposed law is explained in the reading as follows:

> *"We propose a new law that would restore the Framers' intent by requiring a congressional declaration of war in advance of any commitment of troops that promises sustained combat. The president would be required to present to Congress an analysis of the threat, specific war aims, the rationale for those aims, the feasibility of achieving them, a general sense of war strategy, plans for action, and potential costs. For its part, Congress would hold hearings of officials and nongovernmental experts, examine evidence of the threat, assess the objectives, and explore the drawbacks of the administration's proposal. A full floor debate and vote would follow."*

Lesson 4: The Domestic Agenda in the Shadow of Vietnam

Content Expectations: USHG F.1.2; USHG 8.1.2; USHG 8.3.5

Common Core State Standards: Level 9-10. RH: 2, 3, 6 and 9; WHST: 10

Key Concepts: civil rights, economic freedom, personal freedom, equality, order/security, non-violent/violent resistance

Abstract

In JFK's last few months in office, domestic issues became increasingly important. President Johnson intended to carry out and expand upon Kennedy's domestic agenda. By 1965, it was clear to Johnson that the "moral crisis", alluded to in a speech by JFK in 1963, had not been resolved. LBJ outlined his concerns in the speech he gave at Howard University, "To Fulfill These Rights." Johnson's ability to address this "crisis" was hampered by the expanding war in Vietnam. Initially, LBJ believed that the growth of liberal sentiment would allow him to effectively confront both international and domestic challenges. However, Vietnam proved more costly than anticipated, profoundly reducing funding for social programs and exacerbating political tension at home.

Procedure

1. Begin the lesson by displaying the document, **"Foner on the Great Society, Civil Rights, and Vietnam"**, located in the *Supplemental Materials (Lesson 4, Unit 9).* Engage the class in the

document by conducting a Think-Aloud as you read. Be sure to stop at the highlighted points such as Great Society, War on Poverty, and the escalation in Vietnam. Students will have been introduced to these ideas in earlier lessons, so this is a good time to check for student understanding. Continue reading the selection with the class, being sure to point out the author's claim: With ghetto uprisings punctuating the urban landscape, a growing antiwar movement, and millions of young people brazenly rejecting mainstream values, American society faced its greatest social crisis since the Depression. Draw attention to the other highlighted words on the document:

- Ghetto uprisings
- Growing anti-war movement
- Millions of young people brazenly rejecting mainstream values

Explain to students that they will be investigating these events in the next few lessons, beginning with the riots.

2. Distribute the handout **"Urban Decay in the 1960's",** located in the *Supplemental Materials (Lesson 4, Unit 9)*, to all students. After reading, have students turn and talk with a partner to answer the questions at the bottom of the reading. Then discuss the questions together as a class.
    - Identify where the author makes a causation claim (cause-effect) by underlining the sentences. What words indicate causation? *(In the text, the words following words indicate causation: make, hurt, kept, resulted, affected.)* Be sure to point out the causation argument by asking the following questions:
        - What caused people to move to the suburbs?
        - Why did low-skilled laborers in cities lose jobs?
        - What prevented African-Americans from taking advantage of suburban development?

      Explain to students that causation can take several forms. There can be several types of causes – the spark or immediate cause should be distinguished from the underlying causes or the real reason something happened.[1]
    - What is a riot? Define the term. How is a riot different than civil disobedience or protest? (Teachers should be aware that some commentators today use the term "rebellion" rather than riot to refer to these events.)
      A riot is an unruly collective act of violence. Riots are temporary and result in damage to person and/or property. While laws may characterize riots as consisting of three or more people, social scientists generally use three characteristics to identify a riot: (1) More than 30-50 people are involved; (2) The event lasts longer than a few moments; (3) Property damage or injuries requiring medical attention result.
    - Is the author making a causal argument about the riots? Explain
      Not specifically. The word choice "as a backdrop" indicates correlation, or an association, but not causation. However, the structure of the text may lead one to believe there is a causal argument being made by inference.

3. Show students the pictures on the *PointPoint for Unit 9, Lesson 4.* As you show the pictures, explain to students that during the decade of the 1960's, several American cities, among them - Newark, Detroit, Los Angeles, and Washington, DC - experienced extremely costly and

[1] The immediate causes and underlying cause is a distinction found in field of philosophy, not in the legal field.

destructive riots reflecting racial and socioeconomic tensions. While no single cause predominated, there were similarities across these cities - poverty, disappointed expectations, and frustration over the slow rate of positive change. The assassination of Martin Luther King Jr. in 1968 ignited a wave of nationwide rioting. Have the class revise their definition of "riot" after viewing and discussing the pictures if needed.

4. Divide the class into groups of four students each. Distribute a set of the handouts to each group that contains the readings on Watts, Detroit, Newark, and Washington, DC, located in the *Supplemental Materials (Lesson 4, Unit 9)*. Explain to students that each group member is responsible for reading about one of the riots and discussing their assigned riot with their small group. Students should also be given **"Notes Organizer"**, located in the *Supplemental Materials (Lesson 4, Unit 9)* to assist them in organizing their presentations and recording information about other cities as their group members report. Allow the groups about 10-15 minutes to prepare their assigned case. Next, have the group members reconvene and share the results of their reading. Students should record the information on their Notes Organizer as each group member presents. Allow about 15 minutes for the intragroup presentations. For each presentation, students should consider the following questions:
   - What type of source (primary or secondary) is it?
   - According to the source, what was the immediate cause of the riot?
   - According to the source, what were the underlying causes of the riot?
   - What impact did the riot have on the city (short term, long term)?
   - How reliable/credible do you think your source is? Explain.

5. Engage students in a whole class discussion about the reliability of the sources. Ask students whether there would be other sources they would want to consider. Be sure to explain to students that while their particular source may be consistent with itself, they would need to find other sources in order to determine its reliability. Ask students why this might be so. Guide them to recognize that similar to criminal prosecutors or reporters, historians do not rely on one piece of evidence. Corroboration would be needed for all the information. Ask students, if they could have one more source, what would they want to explore to determine the credibility of the handout? In what ways might a historian's views be more credible? Less credible? Guide students to recognize that emotions may play a heightened role in descriptions of events by those who were involved. Historians often have the distance of time to place events in a broader context.

6. Continue the class discussion by engaging in an analysis of the riots using the following questions:
   - What similarities do you notice about the causes of the riots? What differences existed?
   - What similarities do you notice with respect to the impact (consequences) of the riots? Do they vary from city to city? Are there any distinctions?
   - What role did the government play in restoring order/security?
   - Was rioting more or less effective than non-violent approaches? Explain. Why might this be so?

   Debrief the discussion by contrasting Martin Luther King's ideas about how to promote positive social and political change with the violence of the riots. Be sure students recognize that the

riots were instances of self-defeating violence which ended up hurting most the people who inhabited the already compromised sections of the cities.

7. Have students consider the following: Johnson's legislative achievements included the Civil Rights Act, the Voting Rights Act, Medicare, and a series of progressive measures relating to immigration, education and conservation. Together they constituted a new 'New Deal' -- FDR was LBJ's political hero. With rapid economic growth in the mid-1960's, the Democrats could have looked forward to a lengthy stay in office during which Johnson's vision of the 'great society' might have been made still more a reality. But his decision to engage US military forces in the long-running conflict in Vietnam changed everything. Display the **"Johnson's Quote",** located in the *Supplemental Materials (Lesson 4, Unit 9)* to the class. Engage students in a brief discussion in which they consider the following questions:
    - How does this quote reflect the struggle that presidents' face in trying to respond to both foreign and domestic agendas and events?
    - This is what is called the "Guns or Butter" dilemma. What do the "guns" represent? What does "butter" represent?
    - Why would it be considered a dilemma? (Guide students to recognize that both are costly and could not be supported financially by the country).

    Point out to students that Johnson's quote was initially made to his biographer after he left office. Yet, during his tenure as president, Johnson avoided presenting these choices to the American public. Moreover, Johnson refused to make a choice between domestic and foreign policies. Pose the following question to students: How does/did our involvement in Afghanistan reflect a guns or butter dilemma? Do you think the choices (spending on domestic or foreign policy issues) have been made clear to the American public? Discuss with students the cost of the war in Afghanistan (about $2 billion a week in 2011) and Congress' decision to extend tax cuts and provide a stimulus package to help boost the economy.

8. Conclude the lesson by having students write an exit slip in which they explain their answer to the questions: How might the riots influence the perspective of a policy maker from the 1960's of the Great Society? How might the riots influence a policy maker's choice between foreign and domestic concerns? How might the perspective of an historian from today investigating this period be similar and/or different?

Lesson 5: The Growing Antiwar Movement

Content Expectations: USHG 8.1.2; USHG 8.2.4

Common Core State Standards: Level: 9-10. RH: 1, 8, and 9; WHST: 9 and 10

Key Concepts: freedom, idealism, New Left, nonviolent/violent resistance, personal freedom, limited war

Abstract

The mounting tensions at home were not just race related, but reflected a growing discomfort with U.S. involvement in Vietnam. Although some Americans had always opposed the war, the Tet

Offensive created a credibility gap for the Johnson administration and strengthened the antiwar movement at home.

Procedure

1. Begin the lesson by distributing the **"Gulf of Tonkin Resolution"**, located in the *Supplemental Materials (Lesson 5, Unit 9)* to the class and displaying the document. Have students work with a partner to read and discuss the meaning of the document. Then, discuss the document as a class using the following questions as a guide:
   - Who made the document? When was it created? Why was it created?
   - Where was the document created? What was happening in the United States at that time? What else was happening in the world?
   - What does the document say?
   - What did this document give the President permission to do?

   Explain to students that this resolution gave the president the legal basis for military policies in Vietnam.

   Teacher Background Note: On August 4, 1964, President Lyndon Johnson announced that two days earlier, U.S. ships in the Gulf of Tonkin had been attacked by the North Vietnamese. Johnson dispatched U. S. planes against the attackers and asked Congress to pass a resolution to support his actions. The joint resolution "to promote the maintenance of international peace and security in southeast Asia" passed on August 7, with only two Senators (Wayne Morse and Ernest Gruening) dissenting, and became the subject of great political controversy in the course of the undeclared war that followed.

   The Tonkin Gulf Resolution stated that "Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repeal any armed attack against the forces of the United States and to prevent any further aggression." As a result, President Johnson, and later President Nixon, relied on the resolution as the legal basis for their military policies in Vietnam. As public resistance to the war heightened, the resolution was repealed by Congress in January 1971.

2. Next, explain to the class that U.S. involvement in Vietnam increased incrementally. Distribute the handout **"Why was the United States in Vietnam?"** located in the *Supplemental Materials (Lesson 5, Unit 9)* to each student. Have students work with a partner to construct a T-chart in which they identify arguments on either side of the debate. After about five minutes, have the pairs combine with another pair and discuss the second question on the handout: "Which arguments do you find most compelling? Why?" Allow students about 8-10 minutes and then discuss the arguments with the whole class. As the class discusses the arguments for and against the war, guide students to categorize the reasoning as moral, legal, and/or pragmatic as defined below.
   - Moral arguments – concerned with principles of right and wrong behavior *(Pro: defend American national honor and credibility; Con: Vietnam was a civil war in which the US had no interest, how can we support an undemocratic regime in Vietnam in the name of democracy)*
   - Legal arguments – based on the law *(Pro - to live up to our treaty obligations; Con –South Vietnam did not hold elections as called for in the treaty agreement, the Sido Pact limited US involvement to consultation not war)*

- Pragmatic arguments – based on practical and realistic outcomes rather than theoretical or idealistic rationales *(Pro - to contain communism Con - US could not win the war or did not need to win the war, Vietnam was not actually part of domino theory as containment advocates argued, but rather issues in Vietnam had to do with land reform, reunification, and expulsion of colonial powers)*

3. Show students the 6 ½ minute video segment "America's Anti-War Movement", from America in the 20th Century, from Discovery Education <http://www.discoveryeducation.com/>. Have students add to their T-charts after watching the video.

4. Next, have students read about the Tet Offensive from the article **"How the national media lied about the Tet Offensive"**, located in the *Supplemental Materials (Lesson 5, Unit 9).* (**Teacher Note**: This source reflects an extremist position (both on the Vietnam War and on current events. It is being used to encourage students to closely examine and corroborate information.)

   Discuss the following questions with students to help them analyze the article:
   - What did you notice about the article? What argument does it make?
   - Who wrote the article? Why would this matter?
   - What perspective does the author take? How do you know?
   - How might the author's own experiences influence his position on the issue? What motive might he have for writing this?
   - What type of evidence does the author use?
   - Which of the bulleted statements is the most credible? Least credible? Why?
   - Does the fact that the author cites himself strength or weaken his argument? (Point out bullet #4) Explain.

5. Pose the following questions to the class and write them on the board:
   - What role did television play in reaction to the Tet Offensive?
   - What role did television play in the growing anti-war movement?
   - The video claims that the Tet Offensive "destroy[ed] the presidency of Lyndon Johnson". What evidence does the video use to support this claim?

   Give students a few minutes to turn and talk with a partner in response to the posted questions.

   Then, show students the video segments "The Tet Offensive" and "U.S. Public Opinion of War Shifts" from America in the 20th Century, from Discovery Education http://www.discoveryeducation.com/ (9 minutes running time total).

6. Have students revisit the questions above in Step 5 with a partner and then elicit several student responses for the whole class. Engage the class in a discussion of the two sources they considered – the article and the video – using the following questions:
   - Which source is more believable? Why?
   - In what ways do these sources conflict with each other?
   - In what ways do these sources corroborate each other?
   - How do these sources corroborate each other with respect to the growing anti-war movement after the Tet Offensive?

7. Conclude the lesson by having students write reflectively in their Freedom Tracking Notebook, How do these sources help answer the question: How and why did the Vietnam War divide America?

Lesson 6: Fragmentation

Content Expectations: USHG F.1.1, USHG 8.2.4; C2.2.2; C6.2.5; C6.2.6:

Common Core State Standards: Level 9-10. RH: 1, 2, 4, and 9; WHST: 4, 6, 7, 8, 9 and 10

Key Concepts: civil rights, counterculture, equality, freedom, idealism, New Left, non-violent/violent resistance, order/security, personal freedom, women's movement

Abstract

By the late 1960's, American society was in the throes of divisive confrontations over the Vietnam War, Civil Rights, class distinctions, gender roles, and the value or worth of its own culture. Some of these antagonisms were not new, although they might be expressed in new ways in this era. Others were specific in nature, focusing primarily on one or two issues that seemed unique to the period. Overall, what was unusual and caused increasing concern was the array of causes being championed and the growing intensity and urgency accompanying their presentation. Taken together, they reflected a growing rejection of American capitalism and cultural standards and conformity of the 1950s – hence counterculture.

Procedure

1. Prior to this lesson, electronically distribute **"Rock and Roll in the 1960s"**, located in the *Supplemental Materials (Lesson 6, Unit 9)* and have students read and listen to the embedded links. If student Internet access is an issue, distribute the reading and play the songs as an in class activity to begin the lesson.

2. Post the following questions on the board:
   - What issues concerned young people?
   - How were these issues reflected in the music?
   - What picture do these songs paint of American society in the 1960's?

   Allow students a few minutes to brainstorm with a partner. Then, elicit students' responses and record the information on the board. As students suggest responses, push students to use evidence from the reading to support their answers. Correct any misconceptions or inaccuracies students may have.

3. Explain to students that they will be creating a display about a specific issue in the 1960's that created conflict or tension in American society. Divide the class into small groups of three or four students each or have students self-select the topic of interest from the list below:
   - Gideon v. Wainwright
   - Tinker v. Des Moines
   - Miranda v. Arizona
   - Anti-War Movement
   - Women's Movement

- Black Power Movement
- Hippies
- New Left
- Conservation Movement

Distribute the document **"Display Requirements"**, located in the *Supplemental Materials (Lesson 6, Unit 9)* to students. Review the instructions for the assignment and answer any questions students may have. Note that there are different sets of questions for groups and court cases. Be sure students know which set of questions they are to address. Then distribute the **"Resources for Display"**, located in the *Supplemental Materials (Lesson 6, Unit 9)*. **Teacher Note**: It is preferable that this document be shared electronically with students so they can access the hyperlinks on the page more readily.

4. Allow students time to research and construct their display. It is recommended that students use the Internet's flexible and dynamic capabilities. As an alternative, students may use a presentation board or trifold poster board to represent their group. This step may take several days.

5. Have the students showcase their display by placing them around the room or in the media center. Have students review and take notes on the displays by spending about three to five minutes at each. Rotate the groups so that each student has time to review each display and take a few notes about the displays as they view them.

6. Next, distribute **"Analyzing Fragmentation in American Society"**, located in the *Supplemental Materials (Lesson 6, Unit 9)* to students. Have students work with a partner to move around the room discussing each display as it relates to the questions on the handout. Have students individually record their answers to the questions on the handout. This may be assigned as homework or used as a discussion guide for a class discussion.

7. Conclude the lesson by having students write in their Freedom Tracking Notebooks in response to the following questions: How did differences over the Vietnam War and domestic issues divide Americans? Generally, did social fragmentation promote or threaten freedom? Explain.

Lesson 7 – Constructing an Historical Argument

Content Expectations: USHG F1.1; USHG F1.2; USHG 8.1.2; USHG 8.2.2; USHG 8.2.4; USHG 8.3.1; USHG 8.3.3; USHG 8.3.5; C2.2.2; C6.2.5; C6.2.6

Common Core State Standards: Level: 9-10. RH: 2, 8, and 9. WHST: 1, 4, 5, 7, 8, 9, and 10

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

Abstract
This lesson is designed to teach students about writing effective thesis statements and supporting those statements with claims, evidence, and sound reasoning. Students address the three focus questions in the unit, writing an historical argument to answer the final focus question: How did Americans reshape ideas of freedom and equality after World War II?

Procedure

1. Begin the lesson by reminding students about the criteria of argument writing by distributing **"Criteria for Written Arguments"**, from Lesson 2 in the *Supplemental Materials (Lesson 6\2, Unit 9).* As you review the handout, point to the importance of introducing precise claim(s). Explain to students that in writing an argument, thesis statements are used to identify more than one claim to support their argument.

2. Distribute and display the **"Thesis Development Worksheet"**, located in the *Supplemental Materials (Lesson 7, Unit 9)*. Point out the first attempt at a thesis statement to students: *"Frederick Douglass wrote a persuasive piece because of his language, imagery, and content in the book."* Ask students to identify the claims in the statement. Guide students to recognize that the writer is giving three reasons why the Douglass piece was persuasive – its language, imagery, and content. Explain that these three claims provide a structure for the argument as the writer will support each claim with evidence and sound reasoning.

3. Continue using the worksheet to explain the difference between the levels of proficiency – approaches, meets, and exceeds standards. Be sure to distinguish what qualifies as meeting the standard – "thoughtful analysis" of the topic from exceeding the standard – "self-generated ideas that require more deep and complex analysis."

4. Practice constructing a thesis statement with the class. Use the first focus question from the unit for the subject of a thesis statement: "How did the early Civil Rights movement and socio-economic factors influence the domestic agenda and social movements of the 1960's?" Write the following thesis statement on the board: *The early Civil Rights Movement and socioeconomic factors influenced America in the 1960's through protest, violence, and mass media.* Give students a few moments to discuss how they could improve the statement with a partner. Elicit students' responses. If students do not provide any, suggest some ways to improve the thesis statement such as: *Through non-violent and violent protest and reach of mass media into the American home, the early Civil Rights Movement and socioeconomic factors created conflict in America during the 1960s.*

   Continue to guide students in constructing an improved thesis statement by having them brainstorm with a partner a way to improve the thesis statement yet again. Prompt students to think about specific domestic policies and social movements. How could they categorize them? Once the partners have improved the thesis statement, have them join with another pair and compare their statements, constructing a new and improved group statement to share with the class. Have the groups share their improved statements and record them on the board. Push students to add their own ideas or analysis to the thesis statement.

5. Next, have students take the second focus question and turn it into a thesis statement. To do this, write the focus question on the board: "How and why was America divided in the 1960s?"

Have students use the second page of the handout to write a thesis statement based on this focus question. Allow students a few minutes to draft their statements, and record it under #1 on the handout. Then have students exchange their paper with another student whose task is to evaluate the thesis statement by completing #2 and #3. Have students return their papers to the original owner. Allow time for students to improve their thesis statement by completing #4. Have students share their thesis statements in small groups and work on further improvement.

6. Next, demonstrate how important research is to creating a good thesis statement and making claims that support the thesis statement. Display **"Focus Question #2"**, located in the *Supplemental Materials (Lesson 7, Unit 9).* Use the document to show a sample thesis statement in response to the focus question. Explain to the class that this sample thesis statement was not constructed out of thin air, but rather, the author took time to investigate events in the 1960's in order to respond to the question and construct a thesis statement. Point out the events listed on the document:
   - Increasing anti-war sentiment in response to the Tet Offensive
   - 1968 urban riots
   - The assassination of Dr. Martin Luther King, Jr.
   - The assassination of Robert F. Kennedy
   - Johnson's decision not to run for re-election
   - The 1968 Democratic Convention
   - Nixon elected president

   Add more events as desired to the list.

7. Divide students into groups, assigning each event to a group. Explain that each group member is going to gather information about the event and bring it back to the group. Distribute **"Supporting a Claim"**, located in the *Supplemental Materials (Lesson 7, Unit 9)* to each student. Allow students time to research their assigned event or assign this portion as homework (Step 2 on the handout).

8. Have students share the results of their individual investigations with their team and construct a claim that supports their thesis and uses evidence about their assigned event for support. As a group, the teams should answer questions 3, 4, and 5 on the **"Supporting a Claim"** handout. Have each group share their responses to questions 3, 4, and 5 with the whole class.

9. Explain to students some of the background on the 1968 election: 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's election signaled an awakening of the "Silent Majority" (people who didn't wave signs or march in the streets, but who quietly went about their lives, going to work, raising their families, and giving back to their communities), who believed that without greater security and order there could be no liberty.

10. Explain to students that they are now going to write an historical argument answering the question: How did Americans reshape ideas of freedom and equality after World War II? Write this question on the board and make sure students record it in their notes. Point out to students that this is the focus question for the unit. Explain to them that they will need to write a thesis

statement to answer this question, just like they did in Steps 4 and 5. Encourage students to use the rubric to help refine their thesis statement. Conference with students about their thesis statement before continuing to the next step.

11. Make two-sided copies of the **"Historical Argument Map Template"** and the **"Historical Argument Map Student Handout"**, located in the *Supplemental Materials, (Lesson 7, Unit 9).* Display a copy of the "Historical Argument Map Template" and review it with the class. Guide students to see how the template is intended to help organize their thoughts in making an historical argument. Instruct students to find sources that support each claim in their thesis and to add the information to their "Historical Argument Map Student Handout". Once students have completed their research, remind them to review their thesis statement to see if they can improve it.

12. Have students pair up and engage in a peer review of **"Historical Argument Map Student Handout"** by using the handout **"Peer Review Checklist"**, located in the *Supplemental Materials, (Lesson 7, Unit 9).* Meet with students as necessary to confirm information obtained through the peer review process.

13. Next, assign students to write essays based on their argument map. This can be done in class (allow about 40 minutes for students to write their essay) or assigned as homework. **Teacher Note:** If students have written the essays in class (as opposed to as homework), then the teacher should consider the weight they place on grammar, punctuation, and spelling. The historical argument may be used as the assessment for this unit.