



THE ELECTION OF 1964

**A re-creation of the 1964 presidential campaign
involving Lyndon Johnson and Barry Goldwater**

ARTHUR PETERSON, the author of THE ELECTION OF 1964, has an M.A. degree in history from California State University, Hayward. For **Interact** Art has written the other re-creation elections as well as two simulations—PEACE and HOMEFRONT—and an individual learning project—DETECTIVE. After 30 years of teaching in San Francisco, he currently works as a writer and educational consultant.

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Interact
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232
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PURPOSE

How alive today are the issues of 1964?

The issues of the election of 1964 have not gone away. In these present times the principal domestic issues still relate to the struggle between the need to alleviate social ills on the one hand and the need to avoid the burdens of excessive government on the other. Foreign policy issues are still debated in the context of the perceived goals and strategies of international communism.

The election of Ronald Reagan demonstrated that the issues Barry Goldwater raised in 1964 could be articulated in a winning campaign a decade and a half later. One purpose of this re-creation is to help students understand that the debates they confront on the front page of today's newspaper have been going on a long time, and that they are also likely to be the debates reported, in somewhat different form, when they are adults.

Through participating in this re-creation, students should be able to accomplish the following:

Knowledge

1. Become familiar with the important issues which divided the political parties in 1964
2. Understand that the issues raised in the 1964 election continue to be raised in later elections

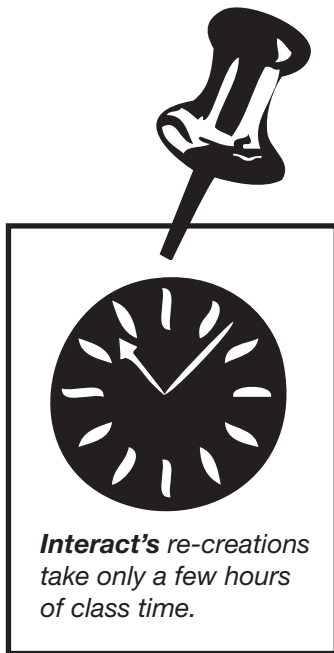
Attitudes

1. Understand the continuing conflict, perceived by many, between government's role as promoter of the general welfare and government's role as defender of individual liberty
2. Become aware of the way a person's interests influence the way he or she votes

Skills

1. Practice note-taking while reading and listening
2. Organize and present arguments which appeal to the personal concerns of a particular individual
3. Relate the issues of the past to present political controversies

OVERVIEW



Three class periods are needed for this re-creation.

Hour 1

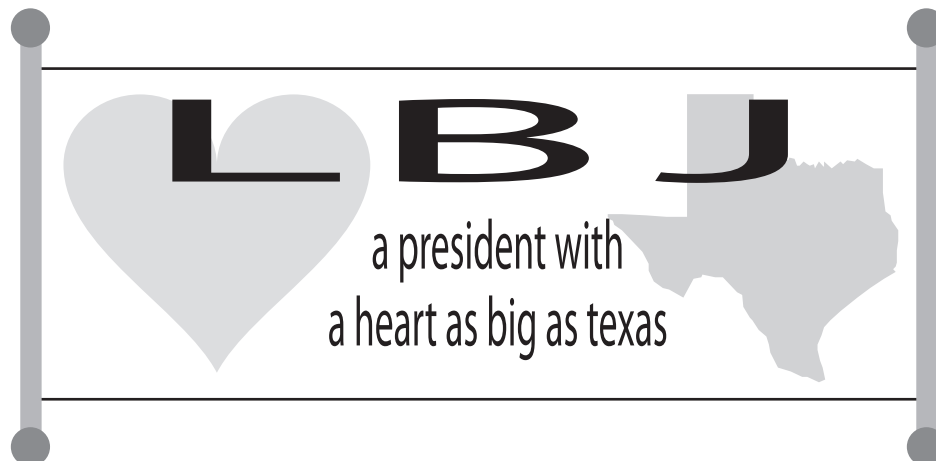
Students meet in activity groups and briefly discuss what happened when they asked adults to respond to a DO YOU REMEMBER 1963 AND 1964? activity. Then factions of Democrats, Republicans, and uncommitted voters are established and students are selected to role-play candidates and campaign managers. Next students read the Background Essay and begin to use this essay to record specific details under the questions on the Party Position Outline on page 7 of the Student Guide.

Hour 2


This hour's main purpose is for candidates' speeches and questions for the candidates from opposing and uncommitted factions. As students continue to gather specific information from the speeches and questioning, they add this information under the appropriate question on the Party Position Outline. After the speeches and questioning, members of the uncommitted faction "introduce" themselves, using as a guide their answers to Identity Questions in the Student Guide. Members of the committed factions then have an opportunity to win over members of the uncommitted faction.

Hour 3

This hour begins with party members displaying posters, passing out campaign literature, making general ballyhoo for their candidates, and striving one more time to win over members of the uncommitted faction. Then the balloting takes place, and the results are announced. Students next divide into small groups and discuss debriefing questions. This debriefing may be followed by objective and essay tests.



SETUP DIRECTIONS



Note: You will not need to duplicate the bulleted items the first time you use this re-creation, for Interact has given you different colored handouts for those students playing roles and a class set of the DO YOU REMEMBER 1963 AND 1964? and Answers to DO YOU REMEMBER 1963 AND 1964. If you choose to give the UNIT TEST—an optional activity—you will have to duplicate it. All other necessary items are in the Student Guide.



Note: You likely have students in your class who have the creativity to write and/or sing campaign songs and to do the work necessary to conceptualize and paint posters either criticizing or glorifying a candidate. Don't put all such students together. Instead, divide them equally between the two political factions.

You may wish to choose candidates and their campaign managers one to two weeks before you use the re-creation. If you do, the key roles will have time to do extra research and plan their campaign posters and songs.

1. **Handouts** See note at left the first time you use this re-creation. For subsequent classes, duplicate the number in parentheses, using the masters in this Teacher Guide.
 - DO YOU REMEMBER 1963 AND 1964? and Answers to DO YOU REMEMBER 1963 AND 1964? (class set: two pages, back to back)
 - LYNDON JOHNSON HANDOUT (two: one for Johnson; one for his campaign manager—five pages, back to back)
 - BARRY GOLDWATER HANDOUT (two: one for Goldwater; one for his campaign manager—four pages, back to back)
 - DEMOCRATIC CAMPAIGN MANAGER HANDOUT (one for campaign manager: one page)
 - REPUBLICAN CAMPAIGN MANAGER HANDOUT (one for campaign manager: one page)

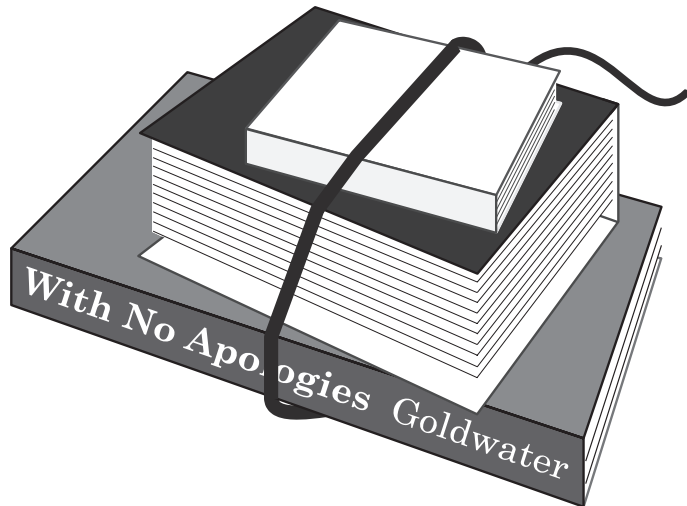
Optional:

* UNIT TEST (class set: two pages, back to back)

2. **Dividing the class into supporters and uncommitted**
 - a. You should divide the class into thirds: one-third, Democrats; one-third, Republicans; one-third, Uncommitted. It is important to have an equal number of Democrats and Republicans. If the class cannot be equally divided, assign the “extra” students to the uncommitted faction. For instance, in a class of 32 you might have 10 Republicans, 10 Democrats, and 12 uncommitted.
 - b. It is important that you pick faction memberships rather than allowing students to group themselves into factions. You can thus assure that each faction has students with appropriate skills and talent. (Remember artistic and even musical talent can be useful to the Democrats and Republicans.)
 - c. A particular word about the uncommitted faction: If possible, the students in this faction should all be imaginative enough to understand the relationship between their roles and their interests as voters.
 - d. You should choose the students who will play Johnson, Goldwater, and their campaign managers. Candidates should be persons who like to speak, who will conscientiously rehearse their speeches, and who will add some of their own touches. Campaign managers need to be good organizers who can delegate work within the faction, keep track of the faction's efforts to win over the uncommitted, and generally take charge.

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- Goldwater, Barry, *With No Apologies: The Personal and Political Memoirs of United States Senator Barry M. Goldwater*, New York, Morrow, 1979.
- Kearns, Doris, *Lyndon Johnson and The American Dream*, New York, Harper and Row, 1976.
- White, Theodore, *The Making of the President 1964*, New York, Signet, 1965.



Consider seeing your friendly school librarian so that she/he will set up THE ELECTION OF 1964 RESERVE SHELF just for your class.

Certain students—the one playing Barry Goldwater, for example—might read Goldwater's autobiography in order to "flesh out" his/her character.

DAILY TEACHING DIRECTIONS - 1



*DO YOU
REMEMBER 1963
AND 1964? should
immediately
in-trigue your
students, capturing
their interest for the
re-creation that is
about to begin.*

Before beginning

1. One or more days before beginning, give every student a copy of DO YOU REMEMBER 1963 AND 1964? **Note:** Ask them not to look at the answers on the reverse side. Either have them individually write brief answers or allow them to meet in activity groups and try to write one answer for the whole group.
2. Now have students look at the ANSWERS TO DO YOU ...? on the back of the handout. Tell students to go home and into their neighborhoods, following the directions on the DO YOU REMEMBER ...? sheet.

Day 1

1. Consider showing a film or filmstrip on the early 1960s if you have one.
2. Ask students to share their experiences while questioning adults about the DO YOU REMEMBER 1963 AND 1964? sheet. Then collect these sheets and save them. Later you will be able to use them at the conclusion of the re-creation.
3. Divide the class into factions, candidates, and campaign managers according to the instructions outlined in the Setup Directions on page 3. (You may wish to choose the candidates and give them their materials several days in advance so they can study speeches and answers to the questions.)
4. Pass out copies of the Student Guide to all students. Pass out handouts to campaign managers and candidates—if not handed out earlier.
5. Allow students time to read the Purpose, Background Essay, and Procedure in the Student Guide.
6. Show them how to set up three sheets for Party Position Outline—see instructions on page 7 of the Student Guide. Have students start filling out these sheets during the class period. Point out that they will complete their filling out of these sheets overnight and during tomorrow's campaign speeches and questions/answers.
7. Use the last 10 minutes of this period to allow Republican and Democratic campaign managers to meet with their factions and the uncommitted voters to meet together to assign roles.
8. The uncommitted voters should use this time to answer their Identity Questions on page 7 of the Student Guide. Stress that the uncommitted must make their 8-1/2"x11" ID sheets prior to class tomorrow.

DAILY TEACHING DIRECTIONS - 2



Encourage your students to speak passionately. Work to get them truly involved in their characterizations.

9. The campaign managers should assign party members to make posters or develop other campaign materials for demonstrations on the second and third days of the recreation. They should also assign students questions to ask the opposition candidate on the second day.

Day 2

1. On this day the Republican and Democratic candidates speak and answer questions.
2. One candidate speaks, following the outline but possibly embellishing it with personal examples and language. No one should interrupt the candidate's speech to ask that a point be repeated. The basic ideas to be expressed are in the Background Essay; students may check the essay for points they miss.
3. The opposition now has a chance to ask the candidate questions. Again the words may be their own, but the basic questions should be those assigned by the campaign manager.
4. The candidate answers the questions according to the instructions in his handout.
5. Repeat numbers 2, 3, and 4 with the second candidate.
6. The uncommitted voters now introduce themselves, using their answers to the Identity Questions provided in the Student Guide.
7. Each faction now holds a brief meeting to determine who will approach which uncommitted voter and what arguments might be used to convince the uncommitted voter to give up his/her vote.
8. Now the lobbying takes place. If an uncommitted voter does give up his/her vote, he/she hands over his/her ID sheet to the faction being joined. However, uncommitted voters are not required to decide whom they will vote for before the election and may keep their votes secret.

Day 3

1. The third day begins with a display of posters, presentation of songs, and general ballyhoo, each faction performing on behalf of its candidate.
2. Give the two committed factions one more chance to win over the uncommitted.
3. The vote should now take place. The ballot should be secret, but only the uncommitted really have a choice; faction members should vote the party line.

DAILY TEACHING DIRECTIONS - 3



You might like to video- tape some of the speakers' speeches and question/answer sessions—and possibly even some of the debriefing session. You could then use portions during open house (for parents) and/or with next year's classes (to stimulate them to rise to the challenge and do an even better job than previous students).



4. Announce the results of the election. Then divide the students into groups of five to seven to discuss the debriefing questions. Make sure each group has Republicans, Democrats, and uncommitted.
5. Pass back the DO YOU REMEMBER ...? sheet so students can use it during the debriefing.
6. Hear reports from the debriefing groups.
7. Give the UNIT TEST if you plan to. Here is the key to the Objective Test: 1. b; 2. b; 3. d; 4. c; 5. b; 6. d; 7. a; 8. c; 9. c; 10. b.
8. You may wish to collect and grade the Party Position Outline. The completeness of this outline will serve as a fairly good indication of general effort and attentiveness.

**gold for the rich
water for the poor**

DO YOU REMEMBER 1963 AND 1964?

Some adults you know will likely clearly remember the election of 1964. Try this quiz on them. These are imaginary headlines that could have appeared during 1963 and 1964.

Directions:

1. First see how many of these headlines you can figure out.
2. Next try all of these headlines on adults who were born no later than 1943. See how many each person can decipher.
3. Then show them the Answers to DO YOU REMEMBER 1963 AND 1964?
4. Finally, get them talking about the early 1960s. You will learn many interesting things about these times before you begin our re-creation of the election of 1964.

1. **TRAGIC END TO CAMELOT IN DALLAS**
2. **HARVARD PROFESSOR OUSTED FOR EXOTIC DRUG EXPERIMENTS**
3. **KING RECOUNTS DREAM AT LINCOLN MEMORIAL**
4. **MOD ENGLISHMEN CONQUER AMERICA**
5. **PRESIDENT ASKS CONGRESS FOR RESOLUTION AFTER INCIDENT IN GULF OF TONKIN**
6. **CIVIL RIGHTS LEADERS PREDICT A LONG HOT SUMMER**
7. **ANDY WARHOL'S SOUP CANS WORTH BIG MONEY**
8. **NEWLY INAUGURATED ALABAMA GOVERNOR PROCLAIMS "SEGREGATION FOREVER"!**
9. **COMMENTATOR SAYS BERKELEY FSM MAY START A TREND**
10. **MADDOX DEFIES NEW CIVIL RIGHTS LAW**