

**Creative Activities
for teaching
American History
The 1960's and 70's
SS121**

Introduction

The 1960's and 70's reflect a marked change in American patterns of thought. It was the time of minorities seeking their share of the American pie, young people challenging established authority, massive protests against the Vietnam War, political corruption in high office and a change in American values.

The activities in this manual explore some of the issues of the period. The activities emphasize student involvement and decision making.

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Students create and market a rock'n'roll band complete with logo and message.
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Students answer a questionnaire about values.
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Students evaluate TV ads and their impact upon people.
- 4 The TV News**
How much have you learned about the world from TV?
- 5 Technology**
Students are encouraged to explore the world of rapid technological change.
- 6 The Soda Fountain Caper**
Students participate in the trial of civil rights workers engaging in civil disobedience.
- 7 Tinker vs. Des Moines**
Students participate in the trial of students exercising freedom of expression.
- 8 Long Hair**
Students decide on dress code policies and compare decisions with legal precedent.
- 9 Who Should Get A Job?**
Students grapple with the issue of affirmative action and equal rights.
- 10 Life Style**
Students explore the life style changes of the 60's and 70's.
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Students decide what to do about communism and revolution.
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Students decide about direct involvement in a distant war.
- 13 The Trial of Richard Nixon**
Students participate in a simulation of the issues surrounding Watergate.
- 14 Riot**
Students plan how to correct the problems of the ghetto.
- 15 Think Small**
Students devise a plan for solving the problems of cities.

The 1960's and 70's

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1960's & 1970's

1 So You Want To Be A Rock'n'Roll Star

An activity that encourages student creativity.

2 How Have the 1960's Affected You?

A questionnaire that can be used to stimulate discussion about the values of the 1960's and the values of today.

3 The Tube

In this activity the students evaluate TV advertising. Students determine what appeals are used and how effective the ad is. They also evaluate how much 'real' information is conveyed by the ad and whether or not the product is really needed.

4 The TV News

Students compare the news as presented on TV with their local newspaper. An important discussion question: which provides more stories and more thorough reporting?

5 Technology

Students make inferences from a chart showing the increased pace of invention.

6 The Soda Fountain Cap

Students must decide if civil rights demonstrators violated the law.

7 Tinker vs. Des Moines

Students learn the principles used in deciding "free speech" cases. Then they must apply the principles to an actual case in which students were suspended from school for wearing arm bands in protest of the Vietnam War. The Supreme Court decided that the students had a right to wear the arm bands. There are four more cases involving free speech under different circumstances on which the students must render decisions. In case #1 the Court would decide that this is not free speech but a violation of the rights of others. In case #2 the Court has decided that under the circumstances the speaker and the crowd must be controlled and traffic must be allowed to pass. In case #3 the Court has decided that even though the speech is violent it is still protected under the First Amendment because no specific and di-

rect threat has been made. In case #4 the comments would not be protected by the First Amendment because they represent an immediate threat to the safety of others.

8 Long Hair

The students must decide whether a school has the right to regulate the length of hair worn by male students. Lower courts have decided that schools do have that right.

9 Who Should Get A Job

A case study of affirmative action. Students must make value judgements about who should get a job. A good activity to stimulate class discussion.

10 Lifestyle

A quiz about the youth and political movements of the 1960's.

11 The Bay of Pigs

Students must decide whether or not the U.S. should invade Cuba. President Kennedy decided to go ahead with the invasion which had been planned prior to his coming to office.

12 The Gulf of Tonkin

Students must decide whether or not they would vote for the Tonkin Gulf resolution based upon what Congress knew at the time. Congress, of course, overwhelmingly voted for it. The students should reconsider their vote in light of later information.

13 The Trial of Richard Nixon

The students should decide if Nixon was guilty of wrong doing. Of course, he avoided the issue by resigning.

14 Riot

Students examine conditions in the ghetto and make recommendations to cure the problems. They should compare their solutions with those of the U.S. Commission on Civil Disorders.

15 Think Small

Students have to create low-cost solutions to urban problems.

The 1960's saw a radical change in the values and dress of teenagers. The clothing styles and appearance of the "hippies" became popular, and boys wearing their hair long became a political and legal issue.

High schools passed rules prohibiting long hair on boys. Usually the rule was that the hair could not be worn so that it would hang below and cover the ears. High schools backed up such rules with suspensions for failing to obey them.

Coaches required athletes to keep their hair short and kicked students off teams for failing to comply. A few students who felt that they had the right to dress and wear their hair any way they wanted challenged the rules in court. Below are arguments on both sides. If you were the judge, would you uphold the right of the school to regulate the length of hair of boys?

Arguments in favor of regulating hair cuts.

- Schools have not only a right but an obligation to make sure that students dress and appear in such a way to promote good health and sanitary habits.
- Long hair is difficult to keep clean.
- Long hair can be a safety hazard in any class that involves moving machinery and chemicals.
- Long hair can be a distraction to other students and thus interfere with their rights to learn.
- Schools traditionally have had the power to regulate dress and behavior.



Arguments against the regulation of hair cuts.

- Appearance and hair style are a matter of personal taste and expression.
- Freedom of expression is similar to freedom of speech and, therefore, should be protected by the First Amendment of the Constitution.
- High school students are mature enough to decide how they should dress and have their hair cut.

How would you decide? Can you think of any other arguments on either side of the issue?