

Ideals & Violence

The Sixties Youth Rebellion

*A reawakening of youthful political idealism
collides with the escalation of America's longest,
most bitterly contested war.*



Debating the
DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Ideals & Violence

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*A reawakening of youthful political idealism collides
with the escalation of America's longest, most bitterly contested war.*



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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

“Senseless acts of violence by a tiny minority had nothing at all to do with the ideas, ideals, goals, or methods of the broader youth movement of the 1960s.” Assess the validity of this statement. That is, explain why you do or do not agree with it.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Evaluating the Sixties Youth Rebellion

“Be realistic, demand the impossible.” This 1960s slogan sums up the spirit of a youth rebellion that sparked a decade of turmoil in the U.S. and several other parts of the world.

America’s youth rebellion was many-sided. It was inspired by the civil rights movement of the late 1950s and early 1960s. It was fueled by the horrors of an escalating Vietnam War. Its key goals were political—to end that war and achieve racial justice. Yet it also focused on purely personal change and the creation of alternative lifestyles. Most who took part in it acted peacefully. However, many were bitterly angry and some were explosively violent.

“Be realistic, demand the impossible” conveys this movement’s “utopian” spirit, its hope to transform life totally and create a new social order. In this, it actually may have reflected the broader society of which it was a part. In the 1960s, after all, the United States was at the height of its prosperity and world power. From the space program, to President Lyndon Johnson’s “Great Society” programs, to the Vietnam War itself, Americans seemed to feel that anything was possible. This was especially true of the huge “baby boomer” generation of young people. As this group flooded into colleges in the ‘60s, it found the leisure and independence to express itself as no young generation ever had before.

The youth rebellion was led, above all, by one organization, SDS, Students for a Democratic Society. SDS’s history in the 1960s is that of a steady shift from idealism to violence. Its 1962 founding “Port Huron” statement was a stirring call for a democratic movement to transform America. The language was similar to that of Berkeley Free Speech Movement leader Mario Savio in a document included in this booklet (page 16). From 1965 on, ever larger antiwar demonstrations led by SDS and many other groups put pressure on the government to end the Vietnam War.

Yet as that war kept escalating, SDS’s views shifted from “protest” to “resistance,” to “revolution.” In 1969, SDS split apart, with all factions adopting Marxist revolutionary strategies. The so-called “Weatherman” faction took over SDS, destroyed it, and began a campaign of political violence. Most of the Weathermen later went “underground” (into hiding, that is) to work to disrupt what they viewed as a hopelessly unjust and warlike society. From 1969 to the mid-1970s, they and several other small grouplets carried out hundreds of bombings and other criminal acts. Only a tiny few ever took part in this terrorist violence. Yet tens of thousands of others in “the movement” admired or made excuses for them, however uneasily.

Two views of the 1960s still divide the nation. SDS leader Tom Hayden wrote that “We of the sixties accomplished more than most generations in American history.” To him, the youth rebellion was a heroic and deeply moral movement to save America from itself. The second view describes the upheaval as one led by pampered children whose utopian ideas and fanatic sense of moral superiority led many into a dead-end of violence.

This booklet’s documents focus mainly on the political aspect of the youth rebellion. They touch on both its idealistic, peaceful side and its tendency over time to become more violent. They raise this questions: Was the idealism totally separate from the violence, or were these two things connected in some way, one leading to the other?

A hero of the youth movement, songwriter Bob Dylan, may well have meant to warn it when he sang, somewhat mysteriously, “My love she speaks like silence, without ideals or violence.” Perhaps the four documents here will help you decide what connection, if any, might have existed between ideals and violence in the upheavals of the 1960s.

A Sixties Youth Rebellion Time Line

1955

Allen Ginsberg's poem "Howl," read in San Francisco, becomes an anthem for the Beat movement, an early focus of youthful discontent. The Montgomery Bus Boycott launches an era of civil rights protests.

1960

Young people take part in civil rights lunch-counter sit-ins in the South. Students protest HUAC (the House Un-American Activities Committee) for its investigations of the danger of domestic communism.

1961

President John F. Kennedy creates the Peace Corps, appealing to youthful idealism. The first U.S. soldiers are sent as "advisers" to fight in Vietnam.

1962

The first convention of Students for a Democratic Society (SDS) adopts its 60's student manifesto, the *Port Huron Statement: Agenda for a Generation* calling for "participatory democracy." In October, the Cuban Missile Crisis highlights the dangers of the nuclear Cold War rivalry.

1963

Buddhist monks stage suicide protests against the U.S. backed regime in South Vietnam. Martin Luther King Jr. gives his "I Have a Dream" speech at the March on Washington. In November, Kennedy is assassinated. Vice President Lyndon Baines Johnson ("LBJ") takes over as President.

1964

The 1964 Civil Rights Act outlaws legal segregation. The Tonkin Gulf crisis gives LBJ authority to begin to escalate the Vietnam War (U.S. troop levels there pass 500,000 by 1968). Three young civil rights workers are slain in Mississippi. Johnson is elected in a landslide. The Free Speech Movement in Berkeley, CA, takes place.

1965

Black nationalist Malcom X is assassinated. The Watts riot is one of several in black urban ghettos during the decade. The first "teach-ins" against the war are held on college campuses.

1966

Stokely Carmichael of SNCC, the Student Nonviolent Coordinating Committee, rejects nonviolence and calls for "Black Power." Martin Luther King Jr. objects strongly. Bobby Seale and Huey Newton found the Black Panther Party, a militant and often criminally violent political movement.

1967

The "hippie" arrives, in San Francisco's "Summer of Love" with its Monterey Pop Festival. About 400,000 people march to the UN to hear Martin Luther King Jr and Dr. Benjamin Spock speak against the war. SDS and other antiwar radicals stage their march to the Pentagon.

1968

Many students campaign for antiwar candidate Eugene McCarthy. SDS and other antiwar groups battle police and disrupt the Democratic Convention in Chicago. Nixon wins the election. The assassinations of Martin Luther King Jr. and Robert Kennedy add to a mood of crisis.

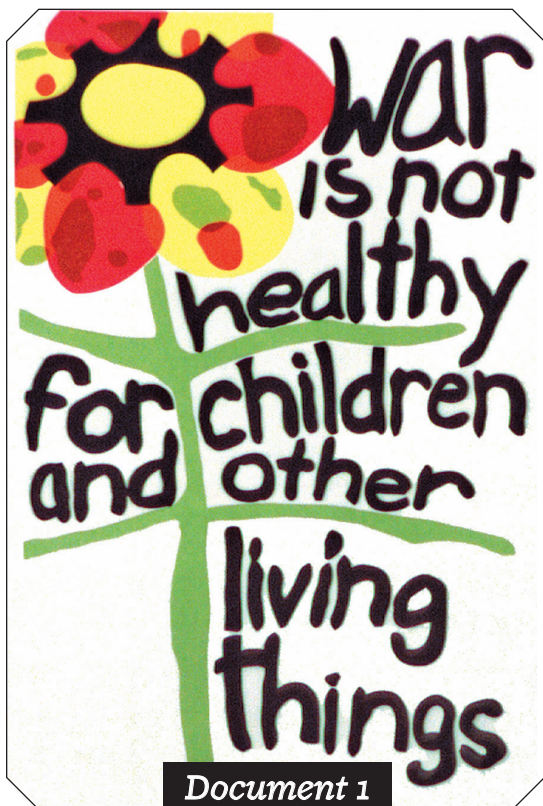
1969

Protests spread to many colleges. Some 400,000 celebrate "peace, love, and music" at Woodstock, New York. Two million take part in "Peace Moratorium" protests. SDS splits into factions. One faction, the Weathermen, engages in terrorism and bombing lasting into the '70s.

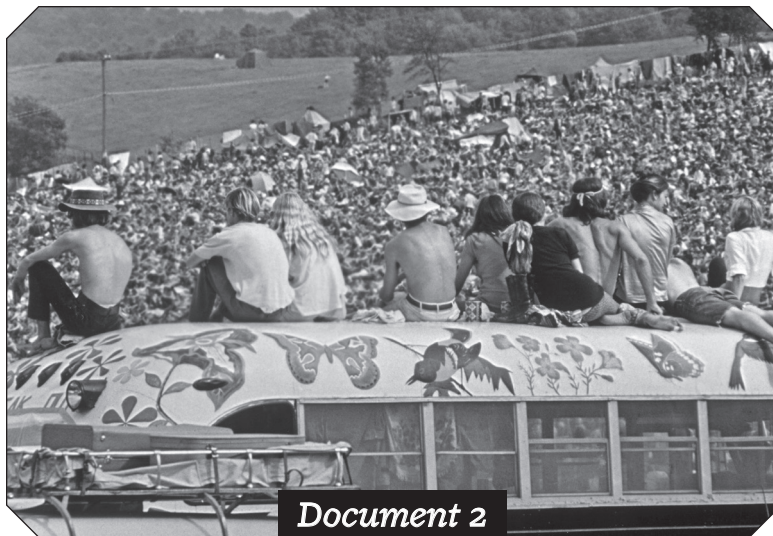
1970

During nationwide protests against U.S. bombing in Cambodia, National Guardsmen open fire and kill four students at Kent State in Ohio.

Visual Primary Source Documents 1 & 2



Courtesy of the Library of Congress



The Granger Collection, New York

Information on Documents 1 & 2

Document 1. The poster in the upper left was one of the most popular used by the anti-war movement in the late 1960s. It was not focused so much on the Vietnam War in particular as it was on the violence of all war in general.

Document 2. The youth rebellion of the 1960s resulted in a huge outpouring of vibrant and colorful art with a social message. Posters, murals and other public displays of such art were only one of many forms of artistic activity that were a key part of what many young people came to refer to simply as “the movement.” Popular music was perhaps even more

important. Rock and folk traditions were used to express the spirit of rebellion and protest in many different ways. The enormous four-day rock concert at Woodstock, New York, in August 1969, was a key moment in this history. Hundreds of thousands gathered there to voice youthful protest and celebrate a “hippie” lifestyle that rejected traditional authority and many social conventions. In the photo on the right, the young audience members on their colorful bus illustrate this spirit of joyful rebelliousness.

Visual Primary Source Documents 3 & 4

Document 3



Instructional Resources Corporation

Document 4



Instructional Resources Corporation

Information on Documents 3 & 4

Document 3. Despite its joyous music, a grimmer reality fueled the youth rebellion—the Vietnam War. On the left here, men from the 7th Cavalry Division are on a search-and-destroy mission in the An Lao Valley in South Vietnam in 1967. The photo suggests the difficulties of fighting both regular and guerrilla forces in a jungle setting. By 1968, more than half a million American troops were deployed in Vietnam. Many were draftees who often did not fully embrace the war or understand its purposes.

Document 4. Young people at home—especially other young draft-age men—increasingly agonized about the point of the war and whether to support it. On college campuses, many students began to protest openly. As the war escalated, so did these antiwar protests. On October 21–22, 1967, more than 75,000 people rallied near the Lincoln Memorial and marched to the Pentagon, where they confronted the soldiers shown on the right. Along with peaceful protests, by 1969 smaller underground groups such as the Weathermen were living in hiding and engaging in dozens of acts of bombing and other forms of violent protest.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

What overall idea do these two documents give you about the ideals and goals of the youth movements of the 1960s?

2 Context _____

What do you need to know to better understand these two documents? For example, what do you need to know about antiwar protests in the late 1960s? About the Woodstock concert? About the social or political meaning of dress and hair styles in those times?

3 Visual Features _____

In the poster, what visual features add to the meaning of the words? In the photo, how does the foreground of the image add to the meaning of the vista or larger scene shown?

4 Bias _____

Do these images take a stand or express a point of view about the sixties youth rebellion? If so what is it? Do you agree with it? Why or why not?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Docs. 3 & 4

Write two captions for these photos.

Try to convey not only what each scene shows, but what the young people in each scene were feeling and experiencing.

2 Bias, or Point of View

Photos may be realistic, yet they always give us only a selective or partial view of reality. Often, that view is biased. It expresses someone's point of view. What partial view of the Vietnam War and the protests do these photos offer? Are these views biased in any way? Use your own background knowledge of the war to help answer these questions.

3 Compare & Contrast

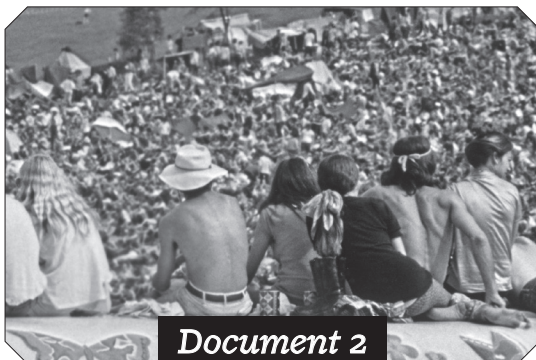
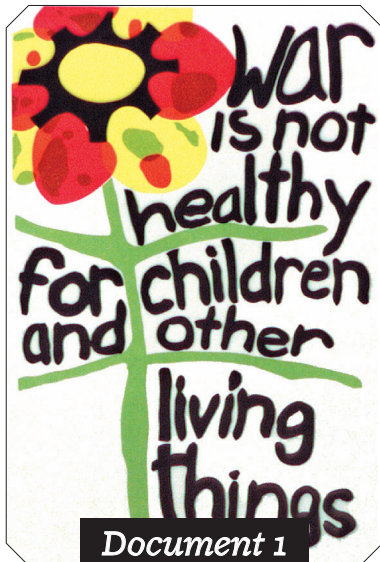
Write two brief paragraphs about the student rebellions of the sixties. Base your first paragraph only on Visual Source Documents 1 & 2. Base your second paragraph only on Visual Source Documents 3 & 4.

Comparing the Documents

★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the youth rebellion of the 1960s?



Documents 1 & 2 ☐

Documents 3 & 4 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

These passages are from a tape of a December 1964 speech by Mario Savio, a student in the philosophy department at the University of California at Berkeley. Savio was the leader of the Free Speech Movement (FSM) at Berkeley. The FSM organized student protests against the university for limiting the activities of civil rights and political groups on the campus. Savio soon became famous, and his efforts inspired similar types of student sit-ins, civil rights protests, and anti-war activism all across the nation.

Document 1

In our free-speech fight at the University of California, we have come up against what may emerge as the greatest problem of our nation—depersonalized, unresponsive bureaucracy. We have encountered the organized status quo in Mississippi, but it is the same in Berkeley. Here we find it impossible usually to meet with anyone but secretaries. Beyond that, we find functionaries who cannot make policy but can only hide behind the rules. We have discovered total lack of response on the part of the policy makers. To grasp a situation which is truly Kafka-esque, it is necessary to understand the bureaucratic mentality. And we have learned quite a bit about it this fall, more outside the classroom than in. . . .

Many students here at the university, many people in society, are wandering aimlessly about. Strangers in their own lives, there is no place for them. They are people who have not learned to compromise, who for example have come to the university to learn to question, to grow, to learn—all the standard things that sound like clichés because no one takes them seriously. And they find at one point or other that for them to become part of society, to become lawyers, ministers, businessmen, people in government, that very often they must compromise those principles which were most dear to them. They must suppress the

most creative impulses that they have; this is a prior condition for being part of the system. The university is well structured, well tooled, to turn out people with all the sharp edges worn off, the well-rounded person. The university is well equipped to produce that sort of person, and this means that the best among the people who enter must for four years wander aimlessly much of the time questioning why they are on campus at all, doubting whether there is any point in what they are doing, and looking toward a very bleak existence afterward in a game in which all of the rules have been made up, which one cannot really amend.

It is a bleak scene, but it is all a lot of us have to look forward to. Society provides no challenge. American society in the standard conception it has of itself is simply no longer exciting. The most exciting things going on in America today are movements to change America. America is becoming ever more the utopia of sterilized, automated contentment. The “futures” and “careers” for which American students now prepare are for the most part intellectual and moral wastelands. This chrome-plated consumers’ paradise would have us grow up to be well-behaved children. But an important minority of men and women coming to the front today have shown that they will die rather than be standardized, replaceable and irrelevant.

Written Primary Source Document 2

Information on Document 2

In 1970, Katherine Ann Power was a student anti-war leader at Brandeis University. That fall, she and four others began a crime spree to obtain weapons and money to fund a revolutionary army. During a bank robbery, one of the gang shot and killed Boston policeman Walter Schroeder. Katherine became a fugitive. In 1993, after 23 years of hiding, she finally turned herself in and went to prison. In 1999, she was paroled after serving six years. What follows are excerpts from the statement of Sgt. Claire Schroeder, Walter Schroeder's eldest daughter, at the sentencing of Katherine Ann Power on October 6, 1993.

Document 2

When Katherine Power and her friends robbed the State Street Bank in Brighton with semiautomatic weapons, my father responded to the call. One of her friends shot my father in the back and left him to die in a pool of his own blood. Katherine Power was waiting in the getaway car, and she drove the trigger man and her other friends away to safety.

Twenty-three years later, Katherine Power stands before you as a media celebrity. Her smiling photograph has appeared on the cover of Newsweek. She has been portrayed as a hero from coast to coast. Her attorney had appeared on the Phil Donahue show. [She] is receiving book and movie offers worth millions of dollars on a daily basis.

For reasons that I will never comprehend, the press and public seem far more interested in the difficulties that Katherine Power has inflicted upon herself than in the very real and horrible suffering she inflicted upon my family. Her crimes, her flight from justice and her decision to turn herself in have been romanticized utterly beyond belief.

One of the news articles about this case described it as a double tragedy—a tragedy for Katherine Power and a tragedy for my father and my family. I will never comprehend, as long as I live, how anyone can equate the struggle and

pain forced upon my family by my father's murder with the difficulty of the life Katherine Power chose to live as a fugitive.

Some of the press accounts of this case have ignored my father completely. Others have referred to him anonymously as a Boston police officer. Almost none of the stories has made any effort to portray him in any way as a real human being. . . .

When my father died he left behind my mother, who was then 41 years old, and nine children. He wasn't there to teach my brothers how to throw a football or change a tire. He wasn't there for our high school or college graduations. He wasn't there to give away my sisters at their weddings. He could not comfort us and support us at my brother's funeral. He never had a chance to say goodbye. We never got a last hug or kiss, or pat on the head.

Murdering a police officer in Boston to bring peace to Southeast Asia was utterly senseless then and it is just as senseless now. The tragedy in this case is not that Katherine Power lived for 23 years while looking over her shoulder. The tragedy is that my father's life was cut short for no reason, shot in the back with a bullet of a coward while Ms. Power waited to drive that coward to safety.

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

What overall point does this speech make about the university and the student in the 1960s?

2 Author, Audience, Purpose _____

The author of the speech is Mario Savio. How does knowing about him and his role in the 1960s student movements help you better understand this document and its historical importance?

3 Context _____

What trends in American life might help explain the complaints Savio is making here—especially as these trends affected the young?

4 Bias _____

What one or two sentences or phrases in this speech best express Savio's real feelings about American life, about education and about students in the 1960s?

5 What Else Can You Infer? _____

What is suggested or implied about the times by this document? For example, what can you infer about the U.S. economy or about growing up in America at this time?

Study the Document: Written Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What overall point does this document make about the young radicals in the 1960s? What point does it make about society's attitudes toward them then and today?

2 Author, Audience, Purpose

Who is the author and what is her purpose in writing this document?

3 Bias

What view or opinion does the author express toward radical students like Katherine Ann Power? Do you think its view is fair, too harsh or not harsh enough? Explain your answer.

4 What Else Can You Infer?

What is suggested or implied in this document? For example, what can you infer from it about the range of views among young people in the 1960s?

5 Usefulness

Sgt. Claire Schroeder did grow up in the 1960s. But she was not a student radical or activist. Does this make her views about the student rebellion of the 1960s less useful to a historian? Why or why not?

Comparing the Documents



The Written Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the youth rebellion of the 1960s?

Passages from a December 1964 speech by Mario Savio, the leader of the Berkeley Free Speech Movement that protested certain university limits on civil-rights and other political groups on the campus.

Document 1

☐

Excerpts from the statement of Sgt. Claire Schroeder, the daughter of policeman Walter Schroeder, at the sentencing of Katherine Ann Power for her part in Walter Schroeder's murder.

Document 2

☐

Comparison Essay

I chose Document _____ because:

*I did **not** choose Document _____.*

However, a historian still might use the document in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the youth rebellion of the 1960s. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four documents, answer this question.

Document-Based Question

“Senseless acts of violence by a tiny minority had nothing at all to do with the ideas, ideals, goals, or methods of the broader youth movement of the 1960s.”

Assess the validity of this statement.

That is, explain why you do or do not agree with it.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*

Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?

- *The Internal Paragraphs—1*

Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?

- *The Internal Paragraphs—2*

Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?

- *Use of Primary Source Documents*

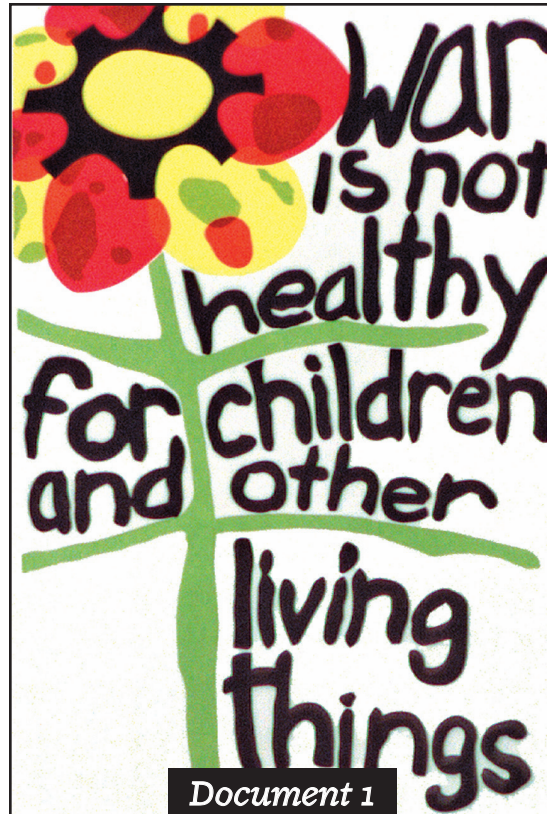
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?

- *Concluding Paragraph*

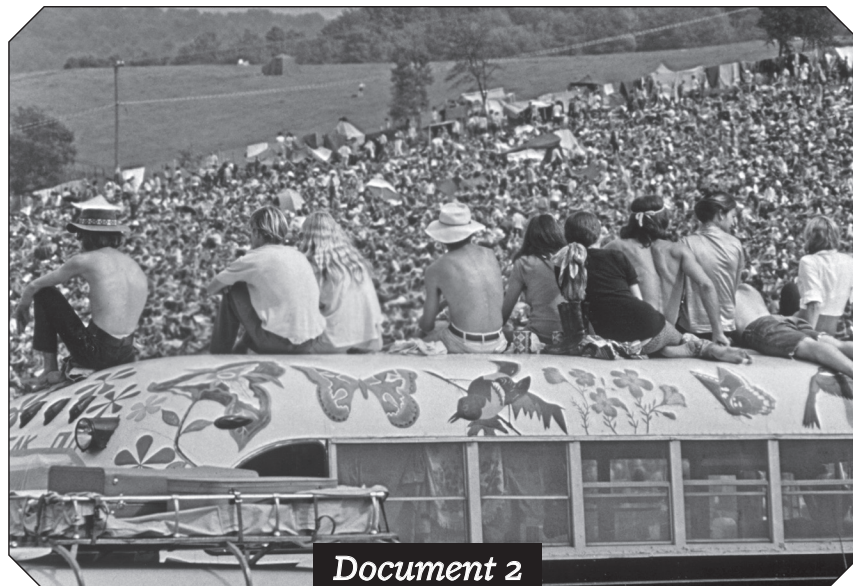
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Visual Primary Sources

First Group—Documents 1 & 2



Courtesy of the Library of Congress



The Granger Collection, New York

First Group—Documents 3 & 4



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