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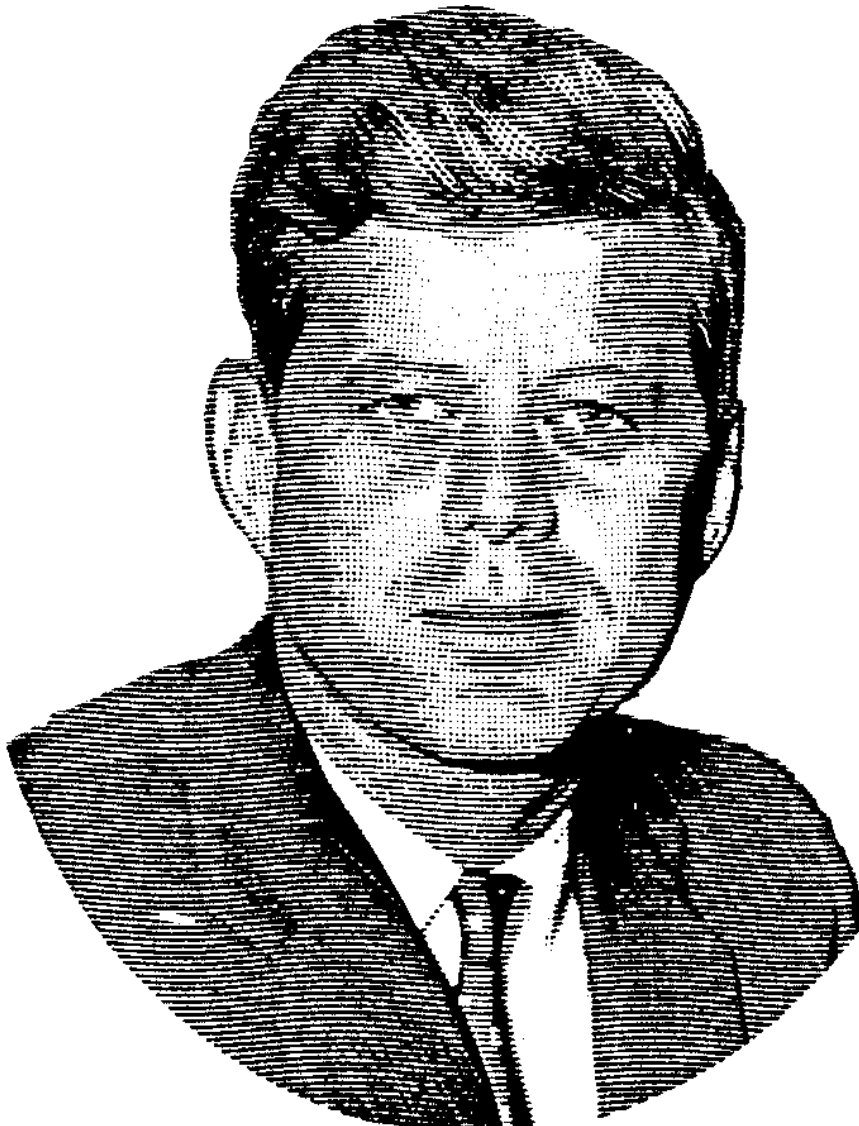
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1960's

***Creative Activities for Teaching
Critical Thinking & Writing***
U.S. History: The 1960's



Stevens & Shea Publishers

1960's

Introduction

This unit emphasizes writing and critical thinking. There are basically three types of activities. The news stories, writing exercises, and telegrams require students to evaluate, prioritize and write about historical events. They must **use** the information rather than just passively memorizing it.

The chronology and data analysis activities require students to detect trends and draw conclusions.

The viewpoints activities present different views of the same event. The critical thinking exercises that accompany these units require the students to evaluate the information.

Many of the activities deal with popular news stories of the decade that are usually not covered in textbooks.

Creative Activities for Teaching Critical Thinking and Writing U.S. History: The 20th Century

There are nine units in this series.

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SS141 1910's
SS142 1920's
SS143 1930's
SS144 1940's
SS145 1950's
SS146 1960's
SS147 1970's
SS148 1980's



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The 1960's

by Lawrence Stevens

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1960's

Directions

Chronology Logic

Events must be placed in chronological order. Each event has internal clues which place it in between other events. Students must read carefully and evaluate what they read.

Chronology

The major events of the decade are listed year by year. Students must categorize events, detect trends and decide on the ten most important events of the decade.

Decisions

Major decisions of the decade are presented and students are to discuss and decide the best possible choice.

People and Terms

Students can categorize the people and decide who was the most important or influential in each category.

Crosswords

Puzzles reinforce the items on the people and terms lists.

Viewpoints

Events and personalities are viewed from two different points of view. There is a page of questions and activities that emphasize critical thinking that accompanies the two viewpoints. Students should discuss and compare answers.

News Stories

The facts of major news stories of the decade are presented in random order. The students must write a news story using the inverted pyramid—mention the most important facts at the beginning of the story and the least important facts at the end. The stories should be limited in the number of words, e.g., 75 words. Students must prioritize information. Students can read and compare their stories.

News Writing

Several primary resources are provided for students to write a story. The sources and events are fictional but are typical of the decade. The student must assess the information and write a news report. Students should be reminded to cover who, what, when, where, why and how. They should also write the story placing the important facts first and the least important last.

Telegrams

Major news stories of the decade are described and students must condense the information into telegrams of no more than 10 or 20 words. Complete sentences are not required. Emphasis is upon selecting the important details.

Data Analysis

Data is presented for students to interpret and graph.

Critical Thinking

Students must critically evaluate statements about the decade, select the most precise and general statements, detect emotional words and write generalizations.

Answers

Page

4

Chronology Logic

1. A 2. H 3. D 4. E 5. B 6. G 7. F 8. G 9. I.

7-8

Decisions

Have students research what actually happened.

11

Crossword: Terms

Across: 1. Mississippi 5. march 6. Medicare 7. Bay of Pigs 10. Watts 11. civil 12. sit-in 15. Alliance 17. summer 19. Apollo 21. OEO 23. SNCC 24. Tonkin Gulf. **Down:** 2. Peace 3. army 4. New Frontier 7. Berlin Wall 8. Sputnik 9. Vietnam 10. War on Poverty 13. rights 14. riot 16. ESEA 18. Dallas 20. Voting 22. SCLC.

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Crossword: People

Across: 2. Hoffman 3. McNamara 9. Westmoreland 10. Meredith 11. Jack 12. Ladybird 14. Lewis 15. Kennedy 17. Jackie 18. King. **Down:** 1. Baines freeze 2. Humphrey 4. McCarthy 5. Oswald 6. Bobby 7. Carmichael 8. Goldwater 9. Wallace 13. Dulles 16. Nixon.

13-24

Viewpoints

Students should compare and discuss answers.

25-28

News Stories

Students should compare reports.

29-30

News Writing

Students should compare reports.

31

Telegrams

Students should compare telegrams.

32-33

Data Analysis

Students should discuss and compare answers.

34-35

Critical Thinking

Students should discuss and vote on correct answers. There are not always correct answers to these items.

Directions

Carefully read the events below. Taking into account the clues contained in the description of each event, arrange them in chronological order beginning with the earliest. Events 1 and 9 are in the correct position.

**Answer
Here****A. Kennedy defeats Nixon**

After a series of televised debates, John Kennedy becomes president of the United States

1. A**B. Three civil rights workers slain**

With the Cuban problems behind, the U. S. finds itself in a civil rights struggle. Blacks do not have the right to vote in the South. The deaths of three workers in Mississippi galvanizes Congress to action.

2. _____

3. _____

C. U.S. begins to reduce troops in Vietnam

With massive protests against the Vietnam War at home, the U.S. begins to reduce troops in Vietnam just a few days before the first man walks on the moon.

4. _____

5. _____

D. Colonel John Glenn makes first American orbital space flight

Kennedy's first year is marked by failure in Cuba. A first success is Glenn's flight. Eight years later U.S. astronauts land on the moon.

6. _____

7. _____

E. Cuban missile crisis

U.S. finds Russian missiles in Cuba. Cubans claim they are defensive to prevent another invasion attempt.

8. _____

9. I**F. Tonkin Gulf Incident**

While the nation is hopeful that the slayers of the three Mississippi civil rights workers will be brought to justice, the Vietnam War escalates. Congress gives the president more authority in conducting the war. More troops are sent.

G. Voting Rights Act passed

Congress moves to protect the right to vote for blacks in the South. Meanwhile the president under his authority granted under the Tonkin Gulf Resolution is increasing U.S. involvement in Vietnam. The attention of the U.S. is now trained on Vietnam instead of civil rights.

H. The Bay of Pigs Invasion

Kennedy inherited a planned invasion of Cuba. He decided to go ahead with it. It fails.

I. Apollo 11 lands on the moon

The decade closes with the Americans being the first to reach the moon.

1960

- First civil rights sit-ins at Greensboro, N.C.
- John F. Kennedy defeats Richard Nixon for presidency.
- U.S. launches first weather satellite.
- U-2 reconnaissance plane shot down over Russia.
- Mobs attack U.S. embassy in Panama.

1961

- U.S. severs relations with Cuba.
- Attempted invasion of Cuba at the Bay of Pigs.
- Alan B. Shepard, Jr. makes first American sub-orbital space flight.

1962

- John Glenn becomes first American to orbit earth.
- U.S. finds Russian missiles in Cuba and forces Russia to remove them.
- First U.S. communications satellite launched.
- James Meredith becomes first black student at University of Mississippi. Riots require 3,000 U.S. troops.
- Rachel Carson's *Silent Spring* published. Exposes environmental pollution.
- Supreme Court backs one man-one vote principle for state legislatures.
- Kennedy says U.S. military advisors in Vietnam can fire back if fired upon.

1963

- Supreme Court decides all defendants must have attorneys in state courts.

Directions

Use the chronology for the following activities.

1. Put the events into groups. Decide what categories you would put them into. For example, space, Vietnam, etc.

2. What general trends do you see in the 1960's? Write a report. For example, What is the trend in Vietnam?

3. Decide what are the ten most important events of the 1960's. Tell why.

- Supreme Court decides laws that require prayer in public schools are unconstitutional.

- Limited Nuclear Test Ban Treaty signed with Great Britain and U.S.S.R.

- Ngo Dinh Diem, president of South Vietnam, assassinated.

- President Kennedy assassinated in Dallas, Texas. Lyndon Johnson becomes president.

- 15,000 American troops in Vietnam.

1964

- Supreme Court orders congressional districts to have equal populations.

- Civil Rights bill passed ending discrimination in voting, jobs and public accommodations.

- Hundreds of civil rights volunteers go to Mississippi for Civil Rights Summer.

- Three civil rights workers murdered in Mississippi. 21 arrested and convicted in Federal Court.

1960's

Chronology

- Congress passed the Tonkin Gulf Resolution authorizing the president to take action in Vietnam after North Vietnamese attack American ships.

- Congress approves War on Poverty Bill.

1965

- LBJ orders bombing of North Vietnam below 20th parallel.

- U.S. sends 14,000 troops to Dominican Republic.

- Congress passes Voting Rights bill.

- Riot by blacks in Watts, a black ghetto in Los Angeles. 35 people killed, \$200 million in damage.

- Water Quality Act passed to meet pollution and shortage problems.

- U.S. forces in Vietnam total 184,300.

1966

- U.S. bombs Hanoi area of Vietnam.

- Medicare bill passed to pay medical expenses of those over 65.

- Edward Brooke elected to U.S. Senate. First black senator in 85 years.

- 445,300 troops in Vietnam.

1967

- Thurgood Marshall sworn in as first black Supreme Court Justice.

- Carl Stokes and Richard Hatcher first black mayors of major cities elected.

- Black riots in Detroit and Newark. In Newark, 26 killed. In Detroit, 40 killed.

- All of North Vietnam bombed.

- 475,000 troops in Vietnam.

1968

- Tet offensive. Communist troops attack Saigon and 30 provincial capitals. Suffer heavy casualties.

- Bombing of North Vietnam reduced and eventually stopped.

- Peace talks with North Vietnamese begin in Paris.

- Martin Luther King, Jr. assassinated in Memphis.

- Robert Kennedy, a candidate for president, assassinated in Los Angeles.

- Shirley Chisholm first black woman elected to Congress.

- Riots at Democratic National Convention in Chicago.

- Richard Nixon elected president.

1969

- Expanded four party peace talks about Vietnam begin.

- U. S. troops reach peak of 543,400.

- Apollo 11 mission reaches moon. Neil A. Armstrong first astronaut to set foot on moon. Edwin Aldrin accompanies him.

- Car driven by Edward Kennedy crashes. Secretary found drowned in car.

- Large anti-Vietnam War demonstration in Washington, D.C. 250,000 protest.

- Mylai massacre of civilians by U.S. troops in Vietnam reported.

Directions

A series of key decisions of the 1960's are described below. If you were in a position to make the decisions, what would you decide?

Send a man to the moon

The Russians sent the first astronaut into space in 1957. There was the widespread feeling in the United States that the U.S. had fallen behind the Russians in space technology. Some thought the U.S. needed to do something to get ahead of the Russians and that placing a man on the moon would show the world that the U.S. was still technologically superior. Some scientists thought it was a waste of money and exploration of the moon could be achieved less expensively by using robots. Others thought government money should be spent on helping the poor at home.

Which choice would you make?

- A. Send a man to the moon.
- B. Explore the moon by sending a robot vehicle.
- C. Forget about space exploration altogether and spend the money on domestic projects.

Key Questions:

What should the priorities of the U.S. government be in spending money?

Should the U.S. worry about keeping up with another country to maintain its image as a world power?

Should the U.S. spend more money on helping people in the U.S. rather than competing with other nations?

Invade Cuba

When President Kennedy took office he inherited a plan to invade Cuba with Cuban exiles who had been in training in Guatemala. Castro, the leader of Cuba, had developed a close relationship with Russia and had declared

I'M VOTING
FOR
NIXON
NO GIVE AWAYS!
Remember Yalta?
NO APOLOGIES!
Remember the Summit?
NO PIE IN THE SKY!
Remember it's YOUR Money
Jack will play Poker with

himself a communist. The United States provided financial backing and training for the Cuban exiles. Hundreds of thousands of Cubans had left Cuba and wanted to return. Cuban exiles wanted the U.S. to take an active role in supporting the invasion. They wanted the U.S. to provide air support. Presidential advisors were hopeful that the invasion would succeed in overthrowing Castro. If the invasion did not succeed and the United States were proved to be backing the invasion, it could hurt the prestige of the U.S. in Latin America.

Which choice would you make?

- A. Cancel the invasion.
- B. Provide only background support.
- C. Provide active air support to the exiles.
- D. Use U.S. troops to invade Cuba.

Key Questions:

Should the U.S. sponsor exile groups to overthrow another government?

Should the U.S. use military force to keep communist governments out of the western hemisphere?

Threaten war to force Russian missiles out of Cuba

U.S. spy planes had discovered Russian intermediate range missiles in Cuba. These missiles could strike a large part of the United States with nuclear warheads. The missiles threatened a part of the United States unprotected by radar. The U.S. asked the Russians to withdraw the missiles. The Russians refused. The Russians pointed out that the U.S. had missiles located in Turkey, next to Russia, and that the U.S. had tried to invade Cuba.

Which choice would you make?

- A. Allow the Russians to keep the missiles in Cuba.
- B. Prevent the Russians from bringing any more missiles to Cuba.
- C. Bomb the missiles in Cuba.

Key Questions

How far should the U.S. go to prevent Russian missiles in Cuba?

Should the U.S. risk war with Russia to keep the missiles out?

Send federal troops and marshalls into the South to protect African Americans

Black civil rights workers were beaten and killed in the South. The civil rights workers were trying to secure rights that were guaranteed by the U. S. Constitution. The South did not want African Americans to have equal access to public facilities or to vote. Blacks complained that the U.S. government was doing nothing to help them. The Kennedy administration was sympathetic with the goals of blacks; however, the Democratic administration depended on the votes of Southern Democrats to pass legislation that would help African Americans.

Which choice would you make?

- A. Send federal marshalls and troops to the South to protect blacks exercising their rights.
- B. Send federal law enforcement officials only after civil rights had been violated.
- C. Persuade Southerners to allow blacks to exercise their rights.
- D. Pass stronger laws to protect the rights of African Americans.

Key Questions

How far should the federal government go in enforcing laws in states that have customs contrary to federal law?

Should the federal government use troops and federal police to enforce the law?

Send more military aid to Vietnam

After the French were defeated in Vietnam in 1954, Vietnam was divided into two parts, north and south. North Vietnam was communist and South Vietnam was non-communist. The U.S. supported the South Vietnamese. Communists began to fight against the South Vietnamese government. The U.S. came to its aid with military advisors and equipment. When the North Vietnamese attacked American ships in international waters, the U.S. became directly involved in the war, bombing North Vietnam and sending large numbers of troops to fight. The war dragged on. 58,000 Americans were killed and there was no victory in sight.

Which choice would you make?

- A. Increase American military support.
- B. Withdraw U.S. soldiers and turn the fighting over to the South Vietnamese.
- C. Intensify bombing of North Vietnam and prevent Russian ships from delivering supplies.

Key Question

Should the U.S. become directly involved in defending other countries from communism?

The Beatles

A British rock-n-roll group that had a powerful influence on American popular music.

Stokely Carmichael

SNCC (civil rights) leader who introduced the term "black power."

Allen Dulles

Director of the CIA who, like his brother John Foster Dulles, was a vehement anti-communist.

Sen. Barry Goldwater

The Republican presidential candidate in 1964.

Abbie Hoffman

Leader of the "Yippies" who made fun of American society and challenged government authority. Was a leader of the riots at the 1968 Democratic convention.

Hubert Humphrey

Vice-president under Lyndon Johnson. Formerly a liberal senator from Minnesota. Was the Democratic nominee for president in 1968. Defeated by Richard Nixon.

Lyndon B. Johnson

A senator from Texas. Lyndon Johnson was Vice-president under John Kennedy and became president in 1963. He was re-elected in 1964.

John F. Kennedy

Elected president in 1960. He was assassinated in 1963 in Dallas, Texas.

Robert F. Kennedy

John F. Kennedy's brother. Attorney General during the Kennedy administration. A candidate for the Democratic nomination for president in 1968. He was assassinated in Los Angeles.

Martin Luther King, Jr.

The most prominent civil rights leader. Assassinated in 1968 in Memphis, Tennessee.

Eugene McCarthy

Senator from Minnesota. He was opposed to the Vietnam War. He ran for the Democratic presidential nomination in 1968.

Robert S. McNamara

Former president of the Ford Motor Company who was appointed Secretary of Defense in the Kennedy administration. A key figure in the Cuban Missile Crisis and Vietnam War.

James Meredith

First black to enroll at the University of Mississippi. There were riots protesting his enrollment and Federal marshalls had to be brought in to protect him. Later he was wounded while marching through Mississippi to protest civil rights abuses.

Richard Nixon

Elected president in 1968 and re-elected in 1972.

Lee Harvey Oswald

President Kennedy's assassin.

George C. Wallace

Governor of Alabama. He did not like the liberalism of the Democratic Party.

General Westmoreland

Commander of U.S. forces in Vietnam.



The Beatles

Apollo space program

The program to put the first man on the moon. Accomplished in 1968.

Alliance for Progress

President Kennedy's program

Bay of Pigs

An attempted invasion of Cuba to overthrow the government of Fidel Castro. The U.S. backed invasion failed.

Berlin Wall

A wall built by the communists to prevent people from escaping communist East Berlin to democratic West Berlin.

Black power

A term employed by radical African American leaders emphasizing political power for blacks.

Civil Rights Act of 1964

Legislation designed to end racial discrimination.

ESEA 1965

Elementary and Secondary Education Act provided federal aid to poor schools.

Freedom riders

Civil rights workers who rode buses into the South to desegregate public facilities. They were beaten and jailed but brought national attention to the mistreatment of African Americans in the South.

Great Society

The nickname for President Johnson's program to provide justice for all.

March on Washington

A civil rights march in Washington in 1963 to demand equality for African Americans.

Medicare

A Johnson program to provide government funded medical insurance to old people.

NASA

National Aeronautics and Space Administration which runs the space program.

New Frontier

The nickname for John F. Kennedy's program.

OEO

Office of Economic Opportunity. Part of the Great Society program.

Peace Corps

John Kennedy's program for helping developing countries by sending volunteers.

Pentagon Papers

Secret military reports that were published by the New York Times. The papers revealed that Americans were not being told the truth by the U.S. government about the war.

Sit-ins

A tactic used by civil rights protesters to fight segregation. They would sit in "white only" areas so they would be arrested and the segregation issue would be brought into court. The court would be forced into upholding the law.

SCLC

Southern Christian Leadership Conference was an organization of southern ministers headed by Martin Luther King, Jr. Called "slick."

SNCC

Student Non-violent Coordinating Committee was an organization of students that led the sit-ins and voter registration efforts in Mississippi. Called "snick."

Sputnik

The nickname for Russian satellites.

Tonkin Gulf Resolution

The Congressional resolution that gave the president power to increase U.S. military forces in Vietnam.

War on Poverty

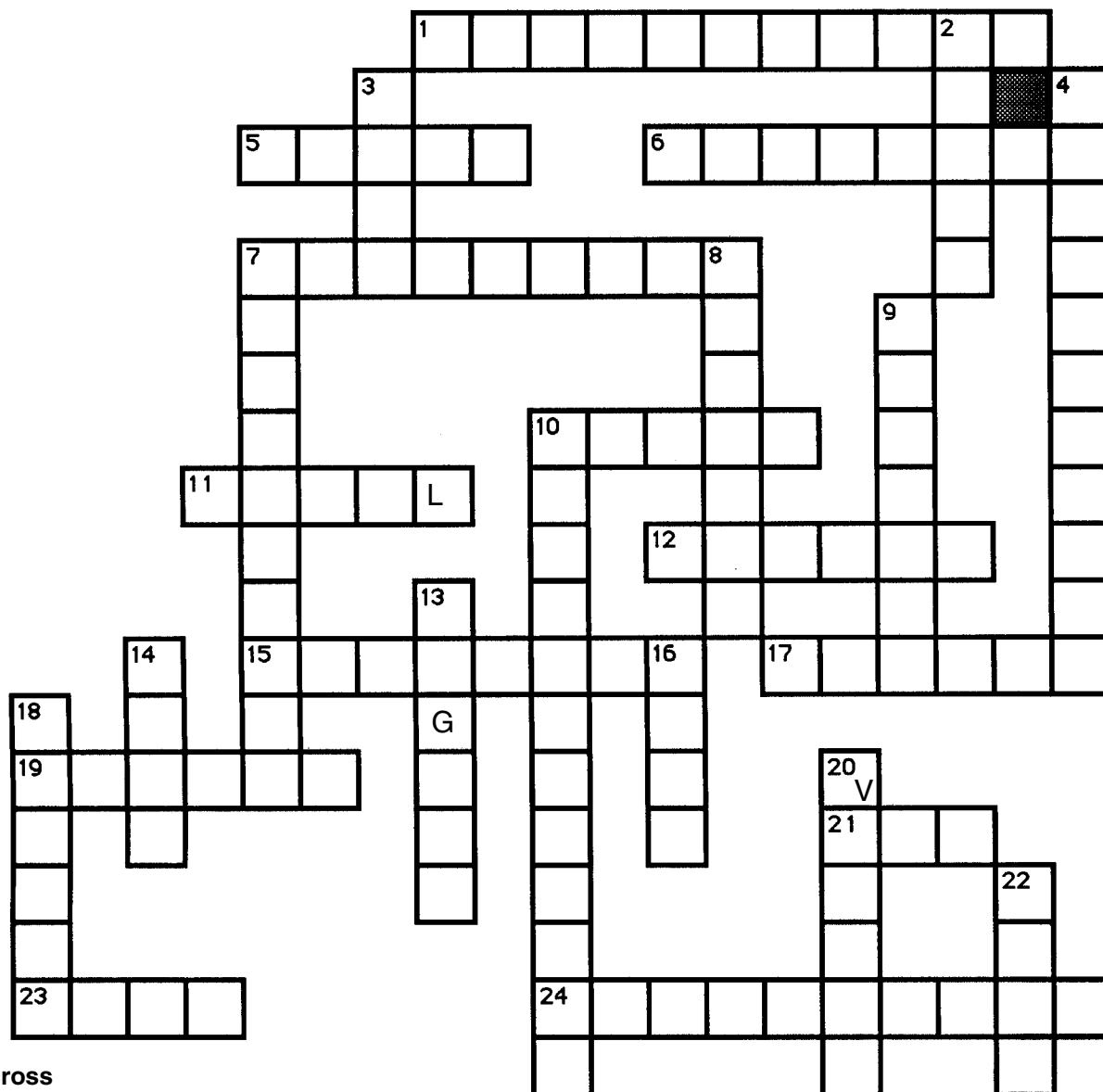
The name for President Johnson's program to rid the country of poverty.

Watts

A suburb of Los Angeles in which blacks rioted. Other riots took place in major cities.

Voting Rights Act 1965

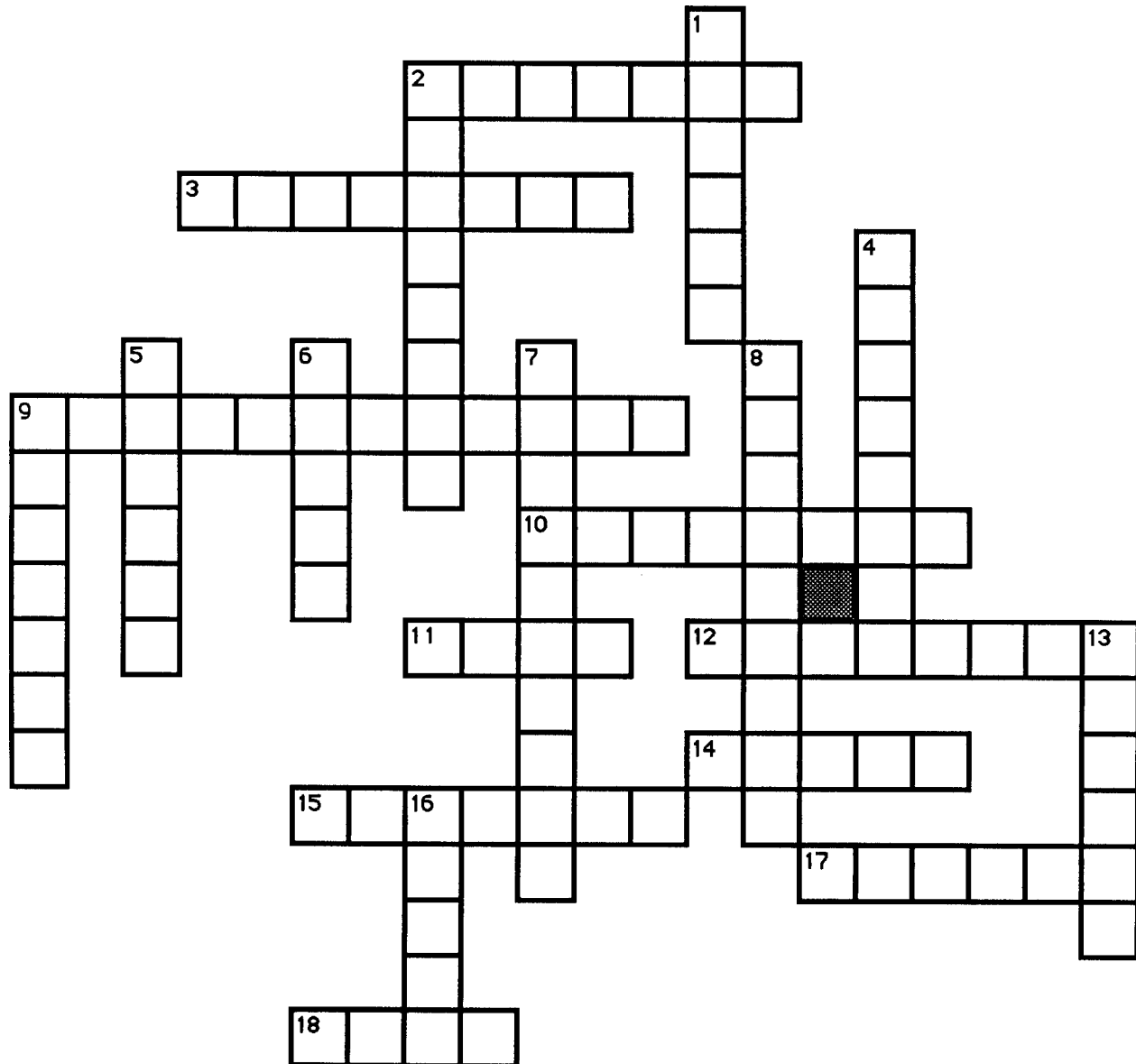
Federal legislation to protect the right to vote for blacks in the South.

**Across**

1. Three civil rights workers were killed here in 1964.
5. A _____ for civil rights took place in Washington, D. C. in 1963.
6. A federal health insurance program.
7. An invasion of Cuba took place here (3 words).
10. The place where riots started.
11. _____ rights.
12. Civil rights tactics.
15. _____ for Progress.
17. The "civil rights _____" of 1964 produced new laws.
19. The program to put a man on the moon.
21. Office of Economic Opportunity (abbr.).
23. A civil rights organization made up of students (initials).
24. North Vietnamese boats attacked U.S. ships here (2 words).

Down

2. _____ Corps.
3. When drafted you went into the _____.
4. JFK's program (2 words).
7. Built by the communists in 1961 (2 words).
8. A Russian satellite.
9. A country in Southeast Asia.
10. LBJ's program (3 words).
13. Civil _____.
14. What African Americans did in big city ghettos.
16. Federal program to aid education (initials).
18. Where Kennedy was killed.
20. _____ Rights Act.
22. A civil rights group made up of African American ministers (initials).

**Across**

2. Leader of the Yippies.
3. Secretary of Defense under Kennedy and Johnson.
9. Commander of U.S. forces in Vietnam.
10. First black to enroll at University of Mississippi.
11. JFK's nickname.
12. LBJ's wife's nickname.
14. Gave speech at March on Washington that was censored. Leader of SNCC.
15. Elected president in 1960.
17. JFK's wife.
18. Most famous civil rights leader.

Down

1. Lyndon Johnson's middle name.
2. Nominated by Democrats in 1968 to run for president.
4. A peace candidate for the 1968 Democratic nomination.
5. Killed JFK.
6. John Kennedy's younger brother.
7. Young civil rights leader who popularized term "Black Power."
8. Republican candidate for president in 1964.
9. Southern segregationist who ran for president in 1968 on third party ticket.
13. Head of the CIA.
16. Elected president in 1968.

1960's Kennedy Viewpoint Questions

Directions

Read the two viewpoints about Kennedy and answer the questions.

Viewpoint A

1. What were the accomplishments of the Kennedy Administration?
2. Does the article say anything that is critical of the Kennedy/Johnson Administrations?
3. What was the accomplishment of the Johnson Administration?
4. What are the main points of the article?
5. What facts are introduced to support the main points?

Viewpoint B

1. This article interprets the Peace Corps and Alliance for Progress differently. What is the difference?
2. On what points does the article criticize the Kennedy/Johnson Administrations?
3. What facts are introduced to support the main points?
4. On what factual points do both articles agree?
5. What facts are mentioned in this article that are not in Viewpoint A?

Fact and Opinion

Below is a series of statements about the two Viewpoints. There are four types of statements. 1. True facts which are well-documented. 2. Arguable facts which are not well-documented but can be proven true or false with further research. 3. Purely opinion which are statements judging the facts. 4. Mixed fact and opinion in which the facts are interpreted with a person's opinion. Decide which statements are factual and which are opinions. Mark an F for truly factual statements, AF for an arguable fact, O for opinion and FO for statements that contain an interpreted fact.

1. The election of 1960 was a contest between Kennedy and Nixon.
2. Kennedy's charisma captured the imagination of the American people.
3. There was no missile gap.
4. President Kennedy more than any other president was a creation of the media.
5. Kennedy had charisma but lacked substance.
6. The Democratic Party refused to share power with blacks.
7. The Peace Corps provided assistance to power countries.
8. The Great Society was designed to eliminate poverty and racial discrimination.
9. The most important of these programs was the Elementary and Secondary Education Act.
10. The programs of Kennedy-Johnson helped millions of Americans.

The election of John F. Kennedy in 1960 began a new era in American politics. Kennedy appealed to the idealism of the American people. In his inaugural speech he called upon the American people to "ask not what your country can do for you, but what you can do for your country."

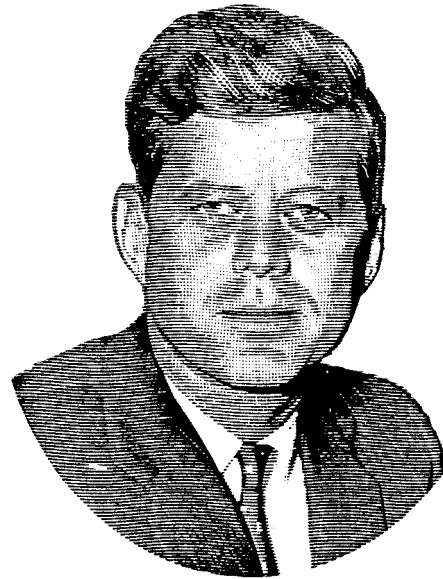
Young Americans responded by volunteering for Kennedy's Peace Corps. The Peace Corps provided assistance to the poor countries of the world. Volunteers earned \$10 a week for the two year stint as a teacher, farm or health advisor, or builder. Kennedy also started the Alliance for Progress to help the poor countries of Latin America.

Kennedy's appeal reached out to black Americans. Blacks began to demand an end to segregation during Kennedy's administration. New civil rights legislation was introduced. Kennedy ordered federal soldiers into Mississippi to protect James Meredith, the first black to enroll in the University of Mississippi.

John F. Kennedy was assassinated in 1963 before he could accomplish much. However, his spirit and his style influenced the time and set the path for his successor Lyndon Johnson.

Johnson extended the New Frontier program of JFK and called it the Great Society. The Great Society not only was intended to eliminate racial discrimination but also to eliminate poverty.

On the civil rights front Johnson pushed through Congress the Civil Rights Act of 1964 and the Voting Rights Act of 1965. These acts were designed to prevent discrimination based upon race and to protect the rights of blacks to vote in the South.



Johnson launched the most massive program to eliminate poverty since the New Deal. For the first time the federal government provided massive amounts of aid to the education of poor students. The most important of these programs was the Elementary and Secondary Education Act of 1965 which financed Headstart, a program for pre-schoolers, and compensatory education programs. Another important program was Medicare which went into effect in 1966. Medicare provided medical insurance to the elderly. He set up the Office of Economic Opportunity to help poor people and poor communities.

The programs of the Kennedy-Johnson era helped millions of Americans.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

The election of 1960 was a contest between Richard Nixon and John F. Kennedy. Kennedy won by a narrow margin. It was the first election in which the candidates debated on national television. According to pollsters the debates were an important factor in gaining votes for Kennedy who was handsome. Even more important was the ability of the corrupt Democratic political machine of Mayor Richard J. Daley of Chicago to deliver key votes to enable Kennedy to win the state of Illinois.

Kennedy's charisma captured the imagination of the American people. However, his accomplishments were minor in his short term in office. The Peace Corps sent young volunteers abroad to help poor countries, but only poor countries who were sympathetic with the United States. The Alliance for Progress was to provide economic aid to poor countries in Latin America. Most of the aid was military aid to support right-wing military dictatorships.

Kennedy made the "missile gap" the key issue in the campaign. The American people easily believed that the Russians were ahead of the United States because they were the first to launch a man in space. However, there was no missile gap. Kennedy rapidly increased military spending. He spent little on helping the poor of the United States.

Kennedy's image as a civil rights advocate also was contradicted by the facts. Kennedy and his brother, Bobby, who was appointed Attorney General, attempted to discourage blacks from having the famous March on Washington 1963. They also refused to provide protection to "Freedom Riders" who were attempting to integrate segregated facilities in the South.

President Kennedy, more than any other previous president, was the creation of the mass media. Kennedy had charisma but lacked sub-

stance. Very few of his legislative ideas ever passed Congress. When he was assassinated, Lyndon Johnson took his place. What Johnson lacked in charisma he made up for in legislative expertise. He persuaded Congress to pass a variety of legislation to protect the civil rights and voting rights of African Americans. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 did not do much more than civil rights legislation passed nearly 100 years before. The federal government only reacted to the demonstrations of blacks asking for the same rights as other Americans.

Mississippi was the southern state that most systematically deprived blacks of the right to vote. In 1964 a coalition of civil rights organizations led by the Student Non-violent Coordinating Committee flooded the state with hundreds of white civil rights volunteers from the north. Three of them were brutally beaten to death which focused the attention of the nation on Mississippi. The civil rights organizations created the Mississippi Freedom Democratic Party (MFDP). Blacks were excluded from the regular Democratic Party. The MFDP challenged the seating of the regular democrats at the national Democratic Convention that summer claiming the regular democrats were illegally elected because they denied blacks the right to vote. The liberal democratic leaders, including President Lyndon Johnson and Hubert Humphrey, refused to allow the MFDP to participate in the convention.

The Democratic Party, while it supported civil rights for blacks, refused to share power with blacks. Nor did the Democrats do anything to help blacks economically. Many African Americans, frustrated by the Democrats, turned to more radical means. Riots broke out in many northern cities. The Black Panther Party was formed to advocate Black Power.

1960's Vietnam Viewpoint Questions

Directions

Read the viewpoints Viewpoints about Vietnam and answer the questions below.

Questions: Viewpoint A

1. What was the purpose of SEATO?
2. What methods were used by the communists to win victory?
3. Why was the U.S. defeated?
4. What assumption (unstated belief) about the communists is the basis for Viewpoint A?

Questions: Viewpoint B

1. What countries controlled Vietnam?
2. What was the goal of the Vietnamese?
3. Why did the peasants support the communists?
4. Why was the U.S. defeated?

Questions: Comparison

1. What basic facts do the two articles agree on?
2. How do the articles disagree on why the communists won?
3. How do the articles disagree on why the U.S. lost?

Critical Thinking

Decide whether these statements are factual (F), opinion (O) or a mixture of both (FO).

Viewpoint A

1. It was important to fight communism to preserve democracy.
2. Village chiefs were beheaded.
3. The Vietnamese government did not have the resources to fight communism.
4. The U.S. government could have protected the Vietnamese from the communists.

5. The communists won only after the U.S. had withdrawn.

6. Communists like to portray themselves as nationalists.

Viewpoint B

1. The French controlled Vietnam.

2. Freedom from French control was good.

3. The president of South Vietnam had crooked relatives.

4. American forces killed innocent people.

5. Americans did most of the fighting.

6. Without developing popular support it was impossible for the U.S. to win.

Generalizations

Write generalizations for each group of statements below.

Group 1

- A. Communists used terror to frighten the Vietnamese.
- B. The communists in South Vietnam were called the Viet Cong.
- C. The Viet Cong were aided by North Vietnam.
- D. The South Vietnamese government was set up in 1954.

Group 2

- A. The U.S. sent large numbers of troops to Vietnam in 1965.
- B. The U.S. began to bomb North Vietnam in 1965.
- C. U.S. forces withdrew in 1972.
- D. The U.S. lost over 50,000 men in Vietnam.

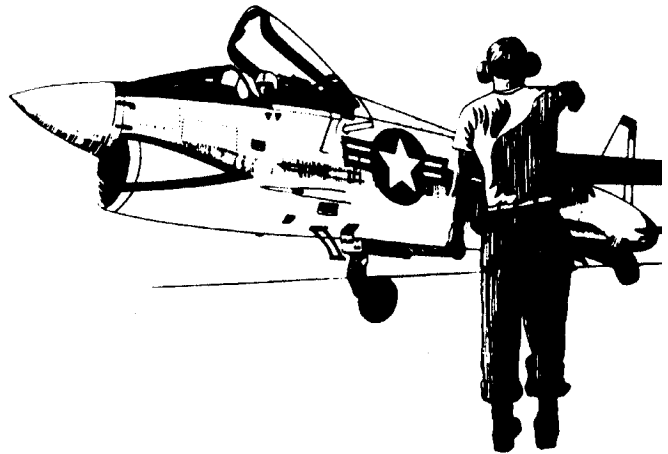
The Vietnam War began soon after the Vietnamese had defeated the French in 1954. French Indochina was divided into four parts. North Vietnam, which was controlled by the communists, South Vietnam, Cambodia and Laos. In South Vietnam, a communist organization, the Viet Cong, began to fight against the government. The U.S. provided military assistance and advisors. In 1963 the U.S. had 14,000 military advisors in Vietnam. By 1965 the U.S. had over 184,000 troops in Vietnam engaged in combat.

SEATO (Southeast Asian Treaty Organization) was formed to prevent communist domination of Asia. The communists had taken control of China in 1949 and attempted an invasion of Korea in 1950. Communist guerrilla movements had been defeated in the Philippines and Malaya. Communist control of Vietnam would quickly expose other countries of Southeast Asia to the threat of communism. It was important for the preservation of freedom and democracy for the United States to stop the communist invasion of South Vietnam.

In the late 1950's the communists waged a reign of terror throughout South Vietnam. Village chiefs were beheaded. School teachers had their hands cut off. The Viet Cong wanted to impress upon the Vietnamese that the government could do nothing to protect them. The Vietnamese government did not have the resources to fight the communists. The Viet Cong were aided by North Vietnam which, in turn, received aid from China and the Soviet Union.

The U.S. could have protected the South Vietnamese government from the communists. The communists won only after U.S. forces had withdrawn. The United States was not defeated by the North Vietnamese communists but by the lack of will to fight the war in the United States. The people of the U.S. were not willing to pay the price of fighting for freedom in Asia.

When the communists won in South Vietnam, Laos and Cambodia quickly became com-



munist-controlled. Thailand is also threatened by the communists and only a large U.S. military presence defends it.

While the communists like to portray themselves as nationalists, in fact their goal is to impose totalitarian communist rule. While Vietnamese communists worked with Vietnamese nationalists in fighting the French, once they had won, the communists eliminated the nationalists. The same is true in South Vietnam where the North Vietnamese communists pushed aside nationalists.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

U.S. involvement in the Vietnam War was the natural result of the U.S. anti-communist Cold War policies and the ignorance of the world. The American people naively followed their leaders into a war that was wrong.

France had controlled Indochina, of which Vietnam is a part, since the late 1800's. They treated the Vietnamese harshly. During the 1920's the Vietnamese began to resist French rule. In 1940, with France's defeat by Germany, Japan took control of Indochina. The Vietnamese continued to resist the Japanese and received help from the U.S. The leader of the Vietnamese nationalists (called the Viet Minh) was a communist, Ho Chi Minh. Ho was more of a nationalist than a communist. He viewed the fight of the Vietnamese as being similar to the fight of the Americans against British rule.

With the defeat of the Japanese in 1945, the Viet Minh took control of Vietnam. Ho asked the U.S. for help. The French also wanted to restore their control over Vietnam and did so by force. A war between the Viet Minh and the French began. Because Ho was a communist the Americans refused help and provided the French with military supplies. The French lost the war in 1954 and withdrew from Indochina. Indochina was divided into four parts, North Vietnam, South Vietnam, Cambodia and Laos. Cambodia and Laos were separate countries. North Vietnam was ruled by the communists. South Vietnam was non-communist. It was to have an election to decide what sort of government it should have.

The United States selected Ngo Dinh Diem to be the leader of South Vietnam. Diem was a Vietnamese aristocrat who had no sympathy for the poor peasants of Vietnam. Many of the Vietnamese were small farmers who farmed land for hundreds of years without having legal title to it. Diem took the land away from the small farmers and sold it to friends who in turn rented it back to the small farmers. The small farmers turned to the Viet Cong for help. The Viet Cong was the communist group set up to overthrow

the government of South Vietnam. The South Vietnamese government was corrupt and inefficient and could not defeat the Viet Cong. The South Vietnamese pleaded for more and more American aid.

South Vietnamese generals assassinated Diem and took control of the government in 1963. President Johnson campaigned for reelection in 1964 claiming the Republican candidate, Barry Goldwater, would escalate the war. Johnson was overwhelmingly elected and immediately began to turn the Vietnam War into an American war.

President Johnson believed that the massive use of American military power could turn the tide in Vietnam. He needed a pretext to send large numbers of troops to Vietnam. An incident in the Gulf of Tonkin gave him the pretext. American destroyers claimed they were attacked in international waters by North Vietnamese torpedo boats. The attack took place at night and no one ever saw the torpedo boats. Only an inexperienced sonar man picked up the sounds of what he thought were torpedoes. In all probability there was no attack, but it was enough for Johnson to ask Congress for permission to send more men to Vietnam and begin bombing raids on North Vietnam.

By 1965 there were 500,000 U.S. military in Vietnam. American military might could not overcome the determination of the Viet Cong and North Vietnamese. The American people were told that the U.S. was winning and the war would soon be over. The reality of the war as seen on TV and reported in the liberal press was that the U.S. was not winning and that there was no end of the war in sight. Americans protested by the hundreds of thousands and the Nixon administration began to make plans for the gradual withdrawal of American forces.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

Directions

Read the two viewpoints about Cuba and answer the questions below.

Questions: Viewpoint A

1. Why do the Cubans support Castro?
2. Why did American companies cry "foul" when Castro took over plantations?
3. Why did the Cubans bring in Russian missiles?
4. What did the U.S. do to try to overthrow Castro?

Questions: Viewpoint B

1. What did the U.S. do to help the Cuban people?
2. How did Castro harm U.S. interests?
3. How have Cubans demonstrated they don't like Castro?
4. Why did the Bay of Pigs invasion fail?

Questions: Comparison

1. What basic facts do the articles agree upon?
2. How do the articles disagree on Castro's popularity?
3. How do the articles disagree on nationalization of U.S. property?
4. How do the articles disagree on the failure of the invasion?

Critical Thinking

Decide whether these statements are factual (F), opinion (O) or a mixture of both (FO).

Viewpoint A

1. Previous Cuban governments did nothing to help the Cuban people.
2. Racial discrimination was widely practiced.
3. Plantation owners claimed their plantations were worth little.
4. The U.S. organized an invasion attempt.
5. The Russians put missiles into Cuba to protect Cuba.

Viewpoint A

1. Cuba nationalized American business.
2. Cuba has been closely tied to the U.S. since it achieved independence.
3. Cuba had been a virtual colony of the U.S.
4. Cubans were exploited by American business.
5. Many Cubans do not like Castro.

Generalizations

Write generalizations for each group of statements below.

Group 1

- A. Fidel Castro took power in 1959.
- B. Cuba's economy was dominated by the United States.
- C. Castro took control of American businesses in 1960.
- D. Castro declared that he was a communist.

Group 2

- A. Batista, Cuba's dictator, killed 20,000 people.
- B. Castro had over 500 enemies of the revolution executed.
- C. The U.S. attempted to invade Cuba in 1961.
- D. 700,000 Cubans left Cuba because of Castro.

Group 3

- A. Cubans have complete medical care under Castro.
- B. Cubans have increased their income under Castro.
- C. Cubans are better fed under Castro.
- D. Illiteracy has been eliminated from Cuba.

Group 4

- A. The Communists control Cuba.
- B. No elections are allowed in Cuba.
- C. There is no freedom of speech in Cuba.
- D. Opponents to Castro are put in prison.

Fidel Castro led the revolution that toppled the Batista government in 1959. The United States refused to recognize the new government. In 1960 Castro nationalized (took control) of U.S. business interests in Cuba.

In 1960, Castro declared himself a communist and allied himself with the Soviet Union. In 1961 U.S. supported exiles attempting to invade Cuba.

The Cuban people supported Castro and his government has done a great deal for the common person. Previous governments, which the U.S. supported, did nothing for the Cuban people. Most of the people were malnourished, lacking in education and health care. In addition, racial discrimination was widely practiced. Many Cubans were black.

The conditions of the Cuban people when Castro took power were deplorable. Only 11% drank milk regularly, 4% ate meat regularly, 2% ate eggs and only 1% fish. Nine out of ten peasant huts had no electricity and no running water. Fewer than half the houses had an outdoor privy. Medical care was non-existent. Forty three percent of the peasants could not read or write and only 44% ever attended school and most of these never went beyond the third grade.

Most of Cuba's land was owned by a few wealthy people and much of this land was idle while Cubans starved and went without work. Almost 75% of the farmland was owned by 8 percent of the farms. 200,000 peasant farm families had no land at all.

Much of the poverty was caused by American businesses who dominated the Cuban economy. United States businesses owned 80% of the utilities, 90% of the cattle ranches, 40% of the sugar cane plantations, 90% of the mines, 100% of the oil refineries, and 50% of the public railways.

American companies protested when Castro began to change the Cuban economy so the poor could benefit. He forced utility and

railroad companies to reduce their rates. He started an Agrarian Reform program that limited the size of farms.

American-owned cattle and sugar plantations claimed the plantations were worth very little so that they did not have to pay property taxes to the Cuban government. Castro offered to pay the American companies what they claimed their plantations were worth.

He sought to expand the market for Cuba's chief export, sugar. The Soviet Union was willing to trade oil for sugar. The American owned oil refineries in Cuba refused to process the Soviet oil which they were required to do by law. Castro took control of the American oil refineries.

The American companies cried "foul." American business interests encouraged the U.S. government not to recognize the Castro government and to end trade with Cuba.

Castro began a comprehensive education program. Now most Cubans can read and write. Cuba also developed a health care system so that Cubans today have free medical care. The Cuban government also ended racial discrimination so that all Cubans can have equal opportunity.

In 1961 the U.S. government organized an attempt to overthrow the Castro government. The invasion at the Bay of Pigs was defeated by Castro. Castro realized that the U.S. would continue efforts to overthrow his government. To help defend his country, the Soviet Union placed missiles in Cuba that could strike the U.S. Cuba had developed close relations with the Soviet Union because the U.S. refused to buy Cuban sugar and refused to sell Cuba American products.

The United States, by opposing Castro and his program to help the poor, drove Castro into an alliance with the Soviet Union.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

The United States fought a war to free Cuba from Spanish rule in 1898. Spanish rule was harsh, cruel and repressive. Most Cubans were exploited plantation workers. When the Cubans began to fight for their freedom, the Spanish put down the revolt with brutality. The U.S. declared war against Spain and Cuba was liberated.

Cuba became an independent country but it was closely tied to the United States. It depended on the U.S. for its trade and economic well-being. When Fidel Castro took power in 1959 he began sweeping socialist reforms.

Castro nationalized American business interests in Cuba. Over \$1 billion worth of American companies were taken over by the Cuban government, often without compensation.

The Castro government in Cuba represented a threat to the United States and the Western Hemisphere. It was the first communist, totalitarian government in the Western Hemisphere. In 1960 Castro declared that he "is and always has been a communist."

Over 700,000 Cubans left communist controlled Cuba. The United States supported efforts by some of these Cubans to overthrow the Castro regime. The United States failed, however, to provide air support during the Bay of Pigs invasion and the invasion failed.

Communist sympathizers who applaud Castro point to the economic benefits provided to the poor. These benefits are greatly exaggerated. The Cuban economy has not thrived under communist rule. Cuba is actually supported by the Soviet Union that provides two billion dollars of aid each year. When Castro took power in 1957 the per capita income was \$400. Thirty years later it had climbed to only \$1800.

Cuba today is still poverty stricken. The difference between pre-Castro Cuba and communist Cuba is that the middle class has been eliminated.

What gains the poor have made in Cuba have been made at the expense of political and religious freedom. Upon taking power Castro

established a cruel tyranny. By mid-1959 over 500 political enemies had been executed. Raul Castro, Fidel's brother, personally executed 74. When a Castro military court acquitted 45 men Castro had them retried and all but two were put in prison. There is no democracy or freedom in Cuba today.

While Cuba's economy limped along, Castro became a military adventurer. He maintained a large army and sent troops to fight in other countries. 30,000 Cuban troops are fighting to support Marxist regimes in Angola and Ethiopia in Africa. Castro also tried to export communist revolutions to other parts of Latin America. The pro-communist government of Nicaragua has received military supplies and personnel from Cuba. Leftist guerrillas in El Salvador are also supported by Cuba. Che Guevara, a leader of the Cuban revolution, was caught and killed attempting to lead a similar revolution in Bolivia.

Cuba also posed a direct military threat to the United States. In 1962 U-2 spy planes detected the emplacement of Russian missiles that could strike the United States. The U.S. forced the Soviets to remove the missiles.

Cuba continues to support revolutionary activity in Latin America and is a potential threat to peace and stability in the region.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

Directions

Read both viewpoints on the following pages and answer the questions below.

General questions for both viewpoints

1. Which viewpoint has a positive view of the 1960's?
2. What evidence or arguments are used to indicate the 1960's were good for the country?
3. Which viewpoint is critical of the 1960's?
4. What evidence or arguments are used to indicate the 1960's was an undesirable period?
5. What events are mentioned in the favorable viewpoint that are not mentioned in the unfavorable viewpoint?
6. What events and generalizations are mentioned in the unfavorable viewpoint that are not mentioned in the favorable viewpoint?
7. Are there any generalizations which are agreed upon by both viewpoints? If any, what are they?

Valid generalizations

Which statements are valid generalizations? A generalization is a conclusion based upon the facts. It may also include a value judgment or opinion. A valid generalization is supported by the facts. An invalid generalization is not supported by the facts and tends to be more of an opinion. Mark (V) for valid and (I) for an invalid generalization. Use (CT) if you can't tell.

1. _____ Society changed during the 1960's.
2. _____ Society changed for the better in the 1960's.
3. _____ Minorities began to have their rights protected.

4. _____ Drug use increased during the decade.
5. _____ Civil disobedience increases disrespect for the law.

Assumptions

An assumption is something that is believed to be true without proof. Our values and beliefs influence our generalizations about things. This is called bias. Often an author's values and assumptions are not openly stated. Which statements would the author of Viewpoint A agree with? Mark an (A) for those that you think the author would agree with and a (D) for those you think the author would disagree with. Use (CT) if you can't tell.

1. _____ It is good for the government to protect the environment.
2. _____ It is good to have minorities and women in government.
3. _____ The federal government should be run by competent employees.
4. _____ The government should use military force to get its way with other countries.
5. _____ Hard work is an important value.

Emotional words

Certain words are used to influence the reader's feelings or show the author's biases. Identify these words in the statements below. Underline the words or phrases.

1. They were critical of the hypocrisy of government.
2. The U.S. developed a new sensitivity to the needs of people.
3. The young people of the 1960's realized the old politics would not work.

1960's

1960's: Viewpoint A

The 1960's were a turning point in American History. While the U.S. trumpeted the ideals of freedom throughout its history, it was mostly freedom for businessmen to make as much money as they could. Freedom for other people for other purposes was not on the American historical agenda. Freedom of the press meant that the newspaper would print your views if they agreed with them and freedom of religion meant that you had to be a Christian and belong to one of the established Christian churches.

The 1960's broke with that tradition. Blacks sought civil rights and the government and the American people moved to correct the abuses of the past 100 years. Others were also given recognition. The women's movement began to move to the front. Mexican Americans also began to achieve their rights. America, for the first time, recognized the rights of minorities.

The government responded with programs to meet the needs of minorities who, for the most part did not benefit from New Deal programs. There were improved educational, health and economic opportunity programs that were geared specifically to minorities.

Women, who had been the largest and most ignored group, also began to assert their rights. Some of the civil rights legislation that prevented discrimination against blacks also was designed to prevent discrimination against women. More importantly women began to aspire to new careers. Increasing numbers of women entered the work force, held important jobs and held political office.

The same was true of minorities as increasing numbers of Hispanics and blacks enrolled in college, entering higher paid positions in the workforce and holding elected office. Equal opportunity shifted from rhetoric to reality.

A better educated public was more sophisticated about personal tastes and the world. No longer would the vast majority accept a narrowly defined role in society as good consumers and obedient followers. They were critical of the hypocrisy of the government and of the

capitalist economy that produced so much waste. Many sought an alternative lifestyle that was more in harmony with nature. They began to experiment with new forms of religion, music, and living arrangements.

Increasing abundance allowed for more leisure time and more time to be spent on political and cultural activity. The 1960's not only spawned the civil rights movement and the women's movement but also the consumer and environmental movements as well.

The new technology strongly influenced the cultural development of the 1960's and after. Television brought the world closer together; inexpensive music and audio systems encouraged the development of a variety of music forms. New printing technologies allowed for the production of books and magazines that appealed to a wider range of interests than before.

The United States and the world was transformed by the '60's. On the whole it was a change for the better affording new opportunities for people who had been left out of the mainstream of society, new freedom for those who wanted to experiment and a new level of consciousness about the environment.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

The 1960's mark the beginning of the end of the dominance of the United States in the world. The decade marked the turning point from respecting authority, whether it was school, family or church, to a selfish "do your own thing" mentality. An individual's rights suddenly became more important than the needs of society and respect for established institutions.

The civil rights sit-ins were the beginning in this decline of traditional values. Black students intentionally violated the law to protest discrimination. The media, which played a large role in changing the values of American youth, made the young civil rights protestors heroes. Breaking the law became acceptable to many young Americans.

The obvious wrongs of society were displayed by the media. Discrimination against blacks and police brutality were dramatically portrayed on television in the civil rights protests and at the Democratic national convention in 1968. This also created a disrespect for law and authority.

The actions of the government also encouraged disrespect for law and order. Government deception and lying was exposed in the U-2 incident, the Bay of Pigs invasions and the Vietnam War.

That disrespect carried over to the drug culture. Marijuana and LSD use was illegal but many young people ignored the law and did it anyway. A common attitude was that if it made you feel good, do it; besides, the authorities were corrupt.

Every conceivable minority discovered that they, as well as blacks, had rights that were ignored. Women demanded rights, as did the handicapped and homosexuals. The most important institution in society, the family, came under attack. Women wanted careers and homosexuals wanted the right to marry and even adopt children. Pre-marital sex, "free sex," became increasingly commonplace.

The popular music tended to glorify sex and drugs. The emphasis was on selfish pleasure. Young people began to use the slogan "sex, drugs and rock'n'roll." Timothy Leary, a former college professor, encouraged young people to "tune in, turn on, and drop out" with mind altering drugs.

While young radicals complained about the "white, racist, corrupt" government, they also wanted the government to solve the problems of poverty and racism. The government responded with the most impressive array of programs since the New Deal. Civil rights legislation attacked discrimination and the War on Poverty began a variety of programs to help the poor. Unfortunately, blacks and the poor began to look to the government more than ever to solve their problems.

While every group wanted a piece of the action, while every individual wanted the right to do "their own thing" while they condemned the established authority, the media and its advertising money created a new class on the make. "Radical chic" was now in and it made money. Magazines were created to meet every taste. There was a musical group to meet every taste. A common culture began to fragment.

Not even a war could unite Americans as it had done in World Wars I and II. The Vietnam War divided Americans between those who believed in supporting the government in a crisis and those who did not approve of the war. It was always unclear whether their motives were simple selfishness or another form of patriotism.

Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

Directions

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

Facts: U-2 Incident

U-2 entered Soviet airspace on May 1, 1960.

U-2 entered Soviet airspace at 5:36 A.M.

Pilot was Francis Gary Powers.

Flight began at Peshawar, Pakistan.

The mission of the U-2 was to photograph Soviet ICBM base.

President Eisenhower claimed that the U-2 was a weather plane and was not over the Soviet Union.

Nikita Khrushchev, the Soviet premier, produced the wreckage of the plane and the pilot.

The destination of the flight was Bodo, Norway.

The plane was shot down 1,200 miles inside the Soviet Union.

The U.S. had captured a Soviet spy in the U.S.

The Soviet spy's name was Colonel Rudolf Abel.

The code name of the flight was Puppy 68.

Directions

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

Facts: Bobby Kennedy Assassination

Robert Kennedy was the brother of John F. Kennedy.

Robert Kennedy was campaigning for the Democratic nomination for president.

Robert Kennedy was Attorney General when his brother was president.

Robert Kennedy had won the California Democratic primary.

Robert Kennedy was killed by an assassin at the Ambassador Hotel.

The assassin was Sirhan Bishara Sirhan.

Kennedy was shot at close range.

Kennedy's associates disarmed the assassin.

Sirhan Sirhan was an immigrant from Jordan.

The Ambassador Hotel is on Wilshire Boulevard in Los Angeles.

Robert Kennedy was about to make a victory speech to his supporters.

Kennedy was 42 years old.

The assassination took place on June 5.

John F. Kennedy was assassinated in 1963.

Sirhan Sirhan suffered a broken hand.

Directions

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

Facts: Martin Luther King, Jr. Assassination

Martin Luther King, Jr. was in Memphis, Tennessee to help garbagemen who were on strike for higher wages.

The garbagemen were black.

King was shot on the balcony of the Lorraine Motel.

Martin Luther King, Jr. was a famous civil rights leader who fought for the rights of blacks in the south.

King was a minister.

King's wife is Coretta King.

King was shot at 6.01 p.m. as he was leaving for dinner.

King was born in Atlanta, Georgia.

The Lorraine Motel is located on S. Main St.

King's father is Martin Luther King, Sr., a famous Atlanta minister.

The attack took place on April 4, 1968.

James Earl Ray was the assassin.

The shot was fired from the second floor bathroom of a rooming house at 422 S. Main

Directions

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

Facts: John F. Kennedy Assassination

The assassination took place in downtown Dallas.

The President was dead on arrival at Parklane Hospital.

The day JFK was assassinated was Friday, November 22, 1963.

The President was struck by two rifle bullets – at the base of the neck and in the head.

The attack took place at 12:30 p.m. Central Standard Time.

The President was riding in an open limousine.

The President was rushed to Parklane Memorial Hospital.

The President was pronounced dead at the hospital.

The shots were fired from the Texas Schoolbook Depository.

The shots were fired by Lee Harvey Oswald.

Oswald is 24 years old.

Oswald is an employee of the Texas Schoolbook Depository.

Kennedy was elected president in 1960.

Robert Kennedy, the President's younger brother, is Attorney General.

Lyndon Johnson, the vice-president, will take the president's place.

Governor John Connally of Texas was also wounded in the attack.

Connally was riding in the same car as the president.

Kennedy's wife, Jacqueline, was sitting next to the president when he was shot.

Directions

During the late 1960's students began to protest on college campuses. In Berkeley (University of California) students demonstrated in favor of free speech and against military contractors recruiting students for jobs, at San Francisco State students struck in favor of having more minority students on campus and a minority studies department; at Columbia University students took control of campus buildings to protest the college engaging in military research.

Using the information below, write a news story about the event. Use the inverted pyramid approach putting the important information first and the least important last. If you quote someone use quotation marks and identify the source. The events described below are fictional but typical of the time.



Interview with student leader, Joseph Schlitz

Interviewer: How long to you intend to keep up the occupation?

Schlitz: As long as it takes to get the administration to listen to us.

Interviewer: How many students are in the building?

Schlitz: 200.

Interviewer: The president says he is willing to talk.

Schlitz: We don't want talk, we want action. We are willing to negotiate.

Interviewer: What if the president carries out his threat to have the students arrested?

Schlitz: We have all these students out here in support. They will try to block the police from entering the building.

Interviewer: How many do you think are out here?

Schlitz: About 1,000. We have a lot of support on campus.

Interview with student protestor

Interviewer: How long have you been out here demonstrating?

Student: Two days.

Interviewer: Why are you demonstrating?

Student: Because this school has a fascist administration. They're racist, too.

Interviewer: What do you mean by fascist?

Student: They allow these military recruiters on campus and they do nothing to help the poor. That's what we want, a school with a social conscience.

Interviewer: Are you willing to go to jail?

Student: Whatever it takes.

Press Release from the President of the University, Dr. Joseph Campbell.

April 6, 1969

From: Dr. Joseph Campbell, President of Moreland State College

The University does not intend to negotiate with student radicals who are occupying the Administration Building. We are prepared to meet with students to discuss their concerns but not until the occupation ends. The students occupying the Administration Building are engaged in an illegal act – trespassing.

We are giving them 24 hours to end their occupation or we will have them arrested for trespassing and expell the students from school.

Flyer issued by the Students for Social Change

We appeal to all students of Moreland State to keep demonstrating in front of the Administration Building to support the students who have occupied the building.

We intend to occupy the building until the administration is willing to negotiate.

Moreland State is not a place of learning, but a tool of the military-industrial complex and our racist society.

Our demands are simple. No more military recruiters on campus, a 20% increase in minority enrollment and the creation of a new department for peace and social change.

Support your brothers and sisters. Come to the demonstration.

Interview with Dr. Collin Woods, Vice-president of the University.

Interviewer: Is the administration really prepared to arrest the students?

Woods: Yes. We don't have much choice. Governor Reynolds is insisting upon it.

Interviewer: Do you think the students have much support?

Woods: No. All we have out here is a radical group, a few hundred. Remember, we have 30,000 students on this campus and most just want an education.

Interviewer: Are classes taking place?

Woods: In most cases. The problem is that no paperwork is getting processed because the students are in the administration building. So we can't let this go on. They've been in there two days, now.

Interviewer: What about the student demands?

Woods: We're willing to talk, but remember this is a school. People come here to get an education so they can get a job. We can't say that only certain kinds of businesses can come on campus.

Interviewer: What about the demands for more minority students?

Woods: We have no rules that keep them out. If they meet our grade requirements, they can enroll. The radicals want us to let anyone in. We can't do that.

Directions

Write a telegram containing no more than 20 words reporting each of the events below. You do not have to write complete sentences. Imagine you are a reporter on the scene and you have to send a telegram to your paper reporting the news story and you only have enough money for 20 words.

1963 March On Washington

On August 28 over 200,000 people demonstrated in Washington, D.C., for equal rights for blacks. A. Philip Randolph, the president of the Brotherhood of Pullman Car Porters, had been pushing for a civil rights march since the early 1940's. It is reported that President John F. Kennedy opposed the march because he thought it would hamper efforts to get civil rights legislation passed through Congress. The highlight of the march was Martin Luther King Jr.'s "I have a dream" speech.

1964 Civil Rights Workers Missing

Mickey Schwerner, Andrew Goodman and James Cheney were reported missing on June 22. They were civil rights workers in Mississippi. Schwerner and Goodman were white volunteers who were helping in a voting registration effort among blacks in Mississippi. The Student Non-violent Coordinating Committee recruited 800 white volunteers to help in the effort. Blacks were denied the right to vote in Mississippi. The three workers had gone to investigate the burning of a black church near Philadelphia, Mississippi.

1965 Tonkin Gulf Incident

On August 2, in international waters, the U.S. destroyer Maddox was attacked by three North Vietnamese torpedo boats. The Maddox, which was on routine patrol, fired warning shots at the rapidly approaching torpedo boats.

The torpedo boats continued to approach at a high speed and fired machine guns and launched torpedoes against the Maddox.

The Maddox responded with fire and four planes were called in for support. The torpedo

boats were driven off and one was left "dead" in the water. The Maddox was 30 miles from the North Vietnamese coast, well beyond the 12 mile limit of North Vietnamese territory.

1965 Watts Riots

On August 11 a policeman arrested a black man driving a car in Watts. Watts is a suburb of Los Angeles largely populated by blacks. Blacks began to riot in protest of what they thought was police brutality. The riots lasted for 5 days. There were 35 killed. Property damage added up to \$200 million. Many stores and houses were burned during the riots. The California National Guard was called out to patrol the streets.

1968 King Assassinated

On April 4, Martin Luther King, Jr. was assassinated in Memphis by James Earl Ray. King was in Memphis to help garbage men who were on strike for higher wages. The garbage men were black. King was the most important civil rights leader during the 1960's. He was staying at the Lorraine Motel and was killed while standing on the second floor balcony.

1968 Pueblo Incident

The U.S.S. Pueblo, an U.S. Navy ship, was seized by the North Koreans on January 23. The 83-man crew was captured. The North Koreans claimed the ship was in their territorial waters and it was spying on North Korea. The Pueblo was a minesweeper. The commander of the Pueblo was Captain Edward Blucher. The United States claims that the Pueblo was outside North Korean territorial waters. The territorial limit is 12 miles.

1969 Chappaquiddick

A car driven by Senator Edward Kennedy plunged off a bridge into a tidal pool on Chappaquiddick Island on Martha's Vineyard on July 18. The body of Mary Jo Kopechne, a 28 year old secretary to the Senator, was found in the car. Martha's Vineyard is in Massachusetts.

Personal Income

Directions

1. Using the population chart below, calculate the average personal income by dividing the total personal income into the total population. Do this for the years 1960, 1970 and 1980. Is there a change in the average personal income? If there is, can you think of reasons for the change?

Personal Income
 (in billions of dollars)

1960	1970	1980	1987
409.4	831.8	2,258.5	3,780.3

U.S. Population Growth

Directions

1. Make a bar graph showing the percentage of change from 1900 to 1980.
2. How would you explain the high percentage of change in the first two decades and the low percentage of change from 1930 to 1940?

U.S Population Growth

Year	Total Population	Density (per square mile)	Total change (from previous census)	% of change
1900	76,212,168	21.5	13,232,402	21.0
1910	92,228,496	26.0	16,016,328	21.0
1920	106,021,537	29.9	13,793,041	15.0
1930	123,202,624	34.7	17,181,087	16.2
1940	132,164,569	37.2	8,961,945	7.3
1950	151,325,798	42.6	19,161,229	14.5
1960	179,323,175	50.6	27,997,377	18.5
1970	203,302,031	57.5	23,978,856	13.4
1980	226,545,518	64.0	23,243,487	11.4

U.S. Population

Directions

1. Make a line graph tracing the changes in rural (country) and urban (city) populations. Use a different style or color of line for each.
2. What conclusions would you draw about the changes in rural and urban populations?

U.S. Population
 (in 1,000's)

Year (in years)	Male	Female	Urban	Rural	median age
1950	75,187	76,139	96,847	54,479	30.2
1960	88,331	90,992	125,269	54,054	29.5
1970	98,926	104,309	149,325	53,887	28.0
1980	110,053	116,493	167,051	59,495	30.0

U.S. Government Income and Expenditures

Directions

1. Calculate the amount of government expenditures on a per capita basis. Divide the number of people (see the chart on U.S. population growth) into the amount of expenditures. Do this for 1960 and 1970. Is there any change? How would you account for the change?
2. Make a line graph charting the changes in income and expenditures during the decade. Use two different styles or colors of lines. What trends do you see?

U.S. Government Income and Expenditures
 (In 1,000's of dollars)

Year	Income	Expenditures
1960	77,763,460	76,539,973
1964	89,458,664	97,684,375
1965	93,071,797	96,506,904
1968	153,675,705	172,803,186
1970	193,843,791	194,968,258

Fact and Opinion

Directions

Below are some statements about the 1960's. There are four types of statements. 1. True facts which are well-documented. 2. Arguable facts which are not well-documented but can be proven true or false with further research. 3. Purely opinion which are statements judging the facts. 4. Mixed fact and opinion in which the facts are interpreted with a person's opinion. Decide which statements are factual and which are opinions. Mark an F for truly factual statements, AF for an arguable fact, O for opinion and FO for statements that contain an interpreted fact.

1. ____ John F. Kennedy was a great president.
2. ____ John F. Kennedy spoke out in favor of civil rights for African Americans.
3. ____ Supporters of civil rights marched on Washington, D.C., in 1963.
4. ____ John F. Kennedy increased spending on space projects.
5. ____ John F. Kennedy was killed in Dallas, Texas.
6. ____ John Kennedy increased America's prestige in the world because of his charisma and his supporting space research.
7. ____ Lyndon Johnson disliked the Kennedys.
8. ____ Lyndon Johnson was crude.
9. ____ President Kennedy personally approved of the assassination of Ngo Dinh Diem, the president of South Vietnam.
10. ____ Lyndon Johnson was elected president in 1964.
11. ____ Barry Goldwater, Lyndon Johnson's opponent in 1964, wanted a bigger war in Vietnam.
12. ____ Barry Goldwater was a Republican.
13. ____ Lyndon Johnson ordered more troops to go to Vietnam.
14. ____ Lyndon Johnson did a lot to help the poor people of the country.
15. ____ Lyndon Johnson did more than John F. Kennedy to help the poor of the country.
16. ____ The United States dropped more bombs on North Vietnam than in all of World War II.
17. ____ The Medicare program was a compromise between the powerful National Medical Association and the needs of the elderly.
18. ____ One of the reasons Lyndon Johnson did not run for re-election in 1968 was that he had serious health problems.
19. ____ The United States lost the war in Vietnam.
20. ____ The United States withdrew from the war in Vietnam.
21. ____ The United States should never have fought the war in Vietnam.
22. ____ There was a riot at the 1968 Democratic Convention.
23. ____ The Democratic Convention was held in Chicago.
24. ____ Mayor Daley of Chicago did not like those opposed to the war.

Emotional Words

Directions

Emotional words are used to influence how people think about events. They also are used to distort reality. Select what you think might be the emotional word in each of the statements below.

1. Civil rights workers were hippies.
2. The anti-war movement was led by communist sympathizers.
3. Barry Goldwater was a hawk.
4. Eugene McCarthy was a peacenik.
5. "Tricky Dick" Nixon was elected president in 1968.
6. American soldiers in Vietnam were baby killers.
7. The Black Panthers were opposed to the fascist government.
8. Chicago police brutalized demonstrators at the Democratic Convention in 1968.

Precision

Directions

Select the statement that you think is most precise in each group below.

Group 1

- A. The War on Poverty did many good things to help Americans.
- B. The War on Poverty provided money to poor schools, Medicare and created jobs for the poor.
- C. The War on Poverty helped the poor.
- D. The War on Poverty helped education and the poor.

Group 2

- A. The U.S. spent a lot of money on the Vietnam War.
- B. The U.S. tried to win the Vietnam War.
- C. The U.S. spent \$25 billion a year on the Vietnam War.
- D. The U.S. sent many soldiers to Vietnam.

Writing Generalizations

Directions

Write a general statement that is supported by all of the facts in each group.

Group 1

- A. The University of California attempted to restrict freedom of speech by having a specific free speech area in an out-of-the-way location.
- B. Students protested when University police arrested students for violating free speech rules.
- C. Mario Savio was the leader of the student protests.
- D. The students conducted a sit-in in the university's administration building.

Group 2

- A. The Beatles were a British rock group.
- B. The Beatles were the first British rock group to come to the U.S.
- C. The Beatles appeared on the Ed Sullivan show.
- D. Many groups, both English and American, imitated the Beatles' style.

Generalization

Directions

From the statements below select the most general statement .

Group 1

- A. U.S. policy in Vietnam was a failure.
- B. The U.S. could not tell the difference between the Viet Cong and non-communist peasants.
- C. The Vietnamese government did not gain the support of the peasants.
- D. The first president of South Vietnam had a corrupt family.

Group 2

- A. The Apollo finally succeeded when a man landed on the moon in 1969.
- B. Neil Armstrong was the first person to step on the moon.
- C. The Apollo space program was highly successful.
- D. President Kennedy began the Apollo program.