Lesson 1: America After World War II
Time Estimated: 1 day

Objectives:
Students will:

1. Recall, discuss and build on what they have studied about the United States during the period prior to World War II in order to compare and contrast key themes from the era (isolationism, the Great Depression, etc.) with that of the United States immediately following the war (superpower status, the United Nations, the economic boom, and changing economy).
2. Be introduced to many of the key terms and themes of the period 1945-1989.
3. Become familiar with the other members of their group and begin work on the culminating activity.

Materials:
- Computer*
- Television or projection screen*
- PowerPoint presentation America Following the War. Use the Historical Background to create this presentation. (*This can also be done by creating overhead transparencies and using an overhead projector.)
- Photo of Levittown, New York in the 1940s. A variety of photos are available at http://tigger.uic.edu/%7Epbhales/Levittown.html
- Link to the We Didn’t Start the Fire flash presentation: http://chnm.gmu.edu/7tah/unitdocs/unit15/Fire.php
- Use the Historical Background to create Lecture/Teacher Talking Points
- Lyric sheets and instructions for the We Didn’t Start the Fire group project.

Strategies:

1. **Hook:** Introductory PowerPoint Slide: If you had some cash to invest, in which of the following would you probably make the most money within the next 20 years?
   
   A. Tiny Tots Daycare Centers
   B. Merck Pharmaceuticals
   C. Motorola

   Oh yeah, what does something that is going to happen 20 years from now have to do with what we are going to study today?

   (The best answer is B. Hopefully this will lead to a brief class discussion on the growing population of retiring Baby Boomers and their impact on Social Security.)

2. Use the Historical Background to create Lecture/Teacher Talking Points on America at the End of World War II
   
   - The presentation/lecture addresses the state of the country at the end of World War
II and focuses on four key areas (economy, population, migration, and foreign policy).

- The goal with each slide is to compare the immediate post war period with that of the preceding interwar period. (Great Depression to post war boom, smaller families to the Baby Boom, cities to suburbs, isolationism to the United Nations).
- Allow time for class discussions on how 1945 compares to today. Culpeper is currently undergoing rapid population growth as it increasingly becomes a bedroom community for Northern Virginia. How many of their parents work in factories as opposed to a service related industry? What is the role of the United States in the world today?

3. Small Group Assignments:
   - Break the students up into groups for the *We Didn’t Start the Fire* project.
   - Provide instruction sheet and lyrics and allow the students to exchange phone numbers and email addresses.
   - Explain the requirements and due date for the assignment. (I make this due after we finish with the next unit 1975 to the Present.)

4. *We Didn’t Start the Fire* flash presentation:
   http://chnm.gmu.edu/7tah/unitdocs/unit15/Fire.php
   - While showing the presentation have the students take a blank piece of paper and just make a check mark every time they hear or see something in the song that they have heard of before.
   - Allow students to share their scores and discuss anything that they found interesting.

5. Closing:
   - Allow the students to work on their project/divide the terms up/brainstorm lyrics.

**Differentiation:**
The PowerPoint and flash presentations accommodate visual learners and the group assignments allow for the mixture of students of varying abilities and skill levels.
Lesson 2: The Cold War Presidents (1945-75)
Time Estimated: 2 days

Objectives:
Students will:
1. Work in small groups with online sources
2. Be introduced to several of the United States presidents of the Cold War period (Truman, Eisenhower, Kennedy, Johnson, and Nixon).
3. Identify and examine key domestic, foreign policy and Civil Rights initiatives and compare them with those of their predecessors.
4. Focus on broad themes and major examples rather than just list every major detail and accomplishment.
5. Share their information and teach the other members of the class.

Materials:
- Computers and links to websites or printed versions if needed
  - http://www.digitalhistory.uh.edu/modules/index.cfm
  - http://www.whitehouse.gov/history/presidents/
- Graphic organizers for the Cold War presidents
- Key ideas and terms sheet (1945-75)

Strategies:
1. **Hook:** In 1946 British Prime Minister Winston Churchill gave his famous Iron Curtain Speech in Fulton, Missouri. Of all of the states he could have chosen, why do you think he picked that one? (It is located in Truman’s home state. It was very symbolic and guaranteed to get press coverage.)

2. Allow the students to get back into their groups and give each one a graphic organizer for each president and a copy of the Key Ideas and Terms (1945-75) sheet. This is a large jigsaw activity in which each group will focus on a different president.

3. Provide the list of websites:
   - http://www.digitalhistory.uh.edu/modules/index.cfm
     Go to the Online Textbook and then focus on the last four headings that deal with America after World War II.
   - http://www.whitehouse.gov/history/presidents/
     This site contains bios and the key events of every president.
     This site contains speeches by Presidents Eisenhower, Kennedy, Johnson, and Nixon as well a speech condemning Senator McCarthy.
4. Utilizing the online sources the students will complete their graphic organizer. Remind them that there is a reason why the boxes are so small on the sheets. The goal is to focus on major themes, key events and terms rather than for them to just copy down everything that they have read.

5. Provide a list of guiding questions for the students to consider as they complete their research:
   
   - On domestic issues, was the president’s policy an attempt to expand or limit the role of the federal government initiated by F.D.R. under the New Deal?
   - How successful was it?
   - What factors or events influenced the creation of the foreign policy?
   - Was the president taking proactive steps on Civil Rights issues or reacting to events?

6. On the second day the groups examining Truman and Eisenhower will teach the class about their presidents. In Lessons 6 & 7 those groups with Kennedy, Johnson, and Nixon will present their findings. The teacher will fill in any gaps or expand on items discussed.

7. During the 1950s President Eisenhower had a platoon of 30 soldiers assigned to duty in the basement of the White House. What was their “Top Secret” assignment?

   (Believe it or not, while Ike painted for a hobby, he could not actually draw. These soldiers drew outlines on blank canvasses and numbered the different areas for the president to paint in. He is sort of responsible for the concept of paint by numbers. While it just a piece of trivia, it is interesting to hear what students actually come up with).

8. Closing questions: Ask students:
   
   - Are there any similarities between media coverage of the 1948 election and an election in your lifetime?
   - What international events and possible domestic influences prompted the shift in foreign policy from Containment to Rollback under NSC-68?

**Differentiation:**
The group assignments allow for the mixture of students of varying abilities and skill levels. The graphic organizers aid in note taking. The use of speeches takes into account audio learners. The provided questions allow aid in guidance as well as higher level thinking opportunities.
Lesson 3: Consensus and Conformity in the 1950s
Time Estimated: 1 day

Objectives:
Students will:
1. Be introduced to the theme public consensus and conformity and how they are reflected in the popular culture of the 1950s.
2. Be introduced to many of the key facets of popular culture during the 1950s.
3. Examine individual aspects of the 1950s and decide whether they actually represent conformity or a reaction against it.
4. Use what they know about the world around them (music, movies, television etc.) and apply this knowledge to popular culture during the 1950s.
5. Evaluate whether or not the 1950s were a decade of consensus and conformity.

Materials:
• Movie *The Ten Commandments*
• Overhead transparency with key terms from the Key Ideas and Terms (1945-75) sheet
• Computers and list of websites:
  [http://www.digitalhistory.uh.edu/modules/index.cfm](http://www.digitalhistory.uh.edu/modules/index.cfm)
  [http://www.whitehouse.gov/history/presidents/](http://www.whitehouse.gov/history/presidents/)

Strategies:

1. Hook:

A. Show the scene from *The Ten Commandments* when Moses’ mother and sister place the baby in the basket and send him down the river. Explain that the wife of the film’s star Charlton Heston, was pregnant when the movie was cast. The director, Cecil B. DeMille offered the part of baby Moses to the impending young Heston, but only if the child was male.

B. Show the scene when the King and Queen of Ethiopia are introduced to pharaoh.

C. Then show the Passover scene when Moses’ adoptive mother and her slaves ask for sanctuary. Explain that her chief slave is the very same actor who portrayed the King of Ethiopia, but he is only credited with the former role.

D. Then explain that this film was the number one box office draw of the 1950s and second only to *The Passion of the Christ* as the highest grossing religious film of all time.

E. Lead the class in the discussion of the following questions:

   • What do the first scene and its casting say about male and female roles during the 1950s?
   • What do the last two scenes say about the image of African-Americans during that time? (One actor for two roles was not a cost saving device for this block buste. DeMille hired the entire Egyptian army for the chariot scenes!)

F. Ask the students to define the terms consensus and conformity and discuss there answers.
2. **Lecture:** Use the following as Teacher Talking Points:

- One method historians use to examine a particular time period is to look at society and popular culture. In the 20th century what movies, books, music, radio, television shows, and fads were popular provides insights into what was going on within society during the time.
- Unlike the 1960s that are often remembered and portrayed as a time of social unrest and rebellion (the anti-war movement, drug use, the Sexual Revolution), the 1950s are commonly referred to as a period of consensus and conformity. They were the considered Happy Days.
- These ideas were reflected in many aspects of the popular culture of the decade. For example movie musicals were very popular in the 1950s. When is the last time that you saw a movie in which a crowd of people stopped what they were doing and spontaneously burst out into song and dance together? Can anyone name an African-American actor from the 1950s (other than Sidney Poitier)?
- Many scholars argue that this conformity was based upon perceived threats to the social and political landscape (Civil Rights, Women’s Rights, the Red Scare).
- The booming economy and subsequent materialism of the post war era (keeping up with the Joneses) also played a role. The 1950s witnessed the growth of suburbs, birth of fast food chains such as McDonalds, credit cards, and television. Americans increasingly lived in the same style house, ate the same fast food, and watched the same shows.
- Although many women had begun to enter the workforce since World War II, emphasis was placed on the traditional role of women. The Betty Crocker Cook Book and selections from Better Homes and Gardens were among the best seller lists. Although Marylyn Monroe is considered the sex symbol of the decade, her goal in every one of her movies was to get married.
- The United States underwent a modern religious revival. The Bible topped the non-fiction best seller for several years. Seven of ten top grossing movies had religious themes. (The Ten Commandments, Ben Hur, The Robe, etc.)
- The Baby Boomers come of age and teenagers are increasingly becoming recognized as a distinct social group. They are often seen as non-conformist. The term JD (Juvenile Delinquent) was first used in school and court records. The teen idol of the fifties was James Dean, star of Rebel Without a Cause. The fifties witnessed the birth of rock and roll.
- In addition to teens, there were several authors and poets who were critical of this perceived conformity.
- These cords of dissonance would later become more dominant during the sixties.

3. **Activity:**

- Have the students take a piece of paper and divide into two columns: Examples of Conformity and Challenges to Conformity.
- Using the list provided as well as relying upon what they know, have students research each term on the list and place it in the appropriate column.
- Also provide the students with the following websites to aid in their research:

This site contains an interview with Allen Ginsberg and Margaret Mead about the Beat Generation

http://www.biography.com

http://www.fiftiesweb.com/
Check out the music links

• Have students share their selections during class discussion.
• Inform the students of the upcoming quiz tomorrow.

4. Closing:
   Ask students:
   • From what you have uncovered, how accurate is it to refer to the 1950s as a decade of consensus and conformity?
   • Take a look at the movies, television shows, and music of today. What will historians say about America during the early 21st century?

Differentiation:
This lesson utilizes a variety of different sources (films, music, quotes, lecture etc.) for the students to draw from. It also allows students to build upon what they already know about the popular culture of today. The key terms guide that the students use to complete the two column chart includes items already discussed in class as well as items that they must evaluate on their own.
Lesson 4: The African-American Civil Rights Movement
Time Estimated: 2 days

Objectives:
Students will:
1. Take a short quiz on the material covered during Lessons 1-3.
2. Be introduced to the many different events, groups, key leaders, strategies, and goals of the Civil Rights movement, as well as Southern response to it.
3. Recognize that the Civil Rights movement was an ongoing process that went far beyond the actions of Dr. Martin Luther King, Jr.
4. Examine the role of the federal and various state governments to the movement.

Materials:
• Photo of Emmett Till, as well as a variety of primary sources, a timeline and teacher’s guide available at http://www.pbs.org/wgbh/amex/till/index.html
• Graphic organizers and key terms sheet.
• Transparency of the number of African-American voters registered for the 1968 election and the results of the election by state, or copies of the handout: How Successful Was the Struggle for Civil Rights by 1968?

Strategies:
1. The students will take a quiz: The Early Cold War. If possible, go over it once completed.

2. **Hook:** Display a picture of young Emmett Till and ask “What ‘crime’ did this twelve year old child commit that was so heinous in Mississippi that it led to his death? (He dared to talk to a white woman.)

3. Using this election results chart, to what extent had the Civil Rights movement accomplished its goals by 1968? (While the chart illustrates that several million African-Americans were registered to vote in the South, there was also a strong showing by George Wallace in the former Confederacy).

4. Lecture: Hand out the graphic organizers.
   Use the following as Teacher Talking Points:
   • The African-American Civil Rights movement was a long and arduous process. It did not begin with Brown v. Board of Education or end with the “I Have a Dream” speech. Rosa Parks did not just decide to get on the bus one day. It has been argued that its roots can be traced back to early slave revolts such as the one led by Nat Turner and even expressed in simpler forms of resistance in daily efforts by slaves just to survive. Remind students that it continued after the Civil War with the actions of leaders such as Booker T. Washington and W.E.B. Du Bois. It involved many different groups, and
like the disagreements between Washington and Du Bois, they often utilized different strategies and sought different goals. While Dr. King is the most famous, and a central focus, he was only one leader.

• In addition to the struggle for African-American rights other groups during the 1960s and early 1970s, such as women, young people and Native Americans also sought a redress of their social, political, and/or economic status.

• Begin with first part of the graphic organizer: The 1940s

• The modern roots can be traced to American involvement in World War II. Groups such as the NAACP and the newly formed, and more militant Congress of Racial Equality. The Congress of Racial Equality (CORE) sought to tie the war against fascism abroad with the war against racism at home in the Double V campaign. Leaders such as A. Phillip Randolph and Ralph Abernathy threatened a march on Washington to demand equal opportunities for blacks in war jobs.

• In response the government under F.D.R. created the Fair Employment Practices Commission (FEPC). In 1948 President Truman ordered the armed forces desegregated during the war.

• During this period a series of court cases which challenged the concept of “Separate but Equal” instituted in 1896 in Plessey v. Ferguson and that would culminate with the 1954 Brown decision were making their way through the courts.

• Among the Southern responses, in 1948 Southern Democrats dissatisfied with Truman’s Civil Rights position formed the Dixiecrat Party. While its candidate, Strom Thurman came in third in the election, he earned over 1.7 million popular votes and 39 electoral ones.

• 1950-54:
• The leading groups were CORE and the NAACP and its lead attorneys Thurgood Marshall and Oliver Hill who sought to fight the struggle through the court system.

• (You can skip the Key Events and Government Actions and go straight to Court Cases.)

• In 1954 the Supreme Court decision in Brown v. Board of Education ruled that racially segregated schools were inherently unequal and ordered their desegregation with all deliberate speed.

• In response, white citizens opposing the Brown decision were organized throughout the South. Citing the issue of states’ rights, Virginia, in a strategy labeled Massive Resistance, closed many of its public schools rather than comply with the Supreme Court. (Culpeper did not desegregate until the late 1960s).

• This is a good point to answer questions and encourage class discussion.

5. Inform the students for the next two rows (1955-60 and 1961-65) they will view the
documentary *Eyes on the Prize: Awakenings* – or the alternate PBS film – and fill in the appropriate boxes. Once again the emphasis is on major events and ideas rather than minute details. Leave room because they may be going back to a box more than once. They should refer to the key terms sheet for help.

6. *Eyes on the Prize* is two hours overall. It is best to stop occasionally in order to allow for questions and discussions.

7. Lecture 1966-1968:
   Use the following as Teacher Talking Points:

   - After 1965 the movement shifts in direction both in terms of geography and focus. While Dr. King is still viewed as the central leader, other more militant groups such as the Black Panthers and Nation of Islam were gaining followers in inner city areas in the North and California. While Malcolm X was assassinated in 1965, it is appropriate to place him and his message in this period. They focused primary on racism and economic issues.

   - Their strategy was known as Black Power. It advocated a more separatist and militant approach in order to achieve African-American political and economic rights and was more popular with those who saw the non-violence of Dr. King as too conciliatory and accommodating.

   - Among the key events were a series of riots from 1965-67 in many Northern cities, most notably the Watts section of Los Angeles, Calif. The assassination of Dr. King in 1968 also led to more riots. The increasingly disproportionate number of African-Americans serving in the Vietnam War also increased racial tensions.

   - In response to these riots, President Johnson formed the Kerner Commission to study the causes of African-American unrest in the wake of the recent Civil Rights and Voting Acts. Their report concluded that the United States was actually becoming two Americas, one affluent and white and the other poor and black.

   - In the South staunch segregationist Governor George Wallace ran for election in 1968. A distant third he still garnered 9 million and 48 popular votes.

   - After 1968:
     - While organizations such as CORE and the NAACP are still active, the deaths of Medgar Evers, King, Malcolm X as well as the arrest of most of the leaders of the Black Panther Party, the movement seems to have run its course. Although Jesse Jackson and Al Sharpton still carry the banner and have run for president, many of their actions have made them extremely controversial.

     - Despite setbacks to the movement itself, the number of African-Americans elected to public office has increased. Douglas Wilder was elected governor of Virginia (the former capital of the Confederacy) and recently Senator Barack Obama, from Illinois has emerged as a powerful political figure.
• Every Republican administration from Richard Nixon to George W. Bush has sought to limit the scope of the Great Society, reflecting a conservative trend in American popular politics. While in office Nixon employed a Southern Strategy, appealing to white voters by back-pedaling on Civil Rights issues. George Bush recently opposed an affirmative action case dealing with college admissions that was heard before the Supreme Court.

• An important Supreme Court case after 1968 was the 1978 Bakke decision in which the court ruled in favor of a white student who was denied admissions to a California medical school that used a racial quota system.

• This side of the chart has a column entitled Northern and Southern Responses. During the 1970s white parents in Boston rioted in opposition to a court mandated busing system that sought to desegregate predominately white schools.

8. **Closing:**
   Ask students:
   • What do you think of Affirmative Action? (For AP classes, tread lightly.)
   • Is there any connection between Virginia’s history of separate but unequal schools and the fact that this college preparatory class is predominately white?

**Differentiation:**
This mini unit within a unit provides ample opportunities for differentiation. There is both guided note taking through lecture as well a powerful visual presentation. The use of a graphic organizer helps in both. The hooks and closing call for higher level thinking.
Lesson 5: Other Social Movements
Time Estimated: 1 day

Objectives:
Students will:

1. Be introduced to many of the key leaders and events of other the social movements that arose in during the 1960s.
2. Compare and contrast their strategies with those of the African-American Civil Rights movement
3. Examine the impact that the counter culture had upon the Vietnam War.
4. Evaluate how successful each group was in achieving its respective goals.

(In my class I also include homosexuals and an extra row can be added to the organizer. This might be too controversial a topic for some school districts.)

Materials:

- Overhead with Betty Freidan quote (see below)
- Computers and website list
- Graphic organizer
- NBC Miniseries movie The Sixties (Other options include: The 1960s: A Global Revolution, from MPI; and The Fabulous 60s from ABC News.)

Strategies:

1. **Hook:** Display the following quote and ask students when they think it was written. A hundred years ago? Almost fifty years ago? Ten years ago?

   The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered. . . Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children chauffeured Girl Scouts and Brownies, lay beside her husband at night- she was afraid to even ask herself the silent question-“Is this all?”

   Betty Freidan, 1963, from The Feminine Mystique

2. **Introduction:** In addition to the African-American struggle for Civil Rights, other social groups such as women, a growing youth culture, and Native-Americans also sought action on important issues such as equality and the Vietnam War.

3. **Activity:**

   - Utilizing the online sources complete the graphic organizer. Remember the box size is important!
http://www.digitalhistory.uh.edu/modules/index.cfm
Go to the Online Textbook and then to America in the Tumultuous ‘60s.

http://www.historychannel.com/speeches/poligovt1.html
This site contains Direct Broadcasts of the 1964 Free Speech Movement and the 1968 Columbia University takeover as well as a 1973 News Report of protest at Wounded Knee.

• Explain that the reason that the Women’s’ box has two rows is that there was female opposition to the ERA as you will find on the site.

• Allow students to share their findings and encourage class discussion.

4. **Closing:** Show the scene from the movie *The Sixties* of the 1968 Chicago Riots. The scene contains actual footage from the riots.

  • Why were the protesters shouting “The whole world is watching”?  
  • Were they right?  
  • How do protests today compare to 1968?  
  • Would you march to protest something even if it meant risking arrest and/or injury?  
  • For the females in the class: do you feel that you are treated as equals in society today?  
  • If there is a draft, should women be included in the draft?
Lesson 6: Kennedy, Johnson, and the Vietnam War
Time Estimated: 1 day

Objectives:
Students will:

1. Be introduced to several of the U.S. presidents of the Cold War period (Kennedy and Johnson).
2. Identify and examine key domestic, foreign policy and Civil Rights initiatives and compare them with those of their predecessors.
3. Focus on broad themes and major examples rather than just list every major detail and accomplishment.
4. Share their information and teach the other members of the class.
5. Examine the evolution of American involvement in the Vietnam War, the nature of the fighting, and impact on the home front.
6. Become familiar with the terms and themes of the war.

Materials: (See Lesson 2)
- The American Leering Institute film The Vietnam War (30 minutes) or, as an alternate choice, Vietnam: Chronicle of a War (86 minutes) CBS News, 1981 videocasette.
- Guiding questions sheet to accompany the movie

Strategies: (See Lesson 2)

1. Hook: During the Vietnam War soldiers served in Southeast Asia for one year tours. Upon arriving in Vietnam new troops reported seeing numbers written, painted and carved on walls, trees etc. None of the numbers was higher than 365 and those 14 less would be circled or be followed by an exclamation point. What did these numbers symbolize? (Soldiers were counting down their remaining days.)

2. Imagine you are on patrol in the jungles of Vietnam. Who is most likely in the front of the line a newbie or a short timer? (Most likely the short timer was doing everything possible to stay safe.)

3. After the Kennedy and Johnson groups from day 2 teach the class, distribute the guiding questions sheet and show The Vietnam War.

4. Go over the answers with the class and engage in class discussion.

5. Closing: With the current war in Iraq this is a perfect opportunity to make connections between Vietnam and today on a variety of issues such as opposition to the war, troop rotations, fighting a guerilla insurgency, winning the hearts and minds etc.
**Lesson 7: 1968 & Nixon**  (These are actually two mini lessons in one day)

**Time Estimated: 1 day**

**Objectives:**
Students will:

1. Be introduced to many of the key leaders and important events of 1968.
2. Organize and examine these leaders and events along thematic lines (Civil Rights, the Vietnam War, and National Politics).
3. Examine and evaluate the role of television in coverage of these events.
4. Evaluate whether or not it was a watershed year in American history.
5. Identify and examine key domestic, foreign policy and Civil Rights initiatives of Richard Nixon and compare them with those of his predecessors.
6. Share their information and teach the other members of the class.

**Materials:**
- Overhead transparency made from Lecture Notes/Teacher Talking Points
- The American Leering Institute film *The Vietnam War* (30 minutes)
- A piece of duct tape

**Strategies:**

1. **Hook #1 (1968):** From what we have discussed during the last week and a half or so list at least two things that happened in 1968. (The Tet Offensive, the assassination of Martin Luther King, Jr., the Democratic National Convention, Nixon’s election)

2. **Lecture/Teacher Talking Points: 1968 a Turning Point?**

   - 1968 was a pivotal year in American history. From the jungles of Southeast Asia to the streets of Chicago, America experienced a year of turmoil. Key leaders were assassinated, a social movement changed focus and a political party was split. Americans began to question the war in Southeast Asia and saw it fought on the home front. And Americans witnessed these events through the wonders of a little box in their living rooms.

   - **Civil Rights:**
     - The assassination of Martin Luther King, Jr. in 1968 by a white racist seemed to signal the end to the Civil Rights movement and its strategy of non-violence. His death also triggered riots in many cities which were manifestation of an increased sense of black rage which had been building with more militant groups as the Black Panthers.

   - **Vietnam:**
     - As illustrated in the movie, in January 1968 the Vietcong launched a series of surprise attacks throughout South Vietnam that became known as the Tet Offensive. American military forces were eventually successful and the Vietcong were effectively eliminated as a combat force. As a result, from Tet on, more and more of the fighting in South Vietnam was done by regular units of the North Vietnamese Army. The Tet
Offensive also had repercussions on the American home front. Despite reassuring the public of eventual victory, American general William Westmorland requested additional troops be sent. This request and the fact that the Viet Cong had managed to launch such a well organized offensive led many Americans to question this country’s role in Vietnam.

• One of the most surprising critics was famed newscaster Walter Cronkite who, after reporting on the Tet Offensive, continued on air to question the nation’s ability to win the war. While today cable news network commentators offer their own opinions on a regular basis, this was a bombshell from one of the most trusted news anchors in American history.

• The Tet Offensive also had an impact on President Johnson. Faced with an increasingly determined foe in Vietnam and increasingly anti-war protests at home, he went on live television to announce that he was seeking to reduce American troop strengths and open peace talks with the North Vietnamese. He then announced that he would not seek reelection. It was another televised bombshell.

• National Politics:
• With LBJ out of the race, the heir apparent to the Democratic nomination was JFK’s brother and former Attorney General Robert Kennedy. On the night of the California primary he was shot on live television by a young Arab angry about Kennedy’s pro-Israel views. His death robbed America of an extremely charismatic and populist leader and opened the doors for a showdown for the nomination.

• As we saw the other day, the Democratic National Convention in Chicago was the scene for a series conflicts between anti-war rioters and local police that Americans saw fought through the wonders of television.

• The two challengers for the Democratic nomination were Vice President Hubert Humphrey and anti-war Senator Eugene McCarthy. While more hawkish Humphrey won the nomination, it split the party on the issue of the war. This opened the door for the Republicans nominated former Eisenhower Vice President Richard Nixon, himself a hawk on foreign policy and a conservative on domestic.

• The election also saw staunch segregationist Governor George Wallace run as an independent who capitalized on racial issues. Wallace ran on an openly anti-Civil Rights platform that also included the need to “Bomb the North Vietnamese back to the Stone Age.”

• Although separated by only 500K votes, the split within the Democratic Party between the Hawks and Doves over Vietnam and Wallace’s strong showing in the traditionally Democratic Deep South gave Nixon an Electoral College victory of 301-191 over Humphrey.

• The Results:
• The election signaled the end of the seemingly endless chain of Democratic presidents who, except for Eisenhower in the 1950s had held the Oval Office since 1933. The
new Republican hold on the White House would last for 16 of the next 24 years. (Carter won in 1976.)

• Yet despite the conflicts regarding the war and the events in Chicago the nation did not dissolve into revolution and in 1969 as had happened in 1801 after the contentious Adams-Jefferson election, the party in power stepped down without anyone getting killed.

• Soon after taking office Nixon began removing troops from Vietnam. While American involvement in the war had undergone a change, it would take another five years of fighting in Vietnam as well as on college campuses before the last American troops were withdrawn.

• As for Civil Rights, King’s death and a rebirth of conservatism under Nixon effectively put an end the movement. Although it had achieved several of its goals by 1965, by the end of the decade it had been replaced by more militant voices.

3. Closing #1:
Ask students:
• In your opinion, was 1968 a major turning point in American history?
• How important do you think television was in shaping public opinion on issues such as politics and the war?
• In this era of 24/7 cable news networks, is it possible to have too much coverage?

Part Two: Nixon

1. Hook #2: How did a piece of duct tape eventually lead to the resignation of the President of the United States?
(A security guard noticed it covering the door lock on an entrance into the building that he was guarding. He removed it and continued on his rounds. When he returned someone had placed another piece of tape over the door. He called the police suspecting a break-in at the Watergate Building. The break-in and subsequent White House cover up eventually led to Nixon’s resignation)

What significance does duct tape have today? (Homeland Security)

2. Group Presentation (See Lesson 2)

3. Closing #2: Set aside about 15-20 minutes for this part.

• Looking at all of the presidents and their domestic policies, is there a trend among Democratic and Republican presidents?
• Which president did the most to expand the New Deal?
• Which did the best to limit it?
• Which president’s foreign policy was the most effective? The least?
• Which president made the greatest strides in promoting African-American Civil Rights?
• Were they proactive on Civil Rights issues or simply reacting to outside events?
• In Star Trek VI the lead character, Captain Kirk is asked to negotiate a treaty with his arch enemies the Klingons. When asked why he was chosen, Kirk was told of an “ancient” Vulcan proverb that states “only Nixon could go to China.” What does that mean? (Unlike Democrats who were accused of being soft on communism in the 1950s, Nixon was a rabid anti-communist. As a result, when he opened up talks with Red China in the 1970s his previous political capital deflected any claims that he was soft.)

**Differentiation:**
The group assignments allow for the mixture of students of varying abilities and skill levels. The graphic organizers aid in note taking. The use of speeches takes into account audio learners. The provided questions allow aid in guidance as well as higher level thinking opportunities.
Lesson 8: Unit Test
Time Estimated: 1 day

Objectives:
Students will:
   1. Take a multiple choice test and write an essay

Materials:
   • Multiple Choice and Essay Test