

The 1960s Teach-In Project



In the 1960s, students protested the Vietnam War (and demanded a more “relevant” education) by conducting “teach-ins” on topics not normally covered in a typical college course. Your assignment is to lead a “teach-in” on ONE 1960s topic specified on the back of this worksheet.

Your final product will be

I. 15 minute presentation to the class covering your topic that (40 points)

- Describes all of the major events, concepts, people, etc. related to the topic.
- Explains why your topic is significant to the 1960s/American history
- *Includes the relevant concepts and terms from the Unit Review Guide (attached)*
- *An engaging way to present the material to your audience*

II. Printed Materials for the class that includes (60 points)

- A **primary source** related to your topic that is incorporated effectively into your presentation
- All of the information related to your topic (see above/OR some kind of easy to use note-taking form for the class to record your information).
- Each group needs to nominate a commencement speaker. Give a 2-paragraph explanation for your choice as part of a poster. Include a picture of your nominee!
- A bibliography that includes (1) A periodical from the 1960s (magazine or newspaper) covering your topic, (2) either a book or an specialized encyclopedia covering your topic and (3) Any relevant library websites/databases. You may also use your textbook.

Project Schedule/Other Directions:

	Block 2:	Block 7
Library Days:	Tuesday, May 31 Wednesday, June 1	Friday, May 27 Wednesday, June 1
In Class Work Day/Project Due (<u>at end of class</u>):	Monday, June 6	Monday June 6
Presentations Start:	Tuesday, June 7	Tuesday, June 7

- **LATE WORK:** Will be penalized 10 points per calendar day until turned in. You must also make your own copies if work is late.

Topics:	Block 2:	Block 7:
<i>Politics and Elections:</i>		
1968 Campaign: Democrats: <ul style="list-style-type: none"> Allard Lowenstein and the “Dump Johnson Movement” Hippies/Yippies and the 1968 Democratic National Convention Impact on Election and on the Democratic Party 	Sammi Andrew Hailey Sam	Sam Matt Brendan Chase
1968 Campaign: Republicans: <ul style="list-style-type: none"> The “Silent Majority” and the “Southern Strategy” Other Notable Campaign Developments Impact on Election and impact on the Republican Party 	Charlotte Joe Rebecca Jeffrey	Erin Maya H McKenzie Justice
<i>Student Activism, Social Movements, Protest:</i>		
Students for a Democratic Society, including: <ul style="list-style-type: none"> Port Huron Statement April 1968 Columbia University demonstrations The Weather Underground How did Student activism change during the 1960s? 	Cassandra Morgan Erin Natalie	Sophia D Izzy Sarah M Hannah Cam
Other Protest and Social Movements <ul style="list-style-type: none"> Ralph Nader, <i>Unsafe at Any Speed</i>, and the birth of the consumer protection movement Feminism in the 1960s-Betty Friedan to NOW Cesar Chavez and the United Farm Workers grape strike How are these social movements related? 	Elizabeth Matiu Shruti Erina	Maia D Kellie Sofia N Sarah T Ivy
Continued Antiwar Opposition: <ul style="list-style-type: none"> Notable Developments in Vietnam, 1968-1972 (be brief) Kent State Daniel Ellsberg and the Pentagon Papers Was anti-war protest of the late 1960s and early 1970s effective in forcing the U.S. out of Vietnam? Explain. 	Eddie Phillip Matthew S Cecilia Ethan	Sarah G Meghan Elise Kerry Sofie W
<i>1960s Culture:</i>		
<ul style="list-style-type: none"> The Counterculture Music of the late 1960s Woodstock and Altamont Using these examples, how did American culture change in the 1960s? 	Ashley Bryan Greta Emma	Kyle Darby Larry Melinda Max

Project “Dos” and “Don’ts”

Do:	Don’t:
<ul style="list-style-type: none"> Be creative. Think of a fun way to present your material (game, puzzle, music). Remember that your peers need time need to record the information you present. Use visuals. Make them large enough for the class to see. Overheads are fine. You can also make a DVD to present on our television. If you make a poster, make sure the class can see both the text and the illustrations. Stay within the time guidelines—no more, no less! 	<ul style="list-style-type: none"> Ask the class to read through long primary sources. Edit your source and put it in context for the class. A two-sentence quote is not a primary source! Expect the class to write down what you say without a copy of what you’re presenting Wait until the last minute to start your topic. Both the research and the presentation will take time and you will be graded on both! Turn in work late—<i>besides losing points, you will be responsible for making copies of your materials for the class.</i>