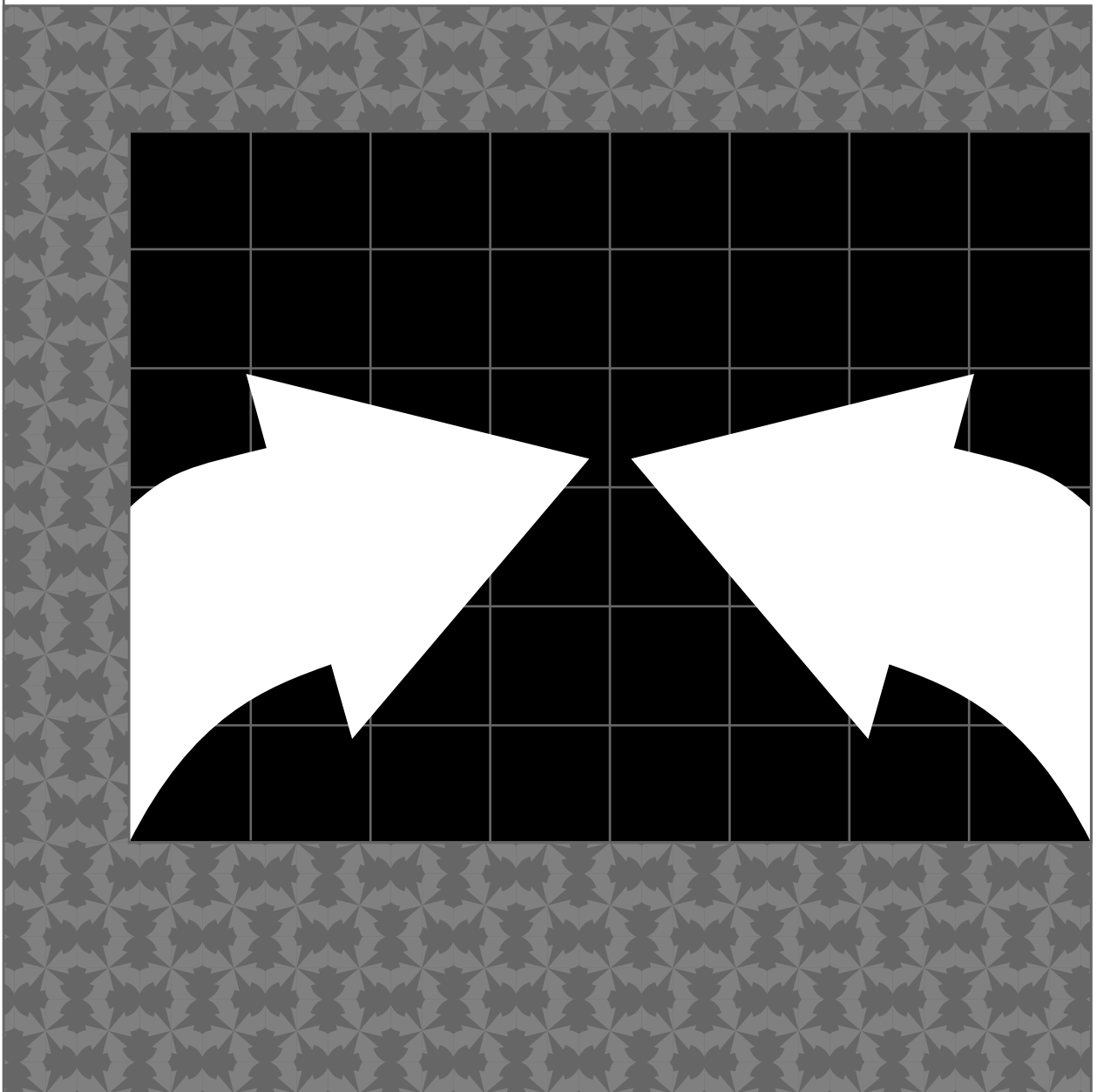


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POINT- COUNTERPOINT SET



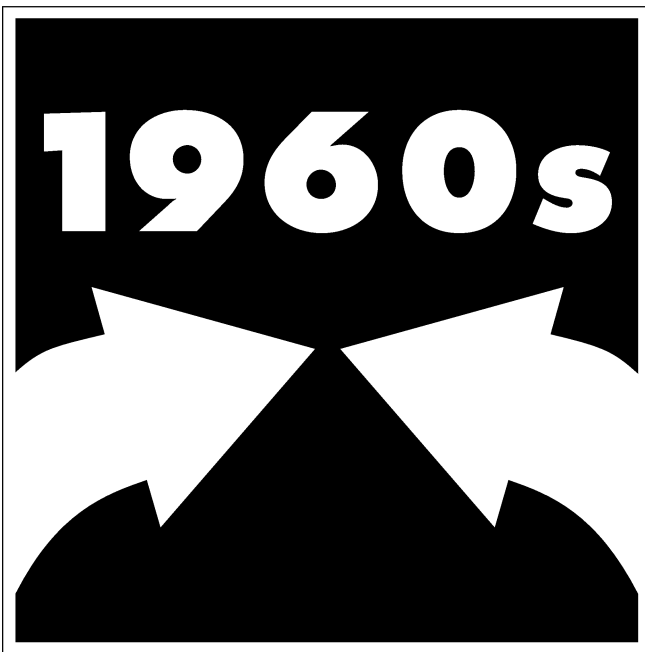
Debates on 1960s and 1970s Issues



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POINT-COUNTERPOINT—1960s

Mini-debates on 1960s issues



JOHN BOVBERG, author of POINT COUNTERPOINT—1960s, has written two other episodes in this Great American Confrontation series. He and his team teaching partner Bill Lacey conceived the series and together coauthored the prototype, WHO REALLY DISCOVERED AMERICA? John also teamed with Bill to originate the Great American Lives project, authoring BEN FRANKLIN and coauthoring ABRAHAM LINCOLN and MARTIN LUTHER KING, Jr. Professionally John teaches U.S. History, supervises the student teacher program, and sponsors junior-senior class activities at Fountain Valley High School in Fountain Valley, California. He has been a California mentor teacher and is a frequent presenter at social studies workshops. John dedicates this 1960s teaching unit to the memory of Sean Purdy, one of those very talented "kids" who make activities such as this so memorable.

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Great American Confrontations

PURPOSE

History teachers throughout the United States are being asked to perform Herculean tasks. Not only are they expected to cover nearly 400 years of history in great detail, they are also expected to present some aspects of career and computer education and to introduce their students to *critical thinking skills*. **Interact** created this Great American Confrontation series for your history classroom to help with the latter responsibility.

Interact's experience has been that these historical confrontations present controversial historical subjects in an imaginative, interesting way. Your students should be instantly involved. They will *confront* those individuals in our past who put careers, fortunes, and, frequently, their actual lives on the line. Thus, these persons in our past lived the tradition of free speech and active citizenship in our society. Having done so, they enriched our American heritage with their diverse opinions and active lives.

From this confrontation experience, your students will specifically gain the following:

- Understand the vital issues of the 1960s.
- Learn the philosophies and legacies of important persons of that decade.
- Appreciate the importance of the give and take of a round-table, a forum, or a discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, and discussing skills.

NATURE OF THIS SERIES

This confrontation, POINT-COUNTERPOINT: 1960s, was developed for several reasons:

Anyone doubting that such presentations can be effective ...

1. Across the country a new emphasis on 20th-century American history is taking place. In California, for example, state guidelines dictate that after teachers spend nine weeks reviewing colonial history through the Spanish-American War, they are to focus the remainder of the school year on the 20th century. Clearly, new materials must be written to fill in the gaps left by such a stretched time line.
2. Today's effective teacher has to be extremely resourceful and prudent either with sparse school funds or personal monies. Repeated educational cutbacks throughout the nation have left teachers with out-of-date textbooks and little money to supplement their instructional materials. Thus, the need for *effective* and *exciting* materials for *reasonable* and *affordable* prices is underscored.
3. The traditional United States history textbook, with complete and scholarly reporting of the Revolutionary War, the Civil War, the Progressive Era, and the 1950s, seems to struggle with the more recent history of the 1960s and 1970s. There is basic material on recent administrations and world events, but a glaring need remains for classroom materials that will explore these decades in depth. POINT-COUNTERPOINT: 1960s fulfills this need. This activity allows teachers to analyze this important time with their students through a series of debates on the key issues of the 1960s.
4. The format of this Great American Confrontation is one that the students may recognize. Today's TV generation of young people will relate to this serious, but sometimes irreverent, look at issues that dominated our hearts and minds, through a series of confrontations that closely resembles the *60 Minutes* debate format of the 1970s, or *Saturday Night Live's* version of that same Shanna Alexander versus James Kilpatrick face-off.
5. The news of the 1980s and 1990s is dominated by concern over "another Vietnam," the phenomenon of hostage taking, the increase in violence, the "sleaze factor" in our government, and concern over our health, lifestyles, and values. Looking back to the 1960s will give students the foundation they need to understand their world today. As the story of mankind unfolds, we need to look at yesterday to understand what is happening today.

In this one-period activity, five debate pairs will take “center stage” and will argue the key issues of the 1960s: The generation gap, women’s liberation, Vietnam War, our government’s spending priorities, and youth’s role in our government. Following the lead of a moderator, the participants will emotionally state their case and plead their cause, based on background sheets given them a few days prior to the activity. While the “players” effectively examine both sides of each issue, the audience will take notes on special debate forms, and take their own position at the conclusion of the activity. Expect your students to get involved, to ask questions, and to practice some critical thinking and decision-making skills.



Debate pairs

- Sam Whitcomb vs. Cindy Whitcomb** Sam Whitcomb, Mr. Middle America, works 40 hours per week as a construction worker, a job that has provided well for his family and allowed him many of the luxuries of the “good life.” His daughter Cindy questions his non-intellectual lifestyle and his blind support of our “corrupt government.” In turn, dad is frustrated with her lifestyle of free love and denial of responsibility.
- Mrs. Martha Cline vs. Ms. Alice Long** Mrs. Martha Cline, a traditional American housewife, enjoying her roles as wife, mother, teacher, and doctor, considers herself the *key element* in keeping together the American family. By contrast, Ms. Alice Long perceives the American woman as unfulfilled and unchallenged, needing to educate herself and achieve something on her own instead of living in the shadow of her husband. She is critical of the typical housewife’s “lack of ambition,” but for such comments she will be criticized for “competing with men and ruining the American family.”
- Sgt. Mike Murphy vs. Arnold Turner** Sgt. Michael Murphy has just spent the last six months on a tour of duty, helping to stop communism in southwest Asia so that we can continue to enjoy our precious freedom. Arnold Turner, a draft resister who disputes the validity of Sgt. Murphy’s mission, will question our government’s position on the “domino principle” in relation to Vietnam. These two will debate the two schools of thought that are “tearing the nation apart” during this painful decade.
- Leslie Jones vs. Dr. William Bartlett** Miss Leslie Jones is a social worker in New York City’s Harlem, where she has seen human misery “up close and uncomfortable.” She can’t understand how our country can spend billions on our space program and ignore our poor people. Dr. William Bartlett is aware of poverty, but he will

OVERVIEW - 2

maintain that exploration is essential to a vital nation's health and future. Did Queen Isabella deny Christopher Columbus money so she could take care of the poor? No, and the greatest door to freedom in the history of the world was opened. Outer space in the 1960s is a new door!

- **Mayor Richard Daley vs. Tom Hayden** Richard Daley, the “boss” mayor of Chicago, was host to the 1968 Democratic convention. As it became obvious many angry people felt disenfranchised and cheated, he issued orders to his police “to get tough and bang some heads.” The protesters, including Tom Hayden, ended up bloodied, in jail, and at the center of an embarrassing media event that shocked the nation. These men will debate appropriate ways in which to voice one’s opinion of our government.

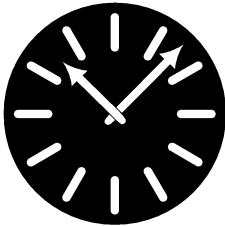


Other participants

- **Audience** Students not involved in the actual debate will fill out a STUDIO AUDIENCE FORM as the mini-debates take place. All students will take a position on each issue by jotting down their own opinions in the “reflections” section of the form. Members of the audience will also be encouraged to participate as themselves and to champion any cause presented during the debate. Debaters will be encouraged to put “plants” in the audience to support their presentation. Most students can be easily persuaded to cheer for their friends or to hold up placards.
- **Reporters** After initial note-taking, 10 persons will role play reporters, each of whom will ask a question.
- **Moderator** You can play this role or assign it to a capable student. A complete script that structures the activity comes with this packet. The moderator must insure that both sides are presented in each mini-debate. Since the moderator “fills in the gaps” with any information omitted from the presentation, he/she must be familiar with each role.

SETUP DIRECTIONS - 1

1. **Understanding the confrontation** Read the entire packet at least 10-15 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with exactly what happens, carefully determine the students you will have play each key role. Your brightest and most articulate will likely do the best work, but you may want to give responsibility to others—particularly if you are going to be doing several of these confrontations or other *participatory* activities during your course (e.g., you might be doing several of Interact’s 25 American history re-creations). We have found that many students rise to the occasion when they are in a class where *everyone* is expected to help teach. Then again, if this is your first student-presented activity of the year, you may want top students playing key roles in order to present a model for the remaining students for the rest of the year. Finally, you may well choose to be the moderator yourself in order to insure that everything goes as it should.



*This activity
requires only one
class period.*

3. **Allocating time** Care has been taken so that this activity requires only one class period for the actual confrontation. Additional time should be allowed for the appropriate debriefing. Some preparation, however, is necessary.

Five or more days before the confrontation

- Duplicate all materials (see #4).
- Choose the students for key roles. Give them their handouts.
- Plan to setup your classroom for a debate. Find and order all equipment, stage risers, tables, etc. that you intend to use for your “set.”
- Make ID tags for each debater to wear or placards to put on the table in front of each debater.

Two days before the confrontation

- Create interest in the activity by writing on the chalkboard the debate pairs and the issues. Doing so will cause students to anticipate the activity.

One day before the confrontation

- Remind debate pairs of their responsibilities. Have them exchange phone numbers to ensure final preparation within a buddy system.
- Hopefully, with some student help, you will prepare your room for the activity the next day. A large banner “Point-Counterpoint—the 1960s” would make a nice backdrop for your activity.
- Ideally, you want to alter your usual classroom appearance to make it seem like the students are really a part of a series of debates, and they really *are* present at a special moment in history.

SETUP DIRECTIONS - 2

- Consider locating some dynamic theme music to help set a mood on Confrontation Day.
4. **Duplicating handouts** Duplicate the following materials:
 - MODERATOR script (one)
 - All role sheets (appropriate handout for each role)
 - REPORTER QUESTIONS (Make one copy of each page, cut up the questions, and give to appropriate students.)
 - STUDIO AUDIENCE FORMS (class set for each issue minus the 10 debaters)
 5. **Staging the activity** Here are two suggestions on how to stage the mini-debates:
 - ***Relaxed Ted Koppel-Nightline format*** Have the moderator stand in front of the class between the debaters. This format requires somehow elevating your participants (drama department platform risers?), and it demands that they are careful to speak up during the activity.
 - ***League of Women Voters format*** The debaters face each other with opposing podiums. The moderator is on the opposite side (back of classroom) and reads the script from there.
 6. **Adding flourishes to the confrontation**
 - ***Characterization*** Your entire class will enjoy the activity so much more if they really “get into” their roles. Each role sheet gives hints on how to dress and act the part. It is your responsibility to insure that your students understand how important it is to dress up, to use that accent, and to make their comments while “in character.” When the students sign-up for their particular role, give them some ideas on how to make the character believable and real. Have all role players and the moderator meet and plan the mini-debate. *Help these students realize and feel the importance of their task.* Essentially, these motivated kids are teaching the class.
 - ***Music*** Encourage debaters to find appropriate music for their entrance or during their presentation. The debaters’ handouts have some suggestions.
 - ***Added touches*** There are so many things the students can do to make the presentation more interesting and memorable. Let the students “run” with these ideas. They will come up with flourishes of their own.

Teaching Tip



Little extra flourishes such as these will really get your class into the proper spirit to learn about the key issues of the 1960s.

DEBRIEFING/TESTING



Debriefing

At the conclusion of the activity, members of the audience are given the opportunity to dialogue with the role-playing participants. The moderator will solicit brief audience comments and specifically focused questions. This activity should be conducted with the philosophy that *all persons' opinions count*.



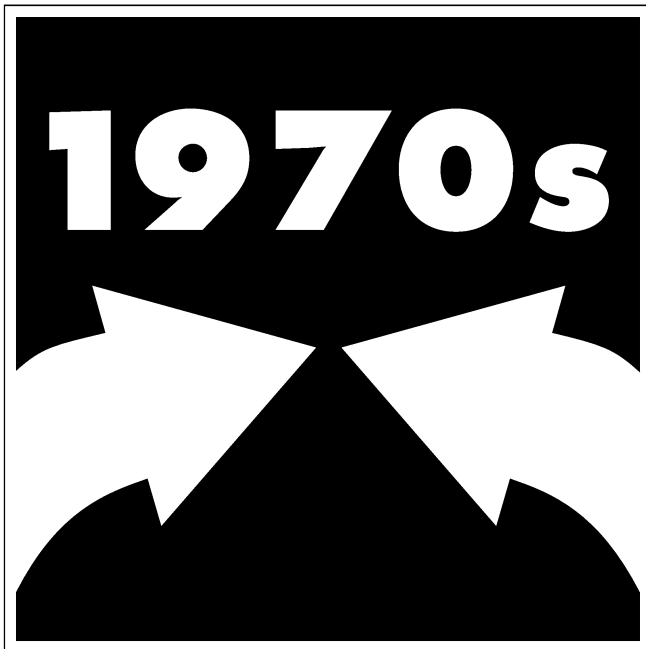
Testing

You can gauge how successful this activity has been by examining your students' STUDIO AUDIENCE FORMS and by reflecting upon how many students spoke up and how many got truly involved during the debriefing. If you desire a more definitive evaluative tool, however, consider giving your students a written essay exam. Here are possible questions:

- According to the youth of the 1960s, what was wrong with the older generation? *Organize your answer into several paragraphs, each of which addresses a specific problem or "wrong."*
- How has the role of women changed in our society as a result of the women's liberation movement? *After explaining what "women's liberation" means as a movement, discuss several new roles women are fulfilling since the 1960s.*
- The Vietnam War divided America during the 1960s and 1970s. Give two arguments for each side: pro-war and anti-war. *Write a contrast essay in which you place two pro-war arguments in two separate paragraphs and two anti-war arguments in two separate paragraphs.*
- During the 1960s, our government spent billions of dollars on space while some people in the United States were starving. Defend our government's position. *Place each argument supporting our government's position in a separate paragraph.*
- Tell how certain youth of the 1960s could have felt "disenfranchised" in the summer of 1968 as they watched events unfold in Chicago. *Place each reason for youth's feeling of "disenfranchisement" in a separate paragraph.*

POINT-COUNTERPOINT—1970s

Mini-debates on 1970s issues



JOHN BOVBERG, author of POINT COUNTERPOINT—1970s, has written two other episodes in this Great American Confrontation series, including POINT-COUNTERPOINT—1960s, and CONGRESSIONAL FACT-FINDING MISSION. He and his team teaching partner Bill Lacey conceived the series and together coauthored the prototype, WHO REALLY DISCOVERED AMERICA? John also teamed with Bill to originate the Great American Lives project, writing BEN FRANKLIN and coauthoring ABRAHAM LINCOLN and MARTIN LUTHER KING Jr. Professionally John teaches U.S. History, supervises the student teacher program, and sponsors junior-senior class activities at Fountain Valley High School in Fountain Valley, California. He has been a California mentor teacher and is a frequent presenter at social studies workshops.

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From this confrontation experience, your students will specifically gain the following:

- Understand the vital issues of the 1970s.
- Learn the philosophies and legacies of important persons of that decade.
- Appreciate the importance of the give and take of a round-table, a forum, or a discussion group.
- Understand the idea that all ideas have merit and that there is usually more than one side to important issues.
- Understand that open debate/forum is healthy, and that an exchange of differing ideas is an integral necessity of a democratic society.
- Sharpen the skill of differentiating fact and opinion.
- Sharpen listening, note taking, speaking, and discussing skills.

NATURE OF THIS SERIES

This confrontation, Point-Counterpoint: 1970s, was developed for several reasons:

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5. The news of the 1980s and 1990s is dominated by concern over "another Vietnam," the phenomenon of hostage taking, the increase in violence, the "sleaze factor" in our government, and concern over our health, lifestyles, and values. Looking back to the 1970s will give students the foundation they need to understand their world today. As the story of mankind unfolds, we need to look at yesterday to understand what is happening today.

In this one-period activity, six debate pairs will take “center stage” and will argue the key issues of the 1970s: Kent State, Watergate, nuclear energy, hostages in Iran, affluence and apathy of our youth, and health concerns of the “junk-food junkie.” Following the lead of a moderator, the participants will emotionally state their case and plead their cause, based on background sheets given them a few days prior to the activity. While the “players” effectively examine both sides of each issue, the audience will take notes on special debate forms, and take their own position at the conclusion of the activity. Expect your students to get involved, to ask questions, and to practice some critical thinking and decision-making skills.



Debate pairs

- **Jane Fonda vs. Richard Nixon** Actress Jane Fonda, already with several good films to her credit, decides to use her celebrity status to help end the war in Vietnam. She will challenge President Richard Nixon on his plan to end the Vietnam war, blame him for the deaths at Kent State, and generally question his integrity. President Nixon, while defending himself, will have some questions of his own, especially about Ms. Fonda’s decision to go to North Vietnam in what many have labeled a treasonable act.
- **Arnold Feinstein vs. Gerald Ford** ACLU lawyer Arnold Feinstein, representing the American public, will ask President Gerald Ford why he pardoned Nixon, thereby denying the citizens of this nation their right to know the truth about the Watergate scandal and the extent of Richard Nixon’s involvement and guilt. President Ford, while acknowledging the fact that his decision probably cost him the 1976 election, will defend his position and explain his role in healing the wounds of Watergate and “getting on with it.”
- **Maria Fuentes vs. Congressman Glenn Fritch** A resident of Pennsylvania, Maria Fuentes, carrying her infant daughter, will demand to know why her life was recently put into jeopardy when the cooling system of the Three Mile Island nuclear power plant broke down, causing more than 400,000 gallons of radioactive waste water to be dumped into the Susquehanna River. Congressman Glenn Fritch, a proponent of nuclear energy, will discuss alternative sources of energy, the oil shortage, the limited safeguards of nuclear power plants, and the necessary risk factor associated with change and preparation for the future.
- **Beverly Polzin vs. Jimmy Carter** Beverly Polzin, the wife of a U.S. Marine sergeant held hostage in Iran in 1979-1980, will plead to know how the most powerful nation on earth can be brought to its knees by an outlaw nation that violates every accepted rule of political behavior. She also will inquire why her husband has not been rescued. President Jimmy Carter will explain our humanitar-

OVERVIEW - 2

ian gesture to help the deposed shah, which infuriated the Iranians and prompted the hostage-taking. He also will describe our failed rescue mission and the difficulty of a rescue without causing great risk to the hostages' welfare.

- **Muriel Humphrey vs. Brandon Hall Jr.** Muriel Humphrey is concerned about the future of America. She watched her husband, Vice President Hubert Humphrey, help so many people through his legislation for education, civil rights, and medical aid to the needy. She fears that idealists like her husband are gone and all that remains are people like Brandon Hall, an upwardly mobile young man with no plans to help anybody but himself. Hall will project his American Dream—"There is nothing wrong in owning things ... realizing your potential." He will assert that, in the world of the 1970s, principles/commitment mean little.
- **Jackie Nielson vs. Marvin Brown** Jackie Nielson is an aerobic instructor who has made a commitment to helping people change their lifestyle from improper diet and sedentary lifestyle to proper nutrition and exercise programs. She will be critical of people like Marvin Brown who eat anything they want and live the life of armchair quarterbacks—*watching* instead of *doing*. Brown would like Ms. Nielson to mind her own business and learn to take herself and her crusade a little less seriously. His perception is that you'll die sooner from intense meddling and hypertension than from eating a few potato chips.

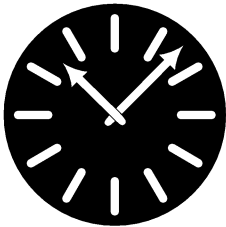


Other participants

- **Audience** Students not involved in the actual debate will fill out a STUDIO AUDIENCE FORM as the mini-debates take place. All students will take a position on each issue by jotting down their own opinions in the "reflections" section of the form. Members of the audience will also be encouraged to participate as themselves and to champion any cause presented during the debate. Debaters will be encouraged to put "plants" in the audience to support their presentation. Most students can be easily persuaded to cheer for their friends or to hold up placards.
- **Reporters** After initial note-taking, 12 persons will role play reporters, each of whom will ask a question.
- **Moderator** You can play this role or assign it to a capable student. A complete script that structures the activity comes with this packet. The moderator must insure that both sides are presented in each mini-debate. Since the moderator "fills in the gaps" with any information omitted from the presentation, he/she must be familiar with each role.

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1. **Understanding the confrontation** Read the entire packet at least 10-15 days prior to assigning any roles or determining how you will introduce the activity.
2. **Assigning roles** Once you are familiar with exactly what happens, carefully determine the students you will have play each key role. Your brightest and most articulate will likely do the best work, but you may want to give responsibility to others—particularly if you are going to be doing several of these confrontations or other *participatory* activities during your course (e.g., you might be doing several of Interact's 25 American history re-creations). Interact has found that many students rise to the occasion when they are in a class where *everyone* is expected to help teach. Then again, if this is your first student-presented activity of the year, you may want top students playing key roles in order to present a model for the remaining students for the rest of the year. Finally, you may well choose to be the moderator yourself in order to insure that everything goes as it should.



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- Duplicate all materials (see #4).
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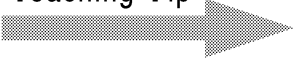
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 5. **Staging the activity** Here are two suggestions on how to stage the mini-debates:
 - **Relaxed Phil Donahue format** Have the moderator stand in front of the class between the debaters. This format requires somehow elevating your participants (drama department platform risers?), and it demands that they are careful to speak up during the activity.
 - **League of Women Voters format** The debaters face each other with opposing podiums. The moderator is on the opposite side (back of classroom) and reads script from there.
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Teaching Tip



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At the conclusion of the activity, members of the audience are given the opportunity to dialogue with the role-playing participants. The moderator will solicit brief audience comments and specifically focused questions. This activity should be conducted with the philosophy that *all persons' opinions count*.

Testing

You can gauge how successful this activity has been by examining your students' STUDIO AUDIENCE FORMS and by reflecting upon how many students spoke up got truly involved during the debriefing. If you desire a more definitive evaluative tool, however, consider giving your students a written essay exam. Here are possible questions:

- Do you think Jane Fonda was wrong to go to North Vietnam while the United States was involved in the war? *Organize your answer into an essay with several paragraphs based on reasons why you believe she was right or wrong in what she did.*
- Do you believe Nixon had the right to commit U.S. troops to Cambodia with Senate approval? *Organize your answer into an essay with several paragraphs based on reasons why you believe he was right or wrong in what he did.*
- Should Richard Nixon have been impeached? *Organize your answer into an essay with several paragraphs based on reasons why you believe he should or should not have been impeached.*
- Do the benefits of nuclear power outweigh the possibility of a disaster—or are the plants safe enough? *Organize your essay so that you write one or more paragraphs explaining both the benefits and dangers of using nuclear power for peaceful purposes. End your essay by taking a stand for or against the fundamental issue.*
- Could or should the U.S. have rescued the hostages in Iran? *Write several paragraphs explaining methods by which the hostages could have been rescued or reasons why it was inappropriate.*
- In the fulfillment of the American Dream, have we lost sight of the ideals of helping others? *Write two or more paragraphs that develop different examples of how we have or have not lost sight of the American Dream, which you should define early in your essay.*
- Are we overly concerned with nutrition and health? Have we become a nation obsessed with oat bran and cholesterol? *Write several paragraphs explaining why we typical Americans are or are not overly concerned about our health.*