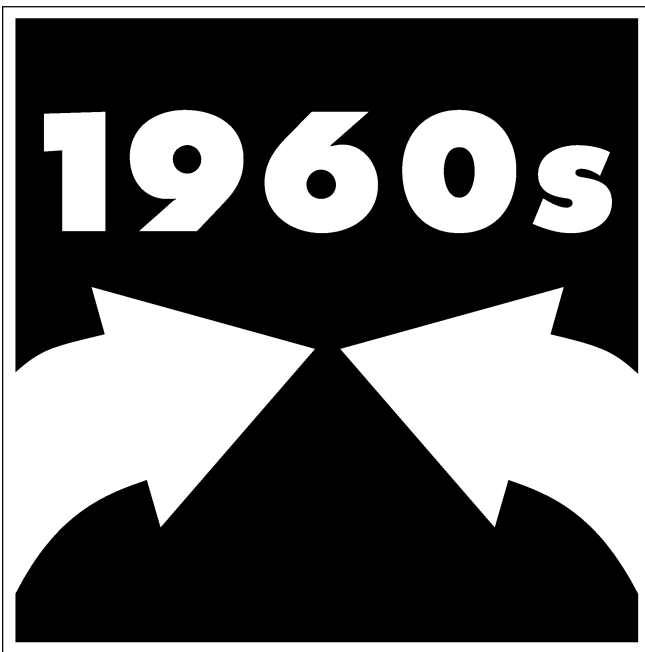


POINT-COUNTERPOINT—1960s

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:

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.

Anyone doubting that such presentations can be effective ...

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.

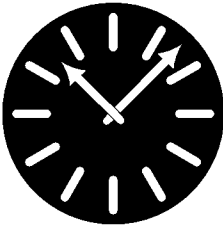


Other participants

- **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.*

BIBLIOGRAPHY

Encourage students to seek additional information on any or all of the topics within this activity. The student may have to be resourceful to find information on these subjects. The usual basic sources are a good “jumping off” point. A good encyclopedia, American Biography, or recent United States history college text will “prime the pump.” Listed below are some additional sources of information for interested students.

Books Many authors have written in-depth about the 1960s. Here are a few suggestions:

- St. Martin’s Press publishes a colorful paperback available entitled *60s*. Lots of trivia here.
- Milton Viorst’s *Fire in the Streets* is a more cerebral, in-depth study of the 1960s.
- Roderick Nash’s unique approach to American history, *From These Beginnings*, chronicles the 1960s through the eyes of Bob Dylan.
- Betty Friedan’s *The Feminine Mystique* is a classic!
- Eldridge Cleaver’s *Soul On Ice* is vintage 1960s.
- Mike Royko’s *Boss, Richard Daley of Chicago* is a study of old-style “smoke-filled room” politics.

Magazines There are hundreds of articles on these subjects that appear mostly in news magazines. Have the students check by subject in *The Reader’s Guide to Periodical Literature*.

Movies There are several good films on the 1960s. In addition to all the Vietnam movies, try “The Graduate,” “Easy Rider,” “Woodstock,” “On The Beach,” “The Apartment,” “West Side Story,” “Guess Who’s Coming to Dinner,” “Midnight Cowboy,” “Goodbye Columbus.”

Television TV movies and documentaries on the 1960s air frequently on television. Especially watch the Arts and Entertainment channel and check your local PBS station programming guide.

MODERATOR SCRIPT - 1

As moderator you are, in a sense, the star of this upcoming debate. Therefore, you are going to have a big responsibility for this confrontation's success or failure. Consider the following suggestions:

1. Practice reading the script aloud several times before the day of the confrontation.
2. Strive at all times—even while you are practicing at home—to have your voice and body language radiate confidence and interest in both the persons and the topic.
3. Talk with your teacher and the students who are playing key roles. Ask them if there is any way you can help them with their responsibilities.
4. Finally, be sure you take seriously how you will dress yourself for your important part. If you are a male, try to obtain a dark suit, dress shirt, dignified tie, and leather shoes. If you are a female, find a dressy dress or suit, stockings, high heels, and appropriate jewelry.

Procedure

1. Introduce each pair of debaters and the topic they will debate.
2. Ask questions of each debater.
3. As each mini-debate ends, but before the audience questions are permitted, ask each debater to respond to the opponent's remark. If time permits, this could develop into a lively interchange.
4. At the end of each confrontation, ask each debater to make a final comment. Using this format encourages them to listen attentively to their opponents' remarks and sharpens their debating skills.
5. *Optional* After all issues have been debated, have all debaters return to the podium and answer reporter and audience questions.

Script

Hello, and welcome to POINT-COUNTERPOINT: 1960s. This is a program that brings you a series of mini-debates between people with contrasting opinions. We are looking back at the 1960s, a decade described by *New West* magazine as the “worst of times.” It was a decade that started with such promise but ended with much violence and doubt. Our proud nation and its usually stable government were both shaken by explosive confrontations all over America. We landed a man on the moon, but some of our people were starving in the streets. The traditional roles of men and women were changing too rapidly to save many families, and a war in southeast Asia dominated our news, sickened us, and further divided us as a nation. A counterculture developed made up of the dissatisfied, the disenfranchised, and the people who felt their voices were no longer being heard. They took to the streets and “dropped out”—but they were still heard. We remember

*Never forget—as the moderator **you** are in charge of this debate. Be positive, happy, and energetic. Keep the confrontation going!*

MODERATOR SCRIPT - 2

the 1960s for the controversy, the conflict, and the violent disagreement.

So, let's take a look at these issues of the 1960s. Let's hear the arguments once again that captured America's collective thought and energy for an entire decade.

Issue 1: Generation Gap

Let's get started with our program and introduce our first pair of debaters. We begin today with a look at the generation gap. We have Sam Whitcomb with us today. He has brought his lovely daughter Cindy with him. Let's give them a warm welcome. (*Applause*)

Let's begin our questions with Mr. Whitcomb.

Questions for Sam Whitcomb

1. Tell us about your lifestyle.
2. You don't care too much for the appearance of your daughter and her fellow hippies, do you?
3. How have the hippies hurt the colleges?
4. You say you are not alone in your distaste for these kids. Who else is on your side?
5. Do any members of the media dislike hippies?
6. So, what's the bottom line?

And there we have some pretty honest and conservative views about hippies and their lifestyle. Let's look at the other side of the coin now and hear from Mr. Whitcomb's daughter, Cindy.

Questions for Cindy Whitcomb

1. So, what is your dad's problem?
2. Tell us about the hippie lifestyle.
3. How are you different from your father's generation?
4. Are the hippies into the drug scene?
5. We understand that *Time* magazine just honored your age group. Tell us about it!

Mr. Whitcomb, any final comments?

How about you, Cindy?

Well, I guess not everybody hates the hippies. Mr. Whitcomb and Cindy, thanks for sharing your totally opposite viewpoints with us. We're not too sure which side we're on, but we certainly feel informed. Thanks to you both for shedding light on our "generation gap." Let's hear it for the Whitcombs. (*Applause*)

MODERATOR SCRIPT - 3

Issue 2: Women's Changing Roles

Now let's move from the generation gap to a gender gap. A new organization sprung up during the 1960s called NOW, the National Organization for Women. This group demanded new, expanded roles for women as we approached the 1970s. Housewives, many of whom enjoyed their roles in their family, were now told that they should demand more from life. More and more women felt that being a housewife was a demeaning job for an intelligent female. Of course, not all women agreed. Many took exception to this declaration from NOW. So let's listen to both sides of women's roles in the 1960s. With us here today are two ladies. First, a housewife and the mother of two children will give us the domestic viewpoint. Welcome, Mrs. Martha Cline. (*Applause*) Opposing her with the viewpoint of women's liberation is Alice Long. (*Applause*) Let's begin our questions with Mrs. Cline.

Questions for Mrs. Cline

1. Give us some basic differences between men and women.
2. What do you think is special about a female?
3. What's wrong with being equal to men?
4. Doesn't a housewife just sit around and watch soap operas? I mean, how much fulfillment can you get out of that?
5. Why are you afraid of the women's liberation movement?

Ouch! That certainly is a stinging indictment on what those women's libbers might do to our nation. Let's see what one of them has to say. Ms. Alice Long is a charter member of the National Organization for Women. Let's hear from her.

Questions for Alice Long

1. How do you figure that today's housewife is frustrated and needs your help?
2. Are women capable of performing traditional male jobs?
3. Do you think women are mistreated in our society?
4. Don't you feel there are enough rewards in being a housewife?
5. You have characterized the American home as a "comfortable concentration camp" for the housewife. Explain your quote, and tell how you would change things.

Mrs. Cline, do you have any response to Alice Long?

How about you, Alice?

Thank you ladies for solving part of the riddle of all the recent arguments among what we called in the 1950s, "the fairer sex." I guess Ms. Long would take exception to that label. Let's have a nice warm round of applause for our female combatants! (*Applause*)

MODERATOR SCRIPT - 4

Issue 3: Vietnam War

Probably the dominant story of the 1960s was the controversy surrounding the Vietnam War. It was a war that literally tore our nation apart. It was the longest, most costly, and most unpopular war in our nation's history. There were two sides—the *Hawks*, who favored winning the war at almost any cost, and the *Doves*, who wanted peace ... now. Here today to represent the Hawk position is a Vietnam veteran, Sgt. Mike Murphy. Welcome Sgt. Murphy! (*Applause*) Next, supporting the Dove position is an anti-war protestor. Welcome Arnold Turner. (*Applause*)

We'll start our questions with the "sarge."

Questions for Sergeant Mike Murphy

1. Tell us about your reception home after your last tour of duty.
2. Do you know why we are in Vietnam?
3. What is your duty, your personal commitment to the war?
4. Can we win this war?
5. How is the media hurting the war effort?

There we have a soldier's perspective on this controversial war. Now let's look to the other side, that of the activists, protesters, and draft card burners. Let's hear from Mr. Turner.

Questions for Arnold Turner

1. What do you think of Sergeant Murphy's patriotism?
2. We understand you have some information about our Vietnam involvement that will give us the *real* truth. Our pencils are sharpened—fire away!
3. How is this war different from other wars?
4. Is our \$25 billion per year well invested?
5. I understand we're doing some un-American things in Vietnam. Could you elaborate?
6. Is this still just a student movement, or have some credible voices spoken out?
7. So, what's the prognosis? Can we win it? You aren't suggesting we turn tail and run, are you?

Sergeant, have you any final comments for our war protestor?

Mr. Turner, any final words?

Wow! Some name calling, some "inside information," a history lesson, and a prediction by you both. Thank you for both sides of the hottest topic of our decade ... possibly of the century. Let's have a warm round of applause for our Vietnam vet and our anti-war activist. (*Applause*)

MODERATOR SCRIPT - 5

Issue 4: Spending priorities

Now let's move from those dark days of protests and demonstrations, of death and destruction to America's finest achievement, the landing of astronauts on the moon. The space program caught the imagination of the American people in the challenge to place man on the moon. As John Kennedy authorized the spending of more than \$20 billion to launch the Apollo program, there was instant controversy. Could the money be better spent? With us today to debate the proper use of more than \$20 billion American tax dollars is Leslie Jones, a social worker from Harlem, and Dr. William Bartlett, a representative from the National Aeronautics and Space Administration (NASA). Welcome, Miss Jones and Dr. Bartlett. *(Applause)*

We'll start our questions with Miss Jones.

Questions for Leslie Jones

1. What do you think is wrong with America's priorities?
2. C'mon, Leslie, America is the richest nation in the world. Do you really expect us to believe people are starving in America? I don't see that in the news.
3. We're a rich nation. Why not explore space?
4. Do you think our government is trying to divert our attention from its inability to solve our real problems?

Thank you, Leslie. It makes us wonder if we really do have things in perspective. Now let's hear the opposite view from Dr. Bartlett.

Questions for Dr. Bartlett

1. Why shouldn't the space program be singled out as the ideal place to take money from the rich to give to the poor?
2. Give us an historical reason why we should "go for it" and spend that money for exploration.
3. Other than a nationalist ego trip, is there any other benefit to justify all that money being spent?
4. Any other benefits?
5. So, it would be fair to say that the government has decided, at least for the moment, that space exploration is more of a priority than helping its own people?

Miss Jones, any final comments?

And you, Dr. Bartlett?

Twenty-three billion dollars is a great deal of money. Now we can all ponder intelligently what to do with such a sum. Thank you both for your insight. *(Applause)*

MODERATOR SCRIPT - 6

Issue 5: Representative government

The decade of the 1960s began with such hope. Then, beginning with the assassination of John Kennedy, it seemed everything went wrong. We were mired in a seemingly unending war in Vietnam, crime was on the rise, the “generation gap” was widening, and there was continued violence over civil rights. Then, as the 1968 Democratic convention neared, Robert Kennedy emerged as a leading contender to be president. For a brief moment, the youth grabbed onto the idealism of a second Kennedy and a hope to end the war. Then suddenly Robert Kennedy was also assassinated, and those hopes were dashed. Who would represent the kids now? Who cared?

To examine the frustration of the young activists and how they vented their anger at the 1968 Democratic convention in Chicago, we have two of the key players of the drama. With us today is the mayor of Chicago, Richard Daley, and his opponent, student activist Tom Hayden. Let’s hear it for them both! (*Applause*)

We will start our questions with the mayor.

Questions for Mayor Richard Daley

1. Why do the protesters feel they won’t be represented at the convention? Why are they angry?
2. I understand most of the “troublemakers” were from other cities. Is that true?
3. Is it true that your fine city doesn’t traditionally show great sympathy toward nonconformists?
4. How did the Yippies irritate you prior to the convention?
5. Tell us how you prepared for the protestors.
6. So, what really happened on that final night?
7. You don’t seem to think that the nationally televised police brutality was that big a deal. Can you please explain that attitude?

Thank you, Mayor Daley, for giving us the official Chicago version of what transpired that night. Now let’s hear from your adversary, Tom Hayden.

Questions for Tom Hayden

1. How did John Kennedy affect your generation?
2. What happened in 1968 that dashed the hopes of youth again?
3. Why didn’t the young people want Hubert Humphrey as a candidate? He’s a good man!
4. Give us your version of what happened the final night of the convention.
5. Did your Students for a Democratic Society achieve its goals?

MODERATOR SCRIPT - 7

Any final words, Mayor Daley?

And you, Mr. Hayden?

There you have it, ladies and gentleman, a glimpse of our tumultuous past ... the 1960s, the most violent, and perhaps the watershed decade of the century. Thanks to all our debaters who made the activity possible. *(Applause)*

If time permits, conduct this optional activity. You will moderate the question-answer session that begins with the "planted" reporter questions.

Now, let's have all of our debaters come back up front and answer audience questions. We have reporters and American citizens waiting.



Reporter questions

- **Sam Whitcomb:** Have you given up on your daughter? Is she beyond hope?
- **Cindy Whitcomb:** If you don't live at home, and if you don't have a job, how do you eat?
- **Martha Cline:** How can you live a life of no personal achievements?
- **Ms. Alice Long:** Why do you hate men so much that you have to compete with them?
- **Sgt. Mike Murphy:** If someone proved you wrong, would you still support America's participation in the Vietnam War?
- **Arnold Turner:** If you were drafted, what would you do?
- **Leslie Jones:** If we don't spend money to get to the moon, the Russians will get there first. What do you think of that?
- **Dr. William Bartlett:** How did President John Kennedy help the program and "launch" NASA?
- **Mayor Richard Daley:** Couldn't you have handled the riots with a little less violence?
- **Tom Hayden:** Didn't the ugly street scene in Chicago really hurt your cause, making people tired of all the protesting?

Background

You are Sam Whitcomb, homeowner, wage earner, and proud member of America's thriving middle class. A veteran of World War II, you completed your high school education and, with the help of the G.I. Bill, one year of college. Yours was the typical household of the 1950s—a three-bedroom home in the suburbs, a steady 40-hour-per-week job with a large construction company, a wife, and two children. During the 1960s, you have seen many disturbing events occur around the world, in the United States, and now in your own home. Your son Jeff turned out okay—a high school football hero who is in his first year of college. Your daughter is another story. She has become one of those “hippies” that all your neighbors talk and laugh about. She dropped out of high school when she turned 16, and has left home twice to live in Haight-Ashbury, the hippie capital of the world.

Your arguments

1. Nothing is wrong with the ethic of hard work, respectability, and competition for material success. The sweat from your brow fed and clothed your ungrateful daughter for her first 16 years. You enjoy the American family dream—a home, a new car, a television, and a hi-fi. You have weekend barbecues. You have poker night with the guys and bowling night with the wife. You have a boat that you take on your family vacations. You're quite happy with your life.
2. The whole hippie movement and culture is laughable. Just look at them! You can't tell the boys from the girls. Boys have long hair, wild beards, and *stink* (they don't believe in bathing). The girls (and you include your daughter) are dirty, smelly, boyish looking degenerates who need a good washing and spanking. They have no regard for other people's property, they indulge in drugs, and they live in squalor. You are embarrassed that Cindy is your daughter.
3. These hippie radicals are dangerous to America. This little band of middle-class dropouts has been creating havoc in our society. They have shut down colleges, selective service offices, and some city governments with their little protests. They have demanded control of college curriculum. In the last year and a half, they have forced more than 400 colleges to close. In caving in to these freaks, colleges now offer classes like “The LSD Experience,” “Black Power,” “American Youth in Revolt,” and “Guerilla Warfare.” *What happened to history and English?*
4. These kids are nothing but phony intellectuals who don't understand the meaning of hard work or patriotism. Vice-president Spiro Agnew calls them *permissivists* (we have allowed these pampered kids to get away with this idiocy) and has referred to these hippie troublemakers as an “effete corps of impudent snobs who characterize themselves as intellectuals.” President Nixon doesn't like

Use this information to help you answer the moderator's questions.

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them either. He says they violate all of our standards ... drugs, crime, campus revolt, racial discord, draft resistance, etc. This stance they're taking threatens our very civilization.

5. You have noticed some appropriate bumper stickers: "Keep America Clean: Take a Bath/Get a Haircut." And you read an article the other day by Al Capp, the cartoonist who draws *Li'l Abner*. He said, "I have no objection to any herd of semi-domesticated animals roaming the country, uttering their mating cries and scratching their pelts, as long as they avoid centers of civilization and congregate only in college auditoriums."
6. The bottom line is that these kids need a dose of reality. A newspaper said these hippies took their tactics from Gandhi, their idealism from a philosophy class, and their money from daddy. Well, I am here to announce that daddy is done subsidizing this immoral, unclean, semi-human who used to be my daughter.

Questions

Moderator

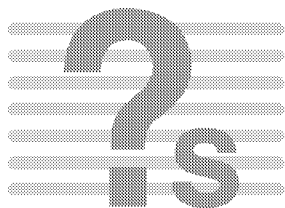
1. Tell us about your lifestyle.
2. You don't care too much for the appearance of your daughter and her fellow hippies, do you?
3. How have the hippies hurt the colleges?
4. You say you are not alone in your distaste for these kids. Who else is on your side?
5. Any members of the media dislike hippies?
6. So, what's the bottom line?

Reporter

1. Have you given up on your daughter? Is she beyond hope?

Characterization

- See if you can locate a hard hat. The hard hat would definitely be symbolic, plus construction *is* your job.
- Try to dress as the hard-working manual laborer that you are. It would be ideal to wear a T-shirt with the slogan "America: Love It or Leave It."
- Remember, you are really disappointed with your daughter. Show it by shaking your head with disapproval. Say, "I don't know where your mother and I went wrong!"
- You could hold up pictures that show life on a commune as immoral and illegal.
- A good theme song for your entrance is "Okie From Muskogee."



Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

Background

Names aren't important anymore, but for the record your name is Cindy Whitcomb, the 19-year-old daughter of Sam and Helen Whitcomb. Your dad is having considerable difficulty accepting your new status as one of San Francisco's love children. You have spent the last few years in the Haight-Ashbury section of San Francisco, living on the streets, in parks, in parked cars, in crash pads, or anywhere that offered shelter. You have renounced your middle-class past of materialism. Now you profess free love. Your family cannot understand how you "dig" on walking down the street where the vibrations are good because you love everything and everybody.

Your arguments

1. Your dad is so confused. He has become one of America's legion of puppets, walking around nodding to whatever our fascist government says, dressing like everybody else, buying the same cars, trying to cheat the next guy out of a buck. All he and mom want to do is to own *things*. He brags about *his* house, *his* car, *his* boat—he's so disgusting and so *square*. You ought to hear what he says about the Beatles!
2. You believe in flower power, in love and peace, in brotherhood. You want to do your own thing—to turn on and drop out. You have been having the time of your life in Haight-Ashbury, where thousands of people have gotten "the message." There, if you have a dime, you can put it in a parking meter and lie down in a parking space for an hour's worth of sunshine. That's freedom! You went to a wedding where there was brotherhood and joy everywhere, and the human spirit was gloriously celebrated. In a verdant green San Francisco park flowers shouted happily, music was a heady environmental perfume, little children moved gracefully to many melodies of flowing music, and people five to 50 stopped occasionally to join hands and sing folk songs from all around the world. *It was wonderful!*
3. There should be an alternative for the youth of today. You don't want your fathers' materialistic values. They want to make war. You want to make love. They all wear the same clothes and look like robots. You wear the colors of psychedelic love. Your fathers want things the way they were in the 1950s. You want change. They want nuclear power. You believe in flower power. They cuss and swear. You meditate and profess your love. *You are worlds apart.*
4. Although you're not into it that much, many of the kids are into psychedelic drugs like LSD. Some have been influenced by a Harvard professor, Dr. Timothy Leary, who says LSD opens the way to higher levels of beauty, sensitivity, and truth. If persons were

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more sensitive and truthful, we could have a future of love, brotherhood, and peace after tripping out.

5. In 1966, *Time* magazine's man-of-the-year selection was actually a group—the "Twenty-five and under ... Generation." That's you and your friends! Here is a major news magazine paying tribute to the youth of America—the hippies, the protestors, and the nonconformists.

Questions

Moderator

1. So, what is your dad's problem?
2. Tell us about the hippie lifestyle.
3. How are you different from your father's generation?
4. Are the hippies into the drug scene?
5. We understand that *Time* magazine just honored your age group. Tell us about it!

Reporter

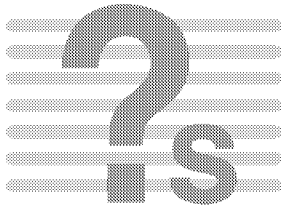
1. If you don't live at home, and if you don't have a job, how do you eat?

Characterization

- See if you can find some paisley clothing in an old trunk or closet. Denim pants, a flowered or brightly colored shirt with painted tennis shoes would give the right look. Add love beads, a Navajo headband, and a sign around your neck that says, "Take a hippie to lunch."
- Find some flowers in your garden to distribute in the class or throw in the air as you proclaim your dedication to love and peace. Go to a local variety store or toy store and buy some bubbles. Blow them toward your father as he tries to speak. You have no manners. That's all part of your past. Interrupt dad ... laugh at him. Sit on the floor in a lotus position. Hold up the peace sign—as if you were Winston Churchill urging the RAF to victory.
- Entrance music could be "Feelin' Groovy" by Paul Simon or the "Age of Aquarius" from the musical Hair.

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.



Background

You are Martha Emily Cline, wife of a successful businessman and mother of two children, Scott and Billy. In an era of changing values and challenges against the “establishment” and the accepted rules of our society, you are proud to be a “typical American housewife.” You run the household, raise your kids, and serve your husband. In turn, he earns enough money to provide you with everything you need. You have a house in the suburbs with a nice yard, a station wagon, and a savings account for emergencies. You believe in the old saying, “Behind every successful man is a woman,” as you share in your husband’s many successes. You are a member of the local PTA and a den mother for the Cub Scouts. You believe that your participation in the “formative years” of your kids’ childhood is essential to a proper upbringing. You can’t understand how so many women put their own careers and selfish ambitions ahead of their own children’s welfare.

Your arguments

1. First, let’s point out something very basic. There is and should be a difference between men and women. They are *physically* different, *emotionally* different, and *historically* different. Each has a place in this world. We don’t need to compete with each other. Women have many talents that men lack, and men possess abilities that we do not have. Women are morally and spiritually superior to men. Women have a sense of intuition and maternal instincts that men lack. Men are physically stronger, more competitive, and better suited to the struggles in the outside world.
2. Throughout history, women have held a very special place. They are the *feminine* counterpart to a marriage, the one that makes a house a home, the one that takes care of the household. Women are meant for nurturing. Thus, women have the biggest challenges of all—to maintain a loving marriage, to give birth, to educate, to provide moral direction, and to participate in the lives of their families. They provide the structure that every home and family must have if our traditional society is to last.
3. This movement of aggressive and unsatisfied females screaming for equality is dangerous. They want “equality” now. What does that mean? Equality to men? You don’t want to be equal to a man, nor do you want him to be equal to you. If these unsatisfied women got what their “masculine little hearts” desired, our whole society would have to change. All women would drop their domestic duties and neglect their families. Men would have to quit their jobs and reapply so they could compete against the females. Then what might happen? We could have Friarettes and Rotaryettes. We could have female boxing and football—that sounds like it would be *real* popular! Maybe science will advance enough to let us choose who

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bears the children. We could develop a hormone that could give males a maternal instinct. This all sounds absurd, but women's libbers had better pay attention to these dangers.

4. No job is more exacting, more needed, or more demanding than that of a housewife and mother. There are innumerable intrinsic rewards and a magnificent sense of accomplishment. Female responsibility is in the home. The fulfillment from performing so many roles and acquiring so many skills is incredible. As a mother and homemaker a woman is a teacher, nurse, counselor, nutritionist, handyman ... the list goes on and on and on and on.
5. These women's libbers would ruin American society. Just because they are resentful at not having been men, they would ruin everything. If they are successful in their quest for equality, they will ruin the American family. When a woman goes to work, things change. She changes. Making money and becoming "fulfilled" becomes more important than being a supportive, nurturing center for her family. Pretty soon she needs "space," then kerplow—the big D (divorce). Let Ms. Long have her way, and watch the divorce rate go up, watch for an incredible increase in one-parent households, and, worst of all, watch for children either unattended or with someone else's mom. I can see it all now—health clubs for women, special magazines to cultivate their selfish interests (how about "me" or "myself" magazine?), and even male strip joints for women.



Questions

Moderator

1. Give us some basic differences between men and women.
2. What do you think is special about a female?
3. What's wrong with being equal to men?
4. Doesn't a housewife just sit around and watch soap operas? I mean, how much fulfillment can you get out of that?
5. Why are you so afraid of the women's liberation movement?

Reporter

1. How can you live a life of no personal achievement?

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire. If possible, watch TV situation comedies of the 1960s.

Characterization

- Dress as though you are about to perform your daily chores. Wear something casual. You could bring on stage the neurotic, neglected children of the "selfish" woman's libber.
- You could carry a home-cleaning caddy and polish some student desks on your way into the room or onto the stage. Try for a domestic look, but be careful not to make your character too funny. You really do think *your opponent will ruin the American family*.
- Theme music could be ...

Background

You are Alice Long, a graduate student who has just recently joined NOW, the newly formed National Organization for Women. The 1960s has brought an exciting era of change to our society—changes in our values, our lifestyles, and our family roles. You were especially influenced by Betty Friedan’s book *The Feminine Mystique*, which taught women that they were being suppressed by a male society. Since joining Friedan’s organization (NOW) in 1966, you have seen this cause become a national movement. Proud to be on the ground floor of a cause that will liberate women, you work hard to inform the public of how women have become second-class citizens in our society. You believe housewives are unfulfilled, unchallenged, and unappreciated Americans. *Women’s lives must change!*

Your arguments

1. The goal of NOW is to help today’s woman. You feel that the average woman is frustrated. She thinks she is happy, but deep down inside she knows there is something better. Really, how can a person with no goals, no ambition, and no achievement be happy?
2. The idea that we have predetermined roles in society is hogwash. A woman can do anything that a man can do ... and more. There is so much wasted talent out there in the suburbs! You women could be female executives, administrators, pilots, doctors... Just give them a chance. Of course, our society might change if women are given equal opportunity. So what? There’s nothing wrong with change. Traditions can change. Does every man’s and woman’s choice have to be either “homemaker” or “breadwinner”? Why must it always be man vs. woman, feminine vs. masculine?
3. The America of the 1960s cries out for people to work hard—particularly women. Women simply do not have equal economic opportunity. They are paid less, hired last (not the “breadwinner”), and rarely promoted. Tradition keeps them from applying for and filling countless jobs they could do as well or better than men. People have this notion of what a woman *should* be doing, so they figure she’s out of her element in the job place. So many persons also believe that women don’t really care about their situation anyway. Consequently, women are discriminated against and passed over. They simply don’t get the chances in life that men do.
4. Many women need the recognition and sense of accomplishment that comes with doing something on their own, and not always living in the shadow of their husband. Outside the home there are real rewards—a paycheck, social companionship, solid friendships with men as well as women, praise from the boss, promotions, raises. *This is only a partial list!*

Use all this information to help you answer the moderator’s questions.

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5. The housewife of the 1950s lived in a “concentration camp.” She was told what she would do and where she could go. She was not allowed to leave because her proper place was in the home. She was expected to have lots of children and clean up after them. She cleaned the house, cooked the meals, dressed up for her husband, endlessly picked up after him and the kids, and sometimes even did the yardwork. She couldn’t escape. What we women in NOW are trying to do is provide an avenue of escape. We want the following: day-care centers, abortion laws repealed, equal career opportunities, and division of household duties. Does that sound revolutionary or masculine? And what group represents our biggest foes: *the very women we are trying to help*. Gracious!

Questions

Moderator

1. How do you figure that today’s housewife is frustrated and needs your help?
2. Are women capable of performing traditional male jobs?
3. Do you think women are mistreated in our society?
4. Don’t you feel there are enough rewards in being a housewife?
5. You have characterized the American home as a “comfortable concentration camp” for the housewife. Explain your quote, and tell how you would change things.

Reporter

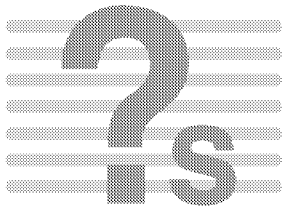
1. Why do you hate men so much that you have to compete with them?

Characterization

- Look successful and non-domestic. Make your appearance opposite to that of your opponent. Wear a tailored outfit—a jacket and skirt or a pantsuit. Wear your hair up or pulled back.
- Carry a clipboard with your list of demands on it.
- Your opponent will offend you by inferring you would rather be a man. If a shouting match ensues, criticize her for having no ambition. Call her a slug or an airhead!
- For your entrance, you could play the music “I Am Woman.”

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire. Check the photographs in 1960’s women libber magazines (i.e., Ms.).



SERGEANT MIKE MURPHY - 1

Background

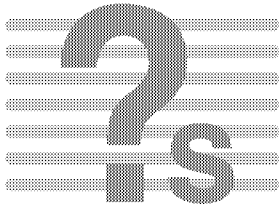
You are Sgt. Michael Murphy from Louisville, Kentucky. Just six months out of high school, you were drafted by the army, but you joined the U.S. Marines instead. Now, four year later, you are a sergeant, and have just completed your second tour of Vietnam. Even though you have just risked your life fighting for your country, a crowd of war protestors greeted your homecoming with boos and obscenities. This “greeting” has made you so angry that you are determined to inform these wimps what the truth is. *If they won't listen, you may even shoot them!*

Your arguments

1. When you got home from your last tour of duty, you saw a bunch of little wimps outside the gate at the airport. These are the draft dodgers who do *real brave* things like burning draft cards, cussing, and throwing rocks, while you soldiers risk your lives to protect their precious rights. The government justifiably passed a law sending any draft-card burner to jail for five years. Those who don't go to jail ought to be shot.
2. America is in Vietnam to protect the democracy in South Vietnam. A war is raging in that country between the communists in North Vietnam and those in South Vietnam who want to be free. If we allow South Vietnam to fall to the communists, then the rest of the nations in the area will also fall, one by one, until the whole area is run by Reds. This is called the “falling domino theory.” To you it is no theory.
3. You are a United States citizen. When your president calls you to do your duty and defend freedom somewhere else in the world, that is what you do, *without question*. This is your country, right or wrong. You happen to think we are doing the right thing in preserving the democratic government in South Vietnam. It is costing a lot of lives and a lot of money, but the cost of freedom has always been high. Even the \$25 billion price tag per year is a bargain if it saves a whole nation.
4. Many have said we can't win this war. Are they kidding? We are the most powerful nation on earth. We have the most advanced weapons and the most efficient and elite fighting forces in the world. As General William Westmoreland said recently, “Victory is just around the corner.”
5. All these protesters and draft dodgers are hurting the war effort. They tell their followers a bunch of lies and get more support. Then the TV cameras give them publicity. Of course, having TV crews in Nam while we are killing the enemy doesn't help our public relations department. America doesn't like to see death and dying on TV, even if they are Vietcong enemies. But ... war is hell!

*Use all this information to help you answer the moderator's questions. **Note:** Do not carry these recollections onstage. Instead, practice your answers several times.*

SERGEANT MIKE MURPHY - 2



Questions

Moderator

1. Tell us about your reception home after your last tour of duty.
2. Do you know why we are in Vietnam?
3. What is your duty, your personal commitment to the war?
4. Can we win this war?
5. How is the media hurting the war effort?

Reporter

1. If someone proved you wrong, would you still support America's participation in the Vietnam War?



Characterization

Acting Tip



Your history text or other books in your school (or local) library will help you get ideas for your attire. Watch movies or TV documentaries on Vietnam.

- Try to find some military "fatigues." Look like a soldier if possible. There's usually an Army-Navy surplus store nearby. One of your relatives might still own a uniform.
- Look around. Walk tall. Be disciplined. Use a deep voice. Stand at attention.
- Treat your opponent as if he doesn't even deserve to be on the same stage.
- Entrance music could be "Soldier Boy" or "Ballad of the Green Berets."

Background

You are Arnold Turner, an anti-war activist from Philadelphia, the City of Brotherly Love. You are a junior at the University of Pennsylvania majoring in Southeast Asian history. What you have learned in the past year has gravely disturbed you. *Your own government has been lying to you about its involvement in Vietnam.* While you have been learning Indochina's history, the selective service (draft board) has been nipping at your heels. You could end up fighting in an immoral war. You could possibly die for no reason at all.

Your arguments

1. Sergeant Murphy's patriotism is to be commended. He is willing to die for any cause that his country tells him is just. The only problem with Sergeant Murphy is that he is a big, *dumb*, red-white-and-blue Marine. He doesn't know it, but no reason justifies our presence in Vietnam.
2. You have just completed intensive course work at the University of Pennsylvania on Indochinese history. You discovered things that every American ought to know, especially fighting fools like Sergeant Murphy:

Revelation #1 No such nation as South Vietnam existed until America created it. France had dominated Vietnam for more than a century. When the Vietnamese finally beat and expelled the French, the United States became involved by persuading them to withdraw gradually. There was to be a *temporary* division of the country as the troops withdrew; then elections would determine who the leader would be. This was called self-determination.

Revelation #2 As soon as the French withdrew, the United States, fearing a communist form of government, installed a puppet government in South Vietnam under former emperor Bao Dai. When he proved ineffective, we installed Ngo Dinh Diem, a Catholic friend of John F. Kennedy. South Vietnam was here to stay ... or so we thought!

Revelation #3 What happened to the reunification elections? Ask President Eisenhower! When our CIA found out in 1955 that more than 70% of *all* Vietnamese would vote for Ho Chi Minh, a communist leader, Ike ordered canceling the election. Is this America giving a country's people the right to self-determination? You decide.

Revelation #4 France had its own Vietnam War (1945-1954). Defeated at Dienbienphu, the French surrendered and withdrew. In those 10 years, the war tore apart French society and cost it thousands of lives and millions of dollars. Why didn't we learn from this?

Use all this information to help you answer the moderator's questions.

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ARNOLD TURNER - 2

Revelation #5 This war has never been “winnable.” They never wanted us there. We are intruders, there for our own self-interest. We don’t care about the Vietnamese. We want to stop communism. America is there for her self-interest. The Vietnamese, on the other hand, are protecting their home. They will expel this intruder, too. It’s just a matter of time.

3. This war isn’t measured by territory gained, but by body counts. Our government doesn’t even know who the enemy is. They are all around our soldiers. Remember, 70% of the South Vietnamese didn’t want us there. Our government reports each day how many of the enemy are killed compared to our own death toll. Some of our students added up the enemy loss for the past 12 years and it came to more than the population of China. Is somebody lying?
4. The sergeant says American money is well invested in Vietnam. Does he know that 50% of American aid goes on to the black market? This statistic means that crooked government officials sell items that we give them. Does Sgt. Murphy know that while he risks his life fighting for South Vietnam, that any South Vietnamese can bribe his way out of the draft. Does he know that at least 20% of South Vietnam’s soldiers desert?
5. This has become a TV war. We watch our TV sets while our Marines, known as Zippo squads because they use Zippo lighters, casually set fire to entire South Vietnamese villages. We have photos of children scarred by napalm, prisoners being tortured by our “allies,” the South Vietnamese. We have seen forests forever ruined by defoliants. We have heard of American soldiers committing atrocities on women, old men, and children. *We know that this is true.*
6. The cry to stop this madness isn’t coming from just a bunch of student radicals. Many concerned people have become involved. Here is a letter that I received from a nurse in Da Nang: “These poor people have endured so much ... they’ve been bombed by *both* sides, hit with mortars, napalm, and who knows what else? Women, old men, little children, and babies arrive at the hospital terribly burned, scarred, missing arms and legs, some dying ... Is this what America stands for?” Major political figures like Robert Kennedy, Martin Luther King Jr., Eugene McCarthy, and William Fullbright now oppose the war.
7. Why will Americans lose this war? Because we’re fighting for a cause that we don’t even believe in. The enemy is everywhere—behind trees, in tunnels, in our marine compounds, on the streets—they are impossible to tell from the “friendlies,” because they live in the same villages. The Vietnamese don’t want us there, and we don’t have the will to win ... as soldiers or as a nation. You just hope we don’t lose too many lives before we finally get out.

Questions



Moderator

1. What do you think of Sergeant Murphy's patriotism?
2. We understand you have some information about our Vietnam involvement that will give us the *real* truth. Our pencils are sharpened—fire away!
3. How is this war different from other wars?
4. Is our \$25 billion per year well invested?
5. I understand we're doing some un-American things in Vietnam. Could you elaborate?
6. Is this still just a student movement, or have some credible voices spoken out?
7. So, what's the prognosis? Can we win it? You aren't suggesting we turn tail and run, are you?

Reporter

1. If you were drafted, what would you do?

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- Wear casual clothing—maybe jeans and a sweater. How about a University of Pennsylvania sweat shirt?
- As you walk in, you could chant, “Hey, hey, LBJ, how many kids did you kill today?” Sergeant Murphy doesn't think too much of you, but you should dismiss his comments by suggesting that their origin are from something just above a Neanderthal. “How could anybody be so *dumb* and *blind*?”
- Your theme song could be “Blowin' in the Wind” or “Where Have All the Flowers Gone?”

Background

You are Leslie Jones, a social worker in New York City's Harlem. You grew up in this ghetto, got a college education, and now you are determined to make things better. Not only do you help people through your job, but in your spare time you help an organization called Money for the Poor. This lobby group works in New York and Washington, D.C., to get government money to help the needy. Through your work with this organization, you have learned how precious each taxpayer dollar is, and how important it is to spend it wisely. That is why you are concerned about the enormous amount of money committed to our space program. You figure that every dollar "launched into outer space" is a dollar taken from programs to help persons needing assistance to climb out of their environmental misery.

Your arguments

1. The American government *really* has its priorities messed up. If intelligent legislators wanted to get to know America, they would go into the cities, talk to the people, sleep overnight in the parks or on the streets. If they did, they would find many places and many ways to spend our tax money *wisely*. Once our nation has fed the hungry, housed the homeless, saved the dying, given aid and comfort to the many victims of our society ... then America can play "Buck Rogers" and fly endlessly through space.
2. There really is poverty in America. When a transient dies on the streets of Washington, D.C., it's not big news. An elderly couple that dies of exposure because they couldn't pay the fuel bill of \$85 ... they don't make the headlines. A housing project that is condemned, forcing families onto the street, is of little concern to the media. Why? Poverty and human misery are *not* pleasant. People don't want to see it; they don't want to deal with it. So, since it is not a popular issue, it doesn't get the media or the financial attention.
3. The billions of dollars spent by our government on a moon landing could have done *so much* to solve problems here on earth. A lunar landing won't feed the hungry, care for the elderly, or help the homeless. It's a waste of money.
4. I agree with Eldridge Cleaver, the black militant, who said that the whole space program is nothing but a circus, designed to take people's minds off the real problems we face. A columnist in San Francisco called it history's greatest ego trip.

Use all this information to help you answer the moderator's questions.

Note: Do not carry these recollections onstage. Practice your responses in advance.

Questions

Moderator

1. What do you think is wrong with America's priorities?
2. C'mon, Leslie, America is the richest nation in the world. Do you really expect us to believe people are starving in America? I don't see that in the news.
3. We're a rich nation. Why not explore space?
4. Do you think our government is trying to divert our attention from its inability to solve our real problems?

Reporter

1. If we don't spend money to get to the moon, the Russians will get there first. What do you think of that?

Characterization

Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- As a social worker in Harlem, you want to look "official." Wear a business suit, blazer and skirt, or pantsuit. Either have your hair up in a bun, or try for a "sixties look." This would entail a little extra effort (the beehive look means you'll need plenty of hairspray).
- Be demanding and logical. Challenge the NASA representative. He represents the organization that has siphoned billions of dollars into a program you consider to be a waste of money.
- As a "prop" for your argument, you might bring onstage a person to portray a deprived American.
- Your theme song could be "In the Ghetto."



Background

You are Dr. William Bartlett, a high-ranking official from NASA, the National Aeronautics and Space Administration. You are one of the founding members of the organization, which was formed in 1958 but received its real “birth” in 1961 when President John Kennedy made a commitment to land a man on the moon by the end of the decade. You have seen the accomplishments of the Mercury, the Gemini, and now the \$23 billion Apollo space programs. You are pleased by how America’s spectacular achievements have captured the imagination of the world. In your opinion, no amount of money is too much to realize Kennedy’s dream of a true *New Frontier*. This time in history seems almost like science fiction, but it is *real*, and it is *exciting*.



Your arguments

1. It’s not fair to single out the space program and the money we spend as a target for bureaucratic waste. There probably are government programs that could be eliminated or cut back. But not this program. The attention focused on the Apollo program alone has captured the admiration and attention of the world. Not only is America #1, but it has been America that has made us dream again about human possibility ... what the human race is capable of doing.
2. Miss Jones says we should clean up our own backyard before we go into space. She says feed and house everyone here and forget about space exploration. Can you imagine if Queen Isabella had decided to take care of food and housing for the poor in Spain, instead of funding the Columbus expeditions? Columbus wouldn’t have discovered America. Since she was farsighted, the voyages went on, and the discoveries and migrations did more to relieve suffering than any event prior to Columbus.
3. The photographs alone from the first Apollo missions were worth the money spent. For the first time, we have pictures of earth as a simple brown and blue “ball” hanging from the heavens. Looking at the pictures, we can now all realize that this earth has limits—the frontiers on earth are gone. It is like Adlai Stevenson said. “We have definite limits; we have to take care of our earth; it is our home; we must not damage it.” What a message from those priceless pictures from outer space! Two very timely books, *The Population Bomb* and *Silent Spring*, told about this problem, but the pictures from outer space showed the problem to the whole world. What a great investment in our future. Now people will become interested in preserving our environment, stopping pollution, maintaining national parks, etc.
4. The successes of the space program have led to an incredible rise in interest from young people in becoming scientists, engineers,

Use all this information to help you answer the moderator’s questions.

Note: Do not carry these recollections onstage. Practice your responses in advance.

DR. WILLIAM BARTLETT - 2

mathematicians, etc. As you know, when the Russians launched Sputnik in 1958, it showed we were behind them in technology. The investment of American money into the space program has put us on top again, and our youth have been inspired to further discoveries and advancement.

5. I know our government cares about the less fortunate. I know Sargent Schriver, head of the Office of Economic Opportunity, personally, and he keeps me informed about the government's antipoverty programs. Sure they need more money, but government officials must spend tax money where the people say. Most of the taxes raised from our government comes from the pockets of middle-class America. And they don't want to know about poverty, but they *love* those space achievements.

Questions

Moderator

1. Why shouldn't the space program be singled out as the ideal place to take money from the rich to give to the poor?
2. Give us an historical reason why we should "go for it" and spend that money for exploration.
3. Other than a nationalist ego trip, is there any other benefit to justify all that money being spent?
4. Any other benefits?
5. So, would we be fair to say that the government has decided, at least for the moment, that space exploration is more of a priority than helping its own people?

Reporter

1. How did John Kennedy help the program and "launch" NASA?

Characterization

- As a member of NASA, you have two options. You can wear a blue jumpsuit with matching baseball cap and put NASA labels all over your clothes, or you can look like a government official—dark suit, white shirt, tie (bow tie?).
- Be very courteous to Miss Jones. You agree that she needs money. You might even offer her a contribution! But she should never even suggest a cut in the NASA space program. That's like burning the American flag or swearing at Mister Rogers.
- You are *excited* about the space program. Show it!



Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire. Check out scientific journals for more ideas.

Background

You are Richard Joseph Daley, mayor of Chicago since 1955. An old-time boss-mayor, you personally “rule” Chicago. After a good deal of hard work, your city snagged the 1968 Democratic convention. It has not been a good year for America. Martin Luther King Jr. and Robert Kennedy were assassinated, causing disillusionment and frustration, especially for America’s youth, whose cause they both championed. You were part of the old-time party machinery that nominated Hubert Humphrey as the Democratic nominee for the presidency. Since Humphrey is so closely associated with the Vietnam War and is not the choice of the people (he did not run in any primaries), the youth feel disenfranchised and came to Chicago to protest this “assault on the Democratic process.” Your reception for them was not what they had anticipated, hoped for, or even imagined. While the nation watched Humphrey’s “coronation,” the big news developed outside the convention hall. Bloody street fighting erupted between the protestors and the Chicago police. The major networks were on hand to show the “brutality” of your police force, which the networks intermixed with Humphrey’s nomination scenes. These scenes may well have cost Humphrey the election. By a small margin he lost to Richard Nixon.

Your arguments

1. The reason these protestor punks are so upset is because they feel disenfranchised. That’s too bad? What they need is some education—a lesson in practical politics. When Lyndon Johnson decided not to run for reelection, he chose Humphrey as his successor. The party bosses wanted Humphrey as did the organization regulars. He represented loyalty and orthodoxy. It’s true that the anti-war candidates—Eugene McCarthy and Robert Kennedy—won the primaries, but the only real threat was Kennedy, who was dead by the time of the convention. Humphrey may have been unpopular with the anti-war protestors, but he was going to be the candidate.
2. The troublemakers who caused the riots in my city were outsiders. Many were professionals, like this Hayden punk, paid to riot and throw things. Others were malcontents like the Yippies, who were unbathed, misguided, poor excuses for human beings. I *hate* young white radicals. What do they have to protest about? They are ingrates, parasites, punks. They ridiculed me—made personal comments. They are just a bunch of brats trying to cause trouble.
3. The fine city of Chicago does not have much tolerance for nonconformists or people who disagree with “the system.” Many of the whites are sons and daughters of immigrants and appreciate their heritage. Blacks see hippies and radicals as spoiled, overprivileged white kids. The police, used to real crime, dreamed of having some fun with these kids who are always calling them “pigs.”

Use all this information to help you answer the moderator’s questions.

Note: *Do not carry these recollections onstage. Practice your responses in advance.*

4. The Youth International Party (Yippies) sent several communications to me. They said they would put LSD in the water supply and have people run naked in the streets. Their published list of demands included ending the war, legalizing marijuana, disarming the police, and abolishing money. I was not amused, and I wanted more than ever to teach them a *hard* lesson.
5. As the convention drew near, I readied the city for our little visitors. I ordered Chicago's 12,000 police onto 12-hour shifts. I had 5,000 National Guardsmen and 6,000 army troops standing by. I had hundreds of FBI agents and Secret Service personnel. I was determined to show what Chicago is: a law-and-order city.
6. These anti-war protestors came for trouble, and that's what they got. They shouted obscenities, called the police "pigs," and hurled cans and bags of human waste at police lines. The police finally had enough and started beating them up and shooting tear gas at them.
7. I don't know what all the fuss was about. We crushed their little rebellion. Nobody was killed; there were no serious injuries; no firearms were used. I have received thousands of letters supporting me and thanking me for teaching those punks a lesson.

Questions

Moderator

1. Why do the protestors feel they wouldn't be represented at the convention? Why are they angry?
2. I understand most of the "troublemakers" were from other cities. Is that true?
3. Is it true that your fine city doesn't traditionally show great sympathy toward nonconformists?
4. How did the Yippies irritate you prior to the convention?
5. Tell us how you prepared for the protestors.
6. So, what really happened on that final night?
7. You don't seem to think that the nationally televised police brutality was that big a deal. Can you please explain that attitude?

Reporter

1. Couldn't you have handled the riots with a little less violence?

Characterization

- You are short and overweight. Wear a three-piece dark suit along with a long-sleeve white shirt with French cuffs.
- Daley was a fiery speaker, uncompromising, and definitely a name caller. He *really* disliked the troublemakers. Act accordingly.
- Some of "Chicago's finest" (i.e., Chicago police officers) could come in and forcefully remove Tom Hayden from the room.
- Your theme song could be "Chicago, Chicago."



Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire. Find some pictures of Daley.

Background

You are Tom Hayden, probably one of the best-known student radicals of the 1960s. Brilliant, dedicated, courageous, and cunning, you probably understand the radical movement of the 1960s better than anybody else. You believe in “participatory democracy.” You were arrested and tried as one of the Chicago 8, a group that disrupted the 1968 Democratic Convention. As a founding member of the SDS (Students for a Democratic Society), you were quite active in the student protest movement. In your many crusades, you have been beaten and jailed for civil rights activities, worked as a community organizer in the Newark ghetto, helped hold buildings during the Columbia University student strike, visited North Vietnam (Hanoi) twice, and brought home the first three POWs to be released in 1967. The two major influences in your political life were the Berkeley student movement of the 1960s and the presidential candidacy of John F. Kennedy.

Your arguments

1. The 1968 Democratic Convention at Chicago was disrupted by activist students who felt they had lost their voice in American politics. Like you, they were influenced by John Kennedy. His 1960 campaign had much to do with creating the new student movement. Kennedy’s idealism and dynamism gave hope to America’s youth. He gave you a sense of vision, a purpose. He made young people feel they could make a difference. He told them they could be a part of government and that they would be listened to. When he was killed, your feeling of optimism changed to a feeling of disenchantment. You had the energy. You thought you could make a difference. Then the Vietnam War escalated, and you had your cause.
2. By 1968, the United States had more than 500,000 troops in Vietnam. No end was in sight. The war had become very unpopular. President Johnson was forced to drop out of the 1968 election because of his very low approval rating by the American people. The race for the Democratic nomination was wide open. Two peace candidates, Eugene McCarthy of Minnesota and Robert Kennedy of New York, emerged as the leading candidates in the primaries. This “second Kennedy” represented once again the hope of many visionary American youth: reestablishing JFK’s idealism and stopping the Vietnam War. Just after Kennedy won the California primary, he was assassinated. Again, a feeling of hopelessness engulfed American youth.
3. You assembled in Chicago to be heard. The violence occurred after all the older Democrats rejected what the people wanted. It became apparent that there was *no* hope for a peace candidate. (A last-minute attempt to nominate Ted Kennedy failed.) The entire peace

Use all this information to help you answer the moderator’s questions.

Note: *Do not carry these recollections onstage. Practice your responses in advance.*

platform of McCarthy and Robert Kennedy was rejected. Then they nominated Hubert Humphrey, a man associated with Johnson and the war, and a man who did not win *any* primaries. He was not the choice of the people. You became extremely upset.

4. On that final night, all of you stood outside, upset and in disbelief. Oh, yes, some of you had long hair, but many more were tidy with neat clothing. As a wall of police advanced to clear the park, violence exploded in front of national TV cameras. And what did America see? The Chicago police, bloodying their own city streets. Swinging their billy clubs, kicking anybody in their way, they injured more than 700 people. Mayor Daley and his police were condemned by the world for what happened.
5. Your goal in Chicago was to have Mayor Daley and our government self-destruct and make fools of themselves. You wanted to show that America was a country ruled by an establishment that was ignoring the wishes of the people and was a country ruled by force and violence. You achieved your goal. There were two real victims: Hubert Humphrey, because he wanted to be president so much, and the American people, because they ended up with Richard Nixon, possibly the most controversial man ever to hold the office of the presidency of the United States.

Questions

Moderator

1. How did John Kennedy affect your generation?
2. What happened in 1968 that dashed the hopes of youth again?
3. Why didn't the young people want Hubert Humphrey as a candidate? He's a good man!
4. Give us your version of what happened the final night of the convention.
5. Did the Students for a Democratic Society achieve its goals?

Reporter

1. Didn't the ugly street scene in Chicago really *hurt* your cause, making people tired of all the protesting?

Characterization

- During your radical days you dressed in the uniform of the day for the youth movement—blue jeans, T-shirt, and sandals. You should look a little unkempt, disheveled, sort of like an unmade bed.
- Your mind is on protest. You desire to win no beauty contest.
- Challenge Mayor Daley's interpretation of events in Chicago. If he lies, or bends the truth, correct him. Be blunt. He is a deceitful old boss mayor.
- Your theme song could be "Rules and Regulations."



Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire. Find a picture of Hayden for more ideas.

**REPORTER QUESTION
for Sam Whitcomb**

Have you given up on your daughter? Is she beyond hope?

**REPORTER QUESTION
for Cindy Whitcomb**

If you don't live at home, and if you don't have a job, how do you eat?

**REPORTER QUESTION
for Martha Cline**

How can you live a life of no personal achievements?

**REPORTER QUESTION
for Ms. Alice Long**

Why do you hate men so much that you have to compete with them?

**REPORTER QUESTION
for Sgt. Mike Murphy**

If someone proved you wrong, would you still support America's participation in the Vietnam War?

**REPORTER QUESTION
for Arnold Turner**

If you were drafted, what would you do?

**REPORTER QUESTION
for Leslie Jones**

If we don't spend money to get to the moon, the Russians will get there first. What do you think of that?

**REPORTER QUESTION
for Dr. William Bartlett**

How did President John Kennedy help the program and "launch" NASA?

**REPORTER QUESTION
for Mayor Richard Daley**

Couldn't you have handled the riots with a little less violence?

**REPORTER QUESTION
for Tom Hayden**

Didn't the ugly street scene in Chicago really *hurt* your cause, making people tired of all the protesting?

STUDIO AUDIENCE FORM

Point-Counterpoint: 1960s

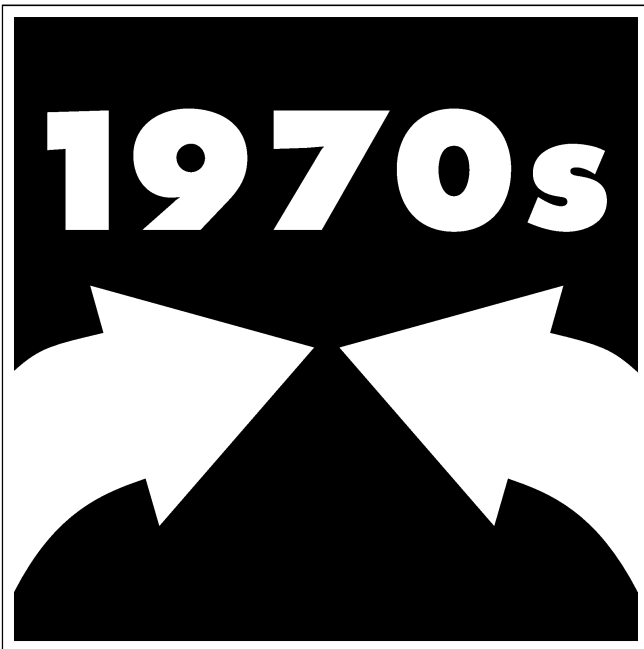
Directions: In the top two boxes write down the debaters' names and the essential points each person makes. Then in the bottom box reflect on what you have witnessed. The latter response should reveal how you feel about the issues presented in the mini-debate.

Issue # _____

<p><i>Debater's name</i> _____</p> <p><i>Essential points:</i></p>	<p><i>Debater's name</i> _____</p> <p><i>Essential points</i></p>
<p><i>My reflections upon this issue:</i></p>	

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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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 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:

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 history exploration 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: 1970s* 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 1970s.
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 the 1970s. They will enjoy the series of confrontations that closely resemble 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 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.

Anyone doubting that such presentations can be effective ...

... the cast of characters ...

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.

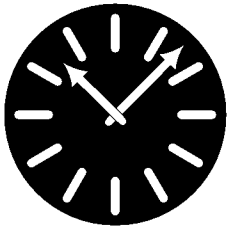


Other participants

- **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.

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). 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.



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.

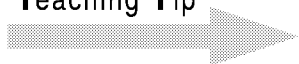
One day before the confrontation

- 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 1970s” 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, cut up the questions, and give to appropriate students.)
 - STUDIO AUDIENCE FORM (class set for each issue minus the 12 debaters)
 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.
 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 1970s

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 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.*

BIBLIOGRAPHY

Encourage students to seek additional information on any or all of the topics within this activity. The student may have to be resourceful to find information on these subjects. The usual basic sources are a good “jumping off” point. A good encyclopedia, American Biography, or recent United States history college text will “prime the pump.” Listed below are some additional sources of information for interested students.

Books Many authors have written in-depth about the 1960s. Here are a few suggestions:

- St. Martin’s Press publishes a colorful paperback available entitled *60s*. Lots of trivia here.
- Milton Viorst’s *Fire in the Streets* is a more cerebral, in-depth study of the 1960s.
- Roderick Nash’s unique approach to American history, *From These Beginnings*, chronicles the 1960s through the eyes of Bob Dylan.
- Betty Friedan’s *The Feminine Mystique* is a classic!
- Eldridge Cleaver’s *Soul On Ice* is vintage 1960s.
- Mike Royko’s *Boss, Richard Daley of Chicago* is a study of old-style “smoke-filled room” politics.

Magazines There are hundreds of articles on these subjects that appear mostly in news magazines. Have the students check by subject in *The Reader’s Guide to Periodical Literature*.

Movies There are several good films on the 1960s. In addition to all the Vietnam movies, try “The Graduate,” “Easy Rider,” “Woodstock,” “On The Beach,” “The Apartment,” “West Side Story,” “Guess Who’s Coming to Dinner,” “Midnight Cowboy,” “Goodbye Columbus.”

Television TV movies and documentaries on the 1960s air frequently on television. Especially watch the Arts and Entertainment channel and check your local PBS station programming guide.

MODERATOR SCRIPT - 1

As moderator, you are, in a sense, the star of this upcoming debate. Therefore, you are going to have a big responsibility for this confrontation's success or failure. Consider the following suggestions:

1. Practice reading the script aloud several times before the day of the confrontation.
2. Strive at all times—even while you are practicing at home—to have your voice and body language radiate confidence and interest in both the persons and the topic.
3. Talk with your teacher and the students who are playing key roles. Ask them if there is any way you can help them with their responsibilities.
4. Finally, be sure you take seriously how you will dress yourself for your important part. If you are a male, wear a dark suit, dress shirt, dignified tie, and leather shoes. If you are a female, wear a dress or suit, stockings, dressy heels, and appropriate jewelry.

Procedure

*Never forget—as the moderator **you** are in charge of this debate. Be positive, confident, and energetic. Keep the confrontation going!*

1. Introduce each pair of debaters and the topic they will debate.
2. Ask questions of each debater.
3. As each mini-debate ends, but before the audience questions are permitted, ask each debater to respond to the opponent's remark. If time permits, this could develop into a lively interchange.
4. At the end of each confrontation, ask each debater to make a final comment. Using this format encourages them to listen attentively to their opponents' remarks and sharpens their debating skills.
5. *Optional* After all issues have been debated, have all debaters return to the podium and answer reporter questions.

Script

Hello, and welcome to Point Counterpoint: 1970s—a program that brings you a series of mini-debates between people with contrasting opinions. We will look back at the 1970s, a decade that social critics often characterize as a selfish “me-me-me time.” It was the decade of presidents Richard Nixon, Gerald Ford, and Jimmy Carter. It was a decade of few heroes. It was a decade of incidents. We continued agonizing over Vietnam; we lost confidence with our public officials over Watergate; we faced nuclear disaster at Three-Mile Island; Americans felt a new helplessness as Iran captured and held our own citizens hostage for 444 days; our youth seemed to make an about-face on their involvement in society from the 1960s; and health experts revealed new statistics on heart attacks, cancer, new diseases and risk factors in today's modern society. No wonder *Time* magazine noted, “Nobody is apt to look back at the 1970s as ‘The Good Old Days.’”

MODERATOR SCRIPT - 2

So, let's take a look at these issues of the 1970s. Let's meet some of the people who made it all happen ... and some who were victims of the decade's events. Then, when it's over, you decide. Did the decade leave us any hope?

Issue 1: Kent State and the Vietnam War

Let's get started with our program and introduce our first pair of debaters. First, a very talented young actress who has just been nominated for an Academy Award for her performance in "Klute," but lately has been spending much of her energy protesting the Vietnam War. Welcome Jane Fonda. (*Applause*)

Her opponent is a man who needs no introduction. He is the president of the United States. Ladies and gentlemen, President Richard Milhous Nixon. (*Applause*)

Let's begin our questions with Ms. Fonda:

Questions for Jane Fonda

1. You are against the war, and President Nixon says he has a plan to end it. So what's the problem?
2. You really get emotional when you talk about what's going on in Vietnam. What has you so worked up?
3. How can you say President Nixon is stepping up the war when thousands of troops are coming home?
4. Why do you think Nixon wanted the invasion of Cambodia kept secret?
5. What happened at Kent State, and what was Nixon's reaction?
6. Tell us about Nixon's enemies list.

Wow! You've dropped a few bombshells today. Let's have President Nixon answer a few questions and we'll hear his side of the story.

Questions for President Richard Nixon

1. Mr. President, what do you think about Jane Fonda as a voice representing the American people?
2. What is this about a presidential enemies list? Is it true, Mr. President, that you kept a list of people you disliked and had them harassed and persecuted?
3. Ms. Fonda states that you lied to the American people when you said you had a secret plan to end the war. Did you, at that time, have a plan?
4. Your decision to broaden the war into Cambodia and Laos met with fierce opposition with many Americans. Why was this decision made?
5. Again, Ms. Fonda alleges that you are personally responsible for

MODERATOR SCRIPT - 3

the killings at Kent State. What is your version of the incident, and whom do you feel is to blame?

6. Why do you insist on keeping Americans uninformed about the war? Aren't you supposed to keep us and Congress informed?

Ms. Fonda, any final comments?

How about you, President Nixon?

Thank you both, Ms. Fonda and President Nixon. Ladies and gentlemen, let's give them a warm round of applause for their performance. *(Applause)*

Issue 2: Watergate

Another issue that dominated the 1970s was the Watergate scandal, which involved President Nixon. Just as the American people were close to finding out the truth of his involvement, he resigned, then was pardoned by President Ford. Was there a secret deal? Let's find out! First, here is a trial lawyer from the American Civil Liberties Union, Arnold Feinstein. *(Applause)* Next, here is the 38th president of the United States, Gerald Ford. *(Applause)*

Welcome, gentleman. Might I say, Mr. President, it is an honor to have you here today. Let's begin our questions with Mr. Feinstein.

Questions for Arnold Feinstein

1. What do you think, Mr. Feinstein, is the worst tragedy of the Nixon pardon?
2. What is CREEP, and how does it relate to Richard Nixon?
3. Just how bad was this scandal? Didn't it end with other resignations besides Nixon's?
4. Do you personally think there was enough evidence to convict President Nixon for any crimes?
5. What do you think of President Ford as a man, as a person, as a leader?

Thank you, Mr. Feinstein for sharing your concerns over this controversial act. Now let's hear from President Ford and find out firsthand his feelings on the subject.

Questions for President Gerald Ford

1. How has Jimmy Carter viewed your pardon of Richard Nixon?
2. Did you feel sorry for President Nixon and his family?
3. How could you help the nation by preventing a trial that would reveal the truth?
4. How do we know you didn't make a deal with Nixon?

MODERATOR SCRIPT - 4

5. Isn't it true that you were just a victim of Nixon's superior intellect? Admit it. Didn't he pull one over on you?

Mr. Feinstein, any final comments?

And you, President Ford?

We appreciate you gentlemen for shedding some light on this newsworthy event. Thank you Arnold Feinstein and President Gerald Ford. *(Applause)*

Issue 3: Dangers of nuclear power

Ladies and gentlemen, here comes another hot topic of the 1970s, nuclear energy. On March 28, 1979, we barely averted a nuclear disaster when the Three-Mile Island power plant's nuclear reactor nearly melted down. To get the details of what happened and to discuss the issue of the future of nuclear power, may I present Mrs. Maria Fuentes, a homeowner near the power plant, and Congressman Glenn Fritch, a member of the newly formed Department of Energy. *(Applause)*

We'll start our questions with Mrs. Fuentes.

Questions for Maria Fuentes

1. Tell us what happened on March 28, 1979.
2. Has this experience changed you at all? Please explain.
3. I understand you have become quite radical. Is this true?
4. So, how do you answer those people who say that nuclear energy is an essential part of our energy future? Is it worth the risk?

That sounds like a frightful experience, Mrs. Fuentes. Now, let's see what Congressman Fritch has to say.

Questions for Congressman Glenn Fritch

1. Why do you think the use of nuclear energy is an inescapable part of our future?
2. What about other—and safer—forms of energy?
3. C'mon, convince us that we need nuclear energy. How about four good reasons?
4. You have been quoted as saying that you are glad the incident at Three-Mile Island happened. Are you crazy?
5. Is there really an energy shortage? Convince us.

Mrs. Fuentes, do you care to comment on Congressman Fritch's remarks.

Any rebuttal, Congressman Fritch?

There's some food for thought over the energy future. Looks like we have to weigh human safety against our future needs. Well, thank you both for your insightful and sometimes emotional comments. (*Applause*)

Issue 4: *Hostages in Iran*

Now it's time to relive one of our more humiliating experiences—the taking of American hostages in Iran in 1979. This certainly has been a humbling experience for what used to be “the most powerful nation on earth.” With us today to face off on this issue are Beverly Polzin, the wife of one of the hostages, and President Jimmy Carter. Let's welcome them both. (*Applause*) Thank you both for coming today. President Carter, we are especially honored that you could make it today. Let's start our questions with Mrs. Polzin.

Questions for Beverly Polzin

1. This has been a frustrating year for you. Could you tell us why?
2. Do you really think the United States can do anything to rescue the hostages without endangering their lives? Why do you feel it's possible?
3. It looks like Carter's inability to solve the hostage crisis helped Reagan to win the 1980 election. So why are you troubled that Reagan will be president?

We sympathize with you, Mrs. Polzin. It must be hard for a young wife to get by without her husband, especially in a situation like this. Let's see what the president has to say about this dilemma.

Questions for President Jimmy Carter

1. President Carter, why didn't you act more decisively when you first got news of the hostage crisis?
2. Allowing the deposed shah into the United States seems to have been what triggered the hostage-taking. Why did you allow it?
3. Why wasn't there a military response?
4. Were we prepared?
5. So, what did you do to solve the crisis? Mrs. Polzin maintains you did nothing.

Mrs. Polzin, would you like to make any final comments?

President Carter, any final words?

There you have it, folks, the complete lowdown on the hostage crisis. Thanks to Mrs. Polzin and President Carter for their insights and concerns. (*Applause*)

MODERATOR SCRIPT - 6

Issue 5: American values in the 1970s

Let's go backward into time just for a moment and look at the promise of the 1960s. That decade has often been called the decade of "hope and despair." It started out so bright. There was the promise of the New Frontier. We had a new president who challenged us to do something for our country. A whole new generation of youth was captivated by the presidency known as Camelot. Then after many assassinations and the horrors of the Vietnam War, a blanket of despair fell across the nation. Hubert Humphrey, one of the greatest crusaders for human dignity, died in 1978. Did his hopes and dreams go with him?

Let's find out. Today, we are honored to have Mrs. Muriel Humphrey share her concern about the youth of the 1970s. With her is Brandon Hall Jr., a successful young man of the seventies who has very little in common with the youth of the sixties that worked with Senator Humphrey. Let's welcome them both. *(Applause)* Let's begin our questions with Mrs. Humphrey.

Questions for Muriel Humphrey

1. It seems you might be right when you say that there are no more "Happy Warriors." But why does this bother you? Doesn't this make your husband even more special?
2. Why do you like Jimmy Carter? Why do you think young people like Ronald Reagan?
3. What disturbs you about the types of discussions you have on today's high school and college campuses?
4. You must share with us the quote you found that might describe today's youth.
5. Give us one final analysis of what's wrong with kids today.

There certainly is a concern here about our future leaders. Let's talk to one of them now. Let's see how Brandon Hall interprets his own philosophy.

Questions for Brandon Hall

1. What is your own American Dream?
2. We hear you are quite an achiever. At the ripe old age of 21, what have you accomplished?
3. You seem pretty set in your ways for such a young man. Who has influenced you the most? Please give us some of your views.
4. Tell us how California's Proposition 13 in 1978 influenced your thinking about helping others.

Mrs. Humphrey, any final remarks?

Mr. Hall, any last words?

MODERATOR SCRIPT - 7

Issue 6: Health and nutrition

Well, there were two voices—one wise one from the past and one concerned for our future. Thanks to Muriel and Brandon ... kind of the old and the new. Let's applaud them both. (*Applause*)

For our final confrontation, we are going to take a look at the new concern of the 1970s over what we eat and how we take care of ourselves. Please welcome Jackie Nielson, aerobic instructor and author of the best-selling book *Jackie's Way to Living Longer*. (*Applause*) To give an opposing viewpoint is a young man who wishes to be called a concerned citizen. Welcome Marvin Brown. (*Applause*) Let's start our questions with Jackie.

Questions for Jackie Nielson

1. You look like a lady with a mission. Tell us, what do you think is wrong with America?
2. What do you suggest we do? What's the first step to good health?
3. There seems to be so much these days that we should avoid. Aren't we better off just not knowing?
4. How important is exercise to your "formula"?
5. You seem to have a loyal following from your book and speaking engagements, but isn't this just another passing fad of the 1970s, like earth shoes and frozen yogurt?

Thank you, Jackie! Gee, I feel invigorated just listening to you. Now, let's look at the other side of the coin and hear from Marvin Brown.

Questions for Marvin Brown

1. You don't approve of Jackie Nielson's work, do you?
2. You have said many times that Miss Nielson does more harm than good. Could you explain this?
3. You say that America has become a laughing stock because of its preoccupation with the perfect body. Explain how this is funny!
4. How do you figure it is bad or harmful if we are informed about all the things that can hurt or kill us?
5. So, you don't think a change in lifestyle will really help us?
6. Any final comments to help make your point?

Any final reply to Mr. Brown from Miss Nielson?

Any last comments, Mr. Brown?

That's certainly food for thought. Thank you both for your totally opposing views. Let's hear it for our final pair of debaters. (*Applause*)

MODERATOR SCRIPT - 8

This concludes our brief journey down memory lane with a glimpse of the 1970s. Our deepest thanks to all those who shared their different viewpoints in our dialogue today.

Now, let's have all of our debaters come back up front and answer audience questions. We have reporters and other American citizens waiting.

If time permits, conduct this optional activity. You will moderate the question-answer session that begins with the "planted" reporter questions.



Reporter questions

- **Jane Fonda:** How does your status as an actress give you the qualifications or the right to be a spokesperson for the American people?
- **Richard Nixon:** Critics often point out that you ran the presidency with little regard for the feelings of the nation's people. How do you respond to this accusation?
- **Arnold Feinstein:** Do you feel President Ford made a deal to get the presidency for pardoning President Nixon? Or did he simply do something that just wasn't very bright?
- **Gerald Ford:** You said your pardoning President Nixon cost you the election of 1976. If you had it to do over again—after reflecting upon what happened to “all the president's men” who had to go to jail—would you still pardon President Nixon?
- **Glenn Fritch:** Can you absolutely guarantee the safety of nuclear energy when it's being used for peaceful purposes?
- **Maria Fuentes:** How does your husband like your new role as an activist?
- **Beverly Polzin:** Now that President Reagan has been elected, don't you feel your husband might be in danger?
- **Jimmy Carter:** Don't you find it ironic that President Reagan came out “smelling like a rose” following his failed attempt at bribing Iranian officials while you were successful with your legal negotiations but laughed at?
- **Muriel Humphrey:** What advice would you give a graduating senior today?
- **Brandon Hall Jr.:** If the government doesn't help those in need, who will? Do you care at all about our nation's less fortunate individuals?
- **Jackie Nielson:** Who appointed you the guru of nutrition and exercise?
- **Marvin Brown:** How will you be able to enjoy life later on, knowing you could have a heart attack at any moment?

Background

You are Jane Fonda, the young and talented daughter of the great actor Henry Fonda. After establishing your own identity in successful films such as “They Shoot Horses, Don’t They?” garnering the New York Film Critics Best Actress Award, and “Klute,” receiving an Academy Award for best actress, you found that you had “media clout.” You discovered that, as a media star, the simple fact of your presence could capture public attention.

While living in France in 1967, you became aware that the United States was *not* playing a heroic role in Vietnam. On French television, you saw pictures of B-52 bombers dropping bombs on Vietnamese villages. You began to question whether or not the American government was deceiving the American people. You became a vocal, outspoken critic of the war, and you were determined to show and tell the truth to the American people. Searching for the truth, and with the help of your future husband Tom Hayden, you traveled to North Vietnam in July 1972. Since we were at war with North Vietnam, the North Vietnamese were more than happy to accommodate your visit.

What you saw sickened you. You witnessed, firsthand, bombed-out hospitals, schools, and private residences. You saw, and later graphically described, the scene of many women and children who had been obscenely maimed by American firepower. You had obtained on-the-spot evidence that Americans were being deceived, and that Americans were responsible for some terrible atrocities in Vietnam.

Your arguments

Use this information to help you answer the moderator’s questions.

Note: *Do not carry these arguments onstage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.*

1. When campaigning for the presidency in 1968, President Nixon said he had a secret plan to end the war. He said he couldn’t give any details because it might undermine Lyndon Johnson’s effort to end the war. There was no plan. This was a lie.
2. This war is an obscenity. There are atrocities occurring every day. There are hospitals and schools being bombed in North Vietnam by American B-52s. Innocent civilian women and children throughout the cities and villages are missing arms and legs or have been severely burned from “our boys” fighting for “who knows what?”
3. President Nixon’s campaign promise was to end the war in Vietnam. Not only did he not have any plan to end it, but he also had no intention of ending it. Instead, he has escalated the war. While making public announcements about troop withdrawals, he escalates the bombing. During a 12-day period in 1973, Nixon unleashed a savage terror bombing onto North Vietnam that used 10 times the explosives than had been used from 1969 to 1971. That is neither scaling down nor withdrawing.

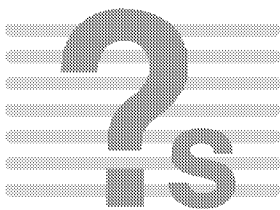
4. Without congressional approval or knowledge, Nixon illegally authorized the invasions of Cambodia and Laos. In both cases, he even deceived his own advisers! The secretary of the Air Force wasn't even in on this one. Nixon wanted to keep this top secret to avoid more protesting from the growing number of anti-war groups.
5. At Kent State, students were protesting the Cambodian invasion, and the escalation of the war. Frightened National Guardsmen fired into the crowd, killing four people. Do you know what Nixon's reaction was? He said student protestors were a bunch of bums, and their behavior invited this tragedy! On the contrary, Nixon is to blame for these deaths. His illegal approval of the Cambodian invasion caused a wave of protest across the nation. A general strike at 80 universities and a storm of outrage erupted across America.
6. You have been protesting the war for several years, exercising your right to free speech and freedom of assembly. You have tried to reveal the truth to the American people. You have attempted to show Nixon for what he is—a liar, a cynic, a murderer, and a war criminal. Of course, he's not too fond of you. He has a special "enemies list" of people who cause him problems. As one of his "enemies" you have had the FBI monitoring your every move, listening in on phone calls, taking pictures, and compiling a top-secret file of more than 500 pages on your activities.

Nixon himself reviewed the file. He even had you arrested at the Cleveland Airport for smuggling drugs. What had they confiscated? Your vitamins ... of course! You were released, but only after they left you in jail overnight. Richard Nixon ... what a guy! You received more attention than Soviet premier Leonid Brezhnev, but you weren't alone. Nixon ordered the FBI to keep a federal enemies list and to scrutinize and harass certain people at every opportunity.

Questions

Moderator

1. You are against the war, and President Nixon says he has a plan to end it. So what's the problem?
2. You really get emotional when you talk about what's going on in Vietnam. What's gotten you so worked up?
3. How can you say President Nixon is stepping up the war when thousands of troops are coming home?
4. Why do you think Nixon wanted the invasion of Cambodia kept secret?
5. What happened at Kent State, and what was Nixon's reaction?
6. Tell us about Nixon's enemies list.



Reporter

- How does your status as an actress qualify you or make you the spokesperson for the American people?

Characterization

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

- During the 1960s and 1970s you were working to simplify your life. Your wardrobe shrank to two pairs of jeans, two sweaters, and an army surplus jacket. You wore your hair in a shag cut. You are a member of the counterculture.
- Be very assertive and vocal, a real burr in Nixon's side. Even though Nixon is the president, you have little respect for him. Nor are you happy about being on his enemies list or about having been arrested. Show the audience the marks on your wrists from the handcuffs. Challenge President Nixon's comments. If he tries to stay aloof and ignore you, don't let him.
- Even though you didn't open your exercise studio until 1979, you may want to wear leotards with a belt and with your hair up. Doing so might get better audience recognition.

Background

You are Richard Nixon, the 37th president of the United States. From the very beginning of your political career your path to the presidency was spotted with controversy. You won a Congressional seat in 1946 by suggesting that your opponent had communist ties. You won a California Senate seat by innuendo that your opponent was not loyal to America and by your reputation as a relentless pursuer of communists. Governor Earl Warren sent you to the 1952 Republican Convention, in charge of the California delegation. You returned home as the vice-presidential nominee, a candidacy that Warren coveted. You became vice-president upon the election of Dwight D. Eisenhower. Warren was named chief justice of the United States the next year. In 1960, you barely lost the presidential election to John F. Kennedy. In 1962, you were defeated in the gubernatorial election in California. In an oft-quoted speech you announced your retirement from politics, saying: "You won't have Richard Nixon to kick around anymore." Just six years later, however, you became the Republican candidate for president and narrowly defeated Hubert Humphrey in the election of 1968. During the campaign you announced a secret plan to end the war, but it wasn't until five years later that the war finally ended with an American defeat. Though there were significant foreign policy achievements during your administration, you will mostly be remembered for the controversy that surrounded your terms in office, and for your forced withdrawal from office because of the Watergate scandal.

Your arguments

1. Let's deal with Jane Fonda first. She is nothing but a spoiled rich girl who smoked dope, posed nude, used dirty words, and wanted communists to run the world. She went to an enemy country while we were at war with that nation. She went too far. Some members of congress called her a traitor. Many suggested she be shot for treason. Somebody in the Maryland legislature wanted her tongue cut out. You understand there were daily threats on her life. She was called a "commie slut" by the Vietnam veterans. As president, you could have made life quite difficult, but all you did was have her watched.
2. You directed the FBI to keep tabs on possible subversive individuals. This agency developed a list of people who made speeches and participated in demonstrations that could possibly threaten the security of the United States. Of course, a communist sympathizer and possible traitor like Jane Fonda would be on the list. As far as you were concerned, she was one of the most dangerous people in America, and you wanted the goods on her. She was undermining America's will to win the war and hurting our chances of negotiating peace.

Use this information to help you answer the moderator's questions.

Note: *Do not carry these arguments onstage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.*

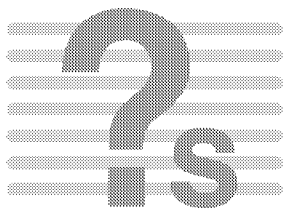
RICHARD NIXON - 2

3. In your 1968 campaign speeches, you said you had a plan to end the war honorably. America had never been defeated in its proud history, and you are not about to be the president in charge of our country's first loss. Your plan is to withdraw American troops, while training the South Vietnamese troops to protect themselves with our equipment and advisers. You call your plan *Vietnamization*. It is taking longer for the process to be successful because the locals just aren't supporting the program. They just don't have their heart in it.
4. Your decision to send troops into Cambodia and Laos was to destroy enemy supply lines and buy time for the South Vietnamese military to take over the burden of their country's defense. You didn't consult Congress and kept it secret because of the anti-war protesters that were tearing this nation apart. You could have kept it secret if somebody hadn't leaked it to the press.
5. The deaths at Kent State happened because some psychotic and criminal elements incited riots and taunted and frightened some National Guardsmen. Some of these kids are nothing but bums. They have to understand that when dissent leads to violence, there is an invitation to disaster. Kent State was a terrible tragedy, but if they hadn't been protesting and causing trouble, they would all be alive today!
6. This war will be settled in private rather than in public. You will end the war through secret negotiations. An invasion of Cambodia, or Laos, or more bombings are sometimes necessary to bring a quicker end to this war. You are not deceiving the American public. It's just that the more informed they are, the more "Jane Fondas" come out of the woodwork. The more people like her get everybody worked up, the less support there is for the war and the more we lose our will to win. You know a great silent majority supports you. The hundreds of thousands who march against the war, sign petitions, and make speeches are just a vocal minority.

Questions

Moderator

1. Mr. President, what do you think of Jane Fonda as a voice representing the American people?
2. What is this about a presidential enemies list? Is it true, Mr. President, that you kept a list of people you disliked and had them harassed and persecuted?
3. Ms. Fonda states that you lied to the American people when you said you had a secret plan to end the war. Did you, at that time, have a plan?
4. Your decision to broaden the war into Cambodia and Laos met with



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fierce opposition with many Americans. Why was this decision made?

5. Again, Miss Fonda alleges that you are personally responsible for the killings at Kent State. What is your version of the incident, and who do you feel is to blame?
6. Why do you insist on keeping Americans uninformed about the war? Aren't you supposed to keep us and Congress informed?

Reporter

- Didn't you run the presidency without regard for the feelings of the people of this nation?

Characterization

- You are the president, so you must act accordingly.
- Wear a suit and tie. There are Nixon masks available, and a "caricature-type" portrayal of Nixon is not out-of-line.
- Use Nixon's salute of two hands in the air with peace signs is a nice touch. His statement, "I didn't do it," or "I'm not guilty" usually gets a response. There is usually one or two good Nixon imitators in each class. Have them give you some helpful hints.
- You could add a few flourishes, like a dictionary definition of the word traitor, or a list of what others have suggested be done with Jane because of her traitorous activities.
- You might have Jane Fonda arrested for treason.
- See if you can find music of "Hail to the Chief" for your entrance.

Acting Tip

Find a picture of Nixon in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

Background

You are Arnold Feinstein, a crack lawyer for the American Civil Liberties Union (ACLU), an organization renowned for protecting the rights and liberties of Americans, as guaranteed in the Constitution. The son of immigrants, you were born and raised in New York City. Your father has instilled in you the importance of your citizenship and how you should never betray this great country which gave you a glowing treasure of rights upon your birth. A staunch defender of the American way and of justice for all, you have chosen as your life's work a career of representing the downtrodden, the cheated, and the wronged. Forsaking a lucrative six-figure salary for a more meaningful life, you have embarked on a series of crusades, the most recent of which involves the pardoning of Richard Nixon by Gerald Ford.

Your arguments

1. One of the sadder chapters in American history is the period between 1972 and 1975. We could title this time the Watergate Era. It ended when Richard Nixon resigned as president because he faced certain impeachment proceedings and a probable verdict of guilty. As the American public waited for our legal system to bring "citizen" Nixon to justice, and reveal the truth of his crimes, President Gerald Ford granted him a full pardon for any crimes he may have committed as president. By this one action, the American people were forever denied finding out the full truth about Watergate.
2. The Watergate period really stinks, in terms of legal propriety. The Committee to Re-elect the President (nicknamed CREEP) was caught bugging the Democrats' headquarters prior to that party's convention in 1972. It was later discovered that CREEP had raised tens of millions of dollars, much of it illegally, and has used the money for all kinds of illegal activities, including bribery, extortion, forgery, espionage, and sabotage. Remember, CREEP was the committee to reelect Nixon.
3. As more information was uncovered about CREEP and Watergate, the trail of corruption and deceit got closer and closer to Richard Nixon. This was becoming a terrible scandal in the history of our government, worse than the Harding or Grant scandals. Eventually, many of Nixon's top advisers were tried, found guilty, and sent to jail. By 1974, 29 people had been indicted or been convicted of Watergate-related crimes, but the man in charge was still untouched.
4. For more than two years, Richard Nixon defied the Constitution and the American people by altering evidence, lying, covering up a crime, and probably committing many crimes we will never know about because of President Ford's pardon. Over and over again, President Nixon deliberately lied to the American people. He even

Use all this information to help you answer the moderator's questions.

Note: Do not carry these arguments onstage. Instead, practice your answers several times. Have a parent or friend ask you the questions in advance so that you can practice your answers.

ARNOLD FEINSTEIN - 2

prepared fraudulent income tax returns. Finally, when he could no longer prevent the tape recordings of Oval Office conversations from being sent to Congress, we found out why he wanted to defy court orders to turn them over. Besides clearly showing Nixon's connection with the cover-up, the tapes reveal much more. They portray him as a man of very questionable moral character, as a cynical, vindictive, self-serving "jerk." One of the tapes reveals him giving orders to the CIA to block an FBI investigation of Nixon. When the House Judiciary Committee announced that it had plenty of evidence to impeach him, President Nixon resigned. Then, as president, Gerald Ford pardons him! Imagine that! Either Ford had made a deal, or he is incredibly stupid! How did he think he could ever get away with it?

Acting Tip

You could come in with your hands tied to illustrate how President Ford's pardon tied your hands in finding the truth.

5. What about Gerald Ford, the man who brought us the pardon? He is the only president ever to attain that office simply by congressional vote. He was appointed vice-president, then became president upon Nixon's resignation. Many thought of him as a dim-witted football player from Michigan. Pardoning Nixon didn't exactly make him look any better to the American public. In his first bid to be elected as president, he was rebuked by the citizens who never had a direct hand in his achieving the presidency.

Questions

Moderator

1. What do you think, Mr. Feinstein, is the worst tragedy of the Nixon pardon?
2. What is CREEP, and how does it relate to Richard Nixon?
3. Just how bad was this scandal? Didn't it end with other resignations besides Nixon's?
4. Do you personally think there was enough evidence to convict President Nixon for any crimes?
5. What do you think of Ford as a man, as a person, as a leader?

Reporter

- Do you think Ford made a deal, or is he just not very bright?

Characterization

- Because as a dedicated ACLU lawyer, you probably aren't paid much, your three-piece suit is not from an expensive clothier. Wear a suit, but look disheveled. You are an incredibly sharp lawyer, but you are sloppy in appearance. *You can't believe* that a responsible man like Ford could pardon so obvious a criminal. You have severe doubts about Ford's intellectual capabilities. Say something like, "What could you possibly have been thinking?"

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

Background

You are Gerald Ford, the 38th president of the United States, ascending to the presidency when Richard Nixon resigned. After spending an undistinguished career in the House of Representatives from 1948 to 1974, you were the man selected by the Republicans to become vice-president in 1974 when Spiro Agnew resigned. As Nixon's impeachment became imminent, he resigned, and you became president. One of your first acts was to pardon Richard Nixon for any and all crimes while he was president. Your nickname is "Mr. Nice Guy," and you have been called "a Boy Scout in the White House" because you are so honest and so nice. You have the reputation as being a bumbling, slow-witted, good-natured jock (you were a football hero in high school and college). Some quotes about you include:

- "He played too much football with his helmet off."—LBJ
- "Mediocre is a word people used to describe him."—Peter Rand
- "Gerald Ford is one of the few people who not only admires Richard Nixon, but actually *likes* him."—Larry King
- "He has a slow mind, but he has a backbone."—Congressman Barber Conable
- "Ford isn't a bad man, but he's dumb—dumb. He shouldn't be dumb, either. He went to school just like everybody else."—Rev. Duncan Littlefair, Grand Rapids
- "He's not dumb ... he's a very solid, straightforward, decent sort of bird of moderate ability."—Professor Eugene Rostow, Yale law professor

Your arguments

1. You and your wife Betty were deeply moved by Jimmy Carter's opening remarks on his inauguration when he said, "I want to thank my predecessor for all he has done to heal our land." He, of course, was referring to your pardon of Richard Nixon.
2. Everybody loves to kick Nixon around. You feel everyone knows about his swearing and his dishonest nature. But he is a human being. You just felt he had suffered enough. He had been through a great deal and become a man haunted by the press while hanging on in poor health. His family had suffered enough. Having to resign the presidency is more than a slight embarrassment.
3. With the pardon, you were trying to establish "domestic tranquility." After the nation had suffered through the agony of the Vietnam War, it then had to endure the tangled morass of Watergate. *A public trial of the president would have served no constructive purpose.* It only would have further divided us. Besides, passions were so aroused that no fair trial was possible.
4. Giving a pardon to Nixon surely cost you the election of 1976. People suspected that you had made a deal with Nixon, through

Use all this information to help you answer the moderator's questions.

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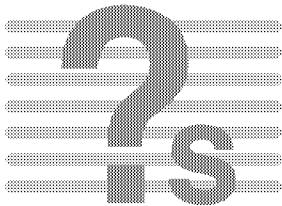
which you would become president after you had pardoned him. That's nonsense. As you said, because many people imagined a "buddy deal" had gone on, they voted for Georgia's Jimmy Carter, a politically unknown but honest man, and you lost the presidency anyway.

5. You do not feel that you are either stupid or a bumbler. You pardoned Richard Nixon to heal the nation and to allow America to move ahead, not because you didn't understand or grasp the situation. You know what he did. You believe he did some unlawful things. Finally, you believe that by accepting your pardon President Nixon was admitting his guilt.

Questions

Moderator

1. How has Jimmy Carter viewed your pardon of Richard Nixon?
2. Did you feel sorry for President Nixon and his family?
3. How could you help the nation by preventing a trial that would reveal the truth?
4. How do we know you didn't make a deal with Nixon?
5. Isn't it true that you were just a victim of Nixon's superior intellect? Admit it. Didn't he pull one over on you?



Reporter

- You said the pardon cost you the 1976 election. If you had it to do all over again, after seeing "All The President's Men" go to jail, would you still protect and pardon Richard Nixon? Or would it be, "No more 'Mr. Nice Guy'"?

Characterization

- Many have made light of your bumbling and falling. Many who have imitated you always begin their routine by falling down or saying something really outrageous. One of your more famous quotes is "If Lincoln were alive today, he would be spinning in his grave." So, you could begin, or make an entrance in this manner.
- Since you are a president, a suit would be appropriate. A humorous touch might include a football helmet. In your earlier days, you were quite a football hero and had pro offers. You are tall, ruggedly handsome, and athletic. Respond to your adversary in a kind sort of way. Remember, you are known as "Mr. Nice Guy."
- Tolerate this fellow and stress the fact that you healed the nation, but it cost you dearly (you lost the 1976 election to Carter).

Acting Tip

Find a picture of Ford in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.



Background

You are Maria Fuentes, a wife and mother who lives in Harrisburg, Pennsylvania, right across the Susquehanna River from the Three-Mile Island nuclear power plant. The first you heard of a problem with the power plant was when Harrisburg police appeared in your neighborhood, announcing over loudspeakers that because of a possible nuclear meltdown your community must be evacuated immediately. Alarmed, you dressed your infant daughter Rachel, then automatically grabbed your wedding book and scrapbook, as if you would never return. Crying, you hurriedly left your dream home and gathered with your neighbors at evacuation centers in a rural town to the south. Fearing mostly for your daughter, you wondered aloud if there had been a radiation leak or meltdown, and if either of you had inhaled any fumes or had been exposed to deadly radiation. Apparently, when the plant officials felt they had solved the problem, the “all-clear” signals were sent out, and you were told you could go home. You declined. You felt that going back would put your daughter into further jeopardy. You have never returned to that home, even after federal officials have assured all your neighbors that it is safe.

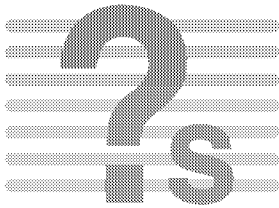


Your arguments

*Use all this information to help you answer the moderator's questions. **Note:** Do not carry these arguments onstage. Instead, practice your answers several times.*

1. On March 28, 1979, you suffered the worst nightmare of your life. You were one of more than 100,000 people who were evacuated because of the possibility of the worst nuclear disaster in the history of atomic research. You sat in a high school gymnasium many miles from your home watching Walter Cronkite tell all America about a nuclear reactor in Pennsylvania about to wash the countryside in a shower of deadly radiation. He said experts would be working around the clock to avert a disaster of “cataclysmic proportions.” *You remember his **exact** words and will never forget them.* That was your community he was talking about! It was possible that you all could die. Apparently, a stuck valve had caused the reactor to overheat and the men in charge cut off the cooling water because they misread the controls.
2. You have refused to ever go back into that house. You will not have your daughter exposed to something that could make her very sick—or even kill her. You clipped out every article you could find about the accident. The clippings said it was human error that caused the accident. You found out that nations all over the world were terrified of what could have happened. You read that many nations met with United States officials to find out what happened. They were concerned about nuclear clouds and radioactive food. The more you read about nuclear energy, the more you became convinced that your own government had put your family at risk. You could all have been killed.

3. Because of what happened, you have joined a group of activists who oppose the use of nuclear power and nuclear weapons. This is a growing movement. On May 6, 1979, you attended a rally in Washington, D.C., that attracted 65,000 people. A rally in New York City the next month attracted more than 200,000 people, the largest such demonstration in U.S. history. You believe you have turned into a radical. You have even been arrested while picketing a nuclear arms plant. People all over the U.S. are put in danger every day by our government. *You want to expose this horrible situation!*
4. We don't need nuclear energy. We have cheaper and simpler ways to produce electricity. Nuclear energy is unreliable, expensive, and hazardous. The government has pumped more than \$100 billion into these plants, and the plants have not paid for themselves. We don't even understand what we have. We don't know what to do with the nuclear waste; and we have no idea what would happen or what to do if a *major* accident occurred. The Nuclear Regulatory Commission lists more than 130 safety issues that remain unsolved, yet these plants are still open. What is going on? This is insane! There are problems of human error, control room instruments, emergency safety systems, and a new concern over the age of the parts in the generators and reactors. They are wearing out quicker than we thought. Steel walls can crack and generator tubes can rupture, causing a possible meltdown. We don't replace these things because it costs \$300 million per plant. *You wonder how much money a human life is worth to our government.*



Questions

Moderator

1. Tell us what happened on March 28, 1979.
2. Has this experience changed you at all? Please explain.
3. I understand you have turned into quite a radical. Is this true?
4. So, how do you answer those people who say that nuclear energy is an essential part of our energy future? Is it worth the risk?

Reporter

- How does your husband like your new role as an activist?

Characterization

- Remember, you are now a radical with an infant. Walk in holding a placard denouncing our government. Wear jeans or overalls. Carry your baby in one of those papoose-style carriers if you can locate one. Your attitude is uncompromising and demanding. You want explanations as to why your family was put in jeopardy. Challenge your opponent. Tell him he's nuts. How can a government gamble with people's lives?

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

Background

You are Congressman Glenn Fritch, 40, whose constituency includes Harrisburg, Pennsylvania, and the Three-Mile Island nuclear power plant. For years you lobbied to help the local metropolitan Edison company get federal funds to build the plant. At a time when energy usage in your area was at an all-time high, you supported seeking alternative forms of energy and especially have been involved in supporting nuclear energy. As a fellow Democrat, you wholeheartedly support President Jimmy Carter's concern over our energy future, and you now serve as a consultant for the newly established Department of Energy. You also served on the presidential commission to investigate what happened at Three-Mile Island. A family man yourself, you share the concerns of Maria Fuentes, but you think she is overreacting to the incident and blowing up the issue far out of proportion. Finally, many persons in Pennsylvania have jobs, thanks to your hard work.

Your arguments

1. We are in the midst of the worst energy crisis this nation has ever experienced. Consumption of electricity across the United States is at an all-time high, and it is getting worse each year. It is now a major focus of the Carter administration. A new Department of Energy is seeking every alternative form of energy possible. You are on that committee and have discovered one inescapable conclusion: *Nuclear energy has a definite, undeniable, and inescapable part in our world's future.*
2. Many people say there are other alternatives, specifically coal and solar energy. Be prepared to deal with them individually:
 - **Coal** has proven to be far less safe than nuclear energy. There are 133 deaths each year from coal mining accidents and more than 18,000 other injuries. The use of coal creates acid rain that pollutes lakes and groundwater. The strip mining ruins our landscape.
 - **Solar** cannot satisfy the huge American demand for energy. Solar cells, wind machines, cogeneration, etc., can produce only small amounts of power.
3. Here are reasons why we need nuclear power:
 - Nuclear-generated electricity from existing plants is now cheaper than oil-fired power or coal.
 - Nuclear fuel is plentiful and renewable.
 - *No* unhealthy air pollutants that are emitted from oil or coal energy plants.
 - Nuclear power is safe. Not one fatality has resulted from a commercial nuclear plant, not even Three-Mile Island.
4. You believe the accident at Three-Mile Island was a blessing in disguise. Like Mrs. Fuentes, many people have unfounded fears

Use all this information to help you answer the moderator's questions.

Note: *Do not carry these arguments onstage. Practice your responses in advance.*

about reactor safety. Look at what happened! As the result of a human error, a whole new set of safety standards has been added to the nuclear industry. We were becoming complacent. It's like when a DC-10 had a problem with a cracked wing. After every DC-10 was inspected and had its wings rebuilt, it became the safest airplane in the sky.

5. Mrs. Fuentes says she watches the news and reads a great deal about nuclear energy. You wonder if she has seen what is happening as a result of our dependence on oil. In May 1979 when she was out protesting, the Arab nations raised oil prices 50%. This price rise caused a panic across the United States. Gasoline lines in California ran as long as 500 cars. Prices at the pump had doubled, from 50 cents to one dollar per gallon. There were fist fights, stabbings, and shootings. In Mrs. Fuentes' home state of Pennsylvania, a full-scale riot erupted. Because of high fuel prices, the nation's independent truckers staged a strike that idled 60% of the industry. Our dependence on one energy source caused this crisis. Oil and natural gas are dwindling fuels. They will be used up in the next few generations. We had better have a good alternative in place. We do—nuclear energy.

Questions

Moderator

1. Why do you think the use of nuclear energy is an inescapable part of our future?
2. What about other and safer forms of energy?
3. C'mon, convince us that we need nuclear energy. How about four good reasons?
4. You have been quoted as saying that you are glad the incident at Three-Mile Island happened. Are you crazy?
5. Is there really an energy shortage? Convince us.

Reporter

- You have eloquently summed up the need for nuclear power, but nowhere have you mentioned the possibility of a horrible disaster. Can you absolutely guarantee the safety of nuclear energy?

Acting Tip

Your history text or other reference books in your school (or local) library will help you get ideas for your attire.

Characterization

- You must put your best foot forward for this personal appearance. Since next year you are up for reelection, you must work to ease your constituents' fears. Be careful of Mrs. Fuentes. This lady has done her homework. She wants some answers. Answer her questions directly, and then forcefully lecture her on the undeniable need for nuclear power.
- Wear a suit and tie. Look sharp.

Background

You are Beverly Polzin, the wife of Master Sergeant Michael Polzin, a U.S. Marine who was stationed at the U.S. embassy in Tehran, Iran. On November 4, 1979, when Iranian students overran the embassy, all Americans inside, including your husband, were taken captive. They were seized in a burst of fury by sign-wielding, gesturing fanatics who demanded the return of their deposed leader (the shah of Iran) who was in the United States receiving medical treatment. It is now Christmas 1980. You have just received a televised message from your husband. You miss him very much and fear for his life. You are puzzled why the most powerful nation on earth cannot handle the likes of the ayatollah.

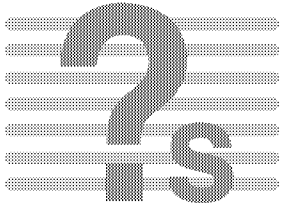
Your arguments

1. Your husband has been a hostage in Iran for more than 400 days. This is a disgrace. He is a United States Marine, and apparently has been forgotten by his own government. You have not been kept informed about any attempts to get your husband released or about his health or well-being. You believe it is sad, *very sad*, that the United States of America, the Arsenal of Democracy, has been made helpless by a fanatic outlaw government. We have become the “wimp” nation of the world. What’s to prevent other terrorist nations from taking hostages? Our government likely won’t do anything.
2. America is not helpless and doesn’t have to stand by helplessly as we are embarrassed. We just need a strong president to do something ... *anything*. How is it that when Israeli citizens are held captive at Entebbe, their government sends a commando unit that rescues everybody? How is it, when hostages are taken in England, a crack commando unit breaks in and rescues the captives? Maybe President Carter should hire the Israeli or British commandos. Apparently, we are helpless. I guess you know what happened when we tried a rescue. It was a disaster. We left abandoned equipment all over the desert.
3. Election Day was day 367 of the hostage crisis. I guess Americans were fed up with Carter’s inability to solve the hostage crisis. Reagan beat him in a landslide. The way Reagan’s talking, we will probably nuke Iran if we don’t get the hostages back. I think President Carter got what he deserved, but I fear for what President Reagan might do. He surely did talk tough while campaigning. I overheard a neighbor tell a joke about Reagan. It was: “What’s sandy and glows in the dark?” Answer: “Iran, after Reagan becomes president.”

*Use all this information to help you answer the moderator’s questions. **Note:** Do not carry these arguments onstage. Practice your responses in advance.*



Questions



Moderator

1. This has been a frustrating year for you. Could you tell us why?
2. Do you really think the United States can do anything to rescue the hostages without endangering their lives? Why do you feel it's possible?
3. It looks like Carter's inability to solve the hostage crisis helped Reagan to win the 1980 election. So why are you troubled that Reagan will be president?

Reporter

- Now that Reagan has been elected, don't you fear your husband might be in danger?



Characterization

Acting Tip



Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

- Being the wife of a Marine sergeant probably doesn't allow you a big-budget wardrobe. Dress frugally. Look like you could use some new clothes.
- You are young and outspoken. Your hair should be short, or pulled up in a pony tail to accentuate your youth. Show some emotion ... cry ... you miss your husband. *He might die.*
- The man who should have saved or protected your husband is Jimmy Carter, and he is in front of you right now. You can tell he is a good man, but regardless of that, your husband is not home. Therefore, don't be too polite. Attack the president verbally and point your finger at him!
- Your entrance music could be "Tie a Yellow Ribbon Around the Old Oak Tree." You could bring in a small tree with a yellow ribbon tied around it to show how America supported the hostages.

Background

You are James Earl Carter, the 39th president of the United States. Because of America's disgust with the condition of our system of government after Watergate, you defeated President Gerald Ford, the man who pardoned Richard Nixon. As president, you quickly became known for your strong position on human rights, your quest for peace, and your strong intellectual presence. Just as you began contemplating a successful reelection campaign because of your popularity, the roof fell in. The taking of the hostages in Iran began a nightmare for you and the nation that wasn't to end until you had lost the presidency to Ronald Reagan in 1980. Everything you tried to gain for the hostages met with failure. Finally, through secret negotiations, you secured the release of the hostages. Your final success, however, was too late to save your presidency. They were released on the day you left office.

Your arguments

1. The seizure of American diplomats and aides at the U.S. embassy was a clear violation of international law and an insult to civilized nations. Once it became clear that Iran was nothing more than an outlaw nation run by a fanatic who has no integrity, you knew we were in trouble. The foreign ministers who were America's contacts for information kept changing. All these ministers were falling into disfavor with the ayatollah as they communicated with the U.S. Then they disappeared, and rumors grew that they might have been executed. So, our first problem was whom to talk with when the structure and leadership of Iran were both unstable.
2. The students who overran the embassy were demanding the return of their deposed leader, the shah of Iran. As a humanitarian gesture, you had allowed this dying man the opportunity to come to America for the world's best medical care. He was an old and trusted ally of the United States. Since the 1940s, the shah was our friend who gave us oil and a ready market for every military gadget he could buy from the U.S. Seven American presidents were his friend, and the shah frequently visited the White House. Even with rumors of his secret police and mistreatment of many Iranians, America had remained interested in the strategic importance of Iran with its oil and proximity to the Soviet Union.
3. When you received word of the takeover, you were also informed that a mob had taken over the streets of Tehran and that a small revolutionary group held our people. Your administration considered an immediate military action but decided it would endanger the hostages' lives. You looked at every option. Your military advisers even built a mock-up of part of Tehran and had jets strafe and bomb

Use all this information to help you answer the moderator's questions.

Note: Do not carry these arguments onstage. Practice your responses in advance.

JIMMY CARTER - 2

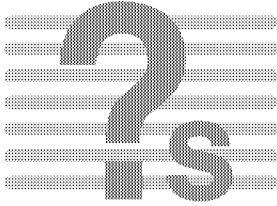
the sidewalks and selected building. It was decided, however, that almost every option was too risky.

4. Since we were unable at first to attempt a rescue, we decided to hit Iran where we knew it could hurt them—in its pocketbook. America immediately stopped importing Iranian oil and froze all the nation's assets (up to \$12 billion). You ordered a naval strike force to the gulf, whereupon the ayatollah announced to the world that if we struck, all the hostages would be killed. Concerned about the families of the hostages, you ordered the creation of a State Department Iran Working Group that called the families every day, whether or not there was any news. On several occasions, you personally briefed them at the White House. You did everything you could and still keep our people alive, including a well-planned rescue attempt that ended with malfunctioning helicopters in the desert sands of Iran.
5. I want you all to know that I *did* solve the hostage crisis prior to my leaving office. I was successful through *peaceful* negotiations. I am proud to say that *every* hostage was returned safely. A military solution would have cost some very dear American lives. I was not willing to sacrifice those lives. The final settlement with Iran was as follows:
 - a. The U.S. pledges not to interfere in Iran's affairs.
 - b. We will return \$6.2 billion to Iran, but we will first deduct \$3.6 billion that Iran owes us.
 - c. Of the remaining \$2.6 billion, we will send half, with the other half being put in a fund to repay any claims against Iran.
 - d. The U.S. will freeze any assets of the dying shah, and we will keep a careful accounting.
 - e. The U.S. will prohibit lawsuits against the Iranians who seized the hostages.
 - f. The U.S. will drop all charges against Iran in the World Court.

Make this statement in your defense.

So, I got our people home without spending *any* American money. The World Court is powerless. Have you ever sued a penniless, lazy, discontented student? And the U.S. still has nearly half of the Iranian money. President Reagan, who beat me in the 1980 election partly because of the way I handled the hostage crisis, was to have his own crisis later on—one involving using American money and weapons in an unsuccessful attempt to gain other hostages' release.

Questions



Moderator

1. President Carter, why didn't you act more decisively when you first got news of the hostage crisis?
2. Allowing the deposed shah into the United States seems to have been what triggered the hostage-taking. Why did you allow it?
3. Why wasn't there a military response?
4. Were we prepared?
5. So, what did you do to solve the crisis? Mrs. Polzin maintains you did nothing.

Reporter

- Don't you find it ironic that President Reagan came out smelling like a rose following his failed attempt at bribing Iranian officials, while you were laughed at even though you conducted successful legal negotiations?

Characterization

Acting Tip



Find a picture of Carter in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

- As Jimmy Carter, you have two wardrobe selections. He always wore a suit and tie at the Oval Office, but he preferred his "peanut clothes"—denim jacket, blue work shirt, jeans, and work boots.
- For your height of 5'10", you take unusually long strides, and your big toothy grin is the biggest presidential smile since Teddy Roosevelt. People have said you look like a cross between Howdy Doody and John Kennedy.
- You like to touch people in a very sincere manner: you give hugs and warm, lasting handshakes. You come across as a warm, sincere person, genuinely interested in what people have to say. Politely apologize to Mrs. Polzin. Listen to her, but work slowly and sincerely to help her understand your viewpoint.
- Your entrance music could be "Peanuts."

Background

You are Muriel Humphrey, the wife of the late Senator Hubert Horatio Humphrey. When he died in 1978, you took his place in the U.S. Senate for the remainder of his term. You are very proud of your husband's accomplishments and think that his commitment to others serves as a shining example to today's younger generation. While working with Franklin Roosevelt, Harry Truman, John Kennedy, and Lyndon Johnson, Hubert emerged as one of the elder statesmen for civil rights, education, and humane programs. What particularly characterized your husband is this quality: *he had compassion*. If the 1960s was the "Give a Damn" decade, then your husband was the caring persons' spokesman. You are here today because of your concern about this new generation of young people. You fear that they have lost something; they don't seem to have any commitment; they don't get involved; they don't seem to care what happens in the world.

Your arguments

1. Upon your husband's death from cancer in 1978, you finished out his term in the Senate. You traveled all over your home state of Minnesota. People said the nicest things about your husband—about all he did, what he stood for, how they admired his commitment—but they always finished by saying that there are no more "Happy Warriors" (that was his nickname) to take care and worry about everybody. They fret over the future, and that bothers you.
2. Hubert and you were very pleased when Jimmy Carter was elected president. Here was a man from Georgia who had a proven record on civil rights, and as president he cut off aid to any nations who violated human rights. Carter is a man of commitment. He is concerned about our future. He talks of mankind, of equality, and of equal opportunity. He talks about the youth of America and of values, and of commitment. But do you know what—he is almost a laughing stock with young kids. They mock him and say he is unrealistic. They call him an idealist as if it were an obscenity. They prefer a Ronald Reagan, who seems to be some sort of hero with these kids. Reagan is wealthy—they like that. Reagan would help those who *have* and deny those who *have not*. You believe that, if Reagan becomes president, the rich will pay less taxes, the poor and the middle class will suffer, and the nation's commitment to education and the arts will wither. We will support crooked dictatorships and support rebellions because it is in our national interest. Forget human rights ... sell those weapons ... fight those commies!
3. You have spoken at several high schools and colleges and met with many students. You are happy that so many kids ask intelligent questions, but it is the recurring theme that keeps cropping up that

Use all this information to help you answer the moderator's questions.

Note: *Do not carry these arguments onstage. Practice your responses in advance.*

MURIEL HUMPHREY - 2

bothers you. Their questions are only for themselves. Are there forgivable loans for business students? What income can I hope to make? What about double-digit inflation? They seldom ask about real education issues, civil rights, strikes, protesting, or the elderly.

4. While reading a book about the greatest geniuses who ever lived, you read to Hubert a quote from Leonardo da Vinci about his frustration over people who had no ambition: "There are men who deserve to be called nothing else but passages for food because nothing else in the world is affected by them and they are without virtue." This is really appropriate for most of today's youth. You and Hubert had a laugh over it, thinking of Nixon or Reagan supporters, but it is really frightening and rings true about today's kids.
5. Your impression of today's youth is that they are extremely materialistic. They like to own things. Even at high school campuses, you see BMWs and Porsches in the parking lot, the highest fashion in the classroom, and an attitude of wanting it all right away without always having to work for it over an extended time. These kids don't want to be in the Peace Corps. (They would ask if it's "cost effective.") Thus, you fear the unfortunate conservative swing in America which has captivated our youth. These contemporary youth lack compassion; they don't care about others.

Questions

Moderator

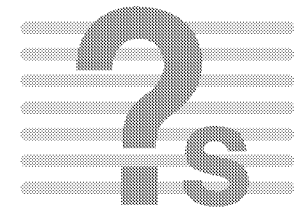
1. It seems you might be right when you say that there are no more "Happy Warriors." But why does this bother you? Doesn't this make your husband even more special?
2. Why do you like Jimmy Carter? Why do you think young people like Ronald Reagan?
3. What disturbs you about the types of discussions you have on today's high school and college campuses?
4. You must share with us the quote you found that might describe today's youth.
5. Give us one final analysis of what's wrong with kids today.

Reporter

- What advice would you give to a graduating senior today?

Characterization

- Be a direct, bright, petite, quiet, genteel, polite older lady with silver gray hair. Strive to create that "little old lady from Pasadena" look.
- Though you are chastising American youth, remember to do it *politely*. Avoid alienating anyone.
- Shake your head while carefully listening to your opponent. He is so misguided. But keep smiling. You are a fantastic smiler.



Acting Tip

Find a picture of Mrs. Humphrey in an encyclopedia. Your history text or other books in your school (or local) library will help you get ideas for your attire.

Background

You are Brandon Hall Jr. and you live in Orange County, California, a cradle of affluence during the 1970s. Born and raised in an upper middle class neighborhood, you have never lacked anything you wanted because of your father's successful business. After receiving a Mazda RX-7 convertible on your 16th birthday, it became one of your ambitions to own a Porsche by the time you were 21. While getting good grades in high school, you still found time to begin several enterprises that helped you learn how to make money. After two years of college, you started your own entertainment corporation, which became a success by the time you were 21. So now you do have your Porsche, you own your own business, and you have made a down payment on the last part of your own American Dream: You have just bought a beachfront condominium in Newport Beach, California!

Your arguments

1. There is nothing wrong with the American Dream. That should be everybody's objective. They say charity begins in the home. You are a firm believer in that. You want to be able to achieve any goal within reach and enjoy the benefits of your own hard work. You have always been taught that you can be anything you want to be if you work hard at it.
2. You are proud of your accomplishments. You did it and stopped college after two years! You feel you're an example of what can happen if a person works hard. You put in 60 hours a week over the last three years, but you have plenty to show for it.
3. You realize that you are a conservative. You find yourself agreeing a great deal with your dad, who definitely is a conservative Republican. Along with your dad you don't like high taxes. You question having to pay for schools when you have no children. You wish government would torpedo most of the welfare being paid. Why should successful *winner*s have to pay for *loser*s? You and your father also embrace capital punishment, believing that if more career criminals were executed, there would be less crime, and we wouldn't be paying to keep some killer or rapist alive. Knee-jerk liberals like Hubert Humphrey think it is the role of government to be everybody's daddy. Humphrey thought the government should help everybody through every crisis, take from the rich, give to the poor, let anybody into America even though they won't even learn our language. Humphrey's left-wing radicalism even encourages teenage girls to have illegitimate children because as teenage mothers they will receive food stamps.
4. When you were growing up, you remember your dad having arguments with a neighbor who was a teacher over a ballot measure in California called Proposition 13. It would lower property

Use all this information to help you answer the moderator's questions.

Note: Do not carry these arguments onstage. Practice your responses in advance.

taxes for homeowners and for businesses. Your father was going to save a lot of money in taxes, so he was for it. The teacher said there would be no money for education, the poor, social services, parks, and libraries. Your dad would argue that he didn't use the parks or library anyway—those who use it should pay. He said that teachers were “tax-paid bums feeding at the public trough,” that all the poor persons could get a job if they'd get off their backsides, and the elderly should have saved for their retirement while they were working. Your dad had an answer for everything. Anyway, what he did a good job teaching you is that when people like Hubert Humphrey recommend helping others, they are talking about spending *your* hard-earned cash. You don't like that.

Questions

Moderator

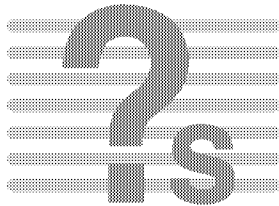
1. What is your own American Dream?
2. We hear you are quite an achiever. At the ripe old age of 21, what have you accomplished?
3. You seem pretty set in your ways for such a young man. Who has influenced you the most? Please give us some of your views.
4. Tell us how California's Proposition 13 in 1978 influenced your thinking about helping others.

Reporter

- If the government doesn't help those in need, who will? Don't you care at all?

Characterization

- Status is very important to you. You would like everyone to know you own a Porsche. Therefore, *make a real entrance*. Find a Porsche jacket. Maybe, with a note from your teacher, a local dealer will lend you one.
- When you arrive, hand out business cards advertising your business.
- Wear a conservative three-piece suit. Be a little egotistical. After all, for one so young you have already accomplished plenty! Treat Mrs. Humphrey with respect, but keep in mind she is an unrealistic relic from the past with a message that is very costly.
- Perhaps, you could carry a tennis racket.



Acting Tip

Your history text or certain costume history books in your school (or local) library will help you get ideas for your costume.

Background

You are Jackie Nielson, living proof that there is hope for all Americans who are overweight and sedentary. As the overweight child of two obese parents, you endured the barbs and laughing glances of friends and strangers who disapproved of your appearance. Then, after you lost both parents to heart disease, you decided it was time either to change your lifestyle or to suffer the same fate as your beloved mom and dad. One day while watching a television exercise show, you were impressed that the host of the program was once a fat person, just like you. Suddenly it hit you: Through diet and exercise you, too, could be trim. Immediately a change in your own lifestyle became your mission in life. You embarked on a regimen of proper nutrition and sensible exercise. You read every diet book and exercise manual that you could locate. The pounds started falling off. You went from a size 16 dress to a size 7. Instead of shopping in the “big woman” section of budget stores, you browsed in the petite and junior sections of fashionable clothiers. By the time you were 38 years old, you were a new woman. In just two years, you had lost 80 pounds and you looked and felt great. So many people were asking how you did it, you decided to write a book about your accomplishment. The book, entitled *Jackie’s Way to Living Longer*, was a smash success. In great demand as a speaker, you *glowingly* share your health tips with anyone who will listen.

Your arguments

1. Much of America today is overweight and out of shape. It’s time we did something about it. No other people in the world are as out of shape and slovenly as the American people. As a result of this “national attitude,” we lead the world in heart disease, diabetes, and high blood pressure.
2. It is obvious that we must deal with the problem now. Americans need to learn that they need to get complete physical exams and immediately reverse the dangerous road to ill health they have been traveling. One visit to the doctor will tell each and every one of us where we stand in relation to good health. A checkup will also indicate where we should start on our road to total fitness.
3. We must inform the public how to be healthy. We have to teach everyone the evils of high cholesterol, too much salt, red meat, sugar, and artificial ingredients. The road to good health is like an obstacle course. We must jump over the hurdles of fast foods, desserts, and potato chips so that we may make it to the finish line. A person who is ignorant of these certified health hazards faces the probability of serious health problems.
4. The other essential element of the proper lifestyle is regular,

*Use all this information to help you answer the moderator’s questions. **Note:** Do not carry these arguments onstage. Practice your responses in advance.*

sensible exercise. Everybody needs to exercise to be healthy. All doctors agree that the heart needs regular exercise in order to function properly. Aerobic activity, where the heart rate increases for long periods of time, is the best thing you can do for yourself and your body. But remember, your personal exercise regimen should be determined after consulting your doctor.

5. You don't think your message is just a passing fad of the 1970s. Health clubs are springing up everywhere. Our government has agreed to require warnings on the side of cigarette packs. As we prepare for the 1980s, people are buying record amounts of exercise equipment, athletic apparel, vitamins, and lower calorie foods. You believe that what you have to say will impact generations to come. People *must* think about their health now, or they will sorely regret it later.



Questions

Moderator

1. You look like a lady with a mission. Tell us, what do you think is wrong with America?
2. What do you suggest we do? What's the first step to good health?
3. There seems to be so much these days that we should avoid. Aren't we better off just not knowing?
4. How important is exercise to your "formula"?
5. You seem to have a loyal following from your book and speaking engagements, but isn't this just another passing fad of the 1970s, like earth shoes and frozen yogurt?

Reporter

- Who appointed you the guru of nutrition and exercise?

Characterization

- Since you are an aerobic instructor of the 1970s, you probably will want to dress up in some leotards. Pull your hair back and wear a headband. But look *sharp*.
- You are a successful author who can articulately present your cause. Deliver your speech with an impassioned sense of importance. You really are saving America with your message, and you take this quite seriously.
- For props, you may want to distribute signed copies of your book. (Put colorful bookcovers over old textbooks.) You don't care too much for people like Marvin Brown. He is lazy, soft, and uninformed. When he is speaking, poke at his soft belly with a disapproving glance to the audience.
- Your entrance music could be "Staying Alive" by the Bee Gees.

Acting Tip

Your history text or other books in your school (or local) library will help you get ideas for your attire.

Background

You are Marvin Brown. You like to think of yourself as a typical 35-year-old man from “middle America” who works a 40-hour week as a telephone installer. Your life with your wife and two kids is centered around good food, a stereo, a TV, weekly bowling, and family vacations in your motorhome. You have an intense dislike for people who tell you what to do, from door-to-door missionaries to “holier-than-thou” health freaks. Jackie Nielson, your opponent in this confrontation, has just come to town. The neighborhood is buzzing over her words of wisdom which you condemn as being nothing more than meddling non-sense. What a golden opportunity to put her in her place.

Your arguments

1. Ms. Nielson is a busy body. Instead of imposing her healthful living ideas onto others, she should mind her own business and do something constructive, like baking cookies for her husband.
2. People like little Ms. Anorexic (referring to Nielson) have most of America upset and unhappy. How many people in the country have a perfect body? How many could have a perfect body even if they had all the money and willpower in the world? She has set goals for us that are impossible. If we listen to her, we will end up with a culture where people are never satisfied with the way they look and are miserable about the way they feel. She and her little “tights” are leading us to a tyranny of perfection. She would have us all believe that anyone can be perfect with effort—just work at it. That’s hogwash, and she shouldn’t give false hope.
3. America is the butt of jokes all over the world. Because we want to be perfect like Ms. Nielson, we buy every potion or concoction on the market that promises to make us look younger or feel better. We corner the world market on youth potions, hair restorer, Vitamin E, and breast enlargement cream. What’s the matter with just being happy with what you are? We’re turning into a bunch of nervous little cats who jump at every little bit of bad health news. The result? Collectively, Americans simply aren’t enjoying life.
4. We are being conditioned into a bunch of red, white, and blue hypochondriacs. We are bombarded every day with news of the latest cancer-causing food. We can’t stay out in the sun for fear of cancer. We can’t drink milk or eat eggs or our arteries will close. We can’t breathe the air because of carcinogens in the air. Pesticides in food will kill us. There are deadly pollutants in the air. What’s the bottom line? We are being taught to be afraid and unhappy.
5. You haven’t had to go to the doctor in 18 years, but you’re sure all the health hypochondriacs are keeping the medical profession on the golf greens. They run to the doctor at every sniffle after they

*Use all this information to help you answer the moderator’s questions. **Note:** Do not carry these arguments onstage. Practice your responses in advance.*

“monitor their bodies.” What wimps! And who are their idols? How about Adelle Davis, who wrote nutrition books? She died of cancer. James Fixx, another hero, wrote a book on running. Guess what he was doing when he died of a heart attack? Pete Maravich, one of our greatest basketball players, died of a heart attack. What you’re saying is that it’s out of our hands. Heredity and fate determine how old you will be. You believe Ms. Nielson will die of ulcers before you die of a heart attack.

6. You feel great! Your father is still going strong at 70. Your grandfather, vigorous at 90, still drinks, smokes, and gets his exercise chasing women. He’s never sick. You yourself eat big steaks, snack on chips and dip, and love midnight snacks. You’ll be darned if you are going to end up a 40-year-old invalid, sitting around with friends, talking about roughage, bran, and bowel movements.

Questions

Moderator

1. You don’t approve of Jackie Nielson’s work, do you?
2. You have said many times that Miss Nielson does more harm than good. Could you explain this?
3. You say that Americans have become a laughing stock because of our preoccupation with the perfect body. Explain how this is funny!
4. How do you figure it is bad or harmful if we are informed about all the things that can hurt or kill us?
5. So, you don’t think a change in lifestyle will really help us?
6. Any final comments to help make your point?

Reporter

- How will you be able to enjoy life later on, knowing you could have a heart attack any moment?

Characterization

- Since you consider yourself an average kind of guy who loves TV and family vacations, dress accordingly. You could wear your vacation and TV watching outfit. A Hawaiian shirt would look nice—a good vacation shirt. Wear shorts and tennis shoes with a fishing hat or baseball cap.
- You have a take-it-easy attitude. Indicate that Ms. Nielson needs to settle down, to “chill out.” Chide her for taking herself too seriously. As far as you are concerned, she is responsible for the recent frustration of people being conditioned never to be happy.
- You could consume thousands of calories while dismissing Jackie’s health hints. Bring in a bag of chips and a can of Coke, maybe with a candy bar in your pocket.
- Musical intro: Ray Stevens’ “Junk Food Junkie.”



Acting Tip

Look through some travel magazines to get ideas for your attire.

REPORTER QUESTION
for Jane Fonda

How does your status as an actress give you the qualifications or the right to be a spokesperson for the American people?

REPORTER QUESTION
for President Gerald Ford

You said pardoning President Nixon cost you the 1976 election. If you had it to do over—after knowing that “all the president’s men” went to jail—would you still pardon Nixon?

REPORTER QUESTION
for President Richard Nixon

Critics point out that you ran the presidency with little regard for people’s feelings. How do you respond to this accusation?

REPORTER QUESTION
for Congressman Glenn Fritch

Can you absolutely guarantee the safety of nuclear energy when it’s being used for peaceful purposes?

REPORTER QUESTION
for Arnold Feinstein

Do you feel President Ford made a deal to get the presidency by pardoning President Nixon? Or did he simply do something that just wasn’t very bright?

REPORTER QUESTION
for Maria Fuentes

How does your husband like your new role as an activist?

REPORTER QUESTION
for Beverly Polzin

Now that President Reagan has been elected, don’t you feel your husband might be in danger?

REPORTER QUESTION
for Brandon Hall Jr.

If the government doesn’t help those in need, who will? Do you care at all about our nation’s less fortunate individuals?

REPORTER QUESTION
for President Jimmy Carter

Don’t you find it ironic that President Reagan came out “smelling like a rose” following his failed attempt at bribing Iranian officials while you were successful with your legal negotiations but laughed at?

REPORTER QUESTION
for Jackie Nielson

Who appointed you the guru of nutrition and exercise?

REPORTER QUESTION
for Muriel Humphrey

What advice would you give a graduating senior today?

REPORTER QUESTION
for Marvin Brown

How will you be able to enjoy life later on, knowing you could have a heart attack at any moment?

STUDIO AUDIENCE FORM

Point-Counterpoint: 1970s

Directions: In the top two boxes write down the debaters' names and the essential points each person makes. Then in the bottom box reflect on what you have witnessed. The latter response should reveal how you feel about the issues presented in the mini-debate.

Issue # _____

<p><i>Debater's name</i> _____</p> <p><i>Essential points:</i></p>	<p><i>Debater's name</i> _____</p> <p><i>Essential points</i></p>
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<p><i>My reflections upon this issue:</i></p>

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