

## **II. PROCESS: (How are the thinking skills developed?)**

Students will discuss the fundamental philosophical, political, economical differences between a capitalistic/democratic and a communistic society which resulted in the cold war.

Through the study of social, economic, historical sources, the students will gain insight into reasons for the unrest during the sixties and they will attempt to solve the existing problems.

## **III. PRODUCT: (What will kids do/know as a result of this unit?)**

Students will gain an understanding of the sixties decade, how the times changed as the decade wore on and how this change can be related to today's society. Students will engage in group and individual higher level thinking skills as they explore the political and social unrest prevalent during the sixties.

# **Unit Overview Alignment with State/District Pupil Performance Outcomes**

### **GOAL 1:**

To understand the reasons behind domestic and political unrest prevalent during this decade.

### **GOAL 2:**

To compare the social problems of the sixties to those existing today.

### **GOAL 3:**

To be able to describe the evolution of the race for space, from Sputnik to Mir, and beyond.

### **GOAL 4:**

To research and analyze the Vietnam Conflict and its impact on the citizens of the United States, then and now.

## **I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS**

**State each research project with an investigative focus and a**

**"Hands-on" product to show research outcome.**

### **1. PARADOXES:**

Puff the Magic Dragon is a song dealing with drugs yet it sounds like a fairy tale. Choose a controversial song from the 60's and present it in comic strip form.

### **2. ATTRIBUTES:**

Research the Mercury, Gemini, and Apollo projects then make a mobile showing the differences and purposes of each of the phases of Mercury, Gemini, and Apollo.

### **3. ANALOGIES:**

Research John Kennedy, Richard Nixon, and L.B. Johnson's campaign promises concerning the Vietnam War. In what ways were the campaign promises alike? Make a Venn diagram explaining your findings.

### **4. DISCREPANCIES:**

Research the Tet Offensive in Vietnam. Although it was a military victory the public perceived it in a negative light.

Write a skit explaining why this was a turning point for the American people.

### **5. PROVOCATIVE QUESTIONS:**

Why was bra burning such a major issue in the 60's? Were they making a mountain out of a molehill?

Write a fairy tale expressing the purpose/impact/and everlasting effect of bra burning for the women of America.

### **6. EXAMPLES OF CHANGE:**

Examine the life of Malcolm X and identify his early beliefs. Research his changing philosophy on the African American struggle.

Develop and present a point/counterpoint show regarding your findings on Malcolm X.

### **7. EXAMPLES OF HABIT:**

Norman Rockwell's version of the home, in the 1950's, was one of women remaining in the home. During the 1960's this idea changed dramatically.

Research Gloria Steinam, Betty Friedan, Marlo Thomas, and Linda Ellerby. Create a postage stamp montage showing their contributions to the women's movement.

### **8. ORGANIZED RANDOM SEARCH:**

Rewrite the Civil Rights Bill of 1965 for the 1990's.

### **9. SKILLS OF SEARCH:**

Research the dress habits of the 60's. A control group will wear hippie clothes without informing anyone else in the school as to why.

A chart report will be kept on the reactions of the people.

### **10. TOLERANCE FOR AMBIGUITY:**

Pretend Bobby Kennedy, John Kennedy, and Martin Luther King had not been assassinated. Write a chapter for a history book on how history would have been altered.

### **11. INTUITIVE EXPRESSION:**

Read at least 10 poems from poets from the 60's.

Keep a response journal commenting on your interpretations and feelings about each poem.

**12. ADJUSTMENT TO DEVELOPMENT:** Research

how waste was disposed of in the 60's.

Develop a flow chart to show how modern recycling and waste management systems help conserve our resources.

**13. STUDY CREATIVE PEOPLE AND PROCESS:**

Warhol and Picasso were prominent persons of art during this period. Create a photo essay of their changing styles as the period progressed.

**14. EVALUATE SITUATION:**

Suppose in 1969 America was winning the war in Vietnam. How might the perception of the war been changed in the eyes of America?

Create a chart of what would not have happened after 1969.

**15. CREATIVE READING SKILL:**

Read a selection from a book written about the 60's.

Write an essay which fully develops the themes presented in the selection.

**16. CREATIVE LISTENING SKILL:**

Research music from the 60's.

Create a multi-media presentation giving a flavor of the time.

**17. CREATIVE WRITING SKILL :**

You are a Marine in Vietnam and Jane Fonda has just spoken out against the war.

Write Jane Fonda a letter expressing your opinion about what she has just done.

**18. VISUALIZATION SKILL:**

Research and create a series of 10 bumper stickers expressing the different interest groups of the 60's.

## **CRITICAL THINKING SKILLS**

### **[ACADEMIC]**

**ANALYZING HUMAN ACTIVITIES! (AHA!)**

**(The 10 Foundational Activities of Humans)**

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**1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS] (Textbook or Database American History)**

**KNOWLEDGE:**

Students will view clip from Animal Farm and watch a teacher enactment of Khrushchev's "We Will Bury You" speech. Teacher presents- with help of graphs and examples- the main features of capitalism and communism.

Students list main features of both systems.

eg. Law of supply and demand VS. 5 year plan.

Different ways capitalism and communism deal with health care and unemployment.

**COMPREHENSION:**

Students will discuss the differences between the two systems, especially the advantages and disadvantages of free enterprise and planned economy.

eg. The 5-year plan frequently led to shortages in some areas (no nails to repair homes) and surplus in other areas (people were forced to buy products they did not need or want).

**APPLICATION:**

After viewing several editorial cartoons (related to economic themes) students will create their own editorial cartoon depicting advantages and disadvantages of either communism or capitalism.

**MULTICULTURAL and/or ESL and/or BILINGUAL LINK:**

**MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK and/or VOCATIONAL/TECHNICAL**