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ABSTRACT

Students, grades 7 through 9, will examine and hopefully gain understanding of the process for effecting change within the structure of a Democratic society in this quinmester course of study. Focus is upon the reasons, limits, methods, and effectiveness of American dissent bringing about social change. The responsibility of citizenship in a Democracy is stressed. Thirteen units are: 1) Reasons for Dissent in America; 2) Methods of Protest and Dissent; 3) Basic Guarantees for the Right to Dissent; 4) Conflicts in History: Cause and Effect Relationships; 5) Role of Individuals in Influencing Change; 6) Analysis of Conflict Today; 7) Radical Groups Engaged in Protest; 8) Minority Groups Engaged in Protest; 9) Anti-Dissent Groups; 10) Limits of Protest/limits of Control; 11) Problems Facing Youth; 12) Future Outlook. Included is a bibliography of books, periodical articles, and multi-media materials recommended for student and teacher readings. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)



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DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

DISSENT AND CHANGE IN AMERICA

6470.08  
6413.06  
6471.05  
6443.08

by

Grace C. Abrams and Fran Schmidt.

for the

Division of Instruction  
Dade County Public Schools.  
Miami, Florida  
1971

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## INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming  
Social Studies Consultant

COURSE DESCRIPTION: AN EXAMINATION OF MEANS OF EFFECTING SOCIAL CHANGE IN AMERICA. EMPHASIS IS PLACED ON CITIZEN RESPONSIBILITY IN A DEMOCRACY. INCLUDES: (1) WHY AND HOW PEOPLE DISSENT, (2) HOW VARIOUS GROUPS REACT TO DISSENT AND WHY, (3) THE LIMITS OF DISSENT IN A FREE SOCIETY, (4) MEANS TO CONTROL DISSENT, (5) THE EFFECTIVENESS OF DISSENT IN BRINGING ABOUT SOCIAL CHANGE, AND (6) THE ROLE OF YOUTH IN DISSENT AND CHANGE IN AMERICA TODAY.

CLUSTER: Political and Economic Studies  
GRADE LEVEL: 7-9  
COURSE STATUS: Elective  
INDICATORS OF SUCCESS: None

COURSE RATIONALE: It behooves educators to help students examine the reasons for dissent in America, but it is even more important for students to examine and understand the various processes for effecting change within the structure of a democratic society. By focusing on some of the relevant conflicts facing American society the student learns about his responsibility as a citizen in a free society to work within the structure which provides the machinery for change.

COURSE GOALS: TERMINAL OBJECTIVES

1. THE STUDENT WILL EXAMINE THE REASONS FOR DISSENT IN AMERICA.
2. THE STUDENT WILL IDENTIFY THE VARIOUS METHODS OF PROTEST AND DISSENT USED IN THE UNITED STATES.
3. THE STUDENT WILL EXAMINE THE MACHINERY IN OPERATION: THE CONSTITUTION, AND LAWS ON THE BOOKS IN THE UNITED STATES THAT CAN EFFECT PEACEFUL CHANGES IN THE SOCIO-ECONOMIC, POLITICAL STRUCTURE OF SOCIETY.
4. GIVEN A SET OF HISTORICAL EVENTS DEALING WITH CONFLICT (ONE OR TWO TO BE IDENTIFIED AS THE EVENT TO BE EXPLAINED) THE STUDENT WILL DESCRIBE THE CAUSE AND EFFECT RELATIONSHIPS.
5. THE STUDENT WILL DEFEND THE CONCEPT THAT DISSENT IS AN AMERICAN TRADITION.
6. THE STUDENT WILL CITE EVIDENCE TO SHOW THAT INDIVIDUALS IN AMERICA HAVE DRAMATICALLY INFLUENCED GROUPS TO EFFECT CHANGE.
7. THE STUDENT WILL ANALYZE A SOURCE OF CONFLICT IN THE UNITED STATES TODAY.
8. THE STUDENT WILL EVALUATE THE METHODS AND EFFECTIVENESS OF THE METHODS USED BY RADICAL AND OTHER TYPE GROUPS TODAY TO BRING ABOUT CHANGE IN THE UNITED STATES.
9. GIVEN DETAILED INFORMATION OF THE PROTEST ACTIVITIES OF A PARTICULAR MINORITY GROUP, THE STUDENT WILL EXAMINE CAUSES FOR THE PROTEST AND GENERALIZE FROM THE DATA THE PROBABLE ASPIRATIONS OF THE GROUP.
10. THE STUDENT WILL EXAMINE SOME OF THE BACKLASH THAT HAS DEVELOPED BY THE ANTI-DISSENT GROUPS TO THE ACTIONS OF THOSE WHO WORK FOR DRASTIC CHANGES IN OUR SOCIETY.
11. THE STUDENT WILL CRITICALLY EXAMINE THE METHOD(S) USED IN A FREE SOCIETY TO LIMIT OR CONTROL PROTEST.
12. THE STUDENT WILL IDENTIFY PROBLEMS OR CONFLICTS FACING YOUNG PEOPLE IN OUR SOCIETY AND PROPOSE WAYS THAT THEY CAN EFFECT CHANGE IN A CONSTRUCTIVE MANNER.
13. GIVEN RELEVANT FACTS ABOUT CONDITIONS IN THE SOCIETY THAT CAUSE CONFLICT, THE STUDENT WILL HYPOTHEZIZE ABOUT POSSIBLE FUTURE EVENTS ON THE BASIS OF PRESENT ATMOSPHERE IN HIS SOCIETY.
14. GIVEN A SITUATION OR STATEMENT THAT LEADS ITSELF TO FREE EXPRESSION THE STUDENT WILL DESCRIBE HIS OWN VALUES REGARDING METHODS OF CHANGE.

COURSE CONTENT OUTLINE:

- I. Reasons for Dissent in America
  - A. Political
  - B. Economic
  - C. Social
- II. Methods of Protest and Dissent
  - A. Non-violent
  - B. Violent
  - C. Within Existing Structures for Change
- III. Basic Guarantees for the Right to Dissent
  - A. The Constitution
  - B. The Bill of Rights
  - C. Laws - courts
- IV. Conflicts in History:  
Cause and Effect Relationships
- V. Role of Individuals in Influencing Change
  - A. Method Employed
  - B. Effectiveness
- VI. Analysis of Conflict Today
  - A. Social
  - B. Economic
  - C. Social
- VII. Radical Groups Engaged in Protest
  - A. Aspirations
  - B. Methods
  - C. Effectiveness
- VIII. Minority Groups Engaged in Protest
  - A. Aspirations
  - B. Methods
  - C. Effectiveness
- IX. Anti-Dissent Groups
  - A. Social
  - B. Political
  - C. Economic
- X. Limits of Protest/Limits of Control
  - A. Methods
  - B. Rationale
- XI. Problems Facing Youth
  - A. Social
  - B. Economic
  - C. Political
- XII. Future Outlook
  - A. Types of Dissent
  - B. Types of Control
- XIII. Student Values Regarding Conflict and Change





FOCUS

OBJECTIVE

LEARNING ACTIVITIES

4. Have students list areas of dissent and conflict in America today:
- a. Political (draft, defense spending, war, civil rights, rights of minorities, women's liberation, unequal political representation).
  - b. Economic (wages, prices, employment, unemployment, working conditions, taxes, poverty, differences between have and have-not's).
  - c. Social (discrimination, housing, education, segregation, drugs, student power, curriculum innovation, religion in the schools, unequal justice, etc.).
- Other areas to be used: **ECOLOGY** (pollution of our atmosphere, water, etc. and **CONSUMER RIGHTS** (unfair labeling, harmful additives, high interest, etc.)
5. The student will examine newspapers, magazines, pamphlets, T.V., etc. to determine if the listing he compiled accurately reflects the areas of dissent in America today.
- Some resources to use:
- (1) WORLD WEEK (Scholastic) Sept. 28, 1970 and Oct. 9, 1969
  - (2) DISSSENT AND PROTEST, American Education Publications
  - (3) LAW and ORDER: VALUES IN CRISIS, Warren Schloot Product, Inc. filmstrip and record series
  - (4) Consumer Rights (Nader), TIME, Dec. 12, 1969
  - (5) SCOPE "Poverty" Rising Expectations of Poor. Nov. 8, 1968
  - (6) GUILT and INNOCENCE (Rights of the Accused) American Education Publication
  - (7) POINTS OF REBELLION by William O. Douglas, Associate Justice of the Supreme Court

GOAL: THE STUDENT WILL IDENTIFY THE VARIOUS METHODS OF PROTEST AND DISSENT USED IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>II. THERE ARE CULTURALLY APPROVED AND DISAPPROVED MEANS FOR RESOLVING DIFFERENT TYPES OF CONFLICT.</p>	<p>The student will identify the various methods of protest used in the United States.</p>	<ol style="list-style-type: none"> <li>1. The student will list methods of protest. He may want to do this in historical perspective, i.e., town meetings, pamphleteering, petitions, etc. or just list methods at random, i.e., (a) symbolic, (b) speech, (c) marches, (d) meetings, (e) silent vigils, (f) civil disobedience, (g) violence to property, person or riot, (h) the arts, (i) humor, (j) strikes, (k) boycotts.</li> <li>2. Have students research methods of dissent using newspapers and magazines. Articles or cartoons could be shared with class on a bulletin board.</li> <li>3. Have students listen to records or tapes of protest songs and discuss the lyrics.</li> <li>4. Have students illustrate, through the use of art, music, speech and drama, areas of protest in America. (For example: a student good in art might want to draw a scene showing some form of protest against pollution.)</li> <li>5. Visit art museums or galleries and examine the art work for examples of protest. also analyze some of the cartoons of Jules Feiffer (<u>Miami Herald</u>, etc.).</li> <li>6. Using protest literature, have students discuss the message the author was trying to convey. Two poems by Langston Hughes could be used: <ul style="list-style-type: none"> <li><u>Merry-Go-Round</u></li> <li>Where is the Jim Crow section</li> <li>Of this merry-go-round,</li> <li>Mister, cause I want a ride?</li> <li>Down South where I come from</li> <li>White and colored</li> <li>Can't sit side by side.</li> <li>Down South on the train</li> <li>There's a Jim Crow car</li> </ul> </li> </ol>





FOCUS

OBJECTIVE

LEARNING ACTIVITIES

On the bus we're put in the back-  
To a merry-go-round.  
Where's the horse  
For a kid that's black?  
(or)

I, Too  
I, too, sing America.  
I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well.  
And grow strong.  
Tomorrow,  
I'll sit at the table.  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.  
Besides,  
They'll see how beautiful I am  
And be ashamed-  
I, too, am America.

7. The student will compare and contrast protest literature from colonial times to the present.

Suggested questions for discussion:

- a. In which period of our history was the protest literature most appealing to the masses?
- b. What kinds of words were and are being used to arouse people's sentiments?
- c. Which example of protest literature appealed to you the most and why?
- d. Discuss some changes that came about because of protest literature.

## FOCUS

## OBJECTIVE

## LEARNING ACTIVITIES

8. The teacher will read the following to the class:  
 "The Gallup poll estimates that in the presidential election of 1968 some 15 million registered voters stayed away from the polls as a sign of protest against the candidates of all parties and the methods by which the candidates were selected."
- Questions for class discussion:
- Is this a legitimate means of protest?
  - Is it wise?
  - Is it right for a citizen to "sit this one out"?
9. The teacher will select a steering committee to organize a town meeting fashioned after colonial times to discuss a topic selected by the students.
10. Compare the riot of the Irish poor in New York City in 1863 with the Newark riot of 1967. Discuss the causes of both riots. Why are riots still with us? Do you agree or disagree with the following statement made by Nicholas Johnson, Federal Communications Commissioner: "A riot is somebody talking. A riot is a man crying out, "listen to me mister. There's something I've been trying to tell you and you're not listening."
11. The student will research the early history of strikes in America with strikes engaged today. What are the differences? What changes in legislation, working conditions, etc., resulted from the strikes?
12. Compare and contrast the Bonus March by veterans after W.W. I. with the Anti-Vietnam War veterans march to Washington during the week of April 18-24, 1971. What was the intent of both groups? How effective were these marches?
13. Using symbolic means of protest (arm bands, clothes, hair, flag, etc.) have students dramatize situations where this form of protest was used.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>14. Have students investigate some of the underground newspapers circulated in the area and list some of the grievances they air and discuss the legitimacy of the grievance.            General discussion: Is there a <u>need</u> for underground newspapers?</p> <p>15. Have students view filmstrip/record series on civil disobedience (Guidance Associates) and discuss the philosophy of civil disobedience.</p> <p>Other activities:</p> <p>a. Hold class debate: "Is civil disobedience justifiable? If so under what conditions? If not, why not?"</p> <p>b. Quote from the speeches of the following people who believed in non-violent civil disobedience:</p> <ol style="list-style-type: none"> <li>(1) Henry Thoreau</li> <li>(2) William Penn</li> <li>(3) John Woolman</li> <li>(4) William Lloyd Garrison</li> <li>(5) Clarence Darrow</li> <li>(6) Jane Adams</li> <li>(7) Dr. Martin Luther King</li> <li>(8) Rev. William Sloane Coffin</li> <li>(9) Rev. A. J. Muste</li> </ol> <p>Sources: <u>SCOPE</u>, Nov. 10, 1969  <u>WORLD WEEK</u>, Oct. 12, 1970  <u>THE LITERATURE OF PROTEST</u> (Guidance Assoc.)            Filmstrip record series.</p>





GOAL: THE STUDENT WILL EXAMINE THE MACHINERY IN OPERATION, THE CONSTITUTION, AND LAWS ON THE BOOKS IN THE UNITED STATES THAT CAN EFFECT PEACEFUL CHANGES IN THE SOCIO-ECONOMIC POLITICAL STRUCTURE OF SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>III. SOCIETY CAN REDUCE CONFLICT IF THERE IS RECOGNITION THAT GRIEVANCES MAY HAVE VALUE AND SHOULD BE RECKONED WITH CONSTRUCTIVELY; THAT OPPRESSIVE LAWS SHOULD AND CAN BE CHANGED OR REPEALED; AND THAT ORDERLY PROCESSES FOR BRINGING ABOUT CHANGES EXIST.</p>	<p>The student will examine the machinery in operation (laws, courts, etc.) that can effect peaceful changes.</p>	<ol style="list-style-type: none"> <li>1. Have students read and interpret the following important documents in American history: Declaration of Independence, Bill of Rights (with particular emphasis on the 1st and 14th amendments).</li> <p>Class discussion: Do these documents provide the citizen with methods to effect change or do they just guarantee the basic right for protest?</p> <li>2. Have students identify ways in which protestors are able to work within the "system" to satisfy grievances:               <ol style="list-style-type: none"> <li>a. Politics (political parties, petition).</li> <li>b. Legislation (lobbying for laws).</li> <li>c. Ballot (vote for individual who promises change).</li> <li>d. Courts (test case-appeals).</li> <li>e. Press (letters to editor, buying ad space).</li> <li>f. Others (Personal Opinion Message via Western Union to President, etc.).</li> </ol> </li> <li>3. Have students research one of the following famous trials in American History:               <ol style="list-style-type: none"> <li>a. John Brown</li> <li>b. Eugene Debs of IWW</li> <li>c. Tom Mooney</li> <li>d. Sacco and Vanzetti</li> <li>e. Big Bill Haywood</li> <li>f. The Scottsboro Boys</li> <li>g. The Rosenbergs</li> <li>h. Senator Joseph McCarthy and Army Trials</li> <li>i. Dr. Spock and Rev. Coffin</li> <li>j. Lt. William Calley</li> <li>k. Angela Davis</li> <li>l. Scopes Trial</li> <li>m. Court Marshal of Billy Mitchell</li> </ol> </li> </ol>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>Note: The student should consider the following:</p> <ul style="list-style-type: none"><li>Who were the protestors or protagonist?</li><li>What were the charges involved?</li><li>What were the methods used for prosecution?</li><li>Was there a backlash in American society? If so, what form did it take?</li></ul> <p>Resources for the above: <u>Dynamite</u> by Louis Adamic for trials in early part of our history and 8 MM Film loops from Thorne films.</p>

GOAL: GIVEN A SET OF HISTORICAL EVENTS DEALING WITH CONFLICT (ONE OR TWO TO BE IDENTIFIED AS THE EVENT TO BE EXPLAINED) THE STUDENT WILL DESCRIBE THE CAUSE AND EFFECT RELATIONSHIPS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>IV. CHANGES OR EVENTS ARE IMPORTANT IN THE CONTEXT OF THEIR HISTORY OR IN PERSPECTIVE. KINDS OF CHANGE, CONTENT OF CHANGE, RATE OF CHANGE, IMPORTANCE OF CHANGE VARY WITH THE PRIORITY OF A CULTURE.</p>	<p>Given a set of historical events dealing with conflict the student will describe cause and effect relationships.</p>	<ol style="list-style-type: none"> <li>1. Have students trace the reasons for conflict and methods of dissent in the U. S. during colonial times. This could be put in the form of charts, posters, etc.</li> <li>2. Have students trace the reasons for conflict and methods of dissent before and after the Civil War.</li> <li>3. Have students trace the reasons for the growth of the following:               <ol style="list-style-type: none"> <li>a. Labor unions</li> <li>b. Civil Rights movement</li> <li>c. College protest movements</li> <li>d. Women's Lib</li> <li>e. Anti-war movements</li> <li>f. Save our Planet movements</li> <li>g. Minority power groups</li> </ol> </li> <li>4. How did the above movements achieve recognition and power? Form committees covering all the above areas to make judgements as to whether the method used was the most effective for that time in history. If there is disagreement as to the method used for that time in history, students should suggest actions which would have been more appropriate.</li> <li>5. Have students make charts showing a few of the grievances expressed by the colonists, the groups or individuals that were active and the techniques they used to get redress of their grievances. Using this same technique, the student will list some of the grievances voiced today by protest groups and show the methods used for redress. After completion of the chart, the student can make some judgements as to the similarities and differences between the two eras.</li> </ol>





FOCUS

OBJECTIVE

LEARNING ACTIVITIES

6. Have students analyze cause and effect relationships of the following strikes in American history:

- a. Boston Police Strikes 1919
- b. The Republic Steel Strike-Chicago
- c. United Auto Workers Strike 1937 and others
- d. U. S. Postal Worker Strikes
- e. Various Teacher Strikes and other public employees

Discussion questions: Were the methods employed by protesting workers effective? Keeping in mind the historical settings, were the means acceptable to society?

7. Ask students to consider some of the groups that play an important role in our society: policemen, firemen, teachers, doctors, trash collectors, transportation workers, etc.

Discuss: Each has the power to dispute society by striking. Would it be right for them to do so for any reason? What reason(s)?

(Differentiate between those who strike against private enterprise and those who strike against the public.)

8. Students might analyze cause and effect relationships of the following riots in American history:

- a. Nat Turner's Insurrection
- b. New York - 1863
- c. Homestead, Pa. 1892
- d. Los Angeles, Calif. 1943
- e. Harlem, 1964
- f. Watts, Calif.
- g. Detroit 1967
- h. Washington, D. C. 1967
- i. Cleveland, Ohio 1968
- j. Chicago, 1968
- k. Newark, N. J. 1967

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>1. Miami, Florida 1968  m. Cairo, Ill. 1970</p> <p>Discussion: What did these riots have in common as a basis of grievance? Why did protest result in riot? What changes came about as a result of the riot?</p> <p>9. Discussion: How has technology changed the methods of protest? For example, mass media as compared to pony express and newsletter or rapid transit as compared with coaches, horses, etc.</p> <p>Resources to use: <u>RIOTS, USA 1765-1965</u> by Willard Heaps  <u>RIOTS (Problems of American Society)</u> by Gerald Leinwand, ed.  <u>ANATOMY OF A RIOT</u> from Center for Cassette Review  <u>DISSENT IN COLONIAL AMERICA</u> from Center for Cassette Review 27 min.</p>

GOAL: THE STUDENT WILL DEFEND THE CONCEPT THAT DISSENT IS AN AMERICAN TRADITION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>V. EVER SINCE COLONIAL TIMES DISSENT HAS BEEN PART OF THE AMERICAN WAY OF LIFE.</p> <p>AMERICANS CHERISH THEIR BASIC RIGHT TO PROTEST AND DISAGREE.</p>	<p>The student will defend the concept that dissent is an American tradition.</p>	<ol style="list-style-type: none"> <li>1. Have students examine the role of dissenting minorities throughout our history:               <ol style="list-style-type: none"> <li>a. A minority of colonial Americans dissented from the policies of the duly constituted (British) government and started the movement for independence.</li> <li>b. A minority of Americans dissented from the law of the land and started the movement for abolition of slavery.</li> <li>c. A minority of Americans dissented from legal discrimination on account of sex and started the Women's Suffrage Movement.</li> <li>d. A minority of Americans dissented from accepted economic practice and started agitating for laws prohibiting child labor.</li> <li>e. A minority of Americans dissented from American isolationism which kept the U. S. out of the League of Nations and initiated the movement for U. S. participation in the United Nations.</li> <li>f. A minority of Americans protested segregation of the Negro, and the violation of the Negro's right to vote in the South. This brought about the Civil Rights Acts of 1964-65.</li> <li>g. A minority of Americans dissented from U. S. policy in Vietnam initiated action to stop the war and negotiate a settlement. This action reached into the government, with members of the Senate Foreign Relations Committee also calling for a cease-fire and negotiations.</li> </ol> <p>(These could be dramatized or reported by groups.)</p> </li> </ol>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>2. After examining some of the examples of dissent in our history, the student will differentiate between those groups who protested within the limits of the law and those who protested in a manner that broke the law.</p> <p>3. Have students construct a time line highlighting important events or people throughout our history that will substantiate the concept that dissent is an American tradition.</p> <p>4. Through the medium of art, have students depict a scene or event that portrays a respected act of dissent in American history. (Boston Tea Party, Signing of the Declaration of Independence, Tom Paine's call to Revolution, etc.)</p> <p>5. Show the filmstrip: <u>The History of Dissent</u>, New York Times. Follow-up discussion on filmstrip.</p> <p>6. Have students role-play a character in history who was involved in dissent and change.</p> <p>7. Have students research the following wars in U. S. history and answer the following questions:</p> <ol style="list-style-type: none"> <li>a. Was there dissent to the war?</li> <li>b. Who were the dissenters?</li> <li>c. What methods of dissent were employed?</li> </ol> <ol style="list-style-type: none"> <li>(1) American Revolution</li> <li>(2) War of 1812</li> <li>(3) Mexican War of 1846</li> <li>(4) Civil War</li> <li>(5) War with Spain</li> <li>(6) World War I</li> <li>(7) World War II</li> <li>(8) Korean War</li> <li>(9) Vietnam War</li> </ol>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>8. Class debate: How much dissent in wartime?</p> <p>9. Class discussion: Is dissent good for a nation? Is dissent traitorous when it leads to unlawful behavior?</p> <p>10. Have students write a short essay defending or rejecting the concept that dissent is an American tradition. (Remind the students that the exercise of the right of protest has helped bring about many of the things Americans take for granted today - the prohibition of slavery, women's voting rights, primary elections, the right of labor to organize - to name only a few.)</p>

GOAL: THE STUDENT WILL CITE EVIDENCE TO SHOW THAT INDIVIDUALS IN AMERICA HAVE DRAMATICALLY INFLUENCED GROUPS TO AFFECT CHANGE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>VI. GROUPS OR INDIVIDUALS VARY IN THE AMOUNT OF INFLUENCE THEY CAN EXERT IN BRINGING ABOUT CHANGE. IT MAY DEPEND UPON THEIR STATUS IN SOCIETY.</p>	<p>The student will cite evidence to show that individuals in America have dramatically influenced groups to affect change:</p> <ul style="list-style-type: none"> <li>a. Politically</li> <li>b. Socially</li> <li>c. Economically</li> </ul>	<ol style="list-style-type: none"> <li>1. The student will identify the following people and place them in their historical setting: <ul style="list-style-type: none"> <li style="width: 50%;">Tom Paine</li> <li style="width: 50%;">John Quincy Adams</li> <li style="width: 50%;">Henry Thoreau</li> <li style="width: 50%;">Nat Turner</li> <li style="width: 50%;">Harriet Beecher Stowe</li> <li style="width: 50%;">Jane Addams</li> <li style="width: 50%;">William Lloyd Garrison</li> <li style="width: 50%;">Dorothea Dix</li> <li style="width: 50%;">Jeanette Rankin</li> <li style="width: 50%;">Horace Mann</li> <li style="width: 50%;">Ralph Waldo Emerson</li> <li style="width: 50%;">Marcus Garvey</li> <li style="width: 50%;">William E. DuBois</li> <li style="width: 50%;">Oliver Wendel Holmes</li> <li style="width: 50%;">Dick Gregory</li> <li style="width: 50%;">Frederick Douglass</li> <li style="width: 50%;">William Penn</li> <li style="width: 50%;">Martin Luther King</li> <li style="width: 50%;">Ralph Nader</li> <li style="width: 50%;">Rachel Carson</li> <li style="width: 50%;">John Dewey</li> </ul> </li> <li>2. After the above has been completed, have students describe the method of dissent employed by the individual and the effectiveness of the dissent.</li> <li>3. Have students give examples of how the writings of such men as Upton Sinclair, William Lloyd Garrison, Martin Luther King, Henry Thoreau, Rachel Carson and others influenced the public to rally for change.</li> <li>4. Game. 3 Clues. Student will give a description of a well known dissenter in America and have the class identify the personality. For example: Clue #1 - He has set out to change the scheme of things with the single-mindedness and dedication of a devout populist. Clue #2 - He is more than a muckraker, a lobbyist, a lawyer, or an investigative reporter . . . . Clue #3 - He has formed a group of young people into an organization called <u>                    </u> Raiders. (Answer: Ralph Nader.)</li> <li>5. Class discussion: Do you believe that one individual can change the course of history? Which of the individuals studied do you think had the most impact in bringing about change? Can one person change the system?</li> </ol>



GOAL: THE STUDENT WILL ANALYZE A SOURCE OF CONFLICT IN THE UNITED STATES TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>VII. THE GREATER VARIETY OF VALUES WITHIN A SOCIETY, THE GREATER THE DIS-AGREEMENT AND CONFLICT.</p>	<p>A. The student will analyze a source of conflict in the United States today.</p>	<ol style="list-style-type: none"> <li>1. Class discussion: What "bugs" you about the Establishment today What are the ills of our modern society?</li> <li>2. Have students research and analyze one of the following areas of dissent in America today. (Simple to complex.)               <ol style="list-style-type: none"> <li>a. Imposed dress codes</li> <li>b. Compulsory education - rights of the pupil</li> <li>c. Drugs - Marijuana</li> <li>d. Taxation</li> <li>e. Draft</li> <li>f. Poverty</li> <li>g. Minority power (black, chicano, red power)</li> <li>h. Women's rights</li> <li>i. Pollution</li> <li>j. Consumer rights</li> <li>k. Crime and punishment (system of justice)</li> <li>l. War</li> </ol> </li> <li>3. Committee work. Groups will be in charge of bulletin boards, scrap books, charts, large posters, etc., which will display the findings of the above.</li> <li>4. Class discussion on one of the following: Was the mass media helpful to the student in his search for information on his area of analysis of dissent? How effective was the mass media in communicating the grievances of the protest groups to the researcher?</li> <li>5. A student could role-play or re-enact scenes from the trial that he has researched.</li> <li>6. Have students identify and research political and social organizations within the community and nation that are effecting changes non-violently and within the "system". Students or teacher could arrange for a speaker representing the group to come to address the class.</li> </ol>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	<p>B. The student will make a judgement as to the effectiveness of the existing machinery in operation for bringing about change.</p>	<p>7. The class might be divided into groups. Each group will decide on an issue in the school that needs to be changed. They will proceed to list the methods to be used "within the system" to effect change. (With administrative approval, the teacher might want the students to pursue the procedures they mapped out to effect change.)</p> <p>1. The student will cite evidence that the "system" works and was effective in bringing about change in the following areas:</p> <ul style="list-style-type: none"> <li>a. Taxation</li> <li>b. Draft</li> <li>c. Women's Rights</li> <li>d. Voting Rights</li> <li>e. War</li> <li>f. Rights of Workers</li> <li>g. Education</li> <li>h. Poverty</li> <li>i. Consumer Rights</li> <li>j. Rights of Minority Groups</li> </ul> <p>(Student's evidence could be laws repealed or added, etc.)</p> <p>2. Essay or class discussion: Are the present safe-guards or machinery for the redress of grievances adequate or should they be strengthened? Is there ever any reason to try to effect change outside the "system"?</p>

GOAL: THE STUDENT WILL EVALUATE THE METHODS AND EFFECTIVENESS OF THE METHODS USED BY RADICAL AND OTHER TYPE GROUPS TODAY TO BRING ABOUT CHANGE IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>VIII. SOME FORM OF COMPROMISE MAY BE NECESSARY IN ORDER TO AVOID SERIOUS CONSEQUENCES OR VIOLENT CONFLICT. COMPROMISE MAY MEAN POSTPONEMENT OF IMMEDIATE SATISFACTION FOR THOSE WHO MAY HAVE GRIEVANCES.</p>	<p>The student will evaluate the methods and effectiveness of the methods used by radical groups today in bringing about change.</p>	<p>1. The student will research from current magazine and newspapers the following organizations:</p> <ul style="list-style-type: none"> <li>a. Students for Democratic Society (SDS)</li> <li>b. Weathermen</li> <li>c. National Organization Women (N.O.W.)</li> <li>d. War-Resisters League (other anti-war groups)</li> <li>e. Ku Klux Klan</li> <li>f. Black Panthers, Black Muslims, etc.</li> <li>g. Student Non-Violent Coordinating Comm. (SNICC)</li> <li>h. Nader's Raiders</li> <li>i. The Minutemen</li> <li>j. Yippies</li> <li>k. Various Nazi-Bundist groups</li> </ul>
		<p>2. Based on his findings, the student will make a judgement regarding the validity of the protestations of the group. If grievances of the group are sound, are the methods employed for redress equally sound? If not, student should suggest alternative techniques. The teacher may want to use the following criteria to determine effectiveness of dissent:</p> <ul style="list-style-type: none"> <li>a. Whether the harm caused exceeds the good achieved.</li> <li>b. Where the laws are violated.</li> <li>c. Whether all reasonable, lawful, and peaceful means had been exhausted.</li> <li>d. Whether the rights of others were violated.</li> <li>e. Whether the method of protest offends social customs or community standards.</li> <li>f. Whether the intention was different from the act.</li> </ul> <p>(Discussion can take place regarding planned action vs. unplanned action.) Source: <u>Life</u>, Oct. 10, 1969, Chicago Convention and Chicago 8.</p>



FOCUS

OBJECTIVE

LEARNING ACTIVITIES

3. Which groups are responsible for putting out the following literature:

- New Left Notes
- Village Voice
- The Movement
- Liberation Magazine
- San Francisco Express
- The Rat
- The Guardian

What are their aims and purposes? Are they effective?

4. The student will consider these means of protest:

- a. Non-violent: speaking, writing, public demonstrations, marches, pickets.
- b. Disruption of public and/or private business, such as police department, school system, restaurants.
- c. Assaults on public/private property.
- d. Assaults on private citizens.
- e. Assaults on police, soldiers, or National Guardsmen.

and discuss the following:

Which of the above forms of protest do you think would be the most acceptable means of achieving the following goals:

- a. Bringing about changes in college curriculum and rules for students.
- b. Winning political independence from an imperial "mother country".
- c. Forcing removal of foreign occupation troops.
- d. Achieving equality and freedom in a country without democratic processes.
- e. Obtaining larger welfare payments.
- f. Stopping a war you consider immoral or unjust?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>THE USE OF VIOLENCE AS A MEANS OF PROTEST AGAINST SOCIAL CONDITIONS WHICH ARE CONSIDERED UNREASONABLE IS NOT NEW. THE HISTORY OF RIOTS AND VIOLENCE IN THIS COUNTRY DATES BACK TO THE FOUNDING NATION.</p>		<p>5. Trace the use of violence in the U. S. as a means of protest against social conditions considered oppressive by some groups:</p> <ul style="list-style-type: none"> <li>a. Boston Tea Party</li> <li>b. Whiskey Rebellion</li> <li>c. Anti-Cholic Riot 1844</li> <li>d. Pullman Strike 1894</li> <li>e. Draft Riot 1863 (NYC)</li> <li>f. Homestead Plant Strike 1892</li> </ul> <p>6. Based on the student's research, the student will make a value judgement on the following:</p> <ul style="list-style-type: none"> <li>a. Was the violence a planned action?</li> <li>b. Who was at fault?</li> <li>c. Were other means tried first to solve the conflict?</li> <li>d. Is protest by destruction of property included in the guarantees of the First Amendment?</li> </ul> <p>7. List situations today that are potentially explosive, but where there are safety valves available for settlement of the grievance. Examples might include:</p> <ul style="list-style-type: none"> <li>a. Labor and management conflicts --- there are Federal Arbitration Boards.</li> <li>b. Racial Conflicts -- There are Community Relations Boards.</li> <li>c. Any dispute where the courts or public defender or an ombudsman might be utilized.</li> </ul> <p>8. Class discussion: When do you stop depending on established channels and fight for your cause outside legal channels?</p> <p>9. Students will list and discuss persons or groups who have successfully brought about constructive change in a non-violent, lawful manner. Are these persons or groups respected and admired in our society?</p>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>10. If possible, the teacher should have some reprints of the case studies in the March 15, 1969 issue of <u>ISSUES TODAY</u>. There are cases of dissent beginning in 1773 to the present case involving Rev. Philip Berrigan and the bloodied draft records.</p>

GOAL: GIVEN DETAILED INFORMATION OF THE PROTEST ACTIVITIES OF A PARTICULAR MINORITY GROUP, THE STUDENT WILL EXAMINE CAUSES FOR THE PROTEST AND GENERALIZE FROM THE DATA THE PROBABLE ASPIRATIONS OF THE GROUP.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>IX.            STRONG MOTIVATIONS BY SOME LONG-SUFFERING MINORITY GROUPS FOR ACTION, THE DESIRE FOR REDRESS OF LONG-STANDING GRIEVANCES, COULD LEAD TO VIOLENCE IF THEY ARE MET WITH CONTINUED FRUSTRATION.</p>	<p>The student will examine causes for the protests of minority groups in America and generalize from the data, the probable aspirations of the group.</p>	<ol style="list-style-type: none"> <li>1. Define Black power, Red power, Chicano power and Puerto Rican power.</li> <li>2. The Indian has been referred to as the Forgotten American. Substantiate the statement by tracing the treatment of the Indian from colonial days to the present. What are the aspirations of Indians in America today?</li> <li>3. Show the filmstrip: <u>Out of the Mainstream</u> (Warren Schloot Production).</li> <li>4. Discussion.</li> <li>4. Trace the disenfranchisement of the American Black from colonial times to the Civil Rights Movement - list the present aspirations of the Blacks.</li> <li>5. Class discussion or group discussion: In what other ways was the black man in America treated as a second class citizen? (Students should cover the areas of education, transportation, employment, housing, public accommodations, and social acceptance, among others.)</li> <li>6. Based on research, have students list the grievances and aspirations of the Chicanos and Puerto Ricans in America.</li> <li>7. Have students investigate the methods of two groups: The veterans in the Bonus March and the poor Blacks in the Poor People's Campaign and discuss the effectiveness of the methods.</li> </ol> <p>Note: Veterans of W.W. I marched to Washington, D. C. demanding cash bonuses, built shanties in the capital, were fired upon.            Poor People's Campaign . . . Built resurrection city appeals to government led by Mrs. Martin Luther King</p>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>8. Based on all the information the student has acquired on the above minority groups, the student should answer the following questions in essay form:</p> <ul style="list-style-type: none"><li>a. If you were a member of one of the above minority groups and you wished redress for your grievances, what course of action would you propose?</li><li>b. How much political power do minority groups exercise in government today?</li><li>c. Could the grievance of the minority groups that you have identified be corrected within the existing system?</li></ul>

GOAL: THE STUDENT WILL EXAMINE SOME OF THE BACKLASH THAT HAS DEVELOPED BY THE ANTI-DISSENT GROUPS TO THE ACTIONS OF THOSE WHO WORK FOR DRASTIC CHANGES IN OUR SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>X. IN ALL SOCIETIES THERE ARE SOME GROUPS WHO WILL REACT NEGATIVELY TO THOSE WHO DO NOT CONFORM TO ESTABLISHED "NORMS" IN THE SOCIETY.</p>	<p>The student will examine the backlash that has resulted because of protest and dissent.</p>	<ol style="list-style-type: none"> <li>1. Based on the information the student has already gathered on conflict in the following eras or by the following movements:               <ol style="list-style-type: none"> <li>a. Colonial times</li> <li>b. Pre and Post Civil War</li> <li>c. Industrial Era</li> <li>d. Civil Rights Movement</li> <li>e. Women's Liberation</li> <li>f. Student Movements</li> <li>g. Hippies</li> <li>h. Anti-War movements</li> <li>i. Ecology movements</li> <li>j. Consumer rights groups</li> </ol> <p>Have the students use this information and continue to research for the types of backlash or reaction that set in by those who differed with the protestors.</p> </li> <li>2. Class discussion: "Did those who reacted to the protestors, then become new protestors? What method did they use in communicating their reactions? (Example might be the Hard Hats and their demonstration in NYC)</li> <li>3. The student will investigate the backlash in American society to the following trials:               <ol style="list-style-type: none"> <li>a. Scopes</li> <li>b. Scottsboro</li> <li>c. Rosenberg</li> <li>d. Calley</li> </ol> </li> <li>4. The student will investigate the backlash to government officials who refuse to carry out the law of the land. (Example: desegregation and integration laws and resistance by such officials as Governors Maddox and Wallace.</li> </ol>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>5. Teacher or student will arrange to bring speakers to school to help analyze some of the sources of conflict in America. For example: Law enforcement people to speak on Law and Order, Representative from NOW (Women's Lib.)</p> <p>6. Students will list in order of importance the conflicts found in today's society. (Several methods can be used: small group consensus, individual listings that could be tallied, or contributions from members of the class that teacher lists on black board.)</p> <p>7. Utilizing the list of important conflicts, the students will discuss the following question: Can all of the conflicts researched be resolved within the existing machinery for bringing about change? (Within the law).</p>

GOAL: THE STUDENT WILL CRITICALLY EXAMINE THE METHOD(S) USED IN A FREE SOCIETY TO LIMIT OR CONTROL PROTEST.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>XI. ALL SOCIETIES HAVE WAYS OF PUNISHING PEOPLE WHO DO NOT CONFORM TO ESTABLISHED ACCEPTED WAYS OF DISSENT.</p>	<p>The student will examine methods used to limit or control dissent.</p>	<ol style="list-style-type: none"> <li>1. The student will list methods used to limit dissent, i.e. shame, ridicule, physical punishment, arrest, loss of job, etc.</li> <li>2. In what ways can the mass media (or officials through use of the mass media) influence people in their reactions to protest groups? For example: Vice President Agnew's speech in which he labeled some dissenters as "effete snobs".</li> <li>3. The student will match the method used to limit dissent in the following: (Persons or Events)               <ol style="list-style-type: none"> <li>a. Boston Tea Party</li> <li>b. Labor Strikes (selected few)</li> <li>c. Groups listed as "subversive" by our Government</li> <li>d. Women's suffragettes &amp; Women's Lib Groups</li> <li>e. Anti-War dissenters</li> <li>f. Religious dissenters</li> <li>g. Protests against the military-industrial complex (the use of technology for weapons of death)</li> <li>h. Civil Rights movements</li> <li>i. Consumer rights movements</li> <li>j. Hippies who preach and practice drug cult</li> </ol> </li> <li>4. The teacher will attempt to have the student outline the political and judicial structure on which rests the limits of dissent.</li> <li>5. The student will investigate the duties and responsibilities of law-enforcement personnel at the local, state and Federal level in handling protest groups who (1) strike (2) march (3) sit-in (4) take over private or public property.</li> <li>6. Small groups discuss: "What are the tolerable limits of protest in a democracy?"</li> </ol>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>7. Class discussion: Under what circumstances does the president of the United States exert his executive power to limit dissent?</p> <p>8. Essay writing or discussions on the following quotes:</p> <ul style="list-style-type: none"><li>a. "Where law ends, tyranny begins" by William Pitt over 200 years ago.</li><li>b. "The danger is in equating dissent with lawlessness, non-conformity with treason" by Henry Steele Commager, "Is Freedom Dying in America? <u>Look</u> magazine, July 14, 1970.</li></ul> <p>Sources: <u>SYNOPSIS</u>, Curriculum Innovations, Inc. December 28, 1970 Focus: Political Violence-Causes and Effects</p>

GOAL: THE STUDENT WILL IDENTIFY PROBLEMS OR CONFLICTS FACING YOUNG PEOPLE IN OUR SOCIETY AND PROPOSE WAYS THAT THEY CAN EFFECT CHANGE IN A CONSTRUCTIVE MANNER.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>XII. SURVIVAL OF A CULTURE IS DEPENDENT ON SOME CORE OF VALUES BY A MAJORITY OF ITS MEMBERS.</p>	<p>Student will identify problems or conflicts facing young people in our society and propose ways that they can effect change in constructive manner.</p>	<ol style="list-style-type: none"> <li>1. Divide the class into groups and have each group identify problems facing young people today and put them in priority order. Recorder from each group will report to the class.  <ul style="list-style-type: none"> <li>"Zeroing In." Ask students:               <ol style="list-style-type: none"> <li>a. How did you identify the problem?</li> <li>b. How did it come to your attention? (Personal involvement, through film, T.V., or other.)</li> </ol> </li> </ul> </li>   <li>2. The student will ask adults and parents in the community what they believe are the problems facing young people. A comparison of the lists can be made.  <p>Class discussion: Do adults perceive the problems of young people differently?</p> </li>   <li>3. Students may be divided into groups and propose ways within the democratic processes of solving the problems they have identified. (Sending petitions to their representatives, voting, campaigning for their candidates, writing letters to the newspapers, and being a well-informed citizen.)  <p>If they want to ask adults and parents in the community what they believe the solutions to be, this can be a follow-up activity with comparisons as above.</p> </li>   <li>4. The teacher may want to conduct a survey entitled "What Does American Youth Value" which appeared in the January 1969 issue of <u>Fortune</u> magazine.</li> </ol>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>5. Divide the class into groups. Each group will reach a consensus on the following questions:</p> <p>a. How would you react? (Hypothetical situations)</p> <ol style="list-style-type: none"><li>(1) The principal decrees "All long hair must be shortened".</li><li>(2) The Bible must be read in class every day.</li><li>(3) A speaker from the Nazi party has been invited to speak on "Race Superiority".</li><li>(4) Representatives from local induction centers want to speak to male students about military service on a regular basis in the school.</li><li>(5) Principal decrees that all students must learn a foreign language.</li><li>(6) New dress code stipulates that girls cannot wear mini skirts or hot pants.</li></ol> <p>6. Groups will formulate their methods of protest (if they disagree) to the above situations working within the existing structure for change.</p>

GOAL: GIVEN RELEVANT FACTS ABOUT CONDITIONS IN THE SOCIETY THAT CAUSE CONFLICT THE STUDENT WILL HYPOTHEESIZE FUTURE EVENTS ON THE BASIS OF PRESENT ATMOSPHERE IN THEIR SOCIETY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>XIII. THE MOOD OF THE PEOPLE, THE LEADERSHIP IN THE NATION OR OF A GROUP, AND THE TIMES, MAY DETERMINE THE OUTCOME OF ANY GIVEN CONFLICT.</p>	<p>Given relevant facts about conditions in the society that cause conflict the student will hypothesize future events on the basis of present atmosphere in their society.</p>	<p>1. Using the information the students have gathered throughout this quin in regard to conflicts that are presently with us, have the students hypothesize the outcome of the following conflict areas: (Teacher and student could add or delete from this list.)</p> <ul style="list-style-type: none"> <li>a. Women's Lib</li> <li>b. Environmental pollution</li> <li>c. Nader's Raiders</li> <li>d. Anti-war movement</li> <li>e. Anti-draft movement</li> <li>f. Poor People's Power</li> <li>g. Red, Black, and Chicano Power</li> <li>h. Discrimination in housing, education, etc.</li> </ul> <p>2. Have students react in class discussion to generalization XIII (FOCUS). They should be able to rely on information gathered throughout the quin to cite examples to support the generalization.</p>

GOAL: GIVEN A SITUATION OR STATEMENT THAT LENDS ITSELF TO FREE EXPRESSION THE STUDENT WILL DESCRIBE HIS OWN VALUES REGARDING METHODS OF CHANGE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
<p>XIV. HISTORY PROVES THAT THERE ARE NO EASY SPECIFIC ANSWERS TO THE QUESTION: WHAT IS THE BEST WAY TO BRING ABOUT CHANGE?</p> <p>Note: It is important through this course, and especially here, that the teacher permit a wide range of opinions without judging them himself. A student should be encouraged to defend his opinions to the end, that he clarify his own values.</p>	<p>Given a situation or statement that lends itself to free expression the student will describe his own values regarding methods of change.</p>	<p>1. Based on your beliefs at this time, what would you do if you were the Establishment (police, law enforcement agent, or the courts) to the following protestors:</p> <ul style="list-style-type: none"> <li>a. Stokely Carmichael addressing the Black Panthers "inciting" them to action.</li> <li>b. Joan Baez speaking and singing on the steps of the Oakland Induction Center and in the Santa Rita Prison.</li> <li>c. Peace pickets blocking the road in front of a military arsenal.</li> <li>d. Groups refusing to allow the public to see a movie that they disapprove.</li> <li>e. A group that will not allow a book to be used in the classroom (or any area of controversy).</li> </ul> <p>2. At a time when American men are fighting and dying in Vietnam, Father Berrigan and the Chicago demonstrators were both protesting against the Vietnam war.</p> <ul style="list-style-type: none"> <li>a. Are anti-war protestors disloyal?</li> <li>b. Suppose the following men were opposed to the war in Vietnam for the reasons below, which person(s) would you consider disloyal? <ul style="list-style-type: none"> <li>Mr. A. "Inconsistent with the values of American democracy."</li> <li>Mr. B. "Congress has not declared war."</li> <li>Mr. C. "Not in the U. S. interest of the United States."</li> <li>Mr. D. "Hurting our relations with the Soviet Union."</li> <li>Mr. E. "Violates my conscience."</li> </ul> </li> </ul> <p>3. The Chicago police (and others) have been accused of "police brutality" and have been called "pig" when arresting demonstrators. Some policemen have had objects thrown at them. At what point do you think a policeman should employ force to suppress protestors?</p>



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		<p>a. When he is insulted or cursed at?</p> <p>b. When he is spat upon?</p> <p>c. When small items are thrown at him involving no danger?</p> <p>d. When he is threatened with a deadly weapon?</p> <p>e. When he is in definite danger of physical injury?</p> <p>4. The student could debate or discuss the following two points of views:</p> <p>"There definitely will be confrontation because this system will not fall because minds are changed or blown...this system will fall during a series of sharp and dangerous conflicts, life and death conflicts," Tom Haydn, Revolutionary</p> <p>"The time has come for us to recognize that violence and terror have no place in a free society...In a system like ours which provides the means for peaceful change, no cause justified violence in the name of change." Richard M. Nixon, President of the United States.</p>



MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

A. Textual

DISSENT AND PROTEST. American Education Publications, 1970. Class set. 40¢ each.

LIBERTY UNDER LAW. American Education Publications, 1970. Class set. 40¢ each.

PRIDE AND POWER. American Education Publications, 1970. 40¢ each.

B. Audio-Visual

THE LITERATURE OF PROTEST. Filmstrip/Record series. 3 parts. Guidance Associates.  
CIVIL DISOBEDIENCE. Filmstrip/Record series. 2 parts. Guidance Associates.  
SOCIAL MOVEMENTS TO CHANGE A NATION. Filmstrip/Record series. 2 parts. Guidance Associates.  
OUT OF THE MAINSTREAM. Filmstrip/Record series. Warren Schloot.  
THE FIGHT FOR CUR RIGHTS. 4 Filmstrips/Records. Warren Schloot.  
THE HISTORY OF DISSENT. Filmstrip/Record. New York Times Educational Dept.  
HUSTLERS AND REFORMERS. 2 Filmstrips/Record. Multi-media Products, Inc. California

C. Others (For Teacher)

POINTS OF REBELLION. William O. Douglas. New York: Vintage Press, 1970.

"Several Distinguished Citizens Discuss What To Teach About Civil Disobedience." TODAYS EDUCATION. Nov. 1968.

"What's Troubling High School Students?" by six juniors and one senior high school students. TODAYS EDUCATION. Sept. 1970.

2. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Textual

RIGHTS. Urban America Series - Pendulum Press. 95¢.

TAKING A STAND. American Education Publications. Booklet. 40¢.

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RIGHTS OF THE ACCUSED. American Education Publications. Booklet. 40¢.  
REBELLION AND PROTEST. American Education Publications. Booklet. 40¢.  
THE RISE OF ORGANIZED LABOR. American Education Publications. Booklet. 40¢.  
AMERICAN REVOLUTION. American Education Publications. Booklet. 40¢.  
COMMUNITY CHANGE. American Education Publications. Booklet. 40¢.

B. Audio Visual

REVOLUTION. Filmstrip/Record series. 2 parts. Guidance Associates.  
THE 1960'S - A DECADE OF HOPE AND DESPAIR. Filmstrip/Record. 2 parts. Guidance Associates.  
CONSCIENCE: A NATION'S CONSCIENCE. Filmstrip/Record. 2 parts. Guidance Associates.  
YOU AND THE LAW. Filmstrip/Record. 2 parts. Guidance Associates.  
THE SEARCH FOR BLACK IDENTITY, MARTIN LUTHER KING. (Non-violence.) Filmstrip/Record. Guidance Associates.  
THE SEARCH FOR BLACK IDENTITY, MALCOLM X. (Self-defense.) Filmstrip/Record. Guidance Associates.  
ALL NERGED GENERATION. Filmstrip/Record series. 3 parts. Guidance Associates.  
TWO OF ONE GENERATION. Filmstrip/Record series. 2 parts. Guidance Associates.  
DANNED TO BE DIFFERENT. Filmstrip/Record series. 2 parts. Guidance Associates.  
PERSONAL COMMITMENT - WHERE DO YOU STAND? Filmstrip/Record. 2 parts. Guidance Associates.  
THE DEBATE DEBATE. Filmstrip/Record. 2 parts. Guidance Associates.  
LAW AND ORDER. Filmstrip/Record. Warren Schloat.  
FULL TRIAL AND FREEDOM. Filmstrip/Record. Warren Schloat. (8 in the series.)

C. Films

BLACK POWER. "We're goin' Survive America." Mass Media Associates, 2116 N. Charles St., Baltimore, Md. 15 min. \$25. rental.  
PEACE PICKETS ARRESTED FOR DISTURBING THE PEACE. Mass Media Associates. 7 min. \$10. rental.  
THE RESISTANCE. Mass Media Associates. 15 min. \$25. rental.  
A MATTER OF CONSCIENCE. QED Productions. 2921 W. Alameda Ave., Burbank, Calif. 28 min. \$28. rental.  
THE BATTLE OF EAST ST. LOUIS. Carousel Films, 1501 Broadway, New York, N. Y. 46 min. B/W. 16 mm. \$250. rental.

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RIGHTS OF THE ACCUSED. American Education Publications. Booklet. 40¢.  
REBELLION AND PROTEST. American Education Publications. Booklet. 40¢.  
THE RISE OF ORGANIZED LABOR. American Education Publications. Booklet. 40¢.  
AMERICAN REVOLUTION. American Education Publications. Booklet. 40¢.  
COMMUNITY CHANGE. American Education Publications. Booklet. 40¢.

B. Audio Visual

REVOLUTION. Filmstrip/Record series. 2 parts. Guidance Associates.  
THE 1960'S - A DECADE OF HOPE AND DESPAIR. Filmstrip/Record. 2 parts. Guidance Associates.  
CONSCIENCE: A NATION'S CONSCIENCE. Filmstrip/Record. 2 parts. Guidance Associates.  
YOU AND THE LAW. Filmstrip/Record. 2 parts. Guidance Associates.  
THE SEARCH FOR BLACK IDENTITY, MARTIN LUTHER KING. (Non-violence.) Filmstrip/Record. Guidance Associates.  
THE SEARCH FOR BLACK IDENTITY, MALCOLM X. (Self-defense.) Filmstrip/Record. Guidance Associates.  
ALIGNED GENERATION. Filmstrip/Record series. 3 parts. Guidance Associates.  
TURBID ONE GENERATION. Filmstrip/Record series. 2 parts. Guidance Associates.  
DANGER TO DEFENDANT. Filmstrip/Record series. 2 parts. Guidance Associates.  
PERSONAL COMMITMENT - WHERE DO YOU STAND? Filmstrip/Record. 2 parts. Guidance Associates.  
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PEOPLE TOWARD FREEDOM. Filmstrip/Record. Warren Schloat. (8 in the series.)

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BLACK POWER. "We're goin' Survive America." Mass Media Associates, 2116 N. Charles St., Baltimore, Md. 15 min. \$25. rental.  
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THE BATTLE OF EAST ST. LOUIS. Carousel Films, 1501 Broadway, New York, N. Y. 46 min. B/W. 16 mm. \$250. rental.

- D. Cassettes and Tapes
- Dissent in Colonial America. 27 min. The Center for Cassette Studies, Inc. 8110 Webb Ave., North Hollywood, Calif. 91605.
  - The New and Old Left. 27 min. The Center for Cassette Studies, Inc.
  - Anatomy of a Riot. 28 min. The Center for Cassette Studies, Inc.
  - The Black Separationists. 45 min. The Center for Cassette Studies, Inc.
  - Chattel Law and Order. 45 min. The Center for Cassette Studies, Inc.
  - Students in Revolt. 45 min. The Center for Cassette Studies, Inc.
  - Black Protest. 3 12 in. tapes. Listening Library, 1 Park Ave. Old Greenwich, Conn. 06870. \$18.95.
- E.
- THE LAW: Confrontation and Discant. 4 tapes and study guides. The Center for the Study of Democratic Institution, P.O. Box 4446, Santa Barbara, Calif. 93103. \$27.00.
  - Film Loops - 8 mm.
  - Thorne Films - Dept. DC-31, 1229 University Ave., Boulder, Colo.
  - German-American Bundists. 3 min. 50 sec.
  - Newark Riot, 1967.
  - Poor People's Campaign.
  - Women's Suffrage Movement.
  - Boston Police Strike.
  - The Red Scare: Arrests and Deportations (1917-1920.)
  - Ku Klux Klan in the 1920's.
  - Scopes Trial.
  - Court Martial of Billy Mitchell.
  - Bonus Army.
  - Republic Steel Strike Police Riot (Memorial Day Massacre.)
  - Union Auto Workers' Strike, 1937.
  - Joseph McCarthy: Army Hearings.
  - Selma Civil Rights March.
- F. Transparencies
- CAUSES OF REVOLUTION. 8 transparencies. Civic Education Service, 1733 K Street, N. W., Washington, D. C.
  - EVENTS OF REVOLUTION. 16 transparencies. Civic Education Service.
  - SLAVERY AND THE REVOLUTION. Civic Education Service.
  - WILHELM II AND GERMANY. Civic Education Service.
  - AFTERMATH OF REVOLUTION. Civic Education Service.
  - THE AGE OF THE REVOLUTION. Civic Education Service



BUS BOYCOTT. Civic Education Service.  
FREEDOM RIDERS. Civic Education Service.  
BLACK POWER. Civic Education Service.  
HARPERS FERRY. Civic Education Service.  
JIMI CROW. Civic Education Service.

G. Posters and Photos

Posters that spark discussion: Abraham Lincoln, Frederick Douglass, Henry D. Thoreau.  
Media Plus, Inc., 60 Riverside Drive, N. Y. 10024.  
Penman of the Revolution. \$3.00 set. J. Weston Walch, Portland, Maine, 04104  
The Bill of Rights. \$3.00 set. J. Weston Walch.  
Women Suffrage. Perfection Form Co., Logan, Iowa. \$2.50 set.  
Dissent. 18 photos. \$18.50. U. S. Educational Marketing Corp., 20 W. 43rd St., N. Y. 10036.

H. Records

Scholastic Records - 50 W. 44th St., New York.

American Industrial Ballads. 1 - 12 in. 33 1/3.  
American Moonshine and Prohibition. 1 - 12 in. 33 1/3.  
Ballads of Sacco and Vanzetti. 1 - 12 in. 33 1/3.  
East Bow! Ballads. 1 - 12 in. 33 1/3.  
Songs From the Depression. 1 - 12 in. 33 1/3.  
Songs of Struggle and Protest. 1 - 12 in. 33 1/3.  
Songs of the Suffragettes. 1 - 12 in. 33 1/3.  
Talking Union. 1 - 12 in. 33 1/3.  
The Sit-In Story. 1 - 12 in. 33 1/3.  
Freedom Songs: Selma, Alabama. 1 - 12 in. 33 1/3.  
We Shall Overcome. 1 - 12 in. 33 1/3.  
Langston Hughes - Jerico - Jim Crow. 1 - 12 in. 33 1/3.

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