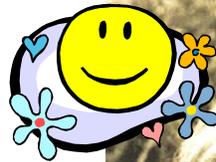


#9018

1968: Young Blood

PBS VIDEO
1999
Grade Levels: 10-13+
56 minutes



DESCRIPTION

Documents the activities of the baby boomers during the '60s and '70s. Growing economies, freedom, and mobility gave rise to a new generation that rebelled against social forms, political actions, and, generally, any authority. Touches on Vietnam, its veterans, hippies, countercultures, and student protests and riots around the world.

ACADEMIC STANDARDS

Subject Area: United States History

- Standard: Understands how the Cold War and conflicts in Korean and Vietnam influenced domestic and international politics
 - Benchmark: Understands the social issues that resulted from U.S. involvement in the Vietnam War (e.g., the composition of American forces recruited in the war, why the Vietnam War contributed to a generational conflict and concomitant lack of respect for traditional authority figures)

Subject Area: Historical Understanding

- Standard: Understands the historical perspective
 - Benchmark: Analyzes the effects specific decisions had on history and studies how things might have been different in the absence of those decisions
 - Benchmark: Understands how the past affects our private lives and society in general

Subject Area: Behavioral Studies

- Standard: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions
 - Benchmark: Understands that some informal ways of responding to conflict (e.g., pamphlets, demonstrations, cartoons) may reduce tensions and lead to compromise but may be inflammatory and make agreement more difficult to reach
 - Benchmark: Understands how various institutions (e.g., social, religious, political) develop and change over time (i.e., what is taught in school and school policies toward student behavior have changed over the years in response to family and community pressures), and how they further both continuity and change in societies

INSTRUCTIONAL GOALS

1. To introduce beginning elements of the counterculture movements of the 1960s.
2. To illustrate the powerful symbol of the Vietnam War had on young people rebelling against authority outside of the United States.
3. To examine the impact of those movements in influencing today's mainstream values and public policies.
4. To debate if today's young people will change those values and policies.

BEFORE SHOWING

1. In what ways do your values and tastes differ from those of your parents'? How important are these differences and why? Is there a "generation gap" between you and your parents?
2. What individuals or institutions have authority over teenagers? How do individuals or institutions acquire authority over others? How do they maintain or enforce it?

DURING SHOWING

Applications and Activities

1. Have students each choose one speaker to follow. Ask them to jot down how the speaker's views or experiences meet or don't meet students' expectations about the 1960s.
2. Have students write down the different ways that young people challenged authority and the consequences of those challenges.

AFTER SHOWING

Discussion Items and Questions

1. What values had young people in the program been taught to respect? Why did so many of them question these values?
2. What historical events and trends influenced the counterculture movements of the 1960s? How did those movements influence today's mainstream values and public policies? How do you think young people today will change those values and policies?
3. How were the different movements in the program segment related? What were the values of young people involved in these movements? What institutions or individuals did they target? How did they hope to achieve social change? What were some of the short-term consequences? What were some of the long-term consequences?
4. British student Penny Hayes says, "It wasn't just America's war, really." Why do you think the Vietnam War became such a powerful symbol for young people rebelling against authority outside of the United States? Why do you think student unrest became so widespread in the 1960s? What evidence would you need to support or disprove your explanation?
5. Do you agree or disagree with Romain Goupil's quotation? Why or why not? How do you think the French worker Roger Lorellière might respond to Goupil's quotation? Why do you think the "moment of freedom" Goupil describes was short-lived? What did it accomplish?

Applications and Activities

1. Have students research the 1968 Democratic Convention and answer the following questions: Why did activists target the convention? What challenges did demonstrators pose to the authorities? How did the authorities react and why? Why was the confrontation shocking to many Americans? Ask each student to adopt the perspective of a famous or ordinary person involved in the conflict. Have students choose partners and use their research to create a fictional dialogue between the two characters.
2. Have students explore the legacy of the 1960s by interviewing several adults of different backgrounds who were teenagers or older then. Interview questions might include: How would you describe young people's values and goals in the 1960s? What long-term consequences, if any, did you anticipate from lifestyle, cultural, or political changes of the 1960s? Were the actual consequences different? If so, how?
3. To help students gain historical perspective on the 1960s, have them create a mainstream or alternative youth newspaper for the year 1968. First, discuss why 1968 is often viewed as a landmark year, the ways it represented a turning point for American society, and the goals and effects of different counterculture movements prior to and during 1968. Assign students to the following sections: national, international, and local news; arts and music; editorial page; sports; advice columns; and obituaries. Have each "section" group hold an editorial meeting to decide which articles to write. After each student has contributed an article, have the group appoint editors, graphic designers, and illustrators to write headlines, plan the layout, design the pages, and provide pictures or illustrations.
4. Ask students to choose a movement that either began in or was re-invigorated during the 1960s, such as the civil rights movement, feminism, anti-nuclear movement, Native American rights movement, Latino rights movement, migrant workers, etc. Have students develop a profile of the movement, then and now. Compare and contrast the ideology, methodology, leaders, accomplishments, and goals of the movement in the 1960s and the 1990s.

RELATED RESOURCES



Captioned Media Program

- From the Ku Klux Klan to the Black Panthers #2561
- The Kennedys: Part I & II #7972
- The Vietnam Memorials: All the Unsung Heroes #8577



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.



- **THE 1960S—SOCIAL UNREST & COUNTERCULTURE**

<http://www.historyteacher.net/apush-course/weblinks/weblinks27.htm>

Extensive list of topics relating to the 1960s. Topics for 1968 include the issue of teaching evolution, the mayor's defense of police action at the Democratic Convention, "Tet Offensive in Hue" account, and more.

- **THE HISTORY PLACE**

<http://www.historyplace.com/unitedstates/vietnam/>

Presents a comprehensive time line with quotes and analysis of the Vietnam War. Includes topics on the Geneva Conference, Tet Offensive, Peace, and other events.

- **CIVIL RIGHTS**

<http://www.africanamericans.com/civilrights.htm>

Brief description of a particular event in a certain time period during the Civil Rights Movement. Also contains numerous topics from Activism to Up From Slavery.