By 1965 a variety of people in the United States had become active in a vocal movement to end U.S. involvement in the Vietnam War. The U.S. government had become involved in the war because it did not want South Vietnam to be defeated by Communist North Vietnam. The United States government feared that if South Vietnam were defeated, Communism would spread throughout Southeast Asia. Those who protested the war argued that it was not, as government leaders argued, a vital struggle against world Communism. Many protesters believed that the Vietnam War was the last stage of a long struggle by the Vietnamese for independence. They pointed out that the Vietnamese had already, in 1954, defeated France, which had controlled Vietnam as a colony. Following their defeat of France, the Vietnamese had become engaged in a civil war in which, protesters insisted, the United States had no right to interfere.

The antiwar movement became a mass crusade in which millions of Americans participated. It involved people of all ages, organized in hundreds of diverse local and national groups, including the National Mobilization to End the War in Vietnam, Clergy and Laymen Concerned about Vietnam, Women Strike for Peace, Resistance, American Friends Service Committee, and Business Executives Move for a Vietnam Peace. Among student groups, the SDS played a vital role. While antiwar activists came from all elements of American society, most were white, middle class, and well educated. Colleges and universities were among the most important sites of antiwar activism.

Protests against the war took many forms—marches, boycotts, rallies, and demonstrations. A key event took place at the University of Michigan in March 1965. Students and professors held a teach-in on Vietnam, where people gathered to examine America’s Vietnam policy and discuss what they might do to change that policy. Within months, more than 120 schools held similar events. This spirit of questioning authority and determining how common citizens could affect policy-makers was at the core of the antiwar movement.

Between 1965 and 1971, many protests against the war took place. In April 1967 simultaneous marches in San Francisco, California, and New York involved some 250,000 antiwar activists. In October 1967 about 50,000 more militant protesters marched on the Pentagon. As the war continued, more and more people began to question U.S. involvement. For example, in 1967 Martin Luther King, Jr., spoke out against U.S. government policy in Vietnam. Previously, civil rights leaders had been cautious about criticizing the war for fear of losing President Johnson's support of the civil rights movement. However, as the war continued, more and more spoke out against it.

Within the country, a large number of Americans felt that public protest against the war, while American soldiers were fighting it, was unpatriotic. Nonetheless, the movement did greatly increase skepticism about the morality of American foreign policy and the purpose of sending American troops into combat. It also taught millions of Americans to exercise greater oversight of their nation’s foreign policy.

Adapted from http://www.lessonsite.com/ArchivePages/HistoryOfTheWorld/Lesson31/Protests60s.htm
Worksheet- The Anti-Vietnam War Movement

Activity 1 : Word chase

→ In the text, find the equivalents of the words below:

- implication → - met together →
- was afraid → - aware →
- fight → - supervision →

Activity 2 : Right or Wrong?

1) The USA decided to go to war with South Vietnam : R/ W
Justify by quoting from the text : ...........................................................

2) The US government thought Communism would contaminate the whole world : R/W
Justify by quoting from the text : ...........................................................

3) The anti-war movement gradually slowed down during the Vietnam War: R/W
Justify by quoting from the text : ...........................................................

Activity 3 : Say what the following figures refer to:

a- 1965 → ...........................................................
b- 250,000 → ...........................................................
c- 1967 → ...........................................................

Activity 4 : Answer in your own words!

What was the role played by universities in the anti-Vietnam war movement ?

...........................................................................................................
...........................................................................................................
...........................................................................................................

Activity 5 : Let’s recap!

Using your answers to the questions, write a recap on the anti-Vietnam war movement:

Toolbox: movement/ put an end /US involvement / protest against/ interfere/ question authority/
marches-demonstrations-sit-ins.../ antiwar activists/ speak out against/ stand up for/ increase

In 1965, the anti-Vietnam war movement ...........................................................
...........................................................................................................
...........................................................................................................
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Choose 10 keywords from your recap in order to make an oral account of your documents
The Student Movement

- The first activists -

The student movement was a major social change movement to develop in the 1960s. Many of its early organizers had first become politically active in the early 1960s working alongside blacks in civil rights protests. Composed mainly of white college students, the student movement worked primarily to fight racism and poverty, increase student rights, and to end the Vietnam War. At the core of the student movement was a belief in participatory democracy, or the idea that all Americans, not just a small elite, should decide the major economic, political, and social questions that shaped the nation. In a participatory democracy, citizens would join together and work directly to achieve change at the local level. The students hoped to give power to the people so that they could fight for their own rights and for political and economic changes.

This democratic, activist faith led many student activists to reject government and school administration policies. Students sat-in to protest restrictions on students’ rights to free speech and held rallies against the in loco parentis rules that allowed school officials to act like parents in setting curfews and dorm rules. They demanded that faculty and administrators stop all research and activities that contributed to the Vietnam War.

- Radical activists -

Many student activists in the 1960s fought for social change by working for political candidates and by forming local reform organizations. For example, during the presidential primaries of 1968, thousands of student volunteers worked for Eugene McCarthy, who ran for the Democratic Party nomination on the issue of ending the war in Vietnam. By the early 1970s, student activists helped organize the environmental movement and the women’s movement.

However, some student activists were frustrated by the escalating Vietnam War, widespread poverty amidst great wealth, and by continuing racial inequality; they became more extreme. They rejected the traditional American belief in private enterprise and argued that the economy should be organized by the government to guarantee every American a decent standard of living. Angered by most Americans’ resistance to ending the Vietnam War and to the relatively slow pace of social change, some even lost their faith in democracy. The most radical students believed that Communist leaders, such as Cuba’s Fidel Castro and China’s Mao Zedong, offered better visions for bringing justice and equality to people. Some of the most extreme activists argued that only violent protests would lead to real social change. The Weathermen, a revolutionary group formed in 1969, advocated an armed struggle to overthrow the U.S. government. They were responsible for a number of bombings during the late 1960s and 1970s.

Adapted from http://www.lessonsite.com/ArchivePages/HistoryOfTheWorld/Lesson31/Protests60s.htm

Worksheet - The Student Movement
Activity 1: Word chase

→ In the text, find the equivalents of the words below:

- implication → met together →
- was afraid → aware →
- fight → supervision →

Activity 2: Right or Wrong?

3) The students within the movement were not politically involved: R/ W
Justify by quoting from the text: ……………………………………………………………………………………………………….

4) The students wanted to promote a new form of democracy: R/W
Justify by quoting from the text: ……………………………………………………………………………………………………….

3) The students were opposed to all forms of administration policies: R/W
Justify by quoting from the text: ……………………………………………………………………………………………………….

Activity 3: Say what the following figures refer to:

d- 1964 → ………………………………………………………………………………………………………
e- 100,000 → ………………………………………………………………………………………………………
f- 1969 → ………………………………………………………………………………………………………

Activity 4: Compare the two student movements!

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>The first activists</th>
<th>Radical activists</th>
</tr>
</thead>
</table>

Activity 5: Let’s recap!

Using your answers to the questions, write a recap on the anti-Vietnam war movement:

The 1960’s student movement ……………………………………………………………………………………………………….
……………………………………………………………………………………………………………………………………………….
……………………………………………………………………………………………………………………………………………….
……………………………………………………………………………………………………………………………………………….
……………………………………………………………………………………………………………………………………………….
……………………………………………………………………………………………………………………………………………….
……………………………………………………………………………………………………………………………………………….

Choose 10 keywords from your recap in order to make an oral account of your documents

THE 1960s→ Protest Movements (Part 3)
The civil rights movement was the first of the 1960s-era social movements. This movement produced important American social activists of the 20th century. The civil rights movement, as a national force, took root in the 1950s but greatly expanded in power in the 1960s.

In 1964, pressured by the civil rights movement and under the leadership of President Lyndon Johnson, Congress passed the Civil Rights Act of 1964, which prohibited segregation in public accommodations and made discrimination in education and employment illegal. In 1965 Congress passed the Voting Rights Act, which suspended the use of any voter qualification devices that prevented blacks from voting.

Malcolm X was a prominent figure during the Civil Rights era. Offering an alternative view to the mainstream Civil Rights movement, Malcolm X advocated for both the establishment of a separate black community (rather than integration) and the use of violence in self defense (rather than non-violence). His forceful, uncompromising belief in the evils of the white man frightened the white community. After Malcolm X left the black Muslim Nation of Islam organization, for which he had been both a spokesperson and a leader, his views toward white people softened but his core message of black pride endured. After his assassination in 1965, Malcolm X's autobiography continued to spread his thoughts and passion.

Martin Luther King Jr. was the single most instrumental force in the Civil Rights Movement during the 1950's and 1960's. His use of a nonviolent approach to atrocities of humanity granted him the honor of a Nobel Peace Prize and the inspiration of an American nation and world at large. His famous speech 'I have a Dream' during the march on Washington is forever emblazoned in American history as a pivotal point in the nations history. He influenced several political policies and calls to action, most notably the Civil Rights Act of 1964, which outlawed major forms of discrimination against African Americans and women, including racial segregation. It ended unequal application of voter registration requirements and racial segregation.

Martin Luther King was a living example that one person could change the world, with help of many.

King received frequent death threats due to his prominence in the Civil Rights Movement. After the assassination of U.S. President John F. Kennedy in 1963, King told his wife Coretta, "This is what is going to happen to me also. I keep telling you, this is a sick society." At 6:05 P.M. on Thursday, 4 April 1968, Martin Luther King was assassinated by a sniper's bullet. This murder would be a turning point for the Civil Rights Movement.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today »(…)

"With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood ".

Worksheet- Black Power (1)
Activity 1: Compare the two activists!

<table>
<thead>
<tr>
<th></th>
<th>Martin Luther King</th>
<th>Malcom X</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life achievements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Political strategy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 2: Rephrase!

5) What was the Civil Rights Movement about? Describe it in your own words:
........................................................................................................................................................................
........................................................................................................................................................................
**Toolbox:** movement/ Black people/ discriminated against/ law/ pass an act/ US Congress/ put an end to (= stop)

2) What was MLK’s dream about?
........................................................................................................................................................................
........................................................................................................................................................................

3) Did he fulfill (realize) his dream? Justify your answer (clue: assassination)
........................................................................................................................................................................
........................................................................................................................................................................

Activity 3: Say what the following dates refer to:

1963 → ........................................................................................................................................................................
1965 → ........................................................................................................................................................................
1968 → ........................................................................................................................................................................

Activity 4: Let’s recap!

Using your answers to the questions, write a recap on Black Power (1):

**Toolbox:** movement/ discriminated against /Black Power/ non-violence partisan/ violence advocate/ racial segregation/ prohibited segregation/ 1964 Civil Rights Act/ major spokesperson/ voices of protest/ change the world/ make the world a better place/ be treated equal/ be regarded as normal citizens/ not be considered...

In the 1960s, Black Power ..........................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Choose 10 keywords from your recap in order to make an oral account of your documents

THE 1960s - Protest Movements (Part 3)

BLACK POWER (2)

The civil rights movement was the first of the 1960s-era social movements. This movement produced important
American social activists of the 20th century. The civil rights movement, as a national force, took root in the 1950s but greatly expanded in power in the 1960s.

In 1964, pressured by the civil rights movement and under the leadership of President Lyndon Johnson, Congress passed the Civil Rights Act of 1964, which prohibited segregation in public accommodations and made discrimination in education and employment illegal. In 1965 Congress passed the Voting Rights Act, which suspended the use of any voter qualification devices that prevented blacks from voting.

**ROSA PARKS**

On December 1, 1955, during a typical evening rush hour in Montgomery, Alabama, a 42 year-old woman took a seat near the front of the bus on her way home from the Montgomery Fair department store where she worked as a seamstress. Before she reached her destination, she quietly set off a social revolution when the bus driver instructed her to move, and she refused. The bus driver called the police and they arrested Rosa Parks, an African American woman of unchallenged character. The African-American community of Montgomery organized a boycott of the buses in protest of the discriminating treatment they had endured for years. The boycott, under the leadership of 26-year-old minister Martin Luther King, Jr., was a peaceful, coordinated protest that lasted 381 days and captured world attention.

Mrs. Parks, who passed away on October 24, was called the "Mother of the Civil Rights Movement." She was not the first person to be prosecuted for violating the segregation laws on the city buses, but it was her quiet act of defiance that touched a nerve in the black community of Montgomery, Alabama, and set in motion a historic act of resistance.

**1968: Black athletes make silent protest**

Tommie Smith and John Carlos, gold and bronze medallists in the 200m, stood with their heads bowed and a black-gloved hand raised as the American National Anthem played during the victory ceremony.

The pair both wore black socks and no shoes and Smith wore a black scarf around his neck. They were demonstrating against continuing racial discrimination of black people in the United States.

As they left the podium at the end of the ceremony they were booed by many in the crowd.

"Black America will understand"

At a press conference after the event Tommie Smith, who holds seven world records, said: "If I win I am an American, not a black American. But if I did something bad then they would say 'a Negro'. We are black and we are proud of being black.

"Black America will understand"
- peak hours:
- start/ignite/initiate:
- rebellion:
- died:
- symbolize:

**Activity 2**: Rephrase!

6) What was the Civil Rights Movement about? Describe it in your own words:

---------------------------------------------------------------

**Toolbox**: movement/ Black people/ discriminated against/ law/ pass an act/ US Congress/ put an end to (= stop)

2) What happened to Rosa Parks?

---------------------------------------------------------------

**Toolbox**: refuse/ let her seat/ arrested/ Montgomery/ boycott/ peaceful protest/ quiet act of defiance/ change the world/ a historic act of resistance

3) What happened in the Mexico Olympics in 1968?

---------------------------------------------------------------

**Toolbox**: movement/ Black people/ discriminated against/ law/ pass an act/ US Congress/ put an end to (= stop)

**Activity 3**: Say what the following figures (= numbers) refer to:

381 → .......................................................... ..........................................................

200 → .......................................................... ..........................................................

**Activity 4**: Let’s recap!

Using your answers to the questions, write a recap on Black Power (2):

---------------------------------------------------------------

**Toolbox**: movement/ discriminated against /Black Power/ non-violence/1964 Civil Rights Act/ major spokesperson/ voices of protest/ change the world/ make the world a better place/ be treated equal/ be regarded as normal citizens/ not be considered as second-class citizens/ represent black power/ stand up for their rights/demonstrate against/ racial discrimination...

In the 1960s, Black Power .......................................................... ..........................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................


Choose 10 keywords from your recap in order to make an oral account of your documents

The 1960s → Women’s protest- PART 3

**WORKSHEET - MADE IN DAGENHAM (Film)**

**Video**: No surrender (from Made in Dagenham, directed by William Ivory, 2010)

→ Watch the video and use the script to help you understand the extract.
1) Read the introduction and explain who Rita O'Grady is and what her problem is.

Rita O'Grady = ______________________________________________________________
Rita's problem = _____________________________________________________________
Barbara Castle = __________________________________________________________________

2) Which adjectives best correspond to Barbara Castle's attitude? Underline them.

Understanding / hypocritical / haughty (=arrogant) / concerned / patient / authoritative / convincing / supportive.

Justify your choices: ________________________________

3) In the list below, underline the verbs that best describe the two women's reactions.


4) Use your answers and the script to summarize the film extract below (80 words)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

→Watch the video one more time and read the script out loud at the same time.

Explain why women decided to protest in the sixties (30 words)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Toolbox: helpful vocabulary

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
<th>Conflict</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determined / inflexible</td>
<td>To make fun of</td>
<td>Work dispute = social conflict</td>
<td></td>
</tr>
<tr>
<td>Fearless</td>
<td>= to sneer at</td>
<td></td>
<td>Compromise</td>
</tr>
<tr>
<td>To discuss</td>
<td>To look down on</td>
<td>Trade union = worker's syndicate</td>
<td></td>
</tr>
<tr>
<td>To stand strong / firm</td>
<td>= to despise</td>
<td>To go on strike = to walk out / to demonstrate</td>
<td></td>
</tr>
<tr>
<td>To make a speech</td>
<td></td>
<td></td>
<td>Agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A pay rise = salary increase</td>
</tr>
</tbody>
</table>

Choose 10 keywords and prepare an oral account of the film extract Made in Dagenham
No surrender

In 1968, in the Ford car factory in Dagenham, east London, 187 underpaid women led by Rita O'Grady, a sewing machinist, decided to walk out in protest against pay discrimination. In the passage, Rita and some of her co-workers are meeting Barbara Castle, the Secretary of State for Employment.

MRS CASTLE: I've been following your dispute very closely. And I want to say how proud I am of the battle you've fought. I fully support the struggle for equal pay. The girls look to each other, flushed with hope.

MRS CASTLE (continued): And you will have it... But in time.

RITA: What?

MRS CASTLE: Industry is going to object. The Lords'll kick up a fuss. The press'll have a field day... It isn't going to be easy—

RITA: What is, that's worth havin'?

Mrs Castle makes to retort then stops and considers the girls. This is difficult. But she drives on.

MRS CASTLE: Return to work, get back to your machines and then you have my word that I will push forward with your fight.

RITA: No!

The girls were all thinking it but Rita’s vehemence still surprises them.

MRS CASTLE: Mrs O'Grady—

RITA: That ain’t good enough—

Barbara makes to speak.

We want somethin’ now! Somethin’ solid—

MRS CASTLE: But—

RITA: You got the authority, you— (upset) We thought... seein’ you, we’d—

MRS CASTLE: In politics you sometimes have to play the long game—

RITA: We ain’t politicians! We’re workin’ women. And so are you!

Mrs Castle blinks. Rita too. A beat. Then Mrs Castle straightens.

MRS CASTLE: Very well. What would it take...? To get you back.

RITA: Excuse me?

MRS CASTLE: The something solid... And mark well, I say something, not everything.

RITA: We’d need... guarantee of an Equal Pay Act and... an immediate and... considerable movement towards the male rate at Ford.

Mrs Castle considers them. Her eyes narrow.

MRS CASTLE: Seventy five per cent?

RITA: Ninety.

Made in Dagenham, directed by William Ivory, 2010

1. conflit 2. soutiens 3. grises par 4. faire toute une histoire 5. s’en donner à cœur joie 6. (ici) pause
In the 1960s laws in most states prohibited homosexual acts. State and federal laws often made it illegal for gay men and lesbians to work for the government, and private employers routinely discriminated against them. The armed forces did not allow gay men or lesbians to serve. And most Americans felt it was acceptable to scorn, ridicule, and even physically harass homosexuals. As a result, gay Americans usually hid their sexual preference.

Small, semisecret gay rights organizations had begun to form in the post-World War II years. But a large gay rights movement began only in the late 1960s, when citizen activism had become more common due to the civil rights movement and other social change movements. The first major gay protest took place in 1969. At a New York City gay bar, the Stonewall Inn, gay men spontaneously protested when police attempted to arrest them and close down the bar. Encouraged by this impromptu resistance, other gay men and lesbians, many of whom were active in other sixties-era protest movements, intensified their efforts to organize a gay liberation movement.

The gay rights movement had a dual agenda: to gain acceptance of homosexuality and to end discrimination against homosexuals. Activists sought to make homosexuality acceptable to the larger society and thus encourage gay men and lesbians to reveal their homosexuality. Once homosexuals were open about their sexual identity, then gay activists believed that they could work to end legal and social discrimination against homosexuals in American society through protests and lobbying.

By 1973 some 800 gay organizations existed; most were based in big cities and on university campuses. Many simply existed as safe and supportive environments for gay men and lesbians. But gay rights groups also lobbied local and state officials to pass nondiscrimination statutes similar to those that protected women, blacks, and other minority groups. However, most Americans in the 1970s and in later decades did not believe that homosexuality was an acceptable lifestyle, often because of religious beliefs. As a result, gay activists’ successes in winning special legal protection similar to that won by blacks and women has been limited. Still, the gay movement did succeed in its first goal: Millions of Americans now live openly as homosexuals. Their visibility in the workplace and in communities around the United States has decreased discriminatory practices.

**HARVEY MILK**

Harvey Bernard Milk (May 22, 1930 – November 27, 1978) was an American politician who became the first openly gay person to be elected to public office in California, when he won a seat on the San Francisco Board of Supervisors. Politics and gay activism were not his early interests; he was not open about his homosexuality and did not participate in civic matters until around the age of 40, after his experiences in the counterculture of the 1960s.

Milk moved from New York City to settle in San Francisco in 1972 amid a migration of gay men to the Castro District. He took advantage of the growing political and economic power of the neighborhood to promote his interests, and three times ran unsuccessfully for political office. His theatrical campaigns earned him increasing popularity, and Milk won a seat as a city supervisor in 1977, his election made possible by and was a key component of a shift in San Francisco politics.

Milk served almost 11 months in office and was responsible for passing a stringent gay rights ordinance for the city. On November 27, 1978, Milk and Mayor George Moscone were assassinated by Dan White, another city supervisor who had recently resigned to pursue a private business enterprise but who had sought his position back after that endeavor failed.

Despite his short career in politics, Milk became an icon in San Francisco and a martyr in the gay community. In 2002, Milk was called "the most famous and most significantly open LGBT official ever elected in the United States". Anne Kronenberg, his final campaign manager, wrote of him: "What set Harvey apart from you or me was that he was a visionary. He imagined a righteous world inside his head and then he set about to create it for real, for all of us." Milk was posthumously awarded the Presidential Medal of Freedom in 2009.
Activity 1: Word chase
→ In the text, find the equivalents of the words below:
- forbade ⇒ ………………
- to vote a law ⇒ ………………
- authorize ⇒ ………………
- important figure ⇒ ………………
- to stop ⇒ ……………….
- given the prize ⇒ ………………

Activity 2: Right or Wrong?
7) In the 1960s, gay people were respected within society: R/W
Justify by quoting from the text:
…………………………………………………………………………………
8) The Stonewall riots marked the beginning of the gay liberation movement: R/W
Justify by quoting from the text:
…………………………………………………………………………………
3) Harvey Milk has become an icon of the gay community: R/W
Justify by quoting from the text:
…………………………………………………………………………………

Activity 3: Say what the following figures (=numbers) refer to:
g- 1972 ⇒ ……………………………………………………………………………………..
h- 1973 ⇒ ……………………………………………………………………………………..
i- 800 ⇒ ……………………………………………………………………………………..

Activity 4: Expand on the topic! (By 1973...)
Was the 1960’s gay movement a complete success? Explain (50 words)
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Activity 5: Let’s recap!
Using your answers to the questions, write a recap on the anti-Vietnam war movement:

The 1960’s gay movement …………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

Choose 10 keywords from your recap in order to make an oral account of your documents
The 1960s - Part 3: Protests

The Hippies

What were hippies and their counter-culture movement?

The 1960’s hippie counter culture movement involved a variety of social concerns and beliefs. The hippies’ primary tenet was that life was about being happy, not about what others thought you should be. Their “if it feels good, do it” attitudes included little forethought nor concern for the consequences of their actions. Hippies were dissatisfied with what their parents had built for them, a rather strange belief given that their parents had built the greatest booming economy the world had ever seen.

Hippies rejected established institutions. Calling them “The Establishment”, “Big Brother”, and “The Man”, hippies believed the dominant mainstream culture was corrupt and inherently flawed and sought to replace it with a Utopian society.

Hippies rejected middle class values, opposed nuclear weapons and the Vietnam War. They embraced aspects of eastern philosophy and sought to find new meaning in life.

Hippies were often vegetarian and believed in eco friendly environmental practices. They championed free love and sexual liberation, particularly for women. They also promoted the use of psychedelic drugs which they believed expanded their consciousness.

Hippies participated in alternative arts and street theater and listened to folk music and psychedelic rock as part of their anti-establishment lifestyle. They opposed political and social violence and promoted a gentle ideology that focused on peace, love, and personal freedom. Some hippies lived in communes or aggregated communities of other hippies. Some described the 1960’s hippies movement as a religious movement.

Hippies created their own counter culture founded on psychedelic rock and the embracement of the sexual revolution. Drugs such as marijuana and LSD were tightly integrated into their culture as a means to explore altered states of consciousness. Contrary to what many believe, hippies tended to avoid harder drugs such as heroin and amphetamines because they considered them harmful or addictive.

Hippie dress, which they believed was part of the statement of who you were, included brightly colored, ragged clothes, tie-dyed t-shirts, beads, sandals (or barefoot), and jewelry, all of which served to differentiate them from the “straight” or “square” mainstream segments of society.

The peace symbol became the hippie official logo and the VW bus their official means of group transportation. Hippies often drove VW buses painted with colorful graphics so they could quickly pack up and travel to where the action was at any given time.

The Summer of Love

On January 14, 1967 the Human Be-In event was held in Golden State Park in San Francisco. This event, which received extensive media coverage from the major networks, popularized the hippie culture throughout the United States and led to the legendary Summer of Love on the West Coast. Three thousand hippies were expected but thirty thousand hippies showed up and gathered in San Francisco’s Golden Gate Park to celebrate the hippie culture. Three months later, on March 26, 1967, 10,000 hippies came together in Manhattan for the Central Park Be-In.

Woodstock ends the hippie era

By 1970, the hippie movement began to wane. The events at the Alatamont Free concert shocked many people including some who had supported the hippie movement. Soon, hippies were being physically attacked on the streets by skinheads, punks, athletes, greasers, and members of other youth subcultures.

The impact of the hippie movement

The impact, good and bad, of the 1960’s hippie movement cannot be denied. The movement influenced popular music, television, film, literature, and the arts. Some changes were not as positive though. Some argue that the movement ushered in more liberal press and movies which has led to a degradation of our cultural values and ethics.
**Worksheet - The Hippies**

**Activity 1 : Word chase**

➔ In the text, find the equivalents of the words below:

- trouble ➔ .................
- unhappy ➔ .................
- looked for ➔ .................
- dangerous ➔ .................
- conventional ➔ .................
- transmission range ➔ ................. (2 words).

**Activity 2 : Right or Wrong ?**

9) The hippies were very optimistic people: R/ W

*Justify by quoting from the text :* .................................................................

10) The hippies advocated love, freedom and peace : R/W

*Justify by quoting from the text :* .................................................................

3) The hippies were only interested in taking hard drugs : R/W

*Justify by quoting from the text :* .................................................................

**Activity 3 : Say what the following figures (=numbers) refer to:**

j- 1967 ➔ .................................................................

k- 1970 ➔ .................................................................

l- 10,000 ➔ .................................................................

**Activity 4 : Expand on the topic !**

Why was the hippie movement considered a counter-culture movement? Justify

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**Activity 5 : Let’s recap !**

Using your answers to the questions, write a recap on the anti-Vietnam war movement:

**Toolbox :** movement/ peace, love, freedom /opposed traditional values/ disapprove of (= be opposed to)/ protest against/ Utopian society/ discriminated against/ regarded as drug addicts (=junkies)/ stand out from= differentiate/colourful (=gaudy) clothes/Summer of love/ ethics and cultural values/ wane =slow down

The 1960’s hippie movement ......................................................................................................................
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Choose 10 keywords from your recap in order to make an oral account of your documents
The Environmental Movement

Americans' concern about the natural environment has a long history, but only in the late 1960s when so many Americans had become politically active did a mass movement emerge that focused on protecting the environment. Biologist Rachel Carson contributed to this awakening with her best-selling book, *Silent Spring* (1962). She detailed the use of chemical insecticides that killed birds, fish, and animals and endangered the human species. Dozens of other books followed Carson's, warning of impending ecological disasters. Televised coverage of environmental disasters, like the 1969 oil spill off the coast of southern California, further spread the alarm. In the late 1960s, environmental activists used this information to enlist an already politicized citizenry in a new mass movement.

In 1970 some 20 million Americans gathered for what organizers called Earth Day to protest abuse of the environment. Borrowing a tactic from the anti-Vietnam War movement, students and teachers at over 1500 colleges and universities and at over 10,000 schools held teach-ins on the environment. Hundreds of thousands of other Americans staged protests and rallies around the nation. In another clear sign of a new environmental consciousness, millions of citizens joined environmental groups like the Audubon Society, whose membership grew from 41,000 in 1962 to 400,000 in 1980.

In response to growing citizen protests, Congress passed the National Environmental Act in 1970. The act created the Environmental Protection Agency (EPA) to regulate environmental health hazards and the use of natural resources. All told, in the 1970s Congress passed 18 new laws to protect the natural environment, including the Clean Air Act and the Clean Water Act, which established national air- and water-quality standards.

Silent Spring

In 1962, American biologist Rachel Carson published *Silent Spring*, a book that is widely credited with helping launch the environmental movement. It cataloged the environmental impacts of the indiscriminate spraying of the pesticide DDT in the U.S. and questioned the logic of releasing large amounts of chemicals into the environment without fully understanding their effects on ecology or human health. The book argued that uncontrolled and unexamined pesticide use was harming and even killing not only animals and birds, but also humans.

In response to the publication of *Silent Spring* and the public concern that ensued, U.S. President John F. Kennedy directed his Science Advisory Committee to investigate Carson's claims. Their investigation vindicated Carson's work and led to an immediate strengthening of the regulation of chemical pesticides. The United States Environmental Protection Agency was created in 1970, which subsequently banned the agricultural use of DDT in the U.S. in 1972.

Greenpeace

Greenpeace is a non-governmental environmental organization whose goal is to "ensure the ability of the Earth to nurture life in all its diversity." It focuses its campaigning on worldwide issues such as global warming, deforestation, overfishing, commercial whaling, and anti-nuclear issues. Using direct action, lobbying, and research to achieve its goals, Greenpeace has been described as the most visible environmental organization in the world. Greenpeace has also been a source of controversy; its motives and methods have received criticism and the organization's direct actions have sparked legal actions against Greenpeace activists.

In the mid-1970s, independent groups using the name Greenpeace started springing up worldwide. By 1977, there were 15 to 20 Greenpeace groups around the world, and on October 14, 1979, Greenpeace International came into existence.
Worksheet - The Environmental Movement

**Activity 1 : Word chase**

→ In the text, find the equivalents of the words below:

- preoccupation → ....................  - forbade → ....................
- met together → ....................  - concentrate on → ....................
- voted → ....................       - ignited → ....................

**Activity 2 : Right or Wrong ?**

11) In the 60s, more and more US citizens grew aware of the environmental problems: R/ W

Justify by quoting from the text : .................................................................

12) The US government and officials did not take any legal action : R/W

Justify by quoting from the text : ..................................................................

3) Everyone approved of Greenpeace: R/W

Justify by quoting from the text : ..................................................................

**Activity 3 : Say what the following figures (=numbers) refer to:**

m- 1962 → ..............................................................

n- 20 million → ..........................................................

o- 1970 → ...............................................................            

**Activity 4 : Expand on the topic !**

Would you say the environmental movement was an important one? Justify
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**Activity 5 : Let's recap !**

Using your answers to the questions, write a recap on the anti-Vietnam war movement:

Toolbox : mass movement/ politically active / become/grow aware of (= conscious) / disapprove of (= be opposed to)/ protest against/ tv coverage/ enlist in/ take legal action = pass laws/ polluting effect on/ harmful = dangerous/ kill/ investigate/ ban/ put an end to (= stop)/ goal/ worldwide issues/ controversy/ environmental activists/ fierce opponents...

The 1960's environmental movement .................................................................
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