A study unit for social studies or language arts credit in secondary grades is developed for a problem centered in-depth analysis of contemporary America. An interdisciplinary approach focusing on an analysis of art, literature, music, and philosophy is suggested to help the student assess personal values and beliefs concerning contemporary American culture. Objectives for the course are stated and suggested learning activities for each area of study are outlined. A bibliography of recommended instructional materials is included. (SHM)
AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION 1971

AMERICAN CULTURE

LANGUAGE ARTS

Social Studies

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DIVISION OF INSTRUCTION
AMERICAN CULTURE

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Social Studies

LANGUAGE ARTS
Written by: Fran Schmidt and Grace C. Abrams for the Division of Instruction, Dade County Public Schools, Miami, Florida 1971.
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, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant
COURSE DESCRIPTION: A PROBLEM CENTERED IN-DEPTH ANALYSIS OF CONTEMPORARY AMERICA. UTILIZES AN INTERDISCIPLINARY APPROACH FOCUSING ON AN ANALYSIS OF ART, LITERATURE, MUSIC AND PHILOSOPHY TO BETTER UNDERSTAND CONTEMPORARY AMERICAN CULTURE.

GRADE LEVEL: 9 - 12

COURSE STATUS: ELECTIVE, MAY BE TAKEN FOR SOCIAL STUDIES OR LANGUAGE ARTS CREDIT.

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: If we are sincere about helping the student become more knowledgeable about the "American way of life," then we must offer him the opportunity to examine some of the aspects of the culture in a problem-solving manner. Only then, can the student learn the complexities and problems of the culture, assess his own values and beliefs and formulate ideas for his own role in the culture.

While engaged in an examination of the culture, the student will also be involved in many creative experiences that will contribute to his own cultural enrichment.
COURSE GOALS:

1. The student will critically assess personal values and beliefs concerning contemporary American culture, and conduct an inquiry into the understanding of American culture by others.

2. The student will defend the hypotheses that the technology and institutions of a culture affect the arts.

3. The student will analyze and react to the music of contemporary America; and cite evidence to substantiate or reject the theory that music mirrors and reflects the culture.

4. The student will analyze and react to the fine arts in contemporary America; and cite evidence to substantiate or reject the theory that the arts reflect the culture.

5. The student will analyze and react to literature in contemporary America; and cite evidence to substantiate or reject the theory that literature reflects the culture.

6. The student will examine some of the philosophies of the young in contemporary America and compare and contrast it with the philosophy of the "establishment."

7. Based on his research and understanding, the student will make a judgement about American culture—its quality, problems and direction.
COURSE CONTENT OUTLINE:

I. American Culture
   A. Personal beliefs
   B. Beliefs of Others
   C. Inventory of Cultural Activities

II. Elements of a Culture
   A. Language
   B. Institutions
   C. Technology
   D. Arts
   E. Mass Media
   F. Others

III. Music
   A. Terminology
   B. Types
   C. Themes
   D. Forces affecting
   E. Direction and Impact

IV. Art
   A. Terminology
   B. Self-inventory
   C. Types
   D. Forces affecting
   E. Direction and Impact

V. Literature
   A. Self-inventory
   B. Types
   C. Impact
   D. Direction

VI. Philosophy
   A. Personal beliefs
   B. Protestant Ethic
   C. New life styles
   D. Conflict
   E. Direction of Culture

VII. Culture
   A. Problems
   B. Quality
   C. Direction-Future
**GOAL:** THE STUDENT WILL CRITICALLY ASSESS PERSONAL VALUES AND BELIEFS CONCERNING CONTEMPORARY AMERICAN CULTURE, AND CONDUCT AN INQUIRY INTO THE UNDERSTANDING OF AMERICAN CULTURE BY OTHERS.

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<th>LEARNING ACTIVITIES</th>
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| WHAT IS THE AMERICAN WAY OF LIFE? | A. Students will exchange ideas about American culture. | Students should be encouraged to exchange ideas they hold about American culture. Questions asked by teacher to stimulate discussion:  
- What is the American way of life?  
- Is there an American way of life?  
- How did you reach your ideas about American culture?  
- What is culture?  

The discussion will give students the opportunity to realize how little they really know about their own culture. They can now begin to explore their own values and attitudes towards contemporary America. |
| | B. The student will know the vocabulary dealing with the culture. | 1. The students should know the meaning of the following:  
- culture  
- technology  
- youth culture  
- mass culture  
- mass media  
- status  
- fine arts  
- mediocrity  
- affluence  
- leisure time  
- philosophic  
- social classes  
- aesthetics  
- elements of a culture  

2. Culture may be defined as the total way man lives. "Culture" can be a highly ambiguous term. Culture can have two meanings. The meaning given by the anthropologists: in which all social habits, techniques, religious practices, marriage customs, in fact everything is examined to throw light on how a particular society lives and moves, or just exists. The second meaning is not concerned with material techniques, not with social organization, but with ideas, the aesthetic experiences and achievements and the philosophical or religious ideas that affect and are affected by these experiences in the society. For the purpose of this unit, both meanings will be utilized. |

CULTURE IS THE TOTAL WAY MAN LIVES.
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<td>CULTURE CAN BE ANALYZED AT DIFFERENT LEVELS.</td>
<td>B. (cont.)</td>
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<td>3. Mass culture for a mass society has been described in many books that attempt to analyze American culture. The mass culture of America has been described in three levels:</td>
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<td>a. highbrow - enduring works of art and the efforts of avant garde artists</td>
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<td>b. middlebrow - average movies, family magazines, respectful T.V. shows</td>
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<td>c. lowbrow - comics, detective stories, vaudeville</td>
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<td>The teacher will ask the students if they agree with the categories. Why or why not?</td>
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<td>C. The student will assess his status in the culture.</td>
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<td>1. The student may want to place himself and his family in a category and then describe some of the criteria or cultural activities that place him in that category.</td>
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</table>
|                                                             | 2. The student will read portions of the AEP booklet entitled Status. (recommended - pp 25-34) After reading, the student will discuss: "Is your 'culture' related to your socioeconomic status?"
<p>| | |
|                                                             |                                                                 |
|                                                             | D. The student will take a cultural self-inventory.                        |
|                                                             | 1. The student will complete the following questionnaire (or similar one devised by the teacher) |
|                                                             | Part I. Identify your views (agree or disagree) |
|                                                             | Money and material things are important in life.                           |
|                                                             | 2.                                                                 |
|                                                             |                                                                 |
| PEOPLE IDENTIFY WITH DIFFERENT ASPECTS AND VALUES OF A CULTURE |                                                                 |
|                                                             |                                                                 |</p>
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<td>D. (cont.)</td>
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<td>1. (cont.)</td>
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- It is right to work hard as long as you gain something from it.
- Parents views should be respected and followed.
- Status and public image are important.
- It is important to do what you think is right, no matter who disagrees.
- It is important to be honest with yourself.
- We should treat all people as our brothers.
- Love and respect from your family is very important.
- Everyone should do their own thing!
- Respect for authority is vital in our society.
- Marijuana should be legalized.
- The credibility gap proves you can't trust your government.
- Material success is the American way.

Part II. Identify your views (agree or disagree)

- Television is a wasteland in our culture.
- T.V. commercials are degrading.
- Television reflects America's mediocrity.
- America's music reflects her culture.
- Americans are "thing" oriented.
- Americans view pornography as a national threat.
- Sex must be used to sell everything in America.
- American's accept concrete canyons without protest.
- Americans have poor habits of cleanliness.
- Environment
- Personal
- Every country should have the "American way of life."
FOCUS

THE USE OF LEISURE TIME IS DEPENDENT UPON PERSONAL TASTES AND DISCRIMINATION.

OBJECTIVE

D. (cont.)

LEARNING ACTIVITIES

1. (cont.)

- American armed forces should "police the world.
- Violence is American as Apple pie.
- Woodstock Nation is the hope for the future.
- Young people of America are confused about their values and beliefs.

2. A committee will analyze the results and draw a class profile.

The student will construct a chart which reflects his leisure time "cultural" activities covering the following areas: (Cultural I.Q.)

- Literature  Music  Fine Arts  Sports
- T.V. watching  Movies  Socializing  Dating
- Others (Religious activities, volunteer services, etc.)

How many hours a week does he engage in the above?
What types of music does he listen to?
What "kinds of books is he reading" (newspapers, magazines, etc.)?
What "kinds of T.V. programs is he watching?"

The student will compare and contrast the "cultural tastes" within the class. (compare with other classes or schools in the area) What do others do with their leisure time?

G. The student will assess the views of others as to their understanding of American Culture.

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<td>G. (cont.)</td>
<td>The student will formulate a hypotheses based on what others say about America.</td>
<td>1. (cont.) (Teacher can devise her own poll or develop one with students) The people interviewed should include different age groups, different socio-economic groups. (Does different socio-economic levels have a bearing on ideas of &quot;culture&quot;?) All the opinions and views should be analyzed by the class, discussed and the students should reach some generalizations.</td>
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<tr>
<td>II. The student will formulate a hypotheses based on what others say about America.</td>
<td>2. The students may utilize selected readings in the bibliography for general points of view of culture.</td>
<td>1. The teacher will ask: &quot;What hypotheses about American culture (and Americans) can you develop from the following quotations: a. &quot;Re-entering America, one is struck first by all the grim monotony of American facial expressions...hard, curly and bitter and by the aura of deprivation that informs them. These perceptions are heightened by the contrasts between the sullen faces of real people and the vision of happiness television offers.&quot; Philip E. Slater The Pursuit of Loneliness b. &quot;I feel sorry for America... I am sorry for them because bewildered, saddened or maddened, they are trying to grope their way out of a long dangerous dream...&quot; &quot;While Americans have been far bolder at muckraking than we have—and any dictionary of American slang shows how far-reaching and inventive their cynicism can be—nevertheless they have been brought up and have lived under this vast blue canopy of glory and wonder and communal self-praise...&quot;</td>
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<td>FOCUS</td>
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| II. cont.) | 1. (cont.) | "So a great country based on a noble revolutionary idea, is now tearing itself apart, and may experience more anger, violence, shame and sorrow before it can heal itself. I for on am desperately sorry."  
(above three from: Atlas, March, 1970  
J.B. Priestley, British writer) |
| | | c. "This is a most unusual period in American history. We are tense, discontent, frustrated. We are easily angered over small things; we explode over big things; and we are divided."  
by Howard K. Smith  
The Humanist, Jan./Feb., 1970 |
| | | d. "There is no country on earth which has more of a common explicit ideology-more of a common explicit morality... (involving) dignity of human individual, justice between people, liberty, equality of opportunity and brotherhood... In spite of serious setbacks, the trend is toward gradual, ever-better fulfillment of those ideals."  
by Gunnar Myrdal, Swedish scholar  
Senior Scholastic, Sept. 25, 1969 |
| | 2. | The student will analyze each statement. The student will consider the following questions: a. Is there a gap between the fantasies Americans live by and the realities they live in?  
b. Are we a frustrated angry people?  
c. Has our advanced technology brought us happiness, security and peace of mind? |
| | 3. | The student will write the hypotheses he has developed from the quotations, discussions and |
LEARNING ACTIVITIES

3. (cont.)
   - Study the polls taken and gather evidence throughout the study of this quin to either substantiate or reject his hypothesis.

4. The teacher will assign the following long range activities:
   - a. In-depth analysis of any of the following areas in American culture: Music, Art, Dance, Literature, T.V., Sports, etc.
   - b. Research the origins and meaning of the New Youth Culture.

5. The student will collect statements made by foreign press or foreign dignitaries describing their attitudes and opinions of America and its culture. The collection should also include cartoons. The collection could be put into booklet form and shared with the class.

6. Below are a few examples all quoted from Atlas, a magazine which calls itself a "window on the world." (March 1970 issue)
   - a. "A Quick Glimpse from Brazil" from O Pasquim, Rio de Janeiro, statement by Luis Garcia
      "Americans are omnivorous; they will eat anything if it is put between two pieces of bread."

      "In the 'adolescent' or pre-marital stage, American boys can be differentiated from American girls because the boys wear tight pants, long hair and beads, while the girls wear tight pants, long hair and beads. The difference, as you see, is very subtle, but it is dangerous to make a mistake."
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| H. (cont.) | 6. (cont.) | b. A cartoon from the Indian Express, New Delhi by Abu<br>The cartoon shows a S.E. Asian farmer, writing graffiti on a wall: "U.S. GO HUMAN"<br>c. "Afro-Americans as Seen by an Afro-African" by Martin Njeroge in the Daily Nation, Nairobi, Kenya.<br>"For a visitor, it is just scary to be in a place like the "People's Republic of Harlem" where there is an armed policeman posted at every corner..."<br>d. "I Feel Sorry for America" by J.B. Priestley in the New Statesman, London<br>"Americans...were in no position to teach other people anything except advanced and dangerously suspect technology. It is now time the U.S. started all over again and did much better."
"How many of us over here are not at all out of sympathy with those disillusioned young Americans. We also dislike the society they dislike. We are waryly contemptuous of its self-glorification. Nevertheless, I for one think a lot of those youngsters go too far in utterly rejecting the American idea, the big dream."
<p>| e. &quot;Welcome to the Community of Burnt Children&quot; by Sabina Lietzmann in the Frankfurter Allgemeine, Frankfurt, Germany.&lt;br&gt;&quot;To some, patriotism has almost become a cussword... My country's actions today don't inspire me with respect.&quot; a twelve year old (American) girl explained when she was charged with flag defamation. |</p>
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<td>II. (cont.)</td>
<td>6. (cont.)</td>
<td>&quot;America today is an injured nation, whose self-esteem has been shaken and whose circumstances have radically changed. Naïveté once lost can can never be found again.&quot;</td>
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<td>7. The student will critically analyze the quotations and the cartoons and give their opinions as to their sympathy with the statements or their rejection of the statements.</td>
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<td>I. The student will utilize current newspapers and magazines to enhance his picture of Contemporary American culture.</td>
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<td>On-Going Activity</td>
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<td>From the Sunday Newspapers (or magazines) the student will read, summarize and collect information about cultural activities and current trends which reflect the present cultural atmosphere in America. For example, every Sunday in the Miami Herald there are two sections that can be utilized: &quot;Home and Design&quot; &quot;Lively Arts&quot;</td>
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<td>The student will assess the amount of space given to contemporary culture (the arts) in the local newspapers and magazines. Materials to be used for this portion of the quiz.</td>
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<td>Issues Today, Nov. 20, 1970</td>
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<td></td>
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<td>Issues Today, Sept. 1, 1969, AEP Publications</td>
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<td>&quot;Frustrated America&quot; by H.K. Smith</td>
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<td>The Humanist, Jan./Feb. 1970</td>
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<td>FOCUS</td>
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<td>I. (cont.)</td>
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<td>Materials (cont.)</td>
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<td>&quot;What's Right, What's Wrong...With America?&quot; Senior Scholastic, Sept. 15, 1969 (Scholastic)</td>
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<td>Class set of Profile USA, AEP booklet</td>
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<td>Class set of Dig USA, edited by Arthur Daigon and Ronald T. LaConte</td>
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**GOAL:** THE STUDENT WILL DEFEND THE HYPOTHESES THAT THE TECHNOLOGY AND INSTITUTIONS OF A CULTURE AFFECT THE ARTS.

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| **ELEMENTS OF A CULTURE** | A. The student will reject or accept the concept that technology and institutions in a culture affect the arts. | 1. The students will describe the elements of a culture:  
   a. language  
   b. institutions (family, government, religious organizations, etc.)  
   c. technology (way people make their living)  
   d. the arts (music, literature, sports, dance, etc.)  
  2. The class will be divided into groups and each group will take an element of the culture, and gather evidence that supports the hypotheses: Technology and institutions in a culture affect the arts.  
   Examples: Songs that reflect rejection of pollution, war, killing, materialism or the acceptance of "Jesus," drugs, brotherhood, etc.  
   Literature:  
   Woodstock Nation by Abbie Hoffman  
   Soul on Ice by Eldridge Cleaver  
   Do It by Jerry Rubin  
   Assortment of Underground Newspapers:  
   Daily Planet---  
   Pat---  
   Free Press---  
   Bumper stickers - Posters and graffiti against war, for love, etc.  
   Use of electronic media to produce the "new sound"  
   Use of big-business advertising institutions to "sell" the personality and the music (or other expression or work of art.)  
   Mass-production techniques to put works of art (music, etc.) in everyone's reach. |
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| FORCES IN THE CULTURE HELP TO HOLD AND SHAPE CULTURAL TASTES. | B. The student will discuss the forces that shape and mold cultural tastes. | 1. The student will analyze and react to the following quote: 
"Suppose there were no critics to tell us how to react to a picture, a play or a new composition of music. Suppose we wandered innocent as the dawn into an art exhibition of unsigned paintings, by what standards, by what values would we decide whether they were good or bad, talented or untalented, successes or failures. How can we ever know that what we think is right?" by Marya Mannes 
But Will It Sell? 
pages 179-195 (the culture bit) |
| CULTURAL FACTORS MAY EITHER EN-COURAGE OR DIS-COURAGE CONFORM-ITY | | 2. Questions for discussion: 
   a. Are we shaped and molded by the forces in our society that are hidden from us? 
   b. Are we all part of an orchestra being led by those only interested in selling for profit? |
| | | 3. The teacher will show the filmstrip: The Exploited Generation (Guidance Associates) |
| | | 4. The student will discuss and analyze how the mass media advertising methods of appealing to young people's insecurity and blind conformity directs them to styles and tastes they think are examples of non-conformity. 
   a. dress styles 
   b. eating habits 
   c. others |
| | | 5. Show the filmstrip: Dare to be Different (Guidance Associates) Have the students discuss the cultural factors tending to strengthen conformity in American life; mass production, mass education, |

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<td>B. (cont.)</td>
<td>C. The student will analyze the relevance of his education.</td>
<td>1. The student will list the grievances he has against the educational system (individual lists should be collated for a group list):</td>
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<td></td>
<td>a. Is the institution called &quot;education&quot; giving you a relevant curriculum?</td>
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5. (cont.)

highly organized society; political structures; they assimilative idea.

6. The student will contrast constructive and destructive ways to resist these pressures in search of individuality.

7. The student will cite specific examples of how the mass media (T.V., radio, movies, magazines, newspapers, etc.) affects or "shapes" their thinking on the following:

- violence in American culture
- personal hygiene
- food habits
- smoking and drugs
- dress and fads
- language
- politics
- religion
- music, literature
- leisure time activities
- profit motive (capitalism)
- other cultures (stereotypes?) outside USA
- war-peace
- sub-cultures (in America) such as Hippies, etc.
- built-in obsolescence
- family life
- education
- government
- minorities
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<td>c. (cont.)</td>
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<td>1. (cont.)</td>
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<td>b. Are you rejecting or accepting the values that the institution is transmitting? What are the values?</td>
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<td>c. What should be changed in this area of the culture to make schools and education more relevant?</td>
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<td>2. As a follow-up the teacher should read the article &quot;What's Troubling High School Students?&quot; in Today's Education (NEA Journal) Sept. 1970 issue. The student will then be able to compare his grievances with those of a selected group of a High School students throughout the United States.</td>
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<td>Sources:</td>
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<tr>
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<td></td>
<td>1. What Do You Kids Want Anyway? (Dennoyer-Cope) 2 parts ILSTRP/records</td>
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<td>2. World Week (Scholastic) Oct. 19, 1970 &quot;Education...It's a Changing Scene.&quot;</td>
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<td>3. World Week (Scholastic) May 10, 1971 &quot;Youth and the Future&quot;</td>
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<td>4. American Character and Culture edited by John L. Hagae (Part 4 deals with Technology in American Culture)</td>
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<tr>
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<td>5. &quot;Technology - How to Make it Best Serve Human Needs&quot; #10 and &quot;Youth and the Establishment&quot; both from Vital Issues, Center for Information on America</td>
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</tbody>
</table>
GOAL: THE STUDENT WILL ANALYZE AND REACT TO THE MUSIC OF CONTEMPORARY AMERICA: AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT MUSIC MIRRORS AND REFLECTS THE CULTURE.

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<td>MUSIC OF THE YOUNG</td>
<td>A. The student will listen and react to the music of the &quot;young&quot;.</td>
<td>1. The student will compile a glossary of music terminology of music today: examples: soul acid rock rock pop rock operarock country music folk rock hard rock rag rock memphis sound Motown sound The student can further research the origin of the above.</td>
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<td>2. The student will bring in examples of the music of the &quot;young generation&quot; in America. (The WWAI's Fabulous Survey for each week could be utilized) The class will listen to samples of some of the top sellers and from different categories.</td>
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<td>3. General class discussion: &quot;What I Like About The Music,&quot; &quot;Who determines which songs get on the survey as the top songs?&quot; (Students may want to interview a local disc jockey)</td>
</tr>
<tr>
<td>MUSIC OF OTHER</td>
<td>B. The student will conduct a survey to determine the type of music being listened to in the culture.</td>
<td>1. The class will conduct a survey to determine what kinds of music is being listened/played by different generation groups. (Also different socio-economic groups) The groups can be categorized as follows: Under 30 Under 50 50 and over Lower Class Middle Class Upper Class</td>
</tr>
<tr>
<td>GROUPS IN THE SOCIETY</td>
<td></td>
<td>2. The student will analyze the findings of the survey either by graph or chart form, and share their findings with the class.</td>
</tr>
<tr>
<td>FOCUS</td>
<td>OBJECTIVE</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td>IS THERE A &quot;GENERATION GAP&quot; IN MUSIC?</td>
<td>C. The student will compare and contrast the music of different generations.</td>
<td>1. Based on the information gathered in their surveys, the student will compare and contrast the music being listened/played by the different generations (different socio-economic groups) and make some generalizations on his findings.</td>
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<tr>
<td></td>
<td></td>
<td>2. The teacher will state &quot;Rock has prevailed and flourished because Rock was manufactured and sought after by a generation hooked on sound...&quot; by Robin Richman (Life, June 28,1968)</td>
</tr>
<tr>
<td></td>
<td>D. The student will research the history of rock groups.</td>
<td>3. The class will discuss the statement and react to the warning by research scientists that music played in a high volume, over and over, can cause dangerous ear damage...findings show that one in three students tested at the U. of Penn. had impaired hearing...&quot; (for the teacher: attached Visual #9) (source: Miami Herald, June 26,1971)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The student will further analyze how Rock considering the following: What are the themes of the lyrics? Why are the students &quot;hooked&quot; on the music? Who did the selling job? How is the technology of the age utilized in this music?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The class can be divided into groups with each group taking a specific Rock Group and research the search the history of the group, how they got their name, their specialities, popularity, etc.</td>
</tr>
</tbody>
</table>
ROCK MUSIC: TOO LOUD FOR SAFE LISTENING?

Jet plane at takeoff

Pneumatic riveter

Rock music with amplifiers

Power mower

Subway

Level of industrial noise known to cause hearing loss

Conversation

Decibel - Standard unit of measure for intensity of sound

From News Focus (5II and Newsweek) Sept. 20, 1968
<table>
<thead>
<tr>
<th>FOCUS</th>
<th>OBJECTIVE</th>
<th>LEARNING ACTIVITIES</th>
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<tbody>
<tr>
<td>D. (cont.)</td>
<td>The student will analyze the &quot;messages&quot; or themes of the new music.</td>
<td>Teacher: Refer to Life Magazine, June 23, 1963 and Scholastic Scope, Feb. 9, 1971. Read (AEP Booklet) May 1, 1970. Read Encyclopedia by Lillian Roxon. Read '71 by Chris Rodenfield, AEP Publications. The student will discuss the &quot;Themes&quot; or &quot;Messages&quot; of the songs with his classmates and answer the following questions: a. Does the song &quot;The Declaration&quot; preach revolution? b. Do the songs inspire ACTION by individuals or groups? c. Are protest songs of any influence to the &quot;establishment?&quot; d. Do the songs propose alternatives to the problems they allude to?</td>
</tr>
<tr>
<td>E.</td>
<td>The student will search the origin and purposes of Rock Music festivals.</td>
<td>The students will research the origin and purpose of Rock Music Festivals. Based on their findings they will answer the following: a. What is the attraction that brings young people from all over the country to such a gathering for days? b. How did all other festivals compare to WOODSTOCK? c. Is this type of entertainment here to stay? Why? Sources: A Rock Anthology: When the Mode of Music Changes '71 Peace Calendar from War Resister's League. &quot;Fire and Rain&quot; Urban World, AEP, April 15, 1970. &quot;How Do Pop Groups Get Names?&quot; Urban World, AEP, May 1, 1969. Pop Culture in America, N.Y. Times Paperback.</td>
</tr>
<tr>
<td>FOCUS</td>
<td>OBJECTIVE</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td><strong>FOCUS</strong></td>
<td><strong>OBJECTIVE</strong></td>
<td><strong>LEARNING ACTIVITIES</strong></td>
</tr>
<tr>
<td>THE QUANTITY AND DIVERSITY OF MUSIC IN THE CULTURE REFLECTS ON OUR AFFLUENCE.</td>
<td>F. (cont.)</td>
<td>Sources - (cont.)</td>
</tr>
<tr>
<td></td>
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<td>Rock '70, Pyramid Books</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Bob Dylan and the Poetry of Salvation&quot;</td>
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<tr>
<td></td>
<td>G. The student will analyze and react to different types of Music in the culture.</td>
<td>1. The student will analyze and react to the following (and others determined by the student or teacher):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COUNTRY MUSIC (Nashville - a way of life which has created a loose but lucrative sound that the &quot;rest of the music business unabashedly steals.&quot; Today, nearly one of every six records carries a country label.)</td>
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<td></td>
<td></td>
<td>Does country music really have anything to say? How does it reflect the culture?</td>
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<td>ROCK OPERA (JESUS CHRIST-SUPERSTAR) (Music which is both secular and reverent, &quot;bridges the generation gap&quot; and treats Jesus as a modern man. It is embraced by some of the clergy as a way to reach youth.)</td>
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<tr>
<td></td>
<td></td>
<td>Does this type of music have anything to say? Does it reflect the culture?</td>
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<td></td>
<td>The student may want to do the same with SOUL, CLASSIC, POP, BEATLE music, etc.</td>
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<td>2. The student will compile a list of PERSONALITIES in today's music and analyze their life style, their music styles and the influence they exert on the young, and if there is a backlash from other segments in the society. (Examples: Joan Baez, Janis Joplin, Bob Dylan, Tom Jones, Simon...</td>
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<tr>
<td>FOCUS</td>
<td>OBJECTIVE</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td>G. (cont.)</td>
<td>2. (cont.) and Garfunkle, etc. (Examples: dress styles, drugs, philosophy, etc.)</td>
<td></td>
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<tr>
<td>SOME FORMS OF MUSIC ARE ACCEPTED IN ANY GENERATION.</td>
<td>SOURCES:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Rock and Roll Women,&quot; World Week (Scholastic) April 26, 1971</td>
<td></td>
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</table>

3. Class discussion: "What role do other types of music - classical, jazz, blues, spirituals, and etc. play in our culture today? Which of the above have endured throughout our history?

1. The student may want to compare and contrast the early music of individuals like Bob Dylan, Simon and Garfunkle, etc., to their later music.

For example Bob Dylan's early music: "Blowin in the Wind" and "The Times They are a Changin'" compared to his recent: "John Wesley Harding" and "Nashville Skyline" show the growth of the Dylan philosophy: "...that compassion is the only secular manifestation of the religious experience... and that his vision precludes a political path to salvation!"

2. How influential are these singers? Are they preaching individualism vs. group actions for the betterment of man?

1. The students will analyze the rapidity of change in music from the late 60's to the current year. The student will give specific examples of these changes.
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</table>
| Note to teacher: Because of the rapidity of change, current musical hits will need to be updated. | I. (cont.) | 2. The student will react to the following statements:  
   a. In the late 60's songs like "White Rabbit" and "Lucy in the Sky with Diamonds" reflected the teen-age listeners burgeoning interest in the use of drugs. Today and songs glorify optimism, love-divine and profane - (for example: "Joy to the World," "Love Means," "Never ending Song of Love," etc.)  
   b. "The shift may reflect a shift in the teen culture. Rock Lyrics reflect teen values more than they affect them."  
   c. "...Like poetry, the lyrics are often ambiguous and difficult to decode. Teens like having a secret language that deals with their world..."  
     (above three from: Miami Herald, May 30, 1971 - "Rock Music Hollows in Meaning" by Lee Kottke)  
   d. Pop music ain't what it used to be, and I say hooray. In the 1930's when I was a teenager, the dominant theme was June-Moon-croon-spoon...As before, the music business tries to keep things under control by plugging so-called "in-offensive" songs and screening out "protest" songs. But, they are being outflanked by youth, and by the ingenuity of songwriters...  
   e. "A song, like any work of art, bounces back different meanings to different people at different times, as life shines new life upon it..."  
| | | 3. The student will write down the themes or "Messages" he believes to be in the following songs. "This Land is Your Land" by Woody Guthrie |

LYRICS IN MUSIC REFLECT THE TIMES.
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<th>FOCUS</th>
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<tbody>
<tr>
<td>I. (cont.)</td>
<td>3. (cont.)</td>
<td>&quot;Indian Reservation&quot; &quot;Woodstock&quot; &quot;Bring the Boys Home&quot; &quot;Ball of Confusion&quot; &quot;The Declaration&quot; (The student and teacher could compile a new list in keeping with the times.)</td>
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<td>4.</td>
<td>The teacher will ask: What role does the ballad play in American culture today?</td>
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<td>5.</td>
<td>The teacher will show the film: The Ballad of Crowfoot, 7', black and white, rental from Contemporary Films, McGraw-Hill. Willie Dunn's epic song, &quot;The Ballad of Crowfoot&quot; provides the film's narration. Done with photographs of documents and materials from photographic archives, together with stills, this film is an example of the fine arts and music as the method to tell the story of the destruction of the Indian in America.</td>
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</table>

J. The student will examine and analyze some of the performing arts popular in American culture.

1. At this time, the student may want to examine and analyze some of the performing arts popular in American culture. For example: "Hair" "Fiddler on the Roof" and etc. The student may want to dramatize portions of the plays.

2. The student may want to give a demonstration of some of the popular dances in America today. They can compare and contrast the dances of the different generations.

3. The student at this time, is now ready to cite evidence to either substantiate or reflect the theory that music (performing arts) reflects the culture.
GOAL: The student will analyze and react to the fine arts in contemporary America; and cite evidence to substantiate or reject the theory that the arts reflect the culture.

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<tr>
<th>FOCUS</th>
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<th>LEARNING ACTIVITIES</th>
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</table>
| DOES ART REFLECT THE CULTURE? | A. The student will assess their own interest in art...and the interest of their classmates. | 1. Introduce terms and vocabulary:  
Fine arts  
abstract art  
cultural lag  
pop art  
functional  
modern art  
technological  
op art  
functional sculpture  
utilitarian  
2. The student will take an Artistic Taste Test.  
a. Are you interested in art?  
b. Have you ever studied art?  
c. List the types of art that interest you most.  
d. Who are your favorite artists or paintings?  
e. Which type of art do you dislike the most?  
f. How often do you go to an art museum?  
g. How is your room decorated?  
Teacher and student can add to the list. The students can exchange their views.  
3. The teacher will utilize one book from the Profile Of America series, (The Modern Revolution 1950-1970) by Field Educational Publications, Chapter on Art, pages 109-124. Either by duplication of portions, or by student reading of portions, the class will generalize about art in America today from the information given.  
4. The students will discuss: "How does art reflect the culture and society which surround the artist?"  
"What way does Pop art reflect modern America?"  
The students will discuss the following questions after analyzing the quote by JohnVassees:  
a. Is America suffering from a cultural lag?  
b. Is the American artist at the mercy of the philosophy of "will it sell?"

IS AMERICA SUFFERING FROM A "CULTURAL LAG?"  
B. The student will engage in discussion about the problems facing the fine arts.
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<tr>
<td>B. (cont.)</td>
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<td>(cont.)</td>
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<td></td>
<td>c. What is the role of the Federal government in subsidizing the arts and/or the artist?</td>
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<td>d. In what ways can &quot;creative&quot; people be allowed to express themselves and contribute to the arts in a culture without the risk of being poverty-stricken?</td>
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<tr>
<td></td>
<td><strong>SOURCES:</strong></td>
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<tr>
<td></td>
<td>Norman Rockwell, Illustrator, by Guptill Publishing Co.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Will Tomorrow's Houses Be Built in Factories?&quot; Urban World (AEF Publication) Nov. 6, 1970.</td>
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<td></td>
<td>The Culture of the Cities by Lewis Mumford.</td>
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<td>&quot;Cities for Tomorrow&quot; Life Educational Reprint 20 (from Dec. 24, 1965 issue)</td>
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<td></td>
<td>Objects: USA by Lee Nordness (artists turn to crafts as a reaction to conformity, built-in obsolescence and mass production.)</td>
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<tr>
<td><strong>31</strong></td>
<td><strong>ART IS USED TO SATIRIZE THE SOCIETY.</strong></td>
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<tr>
<td>C.</td>
<td>The student will analyze cartoons dealing with social satire.</td>
<td>1. Poking fun at the culture (institutions and types of people) through art has become quite popular. Have the students collect cartoons dealing with social satire, and place on exhibit in the classroom.</td>
</tr>
<tr>
<td>D.</td>
<td>The student will engage in a variety of action projects.</td>
<td>2. For example the cartoons of Jules Feiffer are syndicated and are in paperback collections. The student should analyze some of the cartoons.</td>
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<td>FOCUS</td>
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<tr>
<td>D. (cont.)</td>
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**LEARNING ACTIVITIES**

1. (cont.)

The student will try to determine from museum officials approximately how many people attend the museum each day. What do attendance figures tell us?

2. At this point, some students may want to utilize their own talents and draw, paint, sculpture, etc., pieces of art work that reflects his culture. (his society)

3. The student will be asked to make a list of the kinds of architecture he sees around him (on his way to school, when he travels, in his neighborhood, on Television, in the movies, etc.)

4. The class will consider the following questions and be asked to make a judgement: Is what he sees offensive to him? Why? Are the buildings utilitarian? What factor does the profit motive play in the buildings of today? Has beauty suffered because of profit or practicality? How many slum areas did you see? Substandard houses? Empty, dirty lots?

5. Student may want to take films, slides or make a movie of what he sees.

6. The students will research the findings of scientists regarding consequences which are detrimental to people living under crowded, noisy conditions.

7. Many people refer to cities as "Concrete canyons."
<table>
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<th>FOCUS</th>
<th>OBJECTIVE</th>
<th>LEARNING ACTIVITIES</th>
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</table>
| THERE IS A TENDENCY TO MASS-PRODUCE HOMES AT THE EXPENSE OF BEAUTY. | D. (cont.) | 7. (cont.)
<p>| DOES THE ARTIST SHAPE THE TIMES OR DOES THE TIMES SHAPE THE ARTIST? | E. The student will research the lives and times engaged in the fine arts. | Is this true of your city? Why do &quot;concrete canyons&quot; happen? Are there other alternatives? |
| | | 8. There is a song entitled: &quot;Little Boxes.&quot; It refers to the sameness of little houses built in the suburbs. The students will discuss these questions: |
| | | a. Why has this type of housing become so widespread in America? |
| | | b. Is this a reflection of the loss of individuality in American culture? |
| | | c. Why do Americans accept such &quot;mass sameness?&quot; |
| | | 1. The student will research the lives and times of American contemporary artists, sculpturers, illustrators, architects, and etc... and make a determination as to whether the artist helps to shape the aesthetics of the culture or whether the culture shapes the kinds of work of the artist (or both). |
| | | 2. The student will work in committees or separately and present their findings in an audio-visual manner via tapes, posters, prints, bulletin board displays, etc. |
| | | 3. Norman Rockwell is known as America's most beloved illustrator. Why? After examining some of his works, the student will make a judgement as to whether his works truly represent the American spirit or way of life. |</p>
<table>
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<tr>
<th>FOCUS</th>
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<tbody>
<tr>
<td>CAN AN ARTIST CAPTURE &quot;THE</td>
<td>F. The student will assess the role of art in the selling of products.</td>
<td>1. The students will make a survey of merchandise which has a high-selling appeal because of the art work utilized on the wrappings or in the presentation of the sales-pitch. They will bring in samples of their findings.</td>
</tr>
<tr>
<td>AMERICAN SPIRIT?&quot;</td>
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<td>2. Research and general discussion: What role does the buying and selling of antiques have in American culture?</td>
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<td>3. The class will be asked to react to the following quotes:</td>
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<td>&quot;America, which has amazed the world with her technology, will not remain a great nation unless it does something about its artistic and spiritual life... We are behind in the creative arts... and we have neglected our artists and sculptors...&quot;</td>
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<tr>
<td></td>
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<td>Designer John Vasses</td>
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<td>Miami Herald, Feb. 11, 1971</td>
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</table>
GOAL: THE STUDENT WILL ANALYZE AND REACT TO LITERATURE IN CONTEMPORARY AMERICA; AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT LITERATURE REFLECTS THE CULTURE.

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<tbody>
<tr>
<td>THE VARIETY OF LITERATURE IN THE CULTURE ATTERTS TO THE VARIETY OF TASTES IN THE SOCIETY.</td>
<td>A. The student will assess his reading habits... and those of the class.</td>
<td>1. The student will take inventory of his personal reading habits and literary tastes:</td>
</tr>
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**READING INVENTORY**

<table>
<thead>
<tr>
<th>Types</th>
<th>Titles</th>
<th>Hours spent reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (hard cover)</td>
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<td></td>
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<tr>
<td>Paperbacks</td>
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<tr>
<td>magazines</td>
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<tr>
<td>comics</td>
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<tr>
<td>newspapers</td>
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<tr>
<td>(others)</td>
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The student will note in the inventory if he is utilizing the facilities of public libraries or buying most of his reading materials.

2. A committee will analyze the inventories and present some generalizations to the class about the reading habits of their class.

3. The student will survey and analyze the reading habits of different generations.

1. The class will conduct a survey to determine the reading habits of different generation groups and different socio-economic groups! The groups can be categorized as follows:

   Under 30  Under 50  50 and over
   Lower class Middle class Upper class

2. The student will analyze the findings of the survey either by graph or chart form and share their findings with the class.
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<th>LEARNING ACTIVITIES</th>
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<tbody>
<tr>
<td>LITERATURE IN</td>
<td>C. The student will analyze the types of literature offered in school.</td>
<td>1. The student will analyze some of the types of literature he is exposed to in the secondary school curriculum.</td>
</tr>
<tr>
<td>THE SCHOOL CURRICULUM.</td>
<td></td>
<td>2. He should consider the following questions:</td>
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<tr>
<td></td>
<td></td>
<td>a. Is the literature relevant to the student?</td>
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<td></td>
<td>b. Does the literature stir the emotions and keep interests?</td>
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<td></td>
<td>c. Who should decide what types of literature are read in the High Schools?</td>
</tr>
<tr>
<td>Note to the teacher:</td>
<td></td>
<td>Note to the teacher: Dell Publishing Co. puts out a series of paperbacks entitled:</td>
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<tr>
<td></td>
<td></td>
<td>A Teacher's Guide to Poetry</td>
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<td>A Teacher's Guide to Selected Literary Works</td>
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<td></td>
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<td>A Teacher's Guide to Modern Drama</td>
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<td>and AEP puts out Creative Approaches to Reading Literature. These books cover a wide selection of literature presently used in the Jr. and Sr. High Schools.</td>
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<td>3. The student will spend a period browsing in the school or public library and make a survey of the types of literature available that is of interest to him.</td>
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<td>4. The student will make a judgement about the materials offered after considering the following questions:</td>
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<td></td>
<td>a. Do the materials accurately reflect American teen culture?</td>
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<td>b. Were there any materials dealing with the alienated generation?</td>
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<td>c. Was there enough materials?</td>
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<td>28</td>
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<tr>
<td>FOCUS</td>
<td>OBJECTIVE</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td>LITERATURE THEMES ARE AS VARIED AS HUMAN PROBLEMS.</td>
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<td>C. (cont.)</td>
<td>5. The teacher will ask the question: Which book would you recommend be in the library which is not there now? Why?</td>
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<td></td>
<td>D. The student will read on the theme of man's search for his individuality.</td>
<td>1. Volunteer or selected students will read the following books which deal with the themes: (a) alienation and suffering of the individual goes beyond the environment that robs him of his individuality (b) affirmation of human dignity without protesting society. Sieze the Day by Saul Bellow Death of a Salesman by Arthur Miller Catch 22 by Joseph Heller Catcher in the Rye by J.D. Salinger</td>
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<tr>
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<td></td>
<td>2. The student will speak to the questions: Is man's search for his own individuality something new? Is this constant struggle for individuality a never-ending search for all of mankind, regardless of his culture, or the time and place in history?</td>
</tr>
<tr>
<td></td>
<td>E. The student will examine the works and themes of some &quot;traditional&quot; writers.</td>
<td>1. In order to acquaint the student with some of the noted and popular American authors that are &quot;traditional&quot; in our culture, the student will read some of the short stories in the paperback: The Outnumbered (a collection of essays, stories, poems about minority groups) Authors include: John Steinbeck, Bernard Kalamud, James Baldwin, William Saroyan, Richard Wright, Willa Cather, Langston Hughes, etc.</td>
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<tr>
<td>&quot;TRADITIONAL&quot; TYPES OF LITERATURE HAVE A SOLID FOUNDATION IN THE CULTURE.</td>
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<th>FOCUS</th>
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<td>E. (cont.)</td>
<td><strong>F.</strong> The student will assess the value of literature in his personal life.</td>
<td><strong>2.</strong> The students will discuss the writings and styles of these writers. Are they considered &quot;Square&quot; or &quot;Not with it&quot; by this generation?</td>
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<tr>
<td><strong>LITERATURE CAN HELP CLARIFY PERSONAL AND SOCIAL CONFLICT.</strong></td>
<td></td>
<td><strong>1.</strong> The student will comment on the following:</td>
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<td>Literature is a tremendous resource for today's youth terribly torn by doubt and disillusionment - groping for ideals to live by. Literature can help clarify personal and social conflict, move them towards fine values and deep commitments and furnish them with models on which to form themselves.</td>
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<td><strong>G.</strong> The student will compare and contrast the works of &quot;traditional&quot; and avant garde poets.</td>
<td><strong>2.</strong> Questions: Are you identifying with any heroes in literature? Which books (or other types of literature) have helped you formulate your values? Which types have helped you to understand your culture?</td>
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<td></td>
<td><strong>H.</strong> The student will react to opinions of America by one famous American author.</td>
<td>The student may want to compare the works of three &quot;establishment&quot; poets with three avant garde poets. For example: Marianne Moore with Alan Ginsburg. (any combination selected by teacher or student)</td>
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<td>John Steinbeck, famous American author has written a book entitled: America and Americans in which he analyzes American culture quite thoroughly. The teacher should read portions of the book for general discussion purposes and/or discuss some of Steinbeck's thoughts.</td>
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<td>&quot;...We call ourselves realists but we will buy...&quot;</td>
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<td>FOCUS</td>
<td>OBJECTIVE</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td><strong>LITERATURE CAN BE USED TO SATIRIZE THE CULTURE.</strong></td>
<td><strong>I. The student will examine satirical literature.</strong></td>
<td>(cont.) anything we see advertised...we claim to dislike highbrow art and music, but we have more symphonies, art galleries and theatres than any country in the world... We are restless, dissatisfied people; we spend our time searching for security and hate it when we get it. We eat too much, drink too much, work too hard and play with a violence that is suicidal. We criticize our own government bitterly, and yet we would like to impose it on everyone else...&quot;</td>
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The Miami Herald, Jan. 15, 1967

1. Literature can be used to satirize the society. The student will bring to class examples of literature (magazines such as Mad, Lampoon etc.) and share with the class.

2. The student is now ready to cite evidence to either substantiate or reject the theory that literature reflects the culture. This can be done in essay form, oral presentations or general discussion.
### GOAL:
The student will examine some of the philosophies of the young in contemporary America and compare and contrast it with the philosophies of the "establishment."

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| Within each culture different philosophies of life are evident. | A. The student will assess his personal attitudes regarding conflicting life styles in the culture. | 1. The student will define:  
philosophy  
sub-cultures  
Yippies  
commune  
generation gap  
"right on"  
Mass culture  
establishment  
Hippies  
existentialism  
drug culture  
happening  
Protestant Ethic  
Consciousness III  

2. The student will assess his personal attitudes about the following:  
a. the establishment  
b. revolution  
c. the war  
d. hippies  
e. drugs  
f. communes  
g. the draft  
h. the New Left  
i. school  
j. religion  
k. gun controls  
l. civil disobedience  

NOTE: The student should hold his philosophy inventory until the end of the quarter so that he may want to re-examine his beliefs.  

3. The student will examine the "new life styles" or philosophies relating to:  
a. Nutrition (health foods, vegetarianism, vitamins, organic foods)  
b. Dress styles (old clothes, Indian type garments, army jackets, hot pants)  
c. Hair styles (long tresses, sideburns, wigs)  
d. Rejection of the "material" things in life  
e. Sexual freedom  
f. Communal living  
g. Drug cult  
h. religion  

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| B.    | The student will survey and analyze the philosophy of life of his friends and neighbors. | 1. The student will conduct a survey of friends, neighbors and parents based on their answer to the question: "As an American, what is your philosophy of life?"
2. The students will analyze their findings and take particular note of how many times the words: success and security are mentioned. |
| C.    | The student will investigate the "alienated" groups within the culture and their philosophy of life. | 1. The alienated in our society have developed responses and different philosophies to the established "way of life." Who are some of the alienated groups in the culture? Why do they feel alienated? And what are their responses to this alienation?  
2. The teacher will pass out the booklet: Alienation by Ronald Urick (Inquiry into Crucial American Problems) Prentice Hall. The booklet contains personal accounts and case studies of those feeling alienation. The students will make their own selection and give an oral report of what they read.  
NOTE: There are several activities for involvement listed in the booklet. |
|       |                                                      | 3. You may wish to show the filmstrip, The Ali- enated Generation.  
5. Utilizing library resources, the student will read and summarize on three by five cards at least five |
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| C. (cont.) | 5. (cont.) articles on Commune living.  
  a. What is the philosophy behind community living?  
  b. Is this type of living a new phenomena?  
  c. What kind of people live in Communes?  
  d. How are children reared in a Commune?  
  e. How is the expense of food, clothing and shelter met?  |
|          | 6. The student will compare the philosophy of Commune living with that of the "Protestant Ethic" which promotes individualism and the striving of material gain. (SUCCESS) The Protestant Ethic preaches that hard work, saving, ambition, will lead to a good life. Sources for this portion of the quin:  
  a. The Hype Scene (Scholastic paperback)  
  b. "The Youth Communes" Life, July 18, 1969  
  c. "A Visit to a Commune" Urban World, AEP magazine, March 19, 1971  
|          | 7. The student will define WOODSTOCK NATION and all it implies. What is meant by the search of the "Woodstock nation of youth?" Is the Rock Festival the new nirvana? (define for students) Can music festivals be any answer to the problems facing the culture?  
  (Note: Refer to Synopsis, Sept. 14, 1970.)  |
<p>|          | 8. According to some &quot;experts&quot; on American culture, the U.S.A. is a nation of two separate cultures  |</p>
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<td>IS THE UNITED STATES TWO SEPARATE CULTURES DIVIDED BY INCOMPATIBLE PHILOSOPHIES?</td>
<td>C. (cont.)</td>
<td>8. (cont.)</td>
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<td></td>
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<td>and philosophies. To quote Hippie Poet Tuli Kupferberg:</td>
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| | | "On one side are the hawks, most of the millionaires, the old-line politicos, the gray-haired mothers, the retired Army officers, the Spellmans of the ecclesia castrata, the sadistic police, the poor stupid soldiers, the rednecks the frustrated, the Madison Avenue alcoholics, the suicidal Marines, the robot teachers, the Fundamentalist boondockers - the forces we used to call reactionary."
| | | "On the other side are the youth, the doves, the beatniks, the poets, the artists, the professors, the protesting students, the minorities, the singers, the rock n'rollers, the psychedelic, the young parents crying for the fullness of their lives- whatever remains of the old humanism, liberalism and idealism of America"
| | | Ask the students: "Is American really split in two? Can such broad generalities be acceptable about America?"
| | | 9. Abbie Hoffman in his book, Revolution for the Hell of It tells us that the institutions and values of Imperialism, racism, capitalism and the protestant ethic do not allow young people to experience authentic liberation. Believing that America accepts all these negative values, he states that his book was written with the hope of destroying "Americka."
<p>| | | 10. After researching the life and beliefs of Abbie Hoffman, the student will make a judgement as to the philosophy of this man. |</p>
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| EACH CULTURE DEVELOPS A                    | C. (cont.)| 11. Some Americans have reacted quite strongly to the philosophy of civil disobedience and protest and fundamental changes to the "accepted way of life."
| BACKLASH TO UNPOPULAR IDEAS AND ACTIONS   |           | Eric Hoffer, docker and homespun philosopher, warns:
|                                            |           | "Watch out, the common man has arisen and one day he'll elect a policeman to the presidency of the United States."
|                                            |           | Ask the student: What is Mr. Hoffer warning us against?                                                                                               |
|                                            |           | 12. A committee of students may want to make a collection of some of the philosophical statements of Mr. Hoffer and share with the class.       |
|                                            |           | 13. After researching the life and beliefs of Mr. Hoffer, the student will make a judgement as to his philosophy.                                     |
|                                            |           | 14. In opposition to the "Protestant Ethic" has come a philosophy referred to as Consciousness III. Mr. Charles A. Reich describes Consciousness III in his new book: The Greening of America. Mr. Reich describes America on three levels:
<p>|                                            |           | a. Material success, land and profit                                                                                                                    |
|                                            |           | b. Corporate state - the machine age                                                                                                                      |
|                                            |           | c. Enthusiasm of hope; openness to any and all experience always in a state of becoming...                                                             |
|                                            |           | According to Mr. Reich, believers in Consciousness III start with self, does not believe in antagonistic or competitive doctrines, does not measure others or see others as something to struggle against... People are brothers and the world is ample for all. Consciousness III rejects disparagement of others, rejects the whole concept... |</p>
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<td>CORE PHILOSOPHY ATTACK</td>
<td>C. (cont.)</td>
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<td>THE VERY CORE AND ESSENCE OF A SOCIETY AND MANY OF THE VALUES IT HOLDS DEAR:</td>
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14. (cont.)

...of excellence and comparative merit. The foundation of Consciousness III is liberation, the individual frees himself from automatic acceptance of the society and false consciousness that society and the culture imposes...he is then free to build his own philosophy and values, develop his own life style...

15. The student will read portions of The Greening of America, especially Chapter 9, "Consciousness III; The New Generation."

16. The student will write in his own words that he believes to be the "new philosophy." He will be asked to make a judgment as to how realistic the philosophy is and what the impact on America would be if a majority of people embraced Consciousness III. Would only those wishing to "cop out" accept the philosophy?

Note to the Teacher: There are criticisms and further analysis of the book: The Greening of America in the Current magazine, January 1971 issue. For example, Professor of Philosophy, Herbert Marcuse, states that the book underestimates the political power, the structure of law-enforcement and the values held dear by the working, middle class American who do not look kindly upon young people who may turn into parasites in a society in their search for self-realization of spirit. He asks pertinent questions such as: "How will the establishment dissolve? Who will be in control of the machines while believers of Consciousness III are rolling in the grass or surfing...He states that the new philosophy
**FOCUS**

COMPLETE DISILLUSIONMENT WITH THE VALUES OF THE CULTURE MAY LEAD TO DESTRUCTION OF WHAT IS GOOD IN THE CULTURE.

**OBJECTIVE**

C. (cont.)

**LEARNING ACTIVITIES**

16. (cont.)

| evades the truth about where we are...what can be done to change the human condition for the better and how far we (society) have to go... |

17. The teacher will read the following quote by J.B. Priestley, London writer:

"How many of us over here are not at all out of sympathy with these disillusioned young Americans. We also dislike the society they dislike. We are wearily contemptuous of its self-glorification. Nevertheless, I for one think a lot of these youngsters go too far in utterly rejecting the American idea, the big dream. Because some of its claims are fraudulent, there is a danger that the rebels may destroy what remains good and true in it..."

18. Class debate or panel discussion:

Is Mr. Priestly justified in his statement? Will the American youth throw out the "baby with the wash water" or will American youth turn to constructive actions - political, social, and economic?

19. The students will list some of the actions they can become involved with in order to change or enrich American culture. (For example - work with Naars Raiders, join VISTA, write poetry or stories that inspire positive change, contribute via any of the fine arts to enrich the culture, work for greater education for all, etc...)
**GOAL:** Based on his research and understanding, the student will make a judgement about America's culture - its quality, problems and direction.

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<td>In some cultures, the values of the culture neglect the arts.</td>
<td>A. Based on his research and activities, the student will generalize as to why Americans are unhappy and if there needs to be a re-assessment of our value system.</td>
<td>1. In a syndicated column by Philip Meyer in the July 25, 1971 issue of the Miami Herald, Mr. Meyer tells us that a disturbing picture of America is emerging from the charts and computers of the Bureau of the Census and university research groups. &quot;Something is out of joint.&quot; Mr. Meyer summarizes, the &quot;nation is rich and getting richer. It is also unhappy and getting unhappier.&quot;</td>
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<td>Concentration of resources on materialistic and militarism can jeopardize and dull the aesthetic values of a culture.</td>
<td>B. The student will propose ways that problems dealing with the culture can be alleviated.</td>
<td>2. Based on his research, the student will make a judgement as to why Americans are getting unhappier.</td>
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</table>
| | | 3. He should consider the following:  
a. Does America have a healthy cultural climate?  
b. Is creativity and artistry welcomed, nurtured and rewarded?  
c. Is the concern for technological perfection, better mass-production techniques, and bigger and shinier things...cheapening the quality of our culture?  
d. Is our culture just a chrome-covered one - a facade hiding a culture with no depth? |
| | | 4. The student will defend the aspects of American culture which he believes are worthy of praise. |
| | | 1. The student will "zero in" on some of the outstanding problems facing the culture in the following areas:  
Music  
Theatre  
Communications Media  
Education  
Fine Arts  
Leisure Time  
others |
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<th>Focus</th>
<th>Objective</th>
<th>Learning Activities</th>
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<tr>
<td>THE PRIORITIES IN A CULTURE SHOULD BE UNDER CONSTANT SCRUTINY...RE-ASSESSED AND REVISED.</td>
<td>B. (cont.)</td>
<td>2. The student will list recommendations that will help alleviate and solve the problems (Example: Government subsidies of certain art forms, re-allocation of funds, less concentration of &quot;objects&quot; and &quot;things&quot;, etc.)</td>
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<td>C. The student will speculate as to the direction of American culture.</td>
<td>1. The student will speculate as to the direction of American culture - in all areas of the arts... He should consider the following questions: Will the music of the future be more completely youth oriented? What about literature, dance and other forms? Will the spirit of individuality permeate the arts - rather than mass sameness? What role will &quot;saleability&quot; or profits play in the future of our culture? Does capitalism hinder the quality and full development of the arts in America? What role does education play in helping students develop understanding and appreciation of the creative arts?</td>
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<td>2. The student will write an essay entitled: How an Analysis of Art, Literature, Music, Philosophy Helped Me To Better Understand Contemporary American Culture. (Do his present beliefs and understandings substantiate the hypotheses he formulated at the beginning of the quiz?) Sources: Special issue about the 70's Look magazine, Ja. 15, 1970. American Character and Culture edited by John Hague.</td>
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<td>3. The teacher could use the attached transparency (or make her own) in order to help students develop as asset and liability spot of American society. In what direction is America moving? The teacher will have a committee analyze the feelings and opinions of the class.</td>
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The Now Scene

Is the U.S. moving in the...

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<th>RIGHT DIRECTION?</th>
<th>WRONG DIRECTION?</th>
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<td>poverty &amp; hunger</td>
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<td>urban development</td>
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<td>air &amp; water pollution</td>
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<td>CULTURAL ACTIVITIES</td>
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FOREIGN AFFAIRS

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<th>foreign aid</th>
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<th>for all</th>
<th>for minorities</th>
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<td>FREEDOM &amp; OPPORTUNITY</td>
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<td>political</td>
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<td>Health Programs</td>
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YOUTH

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<th>student activism</th>
<th>patriotism</th>
<th>awareness</th>
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To the teacher: This transparency master is designed to accompany "What's Wrong--AND RIGHT--with America." See this week's "Senior Workshop" for suggestions.
MATERIALS

I. RECOMMENDED TEXTUAL MATERIALS:


Status (AEP unit book) 1969
Profile, USA (AEP unit book) 1971
Dir. U.S.A. (AEP paperback by Arthur Diagon and Ronald T. CaConte) "Teen-Age World-An American Invention" (AEP Unit book) 1967
The Hippie Scene by Carolyn Barnes. Scholastic Book Services, 1968
Duncan, David Douglas. Self-Portrait: USA
Hodenfield, Chris. Rock 70; Rock 71, paperbacks from Pyramid Books
Reich, Charles A. The Greening of America, in paperback
Slater, Philip. The Pursuit of Loneliness (American Culture at the Breaking Point) Beacon Press, 1971

Issues Today "Special/The New Youth Culture" Nov. 20, 1970 (AEP Publications)
Read, "Rock" May 1, 1970 (AEP Publications)
Urban World, "Communes, New Way of Living or Fad?" (AEP Publications) Mar. 19, 1971

II. ALTERNATE STUDENT AND TEACHER MATERIALS:

Creative Approaches to Reading Literature (AEP) 1969
A Teacher's Guide to Poetry N.Y.: Dell, 1969
The Establishment and All That (A collection of articles from the Center Magazine) N.Y.: Center for the Study of Democratic Institutions, 1970
Tops in Pop Music, Academic Paperbacks, 1970
Tops in T.V., Academic Paperbacks, 1970
MATERIALS: (cont.)

II. (cont.)

High School Kit (Articles of interest to students on Women's Lib, Drugs, Huey Newton, etc.)
Wars Resisters League, N.Y.

Pettitt, George A. Prisoners of Culture (Provocative look at modern American youth)
Scribner's Sons, N.Y., 1970 (teacher's and student's)


Mannes, Marya. But Will it Sell? Lippincott, 1964

Shortney, Jean Ranson. How to Live on Nothing, Pocket Books, 1971

Loyalties: Whose Side Are You On? (Grades 9-12; reading level 4-6) Multi-Media (Scholastic)

"Youth and the Establishment" information and activity oriented newsletter by Center for Information on America, Washington, Conn. (yearly subscription)

III. RECOMMENDED AUDIO-VISUAL MATERIALS:

Guidance Associates: Dare to be Different Filmstrip/record/guide series
The Exploited Generation
Personal Commitment: Where do you Stand?
The Alienated Generation

Educational Dimensions Co. How Generation 3 parts filmstrip/record

Donnoyer-Geppert Audio Visuals. What Do You Kids Want Anyway? filmstrip/records

H.Y. Times. America's Cultural Revolution (filmstrip)

IV. RECOMMENDED SIMULATION GAMES:

Social Studies Services. Confrontation: The Game of Students and Protestors Against the Establishment
Generation Gap (power, negotiation, compromise in the context of family life)
MATERIALS: (cont.)

V. FILMSTRIPS/RECORDS/GUIDES

1. Guidance Associates - Pleasantville, N.Y.
   - The Tuned Out Generation - 2 parts
   - Sexual Values in Society - 2 parts
   - The Literature of Protest - 3 parts
   - The 1960's: A Decade of Hope and Despair - 2 parts
   - You and the Law - 2 parts
   - Environment: Changing Man's Values - 2 parts
   - Cities, U.S.A. - 1 part
   - Social Movements: To Change A Nation - 2 parts

2. Dennoyer-Geppert Audio Visuals - 5235 Ravenswood Ave., Chicago, Ill.
   - New York City: An Environmental Case Study - 2 parts
   - Clearwater: A Dream for a River as Told By Pete Seeger - 2 parts
   - What Do You Kinds Want Anyway? 2 parts

   - The Youthful Consumer - filmstrip only
   - The American Consumer - filmstrip only
   - America's Cultural Revolution - filmstrip only
   - The Embattled Metropolis filmstrip/duplicating master, guide
   - Mass Media: Their Role in a Democracy filmstrip/duplicating master, guide

4. Warren Schloat
   - The Black Experience in the Arts - 4 parts
   - Black Poems, Black Images - 6 parts
   - Religions in America Explained - 6 parts
   - Folk Songs in American History
MATERIALS: (cont.)

V. (cont.)

5. Educational Dimensions Co., Box 146, Great Neck, N.Y.
   Now Generation - 3 parts (The Rebels, The Dropouts, The Moderates)
   A Generation on Drugs - 4 parts

6. AED Publications. 2921 West Alemeda Ave., Burbank, Calif.
   Social Problems - 4 parts (Alcohol, Leisure, Delinquency, Prejudice)

   Black Folk Music in America - 4 parts

8. Filmstrip House
   1970's: Decade of Challenge - 6 parts (Man: Values and Goals, Ecology and Survival,
   Drug: The Dream and The Reality, Cities, The Reality and the Dream)

VI. FILMS

1. Contemporary Films
   America and the Americans - rental
   The Ballad of Crowfoot, 7 min. - rental

2. Association Instructional Materials
   Incapture (teenagers discuss the problems of today's teenagers - war, hunger, racism,
   and faith in God and man. Solution left to viewer) 30', color, rental

   U.S.A.: Seeds of Change

VII. FILM LOOPS

Hubbard, 2355 Shermer Road, Northbrook, Ill.
City: Culture (Points out achievements and failures)
MATERIALS: (cont.)

VIII. Cassettes

Center for Cassette Studies, Inc. 8110 Webb Ave., North Hollywood, Calif.

America: Sick or Solvent? 56 min.
The Explosive Society 45 min.
What is An American? 28 min.
Urban Slurb 26 min.
American Youth in Rebellion 46 min.
Ghetto Low and Order 45 min.
Students in Revolt 45 min.
Norman Mailer 29 min.
The Sting of Black Humor 29 min.
The Teen Age Revolution 53 min.
U.S. Education in Transition 53 min.
Management by Machine 29 min.
The Parade of Violence 55 min.
Patriots or Traitors? Dr. Spock and Rev. Coffin 24 min.
The Dangers of Affluence 28 min.
Legalizing Marijuana: Pros and Cons (Margaret Mead) 50 min.
Racism, Poverty and Urban Collapse
The Professional Activist
Politics and Literature
Status Costs vs. Social Needs
The Prison Environment
Government at Big Business
The Radical Campus
American Manners 27 min.
America's Image in the World 27 min.
IX. RECORDS

Scholastic/Folkways
Folk Music, U.S.A. 2 records
The Cowboy: His Songs, Ballads and Brag Talk 2 records
The Songs of Struggle and Protest 1 record
Jazz - Vol. I - The South, Vol. II - The Blues
Woody Guthrie: This Land is Your Land 1 record

Publishers Central Bureau, 33-20 Hunters Point Ave., Long Island City, N.Y.
Folk Festival - 1 record
The Legendary Woody Guthrie

Blacks in Music
Blacks in Art

Others
We Must Survive - Earth Island (Philips)
Earth Rot - David Axelrod (Capital)
America The Beautiful - Gary McFarland's Jazz Rock (Skye)

X. MAGAZINES/NEWSPAPERS/PUBLICATIONS

"A Reverent Rock Opera." Life. May 28, 1971
MATERIALS: (cont.)

X. (cont.)

"Rock Isn't Music to their Ears." Miami Herald. June 26, 1971, p 18A
"Tom Jones: He May Set A Record!" This Weekend. Miami Herald, April 2, 1971
"Rock" Road. AEP, May 1, 1970
"Rock and Roll Women." World Week. April 26, 1971
"How do Pop Groups Get Names?" Urban World. May 1, 1969
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