

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

Ohio Standards Connections:

STANDARD:

VISUAL ARTS
CREATIVE EXPRESSION
& COMMUNICATION

BENCHMARK A:

Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

Indicator 1.

Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems to convey meaning.

Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter

Indicator:

Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and process

STANDARD:

VISUAL ARTS
ANALYZING AND
RESPONDING

BENCHMARK B: Critique their own works, the works of peers and other artists on basis of the formal, technical and expressive aspects in the work

Indicator:

Lesson Summary:

In this lesson students will research to develop a deeper understanding of the issues and political climate that seemed to plague the 1968 Democratic Convention in Chicago, Illinois. Students will analyze and interpret Bernard Perlin's oil painting, *Mayor Daley*, read historical descriptions of events leading up to and following the convention. Students will be asked to look at the issues and write or debate them from one person's or group's point of view. Students have the option of creating an individual or collaborative clay 3-d tableau in which they present images demonstrating their own viewpoint of the convention or a contemporary social or political issue.

Estimated Duration:

Six 50 minute sessions

Commentary:

The 1968 Democratic Convention held on August 26-29 stands as an important event in the nation's political and cultural history. The divisive politics of the convention brought about by the Vietnam War policies of President Johnson, prompted the Democratic party to completely overhaul its rules for selecting presidential delegates—opening up the political process to millions. The violence between police and anti-Vietnam War protestors in the streets and parks of Chicago gave the city a black eye from which it has yet to completely recover. In the attached pages and through individual or collaborative research, students can read a description of the months and weeks prior to the convention, the events of the convention week and the subsequent trials.

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. Analyze and describe the visual aspects of their own artworks and the work of others.

STANDARD: ENGLISH COMMUNICATION: ORAL AND VISUAL

BENCHMARK:

Speaking Applications

Indicator:

Deliver informational presentations that present a clear and distinctive perspective on the subject.

BENCHMARK:

WRITING CONVENTIONS

Indicator:

Use Correct Spelling

Use correct punctuation.

Use correct grammar.

Benchmark:

Research

Indicator:

Identify appropriate sources and gather relevant information from multiple sources.

STANDARD: HISTORY

BENCHMARK F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

Indicator 14:

Analyze the origins, major developments, controversies and consequences of the

Artist Bernard Perlin painted *Mayor Daley* in 1968 as a response to the events and political upheaval that occurred in Chicago and was witnessed in detail by millions of television viewers. What does this painting say to you? Which group is most powerful? What is Perlin's political opinion of the convention and attendees? Which group is Perlin for and which one do you feel he is against? How is Bernard Perlin able to sway your opinion? We will look at these and other questions as we learn about the 1968 Democratic Convention.

Pre-Assessment:

Students will view the painting entitled *Mayor Daley* by Bernard Perlin. Teacher may access the image for photocopying at

www.artandsocialissues.com or ask students to view the image directly on the computer monitor or Smartboard®. Students should respond to the questions on the Pre-Assessment handout p. 11 verbally or in writing.

Scoring Guidelines: 10 points

Post-Assessment:

Rubric p. 20

Scoring Guidelines: 100 pts for research plus Rubric points (The teacher may assign number value to each section of the rubric that fits his/her assignments.)

Instructional Procedures:

Day 1 Pre-Assessment

Day 2

After students have reviewed the painting *Mayor Daley* by Bernard Perlin discuss the image aloud in class. Most artists involved in social commentary are attempting to persuade the viewer. What do the students think is the story behind the image? What is the overall atmosphere the artist portrays.

Share some of the background information of the 1968 Democratic Convention. Ask students to research additional information about the events that took place and the divisive actions and opinions of the crowds

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

civil rights movement with emphasis on the linkages between the civil rights movement and movements to gain justice for other minority groups.

STANDARD:

SOCIAL
STUDIES/CITIZENSHIP
RIGHTS AND
RESPONSIBILITIES

BENCHMARK A: Analyze the ways people achieve governmental change, including political action social protest and revolution.

Indicator:

1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on d) military policy

2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: c) Student protests during the Vietnam War

BENCHMARK:

Evaluate the means for citizens to take action on a particular issue Grade 11

Indicator:

1. Analyze historical and contemporary examples of citizen movements to bring

in Chicago. Information can be found online in encyclopedias, newspaper or magazine articles, in history books, magazines and encyclopedias at school and the library. Students should take notes and answer the questions on handout “*Brief History of Chicago’s 1968 Democratic Convention.*” Attached on pages 15-20.

Day 3

Ask students to imagine that they are in Chicago. The year is 1968. The city is bustling with activity as always but there are more people in town than usual. You can hear the sounds on the street...cars honking, the din of pedestrians talking about the upcoming convention and the traffic tie-ups that will ensue, people calling taxis and the workers hammering detour signs for traffic around the convention center. America is preparing to assemble for a Democratic National Convention at which a presidential candidate will be nominated. This is an important event as it happens only once every four years and the nominee may change history. In addition to the excitement of the convention there are additional stresses. The local telephone company workers are on strike and so the television and newspaper reporters are unable to have special lines hung to allow live reports from the outside perimeter of the convention center. Also groups of anti-war protestors have requested a permit to demonstrate within view of the convention. They are against President Johnson’s administrative policy about the Vietnam War and want to let Vice-President Hubert Humphrey know that his opinions are not welcome.

This is the stage that was set before the convention was held. Ask students to choose (or pull a letter out of a hat) one person or group listed below that they would like to represent.

- a) Mayor Daley
- b) Senator Eugene McCarthy
- c) Vice President Hubert Humphrey
- d) A Democratic delegate who voted to support Humphrey
- e) a pro-McCarthy protestor
- f) a news reporter

Students will need to research using the handout on pages 13-14. Once they have answered these questions they will be asked to find additional information about the person or group they have selected. This information will help them develop their character’s persona and point of view as they complete their performance assessment tasks (debate,

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

about political change.

3. Explain how an individual participated in the primary and general elections

Indicator Grade 12:
Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic: c) debate

STANDARD:
GOVERNMENT
BENCHMARK C:
Analyze how citizens participate in the election process in the United States Grade 11

Indicator:
Explain the role of elections and political parties in facilitating the democratic process

STANDARD: SOCIAL STUDIES SKILLS AND METHODS
BENCHMARK A:
Evaluate the reliability and credibility of sources Grade 10

Indicator:
Determine the credibility of sources by considering the following d) accuracy and consistency of sources e) the circumstances under which the author (artist) prepared the source

Indicator:
Analyze one or more issues and present a persuasive argument to defend a position.

writing or 3-d clay tableau). Possible websites are listed below in the research connections section.

Day 4-5

Students and/or teacher will choose a method in which to share their knowledge of the convention and events that occurred in Chicago 1968. Options include writing from a different perspective, debate, music analysis and writing or clay 3-D tableau. Students will have 2 or more class sessions to complete their tasks.

Option 1. WRITING FROM DIFFERENT PERSPECTIVES

Bernard Perlin's *Mayor Daley*, 1968 could be interpreted in many ways. Some say the artist was trying to show the legitimacy of the two opposing methods of political action (the protestors and the convention delegates). After further researching the following historical figures have students write a brief one paragraph description of the painting from different perspectives.

Perspectives should be written in first person, for example, "I am Mayor Daley. I have been the mayor of this town for years and am not about to have several thousand hippie protestors give my town a bad image..."

Students could choose one perspective from which to elaborate or write several perspectives apiece. See the list of people or groups above on Day 3.

Option 2. DEBATE

Hold a debate. Have students individually or collaboratively in teams further research the roles of the people and groups. Ask students to discuss the motivation of each to help them understand why they behaved or said the things they did. One suggested format is to have a sixth 'reporter' student/team design questions for interviewing the others followed by the actual interview.

Suggested generic questions:

"What were you thinking about during those 3 days?"

"What did you want to happen at the convention?"

"What were your fears before and during the convention?"

"Are you happy with the outcome of the convention?"

"What strategies might you have used to change the outcome?"

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

Additional options are listed under interdisciplinary connections.

Day 6

Students will share their projects with the class. The teacher will lead a post-assessment discussion afterwards. The teacher may choose to have students respond to the questions in writing.

- What is the purpose of the national political conventions held every four years?
- What/who were the major factions of the 1968 Democratic Convention?
- Who was the Democratic Party presidential nominee named as a result of the convention?
- Mayor Daley was influential to the happenings at the convention. Explain how his commands shaped the troubles at the convention.
- Bernard Perlin was an artist trying to persuade the viewer's opinion of the 1968 Democratic Convention. What do you think he was saying?

Differentiated Instructional Support

Students with visual impairment may work with a partner or aide that can describe the image of Mayor Daley to them. Additionally students may have an aide/partner read the information to them from the internet and handouts. The Wikipedia Encyclopedia site: http://en.wikipedia.org/wiki/1968_Democratic_National_Convention has a number of video and audio clips that might help them gain a sense of the chaos in Chicago during the convention. Students may dictate their answers to an aide or partner who will write them on the handout. The teacher may wish to recreate the painting by tracing the outline of the main elements with puffy paint. Students will then be able to touch and feel the image concentrating on one element at a time.

Extension

Students may be asked to write journal entries regarding their understandings of the Vietnam War era and the events related to the 1968 Convention.

Students may also wish to delve deeper into the historical occurrences of 1968. It was a year of riots, demonstrations and assassinations. America became a different place. The public felt that the world was no

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

longer a safe place. Violence spread throughout the country. Ask students to create a timeline of events of 1967-69. Respond to the question: How did these events change the Presidential election, the outcome of the Vietnam War and Civil Rights?

Students may interview parents, grandparents and neighbors to reflect on the events of 1968 including the Chicago convention. Did they personally watch the events unfold on television? What conversations were there in their homes about the events? What mood was the country in during this time period? Was justice served as a result of the trial of the Chicago Seven?

Homework Options and Home Connections

Students may need to do additional research or complete their performance tasks at home.

Interdisciplinary Connections

English: Many artists including poets and musicians have been inspired to write about this historical convention. Students may research the pieces and write their own poem about the convention or a social/political issue about which they are personally passionate.

Music: The protests at this convention demonstrated how divided the country was at the time. Televised riots in which police beat up innocent bystanders and protestors threw rocks disgusted most American viewers. Musical artists responded immediately by writing and performing a number of songs with references to the convention. Listen to the music. Suggested pieces include:

- “Chicago” by Graham Nash of Crosby, Stills, Nash and Young
http://en.wikipedia.org/wiki/Chicago_%281970_song%29
Lyrics can be found at:
http://www.oldielyrics.com/lyrics/graham_nash/chicago.html
- Phil Ochs with “Where were you in Chicago?”
- Charles Haden’s album Liberation Music Orchestra has an original piece entitled “Circus ’68 ‘69” and “We Shall Overcome.” Both were inspired by the events on the floor of the 1968 Democratic

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

Convention.

http://en.wikipedia.org/wiki/Liberation_Music_Orchestra_%28album%29

Write a short journal response to a select piece:

What do the lyrics tell you about the Chicago convention?

Whose point of view is discussed?

Do you agree with the words in the lyrics? Why or why not?

How does the melody help set the tone of the piece?

Students may wish to respond to their knowledge of the convention events by writing their own song and performing for the class.

Students may wish to write a song about a contemporary event about which they would like to make others socially aware such as poor living conditions in their community, death of a person that could have been prevented, the issues of the Iraq war, etc.

Drama/Movement: (Freeze Tag) After students have researched the events of the 1968 convention select six students to improvise and dramatize the painting of *Mayor Daley* by Bernard Perlin. Each student will need to continue to role play until the teacher yells out ‘Freeze!’ Choose a moment when the players are all in an interesting place on the designated stage. Ask another student to replace one of the ‘actors’ and change the scenario e.g. the group is now inside the convention center and Hubert Humphrey is speaking. Continue with the game until all students have participated. Some students may be asked to change their roles several times. At the conclusion of the activity ask the students how they felt when they were a protestor? The mayor? A Democratic Presidential nominee? A delegate? A policeman? A reporter? Do they have a greater understanding of the events now that they have acted them out? Which ‘side’ if any do they feel behaved properly? Why or why not?

Visual Art: Students will use clay (Low fire, air dry, Model Magic, paper clay or modeling clay) to create a tableau or small 3-D scene incorporating figures, real or imagined, that represent opposing sides on a social or political issue. Hand-building techniques (pinch, coil or slab methods) will be demonstrated by the teacher. Students will sketch a simple tableau incorporating symbolism. Once approved by the teacher, the sketch will be used as the template to form the clay sculpture with at least 3 figures. Detail should be used to help tell the story of the conflict.

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

The piece must be titled and accompanied by a 1-3 paragraph artist's statement.

Materials and Resources:

For teachers Attached handouts:

Computers with internet access

www.artandsocialissues.com glossary, images and timeline

Books about President L. B. Johnson, Vice president Hubert H. Humphrey, Mayor Daley, The Chicago Seven

For additional information on the Vietnam War Knightley, Philip and Keeganm John. *Eye of War: Words and photographs from the Front Line*, Smithsonian Books, Washington D.C. 2003 (available for loan at the Columbus Museum of Art)

VIDEO

American Photography A Century of Images, PBS HOME VIDEO, 161 minutes.

For students Computers with access to the internet

Library with access to music by Haden, Nash and Ochs.

Clay (Low fire clay, air dry clay, paper clay, Model Magic, modeling clay)

Clay tools, Plastic Wrap or Plastic bags to wrap pieces to keep moist till the work is completed, wooden base is optional, Newspaper, containers with slip for soil based clay, kiln for clay that needs to be fired.

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

Key Vocabulary

Delegate- representative given the authority to act on behalf of the political party for their state, e.g. Ohio, to vote at the national convention

Nominee- candidate voted by majority rule

Persona- assumed identity or role or personal facade

Perspective or Point of view- somebody's particular way of thinking about or approaching a subject as shaped by their own experience, character, mindset and history.

Political convention- A meeting of delegates of a political party for the purpose of selecting candidates

Technology Connections

Students will be asked to research the mood, events and people that influenced the occurrences in Chicago at the 1968 Democratic convention. Much of this research may need to be online. They will also be asked to view *Mayor Daley* by Bernard Perlin on the Columbus Museum of Art website at www.artandsocialissues.com

Research Connections

Students will need to research the events and people that were influential at the 1968 Democratic Convention in Chicago. This research may be done through reading history books, archived newspaper and magazines or online articles at the library or in the classroom. The following links will help get your students started.

1968 Democratic Convention

<http://www.cnn.com/ALLPOLITICS/1996/conventions/chicago/facts/chicago68/index.shtm>

Day by day Chronology of events during the 1968 Democratic

Convention All original material is written by [Dean Blobaum](#) and is copyright ©2000 by Dean Blobaum.

<http://www.geocities.com/athens/delphi/1553/c68chron.html>

1968 National Convention of the U.S. Democratic Party

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

http://en.wikipedia.org/wiki/1968_Democratic_National_Convention

Vice President Hubert Humphrey

http://en.wikipedia.org/wiki/Hubert_Humphrey

http://www.lbjlib.utexas.edu/johnson/archives.hom/faqs/humphrey/HHH_home.as

Robert F. Kennedy

http://en.wikipedia.org/wiki/Robert_F._Kennedy

<http://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761563509>

Eugene McCarthy

http://en.wikipedia.org/wiki/Eugene_McCarthy

<http://www.historycentral.com/Bio/people/McCarthy.html>

Chicago Seven

http://en.wikipedia.org/wiki/Chicago_Seven

<http://www.law.umkc.edu/faculty/projects/ftrials/Chicago7/indictment.html>

President Lyndon Johnson

http://en.wikipedia.org/wiki/Lyndon_B._Johnson

<http://www.whitehouse.gov/history/presidents/lj36.html>

Mayor Daley

http://en.wikipedia.org/wiki/Richard_J._Daley

<http://www.law.umkc.edu/faculty/projects/ftrials/Chicago7/Daley2.html>

George McGovern

http://en.wikipedia.org/wiki/George_McGovern

<http://bioguide.congress.gov/scripts/biodisplay.pl?index=M000452>

Attachments

Pre-Assessment p.12, Research Questions pp. 13-14,
Background information pp. 15-20, Rubric p. 21,
Mayor Daley Image p. 22

Lesson is based on work by Shannon Tuzzi-Paletto

Name _____ **Class Period** _____

Pre-Assessment (10 points)

Mayor Daley, 1968 by Bernard Perlin

As you view this painting write your response to the questions below.

2 pts 1. What is the expression on the face of the central figure?
What mood does this seem to express?

1 pt 2. What seems to be going on around him?

1 pt 3. What is in the background of the painting?

3 pts 4. Name 3 differences between the protestors on the left and those on the right.
a.
b.
c.

2 pts 5. Why might the central figure (Mayor Daley) be placed where he is? What might that tell us about his relationship to the people, buildings, etc., around him?

1 pt 6. In 1968 the Democrats held their convention to nominate their presidential candidate. What do you know about this particular convention? Share any knowledge you have of the event.

Name _____ Class period _____

Brief Research of Chicago's 1968 Democratic Convention 100 pts

5 pts 1. What was the purpose of the convention?

5 pts 2. What was the primary cause for the protests at the convention?

5 pts 3. List some of the activist groups at the convention.

5 pts 4. Why did President Johnson withdraw from the 1968 presidential race?

5 pts 5. Name 3 major events of 1968 that happened prior to the August convention contributing to the tense mood.

a.

b.

c.

10 pts 6. When did Robert Kennedy enter the presidential race? Why did he do so?

5 pts 7. What happened to Robert Kennedy after his California primary victory?

5 pts 8. When did Hubert Humphrey get into the race? Why?

5 pts 9. How did Mayor Daley manage to keep the convention in Chicago when party officials wanted to move it elsewhere?

10 pts 10. A plank is a position taken as part of the party's platform. Explain the controversy between the "peace plank" and the Johnson-Humphrey plank. Which plank gained the majority vote?

5 pts 11. What happened to the protesters outside the convention?

10 pts 12. Who was found to be at fault for the violence according to the government funded commission that examined the riots? What did Mayor Daley do in response?

5 pts 13. Who won the Democratic nomination at the convention?

10 pts 14. What was Mayor Daley's role at the convention? How did he handle the controversy?

10 pts 15. Who were the 'Chicago 8'? What became of them after their trials?

<http://www.cnn.com/ALLPOLITICS/1996/conventions/chicago/facts/chicago68/index.shtml>

Brief History Of Chicago's 1968 Democratic Convention

(Sources: "Miami and the Siege of Chicago" by Norman Mailer, Facts on File, CQ's Guide to U.S. Elections) Reprinted with permission as stated at AllPolitics Service Agreement at <http://www.cnn.com/ALLPOLITICS/1997/utilities/info/terms.html>

The 1968 Democratic Convention, held on August 26-29th, stands as an important event in the nation's political and cultural history. The divisive politics of the convention, brought about by the Vietnam war policies of President Johnson, prompted the Democratic party to completely overhaul its rules for selecting presidential delegates -- opening up the political process to millions. The violence between police and anti-Vietnam war protesters in the streets and parks of Chicago gave the city a black-eye from which it has yet to completely recover. The following is a brief history of the events leading up to the convention, the convention itself and the riots surrounding it.

Events Leading up the 1968 Convention Riots

The primary cause of the demonstrations and the subsequent riots during the 1968 Chicago convention was opposition to the Vietnam War. Young peace activists had met at a camp in Lake Villa, Illinois on March 23 to plan a protest march at the convention. Anti-war leaders including David Dellinger (editor of Liberation magazine and chairman of the National Mobilization Committee to End War in Vietnam) Rennie Davis, head of the Center for Radical Research and a leader of Students for a Democratic Society (SDS), Vernon Grizzard, a draft resistance leader, and Tom Hayden (also a leader of the Students for a Democratic Society) coordinated efforts with over 100 anti-war groups.

Groups related to this effort also planned events. Jerry Rubin (a former associate of Dellinger) and Abbie Hoffman (both leaders of the Youth International Party (YIPPIES)) planned a Youth Festival with the goal of bringing 100,000 young adults to Chicago. They tried to get a permit from Chicago to hold a YIPPIE convention. The permit was denied, but the YIPPIES still came.

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

On March 31, President Johnson announced he would not seek re-election. Johnson's favorability ratings were in the mid-30% range and polls showed even less support for his Vietnam War policies (about 23%.) The announcement created uncertainty in the anti-war groups' convention plans. Many anti-war activists also became involved in the presidential campaigns of war opponents such as Sen. Robert Kennedy (D-NY), Sen. Eugene McCarthy (D-WI) and Sen. George McGovern (D-SD).

However, by early April there was much talk of Hubert Humphrey, Johnson's Vice President, running for the presidency. Humphrey officially entered the race on April 27th. Because of his close identity with the Johnson administration, the plans for demonstrations were not cancelled.

Other events preceding the 1968 Democratic convention contributed to the tense national mood. On April 4, civil rights leader Martin Luther King was assassinated and riots broke out throughout the country. (This included Chicago, where Mayor Daley reportedly gave a "shoot to kill" instruction to police.) On June 3, artist and cultural icon Andy Warhol was shot. Finally, on June 5th, presidential candidate Robert Kennedy (President John Kennedy's brother) was shot in the head after winning the California primary. He died the next day. There also were countless protests against the Vietnam war at this time. Student protesters effectively shut down Columbia University in April.

Attempts to Move the Convention from Chicago

Many Democrats were eager to move their national convention from Chicago to Miami, where the Republicans were to hold their nominating event. Democrats were concerned not only about the possibility of unruly protests; an ongoing telephone strike in Chicago threatened to cause logistical nightmares. The television networks also lobbied to move the event to Miami -- TV and phone lines already were installed at the Republican convention site. In addition, because of the phone strike in Chicago, television cameras would be limited to the hotels and the convention center -- new phone lines were needed to cover outside events. Any footage taken outside this area would have to be shot on film, which would require processing before it was broadcast.

Mayor Richard J. Daley would not let the convention leave Chicago. He promised to enforce the peace and allow no outrageous demonstrations. He also threatened to withdraw support for Humphrey, the apparent nominee, if the convention was moved. President Johnson also wanted to keep the convention in Chicago and is rumored to have said "Miami is not an American city."

The Convention

Humphrey came to Chicago with the nomination virtually sewn up -- he had between 100 and 200 more delegates than he needed, as well as the support of blacks, labor groups and Southern Democrats. However, he still felt his nomination was in jeopardy.

Humphrey was clearly seen as Johnson's man. President Johnson still had a grip over the convention, even going as far as to ensure states supportive of him received the best seats at the convention hall. But Johnson did not show up for the event.

Mayor Daley, who wanted Ted Kennedy to run for President, caucused his delegation of 118 the weekend before the convention and decided to remain "uncommitted." Humphrey also was at risk from the growing anti-war wing of the Democratic party. After vacillating between the pro-war policies of the Johnson administration and the anti-war policies of his opponents, Humphrey made it clear on CBS's Face The Nation the weekend before the convention he supported President Johnson's Vietnam policies.

Humphrey faced major credentials fights. Delegations from 15 states tried to unseat Humphrey's delegates and seat anti-Vietnam delegates. Humphrey's forces won every fight. There also was maneuvering behind the scenes at the Conrad Hilton (where the press and the Democratic party were staying) to try and get Sen. Ted Kennedy to run.

Sen. Dan Inouye (D-HI) gave the keynote address, but it was decidedly downbeat, with 10 of 13 pages devoted to what's wrong with the country. (Keynote speeches are usually upbeat affirmations of the party.)

The most contentious issue was Vietnam, and the debate on the minority "peace plank." The convention managers scheduled the debate for late (past prime-time) Tuesday night, but the peace delegates staged a protest and it was rescheduled for the next afternoon.

Debate was limited to one hour for each side and structured to prevent hostile exchanges. Rep. Phil Burton (D-CA) was the featured speaker in support of the peace plank, Sen. Edmund Muskie (D-ME) was the featured speaker in support of the Johnson-Humphrey language. After the Humphrey language was approved, the New York and California delegations began to sing "We Shall Overcome" and more delegations marched around the convention floor in protest. Television made it impossible for the convention planners to hide the protests of delegates favoring the peace plank. Even if planners tried to hide rebel delegations (such as New York and California) by placing them in the back of the convention hall and turning down their microphones, a camera and sound-man covering the floor could easily broadcast their protests across the nation.

During the debate on the peace plank, the worst day of rioting occurred outside the Amphitheater, in the so-called "Battle of Michigan Avenue."

Humphrey was nominated by Mayor Joseph Alioto of San Francisco. (His daughter is now running for Congress in California.) Sen. George McGovern was nominated by Sen. Abraham Ribicoff (D-MA), who shocked the convention by saying, "With George McGovern as President of the United States we wouldn't have Gestapo tactics in the streets of Chicago." Mayor Daley erupted in anger and shook his fist at Ribicoff. Most reports of the event also say Daley yelled an off-color epithet beginning with an "F," but according to CNN executive producer Jack Smith, others close to Daley insist he shouted "Faker," meaning Ribicoff was not a man of his word, the lowest name one can be called in Chicago's Irish politics.

Humphrey easily won the nomination by more than a 1,000 votes, with the delegation from Pennsylvania putting him over the top.

On the last day, Thursday, the convention opened with a film tribute to Bobby Kennedy. Also, Mayor Daley printed up hundreds of "We Love You Daley" signs and orchestrated a pro-Daley demonstration in the convention to contrast with the negative image the city had gained during the course of the convention.

Humphrey chose Sen. Edmund Muskie (D-ME) to be his running mate. Julian Bond, the African-American civil rights activist, was nominated for Vice President, but withdrew because he was 28 years old, under the constitutional age (35) to hold the office.

The Riots

Outside the official convention proceedings, anti-war demonstrators clashed with 11,900 Chicago police, 7500 Army troops, 7500 Illinois National Guardsmen and 1000 Secret Service agents over 5 days.

The violence centered on two things: the Chicago police forcing protesters out of areas where they were not permitted to be; and protesters clashing with police, and their reinforcements, as they tried to march to the convention site.

The violence began Sunday August 25th. Anti-war leaders had tried to get permits from the city to sleep in Lincoln park and to demonstrate outside of the convention site. Those permit requests were denied, although the city did offer them a permit to protest miles away from the Amphitheater But the protesters were undeterred. When the park was officially closed, Chicago police bombed protesters with tear gas and moved in with

billy-clubs to forcibly remove them from the park. Along with the many injuries to anti-war protesters, 17 reporters were attacked by police (including Hal Bruno, who was then a reporter for Newsweek and is now political director for ABC.) Throughout the convention, police would see the press as the enemy. Subsequent battles between police and protesters occurred nightly in Lincoln Park and Grant Park.

Also present that first night and throughout the convention were the famous Beat artists Allen Ginsberg and William Burroughs and French poet Jean Genet. Most events and protests featured speeches from Tom Hayden, Rennie Davis, Abbie Hoffman and Jerry Rubin.

The worst day of protesting was Wednesday, and was dubbed the "Battle of Michigan Avenue." Protesters were stopped in their march to the convention site and the media recorded graphic violence on the part of the Chicago police. Many innocent bystanders, reporters and doctors offering medical help were severely beaten by the police. Many hotels where the delegates were staying were affected by the riots. Fumes from the tear gas used by the police and "stink bombs" thrown by the protesters drifted into the buildings. (One of those affected was the Conrad Hilton, the headquarters for the Democratic party and the press.)

Another major clash occurred on the final day of the convention, when protesters tried once again to reach the convention center. They were twice turned away. A barricade was put up around the convention center to prevent anyone without credentials from entering the facility.

When the convention was finally over, the Chicago police reported 589 arrests had been made and 119 police and 100 protesters were injured. The riots, which were widely covered by the media, led to a government funded study to determine the cause of the violence. The study was led by Daniel Walker, a Democratic businessman from Illinois who would run successfully for governor in Illinois in 1972. The study placed most of the blame on the Chicago police. Mayor Daley disagreed with the report and issued the Chicago police a pay raise.

The Aftermath

On March 20, 1969, a Chicago grand jury indicted eight police officers and eight civilians in connection with the disorders during the Democratic convention. The eight civilians, dubbed the "Chicago 8," were the first persons to be charged under provisions of the 1968 Civil Rights act, which made it a federal crime to cross state lines to incite a riot. David Dellinger was chairman of the National Mobilization Committee to End the War in Vietnam. Rennie Davis and Tom Hayden were members of the Students for a Democratic Society (SDS). Abbie Hoffman and Jerry Rubin were leaders of the Youth

International Party (YIPPIES). Lee Weiner was a research assistant at Northwestern University. John Froines was a professor at the University of Oregon. Bobby Seale was a founder of the Black Panthers.

The trial of the "Chicago 8" opened before Judge Julius Hoffman in Chicago on September 24, 1969. It was a circus. The defendants disrupted the trial and talked back to the judge. The defense attorneys repeatedly accused the judge of bias against them. Because of Seale's repeated courtroom outbursts, Hoffman had ordered him gagged and chained to his chair on October 29. When the restraints were removed on November 3, Seale resumed his outbursts, calling Hoffman a "racist," a "fascist" and a "pig." Seale's trial was severed from the other seven on November 5, 1969 when Hoffman declared a mistrial on the conspiracy charges and sentenced him to four years in prison for contempt.

The long "Chicago 7" case finally went to the jury on February 14, 1970. The next day Judge Hoffman convicted all 7 defendants, plus defense attorneys William Kunstler and Leonard Weinglass, of contempt of court. (Kunstler had told the judge the trial was a "legal lynching" for which Judge Hoffman was "wholly responsible.") The jury returned its verdicts on February 18, 1970. Froines and Weiner were acquitted. Dellinger, Davis, Hayden, Hoffman and Ruben were convicted of crossing state lines with intent to incite a riot and giving inflammatory speeches to further their purpose. They were fined \$5,000 each, plus court costs, and given five years in prison.

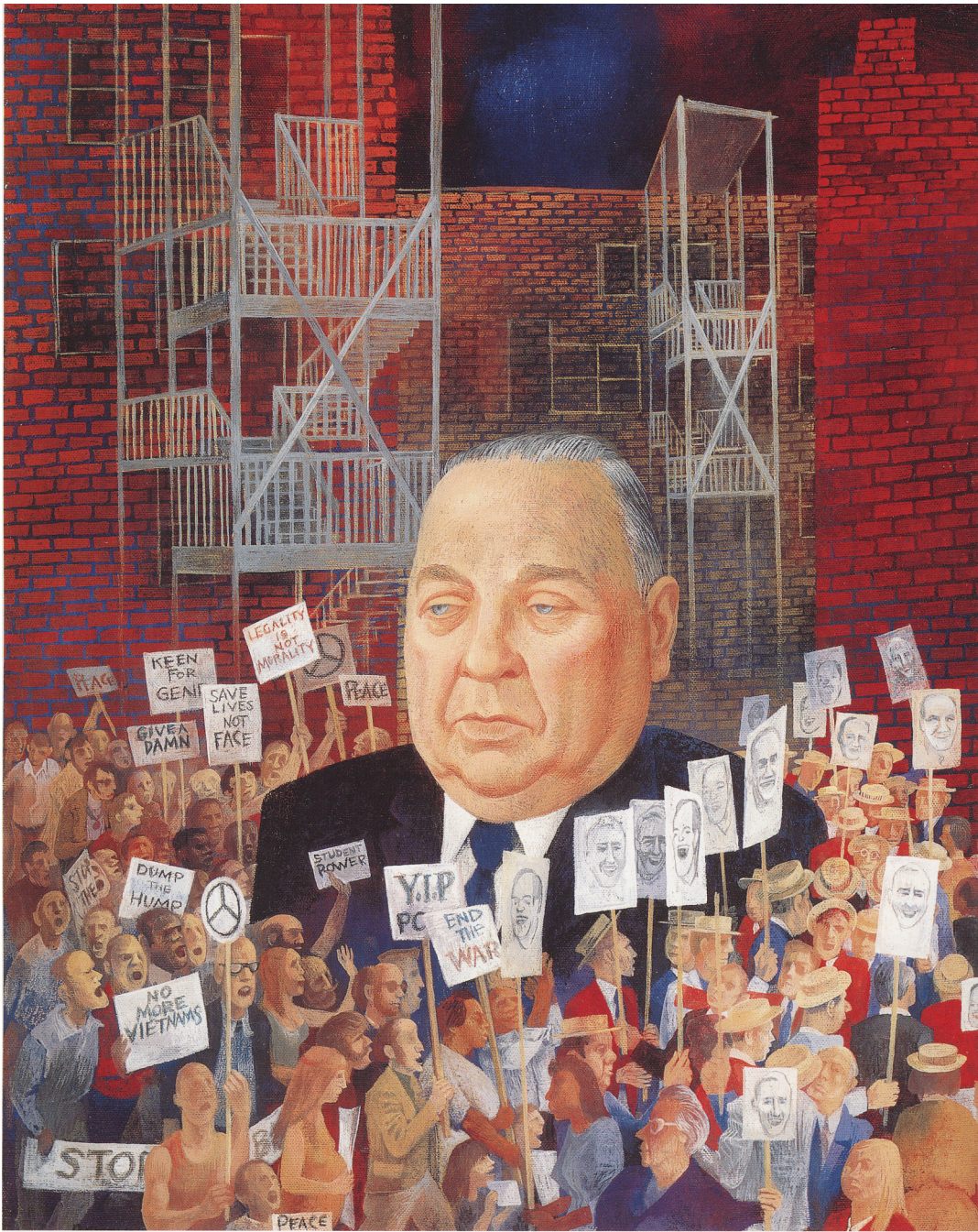
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ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION

1968 Democratic Convention Rubric

Levels:	1	2	3	4	Score
Criteria:					
Creativity/ Originality of Tableau	Does not express originality or creative thought	Expresses some originality or creative thought, but does not always meet requirements	Displays some originality or creative thought while keeping in mind the task at hand	Displays a lot of creativity and original thought; keeps in mind task at hand but is not afraid to experiment	
Applied Knowledge of Tableau	Is unable to put into practice skills and theories based on discussions, readings, and observations	Has little ability to put into practice skills and theories based on discussions, readings, and observations	Has some ability to put into practice skills and theories based on discussions, readings, and observations	Has excellent ability to put into practice skills and theories based on discussions, readings, and observations	
Debate Argument	Lack of confidence with subject matter which leads to unconvincing argument	Some confidence with material; does not present a convincing argument	Confidence with most material, thus presenting fragmented argument	Confidence with all material which leads to strong, convincing, consistent argument	
Debate Clarity	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part; more clarity with transitions is needed	Development of thesis is clear through use of specific and appropriate examples, transitions are clear and create a succinct and even flow	
Preparation for project	Unprepared; did not do necessary research	Attempted to research in preparation for debate, but was misdirected	Evidence of purposeful research in preparation for debate	Thorough and purposeful research in preparation for debate	
Sensory Description in Written work	Very little sensory description is present. Work does not paint pictures for the reader.	Work relies predominantly on only one or two senses. Descriptions are not specific enough to paint vivid pictures for the reader.	Work makes use of more than two senses to paint some pictures for the readers.	Work makes use of more than three senses to paint complete and vivid pictures for the reader.	
Mechanics in Written Work	Frequent errors in spelling, grammar, and punctuation.	Errors in grammar and punctuation, but spelling has been proofread.	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling.	
Original Word Choice in Written Work	The same words are repeated often throughout writing. Language is confusing or vague. Words do not create pictures; there is too much telling and not enough showing.	Some words are fresh and original. However, work contains clichés and over-repetitions. Much of the language is either vague or excessively flowery. Some words create pictures, but there is a great deal of telling that needs to be replaced with showing.	Words are, for the most part, original and free of clichés. Some language is either vague or excessively flowery. Words often create pictures. Writer has made clear attempt to show and not tell.	Words are exceptionally fresh and original. There are no clichés. Verbs are vivid and specific. There is no over-repetition of words. Words consistently create pictures.	

ONE NATION DIVIDED: VIETNAM AND THE 1968 DEMOCRATIC NATIONAL CONVENTION



Bernard Perlin *Mayor Daley*, 1968. Oil on canvas, 20 x 16 in. From the Philip J. and Suzanne Schiller Collection of American Social Commentary Art 1930-1970. Reprinted here with permission from Philip J. and Suzanne Schiller.