U.S. HISTORY MULTICULTURAL CURRICULUM PROJECT

A Project

Presented to the faculty of the Department of Teacher Education

California State University, Sacramento

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Education

(Curriculum and Instruction)

by

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SPRING
2013
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Department of Teacher Education
Abstract

of

U.S. HISTORY MULTICULTURAL CURRICULUM PROJECT

by

Shawna Mary Farbotnik

Statement of Problem

There is a glaring achievement gap that exists within the California public schools according to California Standards Test (CST) results (California Department of Education, 2011). Additionally, while multicultural curriculum has improved over recent years, the emphasis on high-staked testing exacerbates the achievement gap by emphasizing a frequently uniform curriculum that serves to benefit one dominant worldview. Budget and time constraints continue to make it difficult for teachers to find the precious funds and minutes to find or create curriculum that meet multicultural expectations. It was found that textbooks feign objectiveness, but often present a biased and one-sided view of historical events (Apple, 2008; Banks & Banks, 2010; Finley, 2003; Waters, 2007). As textbooks are the dominant source of curricular content, other sources of curriculum need to be available for teachers in order to transform the current curriculum and provide a more equitable education for students (Russell, 2010).
Sources of Data

An extensive review of literature regarding the research, benefits, and recommendations was conducted and used as the main source of data for this project. The curriculum presented in this project was developed around the literature research and recommendations. The lessons are specifically designed around Banks and Banks’ (2009) transformative and social action approach. Primary sources are heavily used in order to allow students to reach their own conclusions through critical analysis. Furthermore, building critical literacy skills is emphasized through reading activities, such as Read-Recap-Request, that are incorporated into various lessons.

Conclusions Reached

Social studies has been neglected largely due to the emphasis on math and reading in high-stakes testing (Burroughs, Groce, & Webeck, 2005; Mitsakos & Ackerman, 2009; Winstead, 2011). However, the study of history through a multicultural and critical lens offers countless opportunities for students to think critically about the relationships in the world around them and feel a sense of empowerment. When used effectively, multicultural curriculum offers numerous benefits to students and inherently the society of which they are a part.

______________________, Committee Chair
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Chapter 1
INTRODUCTION

Statement of the Problem

Recent California Standards Test (CST) results reveal an achievement gap exists within the California public schools. The number of African American and Latino students who scored below basic or far below basic on the 8th and 11th grade history CST tests were twice as high as the number of white and Asian students who scored below basic or far below basic. This discrepancy is exacerbated when comparing results among economically advantaged and disadvantaged students (California Department of Education, 2011). Banks and Banks (2010) wrote that despite the fact that curriculum has become more multicultural since the Civil Rights movement, school curriculum still focuses on mainstream and Euro-American values and belief systems. As the review of the literature will document, this mainstream and Euro-American focus marginalizes and alienates students of color, whose motivation is increased when the school curriculum reflects common experiences (Banks & Banks, 2010; Ladson-Billings & Brown, 2008; Okoye-Johnson, 2011; Sleeter & Grant, 2009).

Ironically, public demands for the very standardized tests cited above as evidence of the problem intensify the problem. With national standards and budget constraints affecting students, teachers, and schools nationwide, the task of finding time to create or use culturally relevant social studies curriculum while simultaneously
meeting district, state, and national-level standards can seem overwhelming to teachers. Making social studies content relevant to the interests, values, and perspectives of an ever diversifying student body can seem daunting to teachers without the knowledge, skills, and/or resources to do so.

**Significance of the Problem**

The significance of the growing achievement gap between students of color and mainstream students lies in the consequences of inequitable education in our country. The Education Trust, a United States-based organization, cited loopholes in Title I of the Elementary and Secondary Education Act that allows districts to allocate more funding to affluent schools than poverty-stricken schools (The Education Trust, 2010). Without sufficient funds, district administrators in high-poverty areas tend to ignore inequities and external conditions, such as poor health and welfare conditions created by poverty, and focus singularly on student achievement (Noguera, 2008). One of the reform movements to increase student achievement for students of all backgrounds has been the emphasis on standardized testing (Ladson-Billings & Brown, 2008). However, given the most recent CST scores, testing has not effectively solved the inequity issue.

Additionally, school choice policies arising as a means of desegregating schools are another example of inequitable educational opportunities. Magnet schools, which are generally located in inner-city, high-minority areas, were developed to increase both racial diversity and academic achievement through the development of
specialized curriculum. However, magnet schools seek to attract more affluent white students, resulting in minority students from the non-magnet school being denied the same educational opportunity as the magnet students (Welner & Oakes, 2008; West, 1994). Low-income, largely minority students are thus unable to attain the same school choice and opportunity for success as other students (Noguera, 2008). The Coalition for Juvenile Justice (2001) released data stating that 82% of prison inmates have dropped out of school. Furthermore, youth from impoverished backgrounds are almost 2.5 times more likely to drop out of school than children from middle-income families and 10.5 more likely to drop out of school than children from high-income families. Given these numbers, there is inarguably a need to address these issues.

**One Solution to the Problem**

Recognizing that the traditional mainstream curriculum, though reformed when compared to the curriculum that dominated American schools before the Civil Rights movement, is still made up of history relevant to mainstream students and distant from the histories and cultures of students of color, I decided to devote this project to the creation of a curriculum that will incorporate student values and experiences into both classroom expectations and the eleventh grade standards of the History-Social Science Content Standards for California Public Schools: Kindergarten through Twelve Grade (California State Board of Education, 2000). Additionally, this curriculum will set up a framework that teachers can use to establish values of multiculturalism, student empowerment, and social justice in their classrooms.
Anticipated Outcomes

There are several anticipated outcomes of this project. First, students from different backgrounds will feel connected to the curriculum, and thus will be less likely to disengage (Banks & Banks, 2010; Sleeter & Grant, 2009). Second, the curriculum, once enacted, will provide teachers with an alternative set of learning activities and materials for the California Standards that makes it feasible in terms of time and cost to provide a classroom setting that affords students more chances to take control of their learning. The proposed project seeks to create multicultural curriculum for eleventh grade United States history that allows social studies teachers to incorporate critical and constructivist pedagogy into their social studies classrooms. It will also provide opportunities for social studies teachers to embed multicultural values into the California social studies standards to empower students and guide them towards making connections with the subject of social studies. The project will also propose lessons and activities by which teachers can construct a student-centered learning environment that encourages critical inquiry, multiculturalism, dialogue, and social justice at the heart of their classroom.

Definitions

*Constructivism:* Students are active participants in constructing their knowledge, learning experiences, and reality.
**Critical theory:** Theory that examines the power relationship within society, whereby dominant groups oppress subordinate groups, and active human agency can change the status quo.

**Curriculum:** Instructional activities, including lesson plans and materials necessary to effectively carry meet the learning objectives.

**Multicultural education:** Educational reform designed to change create equal educational opportunities for students from diverse ethnic backgrounds, students of both genders, exceptional students, and socioeconomically diverse students (Banks & Banks, 2010).

**Organization of the Project**

Chapter 1 of this curriculum project includes a statement of the problem, the significance of the problem, the proposed solution to the problem, anticipated outcomes, and definitions.

Chapter 2 includes a review of literature that is relevant to the problem stated in Chapter 1. The literature review will address: a survey of related literature, textbook related social studies content issues, multicultural content in textbooks, the effects of No Child Left Behind on social studies and multicultural curriculum, multicultural education models, benefits of multicultural curriculum and learning in the classroom, and multicultural curriculum literature recommendations.

Chapter 3 consists of the methodology. The methodology introduces the design and classroom implementation. The conclusion provided in Chapter 4 gives a
summary of the project and recommendations for teachers. The curriculum project can be found in the Appendix section, followed by a list of references used throughout the project.
Chapter 2

LITERATURE REVIEW

The Use of Textbooks in Traditional Social Studies Curriculum

Literature has revealed cause for concern: Social studies teaching strategies have not evolved from the 20th century to 21st century. A recent study has revealed that the top four teaching strategies used in public school social studies classrooms across the country are listening to teacher lectures, completing worksheets, completing written assignments from the textbook, and completing written assignments that did not originate from the textbook (Russell, 2010). It has been estimated that 80% of teachers cite textbooks as their primary source of information (Apple, 2008). The use of textbooks in the classroom as the primary source of disseminating information is alarming. Textbooks are constructed with economic, political, and social bias that is transferred onto the students using the textbooks. In other words, textbooks encompass the worldview of a dominant society, leaving the viewpoints of other societal subgroups either distorted or neglected (Apple, 2008; Banks & Banks, 2010). Ladson-Billings and Brown (2008) suggested that curriculum is a dynamic force that either liberates or constrains students; curriculum that is relevant to students will liberate them, while curriculum that is not relative to students will alienate them.

Textbook Related Social Studies Content Issues

Waters’ (2007) differentiation between the “sacred” and the “profane” teaching of history is reminiscent of the clash between the worldview of history from the
dominant society’s perspective and the worldview of history from the subordinate society’s perspective (p. 246). Waters (2007) noticed that the undergraduate students in his sociology and social sciences classes felt they had been disillusioned; they felt that the history taught to them in K-12 was “wrong” (p. 246). While the statement that the history being taught is “wrong,” is overly generalized, Waters’ (2007) observations bring light to the deficiencies of well-rounded perspectives in social studies textbooks in K-12 schools. Textbooks and curriculum embody the sacred side of history, or the glorification of sacred totems and heroes, such as the American flag and Thomas Jefferson, respectively, at the expense of the profane (Waters, 2007). Loewen (1995) also noted the extended use of “herofication” in American history textbooks, using Woodrow Wilson and Hellen Keller as two main examples (p. 19). Additionally, these textbooks are the default choice for school boards and curriculum committees who are part of the dominant society and can relate to the sacred perspective more than the profane perspective. (Waters, 2005, 2007). This is not to say that those who are thought to be American heroes should be torn down and desecrated. On the contrary, Waters’ (2005, 2007) argued the need for a balance in the curriculum, in which both the sacred and the profane are taught in order to prepare children from both worldviews to make well-informed decisions in the future.

Henry (2011) examined this idea further with the analysis of textbook and curriculum adoption policies. He cited several topics in American history that were biased towards the dominant views of society, and lacked critical inquiry and
connections between historical events. For instance, after comparing six middle and high school American history textbooks with ten college-level textbooks, Henry (2011) found that the middle and high school textbooks covered the American Revolution and slavery superficially. The result of this would be the inability for students to see the “dissonance between slavery and revolution idealism,” as well as the inability for students to think critically about “the motives and actions of the revolutionary leaders unless teachers provided additional materials with a stronger position on the issue” (p. 407). This lack of critical analysis was present in Henry’s (2011) presentation of Thomas Jefferson and the American Revolution, George Washington and slavery, attitudes about slavery at the Constitutional Convention, and slavery’s influence in Philadelphia and at the Constitutional Convention.

Finley (2003) addressed the pervasive dominant view in textbooks in relation to the overwhelming amount of military and war content featured in seventeen middle and high school American history textbooks. The results of her study found that on average, there were 89.1 pages of these textbooks devoted to war topics and only 4.94 pages were cited for peace; on average, 4.88 chapter titles used the word “war” and less than one chapter title used the word “peace” (p. 156). She also found that war, revolution, or violent conflicts were referenced in an average of eighteen sub-headings (p. 157). Finley also cited numerous sections of the textbooks that did not provide the perspectives of the groups or countries towards which the United States was taking action, including, but not limited to, the decision to drop the atomic bomb during
World War II, the nonviolent tactics used by Cesar Chavez, the impact of Mohandas Ghandi on nonviolent movements, and the imperialistic attitude of the United States towards Latin American countries during the 1980s (pp. 157-158). The reason for this, Finley argued, is because “history from the dominators, the conquerors, is what we generally hear” (p. 150). Similar to Henry (2011), she concluded that teachers may not have a choice regarding their use of textbooks, therefore school sand teaches need to use additional resources to engage students in critical inquiry (Finley, 2003).

**Multicultural Content in Textbooks**

The inadequacy of textbooks can also be viewed in terms of the assimilation approach to citizenship. Banks and Nguyen (2008) explained that citizenship education practices and theories began to develop in the later 1800s and early 1900s. During this time, immigrants were expected to assimilate, or give up their traditional value systems and adopt the linguistic, social, and cultural norms of the dominant population. This expectation of assimilation persists today and is expressed through the citizenship education system. Banks and Nguyen assert that there is a need for citizenship education to be reformed due to the diversifying and globalizing nation (p. 146).

However, in order for curricular content to be valuable to students, it must be relative to their lived experiences (Banks & Banks, 2010; Gay, 2000; Sleeter & Grant, 2009). In regards to textbooks, Gay (2000) stated that it is usually imbalanced, with most multicultural content being conformist and safe, focusing on African Americans,
and most mainstream content focusing on males, the middle class, and European American values. She also provides three benefits from using appropriate, accurate, and regular multicultural curriculum. First, it allows students who have not had contact with members of other ethnic groups the opportunity to engage with and learn about diverse peoples. Second, students become active and participatory learners which tend to positively affect their academic achievement. Third, students are empowered to take control of their own learning (p. 145). Gay (2000) continued by stating that since textbooks are insufficient for teaching multicultural content, teachers need to “develop the habit of using other resources to complement or even replace” textbooks (p. 117).

**The Effects of No Child Left Behind on Social Studies and Multicultural Curriculum**

This issue is further complicated by No Child Left Behind (NCLB). After the migration of African Americans from southern areas of the United States to other parts of the country and the desegregation of schools, the 1960s ushered in a wave of curricular reform. Following the growing unrest that resulted from the White Flight, disparities in the housing, health care, and unemployment between African Americans and whites, and race riots, Lyndon Johnson signed the Elementary and Secondary Education Act of 1965. Federal funding was then provided for the development of curricular materials to aid, specifically math and literacy resources, students from poverty and students of color (Ladson-Billings & Brown, 2008; Marzano, 2000). No
Child Left Behind was enacted in order to increase school accountability for student achievement and equity (Ladson-Billings & Brown, 2008).

However, NCLB has had negative effects on the teaching of social studies. Teachers report that they spend less time on social studies in order to make more time to review core subjects that are on standardized state tests (Burroughs, Groce, & Webeck, 2005; Mitsakos & Ackerman, 2009; Winstead, 2011). The elimination of social studies from the classroom presents a problem because the study of social studies can help prepare students to be productive and responsible citizens. Social studies can also help students develop the skills and knowledge needed to maintain and develop a democracy (Misico, 2005; Mitsakos & Ackerman, 2009; Winstead, L., 2011). In addition to the teaching to the test that teachers feel forced to use in their classrooms due to NCLB, there is a lack of innovative curriculum materials that would help students develop the skills to address societal issues and global problems (Evans, 2008; Mitsakos & Ackerman, 2009). There is also evidence that integrative curriculum and developing democratic learning environments will increase student achievement (Apple & Beane, 2007).

**Multicultural Education Models**

Critical pedagogy is an inherent aspect of multicultural education. Paulo Friere, one of the first international proponents of critical pedagogy and literacy, began working with Brazilian peasants and formulated a praxis that acknowledged the power relationship between literacy and education, and social and political constructs.
Friere believed that education should be equitable and based on popular interests, and not solely on the interests of the elite class. Education and knowledge should encourage students to learn that “the world that is presented as a given is actually made and, precisely for this reason, that it can be changed, transformed, and reinvented” (Grollios, 2009, p. 104). According to this praxis, justice, equity, and democracy can be achieved only through critical pedagogy and literacy (Friere, 2008). Critical pedagogy assumes that explicit and implicit injustices and inequities exist in society (Crawford, 2010). Critical pedagogy in schools then seeks to rid these injustices and inequities through dialogue and critical literacy and teaching. Similarly, critical literacy “refers to use of technologies of print and other media of communication to analyze, critique, and transform the norms, rules systems, and practices governing the social fields of everyday life” (Allan, 2012, p. 5).

Davidman and Davidman (2001) outlined their interpretation of curriculum based on critical pedagogy based on the following points. Curriculum, in order to be considered critical, is grounded in the lived experiences of students rather than socially constructed knowledge and culture, reminds teachers of the necessity for education that is liberating, and overcomes stereotypes and myths. The curriculum would also encourage reflection and action, as well as knowledge acquisition and production, leading students to an internal understanding that multiple perspectives exist and an appreciation for other perspectives, and for cultural and linguistic diversity. Evans (2008) took critical theory in education one step further. In additional to the
acknowledgement of a socially constructed culture and the existence of diverse perspectives, albeit hidden, within this culture, he proposed that the goal of education via critical pedagogy is emancipation. Emancipation can be achieved through understanding the existence and purpose of dominant interests, mastery of analytical skills and literacy, and the constant re-examination of beliefs by teachers through critical dialogue.

Additionally, when educators attempt to incorporate multicultural aspects into the curriculum to provide opportunities for students to connect their lived experiences with classroom content, they can frequently fall short of their goal. Unfortunately, to many schools and educators, multicultural curriculum is simply an additive to the existing curriculum Banks’ Four Levels of Integration of Ethnic Content described the approaches by which schools integrate multicultural content into their current curriculum (Banks & Banks, 2010). Dilworth (2004) found that teachers focused on the contributions and additive approach, which are explained in the subsequent paragraphs. The fact that transformative and social action approach take more “preparation, planning, and resources” is cited as one possible reason that they are not used as frequently as the first two approaches (p. 182).

The contributions approach is the first level. Its focus is on “heroes, holidays, and discrete cultural elements” (Banks & Banks, 2010, p. 238). While, the contributions approach is often the stepping stone for schools to begin incorporating multicultural content (Banks & Banks, 2010), the celebration of cultural holidays or
foods without holistically incorporating a deeper understanding of multiple viewpoints and backgrounds into the daily learning experience detracts from the goal of multicultural education and social justice (Nieto, Bode, Kang, & Raible, 2008).

The additive approach “allows the teacher to put ethnic content into the curriculum without restructuring it,” (Banks & Banks, 2010, p. 240). While this can be the first step to the transformation stage, it also inputs perspectives of other ethnic groups from the perspective of the mainstream group without effectively illustrating the interconnectedness of the groups relevant to the topic. Textbooks can be excellent examples of the additive approach. While textbooks have added depictions and limited information, albeit skewed or underrepresentative, about people other than the middle class, European, male group, “the ‘look’ of the curriculum is changed, but not the substance” (Sleeter, 2005, p. 87).

On the other hand, the transformation stage restructures the assumptions, such as Europeans arriving on the North American continent as conquerors, and points of view that can be hidden within a curriculum. It integrates other perspectives and narratives in the curriculum by highlighting the interactions between the perspectives and how those interactions have influenced society today (Banks & Banks, 2010). Collins (1991) described an alternative approach to curriculum transformation as a means of producing a curriculum that is comparable to Banks’ transformation stage. Her alternative approach entails three dimensions. First, the self-defined standpoints of counternarratives, or accounts and interpretations that differ from mainstream
accounts and interpretations, are investigated and expressed. Second, these self-defined standpoints are combined to decenter the dominant framework of the curriculum. Then, once the curriculum has been decentered and diverse self-defined standpoints are introduced, knowledge can be restructured to create an inclusive curriculum.

The social action approach is Banks and Banks’ (2010) final approach to the integration of multicultural content. This approach includes all aspects of the transformation approach but requires students to think about change through action and decision-making. In this approach, there is a problem or question, an inquiry to provide information regarding the problem or question, and moral and value analysis of the problem or question, and a decision towards social action (pp. 245-247). However, Banks and Banks (2010) also noted that these approaches can be mixed and blended. Additionally, it is unrealistic to try to incorporate every single perspective into every single topic, and the perspectives taught should focus on the groups directly involved in the topic.

**Benefits of Multicultural Curriculum and Learning in the Classroom**

Generally speaking, multicultural education and the development of diverse knowledge and perspective has the potential to help the future of our youth, and in such, the future of our society. Sleeter (2005) cited several possible benefits of multicultural education, including a de-emphasis on materialism and an appreciation for the spirituality of other cultures, an increased understanding of the humans’
interdependence on the earth, and a familiarity with historical examples of the strength of collective conflict resolution and change.

Milligan and Bigler (2007) found that students who were introduced to multicultural and antiracist content were more likely to express the desire for racial fairness and positive attitudes towards other ethnic groups. On the other hand, students who were introduced to content that illustrated only race expressed more biased views towards African-Americans. Milligan and Bigler (2007) proposed that children who are introduced to content that highlights race, yet do not understanding why race is being highlighted, may attempt to create their own conclusion as to why race is being highlighted. Children may attribute “deep, stable, and innate” differences between people of different races (p. 201).

There have been several recent studies that demonstrate the importance of multicultural education on student motivation, attitudes, and achievement in the classroom. Cammarota (2011) discussed student perceptions and motivation when critical pedagogy and a multicultural curriculum were introduced into a Social Justice Government classroom. His findings revealed that students engaged in this type of curriculum found greater confidence in their ability to analyze and assess an event or decision. This ability to think critically about a situation prior to making a judgment or taking action is inarguably a valuable skill for students to have if they are expected to be successful, contributing members in a democratic society. Students also found this type of curriculum to be empowering, since “learning diverse perspectives and those
perspectives relevant to one’s life allows the student to understand and appreciate his or her place in the world” (p. 67). Critical pedagogy, in accordance with Friere (2008), should entail problem-posing education and dialogue, as opposed to the traditional method of “banking,” in which students are the depositories of knowledge and teachers are the depositor of knowledge. Students in the Social Justice Government class described by Cammarota (2011) were engaged in the classroom because they felt that they had a voice both in and out of school.

Okoye-Johnson (2011) studied the effects of multicultural education on students’ racial attitudes and found that students’ racial attitudes improved with the sustained introduction of a multicultural curriculum intervention. He recommended that policymakers and practitioners analyze school curriculum to ensure that multicultural content is an integral and pervasive aspect of the curriculum, as opposed to additive activities. The embedded inclusion of multicultural content is of utmost importance due to NCLB and the Race to the Top Fund, which grants funding to schools that enhance standards, improve data collection, increase teacher effectiveness and equity, and improve struggling schools (United States Department of Education, 2010). Okoye-Johnson (2011) reinforced his assertion, stating that given the achievement gap, NCLB, and the Race to the Top Fund, it is imperative that this curriculum be instituted in order to bridge the gap between advantaged students and disadvantaged students, and presumably between affluent schools and schools whose students come from a predominantly low socioeconomic background.
Multicultural Curriculum Literature Recommendations

Sleeter (2005) set forth four central questions for curriculum theorists and designers to consider upon deciding what and how students should learn. First, Sleeter proposed the question: “what purposes should the curriculum serve?” (p. 8). After discussing a brief history of the movements for multicultural education, Sleeter stated that social improvement is the main purpose of curriculum. In other words, equity, justice, and plurality must be observed and practiced in education in order for society to be truly democratic. The second question Sleeter proposed is: “How should knowledge be selected, who decides what is most worth teaching and learning, and what is the relationship between those in the classroom and the knowledge selection process” (p. 8). Sleeter differentiated between the “objective truth” and “grand narratives” by stating that the grand narratives are written by elite and put forth as objective truth. While there is no easy answer to this question, there are funds of knowledge to assist in determining how to best ensure that narratives of other groups are also being told. Next, Sleeter asked: “What is the nature of students and the learning process, and how does it suggest organizing learning experiences and relationship?” (p. 8). To answer this question, Sleeter cited culturally responsive teaching, whereby teachers connect curriculum and ways of teaching to the lives of their students. During this process, students can acquire new knowledge more effectively by connecting prior knowledge to new knowledge. In this way, the curriculum, which may contradict the knowledge and experiences of the students,
becomes relevant to student culture. The final question that Sleeter posed is: “How should curriculum be evaluated? How should learning be evaluated? To whom is curriculum evaluation accountable?” (p. 8). Ultimately, communities should be included when choosing curriculum and methods of evaluation; needless to say, in the era of NCLB, this is often not the case.

When creating curriculum it is important to recognize the interconnectedness among culture, communication, and participation. Teachers who do not recognize this interconnectedness may fail to understand why their students struggle to adjust to the teachers’ preferred methods of communication and participation in the classroom. Shade (1997) outlined key differences between black and white preferences regarding communication and participation. For instance, while Anglo middle-class children may be familiar with learning in competitive, individualistic environments, African-American children may prefer to work cooperatively. While Anglo middle-class children may be familiar with a speaker-listener relationship whereby there is one person speaking while everyone is listening, African-American children may prefer to actively participate. This active participation could be interpreted by the teacher as disrespect if a student talks over the teacher, rather than enthusiasm and engagement. Euro-American children may be used to written communication, while African-American children may prefer oral communication. Similarly, while mainstream students may commonly rely on the meaning of words to communicate, African-American students may rely more on the performance or delivery of a message than
the semantics. These differences are important to keep in mind prior to creating and implementing a curriculum. They are also important to keep in mind when thinking about student assessments. Given these differences, it is understandable that multicultural education proponents advocate performance assessments rather than traditional tests (Sleeter & Grant, 2009).

Similarly, Murrell (2002) identified specific cultural practices within the African-Centered Pedagogy that encourage (a) engagement and participation practices, (b) identity development practices, (c) community integrity practices, (d) practices of inquiry, and (e) meaning-making practices. These practices can be used in activity settings in order to increase engagement and achievement in a diverse classroom.

Specifically regarding American history, Kumashiro (1999) discussed the difficulties in translating “'posts' perspectives” into practical classroom applications and presented implications for teaching American history in a postmodern classroom. Kumashiro indirectly referred to Banks' additive approach by stating that adding significant Others to a curriculum does nothing to change the underlying story and its political effect. Instead, Kumashiro suggested that teachers use and teach critical inquiry to their students. Additionally, his suggestion for teachers to help guide students to read critically in language arts is easily translatable to guiding students to read historical texts or textbooks. In other words, students should be "constantly looking beyond" what is being taught and what they are learning (Kumashiro, 2001, p. 6) in the search for anti-oppressive knowledge.
Kumashiro (1999) also discussed the role of perspective and narratives in education, and their influence in nonfiction texts, especially in social studies classes. Curriculum can omit or de-emphasize certain perspectives or perpetuate stereotypes through the presentation of biased information. Therefore, providing different perspectives is important in the classroom because it can “give a different 'story,' a different framework for thinking, identifying, and acting in oppressive and/or anti-oppressive ways” (p. 6). Along with suggestions, Kumashiro presented questions for social studies teachers to ask in order to encourage critical thinking and reading:

What story about the United States does the presence of these voices (and the absence of Other voices) tell us? When we add different voices, how does the story change? What knowledges and identities and practices do different configurations of voices make possible? Which stories justify the status quo? Which stories challenge the marginalization of certain groups and identities in society? (p. 6)

These questions may be used as driving questions by educators when formulating and reflecting upon multicultural curriculum.

Assessments are crucial pieces to a curriculum. Sleeter and Grant (2009) advised that appropriate assessments for multicultural curriculum should veer away from standardization and norm references. Assessments should focus on criterion and curriculum that matches classroom objectives. Performance assessments such as portfolios, projects should be used in lieu of norm references, and tests should be
culturally sensitive. Additionally, any assessments should not require the student to use skills that the student does not have. For example, allowing a student with limited English speaking abilities to take a test in his/her native language. Assessments should also be used both summatively and formatively, to assist the teacher in understanding where the student most needs feedback (Bloom, 2011).

**Conclusion**

The achievement gap illustrates a vast problem in the United States: education is not equal. One of the ways to bridge this gap is to use inclusive curriculum to which all students can relate. Unfortunately, textbooks can be centered around the dominant view of society, which may leave students from backgrounds that do not reflect this view feeling detached from the learning experience. The necessity for multicultural education is clear. Students’ learning is positively affected when they can relate their experiences and prior knowledge to the new knowledge that teachers would like them to acquire in class. Additionally, multicultural education has more far reaching benefits that may include empowerment and an appreciation for diversity. As teachers feel the mounting pressure of high-stakes testing, it may be difficult to find time to put together multicultural resources and curriculum. This obstacle is heightened by the fact that social studies class time is limited so that there is more time for areas that are included in standardized testing, such as math and language arts.

Regardless of these obstacles, there is an abundance of research and recommendations for creating multicultural curriculum. From driving curriculum
questions to recommended assessments, educators can use this information to create inclusive, equitable curriculum for this classrooms. While the use of multicultural curriculum in schools will not single-handedly solve all issues relating to equitable education, it is a necessary step to take if we hope to keep democracy alive. As the demographics of the United States continue to diversify, education must change accordingly to suit the learning needs of diverse students. Through the creation of a multicultural American history curriculum, this change is possible.
Chapter 3

METHODOLOGY

Introduction

The lessons and activities found in this curriculum will be based on and explicitly reference the standards for eleventh grade United States History and Geography put forth by the California Department of Education. The lessons use state standards as a starting point from which students can explore the inherent relationship between past and current events. The lessons provided in the appendix are supplemental and can be used throughout the course to encourage students to think critically, develop a sense of empowerment, and begin actively seeking solutions to real work problems. These curricular aspects can often times be missing from classroom textbooks or standard PowerPoint slideshows. As high-stakes testing plays a greater role in public schools today, and as the budgets in many school district continue to be strained, it can be a daunting and frustrating task for high school social studies teacher to develop their own resources in addition to the countless other responsibilities and expectations they are trying to fulfill. This curriculum is meant to alleviate that pressure by providing teachers with pre-developed lessons and corresponding materials.

Design

The curriculum developed is based off of the multicultural and social justice research in the literature review. This literature review serves as a map for teachers
who are unfamiliar with multicultural and social justice learning. The multicultural
frameworks are particularly focused on Banks and Banks’ (2010) transformative and
social action approaches. The goals of these frameworks are to encourage student
connections between historical content and contemporary events, assess values held by
society and the student, and create an appropriate response to the issue being studied.
Using the social action approach also attempts at safeguarding against the illusion to
the “other,” as discussed by Kumashiro (1999). Additionally, literacy techniques, such
as Read-Recap-Request, and scaffolding are woven into the curriculum to increase
literacy in the classroom and align with Common Core standards.

The lessons go in succession with the California eleventh grade United States
History and Geography standards. The first lesson begins with the principles of the
Constitution and the last lesson ends with contemporary American issues. Therefore,
the curriculum can be used throughout the entire course. Each lesson is designed to fit
ninety-minute class periods, typical of block scheduling. The lessons are multiday
lessons, which allow for coverage of the standards and in-depth analysis of the issues
impact on society today. Supplementary paper materials described in the lesson,
including references to websites, are provided after each lesson plan. Additionally, the
lessons work from the lower to upper levels of the revised Bloom’s taxonomy. This
will allow students to first gain basic understanding of the concept, then question and
assess it, and work their way up to higher order thinking.
Primary sources are used heavily throughout the curriculum. These sources offer alternatives to the dominant narrative found in most textbooks. They also encourage students to use and strengthen deductive reasoning by allowing students to fit the narratives together to create a holistic picture of events. Primary source analysis sheets follow each primary source to encourage the development of critical analysis and literacy skills. Jig-saw learning is also used frequently throughout the curriculum since it allows for the analysis of multiple sources, while maintaining a realistic timeframe for teachers. Additionally, jig-saw learning with multiple primary sources allows for multiple perspectives to be analyzed. This will provide a more holistic account of the events being studied.

**Classroom Implementation**

The lessons and materials can be used independently from the textbook. As the literature review reveals, textbooks can offer a one-sided view of history. Therefore, these lessons should be used to supplement basic understandings of history that can be found in the textbook or via teacher-made notes. The curriculum will allow students to explore historical concepts in-depth and through multiple lenses, which may not be otherwise available. Though the lessons are multiday lessons, they are versatile in that teachers have the option of shortening the lessons by excluding certain activities.

Each lesson begins with an anticipatory set in which students respond to a prompt. These prompts review concepts from the previous day or prepare students to begin thinking about the concepts which will be covered in the coming class period.
Five minutes of each class is reserved to giving students time to contemplate and respond to these prompts. Five additional minutes follow the prompt and are used to facilitate a class discussion about each prompt and lead into the lesson. This time allotment can be lengthened or shortened according to teacher and student needs.

Most lessons include collaborative group work, thus allowing students to work towards a common goal while teaching and learning from one another. While lessons give suggested group numbers, the lessons will still work effectively if those group numbers are changed at the teacher’s discretion. The teacher can decide how many students should be in a group and whether students will be allowed to choose their own groups depending on class size and needs. Additionally, in certain lesson plans, such as the Reconstruction: Success or Failure? Lesson, primary sources include written and visual sources. It is at the teacher’s discretion to allow student choice by giving students the option to choose primary sources in which they are most interested. For instance, an artistically driven student may want to analyze a visual source. On the other hand, teachers may want to assign students who struggle with reading to a partner who is a stronger reader, and assign the pair to a written source.

Technology is incorporated into the lessons. It is mostly limited to computers with internet access and Microsoft PowerPoint or MovieMaker in order to make the lessons realistic for schools with limited technology capabilities. Conversely, the websites providing the primary resources located in the Appendix are found at the bottom of all of the primary resources. Teachers who are fortunate to have easy access
to technology at their schools can direct their students to the websites if they wish to incorporate more technology and decrease the number of paper copies necessary to effectively implement the lesson.

Lastly, since the lessons are multicultural and social justice oriented, it is important for the classroom environment to be safe so that students can express themselves without fear of judgment or ridicule. Without this safe environment, the curriculum may not be as effective in reaching its goals. The first lesson, Class Constitution, is meant to serve as a building block for a student-empowered classroom. Teachers may want to interweave team-building activities throughout the year to increase a sense of companionship and comfort among the students in each class.
Chapter 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

While textbooks are certainly a convenient source of information, the overuse of textbooks in the social studies classroom may have adverse affects on students, including but not limited to, a dominant narrative of history portrayed as the only narrative of historical events and few opportunities for real-life problem-based learning. Furthermore, as the title of a book by Marcia Tate reads, “Worksheets Don’t Grow Dendrites.” Moreover, teachers may feel the need to spend less time developing curriculum for social studies as high-stakes testing tends to focus on math and reading. Therefore, it is important for alternative materials to be readily available for teachers who may already be feeling both overworked due to pressure from high-stakes testing and underpaid due to the current budget constraints that schools throughout the nation are facing.

Despite the decreasing focus on social studies due to high-stakes testing, the understanding of social studies in today’s world is invaluable for students. As the world becomes increasingly diversified and global, the field of social studies can be exceptionally useful in that it can help students understand the context and reasons behind current day events. The chronological study of social studies can also provide insight into the cause and effect of decisions made by world leaders. This study of antecedent and consequence provides a context for students to reflect carefully upon
their own decisions, how they may respond to difficult choices, and possible consequences of those choices. These skills are inarguably valuable in real life.

The review of literature found a gap between what Waters (2005, 2007) referred to as the sacred and profane knowledge in history. This gap is more likely to favor the sacred than the profane. However, interestingly, the concept of war, which could arguably be seen as profane as opposed to sacred, outweighs the concept of peace (Finley, 2003). This dissonance that is found throughout the majority of history curriculum that is conveniently compiled in textbooks may lead to a simplified, uncritical view of history. This view presents history as a set of facts put forth by a dominant majority rather than a dynamic, evolving reflection of past events. Consequently, curriculum based on the interests of one group of people may leave out the interests of another group of people. As American society becomes increasingly diversified, this presents a serious problem within the education system.

**Conclusion**

Proponents for multicultural and pluralistic education today see the need for a change in curriculum. This curriculum should include critical literacy skills, which encourage students to view the world around them as dynamic. Curriculum should also incorporate student-centered learning, so that students can center their learning around their own lived experiences. This re-centering of curriculum will inevitably make the content more consequential and memorable. Specifically, re-centering of curriculum is illustrated in the transformation approach (Banks & Banks, 2010).
Multicultural curriculum should encourage reflection and value assessment, as these components will hopefully encourage the analysis and appreciate of multiple perspectives. Additionally, student empowerment should be a goal in multicultural curriculum because it can enhance the semantic aspect of learning, making learning relative, meaningful, and fun. Student empowerment can most easily be seen in Banks and Banks’ (2010) social action approach.

The benefits found to result from multicultural curriculum have been numerous. First, a deeper understanding and appreciation for other cultures and the interdependence and collective resilience of human beings has been linked to multicultural curriculum (Sleeter, 2005). It can also increase positive attitudes towards people of different races and backgrounds (Milligan & Bigler, 2007). Students have also noted increased confidence in their ability to critically analyze a problem and assess a solution (Cammarota, 2011). This confidence can be empowering in and of itself. Therefore, the use of multicultural curriculum could be an effective tool in closing the achievement gap (Okoye-Johnson, 2011).

**Recommendations**

While multicultural curriculum has great benefits, multicultural specialists warn that other changes need to take place in order for those benefits to be effectively produced. Class environment, for example, is important when using multicultural curriculum. Students need to feel safe enough to explore difficult concepts including race and inequality. Teachers need to be diligent in securing an environment in which
students feel secure that they will not be ridiculed or judged when making a value assessment or asking a question. Therefore, multicultural curriculum can start with the classroom atmosphere.

Additionally, Welner and Oakes (2008) also discuss the idea of the technical fix, whereby deeply complicated and multi-level issues are bandaged over with an easy, cost-effective fix. They argue that “for every complex problem, there is a solution that is simple, neat, and wrong” (Allure of the Technical Fix section, para. 2). While using a multicultural curriculum has numerous benefits, without the restructuring of more far-reaching school policies, the restructuring of curriculum may not be as comprehensive in its effects. In other words, a multicultural curriculum can certainly benefit students, but other changes within today’s schools are necessary for those benefits to be fully apparent. However, those changes begin with the teacher: the teacher can be the most important advocate for this necessary re-centering of school goals and policies.

Despite the possible roadblocks, including school policy and high stakes testing, multicultural education can offer teachers and students opportunities to explore topics that are relevant to their lives and communities. In a safe environment, students will be able to assess values and actions that influenced significant moments in American history held by a diverse society. Through creative and reflective activities, students can also make their own assessments of the values that they hold. Transformative activities offer insight into multiple perspectives and allows history to
become dynamic while social action activities offer empowerment. In general, multicultural education has indisputable benefits for students of all backgrounds.
APPENDIX A

Lesson Plans
Lesson Plans

1. Class Constitution ............................................................................................................. 37
2. Race as a Political Construct in the 3/5ths Compromise ........................................ 44
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8. Great Depression and the Great Recession ............................................................... 120
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Lesson Title:
Class Constitution

Overview: Students will need prior knowledge about the goals and democratic ideas used to frame the Constitution for this lesson. This lesson is meant to reinforce that knowledge, provide students with a sense of empowerment over their learning, and allow them to apply democratic ideas into the construction of their own Constitution.

Grade/Course: 11th grade United States History and Geography
Standards: 11.1.3
Number of Class Periods: Two 90-minute class periods

Objectives:
- Students will examine their own values and educational goals.
- They will apply their understanding of the ideology behind the U.S. Constitution and their own values and educational goals to create their own Class Constitution.

Essential Questions:
- What democratic goals and ideas exist behind the framing of the U.S. Constitution?
- What democratic goals and ideas should exist in education today?

Materials:
- Copy of the U.S. Constitution
- Teacher’s Handout: Class Constitution
- Handout A: Goals and Ideas of Education Brainstorm (one per student)
- Handout B: Class Constitution Preamble (one per student)
- Handout C: Class Constitution Rubric (one per student)
- Handout D: Individual Reflection Assessment (one per student)
- Butcher paper

Day One

Anticipatory Set (5 min): Students will respond to the following question: What goals and/or philosophies did the framers of the Constitution have in mind when writing the Constitution? What goals and/or philosophies do you think should apply to schools and classrooms?

Time (minutes) | Procedures (80 min) | Materials
--- | --- | ---
10 | 1. Ask students to share their responses to the anticipatory set. Facilitate short discussion that summarizes what they have learned about the reasons behind the framing of the Constitution. Record responses on the board. | Copy of the U.S. Constitution or direct students to open their textbooks to U.S. Constitution. As a class, read the Preamble to the Constitution. Reference student responses |
15 | 2. Distribute copies of the U.S. Constitution or direct students to open their textbooks to U.S. Constitution. As a class, read the Preamble to the Constitution. Reference student responses | Copy of the U.S. Constitution |
that were recorded on the board. Ask students which Enlightenment principles and democratic ideas are apparent in the Preamble. Point out to students that the Preamble to the U.S. Constitution frames the reasons behind the creation of the American government.

15 3. Inform students that they will be creating their own Constitution. Read the script from the Class Constitution: Teacher’s Handout to your students. Next, distribute the Class Constitution Handout A to each student. Instruct students to brainstorm a list of principles about education that should be found in classrooms all over the school and explain their reasons for choosing those principles. Monitor student progress and answer questions while students work independently or with a partner.

10 4. Discuss brainstorm as a class. Record student responses on the board. As a class, chose the top three philosophies that will be put forth in the Class Constitution.

15 5. As a class, create a Preamble for their Class Constitution that embodies the top three philosophies that the students would like to see in their class. Record Preamble on the board. Once a Preamble has been written, a class vote should be taken. Distribute Handout B: Class Constitution Preamble. Students should record their finalized Preamble on Handout B: Class Constitution Preamble.

5 6. Distribute Handout C: Class Constitution Rubric. Go over the rubric with the class.

10 7. Next divide students into three committees: grades, classroom management, and classroom environment. Go over Committee Roles on Handout B. Answer any questions that students may have about roles. Instruct groups to delegate roles. Check to be sure that all group members have been assigned a role and are clear on their responsibilities.

Closure (5 min): Ask students which Enlightenment principles and/or democratic ideas they have also included in their brainstorms.

Assessment: Class Constitution Handout A

Day Two

Anticipatory Set (5 min): Students will respond to the following question: In what ways have your experiences in school influenced your ideas about what should be included in your Article?
<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with class. Ask the class in what ways did the experiences of the founders of the U.S. Constitution influence their proposal for a new government. Discuss answers.</td>
<td>Class Constitution Rubric</td>
</tr>
<tr>
<td>5</td>
<td>2. Instruct students to get into their groups from yesterday. Distribute Class Constitution Articles Rubric. Go over rubric with the class.</td>
<td>Class Constitution Rubric</td>
</tr>
<tr>
<td>30</td>
<td>3. Allow students to work on their Articles. Instruct students to take out Class Constitution: Handout B and remind them of their roles. Tell students that you will be collecting recorded notes and brainstorms. Inform students that they will have thirty minutes to draft their Articles. Circulate to assist students and ensure that they are on-task.</td>
<td>Class Constitution Handout B</td>
</tr>
<tr>
<td>5</td>
<td>4. Distribute one large sheet of butcher paper to each group. Instruct groups to write their Article proposals on the butcher paper. Inform them that they will be presenting their proposals to the class. While students are writing, collect brainstorms and recorded notes of the group session.</td>
<td>Butcher paper</td>
</tr>
<tr>
<td>20</td>
<td>5. Instruct Committees to present their proposals to the class. After each proposal is presented, facilitate class discussion on constructive feedback about the proposal. Any ideas, additions, or deletions should be considered. Each Article must receive at least a 2/3\textsuperscript{rd}'s vote of approval to be passed.</td>
<td>Handout D: Individual Reflection Assessment</td>
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<tr>
<td>5</td>
<td>6. Go over Individual Reflection Assessment. Go over directions and due date with students.</td>
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</tbody>
</table>

**Closure (5 min):** Inform students that their Class Constitution will be enacted starting the next class period. Ask students which aspect of the project they believed was the most difficult.

**Assessment:** Article Presentations, Individual Reflection Assessment

**Reflection:**
Goals and Ideas of Education Brainstorm

**Directions:** Brainstorm a list of fundamental principles or ideas upon which education and learning should be founded. Record the principles or ideas on the left side of the chart. Explain your reasoning for them on the right side of the chart.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>3.</td>
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<tr>
<td>6.</td>
<td>6.</td>
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</tbody>
</table>
Class Constitution Preamble:

________________________________________

____________________________________

Committee Roles:

**Committee Leader/Facilitator:**
- Responsibilities – Facilitate discussion; include *all members of your committee in discussion*

**Committee Recorder:**
- Responsibilities – Write down group ideas during discussion, as well as who contributed the idea. Record finalized and edited Article on a separate sheet of paper to be turned in.

**Information Seeker:**
- Responsibilities – Record any questions that your group has and seek the answer by asking the teacher, other groups, or consulting another source (ie. textbook, internet, etc.)

**Evaluator/Critic:**
- Responsibilities – Look for loopholes or errors in the setup, wording, or implicit philosophy of your Article.

**Elaborator:**
- Responsibilities – Listen carefully to other group members and assist the Committee Recorder in writing down succinct summary of their ideas.
<table>
<thead>
<tr>
<th>Article - Content</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and goals in Class Preamble were strongly reflected in group Article. All proposed ideas were specific, realistic, and manageable; organization for designated Article topic.</td>
<td>Ideas and goals in Class Preamble were reflected in group Article. Most proposed ideas were specific and manageable; organization for designated Article topic.</td>
<td>Ideas and goals in Class Preamble were only loosely reflected in group Article. Less than half of the proposed ideas were specific and/or manageable; organization for designated Article topic.</td>
<td>Ideas and goals in Class Preamble were not effectively reflected in group Article. Less than half of the proposed ideas were specific and/or manageable; organization for designated Article topic.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article was neatly written on butcher paper; Article was read loud enough for class to hear; group members were avidly persuasive in “selling” their Article to the class; group members were active listeners when given constructive feedback, assisted in editing Article upon feedback</td>
<td>Article was neatly written on butcher paper; Article was read loud enough for class to hear most of the time; group members were persuasive in “selling” their Article to the class; group members were good listeners</td>
<td>Article was written on butcher paper but parts were difficult to read; Article was read loud enough for class to hear less than half of the time; group members were more passive than persuasive in “selling” their Article to the class; group members were good listeners</td>
<td>Article was written on butcher paper but was difficult to read; Article was not read loud enough for class to hear less; group members were passive and did not “sell” their Article to the class; group members were not good listeners</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes/Records</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>All brainstorming and notes were turned in prior to presentation; brainstorm included ideas from all group members; group discussion records reflected all group activities and discussions</td>
<td>Most of the brainstorming and notes were turned in prior to presentation; brainstorm included ideas from most group members; group discussion records reflected most group activities and discussions</td>
<td>Some of the brainstorming and notes were turned in prior to presentation; brainstorm included ideas from less than half of the group members; group discussion records were spare and reflected few of the group activities and discussions</td>
<td>The brainstorming and notes were not turned in prior to presentation; brainstorm included ideas from less than half of the group members; group discussion records were spare and reflected few, if any, of the group activities and discussions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>All questions were answered; specific details or examples were used to answer each question; reflection on performance was thoughtful; role was fulfilled</td>
<td>Most questions were answered; most answers for each question were specific and detailed; reflection on performance was thoughtful; role was mostly fulfilled</td>
<td>Less than half of the questions were answered; most of the answers for each question lacked specifics or examples; reflection on performance was minimally reflective; role was partially fulfilled</td>
<td>Less than half of the questions were answered; answers for each question lacked specifics or examples; reflection on performance was minimal; role was not fulfilled</td>
<td></td>
</tr>
</tbody>
</table>
Individual Reflection Assessment

Overview: The framers of the Constitution were influenced by certain Enlightenment and democratic ideas. The Preamble to the Constitution outlines the goals that were shaped by these ideas.

Task: Now that you have firsthand experience with writing your own Class Constitution, reflect upon the process. You will be graded according to the criteria on the Class Constitution Rubric.

Constitution Rubric. In a one-page reflection, respond to the following questions:

1. What ideas and goals were reflected in the Class Constitution Preamble? In what ways were these ideas and goals also reflected in your Article?
2. How is the Class Constitution similar to the U.S. Constitution in these ideas, if at all? How are they different?
3. What was the process of writing a Class Constitution like? What parts were easy about the process? What parts were difficult or frustrating? Was it a truly democratic process or was it difficult to get your point across?
4. Rate your performance in the Class Constitution Project on a scale of 1-5 (1 being “I did not fulfill my role at all” and 5 being “I fulfilled my role and was a key member in the success of our Article”). Why did you rate yourself in this way? Give specific examples of your contributions to the group.
Lesson Title:
Race as a Political Construct in the 3/5ths Compromise

Overview: This lesson is meant to be used as a supplement after students have learned about the compromises made between the North and South.

Grade/Course: 11th grade United States History and Geography

Standards: 11.1.2

Number of Class Periods: Two 90-minute class periods

Objectives: Students will

- discuss how race is a political construct, specifically in regards to the 3/5th Compromise.
- examine the influence of race as a political construct in society today.

Essential Questions:

- How is race a political construct?
- How was race as a political construct apparent in the 3/5ths Compromise?
- In what ways is race as a political construct apparent in society today?

Materials:

- Handout A: Constitutional Compromises Graphic Organizer (one per student)
- Handout B: Jared Diamond, "Races Without Color," Discover Magazine, 11/94 (one per student)
- Computer with internet access; projector
- PBS Video: Race: The Power of an Illusion: The Difference Between Us
  - (Video can be found online at http://www.youtube.com/watch?v=bCR7vSD2Ohw)

Day One

Anticipatory Set (5 min): What is race?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td>Handout A: Constitutional Compromises Graphic Organizer</td>
</tr>
<tr>
<td>15</td>
<td>2. Distribute Handout A: Constitutional Compromises Graphic Organizer. Allow students to work individually or with a partner to complete the graphic organizer.</td>
<td>Handout A: Constitutional Compromises Graphic Organizer</td>
</tr>
<tr>
<td>5</td>
<td>3. As a class, go over Handout A: Constitutional Compromises Graphic Organizer.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4. Ask the class why the framers of these compromises would want slaves to be counted as 3/5ths. (Answer: The North</td>
<td></td>
</tr>
</tbody>
</table>


wanted slaves counted for taxation purposes while the South wanted slaves counted for representation purposes.) Then, ask the class how a slave who was biracial would be counted. Ask the class who would determine how a slave who was biracial would be counted.

50  5. Distribute copies of Handout B: Jared Diamond, "Races Without Color," Discover Magazine, 11/94. Instruct students to get into groups of three. Inform students that they will participating in an activity called Read-Recap-Request. Go over the following directions with the class and post them on the board:

- **Student 1**: Read a passage of the article aloud to your partners while they silently follow along until you reach a stop sign.
- **Student 2**: With the help of your partners, write a one- three sentence summary of the passage on a piece of paper.
- **Student 3**: Formulate a clarifying question or a question for discussion and write it below the summary and write it underneath Student 2’s summary.
- Rotate roles until you reach the end of the article. *Everyone should have a chance to read, write, and question.*

Once students are done reading, they should bring their Read-Recap-Request summaries and questions to the teacher. Teacher should check summaries and questions for understanding and give credit to students for work.

**Closure** (5 min): Ask students to reflect on their answers to the anticipatory set. Now, how would they define race?

**Assessment**: Handout A: Constitutional Compromises Graphic Organizer; Read-Recap-Request

**Reflection**:

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**Day Two**

**Anticipatory Set** (5 min): According to Jared Diamond, humans can be “sorted” using a variety of features. Why, then, does our society base race upon skin color?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>2. Ask students to take out a piece of paper and fold it in half length-wise. Instruct them to write “Facts” on the left-hand</td>
<td>PBS Video: Race: The Power of an</td>
</tr>
</tbody>
</table>
3. Ask students to share “Wows” that they wrote down during the video. Facilitate short discussion on video.

4. Post the following quote on the board: “Race is a political construction. A political construction is something created by people; that is not a natural development; is constructed or created for a political purpose” (Western States Center). Ask students to write what they think the quote means on the bottom of their video notes. Inform students that race has been constructed for political and social purposes. Refer to the 3/5th Compromise. Ask students how framers of the Constitution benefited politically and socially from distinguishing races.

**Closure (5 min):** Ask students to reflect upon the reasons for sorting humans based on skin color. Do those reasons still apply today?

**Assessment:** Video Facts & Wows

**Reflection:**
Organize and define the following terms on the above graphic organizer: Virginia Plan, New Jersey Plan, 3/5ths Compromise, The Great Compromise, The Electoral College, Northwest Ordinance of 1787, House of Representatives, Senate, Federalists, Anti-Federalists.
Race Without Color: Basing race on body chemistry makes no more sense than basing race on appearance--but at least you get to move the membership around.

By Jared Diamond|Tuesday, November 01, 1994

Science often violates simple common sense. Our eyes tell us that the Earth is flat, that the sun revolves around the Earth, and that we humans are not animals. But we now ignore that evidence of our senses. We have learned that our planet is in fact round and revolves around the sun, and that humans are slightly modified chimpanzees. The reality of human races is another commonsense "truth" destined to follow the flat Earth into oblivion.

The commonsense view of races goes somewhat as follows. All native Swedes differ from all native Nigerians in appearance: there is no Swede whom you would mistake for a Nigerian, and vice versa. Swedes have lighter skin than Nigerians do. They also generally have blond or light brown hair, while Nigerians have very dark hair. Nigerians usually have more tightly coiled hair than Swedes do, dark eyes as opposed to eyes that are blue or gray, and fuller lips and broader noses.

In addition, other Europeans look much more like Swedes than like Nigerians, while other peoples of sub-Saharan Africa--except perhaps the Khoisan peoples of southern Africa--look much more like Nigerians than like Swedes. Yes, skin color does get darker in Europe toward the Mediterranean, but it is still lighter than the skin of sub-Saharan Africans. In Europe, very dark or curly hair becomes more common outside Scandinavia, but European hair is still not as tightly coiled as in Africa. Since it's easy then to distinguish almost any native European from any native sub-Saharan African, we recognize Europeans and sub-Saharan Africans as distinct races, which we name for their skin colors: whites and blacks, respectively.

What could be more objective?
As it turns out, this seemingly unassailable reasoning is not objective. There are many different, equally valid procedures for defining races, and those different procedures yield very different classifications. One such procedure would group Italians and Greeks with most African blacks. It would classify Xhosas—the South African "black" group to which President Nelson Mandela belongs—with Swedes rather than Nigerians. Another equally valid procedure would place Swedes with Fulani (a Nigerian "black" group) and not with Italians, who would again be grouped with most other African blacks. Still another procedure would keep Swedes and Italians separate from all African blacks but would throw the Swedes and Italians into the same race as New Guineans and American Indians. Faced with such differing classifications, many anthropologists today conclude that one cannot recognize any human races at all.

If we were just arguing about races of nonhuman animals, essentially the same uncertainties of classification would arise. But the debates would remain polite and would never attract attention outside the halls of academia. Classification of humans is different "only" in that it shapes our views of other peoples, fosters our subconscious differentiation between "us" and "them," and is invoked to justify political and socioeconomic discrimination. On this basis, many anthropologists therefore argue that even if one could classify humans into races, one should not.

To understand how such uncertainties in classification arise, let's steer clear of humans for a moment and instead focus on warblers and lions, about which we can easily remain dispassionate. Biologists begin by classifying living creatures into species. A species is a group of populations whose individual members would, if given the opportunity, interbreed with individuals of other populations of that group. But they would not interbreed with individuals of other species that are similarly defined. Thus all human populations, no matter how different they look, belong to the same species because they do interbreed and have interbred whenever they have encountered each other. Gorillas and humans, however, belong to two different species because—to the best of our knowledge—they have never interbred despite their coexisting in close proximity for millions of years.
We know that different populations classified together in the human species are visibly different. The same proves true for most other animal and plant species as well, whenever biologists look carefully. For example, consider one of the most familiar species of bird in North America, the yellow-rumped warbler. Breeding males of eastern and western North America can be distinguished at a glance by their throat color: white in the east, yellow in the west. Hence they are classified into two different races, or subspecies (alternative words with identical meanings), termed the myrtle and Audubon races, respectively. The white-throated eastern birds differ from the yellow-throated western birds in other characteristics as well, such as in voice and habitat preference. But where the two races meet, in western Canada, white-throated birds do indeed interbreed with yellow-throated birds. That’s why we consider myrtle warblers and Audubon warblers as races of the same species rather than different species.

Racial classification of these birds is easy. Throat color, voice, and habitat preference all vary geographically in yellow-rumped warblers, but the variation of those three traits is "concordant"—that is, voice differences or habitat differences lead to the same racial classification as differences in throat color because the same populations that differ in throat color also differ in voice and habitat.

Racial classification of many other species, though, presents problems of concordance. For instance, a Pacific island bird species called the golden whistler varies from one island to the next. Some populations consist of big birds, some of small birds; some have black-winged males, others green-winged males; some have yellow-breasted females, others gray-breasted females; many other characteristics vary as well. But, unfortunately for humans like me who study these birds, those characteristics don’t vary concordantly. Islands with green-winged males can have either yellow-breasted or gray-breasted females, and green-winged males are big on some islands but small on other islands. As a result, if you classified golden whistlers into races based on single traits, you would get entirely different classifications depending on which trait you chose.
Classification of these birds also presents problems of "hierarchy." Some of the golden whistler races recognized by ornithologists are wildly different from all the other races, but some are very similar to one another. They can therefore be grouped into a hierarchy of distinctness. You start by establishing the most distinct population as a race separate from all other populations. You then separate the most distinct of the remaining populations. You continue by grouping similar populations, and separating distinct populations or groups of populations as races or groups of races. The problem is that the extent to which you continue the racial classification is arbitrary, and it's a decision about which taxonomists disagree passionately. Some taxonomists, the "splitters," like to recognize many different races, partly for the egotistical motive of getting credit for having named a race. Other taxonomists, the "lumpers," prefer to recognize few races. Which type of taxonomist you are is a matter of personal preference.

How does that variability of traits by which we classify races come about in the first place? Some traits vary because of natural selection: that is, one form of the trait is advantageous for survival in one area, another form in a different area. For example, northern hares and weasels develop white fur in the winter, but southern ones retain brown fur year-round. The white winter fur is selected in the north for camouflage against the snow, while any animal unfortunate enough to turn white in the snowless southern states would stand out from afar against the brown ground and would be picked off by predators.

Other traits vary geographically because of sexual selection, meaning that those traits serve as arbitrary signals by which individuals of one sex attract mates of the opposite sex while intimidating rivals. Adult male lions, for instance, have a mane, but lionesses and young males don't. The adult male's mane signals to lionesses that he is sexually mature, and signals to young male rivals that he is a dangerous and experienced adversary. The length and color of a lion’s mane vary among populations, being shorter and blacker in Indian lions than in African lions. Indian lions and lionesses evidently find short black manes sexy or intimidating; African lions don't.
Finally, some geographically variable traits have no known effect on survival and are invisible to rivals and to prospective sex partners. They merely reflect mutations that happened to arise and spread in one area. They could equally well have arisen and spread elsewhere--they just didn't.

Nothing that I've said about geographic variation in animals is likely to get me branded a racist. We don't attribute higher IQ or social status to black-winged whistlers than to green-winged whistlers. But now let's consider geographic variation in humans. We'll start with invisible traits, about which it's easy to remain dispassionate.

Many geographically variable human traits evolved by natural selection to adapt humans to particular climates or environments--just as the winter color of a hare or weasel did. Good examples are the mutations that people in tropical parts of the Old World evolved to help them survive malaria, the leading infectious disease of the old-world tropics. One such mutation is the sickle-cell gene, so-called because the red blood cells of people with that mutation tend to assume a sickle shape. People bearing the gene are more resistant to malaria than people without it. Not surprisingly, the gene is absent from northern Europe, where malaria is nonexistent, but it's common in tropical Africa, where malaria is widespread. Up to 40 percent of Africans in such areas carry the sickle-cell gene. It's also common in the malaria-ridden Arabian Peninsula and southern India, and rare or absent in the southernmost parts of South Africa, among the Xhosas, who live mostly beyond the tropical geographic range of malaria.

The geographic range of human malaria is much wider than the range of the sickle-cell gene. As it happens, other antimalarial genes take over the protective function of the sickle-cell gene in malarial Southeast Asia and New Guinea and in Italy, Greece, and other warm parts of the Mediterranean basin. Thus human races, if defined by antimalarial genes, would be very different from human races as traditionally defined by traits such as skin color. As classified by antimalarial genes (or their absence), Swedes are grouped with Xhosas but not with Italians or Greeks. Most other peoples usually viewed as African blacks are grouped with Arabia's "whites" and are kept separate from the "black" Xhosas.

Antimalarial genes exemplify the many features of our body chemistry that vary geographically under the influence of natural selection. Another such feature is the enzyme lactase, which enables us to digest the milk sugar lactose. Infant humans, like infants of almost all other mammal species, possess lactase and drink milk. Until about 6,000 years ago most humans, like all other mammal species, lost the lactase enzyme on reaching the age of weaning. The obvious reason is that it was unnecessary--no human or other mammal drank
milk as an adult. Beginning around 4000 B.C., however, fresh milk obtained from domestic mammals became a major food for adults of a few human populations. Natural selection caused individuals in these populations to retain lactase into adulthood. Among such peoples are northern and central Europeans, Arabians, north Indians, and several milk-drinking black African peoples, such as the Fulani of West Africa. Adult lactase is much less common in southern European populations and in most other African black populations, as well as in all populations of east Asians, aboriginal Australians, and American Indians.

Once again races defined by body chemistry don't match races defined by skin color. Swedes belong with Fulani in the "lactase-positive race," while most African "blacks," Japanese, and American Indians belong in the "lactase-negative race."

Not all the effects of natural selection are as invisible as lactase and sickle cells. Environmental pressures have also produced more noticeable differences among peoples, particularly in body shapes. Among the tallest and most long-limbed peoples in the world are the Nilotic peoples, such as the Dinkas, who live in the hot, dry areas of East Africa. At the opposite extreme in body shape are the Inuit, or Eskimo, who have compact bodies and relatively short arms and legs. The reasons have to do with heat loss. The greater the surface area of a warm body, the more body heat that's lost, since heat loss is directly proportional to surface area. For people of a given weight, a long-limbed, tall shape maximizes surface area, while a compact, short-limbed shape minimizes it. Dinkas and Inuit have opposite problems of heat balance: the former usually need desperately to get rid of body heat, while the latter need desperately to conserve it. Thus natural selection molded their body shapes oppositely, based on their contrasting climates.

(In modern times, such considerations of body shape have become important to athletic performance as well as to heat loss. Tall basketball players, for example, have an obvious advantage over short ones, and slender, long-limbed tall players have an advantage over stout, short-limbed tall players. In the United States, it's a familiar observation that African Americans are disproportionately represented among professional basketball players. Of course, a contributing reason has to do with their lack of socioeconomic opportunities. But part of the reason probably has to do with the prevalent body shapes of some black African
groups as well. However, this example also illustrates the dangers in facile racial stereotyping. One can't make the sweeping generalization that "whites can't jump," or that "blacks' anatomy makes them better basketball players." Only certain African peoples are notably tall and long-limbed; even those exceptional peoples are tall and long-limbed only on the average and vary individually.)

Other visible traits that vary geographically among humans evolved by means of sexual selection. We all know that we find some individuals of the opposite sex more attractive than other individuals. We also know that in sizing up sex appeal, we pay more attention to certain parts of a prospective sex partner's body than to other parts. Men tend to be inordinately interested in women's breasts and much less concerned with women's toenails. Women, in turn, tend to be turned on by the shape of a man's buttocks or the details of a man's beard and body hair, if any, but not by the size of his feet.

But all those determinants of sex appeal vary geographically. Khoisan and Andaman Island women tend to have much larger buttocks than most other women. Nipple color and breast shape and size also vary geographically among women. European men are rather hairy by world standards, while Southeast Asian men tend to have very sparse beards and body hair.

What's the function of these traits that differ so markedly between men and women? They certainly don't aid survival ... Instead, these varying traits play a crucial role in sexual selection. Women with very large buttocks are a turn-on, or at least acceptable, to Khoisan and Andaman men but look freakish to many men from other parts of the world. Bearded and hairy men readily find mates in Europe but fare worse in Southeast Asia. The geographic variation of these traits, however, is as arbitrary as the geographic variation in the color of a lion's mane.

STOP

There is a third possible explanation for the function of geographically variable human traits, besides survival or sexual selection—namely, no function at all. A good example is provided by fingerprints, whose complex pattern of arches, loops, and whorls is determined genetically. Fingerprints also vary geographically: for example, Europeans' fingerprints tend to have many loops, while aboriginal Australians' fingerprints tend to have many whorls.
If we classify human populations by their fingerprints, most Europeans and black Africans would sort out together in one race, Jews and some Indonesians in another, and aboriginal Australians in still another. But those geographic variations in fingerprint patterns possess no known function whatsoever. They play no role in survival: whorls aren't especially suitable for grabbing kangaroos, nor do loops help bar mitzvah candidates hold on to the pointer for the Torah. They also play no role in sexual selection: while you've undoubtedly noticed whether your mate is bearded or has brown nipples, you surely haven't the faintest idea whether his or her fingerprints have more loops than whorls. Instead it's purely a matter of chance that whorls became common in aboriginal Australians, and loops among Jews. Our rhesus factor blood groups and numerous other human traits fall into the same category of genetic characteristics whose geographic variation serves no function.

You’ve probably been wondering when I was going to get back to skin color, eye color, and hair color and form. After all, those are the traits by which all of us members of the lay public, as well as traditional anthropologists, classify races. Does geographic variation in those traits function in survival, in sexual selection, or in nothing?

The usual view is that skin color varies geographically to enhance survival. Supposedly, people in sunny, tropical climates around the world have genetically dark skin, which is supposedly analogous to the temporary skin darkening of European whites in the summer. The supposed function of dark skin in sunny climates is for protection against skin cancer. Variations in eye color and hair form and color are also supposed to enhance survival under particular conditions, though no one has ever proposed a plausible hypothesis for how those variations might actually enhance survival.

Alas, the evidence for natural selection of skin color dissolves under scrutiny. Among tropical peoples, anthropologists love to stress the dark skins of African blacks, people of the southern Indian peninsula, and New Guineans and love to forget the pale skins of Amazonian Indians and Southeast Asians living at the same latitudes. To wriggle out of those paradoxes, anthropologists then plead the excuse that Amazonian Indians and Southeast Asians may not have been living in their present locations long enough to evolve dark skins. However, the
ancestors of fair-skinned Swedes arrived even more recently in Scandinavia, and aboriginal Tasmanians were black-skinned despite their ancestors' having lived for at least the last 10,000 years at the latitude of Vladivostok.

Besides, when one takes into account cloud cover, peoples of equatorial West Africa and the New Guinea mountains actually receive no more ultraviolet radiation or hours of sunshine each year than do the Swiss. Compared with infectious diseases and other selective agents, skin cancer has been utterly trivial as a cause of death in human history, even for modern white settlers in the tropics. This objection is so obvious to believers in natural selection of skin color that they have proposed at least seven other supposed survival functions of skin color, without reaching agreement. Those other supposed functions include protection against rickets, frostbite, folic acid deficiency, beryllium poisoning, overheating, and overcooling. The diversity of these contradictory theories makes clear how far we are from understanding the survival value (if any) of skin color.

It wouldn't surprise me if dark skins do eventually prove to offer some advantage in tropical climates, but I expect the advantage to turn out to be a slight one that is easily overridden. But there's an overwhelming importance to skin, eye, and hair color that is obvious to all of us—sexual selection. Before we can reach a condition of intimacy permitting us to assess the beauty of a prospective sex partner's hidden physical attractions, we first have to pass muster for skin, eyes, and hair.

We all know how those highly visible "beauty traits" guide our choice of sex partners. Even the briefest personal ad in a newspaper mentions the advertiser's skin color, and the color of skin that he or she seeks in a partner. Skin color, of course, is also of overwhelming importance in our social prejudices. If you're a black African American trying to raise your children in white U.S. society, rickets and overheating are the least of the problems that might be solved by your skin color. Eye color and hair form and color, while not so overwhelmingly important as skin color, also play an obvious role in our sexual and social preferences. Just ask yourself why hair dyes, hair curlers, and hair straighteners enjoy such wide sales. You can bet that it's not to improve our chances of surviving grizzly bear attacks and other risks endemic to the North American continent.
Nearly 125 years ago Charles Darwin himself, the discoverer of natural selection, dismissed its role as an explanation of geographic variation in human beauty traits. Everything that we have learned since then only reinforces Darwin's view.

We can now return to our original questions: Are human racial classifications that are based on different traits concordant with one another? What is the hierarchical relation among recognized races? What is the function of racially variable traits? What, really, are the traditional human races?

Regarding concordance, we could have classified races based on any number of geographically variable traits. The resulting classifications would not be at all concordant. Depending on whether we classified ourselves by antimalarial genes, lactase, fingerprints, or skin color, we could place Swedes in the same race as either Xhosas, Fulani, the Ainu of Japan, or Italians.

Regarding hierarchy, traditional classifications that emphasize skin color face unresolvable ambiguities. Anthropology textbooks often recognize five major races: "whites," "African blacks," "Mongoloids," "aboriginal Australians," and "Khoisans," each in turn divided into various numbers of sub-races. But there is no agreement on the number and delineation of the sub-races, or even of the major races. Are all five of the major races equally distinctive? Are Nigerians really less different from Xhosas than aboriginal Australians are from both? Should we recognize 3 or 15 sub-races of Mongoloids? These questions have remained unresolved because skin color and other traditional racial criteria are difficult to formulate mathematically.

A method that could in principle overcome these problems is to base racial classification on a combination of as many geographically variable genes as possible. Within the past decade, some biologists have shown renewed interest in developing a hierarchical classification of human populations—hierarchical not in the sense that it identifies superior and inferior races but in the sense of grouping and separating populations based on mathematical measures of
genetic distinctness. While the biologists still haven't reached agreement, some of their studies suggest that human genetic diversity may be greatest in Africa. If so, the primary races of humanity may consist of several African races, plus one race to encompass all peoples of all other continents. Swedes, New Guineans, Japanese, and Navajo would then belong to the same primary race; the Khoisans of southern Africa would constitute another primary race by themselves; and African "blacks" and Pygmies would be divided among several other primary races.

As regards the function of all those traits that are useful for classifying human races, some serve to enhance survival, some to enhance sexual selection, while some serve no function at all. The traits we traditionally use are ones subject to sexual selection, which is not really surprising. These traits are not only visible at a distance but also highly variable; that's why they became the ones used throughout recorded history to make quick judgments about people. Racial classification didn't come from science but from the body's signals for differentiating attractive from unattractive sex partners, and for differentiating friend from foe.

Such snap judgments didn't threaten our existence back when people were armed only with spears and surrounded by others who looked mostly like themselves. In the modern world, though, we are armed with guns and plutonium, and we live our lives surrounded by people who are much more varied in appearance. The last thing we need now is to continue codifying all those different appearances into an arbitrary system of racial classification.

Lesson Title:
Reconstruction: Success or Failure?

Overview: This lesson is meant to be exercised once students have a basic understanding of post-Civil War America and Reconstruction. Students will analyze primary sources to reach their own conclusion regarding whether or not Reconstruction was a success or failure. They will also have the opportunity to put themselves in decision-making positions while personally trying to reconstruct the United States after the Civil War.

Grade/Course: 11th grade United States History and Geography

Standards: 11.1.4: Two 90-minute class periods

Objectives: Students will
- analyze and evaluate primary source documents in order to interpret the success or failure of Reconstruction
- examine the impact of prejudice on Reconstruction policies, successes, and failures
- create a Reconstruction policy and defend its merits to their classmates

Essential Questions:
- How did society change after Reconstruction? In what ways did society stay the same?
- Was Reconstruction a success or failure?
- How did prejudice influence Reconstruction policies, successes, and failures?
- How could Reconstruction policies be changed in order for Reconstruction to be more successful?

Materials:
- Primary Source Analysis Sheet
- Computer with internet access
- Projector
- Reconstruction Primary Source Packet including:
  - Document A: Excerpts of Testimony from Mattie Curtis
  - Document B: Map of the Barrow Plantation
  - Document D: “Colored School at Anthoston” Photograph
- Highlighters
- Handout A – Document Chart
- Handout B – Reconstruction: Success or Failure?
- Handout C – Reconstructing Reconstruction: Introduction Activity
- Handout D – Reconstructing Reconstruction: WebQuest Activity
- Handout E – Reconstructing Reconstruction: Plan of Action
- Handout F – Reconstructing Reconstruction: Proposal
## Day One

**Anticipatory Set (5 min):** What do you believe was the goal of Reconstruction in post-Civil War America? Why do you believe this?

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>2. Discuss answers to anticipatory set. List answers on the board.</td>
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</tr>
<tr>
<td>15</td>
<td>3. Distribute Primary Source Analysis sheet. Project “The Great Labor Question From a Southern Point of View,” from Harper’s Weekly, July 29, 1865 on the board. This can be found at the following website: <a href="http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_10b.html">http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_10b.html</a>. If projector or computer access are unavailable, student copies should be provided to students. The instructor should complete the first box on the Primary Source Analysis sheet. Then, as a class, complete the rest of the Primary Source Document Analysis sheet. Facilitate student responses and clarify questions that students may have.</td>
<td>Computers with internet access, projector</td>
</tr>
<tr>
<td>20</td>
<td>4. Instruct students to get into groups of four. Inform them that this will be their “home group.” Give each student a second Primary Source Analysis sheet and a Reconstruction Primary Source Packet. Then, instruct all students to count off by eight. Inform them that this number will be their “investigation group.” Assign groups as follows and record group assignments on the board: Groups 1 and 5 will analyze Primary Source A; Groups 2 and 6 will analyze Primary Source B; Groups 3 and 7 will analyze Primary Source C; Groups 4 and 8 will analyze Primary Source D. Investigation groups should consist of only one number (i.e. number 1) as opposed to two numbers (i.e. numbers 1 and 5). Instruct students to leave their home groups and join their investigation groups. Tell students that they will be responsible for investigating their assigned primary source and completing the Primary Source Analysis sheet with their investigation group. They will also be responsible for teaching their findings to their home group.</td>
<td>Primary Source Packets Primary Source Analysis Sheet</td>
</tr>
<tr>
<td>20</td>
<td>6. After twenty minutes, instruct students to return to their home groups. Distribute Document Chart. Instruct students to work within their home groups to complete the Document Chart.</td>
<td>Handout A: Document Chart</td>
</tr>
<tr>
<td>10</td>
<td>8. As a class, review answers to Document Chart.</td>
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</table>
Day Two

Anticipatory Set (5 min): Are schools today still segregated? Explain your reasoning.

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>2. Discuss anticipatory set with class.</td>
<td>Handout A: Document Chart</td>
</tr>
<tr>
<td>10</td>
<td>3. Instruct students to take out their Document Charts and refer to Part 2. Draw a T-chart on the board. Label the left side of the T-chart as “Successes” and the right side of the T-chart as “Failures.” Then, facilitate and discussion and brainstorm of reasons for Reconstruction’s successes or failures.</td>
<td></td>
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<tr>
<td>5</td>
<td>4. Ask students how the successes and failures of Reconstruction are apparent in society today. Then, ask students to take out a sheet of notebook paper and draw a pie chart on a sheet of notebook paper. Ask them to illustrate what percentage of existing prejudice within social relationships had to do with the failures existing in Reconstruction. Ask students to hold up their pie charts.</td>
<td>Notebook paper, writing utensil</td>
</tr>
<tr>
<td>10</td>
<td>5. Distribute Handout C – Reconstructing Reconstruction: Introduction Activity. Read the overview to the class. After reading the quote by Lincoln, pause and ask the class what the quote means to them. Give think-time and ask for student responses. Read the task to class. Instruct students to answer the next three questions on Handout C with a partner.</td>
<td>Handout C: Reconstructing Reconstruction: Introduction Activity</td>
</tr>
<tr>
<td>25</td>
<td>6. Distribute Handout D – Reconstructing Reconstruction: WebQuest Activity. Review characteristics of the various contributing groups and instruct students to record these characteristics in the space provided on the far-left column on the chart. Characteristics should include the following:</td>
<td>Handout D: Reconstructing Reconstruction: WebQuest Activity</td>
</tr>
</tbody>
</table>
a. Radical Republicans: Northerners belonging to the Republican party who want to make radical reforms to punish the South and guarantee the rights of the newly freed slaves.
b. Defeated Southern Leaders: Southerners who have lost the war and would like leniency and autonomy over Reconstruction
c. Freedmen: Former slaves who now must find work and find their place in politics, the economy, and society.
d. Moderate Republicans: Republicans who wish to take it easy on the South so that the South can peacefully rejoin the Union without too much resentment

Direct students to website listed on the Handout. Students will need computers with internet access to complete the chart.

5 7. Review answers to Handout D.


5 9. Go over students responses for Handout E.

Closure (5 min): Distribute Handout F for homework. Go over directions with students. Teachers may want to allow time for students to read their formal proposals to their classmates on the teacher-assigned due date. To increase motivation, teachers may provide a prize for the student who is voted to have the most persuasive proposal by his/her classmates.

Assessment: Handouts C-E.

Reflection:
Excerpts of Testimony from Mattie Curtis
1937
from Slave Narratives: a Folk History of Slavery in the United States From Interviews with Former Slaves

An interview with Mattie Curtis, 98 years old, of Raleigh, North Carolina.

…When de Yankees come dey come an’ freed us. De woods wus full of Rebs what had deserted, but de Yankees killed some of dem.

Some sort of corporation cut de land up, but de slaves ain’t got none of it dat I ever heard about.

I got married before de war to Joshua Curtis. I loved him too, which is more dam most folks can truthfully say. I always had crave de home an’ aplenty to eat, but freedom ain’t give us notin’ but pickled hoss meat an’ dirty crackers, an’ not half enough of dat.

Josh ain’t really care ’bout no home but through dis land corporation I buyed dese fifteen acres on time. I cut down de big trees dat wus all over dese fields an’ I milled out de wood an’ sold hit, den I plowed up de fields an’ planted dem. Josh did help to build de house an’ he worked out some.

All of dis time I had nineteen chilluns an’ Josh died, but I kep’ on an’ de fifteen what is dead lived to be near ’bout grown, ever one of dem.

Right atter de war northern preachers come around wid a little book a-marrying slaves an’ I seed one of dem marry my pappy an’ mammy. Atter dis dey tried to find dere fourteen oldest chilluns what wus sold away, but dey never did find but three of dem.

But you wants ter find out how I got along. I’ll never fergit my first bale of cotton an’ how I got hit sold. I wus some proud of dat bale of cotton, an’ atter I had hit ginned I set out wid hit on my steercart fer Raleigh. De white folks hated de nigger den, ’specially de nigger what wus makin’ somethin’ so I dasen’t ax nobody whar de market wus.

I thought dat I could find de place by myself, but I rid all day an’ had to take my cotton home wid me dat night ’case I can’t find no place to sell hit at. But dat night I think hit over an’ de nex’ day I goes’ back an’ axes a policeman ’bout de market. Lo
an’ behold chile, I foun’ hit on Blount Street, an’ I had pass by hit seberal times de day before.

I done a heap of work at night too, all of my sewin’ an’ such an’ de piece of lan’ near de house over dar ain’t never got no work ’cept at night. I finally paid fer de land. Some of my chilluns wus borned in de field too. When I wus to de house we had a granny an’ I blowed in a bottle to make de labor quick an’ easy.

Dis young generation ain’t worth shucks. Fifteen years ago I hired a big buck nigger to help me shrub an’ ’fore leben o’clock he passed out on me. You know ’bout leben o’clock in July hit gits in a bloom. De young generation wid dere schools an dere divorcing ain’t gwine ter git nothin’ out of life. Hit wus better when folks jist lived tergether. Dere loafin’ gits dem inter trouble an’ dere novels makes dem bad husban’s an’ wives too.

### Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT (circle one):**
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other: [ ]

2. **UNIQUE PHYSICAL CHARACTERISTICS OF DOCUMENT (circle one):**
   - Interesting Letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - "RECEIVED" stamp
   - Other: [ ]

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**
   - POSITION (TITLE): [ ]

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION (There are many possible ways to answer A-E.)**
   - **A.** List three things the author said that you think are important:
   - **B.** What evidence in the document helps you know why it was written?
     Quote from the document.
   - **C.** List two things the document tells you about life in the United States at the time it was written.

---

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408

Map of the Barrow Plantation (as it was in 1860), *Scribner’s Monthly*, April 1881

Map of the Barrow Plantation (as it was in 1881), *Scribner’s Monthly*, April 1881

# Map Analysis Worksheet

1. **TYPE OF MAP (circle one):**
   - Raised Relief map
   - Topographic map
   - Political map
   - Contour-line map
   - Natural resource map
   - Military map
   - Bird’s-eye map
   - Artifact map
   - Satellite photograph/mosaic
   - Pictograph
   - Weather map
   - Other

2. **UNIQUE PHYSICAL QUALITIES OF MAP (circle one):**
   - Compass
   - Handwritten
   - Date
   - Notations
   - Scale
   - Name of Mapmaker
   - Title
   - Legend (key)
   - Other:

3. **DATE OF MAP:**

4. **CREATOR OF MAP:**

5. **WHERE WAS THE MAP PRODUCED?**

6. **MAP INFORMATION (There are many possible ways to answer A-E.)**
   A. List three things in this map that you think are important:

   B. Why do you think this map was drawn? What evidence in the map suggests why it was drawn?

   C. What information does this map add to the textbook's account of this event?

   D. Does the information in this map support or contradict information that you have read about this event? Explain.

---

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408

## Cartoon Analysis Worksheet

### Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

### Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

### Level 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Describe the action taking place in the cartoon.</td>
<td></td>
</tr>
<tr>
<td>B. Explain the message of the cartoon.</td>
<td></td>
</tr>
<tr>
<td>C. What special interest groups would agree/disagree with the cartoon’s message? Why?</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408  
# Photograph Analysis Worksheet

## Step 1: Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
</table>

## Step 2: Inference

Based on what you have observed above, list three things you might infer from this photograph.

## Step 3: Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

---

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408

### Document Chart

*Directions*: As a group, fill in the chart below using the inferences that you have gathered from your primary resources.

<table>
<thead>
<tr>
<th>Document A</th>
<th>Document B</th>
<th>Document C</th>
<th>Document D</th>
</tr>
</thead>
<tbody>
<tr>
<td>List two things the document tells you about life in the United States at the time it was written.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the main message to take away from the document?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the significance of the document? What can the document teach us about Reconstruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reconstruction: Success or Failure OREO

Directions: Once you are finished filling in the chart, use a highlighter to highlight the similarities among the documents in your chart. Then, answer the following question using the OREO graphic organizer below.
According to what you have inferred from your documents, was the goal of Reconstruction met? Explain your reasoning citing specific evidence from your documents to back up your response.

- Opinion: state your opinion
- Reason: give a few reasons for having this opinion
- Evidence: Use evidence to support your opinion
- Opinion: restate your opinion
Reconstructing Reconstruction: Introduction Activity

Overview: Reconstruction is about more than just reconstructing the Union. It is also about reconstructing social relationships that existed under slavery. On December 1st, 1863, Lincoln stated that “dogmas of the quiet past are inadequate to the stormy present... As our case is new, so we must think anew, and act anew. We must disenthrall ourselves, and then we shall save our country.” There are some who argue that Andrew Johnson was unable to do this. It is time to look at the one of the underlying causes of the failure of Reconstruction: prejudice.

Task: Lincoln has chosen you to draft a plan for Reconstruction. This plan should address the aspect of social relationships that may not have been effectively addressed under President Johnson. In other words, you have been commissioned to reconstruct Reconstruction. Your mission is to answer the following question: What actions should we take to reconstruct social relationships in post-Civil War America?

With a partner, answer the following questions:

1. What social relationships existed prior to the Civil War?

2. What caused people to be prejudice during this time?

3. How are these social relationships apparent in Reconstruction policies?
Reconstructing Reconstruction: WebQuest Activity

*Directions:* Go to the following website and complete the following chart:
http://education.harpweek.com/TheReconstructionConvention/TheCastOfCharacters/CastOfCharacters.htm

<table>
<thead>
<tr>
<th>Character</th>
<th>Reasoning</th>
<th>How did present social relationships and prejudice affect their ideas about Reconstruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radical Republican</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Characteristics:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defeated Southerner</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Characteristics:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Characteristics:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate Republican</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Characteristics:</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reconstructing Reconstruction: Plan of Action

Directions: What do you think the goals of Reconstruction should be? What policies will you institute to make Reconstruction a success? Now that you are familiar with what each major group hopes to get out of Reconstruction, and keeping in mind the knowledge that you have about the failures they will institute, fill in the following chart. Then, number the actions to take according to which actions are most consistent with what your goal is. Remember, “think anew, and act anew”:

<table>
<thead>
<tr>
<th>Actions to Take</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
Reconstructing Reconstruction: Proposal

*Directions*: Write a persuasive proposal outlining your plan of action, why your plan of action is the best, and the possible consequences of the plan of action to President Lincoln. Your proposal should be no less than one page. You will be graded using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal</strong></td>
<td>Proposal outlines specific ideas and plans for reconstructing social relationships and treatment of the South; more than two possible consequences of plan are included; logistics (i.e. how the plans will be carried out, funded for, and by whom) of plan are detailed and realistic</td>
<td>Proposal outlines ideas and plans for reconstructing social relationships and treatment of the South; more than one possible consequences of plan are included; logistics of plan are detailed</td>
<td>Proposal outlines ideas and plans for reconstructing social relationships or treatment of the South; at least one possible consequences of plan are present, but not detailed</td>
<td>Proposal outlines ideas and plans for reconstructing social relationships or treatment of the South; possible consequences of plan are not included; logistics of plan are not included</td>
</tr>
<tr>
<td><strong>Persuasiveness</strong></td>
<td>Argument is convincing; strong appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are presented and addressed effectively</td>
<td>Argument is largely convincing; appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are addressed, but in a less than satisfying manner</td>
<td>Argument is partially convincing; some points supported by facts, examples, or reasons; emotional appeals used may not be entirely appropriate; alternate viewpoints mentioned but not addressed</td>
<td>Argument is not yet convincing; ideas based largely on emotional appeals and unsupported opinions; alternate viewpoints are not presented in an adequate manner</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Examples and support are provided in a logical order that makes it easy and interesting to follow the author’s train of thought. A clear argument is presented and the proposal provides detailed support.</td>
<td>Examples and support are provided in a fairly logical order that makes it reasonably easy to follow the author’s train of thought.</td>
<td>A few of the support details or examples are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Many of the support details or examples are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Knowledge, experience, insight, or unique perspective lends a satisfying ring of authenticity, novelty, and inventiveness</td>
<td>Knowledge of topic, details, and main ideas are more original than predictable; some degree of novelty and inventiveness is present</td>
<td>settles too often for predictable generalities and/or personal opinions; no moments of novelty and inventiveness exist</td>
<td>Settles for generalities and personal opinions throughout; no moments of novelty and inventiveness exist</td>
</tr>
</tbody>
</table>
Lesson Title:
Immigration


Overview: Students will create presentations from various immigrant perspectives to provide a broader, more in-depth understanding of life as an immigrant.

Grade/Course: 11th grade United States History and Geography

Objectives: Students will
- research one group of people who immigrated to America and teach their classmates about their assigned group
- gain knowledge of the cultural contributions and narratives of different groups of people who immigrated to America
- evaluate current immigration reform topics in order to create an immigration policy

Essential Questions:
- What similarities and differences exist among immigrants upon coming to America?
- How have immigrants shaped American culture?
- What immigration policies should the United States enforce?

Materials:
- Handout A: Immigration Group Project (one per student)
- Handout B: Immigration Group Project Note-Taking Chart (one per student)
- Projector
- Computers with internet access
- Computers with PowerPoint and/or MovieMaker

Day One
Anticipatory Set (5 min): Many people describe the United States as a “nation of immigrants.” Do you agree or disagree with this description? Explain your reasoning.

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with class.</td>
<td>Handout A: Immigrant Group Project</td>
</tr>
<tr>
<td>5</td>
<td>2. Brainstorm a list of immigrants that have immigrated to the United States.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3. Distribute Handout A to students. Go over directions with students. Instruct students to write their names under the immigrant group that they would like to research. Once three names have been written under one group, cross it out.</td>
<td>Immigrant Group Project</td>
</tr>
</tbody>
</table>
4. Distribute Handout B. Instruct students to use the note-taking chart
to help them focus their research and take notes. Students will
have the rest of the time to work on Immigration Group Project. 

Closure (5 min): Inform students that they will have the next day to finish researching and putting
together their projects.

Assessment:

Reflection:

Day Two

Anticipatory Set (5 min): Describe one surprising fact that you learned during your research
yesterday?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td>Handout A: Immigration Group Project</td>
</tr>
<tr>
<td></td>
<td>2. Remind students that they will have the remainder of class to completely finish their presentations and note sheets. Allow students the remainder of class to work.</td>
<td>Handout B: Immigration Group Project Note-Taking Chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computers with internet access</td>
</tr>
</tbody>
</table>
Closure (5 min): Remind students that will be giving their presentations to their classmates. Make one final call for students to turn in note sheets. Ask students if they have any last minute questions.

Assessment: Handout B: Immigration Group Project Note-Taking Chart; Presentations

Reflection:

Note: Teachers should make class copies of group note sheets prior to the next class meeting.

Day Three

Anticipatory Set (5 min): Take the viewpoint of an immigrant belonging to your group. Write a short letter to a family member back in your home country about life in America. Include information from your research.

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td>Projector</td>
</tr>
<tr>
<td>75</td>
<td>2. Students should spend the class period giving presentations. Prior to each presentation, students be given a copy of the respective note sheet that each group should have given the teacher by the end of yesterday’s class.</td>
<td>Computers with PowerPoint and MovieMaker</td>
</tr>
<tr>
<td></td>
<td>5. If time in class remains after presentations, the teacher should facilitate a class discussion that explores the topic of immigration more thoroughly, relating either to past topics of study or contemporary social issues.</td>
<td></td>
</tr>
</tbody>
</table>

Closure (5 min): Ask students what the saying “We are a nation of immigrants” means to them.

Assessment: Immigration Group Presentations

Reflection:
Immigration Group Project

Overview: The United States has become an incredibly diverse nation. Life as we know it is often times a complex, interwoven tapestry of cultures and values that have made this country home to millions of people.

Task: You and a group will research an immigrant group and create a PowerPoint or MovieMaker presentation about this group to give to the class. (Note: Native Americans were here before any immigrant group, and will be included as well even though they would not be considered “immigrants.”) You will teach the class according to the following lesson plan aspects:

1. Questions:
   - Background
     - What was life like in their country before immigrating?
     - What were the push factors that brought this group to America? What were the pull factors?
   - Treatment
     - What was the journey to America like? What did they have to do to get here?
     - How were members of this group treated upon coming to the United States?
     - Were there any limits or quotas on how many members of your group were allowed to immigrate to America?
   - Life in America
     - What roles or jobs did these groups fulfill upon coming to America?
     - Were there any groups that opposed your group, or vice versa?
     - Did your group experience any prejudice or adversity upon immigrating to America? How did your group respond to adversity after they immigrated?
     - Was there a particular region in which your group settled? Did they stay in this area or did some migrate elsewhere?
   - Culture
     - What values or traditions were/are important to your group?
     - Did they maintain their traditional culture upon settling in the United States?
     - In what ways has their culture influence other cultures or aspects of living within the United States today?
   - Current topic about this group or immigration
2. **Primary Sources**: You will include three primary sources (diaries, journals, pictures) that you feel best represent your group in your presentation and share them with the class. Choose carefully because you will be expected to explain *why* you chose these primary sources.

3. **Class Materials and Discussion**: You will be expected to provide the class with notes from your presentation. These notes must be typed up and given to your teacher the day before your presentation so that copies can be made for your classmates! Additionally, you will plan at least 5 discussion questions for the class that will open a forum for the exploration of current issues regarding immigration.

*Extra Credit*: Play traditional music from your group to play during your presentation and/or create a traditional dish to serve to the class (upon teacher’s approval).

You will graded according to the following rubric:
<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of the questions were answered using factual information, details, and examples; at least 3 primary sources were included with detailed explanations about why they were chosen; presentation gives an accurate, unbiased picture of the immigrant experience and culture for the class</td>
<td>90-99% of the questions were answered using factual information, details, and examples; at least 3 primary sources were included with detailed explanations about why they were chosen; presentation gives an accurate, unbiased picture of the immigrant experience and culture for the class</td>
<td>80-89% of the questions were answered using factual information; at least 2 primary sources were included with explanations about why they were chosen; presentation gives a general picture of the immigrant experience or culture for the class</td>
<td>Less than 80% of the questions were answered; 0-1 primary sources were included; presentation gives fails to give an accurate picture of the immigrant experience and culture for the class</td>
<td></td>
</tr>
</tbody>
</table>

| Media | Presentation was in PowerPoint or MovieMaker format; words were easy to read; graphics were used to enhance information and were referred to during presentation; concise wording was used | Presentation was in PowerPoint or MovieMaker format; most words were easy to read; most graphics were used to enhance information and were referred to during presentation; concise wording was used | Presentation was in PowerPoint or MovieMaker format; most words were easy to read; most graphics were used to enhance information; some of the wording was too lengthy | Presentation was in PowerPoint or MovieMaker format; most words were not easy to read; graphics were not effectively used to enhance information; most wording was lengthy or in paragraph form |

| Presentation | Presentation is clearly organized with a beginning, middle, and end; the speaker has detailed knowledge about the subject; speaker is able to answer questions posed by audience; the speaker is enthusiastic, makes eye contact with audience members; presentation is 10-15 minutes long, give or take a minute | Presentation is organized with a beginning, middle, and end; the speaker appears to know the subject; speaker is able to answer most questions posed by audience; the speaker is enthusiastic, makes eye contact with audience members; presentation is more than 1 minute under or over time limit | Presentation is lacking a clear beginning, middle, and end; the speaker seems to partially know the subject; speaker is unable to answer most questions posed by audience; the speaker does not make eye contact with audience and is monotone; more than 3 minutes under or over time limit | Presentation jumps around; speaker does not seem to know the subject; speaker is unable to answer most questions posed by audience; the speaker does not make eye contact with audience and is monotone; more than 5 minutes under or over time limit |

<p>| Discussion | 5 discussion questions were prepared; speakers involve audience in discussion; speakers facilitate discussion nicely during lulls; links from content to contemporary issues are included in discussion | At least 4 discussion questions were prepared; speakers involve audience in discussion; speakers attempt to facilitate discussion during lulls; links from content to contemporary issues are included in discussion | At least 3 discussion questions were prepared; speakers give some attempt to involve audience in discussion and facilitate during lulls; links from content to contemporary issues are vaguely included in discussion | At least 1 discussion question was prepared; speakers do not involve audience in discussion or facilitate during lulls; links from content to contemporary issues are not included in discussion |
| Class Materials | Class notes are given to teacher at least one day before presentation; notes include relevant information; clear space for extra written notes is provided; discussion questions are included | Class notes are given to teacher at least one day before presentation; notes include relevant information; some space for extra written notes is provided; most discussion questions are included | Class notes are given to teacher before presentation; notes include some relevant information; little space for extra written notes is provided; &gt; half of discussion questions are included | Class notes are not given to teacher before presentation; notes include little relevant information; no space for extra written notes is provided; &lt; half of discussion questions are included |</p>
<table>
<thead>
<tr>
<th>Questions to Answer</th>
<th>Notes</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What was life like in their country before immigrating?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What were the push factors that brought this group to America? What were the pull factors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What was the journey to American like? What did they have to do to get here?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How were members of this group treated upon coming to the United States?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Were there any limits or quotas on how many members of your group were allowed to immigrate to America?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions to Answer</td>
<td>Notes</td>
<td>Sources</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>• What roles or jobs did these groups fulfill upon coming to America?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Were there any groups that opposed your group, or vice versa?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did your group experience any prejudice or adversity upon immigrating to America? How did your group respond to adversity after they immigrated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Was there a particular region in which your group settled? Did they stay in this area or did some migrate elsewhere?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• What values or traditions were/are important to your group?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did they maintain their traditional culture upon settling in the United States?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In what ways has their culture influence other cultures or aspects of living within the United States today?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current topics about this group or immigration</th>
<th></th>
</tr>
</thead>
</table>
Lesson Title: Separation of Church and State

Overview: The separation of church and state is one of the fundamental ideas of democracy in the United States. Yet issues regarding the separation of church and state still surface today. In this lesson, students will evaluate the issue, as well as their own opinions and values.

Grade/Course: 11th grade United States History and Geography

Standards: 11.3.5

Number of Class Periods: 55 minutes of a 90-minute class periods

Objectives: Students will
- describe why the issue of church and state was important to the creators of the U.S. Constitution
- analyze the different historical and contemporary perspectives on the relationship between church and state
- evaluate their own opinions regarding the separation of church and state
- research an issue of the separation of church and state in the news today

Essential Questions:
- Why was the separation of church and state an important issue during the early years of the U.S. Constitution?
- What are the different perspectives surrounding the issue of the separation of church and state?
- How is the issue of the separation of church and state still relevant today?

Materials:
- Copy of the U.S. Constitution (often found in U.S. History textbooks)
- Computers with internet access
- Projector
- Handout A: Jefferson SOAPSTone
- Handout B: Separation of Church and State OREO
- Handout C: In the News: Separation of Church and State

Day One

Anticipatory Set (5 min): What would a state without religion look like?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
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<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td>Copy of U.S. Constitution (often found in U.S. History textbooks)</td>
</tr>
<tr>
<td>5</td>
<td>2. Instruct students to take out their textbooks and open to the U.S. Constitution. Ask for a student volunteer to read Amendment I from the Constitution as the rest of the class reads along. After reading, instruct the class to write in their own words what they think that Amendment means. Then, ask</td>
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</table>
for a student volunteer to share what they think it means. Ask students why they think this Amendment was built into the Constitution.

3. Distribute Handout A: Jefferson SOAPSTone. As a class, read the quote by Thomas Jefferson found at the top of the page. As a class, complete the Speaker portion of the SOAPSTone chart. Then, allow students to work with a partner or individually to complete the rest of the chart.

4. Go over Handout A: Jefferson SOAPSTone with students.

5. Project the 2012 Vice Presidential Debates. It can be accessed via the CBS News website (http://www.cbsnews.com/video/watch/?id=50132990n). Fast forward to 72:44. The clip runs from 72:44 to 79:31. Instruct students to watch the clip and take notes on what each of the candidates say. After the video clip is finished, ask students to write a reflection about their beliefs and values regarding religion in government.

6. Facilitate a discussion on the debates. Keep the discussion focused on the separation of church and state.

7. Distribute Handout B: Separation of Church and State OREO. Instruct students to complete the graphic organizer.

8. Ask students to share their responses.

Closure (5 min): Distribute Handout C: In the News: Separation of Church and State. Instruct students to find a news article relating to the separation of church and state. They should then complete the graphic organizer in the handout accordingly.

Assessment: Handout A: Jefferson SOAPSTone; Handout B: Separation of Church and State OREO

Reflection:
Jefferson SOAPSTone

Because religious belief, or non-belief, is such an important part of every person's life, freedom of religion affects every individual. State churches that use government power to support themselves and force their views on persons of other faiths undermine all our civil rights. Moreover, state support of the church tends to make the clergy unresponsive to the people and leads to corruption within religion. Erecting the "wall of separation between church and state," therefore, is absolutely essential in a free society. - President Thomas Jefferson: in a speech to the Virginia Baptists (1808)


<table>
<thead>
<tr>
<th>Speaker</th>
<th>Who is the speaker?</th>
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</thead>
<tbody>
<tr>
<td>Occasion</td>
<td>What is the occasion?</td>
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<tr>
<td>Audience</td>
<td>Who is the audience?</td>
</tr>
<tr>
<td>Purpose</td>
<td>What is the purpose?</td>
</tr>
<tr>
<td>Subject</td>
<td>What is the subject?</td>
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<tr>
<td>Tone</td>
<td>What is the tone?</td>
</tr>
</tbody>
</table>
Separation of Church and State: OREO

Directions: According to the information you know regarding the role of religion on government today, answer the following question in the graphic organizer below:

*Is there a separation of church and state in government today?*

Explain your reasoning citing specific evidence from your documents to back up your response.

1. **Opinion:** state your opinion
2. **Reason:** give a few reasons for having this opinion
3. **Evidence:** Use evidence to support your opinion
4. **Opinion:** restate your opinion
In the News: Separation of Church and State

*Directions:* Find a news article that relates to the separation of church and state. When you find one, complete the chart below.

<table>
<thead>
<tr>
<th>Source:</th>
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How does the article relate to the separation of church and state?

What are the different perspectives presented in the article?

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<thead>
<tr>
<th>Pro:</th>
<th>Con:</th>
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</table>

What do you think?

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</table>
Lesson Title:
U.S. Imperialism in the South Pacific


Overview: The annexation of the Philippines by the United States was more contentious than the average textbook communicates to the reader. This lesson is meant to be used after students learn about the Spanish-American War. The lesson focuses on the multiple perspectives that surround the annexation of the Philippines. It can be easily modified or extended to examine the issues of race and imperialism in the South Pacific.

Grade/Course: 11th grade United States History and Geography

Standards: 11.4.2

Number of Class Periods: Two 90-minute class periods

Objectives: Students will
- examine reasons behind U.S. expansion in the South Pacific.
- analyze various perspectives about U.S. expansion in the South Pacific.
- create a product that illustrates one the perspectives regarding annexation of the Philippines.

Essential Questions:
- Why did the United States want to annex the Philippines?
- What different perspectives were held about U.S. annexation of the Philippines?

Materials:
- Handout A: Document Packet
- Handout B: Multiple Perspectives Sheet
- Handout C: Annexation Chart
- Handout D: Annexation RAFT

Day One

Anticipatory Set (5 min): Did the United States have the right to annex the Philippines? Explain.

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<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td>Handout A: Document Packet</td>
</tr>
<tr>
<td>40</td>
<td>2. Distribute Handout A: Document Packet. Instruct students to work with a partner to read and deconstruct each document. After reading each document, students should complete the perspective chart at the end of the documents. Inform students that they will be summarizing perspectives and main arguments on the left side of the chart. On the right side of the chart, students should list quotes from the document that support each corresponding perspective.</td>
<td>Handout A: Document Packet</td>
</tr>
</tbody>
</table>
Once students are finished Handout A: Document Packet, distribute Handout B: Multiple Perspectives Sheet. Instruct students to summarize each document in the document boxes. Then, students should put together their own summary of the annexation of the Philippines in the Version of Events circle.

As a class, discuss the documents. Ask students which documents stuck out as being interesting or surprising. Ask students what the various documents made them feel.

Closure (5 min): Ask students to read their Version of Events regarding the annexation of the Philippines.

Assessment: Handout A: Document Packet; Handout B: Multiple Perspectives Sheet

Reflection:

Day Two

Anticipatory Set (5 min): Which perspective do you agree most with? Explain.

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<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
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<tbody>
<tr>
<td>5</td>
<td>Discuss anticipatory set with students.</td>
<td>Handout C: Annexation Chart</td>
</tr>
<tr>
<td>15</td>
<td>Distribute Handout C: Annexation Chart. Instruct students to work with a partner to brainstorm reasons for and against the annexation of the Philippines, directly referring to the documents for support.</td>
<td>Annexation Chart</td>
</tr>
<tr>
<td>10</td>
<td>Ask students to share their brainstorm with the class. Keep a running list of reasons for and against annexation on a T-chart on the board.</td>
<td>Handout D: Annexation RAFT</td>
</tr>
<tr>
<td>50</td>
<td>Distribute Handout D: Annexation RAFT. Go over directions with the class. Take the time to clarify any student questions about the assignment. Students may use the rest of the class period to work on their RAFT products.</td>
<td>Annexation RAFT</td>
</tr>
</tbody>
</table>

Closure (5 min): Ask for student volunteers to share their RAFT products with the class.

Assessment: Handout C: Annexation Chart; Handout D: Annexation Rubric

Reflection:
Document Packet

Document A

“Women of the Philippines: Address to Annual Meeting of the New England Woman’s Suffrage Association, May 29, 1902,” by Clemencia Lopez

I believe that we are both striving for much the same object — you for the right to take part in national life; we for the right to have a national life to take part in. . . . Mentally, socially, and in almost all the relations of life, our women are regarded as the equals of our men. . . . this equality of women in the Philippines is not a new thing. It was not introduced from Europe. . . Long prior to the Spanish occupation, the people were already civilized, and this respect for and equality of women existed. . . in the name of the Philippine women, I pray the Massachusetts Woman Suffrage Association do what it can to remedy all this misery and misfortune in my unhappy country. You can do much to bring about the cessation of these horrors and cruelties which are today taking place in the Philippines, and to insist upon a more human course. . . you ought to understand that we are only contending for the liberty of our country, just as you once fought for the same liberty for yours..

Document A Continued…

<table>
<thead>
<tr>
<th>Summarize the point of view expressed in this document:</th>
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What does this document tell you about life during this time period?
Document B

“Platform: Anti-Imperialist League, 1899”

We hold that the policy known as imperialism is hostile to liberty and tends towards militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is “criminal aggression” and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present National Administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.

We demand the immediate cessation of the war against liberty, begun by Spain and continued by us. We urge that Congress be promptly convened to announce to the Filipinos our purpose to concede to them the independence for which they have so long fought and which of right is theirs.

The United States have always protested against the doctrine of international law which permits the subjugation of the weak by the strong. A self-governing state cannot accept sovereignty over an unwilling people. The United States cannot act upon the ancient heresy that might makes right.

Imperialists assume that with the destruction of self-government in the Philippines by American hands, all opposition here will cease. This is a grievous error. Must as we abhor the war of “criminal aggression” in the Philippines, greatly as we regret that the blood of the Filipinos is on American hands, we more deeply resent the betrayal of American institution at home. The real firing line is not in the suburbs of Manila. The foe is of our own household...

...We deny that the obligation of all citizens to support their Government in times of grave National peril applies to the present situation...

We propose to contribute to the defeat of any person or party that stands for the forcible subjugation of any people. We shall oppose for reelection all who in the White House or in Congress betray American liberty in pursuit of un-American ends...

We hold, with Abraham Lincoln, that “no man is good enough to govern another without that man’s consent. When the white man governs himself that is self-government, but when he governs himself and also governs another man, that is more than self-government – this is despotism.” “Our reliance is in the love of liberty which God has planted in us. Our defense is in the spirit which prizes liberty as the
heritage of all men in all lands. Those who deny freedom to others deserve it not for
themselves, and under a just God cannot long retain it.”...

neocolonialism, and dictatorship, and resistance. Cambridge, MA: South End Press.

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</table>

What does this document tell you about life during this time period?
By my proclamation of yesterday I have published the outbreak of hostilities between the Philippine forces and the American forces of occupation in Manila, unjustly and unexpectedly provoked by the latter.

In my manifest of January 8 last I published the grievances suffered by the Philippine forces at the hands of the army of occupation. The constant outrages and taunts, which have caused the misery of the people of Manila, and, finally the useless conferences and the contempt shown the Philippine government prove the premeditated transgression of justice and liberty.

I know that war has always produced great losses; I know that the Philippine people have not yet recovered from past losses and are not in the condition to endure others. But I also know by experience how bitter is slavery, and by experience I know that we should sacrifice all on the altar of our honor and of the national integrity so unjustly attacked.

I have tried to avoid, as far as it has been possible for me to do so, armed conflict, in my endeavors to assure our independence by pacific means and to avoid more costly sacrifices. But all my efforts have been useless against the measureless pride of the American Government and of its representatives in these islands, who have treated me as a rebel because I defend the sacred interests of my country and do not make myself an instrument of their dastardly intentions.

Past campaigns will have convinced you that the people are strong when they wish to be so. Without arms we have driven from our beloved country our ancient masters, and without arms we can repulse the foreign invasion as long as we wish to do so. Providence always has means in reserve and prompt help for the weak in order that they may not be annihilated by the strong; that just may be done and humanity progress.

Be not discouraged. Our independence has been watered by the generous blood of our martyrs. Blood which may be shed in the future will strengthen it. Nature has never despised generous sacrifices.

But remember that in order that our efforts may not be wasted, that our vows may be listened to, that our ends may be gained, it is indispensable that we adjust our actions to the rules of law and of right, learning to triumph over our enemies and to conquer our own evil passions.

Document C Continued…

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<th>Summarize the point of view expressed in this document:</th>
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</table>

What does this document tell you about life during this time period?
“Our Philippine Policy,” by Senator Alfred J. Beveridge

... The Philippines are ours forever... And just beyond the Philippines are China’s illimitable markets...
...Our largest trade henceforth must be with Asia. The Pacific is our ocean...
The Philippines give us a base at the door of all the East.
...Most future wars will be conflicts for commerce. The power that rules the Pacific, therefore, is the power that rules the world. And, with the Philippines, that power is and will forever be the American Republic.
...The statesman commits a crime against American trade – against the American grower of cotton and wheat and tobacco, the American manufacturer of machinery and clothing – who fails to put American where she may command that trade. Germany’s Chinese trade is increasing like magic... Russia’s Chinese trade is grown beyond belief... The Philippines command the commercial situation of the entire East...

But... the Philippines are so valuable in themselves that we should hold them... I have ridden hundreds of miles on the islands, every foot of the way a revelation of vegetable and mineral riches.

No land in America surpasses in fertility the plains and valleys of Luzon. Rice and coffee, sugar and coconuts, hemp and tobacco, and many products of the temperate as well as the tropic zone grow in various sections of the archipelago...
I have a nugget of pure gold picked up in its present form on the banks of a Philippine creek. I have gold dust washed out by crude processes of careless natives from the sands of a Philippine stream. Both indicate great deposits at the source from which they come...

...They [Filipinos] are a barbarous race, modified by three centuries of contact with a decadent race. The Filipino... put through a process of three hundred years of superstition in religion, dishonesty in dealing, disorder in habits of industry, and cruelty, caprice, and corruption in government. It is barely possible that 1,000 men in all the archipelago are capable of self-government in the Anglo-Saxon sense.

...What alchemy will change the oriental quality of their blood and set the self-governing currents of the American pouring through their Malay veins? How shall they, in the twinkling of an eye, be exalted to the heights of self-governing peoples which required a thousands years for us to reach, Anglo-Saxons though we are?...

...The Declaration [of Independence] applies only to people capable of self-government. How dare any man prostitute this expression of the very elect of self-
governing peoples to a race of Malay children of barbarism, schooled in Spanish methods and ideas?...

...Mr. President, this question is... racial... He [God] has made us the master organizers of the world to establish system where chaos reigns... He has made us adept in government that we may administer government among savage and senile peoples. Were it not for such a force as this the world would relapse into barbarism and night. And of all our race He has marked the American people as his chosen nation to finally lead in the regeneration of the world. This is the divine mission of America, and it holds for us all the profit, all the glory, and all the happiness possible to man. We are trustees of the world’s progress, guardians of its righteous peace...


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</table>

What does this document tell you about life during this time period?
Document E

“Anti-Imperialist Resolutions, Black Citizens of Boston,” July 18, 1899

Resolved, That the colored people of Boston in meeting assembled desire to enter their solemn protest against the present unjustified invasion by American soldiers in the Philippines Islands.
Resolved, That, while the rights of colored citizens in the South, sacredly guaranteed them by the amendment of the Constitution, are shamefully disregarded; and, while frequent lynchings of Negroes who are denied a civilized trial are a reproach to Republican government, the duty of the President and country is to reform these crying domestic wrongs and not attempt the civilization of alien peoples by powder and shot.


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</table>

What does this document tell you about life during this time period?
“Remarks to Methodist Delegation,” by President McKinley

…”When I next realized that the Philippines had dropped into our laps I confess I did not know what to do with them... I thought first we would take only Manila; then Luzon; then other islands perhaps also. I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way... (1) That we could not give them back to Spain – that would be cowardly and dishonorable; (2) that we could not turn them over to France and Germany – our commercial rivals in the Orient – that would be bad business and discreditable; (3) that we could not leave them to themselves – they were unfit for self-government – and they would soon have anarchy and misrule over there worse than Spain’s was; and (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God’s grace do the very best we could by them, as our fellow-men for whom Christ also died. And then I went to bed, and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States...

Document C Continued…

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<th>Summarize the point of view expressed in this document:</th>
<th>Quote direct passage from this document in which the author expresses his point of view:</th>
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</table>

What does this document tell you about life during this time period?
Handout B
Annexation Chart

*Directions:* With a partner, brainstorm reasons for and against the annexation of the Philippines by the United States. Be sure to cite specific documents in your list.

<table>
<thead>
<tr>
<th>Reasons For Annexation</th>
<th>Reasons Against Annexation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason</strong></td>
<td><strong>Document /Evidence</strong></td>
</tr>
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<td>1.</td>
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<tr>
<td>2.</td>
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</table>
Annexation RAFT

*Directions*: You will be developing a final product that illustrates one of the perspectives regarding the annexation of the Philippines that you have studied. Take a moment to answer the following questions:

**Role**: In developing the final product, what role will you take?

____________________________________________

**Audience**: Who will be the intended audience for your product?

____________________________________________

**Format**: Circle which format you plan to use for your product:

- Letter to President McKinley
- A written play
- A work of art (poster or commercial)

**Topic**: List two reasons for or against the annexation of the Philippines that will your product display.

1. 

2. 
You will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Accuracy (3)</th>
<th>Excellent Points: _____</th>
<th>Satisfactory Points: _____</th>
<th>Almost There Points: _____</th>
<th>Needs Work Points: _____</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information, details in RAFT always accurate. Properly reflects information, ideas, and themes related to the subject.</td>
<td>Provides accurate information in RAFT but could use more support.</td>
<td>Provides information in RAFT that has some inaccuracies or omissions.</td>
<td>Provides information in RAFT that is incomplete and/or inaccurate.</td>
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</table>

<table>
<thead>
<tr>
<th>Perspective (2)</th>
<th>Excellent Points: _____</th>
<th>Satisfactory Points: _____</th>
<th>Almost There Points: _____</th>
<th>Needs Work Points: _____</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAFT maintains clear, consistent point of view, tone, and ideas relevant to role played; ideas and information always tied to role and audience.</td>
<td>Explains how character would feel about the event(s).</td>
<td>Shows little insight into how character would feel or act during the event(s).</td>
<td>Does not accurately develop characters, thoughts or reactions to the event(s).</td>
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<thead>
<tr>
<th>Focus (2)</th>
<th>Excellent Points: _____</th>
<th>Satisfactory Points: _____</th>
<th>Almost There Points: _____</th>
<th>Needs Work Points: _____</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.</td>
<td>Spends most of the RAFT discussing issues on topic, but occasionally strays from the focus.</td>
<td>Spends some time discussing issues off topic.</td>
<td>Spends most of RAFT on issues that do not directly deal with the RAFT chosen.</td>
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<tbody>
<tr>
<td>Essay contains few to no fragments, run-ons or other errors; rare errors or mechanical mistakes; writing is fluent.</td>
<td>Essay contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.</td>
<td>Essay contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.</td>
<td>Essay contains mechanical mistakes; is marred by numerous errors.</td>
<td></td>
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</tr>
</tbody>
</table>

| Comments | Total: |
Lesson Title:
NAACP and the Roaring ‘20s

Overview: Prior to class, cut out the NAACP exhibit primary sources on Handout D. Then fold them in half and place the cut-outs in a hat.

Grade/Course: 11th grade United States History and Geography

Standards: 11.5.2

Number of Class Periods: Two 90-minute class periods

Objectives: Students will
- trace the development of the NAACP through the ages
- analyze primary sources regarding the state of civil rights for African Americans in the 1920s
- prepare a presentation on their findings of the state of civil rights for African Americans in the 1920s
- research the role of the NAACP in today’s society

Essential Questions:
- What is the NAACP and why was it formed?
- What role did the NAACP play in protecting rights of African Americans during the 1920s?
- What role does the NAACP play in fighting for an equitable society in today’s world?

Materials:
- Projector
- Handout A: Copy of Langston Hughes’ poem “The Negro Speaks of Rivers”
- Handout B: Primary Source Cut-out Sheet
- Handout C: NAACP (Post-Civil War – The Great Depression): Questions
- Handout D: Written Source Analysis Sheet
- Handout E: Document Chart
- Handout F: Primary Source Presentation Sheet
- Handout G: Homework: NAACP Today
- Computers with internet access

Day One

Anticipatory Set (5 min): Project Handout A: Copy of Langston Hughes’ poem, “The Negro Speaks of Rivers.” Ask students to interpret the poem to the best of their ability.

Time Procedures (80 min) Materials

5 1. Ask students to share their responses.  Handout A: Copy of Langston Hughes’ poem, “The Negro Speaks of Rivers”
Give students background on the poem. Inform them that at the time it was written, there was much discourse in the African American intellectual community, specifically, about the effects of European colonialism in Africa. Ask students to Think-Pair-Share by turning to the person next to them, brainstorming what they remember about European colonialism in Africa from World History. Then ask students to share what they remember with the class. Assist students in activating prior knowledge about colonization in Africa, specifically in the Congo.

Ask students to review their interpretations of the poem. Ask them if and how this new knowledge changes their responses.

Facilitate a short discussion on the importance of understanding context when analyzing historical documents. Ask for examples of how analyzing one artifact or event without knowing any background information may lead to misunderstandings or prejudice.

Instruct students to get into groups of three. Inform them that they will each be responsible for a primary source. They will then get back into their groups and create a presentation on their findings. Ask each group to choose one or two primary sources from the pre-cut primary sources, depending on the number of students.

Then, distribute Handout C and D to each student. Go over directions with students. First, instruct students to go to the website at the top of Handout C and complete the questions on Handout C. Once they have completed Handout C, they should explore the primary resources on the website to find their assigned resource. Once they have found the primary resource that they chose from the hate, they should complete Handout D: Written Source Analysis Sheet. Students will have the remainder of class to complete the assignment. Inform students that they should print off a copy of their primary source for the presentations tomorrow.

**Closure** (5 min): Ask for student volunteers to share one document that they found to be especially surprising or interesting.

**Assessment:** Handout C; Handout D: Written Source Analysis Sheet

**Reflection:**
Day Two

Anticipatory Set (5 min): Reflect on the primary source that you analyzed yesterday. What was most interesting or thought-provoking about your document?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students. Go over the agenda for the day. Instruct students to get into their groups from yesterday. Inform them that today they will be working on their primary source presentation. First, they must get together and review their primary sources.</td>
<td>Handout E: Document Chart</td>
</tr>
</tbody>
</table>
| 50            | 2. Distribute Handout E: Document Chart and Handout F: Primary Source Presentation Rubric. Go over the directions for each of the handouts with the students. Tell students that they will have forty-five minutes to complete Handout E and put together a presentation on their documents for the class. | Handout E: Document Chart   
Handout F: Primary Source Presentation Rubric |
| 25            | 3. Students will present their findings to the class. | |

Closure (5 min): Distribute Handout G: NAACP Today to each student for homework. Go over the directions with the class.

Assessment: Handout E: Document Chart; Handout F: Primary Source Presentation Rubric

Reflection:
| “Call” for a National Conference to Address Racial Inequality | Frances Blascoer’s Strategy for Franklin’s Appeal |
| Platform of the National Negro Committee, 1909 | Protest of Birth of a Nation Film |
| The Pink Franklin Case | NAACP Victory in Guinn v. United States |
| Constitution and By-Laws of the NAACP | A Letter to President Woodrow Wilson |
| Jane Addams’ Appeal | 1919 Pan-African Congress |
| The Spingarn Medal | W. E. B. Du Bois’s 1919 Trip to France |
| The Amenia Conference Pamphlet | NAACP Defends Soldiers of the 24th Infantry |
| Buchanan v. Warley | The “Red Summer” |
| The Silent Protest of 1917 | NAACP Women Aid the American Expeditionary Forces |
| 1918 Anti-Lynching Bill | Interference with the Universal Negro Improvement Association |
| A Federal Law Against Lynchings | The Arkansas Cases |
| Investigation of a Lynching | The Ossian Sweet Case |
| *Fire in the Flint* | God’s Trombones |
| Langston Hughes Requests NAACP |  |

Prelude
1. What were the Thirteenth, Fourteenth, and Fifteenth Amendments? What were some events that counteracted the measures that these Amendments were supposed to take for African Americans?

Founding and Early Years
2. Explain the “new abolition movement.”

3. What does NAACP stand for? In your own words, list or summarize what the NAACP pledged to do.

The New Negro Movement
4. Describe the “New Negro Movement.”

The Great Depression
5. Summarize the judicial and legal actions taken by the NAACP to combat discrimination against African Americans.
### Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT** (circle one):
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Other:

2. **UNIQUE PHYSICAL CHARACTERISTICS OF DOCUMENT** (circle one):
   - Interesting Letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - "RECEIVED" stamp
   - Other:

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**
   - POSITION (TITLE):

5. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION** (There are many possible ways to answer A-E.):
   - **A.** List three things the author said that you think are important:
   
   - **B.** What evidence in the document helps you know why it was written? Quote from the document.
   
   - **C.** List two things the document tells you about life in the United States at the time it was written.

---

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408

**Document Chart**

*Directions*: As a group, fill in the chart below using the inferences that you have gathered from your primary resources.

<table>
<thead>
<tr>
<th>Document</th>
<th>Document A</th>
<th>Document B</th>
<th>Document C</th>
</tr>
</thead>
<tbody>
<tr>
<td>List two things the document tells you about life in the United States at the time it was written.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the main message to take away from the document?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the significance of the document? What can the document teach us about the time period?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Primary Source Presentation

**Directions:** You and your group will be creating a primary source presentation. The goal of the presentation is to inform your classmates about the events, or context, surrounding the international and domestic events that led to actions by the NAACP. You will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary sources are explained in-depth; explanations provide a strong context for events regarding civil liberties in the United States during the 1920s</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>The speaker knows the subject; speaker is able to answer questions posed by audience</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Visual aids are well done; information posted is original; graphics are used to supplement information</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Presentation is organized with a beginning, middle, and conclusion</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The speaker is enthusiastic, make eye contact with audience members, and involves the audience</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Conclusion includes a comprehensive statement about what the primary sources can teach us about life during that time</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Total:
Homework: NAACP Today

Directions: Visit the NAACP website (www.naacp.com). Click on “Advocacy & Issues” on the top toolbar. Choose one issue (i.e. “economic opportunity” or “education”) and choose one article under the heading “Action Alerts.” In your own words, write a one paragraph summary of the article that includes the problem and the proposed solution by the NAACP. Then, write a one paragraph reflection on the issue and proposed solution. Some possible questions to consider could be: Do you agree with the problem? Have you ever experienced this problem before? Do you think the proposed solution will work? What are some possible consequences of the proposed solution? Can you come up with another solution? Continue on the back side of this paper if you run out of room.

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________________________________________________________________________
Lesson Title:
Great Depression and the Great Recession

Overview: This lesson can be used to summarize the policies of the Great Depression. Students will need prior knowledge of President Hoover and President Roosevelt’s policies regarding the role of government in the depression as well as the programs that were instituted.

Grade/Course: 11th grade United States History and Geography

Standards: 11.6.2, 11.6.4

Number of Class Periods: Three 90-minute class periods

Objectives: Students will
- review the causes of the Great Depression.
- analyze the relationship between New Deal programs and current government social programs
- evaluate the role and effectiveness of current day government programs
- design their own social program

Essential Questions:
- What were the causes of the Great Depression?
- What role did the government play in the Great Depression?
- What role should the government play during times of economic decline?

Materials:
- “Yes” sign to be posted on wall
- “No” sign to be posted on wall
- Computers with internet access
- Handout A: Written Document Analysis Sheet (one per student)
- Handout B: Document Chart (one per student)
- Handout C: Great Depression vs. Great Recession Fact Sheet
- Handout D: Current Programs Within the United States
- Handout E: Program Creation
- Document A: *Women and Changing Times*
- Document B: *The Depression was a Republican Trick*
- Document C: *The More Modest Among Us*
- Document D: *Recovery*
# Day One

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (82 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Go over anticipatory set with students.</td>
<td>Handout A: Written Document Analysis Sheet</td>
</tr>
<tr>
<td>2</td>
<td>Instruct students to get into groups of four. Inform them that this will be their “home group.” Distribute Handout A: Written Document Analysis Sheet to each student. Then, instruct all students to count off by eight. Inform them that this number will be their “investigation group.” Assign groups as follows and record group assignments on the board: Groups 1 and 5 will analyze Document A; Groups 2 and 6 will analyze Document B; Groups 3 and 7 will analyze Document C; Groups 4 and 8 will analyze Document D. Investigation groups should consist of only one number (i.e. number 1) as opposed to two numbers (i.e. numbers 1 and 5). Instruct students to leave their home groups and join their investigation groups. Tell students that they will be responsible for investigating their assigned primary source and completing the Primary Source Analysis sheet with their investigation group. They will also be responsible for teaching their findings to their home group. Students should read their assigned document as a group and work to fill out the Written Document Analysis Sheet together.</td>
<td>Handout B: Document Chart</td>
</tr>
<tr>
<td>20</td>
<td>Instruct students to return to their home groups. Distribute Handout C: Document Chart. Instruct students to work within their home groups to complete the Document Chart.</td>
<td>Handout C: Document Chart</td>
</tr>
<tr>
<td>7</td>
<td>Review Document Chart with class.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Inform the class that they will be conducting their own interviews about the Recession in the U.S. economy. Instruct them to come up with five to ten questions that they would like to ask their parents about causes and effects of the Recession.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ask groups to share their questions with the class. As a class, brainstorm a list of at least ten questions about the recession that they can use to ask their parents tonight for homework. Students should be recording these questions as you write them on the board.</td>
<td></td>
</tr>
</tbody>
</table>

**Closure** (3 min): Assign brainstormed questions for homework. Go over any questions about the assignment.

**Assessment:** Handout B: Document Chart
**Day One**

**Anticipatory Set (5 min):** Draw a Venn Diagram. Label the left side “Hoover” and the right side “FDR.” Then, work to fill in the diagram.

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Draw the Venn Diagram on the board. Ask for student answers. Record students answers on the Venn Diagram. Review the fundamental differences between Hoover’s and FDR’s approach to the Great Depression.</td>
<td>Handout C: Great Depression vs. Great Recession Fact Sheet</td>
</tr>
<tr>
<td>5</td>
<td>2. Ask students which former president they agree with more.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3. Distribute Handout C: Great Depression vs. Great Recession Fact Sheet. Review the fact sheet with students.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3. Ask students to take out their interviews that they conducted for homework last night. Facilitate a brief discussion about responses to the interviews that they found to be interesting and would like to share. Also focus on the perceived causes and effects of the Recession.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4. Draw a Venn Diagram on the board. Label one side of the diagram “Life During the Great Depression” and label the other side of the diagram “Life Now.” Allow students to talk to the person next to them to brainstorm similarities and differences between society then and society today.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5. After five minutes, ask the class to come back together and share their responses. Record student answers on the Venn Diagram on the board. As a class, discuss similarities and differences between life during the Great Depression and present-day. Also, ask students to compare New Deal programs to current day programs. Include this similarities and differences in the Venn Diagram as well.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>6. Next, ask students if they believe the United States policies are more similar to Hoover’s policies or FDR’s policies. Be sure that students back up their opinions with facts.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7. Next, ask which policy was more effective. Facilitate a discussion on which policy should be implemented today and why.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>8. Assign homework for tonight. Students should research one of the following current-day welfare programs and write a two-paragraph response to it. The first paragraph should be a</td>
<td></td>
</tr>
</tbody>
</table>
summary of the program and the second paragraph should be a reaction to it. Possible topics:
- modern welfare programs
- farm subsidies
- minimum wage
- Social Security

Closure (5 min): Discuss with students the connection between modern day welfare programs with New Deal programs.
Assessment:

Reflection:

Day Three

Anticipatory Set (5 min): Does the program you researched for homework share any similarities with New Deal programs? How are they similar? Different?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Collect homework assignment. Discuss anticipatory set with students.</td>
<td>Handout D: Current Programs Within the United States</td>
</tr>
<tr>
<td>15</td>
<td>2. Distribute Handout D: Current Programs Within the United States. Instruct students to get into groups of three. Within their groups, they should teach each other about the programs that they researched and fill in the chart.</td>
<td>Handout D: Program Creation</td>
</tr>
<tr>
<td>10</td>
<td>3. Ask students to share their findings and opinions with the class. Facilitate a discussion.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4. Then, ask students to brainstorm possible causes of poverty within their groups.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5. Ask students to share their answers with the class. Record the list of brainstormed responses on the board. Ask students if it is the government’s job to attempt to fix these causes. Then, ask students if and how the programs that they researched attempt to fix the cause.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>6. Distribute Handout E: Program Creation. Tell students that they will be creating their own programs within their groups. Inform them that they should be prepared to share their program with the class.</td>
<td>Handout E: Program Creation</td>
</tr>
</tbody>
</table>
20 7. Students should share their programs with the class. The class can vote on which program they like best. Students can also be given an extra credit option to type up a formal proposal to send to their representatives in Congress.

Closure (5 min): Distribute Handout F: Homework - “America’s Ever Expanding Welfare Empire” article and “Welfare Spending Nearly Half What U.S. Forked Out in Corporate Subsidies in 2006: Study” article OREO. Go over the directions and assign to students for homework.

Assessment: Handout D: Current Programs Within the United States; Handout E: Program Creation

Reflection:
### Written Document Analysis Worksheet

<table>
<thead>
<tr>
<th>1. TYPE OF DOCUMENT (circle one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
</tr>
<tr>
<td>Map</td>
</tr>
<tr>
<td>Advertisement</td>
</tr>
<tr>
<td>Letter</td>
</tr>
<tr>
<td>Telegram</td>
</tr>
<tr>
<td>Congressional Record</td>
</tr>
<tr>
<td>Patent</td>
</tr>
<tr>
<td>Press Release</td>
</tr>
<tr>
<td>Census Report</td>
</tr>
<tr>
<td>Memorandum</td>
</tr>
<tr>
<td>Report</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. UNIQUE PHYSICAL CHARACTERISTICS OF DOCUMENT (circle one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting Letterhead</td>
</tr>
<tr>
<td>Handwritten</td>
</tr>
<tr>
<td>Typewritten</td>
</tr>
<tr>
<td>Seals</td>
</tr>
<tr>
<td>Notations</td>
</tr>
<tr>
<td>&quot;RECEIVED&quot; stamp</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

| 3. DATE(S) OF DOCUMENT: |

| 4. AUTHOR (OR CREATOR) OF THE DOCUMENT: |
| POSITION (TITLE): |

| 5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? |

<table>
<thead>
<tr>
<th>6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. List three things the author said that you think are important:</td>
</tr>
<tr>
<td>B. What evidence in the document helps you know why it was written? Quote from the document.</td>
</tr>
<tr>
<td>C. List two things the document tells you about life in the United States at the time it was written.</td>
</tr>
<tr>
<td>D. Write a question to the author that is left unanswered by the document:</td>
</tr>
</tbody>
</table>

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408

**Document Chart**

*Directions*: As a group, fill in the chart below using the inferences that you have gathered from your primary resources.

<table>
<thead>
<tr>
<th>Document A</th>
<th>Document B</th>
<th>Document C</th>
<th>Document D</th>
</tr>
</thead>
<tbody>
<tr>
<td>List two things the document tells you about life in the United States at the time it was written.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did the interviewee say was the cause of the depression?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the significance of the document? What can the document teach us about the depression and the role the government played?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Great Depression vs. Great Recession Fact Sheet

Both were preceded by good economic times.
- 1921-29: Annual real economic growth was 4.4 percent
- 1982-2007: Annual real economic growth was 3.2 percent

Both were preceded by the movement of banks into new business lines.
- 1920s: Banks ramped up real estate lending/investment banking
- 1990s-2000s: Banks ramped up real estate lending/securitization of mortgages

Both were preceded by innovations in consumer finance.
- 1920s: Installment consumer credit (e.g., monthly payments for autos)
- 2000s: Banks ramped up real estate lending/securitization of mortgages

Both were preceded by asset bubbles.
- 1920s: Florida real estate boom and the stock market
- 1990s-2000s: Residential real estate and the tech-stock boom

<table>
<thead>
<tr>
<th></th>
<th>Great Depression</th>
<th>Great Recession</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length Of Contraction</strong></td>
<td>43 months (August 1929 to March 1933)</td>
<td>18 months (December 2007 to June 2009)</td>
</tr>
<tr>
<td><strong>Drop In Industrial Production</strong></td>
<td>51.7 percent</td>
<td>14.9 percent</td>
</tr>
<tr>
<td><strong>Rise In Unemployment</strong></td>
<td>19.3 percentage points (25%)</td>
<td>5.7 percentage points (8.5%)</td>
</tr>
<tr>
<td><strong>Change In Consumer Prices</strong></td>
<td>Down 27.2 percent</td>
<td>Up 1.5 percent</td>
</tr>
<tr>
<td><strong>Number Of Bank Failures</strong></td>
<td>9,000</td>
<td>443</td>
</tr>
<tr>
<td><strong>Drop In The Dow Jones Industrial Average</strong></td>
<td>89.2 percent</td>
<td>53.8 percent</td>
</tr>
</tbody>
</table>

Sources:
2. Goldman, D. Great depression vs. ‘great recession:’ Comparisons between this economic recession and the Great Depression are common, but the granddaddy of all downturns was far worse. Retrieved from http://money.cnn.com/news/storysupplement/economy/recession_depression/
Current Programs Within the United States: Action Plan

*Directions:* Now that you are familiar with some of the programs existing within the United States, decide whether or not the existing program remain as it is, be reduced, or be expanded? Be sure to explain your reasoning.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Who does this program benefit?</th>
<th>What should be done with the program?</th>
<th>Why did you make this decision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Creation

*Directions:* You and your group will create your own program proposal to present to the class.

Program Title:

Why is this program needed?

Who does this program benefit?

How does this program work? Who is eligible to receive benefits from this program? What does this program need to run functionally? Be detailed!

How will this program be funded?
**Homework** - “America’s Ever Expanding Welfare Empire” article and “Welfare Spending Nearly Half What U.S. Forked Out in Corporate Subsidies in 2006: Study” article OREO

**Directions:** Read the attached articles and respond to the question below by filling out the following OREO graphic organizer.

*Do you think it is the government’s job to assist its citizens when they are in need of assistance?*

- **Opinion:** state your opinion
- **Reason:** give a few reasons for having this opinion
- **Evidence:** Use evidence to support your opinion
- **Opinion:** restate your opinion
A fundamental misconception about America’s welfare state misleads millions of voters to reflexively support ever bigger and more generous government. William Voegeli fingers the attitude in his book, *Never Enough: America’s Limitless Welfare State*: “no matter how large the welfare state, liberal politicians and writers have accused it of being shamefully small” and “contemptibly austere.”

Barbara Ehrenreich expresses the attitude in her book, *Nickled and Dimed*: “guilt doesn’t go anywhere near far enough; the appropriate emotion is shame” regarding the stingy miserliness of America’s welfare state. In light of the current budget debate, with House Budget Committee Chairman Paul Ryan putting fundamental entitlement reform on the table, this misconception especially needs to be corrected.

America’s welfare state is not a principality [territory]. It is a vast empire bigger than the entire budgets of almost every other country in the world. Just one program, Medicaid, cost the federal government $275 billion in 2010, which is slated to rise to $451 billion by 2018. Counting state Medicaid expenditures, this one program cost taxpayers $425 billion in 2010, soaring to $800 billion by 2018. Under Obamacare, 85 million Americans will soon be on Medicaid, growing to nearly 100 million by 2021, according to the CBO.

But there are 184 additional federal, means-tested welfare programs, most jointly financed and administered with the states. In addition to Medicaid is the Children’s Health Insurance Program (CHIP). Also included is Food Stamps, now officially called the Supplemental Nutrition Assistance Program (SNAP). Nearly 42 million Americans were receiving food stamps in 2010, up by a third since November, 2008. That is why President Obama’s budget projects spending $75 billion on Food Stamps in 2011, double the $36 billion spent in 2008.

But that is not the only federal nutrition program for the needy. There is the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), which targets assistance to pregnant women and mothers with small children. There is the means tested School Breakfast Program and School Lunch Program. There is the Summer Food Service Program for Children. There are the lower income components of the Child and Adult Care Food Program, the Emergency Food Assistance Program, and the Commodity Supplemental Food Program (CSFP). Then there is the Nutrition Program for the Elderly. All in all, literally cradle to grave service. By 2010, Federal spending for Food and Nutrition Assistance overall had climbed to roughly $100 billion a year.
Then there is federal housing assistance, totaling $77 billion in 2010. This includes expenditures for over 1 million public housing units owned by the government. It includes Section 8 rental assistance for nearly another 4 million private housing units. Then there is Rural Rental Assistance, Rural Housing Loans, and Rural Rental Housing Loans. Also included is Home Investment Partnerships (HOME), Community Development Block Grants (CDBG), Housing for Special Populations (Elderly and Disabled), Housing Opportunities for Persons with AIDS (HOPWA), Emergency Shelter Grants, the Supportive Housing program, the Single Room Occupancy program, the Shelter Plus Care program, and the Home Ownership and Opportunity for People Everywhere (HOPE) program, among others.

Besides medical care, food, and housing, the federal government also provides cash. The old New Deal era Aid to Families with Dependent Children (AFDC) is now Temporary Assistance for Needy Families (TANF), which pays cash mostly to single mothers with children. There is the Earned Income Tax Credit (EITC), which sends low income workers checks even though they usually owe no taxes to be credited against. The Child Tax Credit similarly provides cash to families with children. Supplemental Security Income (SSI) provides cash for the low income aged, blind and disabled. In 2010 such income security programs accounted for nearly another $200 billion in federal spending.

The federal government also provides means tested assistance through multiple programs for child care, education, job training, and the Low Income Energy Assistance Program (LIHEAP), the Social Services Block Grant, the Community Services Block Grant, and the Legal Services Corporation, among other programs.

The best estimate of the cost of the 185 federal means tested welfare programs for 2010 for the federal government alone is nearly $700 billion, up a third since 2008, according to the Heritage Foundation. Counting state spending, total welfare spending for 2010 reached nearly $900 billion, up nearly one-fourth since 2008 (24.3%).

Welfare Spending Nearly Half What U.S. Forked Out In Corporate Subsidies In 2006: Study
09/25/2012

Welfare queens may actually look more like giant corporations.

The government spent about $59 billion to pay for traditional social welfare programs like food stamps and housing assistance in 2006, while Uncle Sam doled out $92 billion in assistance to corporations during the same year, according to an analysis from Think By Numbers, a progressive blog. That means that big, and in many cases profitable, corporations got nearly double the money from the government that needy individuals got.

The analysis finds renewed significance because of the debate raging on the campaign trail and in Congress over government subsidies to businesses and individuals. A video of Republican presidential nominee Mitt Romney slamming 47 percent of Americans for not paying income taxes and feeling entitled to government assistance leaked last week to widespread criticism.

If Romney is elected, policies based on that philosophy may be put into action. His running mate Paul Ryan, for example, has proposed slashing food stamp spending.

At the same time, Romney’s supporters have been asking for more government subsidies for big business. Harold Hamm, Romney’s top energy adviser, asked lawmakers to keep tax breaks for oil and gas companies in place during a hearing earlier this month. Companies tied to Romney's image have also benefitted from government help; Bain & Co. reportedly received a bailout in the early 1990s.

President Obama has proposed lowering the top corporate tax rate to 28 percent in exchange for a reduction in potential loopholes, according to The New York Times. Many corporations already pay well below the current 35 percent rate by using a variety of loopholes.

Not everyone is in favor of corporate subsidies though, even people who have received corporate subsidies. Charles Koch, the CEO of Koch Industries, argued in a Wall Street Journal op-ed earlier this month that crony capitalism is a “destructive force” for business and government. Koch’s company, which also set up a SuperPAC that’s raised more than $2.5 million this election cycle, has benefitted from this so-called “crony capitalism” in the form of subsidies for the oil and gas industry as well as huge government contracts.

"It seems as though I have always worked with cotton in some form." Said Mrs. Blount as she pressed some dress material. "Why before I started in the dressmaking business I used to help pick cotton. In fact I earned the money to buy my trousseau in this way."

"..."We are now citizens of Augusta and have made it our home for quite a number of years." She went on. "However, I was born and reared in Walton County, near Mansfield, Georgia. My parents lived on a farm and had eight children - four boys and four girls. I am the eldest and there are three girls and three boys still living.

"My father was a good provider, but it kept him going pretty hard to support a large family. We did manage to live well, but I can assure you there was not much surplus money floating around our domicile. Everybody had to help when cotton picking time came. We picked cotton to get the money to buy our clothes. As I told you before I earned my wedding clothes in this manner. I didn't mind, though, for I was going to marry my Joe.

"..."How do country children amuse themselves?" I questioned.

"Well," she answered, "I suppose we amused ourselves just as other normal children do. The little girls loved their dolls and pets - kittens, puppies, chickens, and even white rats. The little boys also had their pets and all kinds of things.

"I guess that sometimes we would be real smart and help do the work around the place and then again we would feel terribly imposed upon when mother called upon us for
assistance. Oh, yes, we were just normal kids. Of course when we got large enough we were assigned certain duties that must be done before we could play.

"We [Joe and I] married when we were both quite young and we have four children - 2 girls and 2 boys, and they are all living. We lived on the farm for five years after we married and then moved to Covington, Georgia, where my husband had obtained work with a Furniture Manufacturing Company.

He received a good salary which enabled us to live very comfortably.

"Then the price of cotton, and in fact all farm products, dropped very low and as the farmers had little to spend, business suffered. This recession lasted for quite awhile and then my husband accepted a position with the Smith Manufacturing Company at Madison, Georgia. This firm operated a general repair and blacksmith shop, sold wagons and buggies, and also ran an undertaking place.

...After another year Joe changed jobs again. This time he went to work for the Baxter Milling Company. His work was hard, he had long working hours, and the position entailed a great deal of responsibility. This overwork eventually caused him to have a nervous breakdown. For quite awhile his mind was affected and while he was never actually violent, we were careful not to cross him. We nursed him carefully and after a complete rest his health improved and in a short time he was able to go back to work.

"In 1917 when the United States became involved in the World War, salaries were greatly increased and by strict economy we were able to save enough money to make a down payment on a home of our own. It was not long before we had paid quite a nice amount on it. Unfortunately, when peace was declared the market broke, salaries were cut, and we were dealt quite a hard blow.

"Several years previously, believing business would warrant such a venture, Joe had opened a business of his own. He carried practically the same line of merchandise as did the firms for whom he had worked, excepting of course the undertaking business. He sold carriages, buggies, wagons, fertilizers, and some commodities. He extended credit to the farmers; then when the depression came, he was unable to collect and consequently we lost our business and our home.

"The boll weevil also got in its deadly work. They practically destroyed the cotton and damaged other crops as well. Prices dropped so low that what little the farmers were able to salvage brought almost nothing and consequently they had no money with which to meet their obligations. Sweet potatoes sold as low as 40 cents per bushel; corn as low as 50 cents, and other products sold accordingly.
"Joe and I educated our children the best we could. We have given all of them a grammar school education and the equivalent of two years in high school.

"After losing our business and our home we moved to Augusta and made a new start. The children secured work and it wasn't long before Joe was able to pick up temporary work. I took in sewing and helped all I could. I have kept it up and at the present time I am in the dressmaking business with a friend on a 50-50 basis.

"Shortly after we came here my husband worked for the city, and then he worked for the Georgia Power Company. For the next several years Joe worked for cotton oil mills, one of which was located at Raleigh, North Carolina. While at work in the latter place a huller machine blew up and he was hurt badly.

"The company paid him his entire salary for the six months that he was laid up. He tried to work again but after two or three days he had to give up and go back home. Just as he had recuperated sufficiently to return to work the mill shut down and he was again without work.

"Joe has always been blest with undaunted courage and strong determination and he again sought employment at the Southern Cotton Oil Company in Augusta. We moved back here and he worked until the season was over. For the past five years he has worked at the University Hospital.

"I don't think there can be any doubt but that the World War caused the depression. When our country became involved with Europe and our boys went to France, prices soared and salaries went up by leaps and bounds. There were so many positions left open by the boys who went 'Over There,' that there actually seemed to be competition between the heads of businesses as to which one would get the first chance to employ a man and they were not stingy with salaries either.

"People became excited and restless, bought extravagantly and lived entirely beyond their means. Many borrowed money from the banks to buy luxuries they couldn't afford. When things began to level themselves after the close of the war - a depression was inevitable.

"I think President Roosevelt is a wonderful man." She remarked. "I feel that he has done more to help poor people than any other man could have done.

"To my mind one of the greatest accomplishments of the New Deal has been the organization of the Civilian Conservation Camps. The training given the boys will be of lasting benefit. They have changed many a boy from a liability to a valuable asset to his country. They have kept thousands of boys off the roads just idly roaming over the
country - hiking and beating rides on freight trains, etc. Many of them have become good citizens.

"We have worked hard and had our ups and downs, but we are very happy and enjoy our home so much. When any of the children get out of work they know they are always welcome to come home and stay until they are on their feet again. It would be a great pleasure to us to keep our [brood?] together at all times but of course that is impossible. Boys, particularly, love to get out and run around and see something of the world.

"I recall one time when one of our boys decided to hitch-hike to Raleigh, North Carolina. It was not nearly so exciting as he had expected.

He said he only met one man who treated him kindly and he was a person whom he had known before. He obtained employment at a bakery but worked only one night for when the proprietor demanded his straw that broke the camel's back. It was simply disgraceful.

"I have a friend who firmly believed in women's rights and longed for the day when we would have a say-so in our government. The first time she had the opportunity to register she couldn't get there fast enough. The next morning the paper published a list of the would-be woman voters. When her brothers read the paper they were very indignant and for a while made things very uncomfortable for her.

"Today, every woman who is eligible is expected to vote and is considered unpatriotic if she doesn't.

"Now we have women evangelists, lawyers, doctors, nurses, congresswomen and others. Women now practically run the churches and other religious organizations.

"And today we even have ladies flying." She exclaimed, "I wonder what next."

The Skinner Clothing Company, located at 833 Broad Street, an old established business, is one of Augusta's few remaining home-owned stores. When I walked in Mr. Skinner was placing price tags on brilliantly colored sport suits, which are so popular this summer. He glanced up with a smile of recognition and remarked:

"Well, what do you think of the Republican presidential nominee?"

Absorbed in what he was doing, he hardly waited for my reply before he went on, "Personally, I never heard of that man before, but from the race he ran with Taft he is well-known in the Republican party, but he hasn't a chance. Roosevelt will be president for the next term whether they like it or not."

"Yes, I too, believe Roosevelt will run and be re-elected, but that is not what I came to talk about, Mr. Skinner."

"Pardon me, I was so excited I forgot for the moment, what can I do for you?"

"How long have you been in business?"

"About twenty-six years. Why?"

"I want you to tell me of your business experiences and of the causes and effects of the depression."

"That's a large order, but I will tell you what I know. Where do we begin?"
..."All right, I was born in McDuffie County near Thomson, Georgia, August 27, 1887, the first six children of George Fletcher Skinner and Julia Brannon Skinner. At the age of 15 I finished grammar school at Sardis, Georgia, and went to work as clerk in Appling's General Merchandise Store for $7.00 a month and board. Being keenly interested in advancement I decided to take a business course and after a few months I came to Augusta.

"Before I entered school I met a boy from home who was working at Lombard's Iron works. He was so enthusiastic and happy over the work he was doing, I gave up the idea of business school and thought I would try to be a machinest. My friend took me to the boss and after looking me over he gave me a job as apprentice. It wasn't long before I learned I didn't care for hot iron and realized I should have stuck to my original plan of taking a business course. The trouble with me was I wanted a pay day and once you get the yellow envelope on Saturday, you just can't give it up, even if it contains only a few dollars. I left Lombards and got a job as clerk with the J. B. White Company. Augusta's largest and leading store at that time. I was back in my own line of work and though I was only 17 years old, I sold more than any of the other clerks.

..."About that time Ben Jordan, of Grovetown, was elected superintendent of schools in Columbia County. Ben had a large store and had to have a man during the school term. I accepted his offer of $7.00 a week and board and worked until the schools closed. Then I worked at Norvel's Store for the same salary. I was still in my teens, and while I was satisfied and happy in my work, I realized there was no future for a clerk in a small town store, and I decided to come back to Augusta. It was then I got my first real job with the Augusta Aiken Railway Company at 12 cents an hour."

"What kind of work did you do?"

"I was an all round man. I know you remember when they had open streetcars?"

...Just at this point a man wearing overalls came in and asked if his uniform was ready. Mr. Skinner told him it was, but that he would like for him to try on the coat. I noticed that it was a Salvation Army officer's uniform. When the man left I asked Mr. Skinner about him.

"Yes, he is an officer and a working one at that. The Salvation Army is doing a good work in our city; more than the general public and the churches are willing to give them credit for. Not that they want any praise. They are interested mostly in helping the forgotten men and woman."
"And you still sell uniforms?"

"Yes, I usually have a contract with some company and furnish uniforms for the policemen and firemen every year."

"Getting back to our story, Mr. Skinner."

"Oh, yes! Where did we leave off?"

"You were working for the Augusta and Aiken Railway Co. How long were you there?"

"Two years and twelve days. I then went to work for Mentor & Rosenbloom, an old New York credit corporation that sold on the $1.00 a week plan. Shortly after I went to work there, on September 2, 1908, I married Miss Lillian Glisson, my boyhood sweetheart. She was from South Georgia, but we attended the same school and I had looked forward to the day when I could claim her as my bride.

"I was with Mentor & Rosenbloom about seven or eight months, when I found out that the office force was not honest; they were stealing my commission and I quit and went to T. R. Maxwell Furniture Company. After about a month Mentor & Rosenbloom wanted to know why I had left the company. They sent a man here to investigate and when they learned what the trouble was they sent for me and made me manager at a salary of $35.00 a week, with a bonus."

"How long were you there?"

"I don't remember whether it was five or six years, but during the time I was there I decided if I could manage a business for the other fellow at a profit, why not have one of my own. I had a little savings account, $1,000, to be exact and I believed with $1,000 more I could begin business. I went to the Culpeppers, who at that time were operating a very successful furniture business.

I offered to give them a half interest for $1,000. They agreed readily, and gave me W. P. Seigler, one of their oldest men, as a partner. I opened at 1044 Broad Street, under the name of Skinner & Seigler, and from the first month business was good and in less than two years, it was worth $3,700.

"I soon learned that Seigler was not the man for my business. He lacked personality and tact in selling. I gave him $1,000 and bought Culpeppers' interest and then ran the business alone for five years. Then I sold a half interest for $18,000 to Hogan, my most recent partner, and moved to 958 Broad Street. We were incorporated in 1919 as
Skinner & Hogan for $100,000, but sold very little stock. We opened three stores, one in Savannah and two here. Our business was thriving and we were in fine shape.

"Hogan and I each had a drawing account of $5,000 a year and we employed fourteen men in the three stores, all making a good salary. Then came the depression. I saw the crash coming and tried to head it off by liquidating the Savannah store. Hogan being a high salaried man, we gave him the small store where Thom McAn's store now is, and part of the liquidation that was still incorporated. I now owned 95% of the store at 958 Broad Street and employed five men. I cut my drawing account in half. In 1930 the Stelling Shoe Store, next door to my place, caught fire and my place was damaged so badly that I leased a store two doors below for the next five years, continuing business as usual.

"After a period of three years, business began to pick up and gradually increased, but it has never been the same. The chain stores have ruined the independent merchant. The big moneyed men who were on the inside of the political scheme knew the rise and fall of the stock market and when to buy. The results were chain stores in every city and town of any size, selling their merchandise for less than we could buy for. What chance did we have for a comeback?

"When my lease expired in 1935, I moved here, and each year business has increased. Today there are seven families getting a comfortable living out of the store and I can't complain. But with the competition and high cost of living, I will not live long enough to regain what I lost during the depression."

"What do you think caused the depression?"

"It would take a more brilliant mind than mine to tell you the real cause. My ideas along with a lot of other small merchants is about the same. It was Wall Street against the world, along with a political upheaval, in other words, a Republican trick. Millionaires were made over night from the life savings of others. The war got the credit for a lot of and rightly so. I remember the close of the Spanish American War; cotton dropped to 3 1/2 and 4 cents a pound, why? Politics and the little man being crushed and beggared by the man or men who were in power. Take my business for instance; before the last depression fourteen families were being supported from it; my own personal loss was 50%. I was worth around $40,000 with an income of $5,000. That was cut in half and today my average is a little more than $3,000."

"What do you think of conditions today?"

"They are about the same as the pre-war days of the last World War. When this program is over, there will be an increase in business. The present administration is wise now to all the Republican tricks and there will not be another depression such as
Hoover and the Republicans caused. The people in our country know now that it was a political trick to enrich the big man and make beggars out of the little man. We have more unemployed than any other country in the world today, and the cry is that this is a machine age. That is true, to a great extent, but who built the machines? Where did the money come from? Out of the pockets of the working man? Again I say, 'Wall street against the world.'"

"Do you own your own home?"

"Oh, yea! I bought my first home in 1920, on the corner of Baker and Central Avenues. Three years later I sold at a profit and bought Mayor White's home on [Meiga?] Street. In 1928 I built my present home on Anthony Road at a cost of [19,000?].

"I have three sons and one daughter. My two older boys finished high school and had two years in college. The oldest boy is married and associated in business with me. The second boy is assistant secretary for the Department of Health. My youngest son was graduated from the University of Georgia and attended Students Art League in New York taking a course in commercial art, which he finished in June of this year.

He helped to paint the mural at the World's Fair. My daughter has another year at Shorter College.

"This is my story of the depression so far as it effected my life, should we have another I don't think I would be lost in the struggle. With my knowledge and experience I would take advantage of the market and be ready for old man Depression."

THE MORE MODEST AMONG US.

Alex Samuels,
908 Edgewood Ave., N. E.
Atlanta, Georgia.

By - William Jenkins
December 15, 1939.

"My grandfather came from England about a hundred and twenty-five years ago. He stopped in Jamaica for some time on his way to the United States, and there he met my grandmother. She was of Spanish and French descent. They made their home in New Orleans, where my grandfather bought and sold cotton.

"I was born at Prairie du Chien or, in English, Dog Prarie, in 1884. It is one of the oldest towns in Wisconsin and the site of a fort which was built during the Indian wars.

"I had one sister, no brothers. My sister and my father died with diphtheria when I was about a year and a half old. Diphtheria killed them quickly in those days. The first thing I can remember was having my throat swabbed with a carbolic solution. The memory was clear enough to cause me to recognize the smell and taste years afterwards. Diphtheria, when it took a virulent form, was a such more dangerous disease then than it is now. It was not uncommon for the mortality to go as high an fifty percent or more. During such epidemics no public funerals were held for those who died of the disease. People were afraid of contracting the disease themselves.

"My father left my mother and me a home and about five thousand dollars in cash, also a library of over two thousand volumes.

"In 1905 I went to the University of Wisconsin. I majored in mathematics for my first degree, but the truth of the matter is that I was not very much of a mathematician, though I did later teach a few courses in elementary college mathematics. I later received a degree in physics which suited me better.

"My first paying job after getting my bachelor's degree was that of assistant instructor in the physics department of the Louisiana State University, at Baton Rouge. My salary was eight hundred per year…

"While I was there, I took two civil service examinations, one for the Coast and [Geodetic?] Survey and one for the Philippine service. In the first I mad[e] the second highest mark and in the second I was pretty well down the list. I received an offer of $1,200 a year from the Philippine Service, and in 1914 I left for the islands with forty-
eight other men who were newly appointed. Some of the men said there were more than a thousand on the eligible list, so the more modest among us wondered who was nodding when the list was made for appointments. It took twenty-eight days to reach the islands and most of us probably gained a better appreciation of the size of the Pacific Ocean.

"My contract called for two years of high school teaching. At the end of the first year I was made principal and given a two-hundred-dollar raise. At the conclusion of my two-year contract I decided that I had better return to the states, so I resigned and went to Manila to make the trip home. It is not good to 'miss too many boats', as they say of Americans who have gone seedy from staying too long.

"However, I was offered an appointment as assistant professor in physics at the university at Manila, and stayed four years longer at a salary of $2,200 a year.

"In 1920 I returned to the United States and got a position at Georgia Tech at a salary of $2,750 a year. I taught eight years there. At the end of the first year I bought a home in Decatur. That was in 1920 and houses were at their highest price then. The place cost about $8,500 counting the improvements I put in. My wife was rather anxious to own a place…

"My wife died in December 1925, and two years later in 1928 I left Tech to go to Cornell for graduate work in physics. Toward the close of the first semester they offered me part-time work in teaching. The teaching work was light, calling for three classes a week and so left an abundance of time for study…

"I returned to Atlanta in 1931 to try to sell my house. I had already sold the lot, though I was obliged to sell what cost $2,500 for $500. No one was greatly interested in building even in 1928. In 1931 it was practically impossible to sell houses for money, or it least that was my experience. I finally traded it for an abandoned farm. I had a $6,000 equity in the place but should have been glad to have sold it for $1,000.

"I moved to the farm with my collie dog in the fall of 1931…

"In 1932 I re-married and started raising a few beans and farming some of the fertile patches that had withstood a generation of cotton cropping.

I had over four hundred hens part of the time but that many hens can easily eat fifty or sixty dollars' worth of feed in a mouth, and frequently make a return of fifteen or twenty dollars worth of eggs. At any rate I found there was no money to be made on worn-out farm, but kept on always in hopes of finding a buyer at some price in the next few months. The farm was profitable only in one respect - it was a pleasant place to live. I sold it in 1937 and netted $500 on it. I may say that I received $500 on my
house which had cost at least $6,000 above rent. I believe it is generally cheaper to rent than to buy.

"I built a trailer to live in and came back to Atlanta to try for a job, but didn't have the luck of finding one. In fact, if it had not been for a little trading which I did in stocks I would have been out of cash long before I sold the farm. Stocks have a great advantage over most other forms of property in that they can be sold at some price. Trading stocks is not a job that is suitable to many. It requires very careful study. A person attempting to trade on a little newspaper opinion and so-called expert advice is almost certain to have serious losses. The reason is not hard to see. When prices are at the bottom they are there because it is almost the unanimous opinion that things are bad and getting worse, and when they are at the top it is because every one expects even better things. The only people I have ever known who made money consistently were those who formed their own opinions and made a business of their trading. A great many people who would not think of playing against professionals for money in a card game will attempt to speculate. They are playing a far more complicated game in competition with very shrewd opponents. No, I do not regard speculation as gambling unless you are willing to define all buying and selling in hopes of a profit as gambling, and I think any one would be justified in buying and equity if he had good reason to think it would soon be worth more in selling if he thought it likely to decline. However, I am sure that if any one thinks it a way to make easy money he has not realized the requirements of successful trading. I never had so much as a thousand dollars in the market and of course frequently found I was mistaken, or right too soon, but during the seven years I made something every year but one. That year I lost about $200. During my best year I made about $800."

"The recent reforms in the market were badly needed but scarcely go far enough to be called a thorough job. I think the only serious mistake was made in making the margin requirements too high. That probably caused the 1937 panic to be more severe than it would have been otherwise. This requirement has reduced later.

"Living in a trailer is very much like living in an efficiency apartment. Trailers are very comfortable both in warm and cold weather and, after one has learned to have 'a place for everything and everything in its place', the trailer is more convenient than most houses…"

"The average American of low income certainly does not select his food so has to get the maximum value for the amount he spends. It seems to me that it would be well worth while if more instruction were given to such matters. Of course, any one can find all kinds of articles telling about calories, proteins, minerals, vitamins, and so on, but the trouble with that is that even the few who read and understand such articles do not apply them. What we need is some very low-priced diets which are sufficient to maintain good health and as persistent a hammering on the subject as there is, for
instance, on the merits of advertised foods or the great curative powers of patent medicines. Some of my neighbors in the country were evidently suffering from malnutrition though they spent more for groceries than I did. Their houses and surroundings were very unsanitary. It costs no more to have clean surroundings and a well-balanced diet than to live on hog and hominy in a house which any up-to-date farmer would consider unfit for cattle.

"I don't believe that any one thoroughly understands all of the causes of depressions; at least it is a subject on which the 'doctors' are about unanimous in their disagreement. Certainly Presidents Coolidge and Hoover did not understand the subject, or they would scarcely allowed our present situation to develop while they smilingly assured the American people that all was well with the world and the best of our coming prosperity was just around the corner. I do believe I can claim to have been more foresighted than that, for I sold the small amount of stock which I owned jointly with my mother before the 1929 break and, as before stated, would have been very glad to sell all the other property I owned.

"The depression was very possibly made during the years [1913?] to 1927 when most of us were spending more than we had really made. The sum of debts, if the estimates are at all correct, represented much too large a proportion of our total wealth, and they could only be carried by a continual advance in values. The world depression stopped that. Then the forced economy and the shrinking of values began and the depression fed on its own growth. Hoover, due to the political situation, was practically powerless. I doubt that, with the emergency powers later given to Roosevelt, he would have taken sufficiently drastic action, as he took too much of a banker's view of the situation. The United States were simply due to follow the rest of the world in revaluing money and reorganizing industry.

"Any inspection of employment and production figures plainly shows that there was a considerable increase in the hourly production, especially during the last fifteen years. Our distribution of income must be adjusted to the increase in labor efficiency if that increased production is to be used. A concentration of wealth in the hands of a small proportion of our citizens cannot possibly be made consistent with general prosperity. Regardless of whether one believes that enormous fortunes are acquired by moral individuals or not, the general good requires that they should not exist and certainly that these should not endure in the hands of a hereditary class. We have and excellent illustration of the effect of concentration of power and wealth in the thousand year's depression which Asia has suffered. The poverty of Asia is not produced by the inferiority of its people but by the lack of good governments and political freedom. In the United States I believe that our past prosperity has been due to our more fair distribution of wealth among those who produced it rather than to the efforts of a few who have managed to control large enterprises.
"The New Deal policies seem to me to be generally correct, and the American people appear to have some understanding of what is happening. They are not likely to hand the full control back to our former masters. However, I do not think we are going to see the 1929 levels reached rapidly. Too many people are now accustomed to live on a lower consuming level than they did in the 1920's. Very few of these I know who are earning well during that period are now spending as freely as they did then. To reach that glorious but rather silly level of spending, we must probably wait until a new generation of spenders, arrives.

"I have been working on the W. P. A. for about three months. The W. P. A. or some such arrangement is almost a necessity as long as our industrial organizations unable to properly employ people who are able to work. I believe that in time we will again adjust things, however, so that it will not be necessary. It scarcely would be beneficial to business employment or production to have the millions now depending on W. P. A. unable to buy at all.

"I am not a member of any church, though if I were to choose one of the [?] would probably suit me fairly well. It seems to me that the Christian Churches generally are making and attempt to worship both God and [?], a thing which their founder warned them could not be done.

"The prospects of getting employment do not seem especially good, but there should be a pretty fair chance of starting a small business. I knew a well-to-do Chinaman in Manila who began business with about $25, but of course he was only a 'Heathen Chinese'."

RECOVERY
January 5, 1940
Mr. W. W. Tarpley (White)
5001 Nebraska Ave., N. W.
Washington, D. C.
Finance Officer in U. S. Treasury
(Bank Conservator)
By Bradley

...Yes, I really went through the depression. My story may not be so interesting to anyone else, but I'll be glad for you to write it."

The consultant is Mr. Raymond Tarver and he is being interviewed at his home, in a fashionable section in Washington, D. C. in appearance he is tall and rather slender. Though only in his early forties his hair is showing a decided grey and his face has lines in it that are the result of much care and responsibility. He is not a handsome man but has an expression on his face and a personality that immediately inspires one with confidence. His genuineness and his amiable disposition have won for him many friends.

…”I guess, in a way," he resumed, "the depression was a blessing in disguise for me. It's an ill wind that blows nobody any good, you know. Of course I felt like I was ruined at the time, but if the crash had not come, I might have still been down in that little South Georgia town working for a small salary.

"There were thousands who went down during the panic - lost fortunes, homes, business, and in fact everything. Some have survived, and many never will. A great many were too old to begin building up again. In the kind of work I'm in I have been in position to know some of the devastating effects of it, and it certainly gets on your sympathy.

"I guess you would say I am recovering from it. When I say that though, I'm not boasting, but I'm deeply grateful for the good fortunes that have came my way…

"I had not accumulated a great deal at the time of the panic, but I did have some savings and a good job. That was the trouble, my savings and my job went at the same time…

"I was born and reared down in Laurens County, Georgia. I lived there until the depression came on, except for about a year and a half when I was drafted during the war…
… I lived at home, so I began saving some money. I have been taught from childhood to put aside something out of everything you make, so I have tried to live up to it.

"… I volunteered when the United States got into war. When I was examined the doctors found me to have a slight leakage of the heart, so I was not accepted for oversea service, but was sent down to Quitman, Georgia, to serve on the local exemption board.

"… When the Armistice was signed, I was offered a place in a bank there, so being without a job I was glad to get it. I was in this bank for two years.

"… I married the next year. For awhile we tried to live at home with my sister and father. Well, that didn’t work so well. It seldom does, you know; no house was built big enough for two bosses.

"We moved out and began keeping house in two rooms and a bath. We didn't buy much furniture, just enough to get by with. We really began at the bottom. We were content to live that way until I saved enough to buy us a permanent home. We didn't stint ourselves by any means, but we didn't spend money extravagantly. Our first and only child, Gloria, was born while we were living in these two rooms. We needed more room, though, so we moved into a larger house and rented out half of it. We bought us a second-hand T-model Ford coupe. I don't suppose any couple ever started out life any happier then we. I was making a fine salary, had a growing savings account, and a host of friends, and no serious troubles to worry about. My wife is just the smartest... thriftiest person you have ever seen. To her I owe a lot of my successes…

"… One morning we three were at the breakfast table when the phone rang. It was one of the fellows who worked at the bank.

"Tarver, he said, 'have you heard the news?'

"'What news? No, I haven't heard any news,' said I. What's it all about?'

"'Well,' he said, 'hurry on down and see.'

"If you will excuse the expression, when he said that, the seat of my britches almost dropped out. I felt like it meant trouble of some kind. I had had a terrible feeling of uneasiness over the bank for some time. Banks had been closing all over the country. There had been a run on our bank some time previous to that, but we tided that over, and since then it had seemed stronger than ever.
"I hurried down and, sure enough, in front of the bank, there stood a crowd of employees, as blank expressions on their faces as I've ever seen…

"The bank was closed and a notice to that effect on the door. We stood there just looking at each other until finally one said, 'Well, boys, guess we had better go on the inside and see if we can find out what it's all about. I guess there goes our jobs.'

"Not only my job was in the balance but my savings were gone, at least for the present.

"No one knows, unless they have experienced it, what it means to work in a place under such conditions. Of course, there were promises that the bank would soon open up and resume business and begin paying off. That gave the depositor something to hope for at least. The sad part was, this was the strongest bank in this town. In fact there had already been several failures, so this was almost the only bank open for business. It was a national bank too, so everybody thought their money was safe. We worked on awhile… People were losing their homes and some their savings of a lifetime. The saddest part of it was to see widows who probably had been left a little insurance and had put it all in the bank. People have a feeling that all connected with a bank, from the directors, president, on down to the lowest employee, are responsible for a bank failure and that makes you feel bad.

"What do you think caused the depression?" he asked. "Well, almost everyone will tell you something different. Usually they will speak from a personal standpoint. Ask a farmer down in that section and they will say, 'the boll weevil'. The merchant will tell you, inflation in prices during the war and the slump following. The Florida boom eventually brought disaster in that state. I'll tell you more about that later. I haven't told you yet how the depression affected me personally. We worked on at the bank trying to get things in shape, with no hopes deep down in our hearts of ever opening up again. Of course, we couldn't tell people on the outside that. We tried to appear hopeful. One by one they began laying off employees and I knew, sooner or later, my time would come. I didn't worry very much right then because I was young and, with my experience and standing in the town, I just knew I would not have any trouble getting work. I soon found out, though, I was mistaken in that.

"Well, my turn came to be laid off. On my desk one morning I found a letter to that effect. Of course it read, 'With appreciation for my valuable service, deep regret, best wishes, etc.' But that didn't help my feelings much. My job was gone and my savings too. Except for the time I served during the war, that was the first day I was without a job since I was just a boy. I went on home to break the news to Louise. She was not suprised, for we had both been expecting it.
"I didn't lose any time worrying but got my hoe and went to the garden. Oh, that garden was a lifesaver to me in more ways than one. Some way, you can't worry and watch things grow all at the same time.

"I don't remember just how long I went without work, but it seemed a long time to me. Funds were getting mighty low but we said nothing about it. My idea of stepping right into another job was erroneous. In normal times I could have, but then there were no jobs to be had. Of course, I preferred work in my line but soon saw I would do well to get a job at anything.

…”When I saw there were no jobs to be gotten in Dublin, I began looking in other towns where I thought there were prospects. Soon my money was getting so low I couldn't afford to take any more trips in search of employment, so I just had to be patient. That is hard to do and I got awfully blue too.

"I got a temporary job in the office at the ice plant. That didn't pay much but it helped a lot. We counted our nickels too. Fall came on and business fell off at the plant. I wasn't laid off, but I realized they didn't need me but were just letting me stay on out of sympathy and I couldn't stand that so I simply quit.

"Then I was taken on as night clerk at one of the hotels…

"It almost never fails, though, that hard times and sickness go hand in hand. There was a terrible flu epidemic and Louise had a severe case of that, followed by pneumonia. I put her in the hospital and for several days it looked as if she would be taken from me. My friends truly rallied to me in those days. … Louise recovered but expenses piled up, for she had to have good nursing and nourishment even after she was carried home.

"Just as I was getting in the dumps about a regular job, I was notified to report at once, to act as assistant receiver for a defunct bank in Florida. They were feeling the depression there even more than we were in Georgia, and banks were closing every day.

…”That was a happy day for us. Our friends didn't know it, but I didn't even have enough money to take the trip but I borrowed it. The question was, how was the family to live until I got my first check? Of course I had to leave them there until I could get able to move them.

"Don't you worry,' said Louise, 'there's always a way. Don't forget I still have my cabbage patch.' That was no joke either.
"It was [miraculous?] the cabbage she did sell. Then she couldn't sell them she would swap them for other things she needed. She even paid off her help with cabbage.

…"I moved my little family, when I had been on my job just two months…

…"We owed some bills back home that had accumulated when I was out of work, and as soon as possible I began paying those up. It was a struggle but we paid them all up before we stopped…

"That was right after the real estate boom and the whole state was in a panic. Banks were still closing until it was hard to get enough receivers for them. Oh, we did work. Banks in neighboring towns were added to our work until we were liquidating six banks at one time, all in different places…

…"One morning, after reading his mail, the receiver says, 'tarver, how would you like to go to Virginia?' I didn't answer for a minute.

"Well he says, 'I'm going to liquidate a big millionaire bank that has closed its doors, and you can come along, too, if you like.'

"'Sure I'll go, and be glad to.' Well, we made another move, to a better job and, of course, a bigger salary. We left Florida though, I'm glad to say, in better shape financially than we did Georgia. We were out of debt and beginning to save some money again. … We had learned about hard times to teach us the value of money, and even though money was not so scarce we still lived conservatively…

"One night after we had retired, the phone rang, and it was Mr. Despard. He had had a call from the banking department wanting to know if they could borrow me for two weeks. We were surely excited over that call and didn't sleep another wink that night.

"This was at the time the President declared the moratorium. All banks were closed, you remember, for a short period of time, and only those banks found to be in good condition were allowed to re-open. Well, a number of banks remained closed, so many they didn't have sufficient men in Washington to look after them. That was why they were calling for extra help.

"I went the next morning thinking it was only temporary, but had not been there two hours before I was asked how long before I could; move my family. Well, it looked like I was a fixture… I began work and, when school closed, my family moved and we have been here ever since… For awhile we lived in a furnished apartment, but last September we bought this home and furnished it… I decided that I wouldn't put all my savings in the bank this time. I'm carrying good insurance, so in case anything happens
to me my family will be well protected. My home is not entirely paid for but I have made a substantial payment down on it and am paying the balance monthly.

…”Of course the depression made a decided difference in our mode of living. We cut expenses down to a minimum and, if it had not been for Louise's resourcefulness, I don't know how we would have weathered it.

…”Politics is something that I feel very strongly but talk little. I think our present administration the finest and most far reaching we have ever had. A tremendous lot has been done to help the country recover from the depression, and here in Washington we feel very keenly any harsh criticism of those in power…

Lesson Title:
A Just War

Overview: This lesson can be used as a wrap-up lesson for World War II with an emphasis on social justice.

Grade/Course: 11th grade United States History and Geography

Standards: 11.7.1

Number of Class Periods: Two 90-minute class periods

Objectives: Students will
- create an illustrated timeline of World War II Events
- develop criteria for a just war
- appraise the United States’ involvement in World War II against their own definitions of a just war

Essential Questions:
- What events led United States involvement in World War II?
- What is a just war?
- Was the World War II a just war?

Materials:
- U.S. History textbooks
- Handout A: Illustrated Timeline Rubric (one per student)
- Handout B: Williams & Caldwell “Jus Post Bellum...” article excerpt (one per student)
- Handout C: Was World War II a Just War?
- Handout D: World War II: Just War OREO

Day One

Anticipatory Set (5 min): In your opinion, what was the defining event of World War II?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8. Go over anticipatory set with students.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4. Ask students to peruse through the World War II section of their textbook.</td>
<td>U.S. History textbook</td>
</tr>
<tr>
<td></td>
<td>With a partner, they should create a list of key World War II events.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5. Ask students to share their lists with the class. Record brainstorm on the board.</td>
<td></td>
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<tr>
<td>10</td>
<td>6. Distribute Handout A: Illustrated Timeline Rubric to students. Go over rubric</td>
<td>Handout A: Illustrated</td>
</tr>
<tr>
<td></td>
<td>with students. Instruct them to use at least ten events</td>
<td>Timeline Rubric</td>
</tr>
<tr>
<td></td>
<td>from the brainstorm in their timeline.</td>
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</tbody>
</table>
3. Students will spend the rest of the class period working on their illustrated timelines.

Closure (5 min):
Assessment: World War II Illustrated Timeline

Reflection:

Day One

Anticipatory Set (5 min): What do you think a “just war” means? What would a “just war” look like?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
</tr>
</tbody>
</table>
| 20            | 2. Distribute Handout B: Williams & Caldwell “Jus Post Bellum...” article excerpt. Instruct students to get into groups of three. Inform students that they will be participating in an activity called Read-Recap-Request. Go over the following directions with the class and post them on the board:  
- **Student 1**: Read a passage of the article aloud to your partners while they silently follow along until you reach the end of a paragraph.  
- **Student 2**: With the help of your partners, write a one-three sentence summary of the passage on a piece of paper.  
- **Student 3**: Formulate a clarifying question or a question for discussion and write it below the summary and write it underneath Student 2’s summary.  
- Rotate roles until your reach the end of the article. *Everyone should have a chance to read, write, and question.*  
<table>
<thead>
<tr>
<th>Materials</th>
<th>Handout B: Williams &amp; Caldwell “Jus Post Bellum...” article excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5. Facilitate a discussion about “just war” according to the article excerpt. Ask students to share the questions they had written down.</td>
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<tr>
<td>15</td>
<td>9. Distribute Handout C: “Just War” Criteria T-Chart. Go over directions with students. Allow students to work with a partner to fill out the two T-charts.</td>
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<tr>
<td></td>
<td>Handout C: “Just War” Criteria T-Chart</td>
</tr>
</tbody>
</table>
10. Ask students to share their brainstormed criteria lists. Record the brainstorm on the board. Then, facilitate discussion on second T-chart. Again, record student responses on the board.

11. Distribute Handout D: World War II: Just War OREO. Go over the directions with students. Instruct students to fill out the graphic organizer.

Closure (5 min): Ask students to share what they wrote in the Just War OREO.
Assessment: Handout C: “Just War” Criteria T-Chart, Handout D: World War II: Just War OREO

Reflection:
World War II: Illustrated Timeline Rubric

Directions: Create an illustrated timeline of the events preceding, during, and after World War II. Timelines may be drawn horizontally or vertically. They should include a timeline title, names of the events, dates of the events, short explanations of the events, and small illustrations depicting the events. Explanations should include the reasons the events are historically significant. Use color and be creative in your illustrations.

You will be graded on the following:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events are in chronological order, dates of events are accurate</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Historically accurate explanation of events are provided in your own words</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Comprehensive reasons why events are significant</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Colorful illustrations are provided next to each event</td>
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<td>10</td>
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Comments:  

Total:
Jus Post Bellum: Just War Theory and the Principles of Just Peace

ROBERT E. WILLIAMS, JR.
AND
DAN CALDWELL

The just war tradition is based on the paradox that killing may be necessary to save lives, that the devastation of war may be required to prevent the destruction of deeply held values. Pacifists think the paradox is in reality a contradiction. Their position is understandable when we think of the consequences of modern warfare. How could the deaths of millions – some estimates put the number of people killed in the wars of the twentieth century alone at 90 million – possibly be justified in the name of saving lives? In fact, there are enormous numbers of war-related deaths that cannot be justified even in terms of the just war idea of waging war in order to save lives. There have been, after all, unjust wars and, within those wars that were just, unjustifiable killings. But the principle, and the paradox it engenders, is well illustrated by those cases in which a military response almost certainly did save lives (as in Kosovo) or would have if it had been forthcoming (as in Rwanda).

Over time, philosophers have divided just war thinking into two parts, *jus ad bellum* and *jus in bellum* – the before and after considerations separated by the point of entry into war. The first has to do with the moral reasoning that justifies the resort to war – proper authority, just cause, last resort, right intention, and perhaps other concerns – while the second has to do with the legitimacy of the means used to wage war. These considerations relate to why and how a war is fought. But this conventional division sometimes obscures the fundamental inseparability of motive and means. If war can only be justified by a concern for the lives and dignity – in essence, the human rights – of those we seek to defend (whether our own citizens or the victims of attack or oppression elsewhere), then how we wage that war will matter a great deal. It is inconsistent to go to war for the defense of human rights if such a war is likely to result in the deaths of extraordinary numbers of the civilians we seek to save or, on balance, increase their misery. Likewise, it is inconsistent to claim to be waging a war for the defense of lives from future terrorist attacks if such a war is likely to increase those attacks or result, on balance, in less security. Of course, such consequentialist judgments are difficult to make, but a concern for justice requires that we make them to the best of our ability. More to the point, however, is the
understanding that how a war is fought is integrally related to its rationale. Reconciling means and ends is, indeed, a matter of integrity.

A just war is one that seeks to right a wrong, and, not incidentally, at a cost that will not leave us wondering whether or not the wrong that has been righted might have been preferable to the wrongs we have left behind. War is never a good thing, but we consider it justified if a persuasive case has been made that it is the lesser of two (or ten or a hundred) evils. It must be expected to produce less evil than a reliance on diplomacy, less evil than economic sanctions, less evil than passive resistance, less evil than doing nothing – less evil, that is, than anything we can plausibly offer as an alternative. Thus we must, to be moral, concern ourselves with the evils that war produces and that raises questions about how we fight and what we do after we have fought. Likewise, it means that how we intend to fight and what we intend to do after we have fought must be part of the moral calculus in determining whether or not we may justly go to war…

**Was World War II a Just War?**

*Directions:* With a partner, brainstorm a list of criteria for *jus ad bellum* and *jus in bell*.

<table>
<thead>
<tr>
<th><em>jus ad bellum</em> Criteria</th>
<th><em>jus in bell</em> Criteria</th>
</tr>
</thead>
</table>

Next, determine whether or not World War II events qualify World War II as a just war. List events that fit the criteria that you have listed *and* explain how they fit those criteria. Also, list any events that *do not* fit the criteria that you have listed.

| Events that fit criteria | Events that do not fit criteria |
World War II: Just War OREO

Directions: Once you are finished filling in the chart, answer the following question using the OREO graphic organizer below.

According to the Just War Theory, was World War II a just war? Explain your reasoning citing specific evidence from your documents to back up your response.

Opinion: state your opinion

Reason: give a few reasons for having this opinion

Evidence: Use evidence to support your opinion

Opinion: restate your opinion
Lesson Title:
Bracero Program

Overview:

Grade/Course: 11th grade United States History and Geography
Standards: 11.8.2
Number of Class Periods: One 90-minute class period

Objectives: Students will
- analyze public laws that implemented the bracero program
- analyze the various perspectives of those involved in the bracero program
- discuss the fairness and equity of the bracero program
- create an artistic illustration of the bracero program from one perspective.

Essential Questions:

Materials:
- Handout A: Public Law 45
- Handout B: Public Law 78
- Handout C: Public Law 45 vs. Public Law 78 Venn Diagram
- Handout D: Written Document Analysis Sheet
- Handout E: Photograph Analysis Sheet
- Handout F:
  - Document A: A Bracero Compares Expectations versus Reality of Life in the United States
  - Document B: A Bracero Sings about the Hardships of the Mexican Immigrant
  - Document C: Working the Fields
  - Document E: Braceros Getting Finger Printed
  - Document F: Bracero Housing
  - Document G: A Migrant Worker Describes the Hard Work in the Northwest

Day One

Anticipatory Set (5 min): How are immigrants in the United States treated? Good? Bad? Why do you think this is?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
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<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Discuss anticipatory set with students.</td>
<td>Handout A: Public Law 45</td>
</tr>
<tr>
<td>20</td>
<td>Distribute copies of Handout A: Public Law 45 to half of the class. Distribute copies of Handout B: Public Law 78 to the other half of the class. Instruct students to get into groups of three. Inform students that they will participating in an activity called Read-Recap-Request. Go over the following directions with the class and post them on the board:</td>
<td>Handout B: Public Law 78</td>
</tr>
</tbody>
</table>
- **Student 1**: Read a passage of the article aloud to your partners while they silently follow along until you reach a stop sign.

- **Student 2**: With the help of your partners, write a one-three sentence summary of the passage on a piece of paper.

- **Student 3**: Formulate a clarifying question or a question for discussion and write it below the summary and write it underneath Student 2’s summary.

- Rotate roles until you reach the end of the article. *Everyone should have a chance to read, write, and question.*

Once students are done reading, they should bring their Read-Recap-Request summaries and questions to the teacher. Teacher should check summaries and questions for understanding and give credit to students for work.

10 3. Distribute Handout B: Public Law 45 and Public Law 78 Venn Diagram to each student. Label the left side of the Venn Diagram as “Public Law 48” and the right side of the Venn Diagram as “Public Law 78.” Ask students who read Handout A: Public Law 45 to share their summaries and questions with the class. Fill in the summaries on the left side of the Venn Diagram. Then, ask students who read Handout B: Public Law 78 to share their summaries and questions with the class. Fill in the summaries on the left side of the Venn Diagram. Record student responses on the board. Also, take this time to answer questions and fully explain the bracero program to students.

35 4. Instruct students to go to one of the documents posted around the room. They may work individually or with a partner. There should be no more than six students at one document. Tell students that they will have 7 minutes to complete the Document Analysis Worksheets that have been placed in the same area as the document. Once 7 minutes is up, they will rotate clockwise around the room to the next document. They will have 7 minutes at this document.

10 5. As a class, discuss findings of the documents. Ask students if they believe the bracero program was effective and fair. Be sure that students reference evidence in the documents to support their opinions.

**Closure** (5 min): Distribute Handout F: Bracero Raft and Rubric to each student. Go over the directions with students. Assign this RAFT project for homework.
Assessment: Handout B: Public Law 45 and Public Law 78 Venn Diagram; Handout E: Bracero Raft and Rubric

Reflection:
PUBLIC LAW 45, 1943

__________________

JOINT RESOLUTION

April 29, 1943 [H.J. Res. 96]

_______________________

[Public Law 45]

Making an appropriation to assist in providing a supply and distribution of farm labor for the calendar year of 1943.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby appropriated, out of any money in the Treasury not otherwise appropriated, the sum of $26,100,000, to remain available until December 31, 1943… for assisting in providing an adequate supply of workers for the production and harvesting of agricultural commodities essential to the prosecution of the war, as follows.

PAYMENTS TO STATES

Sec. 2. (a) For the purpose of assisting in providing an adequate supply of workers for the production and harvesting of agricultural commodities within the several States, the Administrator shall apportion among the several States, on the basis of need, not less than $9,000,000 and not more than $13,050,000 … The purposes for which such funds… shall include, among other things, (1) the recruiting, placement (including the placement of workers as tenants or share-croppers), and training of such workers; (2) transportation, supervision, subsistence, protection, health and medical and burial services, and shelter for such workers and their families and necessary personal property; (3) lease, repair, alteration, and operation of labor supply centers and other necessary facilities and services, including former Civilian Conservation Corps camps; (4) advancing to workers of sums due from employers within the United States who are under contractual obligation to reimburse such extension services for such advances; (5) employment of personnel and other administrative expenses; and (6) payment to or reimbursement of other public or private agencies or individuals for furnishing services or facilities for such purposes…
EXPENDITURE OF OTHER FUNDS

SEC. 3. (a) Not more than $13,050,000 of the funds appropriated by section 1… may be expended shall include, among other things, (1) the recruiting and transportation of workers and their families and necessary personal property, within the United States and elsewhere; (2) furnishing, by loans or otherwise, of health and medical and burial services, training, subsistence, allowance, protection, and shelter for such workers and their families; (3) advancing to workers of sums due from employers within the United States who are under contractual obligation to reimburse the United States for such advances; (4) other necessary facilities and services; and (5) operating personnel and expenses to carry out the above purposes...

LIMITATIONS

… (b) No part of the funds herein appropriated… for the recruiting, transportation, or placement of agricultural workers, shall be used directly or indirectly to fix, regulate, or impose minimum wages or housing standards, to regulate hours of work, or to impose or enforce collective-bargaining requirements or union membership, with respect to any agricultural labor, except with respect to workers imported into the United States from a foreign country and then only to the extent required to comply with agreements with the government of such foreign country...

MISCELLANEOUS PROVISIONS

SEC. 5…

...(2) the term "worker" includes nationals of the United States and aliens…

...(g) In order to facilitate the employment by agricultural employers in the United States of native-born residents of North America, South America, and Central America, and the islands adjacent thereto, desiring to perform agricultural labor in the United States during continuation of hostilities in the present war, any such resident desiring to enter the United States for that purpose shall be exempt from the payment of head tax… and from other admission charges, and shall be exempt from those excluding provisions… which relate to contract laborers, the requirements of literacy, and the payment of passage by corporations, foreign governments, or others; and any such residents shall be admitted to perform agricultural labor in the United States for such time and under such conditions… and in the event such regulations require documentary evidence of the country of birth of any such resident which he is unable to furnish, such requirement may be waived by the admitting officer of the United States if such official has other proof satisfactory to him that such resident is a native of the country claimed as his birthplace. Each such resident shall be provided with an identification card (with his photograph and fingerprints) to be prescribed under such
regulations which shall be in lieu of all other documentary requirements, including the registration at time of entry or after entry... Any such resident admitted under the foregoing provisions who fails to maintain the status for which he was admitted or to depart from the United States in accordance with the terms of his admission shall be taken into custody under a warrant issued by the Attorney General at any time after entry and deported... No provisions of this joint resolution shall authorize the admission into the United States of any enemy alien.

Approved April 29, 1943

PUBLIC LAW 78
AN ACT
To amend the Agricultural Act of 1949

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Agricultural Act of 1949 is amended by adding at the end thereof a new title as read as follows:

“TITLE V – AGRICULTURAL WORKERS

“Sec. 501. For the purpose of assisting in such production of agricultural commodities and products as the Secretary of Agriculture deems necessary, by supplying agricultural workers from the Republic of Mexico (pursuant to arrangements between the United States and the Republic of Mexico), the Secretary of Labor is authorized –

“(1) to recruit such workers…;
“(2) to establish and operate centers at or near the places of actual entry of such workers into the continental United States for the purpose of receiving and housing such workers while arrangements are being made for their employment in… the continental United States;
“(4) to provide such workers with such subsistence, emergency medical care, and burial expenses… as may be or become necessary…
“(5) to assist such workers and employers in negotiating contracts for agricultural employment (such workers being free to accept or decline agricultural employment with any eligible employer and to choose the type of agricultural employment that they desire, and eligible employers being free to offer agricultural employment to any workers of their choice not under contract to other employers);
“(6) to guarantee the performance by employers of provisions of such contracts relating to the payment of wages or the furnishing of transportation…

“Sec. 503. No workers recruited under this title shall be available for employment in any area unless the Secretary of Labor has determined and certified that (1) sufficient domestic workers who are able, willing, and qualified are not available at the time and place needed to perform the work for which such workers are to be employed, (2) the employment of such workers will not adversely affect the wages and working conditions of domestic agricultural workers similarly employed, and (3) reasonable efforts have been made to attract domestic workers for such employment at wages and standard hours of work comparable to those offered to foreign workers.
“Sec. 504. Workers recruited under this title who are not citizens of the United States shall be admitted to the United States subject to the immigration laws…:

Provided, That no workers shall be made available under this title to, nor shall any workers made available under this title be permitted to remain in the employ of, any employer who has in his employ any Mexican alien when such employer knows or has reasonable grounds to believe or suspect or by reasonable inquiry could have ascertained that such Mexican alien is not lawfully within the United States…

“Sec. 507. For the purpose of this title—

“(1) The term ‘agricultural employment’ includes services or activities included within the provisions of section 3 (f) of the Fair Labor Standards act of 1938, as amended, or section 1426 (h) of the Internal Revenue Code, as amended, horticultural employment, cotton ginning, compressing and storing, crushing of oil seeds, and the packing, canning, freezing, drying, or other processing of perishable or seasonable agricultural products…

Approved July 12, 1951.

Public Law 45 and Public Law 78 Venn Diagram

*Directions*: After reading your assigned document, record the differences and similarities between Public Law 45 and Public Law 78 in the Venn Diagram below.
### Written Document Analysis Worksheet

<table>
<thead>
<tr>
<th>1. TYPE OF DOCUMENT (circle one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
</tr>
<tr>
<td>Letter</td>
</tr>
<tr>
<td>Patent</td>
</tr>
<tr>
<td>Memorandum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. UNIQUE PHYSICAL CHARACTERISTICS OF DOCUMENT (circle one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting Letterhead</td>
</tr>
<tr>
<td>Handwritten</td>
</tr>
<tr>
<td>Typed</td>
</tr>
<tr>
<td>Seals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. DATE(S) OF DOCUMENT:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. AUTHOR (OR CREATOR) OF THE DOCUMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITION (TITLE):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. List three things the author said that you think are important:</td>
</tr>
<tr>
<td>B. What evidence in the document helps you know why it was written?</td>
</tr>
<tr>
<td>Quote from the document.</td>
</tr>
<tr>
<td>C. List two things the document tells you about life in the United States at the time it was written.</td>
</tr>
</tbody>
</table>

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408

Step 1: Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
</table>

Step 2: Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3: Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408
Bracero RAFT

Directions: You will be developing a final product that illustrates one of the perspectives regarding the Bracero Program in the United States. Take a moment to answer the following questions:

Role: In developing the final product, what role will you take?

____________________________________________

Audience: Who will be the intended audience for your product?

____________________________________________

Format: Circle which format you plan to use for your product:

Letter to President McKinley

A written play

A work of art (poster or commercial)

Topic: List two reasons for or against the annexation of the Philippines that will your product display.

1. 

2. 
You will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Accuracy (3)</th>
<th>Excellent Points: ____</th>
<th>Satisfactory Points: ____</th>
<th>Almost There Points: ____</th>
<th>Needs Work Points: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information, details in RAFT always accurate. Properly reflects information, ideas, and themes related to the subject.</td>
<td>Provides accurate information in RAFT but could use more support.</td>
<td>Provides information in RAFT that has some inaccuracies or omissions.</td>
<td>Provides information in RAFT that is incomplete and/or inaccurate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspective (2)</th>
<th>Excellent Points: ____</th>
<th>Satisfactory Points: ____</th>
<th>Almost There Points: ____</th>
<th>Needs Work Points: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAFT maintains clear, consistent point of view, tone, and ideas relevant to role played; ideas and information always tied to role and audience.</td>
<td>Explains how character would feel about the event(s).</td>
<td>Shows little insight into how character would feel or act during the event(s).</td>
<td>Does not accurately develop characters, thoughts or reactions to the event(s).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus (2)</th>
<th>Excellent Points: ____</th>
<th>Satisfactory Points: ____</th>
<th>Almost There Points: ____</th>
<th>Needs Work Points: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.</td>
<td>Spends most of the RAFT discussing issues on topic, but occasionally strays from the focus.</td>
<td>Spends some time discussing issues off topic.</td>
<td>Spends most of RAFT on issues that do not directly deal with the RAFT chosen.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent.</td>
<td>Essay contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.</td>
<td>Essay contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.</td>
<td>Essay contains mechanical mistakes; is marred by numerous errors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
A Bracero Compares Expectations versus Reality of Life in the United States

Interviewer: What was said, what was the atmosphere like there on the train?

Mr. Delgado: Well happy, you know? Because we were going to where there was another way of being, different from that of ours, which was dollars. In this way the people were pleased, you know? But I remember that they barely paid us, I mean, we earned very little. They set the hour like at $0.50 cents and well that was very little. And even though, supposedly they were going to take into account how much we advanced, you know? in the fields. But as I said, the pay was too little, taking an account by hour, $0.50 cents was too little...

Interviewer: Before leaving to go there, how did you imagine the United States?

Mr. Delgado: Well I always liked the way things are there, you know? Like, by talking with people. Because I had a friend here where I worked in the (teneria) skins factory, here in my town...he was from [the United States] and he came for fear of the war you know?, here to the town. He knew English well, because I think he studied there and all of that. Then I became interested in English, I would ask him, just like that, how certain things were said, you know?

Interviewer: ...Did he speak of nice things?, Did he say it was pretty over there?, or what would he say?

Mr. Delgado: Well almost nothing, about those things I never really asked him, how things were over there. I was more interested in the English [language]... The English language was interesting to me and still today [I know] a few things...I remember the first word that I learned how to say in English, it was to say thank you.

(Laughs.)

[Later in the interview, describing work in Michigan]

Interviewer: About what time did you finish? Do you remember more or less about how many hours were your workdays?
Mr. Delgado: Well, I think about eight to ten hours.

Interviewer: And finishing in the evenings, what did everyone do?

Mr. Delgado: Well, that was it, nothing more, make something for dinner and rest, it was, all that one did, you know? And then get oneself ready for the next day.

Interviewer: And again the same thing. And what days did you rest?

Mr. Delgado: On Sundays, wherever you were, you don’t work, you know? ...We went out, I remember there, in that place, we went out to where there was nearby lake, and in Michigan there are many lakes. Is the city, I mean, it is the Lakes State. We would go to a lake or take a walk around, to have a cold drink around there were they sold them, to a market, well that was what we did on Sundays...

Interviewer: And in those places that you mentioned, and also in the restaurants or in the bars or the stores where you bought your grocery, Did you have any problems of being rejected or of racism that they would not allow you to go in?

Mr. Delgado: No, not on that one, well, in other occasions I did, but not in that one.

Interviewer: There in Michigan you didn’t have to go through that?

Mr. Delgado: No, no. There, they never deny us anything. You could see the people, later they would look at us, you know? Because, we were dressed differently and all of that. I remember one time that I was wearing a hat, the kind that they used to use here in the town and would wear it over there and they would look at us because of that.

Interviewer: In general, how did they treat you, the braceros, when you where there? The people, I say, let’s say, the people from there right? The Americans, the people that lived in the towns, what kind of treatment did they give you how did they see you?

Mr. Delgado: Well, during that time because we didn’t mix in at all, we would only go out to buy something, I remember. The only thing was once they did not... We wanted a refreshment and maybe they thought we wanted beer and they said: “No.” That no, they could not sell us beer because we did not look, did not look of age for them to sell it to us.
[Later in the interview]

Mr. Delgado: From Michigan they transferred us to [Central Valley of California] ...That also took us six days to arrive from one place to another, because it was also on train, you know?

Interviewer: ...What crop were you working there?

Mr. Delgado: There in the, in the valley, lets say there where we were afterwards, we worked with lettuce...the cutting of lettuce. We arrived I think when they were about to start that work, the cutting of lettuce.

Interviewer: Listen, and there, there certainly were many more braceros.

Mr. Delgado: No, there were a lot of people, because it is more of a border, almost all Mexicans, they were more Mexicans there, you know?

Interviewer: Braceros, which were also contracted?
Mr. Delgado: There were contracted and wire workers, is what they were called... Do you know why they call them wire workers? ...[Because] they crossed the [fence], which is why they called them wire workers. When I first heard someone say: “The wire workers should be here soon”, I thought that they were workers of...

Interviewer: Of lighting.

Mr. Delgado: Yes, (laughter) of lighting. And those were well the ones who had the company, because there, they were companies, they were no longer ranchers, they were companies. We were with a company that was named Friedman, which was the name then, The Friedman.

### A Bracero Sings about the Hardships of the Mexican Immigrant

**Corrido de los desarraigados**

Señores, pongan cuidado  
Lo que es verdad yo les digo.  
Como México no hay dos  
Por lindo, Hermosa y florid

Toditos los extranjeros  
Lo tienen pa’ su delirio.  
Del cuarenta y tres atrás  
No se hallaba complicado

México, México era muy feliz  
Sincero, humilde y honrado.  
Hasta que empezó a cruzar  
La raza pa’l otro lado.

Contratistas y troqueros  
Pa’ mi todos son iguales.  
No más ‘taban* esperando  
Que pasaran nacionales.

Parecían lobos hambrientos  
Fuera de los matrorrales.  
Los creemos con honor  
Pero no lo(s) conocemos.

Nos trabajan como esclavos  
Y nos tratan como perros.  
No más falta que nos monten  
Y que nos pongan el freno.

Si alguno lo toma a mal  
Es que no lo ha conocido.  
Que se vaya a contratar  
A los Estados Unidos.

**The Corrido of the Uprooted Ones**

Men, pay attention,  
What I say is true.  
There is no other country like Mexico,  
Beautiful, lush, and green.

All the foreigners  
Are amazed by Mexico.  
Previous to 1943  
There were no complications.

Mexico, Mexico was happy,  
Sincere, humble, honest  
Until our race started crossing  
To the other side.

Contractors and truckers  
To me they were all the same.  
They were only waiting  
For nationals to cross.

They resembled hungry wolves  
Outside their thicket.  
We believe they are honorable  
But we don’t know them.

They work us like slaves  
And treat us like dogs.  
All we need is for them to ride us  
And to put the bridle on us.

If someone doesn’t like what I say  
It’s because he wasn’t there.  
Let him go as a bracero  
To the United States.
Y verá que va trabajar
Como un exclavo vendido.
Antes éramos honrados
Y de eso nada ha quedado.

Con eso del pasaporte
Nos creemos americanos
Pero tenemos el nombre
De ser desarraigados.

Allí les va la pespendida
A toditos mis paisanos
Si quieren tener honor
No vayan al otro lado
A mantener contratistas
Y los troqueros hambrientos.

* ‘taban = estaban (they were)

Working the Fields

Braceros Getting Finger Printed

Bracero Housing

A Migrant Worker Describes the Hard Work in the Northwest

I grew up my early years going from labor camp to labor camp. We would work in Washington cutting asparagus and then go and eventually we bought our own truck. [Then we would] get [in] our truck and drive down to Oregon to Willamette Valley and pick beans and then drive down to California and pick cotton with the big companies in California during the winter and then come back in the spring and follow the same routine. So as a child I grew up going from school to school, and the first grade I think I started while I was here in Washington in the spring and I flunked the first grade ‘cause I didn’t know any English, and there were no programs or anything to make up for the fact that you couldn’t understand what they were saying....

Most of the work at least the stoop labor was either by piece rate, like in the asparagus, or by the hour, and the wage never was more than the minimum wage. It was just the minimum wage all the time. There were no benefits and at that time farm workers didn’t have any unemployment or at least, in Washington, very few social services. So people worked, pooled their resources [and] tried to save money for periods when there was no employment. And it was hard work and there were a lot of indignities, because you could be fired at any time. There were no toilets in the fields or water provided for the workers. The worker basically had no say. So that’s the background—a lot of hard work [and] very low pay. If the grower didn’t like the work you were doing, he wouldn’t pay you and you’d be fired.

Lesson Title:
Humanitarian Efforts Since World War II

Overview: As research has shown, the majority of curricular content in social studies textbooks is war. In fact, many textbooks categorize units of time according to wars. This lesson is significant because it provides the opportunity for students to spend time learning about humanitarian efforts that have the ability to improve living conditions at the grassroots levels, thereby lessening discontent around the world.

Grade/Course: 11th grade United States History and Geography

Standards: 11.9.1

Number of Class Periods: Two 90-minute class periods

Objectives: Students will
- research humanitarian organizations that were created after World War II
- create a presentation of their findings to their classmates
- develop a plan of action for an issue that is important to them in the world today
- write a formal proposal that outlines their plan of action in detail

Essential Questions:
- What organizations were created to assist in humanitarian efforts after World War II?
- How have these organizations impacted the world in the past?
- How can these organizations address issues today?

Materials:
- Handout A: Humanitarian Efforts Since World War II Project Rubric
- Handout B: Humanitarian Organizations Today Social Action Plan
- Handout C: Humanitarian Organization Today Proposal
- Envelopes
- Computer with internet access
- Projector

Day One

Anticipatory Set (5 min): What was the Marshall Plan? Do you think it was effective? Do you know of any humanitarian efforts that exist today that are similar to the Marshall Plan?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss anticipatory set with students.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Give a brief overview of the creation of humanitarian efforts, including the United Nations, International Declaration of Human Rights, International Monetary Fund, and General agreement on Tariffs and Trade (GATT), established after World War II. Record this list of organizations on the board.</td>
<td></td>
</tr>
</tbody>
</table>
3. Instruct students to get into groups of four or five, depending on class size. Once they have gotten into groups, they should write their group names under or next to the list on the board to signify which organization they would like to research. Distribute Handout A: Humanitarian Efforts Since World War II Project Rubric. Go over instructions with students.

4. Allow students the rest of class to research their assigned organization and prepare the presentation.

Closure (5 min): Remind students that they will be presenting their findings to the class tomorrow. Encourage them to exchange e-mails or phone numbers with their group members should they need to work on their projects for homework.

Assessment: Handout A: Humanitarian Efforts Since World War II Project Rubric

Reflection:

---

Day Two

Anticipatory Set (5 min): Instruct students to get together with their groups to make any last minute preparations for their presentations.

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>1. Begin presentations.</td>
<td>Projector</td>
</tr>
<tr>
<td>20</td>
<td>2. Instruct students to get into groups of two or three. Distribute Handout B: Humanitarian Organizations Today Social Action Plan. Go over instructions with students. Then, distribute Handout C: Humanitarian Organizations Today Proposal. Go over instructions with students. Inform them that they will be using their social action plans as an outline for a formal proposal to be addressed and sent to the organization of their choice. It may be helpful to review with your students how to write a formal business letter. Then, allow students time to research or brainstorm an issue that is important to them and develop their social action plan. Instruct students to show their final product to you when they are finished.</td>
<td>Handout B: Humanitarian Organizations Today Social Action Plan</td>
</tr>
<tr>
<td>20</td>
<td>3. Once students are finished their social action plans, look over it and check them off. Direct them to begin working on their formal proposal to be sent to the organization of their choice.</td>
<td>Handout C: Humanitarian Organizations Today Proposal</td>
</tr>
</tbody>
</table>
Closure (5 min): Inform students that if their proposals are not finished, then they should finish them for homework. Let them know that tomorrow they will be putting their proposals into envelopes and sending them to the respective organizations. Teachers should preview the letters before they are sent out. Teachers can grade the letters during this time using the Handout C: Humanitarian Organizations Today Proposal rubric. Teachers can also allow students to grade each other’s proposal using the rubric.


Reflection:
Humanitarian Efforts since World War II Project Rubric

Directions: You will be teaching your classmates about humanitarian organizations since World War II. Your task is to design a presentation that will inform the class about your organization. Information in your presentation should include:

- When was it created? And by whom?
- Why was it created? What are the goals of the organization?
- How does/did it aid or respond to crisis in the world?
- Describe at least three major projects that this organization has undertaken or is currently working on.

Criteria | Possible Points | Points Earned
--- | --- | ---
All information is provided, with details; essential questions are answered; there is enough information to support the main ideas | 40 | _____
The speaker knows the subject; speaker is able to answer questions posed by audience | 20 | _____
Visual aids are well done; information posted is original; graphics are used to supplement information and enhance the presentation | 10 | _____
The speaker is enthusiastic, make eye contact with audience members, and involves the audience | 10 | _____
Presentation is organized with a beginning, middle, and conclusion | 5 | _____
Presentation is between 8 and 10 minutes long | 5 | _____
Guided notes are prepared and copied for the class on the day of the presentation | 5 | _____

Comments:

Total:
Humanitarian Organizations Today Social Action Plan

*Directions:* Research an issue that concerns you today. Develop a proposal to this issue and present it to the class. Then, number the actions to take according to which actions are most consistent with what your goal is.

<table>
<thead>
<tr>
<th>Actions to Take</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>


Humanitarian Organizations Today Proposal

Directions: Write a persuasive proposal outlining your plan of action and why your plan of action should be accepted. Your proposal should be no less than one page. You will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Almost There</th>
<th>Needs Work</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proposal outlines specific ideas and plans for a humanitarian effort; logistics (i.e. how the plans will be carried out, funded for, and by whom) of plan are detailed</td>
<td>Proposal outlines ideas and plans for a humanitarian effort; logistics of plan are detailed</td>
<td>Proposal outlines ideas and plans for a humanitarian effort; logistics of plan are present, but not detailed</td>
<td>Proposal outlines ideas and plans for a humanitarian effort; logistics of plan are not included</td>
<td></td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>Argument is convincing; strong appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are presented and addressed effectively</td>
<td>Argument is largely convincing; appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are addressed, but in a less than satisfying manner</td>
<td>Argument is partially convincing; some points supported by facts, examples, or reasons; emotional appeals used may not be entirely appropriate; alternate viewpoints mentioned but not addressed</td>
<td>Argument is not yet convincing; ideas based largely on emotional appeals and unsupported opinions; alternate viewpoints are not presented in an adequate manner</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Examples and support are provided in a logical order that makes it easy and interesting to follow the author’s train of thought. A clear argument is presented and the proposal provides detailed support.</td>
<td>Examples and support are provided in a fairly logical order that makes it reasonably easy to follow the author’s train of thought.</td>
<td>A few of the support details or examples are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Many of the support details or examples are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td>Knowledge, experience, insight, or unique perspective lends a satisfying ring of authenticity, novelty, and inventiveness</td>
<td>Knowledge of topic, details, and main ideas are more original than predictable; some degree of novelty and inventiveness is present</td>
<td>Settles too often for predictable generalities and/or personal opinions; no moments of novelty and inventiveness exist</td>
<td>Settles for generalities and personal opinions throughout; no moments of novelty and inventiveness exist</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Lesson Title:
Women’s Rights Movement in Newspapers and Literature

Overview: Issues surrounding women’s rights still exist today. Some may argue that the issue of women’s rights fades away after the 19th Amendment. Textbooks can skim over the rich history of the women’s rights movement, making it seem unimportant, or categorize it as a movement of the past. This lesson is meant to give students a broader understanding of the movement. Additionally, extension activities can be added to the end of this lesson, which allow students to investigate women’s right issues of today.

Grade/Course: 11th grade United States History and Geography

Objectives: Students will
- Trace the development of the women’s rights movement
- Analyze differing perspectives on the roles of women
- Create a museum artifact about one event of the Women’s Liberation Movement of the 1960s

Essential Questions:
- What was the role of women before the 19th Amendment?
- What different perspective existed about the role of women in society?
- What was the Women’s Liberation Movement of the 1960s?

Materials:
- Computers with internet access
- Handout A: Woman’s Sphere Political Cartoon
- Handout B: Looking Back Political Cartoon
- Handout C: The Sky is now Her Limit Political Cartoon
- Handout D: Cartoon Analysis Worksheet
- Handout E: Perspectives: Are Women People? A Book of Rhymes for Suffrage Times
- Handout F: We Women Throw Our Votes Away
- Handout G: Article Questions
- Handout H: Women’s Liberation Museum Artifact
- Handout I: Women’s Liberation Museum Gallery Walk

Day One

Anticipatory Set (5 min): What major roles did women occupy prior to the 19th Amendment?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Discuss anticipatory set with students.</td>
<td>Handout A: Women’s Sphere Political Cartoon</td>
</tr>
<tr>
<td>15</td>
<td>2. Distribute or project Handout A: Women’s Sphere Political Cartoon. Distribute Handout D: Cartoon Analysis Worksheet. As a class, fill out the cartoon analysis sheet using as the source</td>
<td>Women’s Sphere</td>
</tr>
</tbody>
</table>
Handout A. Discuss the meaning of the cartoon with the class. Explain to them that women were once thought to occupy the domestic, or private, sphere in society; men were thought to occupy the public sphere of society.

3. Ask students to think-pair-share with a partner. They should turn to the person next to them and try to brainstorm what they can remember about the women’s rights movement for two minutes. Then, ask for volunteers to share their brainstorm. Review the first women’s movement under Susan B. Anthony and Elizabeth Cady Stanton. Other terms and concepts could include the Seneca Falls Convention and suffrage.

4. Distribute Handout B: Looking Back to half of the class. Distribute Handout C: The Sky is Now Her Limit to the other half of the class. Each student should also get another copy of Handout D: Cartoon Analysis Worksheet. Instruct students to work on completing their assigned cartoon and cartoon analysis sheet. Once students are finished the cartoon analysis sheet, they should find someone with a different cartoon. Each student should then explain the cartoon to the other.

5. Distribute Handout E: Perspectives: Are Women People? A Book of Rhymes for Suffrage Times. Instruct students to go to the website at the top of the handout. They should then look over poems in each of the chapters, which correspond to the five bubbles. In each bubble, they should fill out a perspective being portrayed in each chapter.

6. Review the perspectives that were evident through the online book.

Closure (5 min): Distribute Handout F: We Women Throw Our Votes Away and Handout G: Article Questions for homework. Instruct students to read the article and answer the article questions.
### Day Two

**Anticipatory Set** (5 min): Have women achieved equality in today's world? Back up your opinion with evidence.

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<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Go over anticipatory set with students.</td>
<td>Handout F: We Women Throw Our Votes Away</td>
</tr>
<tr>
<td>15</td>
<td>2. Instruct students to take out their homework from last night. Review the article and article questions with students. Facilitate a short discussion on the author’s opinion of the women’s movement after women’s suffrage was achieved.</td>
<td>Handout G: Article Questions</td>
</tr>
<tr>
<td>10</td>
<td>3. Explain to students that another women’s movement began with the civil rights protests and protests against the Vietnam War. Distribute Handout E: Museum Artifact: Women’s Liberation Movement. Instruct students to get into groups of 2-4 students. Group numbers will depend upon class size. There should be enough groups to fulfill each of the artifact topics listed on the handout. Inform students that they will be constructing a museum artifact for one of the aspects of the women’s liberation movement of the 1960s. Ask groups to choose a topic they would like to research and create an artifact for. Review the grading rubric with students.</td>
<td>Handout H: Museum Artifact: Women’s Liberation Movement</td>
</tr>
<tr>
<td>50</td>
<td>4. Allow students the remainder of class to research their topic and begin work on their artifact.</td>
<td>Computers with internet access</td>
</tr>
</tbody>
</table>

**Closure** (5 min): Inform students that they will be given time during the next class period to finish their artifacts.

**Assessment:** Handout G: Article Questions

**Reflection:**
Day Three

**Anticipatory Set** (5 min): What did you accomplish for your museum artifact project yesterday? What do you need to accomplish today?

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Procedures (80 min)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Go over anticipatory set with students. Inform students that they must finish their artifacts today. They will have 30 minutes to finish.</td>
<td>5</td>
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<tr>
<td>30</td>
<td>2. Allow students time to finish their museum artifacts.</td>
<td>Tape</td>
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<td>5</td>
<td>3. Instruct students to find a spot on the wall to hang their artifacts and write-ups.</td>
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<td>40</td>
<td>4. Distribute Handout I: Women’s Liberation Museum Gallery Walk. Go over directions for Handout I with students. Inform students that they will have four minutes at each artifact. They should analyze the artifact and take notes on what they see in the given box on Handout I.</td>
<td>Handout I: Women’s Liberation Museum Gallery Walk</td>
</tr>
</tbody>
</table>

**Closure** (5 min): Ask students to review their notes and create a summary of the events they have just seen. As a class, create an event summary for the Women’s Liberation Movement of the 1960s.

**Assessment:** Museum artifact; Handout I: Women’s Liberation Museum Gallery Walk

**Reflection:**
# Cartoon Analysis Worksheet

**Level 1**

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
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<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

**Level 2**

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

**Level 3**

| A. Describe the action taking place in the cartoon. |
| B. Explain the message of the cartoon. |
| C. What special interest groups would agree/disagree with the cartoon’s message? Why? |

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408
Perspectives: Are Women People? A Book of Rhymes for Suffrage Times

Directions: Go the website: http://hdl.loc.gov/loc.rbc/rbnawsa.n3348. Choose two poems from each chapter and summarize what the poem is saying.
... If my Great-aunt Susan [Susan B. Anthony] were alive and rampaging today—Susan B. Anthony, the nineteenth century's champion of women's rights—political bosses at national conventions would air out the smoke-filled room and usher her to a seat. They would ask her opinion of upstart candidates for the presidential nomination and invite her approval of the party platform. All very respectful, too, because Aunt Susan would be poised to smite them with a crushing bloc of women's votes.

No such bloc exists today. Women have a vote, thanks to Susan B. Anthony and her loyal coworkers, but they don't use it to benefit themselves. The crusade for women's rights, launched with a shout a century ago, has subsided to clubroom murmurings and a few pieces of commemorative statuary. The truth is that the American woman movement has collapsed.

...In my view, twentieth-century woman hasn't earned a place of honor alongside the vigorous women leaders of the nineteenth century. Modern women are so poorly led that they skirmish among themselves instead of uniting politically to battle for women's rights. We got the ballot in 1920 under the Susan B. Anthony amendment to the Constitution. We should have promptly voted ourselves equality with men—equality before the law, political, economic and social. Great-aunt Susan planned it that way. But we women have frittered away our massive power at the polls. If we voted together on any issue, 48,000,000 of us, we would make the much feared "veterans' vote" look like political popcorn. We probably could name the next President of the United States.

But we won't. Women had trifling influence, if any, on decisions made this summer at the Republican and Democratic conventions... I think it's time for women to take stock, especially since 1948 is the centennial year of the so-called American woman movement, which once packed political dynamite. As early as 1776, when John Adams was attending the Continental Congress, his wife Abigail made bold to write him: "If particular care and attention are not paid to the ladies, we are determined to foment a rebellion... We have no voice or representation."

But Abigail Adams and her affronted sisters did not revolt, and American women didn't organize until 1848, 100 years ago. The original Woman's Rights Convention was sparked by Lucretia Mott and Elizabeth Cady Stanton, comely matrons who had first met in London at an international congress to combat Negro slavery. The whiskered gentlemen had solemnly barred Lucretia and Elizabeth as delegates because they belonged to an "inferior" sex.
The first big break for American women came in April, 1848, when New York State passed the Married Women's Property Act. This statute canceled a provision of the old common law which gave a husband control, during marriage, of his wife's property, no matter how much wealth she brought to the altar.

The legislation inspired Lucretia and Elizabeth to arrange a convention to discuss the condition of women. The meeting was a two-day affair, held in sleepy Seneca Falls. New York, in mid-July, 1848.

...But the suffrage resolution was adopted, along with demands that women enjoy equal rights in universities, trades and professions; the right to hold political office; the right to complete equality in marriage, to hold property and wages, make contracts, sue and be sued. And the right, then challenged by custom, to speak in public.

Thus the American woman movement was born... when the Woman Suffrage Amendment was ratified in 1920 the American woman movement had chalked up a record: seventy-two years of warfare on a single political issue. I was four years old that Tuesday in November. My mother voted then, and took me to the polls with her, saying, "Remember this, Susan."

I can never forget. But now I wonder: what had happened in the years since women won the vote? Have they used it, as my great-aunt hoped they would, to win a better life for themselves?

Let's look at the right to work. One of Aunt Susan's most famous speeches was entitled: Woman Wants Bread, Not the Ballot. She meant that women should use the vote to win economic independence. In her day, the only paying jobs that women could get were teaching, sewing, domestic service, low-paid factory work and bookbinding. Women surrendered their savings and their earnings to their husbands when they married. We're a little better off in 1948, but not much.

There are more than 16,000,000 women working today, but they form only one fourth of all American workers. Only a third of all women over fourteen years of age have jobs. More important, women are the last to be hired and the first to be fired, just as they were in Aunt Susan's lifetime. Their wages are still low too. Women work at half the pay men get, according to the United States Department of Labor. Even in 1945, when war wages were swollen with overtime, the average annual earnings of women workers were only $1240. Men averaged $2570 during this period.

Women have done little with the ballot to write "equal pay for equal work" into law. So far, only nine states have adopted such legislation. A Federal equal-pay bill awaits action; it was introduced twenty-five long years after suffrage. The major women's organizations have not seriously pushed these measures, nor have they united to smash discrimination in hiring by getting a Fair Employment Practices Act for women.
Even if women workers got the same pay as men and an equal chance at jobs, 30,000,000 housewives would still be groping in an economic blind alley. Housewives have no more economic independence now than they did 100 years ago. They clean, cook, shop. Sew and care for their families fifty to eighty hours a week—perhaps the longest work week in the land. For all this they receive room and board; no wages.

The Seneca Falls Convention urged that the professions as well as factory jobs be opened to women. Great-aunt Susan worked in the only profession then possible for women, teaching. She taught for one fourth of a man's salary. The doors of medical, law and science schools were closed to women. Before 1850 only one woman, the intrepid Elizabeth Blackwell, had won admission to an American medical school. Since then thousands of earnest young women have become doctors, but they still meet formidable obstacles.

About half of our hospitals don't take women interns or let them hold staff positions. Many other hospitals impose a limited quota system. A few leading medical schools won't admit women students at all; Harvard was a notorious example until recently. Discrimination has held the proportion of women to men in medical practice down to one in twenty for the past forty years.

Women lawyers face such limited openings that girls students are discouraged. Their numbers decreased from about 2000 in 1940 to 1200 in 1944. There are more than fifty men lawyers in the country for every woman lawyer. Job discrimination in the professions shows in the declining proportion of women going on to graduate degrees. The women-to-men ratio of persons receiving master's and doctor's degrees slipped by 2 per cent before the war. Women are losing out even in public education, their traditional field. We bad almost 1000 women school superintendents in 1928; eighteen years later there were only 874. Three fourths of the 120,000 teachers and professors in colleges, universities and professional schools are men. The barriers against women ministers, of course, are essentially as rigid as they were 100 years ago.

...In fifteen states a mother can become the natural guardian of her child only if it is born out of wedlock.

In sixteen states a married woman can't sign a legal document unless her husband consents. When "Ma" Ferguson was elected governor of Texas some years ago, she couldn't take office until "Pa" Ferguson had given his formal approval.

Thirteen states still bar women from jury service. Nineteen states permit women to serve, but allow them to excuse themselves from the jury box on the sole ground of sex.

Four states limit a married woman's right to make contracts. Five states require a married woman to get a court authorization to conduct a business on her
own account. If a woman is single, she is presumably smart enough to run a hat shop, but when she marries, these states assume, her good judgment has been sadly impaired.

Six states include the personal earnings of the wife in the common family estate, which is completely under the husband's control by law.

A wife's services belong to her husband, more or less, in forty states. An extreme example was a case decided in Montana in 1924. Mr. and Mrs. Bischoff had run a bakery for years. He did the baking, she did the selling. The business grew until they were able to buy a new bakery for $18,000. Later both sought a divorce, and Mrs. Bischoff asked for an accounting of funds. She felt that she had been her husband's "business partner," entitled to a half interest in the assets they had accumulated. The court ruled that she had not been a business partner, and she got nothing.

The effort to abolish these old discriminations has been led for years by the National Woman's Party, founded in 1916 by Alice Paul, militant suffragist. Since winning the vote in 1920 the party has concentrated solely on an Equal Rights Amendment to the Constitution, introduced at every session of Congress since 1923. The amendment would read: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

...Organized women are not unanimous on this issue, however. The suggested Amendment to the Constitution is strongly opposed by many women's clubs, thirty-eight altogether, at the last count... These outfits fear that the Equal Rights Amendment would violate state rights and ensnarl state laws which differentiate between the sexes. Under the amendment, for example, state legislation affecting women's wages and hours of labor might be wiped out. There are minimum-wage laws for women in twenty-six states, and maximum-hour laws in forty-three states. The amendment also might erase laws forbidding employment of women in hazardous occupations like mining.

...I won't take sides here on the comparative merits of the rival legislative proposals. It is enough to point out that women have failed to unite on a specific issue concerning their civil and legal equality with men.

The most incredible blunder of organized women, to my mind, is their failure to use the vote to get ahead in politics. Only seven women sit in Congress today; men hold the 524 other seats. There are 7500 state legislators in the United States, but fewer than 200 of them are women. A handful of women sit as municipal judges, domestic-relations and juvenile-court judges. One hardy woman, Florence Allen, holds the post of a judge on the United States Circuit Court of Appeals. In election years the Republican and Democratic parties call up the women to ring doorbells and get out the vote. Between elections, when party policy and legislative issues are
being decided, the women aren't wanted. The number of women delegates to Democratic national conventions has actually declined.

Eight years of research on women's status have convinced me that our economic, political and social position is only slightly better now than it was in 1920, when we got the all-powerful vote. The right to vote, in fact, is the only unqualified victory we have gained in a century. Why haven't women won what they wanted? Are we too frivolous, too spoiled? Or is it, as some back-to-the-kitchen propagandists imply, because women are biologically unfit for anything except bearing children and caring for them? I don't think so. I believe that the chief reason for the failure of women to push on to equality with men was the unnoticed crack-up of the American woman movement after the vote was won in 1920.

The end of World War I brought a slogan, "Back to Normalcy," and a general slacking off of progressive movements. The excitement of the fight was over. Great masses of women who had united to struggle for the vote split into weak factions. They could cooperate for a hot political campaign, but they were unready to join hands in a full-fledged woman movement.

Another cause of defeat was the old antagonism to women's efforts to free themselves, which assumed new disguises after woman suffrage. The objections to child-care centers, which would let working women support themselves and their children, can only be viewed as a form of opposition to women. Self-styled experts popped up during the depression to say that women should stop competing with men for jobs. Hard times evoked a Federal law that barred married women from Government jobs if their husbands were also employed. And many local boards of education dismissed married women teachers, relenting only during the manpower shortage of wartime.

Another thing: the stupid tradition that political-party action is unwomanly has been kept alive by the inept tactics of major women's organizations. There are exceptions, but most clubs shrink from practical politics, and urge women to study, study, study, and vote by candidate, not by party. They should be advising their members, "Get into political parties with the men and work there; that where issues are decided, candidates elected and your education and welfare determined."

Housekeeping as usual, fifty or more hours a week, keeps women locked in the home and relatively ineffective as politicians. Until women are freed from endless home chores, it is folly to blather about their "duties as citizens," or their "duties as workers." The phrases sound well in club speeches, but women's organizations would do better to attack the archaic system of household work which handcuffs 30,000,000 housewives.

A new woman movement should campaign for adequate and universal nursery schools for preschool children and co-operative housecleaning services, and
prepared-meal services that would deliver hot cooked dinners to homes of double-earner families. Another reform should be professional shopping services; the average woman is just as unskilled in buying as the average man, and the work wastes her time.

These are basic steps to be taken if women are to be free for development as politically potent citizens and intelligent wives and mothers. A new woman movement would not ask identical rights with men. It would ask for rights predicated on the fact that most women are mothers, or expect to be. This means that the Government must insure women's right to have children, through maternity benefits. Families shouldn't have to go broke when a working wife takes time off for childbearing. Nor should women have to worry about job security while they are nursing infants.

American men must share the responsibility for the death of the woman movement. Male political leaders discouraged new voters from getting too near to the levers of party machinery. They feared the formation of an independent bloc of women and diverted the newly enfranchised women to nonpolitical organizations. American women, after grasping the weapon of political action, the ballot, let it rust in their hands. They haven't formed a voting bloc, nor have they joined political parties in enough strength to play the men's game. Consequently they haven't won their economic and legal rights.

More than half of the potential voters in the United States are women. A few say 6,000,000—are organized in clubs and federations. What if these 6,000,000 women threatened to vote en masse only for the party, let's say, that would guarantee maternity benefits to every mother? Would party bosses dare ignore 6,000,000 votes?

Not likely; elections have been decided by slimmer margins. The major parties have never faced a united woman electorate. They don't want to, because—I quote a man friend—"It would be like turning the country over to the women."

That's the fear of the politicos of America. So for twenty-eight years since woman suffrage they have been thwarting women voters. And the women voters have hastened to defeat themselves. They take pride in voting just as their menfolk do and staying out of politics. A nasty game, they call it. Oh, my Great-aunt Susan! We need somebody like you now.

**Article Questions**

**Part I:** After reading the article, complete the following graphic organizer:

<table>
<thead>
<tr>
<th><strong>Speaker</strong></th>
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</thead>
<tbody>
<tr>
<td>Who is the speaker?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Occasion</strong></th>
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<tbody>
<tr>
<td>What is the occasion?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Audience</strong></th>
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</thead>
<tbody>
<tr>
<td>Who is the audience?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
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<tbody>
<tr>
<td>What is the purpose?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
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<tbody>
<tr>
<td>What is the subject?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Tone</strong></th>
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<tbody>
<tr>
<td>What is the tone?</td>
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</table>
**Part II:** On the back of this sheet, answer the following questions:

1. Describe two advancements that women made between 1848 and 1920.
2. List and describe five issues that the author states women still faced at the time of this article.
3. Summarize how the author feels women should respond to these issues?
Museum Artifact: Women’s Liberation Movement

Directions: The curator of the American History Museum is creating an exhibit on the Women’s Liberation Movement of the 1960s and 1970s. The curator has asked for our help! We have been contracted to create pieces of art that illustrate the following events:

- Simone de Beauvoir’s *Second Sex*
- Betty Friedan’s *The Feminine Mystique*
- National Organization for Women (NOW)
- Equal Pay Act
- Civil Rights Act, including Title VII
- National Abortion Rights Action League (NARAL)
- Chicana Feminist Movement
- Equal Rights Amendment
- No Fault Divorce Law
- Miss American Protest

In order to effectively create this art, you must first research your topic. Once you have finished your research, you may begin working on your art piece.

Additionally, you must also write a short caption about your artifact. The caption should include what your artifact is, what it represents, and some background on events surrounding your artifact (i.e. context). You will be graded according to the rubric on the back of this page:
<table>
<thead>
<tr>
<th></th>
<th>Excellent Points: _____</th>
<th>Satisfactory Points: _____</th>
<th>Almost There Points: _____</th>
<th>Needs Work Points: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong>&lt;br&gt;(x3)</td>
<td>Information, details in artifact and caption are always accurate. Properly reflects information, ideas, and themes related to the topic.</td>
<td>Provides accurate information in artifact and caption but could use more support.</td>
<td>Provides information in artifact and caption that has some inaccuracies or omissions.</td>
<td>Provides information in artifact and caption that is incomplete and/or inaccurate.</td>
</tr>
<tr>
<td><strong>Artifact</strong>&lt;br&gt;(x2)</td>
<td>Artifact clearly illustrates ideas relevant to research topic; ideas and information always tied to background on time period.</td>
<td>Artifact illustrates ideas relevant to research topic; ideas and information mostly tied to background on time period.</td>
<td>Artifact illustrates ideas relevant to research topic, though unclearly at times; ideas and information loosely tied to background on time period.</td>
<td>Artifact illustrates ideas that are off topic; ideas and information not tied to background on time period.</td>
</tr>
<tr>
<td><strong>Caption</strong>&lt;br&gt;(x2)</td>
<td>Caption stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.</td>
<td>Spends most of the caption discussing issues on topic, but occasionally strays from the focus.</td>
<td>Spends some time discussing issues off topic.</td>
<td>Spends most of caption on issues that do not directly deal with the topic chosen.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent.</td>
<td>Essay contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.</td>
<td>Essay contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.</td>
<td>Essay contains mechanical mistakes; is marred by numerous errors.</td>
</tr>
</tbody>
</table>
Women’s Liberation Museum Exhibit Gallery Walk

*Directions:* As you walk about the museum exhibit, take notes on the artifacts you seen in the appropriate boxes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simone de Beauvoir's <em>Second Sex</em></td>
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<tr>
<td>Betty Friedan's <em>The Feminine Mystique</em></td>
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<tr>
<td>National Organization for Women (NOW)</td>
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<td>No Fault Divorce Law</td>
<td></td>
</tr>
<tr>
<td>Miss America Protest</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**
REFERENCES


Goldman, D. (n.d.). *Great depression vs. 'great recession:' Comparisons between this economic recession and the Great Depression are common, but the granddaddy of all downturns was far worse*. Retrieved from http://money.cnn.com/news/storysupplement/economy/recession_depression/


