

# TEACHING SOCIAL STUDIES

A Joint Publication of the New York and New Jersey State Councils for the Social Studies



*Teaching Social Studies/Volume 18, Number 2/Summer-Fall, 2018*

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# Teaching Social Studies

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## **Engaging K-6 Students in History: The Nutley History Fair**

Hank Bitten

Executive Director, New Jersey Council for the Social Studies

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The Nutley Academic Booster Club (ABC) (<http://www.nutleyabc.org/>) provides an opportunity for students in their K-6 elementary schools to participate in a science and history fair in alternating years each March. The article below reflects on my observations as a judge in the 2018 History Fair for K-6 students. I judged the student entries for Grades 4 and 6.

The History Fair is held in the high school gymnasium with tables for students in each grade to display their research based projects. Students arrive before 9:00 a.m. to setup their displays with their parents and program begins at 10:00 a.m. with the K-1 and 2-3 students. The rubric allocates the majority of points on an interview with students about their research and knowledge of their topic:

- Understanding and Clarity (30%)
- Historical Content (30%)
- Creativity (30%)
- Technical Skills (10%)

There are two teams of judges who interview each student. The students have an opportunity to engage in a conversation for about ten minutes with the judges about their project, what they learned, their research, and why their subject is important to world history, American history, New Jersey history, or local history. Exhibits include posters, demonstrations, media, and experiments.



Some of the exhibits I judged were on the history of ballet, gymnastics as an Olympic sport, the life of Katherine Johnson, Sally Ride, the inventions of Thomas Edison, the history of Lego, the culture of death in China, Brazil, and Africa, the Aztec civilization, Anne Frank, and the architecture of the Taj Mahal. At several exhibits, the students were dressed in historical era clothing or as a gymnast, ballerina, or entrepreneur.

Parents are permitted to guide their children and work with them on their project but each student must explain the story and historical information on their own. The Nutley Academic Booster Club (ABC) recognizes the top three student winners in each grade and there is a public recognition at a later date. All students receive certificates.

Research for young students leaves a positive impact and nurtures their interest and engagement with history as they are talking about their topics with their families for several weeks, learning how to make an abstract topic into a visual presentation, understanding the importance of asking questions, using print and non-print

resources, books and websites, interviews and museum resources, and speaking with adults about what they learned.



In the gym, the Nutley Historical Society has displays of local history, including information about the public schools, teachers and relatives observe and take hundreds of pictures, and there is plenty of food and fun contributing to this memorable experience. Even though only a few students in each grade receive one of the top three awards (there were 21 prizes for about 100 entries), every student developed a special and positive relationship with their person or historical event. Consider planning a history fair program in your school or public school district!

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## This Is How You Get Gun Control

Bruce W. Dearstyne

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<https://historynewsnetwork.org/article/168404>

“We are losing our lives while the adults are playing around,” Cameron Kasky, a survivor of the Marjorie Stoneman Douglas High School shooting said on CNN's “State of the Union” program a few days later. It was a wrenching reminder of how long politicians have ducked responsibility for curbing killers using assault rifles.

We have reached a critical point in our history when students need to implore lawmakers to protect them from gunfire in their own schools.

President Trump's endorsement of stronger background checks and raising the age to purchase guns seem like positive steps. But his – and the NRA's – proposal to arm classroom teachers raises the specter of gunmen armed with assault rifles shooting it out with classroom teachers armed with handguns.

The nation needs common-sense gun control that is compatible with the Second Amendment.

The story of the Sullivan Gun Control Act, passed by the New York State legislature in 1911, is worth studying for insights into how public pressure and political leadership could produce what is needed.

By the early 20th century, many New York political leaders, newspapers, and individual citizens were concerned with rising gun violence, particularly in New York City. Several factors aligned to escalate and transform that concern into support for gun control legislation.

### **Shooting a mayor provokes public outrage**

On August 9, 1910, New York City Mayor William J. Gaynor was waiting to board a ship for a trip to Europe. He was suddenly approached by James J. Gallagher, who had been discharged from his position as a New York City dock night watchman for dereliction of his duty earlier in the year. Gallagher's repeated appeals to the mayor for reinstatement had gotten no results.

Gallagher shot the mayor in the neck and also wounded the city sanitation commissioner who was there to see the mayor off. A *New York World* photographer happened to be there for what he had assumed would be a routine photo of the mayor. Instead, he snapped a picture of a bloodied Gaynor reeling from the shot. The photo made the front pages of city newspapers and was widely reprinted. It was a graphic representation of the horror of gun violence.

Gaynor survived but the bullet lodged in his neck and could not be removed. It caused him pain and discomfort until his death in 1913. Gallagher insisted that his being fired justified his assault on the mayor and that shooting public officials was defensible “if you have a grievance and can't right it any other way.” He was sentenced to 12 years in prison and died there in 1913.

### **Killing a prominent writer provokes even more outrage**

David Graham Phillips was a prominent New York City novelist in the early 20th century. On January 23, 1911, Fitzhugh Coyle Goldsborough, an eccentric violinist and music teacher, walked up to Phillips on the sidewalk near Gramercy Park. People standing nearby heard him cry out “I've been

waiting for six months to get you” and then “Here you go!” as he shot the novelist five times. He then muttered “Here I go!” before shooting and killing himself. Phillips died of his wounds the next day.

Police searched Goldsborough's apartment; from diaries and papers they learned he had become obsessed with one of Phillips' novels, *The Fashionable Adventures of Joshua Craig*. He believed it drew on Goldsborough family history, portraying it in an unflattering way. Goldsborough also believed Phillips could read his mind. Actually, Phillips's novel was complete fiction rather than based on any actual people. Press accounts concluded Goldsborough was mentally deranged. The shootings of Gaynor and Phillips escalated public demand for gun control.

#### **A coroner presents data**

Support for gun control also came from an unlikely source, the New York City coroner's office. George LeBrun, a senior administrator in the office, compiled annual reports on deaths in the city in the early 20th century. The report released in January 1911 documented an alarming rise in gun-related killings. Gun violence was reaching epidemic levels. “The increase of homicide by shooting indicates the urgent necessity of the proper authorities taking some measure for the regulation of the indiscriminate sale and carrying of firearms,” the report insisted. “The press picked up the sense of alarm, for instance, in a *New York Times* article on January 30 entitled, “Revolver Killings Fast Increasing.”

#### **A politician takes the lead**

Timothy Sullivan, a Democratic state senator from the Bowery area of Manhattan, was shocked at the Gaynor and Phillips shootings. But he was even more alarmed about a rising tide of gang-related shootings in his own district.

Sullivan, often known by his nickname “Big Tim,” was a no do-gooder reformer. He was a Tammany Hall regular who was involved with gambling, prostitution, and corruption. But he was also genuinely concerned with the welfare of his constituents. Tammany Hall itself was becoming more reform-minded.

Sullivan introduced a bill in the 1911 legislature to require licenses issued by judges or police for New Yorkers to possess firearms small enough to be concealed. Possession of such firearms without a license would be defined as a misdemeanor, and carrying one without a license was defined as a felony. Sellers were required to keep records of firearms transactions. The bill had other provisions as well.

Sullivan explained that there were three types of “gun toters.” The first category was professional criminals. The second consisted of people who were deranged or committed gun violence in fits of rage. His law would help in both those areas, he said.

But Sullivan said he was more concerned with a third category: “young fellows who carry guns around in their pockets all the time not because they are murderers or criminals but because the other fellows do it and they want to be able to protect themselves.... [T]hose boys aren't all bad but ... just carrying their guns around makes them itch to use them.”

#### **Public opinion pressures the legislature**

Sullivan's bill was opposed by some gun owners and gun manufacturers. One upstate legislator told Sullivan that “your bill won't stop murders. You can't force a burglar to get a license to use a gun.” Others warned that criminals would get guns from other states.

But opponents were overshadowed by the voices of citizens who were fed up with gun violence, particularly people in New York City. Sullivan capitalized on public sentiment.

“This is a bill against murder,” he insisted in an impassioned plea for his bill in the Senate on May 11.

He pointed out that gun control was supported by oil magnate John D. Rockefeller, department store owner John Wanamaker, several other wealthy and prominent New Yorkers, the city police department, and a number of judges. Law enforcement officers spoke out in favor of Sullivan's bill. New York County Republican District Attorney (later governor) Charles Whitman said that “carrying a weapon is an invitation to a crime. Reduce the weapons carried and you will reduce crimes of violence. There isn't any debating that point.” Public opinion swung behind the proposed legislation.

### **Bipartisan support for the bill**

Democrats controlled the legislature but Sullivan lobbied his colleagues on both sides of the political aisle to support his bill. It came to be viewed as a bipartisan measure. Legislators, sensing public outrage at gun assaults, expressed support. After all, who wanted to be seen as opposing something that promised to save people's lives? The Sullivan Act passed easily, garnering 46 of 51 votes in the Senate and 148 out of 150 in the Assembly, with both Democrats and Republicans in support. Democratic governor John A. Dix signed it into law. It took effect at midnight on August 31, 1911.

### **Insights from history**

Critics soon charged that the law was selectively enforced, with police targeting immigrants and minority groups and planting guns on people they wanted to arrest for other reasons. It was challenged in court but upheld. Its impact on reducing gun-related crime has been questioned. As Patrick Charles explains in his new book, *Armed in America: A History of Gun Rights from Colonial Militias to Concealed Carry*, its passage inspired

organized resistance to gun control in other states. But its basic provisions are still in place.

The Sullivan Act is not perfect by any means, but its passage sent a message that New Yorkers were determined to curb gun violence. The history of its passage offers three insights for today.

- One, high-profile killings shock people into demanding action.
- Two, public pressure is needed to get legislation passed, but in turn, the public's perception is shaped by the media and political leaders who frame the issue and insist on action.
- Three, compromise is possible. The Sullivan Act does not prevent people from getting concealed weapons, but it does require them to go through a process to do so.

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### **Responses to Bruce Dearstyne**

**Nicole Waid, SUNY Oneonta, responds:** The debate over the regulation of firearms has risen in intensity since the mass shooting that occurred February 14th at Marjory Stoneman Douglas School in Parkland, Florida. The nation perpetually grapples over the intent of the 2nd Amendment right to bear arms. Some believe the right to bear arms is something that should never be curtailed. Others feel that the founders could have never envisioned the technological advances that would make firearms more efficient and deadly. As the nation processes mass shootings in schools the debate, there is a range of solutions offered ranging from thoughts and prayers to enhanced background checks and banning assault-style weapons. The discourse between the different factions of politicians supported by the NRA and people who want sensible gun control measures to protect students in schools becomes a counterproductive cycle. The Marjory Stoneman Douglas shooting seems to have something different which previous school shootings did not have. The children who

lost their lives in Columbine did not have social media capabilities to speak out about the school shooting. The children who perished in the Sandy Hook school shooting were young elementary students, so they were not able to advocate for themselves. The Marjory Stoneman Douglas students, in contrast, are well-educated students with capabilities to disseminate their message about the need for gun control measures on social media. The Marjory Stoneman Douglas students have been thrust into the spotlight and sparked a nationwide movement to protest gun violence with a series of marches across the nation. The students had a well-defined set of objectives and tried to advocate for themselves when lawmakers have failed them. There has been considerable blowback on these students becoming targets of pro-gun activists, and the NRA. The students who are speaking out are accused of being coached by MoveOn.org and George Soros. The reality of the situation is that the students had effective social studies teachers who explained Constitutional principles to them and how they apply to their everyday lives.

**Simon Burke a transplanted American living in Paris comments:** “In a modern society where it seems to be easier for the bad guys to get guns than it is for the good guys (this excludes law enforcement), the only logical solution I see to end

gun violence is to remove guns from general circulation. Basically, a ‘no badge no gun’ policy. Sure, exceptions for those living in rural areas needing firearms could be argued (defense against wild animals, limited to bolt-action/barrel breaching weapons, etc.), but what real-life use do automatic and concealed weapons have for civilians? None whatsoever. Australia, a country with striking social, economic, and historical similarities to the U.S. banned guns in the mid 90's. Guess what? zero mass shootings since. I think a case study of Australia’s gun policy could be interesting. Other countries’ policies could be explored as well, but I think Australia is particularly interesting because of the similarities between our two countries.”

**Carolyn Ramos, Riverdale Child Care Center, Bronx, NY:** Purchasing weapons should be banned to anyone who is not properly trained or educated. That legislatures are considering arming teachers is absolutely outrageous. As an educator in an early childhood program, I would never want my own students to fear me because I carry a weapon. There are thousands of under-funded public schools in this country. Schools need new books, new desks, smart boards, laptops, tablets, and supplies, not teachers with guns. Is this country telling our children that violence is the only way to solve our problems? That shooting is the only alternative here?

## **“You Can’t Be Neutral on a Moving Train**

Derek Pearce

Division High School, Levittown, NY

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American historian and activist Howard Zinn, who passed in 2010, released his memoirs in 1994 under the title “You Can’t Be Neutral on a Moving Train”. While I am sure Zinn’s words are open to interpretation, I have always taken them as a challenge: to what extent are you willing to allow history to unfold around you before taking action? For Zinn, these words were used to confront his students about their involvement in the Civil Rights Movement of the 1960s. Then, like now, there is a serious debate in teaching circles about how involved educators should be when social issues are discussed in the classroom. “How can you,” one might ask, “tell your students what you believe without influencing them?” The answer, of course, is that you can’t. But that doesn’t mean that you shouldn’t.

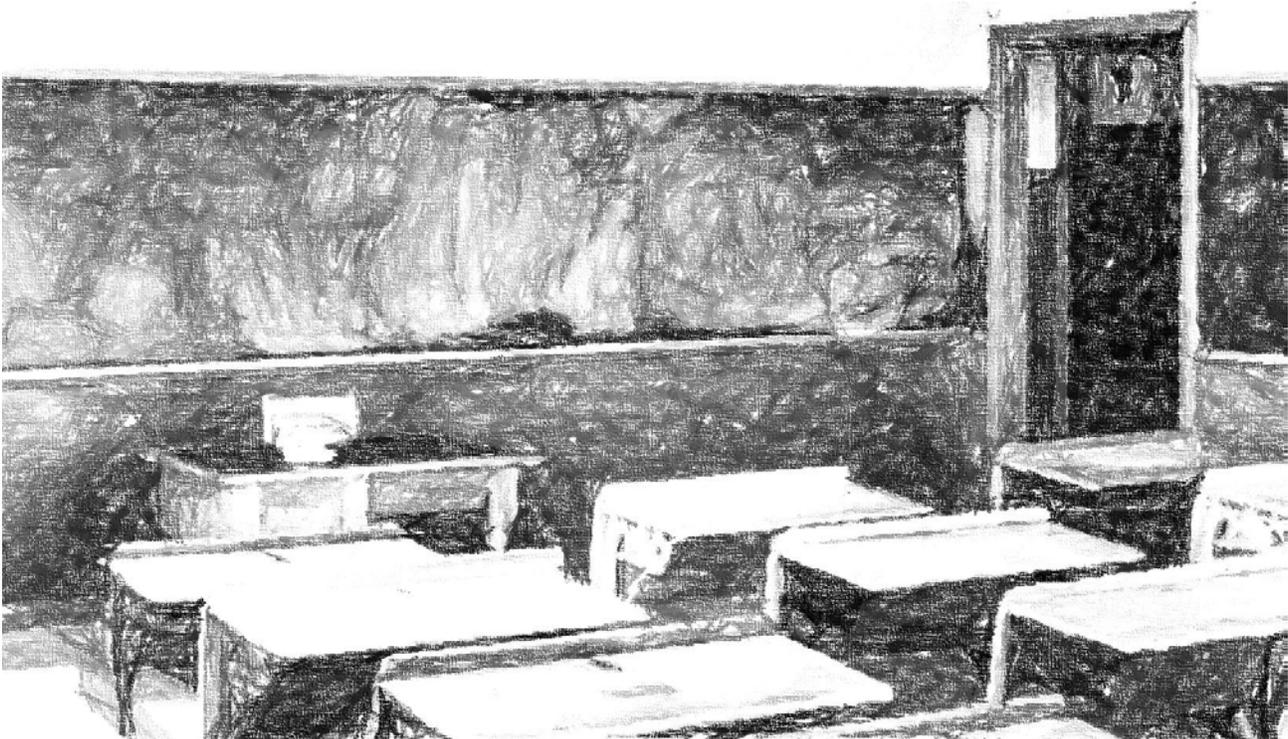
In the wake of the Parkland Shooting, I temporarily put my freshman global history curriculum on hold. Instead of examining the historical contributions of the 14th century West African emperor Mansa Musa, we spent several days analyzing the details of the Parkland Shooting, the virtues of the Second Amendment, and the state of gun control in the United States. Musa, I assured myself, would understand. During the discussions that inevitably follow these sorts of lessons, my students predictably asked me to weigh-in on the debate. What I told them was that I supported the common sense measures proposed by the student survivors of the Parkland shooting. That I had read dozens of sources, listened to hours of news radio during my commute, read the online platform created by the Parkland survivors, weighed the

evidence, and had decided that I agreed. For the homework assignment that night they had to find the website created by the Parkland students and write a response to their simple three-point petition letter. The following day, my students arrived to find the classroom arranged in a large circle with only a single question written on the board: “Should we march?” I was referring to the “March For Our Lives” event being held on the west side of Manhattan the following day. In each of my five classes, a gradual consensus emerged over the course of the forty-five minute discussion. Some were opposed to the Second Amendment and some were not. Some wanted to ban all privately owned guns and some did not. Some thought the march would be effective and some did not. But everyone agreed that the status quo was not tenable. Everyone agreed that something needed to be done.

I ended that class with a challenge that I think Howard Zinn would have appreciated. I told my students that I would be waiting on the corner of Columbus Avenue and 72nd Street from 8AM to 8:30 AM to march in support of the petition created by the Parkland students. I then asked, “Would anyone care to join me?” Of the dozens of students that agreed, only four showed up. Alas, social activists or not, they are still very much thirteen and fourteen year olds. But the four who did show up arrived with homemade signs, orange t-shirts, and painted faces. They marched and chanted and took pictures and posted on Snapchat. They met other high school students and debated policy on the streets. They laughed and joked and left the event an hour early to eat fast food. But they marched.

I don't know if the lessons influenced their opinions. I don't know how much the Parkland Shooting affected them personally or whether or not they really care. I don't know if any of them would have marched if I hadn't challenged them. I don't

know if they will continue to be activists or if they just wanted to get some good pictures for Instagram. But I do know one thing: the train is moving, and I am definitely not neutral.



## Fascism in America: It Can Happen Here

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Sinclair Lewis titled his 1935 novel about a fascist threat to the United States *It Can't Happen Here*. The novel tells the story of “Buzz” Windrip, who defeats Franklin Roosevelt for the presidency in 1936 after a campaign based on stoking fear, promising unlikely economic reform, and championing patriotism and “traditional” values. Philip Roth developed a similar theme in his 2004 novel *The Plot against America*. This time it is 1940 and FDR is defeated for reelection by the real life aviation hero and pro-German “America First” anti-Semite Charles Lindbergh. Both books are works of fiction, but the domestic fascist threat to the United States prior to World War II was all too real. Unfortunately, and frighteningly, it may be all too real in the United States again today.

On February 20, 1939, an estimated 22,000 American fascists held a pro-German, pro-Nazi rally in New York City’s Madison Square Garden. The rally coincided with George Washington’s Birthday and was advertised by the German American Bund as “True Americanism and George Washington Birthday Exercises.” A 30-foot high image of Washington was on the podium spanned by Nazi swastikas.

James Wheeler-Hill, the national secretary of the Bund, opened the Nazi celebration by welcoming “My fellow Christian Americans.” Speakers denounced the press, radio, and cinema for being in “hands of the Jews” and demanded a “white, gentile-ruled USA.” To demonstrate their patriotism, the assemblage pledged allegiance to the

American flag and stood respectfully for The Star-Spangled Banner — while offering the Nazi Sieg Heil right-armed raised palm out, salute. Over 1,700 New York City police officers were assigned to patrol the Garden and nearby streets to prevent clashes with counter-protesters.

While historians continue to debate the precise conditions that contribute to the rise of fascism and what makes particular countries especially at-risk, during World War II the United States War Department saw domestic fascism as a genuine threat to American democracy. In 1945, it issued a memorandum called “Fascism!” where it addressed the prospects of domestic fascism. “At various times in our history, we have had sorry instances of mob sadism, lynchings, vigilantism, terror, and suppression of civil liberties. We have had our hooded gangs, Black Legions, Silver Shirts, and racial and religious bigots. All of them, in the name of Americanism, have used undemocratic methods and doctrines which experience has shown can be properly identified as ‘fascist.’” The War Department warned, “An American Fascist seeking power would not proclaim that he is a Fascist. Fascism always camouflages its plans and purposes . . . It would work under the guise of ‘super-patriotism’ and ‘super-Americanism’”

The memo concluded, “The germ of Fascism cannot be quarantined in a Munich Brown House or a balcony in Rome. If we want to make certain that Fascism does not come to America, we must make

certain that it does not thrive anywhere in the world.”

In medical terms, fascism can best be described as a syndrome rather than as disease. It is identified by a number of indices or symptoms, and not one specific descriptor. Historian John McNeill of Georgetown University argues that previous fascist movements have to one extent or another been rooted in an ideology of hyper-nationalism or super-patriotism, promoted militarism, glorified masculinity, violence, and youth, worshiped a cult of the powerful leader, and idealized a mystical national “golden age” in the past that could be reborn. As mass movements they often defined themselves by what they were not, immigrants, communists, socialists, homosexuals, or Jews. Fascist leaders and political parties tended toward the theatrical and were prone to purge any dissidents. Although frequently used as synonyms, Fascism and Nazism are not the same thing. Nazism was an especially virulent anti-Semitic variety of fascism.

What McNeil leaves out, and what I think is even more important, are the economic causes of fascism within capitalist societies that enable fascist movements to achieve power. They are nearly always the product of economic distress, either of a particular group, or the entire country. Successful fascist movements involve alliances of the dispossessed with powerful business and financial interests that use mass movements to pacify discontent, to displace blame for social distress onto easily victimized scapegoats, and to eliminate radical alternatives. In Germany and Italy in the 1920s and 1930s socialists, communists, and labor unionists were the first targets of the fascists.

In the United States today we witness some of these same tendencies with nasty verbal attacks on Muslims, inner-city minorities, immigrants, and political opponents, and as rightwing populism is used by wealthy capitalists and their supporters as a

way to eliminate regulations on industry and finance and to reduce taxes on corporations and the mega-rich. The Constitution was designed by the nation’s founders with a series of checks and balances to prevent a movement like fascism from taking power. However the checks and balances system may not be working as one party, a party influenced by extreme rightwing forces, controls all three branches of the national government and a majority of state houses and has been using that unblocked power to suppress opposition votes.

Today fascist and neo-fascist movements are on the upswing as populist discontent, often manipulated by powerful economic interests, embraces militant nationalism and scapegoats immigrants, cosmopolitans (including Jews, gays, and left-intellectuals), and ethnic and religious minorities for economic stagnation, income inequality, unwanted cultural change, and their sense of displacement. While hatred and bigotry are frightening by themselves, the greater concern is that these movements could propel anti-democratic forces into power as they did in Italy and Germany in the 1920s and 1930s and in Russia in recent decades. Benito Mussolini in 1922, Adolf Hitler in 1933, and Vladimir Putin in 1999 all rose to power through legitimate means and then moved to undermine democracy.

In the United States the ugliness of the alt-right and neo-Nazi groups was on display at their August 2017 “Unite the Right” rallies in Charlottesville, Virginia. Marchers carried Nazi-style torches and chanted “White Lives Matter” and “Jews will not replace us.”

Although President Donald Trump denounced the outbreak of violence in Charlottesville, former Imperial Wizard of the Ku Klux Klan David Duke claimed Trump inspired the rally and called his election a “turning point for the people of this country. We are determined to take our country back.”

In recent months tens of thousands of rightwing Poles with allies from Slovakia, Hungary, and Spain, marched in Warsaw under banners declaring “Europe Will Be White” and “Pray for Islamic Holocaust.” Demonstrators chanted “Pure Poland, White Poland” and “Refugees Get Out.” Weeks earlier, outrage when images of Anne Frank were used to insult members of an Italian soccer team based in Rome, exposed a history of anti-Semitic and racist taunting at matches. In recent elections, openly fascist or neo-fascist political parties have made significant inroads in Germany (Alternative für Deutschland); Hungary (Jobbik); France (Front National); Greece (Golden Dawn); the Netherlands (Partij voor de Vrijheid); Italy (Lega Nord); Denmark (Danish People’s Party); and Austria (Freiheitliche Partei Österreichs). Rightwing “populism” in these countries and the United States share many of the same anti-democratic, anti-intellectual qualities as the Islamic fundamentalist movements they denounce and use as a ploy to rally supporters.

Populism has gotten a bad name because of these developments. But populism is not inherently

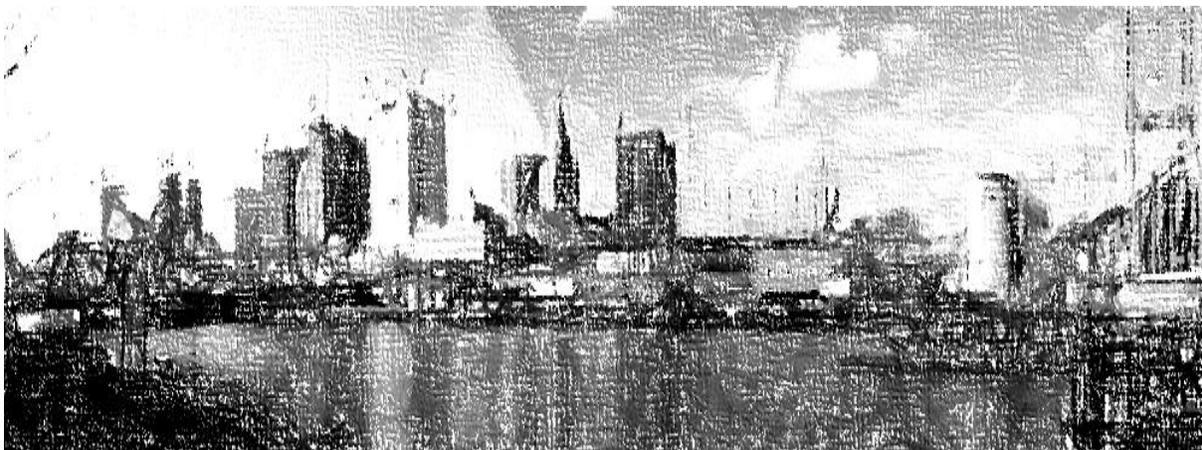
rightwing, anti-intellectual, and anti-democratic. The labor movement of the 1930s, the civil rights movement of the 1950s and 1960s, and women’s rights movements for the last two hundred years have all been populist movements promoting democratic values and social justice.

Fascism did not arrive in the United States with the election of Donald Trump. However, it is worth quoting the War Department memo again as a conclusion to this blog.

“Fascism is not the easiest thing to identify and analyze; nor, once in power, is it easy to destroy.” However, according to the War Department, “it is important for our future and that of the world that as many as possible understand the causes and practices of fascism in order to combat.”

The memo stressed four points:

- (1) Fascism is more apt to come to power in time of economic crisis;
- (2) Fascism inevitably leads to war;
- (3) it can come in any country;
- (4) We can best combat it by making our democracy work.



## Culturally Responsive Webquests: Connecting Technology with Inquiry-Based Learning

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We open with a vignette. The middle school bell rings and fourth period begins. Sixth grade students are paired up on laptop computers working through a webquest on Central America. The webquest's title is *Un Viaje a Centroamérica* or A Trip to Central America. The webquest exploration includes investigating Internet websites in order to create a map of Central America on a piece of paper. As the students create their maps, the buzz begins. One student exclaims to his partner, "I never knew Costa Rica was in Central America!" Another student turns to her partner and inquires, "What does the word *tarea* mean?" The partner replies, "I think it is a Spanish word that means something like homework or task." The webquest is an interactive way for the middle schoolers in this vignette to engage in an authentic Internet based learning experience by exploring the culture, geography, and language of Central America through the aid of computer technology. As the students explore websites and webpages about Central America, they have the task to create a map of the region as the artifact of the webquest.

What exactly is a webquest? A webquest is an interactive web-based inquiry where learners engage in what Bernie Dodge (1995) explains is an, "inquiry-oriented lesson format in which most or all the information that learners work with comes from the Internet" (p. 13). The webquest includes several parts to guide the inquiry: 1) an introduction; 2) a

task; 3) a process or procedure to follow, which includes links to websites to explore; 4) a rubric for evaluation; 5) a conclusion of the activity; and 6) a credits page. When designed well, a webquest represents a technological tool that maps on to the National Council of Social Studies (NCSS) C3 Framework. The C3 Framework was published in 2018 and describes important role of inquiry—called the inquiry arc—in preparation for college, career, and civic life. Here's how NCSS (2013) explains how "the inquiry arc emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world" (p. 6). A webquest supports the inquiry arc as learners use technology to research a question or issue through an analytical process in order to communicate their findings.

Indeed, the point of the webquest is to guide learners in navigating Internet web pages and links in a constructivist way. The literature reveals how webquests provide a powerful platform for the integration of technology with social studies, language arts, and world languages (Author, 2014; Hung, 2015; Lipscomb, 2003; Simina & Hamel, 2005; Vanguri, Sunal, Wilson & Wright 2004). Researchers have also found how webquests guide learners in developing a wide range of skills including technological skills, literacy skills, and critical thinking skills (Author, 2014). Webquests

reflect how educators merge their Technological Pedagogical Content Knowledge (TPACK) to design a technology enhanced, inquiry based experience for their students (Author, 2013; 2014).

### **Conceptual Framework**

As the introductory vignette reveals, a webquest can be designed in culturally responsive ways. Geneva Gay (2002) explains that culturally responsive teaching is defined as, “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (p. 106). More recently, Django Paris (2012) introduced the term *culturally sustaining pedagogy* to expand the notion of culturally relevant teaching. Paris (2012) explains that culturally sustaining pedagogy goes beyond a teaching moment and is a pedagogy that sustain “cultural and linguistic competence of communities while simultaneously offering access to dominant cultural competence; culturally sustaining pedagogy, then, has as its explicit goal supporting multilingualism and multiculturalism” (p. 95). The Central American webquest in the vignette is an example of how technology can be utilized in culturally sustaining ways through a multilingual platform. While the literature shows that webquests have many advantages, what are learners’ perceptions of webquests? Also, what are culturally responsive and culturally ways to design webquests? The purpose of this article is to address these larger questions. The article has two objectives. First, the article examines middle school students’ (n=33) perceptions of interacting with social studies based webquests. Second, the article describes how to design culturally responsive webquests. To meet these two objectives the article investigates the following three research questions:

1. What are the participants’ perceptions of using webquests to engage in middle level social studies topics?
2. What are the effects, if any, of using webquests in teaching middle level social studies?
3. How can webquests be designed in culturally responsive and sustaining ways?

### **Method**

We used case study research design (Yin, 2008) to investigate the aforementioned research questions. We examined how a middle level social studies teacher implemented webquests as part of the classroom instruction. The case study includes an artifact analysis of the *Un Viaje a Centroamérica* Webquest as well as the artifacts the participants created from the Webquest. Additionally, the case study data are comprised of the participants’ responses to a Likert-scale style survey, which inquired about their perceptions of using webquests in social studies.

### **Data Analysis**

We analyzed the Likert-scale survey’s quantitative data using descriptive statistics. These statistics provide summations of the participants’ perceptions of the Webquest. Our quantitative analysis also reports on the participants’ demographics. We analyzed the qualitative data—primarily the open-ended responses on the survey—using Miles and Huberman’s (1994) three-step interpretive approach. We first read the data and coded as part of data reduction. We then displayed the data in a visual way to establish categories. Finally, we made conclusions by a process of organizing the categories into larger themes.

### **Participants**

The study’s sample size was comprised of 33 sixth grade students (n=33) from a middle school

in a rural area of the Southcentral region of the United States. Of the participants, 55% were female and 45% were male. Almost half (48%) were bilingual as 16 students indicated that they speak Spanish at home. About 97% of the participants indicated they had some kind of computer device at home (i.e., a desktop, laptop, or an iPad) and 88% indicated that their families owned a cell phone. Slightly more than half of the participants (51%) indicated that outside of school they use a computer at least four days of the week. In response to that same question, though, 15% of the participants shared that outside of school they do not use a computer at all. When asked about their most important purposes for using the computer, 73% of the participants selected *Search for Information* and the next highest response was *Listening to Music*. The participants indicated that social studies was the subject they learned best when using computer technology.

**Findings**

Related to the first research question about participants’ perceptions of using webquests to engage in middle level social studies topics, 90% of the participants indicated they either strongly agreed

or agreed that they enjoyed using webquests to engage in social studies. All the participants either strongly agreed (52%) or agreed (48%) that they work better with other classmates when using webquest. Almost 73% of the participants thought they learned more from webquests than from lecture notes and 85% of the participants preferred using webquests in social studies rather than using a social studies textbook.

The second research question inquired about any effects of using webquests in teaching middle level social studies. One effect the participants reported was increased engagement. Almost 88% of the participants agreed or strongly agreed that they were engaged with social studies content when it was delivered via a webquest. Likewise, 95% of the participants indicated that that they understood more about a social studies topic when exploring the topic with a webquest. In the open response sections of the survey, many participants shared how the webquest was meaningful experience. See Table 1 for a description of the open-ended response questions on the survey and examples of participants’ responses.

Table 1  
*Open Ended Response Question on the Likert Survey*

Open-ended Response Questions	Examples of Participants’ Responses
1) In your own words, how would you explain to a friend what a webquest is?	<i>A webquest is an educational thing to do on the computer. You search information and use it.</i>
2) When you think about a webquest, what other words or phrases immediately come to	<i>A site where it brings you to a webpage and then you do stuff on that page so you learn stuff.</i>  <i>A learning journey</i>  <i>Bilingual and fun</i>

mind (try to list, at least, 2 other words or phrases)?

*Websites and social studies*

3) What will you remember the most from the webquest you explored?

*The Central America Webquest was something that had a meaning to me. My family is from Guatemala so reading about it meant a lot to me.*

*Seeing the pictures and looking at the websites helped me learn more about Central America because I was able to interact with websites*

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As Table 1 shows, the meaningfulness of the Central America Webquest was reflected in the participants' responses to what they will remember the most from the webquest. For example, one participant identified a familial connection (i.e., family from Guatemala), which made the webquest meaningful. Another participant connected the webquest's meaningfulness with its interactive design. The inclusion of multimedia helped this participant to better interact with content. A few of the participants also shared how the webquest was meaningful because it was bilingual—written in Spanish and English—which meant everyone could understand the webquest's content. The participants' perceptions and open-ended responses capture the possibilities of using webquests to make social studies meaningful. The participants found the webquest to be meaningful vis-à-vis its culturally responsive design and its interactive multimedia that supported their web journey into Central America.

The third research question inquired about how webquests can be designed in culturally responsive and sustaining ways. We focus on three ways in particular. First, webquests are responsive when they are multilingual. Creating multilingual webquests is not as difficult as some may imagine.

For example, a webquest generator website called Zunal (Link: <http://zunal.com/>) also contains a database of already created webquests. Educators can search for webquests on this website, which are in multiple languages. Second, learners can use Google Chrome or FireFox as the web browser for their webquests. Both of these web browsers will provide an option to translate websites written in another language—including websites geared for kids—into English. This option means that students who are bilingual or multilingual are able to access websites in their home language, while the students who speak only English also have access to a translated version of the website. Third, webquests are culturally sustaining when they include multiple representations of culture and people through images and text. The interactive power of webquest technology is represented not just through words, but also through multimedia. This is what makes a webquest like the A Trip to Central America so engaging, because students see themselves and their culture reflected in the websites they are exploring.

### **Discussion**

Webquests connect technology and social studies in relevant ways to young learners' culture and history. Webquests also support and engage

young learners through a process of inquiry. Furthermore, the inquiry arc within the design of webquest aligns with many of the NCSS (2013) C3 Framework dimensions, including: (a) Dimension 1. Developing Questions and Planning Inquiries; (b) Dimension 2. Applying Disciplinary Concepts and Tools; and (c) Dimension 3. Evaluating Sources and Using Evidence. Through the webquest tool, young learners participate in asking and answering questions about social studies big ideas. Like the Central America maps that the students in this study created, a well-designed webquest includes a creative outcome where learners apply the content knowledge evidence they found in their web investigation.

The C3 Framework vision is to help prepare young learners with the knowledge and skills for college, career, as well as for the “adult responsibilities in participatory democratic cultures” (NCSS, 2013, p. 89). Webquests support this C3 Framework as learners gain inquiry-related knowledge and skills, which can develop and sharpen their critical thinking, cultural competencies, and global competencies. The webquest technology is more dynamic than the traditional social studies textbook, which is too often Eurocentric and dominated by representations of a middle class monoculture. Yet, public school classrooms across the United States are anything but monoculture or monolingual. The uses for technology have many affordances including for the development of cultural and global competencies (Author, 2012; 2015; 2016a; Harshman, 2016). A well-crafted webquest can guide students through an inquiry-based journey where they explore a topic and at the same gain expanded vision for how the topic relates to them and their classmates. At the same time, webquests can be used to support sheltered instruction of English, which is also known as the SIOP Model (Short, Echevarría, & Richards-Tutor, 2011). The SIOP Model is framed

around supporting English Language Learners by making a lesson’s subject matter content and vocabulary accessible. This, in turn, assists English Language Learners in their development of academic language skills through content which can be accessed in multilinguistic and culturally sustaining ways.

### **Future Research**

A future research agenda would include a deeper investigation into the effects of webquest designs based on the SIOP Model pedagogies. What are the benefits and challenges of webquests designed to support English Language Learners? What sheltered instruction features would be included in the webquests? How could such webquests be accessible and adapted for English Language Learners at all levels—including the elementary school level? These types of questions would help to drive future studies. More research is also needed at all school levels. This present study was centered on middle level learners, but what are the effects of using culturally responsive webquests with early childhood learners, elementary school students, and with secondary students? A future research agenda would also include a comparative and international scope. The comparative lens helps shed light on the similarities and differences in the contextualization of culturally responsive webquests based on where a school is situated.

Artifact creation is one of the distinguishing features of webquests. Rather than just consuming media, students are producing an artifact based on the webquest’s directions. Student authorship of media is a way to support students’ creative expression while recognizing the participatory role of learners with the tools of learning (Author, 2017). More research is needed into students’ perceptions of the artifacts they create based on the webquests they explore. Research questions might include: What are the students’ perceptions of

media authorship in relation to the artifacts they create during a webquest? How are the artifacts' culturally responsive? Finally, future research would also examine the relationship between how participants access and navigate webquests. Some participants in this current study indicated that exploring the Internet with a webquest was a fun way to learn social studies. Technological Play Theory (Author, 2016b) is a theoretical framework for examining how the role of play in using a technology. The theory can be instructive for educators in supporting learners' curiosity and exploration of webquest. Future research can utilize Technological Play Theory as a conceptual lens for examining the degree to which students—at any school level—play with a webquest in order to master the webquest's content.

### **Conclusion**

We conclude the article by revisiting the culturally sustaining conceptual framework as well as share ways that practitioners and educators can search for already designed webquest or create their own webquests. Culturally sustaining pedagogy seeks to be responsive to and sustain the cultural richness of a pluralist society (Paris, 2012). Cultural vibrancy is reflected in a society's customs, languages, literacies, and traditions. A webquest is a tool that learners can utilize to inquire about their own culture and the cultures that are reflected in a pluralistic place like the United States. Webquests show the flexibility of ways in which technology can be used for the development of cultural and global competencies.

There are many websites available for searching and creating webquests. The Teacher Web (Link: <http://teacherweb.com>) website contains a database of teacher designed webquests. Users of the website can search for webquests by key words or by state and Common Core standards. Another website called Webquest (Link:

<http://webquest.org/>) is both a database and teaching website. The site has webquest design advice and a plethora of resources for the development of webquest. Another site called Questgarden (Link: <http://questgarden.com/>) has webquest tools supported by a “drag and drop” method for building webquests. The site provides a user-friendly template and the option the webquest navigation system being translated to a dozen or so languages. Questgarden also includes a database of searchable webquests. The Questgarden is not a free site, though, and requires a yearly subscription. Whatever ways or subject matter an educator chooses to include in their webquest; it is important to support the design in culturally responsive and sustaining ways.

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## **Policy Analysis as an Exit Criteria: The Case of the *Participation in Government* Research Paper in New York State**

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Imagine the most difficult task you have faced in your life. For many students, writing an essay is one of the most challenging undertakings of their school academic career. Imagine that essay is then morphed into a research paper, a required hurdle for graduation. That is the reality facing students in New York State schools. In this reflective essay, two experienced teachers, one social studies, and one special education, examine issues created by the capstone research report for students with a learning disabilities in a rural high school setting.

### **Background**

In the early part of the 2000s, we were paired instructors in special education mainstream inclusion classes in a small, rural, upstate school district in New York. The school district is classified as rural under the National Center for Educational Statistics (NCES) coding. In order to protect confidentiality, we do not identify the specific school district. New York State classifies the district as a high needs district to the resources it can generate. Over half of the students in the district are considered in poverty based upon the federal Free and Reduced Lunch rate. The district has a students with disabilities classification rate between 10-20 percent. The district's graduation rate for students with disabilities is between 40-60 percent. The district has had some struggles, with declining population, damage due to natural

disasters, and a poor economic outlook as major employers have left the area. Students and families within this area tend to be transient, moving between neighboring districts with frequency.

Nancy has over 20 years of experience in education, while Casey was in the early stages of his career. Both of the instructors have a keen interest in social studies, and were paired in a Global History and Geography class for 10th grade students. Both teachers hold certifications in social studies for New York State. Collaboration efforts extended beyond regular co-teaching assignments. One target focus was the 12th grade students assigned to the state mandated Participation in Government class. Casey was the primary instructor of record, while Nancy was the special education department's case manager for the students and had resource room/ consultation functions for more than 20 seniors that academic year. Nancy had noticed a number of seniors were struggling with the capstone paper requirement for the Participation in Government class. Nancy asked Casey to visit the resource room and add content specific guidance to students, as he was the instructor of record for the class. Both instructors noticed a number of roadblocks to the successful completion of the capstone paper requirement for Participation in Government.

We wanted to relate this story to social studies teachers, as well as special education professionals in light of the increased rigor and alternative pathways for graduation now available to students in high school. With programs such as New Visions in Government, and the Board of Cooperative Education Services (BOCES) based programs in New York State, we hope that the requirements for graduation via the Participation in Government course is accessible to students with disabilities. The high stakes testing which has traditionally kept students from graduating, namely the Global History and Geography exam, has been shortened. In light of recent political occurrences, it is especially important for students to understanding the basics of citizenship and participation. In the next section, the authors describe the research paper requirements necessary for graduation.

### **Research paper requirements**

The research paper is a capstone requirement in the New York State Social Studies scope and sequence for our particular district. The research paper asks students to select a public policy issue and research it. Research involves discovering historical background on the policy issue. The policy issue can be local, countywide, state level, or national in nature. The paper requires students to research the alternatives to the policy. The paper should provide alternatives in support and opposition to a proposed policy solution. Usually the requirements for the public policy research paper are set locally. The teacher or the department will establish minimum length requirements for the paper, the number of sources required, and if graphs or charts are required. Usually, the public policy paper is structured as a semester long assignment for the students in the senior year Participation in Government class. The course included readings from Coplin & O'leary (1988) as the core textbook. The ½ credit course is

one semester in length. For many teachers, the frustration that students experience while completing the paper has resulted in the creation of a step by step guide to the research and writing process that the student must undertake as they develop this final, culminating project for their social studies career. The step-by-step manual is an attempt by schools to scaffold the research requirements into manageable sections during the semester. This follows best practice advice on how to teach adolescents to write (Graham & MacArthur, 2013).

The step by step guide is divided into parts that are the foci of the writing stages for the paper. Usually the completed packet is submitted along with the final paper to the teacher at the end of the semester. The stages of the packet begin with the selection of a public policy problem that the student can select. In some schools, the teacher or department may provide the students with a list of topics. This part of the packet may involve having students explore some initial encyclopedia/ internet search level examination of their potential topics. Usually the teacher will require the students to submit three potential topics with a justification about why those topics were selected.

The second stage of the process is the initial research part of the paper. After students have selected topics that can be researched, the packet will then require students to provide at least three to five sources, properly cited using MLA style citations, and at least two quotes per source. The thinking behind this strategy is encouraging students to learn how to properly identify sources and cite quotes. Usually at this stage, the teacher will pair with the school or community librarians to work with students on the research aspect of the paper. This section of the package is then expanded to ask students to look at multiple types of sources, including books, articles, internet databases and

other sources that may be encountered in undergraduate research papers.

The third stage of the packet involves having students contact public officials, in order to conduct interviews or communicate in the form of a letter or e-mail exchange. During this period, students who have been keeping up with the efforts are finding the paper beginning to coalesce around their selected topic, and the research helps inform the creation of questions. In some schools, the students may be asked to conduct surveys within the school or community to gauge public opinion on the public policy issue. This process requires students to research, on a lower level, surveys and types of questions that will help in the public policy issue process.

The fourth stage of the paper process is the crafting of the actual paper. Students are led through writing exercises in order to craft topic sentences, supporting detail sentences, and paragraph structure. This part of the public policy research packet will ask students to submit draft paragraphs to the teacher in order to receive feedback on the structure, grammar, and progress of the research paper. As many researchers have found, students find writing difficult, and students with difficulties find this stage of the process extremely difficult.

The fifth stage of the public policy research paper is the verbal presentation to the class. Students are expected to prepare a five to ten minute presentation about their public policy issue, the alternatives, and their recommendations for the policy issue. Students are encouraged to use PowerPoint or other presentation software to enliven the presentation. The teacher and classmates may ask questions that the student will need to answer. For students who have difficulty with

verbal communication, this can be a difficult process.

### **Comparisons across the state**

How do schools across New York State handle the Participation in Government capstone course? The answer is it varies from district to district.

From Casey's personal experience, graduating from a suburban Western New York school district which sent a number of students on to four year colleges, a research paper was required. The class needed to select a public policy issue and discuss its root causes and implementation strategies.

When Casey worked at a small Western New York rural district, there was no paper required for the course. Students there were expected to take quizzes, discuss current events and pass a final exam. This 50 question multiple choice exam covered material presented in class and via lecture.

During visits to 15 high schools between 2007-2013, only one required a research paper, and that research paper was reserved for the Advanced Placement and Syracuse University Project advance sections of the participation in government classes. In the other classrooms, current events binders, issues presentations, and campaign posters were most often used as methods to check for understanding. Many of the teachers, when asked about their Participation in Government courses felt they needed to educate students about the basics of voting and the basics of local government. In poorer areas, there was often a focus on interactions with police, the courts, and with student's personal experiences in the local enforcement system.

In one large urban district in New York State, the policies for Participation in Government vary across schools and teachers. In this district, the

Participation in Government teachers are often assigned last minute, and are rated on the Annual Professional Performance Review for students in the Global History or United States history classes. The department meetings in this district, as well as the district wide professional development often focus on the middle and high school levels, specifically the Regents tested curriculum.

Surveying the online syllabus of 30 districts across New York State, in 2017, we discovered that most classes required a project for a passing grade, but almost none of the syllabus required a policy analysis paper like what was required for our student. The syllabus were gathered as follows: five from the western New York area, five from the central/ southern tier area, five from New York City, five from Long Island, 5 from the Capitol/ Adirondack region, and 5 from the Finger lakes region.

We have often thought there are some serious issues that should be considered in the design of a course at the high school level that required students to write a research paper. Yes, we admit that it is an important and relevant skill for students to acquire before college. The Common Core Learning Standards (NGA, 2010) for writing do require students to become proficient in writing research papers as part of the expectations adopted by the Board of Regents. The New York State Social Studies Frameworks adopted in 2014 (NYSED, 2014) contain the social studies practices, which reference the ability of students to convey knowledge in written form. We have often asked ourselves if there is an alternative to the social studies research paper.

### **A Research perspective**

From a special education standpoint, the paper is a perfect storm of issues that can hinder students, especially at a critical juncture of their

school careers. Research indicates students who have been identified as having a learning difficulty are more at risk of exiting high school before they have obtained their graduation credential (Schargel & Smink, 2013). Bender (2004) identifies reading and writing difficulties as one of the most common manifestations of Learning disabilities in students. The idea of writing a large research paper is a daunting task to students who struggle with the basics of writing. There are many moving pieces to writing a paper for a high school student which include the following:

- 1) Idea generation
- 2) Research and sourcing
- 3) Story mapping
- 4) Paragraph construction
- 5) Sentence construction
- 6) Word Choice
- 7) Editing for content
- 8) Editing for construction
- 9) Presentation (Terego, 2005).

These moving pieces must often occur in situations where a content area teacher, such as a social studies teacher, has not been trained in teaching writing to adolescent learners. Often content teachers are unable to diagnose writing problems, offer effective direct instruction, and assist students in meeting the expectations of the task: produce a research paper (Graham, et al, 2014). This leads to a mutually frustrating situation, as students who experience scholastic difficulties in writing are asked by teacher to write a significant paper. Further exasperating the problem, many of the teachers are ill prepared to teach the writing process (Lucas & Passe, 2017).

### **Actions taken**

Besides one-to-one coaching, Casey was unsure on how to better assist the students with special learning needs in his classroom. Nancy,

realizing her senior students were becoming increasingly frustrated at the project, began meeting with Casey to implement a strategic intervention plan for the students who needed extra help. Our first step was to meet on a regular, weekly basis to discuss student's progress, their frustrations, and what we, as instructors could do to help.

The two teachers then examined some of the issues which emerged as students were writing their research paper. Nancy and Casey engaged in Self Study/ reflective practice in order to better serve the needs of the students. A self-study as defined in Kline and Soejatminah's (2016) work contains five elements: "it is self-initiated and focused; it is improvement-aimed; it is interactive; it includes multiple, mainly qualitative methods; and it defines validity based on trustworthiness" (p. 162). Over the course of the fall semester of that year, we engaged in daily dialogues with each other. These dialogues were structured as mentoring sessions that were initiated through the school district's efforts to pair an experienced teacher with a novice teacher. Additional dialogues included interaction with other members of the special education staff at the high school, and some discussions with members of the social studies department. Almost every teacher and teacher's assistant in the two departments were available for conversations due to the small size of the departments. Our self-study was designed less as a practitioner research project but more as an instructional improvement project in order to serve our highest priority stakeholders: at-risk special education students in a rural community in upstate New York.

In the class, we decided to move to a consultation model, where teams of students were given opportunities to meet with us in a setting where Casey helped with the content, and Nancy helped with the writing process. Students were asked, in teams, to read a paragraph the other

student team member had written and make comments on the flow and content. This workshop approach, with two teachers available for support allowed students time in class to hone writing abilities.

We then invited students to come in during lunch and after school to receive more individual writing assistance with the paper. We also teamed with ELA teachers and the librarian at the school to offer "expert" assistance in writing and research. After school, students could access Casey for content, Nancy for scaffolding the assignment, the librarian for research help, and the ELA teacher for writing support.

The experience we reported here is an attempt to reflect upon and improve professional practice by an experienced and novice teacher working with at risk populations. We, as a team, were trying to ensure students who faced obstacles to graduation could have an opportunity to become successful. Further, we were aware of a situation which Deshler, Robinson, & Mellard, (2009) describe as the special education practitioner becoming the content area "tutor" that helped students with special needs "survive" content classes. We actively sought to ensure that both Casey and Nancy were equals, co-teachers, presenting and guiding students without differentiation of their classroom value to the students.

## **Conclusion**

Without a doubt, the national attention payed to civics education is important, and frankly overdue. As social studies teachers across New York State realize, civics education is layered into the Common Core aligned state learning standards. With partnerships with librarians, media specialists, and the English departments become more critical now more than ever we must ensure students aren't

left behind. Engaging in citizenship by more than voting is important. The fundamentals and processes which are covered in the Participation and Government class help students master skills necessary for adulthood. The major concern is the level of support given to students to complete a research paper during the class, especially with students with disabilities. It is critical and important that if a large research paper is required, that sufficient co-planning, scaffolding, and feedback are marshaled between the two teachers. As practitioners, our best thinking is needed in this area.

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## Holocaust Education in a Polarized Society: Importance and Resources

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*Hate is coming back to people who should know better. That hate is a killer that makes people deaf and blind.*

-Rena Finder, Holocaust Survivor, 2018

Recent events in Charlottesville and related to immigration illustrate the divided climate in the United States, an issue that has garnered increased attention amidst the growing demonstrations emanating from the alt-right since the 2016 election. McAvoy (2016) suggests that social studies educators have an opportunity to engage with the issues of polarization for the greater good. These same events have also led to the re-emergence of the Holocaust in peoples' stream of consciousness. Unfortunately, it is in a way that trivializes the devastation faced by millions under the Nazi regime. The constant site of Nazi flags in the media, without thoughtful discussion or analysis, normalizes the symbols of hatred in America.

McAvoy (2016) points out that this divided social and political climate is the "only political context that today's middle and high school students have ever known" (p.31), suggesting the uphill battle for social studies educators. Salinas (2016) discusses the difficulty in conceptualizing how to "prepare an enlightened and participatory citizenry" (vii) in our work, something that many of us struggle with in the face of the media's constant portrayal of a society wrestling with their values and identity. In response, we must stop to evaluate

our pedagogical approach and rationale for difficult, yet pertinent, topics such as the Holocaust. Students today have unprecedented access to information, thereby establishing the need to infuse Noddings' (1984) framework of care in order to further allow them to become moral philosophers. Barton and Levstik (2004) suggest that in order to have meaningful conversations regarding the historical events, students must care about them from the perspectives of those involved. Care that serves as the "mechanism for rendering history meaningful," and "by which students...make personal connections to history" (Barton and Levstik, 2004, p. 241) thereby making connections to the affective elements.

Emphasis in Holocaust education today should focus on learning the history, while simultaneously providing for an analysis of larger issues of human behavior, choice, stereotyping, bullying, and prejudice (Haas, 2015). As students and teachers use history as a foundation for case studies on the present, students will grow in ways that meet the needs of the 21<sup>st</sup> century citizen. They will engage in controversial discussions, which Hahn (2001) points out as one of the most effective means of engaging students in the social studies, ultimately providing them with real-world opportunities for evidence-based learning and discussion. Investigating this material in the safety of a classroom community allows students to cultivate their understanding of the world and, in

turn, transfer their learning about stereotyping, violence, and injustice associated with the Holocaust to a timely study of #BlackLivesMatter, Charlottesville, immigration and Standing Rock, among many other topics. Students would consequently consider actions they might pursue through civic engagement on varying levels and the role of emotion in these decisions.

We are living in dangerous times. Aviv Ovadya, chief technologist for the University of Michigan's Center for Social Media Responsibility and a Knight News Innovation Fellow at the Tow Center for Digital Journalism at Columbia, who predicted the 2016 "fake news" crisis, contends that we are swiftly moving towards a time when "reality apathy" could become its own crisis (Warzel, 2018), suggesting that a result of the continued attack on accurate information is that the public may become less concerned about truth. Ovadya questions the consequences of information manipulation, "What happens when anyone can make it appear as if anything has happened, regardless of whether or not it did" (Warzel, 2018)? Further, a lethargic approach to the truth may jeopardize the effectiveness of democratic governance and engaged citizenship.

Empathy and moral values are central to the maintenance of civil society. The study of history opens the door to questioning and behavior that can develop these skills more fully. The Holocaust, for example, "provides one of the most effective subjects for examination of basic moral issues" (Parsons & Totten, 1993). If the "fake news" problem successfully erodes peoples' demand for truth, then the foundations of what we understand, and can teach students, about the conditions that allowed the Holocaust to occur will deteriorate. The normalization of hatred and bigotry, such as what is occurring in the United States under the Trump administration, leads to a lack of understanding

about the roles of government and individual choice in allowing events such as the Holocaust to occur.

In 2012, the Hungarian government unveiled its new constitution that deflects any complicity for the Holocaust away from the Hungarian people. More recently, Polish President Andrzej Duda signed legislation outlawing the linking of Poland to any responsibility for the Holocaust. Karen Murphy (2018), the Director of International Strategy for Facing History and Ourselves points out that this legislation outlaws the long-accepted term "Polish death camps," as well as punishes anyone who suggests Polish complicity in the Holocaust (Murphy, 2018). Murphy (2018) argues that "using law and punishment to manipulate historical narratives raises troubling questions about how we remember the past"(np). Outlawing the acknowledgement of complicity in the Holocaust, in the country that was home to all six Death Camps, shifts the narrative towards Holocaust denial. The result in this disturbing trend necessitates a fresh look at the teaching of the Holocaust.

The history of Holocaust education is rooted in identity and history, but the need for drawing connections to students' lives and society today is of growing importance due to recent events in which Nazi insignia and beliefs are often on display. Davies (2000) points out that "teachers rightly do not want to see the Holocaust only in intellectual or academic terms, and yet emotion is in itself not enough. There has to be a clear rational thought as well as an emotional response" (p. 5).

Totten and Feinberg (1995) describe the concern and provide advice for educators to consider prior to beginning a unit of study on the Holocaust. It is vital that the teacher closely analyze their rationale and resources. It is no question that one can never fully comprehend the horror that victims were put through, teachers should inspire

students to “avoid simplistic explanations,” use “powerful opening and closing lessons,” choose “appropriate sources of information,” and “personalize the Holocaust” (Totten & Feinberg, 1995). In addition, educators must strive to avoid the pitfalls such as the over-use of graphic imagery or using simulations for students to “experience” the Holocaust (Totten & Feinberg, 1995).

As the world continues down its violent and apathetic path, the importance of sound pedagogy about the Holocaust remains important as ever. Students remain interested in the complexity of the topic, yielding deeper engagement with the cognitive and affective elements of studying the Holocaust (Haas, 2015). Cowan and Maitles (2016) stress that “the Holocaust has dark connotations, and this alone explains why teachers who are not required to teach it will never engage in Holocaust education” (p.13). One of the difficulties is having *an understanding* of what resources and pedagogy to integrate into a responsible approach to teaching about the Holocaust, especially for teachers who are not steeped in the content of the Holocaust. This becomes more pressing with the recent surge of white nationalism and other events worldwide. Students see relevance in studying the Holocaust as events such as the Unite the Right Rally in Charlottesville are peppered with Nazi insignia. With varying approaches to Holocaust education, there is no single, stand-alone resource that encompasses all of the important elements of responsible Holocaust education. The following three resources provide sound pedagogy and opportunity for personalizing student learning, inquiry, and relevance. Echoes and Reflections as well as IWitness utilize testimony as a central element of the learning activities. The use of testimony provides human voice for otherwise abstract content and engages the students on an affective level and inspires them to take informed action (Haas 2015), one of the tenets of the NCSS

C3 Framework. While each can be used by itself, the true potential comes in integrating all three into your unit of study. Most importantly, they bring in more nuanced elements that personalize learning for students and provide voice to the experience of those who suffered through this history, rather than learning about the Holocaust in abstract terms such as six million.

### **Facing History and Ourselves**

<http://www.facinghistory.org>

Facing History and Ourselves seeks to enlighten students about hatred and bigotry so that students can effect change in the future. The Facing History scope and sequence is a framework that begins with the role of identity and choice as a starting point to discuss how events such as the Holocaust unfold, continues with the historical context, legacy, and comes to fruition with a look at how students choose to participate in their communities. Facing History seeks to engage students in inquiry that is integrates academic rigor, ethical reflection, and emotional engagement (Facing History, 2018). At its foundational level, the investigation of identity provides a lens through which students can make relevant connections to content across disciplines. The recently revised flagship resource, *Holocaust and Human Behavior*, provides ample historical context and progression in order to provide examples of the complicated history, while giving voice to individual action. For example, students “examine choices Germans made in the 1920s and 1930s” (facinghistory.org) in their inquiry into the fragile nature of the Weimar Republic and then consider the reasons for the Nazis’ ascent to power. It is this element of choice that helps students come to the understanding that the Holocaust was not inevitable, but a human consequence. A study of the Weimar Republic provides students with depth as to the causes of the Holocaust and the rise of the Nazi party. Structured

inquiry into Weimar Germany provides an avenue for students to make connections between issues that are bubbling below the surface, as well as those that are highly evident to the public, then and now. The Facing History scope and sequence actualizes care as discussed by Barton and Levstik (2004) Students begin to “care about” the people and content of the past, as well as “care that” these events occurred (p.241). As students progress to the *Choosing to Participate* stage in the scope and sequence, they demonstrate that they “care to” take action against issues of hatred and bigotry in their communities, local and global, and have the necessary tools to understand that one person can make a difference. The idea of students as change-agents empowers them as active citizens.

Facing History goes beyond the Holocaust with resources that address periods in United States History, teaching of Harper Lee’s *To Kill a Mockingbird*, and necessary skills such as *Fostering Civil Discourse*. One of the greatest aspects of Facing History is that once you complete one of their professional development courses and become a Facing History Teacher, you have a direct line to continued support. Facing History Program Associates assist teachers in planning units and finding resources as part of an ongoing relationship. They offer continuous professional development webinars and courses, both online and face-to-face, that fit teachers’ schedules.

### **Echoes and Reflections**

<http://www.echoesandreflections.org>

Echoes and Reflections is the collaborative culmination of the expertise of the Anti-Defamation League, the USC Shoah Foundation, and Yad Vashem. Echoes and Reflections provides a curated set of primary and secondary resources in ten lessons developed to give teachers a ready-to-go, interdisciplinary resource to teach about the

Holocaust. It is a masterful blend of the expertise of the three organizations. While the depth and breadth of the resources are central for an effective and responsible study of the Holocaust, it is the curated clips of testimony from the USC Shoah Foundation Visual History Archive that seamlessly integrate into each lesson that makes this resource stand out. Incorporating testimony into lessons with other rich resources provides human voice and, therefore, a unique opportunity for students to connect with a person who experienced this tragedy first-hand. This is a powerful learning experience because students can often demonstrate apathy to documents alone and graphic photos of the Holocaust do little to add value to students’ learning. Testimony, however, provides a person that students can connect with through their story, body language, and raw emotion as they share their experience.

In light of events since the 2016 election, Echoes and Reflections has released an eleventh lesson that focuses on Contemporary Antisemitism. This lesson encourages students to recognize that antisemitism did not end with the Holocaust. Elie Wiesel addresses the difficult reality of this continuing trend in saying, “Once I thought that antisemitism had ended; today it is clear to me that it probably never will” (Wiesel quoted in Echoes and Reflections, 2018). This quote and lesson uses resources that allow students to make connections between the Holocaust and contemporary events, further demonstrating the relevance of learning about the Holocaust.

In the lesson, *Perpetrators, Collaborators, and Bystanders*, students are confronted with the complexity of complicity. This lesson begins with students considering the meaning of the terms “guilt” and “responsibility” before engaging in inquiry to apply these terms to the Holocaust. Jan Karski, a survivor and resistance fighter who later became a professor at Georgetown University

(Echoes and Reflections, 2018), discusses his memory of President Franklin D. Roosevelt in his testimony. Students must do a close-read of Karski's testimony clip as they consider his opinion of the President's response to his question about what to tell the Polish people, demonstrating the importance of testimony as a primary source.

Students progress to a brief overview of the railroad system's role in the Final Solution in order to provide context for the primary document analysis that follows. Students will analyze "Salitter's Report," a report from Hauptmann Salitter, an officer in charge of a transport of Jewish prisoners from Dusseldorf to Riga. Students work in small groups to analyze the document, with the knowledge that men were not forced to take jobs such as Salitter's, which were considered prestigious. They are asked to analyze the tone and language of the report to draw conclusions regarding Salitter's attitude towards his role, the possible reasons for some of the actions detailed in the report, such as placing children with their mothers, and to consider Salitter's role in the murder of the train passengers in the camps.

Students' next step is to draw up a list of people listed in the report and use a 1-4 scale to determine their level of responsibility for what happened to the Jews. This leads to small and large group discussion regarding guilt and responsibility, as well as the how and why people may have cooperated with the Nazi's process of mass murder.

Echoes and Reflections offers professional development on teaching about the Holocaust and the use of testimony with different offerings. They are free, face-to-face workshops, webinars, and a self-paced online class. Once trained, teachers become more comfortable with integrating the resources and the effective use of testimony, which is applicable across content areas.

### **IWitness (USC Shoah Foundation)**

<http://iwitness.usc.edu/SFI/>

IWitness is a web resource developed by the USC Shoah Foundation-the Institute for Visual History and Education and designed for classroom implementation ranging from upper elementary grades through higher education. It is an educational medium that allows students to learn through testimony in student-directed inquiry. Haas, Berson, and Berson (2015) point out that "Students and teachers may search, watch, and interact with testimonies to construct multimedia projects in a secure, password-protected space" (p.107) as well as being accessible in single-computer classrooms. The technology makes use of the institute's Visual History Archive that contains the testimonies of approximately 55,000 Holocaust survivors and witnesses, as well as witnesses and survivors of the genocide in Rwanda, Armenia, and the Nanjing Massacre. It is important to teach about genocide beyond the Holocaust in order to make students realize that there is not one form it takes and to demonstrate that it is a problem that plagues the world. The collection of testimonies beyond the Holocaust further Totten's (2001) argument that making other genocides part of the null curriculum is problematic.

IWitness provides a framework and space for students to develop questions and construct their own digital essays on a variety of topics. The library contains over 200 pre-built activities range that from 30-minutes to multi-day, all of which focus on information literacy, inquiry, and using evidence as support. Further, teachers can design or revise existing activities in order to meet the needs of your students. A recent initiative, entitled "Inspiring Respect" empowers students and teachers to be positive agents of change (USC Shoah Foundation, 2018). Some themes represented include: "Standing up to Indifference; Courage, Resilience, and Civic

Responsibility, Countering Hatred, Intolerance, and Violent Extremism,” among others (USC Shoah Foundation, 2018). These themes demonstrate the applicable nature of studying the Holocaust as a means of promoting relevance to students’ lives and the importance of being an active citizen.

An activity entitled “Immigrants and the American Dream” is part of the Inspiring Respect initiative and, like all of the activities within this set, is especially timely given the current practice of targeting and separating immigrant families. This activity asks students to consider what they believe to be the “American Dream”. Students proceed through an inquiry into clips of testimony that discuss reasons for immigrating to America. Testimony clips come from survivors and of the Holocaust during World War II, a Tutsi survivor of the 1994 genocide in Rwanda, a survivor of the 1915 Armenian genocide, a survivor of the Cambodian genocide that ended in 1979, as well as someone who acted as a rescuer during the Holocaust. Within the activity, students reflect on one story that most resonates with them and make connections to their idea of the American dream before engaging with the work of their peers.

Like the other resources mentioned, iWitness offers professional development to strengthen educator understanding of testimony-based education. They offer regular webinars on various aspects of using testimony to deepen student learning. Teachers can create an account and add their students into a class so that they can monitor progress and provide feedback in a secure digital environment.

## **Conclusion**

Each of the resources described above offer myriad opportunities for an in-depth study of the Holocaust. A strong unit could be constructed using elements from each and could fit most unit lengths.

Just as the study of the Holocaust requires time to process and reflect, teachers need to give themselves time to explore these resources and to determine what their desired learning outcomes are.

We live in a time that will one day be reflected in history as a time of deep-seated division. Therefore, teachers should approach their study of history in order to facilitate meaningful learning opportunities for students to make connections between the past and present. As previously noted, the Holocaust has often been a topic that provides opportunity associate the underlying causes of the Holocaust and basic moral values (Parsons and Totten, 1993) and the need for these affiliations has become imperative in a society with an admitted Holocaust denier running for Congress in Illinois as a primary candidate for one of the major parties during the 2018 election. This disgraceful level of public acceptance is reminiscent of the period in which the Nazi regime strived to normalize their policies of hatred. Bergen (2016) discusses the period, beginning in 1934, when the Nazis sought “routinization...by passing laws to make measures look respectable” (p.90), mirroring the recent use of the legal system and ICE to separate families of immigrants. It is essential for teachers to gain an understanding of the history and the available classroom resources. Cowan and Maitles (2017) argue that “by applying an open and engaging attitude to Holocaust Education, the next generation of politicians and government officials will be better equipped than their predecessors to address topics of prejudice and genocide (p. 3).

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## **Shake, Rattle, and Roll—and #NeverAgain: Student Activists in 1963 and Today**

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In March 2018, students across the United States participated in a walkout and March for our Lives to show their support for gun control reform. In the weeks leading up to the walkout and marches, outspoken student activists from Marjory Stoneman Douglas High School in Parkland, Florida, became well known as they developed a platform for gun control reform and started the #NeverAgain movement, after 17 of their peers and teachers were killed in a mass shooting on February 14, 2018 (Gans, 2018). The Stoneman activists, as well as the students around the country who have joined the movement, are an indication of what a formidable power young people can be when they mobilize. They can also organize and mobilize themselves quickly. The March for our Lives occurred only five weeks after the Parkland shooting. During that time, activists such as Emma Gonzalez, Cameron Kasky, and David Hogg focused their social media presence on gun control, developed a mission statement with specific gun control goals, organized the March, questioned legislators, and gave countless interviews and speeches. While it remains to be seen what influence these students have on government officials and whether the movement will result in any discernible gun control reform, these students are engaged, knowledgeable, and demand to be taken seriously.

The comments section of any news story about the Stoneman activists or the walkout reveals those who believe that students should not be involved in politics or protest. However, history

indicates the opposite is true. Students have played a key role in multiple social movements in the United States such as the Greensboro sit-ins in 1960 and elsewhere in the world such as the Velvet Revolution in Czechoslovakia in 1989 (Astor, 2018; Kaiser, 2015). Social media sites such as Facebook and Twitter allow #NeverAgain widespread visibility, and traditional media outlets have also focused a great deal on the movement. Historically however, the participation of students in social movements was not always widely known and even today the fact that students have played a role in the Black Lives Matter movement, or that students in Chicago are protesting against gun violence and the closure of schools is less well known (Martin & Corley, 2018). A noticeable difference between #NeverAgain and previous student led movements is the age range of those involved. Historically, such movements have been organized and carried out by college students. #NeverAgain however was organized and is driven by high school activists, and middle and elementary aged students joined the walkouts and marches. The age range of students involved in #NeverAgain brings to mind the Civil Rights Movement and the Birmingham Children's March of 1963, in which middle and high school students, and one elementary aged student protested against segregation.

While these contemporary movements will hopefully inspire today's youth to become politically active, showing students this is not a unique phenomenon and that children have often played a role in social movements which resulted in

change may be beneficial. Research shows that students need to become interested in civic engagement before they reach age nine (The Civic Mission of Schools, 2003). If not, students are less likely to become civically active adults. Today, youth (ages 18-29) have consistently low turnouts in elections, particularly mid-term elections (The Center of Information and Research on Civic Learning and Engagement, 2018). Seeking to encourage higher turnout among youth, during the March for Our Lives volunteers and activists focused on registering young people to vote, and millions of teens will be of voting age prior to the November 2018 mid-term elections (The Center of Information and Research on Civic Learning and Engagement, 2018). However, while many students participating in the walkouts and marches were high school age, some middle and even elementary students took part (Shear, 2018).

In order promote interest among elementary students, sharing the story of the Birmingham Children’s March and making connections to contemporary student led movements like #NeverAgain could “hook” them on civic engagement and demonstrate how they too can make their voice heard. The following lesson covers several NCSS themes, including theme 2 (time, continuity, and change), theme 5 (individuals, groups, and institutions), theme 6 (power, authority, and governance), and theme 10 (civic ideals and practices) and is designed to introduce the role children played during the Civil Rights Movement to elementary students by discussing the Birmingham Children’s March.

### **Lesson outline**

The lesson itself introduces the Birmingham Children’s March through the use of a children’s book entitled *The Youngest Marcher: The Story of Audrey Faye Hendricks, A Young Civil Rights*

*Activist* by Cynthia Levinson. Students then examine primary source photos from the Children’s March to delve more deeply into the topic and practice historical thinking skills as described by Barton (2001).

As a warm-up activity, the teacher should allow students to independently create or fill in a concept map demonstrating their prior knowledge about the Civil Rights Movement. After this activity is complete, students will verbally share information from their individual concept maps to contribute to a whole group concept map. Once the class concept map is complete, and teachers are familiar with student’s prior knowledge about the topic, share the lesson’s guiding question: What role, if any, did children play during the Civil Rights Movement?

After the warm-up, the text is introduced to students, and a picture walk conducted. A picture walk is a method to generate student interest in a story and promote discussion. The strategy also provides support for emerging readers, English language learners, and students with disabilities as it uses pictures in a story as clues to help students familiarize themselves with the story before it is read (Reading to Kids, 2007).

To conduct the picture walk, teaches should guide students through the following steps:

1. First, the teacher should show students the cover and read the title of the text. Using only the cover and title, ask students what they believe the story will be about and why.
2. Second, examine the pictures in the text. The teacher may choose to stop and study each picture, or pick and choose pages they deem most appropriate and relevant to the lesson.
3. Third, as the class examines each picture, the teacher should ask questions, such as “what do you think is going on?” “who is this character?”

“when do you think the story is taking place and why?” “why do you think this character looks happy/sad/excited/mad, etc.?” “what do you think will happen next and why?” “how do you think the story will end and why?” Asking such questions encourages students to actively engage with the story, use their imagination, make predictions, and use evidence from the pictures to support their answers. Of course, teacher acknowledgement of student answers should remain vague and neither confirm nor deny components of the story.

4. After examining the illustrations, the teacher should read the text aloud to students.
5. During the read aloud, discuss ideas and suggestions made by students during the picture walk. Additionally, ask follow up questions such as “do you still think the story will end that way and why or why not?” “now that we know the situation, how would you describe the character’s reaction?” and “do you think this action was a good idea and why or why not?” These questions allow students to test their ideas, consider character emotions and actions, as well as cause and effect relationships. The focus on the visuals prior to the read aloud also provides a frame of reference for students to draw on as they hear the story, allowing them to better organize and evaluate the information (Reading to Kids, 2007).

After the story is finished, a short class discussion can help students debrief the text, consider key ideas, and ask any questions they may have. For example, the teacher may ask “in the text it read “she was going to break a law and go to jail to help make things right.” Do you think this was the right thing to do? Why or why not?” Or, the teacher may wish to discuss why some adults were so scared to march, and why so many children were willing. Finally, students can share what they thought the most important event in the story was

and why. Students may be interested to know that march organizers used the radio to disseminate information through codes. Radio disc jockeys in Birmingham during the time worked with Civil Rights activists to use music to let children know about meetings and workshops. For example, 1954’s “Shake, rattle, and roll” would sound out of place in a playlist of 1960s funk songs, or phrases such as “bring your toothbrush, you ought to brush your teeth” were used as signals to let students know it was time to march, and to plan for the possibility of spending the night in jail (National Public Radio, 2013).

Once class discussion has concluded, a primary source activity will allow students to examine photos taken during the Children’s March to learn more about the event. The suggested photos, with the exception of one, (see Appendix A) correlate to events depicted in *The Youngest Marcher*, to provide strong connections to the text. The photos depict children marching with signs, children being escorted to jail, a group of children in holding, and children being sprayed with fire hoses. The final photo, which teachers may or may not choose to include, shows a police dog biting the sleeve of the shirt of a 17-year-old boy. Including this photo provides further evidence of the drastic measures taken by authorities against children who participated in the march.

The primary source activity follows the process suggested by Barton (2001). A sample worksheet is included in Appendix B. Students should be walked through the following process:

1. Students are told they will receive a set of photographs from the Birmingham Children’s March, May 1963. (Alternatively, students may be given the set of photographs in an envelope with Birmingham Children’s March, May 1963

written on the outside.) Students should not view the photos prior to completing step 2.

2. Students should record what they think they will see in the photos.
3. Students next examine the photos and record what they see. They should also note whether the photos are different or similar to what they expected.
4. After completing the photo observation process, the teacher may have students explain what they believe is happening in each photo, and list evidence from the photos to support their answers. This step moves students from description to analysis. Teachers may also opt to provide questions to accompany the photos for the analysis component, such as when/where do you think the photos were taken?; what do you think the people in the photos are doing?; and who do you think is involved?
5. For each guiding question, students should be asked to provide evidence for their answers to help them not only make inferences but support their inferences with data drawn from the photos (Barton, 2001).

After completing the photo analysis component, to provide further visual evidence about the Birmingham Children’s March, teachers may opt to show clips from the Teaching Tolerance documentary, *Mighty Times: The Children’s March* (Teaching Tolerance, 2004).

To conclude the activity, return to the concept map from the warm-up. The teacher should ask students to add information to the concept map based on the story, photos, and class discussion. This closure activity may be completed individually, or as a whole group discussion, and allows students to re-examine their prior knowledge and make any corrections or expansions based on the lesson. Extension activities may make connections to current events and the #NeverAgain movement, providing students with a contemporary

example of children participating in and leading marches. Twitter, Facebook, and other social media and news stories provide a wealth of information for students to examine current day activists and draw comparisons between the children of Birmingham and those fighting today for gun control reform. A similar photo activity following the same format may be conducted with contemporary March for our Lives photos. Teachers may also opt to share excerpts from an article by Teaching Tolerance (Van der Valk, 2018) entitled “From Birmingham to Parkland: Celebrate the power of young voices” with their students. This brief opinion piece likens #NeverAgain to the Birmingham Children’s March and briefly describes the steps the Parkland activists took after the February 14 shooting at Marjory Stoneman Douglas. It also makes brief connections to other contemporary social movements involving young people including the Water Protectors at Standing Rock (Van der Valk, 2018), providing further evidence of social activism among today’s youth.

After completing the analysis activity with March for our Lives photos, as an assessment students may create a Venn Diagram comparing the Birmingham Children’s March and the March for our Lives, and identify similarities and differences between the two. Such an activity would allow the teacher to determine whether students have grasped key concepts such as the social causes for which children are marching, the platforms of each movement, and the planning and preparation undertaken by children to participate in the marches.

### **Conclusion**

This lesson, while introducing students to student activists during the Civil Rights Movement meets several NCSS themes, including theme 2 (time, continuity, and change), theme 5 (individuals,

groups, and institutions), theme 6 (power, authority, and governance), and theme 10 (civic ideals and practices). In addition, it may be used to help students examine the movement from a different perspective, make connections to the content, and see themselves in the curriculum, all of which are important in social studies education (Ediger, 2000; Manak, 2012; Tschida, Ryan, & Ticknor, 2014). Takaki (2012) and Tschida, Ryan, and Ticknor (2014) discuss providing students with different mirrors or windows in which to examine content—mirrors or windows that allow students to make cultural connections and see beyond the “white, middle class representations” and understand the “diverse races, classes, religions, sexualities, abilities and other areas of marginalization” that have played a role in United States history (Tschida et al., 2014, p. 28). McGuire (2007) also highlights the need for teachers to examine social studies concepts from multiple perspectives, in order to help students make connections between the content, rather than presenting information in disconnected bits. Additionally, McGuire (2007) points out the importance of helping students understand connections between content and their own lives, and their own responses and interactions to current events. Hopefully this lesson will aid teachers in making those connections to current events in order to help show relevance to the content and the role students have played throughout history in the fight for social change.

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## Appendix A

### *Links to primary source photos*

Photographer Bob Adelman Children's March collection:

<http://www.bobadelman.net/32-2/civil-rights-movement-1962-1968/birmingham-demonstrations-may-1963/>

Specific primary source photos:

Students being escorted to holding

[http://www.bobadelman.net/galleries/birmingham/content/Birm\\_007-15-Edit\\_large.html](http://www.bobadelman.net/galleries/birmingham/content/Birm_007-15-Edit_large.html)

[http://www.bobadelman.net/galleries/birmingham/content/Birm\\_020-18\\_large.html](http://www.bobadelman.net/galleries/birmingham/content/Birm_020-18_large.html)

Female students in holding

[http://www.bobadelman.net/galleries/birmingham/content/Birm\\_003-13\\_large.html](http://www.bobadelman.net/galleries/birmingham/content/Birm_003-13_large.html)

Students leaving 16th Street Baptist Church

[http://www.bobadelman.net/galleries/birmingham/content/Birm\\_016-11-Edit-Edit\\_large.html](http://www.bobadelman.net/galleries/birmingham/content/Birm_016-11-Edit-Edit_large.html)

Students being attacked with fire hoses

[http://www.bobadelman.net/galleries/birmingham/content/Birm\\_015-30A\\_large.html](http://www.bobadelman.net/galleries/birmingham/content/Birm_015-30A_large.html)

[http://www.bobadelman.net/galleries/birmingham/content/Birm\\_019-08\\_large.html](http://www.bobadelman.net/galleries/birmingham/content/Birm_019-08_large.html)

Student attacked by dog

<http://7thandlotus.com/2016/01/celebratinglife/>

**Appendix B**

*Sample worksheet for photo analysis*

**The Birmingham Children's March: May, 1963**

**Directions:** Use the charts below to record your answers about the photos we are going to examine today.

What do you think you will see in the photos?

What do you see in the photos? Is it similar or different than what you thought you would see? Record your observations below.

What do you think is occurring in the photos? Explain your answer.

What questions do you have about the photos?

## Sample 11th Grade United States “Enduring Issues” Essay

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*The “enduring issues” essay will be a hallmark of redesigned New York State Global and United States history Regents exams. This sample “enduring issues” essay and evaluation rubric was developed by Henry Dircks, a social studies teacher at Mepham High School, North Bellmore, New York.*

**DIRECTIONS:** An “Enduring Issue” is an issue or topic that exists across time in U.S. History. It is an issue that the American people have attempted to address with varying degrees of success. Read or observe the five documents below. Then identify and define an enduring issue that is common to all the documents in the set. (*For instance, documents such as the Dred Scott decision, a Reconstruction literacy test, a Harlem Renaissance poem, MLK’s Letter from a Birmingham jail and the Civil Rights Act of 1964 would share the issue, “The African-American struggle for equality saw many achievements and setbacks.”*) Finally, write an essay in which you:

- 1) Identify and define the issue using evidence from at least three documents.
- 2) Argue that this is a significant issue that has endured by showing either:
  - A. How the issue has affected people or been affected by people, or:
  - B. How the issue has continued to be an issue or changed over time

- 3) Include outside information from your knowledge of social studies and evidence from the documents.
- 

**DOCUMENT 1:** Thomas Jefferson, Third Annual Message to Congress (1803)  
Source: *The Avalon Project, Yale Law School Website*

Congress witnessed, at their last session, the extraordinary agitation produced in the public mind by the suspension of our right of deposit at the port of New Orleans. They were sensible that the continuance of that privation would be injurious to our nation; we had not been unaware of the danger to which our peace would be perpetually exposed while so important a key to the commerce of the western country remained under foreign power. Propositions had, therefore, been authorized for obtaining, on fair conditions, the sovereignty of New Orleans; and the provisional appropriation of two millions of dollars, to be applied by the president of the United States, intended as part of the price, was considered as conveying the sanction of Congress to the acquisition proposed. The enlightened government of France saw, with just discernment, the importance to both nations of such liberal arrangements as might best and permanently promote the peace, friendship, and interests of both; and the property and sovereignty of all

Louisiana have on certain conditions been transferred to the United States by [instruments bearing date the 30th of April last](#). While the property and sovereignty of the Mississippi and its waters secure an independent outlet for the produce of the western States, and an uncontrolled navigation through their whole course, free from collision with other powers and the dangers to our peace from that source, the fertility of the country, its climate and extent, promise in due season important aids to our treasury, an ample provision for our posterity, and a wide-spread field for the blessings of freedom and equal laws.

**DOCUMENT 2:** An Act to Secure Land to Settlers on the Public Domain (1862)  
Source: *National Archives and Records Administration*

SEC. 1. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section of public lands... which shall not, with the land so already owned and occupied, exceed in the aggregate one hundred and sixty acres.

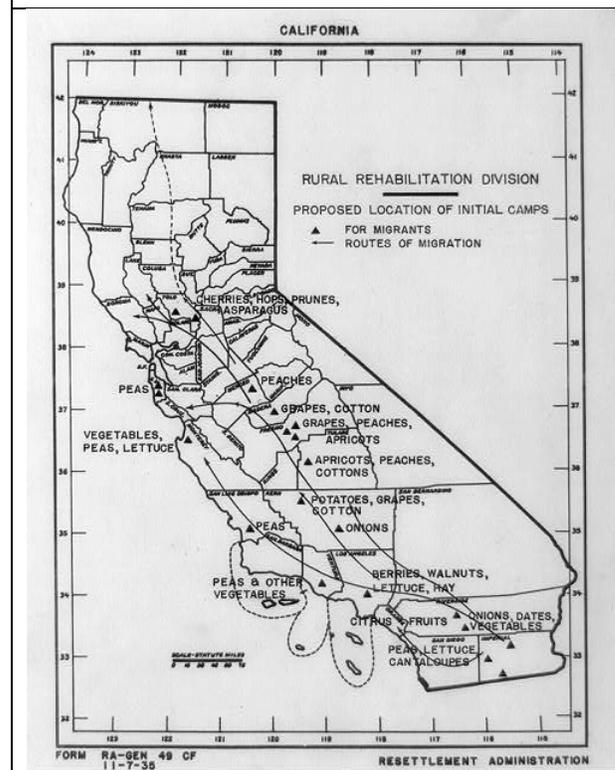
SEC. 2. And be it further enacted... that said entry is made for the purpose of actual settlement and cultivation, he or she shall thereupon be permitted to enter the quantity of land specified; And That he, she or they shall prove by two credible witnesses that he, she or they have resided upon or cultivated the same for the term

of five years immediately succeeding the time of filing the affidavit, the settler shall acquire the absolute title to the land, and be entitled to a patent from the United States.

**DOCUMENT 3:** Painting: “The Trail of Tears” by Robert Lindneux (1942)  
Source: *Woolaroc Museum, Bartlesville, Oklahoma*



**DOCUMENT 4:** Resettlement Administration Map (1935) Source: *Library of Congress*



**DOCUMENT 5:** Treaty of Paris (1898). Source: *The Avalon Project, Yale Law School Website*

The United States of America and Her Majesty the Queen Regent of Spain desire to end the state of war now existing between the two countries, who, assembled in Paris, have, after discussion of the matters before them, agreed upon the following articles:

Article I: Spain relinquishes all claim of sovereignty over and title to Cuba and as the island is, upon its evacuation by Spain, to be occupied by the United States, the United States will, so long as such occupation shall last, assume and discharge the obligations that may under international law result from the fact of its occupation, for the protection of life and property.

Article II: Spain cedes to the United States the island of Porto Rico and other islands now under Spanish sovereignty in the West Indies, and the island of Guam in the Marianas.

Article III: Spain cedes to the United States the archipelago known as the Philippine Islands. The United States will pay to Spain the sum of twenty million dollars (\$20,000,000) within three months after the exchange of the ratifications of the present treaty.

**Rubric for Enduring Issues Essay Assignment**

POINTS	CONTENT
<b>28-30</b>	Enduring issue is defined and representative of documents Enduring issue is guiding theme throughout essay Discusses task in body paragraphs (people OR change) Uses more than three documents

	Explains history, rather than just describe it Rich in outside information
<b>24-27</b>	Enduring issue is defined and representative of documents Enduring issue is present throughout essay Discusses task in body paragraphs (people OR change) May use more than three documents May explain history, rather than just describe it More than satisfactory in outside information
<b>20-23</b>	Enduring issue is defined and representative of documents Topics discussed with little reference to enduring issue May discuss task in body paragraphs (people OR change) Uses three documents Describes history; contains satisfactory outside information
<b>15-20</b>	Enduring issue is not defined or not present No reference to enduring issue in essay Does not discuss task in body paragraphs (people OR change) Uses three documents Describes history; contains little outside information
<b>0-15</b>	No enduring issue Does not discuss task in body paragraphs (people OR change) Uses fewer than 3 documents Describes history; contains no outside information

## **Combating Fake News with Media Literacy**

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Fake news is news that intentionally misleads readers and is often verifiably false. Alcott and Gentzkow (2017) noted that some types of inaccurate information, like unintentional errors in reporting, satire, conspiracy theories, and news that is misleading but not factually inaccurate, are related fake news. During the presidential election of 2016, there was an explosion of fake news stories that permeated many forms of media. In the CIA report on Russian interference in the election, it made estimates that the Russian government used strategically placed pieces of propaganda to depress voter turnout or cause divisions among the American people. Since the CIA report, emerging reports by Alcott and Gentzkow (2017) revealed that approximately 38 million shares of fake news led to 760 million instances of a user clicking on a story and reading it. Using social media as a primary news source is a relatively new phenomenon. Gottfried and Shearer (2016) reported recent evidence that 62% of adults in the United States view news on various social media platforms. With electronic devices readily available, it becomes increasingly difficult to evaluate information for its integrity. Silverman (2016) asserted that the most sought-after fake news stories were shared on Facebook more than mainstream news stories.

While using social media platforms to spread false news reports seemed like a novel approach to influencing public opinion, fake news is hardly a new phenomenon; the dissemination of false news accounts spanned centuries. Fake news stories date back centuries in Europe. In 1475, a two 1/2-year-

old baby went missing in Trent, Italy on Easter Sunday. Franciscan preacher, Bernardino da Feltre, delivered a series of sermons claiming that the Jewish community had killed the child, drained the blood and consumed it to celebrate Passover. The Prince-Bishop of Trent Johannes IV Hinderbach responded to the sermons and ordered the immediate arrest and torture of the city's entire Jewish community. Fifteen Jewish community members were found guilty, and their punishment was burning at the stake. The story inspired surrounding communities to commit similar actions against Jewish people. The papacy intervened and attempted to stop the spread of both the story and the murders. Hinderbach felt threatened by the papacy's attempts to discredit his claims, so he spread more fake news stories about Jews drinking the blood of Christian children. Hinderbach was not the first to disseminate false stories about Jewish people. Historians have cataloged fake stories maligning Jews that added to the foundation of anti-Semitism, back to the 12th century (Michael, 2008).

There were official news stories in the 15th century like church and political documents. There were also news accounts from merchants and sailors, but there were no journalistic ethics, and the statements lacked objectivity. By the 17th century, historians attempted to verify their reports by publishing footnotes that included their sources. After the trial of Galileo, Galileo's court proceedings in 1610 also created a demand for scientifically verifiable news. The desire for accurate news sources led to the creation of respected news sources. Despite the push for more

scientifically valid news stories, after the Lisbon earthquake of 1755 stories were written attributing the earthquake to retribution against sinners. Philosophes like Voltaire disputed religious explanations of natural events making Voltaire an early critic of fake news concerning religion (Soll, 2016).

Fake news also caused divisions before the French Revolution. The French government had engaged in frivolous spending that created a massive budget deficit. Several groups in France produced conflicting news stories about the causes of the budget deficits. Thanks to governmental leaks and other verifiable news stories, people were able to have a general understanding of France's finances. Just like in today's political climate, the information and numbers that were released were still suspect to some people, and they had to skillfully figure out the truth in the news accounts.

In recent years, there have been changes in the way teens consume media. Mindich (2005) asserted that 80% of people under the age of 30 do not read newspapers daily. The median age of TV news viewers is 60. Mindich discussed how the generational shifts in news consumption could impact the future of how people engage in the democratic process (Mindich, 2005). Patterson (2007) cited a study by the Joan Shorenstein Center on the Press, Politics, and Public Policy that also noted declining teen news consumption on public affairs. The findings of declining news consumption among teens reflect Bennett's (2008) disengaged youth paradigm, which measures the possibility of a healthy democracy with young people voting and consuming news about public events. It is imperative that students are taught techniques to detect fake news stories, so they can be part of an informed electorate when they turn 18 and can vote.

The current explosion of fake news has created a challenge for social studies teachers to incorporate instruction that will help students develop media

literacy skills so they can be more responsible about what information they share. Bennett (2008) stated that both informal and formal instruction of how to use critical media literacy skills could build a foundation for positive civic engagement. Martens and Hobbs (2015) explained that media literacy skills addressed multiple competencies such as analyzing media messaging and understanding how the media works. Improving these competencies in students may enhance their ability to weigh in on current events responsibly disseminated on social media. They went further to suggest when media literacy is incorporated into secondary education classrooms, teachers can assist students to make sense of news stories through inquiry learning. Hobbs (2010) said that if students had the skills to analyze media sources, they may be more responsible about what stories they share. That understanding provides students the appropriate social and intellectual support they need to become engaged in civic matters as adults.

Eighteen preservice social studies teachers took a BBC [online](#) media literacy quiz in their social studies methods course to test their ability to detect fake news stories. On the seven-question quiz, no students answered all of the questions correctly. Twenty-two percent of the students correctly identified four or five as fake news stories. Forty-four percent of the students were able to identify three of the seven fake news stories. Thirty-three percent of the students were able to detect two or none fake news stories. After the fake news quiz was over, the students were asked about their responses. Some of the students said they had seen some of the questions on social media, and believed the stories. Most of the students indicated that they see so many news articles they are not sure what to think anymore.

The discussion about the fake news quiz was used as a springboard for a lesson on strategies to

detect fake news stories. The students were given the following steps to detect fake news:

**1. Read the full story, not just the headline.**

Some articles use headlines that will elicit a reaction from the reader. Having a provocative headline to lure users to click on a story is referred to as “clickbait.” Clicking on a story often will take you to a website that has ads so that this practice may be a deceptive way of increasing advertisement revenue. An example of this would be [www.infowars.com](http://www.infowars.com). When a story is clicked, there are multiple ads for supplements and vitamins sold by Info Wars.

**2. Verify the story through credible sources.**

The key to verifying a story is to find two other credible sources that have reported on the story. Sometimes multiple news articles will use a common article for sourcing. For example, when Tom Petty was near death, TMZ circulated a report of his death. Many other news sources reported on the singer’s death before he had died.

**3. Try to determine the purpose of the story.**

There can be many purposes for publishing news stories, ranging from to inform to damage a person’s credibility.

**4. Do not rely on technology to vet the reliability of news.**

Fact checking services sometimes can have an underlying bias. It is best to use first-hand accounts to verify news stories.

**5. Consider the source.** The RJI Reynolds Journalism Institute conducted the Trusting News project, which asked twenty-eight partner newsrooms to ask viewers their views about the credibility of news sources. From 8,728 questionnaire responses, the Trusting News project provided lists of the ten most trusted and least trusted news sources. Not surprisingly, there were differences based on the political leanings of the respondents. People who said

they trusted Rachel Maddow were liberals and people who trusted Rush Limbaugh were conservatives.

**6.** Teaching students to critically view media sources will make them less susceptible to being swayed by fake news. If students improve their knowledge of the media, independently analyze news stories for their truthfulness, and explore multiple sources to gain information on a topic, it may help them want to become more civically involved.

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## Teaching about the Spanish Civil War: An Interdisciplinary Approach

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This is an interdisciplinary unit on the Spanish Civil War and Americans who enlisted in what they believed was a fight to stop the expansion of fascism in Europe. The unit opens with a lesson summarizing the key points about the war and the Abraham Lincoln Brigade. This lesson serves to introduce students to the major themes that will be focused on throughout the whole unit. In this lesson, students read an overview of the war written by the Abraham Lincoln Brigades Archive (ALBA). According to ALBA's website, "the Abraham Lincoln Brigade Archives is an educational non-profit dedicated to promoting social activism and the defense of human rights. ALBA's work is inspired by the American volunteers of the Abraham Lincoln Brigade who fought fascism in the Spanish Civil War (1936-39). Drawing on the ALBA collections in New York University's Tamiment Library, and working to expand such collections, ALBA works to preserve the legacy of the Abraham Lincoln Brigade as an inspiration for present and future generations." (<http://www.alba-valb.org/about-us/>)

The second lesson expands on this focus on theme and has students read a *New York Times* article from the 1980s that reflects on the choice these Americans made to go and fight in Spain. The article emphasizes the motivation that stimulated their involvement. Students are asked to reflect in a brief journal-writing task on how they feel about this situation and how they believe they would have responded if they were a young American during this time. Themes such as "fighting for the greater

good" and "selflessness" emerge through this reading and exercise.

The third and fourth lessons introduce students to two examples of the Spanish Civil War in literature. First, students read a brief excerpt from George Orwell's *Homage to Catalonia* and work in pairs on a close-reading exercise, again expanding on the thematic focus from earlier lessons. Then, as a class, W.H. Auden's poem "Spain" is read and discussed. This lesson will focus on the appeal-to-emotion nature of poetry and ask students to reflect, once again, on the reality of what this war meant to young Americans (and global citizens) at the time.

Additionally, there are several lessons focused on different art produced during the war. First is a class listening of the song "Viva La Quince Brigada," a song sung by the Spanish Republican troops during the war. Students listen to the song being performed and answer a series of questions about the lyrics and tone of the song. Second is a lesson on Pablo Picasso's painting "Guernica." Students are given a handout with the full painting as well as a chart outlining the eight major figures in the picture. Using this resource, students write a short response focusing on two of these central figures that they are free to choose.

Students will also be shown the photography of Robert Capa and Gerda Taro, who become internationally recognized from their brutal photographs depicting the horrors of the Spanish Civil War. This handout can be used to initiate a

class discussion or be used for a short writing exercise similar to the Picasso lesson.

Finally, these introductory lessons lead into a class reading of Ernest Hemingway's novel *For Whom the Bell Tolls*. Lessons throughout this reading unit frequently tie into the main themes and have students connect their reading of the novel to their reflections from the start of the unit. Primary and secondary sources from the period can be brought in throughout the reading to supplement the text. The first lesson on the book asks students to read and interpret the John Donne quote used as the novel's epigraph.

The final assignment is a longer writing task where students have three choices for a final submission. They have the option of writing a letter home from the perspective of an American soldier in Spain, a journal entry from the perspective of Robert Jordan (the main character in Hemingway's novel), or a thematic essay in which they define two major themes of the novel and explore representation in the book.

#### **A) The Abraham Lincoln Brigade and the Spanish Civil War**

Sourced and Edited from the Abraham Lincoln Brigade Archives (ALBA) at <http://www.alba-valb.org/history/spanish-civil-war>

The Spanish Civil War broke out in July 1936, after conservative military officials tried to overthrow a progressive government elected that February. The rebels were surprised to encounter massive popular resistance, especially in large urban centers. Within days the country was split in half, one zone controlled by the government (known as Republicans, Loyalists, or Reds) and the other by the rebels (also referred to as

Nationalists, Fascists, or Whites). Three years of bloody fighting followed. General Francisco Franco quickly emerged as the Nationalist commander-in-chief. The main leaders on the Republican side were President Azaña and Prime Ministers Largo Caballero and Negrín. The war ended with a Nationalist victory in April 1939. Franco would rule Spain as a ruthless dictator until his death in 1975.

The war quickly became internationalized. Global public opinion rallied around one of the two factions, seeing the war as either a struggle of democracy against fascism or, conversely, of Christian civilization against Communism. Fearful of escalation, several Western governments signed a Non-Intervention Pact. Franco immediately requested and received extensive military support from Nazi Germany and fascist Italy. The Republic was supported by the USSR and, to a smaller extent, by Mexico.

Other Western powers refused to stand by the embattled Republic, not even allowing it to buy arms on the international market. Nevertheless, thousands of concerned citizens from some fifty nations, ignoring their own governments' purported neutrality and rallied to the Republic's support. Almost forty thousand men and women, including 2,800 Americans, traveled to Spain to help fight fascism. Most of them joined the International Brigades, organized in 1936 by the Communist International. The U.S. volunteers in Spain formed several battalions and served in various units (medical, transportation) and came to be known collectively as the Abraham Lincoln Brigade.

For all its international repercussions, the war's root causes were domestic. Political and social tensions had been building up in Spain for

years. Still predominantly an agrarian society with limited industrial centers, the country was rife with inequalities. In the countryside, traditional divisions endured between wealthy landowners, doggedly preserving their position, and a huge number of landless laborers and poverty-stricken smallholders, desperate to lift themselves from an existence of near-starvation. The situation of the urban working class was equally dismal. Illiteracy rates were high. The government that came to power after the proclamation of the Republic in 1931 embarked on an ambitious program of modernization, secularization, social justice, and greater regional autonomy, with the support of the liberal middle classes, the Socialist and Communist parties and unions, the regionalist parties, as well as the powerful Anarchist movement. It met with strong resistance from the landowners, the army, and the Catholic Church. These same three groups, together with the small but powerful fascist party (Falange), formed the backbone of the Nationalists.

The Spanish Civil War claimed an estimated 500,000 dead; of the American volunteers about one third died in Spain. Many of the remaining veterans continued their fight against fascism during World War II, as did thousands of Republican exiles. With their help, fascism was finally defeated in 1945. Ironically, the outbreak of the Cold War helped secure Franco's position as Spain's anti-Communist dictator. When, after his death in 1975, Spain finally became a democracy, the Spanish government made honorary citizens of the international volunteers. Many of them remained life-long activists. The aging Lincoln Vets have lent their support to progressive causes of all kinds, from the Civil

Rights movement to the protests against the wars in Vietnam and Iraq.

### Questions

- What were the names of the two groups at odds with each other during the Spanish Civil War?
- Who was the leader of the fascists?
- How many people died in the war, and how many of these were American volunteers?
- Paragraph 4 refers to "international repercussions." In your own words, what does this phrase mean?
- Using the information in the article and your own opinion, why do you think other Western countries refused to get involved in the Spanish Civil War?

### (B) Excerpts from "They Fought in Spain: Now the Cause is Redeemed"

Originally published in the *New York Times* on Nov. 4, 1982 by Ari Goodman

"Once they were fighters, men who tried to stop fascism in Spain with guns and grenades. Today, more than 40 years later, Americans who volunteered in the Loyalist cause in the Spanish Civil War are watching proudly as a Socialist government is coming to power in that country."

"In the 1936 Spanish elections, the Socialists emerged as a leading element in the governing Popular Front. Within months of their victory, however, a group of generals led by Francisco Franco marched on major cities and the civil war began."

“Franco won the war and ruled until his death in 1975... ‘Franco is now on the garbage heap of history,’... Some 3,300 Americans, acting without blessings of their own Government, went to fight in the Spanish Civil War; only 1,800 came home alive.”

“‘The Spanish Civil War’ pitted right against wrong,’ said the 69-year-old Mr. Steck, ‘and it was very clear where the right was and where the wrong was.’ ‘I went to Spain because as a Jew and as a radical of my time I hated fascism,’ Mr. Fishman said. ‘This was a chance to do something about it.’”

“‘If we didn’t stop fascism in Spain, we’d have to stop it closer to home. We still think if we could have stopped Hitler and Mussolini in Spain, we might have avoided World War II.’”

“‘It was your whole life that made you go,” said Mr. Steck, who grew up in the Midwest and at the age of 6 was taken to hear Eugene V. Debs, the American Socialist.”

### Questions

- Before the outbreak of the war, what political movement was becoming more prominent in Spain?
- What two foreign leaders aided Franco in the Spanish Civil War?

### “They Fought in Spain: Now the Cause is Redeemed” Journaling Response

*Directions:* Write a journal response (No more than 1-2 pages double-spaced) to the New York Times article about Americans that fought in the

Spanish Civil War. Focus on your views about what motivated these people to go fight in a foreign war. How would you describe these people? How would you react if your best friend told you they wanted to do something like this? Could you see yourself going and doing what they did as well? What are some key parts of the article that stood out to you?

Keep in mind some of the important historical context we learned about regarding the socialists, the fascists, and what the outcome of the war was. Also, keep in mind what year this article was written and published in.

### (C) Excerpts from W. H. Auden’s “Spain”

**Background:** W.H. Auden, also known as Wystan Hugh Auden, was a poet, author and playwright born in York, England, on February 21, 1907. Auden's travels in countries torn by political strife influenced his early works. Auden visited Spain in 1937 in the middle of the Spanish Civil War and wrote this poem upon his return home. It was originally published in 1940.

Yesterday all the past. The language of size  
Spreading to China along the trade-routes; the  
diffusion

Of the counting-frame and the cromlech  
[stone tomb];

Yesterday the shadow-reckoning in the sunny  
climates . . .

Yesterday the abolition of fairies and giants,  
the fortress like a motionless eagle eyeing the  
valley,  
the chapel built in the forest;

Yesterday the carving of angels and alarming gargoyles;

The trial of heretics among the columns of stone;

Yesterday the theological feuds in the taverns  
And the miraculous cure at the fountain;  
Yesterday the Sabbath of witches; but to-day the struggle.

Yesterday the installation of dynamos and turbines,

The construction of railways in the colonial desert;

Yesterday the classic lecture  
On the origin of Mankind. But to-day the struggle . . .

To-morrow for the young the poets exploding like bombs,

The walks by the lake, the weeks of perfect communion;

To-morrow the bicycle races  
Through the suburbs on summer evenings.  
But to-day the struggle.

To-day the deliberate increase in the chances of death,

The conscious acceptance of guilt in the necessary murder;

To-day the expending of powers  
On the flat ephemeral pamphlet and the boring meeting.

To-day the makeshift consolations: the shared cigarette,

The cards in the candlelit barn, and the scraping concert,

The masculine jokes; to-day the  
Fumbled and unsatisfactory embrace before hurting.

The stars are dead. The animals will not look.  
We are left alone with our day, and the time is short, and

History to the defeated  
May say Alas but cannot help nor pardon.

### Questions

- “Yesterday” was “abolition of fairies and giants,” “theological feuds in the taverns” and “classic lecture.” What is Auden saying about “Yesterday”?
- What will “Tomorrow” be like according to Auden?
- What does Auden believe defines “today”?
- In your opinion, is this a hopeful poem? Defend your reasoning using evidence from the text.

### (D) ¡Viva la Quince Brigada!

*Performed by Pete Seeger in Barcelona, 1993  
Translated from Spanish*

**Background:** This was one of the songs sung by members of the Abraham Lincoln Brigade and other international volunteers during the Spanish Civil War. When the international forces say they will “fight against the Moors,” they are referring to General Francisco Franco’s “Army of Africa” which included soldiers from Spain’s colony in Morocco. Franco used these troops in fascist campaigns to defeat the Spanish Republic.

Songs of the Spanish Civil War rekindles the hymnal of the Abraham Lincoln Brigade,

honoring the more than 2,600 American volunteers who fought General Francisco Franco and his fellow fascists from Italy and Nazi Germany to defend the popularly elected Spanish Republic during the 1936-1939 conflict. Featuring Pete Seeger, Tom Glazer, Butch and Bess Hawes, Woody Guthrie, Ernst Busch, and Bart van der Schelling, these songs still inspire supporters of democratic causes around the world. - ALBA

Long live the Fifteenth Brigade, Rumba la rumba la rumba la!  
Long live the Fifteenth Brigade, Rumba la rumba la rumba la!  
It will cover us with glory, Ay Carmela, ay Carmela!  
It will cover us with glory, Ay Carmela, ay Carmela!  
We fight against the Moors, Rumba la rumba la rumba la;  
We fight against the Moors, Rumba la rumba la rumba la,

Mercenaries and fascists, Ay Carmela, ay Carmela!  
Mercenaries and fascists, Ay Carmela, ay Carmela!  
Our only desire, Rumba la rumba la rumba la!  
Our only desire, Rumba la rumba la rumba la!

Is to end fascism! Ay Carmela, ay Carmela!  
Is to end fascism! Ay Carmela, ay Carmela!

On the Jarama front, Rumba la rumba la rumba la!  
On the Jarama front, Rumba la rumba la rumba la!

We don't have airplanes, nor tanks, nor cannon,  
Ay Carmela, ay Carmela!  
We don't have airplanes, nor tanks, nor cannon,  
Ay Carmela, ay Carmela!  
We're now leaving Spain, Rumba la rumba la rumba la!  
We're now leaving Spain, Rumba la rumba la rumba la!

We shall fight on other fronts, Ay Carmela, ay Carmela!  
We shall fight on other fronts, Ay Carmela, ay Carmela!

#### Questions

- How would you describe the tone of the song after hearing it performed and reading the lyrics in English?
- How do you interpret the ending of the song? What “other fronts” do you think the original songwriters were referring to?

**(E) Pablo Picasso's *Guernica* (1937)**

**Background:** *Guernica* is a mural-sized oil painting on canvas by Spanish artist Pablo Picasso. It was completed in June 1937 while he was living in Paris. It is over 11 feet high and 25 feet wide. Picasso painted the mural in response to the April bombing of the Basque village of Guernica in northern Spain by German and Italian warplanes in support of Spanish fascist forces. The village had no military significance. The bombing foreshadowed German attacks on civilian populations during World War II.

**Directions:** Choose two of the central figures of the painting outlined on the following page and write a paragraph explaining your interpretation of their inclusion in the piece. Explain what you believe Picasso was trying to convey through these images, and why you think the sections you chose are perhaps the most striking.



**The Electric Light**



**The Woman and Dead Child**



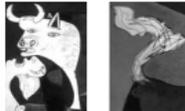
**The Burning Man**



**The Horse**



**The Fallen Soldier**



**The Bull**



**The Floating Woman with Lamp**

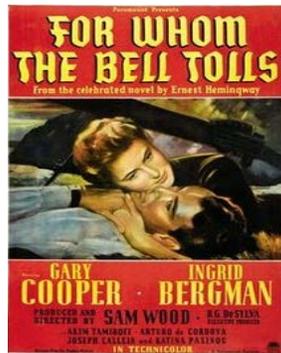


**The Running Woman**

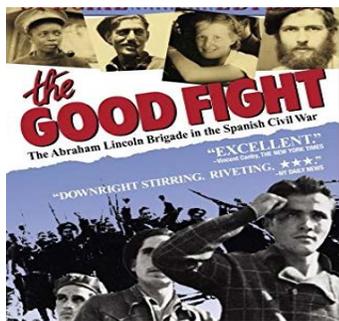
**(F) Movies about The Spanish Civil War**

Scenes from these movies can be used to help students envision conflicts during the Spanish Civil War.

“For Whom the Bell Tolls” directed by Sam Wood, 1943. In this adaptation of Ernest Hemingway's popular novel, idealistic American Robert Jordan (Gary Cooper) travels to Spain to join the guerrilla forces opposing dictator Francisco Franco. Jordan, who is given the dangerous task of blowing up a bridge that lies behind enemy lines, gets sidetracked when he falls for partisan Spanish girl María (Ingrid Bergman) at base camp. As Jordan's love for María grows, he begins to question his assignment, his politics and his place in this foreign war.

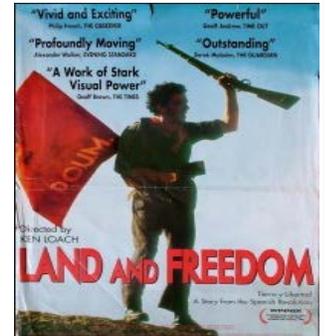


“The Good Fight” directed by Mary Dore, Noel Buckner, and Sam Sills, 1984. During the 1930s, a group of American volunteer soldiers known as the Abraham Lincoln Brigade fought against fascism in the Spanish Civil War. Using old footage and interviews with survivors, this film chronicles the soldiers' noble struggle beside the Spanish loyalists, who were ultimately defeated by Francisco Franco's regime. Although the brigade's struggle has been forgotten, for the most



part, its opposition to fascism was vindicated, ultimately, by history after World War II.

“Land and Freedom” directed by Ken Loach, 1996. David Carr (Ian Hart), a committed member of the Communist Party in his native Liverpool, England, travels to Spain in 1936 with the intention of joining the anti-fascist International Brigades in the country's civil war. Instead, he falls in with the POUM, a Marxist splinter group opposed to Stalin's oppressive totalitarianism. Despite falling in love with the politically passionate Blanca (Rosana Pastor), Carr finds the leftist infighting a distraction from the greater struggle.

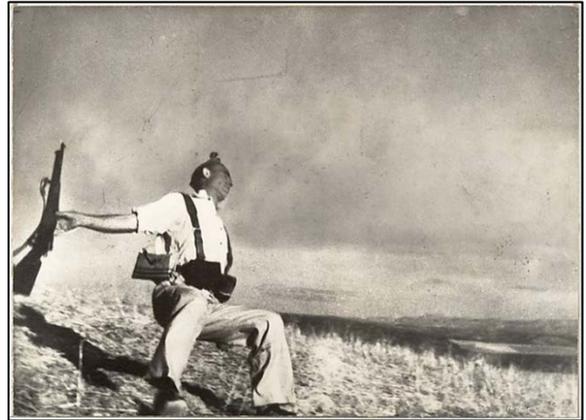


“La Guerre est Finie” directed by Alain Resnais, 1967. Diego (Yves Montand) is a leftist revolutionary at the height of Franco's fascist regime in Spain. Though he has dedicated his life to political activism, a new wave of younger revolutionaries threatens to take his place. Diego constantly travels from Paris, where his lover, Marianne (Ingrid Thulin), wants him to settle, to Madrid, where young revolutionaries are pushing for a violent political approach. He finds himself questioning the new direction that his political movement is taking.



**(G) Robert Capa and Gerda Taro Photograph the Spanish Civil War**

Robert Capa (Endre Friedmann) was a Hungarian-Jewish war photographer and photojournalist. He photographed the Spanish Civil War, the Sino-Japanese War, World War II in Europe, and the 1948 Arab-Israeli War. Capa died in 1954 while covering the first Indochina War. Some consider Capa the greatest combat photographer in history. In 1947 he was awarded the United States Medal of Freedom by General Dwight Eisenhower. Gerda Taro (Gerta Pohorylle), a Jewish refugee from Nazi Germany, was Capa's professional partner and companion. She was a major photographer in her own right. She died in 1937 while photographing the Spanish Civil War at the Battle of Brunete. She was only 27 years old. Taro is remembered as the first female photojournalist to photograph front line battles during war.



*Robert Capa: Republican militiaman, Federico Borrell Garcia, at the moment of death, Cerro Muriano, Cordoba front, Spain. September 5, 1936.*



*Robert Capa: Crowds running for shelter after an air-raid alarm sounded, Bilbao, Spain, May 1937*



*Robert Capa: Farewell ceremony for the International Brigades. Les Masies, Spain. October 25, 1938*



Gerda Taro: *Pro-Republican workers in a munitions factory in Madrid, June 1937.*

### Questions

- Describe the scene in each photograph
- In your opinion, were Capa and Taro as photojournalists important contributors to the defense of the Spanish Republic? Explain.

### (H) *Homage to Catalonia* by George Orwell (1938). Excerpt from Chapter One

**Background:** George Orwell (1903-1950) was a British novelist, essayist, journalist, and political critic. He is best known for his philosophical and dystopian literature, such as *1984* and *Animal Farm*. *Homage to Catalonia* was written as a memoir recounting his experiences fighting in the Spanish Civil War as part of the International Brigades.

A. There were no private motor-cars, they had all been commandeered, and all the trams and taxis and much of the other transport were painted red and black. The revolutionary posters were everywhere, flaming from the walls in clean reds and blues that made the few remaining advertisements look like daubs of mud. Down the Ramblas, the wide central artery of the town where crowds of people streamed constantly to and fro, the loudspeakers were bellowing revolutionary songs all day and far into the night. And it was the aspect of the crowds that was the queerest thing of all.

B. In outward appearance it was a town in which the wealthy classes had practically ceased to exist. Except for a small number of women and foreigners there were no 'well-dressed' people at

all. Practically everyone wore rough working-class clothes, or blue overalls, or some variant of the militia uniform. All this was queer and moving. There was much in it that I did not understand, in some ways I did not even like it, but I recognized it immediately as a state of affairs worth fighting for. Also, I believed that things were as they appeared, that this was really a workers' State and that the entire bourgeoisie had either fled, been killed, or voluntarily come over to the workers' side; I did not realize that great numbers of well-to-do bourgeois were simply lying low and disguising themselves as proletarians for the time being.

C. Together with all this there was something of the evil atmosphere of war. The town had a gaunt untidy look, roads and buildings were in poor repair, the streets at night were dimly lit for fear of air-raids, the shops were mostly shabby and half-empty.

D. Meat was scarce and milk practically unobtainable, there was a shortage of coal, sugar, and petrol, and a really serious shortage of bread. Even at this period the bread-queues were often hundreds of yards long. Yet so far as one could judge the people were contented and hopeful. There was no unemployment, and the price of living was still extremely low; you saw very few conspicuously destitute people, and no beggars except the gypsies.

E. Above all, there was a belief in the revolution and the future, a feeling of having suddenly emerged into an era of equality and freedom. Human beings were trying to behave as human beings and not as cogs in the capitalist machine. In the barbers' shops were Anarchist notices (the

barbers were mostly Anarchists) solemnly explaining that barbers were no longer slaves. In the streets were colored posters appealing to prostitutes to stop being prostitutes. To anyone from the hard-boiled, sneering civilization of the English-speaking races there was something rather pathetic in the literalness with which these idealistic Spaniards took the hackneyed phrases of revolution. At that time revolutionary ballads of the naivest kind, all about proletarian brotherhood and the wickedness of Mussolini, were being sold on the streets for a few centimes each. I have often seen an illiterate militiaman buy one of these ballads, laboriously spell out the words, and then, when he had got the hang of it, begin singing it to an appropriate tune.

### **Questions**

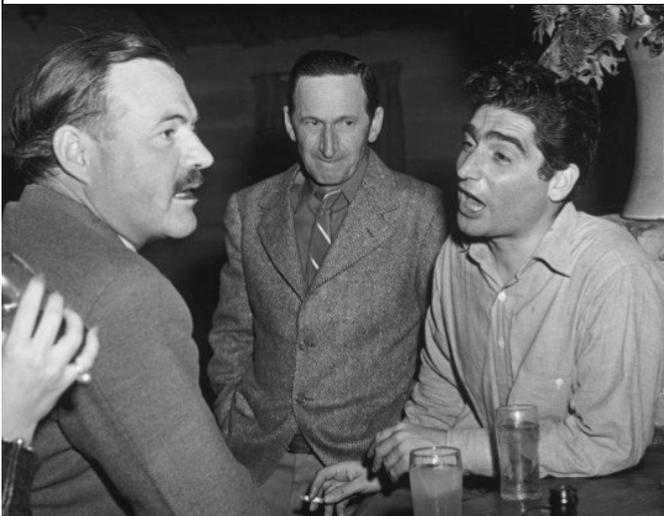
- What did Orwell notice about life in Spain that signaled impending societal change?
- How do you interpret this quote from the final paragraph: “Human beings were trying to behave as human beings and not as cogs in the capitalist machine.”
- Although resources were very scarce there was still “a belief in the revolution and future, a feeling of having suddenly emerged into an era of quality and freedom.” In your opinion, how did the arrival of foreign fighters in support of the Spanish Republic contribute to this optimism?

**(I) For Whom the Bell Tolls by Ernest Hemingway**  
**Epigraph by John Donne (1572-1631)**

“No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were: any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bells tolls; it tolls for thee.”

**Questions**

- Why do you think Hemingway chose this as the epigraph for his novel?
- In your opinion, how could a quote from the 16th century connect to events in Spain and the world happening 400 years later?



Ernest Hemingway (L) and Robert Capa (R) meet in Idaho in 1940.

**The Spanish Civil War Final Writing Assignment**

**Directions:** Choose ONE of the following prompts and write a 3-4-page essay in response. Be sure to follow the specific formatting expectations outlined in each prompt.

- You are a young American in the year of 1937. The Spanish Civil War has been ongoing for the past year, and several weeks ago you and some friends took it upon yourselves to enlist in an American brigade to go and fight against fascism in Spain. Write a letter home describing how you feel about your decision. Explain what inspired you to go and fight in this war. Use our reading of Ernest Hemingway's *For Whom the Bell Tolls* to offer some guidance in putting yourself in this position.
- Write an extended journal entry from the point of view of Robert Jordan at any point in the novel. Make sure to refer to specific points in his story. You may set your journal entry right before the start of the novel, alluding to events that will unfold early in the book.
- 3. Write an essay exploring TWO major themes of both *For Whom the Bell Tolls* and our supplementary readings about the Spanish Civil War. Remember to cite all references to the novel and outside sources appropriately.

## Children's Literature about the Islamic World

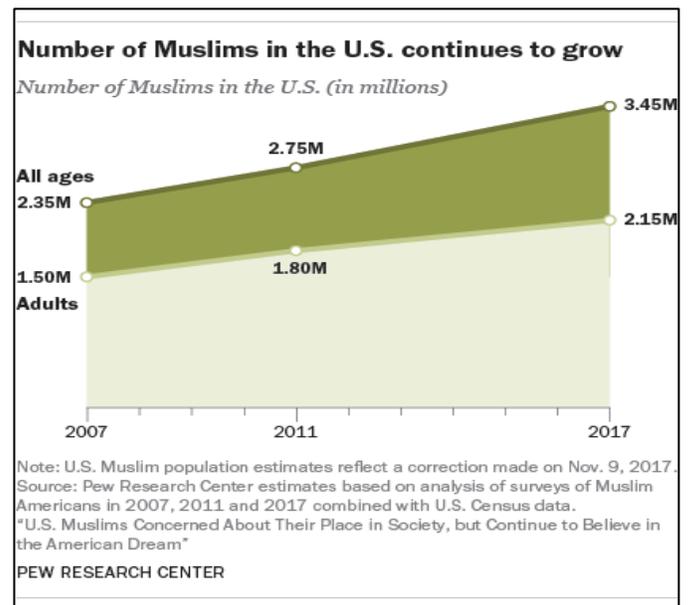
Arwa Alhumaidan  
Princess Nora Bint Abdulrahman University  
Riyadh, Saudi Arabia



Source: Pew Research Center

In 2010 there were an estimated 1.6 billion Muslims worldwide. They are the religious majority in 49 countries. However, less than .2% of Muslims live in North America. However, over recent years the Islamic population of the United States has grown significantly. According to Pew Research Center there were about 3.3 million Muslims of all ages living in the United States in 2015. Washington DC and New Jersey both have larger Muslim populations and the total U.S. Muslim population is projected to reach 8.1 million by 2050.

Most recent Muslim immigrants came to the U.S. came from Pakistan, Iran, Bangladesh, or Iraq. Many left their homelands to escape from poverty or war and want to become a part of the United States and American citizens. Unfortunately, in the aftermath of the September 11, 2001 attacks, Muslims have faced, and continue to face, stereotyping and prejudice across the nation. The

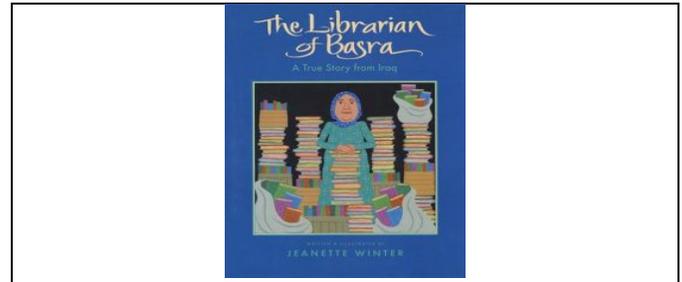


Council on American-Islamic Relations reports that between 2014 and 2016 “anti-Muslim bias incidents jumped 65 percent.” Writing in *Rethinking Schools* (v. 32, n. 2, Winter 2017), Alison Kysia, a Muslim educator and curriculum developer, argued “The increasing violence against Muslims, suggests we, as Americans, are becoming less tolerant and need educational interventions that move beyond post-9/11.”

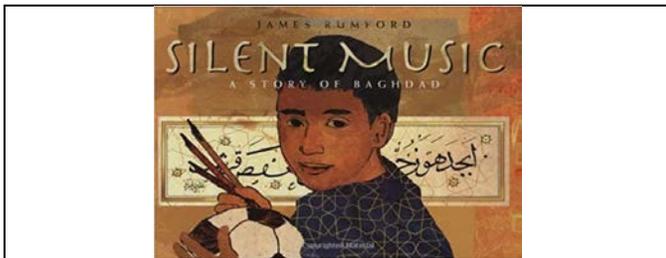
Multicultural education provides a point of identification for marginalized groups, including Islamic children in American schools, and is an essential tool for promoting diversity and challenging Islamophobia. The younger children are when they are exposed to new ideas and people, the

more receptive they will be, which is why exploring children's books about Muslims and the Islamic world is so important. The books I recommend explore different major themes, such as, wars, poverty, immigration, celebrations, Muslims' achievements, and illustration of Islam.

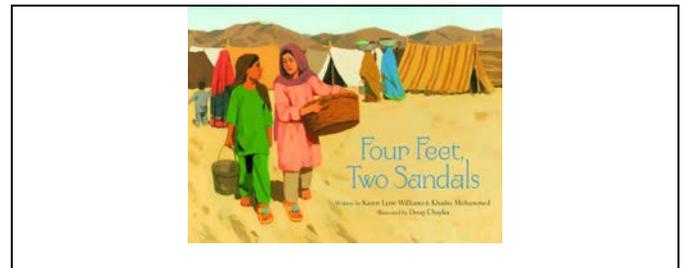
**War:** War and its consequences play a significant role in shaping Islamic literacy, since many Muslim countries have been conflict sites for several years. These books help children consider the terrible living conditions people are exposed to in war areas, what it means to live in a refugee camp, and also understand why many people want to immigrate to the United States and other safer countries. In many of the war-torn countries children are major victims, unable to receive an education and sometimes forced to take on family responsibilities, including work, at a very young age.



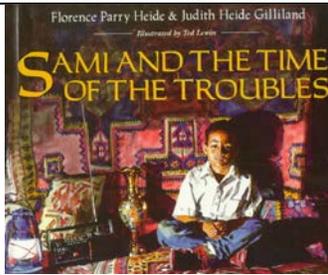
*The Librarian of Basra: A True Story from Iraq* by Jeanette Winter. The book is about a brave woman named Alia Muhammad Baker who is a librarian in Basra, Iraq. She believes in the value of books for future generations. During the invasion of Iraq, Alia put herself at risk and saved the library's books by hiding them in her house and in a neighbor's store. The library was destroyed and Alia saved 30,000 books. The book shows that everywhere there are good people who want the best for everyone. It is also worthy story about the role women can play in an Islamic country.



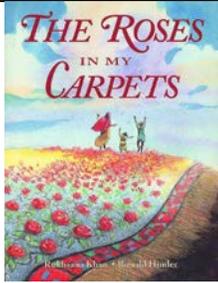
*Silent Music: A Story of Baghdad* by James Rumford. This book is about Ali from Baghdad who is living in a war zone. He tries to escape from the terrible life by doing his favorite hobbies; playing soccer and writing calligraphy. This book also teaches about the beauty of Arabic calligraphy. It includes a story about Yakut, the most famous calligrapher who lived in Baghdad 800 years ago.



*Four Feet, Two Sandals* by Karen Lynn Williams and Khadra Mohammed tells about the war in Afghanistan. It is about two girls who share a pair of shoes that the relief workers brought to the refugee camp. This book successfully describes the refugees' daily lives, waiting on a long line, washing clothes in the river, scrambling to grab anything from the relief workers, and waiting for their names to appear on the list for immigrating to America. Teachers can use this book to explore why refugees want to leave their countries.

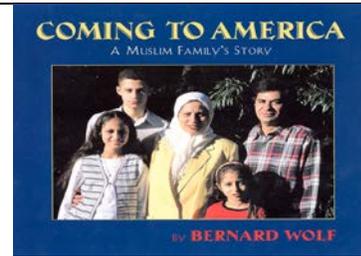


The story in *Sami and The Time of Troubles* by Judith Heide Gilliland and Ted Lewin takes place in Beirut, Lebanon. It compares life before and after the war. Peace and happiness are transformed into fear and terror. The story explains how children take major responsibilities, such as working to support their families. The illustrator, Ted Lewin, succeeds in depicting Lebanese' culture. Some examples include the tradition of sitting on the ground and the type of food they were eating.

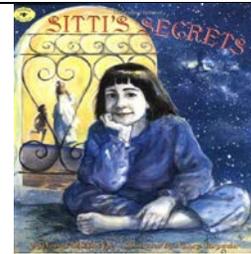


*The Roses in My Carpets* by Rukhsana Khan and Ronald Himler is about a young Afghani refugee who was facing a terrible life under war. It is a good book to get an idea about war from the sense of the people who are experiencing it. It illustrates the Afghani culture and the way people live.

### Books about Immigration

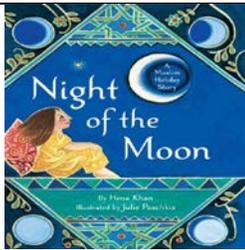


*Coming to America: A Muslim Family's Story* by Bernard Wolf. This book describes the immigration experience of an Egyptian family that came to live in New York. The book illustrates how this family has integrated the American society while remaining true to their Muslim beliefs and Egyptian customs.

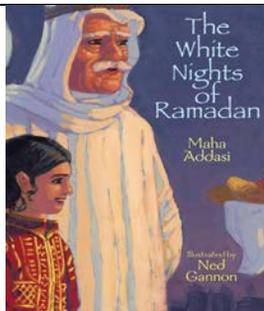


*Sitti's Secrets* by Naomi Shihab Nye; illustrated by Nancy Carpenter. The book tells about a girl who went to visit her grandmother who lives on the other side of the earth. The girl and her grandmother couldn't communicate orally, but they found another way to understand each other. In the end, the girl wrote a letter to the U.S President telling him that Palestinians only want peace.

**Islamic Religion and Culture:** These books focus on illustrating the Muslim religion. They present an accurate image of the Muslim cultures and how people celebrate around the world.

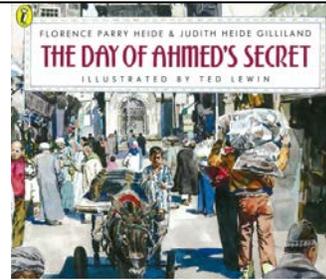


*Night of The Moon* is a Muslim holiday story by Hana Khan and illustrated by Julie Paschkis. Teachers can use this book to invite children to experience the traditions of the month of Ramadan through the eyes of a Pakistani-American girl named Yasmeen. It explains how in the Islamic calendar the months follow the lunar cycle. Through this book, the author why Muslims fast during the month of Ramadan. It is a rich source available for teachers to use in their classrooms to present the Muslims' holiday of *Eid Al-Fitr* and its traditions.



*The White Nights of Ramadan* by Maha Addasi takes place in Kuwait. It is about a traditional festival called *Girgian* that comes in the middle of the holy month of Ramadan. In this festival, children dress in traditional clothes and go from house to house collecting treats from their neighbors. Teachers can use this book to introduce children to a different cultural experience of celebrations. Children can identify the similarities and differences in people's

celebrations. Most people around the world celebrate by eating sweets use lights as symbols and signals, and gather with each other. Children can also identify cultural differences.



*The Day of Ahmed's Secret* by Florence Parry Heide, Judith Heide Gilliland, and Ted Lewin. Ahmed lives in Cairo, Egypt. The book describes the city and his daily life. Ahmed helps his family financially by driving a donkey cart to deliver butane gas. In the end, he shared his secret that he can write his name in Arabic. This is a very realistic book that makes it as if you traveled to the actual place.



*My Own Special Way* by Mithaa al Khayyat; retold by Vivian French; illustrated by Maya Fidawi. This is a story about Hamada who is a young Muslim girl who wants to be like her sisters and wear the veil. Each sister suggested a different way to wear veil, but in the end, Hamada chose her own way. Teachers can use this book to illustrate that it is not necessary to be like others. It is wonderful to be different. This book is a great addition to build cultural literacy.

## My Italian Secret: The Forgotten Heroes

Italy and the Holocaust Foundation

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(<http://www.italyandtheholocaust.org/education.aspx>)

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### MY ITALIAN SECRET: The Forgotten

**Heroes** is a feature length documentary that tells the story of courageous Italians, including sports idol Gino Bartali, who carried out ingenious schemes to rescue and protect Jews in Nazi-occupied Italy. The film is narrated by Isabella Rossellini with Robert Loggia as the voice of Gino Bartali. It is available on disc, at Amazon Video and on iTunes.

MY ITALIAN SECRET tells personal accounts that reflect this little known piece of history. Through witnesses' stories, viewers revisit a time when an entire continent was engulfed in genocide. They learn how approximately 80% of Jewish people living in Italy, including foreign Jews, survived the Holocaust. On September 8, 1943 the Nazi's invaded Northern Italy and the deportation of thousands of Jewish people and others to Auschwitz began. This film asks: Why would someone risk his or her own life and put their family in jeopardy to 'do the right thing' and protect the life of another person . . . a stranger?

Yad Vashem posthumously recognized Gino Bartali from Italy as *Righteous Among the Nations*. Bartali was a champion cyclist and a beloved public figure. During the German occupation of Italy

(beginning in September 1943), Bartali, a devout Catholic, was part of a rescue network spearheaded by Rabbi Nathan Cassuto of Florence together with the Archbishop of Florence Cardinal Elia Angelo Dalla Costa (previously recognized as *Righteous Among the Nations*). This Jewish-Christian network, set up following the German occupation of Italy and the onset of deportation of Jews, saved hundreds of local Jews and Jewish refugees from territories which had previously been under Italian control, mostly in France and Yugoslavia. Gino Bartali acted as a courier for the network, secreting forged documents and papers in his bicycle and transporting them between cities, all under the guise of training. Knowingly risking his life to rescue Jews, Bartali transferred falsified documents to various contacts, among them Rabbi Cassuto.

Although Gino Bartali is a sports legend, his most daring triumph came when he risked his life countless times to save Jews threatened by Nazi extermination. The story of Bartali and the secret network of which he was a member, is just one example of the heroism exhibited by thousands of ordinary Italians who risked their lives to save others from capture and death. As an entire continent was engulfed in a genocide, which took the lives of most Jews in Nazi-occupied Europe (11 million people perished, including 6 million Jews), approximately 80 percent of Italy's Jews survived. Bartali, like most of the rescuers, never sought

recognition or reward. Few of those he helped knew his name or what role he played in their rescue. In addition to Gino Bartali, thousands of conscientious individual Italians risked their lives in order to assist people who in many cases were complete strangers. Most of these heroes never spoke of their courageous deeds.

**Guiding Questions:** Use the documentary “My Italian Secret: The Forgotten Heroes of the Holocaust” to provide evidence to answer the following questions.

1. Identify one segment that is a primary source and one segment that is a secondary source.
2. Provide one positive example and one negative example of how some Italians treated the Jews during the Holocaust.
3. Describe three ways in which Italian rescuers helped the Jews during the Holocaust.
4. In your opinion, which of the six individual characters in the documentary displayed the most courage. (Explain the reason for your answer.)
5. Can the experiences of the people portrayed in the documentary be related to the current refugee crisis? (Explain)



**A) Who was Gino Bartali?**

Gino Bartali is well known in the sport of cycling and holds the record for the longest time span between victories at the Tour de France (ten years). Bartali’s life provides a powerful lesson in how moral endurance can empower from within. As Bartali attained “super star status” in the sport of cycling, he never lost sight of the fact that it was his inner strength that carried him through the most difficult moments of his life.

As he told his son Andrea, “If you’re good at a sport, they attach the medals to your shirt and then they shine in some museum. That which is earned by doing good deeds is attached to the soul and shines elsewhere.”

In 1943, when Italy was under the German army occupation, Archbishop Elia Angelo Dalla Costa and Rabbi Nathan Cassuto organized a resistance network. Bartali was recruited by the network and worked as a courier. In addition, Bartali aided the Assisi resistance movement that was organized by church members from his hometown. He also sheltered a local Jewish family in his home. As part of his job as courier, Bartali hid documents in the handlebar and seat of his bicycle. These documents were primarily export visas, giving numerous Jews the chance to evade deportation to the death camps. Long bike rides were common place for professional cyclists, even during the war. Bartali was able to travel thousands of kilometers around Italy under the guise of training rides, while he smuggled forged identity papers in the frame of his bicycle to Jewish families trying to desperately flee the country.

After the war, Bartali never spoke of his underground activities and refused all attempts at interviews. He simply remarked that “he had been

motivated by his conscience and therefore did not want to have his activities documented.” Bartali’s decision to act was heroic not because he felt no fear but rather because he did not let his fear prevent him from doing what he felt was ethically right. He demonstrated moral endurance, forged in a moment of danger that few of us could ever hope to fully understand. Although the exact number of people is unknown due to Bartali’s taciturn nature, he is credited with saving 800 lives. Yad Vashem recognized Gino Bartali as a *Righteous Among the Nations* in 2013. In spite of the heroic title, Bartali never thought of himself as a genuine hero. He once said, “Real heroes are others, those who have suffered in their souls, in their hearts, and their spirit, for their loved ones. Those are the real heroes. I’m just a cyclist.”

#### Questions

1. Why is Bartali famous?
2. What did Bartali mean when he said, “That which is earned by doing good deeds is attached to the soul and shines elsewhere.”
3. How did Bartali become involved in saving Jews?
4. What was Bartali’s role in the resistance movement?
5. How did Bartali demonstrate his moral endurance?

**Essay Assessment:** Write a response to the following question that includes an introduction, at least two body paragraphs and a conclusion. To what extent was Gino Bartali’s role in the resistance movement in Italy successful? In your response, be sure to address the following: supporting evidence from the reading and website, individual’s actions/participation, and results of the action taken.

#### B) The Rescue of Jews in Assisi, Italy

The only time in history when there is a record of Jews living in Assisi, Italy was during the Holocaust, when the town and its churches, monasteries and convents became a safe haven for several hundred Jews. Shortly after the German occupation, when the manhunt for Jews began, the Bishop of Assisi, Giuseppe Nicolini, ordered Father Brunacci to head the rescue operation of Jews and to arrange sheltering places in some twenty-six monasteries and convents. The Bishop authorized the hiding of Jews in places that were closed to outsiders by monastic regulations. The Committee of Assistance that Bishop Nicolini organized transformed Assisi into a shelter for many Jews.

In addition, many other Jews were provided with false papers enabling them to travel and survive in other places. Later, Father Brunacci was arrested and tried in court for his involvement in Jewish rescue efforts but was released after the intervention by the Vatican. Father Rufino Niccacci, the Guardian of the St. Damiano Monastery, played an important role in the network. He arranged false papers and found hiding places in the monasteries and convents, disguising the Jews as monks and nuns. The network not only saved Jewish lives, but also made great efforts to supply Jews with some of their religious needs. After the war, Father Brunacci described how during Yom Kipper, the Day of Atonement and the highest holiday in the Jewish religion was celebrated in Assisi in 1943. The convent nuns prepared the special meal for the ending of the fast.

Not only priest and nuns of the church participated in this collective effort, but many others played key

roles in the rescue of Jews. One such person was Luigi Brizi who owned a souvenir shop in Assisi that operated a printing press. Brizi and his son became members of the Assisi rescue network and risked their lives by printing false papers for the persecuted Jews. Luigi's son, Trento, bicycled to Foligno, 20 kilometers from Assisi, to a friend who used his etching skills to produce seals in order to stamp the false documents. The Viterbi family was one of the families that lived openly due to the false papers provided by Brizi. After the war, Brunacci remarked that about 200 Jews had been saved from the persecutors. As a result, Yad Vashem in Israel, honored the following people for their role in saving Jews: Father Rufino Niccacci was recognized as Righteous Among the Nations in 1976; Bishop Giuseppe Nicolini and Father Brunacci were recognized as Righteous Among the Nations in 1977; and Luigi Brizi and his son Trento were recognized as Righteous Among the Nations in 1977.

### **Questions**

1. Why did Jews move to Assisi?
2. How did the Bishop of Assisi, Giuseppe Nicolini, react to the German occupation?
3. Explain what happened to Father Brunacci as a result of his rescue efforts.
4. How did Father Rufino Niccacci's role in the rescue network help Jews?
5. How did Luigi Brizi and his son Trento participate in the saving of Jews?
6. How did the Jewish people give thanks to those who saved their lives in Assisi?

**Essay Assessment:** Write a response to the following question that includes an introduction, body paragraph and a conclusion. To what extent were the activities of the Assisi Underground

network successful in the saving of Jews during the Holocaust? In your response, be sure to address the following: - supporting evidence from the reading - action of individuals - results of action taken

### **C) Courageous Hall of Fame**

**Directions:** Review the following list of individuals who performed acts of courage (up-standers). Choose one individual to research the actions taken by the individual and answer the five project questions (only one student researching an individual). After completing the research, the teacher may choose to have students present their arguments for their nominee to the class. The teacher may also have students vote to determine if the arguments/evidence presented was strong enough for the nominee to be inducted into the Courageous Hall of Fame.

**Alternative Strategies:** Write a letter to the Courageous Hall of Fame award committee presenting your arguments/evidence to nominate your individual person to the Courageous Hall of Fame. Write a thank you letter to the individual researched thanking him or her for his/her acts of courage.

### **COURAGEOUS HALL OF FAME**

**NOMINEES:** Father Joseph Andre; Aristides de Souza Mendes; Mordecai Anieleswicz; Dr. Giuseppe Moreali; Gino Bartali; Father Ruffino Niccacci; Father Arigo Beccari; Bishop Giuseppe Placido Nicolini; Father Marie Benoit; Uri Orley; Tuvia, Zusia, Aasel Bielski (brothers); John Pehle; Dietrich Bonhoeffer; Giorgio Perlasca; Dr. Giovanni Borromeo; Marion Pritchard; Leon Feldhendler; Bishop Angelo Roncalli; Anne Frank;

Irene Sandler (Opdyke); Varian Fry; Oskar Schindler; Meep Gies; Monsignor Schivo; Ana Ginno; Sophie Schole; Paul Grueninger; Tempo Sugihara; Alicia Appleman-Jurman; Hanna Szenes; Jan Karski; Marie Agnes Tribbioli; Father Maximillian Kolbe; Andre Trocme; Janusz Korczak; Raoul Wallenberg; Abba Kovner; Elie Wiesel; Take & Edna Lasow; Sir Nicholas Winton (Kindertransport)

### COURAGEOUS HALL OF FAME RESOURCES

- A Teacher's Guide to the Holocaust <https://fcit.usf.edu/holocaust/people/rescuer.htm>
- Notable Social Studies trade books for young people <http://www.socialstudies.org/notable>

### Suggested Reading for Young Adults:

Altshuler, David. *Hitler's War against the Jews*. New York: Berhman House, 1978.

Anflik, Charles. *Resistance: Teen Partisans and Resistance Who Fought Nazi Tyranny*. NY: Rosen, 1999.

Bartlett, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow*. Scholastic, 2012.

Frank, Anne. *The Diary of a Girl by Anne Frank*. New York: Doubleday & Company, 1947.

Lee, Carol Ann. *Anne Frank and the Children of the Holocaust*. U.S.A.: Puffin Books, 2006.

Rapport, Doreen. *Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust*. Summerville, Massachusetts: Candlewick Publishers, 2012.

Warren, Andrea. *Surviving Hitler: A Boy in the Nazi Death Camps*. U.S.A.: Harper Collins, 2001.

Meltzer, Milton. *Rescue: The Story of How the Gentiles Saved Jews in the Holocaust*. NY: Harper, 1988.

Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust*. New York: Holiday House, 1988.

### Websites:

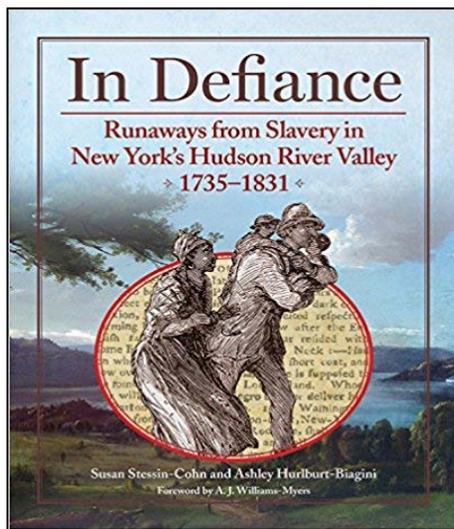
- Italy and the Holocaust Foundation ([www.italyandtheholocaust.org](http://www.italyandtheholocaust.org))
- Anne Frank Online <http://annefrank.com/> Cybrary of the Holocaust <http://www.remember.org>
- The Simon Wiesenthal Center <http://www.wiesenthal.com>
- The Holocaust Rescuers <http://holocaustrescuers.blogspot.com>
- The Jewish Foundation for the Righteous <https://jfr.org/rescuer-stories>
- United States Holocaust Memorial Museum <http://www.USHmm.org>
- Yad Vashem <http://www.yadvashem.org/yv/en/exhibitions/righteous-women/>
- <http://holocaustrescuers.blogspot.com> <http://www.un.org/en/holocaustremembrance/index.shtml>
- Non-Fiction Holocaust Literature for Young Adults <http://ya-holocaust-lit.weebly.com/non-fiction.html>

## Princeton and Slavery: Moses Taylor Pyne and the Sugar Plantations of the Americas

Maeve Glass

This article was adapted from a longer essay that can be found at <https://slavery.princeton.edu>.

When the heat of the first summer of the 20th century settled over campus, a 45-year-old New York lawyer drafted a check for the ceiling fans that would soon turn overhead in the new wing of the Chancellor Green library. The payment of \$37 that offered relief to the students was by far one of the smallest contributions that Moses Taylor Pyne, Class of 1877, made to his beloved alma mater. Since joining the Board of Trustees 16 years earlier, the lawyer had contributed anonymous donations with such frequency that when he died in 1921, obituary writers dared not even venture an estimate. Indeed, by that summer of 1900, Pyne's support for the new library stacks adjacent to Chancellor Green had accrued to a sum that would alone be worth nearly \$14 million today. During his tenure as trustee, Pyne's financial contributions subsidized not only the new library, but also the construction of two undergraduate dormitories on Nassau Street, a



slew of new faculty and graduate housing, and endowments for initiatives ranging from a history seminar to a professorship. Today, the Pyne family name graces some of the most iconic buildings on campus, as well as the résumés of celebrated graduates who have received the Pyne Prize, Princeton's highest undergraduate honor.

Despite the prominence of Pyne's financial support to Princeton, the complex roots of that support have remained largely out of view. Pyne's fortune is most often explained with broad references to either his success as a commercial lawyer in New York or his inheritance of a large estate from his grandfather, Moses Taylor, usually described in his capacity as a successful merchant and founding president of a New York bank. A return to the leather-bound account book in which Pyne or his clerk inscribed the payments for the library fans that July of 1900, however, reveals the beginnings of a more complicated story. These records show that Pyne's payments stemmed directly from an estate whose earliest foundations lay not simply in the financial industry of New York, but in the daily work of carrying the produce of the continent's largest sugar plantations to the markets of the world.

Those foundations began to be constructed in the early spring of 1832, in a Manhattan counting house up the road from the city's bustling wharves. That March, Pyne's grandfather — 23-year-old Moses Taylor — drafted a handwritten circular announcing the launch of a new commission firm at

44 South St. The letter was succinct and to the point. For a percentage of the profits, Moses Taylor and Co. would transport and sell the produce of the continent's richest soils to the markets of the world.

Over the next four decades, as Taylor's son-in-law Percy Rivington Pyne took over the firm's day-to-day management, the fledgling business grew to become one of the most successful firms in the global sugar trade. By the eve of the Civil War, the firm had secured control of nearly one-fifth of the commercial exchanges between Cuba, the world's largest sugar exporter, and the United States. In doing so, it created the foundations of an estate whose roots lay inextricably entangled with the rise of the largest sugar plantations in North America, fueled by the labor of the enslaved.

From the outset, the geographic scope of the firm's shipping business made clear that neither Taylor nor his son-in-law had any aversion to carrying the produce harvested by the enslaved. Like many ship owners in New York starting out in the commission business in the 1830s, Taylor originally cast a broad net, offering to carry the produce of plantations that ran along the full length of the southern Atlantic Coast and the Gulf Coast, from the rice of the Carolinas to the cotton of the Mississippi Delta. Taylor's incoming correspondence in the opening decade of business teemed with letters and reports listing the most current prices of produce from Charleston to Savannah to New Orleans.

By the mid-1830s, the firm had focused its shipping enterprise on a zone of production that would become the last great bastion of slavery in North America: the island of Cuba, where newly constructed railroads promised a route into the less-depleted interior and where the recently enacted

laws of neighboring islands abolishing slave labor did not apply.

For centuries, the great slave ships had arrived from the coast of Africa in the warm waters of the Caribbean Sea, each laden with chained men and a handful of women to work the fields on the archipelago of small islands. The English called the region by its produce: the "Sugar Islands." By the eve of the American Revolution in 1774, this archipelago had become one of the densest slave societies in the Americas.

Beginning in the early 1800s, however, the fleet of slave ships that arrived from Africa had begun to sail past these smaller islands. Instead, they converged on the ports of Cuba: a place where the slave traders could still find a welcome market for their cargos and where, for the first time, in 1837, iron rails leading out from Havana along the old cart roads into the deep valleys of the interior promised the conquest of some of the most fertile soils in the hemisphere.

Eager to capitalize on the opening of this last sugar frontier, under Percy Pyne's management, Moses Taylor and Co. began to construct a portfolio of partnerships with some of the island's most powerful planters — some of whom were engaged in the slave trade itself.

One of the first and most prominent members of the firm's network was the Havana-based firm of Drake Brothers, said to be responsible for two-thirds of all sugar exported off the island. Although the business was primarily a mercantile firm, its head, Carlos Drake, proudly introduced himself as "... a proprietor ... of a sugar plantation" with some 400 slaves. Other key partners in the portfolio included Tomás Terry, a planter with so much sugar to his name he did not even always know how much of it was held in Moses Taylor's warehouse. Terry

— who reportedly had made his initial fortune buying sick slaves and then reselling them for profit — first began doing business with Moses Taylor as early as 1838. By 1865, Terry was consigning more than \$1 million worth of sugar and molasses to the firm on an annual basis, from his property holdings in Cuba that grew to include seven of the largest plantations on the island. Indeed, by the time of the American Civil War, the firm had built a network that encompassed at least 24 estates on the island and that profited directly from the labor of thousands of enslaved men and women.

As the ships of Moses Taylor and Co. sailed for the island with ever-increasing frequency, so too did an ever-growing number of ships arrive in Havana from Africa, carrying hundreds of chained men and women who had been sold into slavery. Within the first decade of the first arrival of Taylor's fleets, 180,000 enslaved people had been brought to the island to work the booming plantation economy. Those who visited the new estates of the interior returned with stories recounting the horrors they had witnessed. Nine years after Moses Taylor and Co. opened for business, for example, one abolitionist declared the conditions on the island to be "more destructive to human life ... than in any other slave-holding country on the face of the habitable globe." Later visitors would remember the bloodhounds who lay in wait at the gates of the estates. Slaves who survived recalled the endless work of turning the forests of cane into sugar, moving as if imprisoned in a state of half-consciousness, harvesting the sugar soon to be sent down to the docks where the cargo ships lay waiting.

The firm's connection to slave labor was not limited to these formal transactions of carrying the produce of the plantations to market. Increasingly,

Moses Taylor and Co. began to offer financial services to the island's planters, investing the profits from their sugar estates in the United States' growing number of industries and corporations. In November of 1851, for example, the firm purchased 120 shares of a coal company in Pennsylvania on behalf of Tomás Terry. By 1872, the firm had invested almost \$3 million in American securities on behalf of Cuban planters.

The continuous stream of handwritten letters that arrived from the island in the firm's Manhattan offices, moreover, suggests that beneath these financial transactions lay a series of intimate and long-standing relationships, particularly between the planters and Percy Pyne, who undertook painstaking efforts to learn Spanish. In 1864, for example, the wealthy planter Ramón Fernández Criado, who owned the Ingenio Neda estate and nearly 400 slaves, sought Pyne's help in resolving a sensitive matter. As he explained in his letter, he had decided to write to Pyne "and not to Moses Taylor because as you know Spanish, it is not necessary for an interpreter to enter into this business, which is very confidential and especially entrusted to you for my protection."

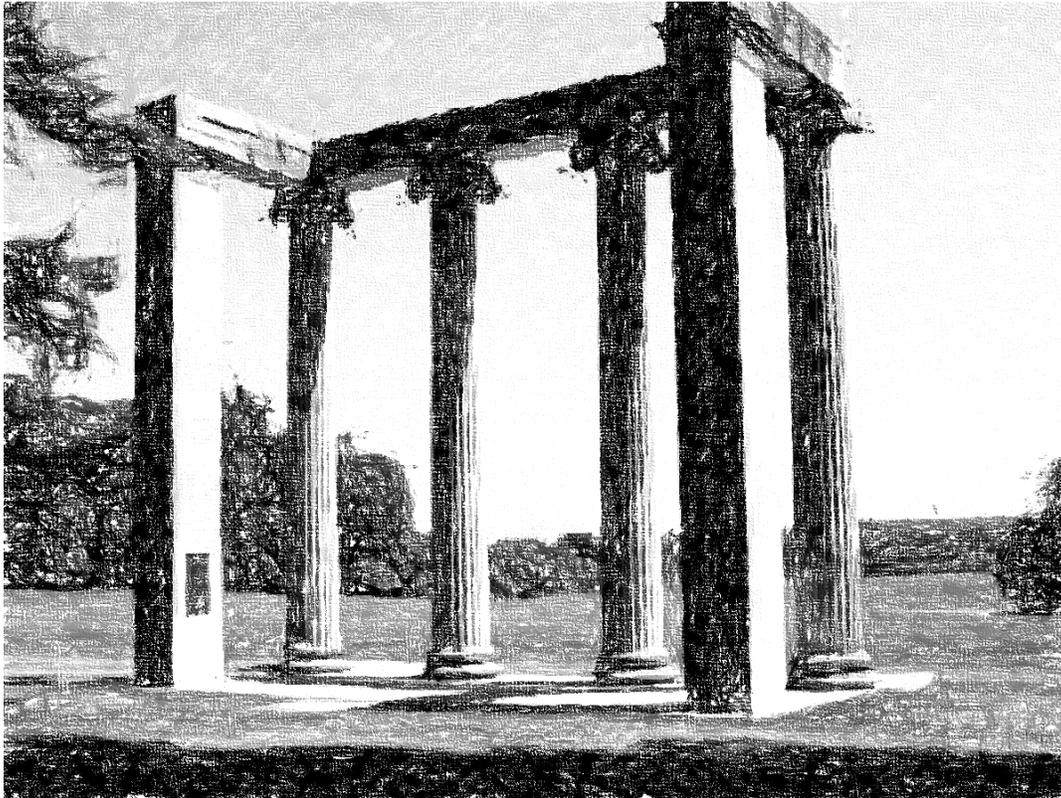
This level of intimacy appears in the nature of the requests that Pyne fielded from the island, ranging from requests for help with urgently needed financial loans to hosting friends who were planning to visit New York. The planter F.G. Rolando wrote to request the firm's help in securing machinery for his plantation; nearly 20 years later, the planter's widow, Mariana Rolando, wrote to request a loan, to be repaid in sugar.

Indeed, amid the firm's records, one finds the will of a planter named Lorenzo Jay dated 1866 — the year after Congress ratified the 13th Amendment abolishing slavery in the United States.

In neat cursive, the will lists both the 220 slaves who worked on Jay's plantation at the time of his death, as well as a statement of the \$322,435 he had on account with Moses Taylor and Co.

On the strength of these networks, Taylor accumulated one of the largest fortunes in the country. By the autumn of 1882, when the estate lawyers assembled in an office in Manhattan to take stock of the recently deceased man's estate, they

calculated his assets at a sum worth the equivalent today of \$750 million. And there, amid the paperwork listing the names of the heirs to the estate and executors of the trust was that of Taylor's grandson: a young lawyer named Moses Taylor Pyne, who at the age of 27 found himself as the guardian of a fortune that could transform a small college in New Jersey into one of the world's leading universities.



## Slavery and Resistance in the Hudson Valley

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*This article is excerpted from the forward to In Defiance: Runaways from Slavery in New York's Hudson River Valley, 1735-1831 by Susan Stessin-Cohn and Ashley Hulburt Biagini (Black Dome Press, 2016).*

In 1805, Ann B. Long of Wappings Creek, Dutchess County, New York, placed a notice for the return of Mary, a young female runaway slave. Long had searched for Mary three years prior, when she fled enslavement at the age of 13. Newspaper notices offering rewards for the capture and return of enslaved human beings were increasingly common in the 18th and early 19th century Hudson River Valley until slavery was officially abolished in New York State in 1827. These notices provide thought provoking glimpses into the lives of New York State's enslaved population and are the only records that exist for many of the individuals described in the notices.

The vast number of runaway slave notices in this period are indicative not only of how widespread the institution of slavery was in the Hudson Valley, but also speaks to the magnitude of the struggle for freedom being fought by an oppressed and enslaved people. The dangers of running and the consequences if caught were dire and had to have struck abject fear into the hearts of those contemplating such a feat. Yet, for many, the opportunity to live as a human being, out of bondage, able to breathe the air in freedom, was worth the dangers. It was a courageous choice.

The large number of runaway slave notices also gives us a clue to the increasing importance that the

enslaved labor force had become to the rise of a vibrant Hudson Valley socioeconomic system. There was an insatiable need for labor in the economic exploits of first the colonial Dutch and later the English. Both colonial powers initially failed to lure families of white tenant farmers to New York to labor on the big estates of the Dutch patroonships and English manors carved out of prime agricultural land in the Hudson Valley. Even with white indentured servants and Native Americans in the workforce, more hands were needed. That labor shortfall was solved through the Atlantic Connection. The Atlantic Connection included the labor-recruiting ground of Africa, the West Indies, and the mainland British colonies of Virginia and South Carolina. Africans had become chattel through capture and sale, were taken across the Atlantic, and were enslaved in the West Indies and the American South. From there, some were sold to Northern owners, although many of the enslaved came directly to the North from Africa.

The runaway slave notices are stark indices of a nation out of step with the tenets of its foundation. Early settlers in the Hudson Valley immigrated to escape political and religious persecution, and yet, upon their arrival here, they saw fit to participate in a culture that removed others involuntarily from their home-lands and forced them to labor for the economic development of a community in which they had no rights. These notices paint a contradictory and inconsistent picture of the nature of slavery juxtaposed against the articulated

philosophy of democratic and Christian principles espoused by the enslavers.

Hudson Valley slavery was initially an institution characterized under the Dutch as a “Matter of Custom” where the African as “half free” maneuvered through somewhat of a more open system from 1626 to 1664. As described by Vivienne Kruger, though slavery was a Matter of Custom, “freed Negroes were not legally discriminated against — no racial legislation existed to restrict their freedom to own property, intermarry with whites, or own white indentured servants.” Nevertheless, the Dutch “[were] vehement supporters of slavery,” as is evident by the inhumane version of the institution constructed under the Dutch West India Company and its holdings in the Caribbean. The time factor (1626-1664) for implanting that version in New Netherlands was cut short with England’s conquest of the colony. Consequently, slavery as a “Matter of Custom” soon metamorphosed under the English into a more viciously closed system, restricting the enslaved African’s access to freedom given that slavery was now characterized by law.

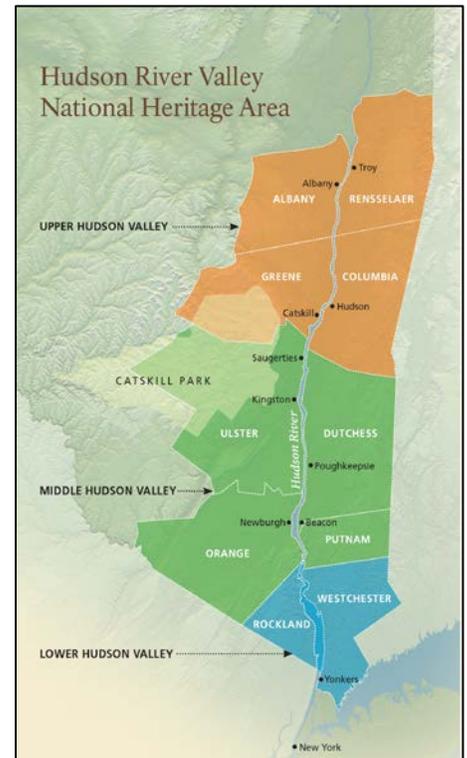
Ann B. Long’s runaway is a “girl named Mary.” Clearly prominent in the notice is the fact of miscegenation; Mary the runaway is described as a mulatto, evidence that despite the degenerative racial classification of the enslaved as less than whites, sexual racial lines were crossed. According to Long, “the reason of her being now advertised is that I have heard of her being at the Nine Partners.” Long is moved to action with the notice three years later because of where Mary was seen, at Nine Partners among the Quakers, longstanding antislavery advocates who would protect Mary –

and thus the likelihood that Long could lose her human property.

Why and when Mary decided to become a runaway in defiance of her enslaved status can only be conjectured. Were there family members of

hers at Long’s who might have been sold off or fled earlier? Or was she aware of the fact that the 1799 Gradual Emancipation Act was not an articulation for her freedom, but only for those born after that year, and thus her flight from slavery was the only way she might be able to clutch freedom before she died? Mary’s run for freedom positioned her with others who ran before her and after her on a historical continuum stretching back to capture in Africa, through the dreadful Middle Passage, and American enslavement- an integral part of an endless stream of runaways in search of freedom not far distant.

Mary the runaway sought freedom in the shadow of the story of Southern slavery. Her flight from slavery in New York’s Hudson Valley was overwhelmed by that other larger story with its romanticized view of “encouraging the finer moral instincts of paternalism” in the “peculiar



institution.” Perhaps Mary was seen as “troublesome property” in a peculiarly psychological model of slavery and represented resistance amid the cries of revolt and revolution. Yet, though overshadowed by that larger Southern story of slavery in America, Mary’s flight was part and parcel of that story as “the violent world surrounding [and engulfing Mary] was a microcosm *in extremis* of the American slave system.” The sadism, cruelty, violence, passion, flight, and rebellion, and all the demonical acts of inhumanity perpetrated by the enslaver against the enslaved, so characteristic of Southern slavery, endemically riddled, as well, the very core of Mary’s world-Northern slavery.

Mary’s quest for freedom and the quests of others in these notices reveal images of runaways etched up and down the valley from its most northern extent to its southern terminus abutting New York City. It is an interesting, engaging, and revealing, though at times gripping, view of humanity as chattel in flight from a diabolical instrument of oppression at the hands of fellow humans for the expressed purpose of economic gain. This portraiture, pieced together through the array of runaway notices, is a trove of descriptive information of who the runaways were, to whom they belonged as human property, with whom they ran, their age range, the talents/skills they possessed, their personality characteristics, and their body abrasions/scars- often the end results of

violent encounters with their owners. Such master/enslaved encounters “expose the violence and cruelty that were inherent in the slave system.”

Images of that violence and cruelty are evident in that portrait- as characterized by the owner himself in his notice – of the “Indian Servant Wench” in flight from her bondage in North Castle in Westchester County. Kate is 15 years of age and, as a mark of human indignity, she is strapped with an iron collar about her neck as a statement of ownership.

James Gale is a runaway from Judge Horsmanden in New York City. Captured and jailed at Goshen in Orange County, James’s face carries the abrasions/scars of the horrors to which the enslaved were subjected. He has a large scar across his nose, several on his right temple and head, and a large bump on his forehead. James is 23. He and Kate are just two of the many who were subjected to violence and cruelty to make them stand in fear.

The gripping portrayal of Hudson Valley enslaved runaways cries out in silence for refuge. It is no different than the portraiture of that other larger Southern world of slavery, whose images continue to haunt the descendants of both the enslaved and the enslaver. The only difference is scale.

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## Runaway Slave Ads from Hudson Valley

**Source:** Hodges and Brown, ed. *Pretends to be Free* (NY: Garland, 1994)

### Instructions

1. List the Hudson Valley towns and counties mentioned in the ads.
2. List between three and five ways freedom seekers are identified in the ads.
3. What conclusion (s) can you draw from the spelling and grammar in the ads?
4. In Ad “D,” why does Chauncy Graham believe Cuff was added in his escape by a white man?
5. In Ad “E,” Peter is described as a Mollatto or a Mullato. In your opinion, what does this tell us about Peter?
6. According to Ad “F,” how was Tom able to get a “false Pass”?
7. In Ad “J,” how was Sambo able to get a pass?
8. Some of the freedom seekers pretended to be free. What does that tell us about the Hudson Valley at that time?

A. *The New-York Gazette, Revived in The Weekly Post-Boy*, #227, April 20, 1747. Run away from Theunis De Klerk of Tappan in Orange County, a Negro Man named Sippee, about 30 years of age, of a middle size, is well-set, speaks good and proper English, and has a hoarse voice: Had on when he went away, a brown short watch-coat, a light colour'd red Jacket, a white Jacket bound round the edges with some other colour, and a Felt hat cock'd up and flattened on the Crown. Whoever takes up said Negro and brings him to his Master, or unto William Vredenburgh of New York shall have 40s reward and all reasonable charges paid by Theunis De Klerk.

B. *The New-York Weekly Journal*, #253, October 2, 1738. Run away from Frederick Zepperly of Rheinbeck in Dutchess County Black Smith, a copper coloured Negro fellow named Jack, aged about 30 years, speaks nothing but English and has been much used to the Sea, Short of Stature, thin Face, strong bearded and hair longer than Negros commonly have and reads English, he had on when he went away an Orange Coloured Drugget Fly Coat somewhat faded, with brass Buttons a Homespun Linnen Coat, two striped Linsey Wolsey Waistcoats and two pair of Breeches the same also one pair of Leather Breeches a pair of Worsted Stockings and a pair of New Blew Yarn stockings, New square toes Shoes with Brass Buckles two homespun Shirts and a very good Hat. Whoever takes up said Run away and secures him so that his Master may have him again or gives notice of him to Henry Beekman, Esq or to John Peter Zenger shall have Forty Shilling reward and all reasonable Charges.

C. *The New-York Gazette: or, The Weekly Post-Boy*, #542, June 18, 1753. Run away on Sunday the 3<sup>rd</sup> day of May last, from Jacobus Bruyne, of Bruynswick, in county of Ulster and province of New York, a Negroe Man Slave, named Andrew, aged near 40 year, he is of middle Stature, black skin'd, speaks good English and Dutch: had on when he went away, a coarse Linnen jacket and Trowsers, old shoes and stockings, he has been formerly out of a Privateering with Capt. Tingley, and it is supposed he may attempt to get on board some Vessel carrying him off at their peril. Whoever takes up and secures Said Negroe, so

that his master may have him again, shall have Forty Shillings reward, and all reasonable Charges paid by JACOBUS BRUYNE.

D. *The New-York Gazette; or, The Weekly Post-Boy*, #558, October 15, 1753. Run away on Sabbath Day evening, Sept. 2, 1753, from his Master Chauncy Graham, of Rumbout, in Dutchess County, a likely Negroe Man named Cuff, about 30 years old, well set, has had the Small Pox, is very black, speaks English pretty well for a Guinea Negroe, and very flippant; he is a plausible smooth Tongue Fellow. Had with him a pair of greenish plush breeches about two-thirds worn, and a Pair of russel ditto flowered green and yellow, two white shirts, two Pair of middling short Two Trowsers, one pair of Thread Stockings knit in Squares, one Pair of blue fine wool ditto flowered, one Diaper Cap, one white Cotton ditto, one blue Broad Cloth Jacket with streak'd Lindsey Woolsey, or woolen &c. &c. He is a strong Smoaker. 'Tis supposed he was seduced away by one Samuel Stanberry, alias Joseph Linley, a white fellow that run away with him, and 'tis very likely this white man has wrote the Negroe a pass; for 'tis said he has been in Norwalk in Conecticut, and passed there for a free Negro, by the name of Joseph Jennings, and that he was making toward the Eastward. Whoever shall take up and secure said Servant, so that his Master may have him again, shall have FORTY SHILLINGS New-York Money Reward, and all reasonable charges paid by CHAUNCY GRAHAM.

E. *The New-York Gazette, Revived in The Weekly Post-Boy*, #278, May 16, 1748. Run away the 8<sup>th</sup> of this instant, from Colonel Francis Brett of the Fish Kills, in Ulster County, a Mollatto slave named Peter, 20, 6 feet high, pretty fair for a Mullato but Negro hair, a scar over both his eyes had on a yellowish Fly Coat of a Broad Cloth, Leather Breeches, grey homespun Stockings, a Beaver Hat, a grey homespun Jacket, a Linnen Shirt, and a Tow Cloth Shirt. Whoever takes up said Negro, and gives Notice to his said Master, or to the Printer hereof,

F. *The New-York Gazette: or, The Weekly Post-Boy*, #635, March 3, 1755. Run away from the Heirs of Barent Van Cleek, of Poughkeepsie, deceased on Tuesday the 23<sup>rd</sup> Instant March, a Mulatto colour'd Man Slave named Tom, pock-broken, about 5 feet 10 inches high, a well set likely Fellow, plays well on the Fiddle, and can read and write; perhaps he may have a false Pass: Had on when he went away, a red plush breeches, a full trim'd Coat, a cloth Jacket, and it's supposed several other clothes: took with him a bay Horse about 13 hands and a half high with a [ ] on his fore head, bridle and sadle: whoever takes up said Negroe, and delivers him to Poughkeepsie, or secures him in a goal, and gives notice thereof to Leonard Van Cleek, or Myndert Veile, of Duchess County, shall receive five Pounds Reward, and all reasonable charges paid by LEONARD VAN CLEEK and MYNDERT VEILE.

G. *The New-York Gazette: or, The Weekly Post-Boy*, #768, October 10, 1757. Run away from

Caleb Ferris, of East-Chester, a Negro Man slave called Joe, aged about 25 years. He is a lusty well fed Fellow every Way, about five Feet Ten inches, thick shoulder'd full round Face, speaks altogether English, his Hair frizzled, being half Indian. He has been voyage privateering, and is a great Fiddler. He has a large Leg and broad Foot, and commonly wears Sailors Habit. He was born at Westchester, and sometimes pretends to be free. Whoever takes up the above described Slave, and will secure him so that his Master can have him again, shall have Six Pounds Reward, paid by CALEB FERRIS.

H. *The New-York Gazette; or, The Weekly Post-boy*, #1030, September, 30, 1762. Tappan, Sept. 26, 1762. RUN away last Sunday Evening, from his Master, in Orange County, Johannes Blauveldt, Blacksmith, a Negro Fellow, named as he says, Adonia, but by us Duca, he is a yellow Complexion, being a mixed Breed, speaks and reads pretty good Low Dutch, and speaks little English: is a very good Black Smith by Trade, and can make Leather Shoes, and do some thing at the Carpenters Trade, is about 5 and a half Feet high, full Faced, black Hair, but cut off about one Inch long, is 20 or 22 Years old, had on, when he went away, homespun Trowsers, Shirt, gray Waistcoat, and Felt Hat; took with him a check Shirt and Trowsers, a white Shirt and a Pair of blue Cloth Breeches, and one home spun Waist Coat, he had been whip'd the day before he went off, which may be seen pretty much on his right side, he pretends to be free, and perhaps will get a Pass for that Purpose.

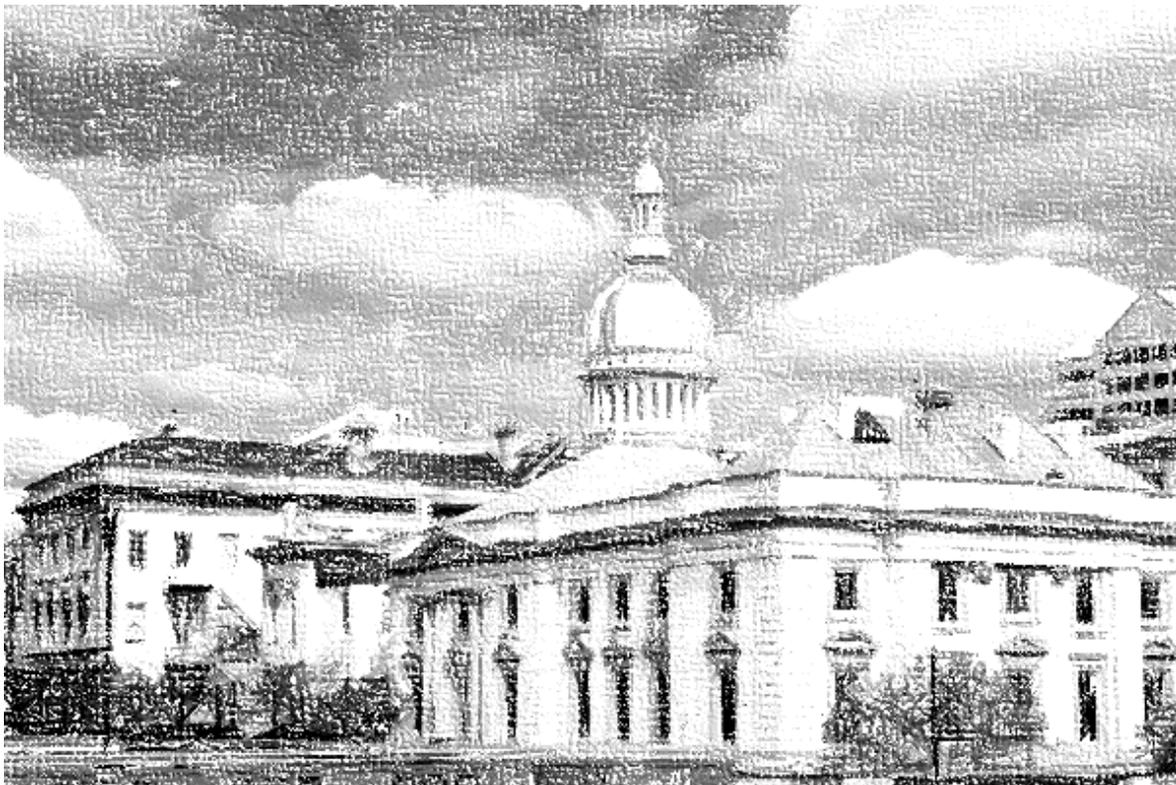
I. *The New-York Gazette; or, The Weekly Post-Boy*, #1082, September 29, 1763. RUN AWAY

FROM the subscriber, at Verderica Hook, in Orange County, about Thirty Miles from New-York, on Tuesday the Twentieth Instant, a Negro Man named Harry, about Thirty Years of Age, Five Feet and a Half high, pretty well set, black Complexion, full Faced, has not had the Small Pox, speaks good English and Dutch; two Fingers on his left Hand are somewhat stiff, so that he can neither straighten them, nor shut them close; bred to farming Business: - Had a coarse white Linen Shirt, ruffled at the Boson; a narrow brimmed, half Beaver Hat; a blue broad Cloth Coat, about half worn, four Inches too long waisted for him; a striped linsy Waistcoat, and wide striped Cotton Trowsers; had with him a Pair of grey Worsted, and a Pair of old white Woolen Stockings, and a Pair of very remarkably large broad rim'd Brass Buckles - He carried with him several other wearing Clothes, viz. Two checked Woolen Shirts, blue and white; One or Two Pairs of coarse narrow homespun Tow Trowsers; and had some Money with him, wherewith he may have purchased other Clothes. Whoever secures the said Negro, giving me Notice so that I get him again, shall have Forty Shillings reward, and all reasonable Charges paid by BENJAMIN KNAP.

J. *The New-York Gazette; and the Weekly Mercury*, #1097, November 2, 1772. Six Pounds Reward. RUN-away from Caleb Morgan, in East-Chester, the eighteenth day of October last, a negro man named Sambo, about 25 years of age, about five feet nine inches high, of a yellow complexion, pretty slim built, a sober looking fellow: Had on when he went away, a blue broad cloth coat, with red lining; a black Manchester velvet jacket without sleeves, a pair of buckskin

breeches, and blue stockings, a good pair of thick shoes, two shirts, and an old felt hat; one of his fore fingers (the tip end) is bruised off, so that the skin grows fast to the bone; the other hand the middle finger is something crooked, so that he cannot open it so straight as the others. He talks very good English, and I believe he can talk Dutch, he being brought up among the Dutch the west side of north river. It is mistrusted that a white man has carried him away in order to make sale of him, or has given him a pass; the man's name that is mistrusted is John Norris, about 30 years of age, often goes down to the Jerseys;

perhaps he may have changed his name, he is a lusty man. If any person does discover any white man with the negro, and they have made sale, or does it to make sale of him, and takes up the white man with the negro, and secures them in any of his Majesty's goals, so that I can come get my negro again, and the white man brought to justice, shall have the above reward; or Five Pounds, and reasonable charges, for the negro alone; paid by CALEB MORGAN.



## Decoder: The Slave Insurance Market

Michael Ralph and William Rankin

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A version of this article originally appeared in the January/February 2017 issue of FP Magazine.

<http://foreignpolicy.com/2017/01/16/decoder-slave-insurance-market-aetna-aig-new-york-life/>

Recent portrayals of American slavery — from *12 Years a Slave* and *Django Unchained* to Walter Johnson's *River of Dark Dreams* and Sven Beckert's *Empire of Cotton* — have emphasized the brutal violence on cotton plantations in the years preceding the Civil War. What they miss is that during the same period, slaves that were engaged in other enterprises developed skills that placed them at the heart of industrial capitalism.

Especially after the slave trade was outlawed in 1808, planters found ways to keep human bondage profitable, including smuggling, controlled breeding, and renting slaves to business owners. This last option became especially pervasive in Virginia and the port cities of the Ohio River and Atlantic Coast. A slew of industries — from blacksmithing and carpentry to large-scale railroad construction, coal mining, and steamboat operations — were fortified by the skilled labor of the enslaved.

These men and women became such valuable assets, in fact, that their owners sought to insure them as such. By the 1840s, the number of slaves insured in the South mirrored the number of free whites with life insurance in the North — and

both kinds of policies could be issued by the same companies. Slave insurance was one of the earliest forms of industrial risk management, providing an important source of revenue for some of today's largest multinational insurance companies. It also makes clear that the recent economic crisis, driven by credit default swaps, was not the first time new financial instruments, utilized by AIG and its peers, shaped the lives of U.S. workers. And it won't be the last.

**Occupational Hazards:** Steamboat work on the Ohio River and coal mining in Virginia were dangerous jobs and usually involved slaves traveling and living away from their owners. Slaves in coastal cities did not travel as far, but since their specialized skills — whether domestic, artisanal, or industrial — were often procured through short-term contracts, they, too, usually worked without the direct oversight of their owners.

- In September 1843, Daniel Zacharias of Frederick, Maryland, insured his slave Robert Randall, 27, a brick-maker, for \$200. Randall died near the end of the seven-year policy.
- In October 1853, William Easter of Baltimore insured his slave Jane Cole, 21, for \$250 to be a servant in the home of John Denning, a local slave dealer. Cole died just two months later. (Denning later moved out of the city to become a planter; in 1860, he owned 10 slaves.)

- In January 1855, Thomas Doswell insured seven slaves to work in the coal pits of Kanawha County, in what is now West Virginia. Two older slaves — Nathan and Reuben — were insured for \$500 each, and the others — Turner, another slave named Reuben, Richard, Emanuel, and Aaron — were insured for \$700. (The average slave price in 1855 was \$600.) Doswell owned a large plantation outside Richmond, Virginia; in 1860, he owned 89 slaves.
- In January 1855, Richmond merchant Joseph Winston insured his slave Andrew, 11, for \$400 to work in a cotton factory across the river in Manchester. The policy was for seven years, but Andrew died that December.
- In February 1857, the hiring agency Tompkins & Co. insured 14 slaves — ages 12 through 50 — to work in the Black Heath Coal Pits in Chesterfield County, Virginia, for one year. They were owned by a few different people,

including Joseph Tompkins himself, and the value of the policies was over \$800 per slave. (In 1857, the average slave price was \$636.)

**The Marketplace:** Slave insurance was issued by a wide range of companies in the North and South and sold both to people who owned many slaves and to those who owned just a few. The archives are incomplete, and evidence suggests that at least 85% of policy records may have been lost over time. Yet the available figures show that the market for slave insurance was mostly urban and especially vibrant in areas where plantation agriculture was in relative decline.

**Sources:** California Department of Insurance, *Slavery Era Insurance Registry*, 2002; Nancy Frantel, ed. *Chesterfield County, Virginia, Uncovered*, 2008; Illinois Department of Insurance, *Slavery Era Insurance Policies Registry*, 2004; Baltimore Life Insurance Co. collection, MS 175, Maryland Historical Society; and Virginia Historical Society.



## The Hornblower Decision and Fugitive Slaves in New Jersey

John Zen Jackson

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<https://www.law.com/njlawjournal/sites/njlawjournal/2018/02/12/the-hornblower-decision-and-fugitive-slaves-in-nj/?slreturn=20180112102020>

Joseph C. Hornblower was the Chief Justice of the New Jersey Supreme Court from 1832 to 1846. He died on June 11, 1864. His *New York Times* obituary described him as a generally well-regarded lawyer and jurist whose decisions were “marked by learning, legal acumen and high moral principle.” His claim to historical importance arises out of his 1836 opinion in *State v. Sheriff of Burlington County* identifying constitutional deficiencies in the Fugitive Slave Act (FSA) of 1793.

This federal statute allowed escaped slaves to be reclaimed and also permitted misidentified free African-Americans to be kidnapped and placed into slavery. Unfortunately the full opinion was not officially published. There are contemporaneous newspaper accounts summarizing the ruling. In 1851 the opinion’s most important part was published in a pamphlet. It is reprinted in *Fugitive Slaves and American Courts: The Pamphlet Literature, Series II, Volume 1*, 97-104 (Paul Finkelman ed. 1988).

### Overview of the Historical Context

Slavery existed in New Jersey from early colonial times until the Thirteenth Amendment to

the Constitution abolished slavery in 1865. In fact, New Jersey was the last Northern state to outlaw slavery. Legislation passed in 1804 had only provided for the “gradual abolition of slavery.” A statute enacted in 1846 stated that “slavery in this state be and it is hereby abolished” but left all the former slaves as “apprentices” or “servants” of their owners for the rest of their lives. That only changed with the Thirteenth Amendment.

The attitude toward slavery in New Jersey has been attributed to the supposed fact that the southern one-third of the state is below the Mason-Dixon Line, the traditional dividing line between free and slave states. However, the Mason-Dixon Line does not actually cross New Jersey. Furthermore, until 1865, the northern counties had more slaves than the southern counties. Most of the southern counties were part of West Jersey, heavily influenced by the Quaker settlers who dominated the area’s population and opposed slavery. The early Quaker abolitionist John Woolman was from Burlington County.

Nonetheless, the southern counties were the frequent hunting ground of slave-catchers tracking down escapees from the slave-holding states who came across the Delaware River into Salem County. The constitutional basis for pursuing the escapees was Article IV, Section 2:

*No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such*

*Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.*

In 1793 Congress implemented the Fugitive Slave Clause with the FSA. This statute allowed an owner or an owner's agent to seize someone allegedly a fugitive slave and have them brought before a federal judge or a local magistrate. With undefined "proof to the satisfaction" of the judge or magistrate that the person seized was really a fugitive and was owned by the claimant, the judge or magistrate could issue a certificate authorizing the claimant to remove the fugitive to the state from which he or she had allegedly fled. Even if the captured person contested the claim, no hearing was required. There were no procedural safeguards. The FSA authorized the imposition of criminal penalties on any person who obstructed the capture of a fugitive, or who rescued, aided or concealed the fugitive. Early case law provides an unsettling attitude toward the subject matter of these laws.

In *Gibbons v. Morse* (1821), New Jersey's highest court declared: "In New Jersey, all black men are presumed to be slaves until the contrary appears." A 1798 New Jersey statute supplemented the federal FSA but was replaced in 1826 with another statute requiring a warrant from a local judge before a fugitive slave could be seized and removed. Procedural safeguards were still largely absent.

### **The Helmsley Case**

In 1835 a Maryland slave-owner's representatives came to New Jersey seeking a warrant for a man known as Alexander Helmsley, claiming Helmsley was actually Nathan Mead who escaped from Maryland in 1820. He was brought before a Burlington County judge. Over several

days witnesses from Maryland testified they recognized Helmsley as Nathan.

The Burlington County judge was expected to rule that Helmsley was the claimant's escaped slave and order his return to Maryland. However, one of Helmsley's lawyers traveled overnight to Newark to obtain a writ of habeas corpus from Chief Justice Hornblower. The writ was served on the sheriff just as the judge was rendering his decision to send Helmsley back to Maryland.

The writ brought the case to the New Jersey Supreme Court. A three-justice panel in Trenton ruled on March 3, 1836, that Helmsley was to be discharged from custody of the sheriff. Following his release, Helmsley relocated to Canada.

### **Hornblower's Analysis**

In his opinion for the court, Chief Justice Hornblower noted that both Congress and the New Jersey General Assembly had enacted legislation concerning the Fugitive Slave Clause but with different modes of proceeding. Acknowledging the Constitution and federal law pursuant to the Constitution as "the supreme law of the land," he questioned Congress' constitutional authority to determine the manner for resolving a claim in which a person in a free state is to be arrested and transferred to another simply because they are alleged to be slaves. He pointed to the text and structure of the Fugitive Slave Clause in Article IV rather than Article I. Nothing in it gave Congress power to pass such a law. Furthermore, the Clause only required returning those who actually owed service and not those who were merely claimed to have that obligation. While his comments regarding lack of congressional power to enact the legislation presaged a declaration of unconstitutionality, the Chief Justice said it was not necessary to rule on

that since the case before him had been based on the New Jersey statute enacted in 1826 and not the 1793 FSA. He highlighted features of the state law. It allowed seizure and transport of a person out of the state with only a summary hearing before a single judge without a jury or right of appeal. Hornblower posed the rhetorical question: “Can such a law be constitutional?” The opinion has several instances of impassioned writing regarding a person “dragged in chains” and being “falsely accused of escaping.” Responding to the contention that a seized suspected fugitive would eventually have a hearing, the Chief Justice wrote:

*What, first transport a man out of the state, on the charge of his being a slave, and try the truth of the allegation afterwards separate him from the place, it may be, of his nativity — the abode of his relatives, his friends, and his witnesses — transport him in chains to Missouri or Arkansas, with the cold comfort that if a freeman he may there assert and establish his freedom! No, if a person comes into this state, and here claims the servitude of a human being, whether white or black, here he must prove his case, and here prove it according to law . . .*

For Hornblower, this meant a jury trial. The Chief Justice also rejected the presumption of slave status based on skin color and “the danger of oppression and injustice by an unfounded or mistaken claim.” He pointed out that by statute as of the next Fourth of July no person of color in New Jersey under the age of 32 would be a slave because pursuant to the statute providing for “gradual abolition” of slavery “[a]ll that have been born since the 4th July, 1804, are *freemen*.”

## **Aftermath**

In apparent response to the 1836 *Helmsley* decision, in 1837 the legislature revised the procedures regarding fugitive slaves to provide for a jury trial. In 1844, New Jersey adopted a new constitution. Article I stated that “All men are by nature free and independent, and have certain natural and unalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property, and of pursuing and obtaining safety and happiness.” In *State v. Post* (1845), the court considered the contention that adoption of the new constitution abolished slavery. A majority of the Supreme Court ruled that it did not. Chief Justice Hornblower dissented. He retired the next year.

The progressive view set forth in the Chief Justice’s opinion in *State v. Sheriff of Burlington County* was effectively rejected by the United States Supreme Court in the 1842 decision of *Prigg v. Pennsylvania*, but without any reference to the unpublished New Jersey decision. In his opinion for the court, Justice Joseph Story upheld the constitutionality of the FSA of 1793. This statute was later replaced by the more punitive Fugitive Slave Act of 1850. In correspondence dated Sept. 15, 1851, with Salmon P. Chase, the retired Joseph Hornblower commented on this new Fugitive Slave Act: “The law of 1850, even if Congress has a right to legislate on the recapture of runaway slaves, is a disgrace to our Country, an affront to humanity, an insult to the great principles of the common law, and calculated to provoke disunion and rebellion.” This was a prescient comment. The Fugitive Slave Act of 1850, often referred to as the Man-Stealing Act, is considered one of the precipitating factors for the Civil War.

## Celebrating the 400<sup>th</sup> Anniversary of the House of Burgesses - July 30, 1619

Hank Bitten

Executive Director, New Jersey Council for the Social Studies

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The teaching of colonial American history and civics in the first months of the 2018-19 school year offer a unique opportunity to celebrate the foundations of American democracy! Most lessons on the colonial period are in the beginning of the academic year and the 399<sup>th</sup> year is the best time to teach the historical significance of the 400<sup>th</sup> anniversary! It's a milestone event

During "the starving time" of 1618-19, Jamestown was under martial law. In April 1619, the new governor, George Yeardley arrived and announced that the Virginia Company voted to establish a legislative assembly in the colony. The first assembly met on July 30 in the pews reserved for the church choir in the church at Jamestown and in 1700 was moved to Williamsburg.

The first law passed in the House of Burgesses was to meet in the local church: *"The most convenient place we could finde to sitt in was the Quire of the Churche Where Sir George Yeardley, the Governor, being sett downe in his accustomed place, those of the Counsel of Estate sate nexte him on both hands excepte onely the Secretary then appointed Speaker, who sate right before him, John Twine, clerke of the General assembly, being placed nexte the Speaker, and Thomas Pierse, the Sergeant, standing at the barre, to be ready for any service the Assembly shoulde comaund him. But forasmuche as men's affaires doe little prosper where God's service is neglected, all the Burgesses tooke their places in*

*the Quire till a prayer was said by Mr. Bucke, the Minister, that it would please God to guide and sanctifie all our proceedings to his owne glory and the good of this Plantation. Prayer being ended, to the intente that as we had begun at God Almighty, so we might proceed with awful and due respecte towards the Lieutenant, our most gracious and dread Sovereigne, all the Burgesses were intreated to retyre themselves into the body of the Churche, which being done, before they were fully admitted, they were called in order and by name, and so every man (none staggering at it) tooke the oathe of Supremacy, and entred the Assembly."*

(An order concluded by the General assembly concerning Captaine Warde, July 30th, 1619, at the opening of the said Assembly.)



One important reason for the success of the American Revolution is with the traditions of these small colonial legislative bodies dedicated to protecting the rights of Englishmen, determining taxes, and making laws on local matters. King James 1 attempted to dissolve the assembly but the Virginians persevered. The colonies of Spain and France were ruled by divine right monarchs and the lessons of history are harsh with popular revolutions in France (1789), Russia, 1917), and China (1949) giving rise to rulers (i.e. Napoleon, Lenin, Mao) more autocratic than the ones the people rebelled against.

The first 22 representatives or burgesses represented 11 plantations in an assembly with Governor Yeardley and the Virginia Council. Representatives had to be male, white, and property owners. One of their first actions was on a fair price for the tobacco trade.

*“This being dispatched we fell once more debating of suche instructions given by the Counsell in England to several Governors as might be converted into lawes, the last whereof was the Establishment of the price of Tobacco, namely, of the best at 3d and the second at 18d the pounce. At the reading of this the Assembly thought good to send for Mr. Abraham Persey, the Cape marchant, to publishe this instruction to him, and to demaunde of him if he knewe of any impediment why it might not be admitted of? His answer was that he had not as yet received any suche order from the Adventurers of the in England. And notwithstanding he sawe the authority was good, yet he was unwilling to yield, till suche time as the Governor and Assembly had layd their commandment upon him, out of the authority of the foresaid Instructions as followeth:*

By the General Assembly. *“We will and require you, Mr. Abraham Persey, Cape Marchant, from this daye forwarde to take notice, that, according to an article in the Instructions confirmed by the Treasurer, Counsell and Company in Englande at a general quarter courte, both by voices and under their hands and the Comon seall, and given to Sir George Yeardley, knight, this present governour, Decemb. 3, 1618, that you are bounde to accepte of the Tobacco of the Colony, either for commodities or upon billes, at three shillings the beste and the second sorte at 18d the punde, and this shalbe your sufficient dischargde.*

*James citty out of the said General Assembly, July 31, 1619.”*

<http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1296&context=masters>

Teaching about the 400<sup>th</sup> anniversary is an opportunity to remember the contributions of Patrick Henry, Edmund Randolph, Peyton Randolph, George Mason, William Byrd, George Washington, John Marshall, Thomas Jefferson and others in the House of Burgesses. There are excellent resources on the web for developing lesson activities on the House of Burgesses including simulations, analysis of documents, images, videos, and biographies. In November 2018, Americans will vote for their representatives in Congress and one-third of the nation will also be voting for their senators. This is an opportunity for students to understand the evolution of democracy in America from its historic origins in 1619, the importance of the franchise to vote, expansion of democracy, and the issues their representatives are voting on.

The extension of the House of Burgesses becomes real for students with applications to the local Board of Education, student government, and city or town councils. Students as citizens need to be educated about the people who are up for election, budget decisions, local issues, public forums, voter registration, how their representatives voted on issues, and the election process.

The House of Burgesses experienced difficulty within its first 30 years because of corruption, the unequal distribution of wealth, the concentration of power in the hands of Governor Berkeley and his supporters, attempts to prevent elections, and Bacon's armed rebellion in 1676. After the defeat of Bacon's Rebellion, Nathaniel Bacon was hanged and racist laws were passed. Thomas Jefferson failed in his legislative efforts to end the slave trade and provide freedom for children of a mother who was a slave. The secret of America's political strength during the past 400 years has been with the perseverance of ordinary citizens who are committed to a durable government. As a result of dedicated representatives in the colonies and over time in our 50 states and territories, democracy has endured.



*The House of Burgesses was relocated to Williamsburg in 1700*

Our modern democracy has also experienced difficulty because of corruption, restricting freedoms, forced migration, internment of citizens, and segregation. There are examples of laws that were passed by only one vote, votes influenced by political and economic influence, and laws that were declared unconstitutional. One reason why representative government worked in Virginia is that the burgesses needed the votes of the people to get re-elected. As a result they needed to pass laws that helped the people and maintained a positive relationship with them.

We are living in a time when too many Americans are dissatisfied with their representatives in Washington and in their states and communities. We are frustrated by gridlock, uncertain about the facts, at times uninformed on the issues or candidates, and influenced by the media. Although our representatives are part of our community, we find it difficult to communicate with them and often have no idea as to how they voted on a bill.

According to Jon Meacham in *Thomas Jefferson: The Art of Power*, Thomas Jefferson learned from his days in the House of Burgesses that constant conversation between the president and the lawmakers was important and necessary. Jefferson thought that "*if the members are to know nothing but what is important enough to put into a public message...it becomes a government of chance and not of design. The president had to be able to trust lawmakers with insights and opinions that he might not offer a broader audience,, creating a sense of intimacy and common purpose. Making speeches at other politicians - or appearing to be only making*

*speeches at them - was not the best way to enlist their allegiance or their aid, nor to govern well."*

Let your students debate if collaboration or twitter messages best facilitates consensus among lawmakers.

The 400<sup>th</sup> anniversary is an opportunity for student discussion, presentation, simulation, and engagement in their local community and school. It is a time to become better acquainted with the people who represent them and make decisions for

their school district, community, state, and our national government. With all the avenues available for communication – Facebook, live streaming, twitter, Instagram, newspapers, radio and television, and personal attendance at a public meeting, everyone should understand the problems, policies, and reasons for change. During this anniversary year, educate students on the ideas and positions of their decision-makers. The content and inquiry by design model is an integral part of the social studies curriculum

**New Jersey Standards, K-5**

6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <a href="#">common good</a> ” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a <a href="#">representative democracy</a> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.14	Trace how the American identity evolved over time.

**6-8**

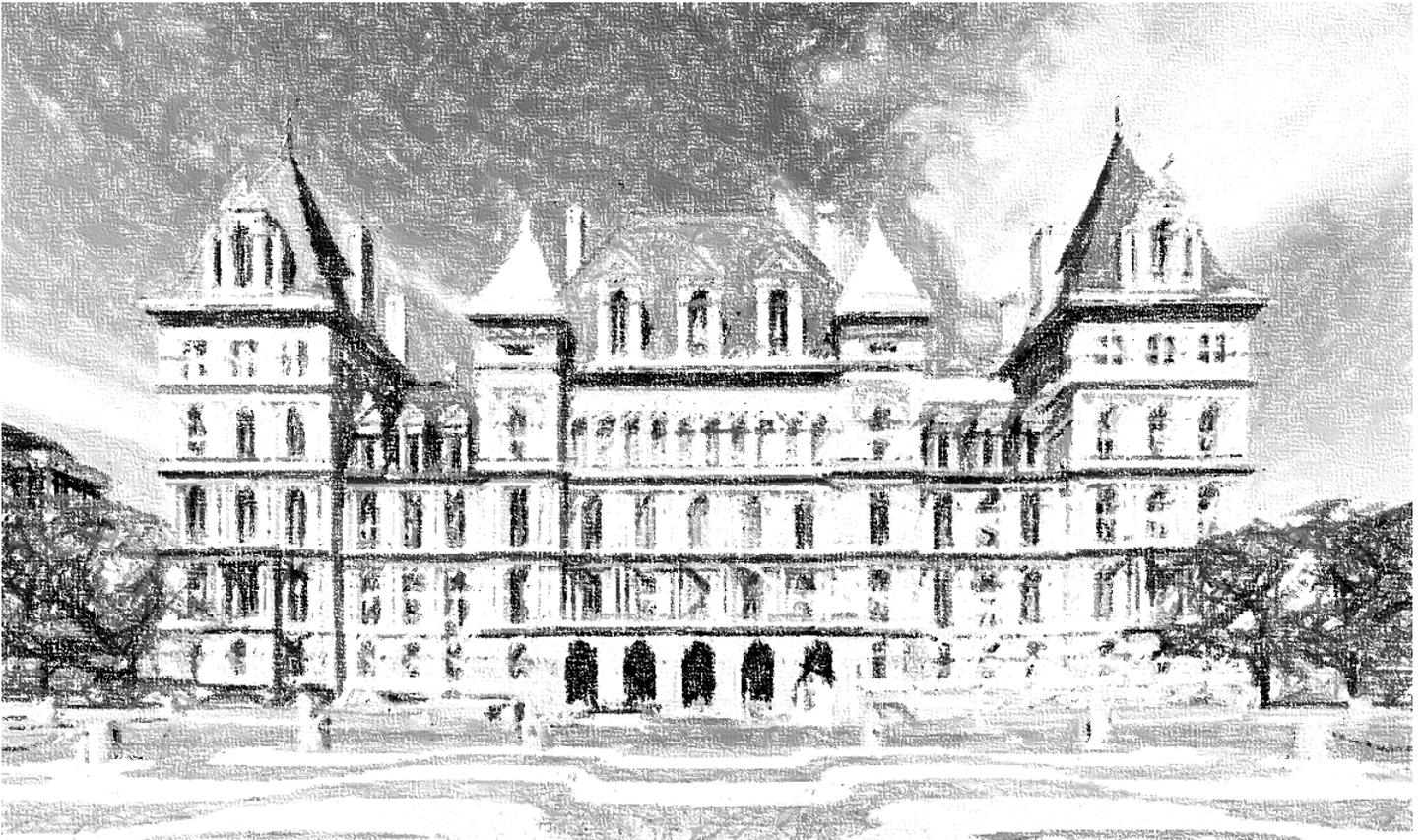
6.1.8.A.2.b	<b>Explain how and why early government structures developed</b> , and determine the impact of these early structures on the evolution of American politics and institutions.
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**9-12**

6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and <b>participatory government</b> .
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.

**New York Standards, 11.1c**

- Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.
- Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience.
- Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the **Virginia House of Burgesses**, and the practice of the right of petition in New Netherland.



## Teaching with Tunes: An Educator's Guide to Utilizing Hamilton in the Classroom

Juliana Kong and Heather Pollak  
Drew University

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The American musical *Hamilton* took not only the history community, but the entire world, by storm when it premiered on Broadway in 2015. One of the most popular, innovative, and significant musicals of all time, Lin-Manuel Miranda's work has been lauded lyrically and musically. His ability to modernize and popularize the history of the American Revolution and founding of our nation through the eyes of former Secretary of Treasury Alexander Hamilton, has earned him well-deserved praise and global recognition. Through contemporary music spanning multiple genres (primarily hip-hop and rap), Miranda has piqued domestic and global interest in this forgotten Founding Father, revolutionizing the way we think about early American history.

*Hamilton* spans from the pre-Revolutionary period all the way to Alexander Hamilton's death in 1804, following his infamous duel with Aaron Burr. *Hamilton* covers the Revolutionary War, the United States' first two presidencies, the development of political parties, and, of course, the personal drama of Mr. Alexander Hamilton. Embedded in this groundbreaking hip-hop musical are infinite opportunities for educators to increase student engagement, practice with higher order thinking skills, and develop student analysis and inquiry abilities.

### Secondary Level

#### **Farmer Refuted- Conflicting Concerns regarding British Rule in pre-Revolutionary America**

Teachers may use the *Hamilton (2015)* song "Farmer Refuted" to develop student understanding and comprehension of the conflicting perspectives and loyalties regarding the American Revolution and concept of going to war against the ruling British King.

#### Key Questions:

1. In "Farmer Refuted", who is supporting the British? What would this person be referred as?
  - a. Why is this person supporting the British?
2. Who is supporting the idea of the Revolution? What would this person be referred as?
  - a. Why are these people supporting the idea of Revolution?
3. What factors might affect people's loyalties and why do those factors influence people's beliefs?
4. How is the Loyalist in "Farmer Refuted" portrayed? The Patriots?
5. Why might have Lin-Manuel Miranda decided to portray them this way?

6. Is this a necessarily fair portrayal? Why or why not?

Materials:

- <https://www.allmusicals.com/lyrics/hamilton/farmerrefuted.htm>
- <https://www.youtube.com/watch?v=IRImIezjxRg>

### **The Battle of Yorktown (The World Turned Upside Down)- Content Lesson**

Teachers may use *Hamilton (2015)* song “The Battle of Yorktown (The World Turned Upside Down)” to engage student interest in the historical content of the American Revolution and its conclusion.

Activity: With Personal Devices- Yorktown Research and Timeline

- 1) Hand out a copy of “The Battle of Yorktown” lyrics to students (electronic or printed)
- 2) Have the class watch The Tony Awards performance of “The Battle of Yorktown” and take note of lyrics they do NOT understand
- 3) Have students independently research their noted lyrics
  - a) Have student post their lyrics and summarized research on the class Padlet timeline
- 4) Project class Padlet
- 5) Have students rearrange their posts in (what they believe is) chronological order
- 6) Summarize the Battle of Yorktown for student clarification

Materials:

- <https://www.youtube.com/watch?v=SWZy3zRbBHI>
- <https://www.allmusicals.com/lyrics/hamilton/yorktown.htm>
- Padlet.com

Activity: No personal devices- Lyric Scavenger Hunt

- 1) Hand out a printed copy of “The Battle of Yorktown” lyrics to students
- 2) Have the class watch The Tony Awards performance of The Battle of Yorktown and take note of lyrics they do NOT understand
- 3) Give informational lecture on the Battle of Yorktown. Have students write down/take notes when students “find” their misunderstood/mystery lyrics
- 4) At the end of the lecture, ask students if anyone found the answer to their misunderstood/ mystery lyric
- 5) Take student volunteers’ answers
  - a) (ex. “(Lafayette) I go back to France, I bring freedom to my people if given the chance” = Marquis de Lafayette returns to France after the American Revolution to bring the principles and ideals of the Revolution to monarchist France)
- 6) Ask if anyone has an unanswered lyric and clarify any information students have questions on.

Materials:

- <https://www.youtube.com/watch?v=SWZy3zRbBHI>
- <https://www.allmusicals.com/lyrics/hamilton/yorktown.htm>

### One Last Time- George Washington's Farewell address

Teacher can compare and compare and contrast George Washington's original/abridged Farewell Address to the *Hamilton* (2015) song, "One Last Time" in order to highlight key concepts and themes that occur within the Address and early American politics.

#### Key questions:

- 1) What ideas occur in both the original Address and "One Last Time"?
- 2) What does that double occurrence say about the personal importance of those ideas to George Washington? To us?
- 3) What are three concepts in George Washington's Farewell Address that DON'T appear in "One Last Time"?
- 4) Why do you think these concepts don't appear in "One Last Time"?
- 5) Are George Washington's concerns still relevant to today's political concerns?

#### Materials:

- <https://www.youtube.com/watch?v=uV4UpCq2azs>
- <https://www.shmoop.com/historical-texts/george-washington-farewell-address/full-text.html>
- <https://blog.xkcd.com/2007/01/29/washingtons-farewell-address-translated-into-the-vernacular/comment-page-6/>

### The World Was Wide Enough- Aaron Burr and Alexander Hamilton's Duel

Teachers may use *Hamilton* (2015) song "The World Was Wide Enough" about the duel between

Aaron Burr and Alexander Hamilton (regarding the severe political disagreements and hostile relationship between the two) to introduce students to the historical literacy skill of sourcing and corroboration. Students can compare and contrast "The World Was Wide Enough" with primary source accounts of the legendary duel and determine the accuracy of *Hamilton's* interpretation of the duel.

#### Key questions:

- 1) From whose perspective did Lin-Manuel Miranda base *Hamilton* on?
- 2) Whose perspective is "The World Was Wide Enough" from?
- 3) Which person is "The World Was Wide Enough" more sympathetic towards?
- 4) Does this perspective follow the general trend of the musical's perspective? Why or why not?
- 5) Looking at primary sources, who do you (students) think is the "villain" of the duel, Burr or Hamilton? Why?
- 6) Why might Van Ness's and Pendleton's joint statement on the duel might be a more accurate account than Angelica Church's?
- 7) What is Van Ness's and Pendleton's relationship to Hamilton and Burr?
- 8) What is Angelica Church's?
- 9) Why might those relationships affect the accuracy of each primary source's version of the duel?
- 10) Based on primary source perspectives, what do you (students) think really happened?

#### Materials:

- <https://www.youtube.com/watch?v=AI6zuqw9Jg>

- <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/T-07882.pdf>
- <https://founders.archives.gov/documents/Hamilton/01-26-02-0001-0275>
- <https://founders.archives.gov/documents/Hamilton/01-26-02-0001-0259>
- <https://founders.archives.gov/documents/Hamilton/01-26-02-0001-0241>

### **Cabinet Battle 1-Cabinet Debate on Economic Policy**

Teachers may use the *Hamilton (2015)* song “Cabinet Battle 1” either in conjunction with “Cabinet battle 2” to identify the fundamental differences between Federalists and Republicans or to analyze Hamilton’s economic plan to establish a national bank.

#### Key Questions:

1. What political party was Alexander Hamilton a part of?
2. What political party was Thomas Jefferson a part of?
3. What did Hamilton believe the role of government in economic affairs should be?
4. What did Jefferson believe the role of government in economic affairs should be?
5. How did their views differ?
6. What lyrics from the song support Hamilton’s position?
7. What lyrics from the song support Jefferson’s position?
8. According to Jefferson, who does not benefit from Hamilton’s financial plan?
9. What other major issue is referenced in debate?
10. Why is this issue of importance?

11. Whose position do you most agree with? Why (use evidence to support your answer)?

Materials:

<http://teachers.d11.org/teachers/knoppsa/Documents/Cabinet%20Battle%201%20Lyrics.pdf>

<https://www.youtube.com/watch?v=X1e93nQakos>

### **Cabinet Battle 2-Cabinet Debate on America's involvement in international affairs?**

Teachers may use the *Hamilton (2015)* song “Cabinet Battle 2” either in conjunction with “Cabinet battle 1” to identify the fundamental differences between Federalists and Republicans or to critique the cabinets position on whether or not to aid the French in their Revolution.

#### Key Questions:

1. What issue/issues are Hamilton and Jefferson debating over?
2. Summarize, in your own words, the main points of Hamilton’s argument.
3. Summarize in your own words, the main points of Jefferson’s argument.
4. Whose argument do you agree with? Why?
5. Why did George Washington agree with Hamilton?
  - b) Predict: How would this decision affect the future of Washington’s administration?
- 6) How might this decision impact the United States future relationship with France?

Materials:

<https://genius.com/Lin-manuel-miranda-cabinet-battle-2-lyrics>

<https://www.youtube.com/watch?v=SAc9pchlMWg>

### **Washington On Your Side-Thomas Jefferson's decision to resign as Secretary of State**

Teachers may use the *Hamilton* (2015) song "Washington On Your Side" as an extension lesson following "Cabinet Battle 2." Students can compare and contrast the lyrics and content of the song with primary source letters written by Jefferson leading up to his resignation.

#### Key Questions:

- 1) Why did Jefferson, Burr, and Madison dislike Hamilton?
- 2) Why did Jefferson want to resign from Washington's cabinet?
- 3) How did the song and the primary source differ?
- 4) What ideas occur in both the original Jefferson's letters to Washington and the song "Washington on Your Side"?
- 5) How do you predict Hamilton and Washington will take the news of Jefferson's resignation?

Materials:

<https://www.youtube.com/watch?v=8j9I-XN1jto>

<https://genius.com/Lin-manuel-miranda-washington-on-your-side-lyrics> (Teacher will have to edit lyrics before distribution)

<https://founders.archives.gov/documents/Washington/05-11-02-0095>

<https://founders.archives.gov/documents/Washington/05-13-02-0212>

<https://founders.archives.gov/documents/Washington/05-11-02-0015>

### **Non-Stop-The Federalist Papers**

Teachers may use the *Hamilton* (2015) song "Non-Stop" to examine Hamilton's role at the Constitutional Convention and the battle for ratification that followed.

#### Key Questions:

- 1) Why was Aaron Burr so adamant about not writing Federalist Papers?
- 2) What evidence (lyrics) support your (student) answer?
- 3) Why did Hamilton feel it was necessary to ratify the constitution?
- 4) What was the purpose of the Federalist Papers?
- 5) What did Hamilton and the other founding fathers write in the 85 essays of the Federalist Papers?
- 6) What arguments did they make in favor of the Constitution?
- 7) What was the response from anti-Federalists?
- 8) What other concerns did Hamilton express at the beginning of the song?
- 9) Predict: How do you think the nation would have been affected if Hamilton did not write the Federalists Papers? Why?

Materials:

<https://genius.com/Lin-manuel-miranda-non-stop-lyrics>

<https://www.youtube.com/watch?v=q9iLfPP4Ps8>

### The Room Where It Happens-The Compromise of 1790

Teachers may use *Hamilton (2015)* song “The Room Where it Happens” to analyze the Compromise of 1790 which agreed to place the U.S. capital on the Potomac and America’s financial center to remain in New York by comparing primary sources to Miranda’s version of what happened.

#### Key Questions:

- 1) What historical event is this song about?
- 2) What evidence (lyrics) supports that?
- 3) What was at stake in this compromise?

- 4) Why is this of historical importance?
- 5) What was the outcome of the Compromise?
- 6) Whose version of the story seems more reliable, Jefferson or Hamilton? Why?
- 7) Whose perspective is “The Room Where It Happens” from?
- 8) Is this perspective an accurate account of what happened? Why?
- 9) How does Jefferson’s account of the event differ or agree with Miranda’s?
- 10) Is his account trustworthy? Why or why not?
- 11) Why does Miranda mean by no one

Materials:

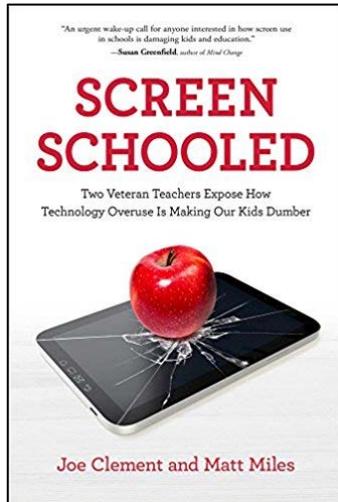
<https://genius.com/Lin-manuel-miranda-the-room-where-it-happens-lyrics>

<https://www.loc.gov/rr/program/bib/ourdocs/Residence.html#American>



## Book Reviews

**Joe Clement and Matt Miles, *Screen Schooled*,  
by Margaret Crocco**



<http://connected.socialstudies.org/cufa/blogs/margaret-crocco/2017/12/19/screen-schooled>

I'm one of the "digital immigrants" who came to the use of computers late in life, that is, as a New Jersey high school history teacher back in the digital "dark ages" of the 1980s. Perhaps you remember the Apple IIE? The first Apple Macintosh? Oregon Trail software? During these long-ago years, a fellow history teacher (Neale McGoldrick) and I collaborated on using "desk-top publishing" software to produce historical newspapers with our students and created an historical monograph on women's suffrage that was distributed to schools and libraries in the state (*Reclaiming Lost Ground: The Struggle for Women's Suffrage in New Jersey*, New Jersey Historical Commission, 1993). We were enthusiastic about what educational technology was making possible in our classrooms.

Thus, when the federal government provided funding to teacher education institutions over a decade later, under the auspices of its Preparing Tomorrow's Teachers to Use Technology grant program, I signed up to explore the possibilities, what we call today the "affordances," of teaching

with technology for our master's degree students in the Program in Social Studies at Teachers College, Columbia University. In 2000, the USDOE provided \$48 million for close to 100 grants "to address the challenge of developing technology proficient future educators," according to archived materials at the PT3 website (<http://www.ed.gov/teachtech/>). This investment in moving technology into schools rapidly became only a drop in the bucket of what has been spent since 2000 in promoting educational technology by both public agencies and private vendors.

Lots of us got onboard the technology train, hoping to find some "value added" in using technology to teach our subject matter. To be sure, we have found quite a few benefits. For example, anyone who remembers hunting in libraries for primary sources, the ability today to construct a "document-based question" by using an online database from the Library of Congress or National Archives is nothing short of miraculous. The educational research accumulated in the CITE Journal ([www.citejournal.org](http://www.citejournal.org)) is only a fraction of the work that has been done chronicling the impact of technology use on the teaching of school subject matter and on teacher education.

So, let's be clear that neither I nor the authors of the book I want to call to your attention are Luddites. Nevertheless, claims such as the opening line in a USDOE "Dear Colleague" letter dated January 18, 2017 that asserts: "Technology can help transform learning when used with innovative instructional approaches" leaves a lot unsaid and more unsubstantiated. Even if one thinks that the use of educational technology might be a powerful lever for enacting student-centered, inquiry-oriented pedagogy (something that remains in short supply in many social studies classrooms), the promise of ed-tech in improving student learning is

increasingly looking like a lot of hype. Moreover, we are coming to see that the cumulative effects of so much screen time on today's youth may be jeopardizing the health and well-being of the "iGen" — that is, kids born after 1995— (Twenge, 2017), both inside and outside the classroom.

In a fascinating – and troubling – new book, *Screen Schooled: Two Veteran Teachers Expose How Technology Overuse is Making Our Kids Dumber*, Joe Clement and Matt Miles (Chicago Review Press, 2018) perform a public service in calling teachers' and parents' attention to the hype of the ed-tech industry (and, I would add, their cheerleaders in policy circle) and its promotion of ever more technology use in schools. Assembling extensive research on the effects of screen-time on young people's brains and drawing upon their own insights from years of teaching, the book serves as an indictment of the notion that the best way to teach "digital natives" is to infuse more educational technology into schools.

Here are just a few examples of the alarming research they present:

- A study that found that children who have more than "one to two hours per day of screen time show a 50 percent increase in psychological disorders" (p. 149);
- A study showing that "a person's ability to develop friendships is biologically diminished the more he or she replaces face-to-face human interaction with screen interaction" (p. 150);
- A study that showed that "the heavy use of screens causes young people to lose the ability to understand the emotions of other people" (p. 151);
- A study published by the American Academy of Pediatrics that "found that people who spend more time playing video games have more attention problems" (p. 178);
- A study that showed that computer technology is associated with "statistically significant and persistently negative impacts on student math and reading test scores" (p. 184).

As teachers who have seen their students' ability to interact with others, contribute to classroom discussion, and focus on learning, Clement and Miles call educators' and parents' attention to the Trojan Horse nature of what they refer to in their second-to-last chapter as the "education-industrial complex" (p. 187), along with its sly inducements such as the pitch for "personalization of learning". The authors echo the concerns raised by writers such as Jean Twenge, a professor of psychology at San Diego State University, who documents in her book that the "the iGen are "super-connected" but "less happy," and the findings of researchers such as Kirschner and DeBryckere (2017), who title their recent piece in *Teaching and Teacher Education*, "The myths of the digital native and the multitasker".

In the introduction to *Screen Schooled*, Clement and Miles start out by offering their "street cred" in authoring this book. As they write: "While we are teachers, we are neither curmudgeonly, angry, or anti-technology.... As far as our comfort with technology, I (Joe) was a UNIX system administrator before becoming a teacher. Matt was an IT major in college before a last-minute switch to education" (p. viii). Nevertheless, they've watched schooling change over the last couple of decades to the point where "teachers are encouraged to use laptops and iPads in every class. Instead of introducing education through educational software, teachers are now struggling to cram education into the technology." They rightly ask: "Is this what is best for students?" "Should we do this? Ed tech-firms, with their large marketing budgets, have convinced parents and educators alike that their products are necessary for future student success" (p. ix). The book aims to question this assumption, and to argue instead that the push for technology use in schools is undermining not supporting the aims of high quality education.

Of course, what's fueling the push to infuse technology into schools is the huge opportunity for making money. Whether it's Amazon, Google,

Microsoft or one of the hundreds of other lesser known companies seeking a share of this market, the opportunities are legion. The authors confirm their love for capitalism and profit, but return again and again to their basic message—that is, the negative impact of the seductive hype and aggressive promotion of ed-tech in schools. They write: “we need to think hard about profits earned by selling schools products that make it harder to learn” (p. 192). They insist that the lack of scientific evidence behind either the notion that the way students learn is changing or that learning via digital technology is superior to non-technology assisted ways (p. 193) needs to inform future decision-making about spending public dollars on education.

In 10 highly readable chapters, the authors take a sober look at “kids today” and the “myth of the technology-enhanced superkid”, the impact of social media in raising anxiety, the need for parental support in setting limits on technology, and the contribution of technology to the achievement gap. Throughout the book, the authors address the effects of technology on social-emotional functioning as well as cognition and intellectual development. Children, even toddlers, who spend hours staring at screens lose capacity for using the imagination or problem solving, which are key to critical thinking.

At the end of each chapter, the authors provide “takeaways” for parents, teachers, and students with practical suggestions for addressing the issues raised in each chapter. For example, at the end of the chapter entitled “The Education-Industrial Complex,” they cite the recommendation for a “screen fast” of Dr. Victoria Dunckley, whose book *Reset Your Child’s Brain* encourages a time-out from technology in order to let children “get their brains back on track” (p. 205). They advocate alliances with parent-teacher organizations to push for sensible policies regarding the use – and over-use – of ed-tech tools in classrooms. The authors cite lots of research along the way, such as the well-known contributions of Sherry Turkle (*Reclaiming Conversation: The Power of Talk in a Digital*

*Age and Alone Together*), who have been sounding alarms for years, but write in a way that knits together personal experience with this research to make a highly readable case for the need to bring a more critical perspective to the place of ed-tech in schools.

Finally, let’s be clear that powerful inducements exist for schools to jump onboard the technology train. The ed-tech industry has numerous inducements (free iPads, anyone?), which are especially attractive to school districts burdened with shrinking budgets. The marketing firepower of the ed-tech industry is masterful in creating a sense of “needs” in place of “wants” that, like all advertising, drive parental anxieties about getting that toddler into an Ivy League school down the road. In several places, the authors use phrases such as “tech addiction” to focus the reader’s attention on how ed-tech products are engineered to create dependencies. Thus, it’s no surprise at the end of the book that the authors compare the marketing by ed-tech companies to that of tobacco companies.

One can only hope that books such as *Screen Schooled* and efforts such as #Show the Evidence (<https://www.the74million.org/article/showtheevidence-building-a-movement-around-research-impact-in-edtech>) will eventually result in raising many more hard questions about the impact of digital technology on today’s youth. The authors are on the right track in providing answers that rest on the accumulation of solid, scientific research and teachers’ own classroom experiences, rather than from the companies eager to sell these products to schools and parents. This effort won’t derail the train, but it might slow it down so that it navigates the curves ahead more safely for all concerned.

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### **Teachers Comment on *Screened Schools* by Clement and Miles**

*Nicole Waid, SUNY Oneonta:* As new technologies emerge, there is a debate about whether infusing

technology into instruction improves or distracts from classroom learning. Teachers sometimes shy away from new technologies because they do not know how to use them so they do not explore ways that they could utilize them in the classroom to enhance student learning. With proper training for preservice and veteran teachers on how to integrate emerging technology into their lessons technology can invigorate instruction. Social studies teachers typically like to talk about content and spend a lot of their class time lecturing. Some teachers ask students to write DBQs at home after hearing classroom instruction. This traditional model of learning might not be the most effective way of meeting the students' needs. Students could listen to micro-lectures created by the teacher using a program like Screencast-o-Matic at home and answer questions on the essential points of the lecture without teacher support. Social studies teachers who uses this model will take time in class to briefly review the main ideas of the lecture; then they can use a majority of their class time doing activities that require higher-order thinking skills such as document analysis or other activities that require an application of knowledge. The benefit of the flipped classroom model is that the teacher is available to offer support to students when completing challenging assignments rather than having students do the work independently at home with no assistance. When the flipped classroom model is used correctly, the students go from passively using lower order thinking skills taking notes in class to applying higher order thinking skills in the classroom. This model does not have to implement every day, but it could be used a couple of days a week to allow for activities that require more support and more critical thinking.

*Olivia LaRocca, Syosset High School:* A generation is growing up over-exposed to digital technology. In the classroom we see students who become agitated if they do not have easy access to their cell phones. As soon as the bell rings to end a class, they rush to

get the latest updates on social media. I find it challenging to teach students who become so accustomed to instantaneous gratification. Digital natives have difficulty in understanding and disseminating new information because they fail to recognize its importance unless they receive it via twitter. I do use technology in the classroom for illustration, but fundamentally I want my students to be related to me and to each other, not to some electronic device.

*Megan Bernth, Bellmore-Merrick School District:* Everyone entering the teaching profession today receives at least some instruction in the uses of classroom technology, and usually more than just "some." It has become impossible to navigate school without confronting newer and newer digital technologies. But just because digital technologies are everywhere does not mean they are beneficial to learning. Too often technology-based assignments are gimmicky, and can be completed in more meaningful ways without using the latest technology. The best way to show what you learned about Thomas Jefferson is probably not to create a Thomas Jefferson Facebook page. When I was in middle school, back in the earlier days of technology, we received Mac laptops to use during the school year. Theoretically the computers had software that would allow our teachers to monitor what we were doing and would prevent us from going off-task. In reality, this software was seldom used and many of my classmates spent learning time playing video games and messaging their friends. Eventually some of the teachers refused to allow students to use the laptops in class.

*Nabila Khan, Deer Park High School:* As teachers, we confront a new generation of students who are "digital learners" and "native digitals." Parents and teachers too frequently assume that using technology will make students smarter and more accomplished multitaskers. The danger is that other aspects of intelligence, when not used, will atrophy. I use PowerPoint, videos, and online simulations in

my classroom. They offer new opportunities for “hands-on” learning and modifications for students who have different learning needs. I am just concerned that students become dependent on excessive technology; we are in essence creating new learning disabilities. I also witness too many students lost in digital fantasy worlds or buried in their cell phones. The cellphones definitely do not belong in the classroom.

*Ashley Balgobind, Half Hollow Hills East High School:* I use technology to illustrate points, mostly brief videos and animations. I plan occasional webquests where students search for information using prescribed links. During these lessons I have witnessed how some students ended up being distracted by the technology. Technology in the classroom can be a positive, but too much is definitely too much. Unfortunately, there has been such a big push to include educational technology in school instruction without evidence that it benefits student performance. The biggest beneficiaries of the switch to technology are the tech companies that sell the software.

*Carrie Hou, Hofstra University:* Digital technology is just the latest evolution in human communication, although it does bring a series of new problems that need to be resolved. Instead of searching and thinking, students simply Google, meaning Google gets to decide what is important to know and even what to think about things. A big part of the problem is that teachers and parents are just as addicted to digital technology as the students. Teachers cannot be the police force of the digital world, not if parents permit children unlimited access to digital technology when they are outside of school. Personally, I like to use technology to teach and learn. As we figure out how to more effectively utilize it in the classroom, it can become the teacher’s best friend.

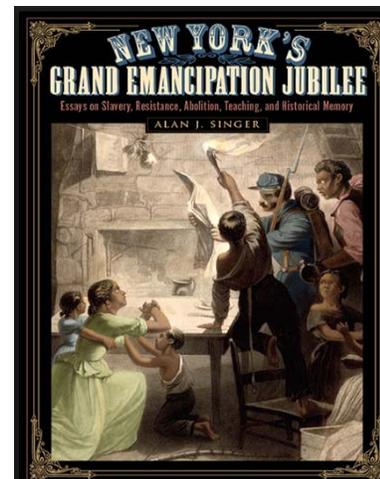
*Arwa Alhumaidan, Princess Nora Bint Abdulrahman University, Riyadh, Saudi Arabia:*

Screens are a ubiquitous part of people’s lives. There is an addictive quality to them. Children watch screens while eating breakfast and in the car or bus on the way to school. Unfortunately, watching is sedentary, which is a problem, especially for younger children, who need more kinetic activity and socializing. We are establishing patterns of behavior that will place health at-risk as digital addicts move into adulthood and then middle age.

*Steve Rosino, Whitestone Academy, Queens, NY:* Students are having a hard time tuning things out that are not social media related. I teach students that it is important once in a while to turn everything off and just breathe in deeply and meditate. Downtime is essential if students are going to do their best work. Too often multi-tasking means no tasking at all.

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**Alan Singer, *New York’s Grand Emancipation Jubilee*, by Mary Liz Stewart**



*New York’s Grand Emancipation Jubilee: Essays on Slavery, Resistance, Abolition, Teaching, and Historical Memory* – Alan J. Singer, PhD, State University of New York Press, Albany, NY, 2018

*“Battles over how we understand the past help define who we are in the present and the possibilities for our future” (162).*

This foundational principle ties together the essay topic choices and their content in Alan Singer’s newest book *New York’s Grand Emancipation Jubilee* published in May 2018 by SUNY Press. This sequel to *New York and Slavery: Time to Teach the Truth*, published by SUNY Press in 2008, is an engaging, hard to put down collection of essays that had a previous life as panel and workshop presentations and as articles prepared for academic journals. Revised and collected together in one volume, they offer an eye-opening, critical examination of slavery, resistance, abolition, emancipation, race and public memory from a New York City and State perspective that is applicable to the entire nation. While re-examining the past, Singer seamlessly weaves throughout his discourse the challenge of what do we do with this new knowledge, how do we use it to better understand who we are today, both as individuals and as communities, and as a nation, and how will we use this knowledge to move forward into the future to be a more just society.

Alan Singer received his Masters and Doctoral degrees from Rutgers University and is currently Professor of Secondary Education in the School of Education at Hofstra University. Beginning his educational career in a high school social studies classroom, Alan lets his ‘on the ground’ classroom experiences inform his writing of his valuable and provocative reflections on race, slavery, and American history.

Alan’s review of relevant literature coupled with his own research offers the reader a substantially documented examination of his thesis. Berlin, McManus, Aptheker, Foner, Still, Greeley, and many other greats referenced by Singer provide the reader with a rich selection of over 300 sources for further investigation. An incredibly detailed index complements the resource section and makes this

text remarkably searchable. Inclusion of Teaching Notes in each chapter offers models of pertinent, thought provoking questions and related primary document text for both classroom and public conversation use.

However, *Grand Emancipation Jubilee* does leave room for some additional interpretations not offered in the text. For instance, in Chapter 4, ‘Narratives of Slavery and Escape: The Importance of Solomon Northup’, offers a summary of Northup’s narrative which helps the reader have an understanding of the content of Northup’s story. However, the significance of Northup’s narrative as compared to narratives written by others who were enslaved fails to offer for consideration the purpose of the publication of many other narratives of the antebellum period which was to raise money for the author and persuade readers to join the cause of abolition. Not wanting to discount the impact of Northup’s narrative, it must be admitted that other narratives that drew on the heart strings of the reader to generate an emotional response to the brutal treatment imposed upon people who were enslaved was an effective tool to sell books and motivate people to support, if not actively engage in, efforts to abolish the institution of slavery. As well, Northup came to the condition of enslavement as a kidnapped free man who had a family and business experiences that informed how he interacted with and recorded in his narrative the conditions under which he was enslaved. Chapters 3 and 9, ‘Abolition in the Margins’ and ‘Abolition: From Marginalization to Emancipation’ respectively, fail to consider the civil rights work of Black abolitionists, also referenced as rights of full citizenship, as having an influence on the capacity of Black abolitionists to hammer away at anti-slavery work. As research into documents recounting the life and work of Black abolitionist Stephen Myers, it is clear that the racist perspective of even white abolitionists distracted the energies of the Black abolitionists from devoting all their efforts to anti-slavery work. Black abolitionists

were not only fighting the institution of slavery, they were also fighting the discriminatory practices directed at them. For example, while Stephen Myers was engaged in his Underground Railroad activism, he was also engaged in planning and sometimes speaking at Colored Men's Conventions. He also organized the Florence Farming and Lumber Association which was an economic development plan whereby African Americans could purchase small plots of land in the town of Florence and collaboratively farm the land and cut the lumber for personal use and for sale, he filed a lawsuit against the Albany City Public School District to desegregate the schools, he was an active member of the New York State Suffrage Association and of the American League of Colored Laborers. While engaged in these civil rights efforts he wrote for abolition newspapers and was employed at various jobs that provided financial support to his family. While these considerations, if included in chapters 3 and 9, would certainly enhance the understanding of why Black abolitionists were not as effective and speedy in achieving their goals as might have been desired, Singer is quite clear in explaining that factors external to the work of the abolitionists held significant sway in the rolling out of this history. Taken as a whole, though, one must credit Alan Singer with doing an incredible job throughout the eleven chapters helping the reader understand the numerous fractious forces that affected the impact of the abolitionists' work.

Chapter 2, 'Resistance! Resistance! Resistance! New York's Black Abolitionists and the Coming of the Civil War' is a breath of fresh air in reference to the standard Underground Railroad canon. The highlight of this chapter is the emphasis on Black activism, which so often gets overwhelmed by the historians' focus on the ideological debates of white abolitionists. The voices of Black abolitionists repeatedly call not only for the abolition of the institution of slavery, but also call for the rights of full citizenship. According to Singer, "...it was black activism, much of which was centered in New

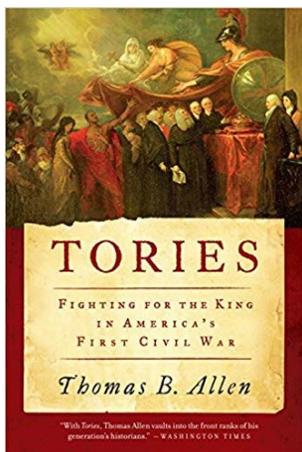
York State, that moved the challenge to slavery from the margins to the center of political debate" (30). Recoverable documents detailing the ideology of and activities engaged in by Black abolitionists have been making their way into public discourse and changing the Underground Railroad narrative. The lack of a homogenous response on the part of Black abolitionists gives evidence of free thinking individuals who ran the gamut from supporting an aggressive, "immediatist" response to the institution of slavery to a more conservative focus on the provision of assistance to freedom seekers. As the Black abolitionists had more to risk than their white counterparts, due to laws of the day and the imposition of discriminatory practices and the racist sentiments of many New Yorkers, the work of Black abolitionists becomes even more inspiring. It was Black abolitionists such as Stephen Myers and Peter Williams working in concert with others who forced the demise of the colonization movement. It was Black abolitionists such as Henry Highland Garnet and David Walker who advocated for the enslaved to take up arms against enslavers. It was Black abolitionists such as Louis Napoleon and David Ruggles who openly opposed the 1793 and 1850 Federal Fugitive Slave Laws. However, in the midst of the recovery of this important information, there is a desperate need to uncover the work of Black women in the abolitionist movement, especially women who were New York State residents, as their stories are few and light of content.

Kudos to Alan Singer for capturing these great essays in one volume and making them a community resource. *New York's Grand Emancipation Jubilee* is a must read for formal and informal educators, high school and college students, and the adult general public. While it is not the final word on slavery, resistance, abolition, emancipation, race and public memory, as research on many fronts continues to add to the understanding of this significant episode in American history, it is, without a doubt, a major

contribution to understanding where we, as a nation, have come from so that we may better understand where we are today and where we can go tomorrow.

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**Thomas B. Allen, *Tories: Fighting for the King in America's First Civil War* by John Staudt**



For a very long time one of the most misunderstood topics of the American Revolution was the role of the American Loyalists or Tories. The historiography of the Revolution, which has been overly one-sided in favor of the American patriots, has often served to perpetuate this confusion. In the past decade or so, however, a number of excellent scholarly and popular works has sought to correct these shortcomings. Among the best of these books are Judith L. Van Buskirk's *Generous Enemies: Patriots and Loyalists in Revolutionary New York* (2002), Ruma Chopra's *Unnatural Rebellion: Loyalists in New York City during the Revolution* (2012) and *Liberty's Exiles: American Loyalists in the Revolutionary World* by Maya Jasanoff (2013). Each one of these authors focus on different aspects of American loyalism. Buskirk examines how preexisting family ties and other relationships confounded relationships between the Tories and Patriots living in and around British-occupied downstate New York. Chopra explores how Loyalists who flocked to New York City and its surrounding islands seeking refuge

behind British lines were bewildered by the disregard and lack of support they received by those who they believed were there to defend them. Jasanoff's work does an excellent job illuminating the refuge crisis of the 60,000 or so Americans who took flight during post-war loyalist exodus to such far-flung places throughout the British Empire as England, Jamaica, India, Sierra Leone, and Canada.

Thomas B. Allen's *Tories: Fighting For the King in America's First Civil War* (New York: HarperCollins, 2010) takes a more universal approach than the books previously mentioned. In his work, Allen provides a tremendous amount of information about the Loyalists from the political protests in the 1760s through the post-war period. Although his book examines the lives of Tories across all of North America, his greatest focus is on their experiences in the middle and northern colonies as well as across the frontier. His main premise is that the American Revolution was in reality America's first civil war which tore families, communities and church congregations apart. What began as a hotly contested debate over who should wield political power, the King and his ministers or the Continental and provincial Congress, eventually deteriorated into an agonizing "savage fury" of pillage, devastation and murder. Allen estimates that American Loyalists numbered nearly half a million out of a colonial population of around 2.5 million including a half million enslaved people. Although the book is not a military history of the war, Allen spends a lot of time examining the military contributions of the Loyalists and determines that out of 772 engagements Tories were involved in 576 of them. By the end of America's War for Independence, the fighting they took part in turned into a virtual blood bath in which Americans slaughtered Americans and sometimes for reasons unrelated to the political issues of the war.

One of the most important contributions Allen's book makes to the literature is its depiction of the barbarous ferocity that accompanied the agonizing

birth of our nation. This is especially true for those areas that were occupied by the armies of both sides. New York City and its environs, including Long Island, coastal New Jersey and southern Connecticut, is a case in point. Following the Battle of Brooklyn in August 1776 and the subsequent battles that drove Washington's army across the Hudson into New Jersey, the British occupied New York for seven years, longer than any other area during the war. Being caught behind the lines complicated the already perplexing matter of allegiance for both Patriots and Tories alike. Cut off from the mainland by the Royal Navy and confronted with armed Loyalists supported by swift moving British cavalry and light infantry roaming their streets, residents of the colony had no choice but to submit. Residents who had not fled hoped that by surrendering they would be granted the clemency promised by British commanders to all those who "peaceably submitted and supported his Majesty's forces." Most adult male inhabitants promised British leaders their "true allegiance" and requested that the commander restore the country to "his Majesty's protection and peace." In addition, they begged for clemency and promised to reject all of their prior resolutions and orders issued by the rebel Congress and avowed their allegiance to the British Crown. British officers threatened residents with conscription if they did not voluntarily raise men for the provincials. As Allen explains, local requirements for provincial troops were satisfied by Queens County Loyalists and refugees from other colonies to lower New York.

Throughout the war, the British recruited "Negroes as well as whites" into Loyalist companies. For example, John Thompson, a free black farmer in Riverhead, Long Island served as manservant and confidential messenger to Col. Edmund Fanning, secretary to royal Gov. William Tryon. At the end of the war, Thompson became a Loyalist refugee who evacuated with the British army from Long Island. African-American New Yorkers exploited the need for manpower on both

sides. A number of men hired themselves out to the Americans as laborers, teamsters, drivers, commissary attendants and pilots along Long Island's inland waterways or served on privateers; positions not open to them in peacetime. Meanwhile, the British, rather than trouble themselves with confiscating slaves, promised fugitives who deserted their rebel masters "full security to follow within their lines any Occupation which he shall think proper." Consequently, numerous runaways served with British units as guides, couriers, cartmen, carpenters, and the like for "the Quartermaster General's Department, the Wagonmaster, or the Forage and Provision departments." As Edwin Burrows and Mike Wallace explain in their book *Gotham: A History of the City of New York to 1898*, the "autonomy, and self-confidence of New York's freedmen were unmistakable and got a good deal of attention throughout the colonies. 'Ethiopian Balls,' where African Americans and British officers mingled freely, drew particular criticism in the rebel press."

Although the British made limited use of New York's black population they ignored the few hundred Native American families living on Long Island even when the men volunteered. In March 1778, Colonel Guy Johnson, Superintendent of Indian Affairs in New York, met with the Montaukett Indians who told him that although they were "few in number and surrounded by disaffected people" they offered their services "whenever the General [Howe] shall please to make use of them." Long Island's Indian population had hoped to win favor with the British, after years of suffering from local ordinances that limited their freedom of movement, as well as diminished their hunting and fishing rights. Although there are no available records indicating why the British never tried to co-opt the assistance of the Shinnecocks or Montauketts living on Long Island, perhaps since the Indians were so weak in number and resources imperial commanders saw them as potential burdens rather than effective allies. To make matters worse,

the war cut off most of the income of the Montaukett agricultural workers when local white farmers became refugees to New England or stopped cultivating their fields in response to British plundering. As Allen points out in *Tories*, although reluctant to utilize Native Americans living in lower New York, the British readily turned to them to supplement Regular and Loyalist troops fighting along the frontier in Upstate New York.

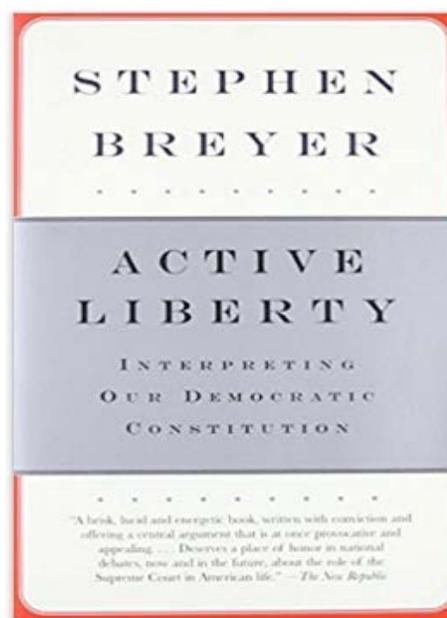
Regardless of race and residence, as *Tories* and other books point out, it did not take long for the war in occupied New York to deteriorate from a fight for political independence to a murderous killing, plundering free-for-all devoid of any concern for human dignity or respect of law. The British and Americans robbed, beat and pillaged Loyalists, Patriots and neutrals alike. After the war ended in 1783, Allen claims that 80,000 Tories left the new United States, many starting new lives in Canada. About 2,000 formerly enslaved African-Americans, who were given their freedom for joining the Loyalists, migrated to Africa where they founded what is now Sierra Leone.

Allen has written or coauthored more than 30 books on a wide variety of subjects relating to the American Revolution and other topics including the critically acclaimed children's book *George Washington, Spymaster* and *Spy Book the Encyclopedia of Espionage*. In *Tories*, Allen makes extensive use of a wide range of primary sources including among others, British archival sources, military orders, state and colonial archives, as well as personal letters and journals. There is a website that accompanies *Tories* (<http://www.toriesfightingforthequeen.com/>) that may prove useful for college and high school students in U.S. history and social studies classes. The website provides access to a number of primary source materials including a study of the engraving by H. Moses after Benjamin West's painting *Reception of the American Loyalists by Great Britain in the Year 1783*, as well as records transcribed from the

collections of the Massachusetts Historical Society and the Colonial Albany Social History Project. The site also contains lists such as the names and units of American Loyalist Troops (1775-84), Anti-Tory Laws Passed during the Revolutionary War listed State by State and a useful American Revolution Timeline.

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**Stephen Breyer, *Active Liberty: Interpreting Our Democratic Constitution* by Mark Vasco**



Stephen Breyer's *Active Liberty: Interpreting Our Democratic Constitution* (NY: Vintage, 2006) provides an insight on the decision-making process of a United States Supreme Court Justice. Breyer lists several factors that are examined in this process, including language, history, tradition, precedent, purpose, and consequences. Among these factors, Breyer considers purpose and consequence to be the most important. His thesis is that, "courts should take greater account of the Constitution's democratic nature when they interpret constitutional and statutory texts" (Breyer, 5).

Breyer's stance is primarily based upon his belief that the original constitution is too exclusive. He rejects the textual approach taken by many other

judges because a literal reading of text can inhibit progress (Breyer, 101). Breyer understands the Framers' goal as to, "secure the public good and private rights against the danger of (factionalism), and at the same time to preserve the spirit and form of popular government" (Breyer, 29). Accordingly, Breyer attempts to identify how a decision will impact active liberty, before he makes a ruling.

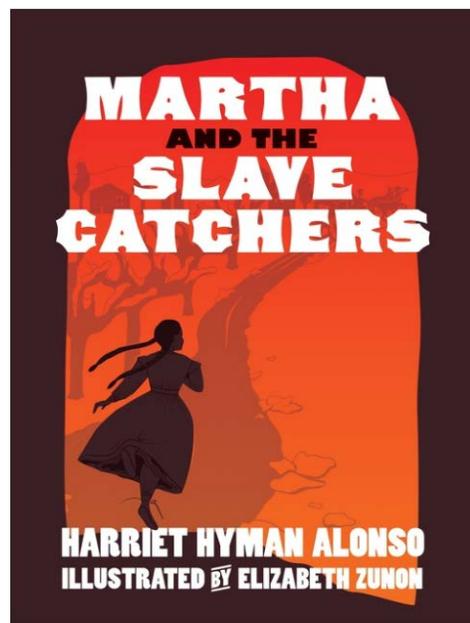
In *Active Liberty*, Breyer provides several real-world examples of how his philosophy is practically applied. Affirmative action is a particularly controversial subject, as the policy openly favors minorities. However, Breyer refutes the notion that the Constitution is colorblind. Instead, he endorses the idea that the Constitution is color conscious. "The Constitution is color conscious to prevent discrimination being perpetuated and to undo the effects of past discrimination" (Breyer, 79-80). This stance is rooted in Breyer's interpretation of how affirmative action effectively makes active liberty equally accessible for all Americans.

The main problem with Breyer's approach is that it can be too subjective. Breyer addresses and attempts to refute this critique at the end of his book, but I remain unconvinced. He claims that his knowledge and involvement enable him to accurately foresee consequences of a ruling. This may be true, and personally, I do agree with many of his views, such as his stance on affirmative action, but maybe that doesn't matter. Maybe what only matters is basing a ruling on the wording of the Constitution. If there is a flaw in the Constitution, such as its exclusivity, then maybe the Constitution needs to be altered. Obviously changing the Constitution is no easy task, but it might be safer than attempting to circumvent its wording. I don't think Breyer is doing any harm to our country. However, a different judge with a similar approach could potentially be dangerous. Straying away from a literal interpretation opens the door for subjective approaches that may not be as beneficial as Breyer's interpretation.

As a Social Studies teacher, this book has many practical uses in the classroom. Understanding and even debating Breyer's philosophy can be a very suitable topic in a government class. For students, *Active Liberty* offers a valuable firsthand account of the practical function of a United States Supreme Court Justice. His book displays how a prominent government official is actively taking steps to ensure that power remains with the American people. Accordingly, we as American people must ensure that we are utilizing this power, and we as teachers must ensure that our students are aware of this power.

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**Harriet Hyman Alonso and Elizabeth Zunon,  
*Martha and the Slave Catchers***



*Martha and the Slave Catchers* was written for middle-grade children and is a story of the effects of the Fugitive Slave Law of 1850 on the lives of two children living in the northeastern area of Connecticut. Here is a brief synopsis of the tale: Danger lurks in every corner of almost fourteen-year-old Martha Bartlett's life—and all because her mama and papa, agents of the Underground Railroad in Liberty Falls, Connecticut, decide to claim

as their own the orphan of a runaway slave who died in their attic hideaway. They name him Jake. After the Fugitive Slave Law of 1850 is enacted, two hired slave catchers, Will and Tom, kidnap Jake and take him south to the plantation of Robert Dawes. Always ambivalent about her demanding, mischievous, and learning impaired brother, Martha nonetheless feels guilty about his disappearance. After all, it was her job to watch over him on that very day he was snatched. She pledges to find him and bring him home. Martha becomes part of an Underground Railroad plan to rescue Jake. That journey takes her away from the safe world she has always known to a world full of danger, bigotry, violence and self-discovery.

Missing their connection with famed slave rescuer, Harriet Tubman, Martha and Jake are forced to start their perilous journey north with only each other to depend on. Meanwhile Will and Tom are always close on their heels. Will they receive help from the Underground Railroad in their escape? Will they make it to safety? Will they ever see their home and parents again? These and other questions are answered by the end of the novel.

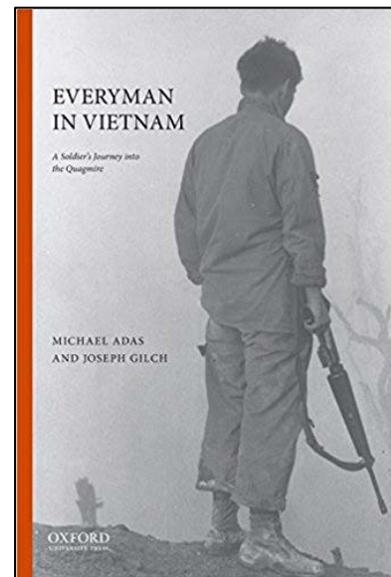
To accompany the novel, the author's web page (<https://harrietalonso.com/martha-and-the-slave-catchers/>) explains the historical context for many episodes in the story. While *Martha and the Slave Catchers* is a work of historical fiction, there are many historical facts that exist within its pages. The location of the story, Liberty Falls, is not a real place. But if you look at the website of the Connecticut Freedom Trail you will see two maps. They both show antislavery activity and the Underground Railroad in Connecticut. In the upper right hand corner of either map, the Northeast corner of the state, are the towns of Brooklyn and Putnam. Liberty Falls would exist somewhere between these two towns. Martha and Jake's story ends in Aramintaville, Canada. The name is fictional; a nod to Harriet Tubman whose birth name was Araminta Ross. Tubman led many fugitives to St. Catharines, Ontario, Canada (or

Canada West as it was then called) where they developed strong and prosperous communities.

Harriet Hyman Alonso is a Brooklyn based author of five books, including the prize-winning biography, *Growing Up Abolitionist: The Story of the Garrison Children*, and a recipient of the National Endowment for the Humanities Research Fellowship. She recently retired professor of History at the City College of New York. *Martha and the Slave Catchers* is her first novel for younger readers.

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**Michael Adas and Joseph Gilch, *Everyman in Vietnam*, by Hank Bitten**



In my reading of the first pages of *Everyman in Vietnam* (Oxford University Press, 2018), I found the personal narrative of Jimmy Gilch, a young man from Runnemede, New Jersey engaging me with fresh perspectives about the conflict in Vietnam. The new perspectives are likely to motivate high school and college students in asking questions about the effects of colonialism on America's foreign policies, the influence of domestic events, and the reasons for a fragmented foreign policy, and the failure of American intervention in Vietnam. Personal letters offer a perspective that is different

from studying historical documents, viewing a film, or reading about battles and events in a book.

One advantage of *Everyman in Vietnam* is the author's understanding of the importance of the relationship between the chronological perspective of domestic events and Vietnamese society and culture. History is the story of time and Michael Adas and Joseph Gilch intentionally introduce the historical time machine in an analysis of America's involvement and why many baby boomers and some of their parents did not support this conflict as their parents and grandparents did in World War II or Korea. The narrative begins with the changes in postwar America that were developing in unexpected ways.

"During the 50s an entire industry built from scratch took hold of the nation. The first telecasts offered little beyond bland news programs and "Howdy Doody," But by the mid-1950s the broadcast industry was booming. Within a ten-year span from 1949 to 1959, the number of household television sets increased from 940,000 to 44,000,000.... After school Jimmy would often race home and sit on the red carpet in the den watching television to avoid schoolwork. He watched cartoons and teen-targeted programs, such as *Tom Terrific* and *Spin & Marty*, His favorite was *Tennessee Tuxedo*." (pp.23-24)

The post-World War II years were a time of significant demographic, economic, and cultural changes that students need to know as part of their understanding of the decade of the 1960s. The numbers of Americans regularly attending worship services doubled during these years as many were convinced of the value of God and country in a world threatened by the evils of Communism. An

example of a new perspective in the book was the impact of President Eisenhower's speech in 1952 in New York City that "Our government makes no sense unless it is founded in a deeply religious faith." (p. 24) It is in this context of political and religious conformity that Jimmy and many other youth in every state evolved into school rebels with D.A. haircuts and other modes of passive rebellion.

The suburbanization of America, the way people embraced automobiles, and the fascination of America's youth with fads in music and other forms of popular culture support the argument that these were not times of unchallenged cultural conformity but rather questioning that would lead to revolutionary challenges in 1968 when Americans questioned the containment policies of the Cold War and the domino theory that spread fears of a collapse of capitalism and democracy.

"Jimmy claimed he was not interested in what others thought of him. He did not need their approval or guidance, but he was concerned with his image. A little vain, he spent a lot of time in front of the mirror combing his hair and practicing his smile. He saw Elvis as his ideal, sported a leather jacket, and popped its collar. He enjoyed rock and roll, and western or action films. Like so many Americans in the postwar decades, he was an ardent fan of John Wayne. Jimmy was willing to conform, but he craved independence. A driver's license and a car allowed him to escape briefly the suburban sprawl. He bought an old green truck with a big engine and a heavy frame. It had a broken passenger door, smelled of gasoline, and had little in the way of chrome fittings. When he drove his

sisters to school, he kept the windows up because he wanted people to believe the truck had air conditioning. Jimmy drove the truck like a hot-rod-hard and fast." (p. 49)

The decade of the Sixties is complicated for students to understand because it includes poverty and affluence, the civil rights movement, the space race, nuclear proliferation and non-proliferation, changing roles for women, a revolution in communications, and conflicts in the Middle East and Southeast Asia. It is also a complicated period for teachers to cover because they are faced with time constraints and deciding which resources are most appropriate for engaging students with inquiry, discussion, analysis, and the evaluation of theses relating to the causes and effects of America's foreign policy decisions in Vietnam and Southeast Asia.

A second profound perspective in *Everyman in Vietnam* is the explanation of the culture of the Vietnamese and their struggle for national unity since the 14th century. For example, in reading the chapter about the flawed agreements of the Geneva Conference, students might search for evidence on the multiple theses if the Vietnam War was an issue of independence from the Chinese, Japanese, or French; if the conflict was about the national unity of the diversity of cultures (Amman, Cochinchina, Tonkin); or the spread of communism and socialism in a country dominated by extreme poverty from three centuries of colonialism and capitalism.

The information presented by the authors on the dates of the Japanese surrender on September 2, 1945; the proclamation of the recognition of the Viet Minh by the People's Republic of China on October 1, 1949, and the surrender of the fortress at Dien Bien Phu on May 8, 1954 (9<sup>th</sup> anniversary of V-E Day) gave me a new perspective of Ho Chi Minh, the importance of his travels to London,

Paris, and New York in the 1920s and 30s, and how these historic events are turning points in Vietnam's history and struggle for national unity.

"Ho began his brief but stirring address (before a massive crowd in Ba Dinh Square in Hanoi on September 2, 1945, V-J Day) with a quotation from the American Declaration of Independence. Abbreviating what he termed an 'immortal statement' from that earlier call to armed resistance against colonial tyranny, he declared: 'All men are created equal. They are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of happiness.' Ho's decision to begin the Vietnamese Declaration of Independence with the most resonant passage from the preamble to the American one can be seen as cruelly ironic in view of subsequent history. His choice of American precedents was almost certainly in recognition of the cooperation - and the deep, mutual respect it engendered - between Vietnamese guerrilla fighters and the American Office of Strategic Services (O.S.S.) in the final stages of the war against the Japanese." (p. 12)

Within the next six months, Ho sent President Truman a telegram dated February 28, 1946 with references to the principles of both the Atlantic Charter (1941) and the San Francisco Charter (1945):

"ON BEHALF OF VIETNAM  
GOVERNMENT AND PEOPLE I

BEG TO INFORM YOU THAT IN COURSE OF CONVERSATIONS BETWEEN VIETNAM GOVERNMENT AND FRENCH REPRESENTATIVES THE LATTER REQUIRE THE SECESSION OF COCHINCHINA AND THE RETURN OF FRENCH TROOPS IN HANOI (STOP) MEANWHILE FRENCH POPULATION AND TROOPS ARE MAKING ACTIVE PREPARATION FOR A COUP DE MAIN IN HANOI AND FOR MILITARY AGGRESSION (STOP) I THEREFORE MOST EARNESTLY APPEAL TO YOU PERSONALLY AND TO THE AMERICAN PEOPLE TO INTERFERE URGENTLY IN SUPPORT OF OUR INDEPENDENCE AND HELP MAKING THE NEGOTIATIONS MORE IN KEEPING WITH THE PRINCIPLES OF THE ATLANTIC AND SAN FRANCISCO CHARTERS." (Document, p. 13)

Although Secretary of State, George C. Marshall was critical of the French for their refusal to accept the realities of a postcolonial world after World War II, the economic importance of Indochina's raw materials, rice exports, and rubber plantations, and opportunities for commercial development and investment shaped the fateful decision for 'Crossing the Rubicon' in the transformation of Vietnam into a future battleground that divided Americans.

The third perspective that influenced my inquiry as a reader of *Everyman in Vietnam* was the decision faced by students graduating high school to enlist or be drafted. I was a baby boomer

and turned age 18 in the beginning of my third year of college (as a result of skipping a half year of kindergarten and seventh grade) and faced similar decisions until my Class IV deferment ended with college graduation. Just as high school students eagerly look for college acceptance letters in their mailbox or email Inbox today, many teenagers in the Sixties feared the announcement in the mail from the Selective Service Administration to report to their local draft board for a physical exam. There were choices for the young boys who graduated high school and were not enrolled in college. These included enlisting for four years with the hope of a placement in Europe, joining the Reserves or National Guard, applying for an exemption as a conscientious objector on religious beliefs, writing to one's local congressman for preferential treatment, leaving the country, or applying for a medical deferment to avoid harm's way.

The description provided in the personal letters of Jimmy Gilch to his best friend Gerry about his basic training at Fort Dix reveals the harsh reality of how the Army made boys into men. The experiences of basic training were not limited to the privacy of one's family and as they were shared with others through conversation and visually illustrated on the nightly TV news, everyone understood how life in the military was different from the civilian life of rock concerts, beach weekends, drive-in movies, and ice cream sundaes at Dairy Queen!

*"...I learned more about hand-to-hand combat today and boy can you really hurt a guy if you want too, but what the army is teaching is nothing to play around with, it doesn't take much to hurt a person no matter what their size or weight, if you have good foot speed and fast moves it is hard to be beat, but the enemy is not just standing there singing. If you are slow when you come in contact with him [you're dead]. but once you get him down you smash his head into the ground 7 or 8 times and*

*give him the heel of your boot, then you decide how to finish dispose of him and that's where I'm told the fun starts...." (p. 72)*

In a letter to his mother at the end of his Advanced Infantry Training, Jimmy writes,

*"Dear Mom,  
...Too bad I did not know what I know now when I was home because I would have had more respect for both you and dad and the kid's.(sic) I wish you made me study in school, and I wish you were a lot harder on me. Tell Georgie to leave the girls alone, he doesn't know what it is like to be away. I've learned a lot that I would not otherwise have if I stayed in [Runnemedede] all my life...thank god (sic) I found this out now while it is not too late. I would like to go back to school when I come out and make the family proud of me like I'm proud of dad and you and Georgie. I don't see how dad kept the family like he does, I don't blame him for being mad sometimes because he has a lot on his mind...and everything he tried to teach me I thought I knew, but I didn't know anything. When I get out, I will really try my best to help instead of being a pain...." (p. 76)*

The fourth fresh perspective in this book is in the analysis of the military strategies as a result of the information revealed in both the declassification of documents and the secondary sources of historians and authors over the past 50 years. The information about the tunnels, use of Armored Personnel Carriers, B-52s, helicopters, tanks, chemicals, and the nuclear option are informative and engage the reader in reflective thinking.

It is difficult for teachers and students to understand how our country won most of the battles in Vietnam but did not win the war. Michael Adas and Joseph Gilch provide an excellent analysis of America's fragmented foreign policy in each

presidential administration - Roosevelt (D), Truman (D), Eisenhower (R), Kennedy (D), Johnson (D), and Nixon (R). They also explain with strong documentation the frustration experienced by President Johnson regarding his agendas for civil rights and the Great Society with the escalating costs of the Vietnam War and the conflicting views of Clark Clifford (Chairman of the President's Intelligence Advisory Board), Robert McNamara (Secretary of Defense), and the Joint Chiefs of Staff. Although in 1966 the ratio was two American soldiers to one Vietnamese guerrilla, this was considered inadequate. President's Johnson's frustration is expressed in an off-color analogy that he made following his deliberations at a meeting in Aspen Lodge at Camp David in the summer of 1966:

*"If I left the woman I really loved - the Great Society - in order to get involved with that...of a war on the other side of the world, then I would lose everything at home. All my programs; all my hopes to feed the hungry and shelter the homeless; all my dreams to provide education and medical care to the browns and the blacks and the lame and the poor. But if I left that war and let the Communists take over South Vietnam...there would follow in this country an endless national debate - a mean and destructive debate - that would shatter my Presidency, kill my administration, and damage our democracy." (p.96)*

There are lessons for teachers and students to contemplate on the human and economic costs of the war, the stories of refugees who came to the United States, the work of military chaplains, the resilience of the Vietnamese people, and the reconstruction of Saigon and Vietnam from war to a 21st century productive economy. Teachers and students may also compare the experience of our military withdrawal from Vietnam with decisions in Afghanistan, Iraq, and now Syria. The Epilogue in *Everyman in Vietnam* provides a concise analysis

preparing students for an informed discussion on the lessons of Vietnam in the big picture of 20<sup>th</sup> century military conflicts involving the United States.

Jimmy Gilch died in combat in 1966 just a few weeks before he was to go on leave in Japan,

*"On the night of July 20th, six days after the army terminated Operation Coco Palms, B Company was exhausted when they returned to Cu Chi.*

*Nonetheless, it was again ordered back into the Filhol Rubber Plantation. Jimmy's squad would head out the next morning....*

*The next morning B Company was ordered to start packing their APCs with C-4 explosives and antipersonnel mines....Jimmy and B Company left base camp at 0900, and entered the Filhol by late morning....they were hyper-alert as they continued into the Ho Bo Woods and around the village of Phu My Hung, which was a well-known, well-secured area that held two enemy hospitals, a fortified headquarters, and a training depot - all mostly underground. The Filhol area was notorious for hidden enemy entrenchments and snipers, who climbed high into the trees and hid in the foliage. The GIs in B Company expected to be ambushed, so they breathed a sigh of relief as the APCs maneuvered past ground that had claimed many of their friends.*

*But on the return trip, guerrilla forces ambushed B Company in the same place where earlier that afternoon they had dismounted their APCs and demolished an enemy entrenchment. The ambush began with small weapons fire from the earthworks one hundred meters away. An ammo box inside Lieutenant Jagosz's APC was struck and exploded. Jagosz was knocked unconscious and pinned to the floor by falling ammo boxes. His driver was hit in the face by shrapnel and slumped over the gears, sending the track into reverse.*

*The VC had placed command-detonated mines all around the area. They also hung recycled US howitzer shells from low-lying tree branches, which they shot down on the approaching Americans....In an effort to flank the enemy, Jimmy and his third squad mates took it upon themselves to move their APC around the enemy trench line to support the units that were pinned down under fire. They were hoping their flanking maneuver would disrupt the enemy's ambush long enough for A Company to arrive and repel the guerrilla's assault. As their track moved across the trench, it was hit by a command-detonated mine. The blast set off several pounds of explosives stored in the overhead compartments. The hood covering their engine, weighing several tons, flew at supersonic speed through the air. The only thing left of the APC was the floorboard and the driver's steering sticks. All seven soldiers aboard were killed instantly." (Excerpts from pp. 189-191)*

The book, *Everyman in Vietnam* by Michael Adas and Joseph Gilch, has information and insights for everyone.

## Responses to Timothy Snyder's *On Tyranny: Twenty Lessons from the Twentieth Century*

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In *On Tyranny: Twenty Lessons from the Twentieth Century* (NY: Tim Duggan Books, 2017), historian Timothy Snyder, an expert on 20th century Eastern European history, expresses his concerns with 21st century developments in the United States and Europe. Snyder is the Housum Professor of History at Yale University and a permanent fellow at the Institute for Human Sciences in Vienna. The brief book, only 126 pages, was written during the first year of the Trump presidency. While it clearly responds to events taking place and governmental decisions, it does not actually mention Donald Trump. Snyder explains that history does not repeat itself, but it does familiarize, instruct, and warn.

Snyder argues that the founders of the United States, the revolutionary generation that wrote the Constitution and created the new nation, were fundamentally concerned with the threat of tyranny. In the eighteenth century the threat came from monarchy. In the twentieth century he argues it came from fascism, Nazism, and Stalinist communism. Snyder worries that in the twenty-first century the threat to democracy will come from virulent nationalist populism. He sees the potential for the rise of authoritarianism in the United States as a response to a real or perceived danger and quotes James Madison that tyranny arises “on some favorable emergency.” He also quotes Hannah Arendt who wrote that after the Reichstag fire in Germany “I was no longer of the opinion that one can simply be a bystander.”

The lessons Snyder highlights include the need to defend democratic institutions from domestic threats, the challenge not to automatically obey governments, the requirement that Americans champion belief in truth, and a call to take responsibility for events and conditions around the world. Ultimately, Snyder's book is a call for active

citizenship and resistance against tyranny by advocates of democracy and liberty.

*We asked social studies teachers what should be our responses to current events in the United States and how should these events influence what and how we teach?*

*Carolyn Herbst, ATSS/UFT (adapted from a speech she gave to the American Society for Yad Vashem in March 2018):* I cannot help but see connections between the United States reaction to refugees from Nazism in Europe, and the current United States reaction to the mass movement of refugees from around the world due to wars, famine, dysfunctional governments, political turmoil and ethnic cleansing. In the 1930s the United States shut its doors to Jewish refugees seeking asylum from Hitler. By the 1940s it was too late. Only after the war did the United States, in shame, agree to accept Jewish survivors. The anti-Semitic atmosphere in the United States, fuelling oppressive immigration quota laws in the 1920s is a blot in United States history.

Today, the shameful atmosphere in the United States toward the immigration of refugees trying to escape all manner of horrors around the world is another shameful blot in United States history. As someone deeply imbued with the events of Jewish and Jewish-American history, as someone deeply imbued with the events of global history, as someone deeply imbued with the events of American political, social and cultural history, as a citizen of the United States, a resident of multi-cultural New York City, as an educator deeply involved with public education in New York City serving students and their families from all over the world, I cannot but help draw these connections.

We have children in New York City schools, we have licensed teachers in the New York City school system, who live in dread of what is coming next in terms of what will happen to them and their families in terms of deportation, Immigration and Customs Enforcement raids, and the changing with the wind positions on DACA Dreamers in Congress. This should not be.

We have always been a nation of immigrants and have always been much stronger for it. Immigrants, our own family members, have and continue to make positive contributions to the basic strong fabric of life in The United States. Yet just as the United States succumbed to irrational immigration laws of the 1920s we are doing the same again today. Let us give lessons to our children that what happened in the United States just prior to the Holocaust should not be repeated today.

Anti-Semitism in Europe and the United States is not dead. Anti-Semitism is rearing its head in new ways. Holocaust Denial is a new form of anti-Semitism. Calls for divestiture of Israeli investments is a new form of anti-Semitism. Attacks on Jews, on Jewish stores and on synagogues are occurring in increasing numbers. Swastikas are appearing painted on buildings. In the United States swastikas are appearing on signs and banners at “America First” rallies. Every time I enter one of the Jewish themed museums in New York City with a police car or police officers stationed in front for protection I am reminded of it.

In the United States anti-Semitism has become entwined with attacks on other hate-group targets: Muslims, Hispanics, African-Americans. An attack on one minority group is an attack on all. We must not succumb to this. We must be ever vigilant.

*Thomas Masterson, Glen Cove Middle School:* Timothy Snyder’s *On Tyranny* is a harrowing book that pokes and prods at very vulnerable places. It provides a historical and theoretical explanation for many crises facing the United States and for

understanding news and opinion. Too much of what Snyder warns against is plausible in the current political climate. I was most struck by the chapter “Believe in Truth.” In the media, we see people, including high-ranking government officials, dismissing arguments as “fake news” despite evidence because the information does not fit their preconceptions and beliefs. Differences of opinion based on evidence and analysis are legitimate, but there is no such thing as “alternative facts.” I agree with Snyder’s assertion that “Post-truth is pre-fascism,” and as teachers, we must equip and challenge students to reject unsubstantiated claims. Whatever our political leanings, we must advocate for truth, reason, opinions based on evidence, and open dialogue.

*Kyle Novak, Hofstra University:* This book is a warning to Americans, but also the rest of the democratic world. Although he does not mention Donald Trump directly, I believe Snyder is responding to the Trump presidency. He wants Americans to be vigilant in defense of democracy and constitutional government, which he sees as fragile and imperiled. One of his greatest concerns is the emergence of paramilitary groups, which we saw in Charlottesville and may be behind gun advocacy.

*Mark Vasco, Bethpage High School:* Snyder’s background as a historian of central and eastern Europe during the 20th century well equips him to examine potential threats to democracy in the United States. His underlying message in all twenty lessons is that citizens in a democratic society cannot be passive. They must actively involve themselves in defense of things that matter, even when inconvenient or when standing out places you at risk. Snyder is especially concerned with dishonesty in the highest office, as the “Big Lie” was a tool used by Nazis in Germany during the 1930s to undermine democratic institutions and

faith in government. Almost 80% of Trump's campaign pronouncements were false, and this trends continued during his first year in office. While I find Snyder's concerns to be a little exaggerated, I do agree that our current electoral system is flawed and that teachers have to better prepare students to recognize "fake news."

*Alyssa Knipfing, Oceanside High School:* I disagree overwhelmingly with the political views that shape Snyder's essentially ideological manifesto. He has structured a false comparison between the election of Donald Trump and his first year in office with Adolf Hitler's ascendancy to power in Germany and

the emergence of totalitarian regimes. The United States is not the German Third Reich, American government is not crippled, and Donald Trump is not a proto-fascist who seized power intent on undermining democratic institutions. I concede that much in the United States needs repair, but Snyder's views are too radical and do not hold up to scrutiny. One thing I do agree with is the call for active citizenship and we are witnessing that in the mobilization of young people to demand gun reform in the United States. Their ability to organize a campaign could never happen in a totalitarian society.



## A New Wave of LGBT books for Children

Peter Olson

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In 2011, California passed the FAIR Education Act which requires “instruction in social sciences to include a study of the role and contributions of lesbian, gay, bisexual, and transgender Americans... to the development of California and the United States” (FAIR Education Act of 2011). Many teachers across the country would like to expand their curriculum to include Lesbian, Gay and Transgender people. Fortunately, and possibly in response to the California legislation, there appears to have been in the past few years a noticeable increase in the publication of quality books for children that focus on the LGBT experience.

Many researchers have explored children’s literature that contain characters that are Lesbian, Gay, or Transgender. Wickens (2011) found that there has been a “progressive inclusion of lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) characters [in young adult literature], highlighting some of the sociocultural shifts toward acceptance of LGBTQ individuals” (p. 149). Naidoo (2017) examined LGBT books written for younger children and advocated for their inclusion in the elementary grades. Cruz and Bailey (2017) argued the importance of an LGBT-inclusive curriculum: “Diversity in sexual orientation [and other personal attributes] are a part of the human experience...and because our students will necessarily be citizens in a diverse society, these topics deserve a place in the social studies curriculum” (p. 297). In this article, I attempt to build on the work of these researchers. I will analyze ten recently published books—each released in the past four years—that can be used by

classroom teachers to discuss the roles and contributions of LGBT people in our society.

### Family diversity

The topic of family diversity is an important concept in early grades. Decades ago children’s books about families rarely depicted LGBT individuals. However, it is estimated that almost 6 million children and young adults have a parent or caregiver who identifies as LGBT (Naidoo, 2017). “With shifting demographics in the U.S. that include more children and families from diverse background, it is incumbent upon educators to create inclusive curricular experiences that take into account various forms of diversity, including children or caregivers who identify as LGBTQ” (Naidoo, 2017, p. 308). Recently, many books are depicting families with LGBT parents and relatives. Each of the books in this section would be appropriate for elementary grade teachers to use when discussing families.

An excellent book for young children that explores family diversity is *Families, Families, Families!* (Lang & Lang, 2015). This book shows humorous pictures of personified animals in different family configurations. The book contains sixteen pictures of families with different attributes, such as children who live with their Mom, their Dad, their Mom and Dad, their grandparents, their two Moms, or their two Dads. On one page, two roosters wearing neckties are standing with their three little chicks. The caption reads, “Some children have two dads” (p. 6). A few pages later, an illustration of a family of koalas contains the caption, “Some children have two mothers” (p. 13). The book ends with a grand picture of all of the

characters and declares that all families have love. One positive aspect of this book in comparison with other books about family diversity is that it does not directly contrast children with same-sex parents from children with opposite-sex parents. Having two Moms or two Dads are just two out of many features that can occur in a family.

While books about family diversity are useful, these books often provide only a snapshot of different types of families. Therefore, books that focus on one LGBT family (even if fictitious) can provide a more in depth look into the experiences of these families. *Stella Brings the Family* (Schiffer & Clifton-Brown, 2015) is about a young girl named Stella who lives with her two fathers. When her classmates find out that Stella has two dads, one classmate asks Stella who makes lunch for her since she does not live with a mom. Other classmates ask Stella who reads her a bedtime story or kisses her when she gets hurt. Stella confidently states that her dads do these things for her. Stella's classmates have the misconception that since their mothers perform these nurturing tasks, then only mothers are capable of providing this assistance. This book can be helpful for students to better understand families with same-sex parents. Furthermore, this story could start a rich conversation about the variety of parenting styles in all types of families as many children with opposite-sex parents may have fathers who are caring and nurturing or mothers who are strong and protective.

Possibly in response to the legal victories and increased public support for marriage equality in the past decade, several recent children's books highlight the marriages of same-sex couples. In *The Flower Girl Wore Celery* (Gordon & Clifton-Brown, 2016), a young girl named Emma is asked to be the flower girl in her cousin's wedding. Emma does not know what a flower girl is, and she imagines herself in a large flower costume. She is also told that there will be a ring bearer, and she imagines an actual bear holding two rings. Emma is

also told that her cousin Hannah will be marrying Alex, and Emma is later surprised to find out that Alex is a woman. At the wedding Emma asks Hannah, "Does this mean that there are two brides?" (p. 17). Her cousin says yes, and Emma—seemingly unfazed—starts to play with the ring bearer. The rest of the story depicts the wedding, which includes several Jewish traditions such as the couple standing under the wedding canopy and stomping on wine glasses.

Another story highlighting the marriage of same-sex couple is *Willow and the Wedding* (Brennan-Nelson & Moore, 2017). This story begins by showing the close relationship of the main character, Willow, and her Uncle Ash. Willow and Ash like many of the same things—going to the park, playing with dogs, and eating donuts. But, there is one thing that Willow loves to do that Ash does not like to do—dance. Partway through the story, Uncle Ash and his partner David announce to the family that they are getting married. Everyone is excited. Plus, they ask Willow to be the flower girl, which gives her great joy. But, Willow has an additional plan. She wants her uncle to dance at his wedding. So, she takes him to her dance class and convinces him to try dancing. At the wedding Uncle Ash surprises everyone when he and David start dancing. The book ends with all the wedding guests dancing and having a great time. This book is an example of LGBT children's books in which there is no conflict or tension about the characters being Lesbian, Gay or Transgender. Every character in this story is happy that the couple are getting married. The conflict simply revolves around whether Willow can successfully convince her uncle to dance at his wedding.

Biographies about LGBT individuals can also enrich a curriculum about diverse families. Students can benefit from reading about real-life individuals and their partners, spouses and families. *Sally Ride: A Photobiography of America's Pioneering Woman in Space* (O'Shaughnessy,

2015) is a detailed biography of American astronaut Sally Ride. The book, which is appropriate for upper elementary grades, explores Sally's career as a scientist and astronaut. Furthermore, it provides an in depth look at her personal life from childhood to her death. The book is written by Sally's life partner Tam O'Shaughnessy. Although they knew each other since they were teenagers, the author recalls a key moment about twenty years later: "When I looked back at Sally...my heart skipped a beat. She was in love with me—and I was in love with her" (p. 121). The book also states, "Fortunately, much of the fear that Sally felt about being gay was gone. Society was changing.... Sally was changing, too. She was becoming more accepting of herself" (p. 121). Another book that delves briefly into the personal life of a famous LGBT individual is *U.S. Women's Team: Soccer Champions!* (Jokulsson, 2015). This book reveals the history of the U.S. Women's Soccer Team from its World Cup Championship in 1991 to its Gold Medal at the 2012 Olympics. It contains many photographs and short biographies of players, including star forward Abby Wambach. Wambach's bio details her prolific goal scoring and her selection as World Player of the Year in 2012. In addition, it includes a picture of Wambach with her wife, Sarah Huffman, and identifies Huffman as her wife in the caption of the picture.

### **Gender expression**

Some recent children's books explore the issue of gender expression. Often, society pushes boys to act a certain way and girls to act a different way. Wickens (2011) states, "Having learned cultural and social mores regarding [gender], individuals perform in that manner, e.g., girls playing with dolls and boys playing with footballs, because that is what they learn is appropriate for their gender" (p. 150). The following books show examples of children expressing themselves in ways that may be different from how other people in society express gender.

In *Jacob's New Dress* (Hoffman, Hoffman, & Chase, 2014), the main character, Jacob, likes to wear dresses. At school, he frequently takes a dress from his classroom's dress-up center and puts it on over his "boy clothes." His teacher is supportive of students wearing whatever they like regardless of their gender. Jacob also likes wearing dresses at home, and his parents are supportive of him wearing dresses in the house. One day, Jacob asks his mother if he can wear one of his dresses as his main outfit to school. His mother says that he cannot because those dresses are only for dress-up at home. Jacob asks if they can get him a school dress, and she does not have an answer. The next day, Jacob asks his mother again if they can get him a school dress, and she remains silent. "The longer she didn't answer, the less Jacob could breathe" (p. 18). Finally, Jacob's mother agrees to make him a new dress which he wears to school the next day. Jacob shows his class his new dress during sharing time. His classmates all have pleasant faces, except for one student who scowls and shouts, "Why does Jacob wear dresses?" The teacher replies, "I think Jacob wears what he's comfortable in. Just like you do" (p. 26). In addition to addressing the issue of gender expression, this book shows interesting character development as Jacob's mother at first is hesitant to let Jacob wear a dress to school but later supports him. Teachers and students can discuss why Jacob's mother was reticent to let Jacob wear a dress to school even though she was supportive of him wearing dresses at home.

*Annie's Plaid Shirt* (Davids & Balsaitis, 2015) has a similar theme as *Jacob's New Dress*, but in this book the main character is a girl, Annie, who hates wearing dresses. The tension of the story starts when Annie's mother tells her that they will need to go shopping to get clothes to wear for their uncle's wedding. According to their mother, they are going to buy a new suit for her brother and a nice dress for Annie. Annie grudgingly goes to the store with her family, tries on several dresses, and hates each one. After the family arrives home with a

new dress for Annie and a new suit for her brother, Annie angrily runs into her room and lies face down on her bed, clearly distraught. Her mother is concerned, but does not know what to do. On the morning of the wedding, Annie has an idea. She puts on her brother's old suit with her favorite plaid shirt underneath. Her mother looks overjoyed, and says that it looks perfect. In addition to her choice in clothing, Annie displays other behaviors—such as swinging a bat and riding a skateboard—that are implied to be typical boy behaviors. The illustrations show some of her classmates with confused or disapproving looks in reaction to Annie's behavior. Teachers and students could delve into how society often pressures girls to behave in a certain way which can inhibit them from acting athletically and assertively.

It is important that teachers expose students to some books in which a character's nonconformist gender expression does not elicit a negative reaction from family members. An example of a completely supportive family is in *One of a Kind, Like Me / Unico Como Yo* (Mayeno & Liu-Trujillo, 2016). This story, with text in English and Spanish, is about a young boy named Danny who wants to wear a princess costume for his school's costume parade. When Danny tells his family his costume choice, each member of Danny's family is supportive of his desire. His younger sister immediately exclaims, "Oooh, princesa" (p. 6). His mother replies, "Okay. Let's go find your princess dress" (p. 6). Even his grandfather gives Danny a warm wink and adds, "Try Nifty Thrifty. They have everything" (p. 6). The conflict and tension in the story surrounds the challenge for Danny and his mother to find a purple dress for the outfit. At the thrift store, they find several items which are purple—a robe, necktie and shower curtain—but no purple dress. Then, Danny comes up with the idea to create a purple princess dress with these items. It is important that students understand that many parents, relatives, teachers, and friends may react in a positive way toward their nonconformist

expressions of gender. Also, these portrayals can serve as models for how children can act towards their classmates or siblings who display nonconformist expression.

*Elle of the Ball* (Delle Donne, 2018) is a young adult novel written by Olympic Gold Medalist Elena Delle Donne. In the acknowledgements section at the beginning of the book, the first person that the author thanks is "Amanda, my wife and best friend" (p. vii). The book is about a very tall twelve-year-old girl who loves playing basketball. Much of the book focuses on the athletic adventures of Elle and her middle school basketball team. But, the book also delves into Elle's discomfort with certain gender norms. One of these issues arises around the Formal Dance Cotillion at her school. The cotillion is mandatory for the students. Furthermore, the required attire is gender specific—suits for boys, formal dresses for girls. Elle, who never wears dresses, expresses to her parents that she would rather wear a suit. Her mother does not agree to this suggestion and requires Elle to go shopping with her. When Elle complains, her mother replies, "Honestly, what twelve-year-old girl doesn't want to go on a shopping spree?" to which Elle thinks, "This twelve-year-old girl" (p. 26). The story also explores Elle's emotions when she is asked to dance with one of her female classmates during a dance practice session a few days before the cotillion. Elle and Amanda are paired together because their male partners are sick that day. Elle finds that she enjoys dancing with Amanda more than she had with any of the boys. For the first time she starts to look forward to the cotillion. Although she did not get to dance with Amanda at this cotillion, her mother tells Elle after the dance that she had spoken with the principal about some of Elle's concerns. At future cotillions the school will not require girls to wear dresses, and they are considering allowing students to dance with any student regardless of gender.

Since many Lesbian, Gay and Transgender adults—such as author Elena Delle Donne—have noted that they displayed gender expansive behavior as children, gender expression is an important issue for many in the LGBT community. However, as mentioned by authors Sarah and Ian Hoffman (2014), children who show gender nonconformity do not always grow up to be Lesbian, Gay or Transgender. When discussing story characters who exhibit gender expansiveness, teachers should guide the conversations in a way that keeps open the possibility that any child might relate to these characters. Lesbian, Gay, Transgender and Heterosexual individuals should feel free to identify with any aspect of these characters that ring true to themselves.

### Conclusion

The ability to identify with a book is one of the most satisfying aspects of reading. As Tunnell and Jacobs (2008) state, “Almost all readers want to find an occasional title that reflects and confirms their lives” (p. 129). I hope with the help of this article, teachers can find some LGBT books that will be useful in their classrooms.

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