

TEACHING SOCIAL STUDIES

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Learning in Three Dimensions: Avatars and Authentic Writing in the Social Studies

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Three-dimensional technologies are proliferating, yet their use in authentic writing and social studies education has not been explored fully. The Smithsonian Digitization Office increasingly offers digital assets, including life masks and sculptures, to educators and students as downloads. Visitors may view objects multi-dimensionally and in high resolution online. In 2014, Barack Obama became the first United States president to sit for a 3D portrait. He was scanned by imaging specialists from the Smithsonian and the University of Southern California (Fawcett, 2014). Inspired by these developments, this action-research study examines the use of technologies to create realistic, 3D student avatars in writing projects. *Avatar* is a Sanskrit word that means the physical embodiment of a deity (Ballin, Lawson, Lumkin, & Osborne, 2002; Graber & Graber, 2011). In its most common usage today, the term refers to virtual representations of users of interfaces (Blais & Ippolito, 2006; Graber & Graber, 2011; Liao, 2008). The graphical illustrations may be two- or three-dimensional (Berdic, Dragan, Mihic, & Anisic, 2017).

The theoretical framework of this study is rooted in deeper learning, a constructivist approach to teaching and learning in which the cultivation of transferable skills, critical thinking, and creativity are emphasized (Bellanca, 2015; Martinez & McGrath, 2014; Zhao, 2015). Through deeper learning, students develop academic mindsets as they engage in relevant projects. In this study, the authors' research questions were *a) would the creation of realistic avatars, based on 3D scans, increase levels of student interest? If so, why?; b) How does three dimensionality enrich the learning*

experience?; c) Would students perceive the inclusion of personal avatars with writing assignments as enhancements to communication? If so, why?; and d) What are students' views of avatar technologies in the social studies?

With its emphasis on the expression of students' views of social and political issues and autobiographical writing, the project supported civics standards in the *College, Career, and Civic (C3) Life Framework for Social Studies State Standards*, namely on the application of civic virtues and democratic principles when working with others and the evaluation of social and political systems (National Council for the Social Studies, 2013). Standards in history education were also addressed; students considered scanned, three-dimensional artifacts as historic evidence. Additionally, the project addressed Common Core State Standards for English language arts (ELA). Students were afforded opportunities to write, integrate visual literacy components, listen and speak collaboratively, and develop visual literacy skills using different media (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Concerted efforts to connect social studies and ELA support secondary students' instructional needs (Kern & Bean, 2018).

The School and the Students

The students, who participated in this action-research project as part of an enrichment program, attended an all-male school in Detroit, Michigan. With emphases on alternative and special education, the Title I, public school serves middle and high school students.

All 18 high school students, who participated in the IRB-approved study in 2018, were African American. Each year since 2012, students have studied different social, historical, and cultural topics. They have also explored emerging technologies.

The Avatar Project

Inspired by the creation of a 3D portrait of President Barack Obama by the Smithsonian's Digitization Office, the authors acquired a 3D printer, and they invited the developer of a scanning app for the iPhone and the chief executive officer of TRNIO, Jan-Michael Tressler, to share his knowledge of 3D technologies at the school. In preparation for a two-day workshop by Tressler, the students considered current applications of 3D technologies. They also viewed and discussed the Smithsonian's video, *The President, in 3D*, on the creation of Obama's portrait.

This project provided students an opportunity to develop digital literacies in an environment that fostered motivation (Kern & Bean, 2018). Advancing students' writing skills was a key objective; students created hybrid texts to narrate and inform through writing as well as 3D images (Bintz & Ciecierski, 2017). Asked to imagine that their avatars would be displayed in a national museum, the students reflected on current social, political, and economic issues, and they considered what they wanted to tell the public. On Google Slides or Google Sites, each student wrote an autobiographical statement to accompany his avatar in which he responded to the following questions: *a) What is your first name?; b) How old are you?; c) In what grade are you?; d) What is your favorite subject in high school?; e) How do you spend your free time?; f) Of what are you the most proud?; g) Who has had the biggest influence on your life? Why?; h) What current political, social, and/or economic issues concern you the most? Explain; i) What issues in the local community concern you the most?; j) What does your future hold?; and k) What else would you like to tell people?*

During the workshop, Tressler engaged students in an exploration of 3D technologies in an interactive format. He showed images of scanned objects and people as well as design features. Tressler taught the students how to download and use the TRNIO scanning app. With parental permission, they used iPhones to

scan one another in order to generate avatars. Each young student had the option of adding facial expressions. To protect the students' privacy, all files were deleted from the TRNIO server. No avatars were published on the Internet.

Tressler engaged in spontaneous discussions with students about the use of avatars in video games and films. He spoke about developments in avatar technologies that are forthcoming. In the near future, realistic avatars, generated rapidly with handheld devices, will speak and emote. Users will choose appropriate environments for their avatars, including historic settings. Students will engage in virtual travels in time and space.



Figure 1: Student (right) explored 3D technologies with Tressler (left).

The authors worked with student volunteers to demonstrate 3D printing by an Ultimaker II. Because the digitization of the Lincoln Life Mask had inspired the staff at the Smithsonian to approach Obama about a 3D portrait, a STL file of the Lincoln Life Mask was downloaded and printed using PLA filament, which is nontoxic and biodegradable. At the time of the project, the 3D file of Obama had not been released to the public.

Research Methods

Action research is a participative, systematic approach to understanding the process of learning (Efron & Ravid, 2013; Mertler, 2014). Because mixed-methods approaches to research offer insights into multi-faceted questions, they were adopted by the researchers (Teddlie

& Tashakkori, 2009). Mixed methods strengthen inferences and cull diverse views (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009). Jennifer Greene (2007) wrote, "...a mixed methods study seeks broader, deeper, and more comprehensive social understandings by using methods that tap into different facets or dimensions of the same complex phenomenon...results from the different methods serve to elaborate, enhance, deepen, and broaden the overall interpretations and inferences from the study" (p. 101).

The researchers created an eight-item survey, with an embedded design, for distribution in hard copy upon completion of the project. The survey included four Likert-scale items. The students indicated the degree to which they agreed or disagreed with these statements: *a) Creating a realistic avatar increased my interest; b) Including an avatar with my statement made the communication more powerful; c) I would like to use realistic avatars in my social studies classes; and d) Avatar technologies should be explored in schools.* After each item, the students were asked to explain their responses.

On avatar technologies, they conducted a semi-structured interview with Tressler. This action-research project was noncommercial and autonomous; it was not sponsored by TRNIO.

Findings

With 3D scanning, faithful and compelling portraits can be rendered. The strongest finding in this study was that all students either strongly agreed (66.67%) or agreed (33.33%) that creating a realistic avatar had increased their interest. As was the Smithsonian's 3D Obama portrait, the students' avatars were based on data.

- *I really think the avatar is cool because it's a mixture of science and history.*
- *Realistic avatars show how people feel.*

The survey had two fixed-choice questions to assess students' familiarity with video games and avatars: *a) Do you play video games?* and *b) Before this project, had you ever seen avatars in video games or movies?* The students had the option of responding "yes" or "no." The final two items on the survey were open ended. To gain understanding of the participants' views of 3D-printed portraits and avatars, they were asked to write responses to these questions: *What do you think about having 3D printed portraits of yourself and others in museums, homes, and other places?* and *What additional comments about avatars and/or 3D printing do you have?*

Fifteen of the 18 (83.33%) students completed the optional and anonymous surveys. For the calculation of percentages, the authors manually entered the data into the cloud-based site, Survey Monkey. They prepared graphs with the graphing tool of the National Center for Education Statistics. In addition to reading the students' comments multiple times, the researchers repeatedly reviewed the students' autobiographical statements.

- *The avatar increased my interest because my creative skills came out.*

The students recognized the impact of having strong likenesses with their written communication. They had the option of adding some facial expressions to their avatars. Over 86% of the students strongly agreed (60%) or agreed (26.67%) that including avatars with their statements had made the communication more powerful. Two students (13.33%) disagreed. The following comments were representative:

- *It made it more powerful because it was like I was actually there saying everything.*
- *(The avatar) added a lot of extra information.*
- *People will think it's true.*

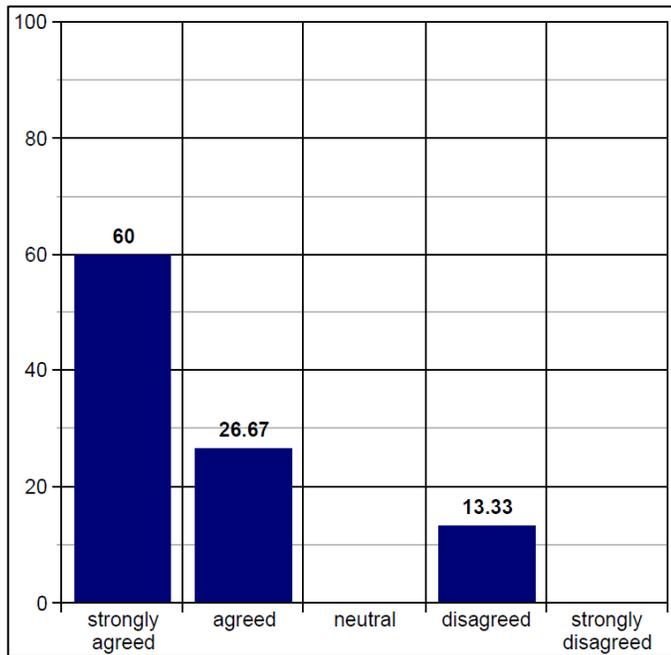


Figure 2. Including an avatar with my statement made the communication more powerful.

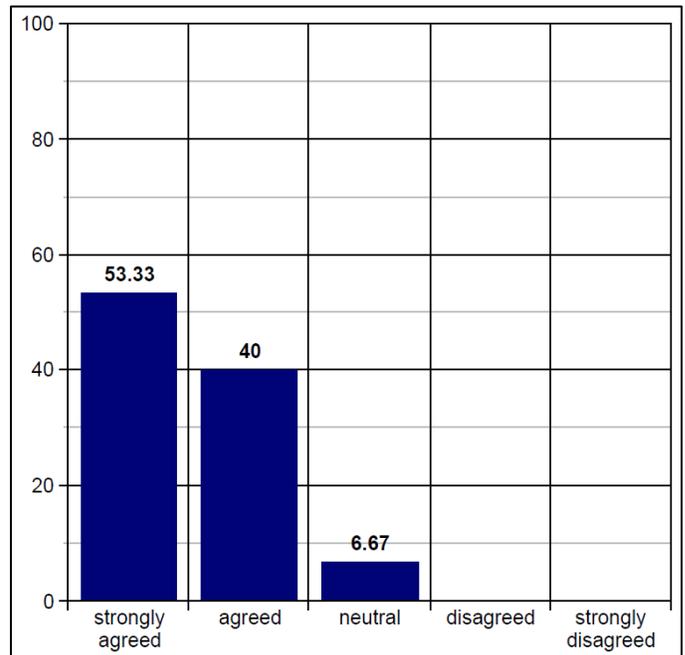


Figure 3. Avatar technologies should be explored in schools.

The majority of the students (73.33%) indicated that they would like to use realistic avatars in their social studies classes. Sixty percent strongly agreed, 13.33% agreed, 20% were neutral, and 6.67% disagreed. They commented on how avatars draw attention, bring things to life, and serve as strong visuals. With the statement, “Avatar technologies should be explored in schools,” 93.33% strongly agreed (53.33%) or agreed (40%). One student (6.67%) was neutral. Students wrote the following comments:

- *It’s an interesting, fun way to learn.*
- *It would make kids more involved and interested.*
- *...kids would learn better.*

Media consumption by children and teens in the United States has been steadily increasing due to the ubiquity of mobile devices (Henry J. Kaiser Family Foundation, 2010; Katz, Felix, & Gubernick, 2014). Over 93% of the students, who participated in this action-research study, indicated that they played video games. Eighty percent had seen avatars in video games or movies before the project. Self-reports by adolescents suggest that playing strategic video games may improve problem-solving skills (Adachi & Willoughby, 2013).

Virtual spaces are integral to the lives of teens and young adults today. In the manifesto, *We, the Web Kids*, Polish writer, Piotr Czerski (2012), wrote, “The Internet to us is not something external to reality but a part of it: an invisible yet constantly present layer intertwined with the physical environment. We do not use the Internet; we live on the Internet and along it” (para. 1).

The Smithsonian transferred Barack Obama’s portrait to the National Portrait Gallery, where it was placed on display. On the survey, the students wrote about the prospect of having printed, 3D portraits of themselves and others in museums, homes, and other places. They expressed an interest in viewing such portraits, and they commented on the value of having a legacy. When asked to share comments about the avatar project, students used adjectives such as “fun,” “cool,” “great,” “interesting,” “fantastic,” and “rich.” One young man stated that he would be interested in the development of 3D technologies as a career. During the project, other students conveyed similar goals verbally to the authors.

On Google Slides and Google Sites, the students wrote autobiographical statements to accompany avatars.

They communicated concerns about social, economic, and political issues. Global warming, pollution, and racism were the dominant issues. “We create factories, cars, and plastics that pollute the earth. I think that if we keep doing what we’re currently doing, we might make the earth unsafe for future generations,” stated a student.

Writing around the time of President Trump’s summit with Kim Jong-Un of North Korea, the students also expressed worry about the potential outbreak of war. “The current political issue that scares me the most is the issue with us and North Korea,” wrote one student. Of local community issues, crime and littering were primary. “The issue in the local community that concerns me the most is the crime rate because it moves people out of the neighborhood, which brings down the population,” wrote one young man. “I want the crime to go down in my city so that we don’t have to be worried...when we are outside,” stated another.

When asked about the future, the students described aspirations such as attending college, becoming entrepreneurs, entering skilled trades, and starting families. In response to the prompt, “What else would you like to tell people?”, the majority of students offered forward-looking and encouraging messages. “I would like to tell people to spread positivity and help us create a better community,” wrote one young man. “What I want to tell people is that you should take your education seriously because it is the best way to become successful later in your life,” stated another. “I would like to tell people to keep strong,” wrote a third.

Discussion

In video games and films and as icons on social media sites and blogs, avatars are pervasive. Because they exist in artificial space, they challenge notions of embodiment (Leaver, 2012). Self-avatars increase users’ sense of presence in virtual environments (Wolfendale, 2007). Although they may intentionally alter phenotypic characteristics (Graber & Graber, 2011; Villani, Gatti, Triberti, Confalonieri, & Riva, 2016) when designing avatars, people often integrate aspects of their identities (Carruth & Hill, 2015). Businesses, libraries, and universities have piloted programs in virtual worlds, such as Second Life, though the platform does not lend itself for use by K-12 students presently (Mon, 2012; Schultz, 2010). With templates, users of Second Life

customize avatars, cultivate social relationships, own land, and engage in business transactions (Schechtman, 2012). With over 600,000 regular users, Second Life offers avatar-mediated communication (Koda, Ishida, Rehm, & André, 2009). Often imaginative, avatars in Second Life may be viewed as a form of new media art (Liao, 2008).

With facial expressions and gestures, empathic avatars, referred to as animated pedagogical agents, have been used in computer-aided learning programs to motivate students to continue working (Chen, Lee, Wang, Chao, Li, & Lee, 2012). In affective computing or artificial emotional intelligence, computer scientists and cognitive psychologists study the recognition and simulation of emotions by computers and devices. Interpretations of the facial expressions of avatars vary by culture (Koda, Ishida, Rehm, & André, 2009). Affective computing has implications for education, neuroscience, medicine, and other fields (Calvo, D’Mello, Gratch, & Kappas, 2015; Powell, Garner, Tonks, & Lee, 2017).

Three-dimensional models of people and artifacts in the collections of the Smithsonian, the National Gallery of Art, and other institutions advance historical knowledge. Internationally, 3D imaging is being used to capture threatened objects and sites; the Institute for Digital Archaeology is currently collaborating with UNESCO. Evaluating sources and using evidence is the critical third dimension of the inquiry arc in the social studies (National Council for the Social Studies, 2013). Lévesque (2008), wrote, “The intellectual ability to collect, process, analyze, and cross-reference evidence is crucial to an informed citizenry” (p. 115).



Figure 4: A student selected facial expressions for his avatar.

What is unique about the TRNIO app is its nearly instantaneous generation of three-dimensional, realistic likenesses with handheld devices. In a photogrammetric process, between 10 and 70 pictures of each subject are taken. The pictures are then digitally meshed together. Blender and SketchUp Make software can be used to model 3D images; both are user-friendly and free. It should be noted that the TRNIO app is still under development. Several scans had to be redone during the project. In his interview, Tressler stated that TRNIO is currently developing a web-based platform for classroom use.

Because 3D scanning renders images of high fidelity, a 3D video file offers a record of the subject at a particular point in time. The use of realistic avatars is in alignment with goals for the study of history as students consider people in time and space (Drake & Nelson, 2005). In creating realistic avatars, the students, who participated in the project, left “traces” of themselves (Seixas & Morton, 2013, pp. 50-51). When they critiqued real, contemporary issues, they engaged in democratic education (Beyer, 1996). In their statements, the students took identificatory and analytical stances as they weighed the history of the present (Barton & Levstik, 2004). As embodiments of people within virtual environments, avatars enhance expression.

Lifelike representations may increase the persuasiveness and effectiveness of communication (Schultz, 2010). With high degrees of representational fidelity, the avatars afford authenticity, increase ways of knowing, and amplify individuals’ voices. The majority of the students in the study felt that the inclusion of the avatars had made their statements more powerful. The likenesses offered vitality, realism, and agency. They enhanced performative value.

Projects that respect students’ voices increase their interest in exploring content (Hidi & Renninger, 2006). Writers use voice to speak to and connect emotionally with audiences (Fletcher, 2006). Writers are motivated to write to authentic audiences, which may be themselves (Murray, 1982) or authentic or fictionalized readers (Ede & Lunsford, 1984; Ong, 1975; Steinbeck, 1975). Expanding the audience beyond the classroom increases the authenticity of a task (Duke, Purcell-Gates, Hall, & Tower, 2006) and creates more interest (Hidi & Harackiewicz, 2000). In the avatar project, students created authentic, hybrid texts as they communicated through writing and three-dimensional representations (Bintz & Ciecierski, 2017).

Implications

Inquiry design and technological exploration are pedagogically synergistic (Magana, 2017). Students are motivated to use technology and to create media (Unrath & Mudd, 2011). To support learning, openness to new literacies (Kern & Bean, 2018; Kist, 2012), including screen-based texts, is vital. Reflecting on today’s youth, Unrath and Mudd (2011) stated, “[They] are increasingly multi-modal, alternatively literate and technologically driven. Their world demands the ability to think critically, create and re-create, and combine and recombine multiple sources to produce something new” (p. 10).



Figure 5: Inspired by the project, a student conducted research on 3D printing.

The use of realistic avatars in educational environments is an emerging and promising practice. In addition to TRNIO's app, products by Pinscreen and Loom.ai yield 3D avatars. Educators will be interested in exploring sites such as Sketchfab and TurboSquid for 3D models and graphics. Numerous one-dimensional, avatar-creation apps and websites offer less lifelike alternatives: Avatar Maker, Bitmoji, Cartoonify, DoppelMe, My Blue Robot, Portrait Illustration Maker, and Picassohead. Students can make graphic organizers and storyboards using customizable, cartoonlike avatars and scenes on the popular platform, StoryboardThat.

As 3D technologies develop, avatars and 3D prints will combine representational fidelity with customization. TRNIO is currently working with artists on garments and hairstyles for avatars. Other software developers are designing sketch interfaces to enable users to draw personalized garments on avatars (Yu, Qin, Sun, & Wright, 2012). In the future, students will be able to place their avatars in diverse, including historic, digital settings. Such visual landscapes will offer "imaginative entry" into the past (Levstik & Barton, 2001, p. 78). Potentially, avatars could be used to increase students' telepresence in virtual, educational contexts.

Conclusion

The exploration of 3D technologies engages students in deeper learning while advancing educational objectives in the social studies and English language arts. Three-dimensional images are records of people and objects at specific points in time. The realism of scanned portraits increases agency and credibility. Students perceive the inclusion of personal avatars with written statements as enhancements to communication. Though still in the early stages of development, technologies for the creation of realistic avatars in classroom settings are promising. This study suggests that 3D technologies have the potential to build upon and generate students' interests and skills.

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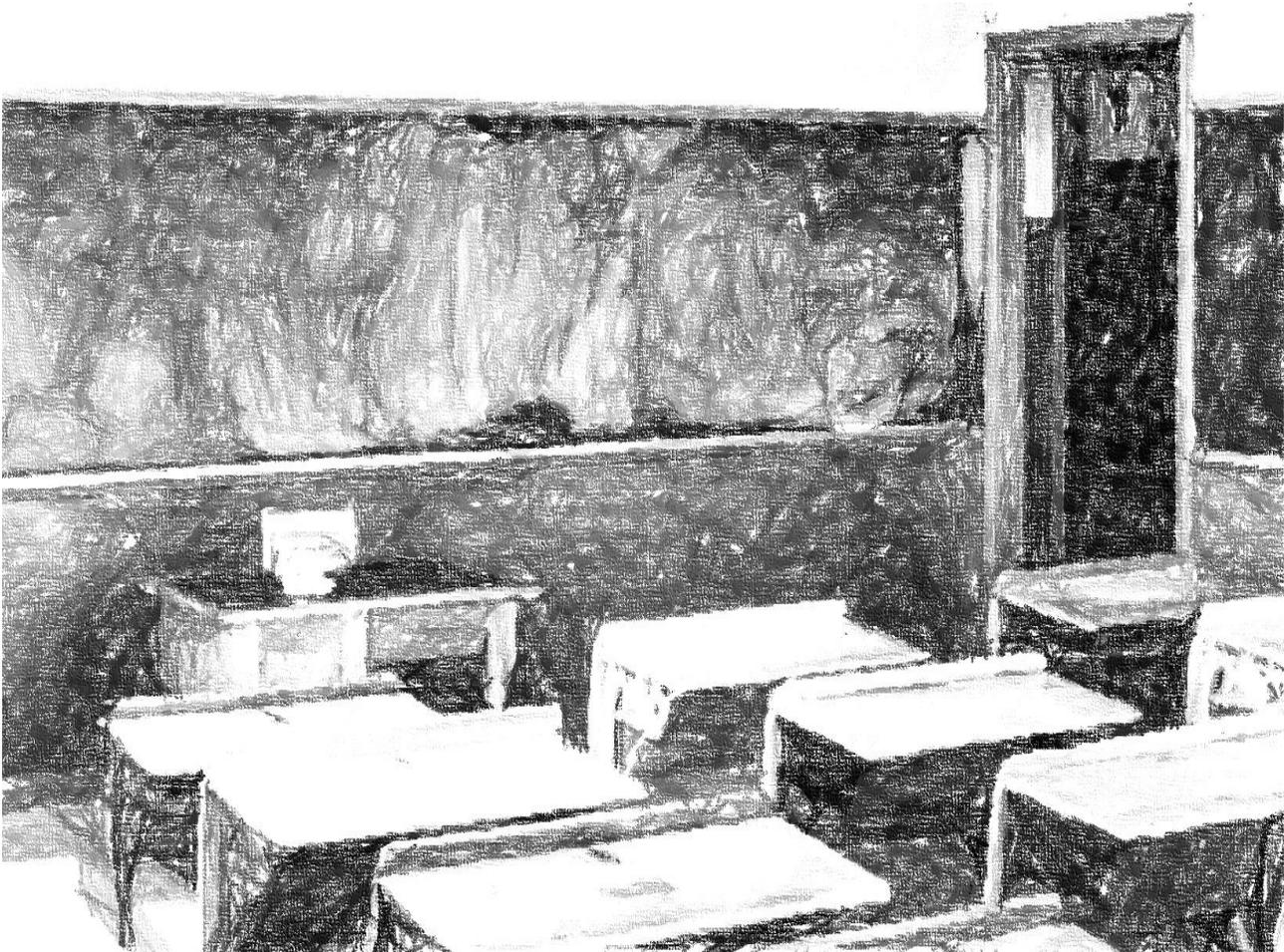
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Pushing the Boundaries of Elementary Social Studies Education: Teaching Young Children about Borders and Freedom

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The topic of immigration, who has a right to come to this country and who has a right to stay, has been at the heart of heated and emotional debates across the United States. In the summer of 2018 images and stories of children separated from their families at the southern border filled news and social media outlets. At the same time, the murder of a 20-year old woman in Iowa by an undocumented immigrant, led to calls for tighter border controls and for the governor of the state to proclaim that she was, “angry that a broken immigration system allowed a predator like this to live in our community,” (Klein & Smith, 2018). In recent years the nation has witnessed a series of executive orders to limit immigration from many majority Muslim nations, cuts to the numbers of refugees the U.S. will accept, a series of court challenges to these policies, increased arrests by ICE (Bialik, 2018) and outrage and protests from supporters on all sides of these issues. It is within this context that young children across the U.S. are developing a sense of what it means to be an “American”. A primary purpose of public education is to prepare individuals to be responsible citizens in this pluralistic, democratic nation, therefore schools should not shy away from addressing these issues.

Discussing controversial issues may seem daunting, or even out of place in elementary school. However, the National Council of Social Studies (NCSS) theme of Power, Authority and Governance, calls on educators to teach children about the functions

of government, legitimate use of political power, how individual rights are protected and the conflicts that may arise when advancing fundamental principles and values in a constitutional democracy. The standards state that “through the study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life” (National Council for the Social Studies, 2010). Despite this charge, many elementary school educators avoid topics that can be deemed too political or upsetting to younger audiences (Zimmerman & Robertson, 2017). This stance turns a blind eye to the reality that these events touch the lives of children in many ways. Some children have experienced separation from family members or have fears members of their family or community will face deportation. Many children are exposed to unsettling images in the media or hear discussions among adults that may be laced with anger and fear. Avoiding controversial societal issues is, in part, to deny children’s awareness of their surroundings and can limit opportunities to help children make sense of difficult topics (Passe, 2008). Addressing these topics can be a vehicle to teach valuable concepts and skills of democratic citizenship (Harwood & Hahn, 1990; Parker, 2006).

In this article, we share lessons designed and implemented by a team of educators to address forced migration, asylum seeking, national borders and concepts of power and freedom with children in grades 2-4. Through the collaborative work, members of the team experienced shifts in their understandings of what should and ultimately could be taught to young learners. This evolutionary process, the lessons and what was learned from teaching the lessons to young learners, will be shared.

Where We Started

The team is comprised of three practicing teachers, two preservice teachers, and two education professors. The impetus for the project was a service learning trip most members of the team took to Lesbos, Greece in the summer of 2017. The island has been at the center of a migration crisis with millions of people fleeing war, human rights violations and economic hardships in their homelands. During the height of the crisis in November 2015, the United Nations Human Rights Commission reported that 379,000 individuals had already arrived on the island and an estimated 3,300 more were arriving each day, (UNHRC, November 2015). Along with the human toll of accommodating a massive influx of people, huge amounts of debris in the form of rubber dinghies, wrecked boats, personal items, plastic bottles and an estimated 600,000 life jackets washed-up or were left on the shores of the island. Organizations and individuals around the world responded by providing aid.

The goals of the trip were to study the interconnection between the ecological and social crises, while working with nonprofit organizations and people directly impacted. This involved learning with locals about environmentally sustainable practices, cleaning the beaches and providing aid for refugees. An additional goal was to advance education for sustainability by creating lessons for elementary children to teach about the impact of humans on the environment in the midst of a human and global crisis. Supporting the students in

shifting their orientation towards a more social and eco justice orientation was an important objective of the entire experience.

Initially, the preservice teachers focused on the environmental side of the crisis and discussed possible lessons dealing with the negative impact of plastic on marine life, or the benefits of upcycling. One afternoon the group sorted clothing donations and prepared backpacks for children who had just arrived by boat on the island. That night one student noted in her journal that, "Getting adequate basics, clothes that fit, clean drinking water and food, was a reality for the refugees". The team also interacted daily with volunteers who had been on the front lines of the crisis and heard first-hand accounts from people forced to flee their homelands. From these experiences, the human dimension became real. One journal entry captured this shift in perspective when the preservice teacher wrote "What makes a refugee? These people were just born in the wrong place, [it's] all about the luck of where you are born...I am redefining human rights". With this new perspective, what to teach about the crisis also began to shift away from just the environmental issues to the human story.

The Lessons

"Freedom is like a bird, a bird doesn't get told what to do"

- Second grader

In order to support the preservice teachers in the lesson plan part of the project, we invited in-service teachers as collaborators. In teams of two, lesson ideas were shared and refined. Drawing on their experience in Greece and the knowledge of the classroom teachers, the preservice teachers were able to work through some of their anxieties and conceptions of what young children could handle. As one student expressed, "I don't believe second graders can understand the concept of the refugee crisis." The 2nd-grade teacher working with the student agreed and offered freedom as a concept that could be addressed and brought to the level of the children. From

there the ideas came quickly and the two decided to begin the lesson with a children's book. They choose the book *Stepping Stones* by Margriet Ruurs (2016). The book tells the story of a young girl and her family who are forced to leave their home due to civil war. The illustrations in the book show the family's plight as they take only the belongings they can carry and flee on foot to find safety in Europe.

The second-grade team determined that once students understood the idea of being forced to leave one's home, they wanted the children to relate borders and barriers to the concepts of freedom of movement. They decided to use a simple simulation to help students connect to the idea. In both classes where this lesson was taught, the teachers divided the students into two groups and explained that the class was going to play a game. The in-service teacher brought her class outside and one group was told they could play on the playground for ten minutes, while the other would be required to stand in a small section of the blacktop. After ten minutes, the groups would switch. When the preservice teacher taught the lesson she began by asking the class to list classroom privileges they enjoyed and narrowed the list to two favorites; flexible seating choices and drawing on the whiteboard. The preservice teacher then explained that one group could exercise these privileges for ten minutes while the other group needed to remain quietly in their seats. In both classrooms, the idea that this was a game and that the groups would switch was repeatedly emphasized. After the lesson, the students were given opportunities to reflect on their experience and offer their own definitions of what freedom was.

During the activity, both teachers noted very strong reactions among the students. In a focus group, the second-grade teacher described her students as being, "distressed and outraged even though they knew they would get their turn [to play on the playground]". In both classrooms students reflected on how they felt during the activity and the notion of fairness was applied to the experience by the students. One child expressed dismay she had lost privileges even though she had been

behaving well. This provided the teacher with the opportunity to explain that loss of freedom wasn't related to one's behavior and she reminded them how the family in the story didn't do something bad to cause the loss of their home.

Another team designed a lesson involving a web-based, simulation activity in which students made choices for a woman escaping domestic violence in Nicaragua and seeking asylum in the United States. The simulation, *The Walls We Don't See* (Public Radio International, 2017), follows multiple, true stories, of people leaving their homes as a result of violence, war, economic, or environmental degradation. Through the simulation, the students are asked to make decisions that impact the experience and ultimately granting or denial to the individual seeking asylum.

In preparation for the activity, students brainstormed a list of items they would take with them if they were forced to leave their homes. This prompted a discussion of how the children would feel if they were separated from their personal belongings, a favorite teddy bear or their favorite pair of shoes. In both a third and fourth grade class implementing this lesson, new vocabulary was introduced to students prior to the simulation. Students were encouraged to use the new vocabulary (ie. detention center, coyote, border control) in their discussions about the outcomes of the simulation. The students were highly engaged in the simulation activity and as a class, were very concerned with the outcomes of their choices for Maria (the woman in the simulation). After the simulation concluded, the children wrote letters to Maria sharing about a time when they also had to make a difficult decision.

What we learned

I think taking from the idea of freedom, that was so big and so complex, breaking it down and doing a simple activity where some kids were able to play and some didn't,

- *Preservice teacher*

Across all four classrooms, the children expressed common themes as a result of the lessons. Their ability to make connections between a global crisis and their lives was one big learning outcome. One child shared about his own family's experience immigrating from Turkey and that he knew parts of his country were dangerous. Another boy shared about his father's detainment when entering the U.S. from India. One fourth grader even informed the class that she knew many people were trying to gain entrance to the U.S. because she watched a TV show called, *90-Day Fiancé*, where contestants seek to obtain visas by becoming engaged to a U.S. citizen.

In a fourth-grade classroom, the preservice teacher who went to Lesbos showed pictures of beach debris and refugee camps. When the image of a child's shoe left behind on a beach came on the screen the students were stunned and asked, "This happened to children?" She described this as a moment when the student's interest shifted and they could connect more to the stories. The in-service teachers were both able to make curricular connections to immigration, diversity, and culture and one had previously had a parent speak to the class about fleeing Cuba. This helped the children make connections between the woman's story and the story of Maria from the simulation activity.

The students also made emotional connections with the refugees. One second grade student exclaimed "I felt like I was invisible, I kept thinking they couldn't even see me!" Similarly, another child stated, "I felt like I wasn't a part of the class anymore." Making these connections helped the children develop empathy. One teacher asked the students based on what they experienced, would they do anything differently if the game was played again. Some of the students suggested they could help others who were denied freedom (i.e., couldn't exercise class privileges), not feel so excluded by sitting next to them while drawing. In another instance, when a young boy learned that many of the refugees sought to build new lives in Germany, he explained that his mother often traveled there for work

and asked if she could volunteer to help the refugees. Several third-grade students were so moved by the online simulation that during their recess they conceived of a plan for a hotel to house and aid refugees. After recess, they presented their teacher with a slide show outlining features the hotel would offer such as service in an individual's home language to help them in their transition. These examples also demonstrate an emerging sense of civic responsibility, which is a primary goal of social studies education.

Teacher Reflections

I underestimated their intelligence and their ability to do something like this. I was nervous that they weren't going to make connections to the story.... they took it much further than I anticipated.

Preservice teacher

"If you're telling the truth, not putting a spin on it, you're okay. This is reality, I'm not telling them anything that isn't true."

2nd Grade Teacher

All of the teachers, both in-service and preservice, learned something from creating and teaching the lessons. One of the largest "ah-ha" moments for the preservice teachers was a better understanding of the capacity young learners have for engaging in a social justice-oriented dialogue. The preservice teachers struggled with trusting that young people would be able to actively participate and make connections to topics about freedom and immigration. By working alongside more veteran teachers, they recognized how significant these kinds of lessons are for children, and that to be a social justice educator, truth and discomfort may go hand in hand.

It also became clearer to all participants, how infrequently these kinds of dialogues occur in elementary classrooms. When discussing why this is the case, the reflections ranged from doubting the

developmental capacity children have to engage in difficult discussions, to the time and curricular demands of teaching in the current high stakes, standardized testing school culture. Fear of reprisals by administrators and parents was also a common reason shared for why these topics aren't taught more often. The veteran teachers were able to offer the preservice and novice teacher with models of teaching for social justice and inspiration. The idea that truth should always be taught became a significant theme for all of the teachers.

A final, more practical point was that opportunities to link global issues with an elementary school social studies curriculum do exist. Immigration is a common topic covered, as are colonization and civil rights. The veteran teachers described connections they helped the children make between the refugees fleeing the middle east and the Native Americans who were displaced by European colonists. By incorporating concepts of justice and human rights, the teachers are helping the children critically assess past and current policies and to begin to form their own beliefs on the kind of society they want to live in.

Conclusion

Teaching about issues of immigration and freedom are not topics that should remain invisible in our classrooms. The comments made by the children clearly illustrate that they have background knowledge of these issues, even negative aspects such as detainment and that not everyone who desires to come to the U.S. can. The children were also able to feel empathy for those who were denied freedom or faced difficult struggles. In the current political context, developing both the critical thinking skills to question the diverse contexts with which people migrate, as well as the empathy to connect to the experience of others, are valuable pursuits for teachers. Children can understand the ideas of justice and are capable of making personal connections to these topics. Concepts of freedom, security in one's family, home and favorite belongings, are accessible to young audiences. The teachers

experiences demonstrate there are opportunities in elementary social studies to push the boundaries of traditional topics and teach lessons that deal with important global and social issues.

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Teaching and Learning Medievalism in Popular Culture as History Education

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Although the period in human history we call the medieval period ended around the year 1500 CE, we are surrounded by medievalism in our lives today. For most history and social studies educators, a claim such as this does not make sense. We accept the end of the medieval period with the Renaissance, ushering in what we teach our students as the early modern period in our human history. Historians and educators position the medieval period, as a “middle” period used to demarcate Western history, occurs after the end of ancient history and before the period in which we currently live (Arnold, 2008). And yet, as we explain in this paper, medievalism—the icons, images, tropes, and representations of how humans think of that time period—permeates our lives today. Learning to understand medievalism in relation to the broadly defined medieval period and from the specific construct of the European Middle Ages enables our students to develop a sharper sense of periodization and significance within their broader historical thinking.

Because of the elision between fact and fiction, reality and fantasy, history and social studies educators should take seriously the need to point out medievalism with their students and strive to make more visible and explicit the historical inspiration for such representations. In the first half of this article we provide some ways of thinking about medievalism. In the second half of this article we take these aspects of historical thinking related to medievalism and examine how they work in a popular video game and film franchise,

Assassin’s Creed, a form of medieval world building that is popular amongst adolescents and young adults (Gilbert, 2017; Hammar, 2017). Our aim with this article to encourage educators to consider some implications for history and social studies educators related to the intersections of popular culture and medievalism as history education.

Approaching Medievalism for Historical Thinking

To assume that the medieval is irrelevant or antiquated, or to discount how medievalism effects our contemporary thought and shapes so many images and ideas in popular culture, is to neglect the significance of properly understanding and accounting for historical periodization (Cole & Smith, 2010). One may think that historical periodization is cut-and-dry as a commonplace of historical thinking. Say “medieval” and we think of courtly love, knights in shining armor, kings and queens residing in large castles (often with moats and drawbridges). My (Author 1) thinking about medievalism as an issue worthy of considering in relation to historical thinking occurred in early 2017 when I spent a semester away from my university duties teaching 7th graders. The topic of the HBO television series *Game of Thrones* came up in conversation one day and a student remarked that he thought “it must have been awful living back then.” It took me a few seconds to realize that he was engaging in two aspects of historical thinking. First, he assumed that the time period in which the *Game of Thrones* world is set was a long time ago, ostensibly linking it to the history of the

Middle Ages. Secondly, and more importantly (or pressing, depending on how you look at it), the student was conflating the imaginary fantasy world of *Game of Thrones*—and entirely fictional world and text—with ‘actually existing’ medieval history from real life. When I pressed him on the matter he said that of course he knew the dragons and White Walkers were not real, but that he assumed what he saw on the television series was what life was like “back then, with all of the kings and stuff.” This conversation set me about to think about what it is we may need to be more explicit about in our curriculum and pedagogy to help students not only to separate fact from fiction, works of fantasy from works of history, but also to help our students be more perspicacious and attentive to when, how, and why aspects of medievalism appear to us throughout art, literature, music, film, theater, and popular culture at large. In this section we offer some reasons for why history and social studies educators should investigate (both professionally for their own historical thinking and with their students) aspects of medievalism and the medieval world.

Examples of Encountering Medievalism in Popular Culture

First, we need to help our students see that we engage with medievalism when we consume media about actually existing persons and events from the medieval period, as in *Kingdom of Heaven* (2005), a feature film about the Crusades in the 12th century, or in *Pippin* (1972/2013), a Broadway musical about the eldest son of Charlemagne in the 8th and 9th centuries. Yet we also engage with medievalism when we consume media that is speculative fiction and fantasies using icons, images, tropes, and representations of the medieval world, as in *Game of Thrones*, a massively popular book and television series about feudal royal houses warring with each other, or in *King Arthur: Legend of the Sword* (2017), only the latest of several feature films inspired by the Arthurian legends of Camelot, the Round Table, and the Lady in the Lake.

Secondly, we and our students engage with medievalism when we encounter phrases, concepts, and iconographies that remain embedded in Western thought long after the end of the medieval period. For example, when teaching about torture that occurred in the Abu Ghraib prison in Iraq or the Guantánamo Bay detention camp in Cuba, we may describe documented examples of torture as “medieval” in their barbarity, despite the fact that much of what we think of as medieval torture did not actually exist until the Tudor period that began with the end of medievalism in the 1500s (Matthews, 2015). To use another example, our notions of chivalry, courtship, and courtly love are concepts that took on distinctive forms as part of a complex code of rules and conduct in the medieval period (Emery & Utz, 2017). These concepts remain in our thought today, as evidenced by news headlines such as “Chivalry isn’t dead” (Fuller-Hall, 2018) and “Stanford professor puts desire in a medieval context” (Marian, 2013). Educators can select some medieval phrases, concepts, and iconographies for students to identify in our current social and political discourse, helping students map these concepts back to the actually existing historical medieval world. For example, in their edited volume *Medievalism: Key Critical Terms*, Emery and Utz (2017) survey the significance of terms such as feast, gothic, heresy, humor, love, purity, and troubadour, connecting how these concepts existed within the medieval world and how they have maintained their medieval legacy in our contemporary cultures. In investigating these and other concepts of the medieval, students are able to examine the continuity and change of the history of medieval thought in our world. In some cases, regrettably, medieval concepts, ideas, and iconography are taken up to promote repellant nationalist, racist, and supremacist beliefs, such as the adoption of the Templar Knights and runes with Norse warrior mythology and other medieval marks used to signify racial purity by white supremacists (Devega, 2017; Livingstone, 2017; Weill, 2018). Such uses and abuses should also be interrogated and critiqued in history and social studies education, ranging from how we describe something as violent or regressive as

being “medieval” to invoking language and associations to the Crusades as Holy Wars with jihads and ISIS/ISIL.

Thirdly, educators and students should realize we place ourselves within contemporary medieval worlds that we often visit in the present, such as medieval fairs and Renaissance fairs or “Ren Fests,” which are anachronistic for many reasons, least of which is that they visually blur and blend the High Middle Ages with Elizabethan England and the European Renaissance. I (Author 1) studied the history of the Middle Ages as a sixth-grade student in a project-based social studies unit where I and my fellow classmates created and hosted a “medieval faire” for the entire school (my contribution was learning to walk on stilts and recite ballads and folk poems). A popular choice for some high school history and/or British literature classes, Renaissance fairs allow visitors to dress in robes, boots, and bodices and converse with strolling troubadours and jolly court jesters. When I (Author 1) taught high school social studies and English courses, I chaperoned a number of field trips to such fairs, often cringing at what I perceived as historically inaccurate cross-periodizations of Elizabethan England, medieval France, and 17th century swashbuckling seafarers and pirates. Nonetheless, watching students marvel at medieval blacksmiths and singing troubadours may make up for the lack of precise periodization.

We also consume medievalism when we cheer on jousting knights while feasting on drumsticks and drinking frothy ales at one of the Medieval Times Dinner and Tournament® locations throughout Canada and the United States, notable for their scripted performance’s references to the medieval worlds of the Iberian Peninsula in the characters of King Don Carlos, Princes Catalina, and Lord Ulrich. These and other examples of medieval worldbuilding at public events and themed amusement parks offer ample opportunities for educators to have their students challenge the accuracy, veracity, and legibility of medieval representations in these spaces, calling upon students to

think critically (and historically) about how such places and spaces evoke and ‘use’ medievalism.

Finally, medievalism and fantasy as a genre for fiction and popular culture is fully entangled. The many dragons, elves, and giants in the fantasy franchise Dungeons & Dragons® have no existing evidence in historical fact, but the bards, monks, and paladins of the fantasy role-playing game are based on actually existing classes of people in the medieval period. Indeed, paladins, (with a name that derives from *Palantine*, a Latin word for servant) were high-ranking warriors in Charlemagne’s court (Freeman, 2017). The paladins did not, however, roll multi-sided dice when engaged in battle to the best of historians’ knowledge. Because representations of fire-breathing dragons often appear in literature and other mass media in landscapes occupied with castles, villages, dense forests, and feudal farms and fields. In the following section, we investigate the play of the medieval in one example: *Assassin’s Creed*.

Overview of *Assassin’s Creed*

With a global gaming market of \$70.6 billion in 2012 to a soaring \$121.7 in 2017, the market for games and gamers is climbing at an exponential rate. Projections for 2021 peak at over \$180 billion dollars spent worldwide. Of the games produced and developed, many carry a medieval theme that draws millions of players each year. One game, *Assassin’s Creed* serves as an example of how our students may confront medievalism in their everyday lives. Operating as a medieval historical and science fiction twist on real-world events, *Assassin’s Creed* has sparked a franchise that as of September 2016 has sold over 100 million copies (Makuch, 2016). The latest of ten installments, *Assassin’s Creed: Origins* ranked as the eighth bestselling game of 2017. Therefore, based upon these numbers and our anecdotal experience of having middle and high school students express their fandom for the video games series and its film adaptation, we use it as an example of popular culture primed for some historical thinking about medievalism.

Plot Structure of *Assassin's Creed*

Released in 2007, the first *Assassin's Creed* game features a character, Desmond Miles, who is kidnapped by Abstergo Industries. This multinational corporate conglomerate forces Desmond to use a device called an animus to (re)live the memories of his ancestors through memories stored in his genes. He is thrown back in time to the twelfth century following the Third Crusade to Masyaf Castle (an actual medieval castle in present-day Syria) where he must live out the life of his ancestor who belongs to the Assassin Order. The plot revolves around a historical conflict between the Assassins and the Knights Templar, suggesting that students actively confront historical markers and significance about the Knights Templar, the Crusades, and Holy Wars in medieval Europe and what we now identify as the Middle East. In the video game, the goal of the Templars is to create world peace by subjugating the human race who they believe are incapable of ruling themselves without barbarism. The assassins fight against this stripping of free will and believe in the progression of new ideas and individuality. As a character in the game, the player progresses the storyline of his forefather, learning more about the history of the world and the conflict between the two factions (IGN, 2012).

As the player continues through the game, Desmond finds out Abstergo Industries is the modern face of the Knights Templar who are attempting to have Desmond lead them to ancient objects of power called Pieces of Eden. These artifacts were created by a primeval race of *Homo sapiens divinus*, a highly advanced humanoid species. This race, termed the Isu, genetically modified the homo genus species in order to create a force of slave-labor. Using the Pieces of Eden, devices interacting with neurotransmitters in the minds of humans, they controlled humans until Adam and Eve escaped and began humanity as it is known today. The epic battle between the Templars and Assassin Order exists as a repercussion to the fall of the Isu and the eventual use of Pieces of Eden by humans against

humans. The Templars, believing freedom leads to chaos, hope to use the artifacts to eliminate autonomy. The Assassins exist to prevent that dream from becoming a reality (Assassin's Creed Wiki, 2018).

Problematizing the Knights Templar in *Assassin's Creed*

Using the *Assassin's Creed* plotline as a teaching tool for exploring medievalism encourages teachers and students to enact a critical media literacy with existing historical thinking skills and approaches. Throughout the gameplay, many deaths of actually existing historical figures are changed to assassinations to keep in with the themed narrative of the storyline. Acknowledging this plot device as an adaptation of history helps students identify historical errors, but also to be alert to when popular culture gets the history of the Middle Ages right and when it gets it wrong. Shifting students' historical perspectives to view a real military order, the Knights Templar, portrayed as a power-hungry collection of world dominating fanatics can confuse and inspire conspiracy where no evidence is evident. The disbanding of the Knights Templars in 1312 at the behest of Pope Clement V marks the end of their historical timeline, despite, however, their continued presence in (questionable) usage amongst contemporary subgroups and populations as mentioned earlier in this article. This, unsurprisingly, takes on what we deem to be a concerningly problematic stance within the video game. The assassinations necessary to complete the game are made out to be necessary evils in order to protect the human race from the Templars. The historical record from the Middle Ages informs us that the real 'assassins' were a small Muslim Shiite sect, the Nizari Ismailis. Known as heretics by both Sunnis and Shiites, this group's origin can be traced to immediately preceding the First Crusade during the crisis of the Fatamid Caliphate (Liebel, 2009).

Contextualizing History in *Assassin's Creed*

Almost all the historical content in the movie is a complete fabrication. Claims that major players in history such as Alexander the Great, Napoleon Bonaparte, Mahatma Gandhi, and Genghis Khan used Pieces of Eden to further their agendas can leave players questioning their understanding of historical reality. There are, however, two accurate representations that can be used in the social studies classroom to help further students' understanding of medieval times and see medievalism in action.

First, as mentioned previously, students can learn about the real Masyaf Castle. This castle exists in partial ruin and is in modern day Syria near the Mediterranean Sea. It served as a base of operations of sorts for a guild of assassins identified as the Nizari Ismailis during and following the Third Crusade (1189-1192 CE). The game's developers worked tirelessly to make their depictions of main cities (Jerusalem, Acre, and Damascus) as accurate as possible. Ubisoft hired a team of historians to advise on their gameplay and narrativization to make sure the layout and worldbuilding appear historically suitable. Using the game as an exploration and inquiry tool would be an application of critical media literacy for exploring medievalism in popular culture.

Standing alone without an educator to intervene in offering some historical contextualization, *Assassin's Creed* is, unsurprisingly, a weak classroom resource for history and social studies educators. As an example of medievalism for our students in the 21st century, it offers much to consider, deconstruct, and critique. We argue the game can be used as a springboard for students interested in history resulting from their engagement in the game's fictitious portrayals of historical events through elements of historical fantasy and fiction. We urge educators to be cautious in discounting the game's appeal to student, suggesting instead that educators become more alert to which aspects of medievalism appeal to our students and to find out how and why. Expanding upon this foundation and using the inaccurate storyline as a method for introducing historical

accuracies could be exciting for students. With ten games set in time periods ranging from Ptolemaic Egypt to the American and French Revolutions to the Industrial Revolution and the Russian Revolution, a curriculum created around something akin to "The Truth Behind the *Assassin's Creed* Histories" could be an engaging and productive avenue for educators. The curriculum would have the added benefit of exploring historically accurate renditions of cities such as London, Venice, Florence, Alexandria, Memphis, Jerusalem, Spain, Istanbul, and Paris.

In closing, we offer a final thought from medievalist Jeffrey Jerome Cohen. The idea of the medieval and its immortal memorialization and representation across our cultural, political, and experiential encounters in everyday life can cultivate in students the idea that the medieval is "alluringly strange" and also "discomfortingly familiar" (Cohen, 2000, p. 3). It is something we hope will keep our students' interests in the past alive.

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Learning Global Citizenship through UN Sustainable Development Goals

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We live in one world. What we do affects others, and what others do affects us, now more than ever. To recognize that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality (McNulty, Davies, and Maddoux, 2010). If our neighborhoods and nations are both affecting and being affected by the world, then our political consciousness must be world-minded (Merryfield and Duty, 2008). A sense of global mindedness or global awareness must also be promoted in elementary school, but many educators still find it challenging. The purpose of this article is to explore how we engage elementary students in learning global issues and to examine how introducing United Nations Sustainable Development Goals to the elementary classroom helps young students develop their interest and understanding of current issues in the world and become active citizens.

Global Citizenship Education and the United Nations Sustainable Development Goals

Scholarship on globalization suggests that new forms of democratic citizenship and politics are emerging (Andreotti, 2011; Davies, 2006; Gaudelli, 2016; Myers, 2006; Oxley & Morris, 2010; Parker, 2011; Schattle, 2008), and this demands critical and

active global citizenship education. As Myers (2006) indicates, however, “while a global perspective is often incorporated into the curriculum and courses, the concept of global citizenship, suggesting a commitment and responsibility to the global community based in human rights, is less coherent” (p. 389).

Citizenship is a verb – learning about our nation and the world, thinking about dilemmas of equality and equity, and acting on issues of collective concern (Boyle-Base and Zevin, 2009). Therefore, Global citizenship relates to important concepts such as awareness, responsibility, participation, cross-cultural empathy, international mobility, and achievement (Schattle, 2008). From this perspective, global education should be global citizenship education. Understanding and concern for such issues should lead to action, and local, state, and global studies should be used as a “springboard for deliberation, problem-solving, and community action” (Boyle-Base, et al. 2011). Boyle-Base and Zevin (2009) propose a three-part framework of citizenship: Young citizens of the world (and their teachers) should be informed, reflective, and active. This model means (1) becoming informed (about ideas, events, and issues); (2) thinking it through (presenting fair and balanced views), and (3) taking action (teaching

deliberation, decision-making, and civic action) (Boyle-Base, et al., 2011).

We adopted this model in order to engage elementary students in global issues, by introducing the United Nations Sustainable Development Goals (UN SDGs) to an elementary classroom. The Model United Nations is well known with many students participating in this program, but few realize that the UN SDGs are designed to educate our society and transform the world. The UN SDGs, officially known as ‘Transforming our World: the 2030 Agenda for Sustainable Development’ is a set of 17 Global Goals around world issues. On September

2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. In 2016, the Paris Agreement on climate change entered into force, addressing the need to limit the rise of global temperatures. Governments, businesses, and civil society together with the United Nations, are mobilizing efforts to achieve the Sustainable Development Agenda by 2030. Universal, inclusive and indivisible, the agenda calls for action by all countries to improve the lives of people everywhere. Each goal has specific targets to be achieved. The 17 goals are as follows:



The UN and UNESCO explicitly support these goals and resources that are useful materials for global citizenship education. While global citizenship is geared towards older students, there are many ways that elementary school teachers can apply these goals and resources within their

classroom. For example, the World’s Largest Lesson, which is a website created in partnership with UNICEF and UNESCO, introduces the Sustainable Development Goals to children and young people everywhere and unites them in action through various projects. If educators are planning

an assembly or a lesson to introduce the Global Goals, there are a lot of resources listed on the website and educators can choose them based on the specific goal (<http://worldslargestlesson.globalgoals.org/>). These resources include training courses, activities, books, films, games, lesson plans for each grade level, decorations and posters, as well as support for students’ action and change project. Materials are available in English and nine other languages. Students can share their work online and help create a map of the world, for instance, that reflects why Goal 5, Gender Equality, is so relevant worldwide today.

Context

Mrs. G, an elementary school teacher leads a multi grade third and fourth grade class of sixteen students. This unique style of teaching embodies project-based learning with one to one Chromebooks for the students. They are not seated

at traditional desks; instead students are seated at whiteboard tables with rolling chairs for flexible collaboration and learning. Self-driven students who take initiative in their own learning, had become integral parts of how this exciting project about the UN SDGs had grown and developed.

The UN SDGs lessons started out as requirement for the preservice teachers of Monmouth University that were presented in the third and fourth grade classroom. As the interest piqued in the classroom, Mrs. G decided to capitalize on students’ enthusiasm and design classroom activities to address the UN SDGs at their developmental level. The goal was for the students to become more globally aware about issues in the world, while honing their reading, writing, research, and presentation skills. This unit project addressed multiple NCSS standards and C3 Framework.

Table 1: Social Studies Standards Addressed in This Unit Project

Social Studies Standards Addressed in This Unit Project	
NCSS	C3 Framework
1. CULTURE	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
2. PEOPLE, PLACES, AND ENVIRONMENTS	D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
3. INDIVIDUAL DEVELOPMENT AND IDENTITY	D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
4. INDIVIDUALS, GROUPS, AND INSTITUTIONS	D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues. D2.Soc.3.9-12. Identify how social context influences individuals.

<p>5. POWER, AUTHORITY, AND GOVERNANCE</p> <p>6. PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>7. GLOBAL CONNECTION</p> <p>8. CIVIC IDEALS AND PRACTICES</p>	<p>D2.Soc.6.9-12. Identify the major components of culture.</p> <p>D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.</p> <p>D2.Soc.13.9-12. Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.</p> <p>D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.</p> <p>D2.Soc.18.9-12. Propose and evaluate alternative responses to inequality.</p> <p>D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary)</p> <p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p> <p>D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>
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This was accomplished through a multifaceted project that included learning about the UN Sustainable Development Goals through reading, research, presenting a goal, and sharing. Additionally, there was discussing information through a class blog, and leading and participating in service projects. This project continued in the successive school year due to the success and interest in the project.

the goals to research in depth. They were given a rubric with specific items that needed to be included in their presentation. The students were required to include: the name of the goal, the definition of the goal, why the goal is important, and three interesting facts.

Part I: Becoming Informed

Reading and Research

While introducing the UN Sustainable Development Goals, one challenge was to ensure that elementary students could understand these complex concepts. In the beginning, students were introduced to two brief videos that gave an overview of the UN Goals in terminology that was easier for them to understand. Next, each of the sixteen students was assigned one of

The next step was to research the goals to truly understand the meaning, decide why it would be an important goal for citizens to be aware of and potentially take action. The UN website offers articles, video clips, facts and a plethora of additional information about the goals, but can be difficult for elementary students at various reading levels. The paraprofessional and teacher engaged individual conferences for each student to ensure that there was an understanding of what the student was reading, as well as recommendations of particular parts of the site to focus on for their research. The seventeenth goal, which was not assigned to a student, was completed together as a group. Using the classroom SMART board, Mrs. G led the class in modeling how to find appropriate research, navigate the United Nations website, and make decisions about

information that was pertinent to present on the visual document.

To further develop their reading and research skills, Mrs. G used Newsela, a large database of current events articles that are written at specific Lexile levels. Articles that related to the UN Goals were assigned to the students. They decided which articles to read to assist in gaining more knowledge and understanding of their specific goal. This platform worked well, because it is tailored to the student's independent reading level, which aids in comprehension of the material. Some students worked with partners to help mitigate difficulties in reading articles and participated in discussions together, in order to better understand the topic of study. Individual conferences with partners and the teacher or paraprofessional were essential in supporting the students in tackling very advanced concepts. Goal 9- Industry, Innovation, and Infrastructure was an especially challenging concept for a young elementary student and required a good deal of discussion with the teacher to ensure understanding of a complicated topic.

Reading informational text in social studies is the perfect way to enhance learning. However, when the vocabulary and content was above level for many of the students involved in the project, the teacher and paraprofessional met individually to read with students to ensure comprehension of the literature regarding the goals on the UN website. This one on one time was helpful in making sure the elementary school students understood their goal, and were equipped with the knowledge to become experts and explain it to others.

Part II: Thinking It Through

Presenting, Sharing and Discussing Information about the Goals

Next the students created a visual product to communicate the required information about their goal using what they have learned through reading and researching their assigned goal. The students created posters in the first year when the project was implemented, and in the next year they used Google Slides to present information about the goal. The expectations on the rubric were the same for both the poster and the digital presentation.

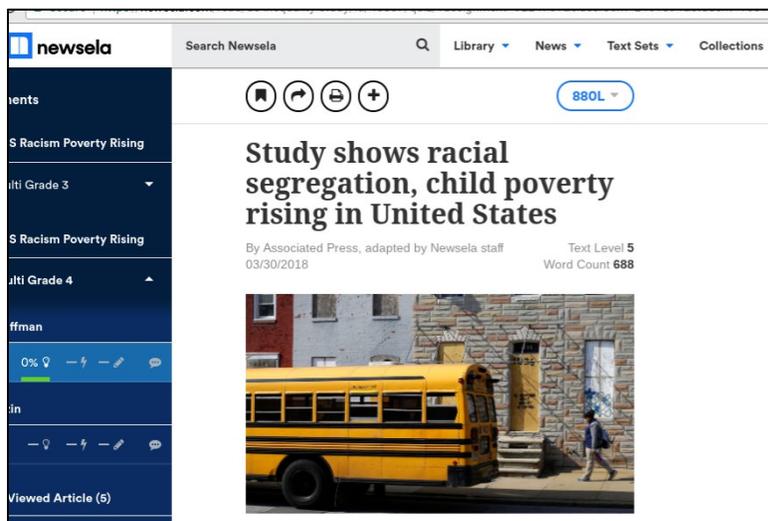


Figure 2: Sample Article from Newsela Website- www.newsela.com

Table 2: UN SDGs Google Slides Rubric

Please include the following on your slide:

- Name of goal
- Definition of goal
- Why important
- 3 Interesting facts

UN SDGs Google Slides Rubric

	3	2	1
Name & Definition	The correct name and an accurate definition is present	The name or definition may be correct	The name and definition are not correct
Why Important	A clear and accurate explanation of why the goal is important in the world	Attempts to write an explanation of why the goal is important in the world. May have some ideas that are correct	Does not include why it is important or it does not make sense
3 Interesting Facts	3 appropriate facts about the topic are present	3 facts that are not relevant or just 2 facts are present	Did not include three facts
Design of Slide	The pictures and design are related to and represent the goal. Is well organized	The pictures make an attempt to represent the goal. Shows some organization	The design does not relate to the goal, is disorganized

The students reflected upon their presentations and completed the rubric self-assessing their work. The expectation was to either draw or find photos that represented the theme of the goal. When making posters, the required information was verbally presented in a recording that eventually was combined with other students using the DoInk app. They used the green

screen to record and uploaded the recordings to the app to create a video. The other option was to use a shared Google Slides presentation where each student created one slide to represent their goal and provided the required information.

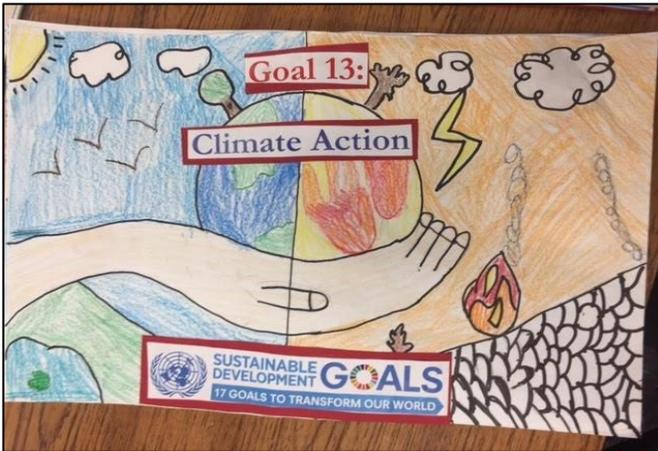
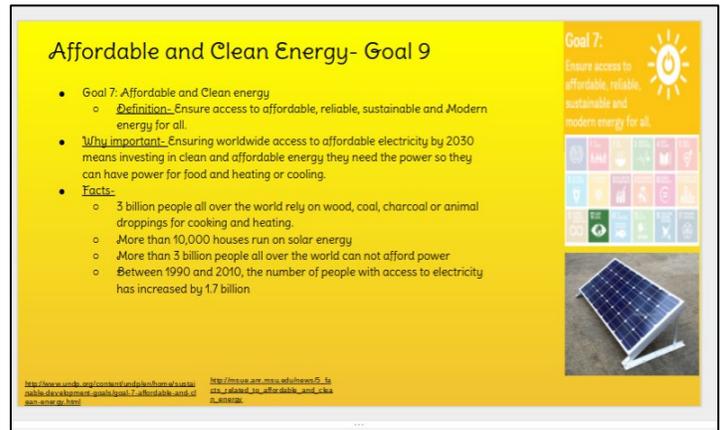
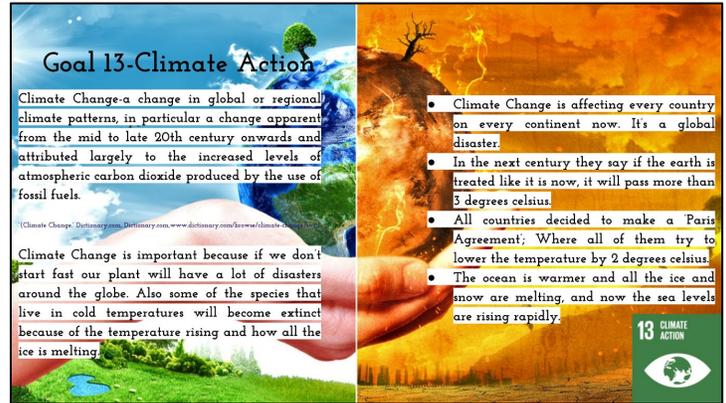
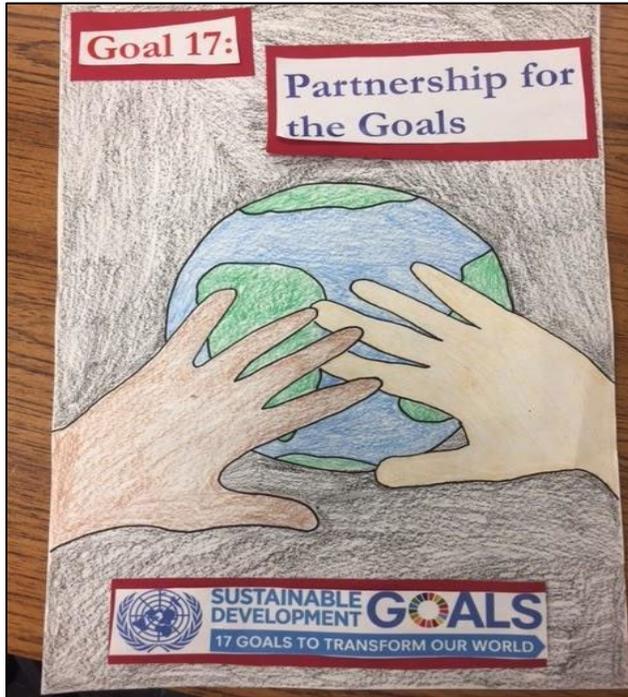


Figure 3: Examples of Posters

Figure 4: Examples of Google Slide Presentation

Each student took a turn presenting their visual poster or Google Slide to explain and teach the class about their specific goal. They utilized speaking and listening skills to effectively communicate the information that they researched and engaged in question and answers from their classmates. Mrs. G could also further assess their learning by observing how well they could answer questions about their assigned goal.

Deliberation through Blog Session

Next, the students participated in blog sessions to further discuss the goals, their thoughts and opinions. The blog is an effective tool and another way of assessing the students' critical thinking skills, knowledge of content, and how they communicate.

Google Classroom has a feature to “Create a Question” that allows students to respond to each other. These questions were posed to the sessions:

- List your goal and write an interesting fact that you learned about your goal.
- Explain something that surprised you about the goals. Why did it surprise you?
- What can you do to help achieve the UN goals?

The explanation of something surprising from the students was enlightening in providing a student perspective at their developmental level. The following is a sample entry with responses:

Student “O”:

1. My goal is *Quality Education*. One interesting fact about my goal is more than half of children that have not enrolled in school live in sub Saharan-Africa.
2. Something surprising I learned from this lesson is that, Goal 16 Peace, Justice, and Institutions is that people all over the world do not have the freedom of speech for their rights. I feel that is devastating to live under rules that are hardly even thought about just made a law. They live under circumstances that are very sad, and that is very careless of people.
3. To help these goals we need to supply things that are needed. Americans can provide books all over the world for *Quality Education*, We can provide vaccines to needed, we can give food and vitamins needed to people in need.

Student “C”: *Also, for every 100 boys enrolled in school in Sub-Saharan Africa, there's only 74 girls!*

Student “A”: *Where is Saharan-Africa? What is it?*

Student “J”: *Who tells them that they can't go to school and why don't they?*

Student “O”: *Saharan is basically all the countries of Africa except the three at the top.*

Student “O”: *They can't go to school because some people (dictators, presidents, kings or queens) think that school is a waste of time. They rather kids go and work the fields and harvest crops*

Student “J”: *Thanks for the answer*

Student “S”: *It is very sad that people don't get to go to school, but at the same time it might be fun to not go to school for a couple of days but never going to school would be hard. But everybody needs education.*

Student “C”: *It's not fun. The reason they avoid school is to make the kids do work. And they have to work on the fields, harvesting, growing, and taking care of crops ALL DAY, until night!*

Student “E”: *How many school houses are in Africa?*

Student “O”: *Would it really be fun not to be able to read, write, and say the right words in a sentence? What would you do if you couldn't read or anything? Would you ask your mom to teach you? What if you don't have a mom? Put yourself in other people's shoes.*

Student “C”: *It wouldn't be fun at all not to be able to read or write. If we couldn't read or write, we couldn't blog now!*

Reading the responses of the students allowed Mrs. G to capture a conversation that the students might have in a group discussion in the classroom. It was determined that Student “O” understood that students in Africa and other parts of the world do not have the same opportunity for education that children in the United States are afforded. The student expressed empathy for children who cannot attend school, and Student “C” even responds stating that they would not be able to blog if they did not have an education. When the students blogged, there was silence in the classroom because they were all actively engaged using the technology in a meaningful manner. Mrs. G expected the students to answer the three questions and then thoughtfully responded to at least five students in the class with comments and insight. She accessed all of this and could comment on Google Classroom to leave feedback for

students. The use of technology like Google Classroom allowed the class activity to become more student-focused. By assigning students different UN goals, the students were able to take ownership of their own topic and became the class expert who is accountable for discussion on the goal. This enabled the teachers to see the student's ability to comprehend the UN goals as well as to apply that knowledge gained to form a discussion with their fellow peers. This deliberation process helped students think about higher-order thinking questions beyond immediately noticeable facts. Students sometimes left with some simplistic and self-oriented/US-centric views of the world. Therefore, it was important for Mrs. G. to capture a troubled conversation and follow up as a group discussion in the classroom.

Part III: Taking Action

Leading and Participating in Service Project

Each year of implementation of this project has led to the students taking action to address the UN SDGs. In the first year, the class was saddened and upset to see the prevalence of poverty and hunger in the world. Through a class discussion, they decided to take action and have a food drive to support a local food pantry. Mrs. G led a discussion on local organizations that helped the poor, and ultimately the students decided to support St. Vincent de Paul Pantry at a church that some students attend. They gathered information from the church bulletin, organized a collection based on the pantry's needs, created flyers and made announcements daily to the school promoting the food drive and giving the school community facts about hunger and poverty. The students used Google Sheets to collect data and provided updates to the school community about the number of items collected. The young learners took ownership of the whole project and completed it to its final steps of packing the donations and sending thank you notes to the St. Vincent de Paul members for their service to the poor. The class felt proud of themselves for spearheading this project that would align with the UN SDGs.

In the following school year, the service project that the class decided to organize was related to recycling and saving the environment. The students collected plastic film to be sent to the Trex Company, which uses recycled materials to make composite lumber. Many schools compete against each other to recycle the most plastic film and Mrs. G's multi grade class took a leadership role with this contest. The students created a Google Slides presentation, developed flyers to be sent home with students in the school, and visited all of the classes in the school to explain what can be recycled, where the collection bins were placed and all of the details about the project. They weighed and packaged the plastic, as well as recording the data for the competition. The students were proud of their contribution to the UN SDGs and helping the environment.

Service projects such as these were a wonderful way for students to feel empowered as elementary students. It started with one student stating in class, "People are hungry, we have to do something to help!" Through this experience, they realized that their small contribution to helping the poor and hungry, or recycling to help the environment were ways that they could join people all over the world to obtain the UN SDGs. They were able to recognize their power as citizens of a global community. It was important to reflect and determine if there was a lasting impression made by studying the UN Goals.

Results: Impact of the Project on the Students

Mrs. G polled her students with Google Forms at the end of the school year to assess the impact that this project had on the students. There were seven questions ranging from how important are the goals to written responses about how they can be global citizens. One student wrote, "The food drive helps the people that are starving and have no money so they get food that is donated from other people. Then they can have food to

fill their stomachs.” Another student commented, “Doing Trex made us global citizens because we helped by recycling. So the world won't be filled with plastic. Also because we can reuse it.” Some even commented about the Marker Recycling Program that was underway in the school, or about the garden at their school. They were applying the knowledge that they had gained from the project and analyzing how activities conducted by other organizations relate to the UN SDGs.

By exposing the elementary students to the UN SDGs, they were given an awareness of the world around them, beyond their community, state, and country. While engaged in this project, most of the students were shocked to hear some of the statistics. Student “S” wrote in her blog post that some people in the world live on \$1.25 a day and it elicited quite a discussion. One response from Student “G” was that “People in North Korea and most of Africa live a daily life of poverty.” The class discussion was facilitated by the teacher to assist in explaining different cultures, religions, governments and such in terms that were on the developmental level of the children, including censoring material that would not be appropriate for discussion at their age. Students were more interested and empathetic towards the issues that were associated with their age group children, such as not going to school, than other issues, like living with little money and resources. Also, their understanding of those problems and causes were sometimes limited. This confirms that the blog session is a good tool to promote students’ learning, to assess their understanding, and to inform teachers what they need for the next instruction.

These UN SDGs are global objectives that are being addressed by corporations, governments and even students. By teaching the children as young as elementary school, they are being provided with information, facts and statistics that reach beyond “their world”. One young lady wrote a very impactful statement, “We can make our world a better place to be by making these small donations and commitments, but in reality, that can make a lifetime difference.”

Empowering young children to believe that they can have an impact will cultivate adults and forward thinking global citizens.

Conclusion

The project can be easily adaptable for multiple grade levels to provide elementary school students a creative and interesting way to learn about global issues and give them a lens into other countries and ways of life. Any classroom with Internet access and devices to utilize Google Classroom or other online program such as Otus, Kiddom, or Edmodo can apply the principles of this multifaceted project.

The three-part framework: (1) becoming informed (about ideas, events, issues); (2) thinking it through (presenting fair and balanced views); and (3) taking action (teaching deliberation, decision-making, and civic action) effectively engaged elementary students in learning global issues. The UN SDGs were a good source and tool in carrying out this model.

While there are few studies and practices of teaching the United Nations and global issues in elementary level, this classroom practice provides a good example of how it can be successfully done and build young learners’ global awareness and active citizenship. ELA, science, math, and the arts can be integrated in addition to Social Studies as well as the skills of reading, interpreting, and presenting can be taught in this unit project learning. Because it deals with subject matter that is of immediate interest and bridges school learning with life outside school, it is highly motivating to critically think and take action. It provides elementary school students with information that they have not been exposed to and helps them build a knowledge base for understanding current and future problems.

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Diversity and Integration

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Integration is still sought out and remains a goal of the educational system. Diversity is something that schools want because of its positive outcomes. New Jersey is one of the most diverse states but also one of the most segregated in the nation (Clark, 2018). So how is it possible that integration is not achieved? Matt Delmont's book titled *Why Busing Failed* gives a general clue as to why integration hasn't been achieved. Many may argue that busing failed, the argument has been made repeatedly, each time looking at different reasons, typically political. However, the first proponents of busing desired it because they believed it was their moral duty and that it would improve the condition of predominantly black schools. The opponents of integration through busing believe that it is not necessary and ineffective and as a result continue to uphold segregation.

To this day opinions of busing are mixed. There are individuals who wished more would be done about the situation; some think that there is unfinished business. Then there are those that are happy that it got done away with in the 1990s beginning with the *Missouri v. Jenkins* case. The primary result of this case was that the court ruled that a unitary education system had been achieved, therefore the state did not need to fund programs that were typically used to achieve integration. The attitude shifted due to "a lack of rising test scores" (*Missouri v. Jenkins*, 2018). The test scores not increasing meant that the integrated schools had done all that they could. This court decision would act as

a domino effect around the country Busing was the primary method of integration in the past. It became nationally accepted in 1971 with the Supreme Court ruling that districts do indeed have the right to bus students to different schools to achieve racial integration. Despite that the decision, years later it became acceptable to take away funding from busing and integration programs once "unitary status" had been achieved. This is where busing began to be seen as a failure. Delmont argues: "Anti bussers and politicians succeeded in stopping full scale busing" (Cornish, 2016). Others were upset that busing had been done away with because they thought it was a great cause. "Busing was a major success" (Lang, Erdman, & Handley, 2016). a quote by Arthur Griffin, a former superintendent of Charlotte schools in North Carolina. He said in a documentary that he was one of the students that experienced integration and that he was thankful for it. People like him are not rare cases. There are as many people who speak fondly of busing as there are those who opposed it. The truth is that the causes for failed busing are strongly linked to people's opinions. There are many opinions that will continue to be studied by historians to provide different narratives as to why true integration failed. "Society in general expected school desegregation to solve too many things" (Tilove, 1992).

Based on research from busing and integration in the 1970s, this paper focuses on how in the modern United States, specifically New Jersey, there are still examples of segregation. It is common knowledge that

the United States values equality, especially in education. This means that there should be equal opportunity. After all, in America if you work hard enough you can succeed. This belief however was not always around. It became cemented into American society when with a set of court decisions in the twentieth century. The most recognizable decision is *Brown v. Board of Education of Topeka, KS*. The decision most remembered for stating that schools cannot be separate but equal.

The most memorable piece of legislation when it comes to integration of the school system is *Brown v. Board of Education*, it was the foundation of the values of education in America and the first proponent of integration. Its importance cannot be denied when discussing reform to the schools. It laid down the foundation for what would be motivation to improve all schools (Wraga, 2006). The Supreme Court's reasoning for ruling the way it did also established a set of beliefs about the American education system that would serve for the coming years as goals to be achieved and beliefs to live by. It would take many years before the nation would collectively start working to end segregation. After the civil rights act, and five more court cases, the government issued an ultimatum due to the delay in desegregation plans. The importance is that this could not have been possible without *Brown v. Board of Education*. The values were summarized by a Princeton newspaper article written in the twilight of busing, "It put forth a vision based on the highest principles and ideals this nation had to offer. These aimed to create a better America, a better society, by improving education for all children and by relieving both whites and blacks of their senses of guilt and inferiority, respectively" (Adieh, 1993).

Brown's decision created values and from that point on the goals of reformers would be drawn to not only change the school system, but society. We first must look at the beginning of the movement towards school integration. *Brown* versus the Board of Education of Topeka; It is an argument in the historiography that

has been beaten on society over and over, but nonetheless will forever hold importance in our nation, and especially in education. This court decision was truly meaningful to society. It was just supposed to be about reform, about education, but the court's decision on the issue led to values and implications that changed the nation. If the schools were not to be segregated then why would anything have to be segregated? William G. Wraga wrote a short excerpt titled *The Heightened Significance of Brown v. Board of Education in our Time*. In this he argued what most historians have been arguing for the sixty plus years since the ruling; that *Brown v. Board of Education* was more than just a school ruling. "By insisting that all students attend school under the same roof, the high court affirmed both the importance of the concept of equal educational opportunity and, implicitly, the unifying function of public education in a Democracy" (Wraga, 2006). This was indeed the start of an affirmation by the government of the value of equality in which education was seen in many areas of the world throughout history to carry.

From the time between *Brown v. Board of Education* and the court decision of *Alexander v. Holmes County Board of Education* there were other decisions in the fifteen year span. It wasn't until the *Alexander v. Holme's* decision that the government called for immediate action (Lang, Erdman, & Handley, 2016). There would be no more stalling. The Supreme Court having to make decisions after *Brown* proved that the latter was not enough to fix the segregation problem. The cases had to be brought to court by people who were demanding their rights since the court themselves can't create cases. The opposition to integrated schools was prevalent throughout the twentieth century.

Busing was opposed even by presidents, Nixon was a key example. "the integration of schools, so that they will be racially balanced. This is a policy that requires busing, and it is this policy that Mr. Nixon and the Republican platform oppose when they oppose busing" (Bickel, 1972, p. 21). The Republican party gained a lot of support because of their open disapproval

of busing. This meant that there was a large number of individuals out there that was not for having black and white students go to school together. The reasons varied, but generally they believed the government was wrong for imposing integration on the people. “Forced busing is depriving 90% of the American people of their civil rights and its unconstitutional” (Ruffra, 1974, p. 122).

White Americans do not support busing or school reforms that involve integration to this day. The source *What Americans Think about Their Schools* is a compilation of research that was put together through surveys. The survey would ask different Americans of various backgrounds questions on what they thought about the school system and the schools their children attended. What was found was that Americans generally wanted change in education. Americans both care about their schools and want them to improve. Though adults give the nation’s public schools only mediocre grades—a plurality confer a “C”—they are willing to invest more money in public education and they are reasonably confident that doing so will improve student learning” (Howell, 2017). Everyone seems to want the education system to improve, and are willing to pay to make those changes.

There is a reform that is being proposed to improve the education of low income students. Since typically low income students come from schools that are typically minorities, the schools that are generally attended by a majority of white students have higher incomes, thus better opportunities, and as a result better education. An example of this is Hopewell Valley Central High School which is ninety percent white as opposed to Trenton Central High school which was majority black with a very small white population. The reform calls for, “proposals to enable parents, especially low-income parents, to exercise greater choice over their children’s education through school vouchers, tax credits, charter schools, or home schooling” (New Jersey Department of Education, 2017). These reforms are trying to be introduced with the goal of creating equal opportunities for all students despite their background.

Reforms like this have the values of *Brown v. Board of Education* in mind.

It seems that a lot of Americans, especially white Americans, still don’t want reforms that include the government intermingling the races. This attitude is the same as it was when busing first began in the 1990s. One argument against busing that many would probably still agree with today, from a Kentucky organization in the 1970s to oppose busing: “It is true, some districts are rich in children, but poor with poverty, but because some of our children must suffer from poverty--should we insist the rest suffer along with them?” (Ruffra, 1974, p. 122). Integration and plans that involve the education system being equitable. Are often seen as negative by White Americans, because they feel that their children’s level of education should not be reduced to aid the education of others. This has not changed, and is evident that it has not changed when going back to look at the research data on what parents think about education reform. “A plurality of the general public supports choice initiatives. African Americans and Hispanics express more support for school choice than do white Americans”. The fact that the African American and Hispanic population are more willing to reform the system means that they are not content with it. A majority of white Americans however want to keep things the same. This means that they think their educational system should not be tampered with as they are satisfied. “Few education reforms inspire as much debate as do proposals to provide low-income families with vouchers that would allow them to send their children to private schools” (Howell, 2017). This is yet another example of a group of privileged individuals wanting to keep others out.

Since the early days where the government proposed desegregation there had been individuals that were against the idea. When there was no more legally mandated segregation but instead segregation by the people, the idea of integration was introduced. Though integration became enforced by law, many found ways to oppose it. “Forced busing has created an economic

segregation...Parents who could afford to have enrolled their children in private schools to avoid cross-town busing, thereby segregating the underprivileged from the more affluent” (Ruffra, 1972, p. 122). This then becomes an issue that is beyond the power of the government. Private schools are not illegal, but their existence harms the cause of integration. That is one reason why New Jersey is still very segregated. Most of the schools in America are as well, but there is one example of reintroduced busing in Boston that might spark a movement to busing a second chance. “But while integration is still a process, METCO has made a big difference in education. The most recent research of the program shows that nearly 90 percent of METCO’s black and Latino students graduate from high school on time, and they score higher on state achievement tests than their peers in Boston Public Schools” (Cornish, 2016). The METCO program acts much in the same way that busing did. It takes students away from schools in their neighborhood and sends them to majority white schools in a different area. The program cites success in improving the education of minority students and thus fulfilling the values of educational equality of *Brown v. Board of Education*. We are still nowhere near an equal educational state but perhaps we can give integration a second chance and change that.

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Teaching about Crimea

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For most students social studies may never be the most exciting topic in this day and age, but that doesn't mean we should stop trying to engage them with new material. It seems that most of the content in European and World History classes focuses on broad themes over a significant amount of time. Issues like the French Revolution and imperialism take up large portions of curricula, and there is little time left to look into more specific events that could be just as valuable in affecting the learning experience of students. In my middle and high school experience Russia and the states it governed before and during the Soviet era were rarely ever touched upon. By giving students the opportunity to examine the history of Crimea and its relationship to Russia they could learn about the impact a relatively small area could still have on a nation's sense of history.

Crimea is a peninsula along the northern coast of the Black Sea in Eastern Europe, roughly 200 miles from where the 2014 Olympic games took place, and is home to a variety of multi-ethnic groups. Currently the area is under Russian authority but the relationship Russia has with Crimea has not always been clear. To put it mildly, Crimea has a rich history and has bounced around in terms of who governs the territory a multitude of times. In 2014, Russia forcibly took back the Crimea under the direction of President Vladimir Putin, an event that sparked widespread criticism in the Western press for a few years. Students normally would have no understanding of an event like this and why Russia would take such swift action. However, by explaining

the significance Crimea has in the hearts of Russian people, students gain the ability to make their own observations on the situation and other events down the road.

The Crimean Tatar Khanate, a break off from the Mongol emperor Genghis Khan's empire was a predominate power for nearly 300 years in European affairs, but even most secondary level students have never heard anything about it. They were vastly successful in trading goods with Italians and raided Russia for years without any consequences. The Khanate existed under the authority of the Ottoman Empire until Russia went to war against the Ottomans in 1768 and subsequently defeated them six years later. The 1774 Treaty of Kuchuk-Kainardzhi did not immediately hand over the Crimean Tatar Khanate to Russia, but rather gave them a chance for independence. The independence would be short lived however.

Catherine II, the Tsarina of the Russian state upon the signing of Kuchuk-Kainardzhi, took the opportunity of the Crimean Tatar Khanate's independence to place a ruler of her choosing on the throne. It may be confusing for students to see how a state could be independent but still have their ruler chosen from the outside. However, the ruler Catherine II chose was Sahin Giray, a well-educated Muslim man who descended from the Giray dynasty that had ruled over the area for prior centuries. Catherine thought she gave Crimea the best shot it could have at independence by picking Giray, however he could not keep stability

among the various groups of people living under his reign. Crimean independence lasted a brief nine years before it was time for big brother Russia to step back in the picture again.

In 1783 Russia officially annexed the territory known as the Crimea. Alan Fisher, a historian from Michigan State University, asserts that “It was only after every possible means of establishing Sahin Giray as an autocratic and independent sovereign had been exhausted that Catherine carried out “the final solution” to the Tatar Problem” (Fisher, 1967). Of course, the “final solution” that Fisher was alluding to is that Russia takes over predominant control and authority of Crimea. It is important for students to have the background on the time that Crimea was not under Russian authority to see that maybe there was a slight chance for independence prior to Catherine the Great’s annexation.

Students should also get to see how important the Crimea was to the Russian state as a whole to further explain their annexation effort. While traveling through the Crimea in 1787 Catherine referred to the area as “Paradise on Earth” (Schonle, 2001). Catherine was enthralled by the beauty of the peninsula and made it an effort to rebuild the war-torn parts of Crimea into Russia’s own personal Garden of Eden. This wasn’t an effort overtly forced on the Crimean people because she enlisted the help of the local nobles and princes in reforming the land.

One major area of study for world history students at the secondary level is the Enlightenment. They could connect that to the Crimean issue as well. Catherine the Great considered herself a significant contributor the Enlightenment and wrote over hundreds of pieces and exchanged correspondence with great minds of the period like Voltaire. The Enlightenment connects with Russia’s annexation of the Crimea in 1783 because it was considered (still is by some) to be an act of enlightened despotism. Was Catherine trying to do what she thought was generally right for the people of the Crimea or was she acting in her own self-interests?

These are the kinds of procedural knowledge questions that force students to think critically about issues and come up with their own responses.

Studying a specific area rather than a large general theme allows students the opportunity to examine cultural aspects that are too often overlooked. The Crimea became so enriched in the hearts of Russians for a number of religious and nationalistic claims. Vladimir, a Kyivan Prince was supposedly baptised around Crimea in the area of Chersonesos. This notion was later supported by the touring of the Crimea and respects paid to these sights by Tsar Alexander I (Kozelsky, 2014). Russians also have strong ties to the Crimean peninsula because of Sevastopol, the largest city. In a 2014 address Vladimir Putin stated “This is also Sevastopol-a legendary city with an outstanding history, a fortress that serves as the birthplace of Russia’s black sea fleet” (Putin 2014). Sevastopol is home to Russia’s main fleet along the Black Sea as Putin stated, so they feel a sense of pride in knowing that this area belongs to them.

Knowing how valuable the Crimea is to the people of Russia is important for students to understand because they’ll see the effect losing a meaningful territory can have. In February of 1954 the colorful Soviet leader Nikita Khrushchev was concerned with the heavy amount of suffering placed on the people of Ukraine by World War II. He took it upon himself to gift the territory of Crimea to the Ukraine as a penance for their sacrifices. Although authority was transferred to Ukraine, Russians still accessed the Black Sea fleet at Sevastopol and most citizens consider themselves part of the Russian state. There was no real need for Russians to get involved until 2014 when massive protests over a corrupt regime under Ukrainian leader Viktor Yanukovich emerged. In February of 2014 “little green men” or disguised Russian soldiers infiltrated Crimea and forcibly seized the territory back as their own. The swift re-annexation of the Crimea can seem harsh, but referendums were put out that consistently approved of Russian authority in Crimea. These kinds of quick

turbulent political events can be hard to grasp without a detailed background.

So where does this leave Crimea today and why is it important for students to have the opportunity to learn about it in a social studies classroom? Russia has split Crimea into two separate entities consisting of the Republic of Crimea and the Federal City of Sevastopol. Investments in schools and hospitals and the creation of the world's second longest bridge have all been started in the time since re-annexation. The five-year anniversary of the re-annexation will be approaching within the next few months (February 2019). This means that the event will probably pick up speed in the media again and give students background on current events that tie in to history.

Studying the Crimea can be difficult because of the many shifts in leadership that occurred over the past few centuries, however it is worth the effort to take on a difficult task to challenge students to form their own opinions. I would love to have a class and teach them about the rich history of a smaller part of a much broader

region because it's something even most historians could overlook. Teaching students about the Crimea gives them insight into a rich history, geographical issues, culture, and aids in the development of their critical thinking skills.

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Joe Louis: A Multifarious Historical Figure

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Instead of looking at a history textbook, or studying an event like the Great Depression, one could look through the lens of the great boxer, Joe Louis, to get an invaluable historical experience. Louis' career undermined some of the major problems in America at the time, and also highlights how sports ties into everyday life in America. 'The Brown Bomber' becomes the second ever, African American heavyweight champion when he dismantles the German, Max Schmeling, in less than two minutes. The implications of the ring becomes more than just a symbol of two men imposing their will on one another. It became an international struggle for power: in politics, culture, and society. Joe Louis and boxing came to represent something far greater than just sports. Ultimately, White America used boxing and Joe Louis as a tool for political and cultural manipulation; and Joe Louis' career exposes the racism so deeply embedded in American society.

The discussion of using Joe Louis in the high school social studies classroom is one you would not anticipate as being part of a history lesson. Despite this common thought, the boxer's career is in the backdrop of World War I, fascism, Nazism, Jim Crow laws, the Great Depression, socioeconomic status, World War II, all leading up to the Civil Rights era in the U.S. Analyzing sport and race in America is a huge topic that I feel many history teachers glaze over rather precariously. This goes back to education in America and the current system that we are in; many professionals believe that teaching controversial topics is

part of the job. For example, Matt Soley, who is a senior program officer in the Education and Training Division at the United States Institute of Peace in Washington, D.C., gave a strong outlook on teaching controversial topics in the classroom (Soley, 2006, 10). His article, "If It's Controversial, Why Teach It?", presents the idea that there are many positive benefits with bringing controversial topics to the forefront of the classroom. The same can be said about Joe Louis and his career. Although it is controversial in terms of how you could show the facts, aside from that, the historical themes are vast: the discrimination he faced, racism in America that is infused by the dominant culture, and how much sports can connect to society at the time.

I propose that the historical value provided in a boxing fight between Joe Louis and Max Schmeling, or the rise of sports in America during the 1920s, can be an exciting and unique resource for students to learn. At the high school many students are involved with extracurricular activities or sports. Providing several lessons about Joe Louis and his boxing career, or examining along the lines of race and sport in America, can be a refreshing topic of discussion. When you think back to high school, and covering U.S history in the 20th century, students often conceive of the following: World I, the stock market crash, Great Depression, World War II, Civil Rights, and Cold War. It is a stagnant chronological order that may provide a few lessons that generate excitement from students, but presents little else. If one were to sit back and question how a lesson

about Joe Louis and boxing does not fit into this agenda, you may want to reconsider.

Historians have often examined Joe Louis' fights with Max Schmeling in a way that could generate awesome classroom lessons, divergent discussions, projects, presentations, and create a refreshing new way to teach the 1920s, 30s, and 40s in America. Lewis Erenberg's *The Greatest Fight of Our Generation: Louis vs Schmeling* argues that "the boxers carried some of the deepest political and social tensions of a period wracked by political, racial, and national conflicts. They moved the racial basis of American and German nationalism to the forefront of American politics and national identity" (2006, 10). David Margolick, another historian, has stated that "The fight implicated both the future of race relations and the prestige of two powerful nations. Each fighter was bearing his shoulders more than any athlete ever had" (2005, 6).

Gathering these arguments, a teacher can discuss the importance of sport in America during the 1930s, and show how sport and race were deeply embedded in our country. This is a very intense study, but it can be simplified for any high school grade level because you can draw parallels to sports today in America and look at how certain issues about race or culture in America have been brought up through the nation's best athletes. For example, years later with Muhammed Ali refusing to go into the draft, or even more recent, Colin Kaepernick's decision to not stand for the national anthem. The career of Joe Louis, and boxers even earlier than his time can highlight the impact sports have on race, and the people of this country.

Using Joe Louis as a topic for classroom discussion does not only relate to the struggle African Americans had with gaining equal opportunity, or his giant fights with Max Schmeling; you can look at print culture from the time period to also identify with different concepts. To further students' engagement, you can look at various cartoons and pictures of Joe Louis to help elicit more of a response from your class.

Analyzing pictures from World War II and how Joe Louis fought in the war, becoming known as "G.I Joe" Louis is a great way to talk about how he was portrayed during the time period, what American culture was really looking at with these images, and how this may relate to the Civil Rights era. There are so many different ways to use Joe Louis and sports in the 20th century for your classroom benefit. This multifarious figure pulls out both controversial and very important lessons that students should know. For example, Rebecca Sklaroff, another historian who studied Louis' career, said it is important to understand why Joe Louis—as the predominant black figure in all sectors of war propaganda—held such meaning both for those who developed the iconography and for those who received it" (2002, 963). This notion goes back to how Joe Louis and the pictures or cartoons constructed of him, can be seen as a defining moment in American culture during this time. This would be a very cool and interactive way of getting students engaged and to think critically.

Louis' career also represents the Civil Rights movement, in which he is leader for his time period. For the topic of race in America, a social studies class should know what type of black figures were present during the early 20th century. Joe Louis is absolutely one of them, for his dominance in the ring expressed equality that did not promote a violent response (Margolick, 2005, 81). Going back to my high school experience, seldom was their ever discussions about key black leaders during the 1920s, 30s, and 40s, it is not until the Civil Rights era that we got into black history more critically. Using Joe Louis' career and sports in America before his time, as well as print culture from the period, you can dig very deep into so many themes that tie into the Civil Rights discussion. The foundation of Jim Crow laws, as well as the way dominant culture, who is predominantly white men, actively controlled the narrative in society, is something that students should know. Whether his story, and sports, connects to race may be controversial or an intense discussion, it is something students need to know when covering the 20th century in American history.

To be considered a successful teacher, you must get your students engaged, asking questions, problem solving, and being able to critically think. Joe Louis, who represents a multifarious figure in American history, can hit all of these aspects of getting your students to critically think and ask questions. The historical significance of his career is like walking into a minefield, everywhere you step you are hitting material that can be excellent for your classroom! What are you waiting for as a teacher? You have to go out and find historically relevant material for your class, no student is going to want to discuss the Great Depression via PowerPoint, just so you can outline all of the hardships. Rather, discuss the rise of urbanization through the lens of sports, celebrities, and race in America. Instead of showing some of the hardships outlined in a PowerPoint, you can dive into cartoons and images that the popular culture embraced from the time. History can be exposed in the most subtle ways. The career of Joe Louis provides a wealth of significance topics in the high school social studies classroom: Jim Crow, Americanism with sports and race, print culture, and what a African American leader looked like at the time. There are so

many options to choose from, digging deeper into the career of Joe Louis would be a valuable topic for examining 20th century America.

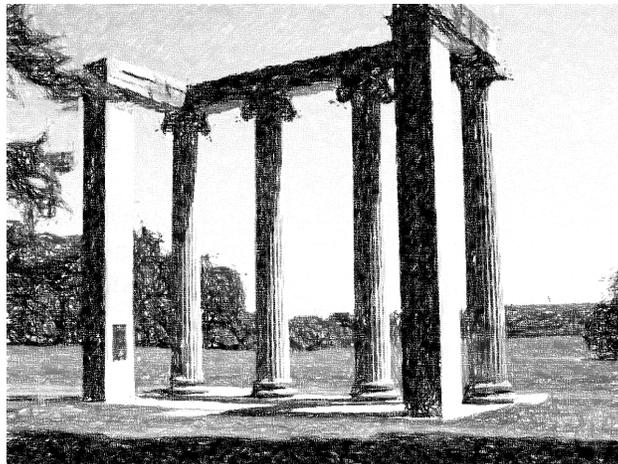
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The Other Facets of Sputnik: Not Just a Satellite

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On the night of October 4, 1957, Americans could tune in on their radios to hear a small sphere floating in orbit sounding off beeps as it goes along. Sputnik was the first human-made object to go into an orbit around Earth, and thus start something called the Space Race. For such a breakthrough technological achievement, however, it was somewhat limited in its own performance. It could orbit and transmit radio signals back to earth, but beyond that, Sputnik was practically useless except for its role in Cold War Symbolism. It is this symbolism that is thought more often than not, then the education reform that comes after it. The launch of Sputnik is much more than the start of the Space Race; it was a catalyst for education reform and by my calculations, it will take another Sputnik to launch another wave of widely accepted reforms instead of the patchwork introduction of fixes like SGOs, Common Core, and PARCC.

“It is essential to examine the America school system before the launch of Sputnik in 1957. Before 1947 and stemming out of World War Two American schools were still primarily influenced by Progressivist school of ideas and practices from John Dewey. Progressivism emphasized the concept that students could only learn when they had “internalized what they had gained through experience and practiced in their own lives.” (Olson, 2000) In the mid-1940s, a new group called the ‘Life-Adjusters’ began to challenge the progressivist idea and thus began to change them. The main reason being that progressive education failed the majority. This so-called failure along with these new

ideas for education and its purpose were based in the 1918 study titled *Cardinal Principles of Secondary Education*. The goal of this new educational philosophy entitled ‘Life-Adjustment’ was to change the fundamental practices of the school. What fundamental practices did this study mean, it was no other than the core academic classes. By disregarding traditional academics, this meant that history, languages, science, and mathematics were less valued to instead focus on the concept of ‘fundamental processes.’ The fundamental process was the curricula and activities for the general student and would thus be the considerations for vocational education, use of leisure time, and other wholesome topics that would improve the capability of a student to live a good and productive life. What supported this study was a national education conference in 1945. From its findings, the committee has found that no more than 20% of students could be reasonably expected to ever attend college, with another 20% destined for a vocational program. This means that only 40 percent of students can further their education and contribute to society; the other problem becomes the other 60%. The obvious recommendation was the adoption of the previously mentioned Life Adjustment education model. It, however, was not going to be all in favor of the Life Adjusters, as these beliefs were incorporated with some progressive concepts. The most important being the concept of tracking students by ability level on every topic. This meant that higher achieving college-and vocational school-bound kids could still get the same education while the other

students can get a more general track in which they can succeed. In 1951 the Life Adjustment approach was formalized in the Educational Policy Commission's report, *Education for All American Children*. (Bybee, 1997) Life-adjustment education was more utilitarian when compared to the previous progressive practices of earlier education models. The reason for this utilitarian nature is that schools were failing in preparing a majority of its student population for its future so this model instead focused on the needs of the general student. Its proposed curriculum was on functional experiences in areas such as arts, family living, and civic participation. This kind of curriculum was more about preparing an active citizen instead of an educated academic.

Now, when you examine these tracks based on the ability for the student you can draw a comparison to the modern day with Special Education with the process of inclusion and mainstreaming. The method of mainstreaming and inclusion is the result of placing students in the Least Restrictive Environment as a part of the requirements of the IDEA act. (Morin) Mainstreaming is the process of taking your kids with disabilities and putting them in a general classroom, hence the mainstream. This typically comes with some form of help for the student or that the student spends time in special education or resource classes. Without the IDEA act, special education would not have advanced as quickly as it did which thus leads us to why Sputnik was so important.

The National Defense Education Act was spurred into creation off the impact of the Sputnik launch. The overall goal of this specific legislation was to change the country's educational system to meet the standards of the national government concerning the nation's defense. Regarding the national defense that meant the subject thought and focused on would have a direct benefit to those job fields. Thus, by increasing the standards of education, the United States hoped the changes would help them either compete or pass the Soviet Union. The importance of the NDEA, much like IDEA, is in the acceleration for reform it caused. The

overall effects of NDEA are grants and federal aid for higher education and also a restructuring of school curriculum around that funding. Because of the scientific nature and international significance of Sputnik, the course requirements for students became aligned toward national security and jobs of that nature. Thus, the standard course load stiffened away from Life-Adjustment and added more Math and Science classes. If The Association of American Universities described the NDEA as "inspiring generations of U.S. students to pursue study in fields vital to national security and aide." (American Association of Universities, 2006) Then it was effective in changing education as they knew it. And when you examine education curricula today, you see that the impact clear as day as almost every high school student for graduation shall have four years of math and 2-3 years of science by the time they do so.

The apparent result of Sputnik is not just in the historical context of historians of Devine and Dickson who propose a situation of American paranoia in retrospect to their calm leader, but rather the impact on education reform that we can see in the foundation of today's schools. (Divine, 1993; Dickson, 2001) In an interesting article by a psychologist, he recognizes that there is a problem with modern educational reform. At the national level, the federal government spending on education has skyrocketed, with no comparable improvement in educational outcomes in such programs like Head Start, New Math, Nation at Risk, Goals 2000, Race to the Top, No Child Left Behind, charter schools, Next Generation Science Standards, and Common Core? (Klemm). We have had little to show in terms of the results of these programs as we keep trying to create better-standardized tests and are even thinking of replacing the common core in many states even though it only came out in 2009. The problem with modern education reform may not be with the program, but with the implementation. If states are allowed to pick and choose on adopting or adapting these reforms based on the fear of losing government spending, then the speed and acceptance rate would be relatively minor and too

late before it impacted most of the nation. Klemm later states in the previous article “I think the real problem is that students generally lack learning competencies. Amazingly, schools tell students more about what to learn than how to learn” (Klemm, 2014). This is something that can have a much more lasting impact because it is on the level of teacher adaptation. If we are teaching these competencies instead of solely content, we can make sure that students can turn into these lifelong learners. It is effortless for a teacher to teach Organization, Understanding, Synthesis, Memory, Application, Creativity because it involves no money, but instead an adaptation of a lesson plan. Organization can be as simple as upgrading our technology to a cohesive system like Google Classroom where students can access all work and assignments and the same can be said for teachers. Creativity can be new ways to teach a lesson or new activities.

It’s important to touch on memory, which is commonly related to tests. Instead of teaching kids to take these tests, let’s make them create better mental connections for better learning. If students can connect historical themes to present day events than they can more easily recall this knowledge for other subjects. The problem with social studies is the idea that we teach to one test, and then the student can forget that knowledge. If we work on creating these connections, they can easily recall this knowledge in other classes or everyday life. Instead of a focus on a national reform movement that is bogged down by politics, let’s do something that only teachers have control over, which is how we teach students.

If we want to change education before national reform is ever sufficient, we as teachers must be proactive and as Social Studies teacher that may be the essential part of our jobs. If we can get our students to transfer the *Think like a Historian* skill to other subjects, we can change their mind on the value of history. So until we have another Sputnik, we are stuck in the process of revolution. (Kuhn 1962) We had Sputnik in 1957, We had The Nation at Risk in 1983, what is the

next event to revolutionize education? The next logical step is the quick improvement in technology, which may drastically change how and where we teach. Whatever the next Sputnik is, to make sure it is a more effective reform like NDEA it takes us as Teachers to be open-minded and accepting to the changes. Because, whatever reform or new ideas are thrown our way, we still need to be ready to change for the sake of our students.

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A Passive Generation

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As United States citizens we are given the right to vote. This opportunity allows our country to be a democracy and gives people a voice in the government. As a young adult, one would think that our generation would choose to voice their opinions for the future, since it will affect our lives immensely. Unfortunately, many individuals among my generation do not see this as a priority. Young adults, from the ages eighteen to twenty-four have the lowest voting participation rates out of everyone who is eligible to vote. This is due to the Presidential Election in 2016 between Donald J. Trump and Hillary Rodham Clinton. Young adults share their voice and opinions on politics, but when it comes to the polls, they do not vote. Many young adults also believe that they do not have to go and vote because they believe that their voices will not be heard. In this article, I discuss the reasons behind this lack of commitment to the polls. What is the reason that young adults right out of high school do not vote? Is it the lack of teaching politics in social studies classrooms? Or, is the focus of social studies classrooms too dedicated to teaching the same past events? Furthermore, could this turn out be evidence that social studies needs to be renovated? Maybe there needs to be a class that is dedicated to current events and individual responsibility as a citizen that all students must take. I can recall when I was a student in high school, my teachers never fully expressed the importance of voting because we were not old enough to vote at that point in our lives. The presidential election of 2016 should be a warning for adolescents and young adults that our votes, in fact, do

matter. All votes matter, but when it comes to the future of the United States, the younger Americans need to vote so our concerns can be handled properly.

I remember, too, when I was in high school four years ago and all my social studies teachers never emphasized the importance of voting. Teachers always briefly stated the importance of the rights that we have, one being the right to vote. Before the 2016 election, there was not a recent election where the younger generation believed that they had to vote. Since the outcome of the election, this was a wakeup call to many people. Many people just believed that the person that they wanted to win, would. When the outcome was the presidential candidate that they did not want, they were the first people to complain all over social media. How can someone complain if they did not actively practice their right to vote? From my past experiences in the field at Ewing High School, my cooperating teacher expressed to the students how important it is to vote. We collaborated on a lesson about Andrew Jackson and tracing his presidency from his actions as a common man to his actions as having “king-like qualities”. Our students were curious on our views on the past election and what we believed. Together, we were honest with them. We expressed how significant it is to do your research, hear everyone’s side, and develop your own beliefs. We discussed the voter turnout and why their vote will matter someday. It is important for students to be taught that when they are of age to go out and make their voices heard.

After researching why, it is that the younger generation does not vote, I found out that the average age that voted in the 2016 election was fifty-seven (Strauss, 2018). These means that all the reforms and laws that the younger generation wants to be passed, will not. All new laws, reforms, acts, will be towards what the older generation needs. Carolyn DeWitt and Maureen Costello state that, “If there is one thing we believe in America, we believe in government of the people, by the people, for the people.” and later explain that American citizens, “...haven’t learned how to register to vote. They haven’t learned the best way to influence their elected representatives. They haven’t learned that they have power.” (Strauss, 2018). How can we be a democracy that countries want to mimic if we cannot get our own to get up and vote? Have Americans stopped caring or are we too lazy to vote? Joel Stein explains the millennial turnout and states that he, “calls millennials the “narcissistic generation,” and Jean Twenge says they are the “me generation,” stuck to their phones and uninterested in politics.” (Dalton, 2016). I do believe that millennials and people who are younger are addicted to their phones. Social media overtakes people’s lives, day to day. Instead of going out to make sure their vote counts, they will voice their opinions on Twitter or Facebook hoping that by posting their opinion it will help the vote. I agree, it is essential to voice your opinions, but if you are not going to act, then why are you choosing to not vote?

I always ask my peers why they do not bother to go vote because I understood the importance of this aspect my whole life. The answer I frequently receive is, “Because my vote won’t make a difference”. This answer, I personally feel is a selfish statement. Every vote matters no matter who you are or what you believe. If everyone who did not believe in their vote, voted, then the voter turnout would be completely different. Health care is so prominent because it is what most older people want for themselves. If the younger generation would go out and vote we could help our education systems and our futures. Caroline Beaton expresses that, “In 2016,

we view engaging in politics as a personal choice, not a civic obligation.” (Beaton, 2016). This is accurate because many younger people see voting as an option and not an obligation. They believe it is not their civic duty to express what they want. If people were educated more on voting and constantly informed on the importance of it, I believe that they would go out and exercise their right to vote.

I have hope for my generation in the 2020 election. The past election was, without a doubt, a wakeup call. This article is not intended to bash the younger generation, however, to express my aspiration for them to be more active participants in the future of our country. We are the future and I believe that we will come together as one fighting for what we believe.

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Developing a FAIR School Homework Policy

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Michael Pezone is a retired social studies teacher who taught at the High School for Law Enforcement and Public Safety in Jamaica, Queens. He organized his classes around research and writing projects for teams and individuals, oral presentations, class discussion, and civic action. This project was developed for Participation in Government classes. Many of his students had difficulty presenting their ideas in writing and supporting them with evidence. This project was designed to support students who will be taking the New York State English/Language Arts Regents Exam. Many of the students in his classes took the exam more than once so they can earn a diploma.

Introduction:

While changes in the larger society are needed to address problems like poverty and homelessness, there are things schools can do to help students affected by these issues. Your group is tasked to write a practical and reasonable proposal to the principal to suggest a school wide homework policy that might better serve all students, including our most needy students. (“No more homework, ever!” is NOT a practical proposal). Use information from the documents below as well as outside information to complete the project.

Requirements

A. A written recommendation addressed to the principal (see suggested outline below). Your group’s proposal must:

- 1) Be 150 words that are extremely well written. Your proposal must be typed in friendly letter format (the format will be projected on the smart board during class).
- 2) Explain how poverty and homelessness in NYC affect the ability of many children to do homework. Use statistics and other evidence to support your explanation. Use information from the documents and from your own research. Cite your source(s). (See how to cite the documents below)
- 3) Propose a practical and reasonable school wide homework policy to address these issues

B. A poster that will be presented in class along with the proposal and may be selected to present to the principal. The poster should contain: A title and student names on the front of the poster; Chart(s), graph(s), and photo(s) that support your proposal, along with captions that explain what each chart, graph, photo shows. The poster should be EXTREMELY attractive with accurate information.

C. Presentations. Each group will present their proposals and posters to the class. All proposals will then be combined into one final proposal. Students will choose a team (two or three students from each class) to present the proposal to the principal. One poster will be chosen for use in the presentation to the principal.

How to Cite the Documents

(Singer, "Children Need Homes, Not Charter Schools Or Standardized Tests, And Definitely Not Tax Cuts For The Wealthy," Huffington post, 12/14/2017)

("Homelessness in New York State," NYSTeachs, nysteachs.org/info-topic/statistics, 2017)

("Figure 1: Time high school students spend on homework by race and parent's income," Brookings Institute, brookings.edu, 2017)

Suggested Paper Outline

I. First paragraph: Explain the problem of poverty and homelessness and how it affects NYC students, using statistics and evidence to support your explanation

II. Second paragraph: Present your proposal for a school wide homework policy

III. Brief concluding paragraph: Thank her for her consideration of the issue and ask her to meet with a team of students to discuss your proposal

Directions: Read the key term and documents and then complete the group assignment below.

Key Term: "Gentrification" - process of renovation of deteriorated urban neighborhoods by means of the eviction of poor residents to make way for an influx of more affluent residents.

Document 1 - Article: "Children Need Homes, Not Charter Schools or Standardized Tests, and Definitely Not Tax Cuts for the Wealthy," by Alan Singer, *Huffington Post*, 12/14/2017

(1) Over 1.1 million children and teens attend more than 1,800 New York City public schools. About one-third of these children live in poverty.

In addition, 111,562 students were homeless at some point during the 2016-2017 school year. They are assigned homework, but they have no homes. It is as if these children are trapped in a 19th-century Charles Dickens novel about London's poor.

(2) New York City is not a Third World country, but 10 percent of its registered students live on the street, in cars, in shelters, in abandoned buildings, in public housing double-ups, and in overcrowded deteriorating tenements with people they do not know. They often don't have basic food, clothing, and health care, or heat in the freezing winter and air-conditioning in the sweltering summer. They don't do homework and they don't do well on standardized tests. Over 60 percent are chronically absent from school.

(3) Homeless children are the collateral damage of gentrification in New York City. Between 2000 and 2015 the Hispanic population of Washington Heights in Manhattan declined by over 10,000 people. There were double-digit percentage declines in Hispanic population in the gentrifying Brooklyn neighborhoods of Greenpoint, Williamsburg and Bushwick. The African American population sharply declined in Harlem and the Brooklyn neighborhoods of Crown Heights and Bedford-Stuyvesant. No one is asking what happened to the children who used to live in these communities.

(4) During his reelection campaign, Mayor Bill de Blasio claimed great advances in addressing homelessness and school performance. These children don't see it. The governor and his appointees on New York State school accrediting agencies push for more charter schools and lowering teacher qualifications. It is not clear how this will make a difference in the lives of these

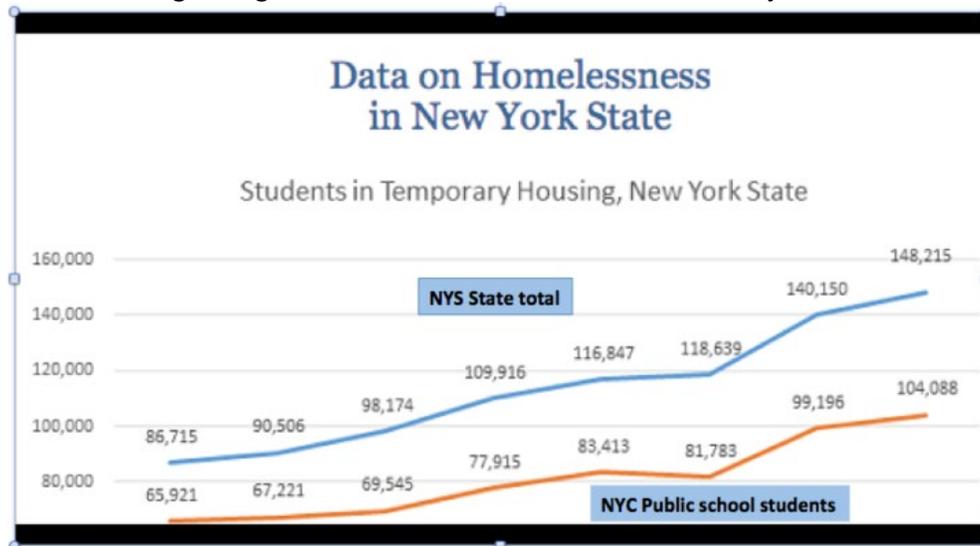
children. The City Council is discussing a bill that will ensure families applying for places in homeless shelters receive school information. They must be kidding, but the kids don't get the joke.

(5) Mayor De Blasio, Governor Cuomo and President Trump need to know this: Schools and teachers can do just so much to help homeless children. Children need homes. Their parents need jobs. Authorizing additional charter schools and standardized testing and AP classes are pretend solutions to very real and pressing social problems.

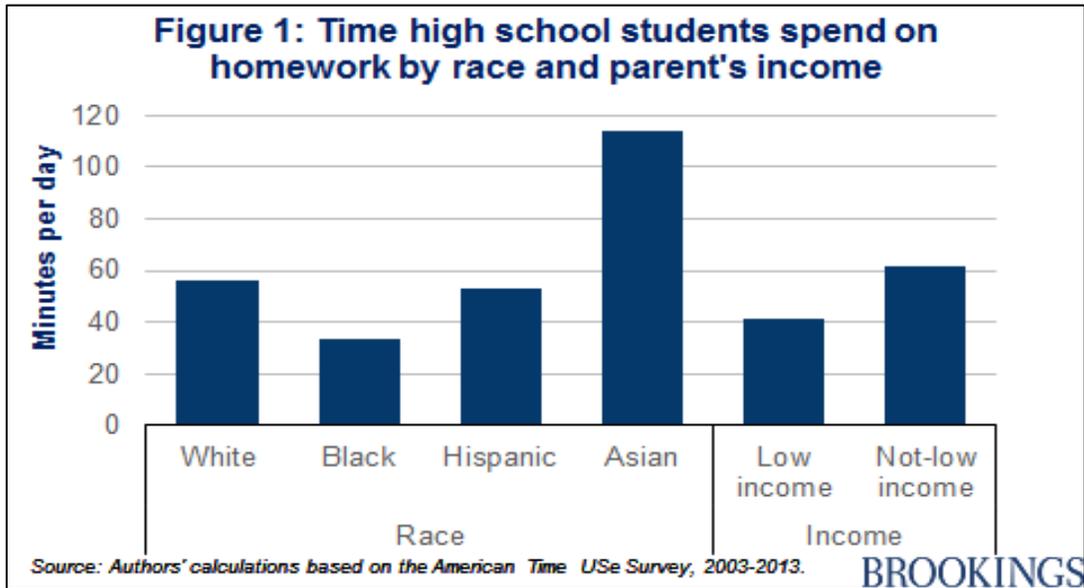
(6) Expect the situation to grow worse. The Trump tax scam will force cuts in a range of federal programs including medical care. Such cuts in social services will be done so that tax breaks for the rich will not increase the national debt too much. Under Trump's plan, loss of tax breaks for state and local governments will squeeze middle-class taxpayers and force state and local governments to lower taxes and cut spending on vital social services. Already two New Jersey towns have rejected school spending increases that were expected to pass. Children from the poorest families will be amongst the hardest hit.

Document 2: Data on Homelessness in New York State

(NYSTeaches – Chart shows growing homelessness from the 2009-2010 school year to the 2016-2017 school year)



Document 3: “Time high school students spend on homework by race and parent’s income.”
(Brookings Institute, www.brookings.edu, 2017)



Document 4: "Households with School-Age Children That Do Not Have Broadband Access"
National Education Association, www.neatoday.org/2016/04/20/the-homework-gap/, 2016

Households With School-Age Children That Do Not Have Broadband Access
Among households with school-age children ...

% LACKING A HIGH-SPEED CONNECTION AT HOME

	All	White	Black	Hispanic	Asian
Annual income under \$50,000	31.4%	24.6%	38.6%	37.4%	15.5%
\$50,000 or greater	8.4	6.7	13.0	12.8	4.0

% WITH A HIGH-SPEED CONNECTION AT HOME

	All	White	Black	Hispanic	Asian
All households with school-age children	82.5%	88.0%	71.5%	72.2%	92.3%
Annual income under \$25,000	60.3	67.9	53.6	54.8	79.0
\$25,000-\$49,999	75.7	80.6	71.2	69.2	88.6
\$50,000-\$99,999	88.2	90.5	84.1	82.1	94.0
\$100,000-\$149,999	94.3	95.1	91.7	90.6	96.5
\$150,000+	96.7	97.0	93.5	93.9	97.9

Source: Pew Research Center analysis of 2013 American Community Survey (IPUMS).

Questions

- 1) What percentage of all households with incomes under \$50,000 lack a high-speed internet connection?
- 2) What percentage of all households with a \$50,000 income or higher lack a high-speed internet connection?
- 3) Which racial group has the most broadband access?
- 4) Which racial group has the least broadband access?

- 5) In a full sentence, state the relationship between income level and broadband access.
- 6) In a full sentence, answer the question: How does lack of broadband access affect homework completion rates?

Homework Policy Project Grading Rubric (Total 15 pts)
Content of Proposal (0-3)

- Is your explanation of the problem of poverty and homelessness and their effects on homework completion well organized and logical?
- Is your explanation supported by statistics and other evidence?
- Is your proposal for a school wide homework policy reasonable and practical?

Quality of Writing (0-4)

- Is your writing of high quality, typed, with no errors?
- Do you follow a simple paragraph format?
- Do you properly cite your sources?

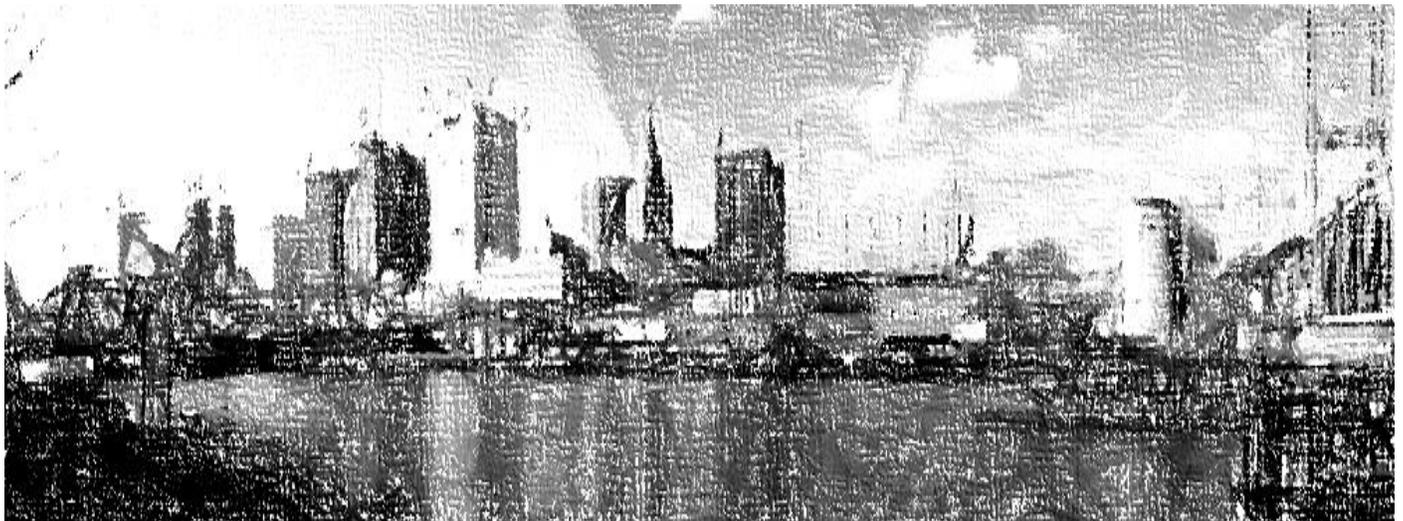
Quality of Poster (0-4)

- Is the information presented accurate?
- Is the poster extremely attractive?

- Does the poster present graph(s), chart(s), and photo(s) with titles and captions for each that explain what they are showing?
- Does the poster contain a title and student names on front?

Presentation and Teamwork (0-4)

- Do all group members contribute to the proposal and poster?
- Do all group members come on time and follow school rules?
- Do all group members behave in a mature manner?
- Do all group members take turns presenting their proposal and poster to the class?



Economic Law or Political Policy?

Alan Singer

Hofstra University

A problem framing the economics curriculum is disagreement about what should be included and even when there is a consensus on topics and themes, how they should be presented. The Business Dictionary, the NCSS C3 Framework, *New York Times* columnist Paul Krugman, and the New York State 12th Grade Social Studies Framework even offer very different conceptions of what economics is. In *Social Studies for Secondary Schools* (Routledge, 2014) I provide teachers with a very simple definition. “Economics examines how societies produce and distribute the goods and services that people, communities, and nations need to survive.” But of course, it is really complex, because how societies “produce and distribute the goods and services” involves individual, business, social, and political decisions, and competition between different interests, as does defining what “people, communities, and nations need to survive.” A good example is the debate over the regulation of industry to protect the environment and human civilization from the negative effects of climate change.

Business Dictionary: “The theories, principles, and models that deal with how the market process works. It attempts to explain how wealth is created and distributed in communities, how people allocate resources that are scarce and have many alternative uses, and other such matters that arise in dealing with human wants and their satisfaction.” *Their focus is on the market process and does not include the role of labor in production or government regulation.*

NCSS C3 Framework: “Effective economic decision making requires that students have a keen understanding of the way which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.” *Their focus is on economic decision-making and cost benefits. They recognize the role of multiple groups in the process, but don’t specifically cite workers or unions, or discuss how programs that benefit one group can be catastrophic for another.*

Nobel Prize winning economist and *New York Times* columnist Paul Krugman: “The economy is everything that involves making or using goods and services . . . Self-interest is still the best motivator we know – or more accurately, the only consistent motivator. So I’m for market economies. But I’m for market economies with strong safety nets, with adult supervision in capital markets, with public provision of goods the private sector does badly. An idealized New Deal is about as far as I go.” *Krugman is a left-Keynesian who supports an active role for the government in regulating markets and meeting human needs, but he still relies on market solutions.*

NYS 12th Grade Framework: “Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context.

- Students will examine their *individual responsibility* for managing their personal finances.
- Students will analyze the role of *supply and demand* in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets.
- Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization.

- Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.”

This is the worst of the definitions. First, the United States does not have a free-market economy and never has. Second, the stress on individual responsibility ignores the broader forces shaping our lives. Individuals, especially children, do not choose to be poor, unemployed, or homeless. Third, nothing is mentioned about competing interests or economic inequality. Good points are recognition of global forces and a role for government, but these are secondary in the curriculum.

The idea of free markets is generally associated with 18th century Scottish Enlightenment thinker Adam Smith and his notion of an “invisible hand” self-regulating markets. Smith actually only mentioned the “invisible hand” once in “The Wealth of Nations,” his signature work. The idea was actually promoted by 20th century economists, including F.A. Hayek who described it as “spontaneous order” and Joseph Schumpeter who called it “creative destruction.” As a result of Smith, Hayek, and Schumpeter, free-market economists often describe the “invisible hand” and the supply/demand curve as “economic law.” According to Smith: “Every individual necessarily labors to render the annual revenue of the society as great as he can ... He intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention ... By pursuing his own interests, he frequently promotes that of the society more effectually than when he really intends to promote it. I have never known much good done by those who affected to trade for the public good” (<https://www.investopedia.com/terms/i/invisiblehand.asp>).

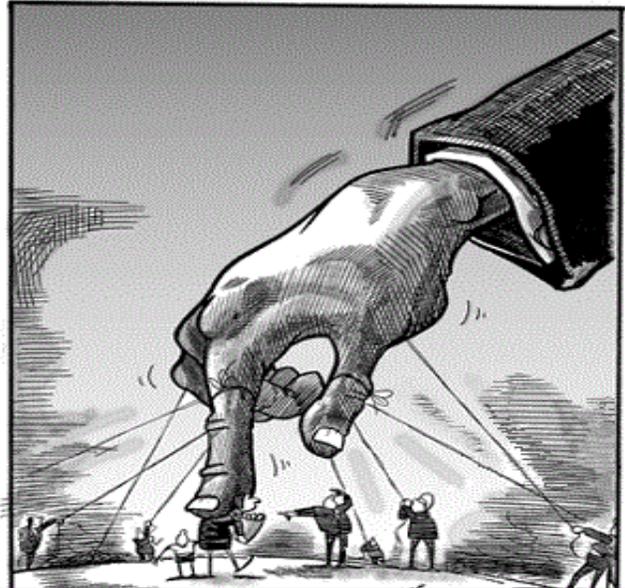
Economists from Karl Marx through John Maynard Keynes and contemporary Nobel Prize winners Joseph Stiglitz and Paul Krugman argue that political policies and government decisions actually play a much more important role in shaping modern economies than hypothesized economic laws. Most political economists argue that government intervention in modern economies is a positive benefit to society although they disagree on how active the government’s role should be.

This series of activities are designed to involve economics students in discussion of whether “economic law” or political policy should govern modern economies. The articles are edited down to less than 500 words to meet the standard for fair-use replications. They were also selected as challenging, but within the literacy expectations of students who are ready to do college-level work.

Aim: Does economic law or political policy govern modern economies?

Do Now: Read the definition of the “Invisible Hand,” examine the cartoons, and answer questions 1-4.

Invisible Hand: The term “invisible hand” was introduced by Adam Smith in his book *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776). It describes unobservable, or invisible, market forces that help the demand and supply of goods in a free market capitalist economy to automatically reach equilibrium (balance) at the most productive or beneficial level. - <https://economictimes.indiatimes.com/definition/invisible-hand>.



Questions

1. What is the origin of the term, the “invisible hand”?
2. How is it supposed to operate?
3. How are the depictions of the “invisible hand” in the cartoons similar and different?
4. In your opinion, which cartoonist has a more accurate view of how the “invisible hand” of free market capitalism actually works? Explain.

Introduction (Modeling -- Reading with video): Tax policies are definitely government decisions and affect people and industries differently. Donald Trump argues that cutting taxes on the wealthy and on corporations will unleash productivity and create new jobs. He is generally supported by free-market advocates, primarily members of the Republican Party. This chart is drawn from an article from *Time* magazine (<http://time.com/5030731/the-republican-tax-bills-winners-and-losers/>). The page also includes a video presenting multiple views on tax cuts.

The Republican Tax Bill's Winners and Losers

The ultra-wealthy, especially those with dynastic businesses — like President Donald Trump and his family — do very well under a major Republican tax bill moving in the Senate, as they do under legislation passed this week by the House . . . On the other hand, people living in high-tax states, who deduct their local property, income and sales taxes from what they owe Uncle Sam, could lose out from the complete or partial repeal of the deductions. And an estimated 13 million Americans could lose health insurance coverage over 10 years under the Senate bill.

Winners	Losers
<p>* Wealthy individuals and their heirs win big. The hottest class-warfare debate around the tax overhaul legislation involves the inheritance tax on multimillion-dollar estates. The House bill initially doubles the limits — to \$11 million for individuals and \$22 million for couples — on how much money in the estate can be exempted from the inheritance tax, then repeals it entirely after 2023. The Senate version also doubles the limits but doesn't repeal the tax. Then there's the alternative minimum tax, a levy aimed at ensuring that higher-</p>	<p>* An estimated 13 million Americans could lose health insurance coverage under the Senate bill, which would repeal the “Obamacare” requirement that everyone in the U.S. have health insurance. The projection comes from the nonpartisan Congressional Budget Office. Eliminating the fines is expected to mean fewer people would obtain federally subsidized health policies. * People living in high-tax states would be hit by repeal of federal</p>

earning people pay at least some tax. It disappears in both bills. The House measure cuts tax rates for many of the millions of “pass-through” businesses big and small — including partnerships and specially organized corporations — whose profits are taxed at the owners’ personal income rate. The Senate bill lets pass-through owners deduct some of the earnings and then pay at their personal income rate on the remainder.

* Corporations win all around, with a tax rate slashed from 35 percent to 20 percent in both bills — though they’d have to wait a year for it under the Senate measure.

* U.S. oil companies with foreign operations would pay reduced taxes under the Senate bill on their income from sales of oil and natural gas abroad. Beer, wine and liquor producers would reap tax reductions under the Senate measure. Companies that provide management services like maintenance for aircraft get an updated win. The Senate bill clarifies that under current law, the management companies would be exempt from paying taxes on payments they receive from owners of private jets as well as from commercial airlines.

deductions for state and local taxes under the Senate bill, and partial repeal under the House measure. That result of a compromise allows the deduction for up to \$10,000 in property taxes.

* Many families making less than \$30,000 a year would face tax increases starting in 2021 under the Senate bill, according to Congress’ nonpartisan Joint Committee on Taxation. * By 2027, families earning less than \$75,000 would see their tax bills rise while those making more would enjoy reductions, the analysts find. The individual income-tax reductions in the Senate bill would end in 2026.

Questions

1. Based on this report, who benefits the most from tax reform proposals?
2. Based on this report, who loses the most from tax reform proposals?
3. In your opinion, are these proposals fair? Explain.
4. Does government tax policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

Team A: Renewable Energy Is Surging. The G.O.P. Tax Bill Could Curtail That.

Source:

<https://www.nytimes.com/2017/12/07/climate/tax-overhaul-energy-wind-solar.html>

Questions

1. Based on this report, who benefits the most from current economic policies?
2. Based on this report, who loses the most from current economic policies?
3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

The Republican tax bills moving through Congress could significantly hobble the United States’ renewable energy industry because of a series of provisions that scale back incentives for wind and solar power while bolstering older energy sources like oil and gas production.

The possibility highlights the degree to which the nation’s recent surge in renewable electricity generation is still sustained by favorable tax treatment, which has lowered the cost of solar and wind production while provoking the ire of fossil-fuel competitors seeking to weaken those tax preferences.

Whether lawmakers choose to protect or jettison various renewable tax breaks in the final bill being negotiated on Capitol Hill could have major ramifications for the United States energy landscape, including the prices consumers pay for electricity.

Wind and solar are two of the fastest-growing sources of power in the country, providing 7 percent of electricity last year. Sharp declines in the cost of wind turbines and photovoltaic panels, coupled with generous tax credits that can offset at least 30 percent of project costs, have made new wind and solar even cheaper than running existing fossil-fuel plants in parts of the country.

In different ways, direct and indirect, the House and Senate bills each imperil elements of that ascension. A Senate bill provision intended to stop multinational companies from shifting profits overseas could unexpectedly cripple a key financing tool used by the renewable energy industry, particularly solar, by eroding the value of tax credits that banks and other financial institutions buy from energy companies.

The House bill’s effects would be more direct, rolling back tax credits for wind farms and electric vehicles, while increasing federal support for two nuclear reactors under construction in Georgia. Fossil fuel producers are under little pressure in either bill and some would stand to benefit: The Senate legislation would open the Arctic

National Wildlife Refuge in Alaska to oil drilling, while a last-minute amendment added by Senator John Cornyn, Republican of Texas, would allow oil and gas companies to receive lower tax rates on their profits.

The tension between new and old energy was on display this week at a White House event to promote the Republican tax legislation, where a coal plant employee from North Dakota thanked President Trump for a provision in the House bill that would drastically reduce the value of the production tax credit for wind.

“The production tax credit has destroyed the energy market, especially in the Midwest,” the employee, Jessica Unruh, who is also a state representative, told the president. “Wind production has really eroded our state tax base and replaced coal production when it comes to electricity production.”

The wind industry has warned that the House language, which would reduce the wind tax credit to 1.5 cents per kilowatt-hour, from 2.4 cents, and change eligibility rules, could eliminate over half of the new wind farms planned in the United States.

Team B: Inequality Is Not Inevitable by Joseph Stiglitz, NYT, June 28, 2014 SR1

<http://opinionator.blogs.nytimes.com/2014/06/27/inequality-is-not-inevitable/?ref=opinion>

Questions

1. Based on this report, who benefits the most from current economic policies?
2. Based on this report, who loses the most from current economic policies?
3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

An insidious trend has developed over this past third of a century. A country that experienced shared growth after World War II began to tear apart, so much so that when the Great Recession hit in late 2007, one could no longer ignore the fissures that had come to define the American economic landscape. How did this “shining city on a hill” become the advanced country with the greatest level of inequality?

Our current brand of capitalism is an ersatz capitalism. For proof of this go back to our response to the Great Recession, where we socialized losses, even as we privatized gains. Perfect competition should drive profits to zero, at least theoretically, but we have monopolies and oligopolies making persistently high profits. C.E.O.s enjoy incomes that are on average 295 times that of the typical

worker, a much higher ratio than in the past, without any evidence of a proportionate increase in productivity.

If it is not the inexorable laws of economics that have led to America’s great divide, what is it? Part of the answer is that as World War II faded into memory, so too did the solidarity it had engendered. As America triumphed in the Cold War, there didn’t seem to be a viable competitor to our economic model . . . Ideology and interests combined nefariously. Some drew the wrong lesson from the collapse of the Soviet system. The pendulum swung from much too much government there to much too little here. Corporate interests argued for getting rid of regulations, even when those regulations had done so much to protect and improve our environment, our safety, our health and the economy itself. But this ideology was hypocritical. The bankers, among the strongest advocates of laissez-faire economics, were only too willing to accept hundreds of billions of dollars from the government in the bailouts that have been a recurring feature of the global economy since the beginning of the Thatcher-Reagan era of “free” markets and deregulation.

The American political system is overrun by money. Economic inequality translates into political inequality, and political inequality yields increasing economic inequality . . . So corporate welfare increases as we curtail welfare for the poor. Congress maintains subsidies for rich farmers as we cut back on nutritional support for the needy. Drug companies have been given hundreds of billions of dollars as we limit Medicaid benefits. The banks that brought on the global financial crisis got billions while a pittance went to the homeowners and victims of the same banks’ predatory lending practices.

The problem of inequality is not so much a matter of technical economics. It’s really a problem of practical politics. Ensuring that those at the top pay their fair share of taxes — ending the special privileges of speculators, corporations and the rich — is both pragmatic and fair . . . Widening and deepening inequality is not driven by immutable economic laws, but by laws we have written ourselves.

Team C: Big Mac Test Shows Job Market Is Not Working to Distribute Wealth by Eduardo Porter, NYT, April 22, 2015, B1,

<http://www.nytimes.com/2015/04/22/business/big-mac-test-shows-job-market-is-not-working-to-distribute-wealth.html?ref=business>

Questions

1. Based on this report, who benefits the most from current economic policies?

2. Based on this report, who loses the most from current economic policies?
3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

Some 15 years ago, searching for a consistent way to compare wages of equivalent workers across the world, Orley Ashenfelter, an economics professor at Princeton University, came upon McDonald’s. The uniform, highly scripted production methods used throughout the McDonald’s fast-food empire allowed Professor Ashenfelter to compare workers in far-flung countries doing virtually the same thing. The company also offered a natural index to measure the purchasing power of its wages around the world: the price of a Big Mac. Some of his findings are depressing. Real wages — measured in terms of the number of Big Macs they might buy, declined over the first decade of the millennium widely across the industrialized world.

Even before the financial crisis struck, the wages of McDonald’s workers in the United States, many Western European countries, Japan and Canada went nowhere between 2000 and 2007, a period of steady, though unspectacular, economic growth in most of the developed world. In the United States, real wages actually declined . . . Faced with a tightening labor market and besieged by a vocal, combative movement demanding higher wages for America’s worst-paid employees, McDonald’s, Walmart and other large employers of cheap labor have offered modest raises to millions of workers scraping the bottom of the job market.

The battle for public opinion is fought mostly on ethical grounds — pitting the healthy profits of American corporations and the colossal pay of their executives against bottom-end wages that force millions of workers to rely on public assistance to survive. But what is often overlooked in the hypercharged debate about corporate morality is how a similar dynamic is taking hold around the industrialized world.

Lane Kenworthy, a professor of sociology at the University of California, San Diego, has disentangled the evolution of household incomes over the last three or four decades. The wages from work, he found, are playing a diminishing role for a growing swath of the labor force . . . A combination of sluggish employment and stagnant wages has forced more families to rely on the public purse in many developed nations.

In Canada, for example, labor market earnings for the bottom fourth of the income ladder grew by roughly \$25 a year between 1979 and 2007. Government transfers increased by \$78. For Canadian households one rung higher — between the 25th and the 50th percent of the earnings distribution — there were no increases in labor market compensation. All gains came from the government. In Germany — often portrayed as the gold standard of the postindustrial labor market — the entire bottom half of households experienced shrinking earnings from work. They only got ahead because of rising government benefits.

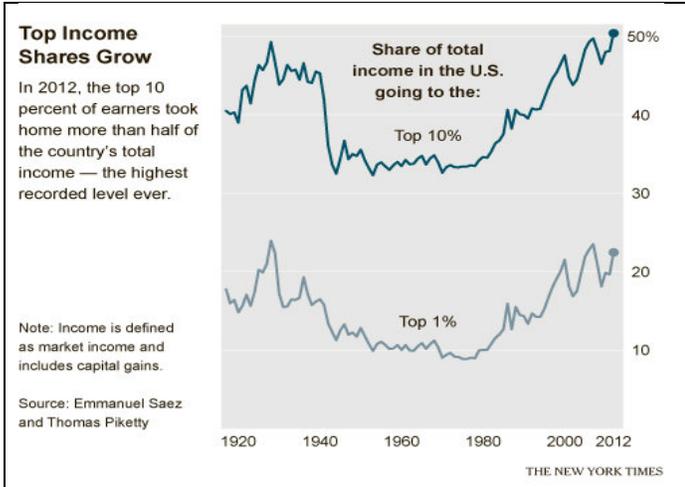
Perhaps it is simply that the demand for skill in the modern job market has grown faster than its supply. The United States, notably, hasn’t increased educational attainment at the rate the labor market requires. And the economy simply doesn’t need as many less-educated workers as it once did.

Team D: Top 10% Took Home Half Of U.S. Income in 2012 by Annie Lowrey, *NYT*, September 11, 2013, B4

Questions

1. Based on this report, who benefits the most from current economic policies?
2. Based on this report, who loses the most from current economic policies?
3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.





The top 10 percent of earners took more than half of the country's total income in 2012, the highest level recorded since the government began collecting the relevant data a century ago, according to an updated study by the prominent economists Emmanuel Saez and Thomas Piketty. The top 1 percent took more than one-fifth of the income earned by Americans, one of the highest levels on record since 1913, when the government instituted an income tax. The figures underscore that even after the recession the country remains in a new Gilded Age, with income as concentrated as it was in the years that preceded the Depression of the 1930s, if not more so.

High stock prices, rising home values and surging corporate profits have buoyed the recovery-era incomes of the most affluent Americans, with the incomes of the rest still weighed down by high unemployment and stagnant wages for many blue- and white-collar workers.

The income share of the top 1 percent of earners in 2012 returned to the same level as before both the Great Recession and the Great Depression: just above 20 percent, jumping to about 22.5 percent in 2012 from 19.7 percent in 2011 . . . [R]icher households have disproportionately benefited from the boom in the stock market during the recovery, with the Dow Jones Industrial Average more than doubling in value since it bottomed out early in 2009. About half of households hold stock, directly or through vehicles like pension accounts. But the richest 10 percent of households own about 90 percent of the stock, expanding both their net worth and their incomes when they cash out or receive dividends.

The economy remains depressed for most wage-earning families. With sustained, relatively high rates of unemployment, businesses are under no pressure to raise their employees' incomes because both workers and employers know that many people without jobs would be

willing to work for less. The share of Americans working or looking for work is at its lowest in 35 years. There is a glimmer of good news for the 99 percent in the report, though. Mr. Piketty and Mr. Saez show that the incomes of that group stagnated between 2009 and 2011. In 2012, they started growing again — if only by about 1 percent. But the total income of the top 1 percent surged nearly 20 percent that year. The incomes of the very richest, the 0.01 percent, shot up more than 32 percent.

Team E: Health Care and Profits, a Poor Mix by

Eduardo Porter, NYT, 1/9/13, B1

<http://www.nytimes.com/2013/01/09/business/health-care-and-pursuit-of-profit-make-a-poor-mix.html>

Questions

1. Based on this report, who benefits the most from current economic policies?
2. Based on this report, who loses the most from current economic policies?
3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

Thirty years ago, Bonnie Svarstad and Chester Bond of the School of Pharmacy at the University of Wisconsin-Madison discovered an interesting pattern in the use of sedatives at nursing homes in the south of the state. Patients entering church-affiliated nonprofit homes were prescribed drugs roughly as often as those entering profit-making “proprietary” institutions. But patients in proprietary homes received, on average, more than four times the dose of patients at nonprofits. Writing about his colleagues' research, . . .the economist Burton Weisbrod provided a straightforward explanation: “differences in the pursuit of profit.” Sedatives are cheap, Mr. Weisbrod noted. “Less expensive than, say, giving special attention to more active patients who need to be kept busy.”

This behavior was hardly surprising. Hospitals run for profit are also less likely than nonprofit and government-run institutions to offer services like home health care and psychiatric emergency care, which are not as profitable as open-heart surgery. A shareholder might even applaud the creativity with which profit-seeking institutions go about seeking profit. But the consequences of this pursuit might not be so great for other stakeholders in the system — patients, for instance. One study found that patients' mortality rates spiked when nonprofit hospitals switched to become profit-making, and their staff levels declined.

These profit-maximizing tactics point to a troubling conflict of interest that goes beyond the private delivery of health care. They raise a broader, more important question: How much should we rely on the private sector to satisfy broad social needs? From health to pensions to education, the United States relies on private enterprise more than pretty much every other advanced, industrial nation to provide essential social services. The government pays Medicare Advantage plans to deliver health care to aging Americans. It provides a tax break to encourage employers to cover workers under 65. Businesses devote almost 6 percent of the nation's economic output to pay for health insurance for their employees. This amounts to nine times similar private spending on health benefits across the Organization for Economic Cooperation and Development, on average. Private plans cover more than a third of pension benefits. The average for 30 countries in the O.E.C.D. is just over one-fifth.

Our reliance on private enterprise to provide the most essential services stems, in part, from a more narrow understanding of our collective responsibility to provide social goods. Private American health care has stood out for decades among industrial nations, where public universal coverage has long been considered a right of citizenship. But our faith in private solutions also draws on an ingrained belief that big government serves too many disparate objectives and must cater to too many conflicting interests to deliver services fairly and effectively.

Our trust appears undeserved, however. Our track record suggests that handing over responsibility for social goals to private enterprise is providing us with social goods of lower quality, distributed more inequitably and at a higher cost than if government delivered or paid for them directly.

Team F: Skilled Work, Without the Worker by John Markoff, NYT, 8/19 A1

<http://www.nytimes.com/2012/08/19/business/new-wave-of-adept-robots-is-changing-global-industry.html>

Questions

1. Based on this report, who benefits the most from current economic policies?
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3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

At the Philips Electronics factory on the coast of China, hundreds of workers use their hands and specialized tools to assemble electric shavers. That is the old way. At a sister factory here in the Dutch countryside, 128 robot arms do the same work with yoga-like flexibility. Video cameras guide them through feats well beyond the capability of the most dexterous human. One robot arm endlessly forms three perfect bends in two connector wires and slips them into holes almost too small for the eye to see. The arms work so fast that they must be enclosed in glass cages to prevent the people supervising them from being injured. And they do it all without a coffee break — three shifts a day, 365 days a year. All told, the factory here has several dozen workers per shift, about a tenth as many as the plant in the Chinese city of Zhuhai.

This is the future. A new wave of robots, far more adept than those now commonly used by automakers and other heavy manufacturers, are replacing workers around the world in both manufacturing and distribution. Factories like the one here in the Netherlands are a striking counterpoint to those used by Apple and other consumer electronics giants, which employ hundreds of thousands of low-skilled workers.

Many industry executives and technology experts say Philips's approach is gaining ground on Apple's. Even as Foxconn, Apple's iPhone manufacturer, continues to build new plants and hire thousands of additional workers to make smartphones, it plans to install more than a million robots within a few years to supplement its work force in China. Foxconn has not disclosed how many workers will be displaced or when. But its chairman, Terry Gou, has publicly endorsed a growing use of robots. Speaking of his more than one million employees worldwide: “As human beings are also animals, to manage one million animals gives me a headache.”

Take the cavernous solar-panel factory run by Flextronics in Milpitas, south of San Francisco. A large banner proudly proclaims “Bringing Jobs & Manufacturing Back to California!” Yet in the state-of-the-art plant, where the assembly line runs 24 hours a day, seven days a week, there are robots everywhere and few human workers. All of the heavy lifting and almost all of the precise work is done by robots that string together solar cells and seal them under glass. The human workers do things like trimming excess material, threading wires and screwing a handful of fasteners into a simple frame for each panel.

Such advances in manufacturing are also beginning to transform other sectors that employ millions of workers

around the world. One is distribution, where robots that zoom at the speed of the world’s fastest sprinters can store, retrieve and pack goods for shipment far more efficiently than people. Robots could soon replace workers at companies like C & S Wholesale Grocers, the nation’s largest grocery distributor, which has already deployed robot technology.

of the Gold Rush made San Francisco a boomtown after the 1850s. The rise of the auto industry helped triple the size of Detroit between 1910 and 1930. Other northern cities like Cleveland similarly swelled as they became manufacturing hubs. Los Angeles grew to a city of more than a million in the 1920s as film sets, oil wells and aircraft manufacturing promised opportunity. Seattle boomed after World War II, as Boeing did. Houston’s population took off as it became the center of the country’s energy economy.

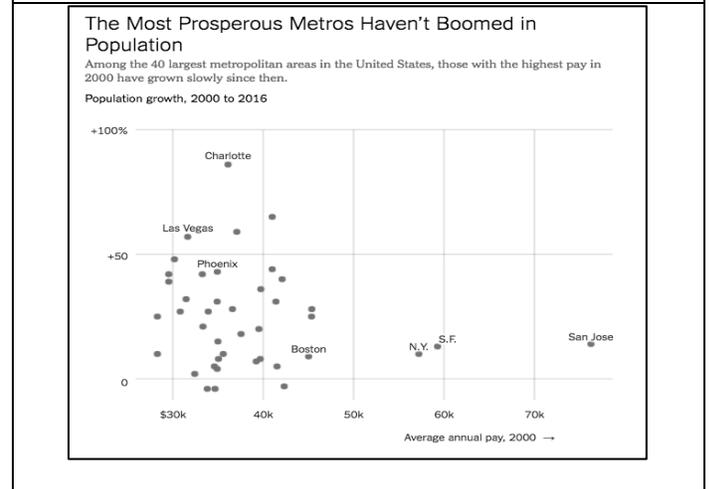
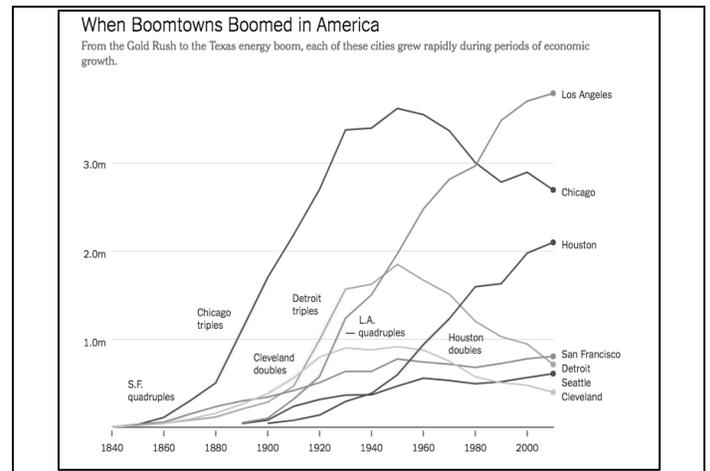
Team G: What Happened to the American Boomtown? by Emily Badger, NYT, Dec. 6, 2017, B3 <https://www.nytimes.com/2017/12/06/upshot/what-happened-to-the-american-boomtown.html>

Questions

1. Based on this report, who benefits the most from current economic policies?
2. Based on this report, who loses the most from current economic policies?
3. In your opinion, are these policies fair? Explain.
4. Does government policy support the idea that the “invisible hand” is operating or that economies are driven by political decisions? Explain.

The metro areas that offered the highest pay in 2000 have grown by some of the slowest rates since then, while people have flocked to lower-wage metros like Las Vegas, Phoenix and Charlotte, N.C. Similarly, the metros with the highest G.D.P. per capita are barely adding workers relative to much less productive areas. Some people aren’t moving into wealthy regions because they’re stuck in struggling ones. They have houses they can’t sell or government benefits they don’t want to lose. But the larger problem is that they’re blocked from moving to prosperous places by the shortage and cost of housing there. And that’s a [deliberate decision](#) these wealthy regions have made in opposing more housing construction, a prerequisite to make room for more people.

Compare that with most of American history. The country’s economic growth has long “gone hand in hand with enormous reallocation of population,” write the economists Kyle Herkenhoff, Lee Ohanian and Edward Prescott in [a recent study](#) of what’s hobbling similar population flows now. Workers moved north during the Great Migration and west out of the Dust Bowl. The lure



Charlottesville Belies Racism's Deep Roots in the North

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A southern city has now become synonymous with the ongoing scourge of racism in the United States. A year ago, white supremacists rallied to “Unite the Right” in Charlottesville, protesting the removal of a Confederate statute. In the days that followed, two of them, Christopher C. Cantwell and James A. Fields Jr., became quite prominent. The HBO show “Vice News Tonight” profiled Cantwell in an episode and showed him spouting racist and anti-Semitic slurs and violent fantasies. Fields gained notoriety after he plowed a car into a group of unarmed counterprotesters, killing 32-year-old Heather Heyer.

Today this tragedy defines the nature of modern racism primarily as Southern, embodied in tiki torches, Confederate flags and violent outbursts. As historians of race in America, we believe that such a one-sided view misses how entrenched, widespread and multi-various racism is and has been across the country.

Jim Crow born in the North

Racism has deep historic roots in the North, making the chaos and violence of Charlottesville part of a national historic phenomenon. Cantwell was born and raised in Stony Brook, Long Island, and was living in New Hampshire at the time of the march. Fields was born in Boone County, Kentucky, a stone's throw from Cincinnati, Ohio, and was living in Ohio when he plowed through a crowd.

Jim Crow, the system of laws that advanced segregation and black disenfranchisement, began in the North, not the South, as most Americans believe. Long before the Civil War, northern states like New York, Massachusetts, Ohio, New Jersey and Pennsylvania had legal codes that promoted black people's racial segregation and political disenfranchisement.

If racism is only pictured in spitting and screaming, in torches and vigilante justice and an allegiance to the Confederacy, many Americans can rest easy, believing they share little responsibility in its perpetuation. But the truth is, Americans all over the country do bear responsibility for racial segregation and inequality. Studying the long history of the Jim Crow North makes clear to us that there was nothing regional about white supremacy and its upholders. There is a larger landscape of segregation and struggle in the “liberal” North that brings into sharp relief the national character of American apartheid.

Northern racism shaped region

Throughout the 19th century, black and white abolitionists and free black activists challenged the North's Jim Crow practices and waged war against slavery in the South and the North. At the same time, Northerners wove Jim Crow racism into the fabric of their social, political and economic lives in ways that shaped the history of the region and the entire nation.

There was broad-based support, North and South, for white supremacy. Abraham Lincoln, who campaigned to stop slavery from spreading outside of the South, barely carried New York State in the elections of 1860 and 1864, for example, but he lost

both by a landslide in New York City. Lincoln's victory in 1864 came with only 50.5 percent of the state's popular vote. What's more, in 1860, New York State voters overwhelmingly supported – 63.6 percent – a referendum to keep universal suffrage rights only for white men.

New York banks loaned Southerners tens of millions of dollars, and New York shipowners provided southern cotton producers with the means to get their products to market. In other words, New York City was sustained by a slave economy. And working-class New Yorkers believed that the abolition of slavery would flood the city with cheap black labor, putting newly arrived immigrants out of work.

'Promised land that wasn't'

Malignant racism appeared throughout Northern political, economic, and social life during the 18th and 19th centuries. But the cancerous history of the Jim Crow North metastasized during the mid-20th century. Six million black people moved north and west between 1910 and 1970, seeking jobs, desiring education for their children and fleeing racial terrorism.

The rejuvenation of the Ku Klux Klan in the early 20th century, promoting pseudo-scientific racism known as "eugenics," immigration restriction and racial segregation, found supple support in pockets of the North, from California to Michigan to Queens, New York – not only in the states of the old Confederacy.

The KKK was a visible and overt example of widespread Northern racism that remained covert and insidious. Over the course of the 20th century, Northern laws, policies and policing strategies cemented Jim Crow. In Northern housing, the New Deal-era government Home Owners Loan Corporation maintained and created racially segregated neighborhoods. The research of scholars Robert K. Nelson, LaDale Winling, Richard Marciano and Nathan Connolly, through their valuable website, Mapping Inequality (<http://dsl.richmond.edu/mappinginequality.html>),

makes this history visible and undeniable. Zoning policies in the North preserved racial segregation in schools. Discrimination in jobs contributed to economic underdevelopment of businesses and neighborhoods, as well as destabilization of families. Crime statistics became a modern weapon for justifying the criminalization of Northern urban black populations and aggressive forms of policing.

A close examination of the history of the Jim Crow North – what Rosa Parks referred to as the "Northern promised land that wasn't"—demonstrates how racial discrimination and segregation operated as a system. Judges, police officers, school board officials and many others created and maintained the scaffolding for a Northern Jim Crow system that hid in plain sight.

New Deal policies, combined with white Americans' growing apprehension toward the migrants moving from the South to the North, created a systematized raw deal for the country's black people. Segregation worsened after the New Deal of the 1930s in multiple ways. For example, Federal Housing Administration policies rated neighborhoods for residential and school racial homogeneity. Aid to Dependent Children carved a requirement for "suitable homes" in discriminatory ways. Policymakers and intellectuals blamed black "cultural pathology" for social disparities.

Fighting back

Faced with these new realities, black people relentlessly and repeatedly challenged Northern racism, building movements from Boston to Milwaukee to Los Angeles. They were often met with the argument that this wasn't the South. They found it difficult to focus national attention on northern injustice. As Martin Luther King Jr. pointedly observed in 1965, "As the nation, negro and white, trembled with outrage at police brutality in the South, police misconduct in the North was rationalized, tolerated and usually denied."

Many Northerners, even ones who pushed for change in the South, were silent and often resistant to

change at home. One of the grandest achievements of the modern civil rights movement – the 1964 Civil Rights Act – contained a key loophole to prevent school desegregation from coming to northern communities. In a *New York Times* poll in 1964, a majority of New Yorkers thought the civil rights movement had gone too far.

Jim Crow practices unfolded despite supposed “colorblindness” among those who considered themselves liberal. And it evolved not just through Southern conservatism but New Deal and Great Society liberalism as well. Understanding racism in America in 2018 means not only examining the long history of racist practices and ideologies in the South but also the long history of racism in the Jim Crow North.



Culturally Responsiveness through the Eyes of an Indian American Educator

Sheena Jacob

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“I, too, sing America. I am the darker brother. They send me to eat in the kitchen when company comes, but I laugh, and eat well, and grow strong. Tomorrow, I’ll be at the table when company comes. Nobody will dare say to me, “Eat in the kitchen,” then. Besides, they’ll see how beautiful I am and be ashamed—I, too, am America” (Hughes, 2012).

James Mercer Langston Hughes was a famous American writer who was known best for being a leader of the Harlem Renaissance in New York City. Through his writings, he spoke about the inequalities that Blacks faced in our nation. He wrote and talked about the trials and tribulations that society has put on Blacks, and he questioned all aspects that are a nation is derived from, which are political, social, and economic. Reflecting on Langston Hughes poem, “I, Too,” and in the current political and social climate that we are living in, we are reminded that now more than ever, schools must embrace diversity and become culturally responsive. We are currently living in a society where the haves are at an advantage point, and the have-nots are at a disadvantage. For social mobility, we must provide equal and quality education for all children.

Unfortunately in the 21st century, we still face segregation and inequalities within schools from various regions, such as rural, urban and suburban areas. According to Leonard Valverde article titled, “Equal Educational Opportunity Since Brown: four major development” (2004) research has indicated the following implications are all steps to assist the

segregation, promotion of equality and quality of education for all children.

- *Implication #1: Compensatory Education for Equal Treatment Programs stimulated and encouraged by federal funding*
- *Implication #2: School Financing: Equity and Adequacy—Includes facilities, equipment, and personnel; inclusion and access using affirmative action*
- *Implication #3: Multicultural Curriculum: An Accurate Account—A balance and true representation of contributions made by populations in America’s development*

These strategies are targeted to address four basic concepts necessary to eliminate school segregation: promote equality in treatment, equity in resources, equal opportunity, and cultural democracy (Valverde, 2004). When researching responses to diversify and provide equal and quality education, author Ezella McPherson states the following points in “Moving from Separate, to Equal, to Equitable Schooling: Revisiting School Desegregation Policies,” (2011)

“...to diversify schools, housing policies need to be implemented to end racial discriminatory housing practices while integrating neighborhoods so that children and parents can interact with people from different racial backgrounds. By doing so, parents may be able to build racial tolerance and acceptance of their neighbors, which will place them in a better position to feel more comfortable to send their children to racially integrated schools. Besides neighborhoods, schools

may need to be reformed to provide equitable learning environments for students regardless of their racial and/or socioeconomic class background. By equitable learning environment, I am suggesting that schools provide students with the opportunity to learn through providing an equitable education to students through quality teaching, school resources (e.g., books, materials), in-school tutoring for students with special needs or who have challenges in a particular subject. More importantly, in building racial tolerance and acceptance for people from different racial backgrounds, community members (e.g., school teachers, parents, local community members) should consider working together to provide a quality education for students” (2011, p.479).

Reflecting on my personal story, my parents migrated to the United States of America in the 1970s, looking for a better opportunity in three aspects of life, political, social and economic. They left their family and possessions behind and started in this country with a clear motivation, “to provide a better opportunity and lifestyle for their children and extended family.” I grew up in a household with strong cultural ties to the Indian culture and the Christian faith. My siblings and I were consistently reminded of the struggles that my parents and their ancestors endured and faced as they lived in India. They told us their hardships if it dealt with socioeconomic status, race, equality, or gender relationship, that they dealt with as they started and continued to live in America. The challenge of living in a traditional household that focuses on culture and religion is when you are living in a different culture besides the one that you are growing up in. Living in a household and trying to find an even balance between the American culture and Indian culture was challenging because there were ideology differences in culture, achievement, motivation, and gender. As I entered the elementary school, I thought that all children are equal and viewed the same; however, I soon came to realize how different I was even though I was born in the United States of America. I saw that I was not a part of the same culture, in fact, I was a minority looking into a culture that I had no idea about.

At an early age, I found myself making decisions and understanding perspectives that differed from mine; I look at the content in multiple ways because I was exposed to understanding how the world can be complicated, unjust, and unfair. My parents instilled in us that one should not allow being conquered by the injustices or unfairness that we might receive, one should look at these trials and tribulations and overcome them by continuing to follow their aspirations, advancing to become educated and eventually empowering oneself and making the change he or she wishes to see.

Looking at my parents starting point as they entered this country in the 1970s and comparing to where we are as a family now is remarkable, considering the strides that they made with the limited resources and support at their disposal. My parents eventually moved out to the suburbs on Long Island. They were adamant about providing us a quality education, and as a result, they uprooted their family to a new location where they were the only minority family. I can remember racial tension stories, an unfair treatment that my parents endured as they lived in the United States. I remember entering school and seeing racial injustices amongst my siblings and I. However, the one thing I remembered is that my parents consistently demonstrated that the culture that they have raised us was a culture that entailed language, knowledge, history, morals, and values that we should be proud of. We were taught not to back down and continue to strive. My parents equipped us with ideas that when we face injustices, we must be prepared with words, education, knowledge, and understanding and only then can we achieve equality.

In a traditional Indian household males and females are distinctly different. Being the youngest and a female, my gender defined my family responsibilities, social behavior, and thought process. For instance, I was expected to learn how to cook and clean, prepare meals and serve, be submissive and inferior to the males. However, living in a western culture and growing up in a traditional Indian

household, my environment did not allow me to accept and practice any of these expectations. In fact, with the combination of the American and Indian culture intertwined, the two cultures combined empowered me to become a stronger individual that was aspiring to be a change agent for future minority youths, adults and especially minority females.

As an educator, administrator, and a doctoral student, I can emphatically say and agree with Ezella McPherson; it is time for schools to support children that come from diverse background, it is imperative that we as leaders provide professional development to our teachers who are in the frontline to help children who may differ from the majority, it is time for local and state officials to make culturally responsiveness a priority and not a checklist of things to get done within the educational system. The racial segregation and intolerance I felt in my life was strikingly turning points in my life, however the people that I came across, my family who was my foundation, and my loved ones who continue to support me were all factors

why I keep staying on a path where I can be a change agent for schools to become culturally responsive.

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Teaching the Movie “All Quiet on the Western Front”

Karen Snyder

OBJECTIVES: Students will judge if *All Quiet on the Western Front* accurately portrays the ways young men were influenced to join armies in World War I. They will view a section of the film, *All Quiet on the Western Front*, and judge whether it accurately portrays the costs of war and the attitude towards war. Students will be able to judge the physical and psychological pressures placed on the soldiers in the trenches. Through a gallery walk, they will be able to determine the effects of World War I and evaluate whether the war was worth the costs.

LESSON 1 AIM: How were young men influenced to join the war effort?

Activity 2: Segment from *All Quiet on the Western Front*. Answer the following questions as you view the video. (Beginning of him to shot of empty classroom – eight minutes – 0:00 – 9:45)

1. What are some of the phrases that the professor uses to urge to boys to enlist?
2. What are some of the images that the boys have of soldiers?
3. What are the boy’s feelings as they throw their books around and march out of the room?
4. What does the empty classroom symbolize?
5. How does the speech by the Professor reflect German nationalism?

Professor Kantorek’s speech: “Now, my beloved class, this is what we must do. Strike with all our power. Give every ounce of strength to win victory before the end of the year. It is with reluctance that I bring this subject up again. You are the life of the fatherland, you boys. You are the iron men of Germany. You are the gay heroes who will repulse the enemy when you are called upon to do so. It is not for me to suggest that any of you should stand up and offer to defend his country. But I wonder if such a thing is going through your heads. I know that in one of the schools the boys have risen up in the classroom and enlisted in a mass. But, of course, if such a thing should happen here you would not blame me for a feeling of pride. Perhaps some will say that you should not be allowed to go yet that you are too young, - that you have homes, mothers, fathers - that you should not be torn away. Are your fathers so forgetful of their fatherland that they would let it perish? Are your mothers so weak that they cannot send a son to defend the land which gave them birth? And after all, is a little experience such a bad thing for a boy? Is the honor of wearing a uniform something from which we should run? And if our young ladies glory in those who wear it is that anything to be ashamed of? I know you have never desired the adulation of heroes. That has not been part of my teaching. We have sought to make ourselves worthy and let a claim come when it would. But to be foremost in battle is a virtue not to be despised. I believe it will be a quick war that there will be few losses. But if losses there must be then let us remember the Latin phrase which must have come to the lips of many a Roman when he stood embattled in a foreign land: ‘Dulce et decorum est pro patria mori.’ ‘Sweet and fitting it is to die for the fatherland.’ Some of you may have ambitions. I know of one young man who has great promise as a writer and he has written the first act of a tragedy which would be a credit to one of the masters. And he is dreaming, I suppose of following in the footsteps of Goethe and Schiller, and I hope he will. But now our country calls. The fatherland needs leaders. Personal ambition must be thrown aside

<p>6. The Professor said, “I believe it will be a quick war, with few losses.” How does this opinion reflect the views of most Europeans about World War I?</p>	<p>in the one great sacrifice for our country. Here is a glorious beginning to your lives. The field of honor calls you. Why are we here? You, Kropp, what has kept you back? You, Mueller, you know how much you are needed? Ah, I see you look at your leader. And I, too, look to you, Paul Baumer and I wonder what you are going to do.”</p>
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Activity 3: Joining the Army - Even before the United States entered World War I, many young people were eager to become part of the action. One was Alphonzo Bulz, a teenager in Western Texas who later served in Europe with the 36th (Texas) National Guard Division. Here he tells about how he learned about the war and decided to join the army.

<p>Questions:</p> <ol style="list-style-type: none"> 1. Why did Alphonzo Bulz want to join the war? 2. In what ways did wartime propaganda influence Bulz’s decision to join the army? 3. How is this propaganda similar to the arguments used by the Professor in the film, and in “A Call for Arms”? 	<p>“We didn’t have the radio and TV the way we do today. Why, we got our information from what we used to call the ‘drummers.’ These were the [salesmen] who’d go through all the towns in places like West Texas selling all the merchants their merchandise. They would paint such a dark picture [of] what was going on there that we all felt the Kaiser was going to invade America. And all those awful things the Germans were doing to the Belgians. . . Then we’d hear how they were riling up the Mexicans so that they’d want to fight us. I was only seventeen then, but I thought I better go over there and fight so that I wouldn’t be no slave to any foreign country. Of course, my family wasn’t about to let me go, so one day I stopped off at the baker’s shop on my way to high school. He was a good buddy of mine, so I left my books at his shop and told him to hold them for me because I was going to be gone a couple of days. A couple of days – that was a funny one. I was gone about two years. Now, I didn’t have any money, so I went down to the railroad yard and hopped a freight train to Waco, then grabbed another to [Fort] Worth. I told the recruiting sergeant there that I was twenty-one. I lied you see; I had to get in. I told him I wanted to join the infantry so I could fight those Germans, and they said fine. Well, when my daddy found out where I was, he came down to get me to come back home. ‘Al,’ he pleaded, ‘We need you at home. What do you want to go over there to France for, get all shot full of holes? We love you at home, boy.’ ‘No, Dad,’ I answered, ‘I don’t want to go back home. I want to go to war, show the Kaiser that he can’t fool around with Americans.’ Poor Dad, he tried so hard for about an hour to get me to go home. But finally he gave up. ‘Well, son, if that’s the way you feel,” he said, “remember one thing: if you love God and your country, and you do your duty, you’ll come back safe.’ And he was right.”</p> <p>Source: Berry, H. (ed.) <i>Make the Kaiser Dance: Living Memories of a Forgotten War: The American Experience in World War I</i>, pp. 291-295</p>
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LESSON 2 AIM: How did the attitude of soldiers change after being in battle?

Activity 1: Students read the poem “The Soldier” silently followed by the class reading the poem aloud.	
<p>If I should die, think only this of me: That there's some corner of a foreign field That is ever England. There shall be In that rich earth a richer dust concealed; A dust whom England bore, shaped, made aware, Gave, once her flowers to love, her ways to roam, A body of England's, breathing English air,</p>	<p>Washed by the rivers, blest by the suns of home. And think, this heart, all evil shed away, A pulse in the eternal mind, no less Gives somewhere back the thoughts by England given; Her sights and sounds; dreams happy as her day; And laughter, learnt of friends; and gentleness In hearts at peace, under an English heaven. Source: Brooke, Rupert <i>The Complete Poems of Rupert Brooke</i> (1933)</p>

Activity 2: Segment from <i>All Quiet on the Western Front</i> .	
<p>Soldier: (shocked) Dead. He's dead. Katzinsky: Why did you risk your life bringing him in? Soldier: But it's Behm, my friend. Katzinsky: (admonishing) It's a corpse, no matter whose it is.</p>	<p>Questions</p> <ol style="list-style-type: none"> 1. What are the soldiers doing? 2. Why were the boys surprised at their friend's death? 3. What does Katzinsky mean? 4. Who is right in the dialogue when the boys bring back Behm's body?

Activity 3: “Dulce Et Decorum Est.”	
<p>Questions</p> <p>A. Distribute the poem and have students read it alone. Answer any questions about the vocabulary. When the students are ready, read the poem aloud as a class.</p> <p>B. Read the questions first so that it is clear what they are to look for.</p> <p>C. Put students into pairs. Have each group answer one of the following questions, quoting the lines that support their answers.</p>	<p>“Dulce Et Decorum Est”</p> <p>Source: C. Day Lewis, ed., <i>The Collected Poems of Wilfred Owen</i> (1963)</p> <p>Bent double, like old beggars under sacks, Knock-kneed, coughing like hags, we cursed through sludge, Till on the haunting flares we turned our backs And towards our distant rest began to trudge. Men marched asleep. Many had lost their boots But limped on, blood-shod. All went lame; all blind;</p>

Questions

1. Where is the poet going? Where has he come from? (To their “distant rest.” They have travelled from the front line: “Till the haunting flares we turned our backs.”)
2. How did he and the other soldiers feel? (Very tired – “Drunk with fatigue”)
3. How do the soldiers look? (Like old beggars; weak and malnourished; knock-kneed, covered in blood: “Blood-shod”, in bare feet and barely able to walk “Many had lost their boots/ but limped on. . . all lame”)
4. What do the soldiers try to do to protect themselves? (put on their gas masks: “An ecstasy of fumbling / Fitting the clumsy helmets just in time”)
5. Does every man manage to fit his helmet in time? (No: “But someone still was yelling out and stumbling”)
7. What happens to the man? (He dies in agony: “flound’ring like a man in fire or lime”)
8. What lasting effect does this incident have on Owen? (He still sees the man in his dreams: In all my dreams, before my helpless sight, / He plunges at me”)
9. What is Owen’s final message? (If you saw such a thing you would never repeat the slogan, Dulce at Delcorum Est – there is no glory in war)

Drunk with fatigue; deaf even to the hoots
Of tired, out stripped Five-Nines that dropped behind.
Gas! Gas! Quick boys! -- An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime. . .
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.
If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues, --
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The Old Lie: Dulce et Decorum est Pro patria mori.*
* ("It is fitting and proper to die for one's country.")

Culminating Activity: Using their notes, the students will write several paragraphs explaining who they think was right.

LESSON 3 AIM: What were some of the emotional costs of the war?

Activity 1: Discuss the psychological pressures that can lead to insanity	
<p>1. Distribute the handout, “Psychiatrists Case Study”</p> <p>2. As students watch the film, they are to fill out the case study. They are psychiatrists and are to write a clinical description of the conditions the soldiers are exposed to.</p> <p>3. Show the film from the death of their friend to the point where the soldiers are about to attack. (Chapter Seven – 10 minutes - 26:35 – 36:35)</p> <p>4. Have the students describe the conditions in the trenches.</p> <p>5. Start the film again, run it until the fade out. (Chapter Seven – seven minutes – 36:35 – 43:35)</p> <p>What were the soldiers exposed to? How could this exposure lead to “shell shock?” Discussion.</p>	<p style="text-align: center;">“A Psychiatrist’s Case Study”</p> <p>There has been an outbreak of “shell-shock” in the German army. This is a situation where soldiers go insane. You have been called in to complete a study of the conditions that the soldiers face in the trenches. Describe what you see the soldiers exhibiting as you watch the film clip.</p> <p>Physical Conditions:</p> <p>Chance of injury:</p> <p>Food:</p> <p>Weather – it’s effect on the soldiers:</p> <p>Sleeping conditions and the effect of these:</p> <p>Privacy (or lack of) and its effect:</p> <p>Deaths and their effect:</p>
<p>Summary: Each student will pretend that they are a soldier in World War I fighting in the trenches, and are trying to describe this warfare to a loved one at home. They may use any media they want, e.g. letter, poetry, song, artwork.</p>	

LESSON 4 AIM: Was the war worth the costs?

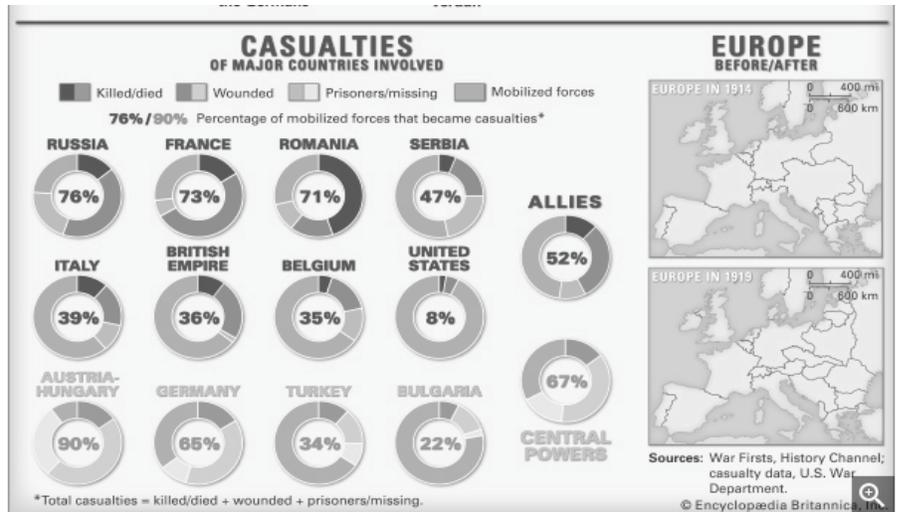
Activity 1: Gallery Walk
<p>1. Organize documents around the classroom: Texts should be displayed “gallery-style” - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. Students should be given a definite time to be spent on each prompt, e.g. two minutes. A timer can be used.</p>

2. Instruct students on how to walk through the gallery: Students will take the gallery walk on their own. They should fill out the question sheet as they rotate around the room. One direction that should be emphasized is that students are supposed to disperse themselves around the room. Be ready to break up clumps of students.
3. Assess: As the teacher, it is important to make sure that the students understand each prompt, thus, it is important that you monitor the stations while the students participate. Ask some students to explain what they see. You may need to clarify or provide a hint if students don't understand or misinterpret what is posted at their station. Read the students' writing (Specific problems may be that, in "Parade to War, Allegory" the soldiers faces resemble skulls or in John Singer Sargent's painting some of the soldiers have their hands on other's shoulders – this is because they have been blinded. They should also be aware of the figures in the foreground and background of Sargent's painting).
4. Reflect: Have students break into small groups to discuss what they have seen. They should discuss how each document reflects an aspect of the costs of World War I. As a group they should decide which document is the most important, explaining why.
5. Class Reflection: A representative from each group will explain to the class which document their group decided was the most important. They will give reasons to defend their choice.

Station 1: How was Ypres affected by the war?



Station 2: How were participating countries affected by World War I?



Station 3: What was the result of “A Call for Arms”?

“Untrained though they were (the conscription laws exempted them from service until their studies were complete), they volunteered almost to a complete body to form the new XXII and XXIII corps, which in October 1914, after two months of drill, were thrown into action against the regulars of the British army near Ypres in Belgium. The result was a massacre of the innocents (known in Germany as the *kindermord bei Ypern*), of which a ghastly memorial can be seen to this day. In the Langemarck cemetery, overlooked by a shrine decorated by the insignia of Germany’s universities, lie the bodies of 36,000 young men interred in a common grave, all killed in three weeks of fighting; the number almost equals that of the United States’ battle casualties in seven years of war in Vietnam.

Source: Keegan, J. *A History of Warfare*, pp. 358-359



Station 4: What was the affect of poison gas?



The aftermath of a mustard gas attack in August 1918 witnessed by the artist John Singer Sargent. Poison gas was probably the most feared of all weapons in World War One. Poison gas was indiscriminate and could be used on the trenches even when no attack was going on. “What we saw was total death,” wrote a young German soldier named Willi Siebert in a letter to his son. “Nothing was alive. All of the animals had come out of their holes to die. ... You could see where men had clawed at their faces, and throats, trying to get breath. Some had shot themselves.”

Source: Everts, Sara “When Chemicals Became Weapons of War.”

Station 5: How did the war affect civilians?

The magnitude of the wartime refugee crisis is difficult to establish with precision. It was characterized by multiple flows of human beings, and therefore an imaginary census at a given point in time would underestimate the real total of those who were displaced. Nevertheless, data from different countries suggest that at least 10 million people were displaced either internally or as a result of fleeing across an international frontier.

Source: Gatrell, Peter Refugees | International Encyclopedia of the First World War (WW1)



Refugees from Belgium flood into Holland.



Shell Shock

Station 6: How did the losses of World War I affect the soldiers?

By 1917 the French army had lost nearly 1,000,000 dead, and after another disastrous offensive in Champagne in April, one half of its fighting divisions refused to obey further orders to attack. The episode, loosely described as mutiny, is better represented as a large-scale military strike against the operation of an unbearable probability; four out of nine Frenchmen enlisted in the fighting-units suffered wounds or death by the war's close. At the end of that year, the Italian army, which its government had committed to war against Austria in May 1915, went the same way; it collapsed in the face of an Austro-German counteroffensive and was effectively immobilized until the armistice. The Russian army, its casualties, uncounted, had by then begun to 'vote for peace with its feet,' in Lenin's phrase. Lenin's political victory in the Petrograd Revolution of October 1917 could not have occurred but for the military catastrophes the army had undergone in East Prussia, Poland, and the Ukraine, which dissolved the units on which the constitutional government counted for support.

Source: Keegan, J. *A History of Warfare*, pp. 359-362

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Teaching about Slavery in the Fifth Grade

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United States history is usually taught in fifth grade. One of the more difficult topics to teach with sensitivity and critically is about the enslavement of African Americans in British North America and the United States. Elementary school teachers that I work with often have only a superficial knowledge of history at best, particularly topics like slavery, which means that if they decide to teach about it they are drawn to packaged lessons. Many are afraid to even touch the topic because of news stories about teachers challenged by parents and administrators, and even removed, because of inappropriate lessons.

In response, I developed a series of full class and group based lessons. While I think it is important to help students understand the horror and injustice of enslavement, they also need to learn how people, both Black and white, risked their lives in the struggle to end it. A focus on abolitionists also addresses other key social studies goals including understanding what it means to be an active citizen in a democratic society and writing more women into the history curriculum.

I use a close reading and textual analysis of three songs from slavery days, “All the Pretty Little Horses,” “Go Down Moses,” and “Follow the Drinking Gourd”, to introduce three major themes. “All the Pretty Little Horses” is the story of a mother separated from her child and is about the sorry and injustice of being enslaved. “Go Down Moses” is a religious allegory, nominally about the enslavement of Israelites in Egypt, but really about the desire of enslaved Africans for freedom. “Follow the Drinking Gourd” tells the story of the Underground Railroad as a pathway to freedom. Versions of the songs are available on Youtube. I

recommend Odetta singing “All the Pretty Little Horses,” Paul Robeson singing “Go Down Moses,” and Richie Havens’ version of “Follow the Drinking Gourd.”

Virginia Hamilton’s story “The People Could Fly” lends itself to reenactment as a play. It introduces slavery as an oppressive work system, explores the horrors of enslavement, and shows the resistance to bondage. Based on a traditional folktale, it ends with enslaved Africans on a cotton plantation in the South rediscovering the magic of flight to escape enslavement and return to Africa. I have performed this play successfully with students in grades 5 to 8. Some classes have opened and closed with performances of African dance.

The package “Abolitionists who fought to end slavery” opens with a full class lesson on abolitionists. It includes an early photograph that records an anti-slavery meeting in August 1850 in Cazenovia, New York. The meeting was called to protest against a proposed new federal Fugitive Slave law. Participants in the meeting included Frederick Douglass. The lesson includes a map of Underground Railroad routes through the New Jersey and New York. It concludes with instructions for the “Abolitionist Project.” Each team studies about one of ten leading abolitionists who fought against slavery. They produce a PowerPoint with between five and ten slides about their abolitionist’s life and achievements; create a tee-shirt, poster, or three-dimensional display featuring the life of their abolitionist; and write a poem, letter, skit, rap, or song about their abolitionist. The team’s PowerPoint and creative activities are presented to the class.

Traditional African American Songs from the Era of Slavery

A) All the Pretty Little Horses - The key to understanding this lullaby is that there are two babies.

Hush-a-bye, don't you cry, go to sleep my little baby,

When you wake, you shall have, all the pretty little horses,

Blacks and bays, dapples and grays, all the pretty little horses.

Way down yonder, in the meadow, lies my poor little lambie,

With bees and butterflies peckin' out its eyes,

The poor little things crying Mammy.

Questions

1. Who are the two babies in this lullaby? Which baby is the woman singing to?
2. Why do you think the woman was assigned to care for this baby?
3. What does this song tell us about the experience of enslaved Africans?

B) Go Down, Moses - This song is an African American version of Exodus from the Old Testament.

When Israel was in Egypt land, Let my people go.

Oppressed so hard they could not stand, Let my people go.

Chorus- Go down, Moses, Way down in Egypt land. Tell old Pharaoh to let my people go.

"Thus spoke the Lord," bold Moses said, Let my people go.

"If not, I'll smite your first-born dead." Let my people go.

Chorus- Go down, Moses, Way down in Egypt land. Tell old Pharaoh to let my people go.

Old Pharaoh said he'd go across, Let my people go.

But Pharaoh and his host were lost, Let my people go.

Chorus- Go down, Moses, Way down in Egypt land. Tell old Pharaoh to let my people go.

No more shall they in bondage toil, Let my people go.

They shall go forth with Egypt's spoil, Let my people go.

Chorus- Go down, Moses, Way down in Egypt land. Tell old Pharaoh to let my people go.

Questions

1. What does Moses say to Pharaoh?
2. Why do you think enslaved African Americans sang a song about ancient Israelites?
3. What does this song tell us about the experience of enslaved Africans?

C) Follow the Drinking Gourd- This song is supposed to contain an oral map of the Underground Railroad. The "drinking gourd" is the star constellation known as the Big Dipper.

When the sun comes up and the first quail calls, follow the drinking gourd,

For the old man is awaiting for to carry you to freedom, if you follow the drinking gourd.

Chorus- Follow the drinking gourd, follow the drinking gourd,

For the old man is awaiting for to carry you to freedom, if you follow the drinking gourd.

The river bank will make a mighty good road, the dead trees will show you the way,

Left foot, peg foot, travelin' on, follow the drinking gourd.

Chorus- Follow the drinking gourd, follow the drinking gourd,

For the old man is awaiting for to carry you to freedom, if you follow the drinking gourd.

The river ends between two hills, follow the drinking gourd,

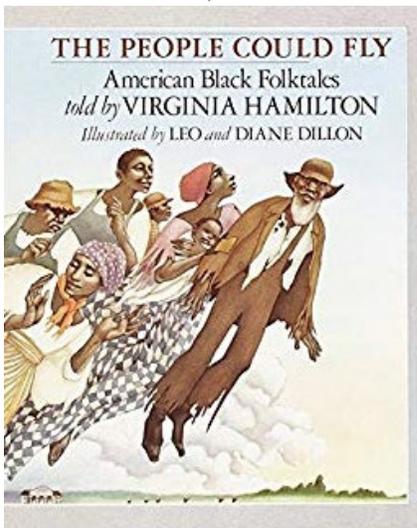
There's another river on the other side, follow the drinking gourd.

Chorus- Follow the drinking gourd, follow the drinking gourd,

For the old man is awaiting for to carry you to freedom, if you follow the drinking gourd.

The People Could Fly – A Play

Based on a story from the book, *The People Could Fly*, *American Black Folktales* by Virginia Hamilton (New York: Random House, 1993)



Background: Toby and Sarah stand in the middle bending over to pick cotton. The overseer and master loom in the background, either as giant puppets or as large images on a screen (scanned from the book). A leather belt imitates the sound of a whip. The play illustrates the oppression of slavery and the desire of enslaved Africans for freedom. The play follows the original story very closely.

Cast: 12 Narrators, Sarah, Toby, Overseer, Master

Questions

1. Why does the song tell passengers on the Underground Railroad to follow the “drinking gourd”?
 2. Why would runaway slaves prefer an oral map to a written map?
 3. What does this song tell us about the experience of enslaved Africans?
-

Materials: Belt for cracking like a whip, baby doll for Sarah, two giant puppets (water jugs attached to a broom stick, tape on a wire hanger and provide a long sleeve shirt)

Narrator 1: They say the people could fly. Say that along ago in Africa, some of the people knew magic. And they would walk up on the air like climbing up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flapping against the blue up there. Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn't take their wings across the water on the slave ships. Too crowded, don't you know. The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flying when they could no longer breathe the sweet scent of Africa.

Narrator 2: Say the people who could fly kept their power, although they shed their wings. They kept their secret magic in the land of slavery. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn't tell anymore one who could fly from one who couldn't. One such who could was an old man, call him Toby. And standing tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to her back. She trembled to be so hard worked and scorned. The slaves labored in the fields from sunup to

sundown. The owner of the slaves calling himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn't be moved.

Narrator 3: His Overseer on horseback pointed out the slaves who were slowing down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice-open cut of pain. So they did move faster. Had to. Sarah hoed and chopped the row as the babe on her back slept. Say the child grew hungry. That babe started up bawling too loud. Sarah couldn't stop to feed it. Couldn't stop to soothe and quiet it down. She let it cry. She didn't want to. She had no heart to croon to it.

Overseer: "Keep that thing quiet."

Narrator 4: The Overseer, he pointed his finger at the babe. The woman scrunched low. The Driver cracked his whip across the babe anyhow. The babe hollered like any hurt child, and the woman feel to the earth. The old man that was there, Toby, came and helped her to her feet.

Sarah: "I must go soon."

Toby: "Soon."

Narrator 5: Sarah couldn't stand up straight any longer. She was too weak. The sun burned her face. The babe cried and cried.

Sarah: "Pity me, oh, pity me." say it sounded like. Sarah was so sad and starving, she sat down in the row.

Overseer: "Get up, you black cow." "

Narrator 5: The Overseer pointed his hand, and the Driver's whip snarled around Sarah's legs. Her sack dress tore into rags. Her legs bled onto the earth. She couldn't get up. Toby was there where there was no one to help her and the babe.

Sarah: "Now, before it's too late. Now, Father!"

Toby: "Yes, Daughter, the time is come. Go, as you know how to go!" (He raised his arms, holding them out to her.) "*Kum ... yali, kum buba tambe. Kum ... yali, kum buba tambe.*"

Narrator 6: The young woman lifted one foot on the air. Then the other. She flew clumsily at first, with the child now held tightly in her arms. Then she felt the magic, the African mystery. Say she rose just as free as a bird. As light as a feather. The Overseer rode after her, hollering. Sarah flew over the fences. She flew over the woods. Tall trees could not snag her. Nor could the Overseer. She flew like an eagle now, until she was gone from sight. No one dared speak about it. Couldn't believe it. But it was, because they that was there saw that it was.

Narrator 7: Say the next day was dead hot in the fields. A young man slave fell from the heat. The Driver come and whipped him. Toby come over and spoke words to the fallen one. The words of ancient Africa once heard are never remembered completely. The young man forgot them as soon as he heard them. They went way inside him. He got up and rolled over on the air. He rode it awhile. And he flew away. Another and another fell from the heat. Toby was there. He cried out to the fallen and reached his arms out to them.

Toby: "*Kum kunka yali, kum ... tambe!*"

Narrator 8: And they too rose on the air. They rode the hot breezes. The ones flying were black and shining sticks, wheeling above the head of the Overseer. They crossed the rows, the fields, the fences, the streams, and were away.

Overseer: "Seize the old man! I heard him say the magic words. Seize him!"

Narrator 9: The one calling himself Master come running. The Driver got his whip ready to curl around old Toby and tie him up. The slaveowner took his hip gun from its place. He meant to kill old, black Toby. But Toby just laughed. Say he threw back his head.

Toby: “Hee, hee! Don’t you know who I am? Don’t you know some of us in this field? We are ones who fly!”

Narrator 10: And he sighed the ancient words that were a dark promise. He said them all around to the others in the field under the whip, “... *buba yali ... buba tambe ...*” There was a great outcry. The bent backs straightened up. Old and young who were called slaves and could fly joined hands. Say like they would ring-sing. But they didn’t shuffle in a circle. They didn’t sing. They rose on the air. They flew in a flock that was black against the heavenly blue. Black crows or black shadows. It didn’t matter, they went so high. Way above the plantation, way over the slavery land. Say they flew away to *Free-dom*.

Narrator 11: And the old man, old Toby, flew behind them, taking care of them. He wasn’t crying. He wasn’t laughing. He was the seer. His gaze fell on the plantation where the slaves who could not fly waited.

Class: “*Take us with you! Take us with you!*”

Narrator 11: Their looks spoke it but they were afraid to shout it. Toby couldn’t take them with him. Hadn’t the time to teach them to fly. They must wait for a chance to run.

Toby: “Goodie-bye!”

Narrator 12: The old man called Toby spoke to them, poor souls! And he was flying gone. So they say. The Overseer told it. The one called Master said it was a lie, a trick of the light. The Driver kept his mouth shut. The enslaved Africans who could not fly told about the people who could fly to their children. When they were free. When they sat close before the fire in the free land, they told it. They did so love firelight and *Free-dom*, and telling. They say that the children of the ones who could not fly told their children. And now, me, I have told it to you.

Abolitionists Who Fought to End Slavery

- **Sources:**
 - https://www.syracuse.com/news/index.ssf/2005/02/cazenovia_convention.html
 - <http://www.virginiamemory.com/online-exhibitions/exhibits/show/to-be-sold/item/366>
 - <http://nationalhumanitiescenter.org/pds/maai/community/text7/ltramerslaves1850.pdf>

Abolitionists fought to end slavery in the United States. Some were Black and some were white. Many were religious. Some were former slaves who had escaped from bondage. Some believed the country could change peaceably. Some believed it would not change without bloodshed. Some believed abolitionists should obey the law. Some believed abolitionists should break the law. Some wanted slavery to end at once. Some thought it

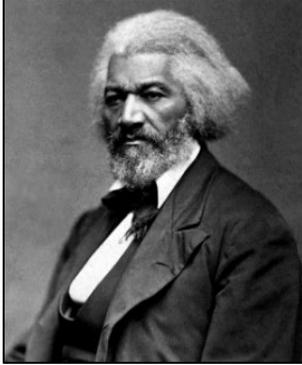
could end over time. They all believed slavery in the United States was wrong and must end.



A) This early photograph records an anti-slavery meeting in August 1850 in Cazenovia, New York.

Frederick Douglass: An Abolitionist Who Helped End Slavery in the United States

Social Reformer, Abolitionist, Orator, Writer



- 1818 - Born enslaved in Maryland
- 1838 - Escaped from slavery
- 1841 - Met William Lloyd Garrison and became an active abolitionist
- 1845 - Published first edition of biography 1845 - Traveled to Europe to avoid re-enslavement
- 1847 - Returned to the United States and began publication of the abolitionist North Star in Rochester, NY
- 1848 - Attended the Women's Rights Convention in Seneca Falls, NY
- 1859 - Met with John Brown to plan slave rebellion. Fled to Europe to escape prosecution after Harpers Ferry.
- 1863 - Convinced Lincoln to enlist Black troops in the Union Army
- 1872 - First African American nominated for Vice President of the United States

- 1889 - Appointed U.S. representative to Haiti
- 1895 - Died in Washington DC

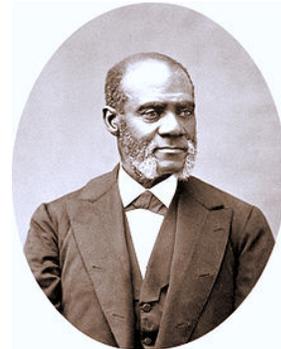
Famous Speech: "What to the Slave is the Fourth of July?"

Frederick Douglass was asked to address the citizens of Rochester at their Fourth of July celebration in 1852. This excerpt from his speech shows his great power as an orator and the strength of his opposition to slavery.

What to the American slave is your Fourth of July? I answer, a day that reveals to him more than all other days of the year, the gross injustice and cruelty to which he is the constant victim. To him your celebration is a sham; your boasted liberty an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass-fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour. Go where you may, search where you will, roam through all the monarchies and despotisms of the Old World, travel through South America, search out every abuse and when you have found the last, lay your facts by the side of the every-day practices of this nation, and you will say with me that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.

Henry Highland Garnet: An Abolitionist Who Helped End Slavery in the United States

Abolitionist, Minister, Educator and Orator



- 1815 - Born enslaved in Maryland
- 1824 - Escaped with his family to New Jersey
- 1825 - Family settled in New York where he attended the African Free School
- 1828 (?) - Slavecatchers force his family to flee Brooklyn. Garnet harbored in Smithtown, NY.

- 1830 – Suffered serious leg injury (later amputated)
- 1834 – Helped found an abolitionist society
- 1835 – Attended interracial Noyes Academy in Connecticut that was burned down by rioters
- 1839 – Graduated from Oneida Theological Institute and became a Presbyterian minister in Troy, NY
- 1843 – Called for slave rebellion in speech at the National Negro Convention
- 1849 – Called free Blacks to emigrate out of the U.S.
- 1852 – Moved to Jamaica as a Christian Missionary
- 1863 – Enlisted Blacks in the Union Army. Escaped from Draft Riots.
- 1865 – 1st African American to preach in Capital building
- 1882 – Died Monrovia, Liberia

Famous Speech: “An Address to the Slaves of the United States”

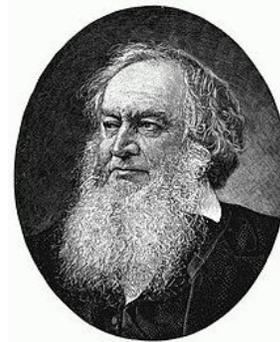
From August 21-24, 1843, a National Negro Convention was held in Buffalo, New York. Delegates included Frederick Douglass. Henry Highland Garnet delivered a very militant speech calling on enslaved Africans to revolt.

It is in your power so to torment the God-cursed slaveholders that they will be glad to let you go free. If the scale was turned, and black men were the masters and white men the slaves, every destructive agent and element would be employed to lay the oppressor low. Danger and death would hang over their heads day and night. Yes, the tyrants would meet with plagues more terrible than those of Pharaoh. But you are a patient people. You act as though, you were made for the special use of these devils. You act as though your daughters were born to pamper the lusts of your masters and overseers.

Let your motto be resistance! Resistance!
RESISTANCE! No oppressed people have ever secured their liberty without resistance. What kind of resistance you had better make, you must decide by the circumstances that surround you, and according to the suggestion of expediency. Brethren, adieu! Trust in the

living God. Labor for the peace of the human race, and remember that you are FOUR MILLIONS.

Gerrit Smith: An Abolitionist Who Helped End Slavery in the United States



Reformer, Abolitionist, Politician, Philanthropist

- 1797 – Born in Utica, NY
- 1818 – Graduated from Hamilton College
- 1819 – Managed family land-holdings in upstate NY
- 1828 – Became active in temperance movement
- 1835 – Became active as an abolitionist
- 1840 – Helped found anti-slavery Liberty Party
- 1846 – Gave land in the Adirondacks to free Blacks as homesteads
- 1848- His home became UGRR station
- 1848 – Liberty Party Candidate for President
- 1850s – Financially supported Frederick Douglass’ newspapers
- 1852 – Elected to Congress
- 1859 – Funded John Brown raid on Harpers Ferry
- 1865 – Advocated for mild treatment of the South after the Civil War
- 1874 – Died in New York City

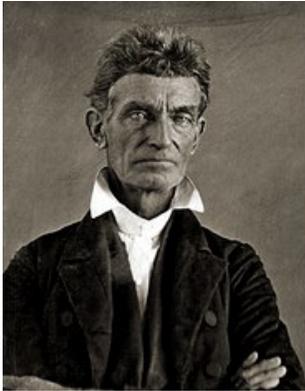
Famous Speech: Statement on Slavery in Congress, April 6, 1854

Slavery is the baldest and biggest lie on earth. In reducing man to chattel, it denies, that God is God – for, in His image, made He man – the black man and the red man, as well as the white man. Distorted as our minds by prejudice, and shrivelled as are our souls by the spirit of

caste, this essential equality of the varieties of the human family may not be apparent to us all.

The Constitution, the only law of the territories, is not in favor of slavery, and that slavery cannot be set up under it . . . I deny that there can be Constitutional slavery in any of the States of the American Union – future States, or present States – new or old. I hold, that the Constitution, not only authorizes no slavery, but permits no slavery; not only creates no slavery in any part of the land, but abolishes slavery in every part of the land. In other words, I hold, that there is no law for American slavery.

John Brown: An Abolitionist Who Helped End Slavery in the United States



- 1800 – Born in Torrington, Connecticut
- 1837 – Brown commits his life to fighting to end slavery.
- 1849 - John Brown and his family moved to the Black community of North Elba in the Adirondack region of New York.
- 1855 – Brown and five of his sons organize a band of anti-slavery guerilla fighters in the Kansas territory.
- 1859 - John Brown and 21 other men attacked the federal arsenal at Harpers Ferry. Brown was wounded, captured and convicted of treason. He was hanged on December 2, 1859.

John Brown is one of the most controversial [debated] figures in United States history. He was a conductor on

the Underground Railroad and an anti-slavery guerilla fighter in Kansas. In 1859, Brown led an armed attack on a federal armory at Harpers Ferry, Virginia. His goal was to start a slave rebellion in the United States. Brown and his followers were defeated, tried and executed. While the rebellion failed, it led to the Civil War and the end of slavery in the United States.

Famous Speech: John Brown to the Virginia Court on November 2, 1859

In the first place, I deny everything but what I have all along admitted, -- the design on my part to free slaves . . . Had I so interfered in behalf of the rich, the powerful, the intelligent, the so-called great, or in behalf of any of their friends -- either father, mother, sister, wife, or children, or any of that class -- and suffered and sacrificed what I have in this interference, it would have been all right; and every man in this court would have deemed it an act worthy of reward rather than punishment.

The court acknowledges, as I suppose, the validity of the law of God . . . I believe that to have interfered as I have done -- as I have always freely admitted I have done -- in behalf of His despised poor, was not wrong, but right. Now if it is deemed necessary that I should forfeit my life for the furtherance [continuation] of the ends of justice, and mingle [mix] my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments. -- I submit; so let it be done!

Harriet Tubman: An Abolitionist Who Helped End Slavery in the United States **Abolitionist, Political Activist, Nurse, Spy**



1822 – Born enslaved in Maryland. Birth name
Araminta “Minty” Ross
1834 (?) – Suffered severe head injury when she
helped another slave who was being beaten
1849 – Escaped enslavement
1850s – Conductor on the UGRR
1858 – Helped John Brown plot Harpers Ferry
1859 – Establishes farm Auburn, NY
1861 – Served as a cook and nurse for Union Army
1863 – Became spy for the Union Army
1868 – Secured Civil War pension
1896 – Established an old age home
1913 – Died in Auburn, NY

Excerpt from her Biography by Sarah Bradford

Master Lincoln, he's a great man, and I am a poor negro [African American]; but the negro can tell master Lincoln how to save the money and the young men. He can do it by setting the negro free. Suppose that was an awful big snake down there, on the floor. He bite you. Folks all scared, because you die. You send for a doctor to cut the bite; but the snake, he rolled up there, and while the doctor doing it, he bite you again. The doctor dug out that bite; but while the doctor doing it, the snake, he spring up and bite you again; so he keep doing it, till you kill him. That's what master Lincoln ought to know.

Frederick Douglass Praises Harriet Tubman

The difference between us is very marked. Most that I have done and suffered in the service of our cause has been in public, and I have received much encouragement at every step of the way. You, on the other hand, have labored in a private way. I have wrought in the day—you in the night. ... The midnight sky and the silent stars have been the witnesses of your devotion to freedom and of your heroism. Excepting John Brown—of sacred memory—I know of no one who has willingly encountered more perils and hardships to serve our enslaved people than you have.

Sojourner Truth: An Abolitionist Who Helped End Slavery in the United States
Abolitionist and Women's Rights Activist



1797 – Born enslaved in Ulster County, NY. Her birth name was Isabella (Belle) Baumfree. She spoke Dutch before she spoke English.
1806 – Isabella was sold for the first time at age 9.
1826 – She escaped from slavery with her infant daughter.
1827 – Legally freed by New York Emancipation Act.
1828 – Sued in court to free her son who had be sold illegally to an owner in Alabama.
1843 – Isabella converted to Methodism, changed her name to Sojourner Truth, and became a travelling preacher and abolitionist.
1850 – William Lloyd Garrison published her memoir.
1851 – Sojourner Truth delivered her “Ain’t I a Woman” speech at an Ohio Women’s Rights Convention.
1850s – Spoke at many anti-slavery and women’s rights meetings
1860s – Recruited Black soldiers for the Union Army.
1870s – Campaigned for equal rights for former slaves.
1883 – Died in Battle Creek, Michigan

Famous Speech: “Ain’t I a Woman” (edited)
In May 1851, Sojourner Truth attended the Ohio Women's Rights Convention in Akron, Ohio. She

delivered a speech where she demanded full and equal human rights for women and enslaved Africans. The text of the speech was written down and later published by Frances Gage, who organized the convention. In the published version of the speech Sojourner Truth referred to herself using a word that is not acceptable to use. This is an edited version of the speech.

Well, children, where there is so much racket there must be something out of kilter. I think that between the Negroes [Blacks] of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? Then they talk about this thing in the head; what do they call it? [Intellect, someone whispers.] That's it, honey. What's that got to do with women's rights or Negro's rights? If my cup won't hold but a pint and yours holds a quart, wouldn't you be mean not to let me have my little half-measure full?

Then that little man in black there, he says women can't have as much rights as men, because Christ wasn't a woman! Where did your Christ come from? From God and a woman! Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together . . . ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

David Ruggles: An Abolitionist Who Helped End Slavery in the United States



- 1810 - Born in Lyme, Connecticut to free black parents
- 1815 – Attended Sabbath School for poor children in Norwich, Connecticut.
- 1826 – Moved to New York City and operated a grocery store.
- 1830 - Opened the first African-American bookstore.
- 1835 – Organized the New York Vigilance Committee.
- 1835 - A white anti-abolitionist mob assaulted Ruggles and burned his bookstore.
- 1838- Helped Frederick Douglass during his escape from slavery.
- 1842 - Became very ill and almost completely blind
- 1849 - Died in Northampton, Massachusetts

A Letter from David Ruggles

David Ruggles wrote this letter to the editor of a New York newspaper, Zion's Watchman, It was reprinted in The Liberator by William Lloyd Garrison in October 1837. The New York Vigilance Committee helped enslaved Africans to escape and free Blacks arrested and accused of being runaway slaves.

I suppose, not one in a thousand of your readers can be aware of the extent to which slavery prevails even in the so-called free state of New York. Within the last four weeks, I have seen not less than eleven different persons who have recently been brought from the south, and who are now held as slaves by their masters in this state; as you know the laws of this state allow any slaveholder to do this, nine months at a time; so that when the slave has been here nine months, the master has only to take him out of the state, and then return with him immediately, and have him registered again, and so he may hold on to the slave as long as he lives. Some of the slaves whom I have recently seen are employed by their masters, some

are loaned, and others hired out; and each of the holders of these slaves whom I have seen are professors of religion!!

Jermain Loguen: An Abolitionist Who Helped End Slavery in the United States



Abolitionist, UGRR Station Master, Bishop

- 1814 – Born enslaved in Tennessee. His biological father owned Jermain and his mother.
- 1834 – Escaped to Canada on the UGRR
- 1837 - Studied at the Oneida Institute
- 1840s – An AME Zion minister, he established schools for Black children in Syracuse and Utica. His home in Syracuse was UGRR station.
- 1850 – Speech denounced Fugitive Slave Law
- 1851 – Breaks the Fugitive Slave Law helping a freedom seeker escape from prison to Canada
- 1859 – Published his autobiography
- 1868 – Appointed Bishop in the AME Zion Church
- 1872 – Died in Syracuse, NY

Famous Speech: Reverend Jermain Loguen Denounces the Fugitive Slave Law (1850)

I was a slave; I knew the dangers I was exposed to. I had made up my mind as to the course I was to take. On that score I needed no counsel, nor did the colored citizens generally. They had taken their stand - they would not be taken back to slavery. If to shoot down their assailants should forfeit their lives, such result was the least of the evil. They will have their liberties or die in their defense.

I don't respect this law - I don't fear it - I won't obey it! It outlaws me, and I outlaw it, and the men who attempt to enforce it on me. I place the governmental officials on the ground that they place me. I will not live a slave, and if force is employed to re-enslave me, I shall make preparations to meet the crisis as becomes a man. If you will stand by me- and believe you will do it, for your freedom and honor are involved as well as mine- it requires no microscope to see that- I say if you will stand with us in resistance to this measure, you will be the saviours (*sic*) of your country. Your decision tonight in favor of resistance will give vent to the spirit of liberty, and will break the bands of party, and shout for joy all over the North. Your example only is needed to be the type of public action in Auburn, and Rochester, and Utica, and Buffalo, and all the West, and eventually in the Atlantic cities. Heaven knows that this act of noble daring will break out somewhere- and may God grant that Syracuse be the honored spot, whence it shall send an earthquake voice through the land!

William Lloyd Garrison: An Abolitionist Who Helped End Slavery in the United States Abolitionist, Journalist, Women's Rights



- 1805 – Born in Massachusetts
- 1828 – Active in Temperance campaigns
- 1831 – Started publication of the anti-slavery newspaper *The Liberator*
- 1832- Organized the New England Anti-Slavery Society
- 1835 – Nearly lynched after speaking at an anti-slavery rally in Boston.

- 1840 – Demanded that women be allowed to participate in all abolitionist activities.
- 1841 – Starts working with Frederick Douglass after meeting at an anti-slavery rally.
- 1850 – Garrison and Douglass disagree whether slavery could be defeated through electoral means.
- 1854 – Garrison burned a copy of the Constitution calling it a pro-slavery document.
- 1870s – Garrison campaigns for full and equal rights for Blacks and women.
- 1879 – Died in New York City

Famous Essay: 1st Editorial in *The Liberator*

*William Lloyd Garrison was a radical abolitionist who demanded an immediate end to slavery. This excerpt is from the initial editorial in *The Liberator*. It was published January 1, 1831.*

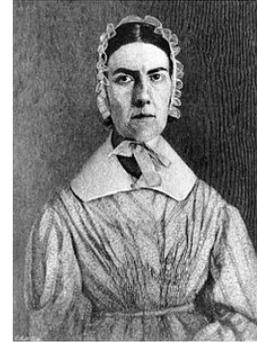
I determined, at every hazard, to lift up the standard of emancipation in the eyes of the nation . . . That standard is now unfurled; and long may it float . . . till every chain be broken, and every bondman set free! Let southern oppressors tremble . . . let all the enemies of the persecuted blacks tremble.

Assenting [agreeing] to the “self-evident truth” maintained in the American Declaration of Independence, “that all men are created equal, and endowed by their Creator with certain inalienable rights -- among which are life, liberty and the pursuit of happiness,” I shall strenuously contend for the immediate enfranchisement [voting rights] of our slave population.

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; — but urge me not to use moderation in a cause like the present. I am in earnest — I will not

equivocate — I will not excuse — I will not retreat a single inch — *and I will be heard.*

Angelina Grimké Weld: An Abolitionist Who Helped End Slavery in the United States



Abolitionist, Feminist, Educator

- 1805 – Born in Charleston, South Carolina. Her parents were major slaveholders.
- 1826 – Became a Sunday school teacher in the Presbyterian church..
- 1829 – Spoke against slavery at a church service and she was expelled from membership..
- 1835 – Joined the Philadelphia Female Anti-Slavery Society.
- 1836 – A letter published in *The Liberator* made her a well-known abolitionist.
- 1837 – Helped organize the Anti-Slavery Convention of American Women.
- 1838 – In Boston, she became the 1st woman in the United States to speak before a state legislature. Threatened by a mob when she spoke at a Philadelphia anti-slavery rally.
- 1838 – Married abolitionist Theodore Weld and together they operated schools in New Jersey
- 1879 – Died at Hyde Park, Massachusetts

“Appeal to the Christian Women of the South”

*Angelina Grimké was a religious Christian. Her religious beliefs convinced her to become an abolitionist. In her 1836 letter published in *The Liberator*, she wrote that abolition was a “cause worth dying for.” In her writing and speeches she appealed to other Christians to join the anti-slavery campaign. In 1837, she published a pamphlet that urged Southern*

white women, in the name of their Christian beliefs, to help end slavery.

I appeal to you, my friends, as mothers; Are you willing to enslave your children? You start back with horror and indignation at such a question. But why, if slavery is no wrong to those upon whom it is imposed? Why, if as has often been said, slaves are happier than their masters, free from the cares and perplexities of providing for themselves and their families? Why not place your children in the way of being supported without your

having the trouble to provide for them, or they for themselves? Do you not perceive that as soon as this golden rule of action is applied to yourselves that you involuntarily shrink from the test; as soon as your actions are weighed in this balance of the sanctuary that you are found wanting? Try yourselves by another of the Divine precepts, "Thou shalt love thy neighbor as thyself." Can we love a man as we love ourselves if we do, and continue to do unto him, what we would not wish any one to do to us?



Teaching about Immigration

Alyssa Knipfing

Oceanwide High School, Oceanside, New York

Aim: Why did people immigrate to the United States? Why New York City?

Do Now: Read both passages, A & B, and answer the guiding questions to the right.

(A) Internal Immigrants: Quotas on foreign immigration unleashed a wave of internal migration between 1920 and 1965. The largest groups to move were from the U.S. south. Rural Southern blacks and whites migrated to northern and western cities seeking work in expanding factories. Many African Americans hoped to find increased freedom away from the racially segregated south. This migration created new African American communities in New York City in Harlem and Bedford Stuyvesant. Spanish-speaking Puerto Ricans came to the mainland seeking work in record numbers during these years. Because Puerto Rico was a U.S. colony, Puerto Ricans were not restricted by immigration quotas.

(B) Newest Immigrants: In 1965, the United States revised its immigration laws, making it possible for millions of new immigrants to enter the country. The newest immigrants to the United States, Brooklyn, and East New York, include tens of thousands of people from the Caribbean, South and Central America, West Africa, Eastern Europe, and Asia. These people seek work and economic, political, and religious freedom. Despite hostility that has often greeted them, many have decided to put down roots and become United States citizens.

Questions:

1. According to Passage A, What caused the creation of new African American communities in New York City?
2. According to Passage B, What regions did immigrants come from in the 1960s?
3. In your opinion, do you think the benefits of living in American society outweighed the harsh realities of daily discrimination?



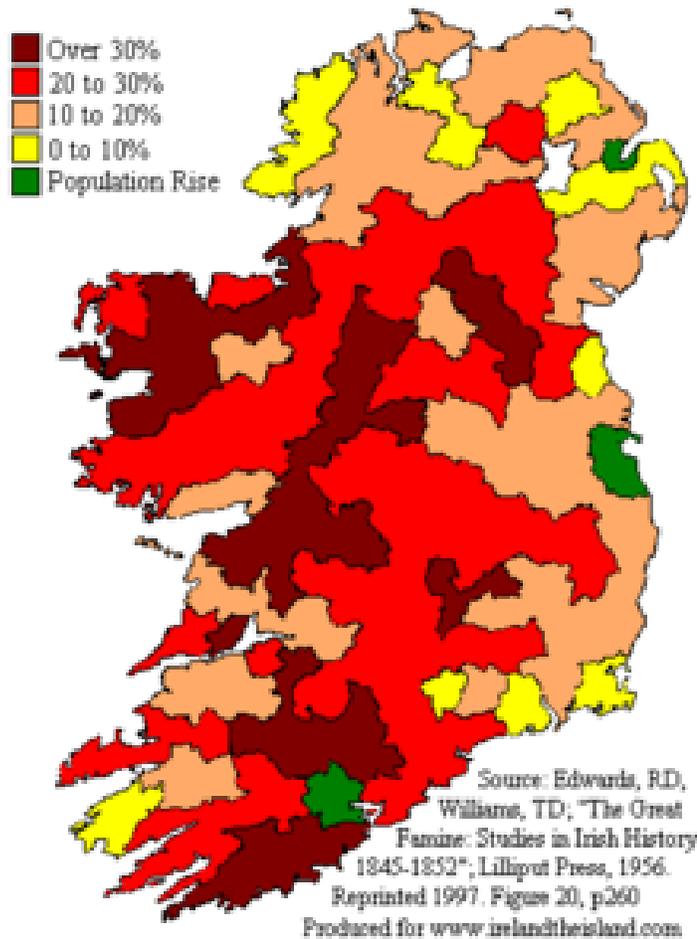
The picture above is a neighborhood street in Bedford Stuyvesant

(Source: https://people.hofstra.edu/alan_j_singer/294%20Course%20Pack/6.%20Immigration/115.pdf)

Directions: Read the following passages about the historical background of immigration with your groups. Answer the guiding questions in your social studies notebooks.

(C) New Arrivals: From 1840 until 1880, new European groups migrated to the United States. The Irish fled starvation and persecution by the British. In the United States they became factory workers and helped build the canals, railroads, and the labor movement. Scandinavians were farming people who largely settled in the midwest. The Germans migrated in large numbers because of war and failed revolutions. Many Germans were skilled workers and they settled in new cities. During this period there were so many German immigrants that Chicago schools taught students in German. People of German decent remain the largest ethnic group in the United States today. During this period large numbers of Chinese also migrated to the United States. They settled on the west coast where they helped to build the railroads. When the economy was strong, these new people were generally accepted. However, economic hard times brought strong anti-immigrant feelings including the spread of racist ideas. Immigrant workers were attacked, their unions were broken, and laws were passed to keep out new immigrants. In 1882 the first exclusion laws banned immigrants from China and other "undesirables." In 1908, the United States also blocked immigration from Japan.

Population Fall in Ireland 1841-1851



The map above shows the immense decrease in population in Ireland during the Irish potato famine that caused mass starvation (source:

https://people.hofstra.edu/alan_j_singer/294%20Course%20Pack/6.%20Immigration/115.pdf)

Questions for Passage C:

1. Why did the Irish flee their homeland?
2. What kind of work did the immigrants do in U.S.?
3. Why did the Germans flee their homeland?
4. How were the Irish and German immigrants treated?
5. In your opinion, why do you think American citizens treated the immigrants so harshly? Explain.

(D) Ellis Island: Between 1880 and 1921 millions of new immigrants poured into the United States from Eastern and Southern Europe and from Mexico. They included Slavic people like Russians, Poles, and Ukrainians, Mediterranean groups like Italians, Sicilians, Greeks, Turks and Armenians, and religious groups like the Eastern European Jews. Most of these new immigrants arrived by boat in New York City through Ellis Island. They were poor people who traveled in "steerage," along with their luggage in the hold of large steamships. Most of the new arrivals from Europe settled in Eastern coast and midwestern cities where they lived in overcrowded slums and unhealthy and unsafe tenement housing. Many did dangerous work in mines, mills, and factories. In New York City, immigrants dug the subway tunnels and water aqueducts, built the skyscrapers and bridges, and developed the garment industry. Conditions were so difficult that almost 50% of the Italians and Sicilians and over 30% of the Slavs who came to the United States eventually returned home. Many immigrants were union leaders and political activists who tried to improve conditions for poor people and workers. Mother Jones and Elizabeth Gurley Flynn were Irish. Joe Hill was Swedish. Sacco and Vanzetti were Italian. Sam Gompers, Sidney Hillman, and David Dubinsky were Jews. By 1919, anti-immigrant sentiment was growing in the United States again. Southern and Eastern European immigrants were branded as radicals and undesirables who could never become truly American. In 1921 and 1924 quota laws were passed to effectively stop immigration from these areas.

Source: https://people.hofstra.edu/alan_j_singer/294%20Course%20Pack/6.%20Immigration/115.pdf

The picture below is showing immigrants arriving to Ellis island.



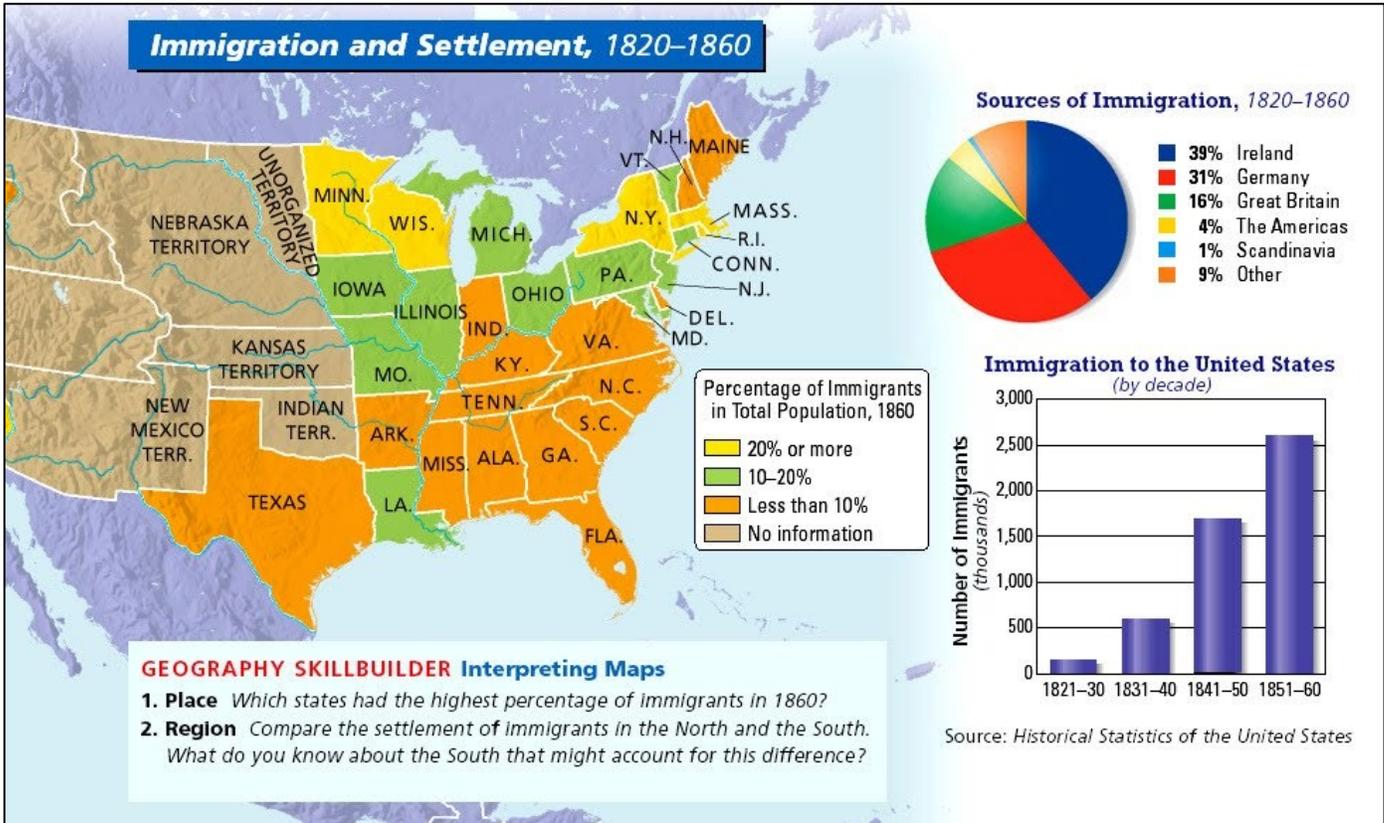
The picture below is showing immigrants being processed.



Questions for Passage D:

1. Where did the millions of new immigrants come from?
2. How and where did they arrive to the United States?
3. What kind of jobs did the immigrants have in New York City?
4. In your opinion, why do you think those jobs were given to the immigrants?
5. In your opinion, why do you think anti-immigrant sentiment was growing in the United States?

(E) Directions: Examine the map below and answer the “Geography Skillbuilder - Interpreting Maps” questions in your SS notebooks.



Aim: How did the Immigration Act of 1924 (Johnson-Reed Act) affect immigration into the United States? How did it affect immigration into New York state?

Do Now: Read the historical background and answer the guiding questions in your notebooks.

Historical Background: “The Immigration Act of 1924 made the principle of national origin quotas the permanent basis for U.S. immigration policy. The Immigration Act of 1924, also known as the Johnson-Reed Act, restricted the number of immigrants from a given country to 2% of the number of residents from that same country living in the United States. The percentage quotas were strongly biased towards to the "Old Immigrants" from North-Western Europe as opposed to

the "New Immigrants" from South-Eastern Europe. The Immigration Act of 1924 shut the 'Golden Door' to America and 87% of immigration permits (visas) went to immigrants from Britain, Ireland, Germany, and Scandinavia. The law completely excluded immigrants from Asia. Calvin Coolidge was the 30th American President who served in office from August 2, 1923 to March 4, 1929. One of the important events during his presidency was the Immigration Act of 1924.”

Source: <http://www.american-historama.org/1913-1928-www1-prohibition-era/immigration-act-of-1924.htm>

Directions: With your shoulder partners, read and examine the following boxes about the legislation’s causes and effects. Discuss the importance of the act and

how it impacted immigration from foreign lands into the United States. Then, write a brief paragraph about the concept of justice in regards to both of the parties involved: Was the act fair to American citizens? Was the act fair to immigrants? Was the United States justified in their decision to pass this act limiting and restricting immigration from certain lands? Explain your thoughts to the aforementioned questions by using supporting evidence from the surrounding boxes.

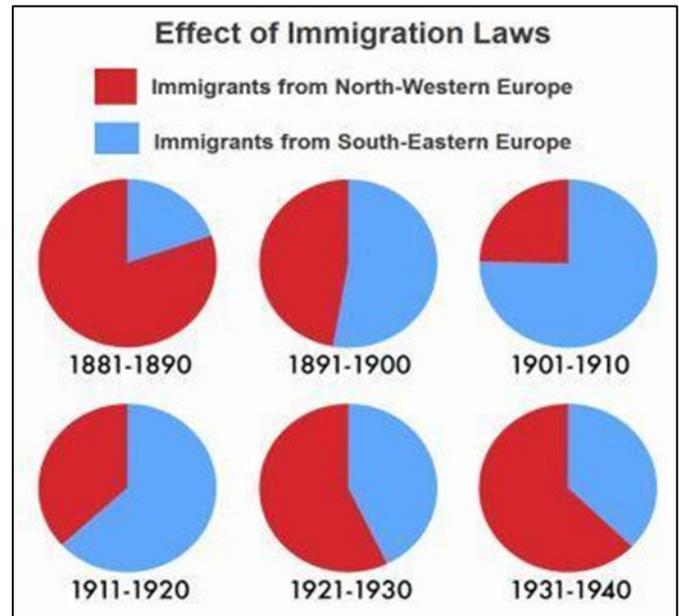
Questions:

1. What was the Immigration Act of 1924?
2. Why was the Immigration Act of 1924 passed?
3. What was an important effect of the legislation?
4. In your opinion, do you think President Calvin Coolidge's support for this legislation *helped* or *hurt* the United States? Explain your opinion with evidence from the passage.

Reasons Why the Immigration Act of 1924 Was Passed:

- Immigration levels between 1900-1920 had soared, reaching over 14 million new immigrants into America
- The [Dillingham Commission Report](#) had inflamed racial prejudice towards immigrants from South-Eastern Europe creating discrimination between [Old and New Immigrants](#)
- The [Eugenics Movement](#), the pseudo-science supported by highly prominent and influential people, fueled anti-immigrant and racist beliefs in America
- The 1919 recession and high unemployment had led to strikes, violence and riots that prompted the [Red Scare](#) in America

- [Nativism](#) and xenophobia in America led to a wave of anti-immigration hysteria that swept the country - the government became under enormous pressure to restrict immigration



Why was the Immigration Act of 1924 important?

→ Consolidates US laws Restricting Immigration
The Immigration Act of 1924 consolidated the principles of the following acts and made them permanent features of US law to restrict Immigration:

- The [1882 Chinese Exclusion Act](#)
- The [Immigration Act of 1907](#)
- The Immigration Act of 1917 (Asiatic Barred Zone)
- The [1921 Emergency Quota Act](#)
- The [National Origins Act of 1924](#)

A. Examine the chart, New York City Population, 1900-1930, and answer questions 1-6

Year	Total Population	Immigrants	% Immigrant
1900	3,437,202	1,270,680	37%
1910	4,766,883	1,944,357	41%
1920	5,620,048	2,028,160	36%
1930	6,930,446	2,358,686	34%

1. What was the population of New York City in 1900? _____
2. What was the total number of immigrants in New York City in 1920? _____
3. What percentage of the city's population was immigrant in 1930? _____
4. What happens to the population of New York City from 1900 to 1930? _____
5. What happens to the immigrant population of New York City from 1900 to 1930? _____
6. What happens to the percentage of immigrants in New York City from 1900 to 1930? _____

Assignment: Based upon the data shown in the table above, describe what happened to the New York City population from 1900 to 1930. Make sure to describe the trends before the Immigration Act of 1924 was passed and what happened to the demographics in New York after it passed. Explain in about 150 words what was happening using data to support your claims. Record your response in your social studies notebook.

Directions: Read the passage below and examine the data table to the right with your partners. Then, answer the guiding questions in your social studies notebooks.

Who Was Shut Out? Immigration Quotas, 1925-1927

In response to growing public opinion against the flow of immigrants from Southern and Eastern Europe in the

years following World War I, Congress passed first the Quota Act of 1921 then the even more restrictive Immigration Act of 1924 (the Johnson-Reed Act). Initially, the 1924 law imposed a total quota on immigration of 165,000—less than 20 percent of the pre-World War I average. It based ceilings on the number of immigrants from any particular nation on the percentage of each nationality recorded in the 1890 census—a blatant effort to limit immigration from Southern and Eastern Europe, which mostly occurred after that date. In the first decade of the 20th century, an average of 200,000 Italians had entered the United States each year. With the 1924 Act, the annual quota for Italians was set at less than 4,000. This table shows the annual immigration quotas under the 1924 Immigration Act.

Source: <http://historymatters.gmu.edu/d/5078>

Northwest Europe and Scandinavia		Eastern and Southern Europe		Other Countries	
Country	Quota	Country	Quota	Country	Quota
Germany	51,227	Poland	5,982	Africa (other than Egypt)	1,100
Great Britain and Northern Ireland	34,007	Italy	3,845	Armenia	124
Irish Free State (Ireland)	28,567	Czechoslovakia	3,073	Australia	121
Sweden	9,561	Russia	2,248	Palestine	100
Norway	6,453	Yugoslavia	671	Syria	100
France	3,954	Romania	603	Turkey	100
Denmark	2,789	Portugal	503	Egypt	100
Switzerland	2,081	Hungary	473	New Zealand & Pacific Islands	100
Netherlands	1,648	Lithuania	344	All others	1,900
Austria	785	Latvia	142		
Belgium	512	Spain	131		
Finland	471	Estonia	124		
Free City of Danzig	228	Albania	100		
Iceland	100	Bulgaria	100		
Luxembourg	100	Greece	100		
Total (Number)	142,483	Total (Number)	18,439	Total (Number)	3,745
Total (%)	86.5	Total (%)	11.2	Total (%)	2.3
(Total Annual immigrant quota: 164,667)					

Source: Statistical Abstract of the United States (Washington, D.C. Government Printing Office, 1929), 100.

Aim: How did the Immigration and Nationality Act of 1965 (Hart-Celler Act) affect immigration into the United States?

Do Now: Read the following passages and answer the guiding questions in your social studies notebook.

Passage A: The 1965 Immigration and Nationality Act, for the first time in American history, accepted immigrants of all nationalities on a roughly equal basis. The law eliminated the use of national-origin quotas, under which the overwhelming majority of immigrant visas were set aside for people coming from northern and western Europe.

Passage B: The pattern of U.S. immigration changed dramatically. The share of the U.S. population born outside the country tripled and became far more diverse. Seven out of every eight immigrants in 1960 were from Europe; by 2010, nine out of ten were coming from other parts of the world. The 1965 Immigration Act was largely responsible for that shift. No law passed in the 20th century altered the country’s demographic character quite so thoroughly.

Questions:

1. According to Passage A, What was the main goal of

the new legislation in 1965?

2. According to Passage B, What was the ratio of immigrants from Europe in the 1960s?
3. In your opinion, what are the major differences between the Immigration Act of 1924 we studied earlier and this piece of immigration legislation?

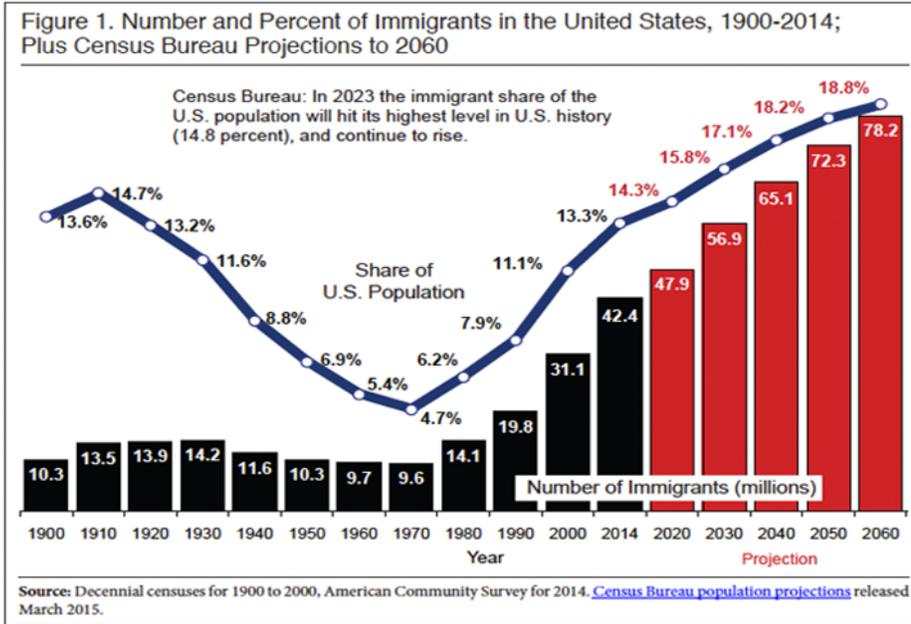


President Lyndon B. Johnson sits at his desk on Liberty Island in New York Harbor as he signs a new immigration bill, October 1965.

Source: <https://www.theatlantic.com/politics/archive/2015/10/immigration-act-1965/408409/>

Directions: Examine the following sources with your groups and answer the guiding questions in your social studies notebooks.

DOC #1 Source: <https://cis.org/Report/HartCeller-Immigration-Act-1965>

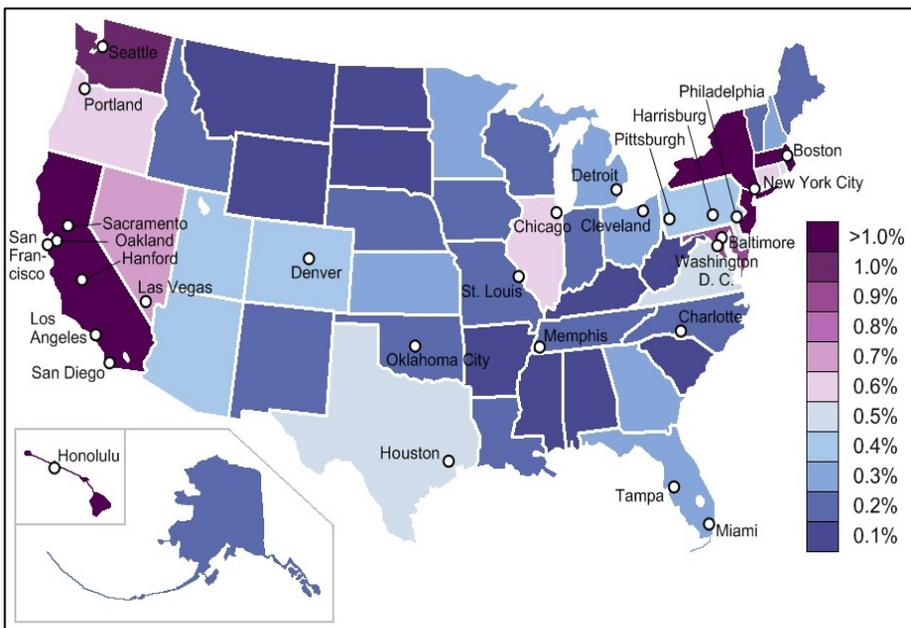


Questions:

- (1) How many immigrants (in millions) consisted of the U.S. population in 1960?
- (2) Why did immigration into the U.S. increase from 1970 to 1990?
- (3) In your opinion, why do you think the Census Bureau projects a steady increase of immigrants until the year 2060?

DOC #3 Source: https://en.wikipedia.org/wiki/Chinese_Americans#/media/File:Chinese_Population_USA.jpg

Percentage of Chinese population in the United States, 2000:



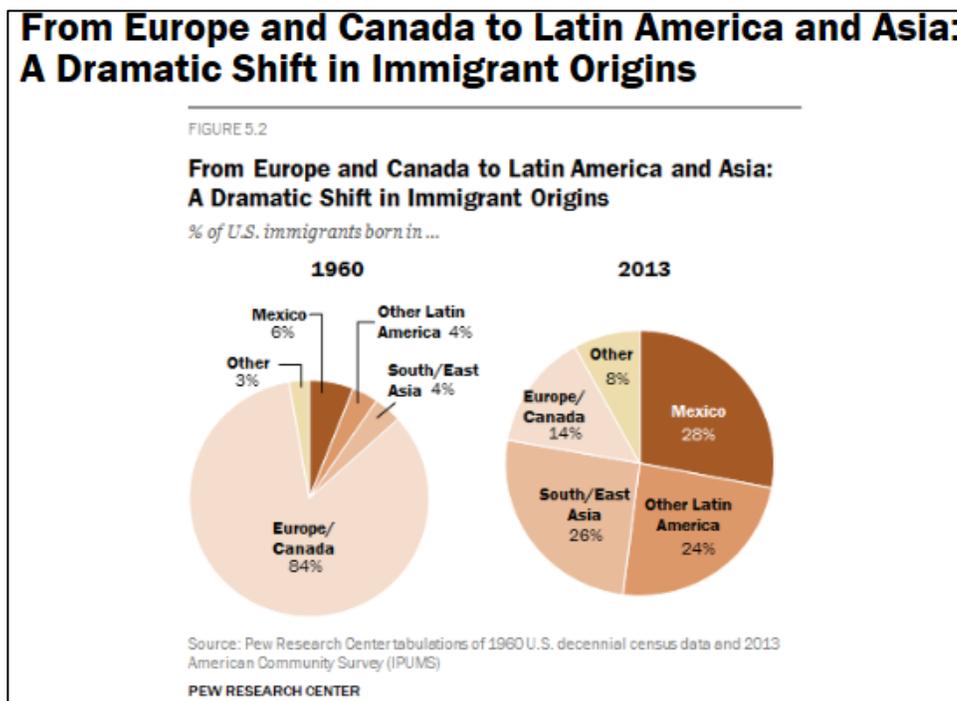
Questions:

- (1) According to the map, Which American states have the greatest Chinese populations? Which have the smallest Chinese populations?
- (2) Which major American cities are well-renowned for their Chinese populations? How do you know? [Hint: think of America's many "Chinatowns"].
- (3) In your opinion, What do you think this map will look like in the next fifty years? Explain your thoughts.

DOC #4 Source: <http://www.pewhispanic.org/2015/09/28/chapter-5-u-s-foreign-born-population-trends/>

U.S. Foreign-Born Population Trends: Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065 - SHIFT IN ORIGINS

In 1960, 8.2 million immigrants from Europe and Canada were living in the U.S. By 2013, that number had fallen to 5.9 million. Over the same period, the number of immigrants who were born in South or East Asia increased almost thirtyfold, from about 400,000 in 1960 to 10.7 million in 2013. Immigrants from Mexico are not far behind, with about 20 times as many Mexican immigrants in 2013 (11.6 million) as there were in 1960 (600,000).



Questions:

- (1) According to the pie-graph, Where in the world were immigrants predominantly coming from in 1960? Percentage?
- (2) What are the four major regions where immigrants came from in the year 2013? Percentages?
- (3) In your opinion, What do you think this pie-graph will look like in the next fifty years? Explain your thoughts.

DOC #5 Source: <http://www.pewhispanic.org/2015/09/28/chapter-5-u-s-foreign-born-population-trends/>

U.S. Foreign-Born Population Trends: Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065 - TOP COUNTRIES OF BIRTH

Looking at the top countries of origin among immigrants in the U.S. by state, there is a shift from 1960 to 2013. In 1960, while Mexico was the biggest country of origin in the border states (California, Arizona, New Mexico and Texas), Canada and European countries such as Italy, Germany and the United Kingdom dominated the rest of the country. In 2013, Mexico was the top country of origin in 33 states, encompassing most of the West, South and Midwest. Immigrants in the remaining states have diverse origins, including the Caribbean, Central America, Canada, South and East Asia and Africa.

Top Countries of Birth of Immigrants, 1960-2013

TABLE 5.1

Top Countries of Birth of Immigrants, 1960-2013

	#1 Largest Country of Birth		#2 Largest Country of Birth		#3 Largest Country of Birth	
	Country of Birth	% of Immigrant Population	Country of Birth	% of Immigrant Population	Country of Birth	% of Immigrant Population
2013	Mexico	28	China	6	India	5
2010	Mexico	29	China	5	India	5
2000	Mexico	29	China	5	Philippines	4
1990	Mexico	22	China	5	Philippines	5
1980	Mexico	16	Germany	6	Canada	6
1970	Italy	10	Canada	9	Germany	9
1960	Italy	13	Germany	10	Canada	10

Note: China includes Taiwan, Hong Kong, Mongolia and Macau.

Source: Pew Research Center tabulations of 1960-2000 U.S. decennial census data and 2010 and 2013 American Community Survey (IPUMS)

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Questions:

- (1) According to the data table, from rank #1 to rank #3, Which countries were the top birthplaces of immigrants in:
 - (a) 1960?
 - (b) 1990?
 - (c) 2013?
- (2) What type of United States legislation do you think was responsible for the change in birthplace origins of immigrants into the United States? Explain why.
- (3) In your opinion, Which country/countries do you think will be the most popular place immigrants will come from in 2050? Explain your thoughts.

Activism in New York

Megan Bernth

The Museum of the City of New York has an exhibit exploring social activist movements beginning in the 17th Century through the many movements of the present day. These movements and events are portrayed using artifacts, photographs, and audio and video presentations. This use of multiple sources brings the exhibit to life. Perhaps the most interesting aspect of the exhibition is the interactive component, where users can select which different forms of activism they would like to learn more about using a tablet, such as immigration, labor conflicts, or gender inequality. This then takes them through the personal stories and accounts of various protests today. The important role social media plays in activism today is of particular interest as there is a screen displaying posts which use the #ActivistNewYork to show individual's stories. This stresses the importance of people within these movements, which can be seen time and time again throughout the display where the many ways ordinary New Yorkers have affected and continue to shape their city. As you walk the room where the exhibit is located each movement is given a mural like space where its story and history is told. The sections go in chronological order and as you progress through the room you are moving from the past to the present. The fluidity and the connectedness of the exhibition make it easy to see and develop a greater understanding of the many ways these events and groups were connected.

The accompanying book, *Activist New York*, progresses in a similar manner. It is split into six sections: Colonial and Revolutionary New York, from 1624 to 1783, Seaport City from 1783 to 1865, Gilded Age to Progressive Era, from 1865 to 1918, Midcentury Metropolis, from 1918 to 1960, The Sixties in New

York, from 1960 to 1973, and finally, Urban Crisis and Revival, from 1973 to 2011. These six sections are then further divided into chapters, each focusing on a different form of activism and with an additional segment or two on another influential topic from the corresponding time period. For example, the chapter focusing on Puerto Rican activism has an accompanying segment on Black Power and Asian American Activism. These mini-sections help to provide a more complete context for the time period as well as the main chapters events. Of additional importance with the book is its detailed endnotes, credits and further readings sections as all three provide the reader with a greater understanding of the information as well as the opportunity to dive deeper into the history.

One of the most important and significant aspects of both the exhibition and its companion book is its in depth coverage of history through the lenses of the minority perspective. Rather than simply telling the events with the accounts of those who history is traditionally written, namely the white male Europeans, this collection drives to incorporate less heard, but no less importance, voices. From Clara Lemlich, a young Jewish immigrant involved in the Labor Movement, to Emma Goldman, a young Russian Jewish immigrant who spoke to thousands in a protest in Union Square, to David Ruggles, a free black man who helped free hundreds of African Americans prior to the end of slavery. These perspectives are not ones we often get to hear and their inclusion in these works has a lasting impact on anyone who reads the book or sees the exhibit.

The supplemental activity sheets focus on ten forms of activism explored in the exhibition and the book.

Beginning with abolition in the 1800s, students will examine the story of Elizabeth Jennings, who like Rosa Parks a century later, refused to give up her seat simply because she was black. The influence of anarchists within New York City is examined using a speech from Ms. Goldman, an anarchist propaganda poster, a photograph of the immigrant living conditions during this time and the New York State Criminal Anarchy

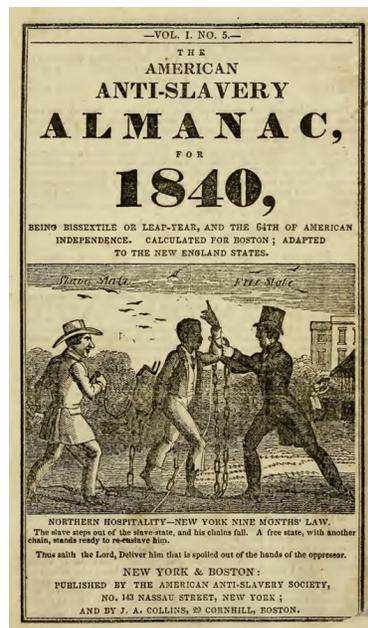
Law. The Labor Movement is assessed using a speech by Ms. Lemlich, a political cartoon on the relationship between labor unions and employers. Women's Suffrage offers the 19th Amendment, an article by Harriet Stanton Blatch explaining her reasons for being a suffragist, and an advertisement from Margaret Sanger for her first clinic. Other sections focus on Civil Rights, Gay pride activists, and student activism.

Activist New York and the Abolitionist Movement

Directions: Read the background information on the Abolitionist Movement in New York City. Analyze and review the documents, then answer the questions that follow.

Background: Though slaves had been freed in New York State by 1827, the African Americans who remained in the City were often met with outright hostility and racism. They were forced out work by white immigrants, prevented from attending schools, and often were denied access to public transportation and places. The State Constitution of 1821, only allowed Black men who owned \$250 worth of property to vote, effectively preventing the majority of Black men from doing so. While, slavery was still legal elsewhere in the country, and many New Yorkers still supported it, not all its residents believed in it. David Ruggles, a Black man born to free parents in Connecticut, actively worked to help African Americans escape slavery in New York City.

Document A:



Doc B: *Narrative of the Life of Frederick Douglass* by Frederick Douglass (1845)

After my arrival at New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided; and I was again seized with a feeling of great insecurity and loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery... Thank Heaven, I remained but a short time in this distressed situation. I was relieved from it by the humane hand of Mr. David Ruggles, whose vigilance, kindness, and perseverance, I shall never forget... I had been in New York but a few day, when Mr. Ruggles sought me out, and very kindly took me to his boarding-house... Very soon after I went to Mr. Ruggles, he wished to know of men where I wanted to go; as he deemed it unsafe for me to remain in New York.

Doc C: *New York Tribune* article by Horace Greeley (February 1855)

She (Elizabeth Jennings) got upon one of the Company's cars last summer, on the Sabbath, to ride to church. The conductor undertook to get her off, first alleging the car was full; when that was shown to be false, he pretended the other passengers were displeased at her presence; but [when] she insisted on her rights, he took hold of her by force to expel her. She resisted. The conductor got her down on the platform, jammed her bonnet, soiled her dress and injured her person. Quite a crowd gathered, but she effectually resisted. Finally, after the car had gone on further, with the aid of a policeman they succeed in removing her.

Doc D: Brooklyn Circuit Court Judge William Rockwell in response to Jennings's incident, 1855

Colored persons if sober, well behaved and free from disease, had the same rights as others and could neither be excluded by any rules of the Company, nor by force or violence. -

Questions

1. What message do you think the artist is conveying in Document A?
2. In Doc. B, how did Mr. Ruggles help Frederick Douglass?
3. Predict why you have not learned about Mr. Ruggles but have learned about Douglass.
4. From Doc. C, what happened to Elizabeth Jennings? Why?
5. Does her story remind you of anything? If so, what?
6. Using Doc. D, what did the Judge decide in response to the Jennings's incident?
7. Is this significant? Why or why not?
8. What do these four documents and the background information tell you about life in New York City for African Americans?

Activist Harlem

Directions: Read the background information on Activist Harlem in New York City. Analyze and review the documents, then answer the questions that follow.

Background: During World War I, black workers began migrating to urban cities for the factory jobs created by the war. This was met by resistance from whites who feared unemployment and the loss of their homogenous society. From 1910 to 1930, the number of African Americans living in New York City increased from 91,709 to 327,700, when it became the city with the most blacks worldwide. The majority of the African Americans flocked to Harlem, which quickly became central for African American issues. Many who lived there dedicated their lives to improving the conditions of blacks

throughout the country. This movement later became known as the Harlem Renaissance, where the image of the “New Negro” was formed.

Doc A: National Association for the Advancement of Colored People Annual Report (1917)

The National Association for the Advancement of Colored People seeks to uplift the colored men and women of this country by securing to them the full enjoyment of their rights as citizens, justice in all courts, and equality of opportunity everywhere... It believes in the upholding of the Constitution of the United States and its amendments, in the spirit of Abraham Lincoln. It upholds the doctrine of “all men up and no man down.” It abhors Negro crimes but still more the conditions which breed crime, and most of all crimes committed by mobs in the mockery of the law, or by individuals in the name of the law.

Doc B: Marcus Garvey, *Explanation of the Objects of the Universal Negro Improvement Association* (1921)

Fellow citizens of Africa, I greet you in the name of the Universal Negro Improvement Association (UNIA). You may ask, “what organizations is that?” It is for me to inform you that the UNIA is an organization that seeks to unite, into one solid body, the four hundred million Negroes in the world. To link up the fifty million Negroes in the United States of America, with the twenty million Negroes of the West Indies, the forty million Negroes of South and Central American, with the two hundred and eight million Negroes of Africa, for the purpose of bettering our industrial, commercial, educational, social, and political conditions... We of the UNIA are raising the cry of “Africa for the Africans,” those at home and those abroad.

Doc C:



Questions

1. What initially caused African Americans to move to cities?
2. What importance did Harlem hold for African Americans during the 1900's?
3. What was the main goal of the NAACP from Document A?
4. Why is Abraham Lincoln mentioned in Document A?
5. What is the main goal of the UNIA in Document B?

6. What does “Africa for the Africans” mean?
 7. How are the messages of Document A and Document B similar? How are they different?
 8. Based on the documents and your previous knowledge, which group was more successful, the NAACP or the UNIA?
 9. Describe the picture in Document C. Use at least five details in your response.
 10. Predict why the people are gathered in the photo.
-

Activism in New York: Anarchists

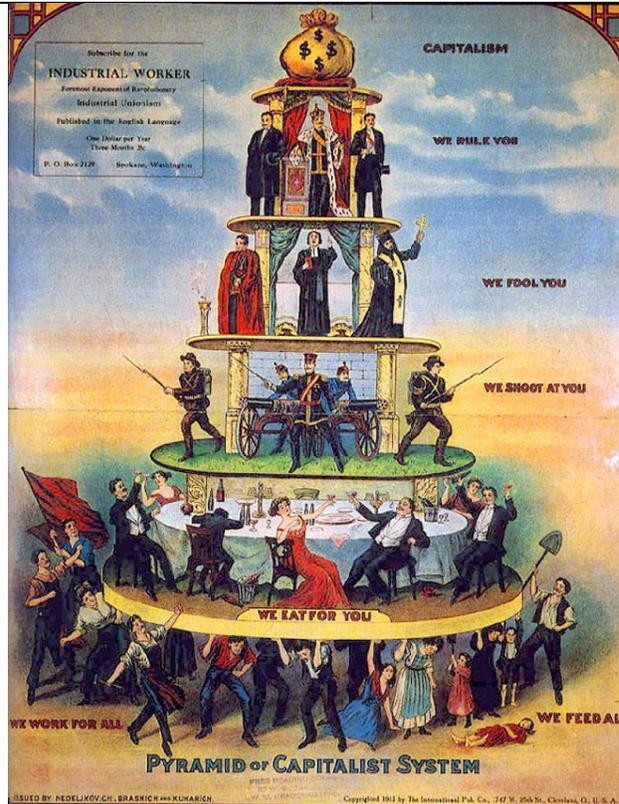
Directions: Read the background information on anarchism in New York City. Analyze and review the documents, then answer the questions that follow.

Background: In 19th Century Europe, in response to the social unrest caused by the Industrial Revolution, anarchism emerged. Its core belief was that only when workers rose up against their government and abolished it completely, could they escape their lives of poverty. In its place they wanted to create a free and classless society. They were often in conflict with socialists, as they are argued a government run by the working class needed to come before a classless society, though both leftist groups shared the same enemy in capitalism. Both anarchists and socialists within New York City were either immigrants from Europe or their children, many of whom left Europe because of their radical views. The poor living and working conditions for immigrants convinced many of them that a revolution was needed in New York City as well.

Doc A: Emma Goldman, a young Russian Jewish immigrant, speaking to crowd at Union Square (August 21, 1893)

“Men and women, do you not realize that the State is the worst enemy you have? It is a machine that crushes you in order to maintain the ruling class, your masters... Fifth Avenue is laid in gold, every mansion a citadel (*fortress*) of money and power. Yet there you stand, a giant, starved and fettered (*restrained*), shorn of his strength... They will go on robbing you... unless you wake up, unless you become daring enough to demand your rights. Well, then, demonstrate before the palaces of the rich; demand work. If they do not give you work, demand bread. If they deny you both, take bread. It is your sacred right!”

Doc B:



Doc C: New York Criminal Anarchy Law of 1902

Sec. 160. Criminal Anarchy Defined. Criminal anarchy is the doctrine that organized government should be overthrown by force or violence, or by assassination of the executive head or of any of the executive officials of government, or by an unlawful means. The advocacy of such doctrine either by word of mouth or writing is a felony.

Questions

1. What is anarchism?
2. Who were the anarchists in New York City?
3. In Doc. A, who is Emma Goldman? Is this significant? Why or why not?
4. In Doc. A, what rights does Emma Goldman say the people are being denied? What does she say they should do?
5. Describe the poster in Doc. B. List at least five details.
6. What message do you think the author is trying to convey in Doc. B?
7. What does the law in Doc. C do?
8. Why is this significant? What does it tell you about the government during this time?

Activism in New York: Gay Rights

Directions: Read the background information on gay rights in New York City. Analyze and review the documents, then answer the questions that follow.

Background: On June 28, 1969, police officers raided the Stonewall Inn, a gay club in Greenwich Village. The Inn's selling of alcohol without a liquor license was the official reason behind the raid, but the patrons of the club believed the real motivation was their sexual orientation. In response to the raid a riot broke out, and for the next four nights similar protests took place. "Stonewall" electrified the gay and lesbian communities of New York and marked a turning point in the gay rights campaign. Prior to this gay people lived in fear of their secret coming out, as they often faced harassment, violence and even job loss when they came out. Various gay and lesbian organizations were established to further the gay rights cause; often using Martin Luther King Jr.'s civil rights movement as a guide, though some used more radical means.

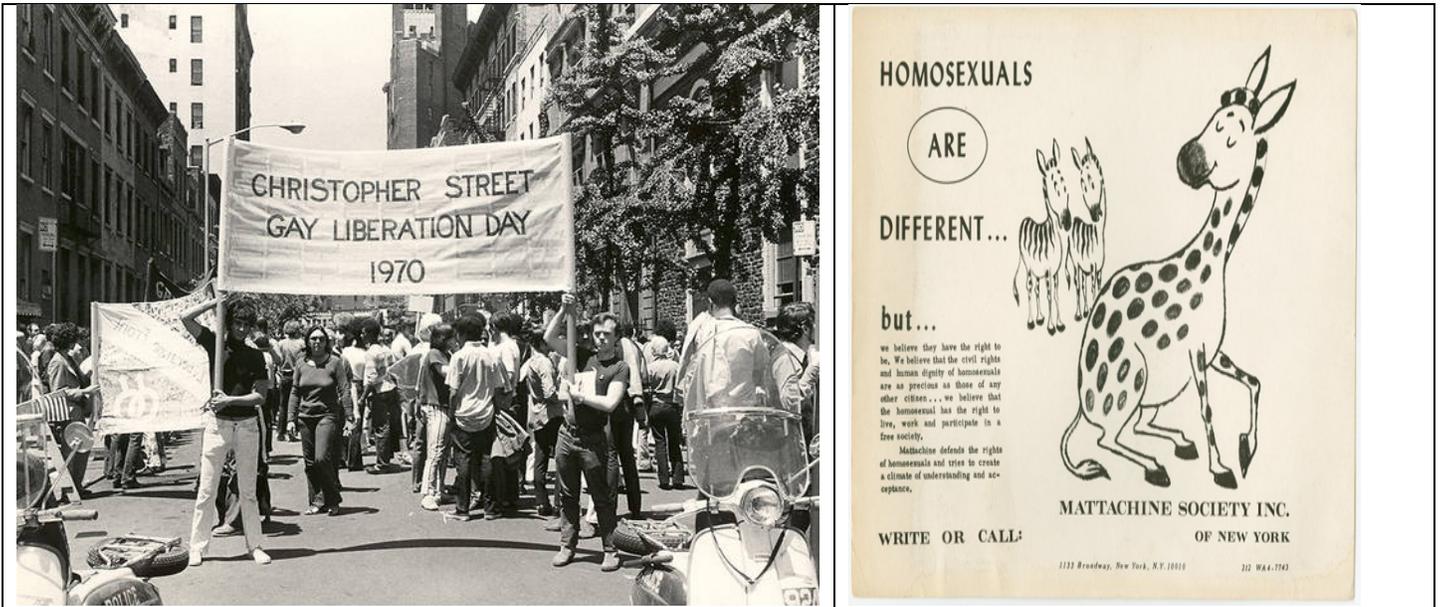
Doc A: 3 Deviates Invite Exclusion by Bars – But They Visit Four Before Being Refused Service, in a Test of State Liquor Authority (S.L.A.) Rules – By Thomas A. Johnson, *The New York Times* (April 22, 1966)

Three homosexuals, intent upon challenging State Liquor Authority regulations cited by some bartenders in refusing to sell liquor to sexual deviates, met with some difficulty yesterday finding a bar that would deny them service. The three, who were officials of the Mattachine Society, a group dedicated to the improvement of the status of homosexuals, found their first testing establishment closed. Then they found willing service in two other places, even after advising the managers that they were homosexuals. But, in their fourth call, when they told the bartender they were homosexuals, he refused to serve them... Informed of the incident, the S.L.A.'s chief executive officer said that regulations leave service to the discretion of the management and that they do not discriminate against homosexuals. He said, however, that bartenders had the right to refuse service if a customer is not orderly...

Doc B: 4 Policemen Hurt in 'Village' Raid – Melee (Riot) Near Sheridan Square Follows Action at Bar - The New York Times (June 29, 1969)

Hundreds of young men went on a rampage in Greenwich Village shortly after 3 AM yesterday after a force of plainclothes men raided a bar that the police said was well-known for its homosexual clientele. Thirteen persons were arrested and four policemen injured. The young men threw bricks, bottles, garbage, pennies and a parking meter at the policemen, who had a search warrant authorizing them to investigate reports that liquor was sold illegally at the bar, the Stonewall Inn, just off Sheridan Square. Deputy Inspector Pine said that a large crowd formed in the square after being evicted from the bar. Police reinforcements were sent to the area to hold off the crowd.... The police estimated that 200 young men had been expelled from the bar. The crowd grew close to 400 during the melee, which lasted about 45 minutes. ... The raid was one of the three held on Village bars in the last two weeks. Charges against the 13 who were arrested ranged from harassment and resisting arrest to disorderly conduct.

Doc C and D



Questions

1. What was Stonewall? What impact did it have on New York City's gay community?
2. What is the Mattachine Society from Doc. A?
3. Why were the men refused service in Doc. A?
4. Why did the men go on a "rampage" in Doc. B?
5. Do you think this is a biased account of the event in Doc. B? Why or why not?
6. How are gay men portrayed in the newspaper articles from Doc. A and Doc. B?
7. How would you describe the people in the picture from Doc. C?
8. The picture in Doc. C is from the first Gay Pride Parade in New York City, why do you think 1970 was the first year?
9. Describe the poster from Doc. D. What do you think the artist is trying to convey?

Activism in New York: Labor Movement

Directions: Read the background information on the Labor Movement in New York City. Analyze and review the documents, then answer the questions that follow.

Background: Garment production was the largest manufacturing business in New York City by the early 1900's and it was fueled by the city's immigrant population. The work was typically characterized by unsafe and unclean conditions, low pay, long hours and abusive bosses. Workers wanted to create unions to combat these poor working conditions, but employers were resistant to them. Despite this, unions were formed by the 19th Century. With the relative success of the "Uprising of 20,000," a garment worker's strike in 1909, the city's labor movement exploded. Within the next four years, labor unions increased from 30,000 to 250,000.

Doc A : Clara Lemlich, a 23-year-old immigrant garment worker speaking in Yiddish from stage in Manhattan (November 22, 1909)

“I am a working girl. One of those who are on strike against intolerable conditions. I am tired of listening to speakers who talk in general terms. What we are here for is to decide whether we shall strike or shall not strike. I offer a resolution that a general strike be declared now. If I turn traitor to the cause I now pledge, may this hand wither from the arm I now raise.” -

Doc B:



Doc C: Public Indifference Held Responsible – *Voters Should Demand Better Fire Protection, Says Dr. Anna Shaw at Protest Meeting.*

“DOLLARS AGAINST A LIFE” *The New York Times* (April 1, 1911)
A mass meeting of protest at the conditions which made possible the Washington Place fire disaster a week ago today was held at Cooper Union last night... Stretched where everyone could see was a flaring banner which bore the legend: Nov. 26 – Twenty-five women killed in Newark factory fire. March 25- One hundred and thirty women killed in Triangle fire. Locked doors, overcrowding, inadequate fire escapes. The women could not, the voters did not, alter these conditions. We demand for all women the right to protect themselves - ... “Well it all comes right down to dollars and cents against a life,” Fire Chief Croker was quoted as saying, “that is the bottom of the entire thing. Mr. Owner will come and say to the Fire Department: ‘If you compel us to do this or that we will have to close up the factory; we cannot afford to do it.’ It comes right down to dollars and cents against human lives no matter which way you look at it.”

Questions

1. How is factory work described during the early 1900s?
2. Why were unions created? Why did employers not want unions?
3. In Doc. A, to what cause does Clara Lemlich pledge?
4. What do you notice about the description of Clara Lemlich? Why is this significant?
5. Describe the political cartoon in Doc. B. Provide at least five details.
6. What message do you think the artist is trying to convey in Doc. B?
7. What happened in the Washington Place fire from Doc. C?
8. Who is blamed for the fire?

Activism in New York: Women’s Suffrage

Directions: Read the background information on the Women’s Suffrage Campaign in New York City. Analyze and review the documents, then answer the questions that follow.

Background: Beginning in the 1860s, New York City became the center for Women’s Suffrage. Susan B. Anthony and Elizabeth Cady Stanton, two of the movement’s most prominent leaders, took up residence in the city during this time. Later in the 19th Century, it became the center for the “New Woman,” a popular phrase used to describe the young middle and upper-class women who began attending college and later obtained careers; something previously denied to their

mothers. This newfound education and career achievements led many women to believe they were entitled to vote and become more politically active. In the early 1900s the National American Woman Suffrage Association moved its headquarters to New York City as well.

Doc A: Opinions of Prominent Women – Leaders in the Movement Tell Why They are in Favor of Equal Rights – *The New York Times* (February 21, 1909)

Mrs. Harriot Stanton Blatch. – Why am I a suffragist? Because women are living under the conditions of the twentieth century. When they were spinning or weaving, teaching and nursing in their own homes, with no examining boards, factory Inspectors, or school officers to interfere, a male aristocracy was not so unjust a political system as it is today. Women lived then in a sort of republic of their own making. But with health boards after us, our children snatched from our proverbial knee by compulsory school laws, and every means of creating wealth stolen from the chimney corner, and placed in the business world, women's concerns have become the State's concerns... Men cannot feel the new needs of women, and therefore cannot safely assume to be their political sponsors.

Doc B:



Doc C: 19th Amendment: Women’s Right to Vote (1920)
 The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

- Questions**
1. What was the “New Woman?”
 2. Why do you think New York City was the home of the Women’s Suffrage Movement?
 3. In Doc. A, why is Ms. Blatch a suffragist?
 4. Why are women’s concerns now the State’s concerns from Doc. A?
 5. Where are the women from Doc. B protesting? Why there?
 6. Do you think the location of the picture had more of an impact than protests elsewhere? Why or why not?
 7. What does the 19th Amendment from Doc. C guarantee?
 8. Are you surprised by the year? Why or why not?
 9. What three languages is the poster from Doc. D written in? Why?
 10. The poster from Doc. D was created by Margaret Sanger. What is she discussing? What does this have to do with Women’s Suffrage?

Doc D:



Activism in New York: Occupy Wall Street

Directions: Read the background information on Occupy Wall Street. Analyze and review the documents, then answer the questions that follow.

Background: The Depression of 2008 was set off by many of the world’s richest banks selling billions of dollars in risky investments, including home mortgages which had been sold to Americans. Borrowers were unable to pay back their loans and the impact from their defaults was felt throughout the economy. This resulted in the near collapse, or collapse, of many of the U.S.’s financial institutions, the freezing of credit and economic problems throughout the world. The economic conditions were eventually stabilized, but trillions of dollars were needed to “bail out” the banks. Unemployment continued to rise, thousands lost their homes, but bank executives continued to profit. Wall Street, New York, had been seen as the financial capital of America since the 1830’s, and as such it became the center of the protests in 2011.

Doc A: Declaration of the Occupation of New York City (September 29, 2011)

As we gather together in solidarity to express a feeling of mass injustice, we must not lose sight of what brought us together. We write so that all people who feel wronged by the corporate forces of the world can know what we are your allies. As one people, united, we acknowledge the reality: that the future of the human race requires the cooperation of its members; that our system must protect our rights, and upon corruption of that system, it is up to the individuals to protect their rights and those of their neighbors; that a democratic government derives its just power from the people, but corporations do not seek consent to extract wealth from the people on the Earth; and that no true

democracy is attainable when the process is determined by economic power. We come to you at a time when corporations, which place profit over people, self-interest over justice, and oppression over equality, run our governments. We have peaceably assembled here, as is our right to let these facts be known. They have taken our houses through an illegal foreclosures process, despite not having the original mortgage. They have taken bailouts from taxpayers with impunity (*freedom*), continue to give Executives exorbitant (excessive) bonuses. They have held students hostage with tens of thousands of dollars of debt on education, which is itself a human right...

Doc B:



Doc C: A Day of Protests as Occupy Movement Marks Two-Month Milestone by Katharine Q. Seelye – *The New York Times* (November 17, 2011)

Protesters across the country demonstrated en masse Thursday, snarling rush-hour traffic in several major cities and taking aim at banks as part of the national “day of action” to mark the two-month milestone of the Occupy Wall Street movement. While thousands of protestors clogged the streets in New York and more than 175 people were arrested in clashes with the police, demonstrators elsewhere in the country were largely peaceful... Union workers, students, unemployed people and local residents joined the crowds in many cities, adding to a core of Occupy protesters... Activists decried banking practices, called for more jobs and demanded a narrowing of the divide between the richest 1 percent of the population and the other 99 percent.

Doc D:



Questions

1. Why was Wall Street chosen as the location for the protest?
2. What economic conditions lead to the Occupy Wall Street Movement?
3. In Doc. A, what does the Declaration cite as the facts for the Occupation?
4. Does the document in Doc. A resemble any other document you have read?
5. Describe the picture in Doc B. Use at least five details in your response.
6. Why does the sign say 99% in Doc. B?
7. From Doc. C, who joined the protest? Why do you think these groups of people joined?
8. What does the New York Times say the activists want in Doc. C?
9. Describe the political cartoon in Doc. D. Use at least five details in your response.
10. What message do you think the artist is trying to convey in Doc. D?

Activism in New York: New Housing Activists

Directions: Read the background information on new housing activists in New York City. Analyze and review the documents, then answer the questions that follow.

Background: During the late 1960's and 1970's dozens of community organizations were created to combat the "urban crisis." Entire neighborhoods were near collapse in the face of crime, drug addiction, unemployment and housing abandonment which had been going on for years. The thousands of African Americans and Puerto Ricans who had moved to New York after World War II, were caught between two government programs. The first, "redlining," kept

them from borrowing money to upgrade or buy homes in either their area or middle-class areas as banks viewed them as a risk to residential security. The second, was Urban Renewal, where powerful people used federal funds to construct new highways, art centers and apartment complexes without care of the existing neighborhoods. The people who were crowded out by these new buildings were not given adequate housing and thus were forced into the slums. When the city government ran out of money in 1975, the poorest areas were virtually abandoned. In response, the residents of these areas banded together to save their areas.



Bronx Housing Devastation Found Slowing Substantially by David W. Dunlap – *The New York Times* (March 22, 1982)

New York City officials and neighborhood activists say they are witnessing a marked slowing of the wholesale devastation that plagued the Bronx in the 1970's. The burning and abandonment that cut a wide swath from south to north through the borough have not stopped. But the neighborhoods that are now on the northern edges of the devastated areas show new signs of stability, officials say. Among the encouraging factors, they say, are that hundreds of buildings are being rehabilitated, that private money has been successfully enlist in the effort and that tenants and whole communities have organized to fight on behalf of their buildings and neighborhoods... If this stability – reflected by inhabitants clinging more tenaciously to their buildings and neighborhoods – continues, the officials said, it may be due to the simple economic fact that many residents have no choice but to stay put.

Questions

1. What was the “urban crisis?”
2. What was the government response to the crisis? What was the residents’ response?
3. Describe the picture. Use at least five details in your response.
4. What reasons does the author provide for the slowing down of the “devastation” of the Bronx?
5. Why does the author of Doc. D say, “the residents have no choice but to stay put?”
6. What changes does the author see in the Bronx?

Activism in New York: Protests Today

Directions: Read the background information on protests today in New York City. Analyze and review the documents, then answer the questions that follow.

Background: After the 2011 Occupy Wall Street protest, activism has continued to play an important role in New York City. These protests have taken on new strategies, namely social media, in addition to the familiar ones used throughout New York’s history. Many issues have centered around race, from the Black Lives Matter protest to “Stop and Frisk,” and the statue debate. The successful push for same-sex marriage in 2015, advocating for AIDS, the protection of undocumented immigrants and the Women’s March are additional examples from recent years, all showing New York City’s lasting impact for activists and change throughout time.

Doc A: New Yorkers Rediscover Activism in the Trump Presidency Era by Gina Bellfante - *The New York Times* (January 20, 2017): The “movement,” of course is Trump resistance, which is essentially a movement against everything – the potential repeal of the Affordable Care Act, climate-change denial, the omnibus threats to the pursuit of equality (racial, economic, gender), a general erosion of civility, modesty, nuance, logic. How to counter it all? Even if the answer to that question is still taking shape, the intensity to fight back, made evident in part by the Women’s March on Washington taking place on Saturday, is producing what will probably turn out to be one of the most fertile periods of activism on the left in decades. Right now, in New York City, it is possible to join in an act of opposition to the New World Order nearly every day... The new wave of activism taking hold in New York and perhaps around the country owes a debt to the Occupy Wall Street movement even as its success continues to be debated... It created a foundation upon which politicians and causes have flourished, and build, and demanded power. And power, in the words of Frederick Douglass, concedes nothing without a demand.

Doc B:



Doc C:

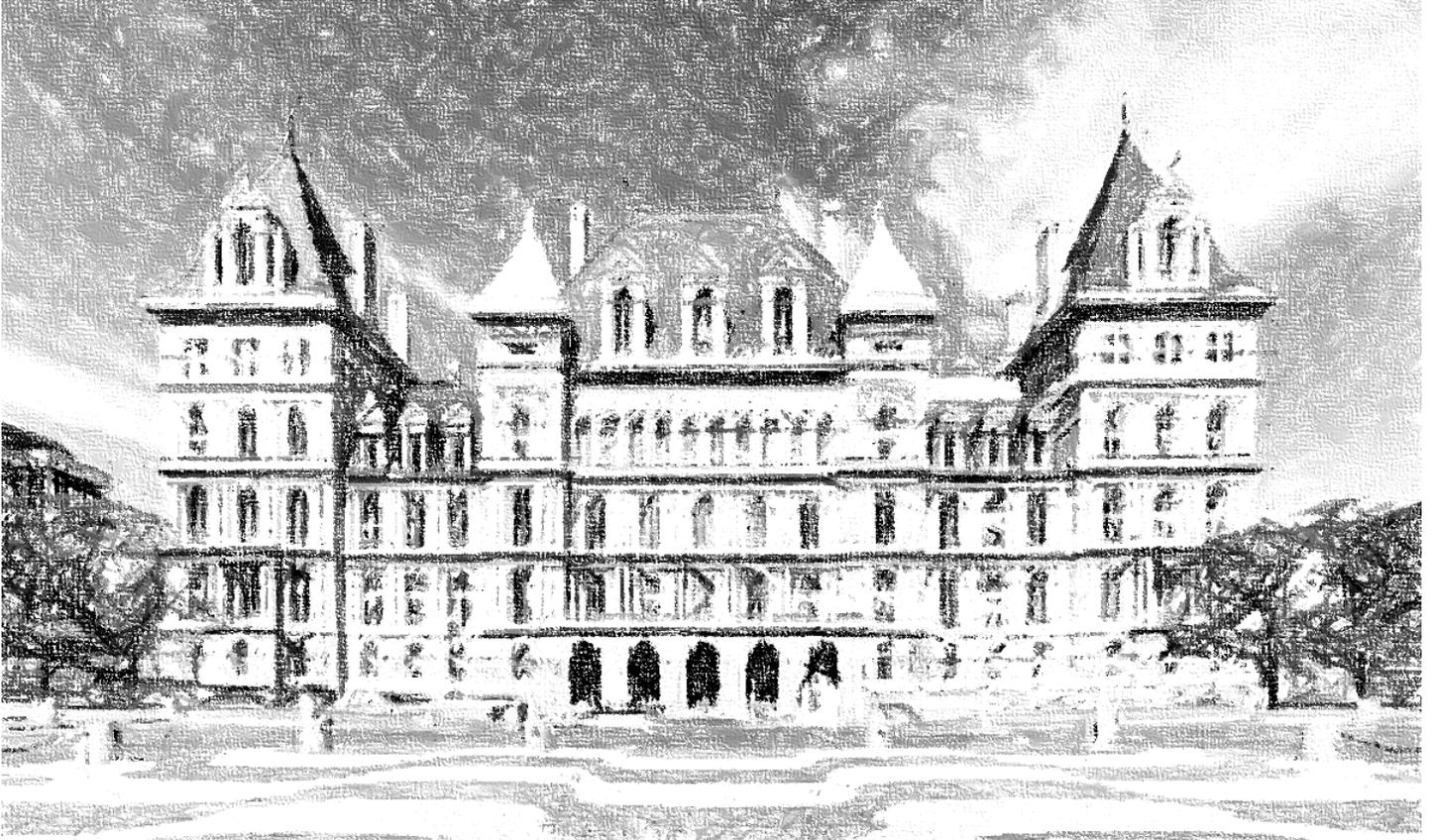


Doc D: “Why Demonstrating is Good for Kids,” by Lisa Damour - *The New York Times* (March 12, 2018) Participating in political activism may be good for our teenagers, according to a new research report. The study, published in January in the journal of Child Development, found that late adolescents and young adults who voted, volunteered or engaged in activism ultimately went further in school and had higher incomes than those who did not mobilize for political or social change... Of course, correlation does not prove causation, but the study makes a case for the benefits of civic engagement... The study’s lead author said that “having meaningful opportunities to volunteer or be involved in activism may change how young people think about themselves or their possibilities for the future.” The research is especially timely as American students consider whether to participate in the National School Walkout.

Questions

1. What are three recent protests in New York City?

2. Would you participate in any forms of activism? Why or why not?
3. Why do you think New York City continues to be central for many protests?



Revealing Hidden Figures in Social Studies: Using Trade Books to Teach Women's Contributions throughout History

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As society has changed, women's roles have also changed. Women and their impact on history have been largely ignored in traditional textbooks (Clabough, Turner, & Carano, 2017). According to the National Council for the Social Studies (NCSS), including women in the dialogue about history is important for helping students develop their own identities (NCSS, 2010). Set in the segregated South, the movie *Hidden Figures* (Melfi & Gigliotti, 2016) told the story of four female mathematicians battling both racism and sexism at the National Aeronautics and Space Administration (NASA) during the 1960s. Stories such as the one told in *Hidden Figures* integrate women into the curriculum. Social studies trade books are one teaching tool that can be used to spotlight women's roles in history.

This article describes how to use trade books to integrate women into the middle school social studies curriculum. The activities described take students through a series of steps to read and analyze trade books depicting women throughout history. The three women discussed in the activities are Catherine the Great, Hatshepsut, and Joan of Arc. Following a brief literature review about the benefits of using trade books in the middle school social studies classroom, the authors provide three different activities used to integrate women into classroom instruction. The steps and resources to implement the three activities are given. Additionally, an appendix is provided that contains a list of other trade books about women and their impact on history.

Benefits of Using Trade Books in the Social Studies Classroom

Teachers should utilize a variety of resources to actively engage students in the middle school classroom (AMLE, 2010). Trade books are one resource social studies teachers can use to examine historical figures and events in more depth (Schell & Fisher, 2006). Most social studies textbooks dedicate only a column or a page to a historical figure. In contrast, the text and illustrations in trade books enable students to explore the values, biases, and idiosyncrasies of people from the past (Edgington, 1998). This makes it easier for students to make an emotional connection with historical figures (McGrain, 2002).

Trade books allow students to examine the content material in meaningful ways. The pictures, text, and other primary sources in a trade book work together to focus on a historical figure, event, or topic (Lynch-Brown, Short, & Tomlinson, 2014). This enables students to infer, problem solve, and make predictions. Biographical trade books present students with situations and/or obstacles that historical figures faced. Students think critically when they can place themselves in the shoes of the person and ask, "How would I have handled this?" This question and similar ones should be answered based on evidence from the text and the pictures, as well as further research on the part of the students. These processes reflect the current emphasis on literacy-based practices and inquiry-based teaching advocated for in the C3 Framework (NCSS, 2013).

The simpler word and sentence structure in trade books make them useful when teaching social studies content. Struggling readers and ESL students find it easier to read and understand the content (Clabough, Turner, & Wooten, 2015). The easier readability level aids in comprehension, which allows struggling readers to grasp the essential content. The illustrations in trade books also facilitate the students' ability to generate meaning of the text (Clabough et al., 2015). The different components in trade books allow students at all academic levels to be successful when learning social studies content. In the next sections, three activities are provided that allow students to connect in meaningful ways to female historical figures. The activities highlight the unique challenges women faced as their positions in society changed.

Finding Clues about Catherine the Great

An important benefit of working with trade books is that students are able to see multiple layers of historical figures. Social studies teachers often teach abstract traits such as progressiveness, fairness, and ruthlessness. There are people in history who encompass all of these characteristics, and trade books can help students to examine the social, political, and cultural context under which these people were shaped. As a result, they can also come to understand that all people are riddled with contradictions (Fresch & Harkins, 2009).

A trade book that shows complexity and depth in a historical figure is *Catherine the Great: Empress of Russia* (Vincent, 2009). Much focus is paid on Catherine's reign, as she seized power from her husband and ruled Russia as a progressive queen for over 30 years. The following activity provides students with an opportunity to foster their analytical skills by examining the reign of Catherine the Great. The teacher begins the activity by reading the trade book aloud to the class. Students focus on the part of the book where Catherine shows herself to be a strong, arguably ruthless, leader who also embraced reforms, such as creating schools for young girls and encouraging the use of modern sciences and medicines.

After the reading of the text, the students are divided into pairs. Each pair is given two pictures of Catherine the Great and a graphic organizer. There is a prompt on the graphic organizer that reads as follows: "Catherine the Great was a queen who was controversial. What kind of ruler was she? Use clues from the pictures to answer the question." The graphic organizer consists of two boxes that are side by side. Each box contains a different picture of Catherine the Great and space for students to write down at least four "clues" about the pictures. The teacher informs the students that they only use the images for the clues to help them answer the prompt. For each detail, students should also briefly explain their reasoning by using evidence from the trade book to support their claims. A sample graphic organizer is provided in the next section.

Possible Student Example of Graphic Organizer



https://wikivisually.com/wiki/Russian_Enlightenment

- Catherine appears to be in a library. This says that she enjoyed reading the writings of philosophers and wanted to learn about the Enlightenment philosophies.
- There are other people in the picture who look like they are examining the instruments. This tells me she sought the company of other people to share ideas.
- There is a book and feather on her desk. This says Catherine wrote down the ideas she had and the ideas of others.
- There is a microscope on her desk. Catherine was interested in the sciences and modern medicines, which says she wanted to learn about subjects that benefited her people.



https://commons.wikimedia.org/wiki/Portraits_of_Catherine_II_of_Russia

- Catherine looks like she has medals on her dress. This reflects she was in control of her army and expanded Russia's borders.
- Catherine's sleeves look like armor, and her dress is dark. This reminds me of a soldier's armor. She looks in control, such as when she took power away from her husband, Peter.
- The cross on her gown shows how Catherine controlled the wealth and land of the Church.
- The crown on Catherine's head shows she had absolute power. A large majority of the Russian population were serfs, who were under Catherine's total control.

The teacher brings the class together to discuss the clues they discovered in each picture and what they believe the details say about Catherine the Great as a ruler. This is an opportunity for students to share and learn from each other. They can explain their thinking processes and also defend their ideas with evidence from the paintings and the trade book. After the discussion, the teacher provides students with the instructions for the writing activity. Students write two paragraphs that consist of five to eight sentences each. Using clues from their graphic organizers as supporting details, they compare and contrast Catherine the Great's two leadership styles. The writing piece also needs to include how students believe Catherine should be remembered as a ruler. The authors have given an example of the writing activity in the next section.

Possible Student Example of Writing Activity

Catherine the Great had two aspects to her style of leadership. She was an avid learner of the Enlightenment philosophers and wanted to learn about their philosophies to make the lives of her

subjects better. Political thinkers were invited to Russia, and Catherine would speak with them about their ideas. This resulted in her creating reforms such as opening schools for girls. However, Catherine the Great also had another side to her leadership style.

Catherine could be very controlling. While Catherine did use the military to expand the borders of Russia, she also used the military to take control of Russia from her husband, Peter. The Church's land and wealth were taken over, which meant the Church had to answer to her. Catherine was progressive-minded, but she did not do much to help the millions of serfs in Russia. However, there are other reasons history should remember her as a good ruler. She was smart enough to take power from her husband because he was not ruling in the best interest of the people. Politicians and other nobles appreciated that she listened to them, and the common people were grateful for the reforms that were established in Russia. Catherine had absolute control over Russia, but so did other rulers of countries during the same time period. During this time, a person had to be strong to rule, and Catherine showed she had the strength to keep power.

This activity is beneficial to students because it utilizes trade books in a manner that usually cannot be done with textbooks. Textbooks usually provide superficial information about a historical figure, barely scraping the surface of how the time period's culture, traditions, and politics shaped the person's decisions and actions. Trade books can bring historical figures to life by allowing students to see the contradictions that exist within people. For instance, Catherine the Great fully embraced the Enlightenment philosophies, while at the same time doing very little to ease the oppression of Russian serfs. Activities with trade books allow students to see figures from the past as three dimensional and requires them to think on a higher level (Brooks & Endacott, 2013; Edgington, 1998). The analysis of the seemingly divergent aspects of Catherine's personalities

may lead students to understand that history is not black and white, but many shades of gray.

Dedicating Hieroglyphics to Hatshepsut

Janice Trecker (1973) offered insight into how little women were featured in U. S. History high school textbooks of the 1960s. As a result, when asked to name women from American history, students could name very few. Today's history textbooks may include more women, but the information remains limited (Allard, Clark, & Mahoney, 2004). Trade books are resources teachers can use to fill the gap often left by textbooks. The rich content and pictures provide students with material that demonstrates how women have not only contributed to history but accomplished great deeds.

A trade book that illustrates a woman in a leadership role is *Hatshepsut: His Majesty, Herself* (Andronik, 2001). Hatshepsut's life is explored, from her childhood to her rise as a successful female pharaoh. The following activity highlights the section of the book where Hatshepsut has her greatest temple built, the "Holy of Holies." The teacher reads aloud how the carvings on the walls of the temple depicted Hatshepsut's life, accomplishments, and how the gods chose her to rule. The will of the gods was often interpreted by priests and inscribed on walls of temples, along with great stories about the prowess and great attributes of the pharaoh. This activity has students create their own inscriptions for the wall of Hatshepsut's temples. They use hieroglyphics to tell about her life and great deeds. The message in the hieroglyphics are supported by evidence in the trade books. It is recommended that the teacher provides students with a copy of the ancient Egyptian hieroglyphic alphabet and symbols that mean entire words, such as "pharaoh." Examples of Egyptian hieroglyphics can be accessed at https://www.ducksters.com/history/ancient_egypt/hieroglyphics_examples_alphabet.php and <http://www.landofpyramids.org/egyptian-hieroglyphics.htm>.

Students use the hieroglyphics as a guide. They pretend to be scribes who are instructed to engrave into the walls of the Holy of Holies why Hatshepsut is such a great ruler. The hieroglyphics are drawn on paper that is provided by the teacher. The drawings must use a

combination of the alphabet and symbols to describe Hatshepsut's accomplishments and her attributes as a leader. The "engravings" must be supported by at least two details from the trade books. See the following as an example.

Possible Example of a Student Engraving



After completing the hieroglyphics, students write a paragraph that consists of six to ten sentences. The paragraph must explain the meaning of the hieroglyphics, and students must cite at least two details from the text to support their claim. In addition, they are to express whether they believe it was an accomplishment for a woman to attain the position of pharaoh during this time period. Students give at least one reason to support their answer. The authors provide a possible example in the following section.

Possible Example of a Student Paragraph

Hatshepsut was a woman who declared herself pharaoh and reigned over Egypt at a time when women were not supposed to rule by themselves. She even dressed as a man by wearing a short kilt instead of a long dress and tied a gold beard to her chin. The hieroglyphics show this by the man and woman side by side next to the symbol for crown. Many Egyptian pharaohs wanted to be remembered by building great monuments. Hatshepsut built a famous temple that is called the Holy of Holies, which is portrayed by the symbol for a temple. The temple was built under the watchful eye and blessing of the god Horus.

The falcon represents him. It was an accomplishment for Hatshepsut to attain the position of pharaoh during this time period. In ancient Egypt, there was not a word in the language for a female ruler so by becoming pharaoh she carved her own place in history by ruling Egypt for 22 years.

Trade books provide an in depth look into the lives of historical figures (Edgington, 1998). Textbooks tend to glance over events that define and shape the lives of a person. This activity allows student to examine such pivotal moments and examine how culture, the time period, and societal norms shape a historical figure's actions and decisions. It is important for students to be able to view people from the past in historical context (Brooks & Endacott, 2013; Colby, 2010). By knowing the political, social, and cultural customs of the era, students gain insight into why people made certain decisions as well as better understand the ramifications of a woman taking a leadership role of the pharaoh.

Tweeting with Joan of Arc

Social studies textbooks often give limited versions of stories that deserve to be told in greater detail. Trade books can be used to tell the accounts of people and events in a manner that students find engaging and interesting (McGrain, 2002). This is especially true with biographical trade books about women. The challenges women faced were as unique as the methods chosen to meet them. Students will find themselves invested in the lives of these historical women as they learn about the courage it took to succeed in a male-dominated world.

Teachers can use the trade book *Joan of Arc* to help foster students' empathy as they explore the values,

beliefs, and courageous actions of a teenage girl (Demi, 2011). This activity focuses on the section in the trade book when Joan was captured by the Burgundians, put on trial, and executed. The teacher reads aloud to students and shows the illustrations of Joan's journey from arrest to execution. Then, each student is given a "Tweet" handout. The worksheet resembles a tweet with some of the same features students would find on an actual Twitter account. Students assume the role of a person from Joan of Arc's time and write a tweet as the historical figure. They should use all of the literary mechanisms employed by Twitter, such as the acronym LOL, which stands for "laugh out loud."

The teacher instructs students to send a tweet to the Burgundian or the French people where they are stating their opinion about the fate of Joan of Arc. A prompt should be included on the handout. A possible prompt may include the following. "Dear (insert French or Burgundian people), I feel what happened to Joan of Arc was (insert a descriptor)! Joan of Arc..." Students support their opinion about what happened to Joan at the hands of the Burgundians. They are required to use at least one supporting detail from the book to support their opinion. There is a 50-word count, which does not include the prompt. This word limit challenges students to edit their work so it must include the most relevant information.

The hashtag comment at the end of the tweet should reflect the message and its overall tone. For instance, if a student's tweet is angry, the hashtag comment should reflect the same emotion. After completing the activity, the teacher brings the class together and allows students to read their tweets aloud. The authors have provided a possible example of a tweet in the next section.

Possible Student Example of a Tweet



Name: _____

Instructions: Send a “tweet” to the French or Burgundian people. State your opinion in the tweet. You may use “text speak.” Your tweet can be no more than 50 words.

Draw your picture or icon

Dear Brave and Brokenhearted French People,

I feel what happened to Joan of Arc was tragic! Joan of Arc was a courageous young woman who fought for her country. The Burgundians put her on trial and made her sign a false confession, but in the end, her faith triumphed. The last LOL is on the Burgundians! Joan’s memory will live forever through history!

#JoanLivesOn

Trade books draw students into the lives of biographical figures. In order for students to respond empathically, they need to be able to see another’s perspective (Ashby & Lee, 2001). The ability to see perspectives and express empathy is essential in social studies. If students are going to be engaged in the classroom, they need to connect and care about the historical figures being studied (Brooks, 2008). When students become invested in the lives of people from the past, they want to understand the decisions that were made, and this may lead to a deeper and more meaningful exploration and understanding of the content. Trade books are a resource that bridges the gap left by textbooks while at the same time helping to develop skills, such as empathy, that are necessary in the social studies classroom.

Closing Remarks

Social studies teachers face the challenge of engaging students in the middle school classroom. It can be difficult to encourage middle school students to find meaning and relevance in people, places, and events that existed hundreds and even thousands of years ago. Too many history textbooks tend to treat important historical figures and events like a 30-second bulletin on a news broadcast. Biographical trade books allow students to

experience the lives of historical figures in depth. Through the pictures and text, students are able to make emotional connections with people from the past (Schell & Fisher, 2006). Historical figures are no longer names mentioned briefly on a page but become real people who faced obstacles and triumphs. Students have a better chance of empathizing with historical figures’ situations, challenges, and choices (Ashby & Lee, 2001).

Trade books also provide social studies teachers the opportunity to highlight the many women that have shaped history. Often, textbooks underrepresent women and their contributions to society (Allard, Clark, & Mahoney, 2004). Activities like those discussed in this article allow students the opportunity to utilize trade books to examine the lives of women in meaningful and interactive ways. This makes the inclusion of people from all backgrounds and cultures essential. An appendix is given that contains additional trade books focusing on women. AMLE’s *This We Believe* (2010) places an emphasis on diversity in culture, background, and gender. Trade books and associated activities enable students to have a more diverse view of history than may be possible with social studies textbooks.

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Vincent, Z. (2009). *Catherine the Great: Empress of Russia*. London, UK: Franklin Watts Publishing.

**Appendix of Additional Trade Books Focusing on
Women's Roles in History**

Empress Cixi

Price, S. S. (2009). *Cixi: Evil empress of China?*
London, UK: Franklin Watts Publishing.

Frida

Brown, M. & Parra, J. (Illustrator). (2017). *Frida Kahlo
and her animalitos*. New York: NY: NorthSouth Books.

Jane Addams

Stone, T. L. (2015). *The house that Jane built: A story
about Jane Addams*. New York, NY: Henry Holt and
Company.

Joan Trumpauer Mulholland

Mulholland, L., & Janssen, C. (Illustrator). (2016). *She
stood for freedom, the untold story of a civil rights hero:
Joan Trumpauer Mulholland*. Salt Lake City, UT:
Shadow Mountain.

Josephine Baker

Powell, P. H. & Robinson, C. (Illustrator). (2014).
Josephine: the dazzling life of Josephine baker. San
Francisco, CA: Chronicle Books LLC.

Marie Curie

Demi. (2018). *Marie Curie*. New York: NY: Henry Holt
and Co.

Mary Tudor

Buchanan, J. (2008). *Mary Tudor: Courageous queen or
Bloody Mary?* Danbury, CT: Children's Press.

Michelle Obama

Parker, M. G. & Birge, M. (Illustrator). (2009). *I am
Michelle Obama: The first lady*. Atlanta, GA: Tumaini
Publishing LLC.

Queen Victoria of England

Whelan, G. & Carpenter, N. (Illustrator). (2014). *Queen
Victoria's bathing machine*. New York: NY: Simon &
Schuster.

Sara Roberts

Goodman, S.E. & Lewis, E.B. (Illustrator). (2016). *The
first step: How one girl put segregation on trial*. New
York, NY: Bloomsbury.

Sacajawea

Willard, J. (1918/2017). *Bird Woman (Sacajawea) the
guide of Lewis and Clark: Her own story now first given
to the world*. Los Angeles, CA: Enhanced Media
Publishing.

Writing More Women into United States History

Contributors: Shannon Alexander, Julianna Carron, Charles Friedman, Jennifer McCabe, Shannon Mitchell, Josh Schoenbrun, Stephanie Skier, Jasmine Torres, and Alan Singer

“I have sometimes been ready to think that the passion for Liberty cannot be Equally Strong in the Breasts of those who have been accustomed to deprive their fellow Creatures of theirs.” – Abigail Adams, 1776

“The origin of all power is in the people, and they have an incontestable right to check the creatures of their own creation.” – Mercy Otis Warren, 1788

“If Congress refuse to listen to and grant what women ask, there is but one course left then to pursue. What is there left for women to do but to become the mothers of the future government?” - Victoria Woodhull, 1871

“I do not believe that women are better than men. We have not wrecked railroads, nor corrupted legislature, nor done many unholy things that men have done; but then we must remember that we have not had the chance.” - Jane Addams, 1897

“There will never be complete equality until women themselves help to make the laws and elect the lawmakers.” - Susan B. Anthony, 1897

“The IWW [Industrial Workers of the World] has been accused of pushing women to the front. This is not true. Rather, the women have not been kept in back, and so they have naturally moved to the front.” – Elizabeth Gurley Flynn

“I never doubted that equal rights was the right direction. Most reforms, most problems are complicated. But to me there is nothing complicated about ordinary equality.” – Alice Paul, 1972

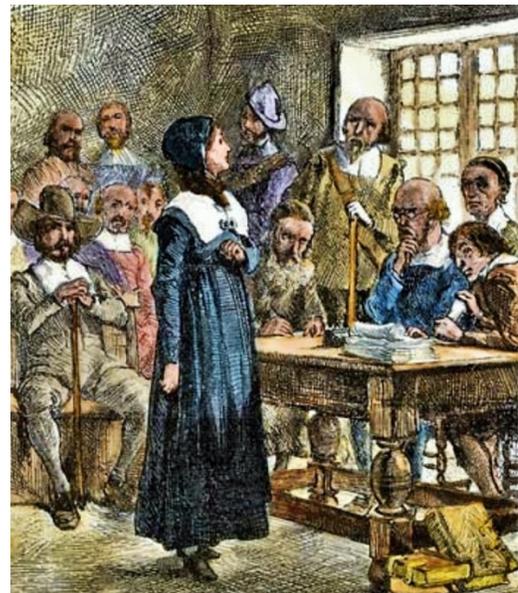


2020 marks the centennial of the 19th Amendment to the United States Constitution ensuring the right of women to vote. As part of our commemoration, Teaching Social Studies will publish material writing more women into United States history. This package contains lesson material on the Seneca Falls convention, the 1912 Lawrence, Massachusetts “Bread and Roses” strike, 1917 food riots in New York City, the campaign for Woman’s suffrage, changing gender roles in the 1920s, the right of women to continue to work while pregnant, and on a number of individual women including Anne Hutchinson, Mercy Otis Warren, Abigail Adams, Sojourner Truth, Lucy Stone, Susan B. Anthony, Mary Lease, Alice Paul, Elizabeth Gurley Flynn, Margaret Sanger, Sally Ride, Michelle Obama, and Alexandria Ocasio-Cortez.

Aim: What did Anne Hutchinson contribute to American society?

Source: Anne Hutchinson in Massachusetts Bay, the National Park Service

Anne Hutchinson was a Puritan spiritual adviser, mother of 15, and an important participant in a religious controversy that sharply divided the Massachusetts Bay Colony from 1636 to 1638. Hutchinson was part of a religious faction that believed they had received personal revelation about the will of God. Her religious convictions were at odds with the established Puritan clergy in the Boston area who believed knowledge of God’s will came through understanding of the Bible. Hutchinson’s popularity and charisma helped create a theological schism that threatened to destroy the Puritans' religious community in New England. Because she refused to change her beliefs and stop teaching, she was tried for heresy and convicted. Her punishment was banished from the colony along with many of her supporters. The painting by Edwin Austin Abbey (1900) shows Hutchison defending herself in front of a court in New England in 1638.



Questions

1. What is happening in this picture?
2. Who is Anne Hutchinson defending herself against?
3. In your opinion, what do you think Hutchinson is saying to her accusers and judges in this picture?

The Trial of Anne Hutchinson

Instructions: This is the transcript from the trial of Anne Hutchinson. In 1638, she was found guilty of heresy (believing in false gods) and banished from (forced to leave) the Puritan colony in Massachusetts Bay. Read the excerpt of the trial and answer the questions below.

Gov. John Winthrop: Mrs. Hutchinson, you are called here as one of those that have troubled the peace of the commonwealth and the churches here; you are known to be a woman that has had a great share in the promoting of opinions that have caused trouble, and...you have spoken out against our leaders, and you have maintained a meeting and an assembly in your house that has been condemned by our government as a thing not tolerable nor comely in the sight of God nor fitting for your sex, and you have continued doing this, even after we asked you to stop. Therefore, we have thought good to put you on trial and ask you what is happening. If the rumors against you are false, we will dismiss the charges so that you may become a profitable woman here among us, otherwise if you continue to speak your mind, then the court may take such course that you may trouble us no further

Mrs. Anne Hutchinson: I have come when you summoned me but I hear no charges against me.

Gov. John Winthrop: I have told you some already and more I can tell you . . . Why do you lead a Bible study every week upon a set day?

Mrs. Anne Hutchinson: It is lawful for me to do

Gov. John Winthrop: It is lawful for you to lead a Bible study for women, but your meeting is of another sort for there are sometimes men among you.

Mrs. Anne Hutchinson: If men came it is because they chose to be there.

Gov. John Winthrop: But you know it is illegal for a woman to teach a man scripture?

Mrs. Anne Hutchinson: Again, if men chose to come to my meetings it was their own fault. I taught all those who came to me.

Gov. John Winthrop: the sentence of the court you hear is that you are banished from out of our jurisdiction as being a woman not fit for our society, and are to be imprisoned till the court shall send you away.

Mrs. Anne Hutchinson: You have power over my body but the Lord Jesus has power over my body and my soul, and you should assure yourselves this much, if you go on in this course, I will bring a curse upon you and your children, the mouth of the Lord hath spoken it...

Gov. John Winthrop: the sentence of the court is that you are banished from our land as being a woman not fit for our society, and are to be imprisoned till the court sends you away.

Mrs. Anne Hutchinson: I desire to know why I am banished?

Gov. John Winthrop: Say no more, the court knows why and is satisfied.

Questions

1. Who is in charge of asking the questions? Do you think he is important in this society? Why?
2. Why is Anne Hutchinson being banished from society?
3. Why wouldn't the court explain to Anne why she was being banished when she asked?
4. Why didn't Anne just deny the charges laid against her?
5. Do you think Anne would have been treated differently if she were a man? Explain.

Mercy Otis Warren (1728-1814)

Mercy Otis Warren was born in Massachusetts in 1728. She was a dramatist, historian, and an important political writer during the American Revolution. Because she was a woman and concerned about being taken seriously, any of her works were published using pseudonyms. Mercy Otis Warren wrote poems and plays that attacked British authority in Massachusetts and urged colonists to resist infringements on their rights and liberties. Her home in Plymouth, Massachusetts was a meeting place for the Sons of Liberty before the outbreak of the War for Independence. Her regular correspondence included Abigail Adams, John Adams, and Martha Washington. During the debate over the Constitution, she opposed ratification unless it included a Bill of Rights. In 1805, she published one of the earliest histories of the American Revolution.



Questions

1. How did Warren contribute to the push for American independence?
2. Where did Warren believe power should reside in a society?
3. Why is Warren considered “ambivalent” about the new Constitution?

A) Observations on the New Constitution (1788)

“The origin of all power is in the people, and they have an incontestable right to check the creatures of their own creation.”

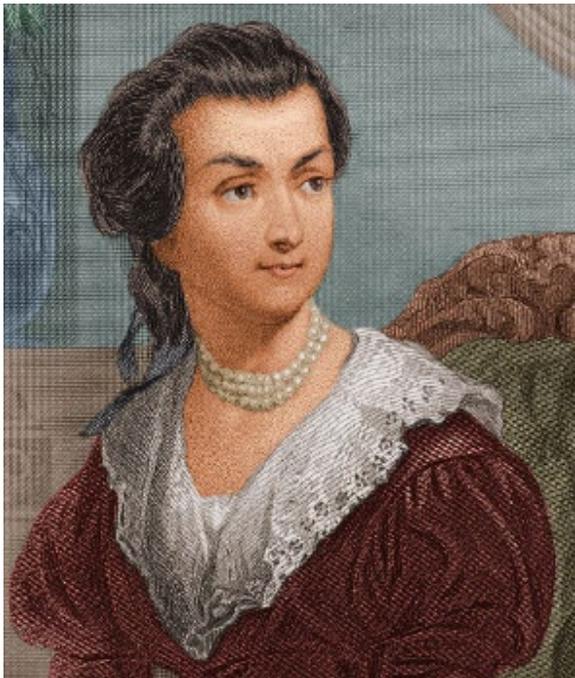
B) Letter to Catharine Macaulay (1788)

“Our situation is truly delicate & critical. On the one hand we are in need of a strong federal government founded on principles that will support the prosperity & union of the colonies. On the other we have struggled for liberty & made costly sacrifices at her shrine and there are still many among us who revere her name to much to relinquish (beyond a certain medium) the rights of man for the dignity of government.”

Abigail Adams: “Remember the Ladies” (1744-1818)

Background: Abigail Smith was born in Massachusetts in 1744. She never received a formal education, however her mother taught Abigail and her sisters to read and write. She married John Adams in 1764. He would become the first Vice-President and second President of the United States, John Adams. She was also the mother of John Quincy Adams, who became the sixth President.

Abigail Adams is remembered today for the many letters she wrote to her husband while he was in Philadelphia in 1776 during the Continental Congress. John frequently sought the advice of Abigail on many matters, and their letters are filled with intellectual discussions on government and politics. Abigail Adams was also a correspondent with Thomas Jefferson and kept both Adams and Jefferson aware of events at home while they served overseas during and after the American Revolution.



Abigail Adams as a young woman

Abigail Adams to John Adams, March 31 1776

I have sometimes been ready to think that the passion for Liberty cannot be Equally Strong in the Breasts of those who have been accustomed to deprive their fellow Creatures of theirs. Of this I am certain that it is not founded upon that generous and Christian principal of doing to others as we would that others should do unto us. . . . I long to hear that you have declared an independence and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.

Questions

1. What events were taking place when Abigail Adams wrote this letter?
2. Why does Abigail Adams question the “passion for Liberty” of the men assembled in Philadelphia?
3. What does she believe is the natural tendency of men?
4. What does she want the new Code of Laws to do?

5. In your opinion, what is the historical significance of this letter?

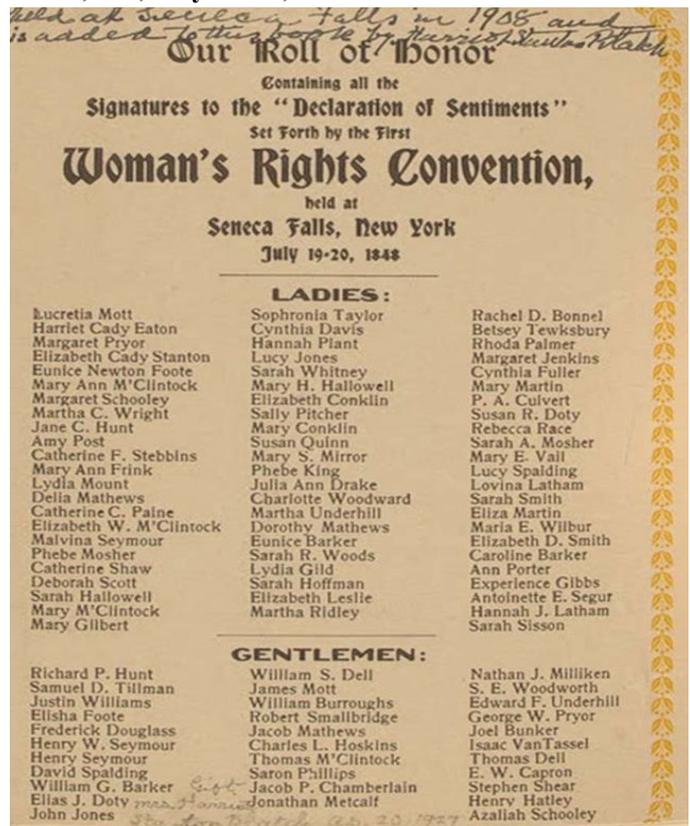
Declaration of Sentiments, Seneca Falls, NY, July 19-20, 1848

Background: The Declaration of Sentiments were written demands made by attendees of the July 1848 Seneca Falls Convention. The final document was signed by 68 women and 32 men. Prominent signees included Lucretia Mott, Elizabeth Cady Stanton, Amy Post, and Frederick Douglass.

A. When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

B. We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to affect their safety and happiness.

C. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.



Questions

1. What does the second passage [B] of the Seneca Falls Declaration of Sentiments declare?
2. What document is it modeled on?
3. According to section D, why do the signers of the Declaration feel justified in their campaign?
4. If you had participated in this convention, what specific rights would you have wanted to guarantee?
5. In your opinion, why did the authors of the Declaration of Sentiments model it on an early document from United States history?
6. In your opinion, have the problems noted in these passages been resolved in the United States? Explain.

D. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

Contemporary Press Reactions to the Seneca Falls Declaration of Sentiments

The male dominated press did not take warmly to the Seneca Falls woman's rights convention and the Declaration of Sentiments. Read the articles, select one, and write a letter-to-the-editor in response.

Public Ledger and Daily Transcript (Philadelphia): Our Philadelphia ladies not only possess beauty, but they are celebrated for discretion, modesty, and unfeigned diffidence, as well as, wit, vivacity, and good nature. Who ever heard of a Philadelphia lady setting up for a reformer, or standing out for woman's rights, or assisting to man the election grounds, raise a regiment, command a legion, or address a jury? Our ladies glow with a higher ambition. They soar to rule the hearts of their worshipers, and secure obedience by the scepter of affection. The tenure of their power is a law of nature, not a law of man, and hence they fear no insurrection, and never experience the shock of a revolution in their dominions . . . Women have enough influence over human affairs without being politicians. Is not everything managed by female influence? Mothers, grandmothers, aunts, and sweethearts manage everything. Men have nothing to do but to listen and obey to the "of course, my dear, you will, and of course, my dear, you won't." Their rule is absolute; their power unbounded. Under such a system men have no claim to rights, especially "equal rights." A woman is nobody. A wife is everything. A pretty girl is equal to ten thousand men, and a mother is, next to God, all powerful . . . The ladies of Philadelphia, therefore, under the influence of most serious "sober second thoughts," are resolved to maintain their rights as Wives, Belles, Virgins, and Mothers, and not as Women.

Rochester (NY) Democrat: This has been a remarkable Convention. It was composed of those holding to some one of the various isms of the day, and some, we should think, who embraced them all. The only practical good proposed — the adoption of measures for the relief and amelioration of the condition of indigent, industrious, laboring females — was almost scouted by the leading ones composing the meeting. The great effort seemed to

Mechanics (Albany, NY): Now, it requires no argument to prove that this is all wrong. Every true hearted female will instantly feel that this is unwomanly, and that to be practically carried out, the males must change their position in society to the same extent in an opposite direction, in order to enable them to discharge an equal share of the domestic duties which now appertain to females, and which must be neglected, to a great extent, if women are allowed to exercise all the "rights" that are claimed by these Convention-holders. Society would have to be radically remodelled in order to accommodate itself to so great a change in the most vital part of the compact of the social relations of life; and the order of things established at the creation of mankind, and continued six thousand years, would be completely broken up. The organic laws of our country, and of each State, would have to be licked into new shape, in order to admit of the introduction of the vast change that is contemplated . . . [T]his change is impractical, uncalled for, and unnecessary. If effected, it would set the world by the ears, make "confusion worse confounded," demoralize and degrade from their high sphere and noble destiny, women of all respectable and useful classes, and prove a monstrous injury to all mankind.

Telegraph (Worcester, MA): A female Convention has just been held at Seneca Falls, N.Y., at which was adopted a "declaration of rights," setting forth, among other things, that "all men and women are created equal, and endowed by their Creator with certain inalienable rights." The list of grievances which the Amazons exhibit, concludes by expressing a determination to insist that women shall have "immediate admission to all the rights and privileges which belong to them as citizens of the United States." It is stated that they design, in spite of all misrepresentations and ridicule, to employ agents, circulate tracts, petition the State and

be to bring out some new, impracticable, absurd, and ridiculous proposition, and the greater its absurdity the better. In short, it was a regular emeute [riot] of a congregation of females gathered from various quarters, who seem to be really in earnest in their aim at revolution, and who evince entire confidence that "the day of their deliverance is at hand." Verily, this is a progressive era!

National Legislatures, and endeavor to enlist the pulpit and press in their behalf. This is bolting with a vengeance.

Sojourner Truth (1797-1883)

Isabella Bomfree was born into slavery in upstate New York. In 1826, she escaped slavery with her infant daughter but had to fight her former owner in the courts to free her son. In 1828, she became the first black woman to win a case like this against a white man. In 1843 Isabella Bomfree changed her name to Sojourner Truth and became an itinerant preacher and political activist. During the Civil War, Truth helped to recruit black men to join the Union Army. Truth was a nationally-known anti-slavery speaker. Her most famous speech was *Ain't I a Woman?* In this speech she argued for equal human rights for all women and for blacks. Truth exclaimed, "That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody helps me any best place. And ain't I a woman?" Sojourner Truth was nearly 6 feet tall, and some people accused her of not really being a woman. When someone publicly claimed this in front of her, she paused her speech, glared at the man, and opened her blouse revealing her breasts.



Questions

1. Where was Isabella Bomfree born?
2. How did she use the law to challenge slavery?
3. Why do you think Isabella Bomfree changed her name to Sojourner Truth?
4. In your opinion, why is her "Ain't I a Woman" speech considered one of the most powerful in United States history?

"Ain't I a Woman" (edited)

In May 1851, Sojourner Truth attended the Ohio Women's Rights Convention in Akron, Ohio. She delivered a speech where she demanded full and equal human rights for women and enslaved Africans. The text of the speech was written down and later published by Frances Gage, who organized the convention. In the published version of the speech Sojourner Truth referred to herself using a word that is not acceptable to use. This is an edited version of the speech.

Well, children, where there is so much racket there must be something out of kilter. I think that between the Negroes [Blacks] of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

Then they talk about this thing in the head; what do they call it? [Intellect, someone whispers.] That's it, honey. What's that got to do with women's rights or Negro's rights? If my cup won't hold but a pint and yours holds a quart, wouldn't you be mean not to let me have my little half-measure full?

Then that little man in black there, he says women can't have as much rights as men, because Christ wasn't a woman! Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together . . . ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

“Women Suffrage in New Jersey”: An address to the New Jersey State legislature by Lucy Stone (1867)

Sources: <http://www.njwomenshistory.org/wp-content/uploads/2013/07/Woman-Suffrage.pdf>;

<https://www.biography.com/people/lucy-stone-9495976>



Lucy Stone (1818-1893) dedicated her life to improving the rights of American women. She graduated from Oberlin College in Ohio in 1847, worked with the American Anti-Slavery Society, convened the first national Women's Rights Convention in 1850, and in 1868 organized and was elected president of the State Woman's Suffrage Association of New Jersey. This excerpt is from a speech she gave to the New Jersey State Legislature demanding the right of women to vote.

Questions

1. What arguments did Lucy Stone use when she demanded that New Jersey grant women the right to vote?
2. According to Stone, why was the right to vote the fundamental right of citizens?

- A. Women ask you to submit to the people of New Jersey amendments to the Constitution of the State, striking out respectively the words "white" and "male" from Article 2, Section 1, thus enfranchising the women and the colored men, who jointly constitute a majority of our adult citizens. You will thereby establish a republican form of government.
- B. Gentlemen will see it is no new claim that women are making. They only ask for the practical application of admitted, self-evident truths. If "all political power is inherent in the people," why have women, who are more than half the entire population of this State, no political existence? Is it because they are not people? Only a madman would say of a congregation of Negroes, or of women, that there were no people there. They are counted in the census, and also in the ratio of representation of every State, to increase the political power of white men. Women are even held to be citizens without the full rights of citizenship, but to bear the burden of "taxation without representation," which is "tyranny."
- C. "Governments derive their just powers from the consent of the governed." Not of the governed property-holders, nor of the governed white men, nor of the governed married men, nor of the governed fighting men; but of the governed. Sad to say, this principle, so beautiful in theory, has never been fully applied in practice!
- D. What is Suffrage? It is the prescribed method whereby, at a certain time and place, the will of the citizen is registered. It is the form in which the popular assent or dissent is indicated, in reference to principles, measures and men. The essence

of suffrage is rational choice. It follows, therefore, under our theory of government, that every individual capable of independent rational choice is rightfully entitled to vote.

D. The great majority of women are more intelligent, better educated, and far more moral than multitudes of men whose right to vote no man questions. Women are loyal and patriotic. During the late war, many a widow not only yielded all her sons to the cause of freedom, but strengthened their failing courage when the last good-bye was said, and kept them in the field by words of lofty cheer and the hope of a country really free.

E. We are asked in triumph: "What good would it do women and negroes to vote"? We answer: "What good does it do white men to vote? Why do you want to vote, gentlemen? Why did the Revolutionary fathers fight seven years for a vote? Why do the English workingmen want to vote? Why do their friends-John Bright and Thomas Hughes and the liberal party-want the suffrage for them?" Women want to vote, just as men do, because it is the only way in which they can be protected in their rights.

Susan B. Anthony Demands the Right to Vote

Source: <http://ecssba.rutgers.edu/docs/sbatrial.html>

Susan B. Anthony was born February 15, 1820 in Adams Massachusetts. She was brought up in a Quaker family with long activist traditions. Early in her life she developed a sense of justice and moral zeal. After teaching for fifteen years, she became active in temperance. Because she was a woman, she was not allowed to speak at temperance rallies. This experience, and her acquaintance with Elizabeth Cady Stanton, led her to join the women's rights movement in 1852. Soon after she dedicated her life to woman suffrage. In 1872 she was arrested in Rochester, New York when she tried to vote in the Presidential election in violation of state law. She argued that she had the right to vote because the 14th amendment said, "No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States." On the final day of the trial, Anthony, who had not previously been permitted to speak, defended her actions.



Questions

1. On what legal grounds did Susan B. Anthony demand the right to vote?
2. Why did Anthony deny the legitimacy of the trial?
3. What other act of defiance is Anthony referring to in passage C?
4. In your opinion, why do some historians consider Anthony's defiance and this statement to the court among the most important actions in the fight for women's suffrage and social equality?

United States v. Susan B. Anthony, Rochester New York, 1873

A. But your honor will not deny me this one and only poor privilege of protest against this high-handed outrage upon my citizen's rights. May it please the Court to remember that since the day of my arrest last November, this is the first time that either myself or any person of my disfranchised class has been allowed a word of defense before judge or jury.

B. All of my prosecutors, from the 8th ward corner grocery politician, who entered the complaint, to the United States Marshal, Commissioner, District Attorney, District Judge, your honor on the bench, not one is my peer, but each and all are my political sovereigns; and had your honor submitted my case to the jury, as was clearly your duty, even then I should have had just cause of protest for not one of those men was my peer; but, native or foreign born, white or black,

rich or poor, educated or ignorant, awake or asleep, sober or drunk, each and every man of them was my political superior; hence, in no sense, my peer.

C. Forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women; and hence, your honor's ordered verdict of guilty, against a United States citizen for the exercise of "that citizen's right to vote," simply because that citizen was a woman and not a man. But, yesterday, the same man-made forms of law, declared it a crime punishable with \$1,000 fine and six months' imprisonment, for you, or me, or any of us, to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive as he was tracking his way to Canada.

D. May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper—The Revolution—four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that "Resistance to tyranny is obedience to God."

Mary Lease: The Power of Wall Street Threatens Democracy

Mary Elizabeth Clyens Lease (1853-1933)

Source: <http://www.spartacus.schoolnet.co.uk/USAleaseM.htm>

Mary Clyens was born in 1853, the daughter of famine era Irish immigrants to the United States. Her father and older brother died fighting for the North in the Civil War. In 1870, Mary Clyens moved to Kansas to teach at a Catholic mission school. She married Charles Lease, a local shop owner and pharmacist, and had four children. Charles Lease's business was destroyed during the national financial crisis of 1873 and the family moved to Texas. In Texas, Mary E. Lease became involved in politics and was an active supporter of prohibition and women's suffrage. She joined the Women's Temperance Union, the Farmers' Alliance and the Populist Party and obtained a national reputation as an outstanding orator. Between 1890 and 1896 she toured the country making speeches. She is credited with telling Kansas farmers to "raise less corn and more hell." Some scholars believe Mary E. Lease was the model for the character Dorothy in Frank Baum's "The Wonderful Wizard of Oz." In 1902, Mary E. Lease divorced her husband and moved to New York City. She joined the Socialist Party, became an editor of a newspaper, and campaigned for Eugene V. Debs when he ran for president of the United States in 1908. She died in Callicoon, New York in 1933.



Vocabulary:

foreclosure – a bank takes over of a property after a borrower has not made payments on a mortgage or loan

monopoly – A company that controls an industry, good, or service

loan-shark - a moneylender who charges extremely high rates of interest

tariff - a tax on imported goods (goods that are produced in other countries)

“This is a nation of inconsistencies. The Puritans fleeing from oppression became oppressors. We fought England for our liberty and put chains on four million of blacks. We wiped out slavery and our tariff laws and national banks began a system of white wage slavery worse than the first . . . Wall Street owns the country. It is no longer a government of the people, by the people, and for the people, but a government of Wall Street, by Wall Street, and for Wall Street. The great common people of this country are slaves, and monopoly is the master. The West and South are bound and prostrate [defeated] before the manufacturing East. Money rules . . . We want money, land and transportation. We want the abolition of the National Banks, and we want the power to make loans direct from the government. We want the foreclosure system wiped out... We will stand by our homes and stay by our fireside by force if necessary, and we will not pay our debts to the loan-shark companies until the government pays its debts to us .”

Questions:

1. What are 3 examples of “inconsistencies” that Mary Lease lists in her speech?
2. What does Lease mean by “slaves” and “masters” in her 1890 speech?
3. According to Lease, what were the different circumstances of the U.S. regions of West, South, and East?
4. What does Lease mean when she says the U.S. is “no longer a government of the people, by the people, and for the people, but a government of Wall Street, by Wall Street, and for Wall Street”?
5. What economic and policy changes does Mary Elizabeth Lease want?
6. In your opinion, does the power of Wall Street banks threaten democracy? Explain.

Alice Paul: A Woman Who Gave Her Life to Her Cause

by Shannon Alexander



Suffragettes protest in front of the White House in Washington DC, February 1917.

Alice Paul’s childhood and religious upbringing strongly influenced her activism. She was born on January 11, 1885 in Moorestown, NJ to William and Tacie Paul. The eldest of four children, Alice spent her childhood at Paulsdale, a 265 acre farm, where she was raised a Hicksite Quaker. Quakers beliefs, such as gender equality and education for women, challenged societal norms at the time. They also believed in making society a better place. Paul Another major influence on Alice was her mother’s involvement in the women’s suffrage movement. Tacie Paul was an active member of the National American Women’s Suffrage Association and regularly brought Alice to meetings.

After graduating at the top of her class at Friends School, a Quaker High School in Moorestown NJ, Alice continued her education at Swarthmore College, a Quaker institution founded by her grandfather. After Swarthmore, she began graduate work at the New York School of Philanthropy and also attended the University of Pennsylvania where she received a M.A in Sociology in 1907. In the years that followed, she studied sociology and economics in England and earned a doctorate in Economics at the University of Pennsylvania and a law degree.

The time that Alice Paul spent in England was a turning point in her political and social life. While working at the Woodbrook Settlement of Social Work, Alice befriended Christabel Pankhurst, daughter of the Emmeline Pankhurst, a leader of the British Suffragist Movement and founder of the Women's Social and Political Union. The organization's motto was "Deeds, not words" and it was notorious for breaking the law. The radical ideals of the Pankhurst women inspired Alice and she was transformed into a radical militant suffragette.

Direct Action To Promote Women's Rights

During the next three years Alice became involved in direct action to promote women's rights. She and her supporters smashed windows, threw rocks, and participated in hunger strikes, demonstrations and picket lines. She was arrested on several occasions. It was at this time when she also met her "partner in crime," Lucy Burns; an individual who would be greatly involved in Alice's work in the United States in the years to come. By 1910, Alice Paul had left England and returned to the United States bringing the radical ideals and philosophies of the English Suffragettes with her. She planned to implement these ideals to help reshape the American Women's Rights Suffrage movement.

Alice Paul demanded that the United States pass a new constitutional amendment giving women the right to vote. She challenged the N.A.W.S.A., which focused on state campaigns rather than calling for a constitutional amendment and supported President Wilson. She blamed Wilson and his administration for not making women's suffrage a priority.

In 1911 the American Women's Suffragist movement moved from advocacy to activism. Alice Paul and Lucy Burns took over the N.A.W.S.A Congressional Congress in Washington D.C. and organized one of the largest parades supporting the right of women to vote. On March 3, 1913, 8,000 women – suffragists, educators, students, mothers, and daughters – marched down Pennsylvania Avenue towards the White House where Woodrow Wilson was prepping for his inauguration. The parade ended in chaos and a riot as police officers turned a blind eye as marchers were mobbed by angry men watching the parade. As a result of the erratic interruption, over 300 women were injured.

In 1913, Alice Paul left the N.A.W.S.A and founded the Congressional Union for Women's Suffrage, whose sole priority was a constitutional amendment. In 1915, the group was renamed the National Women's Party. The reorganization of the NWP and the creation of Silent Sentinels marked a new level of struggle. On January 10, 1917 Alice and the Silent Sentinels began their two and a half year picket demonstration outside of the White House. President Wilson was initially amused by the suffragettes. However, his attitude changed after the United States entered the war in 1917. When women continued to picket and referred to him as "Kaiser Wilson," many were arrested, including Alice Paul, for "obstructing traffic." They were sent to Occaquan Workhouse, a woman's prison in Virginia, where they were forced to live in unsanitary cells, brutalized, abused, and generally mistreated.

Hunger Strikes and Prison

While imprisoned, Alice Paul continued to protest for women's suffrage by partaking in hunger strikes. Prison doctors had to forcibly feed her, sticking tubes down her throat and shoving food into her stomach. Though these procedures were torturous, she never succumbed. Her actions gained her widespread support and other women began to follow in her footsteps. After a 22-day hunger strike, one of the prison doctors was quoted saying about Alice Paul: "She has the spirit of Joan of Arc and it is useless to try to change it. She may die, but she will never give up."

On November 15, 1917, a date known as the Night of Terror, W.H Whittaker, superintendent of the workhouse and over forty men beat, choked, dragged, and brutalized many of the women prisoners. One of the victims was a 73-year old woman. Once the press released news about the attacks, as well as the hunger strikes and the torturous force-feeding

methods, the public became outraged. The women received widespread sympathy from the general public and from politicians, including President Wilson.

In 1920, the 19th Amendment was ratified and women gained the right to vote. For the rest of her life, Alice Paul continued to fight for women's rights both domestically and internationally. In 1923, she announced a campaign for another constitutional amendment, which she called the "Lucretia Mott Amendment" or the Equal Rights Amendment (ERA). It would say, "Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction." The ERA was first introduced in Congress in 1923, and continued to appear in every session of Congress until in 1972. It was finally passed in 1972, but failed to get ratified by the states.

From the 1920s through the 1950s, Alice Paul traveled across South America and Europe advocating women's rights. During World War II, she became involved in a Peace Movement which helped give refuge to victims under the Nazi regime. She strongly believed that if women were more involved in World War I, World War II would never have happened. In 1938, she helped establish the World's Woman Party (WWP) in Geneva Switzerland. The WWP worked closely with the League of Nations to ensure equal rights for men and women.

Upon her return to the United States in the 1950s, Alice campaigned to abolish sex discrimination. Her efforts were successful, and the sexual discrimination clause (title VII) was added to the Civil Rights Act of 1964.

Alice Paul never married or had children. Her entire life was devoted to the cause of women's rights. She died in 1977 at the age of 92 in Moorestown, NJ from heart failure.

In 1917 Food Riots Led By Immigrant Women Swept Through U.S. Cities

By Alan Singer and Jasmine Torres

Source: <https://newyorkhistoryblog.org/2018/10/1917-food-riots-led-by-immigrant-women-swept-u-s-cities/>



Protestors at New York City Hall (Library of Congress)

In February 1917 the United States still had not entered the Great War in Europe. But the week of February 19-23, 1917, there was a wave of food riots in East Coast United States cities attributed to wartime food shortages, profiteering,

and hoarding. The *New York Times* reported riots in New York City's the Bronx, Brooklyn, and Manhattan and in Boston, Massachusetts, and Philadelphia, Pennsylvania.

In Williamsburg and Brownsville, Brooklyn an estimated 3,000 women rioted overturning peddler's pushcarts and setting them on fire after food prices spiked. On New York City's Lower East Side an army of women, mostly Jewish, invaded a kosher poultry market and blocked sales the day before the Jewish Sabbath. They protested that the price of chicken had risen in one week from between 20 and 22 cents a pound to between 28 and 32 cents a pound. Pushcarts were overturned on Rivington Street and at a similar protest in the Clermont Park section of the Bronx. Four hundred of the Lower East Side mothers, many carrying babies, then marched on New York City Hall shouting in English and Yiddish, "We want food!" "Give us bread!" "Feed our children!" The Manhattan protests were organized by consumers committees led by the Socialist group Mothers' Anti-High Price League, which had also organized a successful a boycott on onions and potatoes.

At the City Hall rally, Ida Harris, President of the Mother's Vigilance Committee, declared: "We do not want to make trouble. We are good Americans and we simply want the Mayor to make the prices go down. If there is a law fixing prices, we want him to enforce it, and if there isn't we appeal to him to get one. We are starving – our children are starving. But we don't want any riot. We want to soften the hearts of the millionaires who are getting richer because of the high prices. We are not an organization. We haven't got any politics. We are just mothers, and we want food for our children. Won't you give us food?"

After the rally the police arrested Marie Ganz, known in leftwing circles as "Sweet Marie," when Police Inspector John F. Dwyer claimed he heard her inciting a group of women to continue rioting while she was speaking in Yiddish, a language it is unlikely that Dwyer understood. Ganz was soon released with a suspended sentence. Dwyer, four years later, was implicated in a Congressional investigation of real estate fraud in New York City.

New York City Mayor John Purroy Mitchel, who was away from City Hall during the protests, finally meet with the group's leaders and then directed city commissioners of Charities, Health and Police to determine whether there were cases of starvation or of illness from insufficient nourishment amongst the city's working class and poor.

At a public hearing the city's Board of Estimate and Apportionment unanimously passed a resolution instructing its Corporation Counsel to draw up a bill to be presented to the State Legislature City that would authorize the city to purchase and sell food at cost during emergencies. It also urged Congress to fund an investigation of food shortages and price spikes. Speakers at the hearing in favor of immediate action to address food shortages and price hikes included Lillian D. Wald of the Henry Street Settlement, "Sweet Marie" Ganz, and Rabbi Stephen Wise of Manhattan's Free Synagogue.

Ganz told the hearing, "We are all of a common people and we would lay down our lives for this country. The people are suffering and ask you to do what you can for them. What you should do is get after the people who have been cornering the food supply.

Rabbi Wise demanded to know if "there is food enough the city or there is not food enough. If there is not food enough here then the city officials should do what England and Germany have done. They should have supplies passed around equally. If there is enough food, the question is: What can be done to control prices?"

Speaking directly to Mayor Mitchel, Rabbi Wise declared: "If an earthquake should happen, you would not hesitate a moment, Mr. Mayor, to go to the Governor or to telephone to the President at Washington if a telephone could be used, or go to General Wood at Governors Island and demand army stores. Of course, that would be an emergency, but this is an emergency also, though, of course, it is not as spectacular an emergency as an earthquake would cause. But the fact remains that you have got to take energetic steps. Let us have an end of this cheap peanut politics."

In response, the Mayor launched a campaign to have women substitute rice for potatoes while George W. Perkins, the chairman of the city's Food Committee, personally donated \$160,00 for the purchase of 4,000,000 pounds of rice and a carload of Columbia River smelts from the State of Washington. Arrangements were also made with William G. Willcox, President of the New York City Board of Education, to distribute a flyer to every school child encouraging parents to purchase and serve rice as a way of holding down the price of other commodities.

Following the food riots, Congressman Meyer London, a Socialist who represented a Manhattan district, gave an impassioned speech in Congress where he argued: “While Congress is spending millions for armies and navies it should devote a few hours to starving people in New York and elsewhere. You have bread riots, not in Vienna, nor in Berlin, not in Petrograd, but in New York, the richest city of the richest country in the most prosperous period in the history of that country.”

Abraham Cahan, editor of the *Jewish Daily Forward*, a Socialist and Yiddish language newspaper, reported that they had investigated a number of cases and that families, even with working members, were suffering from hunger.

After speakers at the Boston rally denounced the high cost of food, as many as 800 people, mostly women and children, looted a grocery and provision store in the West End. Police finally suppress the rioters. Philadelphia was under virtual marshal law after a food riot led to the shooting of one man, the trampling to death of an elderly woman, and the arrest of four men and two women. Several hundred women attacked pushcarts and invaded shops.

The United States Attorney for Massachusetts announced the formation of a special Federal Grand Jury to investigate food shortages and price increases. He blamed “local intrastate combinations” that were forcing up prices. New York County District Attorney Edward Swann also began an investigation into reports that potatoes were being warehoused on Long Island while farmers and agents waited for prices to rise.

Another possible source of the probably were coal shortages caused by wartime demand that were disrupting food supply lines. The Bangor & Aroostook Railroad in Maine, that served the country’s chief source for potatoes, reported it had only a five-day supply of coal in stock.

The *Times* also reported on the formation of “Feed America First” in St. Louis, Missouri. Police officials warned the protest movement might be the result of pro-German propaganda designed to pressure the Wilson administration to embargo food shipments to European combatants. Federal investigators, however, argued that there were no facts supporting this rumor.

Pressure from protestors and the city government pushed New York State Governor Charles S. Whitman to endorse emergency measures to contain food prices. In a public announcement he declared that “There is no doubt in my mind that the situation is the most serious perhaps in the history of this State, and it will grow worse before it grows better. I intend to take any steps that may be necessary to bring relief to the famine-stricken poor in New York City and other communities where there is widespread suffering.” Whitman then called for the immediate passage of the Food and Market bill proposed by a special state legislative committee headed by State Senator Charles W. Wicks. However, by mid-March the original Wicks Committee bill, which would have allocated broad power to the city government to regulate food markets, was dead after facing fierce opposition from farm groups in upstate regions.

A month later everything changed when the United States entered the war. The Socialist Party of America continued its opposition to United States involvement and many of its leaders were imprisoned while the mother’s food campaign receded from public view.

Why did women strikers demand “Bread and Roses”?

Source: <https://www.history.com/news/the-strike-that-shook-america-100-years-ago>

Background: In January 1912 a newly enacted Massachusetts law reduced the workweek of women and children from 56 to 54 hours. Mill owners in Lawrence, Massachusetts responded by cutting the wages of these workers by 32 cents a week. While it does not seem like a lot of money now, for workers, whose average pay was \$8.76 per week, that meant family members would go hungry. The workers, who were largely immigrant women, went on strike. They were helped by the Industrial Workers of the World and organizers “Big Bill” Haywood and Elizabeth Gurley Flynn.

To break the strike, mill owners hired provocateurs to cause trouble and planted dynamite in an attempt to discredit strikers. Strikers grew so angry that they attacked a streetcar with scabs who were crossing the picket line. Police attacked the strikers, killing one person. The next day a soldier killed another striker.

In February, as conditions in Lawrence grew tenser and more desperate, striking families sent 119 of their children to New York City to live with relatives or strangers who supported their strike. 5,000 people greeted the children at Grand Central Terminal. When a second trainload of children arrived a week later, the children paraded down Fifth Avenue. Because the “children’s exodus” won broad public support for the strikers, Lawrence mill owners and authorities tried to stop a third trainload. When mothers tried to get their children on the train, police dragged them away by their hair, beat them with clubs, and arrested them.

Attacking the women was a strategic mistake. President William Howard Taft ordered the Attorney General to investigate what was happening in Lawrence and Congress held hearings. Striking workers, including children testified about brutal working conditions and poor pay in the Lawrence mills. A third of mill workers died within a decade of taking their jobs from respiratory infections caused by inhaling dust and lint or from workplace accidents. A fourteen-year-old girl recounted how she was hospitalized for seven months after a mill machine tore off her scalp.

As a result of public outcry, mill owners agreed to many of the workers’ demands and the nine-week strike ended. The workers received a 15% wage hike, overtime, and the mill owners’ promise not to retaliate against striker leaders. By the end of March, other New England textile workers received similar raises.

The slogan “Bread and Roses” originated in a speech by Rose Schneiderman, an organizer for the garment workers union in New York City. It became the title of a poem by James Oppenheim and appeared on signs and banners at Lawrence, Massachusetts rallies. It later became a song sung at union rallies and parades.



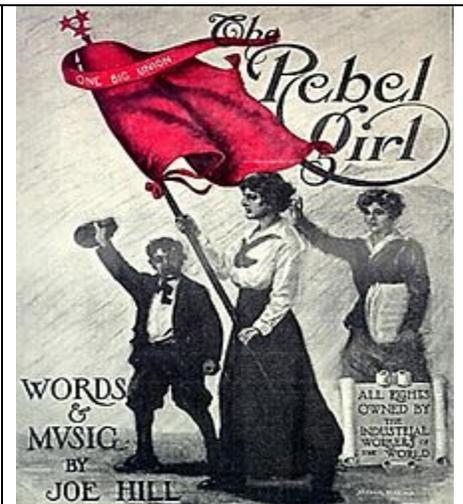
Massachusetts militiamen with bayonets surround a group of peaceful strikers.

“Bread and Roses” by James Oppenheim

As we go marching, marching In the beauty of the day A million darkened kitchens A thousand mill lofts grey Are touched with all the radiance That a sudden sun discloses For the people hear us singing Bread and roses, bread and roses	As we go marching, marching We battle too for men For they are women's children And we mother them again Our lives shall not be sweetened From birth until life closes Hearts starve as well as bodies Give us bread, but give us roses	As we go marching, marching We bring the greater days For the rising of the women Means the rising of the race No more the drudge and idler Ten that toil where one reposes But the sharing of life's glories Bread and roses, bread and roses.
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Elizabeth Gurley Flynn (1890-1964)

Elizabeth Gurley Flynn was a labor leader, activist, and feminist who played a leading role in the Industrial Workers of the World (IWW). She was in Concord, New Hampshire, her family moved to New York when she was ten. Her parents were socialists and introduced her to radical politics. When she was 16 she gave her first political speech, “What Socialism Will Do for Women.” At the age of seventeen, she became a full-time organizer for the Industrial Workers of the World. In 1912, she assisted strikers in Lawrence, MA and organized to bring the children of Lawrence to New York City for safety. Flynn was a founding member of the American Civil Liberties Union (ACLU) and she played a leading role in the unsuccessful campaign to stop the executive of Italian immigrants Sacco and Vanzetti. Among other causes she championed women’s right, suffrage, and birth control. In the 1930s she became a member of the American Communist Party. She wrote for their newspaper and served on the national committee. In the 1950s she served two years in federal prison because of her Communist Party membership.



Elizabeth Gurley Flynn was the inspiration for the song The Rebel Girl by IWW songster Joe Hill.

Statement by Elizabeth Gurley Flynn at her Trial for being a member of the Communist Party (1952)

A) I am an American of Irish decent. My father, Thomas Flynn, was born in Maine. My mother, Anne Gurley, was born in Galway, Ireland. I was born in Concord, New Hampshire, 62 years ago . . . My mother was a skilled tailoress; my father a quarry worker who worked his way through the engineering school at Dartmouth College in New Hampshire. My father, grandfather, and all my uncles were members of labor unions.

B) I come from a family whose day-by-day diet included important social issues of the day, and from this I early learned to question things as they are and to seek improvements. Thus, my mother advocated Women’s Suffrage, discussed with their children the campaigns of Debs, the Socialist candidate for President. My father read aloud to me and to my brother and sisters such books as the Communist Manifesto and other writings of Marx and Engels.

C) I was determined to do something about the bad conditions under which our family and all around us suffered. I have stuck to that purpose for 46 years. I consider in so doing I have been a good American. I have spent my life among the American workers all over this country, slept in their homes, eaten at their tables.

D) Our country is a rich and beautiful country, fully capable of producing plenty for all, educating its youth and caring for its aged. We believe it could do this under Socialism. We will prove to you that it is not the Communists who have advocated or practiced force and violence but that it is the employing class which has done both throughout the history of my life in the American labor movement.

E) We will prove to you that it is not we who flaunt the Constitution and the Bill of Rights, but that it has always been done by the employing class. We will prove that we are fighting here for our constitutional and democratic rights, not to advocate force and violence, but to expose and stop its use against the people. We will demonstrate that in fighting for our rights, we believe we are defending the constitutional rights of all Americans. We believe we are acting as good Americans.

Questions

1. What was Elizabeth Gurley Flynn's background?
2. Why was she put on trial?
3. In your opinion, why did Joe Hill call her "The Rebel Girl"?
4. In your opinion, how should women like Elizabeth Gurley Flynn be remembered?

Battle for the 19th Amendment

Instructions: Analyze the images, the map, and read the descriptions and answer questions 1-5.

First-wave feminism was a period of feminist activity during the 19th and early 20th century that focused on legal issues, primarily on gaining the right to vote. The 19th Amendment was passed by Congress on June 4, 1919 and was ratified by the states on August 18, 1920. The Women's Suffrage Clause gave the right of women to vote.



Woman Suffrage (NAOWS). The NAOWS was most popular in northeastern cities. Examine the excerpt from the letter, the flyer, and the political cartoon and answer questions 1-4.

Questions

1. Why does the author of the letter oppose women's suffrage?
2. Why is the New Jersey Association opposed to woman's suffrage?
3. What is the point of view of the cartoonist?
4. How would you respond to the letter, flyer, and cartoon? Why?

“The natural position of woman is clearly, to a limited degree, a subordinate one. Such it has always been throughout the world, in all ages, and in many different conditions of society . . . Woman in physical strength is so greatly inferior to man . . . Woman is also, though in a very much lesser degree, inferior to man in intellect . . . Christianity confirms the subordinate position of woman, by allotting to man the headship in plain language and by positive precept . . . Sensible women may always have a good measure of political influence of the right sort, if they choose. And it is in one sense a duty on their part to claim this influence, and to exert it, but always in the true womanly way. The influence of good sense, of a sound judgment, of good feeling may always be theirs. Let us see that we preserve this influence, and that we use it wisely. But let us cherish our happy immunities as women by keeping aloof from all public personal action in the political field.” - *Female Suffrage: A Letter to the Christian Women of America, Harper's New Weekly Magazine*

MAN'S GOVERNMENT BY MAN

Every woman knows that the INTERESTS OF WOMEN—wives, mothers, sisters, daughters—ARE DEARER TO THE MEN THAN THEIR OWN.

EVERY SUFFRAGIST, by demanding the vote, practically DECLARES THAT THE HUSBANDS, FATHERS, SONS AND BROTHERS ARE NOT TO BE TRUSTED BY THEIR WIVES, MOTHERS, SISTERS AND DAUGHTERS.

Should strife and conflict come to our shores, as come they may, TO WHOM BUT OUR MEN CAN WE TURN FOR PROTECTION?

If men alone can protect and govern in times of storm and strife, shall we not PLACE EQUAL RELIANCE UPON THEM WHEN WE ARE AT PEACE?

The power of the BALLOT RESTS ENTIRELY UPON THE POWER TO ENFORCE THE LAW.

Man's government by women would be A GOVERNMENT WITHOUT THE POWER TO ENFORCE ITS DECREES.

Government without force behind it would be government merely in name, because unable to command obedience or respect.

Unless there exists behind the ballot the power to enforce its mandate, THE BALLOT DEGENERATES FROM POWER TO WEAKNESS AND WEAKNESS SPELLS ANARCHY AND RUIN IN GOVERNMENT.

THE MAINTENANCE OF PEACE, THE PROTECTION OF LIFE AND PROPERTY, DEPEND UPON THE EXERCISE OF PHYSICAL FORCE WHEN NECESSARY, AND BY MAN ALONE CAN IT BE EXERCISED.

Vote NO on Woman Suffrage, October 19th, 1915

New Jersey Association Opposed to Woman Suffrage
Headquarters
137 East State Street
Trenton, New Jersey



Changing Roles for Women in the 1920s in Pictures

Instructions: How does each photograph suggest changing roles for women in the 1920s?



Margaret Sanger (1879-1966)

Margaret Higgins Sanger was born in 1879 in Coming, New York. She was an American birth control activist, sex educator, writer, and nurse. Sanger popularized the term “birth control” and established organizations that evolved into the Planned Parenthood Federation of America.

Sanger worked as a nurse and mid-wife in New York City in the east-side slums. During her work among working-class immigrant women, Sanger met women who underwent frequent childbirth, miscarriages, and self-induced abortions for lack of information on how to avoid unwanted pregnancy.

Access to contraceptive information was prohibited on grounds of obscenity by the 1873 Comstock Laws. In 1916, Sanger opened the first birth control clinic in the U.S. in Brownsville, Brooklyn and was arrested for distributing information on contraception. But Sanger believed that while abortion was sometimes justified, it generally should be avoided, and she considered contraception the only practical way to avoid them.

Sanger felt that in order for women to have a more equal footing in society and to lead healthier lives, they needed to be able to determine when to bear children. She was forced to flee to England to escape persecution, but returned to the United States and continued to champion for the right of women to access information about reproduction and contraception.

Questions

1. Why is Margaret Sanger remembered today?
2. Why is the letter from a mother in “bondage” a powerful statement about the need of women for reliable and safe birth control?

Motherhood in Bondage (1928)

In 1928 Margaret Sanger published a selection of the letters she received from women seeking birth control information. The letters remain a powerful testament to the vulnerability of women without access to reliable contraception. One is reproduced here. A more complete list is available at <http://historymatters.gmu.edu/d/5083/>.

How can one control the size of a family? I am the mother of four children, thirty years old. Our first child died of pneumonia in infancy. Since I've had three others, —six, three years and nine months old they now are, and it's a continual worry for fear I shall be having more soon as we would be unable to care for them. My husband is a barber, earning, besides tips, \$26.00 a week. Out of this we are trying to pay for a home, as it's cheaper than renting with three children. The baby requires certified milk because I am so overworked I am unable to nurse her. If it were not for my mother we could never get along. I do all my own work, make over all my own clothing and my relatives' for the children, even all our coats and hats, as I learned to do this before I was married. You can easily see there is no recreation or rest . . . Please don't think I dislike children; I love mine dearly, but trying to care for



them and bring them up properly wears one’s patience all away as I have to make every minute count to keep things going. I can’t afford any improvements to help me in my work. I must wash every day in order to get the washing done and keep the children clean as I have neither the time or strength to do it all at once. With a baby one cannot anyway. I can’t bear to be a cranky, cross mother to my children. I haven’t been to a place of amusement, even a picture show, in over seven years. The last time I was away from home for a few hours visit was Christmas 1924. The only way I can get downtown to shop for an hour is when my husband takes the time off to stay with the children. Don’t you think I am doing all I can without having more children. What help is there for a woman? Must she separate from her husband and break up the home?

Women Who Helped Win World War II

American women played essential rolls on the home front and overseas during World War II. In 1943, a song “Rosie the Riveter,” was broadcast nationally. It was performed by singers and popular band including the Four Vagabonds, an African-American group.



“We Can Do It” was created by graphic artist J. Howard Miller for the Westinghouse Electric Corp.



Norman Rockwell’s Rosie the Riveter cover for The Saturday Evening Post, May 29, 1943

Rosie the Riveter by Redd Evans and John Jacob Loeb

Source: <http://jackiewhiting.net/US/RosieLyrics.html>

<p>While other girls attend their fav’rite cocktail bar Sipping Martinis, munching caviar There’s a girl who’s really putting them to shame Rosie is her name All the day long whether rain or shine She’s a part of the assembly line She’s making history, working for victory Rosie the Riveter Keeps a sharp lookout for sabotage Sitting up there on the fuselage That little frail can do more than a male will do</p>	<p>Rosie the Riveter Rosie’s got a boyfriend, Charlie Charlie, he’s a Marine Rosie is protecting Charlie Working overtime on the riveting machine When they gave her a production “E” She was as proud as a girl could be There’s something true about Red, white, and blue about Rosie the Riveter Everyone stops to admire the scene Rosie at work on the B-Nineteen She’s never twittery, nervous or jittery</p>	<p>Rosie the Riveter What if she’s smeared full of oil and grease Doing her bit for the old Lend lease She keeps the gang around They love to hang around Rosie the Riveter Rosie buys a lot of war bonds That girl really has sense Wishes she could purchase more bonds Putting all her cash into national defense Senator Jones who is “in the know” Shouted these words on the radio Berlin will hear about Moscow will cheer about Rosie the Riveter!</p>
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American Women At War

Sources: <https://www.history.com/topics/world-war-ii/american-women-in-world-war-ii> ;
<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/a/american-women-and-world-war-ii>

World War II radically changed roles played by women in American society. Between 1940 and 1945, the female percentage of the U.S. workforce increased from 27 percent to nearly 37 percent. By 1945 nearly one out of every four married women worked outside the home. About 350,000 women served in the U.S. Armed Forces. In 2010, the Women's Airforce Service Pilots were awarded the Congressional Gold Medal.



Women's Airforce Service Pilots flew planes from factories to military bases.



Eastine Cowner at work on the *SS George Washington Carver*, 1943.



Women shipfitters working on board the *USS Nereus* at the U.S. Navy Yard, 1943



Army and Navy nurses were prisoners of war in the Philippines, 1942

Serving in the Military and Teaching While Pregnant

Most Americans are familiar with the Supreme Court decision in *Roe v. Wade* (1973) that a right to privacy exists as part of the Due Process clause of the 14th Amendment to the Constitution that protects a women's reproductive freedom, specifically the decision whether to carry a pregnancy to term. Forty-five years later it remains one of the most politically contested Supreme Court decisions. Two other court cases in the same period, one that made it to the Supreme Court and one that did not, also were crucial in defining the legal rights of pregnant women and women's rights in general.

A) *Struck v. Secretary of Defense* (1970)

Sources: <https://openjurist.org/460/f2d/1372/struck-v-secretary-of-defense>;

<http://www.chicagotribune.com/news/ct-xpm-2013-05-11-chi-justice-ginsburg-roe-v-wade-not-womancentered-20130511-story.html>



Captain Susan Struck with her two-day old baby.



Justice Ruth Bader Ginsberg

Susan Struck was a career nurse and Captain in the U.S. Air Force. In 1970, while stationed in Vietnam, Struck became pregnant. The Air Force offered her the option of resigning her commission with an honorable discharge or of terminating her pregnancy. Struck rejected both options, although she was willing to place the baby up for adoption. She sued the Secretary of Defense in federal court demanding the right to both give birth and keep her job. Struck argued that the Air Force statute discriminated against her because she was a woman, men were allowed to become fathers, and because of her religious beliefs which prevented her from terminating a pregnancy. The Ninth Circuit of the United States Court of Appeals sided with the military. Future Supreme Court Justice Ruth Bader Ginsburg was scheduled to represent Struck when her appeal was heard by the Supreme Court. However Struck's appeal became unnecessary when Air Force reversed its policy on pregnancies and allowed her to have the child and remain in the military.

Questions

1. Who was Susan Struck?
2. What was the issue in *Struck v. Secretary of Defense*?

3. Why did Captain Struck argue the Air Force regulation was unconstitutional?
4. What was the resolution of the case?
5. In your opinion, how did this case impact on the rights of women?

B) Cleveland Board of Education v. LaFleur, 414 U.S. 632 (1974)

Sources <https://caselaw.findlaw.com/us-supreme-court/414/632.html>;

<https://www.nytimes.com/2014/12/11/opinion/the-supreme-court-and-rights-for-pregnant-workers.html>

As recently as the 1970s, pregnant teachers could be forced to take unpaid maternity leaves as soon if they reported to supervisors that they were pregnant or if a supervisor observed that they were pregnant. In a case heard before the Supreme Court in 1974, three teachers challenged these rules as “arbitrary and irrational.” Carol Jo LaFleur was a junior high school teacher in Cleveland, Ohio. Ann Elizabeth Nelson taught French at Central Junior High School in Cleveland. Susan Cohen was a social studies teacher at Midlothiam High School in Chesterfield County, Virginia. The cases were combined as Cleveland Board of education v. LaFleur. By a 7-2 vote the Supreme Court ruled that the “presumption that every pregnant teacher who reaches the fifth or sixth month of pregnancy is physically incapable of continuing” was unconstitutional.

Questions

1. What was the issue in Cleveland Board of Education v. LaFleur?
2. Why did the three teachers bring this case?
3. What is the meaning of “irrebuttable”?
4. What was the Supreme Court’s decision?
5. In your opinion, how did this case impact on the rights of women?

The Court’s Majority Decision by Justice Potter Stewart

Neither Mrs. LaFleur nor Mrs. Nelson wished to take an unpaid maternity leave; each wanted to continue teaching until the end of the school year. Because of the mandatory maternity leave rule, however, each was required to leave her job in March 1971. The two women then filed separate suits in the United States District Court for the Northern District of Ohio . . . challenging the constitutionality of the maternity leave rule. The District Court tried the cases together, and rejected the plaintiffs' arguments . . . Susan Cohen, was employed by the School Board of Chesterfield County, Virginia. That school board's maternity leave regulation requires that a pregnant teacher leave work at least four months prior to the expected birth of her child. Notice in writing must be given to the school board at least six months prior to the expected birth date . . . Mrs. Cohen informed the Chesterfield County School Board in November 1970, that she was pregnant and expected the birth of her child about April 28, 1971. She initially requested that she be permitted to continue teaching until April 1, 1971. The school board rejected the request, as it did Mrs. Cohen's subsequent suggestion that she be allowed to teach until January 21, 1971, the end of the first school semester.

This Court has long recognized that freedom of personal choice in matters of marriage and family life is one of the liberties protected by the Due Process Clause of the Fourteenth Amendment . . . There is a right "to be free from unwarranted governmental intrusion into matters so fundamentally affecting a person as the decision whether to bear or beget a child." By acting to penalize the pregnant teacher for deciding to bear a child, overly restrictive maternity leave regulations can constitute a heavy burden on the exercise of these protected freedoms. Because public school maternity leave rules directly affect "one of the basic civil rights of man," the Due Process Clause of

the Fourteenth Amendment requires that such rules must not needlessly, arbitrarily, or capriciously impinge upon this vital area of a teacher's constitutional liberty . . . The provisions amount to a conclusive presumption that every pregnant teacher who reaches the fifth or sixth month of pregnancy is physically incapable of continuing. There is no individualized determination by the teacher's doctor - or the school board's - as to any particular teacher's ability to continue at her job. The rules contain an irrebuttable presumption of physical incompetency, and that presumption applies even when the medical evidence as to an individual woman's physical status might be wholly to the contrary . . . We hold that the mandatory termination provisions of the Cleveland and Chesterfield County maternity regulations violate the Due Process Clause of the Fourteenth Amendment, because of their use of unwarranted conclusive presumptions that seriously burden the exercise of protected constitutional liberty.

Women Continue to Transform Our Country



Sally Ride



Michelle Obama



Alexandria Ocasio-Cortez

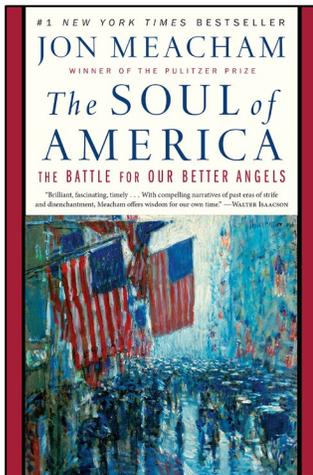
Sally Ride: Sally Kristen Ride was born in 1951 in La Jolla, California. She was an American astronaut, physicist, and engineer. Ride joined NASA in 1978 and in 1983 became the first American woman in space. At age 32, she is the youngest person to have gone into space. Ride was one of 8,000 people who answered an ad in the Stanford student newspaper seeking applicants for the space program. After she was chosen, she received considerable media attention where reporters asked her questions such as, “aren’t you worried what space will do to your reproductive organs?” And, “Do you cry when things go wrong on the job?” Ride insisted that she saw herself only in one way, as an astronaut. Ride was extremely private about her personal life. She was married for five years to fellow astronaut Steve Hawley. Ride is one of the most successful astronauts and continued her career in researching space until her death in 2012. After her death, her obituary revealed that her partner of 27 years was Tam O’Shaughnessy, a childhood friend. She is the first known LGBT astronaut.

Michelle Obama: Michelle Robinson Obama was born in 1964 and is an American lawyer, university administrator, and writer who served as the First Lady of the United States from 2009 to 2017. Obama is a graduate of Princeton University and Harvard Law School. As First Lady, Obama worked as an advocate for poverty awareness, education, nutrition, physical activity, and healthy eating. She supported American designers and was considered a fashion icon. Michelle can trace her genealogy back to the American South where her great-great-grandfather was born into slavery in 1850 in South Carolina. Michelle has devoted much of her career to teaching the values of self-worth to young women. She said in 2012, “one of the lessons that I grew up with was to always stay true to yourself and never let what somebody else says distract you from your goals. And so when I hear about negative and false attacks, I really don’t invest any energy in them, because I know who I am.”

Alexandria Ocasio-Cortez: Alexandria Ocasio-Cortez was born in 1989. She is a Latina American politician, educator, and political activist. In January 2019 she became the youngest member of Congress representing a district that includes largely immigrant communities from the Bronx and Queens. Ocasio-Cortez was elected as a Democrat and identifies as a Democratic Socialist and a strong advocate for a Green New Deal.



Book Reviews



The Soul of America, by Jon Meacham

Review by Hank Bitten, NJCSS Executive Director

Jon Meacham captures the ‘big picture’ of America’s story in his book, *The Soul of America* (2018). It’s importance for teachers and students is significant because many of our institutions and principles are currently being questioned and attacked. *The Soul of America* captures the challenges Americans have experienced throughout our history, identifies the voices who have kept the American people faithful to democratic values and provides references to presidents whose leadership shaped America’s soul. This book is timely as we are living in dangerous times with divisive statements every day and mass shootings every week.

The opening paragraphs prioritize the importance of presidential leadership in times of uncertainty or crisis: “*To do so requires innumerable acts of citizenship and of private grace. It will require, as it has in the past, the witness and the bravery of reformers who hold no office and who have no traditional power but who yearn for a better, fairer way of life. And it will also require, I believe, a president of the United States with a temperamental*

disposition to speak to the country’s hopes rather than to its fears.” (11)

Our representative democracy has faced challenges from events, extremists, political parties, and presidents during the past 220 years. The American soul and spirit have been tested with the Alien and Sedition Acts, Nullification crisis, Know Nothing Party, racism, the Great Depression, world wars, and the Attack on America. The American soul has been positively influenced during challenging times by speeches, books, newspapers, radio, television, films, and social media. Although we are a diverse, and at times a divided population, we share a common DNA that is at risk to genetic mutations by outside influences.

One of the significant contributions in this book is its perspective on the American Dream during times when it was challenged by racism, sexism, and economic depressions. In each of the seven chapters there are applications for classroom lessons and debates. Our students learn about the role of government through conflicts, reforms, legislation and presidential visions through the Square Deal, New Freedom, New Deal, Fair Deal, and New Frontier. The first years of the 20th century were times of prosperity and depression, war and peace, an incapacitated president and the death of four presidents in office, and the expansion and restriction on who can vote. These are applications for the first quartile of the 21st century.

In the 1920s the Ku Klux Klan spoke to millions of Americans in both rural and urban areas who wanted conservative values, restrictions on immigration, and an exclusive society for some Americans. The Ku Klux Klan addressed these issues, blamed socialism on immigrants, and found a comfortable place in the Democratic Party of William Jennings Bryan. Hiram Wesley Evans, the imperial wizard of the Klan, spoke at the Democratic National Convention in Madison Square Garden in 1924: “*The*

Klan, alone, supplies this leadership.... The blood which produces human leadership must be protected from inferior blood.... You are the superior blood. You are more-you are leaders in the only movement in the world, at present, which exists solely to establish a civilization that will insure these things. Klansmen and Klanswomen are verily 'the salt of the earth,' upon whom depends the future of civilization." (Hiram Wesley Evans, imperial wizard spoke these words in 1924 in Madison Square Garden at the Democratic National Convention)

To understand the divisive words above in the context of the poetic words "Give me your tired, your poor, your huddled masses yearning to breathe free" in the sonnet, *The New Colossus*, by Emma Lazarus, teachers should consider having their students participate in the following:

- Have your students explain how and why the Klan evolved into a national organization after World War I from a regional organization in the South after the Civil War?
- Have your students cite examples of how the Klan used propaganda and the media to influence Americans and increase their membership.
- Have your students research the voices who spoke out against the Klan and for an inclusive society for all people.

The Klan became masters of propaganda or fake news in the 20th century with the popular commercial film, *Birth of a Nation* in 1915. The influence of films, radio, and speeches at rallies have a powerful impact on the soul of Americans and their views on groups of people who become scapegoats as they were blamed for things they had no control over. The Klan meddled in the presidential elections of 1920 and 1924. Jon Meacham provides resources for teachers and students with the example of the campaign to defame President Warren G. Harding with fake news that "documented" his ancestors were black. (129) At a time when Harding could have unleashed a tirade over the radio or in the newspapers, he met the allegations with dignified public silence. There were also reports of his

initiation as a member of the Klan in the dining room of the White House and that half of the elected representatives in Congress were Klan members! (130) These were dangerous times.

William R. Pattangall, a politician from Maine running for governor, was one voice who explicitly denounced the Klan at the Democratic National Convention in New York City in 1924. "I say to you, that there is need to be sent over the whole wide United States a message...that our party hates bigotry, hates intolerance; opposes bigotry and opposes intolerance; and because it hates them and hates hypocrisy and opposes them, it therefore calls bigotry and intolerance and hypocrisy by their right names when it speaks of them." In times when fear overcomes our American spirit, other voices need to speak for the rights and freedom of all citizens. There are many examples for teachers in *The Soul of America* of voices that speak of inclusion, freedom of equality and the rule of law in our Constitution. Our students need to hear these voices!

In 1952 Margaret Chase Smith, also from Maine, spoke on the Senate floor against the wave of fear that Senator Joseph McCarthy promoted. "I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation..."

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:

The right to criticize;

The right to uphold unpopular beliefs;

The right to protest;

The right to independent thought.

The Soul of America is filled with powerful quotations that teachers can select and organize into evidence packages for students to read, discuss, and form a conclusion. *The Soul of America* includes selected quotes from speeches and literature as far back as 1789. These short quotes can be researched in the complete context of documents readily available online in presidential libraries, the Miller Center, The Library of Congress, and other resources. Here are several examples of *Evidence Packages* that will guide students in understanding the big picture of the challenges Americans experienced in the past 100 years. The examples below provide a context for the power of words and rhetoric for deeper inquiry and student engagement into history.

Evidence Package on The Great Depression:

- A. *“In the summer of 1932, Governor Franklin D. Roosevelt of New York had told an adviser that the two most dangerous men in America were Huey Long of Louisiana and Douglas MacArthur, the army chief of staff. Long, the powerful Louisiana “kingfish,” could conceivably orchestrate a coup from the populist left, and MacArthur might manage the same feat from the right.”* (138, A few weeks before his inauguration, there was an assassination attempt on FDR and the mayor of Chicago in Miami, Florida by Zangara, an anarchist.
- B. *“Where is the middle class today?” “Where is the corner groceryman, about whom President Roosevelt speaks? He is gone or going. Where is the corner druggist? He is gone or going. Where is the banker of moderate means? He is vanishing.... The middle class today cannot pay the debts they owe and come out alive.”* (143, Huey Long)
- C. *“We have perfected techniques in propaganda and press and radio control which should make the United States the easiest country in the world to indoctrinate with any set of ideas, and to control for any physically possible ends.”*

“Diversity - political, racial, religious, ethnic – was the enemy.’ Undoubtedly the easiest way to unite and animate large numbers in political association for action is to exploit the dynamic forces of hatred and fear.” (144, Lawrence Dennis, author from Georgia)

- D. *“The GOP, Truman said, was more interested in partisan advantage than in national security. For political background, the Republicans have been trying vainly to find an issue on which to make a bid for the control of Congress for next year... They tried statism. They tried ‘welfare state.’ They tried ‘socialism.’ And there are a certain number of members of the Republican party who are trying to dig up that old malodorous dead horse called ‘isolationism.’ And in order to do that, they are perfectly willing to sabotage the bipartisan foreign policy of the United States.”* (188-89, Truman speech on March 30, 1950 in Key West, FL)

Evidence Package on Civil Rights Movement:

- A. *“If on Judgment Day I were summoned by St. Peter to give testimony to the used-to-be sheriff’s act of kindness, I would be unable to say anything in his behalf. His confidence that my uncle and every other Black man who heard of the Klan’s coming ride would scurry under their houses to hide in chicken droppings was to humiliating to hear.”* (215, Maya Angelou, *I Know Why the Caged Bird Sings*. A reference to a warning to her uncle about a visit from the Klan)
- B. *“You know, we just can’t keep colored folk down like we been doin’ around here for years and years,”* Wallace told a Sunday School teacher at his church. *“We got to quit. We got to start treatin’ ‘em right. They just like everybody else.”* (218, Words of Gov. George Wallace, AL spoken shortly after World War 2, about 15 years before he was elected governor.)
- C. *“In the name of the greatest people that have ever trod this earth, I draw the line in the dust*

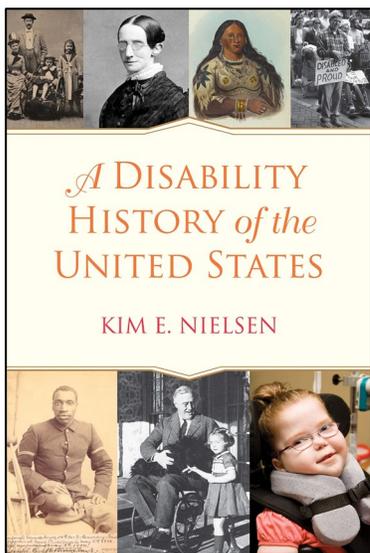
and toss the gauntlet before the feet of tyranny and I say...segregation now...segregation tomorrow...segregation forever.” (219, Gov. George Wallace, AL)

- D.** Yet Wallace failed. The Kennedy Justice Department enforced the court order and the university was integrated. On the evening of the day federal officials compelled Wallace to stand aside, President Kennedy spoke to the nation. *“Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue.... We are confronted primarily with a moral issue. It is as old as the Scriptures and is as clear as the American Constitution.”* (220, President Kennedy)
- E.** *“Well, you know, John, the other day a sad thing happened. Helen Williams and her husband, Gene, who are African Americans and have been working for me for many years, drove my official car from Washington down to Texas, the Cadillac limousine of the vice-president of the United States. They drove through your state, and when they got hungry they stopped at grocery stores on the edge of town in colored areas and bought Vienna sausage and beans and ate them with a plastic spoon. And when they had to go to the bathroom, they would stop, pull off on a side road, and Helen Williams, an employee of the vice-president of the United States, would squat on the road to pee. And you know, John, that’s just bad. That’s wrong. And there ought to be something to change that. And it seems to me that if the people in Mississippi don’t change it voluntarily, that it’s just going to be necessary to change it by law.”* (221, President Johnson statement to Senator John Stennis, Mississippi)

- F.** *“I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”* (225, Rev. Dr. Martin Luther King, Jr.)
- G.** *“Yes, yes, Hubert, I want all those other things – buses, restaurants, all of that – but the right to vote with no ifs, ands, or buts, that’s the key.”* (231, Civil Rights Act of 1964)
- H.** *“The march of 1965 injected something very special into the soul and the heart and the veins of America. It said, in effect, that we must humanize our social and political and economic structure. When people saw what happened on that bridge, there was a sense of revulsion all over America. Revulsion, then redemption: In the final analysis, we are one people, one family, one house-not just the house of black and white, but the house of the South, the house of America.”* (238, Rep. John Lewis, GA, Bloody Sunday. March 7, 1965)
- I.** *“The issue of equal rights for American negroes is such an issue. And should we defeat every enemy, should we double our wealth and conquer the stars, and still be unequal to this issue, then we will have failed as a people and as a nation. For with a country as with a person, ‘What is a man profited, if he shall gain the whole world, and lose his own soul?’”* (241, Speech by President Lyndon Johnson to the nation, March 15, 1965)

The Soul of America is an important resource for history teachers, a powerful story for your students, and opened my mind to a deeper understanding of why the politics of today need the voices of teachers and professors to advocate for the liberties and rights we, both citizens and immigrants **within** the United States, have by law.

A Disability History of the United States, by Kim E. Nielsen



Review by Jenna Rutsky

“Disability” as a whole is not a topic commonly found in the average social studies curriculum. I had history classes that would mention President Franklin D. Roosevelt’s use of a wheelchair after contracting polio, or a brief aside to discuss President Woodrow Wilson’s handicaps of paralysis and loss of partial vision after a stroke in his second term. During my time student teaching, not one of the historical figures we learned about had a disability that we discussed as a class. I struggled between choosing to read either Kim E. Nielsen’s *A Disability History of the United States*, or Roxanne Dunbar-Ortiz’s *An Indigenous Peoples’ History of the United States*, but I decided to write my review of Nielsen’s book as I am not getting my special education certification as many of my other friends in the cohort are. Though my

knowledge of the indigenous peoples of the Americas is not incredibly broad, I do have more experience with that topic as I took several Native American history classes during my time as an undergraduate at Rutgers University. But, aside from an online “Intro to Special Education” class, I felt I needed to learn more about the history of people with disabilities in the United States as an educator who will not only most likely be working at some point with students who have disabilities of their own, but also to educate all of my students about a history that has largely been ignored, in my own experience as a student.

Nielsen wrote a book which not only kept my attention with how clear it is, but also with how truly fascinating she kept her writing by including personal anecdotes from people with disabilities, as well from those who have discriminated against them throughout various time periods or witnessed this discrimination. The main argument of *A Disability History of the United States* remains clear throughout the entire book: people with disabilities have a history all their own that has fallen by the wayside in terms of historical coverage and mass education to students. Nielsen argues that this is a history that changes based on time period and culture, opening her book with a Native American view of disabilities before colonization, followed immediately after by a contrasting chapter of how early colonial settlers viewed disabilities. But more subtle arguments appear throughout the book as themes, such as the reoccurring theme of discrimination against people with disabilities by those without disabilities.

Discrimination against people with disabilities is still a civil rights issue today, which is how Nielsen concludes her book, bringing the reader to the twenty-first century with anecdotes of modern-day activists. Another theme of the book is juxtaposing not only how able-bodied view people with disabilities, but how people with disabilities view themselves. In no way does Nielsen write this book in condescending pity for people with disabilities. She rather raises people with disabilities up to be identified by more than simply what they cannot do, but by highlighting what they can do in

spite of their disability and how in various cultures and time periods, disability was not frowned upon, but instead those individuals were cared for by the community rather than shunned away.

The argument of Nielsen's book is effective mainly in its use of evidence to support her claims. Her information has clearly been well researched with footnotes leading the reader to page after page of resources ranging from peer reviewed journals such as the *Journal of the History of Behavioral Sciences* (Nielsen, 2012, p. 206) to the text from exhibit posters found at the Library of Congress (p. 201). When Nielsen makes a claim about the treatment of people with disabilities, it is followed almost always by evidence to back up that claim. For example, in Chapter Three, "The Late Colonial Era: 1700-1776," Nielsen writes, "[Those considered valueless and often killed]... likely included those with physical disabilities that made them ineligible for slavery (pp. 43-44)." The next page provides an excerpt of a primary source by a young boy named J.D. Romaine serving on the slave ship *Le Rodeur* where many of the slaves on board for transport to the New World contracted blindness from ophthalmia, a contagious eye disease. Nielsen cites Romaine as saying, "The mate picked out thirty-nine negroes who were completely blind, and... tied a piece of ballast to the legs of each. The miserable wretches were then thrown into the sea" (p. 45). This gruesome retelling of such an appalling event perfectly supports Nielsen's claim from just a page earlier; slaves with disabilities were typically "considered valueless and often killed" (p. 43).

Alternative interpretations of disability are the core content of the beginning of the book, especially, and this content continues throughout, though more sparsely, as the book goes on. The remainder of the book focuses more often on disability as widely recognized, but not protected, and it then becomes a civil rights battle for equal rights. I really enjoyed how the book is written in chapters that follow one another chronologically, to show the history of people with disabilities as one that does simply have an upward growth towards

equal rights, but how that battle for equal rights was nonexistent, and then partially won, and then partially lost again, and how this battle continues into today's society. It is captivating how Nielsen starts with the treatment of people with disabilities amongst Native American cultures before European arrival, as this is an aspect of the topic I had never learned before.

But the book is limited, though it acknowledges this in the title, since it is only *A Disability History of the United States*. The examination of Native American culture is the only look the reader gets at disability viewed by another culture other than mostly European immigrants to the United States. She writes how Native Americans were generally unfazed by disability as, especially physical disability, was so common in the difficult work required to survive. And anyone who could provide some service to the community was valued despite their disability. The author does write two contrasting views immediately following one another, as disability was defined differently by separate tribes and individuals without any laws to define the rights of the disabled and who those laws should include. Nielsen writes, "Some groups viewed the behaviors and perceptions of what today we call psychological disability as a great gift to be treasured and a source of community wisdom (p. 5). She then contrasts this statement by following up with, "Others considered them a form of a supernatural possession, or evidence of the imbalance of an individual's body, mind, and spirit" (p. 5). Alternative interpretations of disability are presented throughout the book within the setting of the chapter's time period; for example, the varying accounts of disability and its differing treatments and levels of acceptance in the next chapter about European settlers, but it is up to the reader to connect those alternative interpretations within one chapter to past chapters.

The content of this book could inform classroom instruction in U.S. History not only in New Jersey schools, but schools across the nation. Personal accounts of disability stretch from California protests for equal rights in the 1970s to

“founding the nation’s first disability-specific institution in the United States, the American Asylum for the Deaf, in Hartford, Connecticut” (Nielsen, p.67). And on the topic of asylums and other institutions for people with disabilities, the content of this book can connect to classroom instruction through the form of visual media. Educators can connect Nielsen’s discussion of the conditions and purposes of asylums and institutions at their founding to their actual perpetuity in an example such as showing clips from journalist Geraldo Rivera’s publicly broadcast special about the horrors of Willowbrook State School in New York. I recently watched the special in my “Inclusive Teaching” class this semester, and though it is from the 1970s, Rivera’s piece still sends shivers down my spine today. It is a powerful visual component to incorporate into classroom instruction when discussing disabilities.

The content of this book could also be used to engage students in current events by learning about the past. For example, Nielsen writes, “Don Galloway of the Governor’s Advisory Committee on the Handicapped testified that every day, his office received phone calls from ‘people who are being discriminated against,’ and that as many as three hundred thousand Colorado citizens with disabilities needed civil rights protection” (Nielsen, p. 170). Students could be asked to connect acts of the 1980s such as this, to modern acts of civilian participation in seeking to influence government. Students could be given examples such as this one provided by Nielsen and be asked to compare to the current events in which many American citizens have been calling their local senators to oppose the appointment of Betsy DeVos to the position of Secretary of Education. Articles about the two Republican senators who voted against DeVos, though not preventing her appointment, can be found from reliable sources such as the *New York Times*, quoted as saying “The two Republicans who voted against the nominee, Senators Susan Collins of Maine and Lisa Murkowski of Alaska, said Ms. DeVos was unqualified... Ms. Murkowski also said she had been

influenced by thousands of messages she had received urging her to reject the nomination” (Alcindor & Huetteman, 2017). Students can be asked to draw comparisons between the activism that influenced the acts of these government officials, and in turn, learn about being active citizens in a democracy and exercising their rights.

The social studies curricula we have analyzed thus far in class, Jarolimek, Hartoonian-Laughlin, and Kniep, all seem to have at least one common curriculum goal: create active citizens in a democracy. I believe that *A Disability History of the United States* could absolutely fit into the curriculum design of U.S. History for middle or secondary school students. I found Nielsen’s book to be so clear, concise, and grabbing to read more, that I would recommend it as reading for secondary students. The vocabulary used by Nielsen is easy to understand and the story she tells is compelling, especially to students who mostly likely have never learned anything about the history of disability. This book can be used to inform students of both middle and secondary education of the contributions and struggles of people with disabilities throughout history. Nielsen offers countless examples of tales of strife and triumph of those with disabilities for educators to choose from based on grade level appropriateness. On one hand, maybe middle school students could not emotionally handle the previously mentioned “*Le Rodeur*” example. People with disabilities have always existed, and these time periods and cultures in which they are living are mostly being covered in U.S. history classes, but the individuals with disabilities themselves are not.

The content of this book could inspire empathy, a goal our cohort discussed as a class that we would like to see in our own curricula. The number of inclusion classes in the United States seems to be growing every year, I taught two during my student teaching, and I believe it is important for the peers in these classes of both students with disabilities and students without disabilities to respect one another. Knowing the history of the disability movements in the United States can engender respect

for a group of people who have been historically oppressed such as when Paul S. Miller, a top-of-his-class Harvard graduate had “over forty firms seeking his application”, but “after interviewing Miller, who was four and half feet tall, firms changed their minds” (Nielsen, p. 171). This example can be taught to students to show the struggles of those with disabilities, but also their successes, as “Miller later become a commissioner of the US Equal Employment Opportunity Commission and an international disability-rights expert” (Nielsen, p. 171).

A curriculum based around including the history of disabilities in the United States, such as the story of Paul S. Miller, would not be difficult to create. Social studies educators already teach the time periods marked in Nielsen’s book. For example, Nielsen writes, “The story of Robert Payne and the Disabled Miners and Widows is a story of class, labor, race, and place; it is also the story of the social reform movement that culminated in President Lyndon B. Johnson’s Great Society... (p. 159). Mainstream approaches to U.S. History, based on my own experience in history classes in high school as a student, already include discussions of “class, labor, race, and place.” To include the discussion of disability in this mix is natural as Nielsen in the aforementioned quote proves, the stories of people with disabilities overlap with other historical contexts already being taught. To include a history of people with disabilities in the mainstream curriculum would challenge a curriculum that does not always include

the stories of minorities based on race, gender, or ability. During my student teaching, I was expected to follow a curriculum that mentioned a few historic women, barely any historic racial minorities other than those conquered or enslaved by Europeans, and no discussion of those with disabilities. Curriculum design that includes the stories of people with disabilities paves the way for social studies educators to discuss the stories of all minorities, as people with disabilities can also be racial or gender minorities. Nielsen’s book makes it easy for the social studies curriculum to include content from *A Disability History of the United States*, especially with her chapters clearly marked by the eras already being taught in the mainstream social studies curriculum of U.S. History.

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