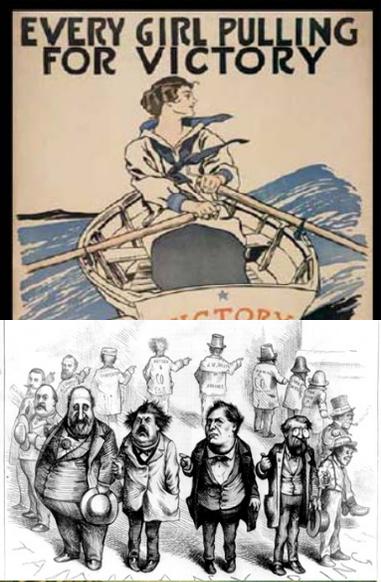
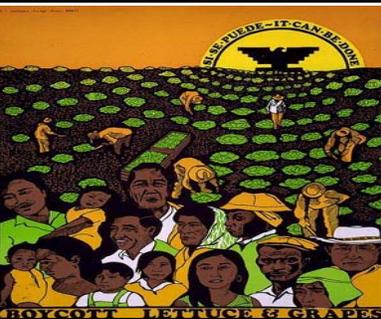


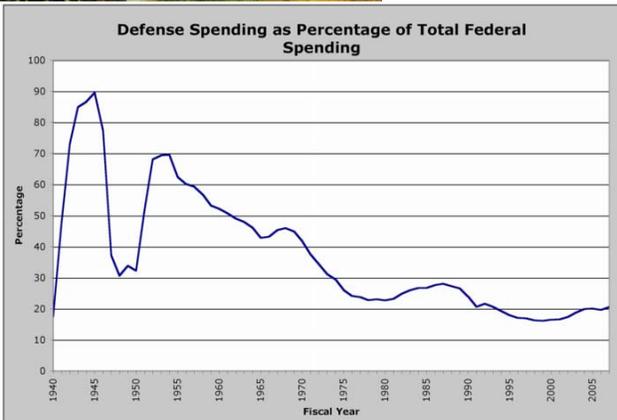
Grade 11 United States History and Geography: Continuity and Change in the Twentieth Century

Student Workbook



Name: _____

Period: _____



Model Lesson 1

Responses to Urban Political Machines

Standard 11.2.4

Student Handout 1

Quick Write

Directions: Answer the question that is written on the board. In your answer be sure to include three supporting details to help prove your point.

Document 1

Political Machines

Directions: Read the information below. As you read, complete the items on **Student Handout 2**.

Immigration and Migration

During the last half of the nineteenth century millions of people moved to America's cities. Immigrants from Europe, farmers, and African Americans from the south moved to cities. The growth of cities such as New York and Chicago led to new challenges for city governments as new demands were placed on **city services** such as fire, police, sewage, transportation, and water. In order to expand services, cities increased taxes and set up new offices to provide help. In this context, **political machines** arose.

Control of Party Politics

Political machines were groups that were designed to keep a particular political party or group of people in power. Political machines controlled the activities of a political party in a city and offered services to voters and businesses in exchange for political or financial support. In the decades after the Civil War, political machines gained control of local governments in New York, Chicago, Boston and other major cities.

Organization of Political Machines

Political machines were organized like a four level pyramid. At the bottom were local precinct workers. Precinct workers reported to captains, who tried to gain voters' support on a city block or in a neighborhood and who reported to a **ward boss**. At the top of the pyramid was the city boss. At election time, the ward boss worked to secure the vote in all the **precincts** in the ward, or electoral district.

Ward bosses helped the poor and gained their votes by doing favors or providing services such as food, clothing, and temporary housing when needed. They helped immigrants to gain citizenship. They also used their power to expand **public-works** projects such as building bridges, parks, and waterworks. Many of the jobs for the public-works projects were distributed by members of the political machine to their supporters.



Tammany Hall. New York City

Services Provided and Political Corruption

Many precinct captains and political bosses were first-generation or second-generation immigrants. They could speak to immigrants in their own language and understood the challenges that newcomers faced. Political machines provided immigrants with support that city governments and private businesses did not provide. In return, the immigrants provided the votes political bosses needed.

Political machines could be greedy and vindictive (seeking revenge against disloyal voters) and often stole millions from the taxpayers in the form of graft (gaining money or power through illegal or dishonest means). In New York City, an estimated 65 percent of public funds in the 1860s ended up in the pockets of Boss Tweed (the political boss of the machine called Tammany Hall) and his cronies, as they padded bills for construction projects and projects with fake expenses. Historians estimate that the Tweed Ring collected million dollars in **graft** between 1865 and 1871.



Boss Tweed

Political machines also were involved in **voting fraud**. Stories abound of instances where individuals voted more than once in elections through the support of political machines. In one election in Philadelphia, a district with less than 100 registered voters returned 252 votes. Due to obvious **corruption** and election fraud some citizens began to demand reform or improvements to the political system in their city and state.

Student Handout 2

Reading Processing (Part 1)

1. What factors led to the rise of political machines?

2. Define political machines (in your own words). Use 7 words or less.

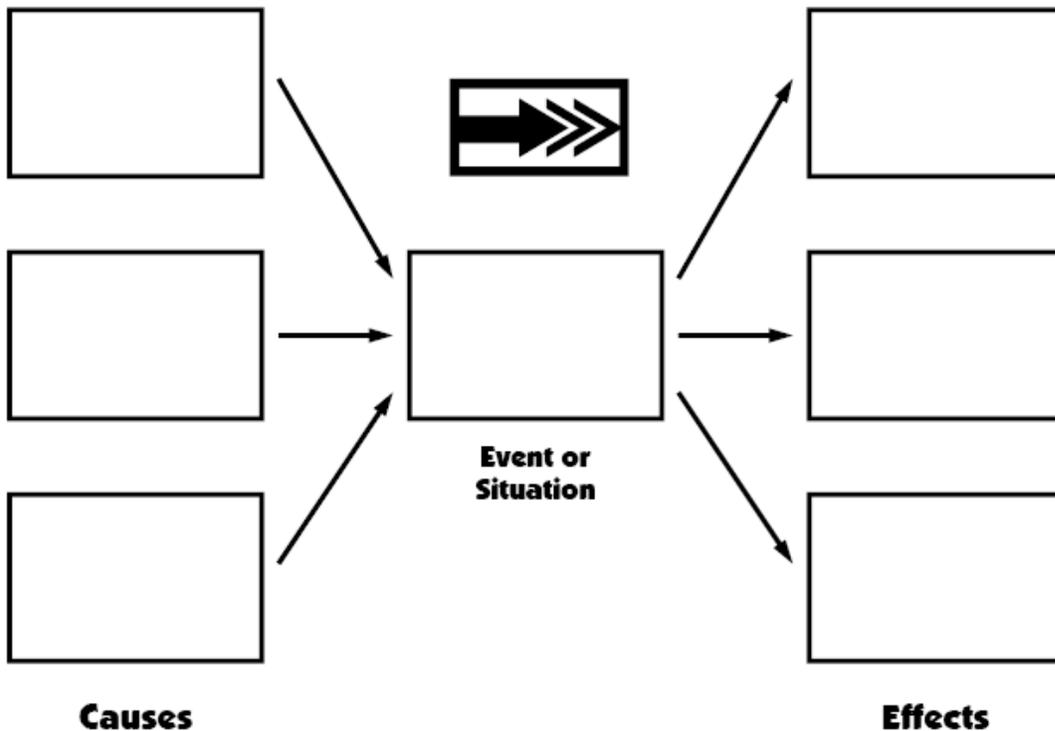
3. Draw a picture representing the pyramid of political machines. Label the parts.

4. What were the positives and negatives of political machines? List the items.

Positives: _____

Negatives: _____

5. Complete the following chart. Put political machines in the event box.



Student Handout 3

Determining Cause and Effect

When studying history, it is important to determine cause-and-effect relationships. A **cause** is the action or situation that leads to an event. An **effect** is the result or consequences of an action or a situation. For example, an event might be passing your history class. Some causes might be attending school daily, studying, and paying attention in class. Some effects of passing your history class might be learning something, graduating on time and having a free summer (no summer school).

Follow these steps to determine causes and effects when reading history:

1. Ask questions about why events occur.
2. Consider actions that may have led to those events.
3. Look for vocabulary clues. These words are known as signal words because they give you a signal or indication that causes and effects are to be found.
Words or phrases such as: *because, due to, since, as a result of, therefore, thus, and as a consequence*, indicate cause-and-effect.
4. Review the items that you identified in your reading and consider the relationships between the causes and effects.

Read the passage below and make a cause and effect diagram based on the model from **Student Handout 2**. Use as many boxes as you need to illustrate the causes and effects. The event box has been done for you.

Passage:

In 1903 a woman named Ida B. Wells was concerned because the local Memphis, Tennessee political machine was not protecting African-Americans. As a result of the racism found in Memphis, lynching (being hung by a mob without a trial) terrorized the black community. For this reason Wells took action. She spoke and wrote about the injustices facing the African-American community. Her reform efforts spread from the city of Memphis to Chicago and on to Washington DC. As a consequence of her efforts a national anti-lynching law finally passed.

Ida B. Wells takes action

Student Handout 4

Reading Processing (Part 2)

1. In 10 words or less, who were reformers and what did they do?

2. Create a simile for reformers by completing the following statement. Give specific details to explain your simile.

Reformers were like _____ because _____

3. What were three achievements of reformers?

4. What do you think was the most significant achievement of the reformers in the area of politics? Explain

5. Write a question that you have about reformers based on the reading.

Document 2

The Responses of Reformers to Political Machines

Directions: Read the information below. As you read, complete the items on **Student Handout 4**.

Reformers

In response to the challenges facing urban America towards the end of the nineteenth century various groups of people rose up to meet the needs of the poor, to fight for **social justice**, and to push for greater morality. These people were known as reformers. Typically they came from middle or upper class backgrounds. Some **reformers** fought against political machines. Some historians believe that reformers were fighting to maintain their place in society or gain more power while others believe that reformers had a strong civic mission to improve society.



The cartoonist,
Thomas Nast

Reform Activities

To accomplish their goals, reformers carried out a number of activities. Some conducted investigations, while others wrote articles for newspapers and magazines, and created political cartoons. One cartoonist, Thomas Nast helped to expose and bring down Boss Tweed by his effective political cartoons. Other reformers ran for and were elected to **public office** promising to improve society. One group of reformers, The City Club of New York, worked to elect a reform mayor in 1894. These reformers were known as go-goos or good government guys and worked to clean up city governments.

Reformer Break the Power of the Bosses

Reformers sought to break the power of the city bosses and to take **utilities** out of the hands of private companies. As a result of their efforts, fully two-thirds of the nation's cities owned their own water systems by 1915. Many cities also came to own and operate gas lines, electric power plants, and urban transportation systems. **Commissions** and the use of non-elected city managers and new types of **municipal** government were another innovation made by reformers. These structures helped to distribute power so that one person such as a political boss or a corrupt politician would not have too much power.

Early 20th Century Progressives

Reformers believed that, given a chance, the majority of voters would elect honest officials instead of the corrupt officials handpicked by boss dominated political machines. Reformers advocated a number of methods for increasing the participation of the average citizen such as issuing **secret ballots** printed by the state and requiring voters to mark their choices secretly within the privacy of a curtained booth. By 1910, voting in all states was done this way. At the national level the Pendleton Civil Service Act was passed in 1883 to require that some federal jobs be based on an exam or system of **merit** and not favor.



New York polling place showing
voting booths on the left

A Later Reform Movement

Reform movements are still alive in more recent history. For example, in 1944, an 8-year-old Mexican American girl by the name of Sylvia Mendez had been denied admission to her local white school in Westminster, California. Through the efforts of her family and others, the first blow against public school segregation in the United States took place. The case, known as Mendez v. Westminster, started a reform movement against segregation in California. Eventually, the Supreme Court of the United States in the 1954 Brown vs. Board of Education case ended legal segregation in schools nationwide.

Student Handout 5

Document Analysis Organizer

Directions: As you analyze the primary source documents, complete the following graphic organizer.

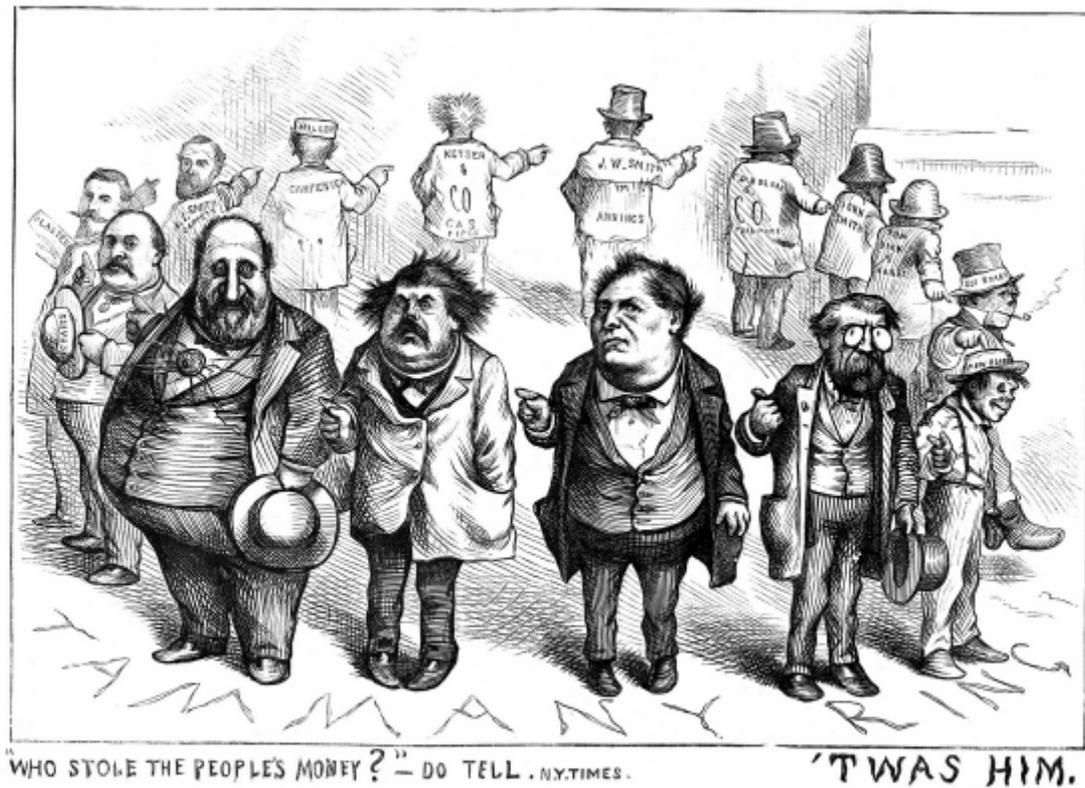
Document & Source	<u>Big Idea</u> What is the main idea of the document?	<u>Effect</u> Does the document reveal a positive or negative effect of political machines?	<u>Evidence</u> Write quotations or key ideas from the document that supports your opinion.
Doc 3: 'Twas Him			
Doc 4: "Why the Ward Boss Rules"			
Doc 5: Mr. Richard Croker and Greater New York			

Student Handout 5

Document & Source	Big Idea What is the main idea of the document?	Effect Does the document reveal a positive or negative effect of political machines?	Evidence Write quotations or key ideas from the document that supports your opinion.
Doc 6: The Shame of the Cities			
Doc 7: Plunkitt of Tammany Hall			
Doc 8: Machine Politics in Chicago			

Document 3

'Twas Him



The Granger Collection, New York

Thomas Nast, "Twas Him," *Harper's Weekly*, (August 19, 1871)

The caption reads "Who stole the peoples' money?" The large man at the left of the image represents Boss Tweed. He is joined by two members of Tammany Hall, the mayor, and various city contractors that the city did business with such as carpenters.

Document 4

Why the Ward Boss Rules

The Alderman (city council member), therefore, bails out his constituents (residents of a district) when they are arrested, or says a good word to the police justice when they appear before him for trial; uses his "pull" with the [judge] when they are likely to be fined for a civil misdemeanor (small crime), or sees what he can do to "fix up matters" with the State's attorney when the charge is really a serious one.

Because of simple friendliness, the Alderman is expected to pay rent for the hard-pressed tenant when no rent is forthcoming, to find jobs when work is hard to get, to procure (get) and divide among his constituents all the places he can seize from the City Hall. The Alderman of the Nineteenth Ward (district) at one time made the proud boast that he had two thousand six hundred people in his ward upon the public pay-roll. This, of course, included day-laborers, but each one felt under distinct obligations to him for getting the job.

Jane Addams, "Why the Ward Boss Rules" *Outlook*, volume 57 (April 2, 1898)

Document 5

Mr. Richard Croker and Greater New York

We were silent for a time. Mr. Croker took a turn or two, and then resumed:

"People [blame] Tammany (Hall) for this and for that. But they forget what they owe to Tammany. There is no denying the service which Tammany has rendered (provided) to the Republic. There is no such organization for taking hold of the untrained friendless man and converting him into a citizen. Who else would do it if we did not? Think of the hundreds of thousands of foreigners dumped into our city. They are too old to go to school. There is not a [reformer] in the city who would shake hands with them...Except to their employer they have no value to anyone until they get a vote." "And then they are of value to Tammany?" I said, laughing. "Yes," said Mr. Croker, imperturbably (calmly); "and then they are of value to Tammany. And Tammany looks after them for the sake of their vote, grafts (joins) them upon the Republic, makes citizens of them in short; and although you may not like our motives or our methods, what other agency is there by which so long a row could have been hoed so quickly or so well? If we go down into the gutter it is because there are men in the gutter, and you have got to go down where they are if you are to do anything with them."

William T. Stead, "Mr. Richard Croker and Greater New York," *Review of Reviews*, XVI (October, 1897)

Document 6

The Shame of the Cities

Tammany leaders are usually the natural leaders of the people in these districts, and they are originally good-natured, kindly men. No one has a more sincere liking than I for some of those common but generous fellows; their charity is real, at first. But they sell out their own people. They do give them coal and help them in their private troubles, but, as they (Tammany leaders) grow rich and powerful, the kindness goes out of the charity (gifts) and they not only collect at their saloons or in rents cash for their "goodness"; they not only ruin fathers and sons and cause the troubles they relieve; they sacrifice the children in the schools; let the Health Department neglect the tenements and, worst of all, plant vice (immoral or evil practices) in the neighborhood and in the homes of the poor.

Lincoln Steffens, *The Shame of the Cities*, (1904.)

Document 7

Plunkitt of Tammany Hall

If there's a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire engines. If a family is burned out, I don't ask whether they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they are worthy of help about the time they are dead from starvation. I just get quarters (places to live) for them, buy clothes for them if their clothes were burned up, and fix them up till they get things humming' again. It's philanthropy (caring for others), but its politics, too - mighty good politics. Who can tell how many votes one of these fires brings me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there's a family in my district in want, I know it before the charitable societies do, and me and my men are first on the ground...The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble - and don't forget him on election day.

Another thing, I can always get a job for a deservin' man. I make it a point to keep on the track of jobs, and it seldom happens that I don't have a few up my sleeve ready for use. I know every big employer in the district and in the whole city, for that matter, and they ain't in the habit of sayin' no to me when I ask them for a job.

George Washington Plunkitt, William L. Riordan, *Plunkitt of Tammany Hall*, (1905)

Document 8

Machine Politics in Chicago

Crime conditions among the colored (African-American) people are being deliberately fostered by the present city administration...Disorderly cabarets (nightclubs), thieves, and depraved (evil) women are allowed in the section of the city [of Chicago] where colored people live. And, he added, the black people were being "exploited" (misused for personal gain) not just by whites but also for the sake of men in politics who are a disgrace to their own race.

The colored people have simply been sold out by the colored leaders. Our leaders are in the hands of white politicians, even though what the black people most need [are] representatives who are strictly representative, who are responsible first of all to the people of the ward.

Dr. George Cleveland Hall, William L Tuttle, Jr., *Race Riot: Chicago in the Red Summer of 1919*, (1970).

Student Handout 6

Writing Prompt and Task Sheet

Background:

In the late 19th and early 20th century, American cities faced challenges which arose from the effects of industrialization and urbanization. During this time three groups of people were active to do what they thought was best for themselves and society. These groups were immigrants, political machines, and reformers.

Prompt:

Did political machines have more of a positive or negative effect on American cities in the late nineteenth century?

Tasks:

1. Write an introduction in which you explain what political machines were and how they arose. End the paragraph with a thesis statement that takes a stand on the prompt.
2. Write a body paragraph that supports your thesis statement using evidence from at least two documents. Include supporting explanations of that evidence.
3. Write a body paragraph in which you address the opposing view on the issue using evidence from at least one document. Include supporting explanations of that evidence.
4. Write a conclusion where you restate the thesis statement. Add any additional insight, the historical significance of the issue or connections to the present.

Suggested terms to use in your writing

political machine
bosses
corruption
graft
progressives
immigrants
reformers
political
social/social services
economic
benefits/beneficial
self-interest
common good

Student Handout 7

Directions: Fill out the graphic organizer below to use when you write your essay.

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of political machines (What were they? What did they do?)	
	<u>Thesis:</u> (Did political machines have more of a positive or negative effect?)	
Paragraph 2	<u>Main Idea</u> Support for thesis	Topic Sentence Supporting Detail/Evidence Supporting Detail/Evidence Supporting Detail/Evidence Analysis/Explanation Concluding Sentence
Paragraph 3	<u>Main Idea</u> The other side and further support for your side.	Topic Sentence Supporting Detail/Evidence Supporting Detail/Evidence Analysis/Explanation Concluding Sentence On the whole however, political machines had more of a _____ effect because _____ _____ _____
Paragraph 4	<u>Conclusion</u> Restate thesis and add any additional insight/significance	

Model Lesson 2

World War One: The Home Front

Standard 11.4.5

Student Handout 1

Prejudice and Discrimination in History

Part One

Introduction

Throughout history, during times of war, there is a tendency to vilify your enemy. In the United States, this vilification has come in the form of propaganda that has led to discrimination.

Directions: Read the quotation below. Fill in the blanks with the words you feel will best complete the sentence.

“The anti-_____ [sentiment] in this country during the _____ War so shamed and dismayed my parents that they resolved to raise me without acquainting me with the language or the literature of the music or the oral family histories which my ancestors had loved. They volunteered to make me ignorant and rootless as proof of their patriotism.”

Part Two

Directions: Answer the question in one to two sentences.

What, if any, is the connection between the sentiments expressed in the speech by James Gerad Watson and the quotation written above?

Document 1

Loyalty and German-Americans

Directions: Read the speech as you listen to the recording of the speech being played.

I know that it is hard for Americans to realize the magnitude of the war in which we are involved. We have problems in this war no other nations have. Fortunately, the great majority of American citizens of German descent have, in this great crisis of our history, shown themselves splendidly loyal to our flag.

Everyone had a right to sympathize with any warring nation. But now that we are in the war there are only two sides, and the time has come when every citizen must declare himself American - or traitor!

We must disappoint the Germans who have always believed that the German-Americans here would risk their property, their children's future, and their own neck, and take up arms for the Kaiser. The Foreign Minister of Germany once said to me "your country does not dare do anything against Germany, because we have in your country 500,000 German reservists who will rise in arms against your government if you dare to make a move against Germany."

Well, I told him that that might be so, but that we have 500,001 lamp posts in this country, and that that was where the reservists would be hanging the day after they tried to rise. And if there are any German-Americans here who are so ungrateful for all the benefits they have received that they are still for the Kaiser, there is only one thing to do with them. And that is to hog-tie them, give them back the wooden shoes and the rags they landed in, and ship them back to the Fatherland.

I have travelled this year all over the United States, through the Alleghenies, the White Mountains, and the Catskills, the Rockies and the Bitterroot Mountains, the Cascades, the Coast Range, and the Sierras. And in all these mountains, there is no animal that bites and kicks and squeals and scratches, that would bite and squeal and scratch equal to a fat German-American, if you commenced to tie him up and told him that he was on his way back to the Kaiser.

James Gerard Watson,
Loyalty and German-Americans
November 25, 1917

Student Handout 2

Key Terms and Vocabulary

Directions: Read each key term and its definition. Then, categorize the term as political, social, or economic. An example for each category has been provided for you.

Term or Phrase	Definition	Political, Social, or Economic
Average Annual Income	The yearly amount of income for all working people divided by the number of people working in that given year.	
Victory Bonds	A special type of war bond sold in the United States after World War I was concluded. It was sold to help pay for the cost of the war effort. It could be redeemed for the value of the bond plus interest.	
righteousness	Considered to be correct or justifiable.	
Sussex Pledge	1916 agreement by Germany not to sink passenger ships and merchant vessels without warning, agreed to due to the threat of the United States cutting off diplomatic relations with Germany.	
civil liberties	Freedom from arbitrary governmental interference (as with the right of free speech) specifically by denial of governmental power and in the United States especially as guaranteed by the Bill of Rights.	Political
Zimmerman Telegram	1917 cable from Germany proposing an alliance with Mexico in the event of war between Germany and the United States. Germany offered to help Mexico regain lands in the American southwest lost in the Mexican-American War. The telegram was intercepted by the British and leaked to the American press.	
sedition	Actions or words intended to provoke or incite rebellion against government authority, or actual rebellion against government authority.	
Consumer Price Index	A government-issued index of the retail prices of basic household goods and services.	
propaganda	Information put out by an organization or government to promote a policy, idea, or cause.	
public attitudes	Opinions of society with respect to an issue or situation.	Social

Student Handout 2

Term or Phrase	Definition	Political, Social, or Economic
migration	The act or process of moving from one region or country to another.	
War Industries Board	United States government agency established on July 28, 1917, during World War I, and reorganized in 1918 under the leadership of Bernard M. Baruch. The organization encouraged companies to use mass-production techniques to increase efficiency and urged them to eliminate waste by standardizing products.	
espionage	The use of spying or spies to gather secret information.	
recession	A period, shorter than a depression, during which there is a decline in economic trade and prosperity.	
national economy	Production and trade of goods and money inside of a country.	Economic
Liberty Bonds	A special type of war bond that was sold in the United States to support the Allied cause in World War I. It could be redeemed for the original value of the bond plus interest.	
conscription	The mandatory enrollment of citizens in the armed forces.	
Gross National Product	The total value of all goods and services produced within a country in a year, including net income from investments in other countries.	
inflation	An increase in the supply of currency or credit relative to the availability of goods and services, resulting in higher prices and a decrease in the purchasing power of money.	
rationing	A fixed and limited amount of something, especially food, given or allocated to a person or group from the stocks available, especially during a time of shortage or a war.	
Victory Gardens	Private gardens that Americans were encouraged to plant to grow their own fruits and vegetables thus leaving more food for the troops.	
sycophant	A person who flatters somebody powerful for personal gain.	

Student Handout 4

America During World War I: Graphic Organizer

Directions: As you read **Documents 2** and **5** complete the chart by explaining what the phrase means and explaining the impact that it had on the home front.

Section	What was it?	What impact did it have?
Anti-German Hysteria		
The Espionage and Sedition Acts		
Committee on Public Information		

Student Handout 4

Section	What was it?	What impact did it have?
Conscription and Military Service		
The Food Administration and The Fuel Administration		
A Boom to the Economy		
Government Intervention in the Economy		

Student Handout 4

Section	What was it?	What impact did it have?
Paying for the War		
Change in Urban Demographics and the Workforce		
Short Term and Long Term Effects		

Document 2

Fact Sheet: America During World War I

Directions: As you read, complete the corresponding chart on **Student Handout 4**. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Wilsonian Idealism

Once Congress granted President Wilson the Declaration of War with Germany on April 6, 1917, the president sought to change the traditional American hostility to involvement in European wars. With the same fervor that he had supported progressive reform in areas such as the reduction of the tariff, reform of banking with the Federal Reserve Act, and anti-trust legislation, he now sold the war effort as a crusade “to make the world safe for democracy.” Wilson believed that America was not fighting for the gain of territory or riches, but rather to shape an international order in which democracy might flourish around the globe. Wilson perhaps oversold this idealistic view as Americans initially accepted these high minded goals, often with unintended consequences.

Anti-German Hysteria

At the time of American entry into World War I, Americans with at least one German born parent totaled over eight million and represented roughly eight percent of the United States population. The vast majority of these people were loyal Americans. However, rumors of spying and sabotage as well as government propaganda whipped the public into a frenzy of anti-German sentiment. Hatred of Germans and all things German swept the country. Orchestras no longer performed the music of Beethoven or Wagner. Libraries removed German books from their shelves. High schools and colleges cancelled German language classes. During World War I, hamburger became “liberty steak” and sauerkraut became “liberty cabbage.” A handful of German Americans were tarred, feathered, and beaten and at least one German was lynched.

The Espionage and Sedition Acts

Congress passed the **Espionage Act** in June 1917 and the **Sedition Act** in May 1918. Under these laws, if a person was convicted of saying anything disloyal, criticizing the government, or interfering with the war effort in any way, they could be sentenced to up to twenty years in jail and fined up to \$10,000. Under these acts some 2,000 people were prosecuted with roughly half resulting in convictions. Most famously, Eugene V. Debs, a socialist leader received a ten-year prison sentence for giving a speech in which he criticized the war effort and the draft. The prosecution of Debs and others represent an unfortunate era in the history of American civil liberty. When the war ended presidential pardons were granted freely including one for Debs in 1921.

Committee on Public Information

To help sell the war effort, the United States government set up the **Committee on Public Information** (CPI). The organization was headed by George Creel, a journalist

Document 2

whose job it was to convince Americans of the **righteousness** of the war cause. The CPI hired 150,000 workers, half of whom served as “four-minute men.” Their job was to give brief patriotic speeches in support of all aspects of the American war effort. The CPI also had a hand in creating **propaganda** posters, leaflets, booklets, and even influenced movies such as *The Kaiser*, *the Beast of Berlin* and *To Hell with the Kaiser*. The CPI certainly inspired patriotism, but also helped to inflame the passions of Americans against German Americans and helped to stifle dissent.

Conscription and Military Service

Six weeks after the United States declared war on Germany, Congress passed the **Selective Service Act**. The act required all men between the ages of eighteen and forty-five to register with the government for the purpose of being selected for military service (the draft). Only men working in industries deemed vital to the war effort, such as shipbuilding, were exempted from registration. By the end of the war twenty-four million men had registered of whom three million were called into service. Of the nearly four million in active military duty during the First World War, some 400,000 African Americans served in segregated combat and non-combat units in the United States Army, and roughly 13,000 women contributed in non-combat roles in the Army, Navy, and Marine Corps. Ironically, African Americans and women were being asked to support the fight for democracy abroad, while their democratic freedoms at home were still being restricted.

The Food Administration and The Fuel Administration

During the war, the government set up the Food Administration to help conserve food to aid the war effort. Rather than relying on rationing of food, Herbert Hoover, the head of the Food Administration, called for voluntary participation. The Food Administration used a barrage of posters and billboards that called on Americans to give up wheat on Wednesdays and meat on Tuesdays; when eating apples, American children were told to be, “patriotic to the core.” Citizens were urged to plant “**victory gardens**” in their own yards so that farm produced goods could go directly to the Allied cause. The only mandatory restriction came when Congress passed a bill that restricted the use of foodstuffs in the production of alcoholic beverages.

Mimicking the Food Administration, the Fuel Administration asked Americans to voluntarily endure “heatless Mondays,” “lightless nights,” and “gasless Sundays” so that fuel could be sent to support the American war effort.

Document 3

Espionage/Debs

Directions: Read the Espionage Act and the excerpt from Eugene Debs' speech. As you read the Espionage Act, underline all items prohibited. Then, after reading the Debs speech, answer the questions at the bottom of the page. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Espionage Act, United States Congress, 1917

SECTION 3

Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States or to promote the success of its enemies and whoever when the United States is at war, shall willfully cause insubordination, disloyalty, mutiny, refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct the recruiting or enlistment service of the United States, to the injury of the service or of the United States, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.

Eugene V. Debs, Speaking in Canton Ohio, June 16, 1918

I have just returned from a visit over yonder [visiting friends in jail], where three of our most loyal comrades are paying the penalty for their devotion to the cause of the working class. They have come to realize, as many of us have, that it is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.

I realize that, in speaking to you this afternoon, there are certain limitations placed upon the right of free speech. I must be exceedingly careful, prudent, as to what I say, and even more careful and prudent as to how I say it. I may not be able to say all I think; but I am not going to say anything that I do not think. I would rather a thousand times be a free soul in jail than to be a **sycophant** and coward in the streets.

They have always taught and trained you to believe it to be your patriotic duty to go to war and to have yourselves slaughtered at their command. But in all this history of the world, you, the people, have never had a voice in declaring war, and strange as it certainly appears, no war by any nation in any age has ever been declared by the people.

They are continually talking about your patriotic duty. It is not their but your patriotic duty that they are concerned about. There is a decided difference. Their patriotic duty never takes them to the firing line or chucks them into the trenches.

What part of Section 3 of the Espionage Act did Debs violate? What is your evidence?

Political	Social	Economic
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Document 4

C.P.I. "Four Minute Man" Speech

Directions: Read the following speech. As you read, highlight or underline key terms and phrases that provide clues that will allow you to determine if the speech demonstrates a social, political, or economic impact of World War I. Indicate the category at the bottom of the page. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Ladies and Gentlemen:

I have just received the information that there is a German spy among us—a German spy watching us. He is around, here somewhere, reporting upon you and me—sending reports about us to Berlin and Germans just what we are doing with the **Liberty Loan** [Liberty Bond]. From every section of the country these spies have been getting reports over to Potsdam—not general reports but details—where the loan is going well and where its success seems weak, and what people are saying in each community. For the German Government is worried about our great loan. Those Junkers (land owners in Eastern Germany) fear its effect upon the German morale. They're raising a loan this month, too. If the American people lend their billions now, one and all with a hip-hip-hurrah, it means that America is united and strong. While, if we lend our money half-heartedly, America seems weak and autocracy (government run by a self appointed ruler) remains strong. Money means everything now; it means quicker victory and therefore less bloodshed. We are in the war, and now Americans can have but one opinion, only one wish in the Liberty Loan.

Well, I hope these spies are getting their messages straight, letting Potsdam know that America is hurling back to the autocrats these answers: For treachery (violation of trust) here, attempted treachery in Mexico, treachery everywhere—one billion. For murder of American women and children—one billion more. For broken faith and promise to murder more Americans—billions and billions more. And then we will add: In the world fight for Liberty, our share—billions and billions and billions and endless billions. Do not let the German spy hear and report that you are a slacker.

*Committee on Public Information,
Four Minute Man Bulletin,
No. 17 (Oct. 9, 1917)*

Political	Social	Economic
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Student Handout 5

German Children in School

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the Student Handout 5.



Student Handout 5

1. Who are the people in the cartoon?
2. What is the message of the cartoon?
3. How does the text in the caption support the visual images in the cartoon?
4. What is the most effective aspect of the cartoon?

Political	Social	Economic
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Student Handout 6

Food During the War

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



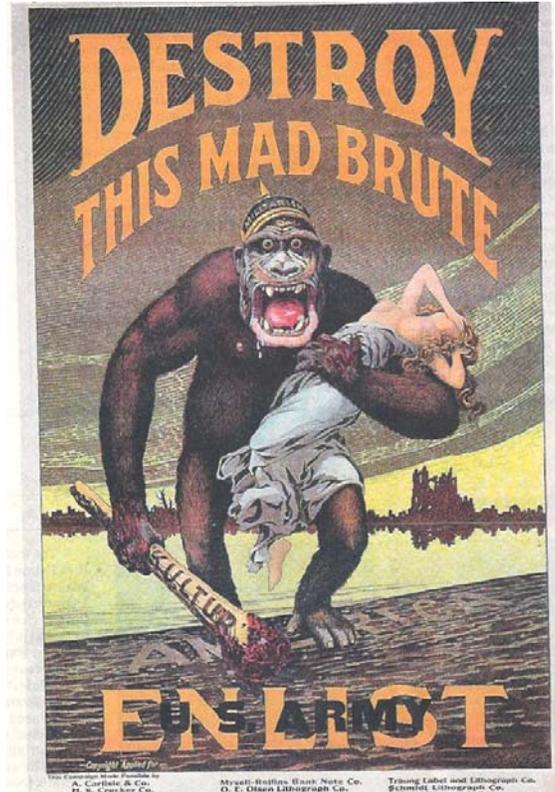
1. What is most prominent in this poster?
2. What words in the poster are most significant? Why?
3. What is the message of the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
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Student Handout 7

Wartime Hysteria

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



1. What images or symbols do you see in the poster?
2. What do the images or symbols represent?
3. How does the text in the poster support images or symbols in the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
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Student Handout 8

Leaving for War

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



1. What images or symbols do you see in the poster?
2. What do the images or symbols represent?
3. How does the text in the poster support images or symbols in the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
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Document 5

The Economics of World War I

Directions: As you read, complete the corresponding chart on **Student Handout 4**. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

A Boom to the Economy

When World War I began, the United States economy was in **recession**. But a 44-month economic boom ensued from 1914 to 1918, first as Europeans began purchasing U.S. goods for the war and later as the United States itself entered the war.

United States' entry into World War I in 1917 caused massive U.S. federal spending which shifted national production from civilian to war materials. Between 1914 and 1918, some 3 million people were added to the military and half a million to the government. Overall, unemployment declined from 7.9 percent to 1.4 percent as workers were drawn into new manufacturing jobs and the military draft removed many young men from the labor force.

Government Intervention in the Economy

As part of the war effort, the U.S. government attempted to guide economic activity with the creation of the **War Industries Board** in July 1917. The job of The War Industries Board was to organize and coordinate the production of goods and material necessary to the war effort. The overall impact of the War Industries Board on the economy was relatively small, and it was disbanded shortly after the armistice. However, the War Industries Board established a precedent for future government intervention in the American economy.

To help support the war effort, the National War Labor Board was created in March 1918. The role of the Board was to ensure the support of organized labor during the duration of the war. The Board pressured employers to grant concessions to workers, including the eight-hour work day and higher wages. In exchange, organized labor agreed not to disrupt production with strikes. By the end of the war, union membership in the United States had nearly doubled.

Paying for the War

Some estimates put the total cost of World War I to the United States at approximately \$32 billion, or 52 percent of **gross national product** at the time. The majority of the war was paid for with money borrowed from the public, some from taxes, and some from the creation of new money. Treasury Secretary William Gibbs McAdoo crisscrossed the country selling war bonds, even enlisting the help of Hollywood stars and Boy Scouts. Ultimately the government sold 21 billion dollars in war bonds, or two-thirds of the cost of the war. The other one-third of the money was raised by increased taxes.

Document 5

A Change in Urban Demographics and the Workforce

The large numbers of white men drafted into military service created a void of workers in northern factories producing materials for the war effort. In many cases that void was filled by African-Americans lured from the South by the prospect of higher wages. During World War I some 300,000 - 500,000 African-Americans migrated to Northern cities such as New York, Chicago, and Detroit, greatly changing the racial makeup of those cities. To some extent during the war, and in several instances after the war, racial violence broke out in American cities as a result of these changes in demographics.

Thousands of women flooded into factories and fields, taking up jobs that were left unfilled by men who left the assembly line for the front line. However, most women workers left their wartime jobs when the soldiers came home from the war.

Short Term and Long Term Effects

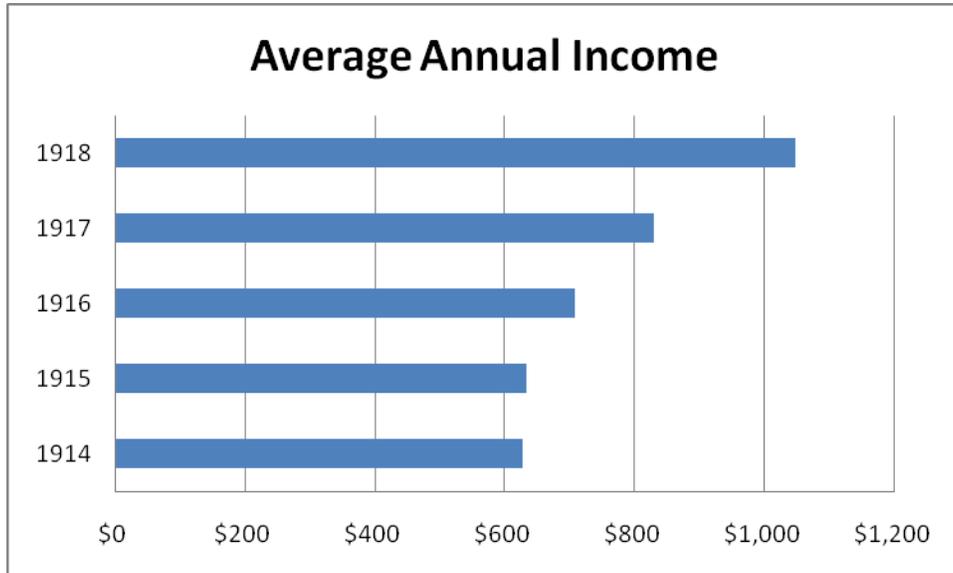
When the war began, the United States was a debtor nation. That is the United States owed more money to other nations than those nations owed to the United States. However, by the end of the war, the United States emerged as a creditor nation, or a nation who loaned money to other nations, investing large amounts of money internationally.

Although the U.S. government took on such an active role in economic affairs during the war, this did not increase the government's role in peacetime. Subsequent increases in federal spending resulted mainly from war-related matters, such as veterans' benefits, and the most of the wartime regulatory agencies soon disappeared with the ensuing peace.

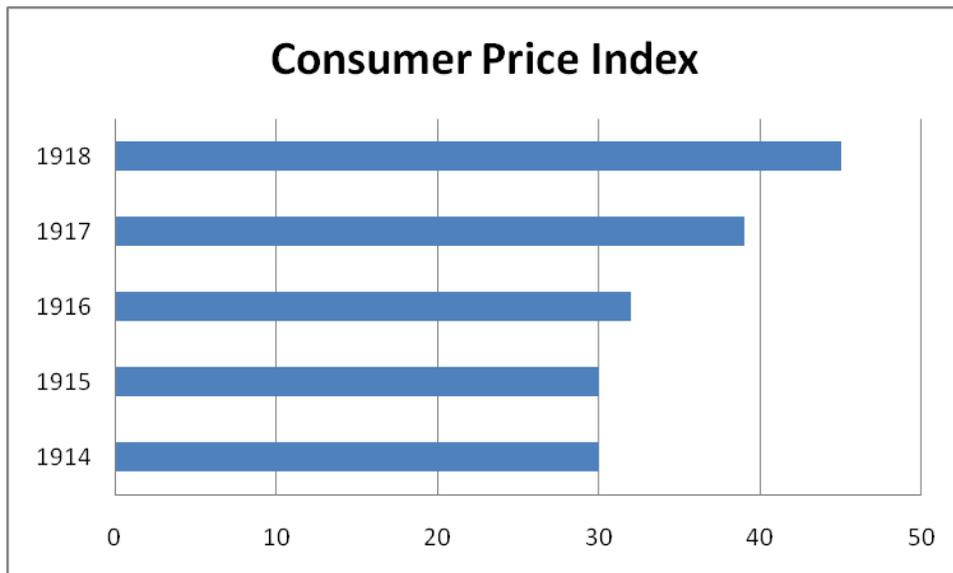
Document 6

Economic Data 1914 - 1918

Directions: Analyze the charts and answer the corresponding questions.

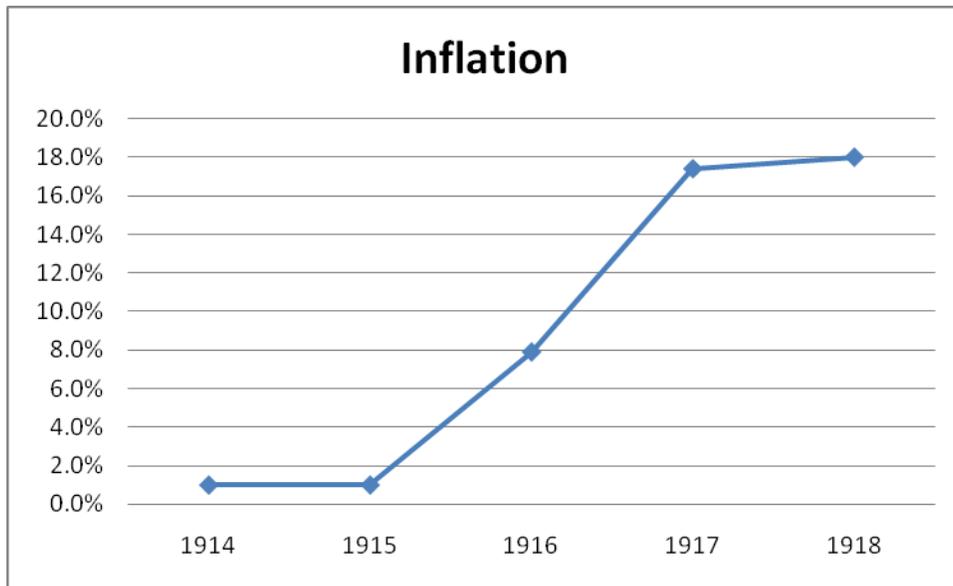


1. What was the average annual income in the United States in 1914? _____
 2. What was the average annual income in the United States in 1918? _____
 3. What might account for this change? _____
-
-



4. What happened to the price of goods and services between 1914 and 1918?
-

Document 6



- 5. What was the annual rate of inflation in 1914? _____
- 6. What was the annual rate of inflation in 1918? _____
- 7. What might account for this change? _____

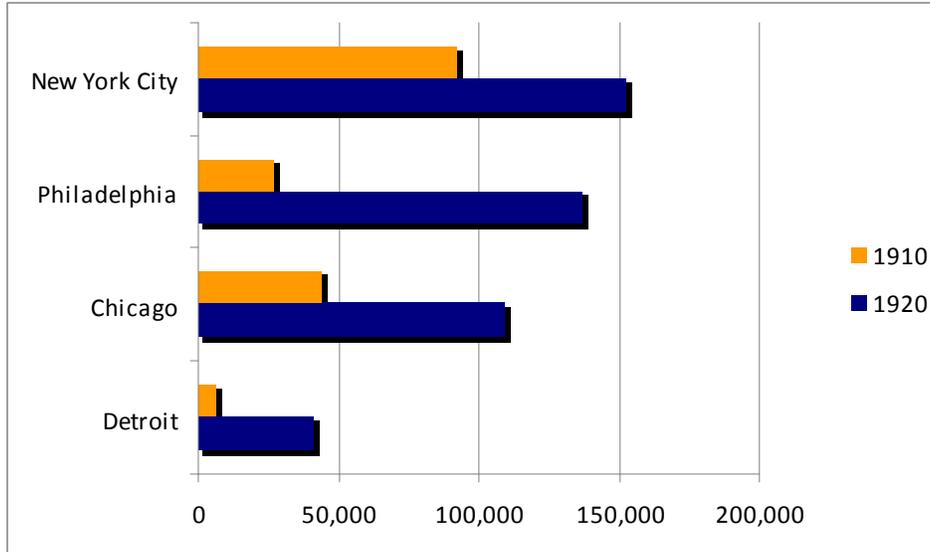
- 8. How did the rise in average annual income compare with the rise in prices of goods and services and inflation? _____

- 9. How do charts and graphs tell a different story than a poster or a written excerpt? _____

Document 7

African American Population in Selected Cities

Directions: Read the chart and answer the questions that follow, using Document 5 as an additional resource if necessary.



1. What factors led to the change in population?

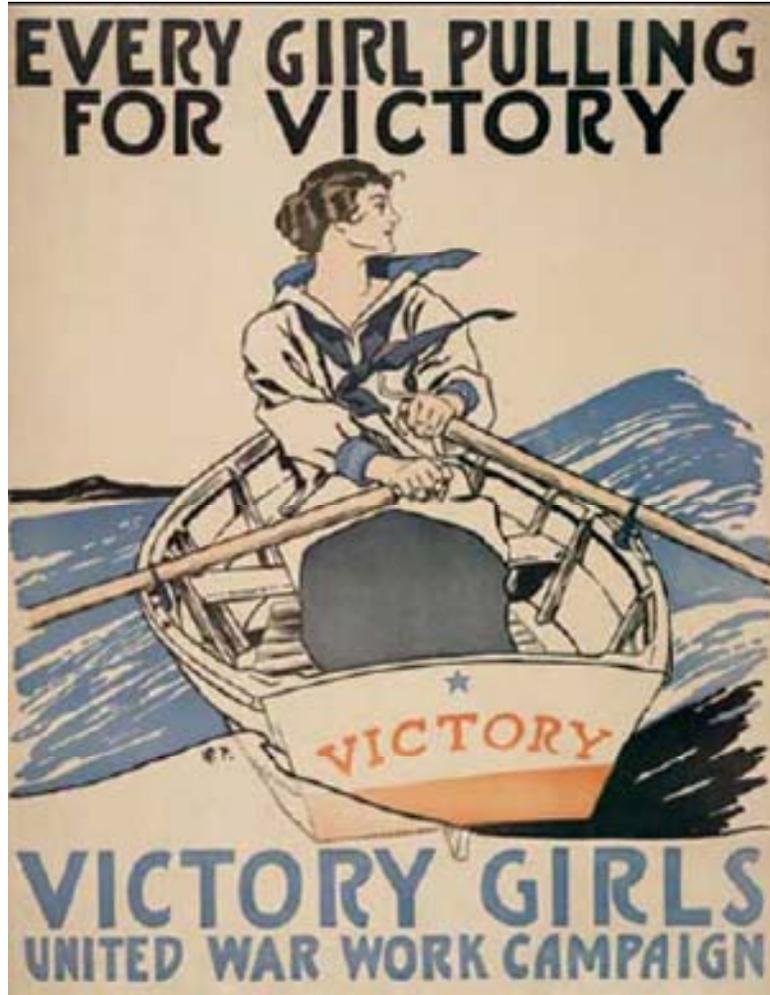
2. What changes might have occurred as a result of the change in demographics?

Source: U.S. Bureau of the Census. Scott Nearing, *Black America*, New York: Vanguard Press, 1929

Student Handout 9

Women and the War Effort

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



1. What images or symbols do you see in the poster?
2. What do the images or symbols represent?
3. How does the text in the poster support images or symbols in the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
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Student Handout 10

Writing Prompt and Task Sheet

Historical Background

In 1917 the United States entered WWI on the Allied side. This decision had a significant impact on the daily life of all Americans.

Prompt

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes, and determine which was most significantly impacted by World War I.

Task

Write a multi-paragraph essay in which you:

1. Write an introductory paragraph that contains a two to three sentence summary of the impact of American involvement in World War I on the home front. This paragraph must include a thesis statement that establishes an argument for the most significant impact.
2. Write one paragraph that addresses the most significant impact on the home front. Include evidence from at least two primary sources or documents.
3. Write one paragraph that addresses another significant impact on the home front. Include evidence from at least two primary sources or documents.
4. Write one paragraph that addresses the least significant impact on the home front. Include evidence from at least two primary sources or documents.
5. Write a concluding paragraph that restates the thesis and includes a summarizing or final thought.

Suggested terms to include in your writing

sycophant	War Industries Board
Average Annual Income	espionage
righteousness	recession
Sussex Pledge	national economy
Zimmerman Telegram	Liberty Bonds
civil liberties	conscription
sedition	Victory Bonds
Consumer Price Index	Gross National Product
propaganda	inflation
public attitudes	rationing
migration	Victory Gardens

Student Handout 11

Unpacking the Prompt

Directions: Use this sheet to unpack the prompt.

The Prompt:

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes, and determine which was most significantly impacted by World War I.

1. What is the key event being discussed in the prompt? _____

2. What is the first verb in the prompt? _____

3. What do you think that the word analyze means? _____

4. Based on the definition and **Student Handout 10**, what will you need to include in your essay?

5. What three areas must your essay address?

6. What evaluation is the prompt asking you to make?

7. Order the three categories from most significant impact to least significant impact.

Student Handout 12

Writing Graphic Organizer

Para- graph 1	Historical Context: 2-3 sentence summary of the impact of American involvement in World War I		
	Thesis:		
Para- graph 2	Main Idea <i>category with the most significant impact</i>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 3	Main Idea <i>category with another significant impact</i>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 4	Main Idea <i>category with the least significant impact</i>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 5	Restate Thesis		
	Review Main Points		
	Final Thought		

Model Lesson 3

The Effects of the Great Depression Era

Standard 11.6.3

Student Handout 1

Great Depression Scenarios

Directions: The following scenarios represent the experiences of different people during the Great Depression era in the United States. Read the scenarios and choose three to respond to. Put yourself in the place of that person or group.

Scenario 1: You are a factory owner in Detroit. Over the last two years you have seen your profits drop tremendously. Although you are producing the greatest amount of products ever at a decent price, people are just not buying.

What will you do? Why? _____

Scenario 2: You are a wheat farmer in Oklahoma. You have been farming your whole life. Your farmland is turning to dust due to a lack of rain and poor farming practices. You are out of money and have been unable to grow or sell anything for a year. You have 5 kids and a wife.

What will you do? Why? _____

Scenario 3: You are a Mexican-American who was born and raised in California. You are a law-abiding citizen who has been working at a ship-yard. You have been hearing rumors of a government plan to take away your job and send you to Mexico so that a “real American” can take your place.

What will you do? Why? _____

Scenario 4: You are a mother of three young children living in Sacramento, California. Your husband has been out of work for 18 months and you are being evicted from your home. Your sister in San Francisco has offered to take your children until you and your husband find work.

What will you do? Why? _____

Scenario 5: You are a sheriff in Arizona. Every day numerous unemployed young men from across the country are coming to your city either by train or on foot. The local citizens are fearful that these outsiders are going to ruin the town.

What will you do? Why? _____

Scenario 6: You are a teenager from Harlem, New York. Your father and most of the other African-American men from your community have lost their jobs. Many have lost their homes since they cannot afford to make the payments.

What will you do? Why? _____

Student Handout 2

Historical Background Reading on the Impact of the Great Depression

Directions: Read **Document 1** and take notes below of important facts and details from each section of the document. After, answer the focus question based on your analysis of the important facts/details you made notations from the reading.

Focus Question: How would you characterize the impact of the Great Depression?

Life during Depression

Latino/African American

Farmers

Political Movements

Culture during Depression

Facts/Details

-
-
-
-

Answer
Focus
Question

Student Handout 2

Illustration: Sketch a picture related to your reading. This can be a drawing, cartoon, diagram, or flow-chart. You can draw a picture of something that is specifically referred to in the text or something from your own experience or feelings, the reading made you think about.

Background Reading: The Impact of the Great Depression

Directions: Read the information below and take notes on **Student Handout 2**.

Notes/Questions

The Great Depression began in the late 1920s and continued through the 1930's, impacting the United States economically, socially, and politically.

Life During the Depression

The Great Depression changed the lives of millions of Americans. People in cities lost their jobs and homes, lived in shantytowns, and got food from soup kitchens and bread lines. David Kennedy, Professor of History from Stanford University writes:

In that era, the typical household had only one wage earner in it. So when we talk about one in four people being unemployed, we're really talking about one in four households in the country with no visible means of support, no reliable income. Today the typical household has two wage earners.

Families suffered as men became hoboes riding freight trains or hitchhiking across the U.S. looking for work. Many women were forced to look for jobs for the first time and often for low wages. Suicide rates rose by 30%, alcoholism rates went up, and the numbers of people who were sent to state mental hospitals from nervous break downs increased by 50%. Children's' health suffered and some children died from diseases caused by their malnutrition. From 1929-1939, over 250,000 young people left home in hope and desperation looking for work and leaving families forever. Many children resorted to writing letters to Eleanor Roosevelt begging for her old clothes. Every element of society in every region of the country was touched by the social and economic impact of the Great Depression.

Latino and African American Experiences of the Great Depression

The economic collapse of the Great Depression impacted people of color. Latinos were targeted for attacks and deportation (being forced to leave the country). Kennedy writes:

. . . there were a lot of forcible deportations of Mexicans, and Mexican-Americans, both citizen and non-citizen alike. And although the exact numbers may not be precisely known, at least tens of thousands and perhaps hundreds of thousands of Mexican immigrants who'd been in the country a decade or so were exported back to Mexico, most of them against their will in the 1930s.

African American unemployment was over 50%. In many instances African Americans were the last hired and the first fired. In northern cities like Chicago, the vast majority of African Americans were far below the poverty line earning less than \$1,000 a year. Furthermore they faced discrimination by local officials when attempting to receive government relief.

Notes/Questions

The Life of Farmers During the Depression

The Dust Bowl changed the life of the farmer and the demographics of the United States. To grow more crops during World War I, farmers removed grass and trees from huge areas of the Great Plains from Canada to Mexico. The land was quickly exhausted of nutrients and became useless for much farming. A drought for several years in the early 1930s turned soil to dust; high winds at the same time blew dust for hundreds of miles. Timothy Egan account of events of the Dust Bowl in his book, *The Worst Hard Times*.

. . . a storm in May 1934 carried the wind blown shards of the Great Plains over much of the nation. In Chicago, twelve million tons of dust fell. New York, Washington—even ships at sea; three hundred miles off the Atlantic coast—were blanketed in brown.

With more people unable to buy food in the cities, farmers found that their already low income dropped by one half. Many farmers lost their farms because of low crop prices and huge debts. Farm foreclosure sales grew by 25%. Hundreds of thousands of people packed their belongings and left the Great Plains to look for work. Egan states:

At its peak, the Dust Bowl covered one hundred million acres. An area the size of Pennsylvania... More than a quarter-million people fled the Dust Bowl in the 1930s. . . . American meteorologists rated the Dust Bowl the number one weather event of the twentieth century . . . historians say it was the nation's worst prolonged environmental disaster.

The influx of workers to migrant states drove wages down and strained social services, particularly in California. Many Californians looked down on the migrants, calling them "Okies" and posted signs along the highways announcing that they were not welcome and should go back where they came.

Political Movements During the Great Depression

No other twentieth century president enjoyed the levels of popular admiration than President Franklin D. Roosevelt. Yet by 1935, his New Deal legislation of the previous years had aroused growing voices of criticism on the left and right of the political spectrum. Persisting severe economic difficulties fueled the rise of powerful demagogues (leaders who use emotion and/or prejudice to gain power) who offered alternative solutions to the nation's economic problems. Senator Huey Long offered a "Share the Wealth" Program of heavy taxation of the wealthy and large handouts to the poor. His plan attracted support across the country from citizens who bitterly resented the uneven distribution of wealth. Ambitious to be president, Long was outspoken about the shortcomings of the New Deal.

Notes/Questions

At the same time, Dr. Francis E. Townsend, a California physician, called for a \$200 pension for every person over 60 years old. By 1935, the Townsend Plan had developed into a mass movement, winning the support of at least 10 million Americans who joined Townsend clubs.

A third critic of President Roosevelt, Father Charles E. Coughlin, a popular radio priest in Detroit, began to speak out against the New Deal. He was convinced that there were serious flaws in the nation's banking system. Father Coughlin called for the nationalization, or government ownership of the banks.

An even greater pressure for a change in the president's New Deal programs came from the Supreme Court. In 1935, the Court began to rule New Deal programs unconstitutional or not allowed by the U.S. constitution.

Culture of the Great Depression

The sufferings of people during the Great Depression changed the popular culture of the 1930s, as people sought inexpensive and escapist leisure activities. Spectator sports and amusement parks remained popular, but fewer people could afford to attend. Instead, family and friends played miniature golf, softball, pinball machines, and the new board game *Monopoly*.

The most popular leisure activity at home became listening to the radio. Even during this hard economic time, radio sales increased during the 1930s. President Roosevelt used this new technology to win the support of the people by giving radio speeches which were called *Fireside Chats*. Entertainment on the radio included comedians, popular music, and shows such as *The Lone Ranger* and *Little Orphan Annie*. When people listened to the programs, they were able to temporarily forget their problems.

Another popular activity which grew during the 1930s was going to the movies. By the end of the 1930s, more people were going to the movies than in the 1920s. Most movies provided an escape for viewers. These movies, such as *Snow White and the Seven Dwarfs*, *the Wizard of Oz*, and *Gone with the Wind*, allowed people to dismiss from their minds the economic hardship surrounding them.

Conclusion

In the late 1920s and through the 1930s the economic collapse tore apart the lives of millions of people. The Great Depression cut a wide path through the U.S. society, leaving an indelible imprint on every American. Day after day, for a decade, the human impact of the Great Depression could be observed in every region of the United States.

Student Handout 3

Quick Write

Directions: Read the quote below. Explain the meaning of the quote in your own words.

“Behind every statistic, is a person.”

Anticipation Guide for the Great Depression

Directions: Read each statement below. Predict if you think each statement is true or false.

STATEMENT	Prediction
Individual income increased in the 1930s.	True or False
The unemployment rate in the 1930s was a typical cycle of the economy in the U.S.	True or False
Fuel and gas consumption decreased during the 1930s.	True or False
People spent about the same on entertainment in the 1930s as they did in the late 1920s.	True or False
House prices maintained their value during the 1930s.	True or False

Student Handout 4

Data Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze the graphs on **Document 2**.

Focus Question: What does the data tell you about people’s lives during the Great Depression?

Graph Information	Which of the following sentences about the graph is true? Circle the correct answer.	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u> <i>Personal Income</i></p>	<p>A. Personal income increased to record levels in the 1930s.</p> <p>B. Personal income decreased from 1929 to 1933.</p> <p>C. An individual’s income was about \$400 a month in 1932.</p> <p>D. Taxes caused a decrease in personal income in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>Unemployment</i></p>	<p>A. Unemployment levels remained the same throughout the 1930s.</p> <p>B. Unemployment decreased drastically from 1930 to 1935</p> <p>C. Unemployment increased dramatically from 1929 to 1933.</p> <p>D. Unemployment levels were highest in the northeast.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>PCE: Food</i></p>	<p>A. Food prices increased in the 1930s.</p> <p>B. Food expenditures decreased in the 1930s.</p> <p>C. Food expenditures cost the government more in the 1930s.</p> <p>D. People spent about \$15,000 for food in 1931.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Student Handout 4

Graph Information	Which of the following sentences about the graph is true? Circle the correct answer.	What might be some possible explanations for this?	Graph Category
<p>Title:</p> <p><i>PCE: Gas/Oil</i></p>	<p>A. Fuel consumption decreased in the 1930s.</p> <p>B. Gas/oil expenditures rose in the 1930s.</p> <p>C. An individual's average expenditure of gas/oil in 1936 was less than \$2000 a year.</p> <p>D. The price of gas/oil increased in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>PCE: Housing</i></p>	<p>A. Housing expenditures rose throughout the 1930s.</p> <p>B. Housing prices declined on average during the 1930s.</p> <p>C. Home sales declined to record levels in 1936.</p> <p>D. In the 1930s home sales decreased by over \$8,000.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>PCE: Entertainment</i></p>	<p>A. More people went to the movies from 1932 to 1934.</p> <p>B. Spending for entertainment in the 1930s returned to pre-Great Depression levels.</p> <p>C. Movie tickets prices increased during the 1930s.</p> <p>D. More people attended spectator sports than movies.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Student Handout 4

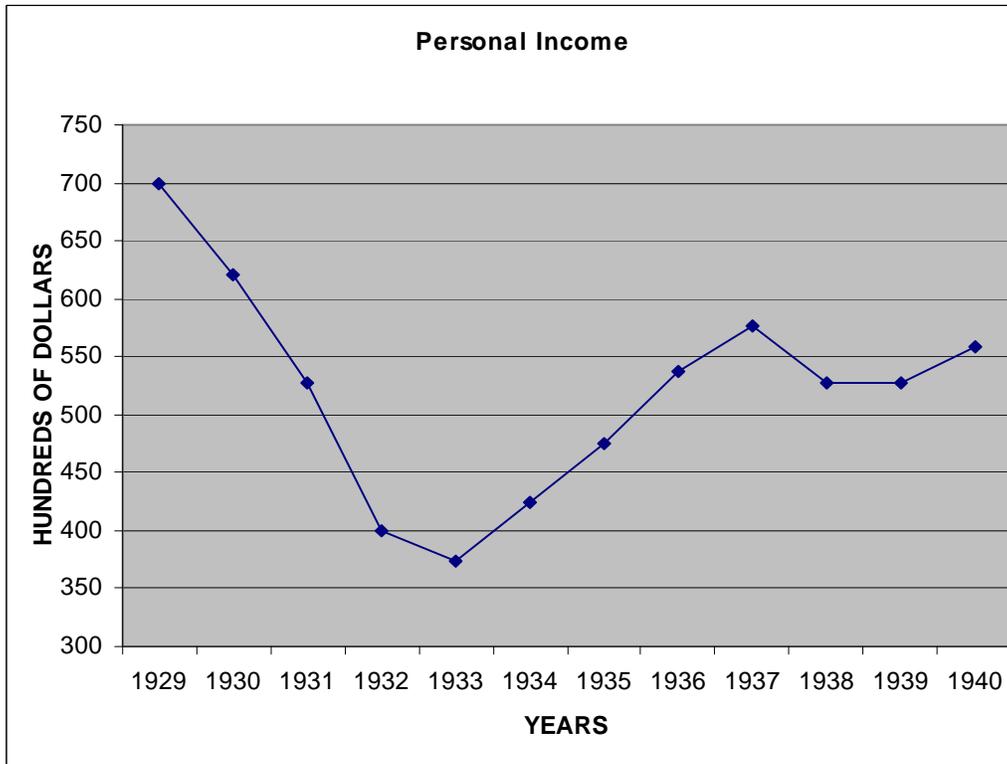
Graph Information	Which of the following sentences about the graph is true? Circle the correct answer.	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u></p> <p><i>Population Net Change by State</i></p>	<p>A. The population went down in California.</p> <p>B. The population went up in all states.</p> <p>C. The population rose in California between 1930 and 1940.</p> <p>D. The population stayed the same during the 1930s in all states.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u></p> <p><i>Membership of Political Movements 1935</i></p>	<p>A. The Share Our Wealth Club increased in membership from 1935 to 1938.</p> <p>B. Most of the political movements in the 1930s were socialist movements.</p> <p>C. The Townsend Club was mainly people from the Mid-west.</p> <p>D. Millions of people were politically active in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Focus Question: What does the data tell you about people's lives during the Great Depression? _____

Document 2

Data Analysis of the Great Depression

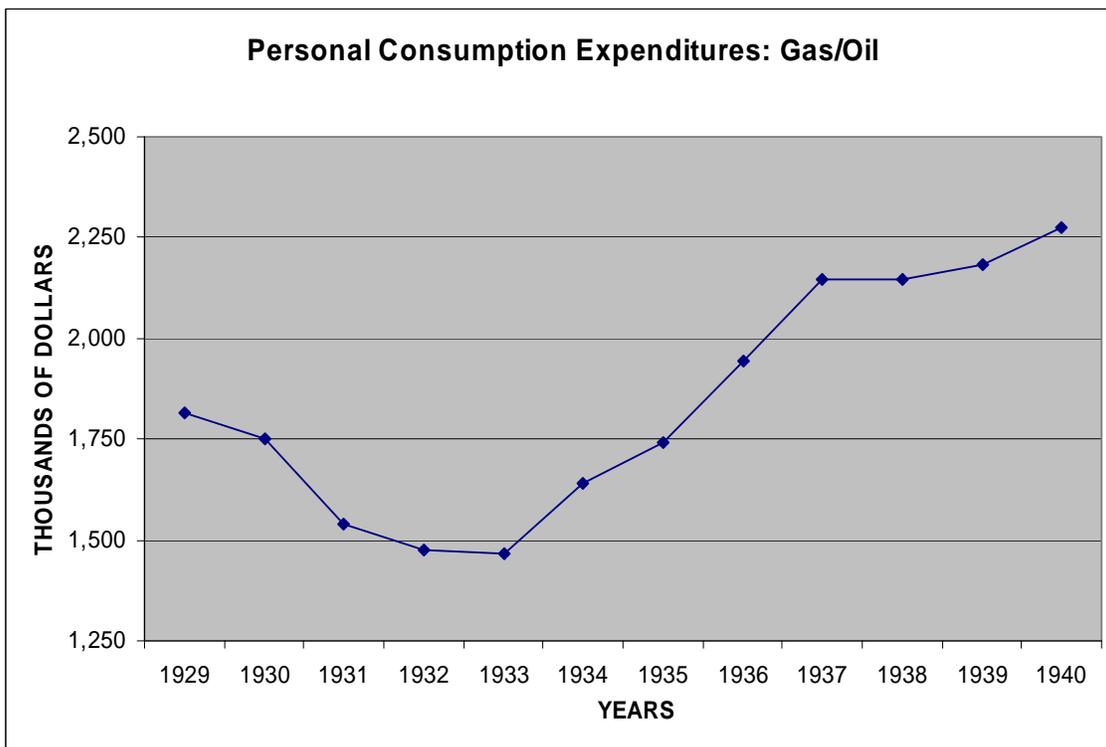
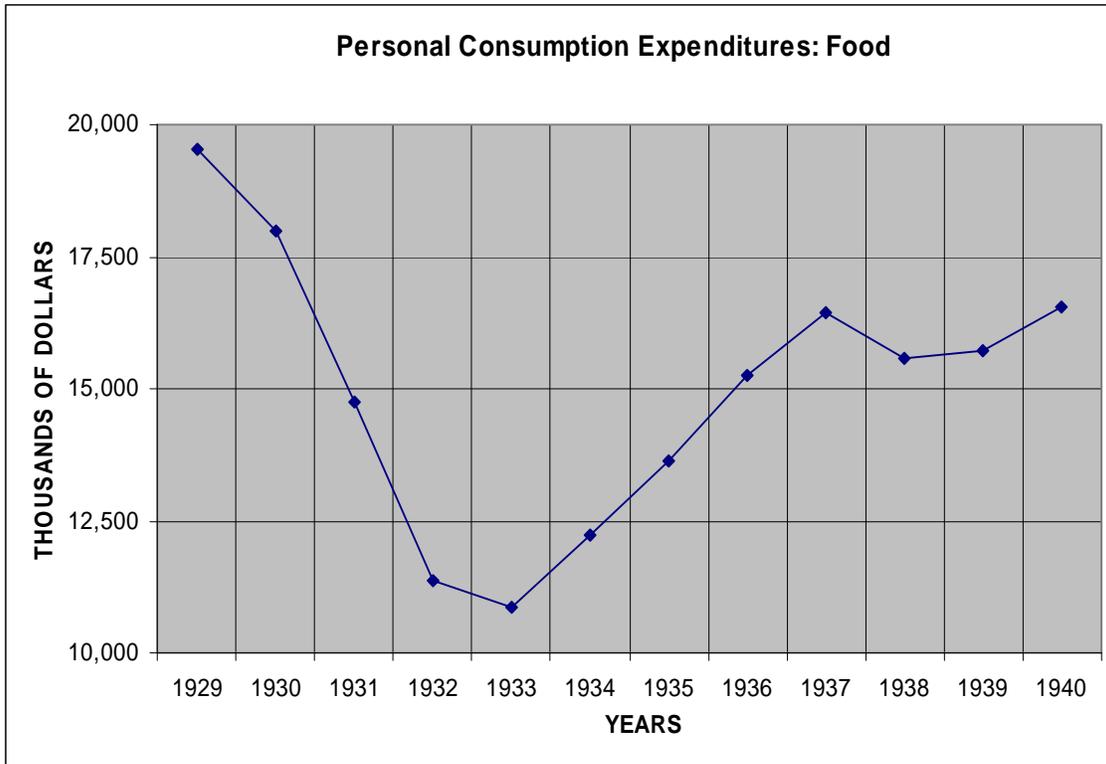
Directions: Analyze the graphs and complete **Student Handout 4**.



Document 2

Data Analysis of the Great Depression

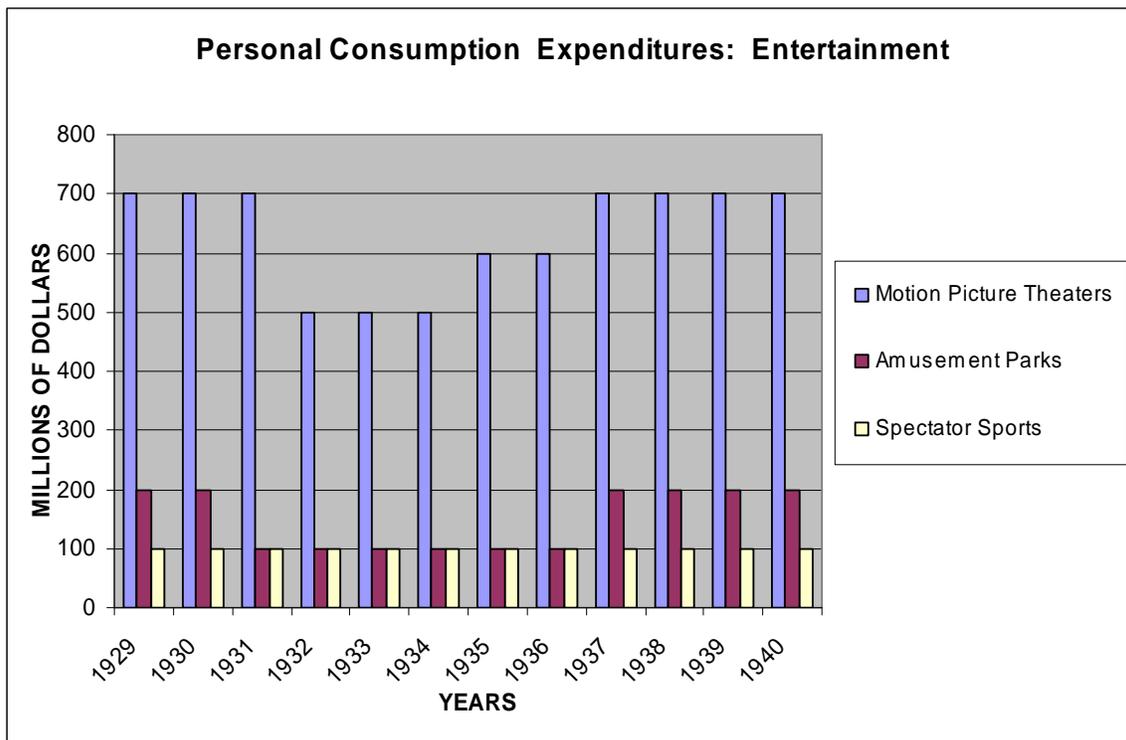
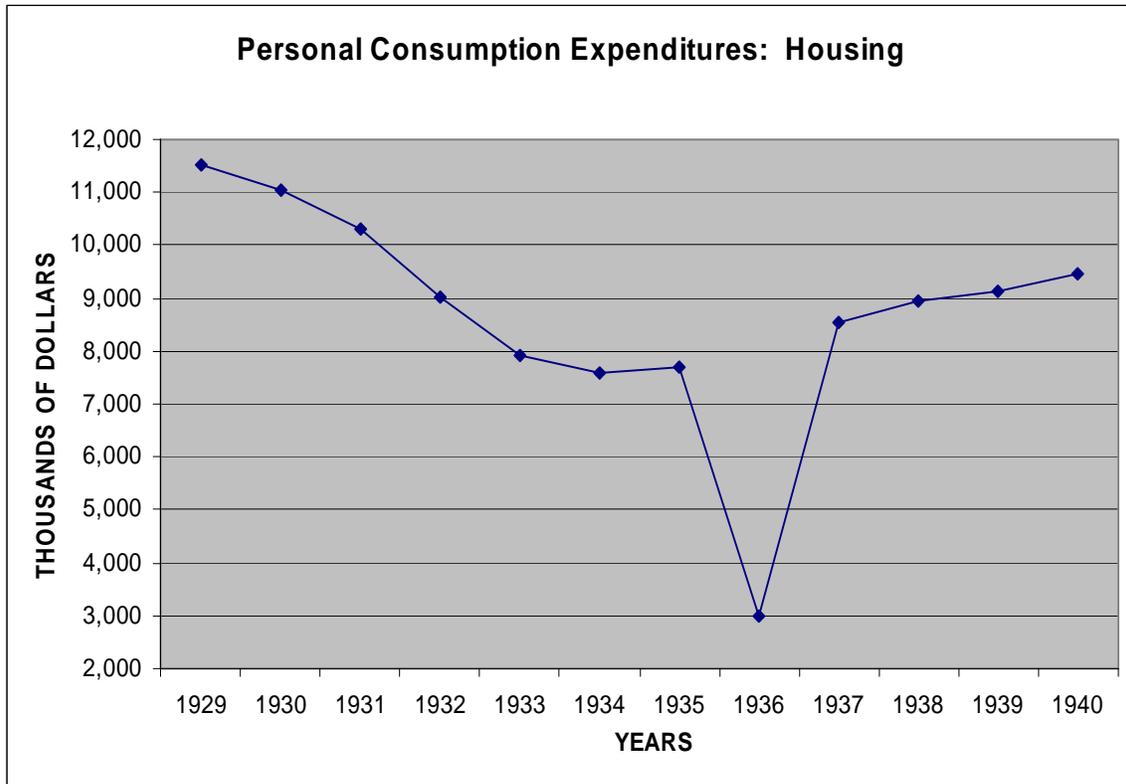
Directions: Analyze the graphs and complete Student Handout 4.



Document 2

Data Analysis of the Great Depression

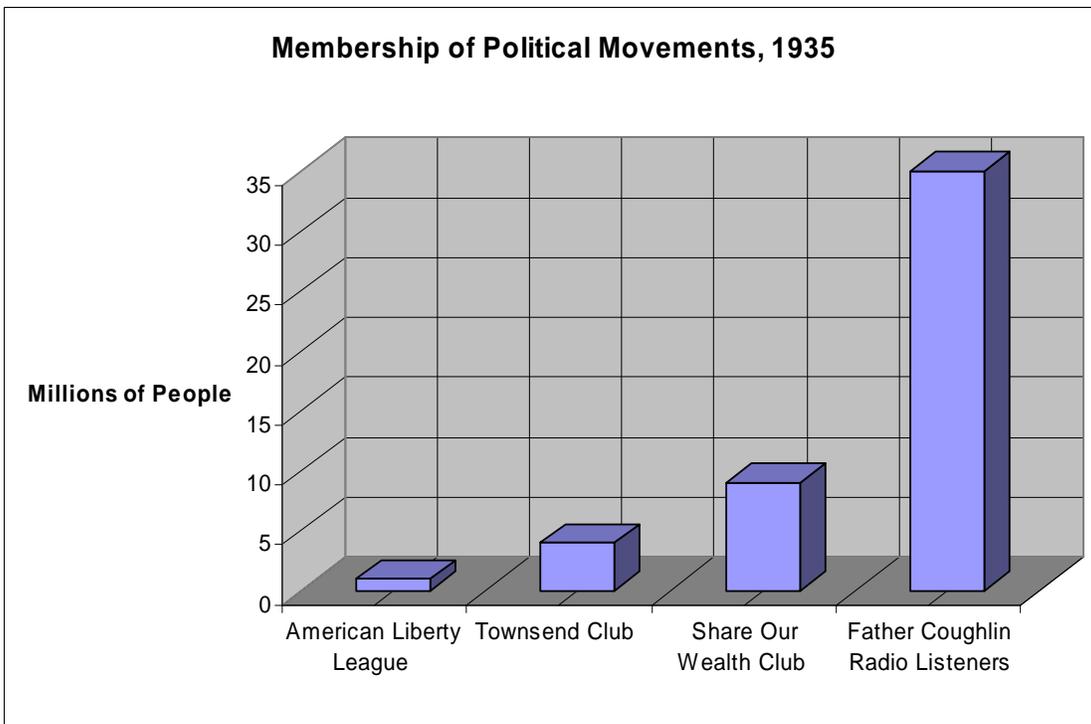
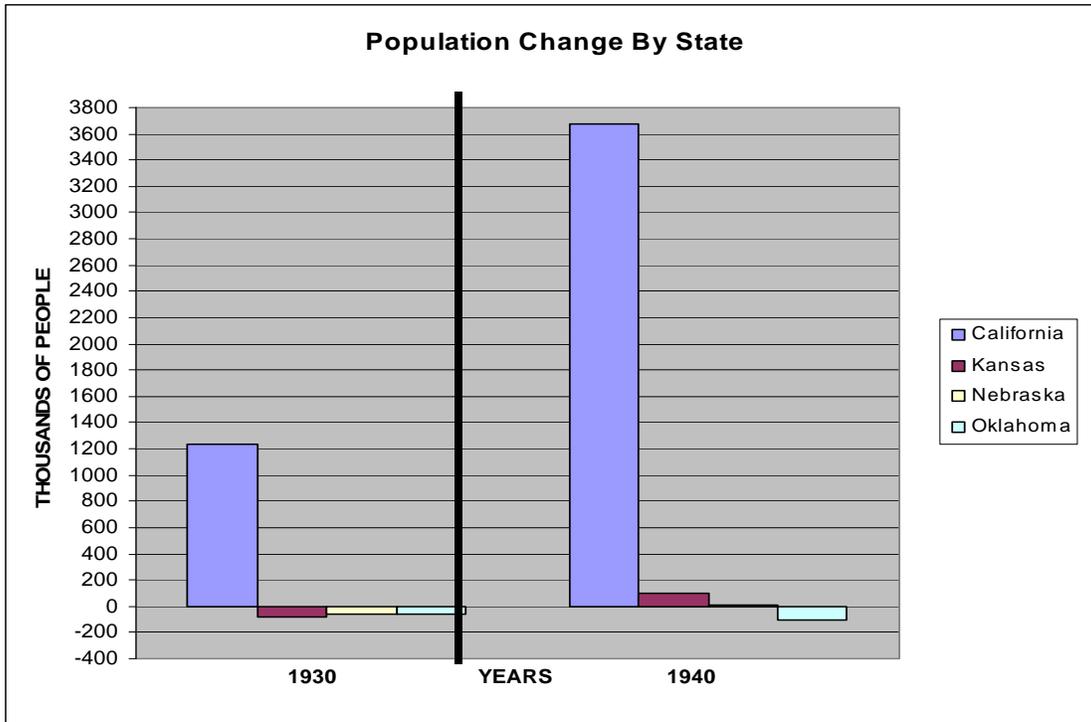
Directions: Analyze the graphs and complete Student Handout 4.



Document 2

Data Analysis of the Great Depression

Directions: Analyze the charts and complete Student Handout 4.



Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document that supports your claim?	Circle Document Category
<u>Document 3</u> <u>Source:</u>				Economic Political Social
<u>Document 4</u> <u>Source:</u>				Economic Political Social
<u>Document 5</u> <u>Source:</u>				Economic Political Social

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document?	Circle Document Category
<u>Document 6</u> Source:				Economic Political Social
<u>Document 7</u> Source:				Economic Political Social
<u>Document 8</u> Source:				Economic Political Social

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document?	Circle Document Category
<u>Document 9</u> Source:				Economic Political Social
<u>Document 10</u> Source:				Economic Political Social
<u>Document 11</u> Source:				Economic Political Social

Document 3

Primary Sources: Impact of the Great Depression



During the Great Depression soup kitchens, like this one sponsored by Chicago gangster Al Capone, provided meals for the unemployed.

Photo by Social Security Administration in 1935

The Great Depression was hardest on people of color. African American unemployment was over 50% during the 1930s.



Photo by Margaret Bourke-White in 1937

Document 4

Primary Sources: Impact of the Great Depression



Photo by Dorothea Lange, February 1937

The Dust Bowl of the 1930s sent many families from Oklahoma west toward California. These migrants were referred to as "Okies" and populated migrant work camps throughout California. Many drove in their automobiles referred to as "jalopies".

Hundreds of thousands of migrants descended upon California, though they were not always welcomed.



WPA Photo by John E. Allen

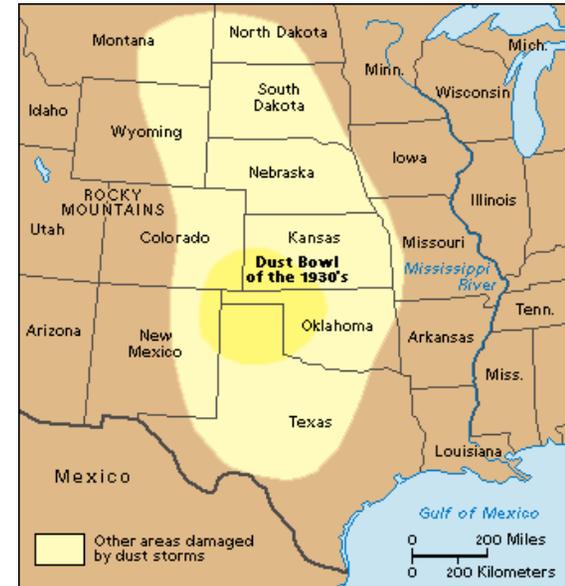
Document 5

Primary Sources: Impact of the Great Depression



Photo from the National Oceanic & Atmospheric Administration, 1935

The term Dust Bowl refers to an environmental disaster during the Great Depression in the United States. As a result of poor farming techniques and severe drought, winds carried off the topsoil of a large area in the Great Plains, resulting in an environmental disaster known as the Dust Bowl. This photo shows an immense dust cloud threatening a number of houses.



Map of the Dust Bowl, 1930s

The Dust Bowl of the 1930s lasted about a decade. Its primary area of impact was on the southern Plains, but its effects were felt throughout the Midwest. The agricultural devastation helped to lengthen the Great Depression.

Document 6

Primary Sources: Impact of the Great Depression

The study of the human cost of unemployment reveals that a new class of poor and dependents is rapidly rising among the ranks of young sturdy, ambitious laborers, artisans, mechanics, and professionals, who until recently maintained a relatively high standard of living and were the stable self-respecting citizens and taxpayers of the state. Unemployment and loss of income have ravaged numerous homes. It has broken the spirit of their members, undermined their health, robbed them of self-respect, and destroyed their efficiency and employability.

. . . The law must step in and brand as criminals those who have neither desire nor inclination [desire to do something] to violate accepted standards of society. . . . Physical privation [lack or loss of things one needs i.e. shelter/food] undermines body and heart. . . . Idleness destroys not only purchasing power, lowering the standards of living, but also destroys efficiency and finally breaks the spirit.

Report of the California Unemployment Commission, 1932

Document 7

Primary Sources: Impact of the Great Depression

It was the Depression; there was no work. I was a burden to Mother and Gus, my step-father. I took the blanket and hurried home. I said nothing to Mother then only that I was going down to Scott's [store] to get a flat fifty box of cigarettes. Ordinarily I was reluctant to add to the delinquent [past due] account; today I found abundant courage. Besides the tin of cigarettes, I asked for two sacks of Golden Grain. "Charge it," I said. Scott looked taken aback but said nothing.

I returned home and told Mother I was leaving. She didn't fight it, but she was sad. Mother owned no suitcase or tote. All she had was a black satin bag, the size of a pillow case. I jammed my new sleeping bag inside it, three or four pairs of socks, shorts, an old sweater, the cigarettes and sacks of Golden Grain. Mother made two sandwiches. She went to her purse and gave me all the money she had: 72 cents. . .

High school graduate from Duluth, Minnesota, 1933

Document 8

Primary Sources: Impact of the Great Depression

It was for us the day of judgment. The *marciales*, deputy sheriffs, arrived in late afternoon when the men were returning home from working in the lemon groves. They started arresting people and holding them in the *rebote*, fronton [jai alai court]. The deputies rode around the neighborhood with their sirens wailing and advising people to surrender themselves to the authorities. They barricaded all the exits to the *colonia* so that no one could escape. . . There were so many arrestees; the fronton was not large enough to hold all the prisoners. We the women cried, the children screamed, others ran hither and yon with the deputies in hot pursuit yelling at them that their time had come and to surrender.

Maria Luna, witness to a deportation raid, 1931

Document 9

Primary Sources: Impact of the Great Depression

It is estimated that the population of the age of 60 and above in the United States is somewhere between nine and twelve million. I suggest that the national government retire all who reach that age on a monthly pension of \$200 a month or more, on condition that they spend the money as they get it. This will insure an even distribution throughout the nation of two or three billion of fresh money each month. Thereby assuring a healthy and brisk state of business, comparable to that we enjoyed during war times.

Dr. Townsend's Plan in a letter to the editor, Long Beach Press-Telegram,
September 30, 1933



Document 10

Primary Sources: Impact of the Great Depression

The great wealth and abundance of this great land belongs to all of us . . . we propose laws [that use estate and income taxes to ensure that no family owns more than \$5 million in property or earns more than \$1 million in income] By limiting the size of the fortunes and incomes of the big men, we will throw into the government treasury the money and property from which we will care for the millions of people who have nothing; and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt.

Radio address by Senator Huey Long describing his “Share the Wealth” plan,
January 1935



Document 11

Primary Sources: Impact of the Great Depression

Continued influx of thousands of indigents from the Middle West into various California counties, adding to increasing relief burdens, has resulted in the calling of a statewide conference at Los Angeles to be held during the week of July 19. . .

L.A. County Hit

Los Angeles County is the most seriously hit of all the counties of the state. According to Supervisor McDonough, 19.36 percent of Los Angeles County's estimated population of 2,366,904 is on relief.

The Los Angeles Supervisors, through County Charities Superintendent Rex Thomson and Supervisor John Anson Ford, both of whom are now in Washington, have reported to the Federal authorities that 2,946,614 persons entered California by automobile during the 12-month period ending April 30 last. Of this total, 74 percent indicated Southern California as their destination, and a great proportion of these persons needed manual employment.

Dust Bowl Refugees

That approximately 70,000 persons, mostly families from the dust bowl areas, are overtaxing relief and health agencies in the San Joaquin Valley was reported by Harold H. Robertson, Field Secretary of the Gospel Army, a national social and relief body, has reported to the Supervisors. This report has hastened the calling of the relief conference, Supervisor McDonough announced.

*State to Study Relief Problems of Indigents
San Francisco Chronicle, July 11, 1937
Courtesy of The Virtual Museum of the City of San Francisco*

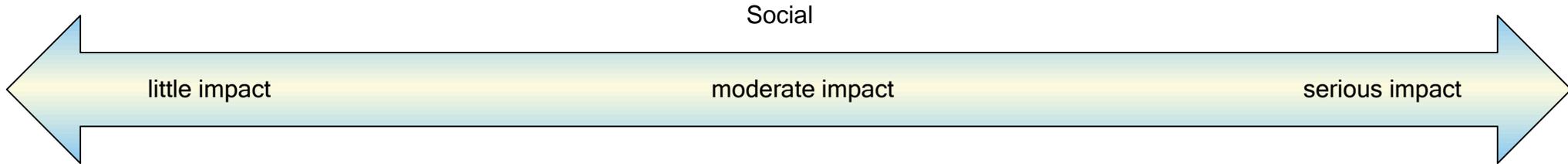


Student Handout 6

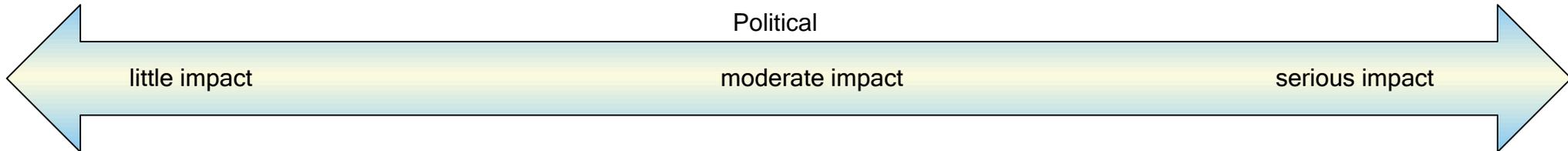
Effects of the Great Depression Spectrums

Prompt: To what extent did the Great Depression impact the United States?

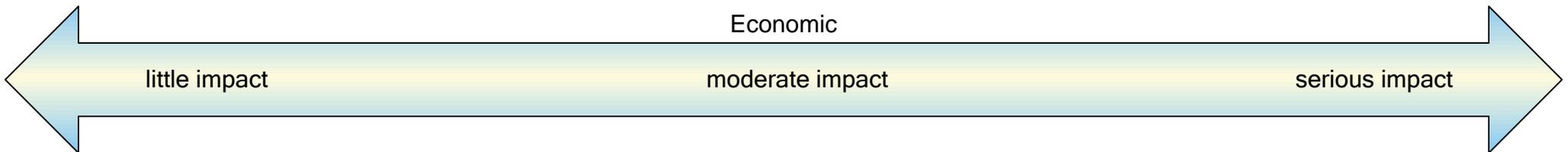
Directions: Mark X on each spectrum below based on your evaluation of the evidence. Explain why you placed an X where you did.



Explanation:



Explanation:



Explanation:

Student Handout 7

Writing Prompt and Task Sheet

Historical Background

The Great Depression which began in 1929 was the greatest economic crisis in U.S. history. This period altered the political and economic institutions in the United States. The Great Depression brought with it deep social and personal problems as well as new strains of thought and culture.

Prompt

To what extent did the Great Depression impact the United States?

Tasks

1. Write an introduction in which you explain the background of the Great Depression.
2. End the introductory paragraph with a thesis sentence which takes a clear historical position.
3. Address at least three specific impacts of the Great Depression on the United States.
4. Write multiple body paragraphs in which you support your thesis with appropriate evidence.
5. Use evidence from multiple documents and cite sources.
6. Write a conclusion in which you restate your thesis and add any additional insight, historical significance or connections to the present.

Suggested terms to use in your writing

social
economic
political
cultural
impact
significant
Great Depression
unemployment
foreclosure
drought
Dust Bowl
Okie
personal income
political movements
breadlines
soup kitchens
shantytowns
welfare

Student Handout 8

Writing Graphic Organizer

Para- graph 1	<u>Historical Context:</u> 2-3 sentence summary of the Great Depression.		
	<u>Thesis:</u> Your position on the impact of the Great Depression on the United States.		
Para- graph 2	<u>Main Idea</u> <i>Impact 1</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 3	<u>Main Idea</u> <i>Impact 2</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 4	<u>Main Idea</u> <i>Impact 3</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 5	<i>Restate Thesis</i>		
	<i>Review Main Points</i>		
	<i>Final Thought</i>		

Student Handout 9

Student Reflection

Based on what I have done in this lesson, I have learned the following about...

The impact of the Great Depression

Graph analysis

Historical empathy

My learning as a student

Model Lesson 4

The Early Years of the Cold War

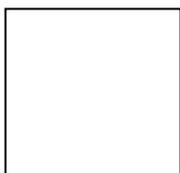
Standard 11.9.3

Student Handout 1

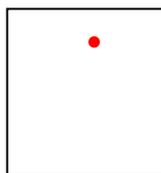
Dot Game Directions

Object of the Game

You are about to receive a slip of paper. Secretly check to see whether the paper is blank or has a red dot. Then hide it and do not show it to anyone during the game.



You are a non-dot



You are a dot

How to win the Game

Non-dots win the game by forming the largest group of students without any dots.

Dots win the game by being the *only* dot in a group of at least three people.

Rules of the Game

Once the game starts, you will have approximately five minutes to form groups.

- You can ask others whether they are dots or non-dots, but players may not reveal their slips of paper during the game.
- You must form groups of at least three people.
- You can be a part of a group only if that group agrees that you are a member.
- If you suspect that someone is a dot, report your suspicion to the teacher. They will deal with the accusation appropriately.

Tips on Strategy

- During the game, you will have to ask classmates whether they are dots. Because everyone will deny being a dot, look for classmates who act suspiciously.
- If you are a dot, try to draw suspicion away from yourself and onto others.

Document 1

Key Events in the Early Cold War

Directions: Read the following background essay on the Cold War. As you read, highlight or underline key ideas (who, what, where, when, why, and how). Pause at the end of each paragraph to make sure you got the main ideas.

Notes/Questions/Key Terms

Introduction

At the end of World War II tensions ran high for the world's new super powers, the United States and the Soviet Union (USSR). Over time the fears and actions of each side would lead to various global conflicts as each side sought to gain a geo-political advantage. These conflicts have come to be known as the Cold War.

Events that Shaped Foreign Policy

Buffer States and Containment

Following the war it was Josef Stalin, the Premier of the Soviet Union's plan to surround the USSR with buffer countries, such as Poland and Romania. In the event of another invasion these buffer countries would help to protect the Soviet Union. This move to take on buffer states and install communist governments was directly opposed to the democratic ideology that the United States wanted to spread. In 1946, Winston Churchill, called the political and military barrier that separated and isolated the countries of Eastern and Western Europe the "Iron Curtain."

In response to Stalin's actions, the United States adopted a policy of containment. In February of 1946 the American diplomat George F. Kennan proposed this policy to prevent the spread of communism to other countries. The policy of containment sought to keep communism in check while encouraging U.S. leaders to take appropriate actions to do so in a firm yet patient manner.

Truman Doctrine and the Marshall Plan

This policy was first applied on March 12, 1947, when the United States sent \$400 million in military supplies and aid to Greece and Turkey to reduce the risk of communist takeover and support governments loyal to the West. In his statement explaining his views, President Truman promised to protect free peoples in their attempts to resist communism. His idea became known as the Truman Doctrine.

The Truman Doctrine was then extended to support the rebuilding of Western Europe. In the years following the war European countries struggled to rebuild their economies and

Document 1

Notes/Questions/Key Terms

infrastructure. In June 1947, U.S. State Department officials devised a plan which became known as the Marshall Plan, named after Secretary of State George Marshall. This plan was offered to all European countries however, Eastern European countries and the Soviet Union rejected the offer citing “dollar enslavement.” The plan ended up providing Western Europe with economic aid which helped them to rebuild and prosper. From 1947 - 1951 the U.S. gave over 12 billion dollars in economic and technical assistance as part of the Marshall Plan. As a result, the communist appeal began to decline in Western Europe.

The Berlin Blockade and the Creation of NATO

The division of Germany was another source of conflict between the Western Allies and the Soviets. As the Americans, British, and French merged their occupied zones and formed West Germany, Stalin feared the worst. In an effort to expel Western forces from Berlin in June 1948, Stalin ordered a blockade. This blockade became known as the Berlin Blockade. Access to food, supplies, and gasoline was cut off to 2.5 million people by blocking roads and railways into West Berlin. The West responded with 200,000 airlifts carrying over 2 million tons of food and supplies into West Berlin to thwart the Soviet move and helped to reconcile Germany with the West. The blockade finally ended peacefully in May 1949.

The Berlin blockade led to a formal military alliance between the United States, Canada and Western European countries known as The North Atlantic Treaty Organization (NATO). Ratified in July 1949, NATO became the first military alliance the United States had ever formed during peace time.

The Korean War

The Korean War had its beginnings in the events at the conclusion of World War II. At the close of the War, Japanese-occupied Korea was divided nearly in half at the 38th Parallel. Soviet troops accepted the surrender of Japanese troops north of this line while the American troops did likewise to the south. A communist government organized in the North while an American-backed government was set up in the South. On June 25, 1950 North Korea invaded the South in hopes of reunifying the country however, the West saw this as communist aggression and went to war in support of the South Koreans and Western interests. Over 36,000 Americans were killed during the course of the war with another 92,000 wounded. North and South Korea had many more casualties.

Document 1

Notes/Questions/Key Terms

Domestic Fear of Communism

Loyalty Program and HUAC

The threat of Communism not only shaped American foreign policy, it also influenced daily life in America. Fear of communists among American citizens instigated investigations into people's political beliefs and questions about their loyalty. In March 1947, Truman organized the Federal Employee Loyalty Program, which was charged with the task of investigating government employees and firing those found disloyal to their country.

Government employees were not the only ones vulnerable to investigation. Hollywood was also scrutinized as it was feared that the film industry was using pro-communism propaganda in their films. In September 1947, the House Un-American Activities Committee (HUAC) began their public hearings with the familiar "Are you now, or have you ever been, a member of the Communist Party?" Among those called before HUAC were the "Hollywood Ten", ten directors and screenwriters who refused to "name names" and "pled the Fifth" when asked if they were members of the Communist Party. As a result, they were among the "blacklisted" actors, screenwriters, directors, and anyone else who worked in the movie industry, who was found to be a communist sympathizer and was thus prevented from working.

McCarthyism

In February 1950, Joseph McCarthy, a senator from Wisconsin, began his effort to root out communism from American institutions. Having started with a purported list of 205 Communists and sympathizers, McCarthy ignited a fervor to find anyone that conducted suspicious activities. Hearings were held as part of the Senate Permanent Subcommittee on Investigations in 1953 and 1954 which McCarthy chaired. As a result of McCarthy's tactics the cartoonist Herblock coined the term McCarthyism to negatively characterize the approach McCarthy and others took to accusing and ruining people and groups who they considered to be communist. McCarthy's downfall eventually came in the spring of 1954, when his harsh methods and attacks on members of the Army were broadcast live on television leaving him in a negative light for many Americans.

Along with the general anti-communist tide, the US Government went to greater lengths to root out spies. Two highly publicized trials were those against Alger Hiss, who was accused of sharing government documents with the Soviets, and Julius and Ethel

Document 1

Notes/Questions/Key Terms

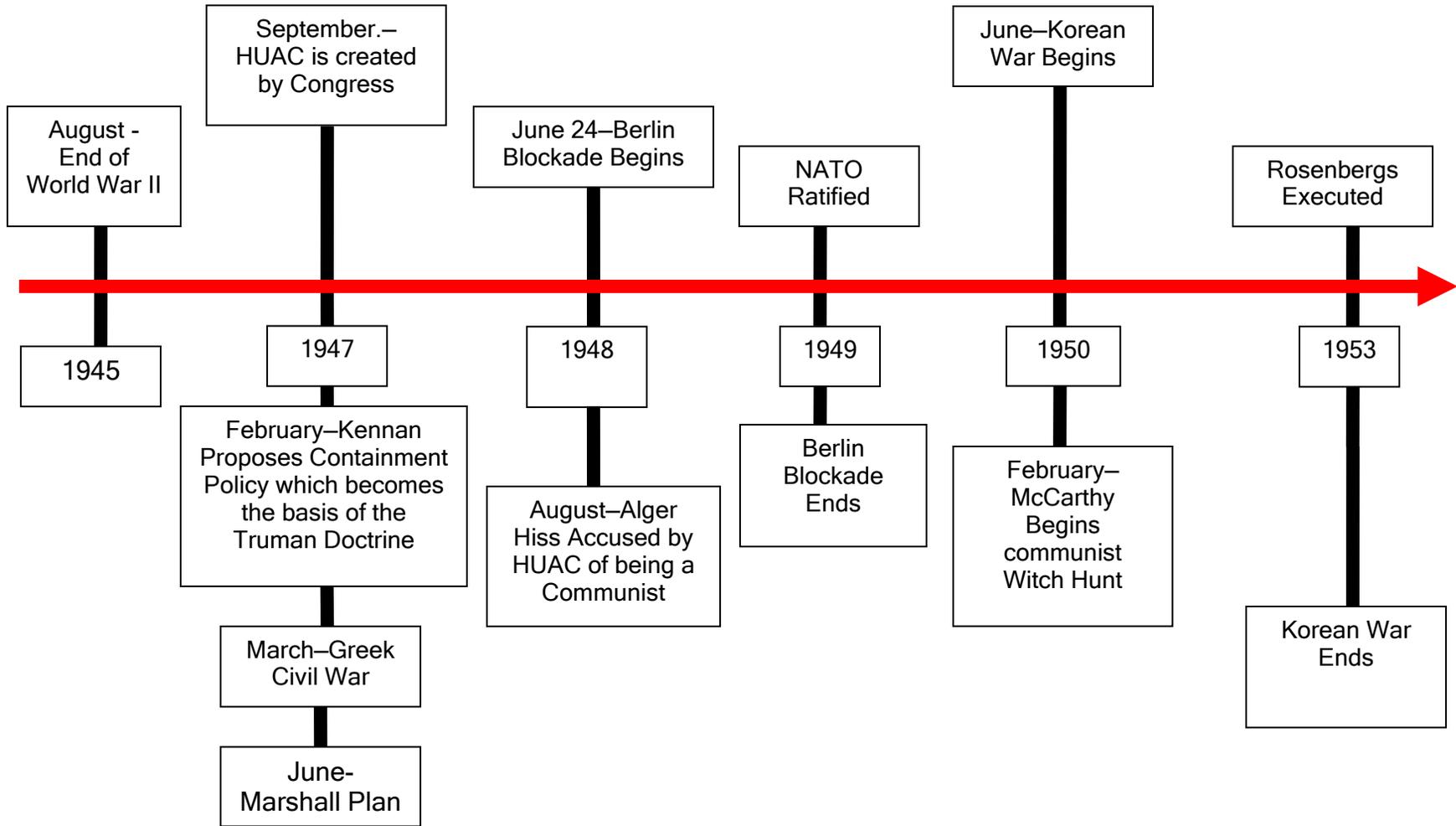
Rosenberg, who were tried for providing the Soviet Union with information about the US atomic bomb program. Hiss was found guilty of perjury in 1950 and spent 44 months in jail. The Rosenbergs were found guilty of treason and were executed in 1953.

Conclusion

In conclusion, the years immediately following World War II were filled with conflict and tension between the two world super powers as well as within American society. On one side was the US and Allied countries that championed democracy while the Communist USSR, along with other Eastern Bloc countries were in opposition. This rivalry pitted one group of countries against another in an arms race to amass the largest stockpile of nuclear weapons of mass destruction. However, because they built up such stockpiles that assured mutual destruction, the two super powers never engaged in direct conflict with one another. The Cold War would continue until the fall of the USSR in 1991.

Document 1

Early Cold War Timeline



Student Handout 2

Document Analysis Organizer

Directions: Complete the following organizer as you analyze the different documents. Use the following question to guide your reading: **What were the greatest consequences of the early Cold War on the United States?**

Source	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why was this significant?)
<i>Is This Tomorrow</i> comic book cover, 1947			
"Fire!" political cartoon, 1949			
The Waldorf Statement press release, 1947			

Student Handout 2

Document Analysis Organizer

Directions: Complete the following organizer as you analyze the different documents. Use the following question to guide your reading: **What were the greatest consequences of the early Cold War on the United States?**

Source	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why was this significant?)
Joseph McCarthy Speech at Wheeling West Virginia, 1950			
Judge Irving Kaufman sentencing speech, 1951			
Julius Rosenberg statement, 1953			

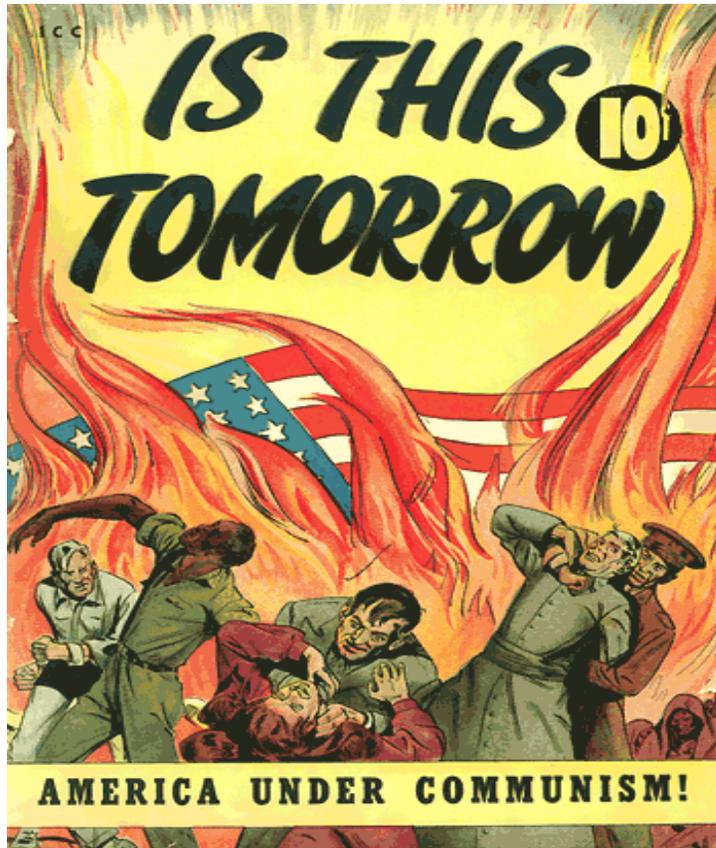
Student Handout 2

Document Analysis Organizer

Directions: Complete the following organizer as you analyze the different documents. Use the following question to guide your reading: **What were the greatest consequences of the early Cold War on the United States?**

Source	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why was this significant?)
NSC-68 Classified (secret) government report, 1950			
Truman's Statement on the Korean War, 1950			
U.S. defense spending graph, 1940 -- 2005			

Document 2



Cover of *Is This Tomorrow*, a comic book published by the Catechetical Guild Education Society of St. Paul, Minnesota, 1947.



Herb Block (Herblock), *The Washington Post*, June 17, 1949.

Document 3

The Waldorf Statement

Background:

The Waldorf Statement was issued on December 3, 1947, by Eric Johnston, president of the Motion Picture Association of America, following a closed-door meeting by forty-eight motion picture company executives at New York City's Waldorf-Astoria Hotel.

Statement:

Members of the Association of Motion Picture Producers deplore (disapprove of) the action of the 10 Hollywood men who have been cited for contempt (disrespect) by the House of Representatives. We do not desire to prejudge their legal rights, but their actions have been a disservice to their employers and have impaired their usefulness to the industry.

We will forthwith discharge (fire) or suspend without compensation those in our employ, and we will not re-employ any of the 10 until such time as he is acquitted or has purged himself of contempt and declares under oath that he is not a Communist.

We will not knowingly employ a Communist or a member of any party or group which advocates the overthrow of the government of the United States by force or by any illegal or unconstitutional methods.

In pursuing this policy, we are not going to be swayed by hysteria or intimidation from any source. We are frank to recognize that such a policy involves danger and risks. There is the danger of hurting innocent people. There is the risk of creating an atmosphere of fear. Creative work at its best cannot be carried on in an atmosphere of fear. We will guard against this danger, this risk, this fear.

To this end we will invite the Hollywood talent guilds to work with us to eliminate any subversives (people who try to overthrow authority); to protect the innocent; and to safeguard free speech and a free screen wherever threatened...

Document 4

Joseph McCarthy Speech at Wheeling, West Virginia



Background:

On February 9, 1950 not long after the conviction of Alger Hiss for perjury Joseph McCarthy, a senator from Wisconsin gave a speech to the Women's Republican club of Wheeling, West Virginia.

Speech Excerpts:

Six years ago, there was within the Soviet orbit (sphere of influence), 180,000,000 people. Lined up on the anti-totalitarian side there were in the world at that time, roughly 1,625,000,000 people. Today, only six years later, there are 800,000,000 people under the absolute domination of Soviet Russia—an increase of over 400 percent. On our side, the figure has shrunk to around 500,000,000. In other words, in less than six years, the odds have changed from 9 to 1 in our favor to 8 to 5 against us.

This indicates the swiftness of the tempo of Communist victories and American defeats in the cold war. As one of our outstanding historical figures once said, "When a great democracy is destroyed, it will not be from enemies from without, but rather because of enemies from within." . . .

I have here in my hand a list of 205 [people] . . . a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. . . .

As you know, very recently the Secretary of State proclaimed his loyalty to a man (Alger Hiss) guilty of what has always been considered as the most abominable of all crimes—being a traitor to the people who gave him a position of great trust—high treason. . . .

He has lighted the spark which is resulting in a moral uprising and will end only when the whole sorry mess of twisted, warped thinkers are swept from the national scene so that we may have a new birth of honesty and decency in government.

Document 5

The Rosenberg Case

Background:

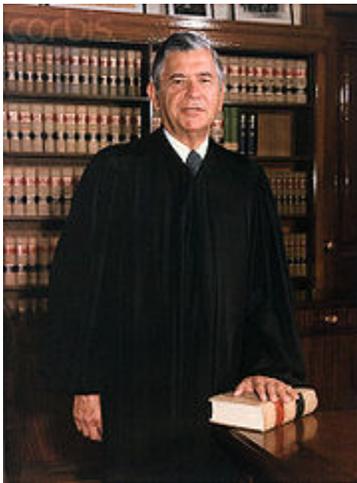
Julius and Ethel Rosenberg were American communists who were executed in 1953 after having been found guilty of conspiracy to commit espionage (spying). The following excerpts include a statement by their judge as well as a statement by Julius Rosenberg.

Excerpt 1: Kaufman sentencing speech, April 5, 1951.

I consider your crimes worse than murder.... I believe your conduct in putting into the hands of the Russians the A-bomb years before our best scientists predicted Russia would perfect the bomb has already caused, in my opinion, the Communist aggression in Korea, with the resultant casualties exceeding fifty thousand and who knows how many millions more of innocent people may pay the price of your treason. . . . concluded [their:] love for their cause dominated their lives - it was even greater than their love for their children.

Excerpt 2: Julius Rosenberg, as quoted by his attorney, Emanuel Bloch, September 22, 1953.

This death sentence is not surprising. It had to be. There had to be a Rosenberg Case because there had to be an intensification of the hysteria in America to make the Korean War acceptable to the American people. There had to be a hysteria and a fear sent through America in order to get increased war budgets. And there had to be a dagger thrust in the heart of the left (liberals) to tell them that you are no longer gonna give five years for a Smith Act (law which made participation in anti-government activities illegal) prosecution or one year for Contempt of Court, but we're gonna kill ya!



Judge Kaufman



Ethel and Julius Rosenberg

Document 6

NSC-68: United States Objectives and Programs for National Security

Background:

In this document dated April 14, 1950, the president's national security advisors discuss the threat of the Soviet Union to American interests and what will be required of the United States government.

Memo Excerpts:

Our overall policy at the present time may be described as one designed to foster a world environment in which the American system can survive and flourish...This broad intention embraces two subsidiary policies. One is a policy... of attempting to develop a healthy international community. The other is the policy of "containing" the Soviet system. The two policies are closely interrelated and interact on one another.

A comprehensive and decisive program to win the peace and frustrate the Kremlin design should be so designed that it can be sustained for as long as necessary.... It would probably involve:

A substantial increase in expenditures (spending) for military purposes....

A substantial increase in military assistance programs... [to meet] the requirements of our allies....

Some increase in economic assistance programs [for our allies]....

Development of programs designed to build and maintain confidence among other peoples in our strength and resolution....

Intensification of affirmative and timely measures and operations by covert (secret) means in the fields of economic warfare and political and psychological warfare with a view to fomenting (encouraging) and supporting unrest and revolt in strategic countries.

Development of internal security and civilian defense (non-military) programs.

Improvement and intensification of intelligence activities

Reduction of Federal expenditures for purposes other than defense and foreign assistance....

Increased taxes....

Document 7

Truman's Statement on the Situation in Korea



Background:

On June 25, 1950, North Korean troops invaded South Korea. President Truman issued the following statement on June 27th in response.

Speech Excerpt:

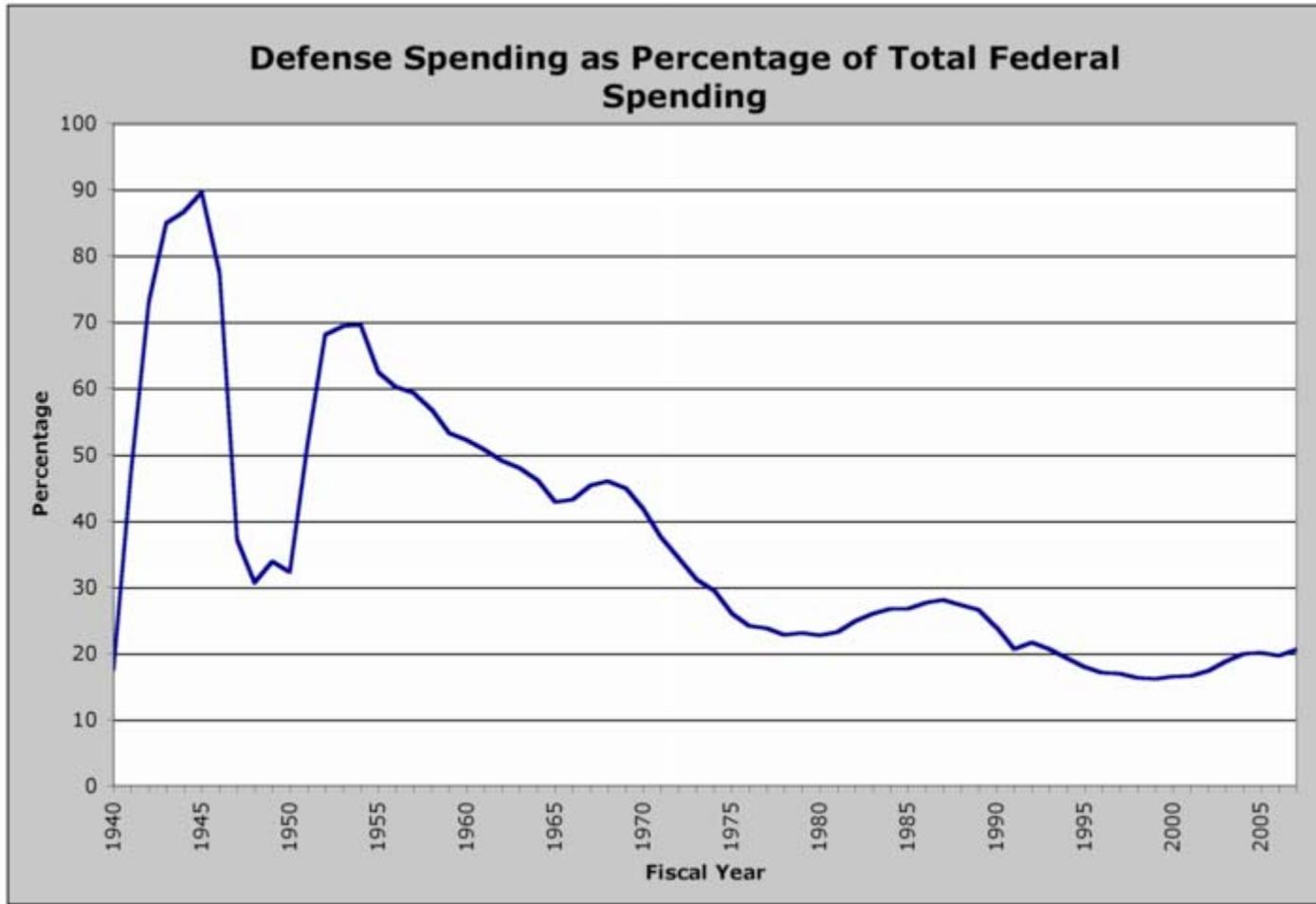
In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security....

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far reaching effects. The United States will continue to uphold the rule of law.

Document 8

Defense Spending Graph



Student Handout 3

Scenario

It is March of 1950. The Communists, led by Mao Zedong, have recently taken over China. The Soviets have exploded their first atomic bomb. There are reports of Communist activity in Asia and other parts of the world. What policies should the United States president take?

- 1) Continue the current polices (Truman Doctrine, containment, etc.)
- 2) Return to a traditional (isolationist) American foreign policy
- 3) Go to war against the Soviets
- 4) Rapidly build up the political, economic, and military strength of non-Communists

As an adviser to the President of the United States briefly explain the course of action the United States should take. Give historical examples and details to support your reasoning. Prepare to defend your views.

Student Handout 5

Writing Prompt and Task Sheet

Background:

At the end of World War II, tensions between the United States and the Soviet Union ended their wartime alliance. The two superpowers began a struggle for influence throughout the world which resulted in what has come to be known as the Cold War. This conflict impacted U.S. foreign and domestic policies in significant ways between the years of 1945-1953 and beyond.

Prompt:

What were the three greatest consequences of the early Cold War on the United States?

Tasks:

1. Write an introduction in which you explain the background of the Cold War. End the paragraph with a thesis statement that takes a stand on the prompt.
2. Write 3 body paragraphs, one for each consequence you have chosen. Each paragraph should support your thesis statement using evidence from at least two documents with supporting explanations of that evidence.
3. Write a conclusion where you restate your thesis statement. Add any additional insight, historical significance of the issue, or connections to the present.

Suggested terms to use in your writing

foreign
domestic
ideology
Cold War
social
political
economic
containment
Truman Doctrine
Marshall Plan
Berlin Blockade
North Atlantic Treaty Organization (NATO)
House Un-American Activities committee (HUAC)
McCarthyism
paranoia
propaganda
Korean War

Student Handout 4

Unpacking the Prompt

Directions: Use this sheet to unpack the writing prompt: **What were the three greatest consequences of the early Cold War on the United States?**

1. What is a “consequence?” _____

2. Are you supposed to write about *all* the consequences? _____

3. In your own words explain what the prompt means.

4. List some consequences of the Cold War. Put a check mark (✓) next to what you feel were the three most important consequences. These will be the topics for your body paragraphs.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. What are the main documents that relate to the three consequences you have chosen?

a. _____

b. _____

c. _____

d. _____

Student Handout 6

Writing Graphic Organizer

Paragraph 1	Historical Context:		
	Thesis:		
Paragraph 2	Main Idea	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	Main Idea	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	Main Idea	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	Restate Thesis		
	Review Main Points		
	Final Thought		

Model Lesson 5

The Strategies and Diffusion of the Civil Rights Movement

Standard 11.10.5

Student Handout 1

What Action Would You Take?

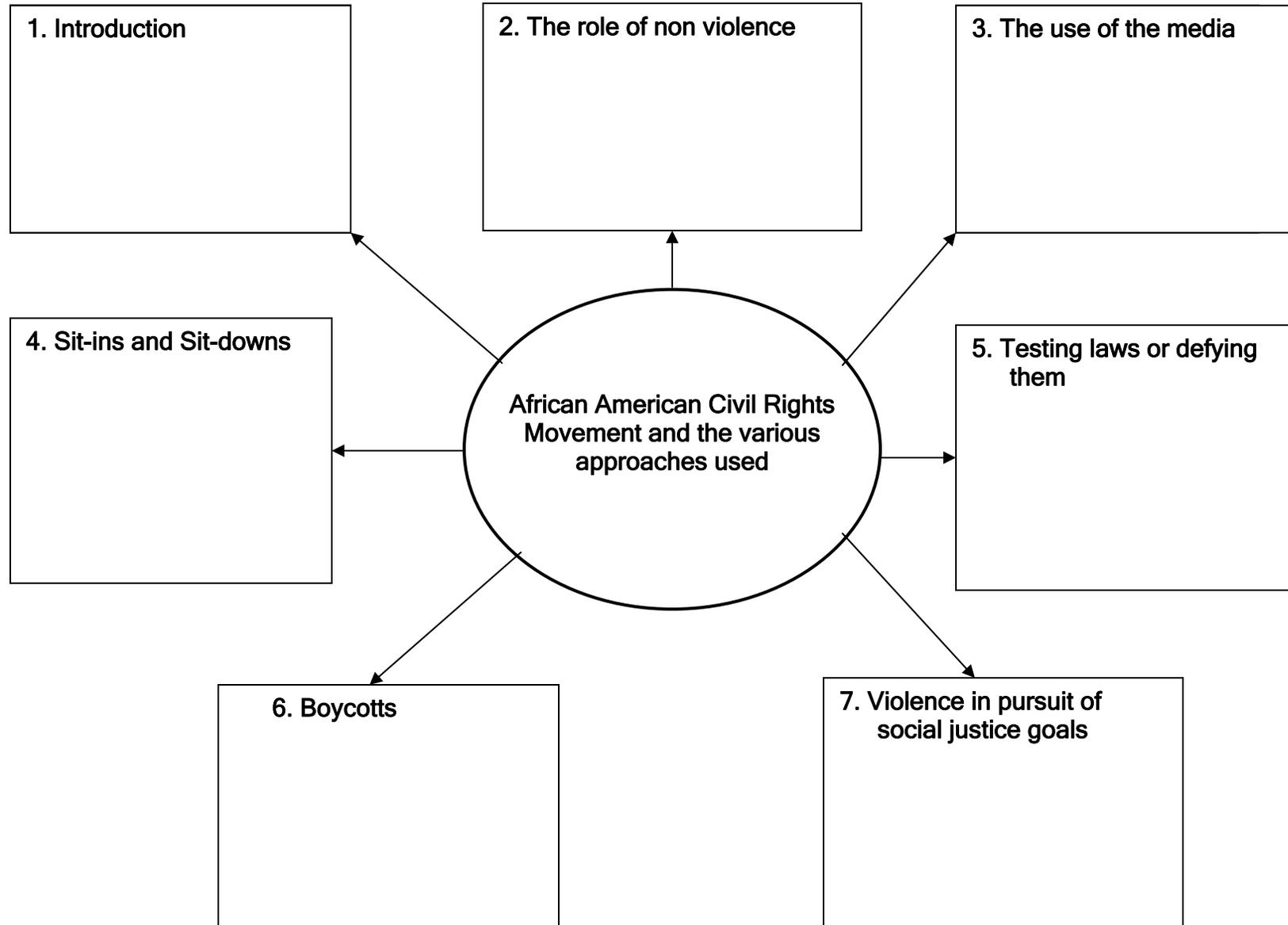
Your school is banning all outside food from entering your campus, including sack lunches made from home. The District's new cafeteria feels that if everyone ate the cafeteria food the overall health of the student body would improve as well as test scores. As a student on this campus, what action would you take regarding this issue?

I would take the following action: (Choose only two)	I would do this because:
• Boycott the cafeteria.	
• Ignore the rule and bring your own food.	
• Write a letter to the school paper protesting this policy.	
• Send a petition to the school board to revoke this law and make it legal for students to bring outside food to school.	
• Stage a sit-in or protest.	
• Plan a march and rally outside of school.	
• Inform the media of your plight.	
• Break into and destroy the cafeteria, preventing them from serving food the next day.	

Student Handout 2

Background Reading Organizer

Directions: Use the organizer below to jot down the big ideas from **Document 1** on the African American Civil Rights movement.



Document 1

The Quest for Equality and Civil Rights for all Americans

Directions: Read the following background reading on The Civil Rights Movement and take notes using **Student Handout 2**.

Introduction

The ideals of liberty, equality and justice presented in the Declaration of Independence in 1776 have been fought for by many groups of people in our country's history, particularly African Americans. In spite of some advances over the years such as the Brown v. Board of Education ruling in 1954, progress for African Americans was very slow. Brown itself was a response to Plessy v. Ferguson that said separate but equal facilities were acceptable when dealing with the "colored question." Despite the overthrow of Plessy by the Supreme Court victory of Brown v. Board of Education, many Jim Crow laws remained intact for years after this historic decision keeping blacks and whites segregated in many aspects of life, including housing, recreation, and schools. Often times, officials in southern states would simply refuse to enforce the decisions of the courts which created de facto segregation. Frustrated by the lack of immediate practical effect, civil rights activists adopted a strategy of non-violent action by testing laws that had been ignored or by challenging unjust laws through civil disobedience. Americans of all races and backgrounds took protests to the streets in the form of sit-ins, bus boycotts, and freedom rides as part of the quest for liberty, equality, and justice. (Complete box #1 on **Student Handout 2**)

Non-violent Action

Non-violent action is a strategy of achieving socio-political goals through protests, civil disobedience, economic or political non-cooperation, and other actions that avoid using violence. Mohandas (Mahatma) Gandhi and Martin Luther King, Jr., are two leaders of the 20th century most often associated with this strategy. In India, Mahatma Gandhi employed a passive form of resistance. Gandhi's tactic for social change is often called Satyagraha. Satyagraha emphasizes that in order to achieve social and political change it is not enough to change the actions of an oppressor; one must attempt to change the heart of the oppressor as well. Dr. Martin Luther King, Jr., a great admirer of Gandhi, emphasized non-violent action that employed the tactics of civil disobedience, mass media, community education, protest demonstrations, and boycotts while leading the Civil Rights Movement. (Complete box #2 on **Student Handout 2**)

Civil Disobedience

Dr. Martin Luther King, the most famous leader of the Civil Rights movement was deeply committed to non-violent action in the form of **civil disobedience**, the willful act of disobeying laws one believes to be unjust. Dr. King preached this philosophy to his parishioners and went about challenging unjust Jim Crow laws throughout the South. Dr. King made the case for civil disobedience and the urgent need for action in his famous "Letter from a Birmingham Jail," which he wrote from his jail cell while under arrest for breaking a local law during a 1963 demonstration. He wrote: *freedom is not given voluntarily by the oppressor; it must be demanded by the oppressed....For years now I have heard the word, Wait!... This "Wait" has almost always meant "Never." We must*

Document 1

come to see,...that "justice too long delayed is justice denied." (Begin to complete box #4 on Student Handout 2)

Use of the Media

Throughout the civil rights campaign, King and his followers used the media as means to bring attention to their non-violent actions. King's "Letter from a Birmingham Jail" was published widely throughout the United States which brought a national and international focus on the civil rights struggle in America. Before or after every demonstration or march, King would conduct press conferences, hold interviews with national magazines, and write editorials for the local papers where they staged their protest. The non-violent civil disobedience of civil rights demonstrators was usually met with overwhelming violent force from local officials; most notably, Birmingham, Alabama Police Commissioner, Eugene "Bull" Connor. Connor ordered police to use various weapons such as electric cattle prods, high pressure water hoses, and attack dogs against the demonstrators. These events were caught by television cameras and broadcast throughout the nation and the world. These actions outraged Americans of all races and made certain to civil rights leaders, the power and effectiveness of television streaming these violent attacks. The result was increased nationwide awareness and pressure on the federal government to take action to end segregation. (Complete box #3 on Student Handout 2)

Other Non-Violent Tactics

"Sit-ins", or "sit-downs", were one form of civil disobedience often used. Protesters non-violently occupied an area, indoor or outdoor, by sitting down and remaining seated, thus, preventing "business as usual" and challenging the unjust law of segregation in a public space. The demonstrators would not move even when ordered to leave by police. They would continue to remain seated as they were being arrested and physically carried off to jail. Sit-ins were a very effective form of non-violent action because the forced removal of the protestors often aroused sympathy from the general public, which in turn created pressure on the authorities to concede to the demands of the demonstrators. (Complete box #4 on Student Handout 2)

The "**Freedom Rides**" were originally designed as an act of civil disobedience against southern laws that racially segregated the seating in various forms of transportation, including buses and trains. Groups of black and white "Freedom Riders" would board caravans of interstate busses to travel across southern states to test a 1961 United States Supreme Court decision outlawing racial segregation on interstate public transportation. These caravans were met with angry and often violent reactions from local residents and officials. The "Freedom Riders" were often arrested for violating state and local segregation laws. As with the sit-ins and other non-violent demonstrations the reactions of the local officials reported in newspapers and shown on television in other parts of the country created public sympathy for the civil rights movement and forced the government to action. (Complete box #5 on Student Handout 2)

A **boycott** is an economic action involving the act of voluntarily refusing to buy goods from an organization as an expression of nonviolent protest. In 1955, Rosa Parks, a black woman living in Montgomery, Alabama, became the focus of the civil rights

Document 1

movement when she was arrested for refusing to move to the back of a segregated public bus. Black citizens of Montgomery walked, carpoled, or stayed home rather than ride the city's segregated buses. The boycott made life difficult for the black residents of Montgomery, but it created great economic pressure on the bus company and local merchants as well. After a year of the boycott, the federal courts ruled that segregation of the city's buses violated the equal protection clause of the United States Constitution. (Complete box #6 on **Student Handout 2**)

Mass marches were also a non-violent strategy that used large numbers of people to assemble and march in protest of a law or policy they felt unjust. The civil rights movement experienced its most spectacular event when the March on Washington took place. Over 250,000 people, converged on Washington D.C. on August 28, 1963. This was the largest political assembly to date and turned out to be its most historic. On this hot summer day, Dr. King spoke the famous words of his *I Have a Dream* speech, "I have a dream...when all God's children will be judged not by the color of their skin, but by the content of their character." His words touched the hearts of many Americans and won them over to the cause of civil rights. Today, the mass protest march remains an effective strategy for groups to bring public attention to their causes.

The strategy of non-violent action effectively achieved many of the objectives of the Civil Rights Movement to end racial discrimination against African Americans. The movement succeeded in bringing about legislative changes that made racial segregation of public facilities, public transportation, and public schools illegal.

Violence: An Alternative to King's Philosophy

Despite these successes, younger African American activists took up a more **militant** strategy. They said that the achievements of the civil rights movement were "too little, too late" and believed in a more direct confrontational style, including the philosophy of physical violence. Their strategy was to call for black self-reliance and black pride under the title of "Black Power." Advocates of black power rejected the faith held by other civil rights leaders in the good intentions of white Americans to remedy the injustices of racial discrimination. No one epitomized this attitude more than Malcolm X, a preacher from the Nation of Islam. According to Malcolm and his followers, "You can't sing up on some freedom, but you can swing up on some freedom..." The Black Power Movement insisted on controlling their institutions, shaping their agenda and programs, and defining their own demands and destiny. The Black Power Movement continued into the 1970's and was led by Huey P. Newton and Bobby Seale. Newton, a founding member of the Black Panther Party, felt that openly brandishing arms in confrontations with the police was a more effective way of being treated with dignity and respect than to act passively while being subjected to police brutality. (Complete box #7 on **Student Handout 2**)

A New Wave of Protest Movements Emerge

Inspired by the success of the Civil Rights Movement, Native Americans, Latinos, Asian Americans and other groups followed the lead of African Americans. While emphasizing group identity and pride, they challenged the status quo, existing legislation, and demanded through various means, full and equal citizenship rights.

Document 2

Latino Civil Rights Background Essay

Introduction

Although a diverse group from many different countries, Latino Americans share a similar culture and language. They have long been apart of the American fabric, and had many of the same experiences related to discrimination, disenfranchisement and lack of opportunities. Through these related experiences, a bond of solidarity formed. Many Mexican Americans during the 1960's began to refer to themselves as "Chicanos." The term, first used to demean Latinos, was recast as a source of ethnic pride. Many Chicano activist looked to the past, claiming the Aztec peoples as their common ancestors.

During the 1960's a wide array of Chicano or "Brown Power" youth organizations aimed at bettering the lives of Latinos were established. La Raza Unida, became a political party during the 1970's and began using its collective influence to push for change. La Raza Unida supported candidates for office in several states and registered thousands of new voters. Edward Roybal was one such candidate. In 1963 he was elected to the US House of Representatives and was the first Latino Congressperson from California since 1879.

Boycott of Grapes

In the 1960's farm workers in California began to build a union in response to low wages, inhumane working conditions and lack of benefits. One of the leaders of this new movement was Cesar Chavez. Chavez, a Mexican American, grew up in a migrant farm worker family in California and understood the deplorable conditions to which farm workers were subjected. In 1962, Chavez and Dolores Huerta organized the National Farm Workers Association. Their goal was to unionize farm workers and collectively bargain to win contracts from growers that would guarantee better wages, working conditions, and benefits. Shortly after, Chavez met Larry Itliong, leader of the Filipino Agricultural Union. The two organizations merged to establish the United Farm Workers.

United Farm Workers used non-violent tactics similar to those employed by African Americans during their Civil Rights Movement, including strikes, picketing and boycotts. One of the most significant campaigns for the rights of Latino farm workers was against the California grape growers. The grape boycott grew out of earlier efforts to force grape growers to let their workers join the union. The struggle lasted for five years and ended in 1970 when most growers gave in to workers' demands and signed labor agreements with the Union Farm Workers Organizing Committee.

Bilingual Education

Another key issue for Latinos was bilingual education. Despite the passage of the Bilingual Education Act by President Johnson in 1968, conditions at predominately Latino schools were still inferior. In 1968, a community action group in East Los Angeles called the Brown Berets organized students in a walkout to gain attention to their conditions and demands for better education. Approximately 15,000 students walked out of class to protest the lack of Chicano teachers and administrators and to call for smaller class sizes. The student protesters marched to Hazard Park where Congressman

Document 2

Edward Roybal addressed the crowd. These protests and new organizations such as the Brown Berets that took their cue from the Black Panthers, gradually improved housing conditions, employment opportunities, and promoted a stronger sense of pride in the Chicano culture.

Document 3

Grape Pickers Protest



Striking grape pickers, April 11, 1966

Notes on the picture: The signs read "Don't buy S and W Tree Sweet. S and W Negotiate." The protestors are chanting "Viva Huelga." Huelga is the Spanish word for strike. The video camera is being held by someone working for ABC.

Document 4

Quotes from the Farm Worker Struggle

Eliseo Medina

"People started talking about how unfair. . . the growers were. . . and why we needed to fight back. . . And then, so Cesar gets up and he's this little guy. . . very soft spoken, I say, That's Cesar? You know, I wasn't very impressed . . . but the more he talked, the more I thought that not only could we fight, but we could win."

-Eliseo Medina, quoted in *Chicano!*, by F. Arturo Rosales

Farm Worker

"When we tried to fight back in the past, we found the grower was too strong, too rich, and we had to give up. Cesar Chavez has shown us we can fight back."

-Farm worker

Maria Varela

"It was in reality a fiesta: days of celebrating what sings in the blood of a people taught to believe that they are ugly, discovering the true beauty in their souls during the years of occupation and intimidation. . . This affirmation grew into a *grito*, a roar, among the people gathered in the auditorium of the Crusade's Center."

-Maria Varela, quoted in *Chicano!*, by F. Arturo Rosales

Cesar Chavez

"Gandhi taught that the boycott is the most nearly perfect instrument of nonviolent change, allowing masses of people to participate actively in a cause. . . Even if people cannot picket with us or contribute money or food, they can take part in our struggle by not buying certain products."

-Cesar Chavez

Cesar Caballero

"One night I went to a dance. I didn't know that it was a place with mostly Anglo girls. An Anglo policeman told me to leave the premises. At that point I questioned him, and he arrested me. I asked him why he was arresting me, and he uttered some very racist sentiments. At the station, they let me go. Nevertheless, I spent a very embarrassing and uncomfortable few hours in jail. "

-Cesar Caballero, quoted in *New Americans*, by Al Santoli

Reies Lopez Tijerina

"You have been robbed of your lands by Anglo Americans with some Spanish American accomplices...The federal and state governments are not interested in you. Join the Alianza. Together we will get your lands back...preferably through court action. If the courts do not respond, then we will have to resort to other methods."

-Reies Lopez Tijerina, quoted in *The Mexican Americans*, by Manuel P. Serv

Document 5

Excerpts from the Proclamation of the Delano Grape Workers for International Boycott Day, May 10, 1969 by Dolores Huerta

...We have been farm workers for hundreds of years and pioneers for seven [when the first farm workers union was formed]. Mexicans, Filipinos, Africans and others, our ancestors were among those who founded this land and tamed its natural wilderness.

...We mean to have our peace, and to win it without violence, for it is violence we would overcome, the subtle spiritual and mental violence of oppression, the violence subhuman toil does to the human body. So we went and stood tall outside the vineyards where we had stooped for years. But the tailors of national labor legislation had left us naked. Thus exposed, our picket lines were crippled by injunctions and harassed by growers; our strike was broken by imported scabs; our overtures to our employers were ignored. Yet we knew the day would come when they would talk to us, as equals.

...Grapes must remain an unenjoyed luxury for all as long as the barest human needs and basic human rights are still luxuries for farm workers. The grapes grow sweet and heavy on the vines, but they will have to wait while we first reach our freedom. The time is ripe for our liberation.



Document 6

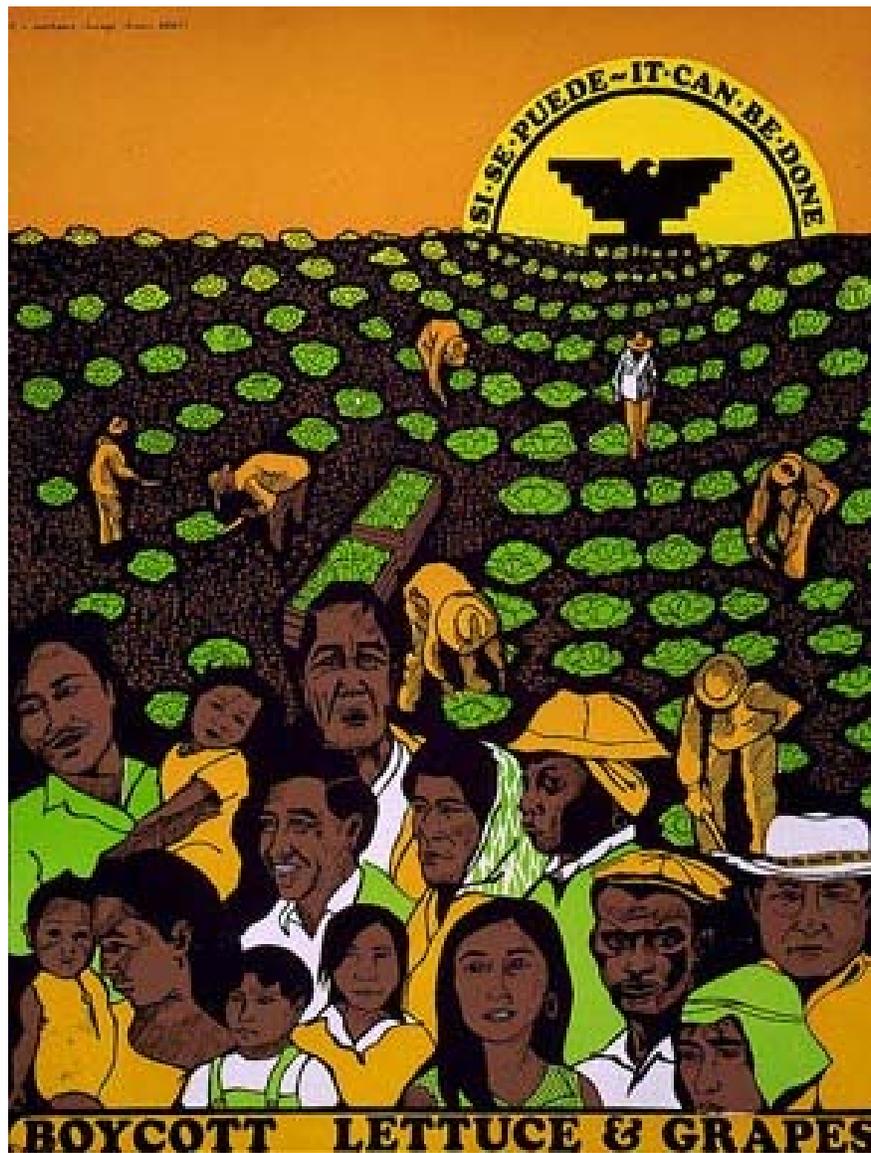
A Timeline of Non-Violent Movements

<p>Civil Rights Movement</p> <p>MARTIN LUTHER KING, JR.</p> <p>The U.S. Civil Rights Movement, led by Dr. King, ended state mandated segregation in the U.S.</p>	<p>1955 Rosa Parks refuses to give up her seat to a white man on a city bus in Montgomery, Ala. Her subsequent arrest launched a 281-day bus boycott—and the Civil Rights Movement.</p>	<p>1959 Dr. and Mrs. King spend a month in India studying Gandhi’s protest techniques of nonviolence.</p>	<p>1960 Four black college students from North Carolina A&T organize a sit-in at a segregated drug store lunch counter, launching a desegregation effort that spread across the South.</p>	<p>1961 Over a thousand student “Freedom Riders”, black and white, take bus trips through the South to test segregation laws. Following mob attacks on riders, Dr. King renews calls for nonviolence.</p>	<p>1963 In Birmingham, Ala., and nonviolent protestors—most of them children—are attacked by police dogs and knocked down by fire hoses. Many are jailed. The hostility shocks the nation and the world.</p>	<p>1964 President Johnson signs the Civil Rights Act of 1964, the most sweeping civil rights legislation since the Civil War.</p>	<p>1965 Law enforcement officers beat hundreds of protestors as they attempt to march from Selma, Ala., to Montgomery to demand voting rights. The march is completed weeks later when 25,000 arrive at the Alabama State Capitol. The march leads to the passage of the Voting Rights Act.</p>
<p>Farm Worker Movement</p> <p>CÉSAR CHAVEZ</p> <p>The farm worker movement, led by Chavez, countered exploitation and abuse in the fields.</p>	<p>1965 National Farm Worker Association joins the Filipino union in the Delano strike.</p> <p>Growers and their allies in law enforcement harass strikers, many of whom are arrested and jailed. Strikebreakers continue the harvest.</p>	<p>1966 Acknowledging that the strike alone would not compel growers to act, Chaves leads a 250-mile protest march from Delano to Sacramento, Calif., to raise awareness of the farmworkers’ struggle. As a result, one grower agrees to sign an agreement with the union.</p>	<p>1967 The national boycott of California table grapes begins. In the coming years, sales of California grapes decline drastically as shoppers across the U.S. and Canada stop buying them.</p>	<p>1968 After property violence erupts, Chavez begins a 25-day hunger strike to rededicate his movement to nonviolence. Senator Robert F. Kennedy, along with thousands of farmworkers and supporters, join Chavez in breaking the fast by taking a public mass.</p>	<p>1969 After workers developed symptoms of pesticide poisoning, Chavez and union leaders picket the U.S. Food and Drug Administration to protest pesticide hazards.</p>	<p>1970 The grape strike and boycott ends with a three-year contract signed between the Delano growers and the United Farm Workers.</p>	<p>1975 California passes the Agricultural Labor Relations Act (ALRA), the first law in the nation recognizing the right of farmworkers to unionize.</p>

Source: Teaching Tolerance - Viva La Causa

Document 7

Boycott Poster



Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978

Document 8

Memorandum

Mr., President, in September the United Farm Workers Organizing Committee, AFL-CIO-UFWOC began the third year of their strike and boycott against California growers of fresh table grapes. They are solemnly dedicated to non-violent, direct action as a tactic to obtain human dignity, and to guarantee by contract improved living and working conditions through collective bargaining with their employers.

Senator Harrison Williams, D-N.J. Chair, Subcommittee on Migratory Labor *Congressional Record*, October 11, 1968

Document 9

Cesar Chavez and Robert Kennedy



Note: The photograph was taken in March 1968 at the end of Chavez's 25 day hunger strike.

Document 10

Native American Right Movement: Background Essay

Introduction

Dating back to the 1800's, U. S. government policies isolated Native Americans on reservations and denied them social and political rights. Native Americans were not considered American citizens until 1924. In 1946, Congress enacted an Indian claims commission to compensate Native Americans for lands that had been taken from them. Unfortunately, it took many years for this legislation to improve the living conditions for native peoples. During the 1960's, Native Americans suffered from the worst poverty, most inadequate housing, highest disease and death rates, and the least access to education of any ethnic minority group in the United States. Denied their political and social rights, Native Americans began to organize like their earlier Civil Rights predecessors. Between 1968 and 1975, Native American activists forced American society to hear their demands and to reform U.S. government policies toward native peoples.

American Indian Movement (AIM)

Frustration and anger over the poverty, unemployment, and neglect for Native American rights by the United States government prompted young Native Americans to take a more militant approach to obtaining their civil rights. In 1968, these Native American activists formed the American Indian Movement (AIM) and called for "Red Power". Dissatisfied with the approaches of their tribal elders and the response of the U.S. government, they demanded that Indian lands be protected and that prohibitions against certain Indian religious practices be lifted. They mocked the celebration of "Columbus Day" and staged sit-ins at museums that featured exhibits of Native American bones and artifacts. They also established cultural and educational programs on the reservations.

In November 1969, a Native American militant group calling itself "All Tribes" occupied Alcatraz Island and remained there for the next 18 months. In 1972, the AIM group staged a protest by occupying the Bureau of Land Management in Washington D.C., in February 1973; still another militant group took up arms and seized eleven hostages at Wounded Knee South, Dakota. They stayed there for 71 days, sometimes exchanging gunfire with federal marshals until the government agreed to examine the treaty rights of the Sioux nation. Before this period of militant action, Native American tribal groups were very diverse; they were divided by language, religion, tribal history, region, and degree of integration into American society. The establishment of AIM was seen as a unifying act for Native Americans as they came together to achieve their common goals.

The Longest Walk

In 1978, eleven legislative bills were introduced in the U.S. Congress that would have abrogated (officially end a legal agreement) Native Treaties that protected remaining Native American sovereignty. The Longest Walk of 1978 was a peaceful, spiritual effort to educate the public about Native American rights and the Native way of life. Native American Treaty Rights under the U.S. Constitution were to be honored as the supreme

Document 10

law of the land. The 3,600 mile walk proved successful in its purpose: to gather enough support to halt proposed legislation abrogating Indian treaties with the U.S. government. On July 15, 1978, The Longest Walk arrived in Washington, D.C with hundreds of supporters including Muhammed Ali, Senator Ted Kennedy and Marlon Brando. The 11 legislative bills that threatened Native sovereignty were defeated thus protecting the remaining Treaty rights Native Americans possessed.

Legislation

In the late 1970's and early 1980's, the Native American Rights Fund and other groups were finally able to make use of the Indian claims commission legislation to win important victories in the courts. The tribes finally won the return of lands in the states of Oklahoma, New Mexico, and Washington. In 1980 the Supreme Court ruled in favor of the Sioux nation and ordered the federal government to pay the Sioux nation over \$117 million for lands taken from them in South Dakota. Indian tribes today have used their tribal lands and special tax exempt status to their advantage. Today many tribes fund their own educational and social programs with profits from gambling casinos on Indian land.

Document 11

Russell Means Interview, 2002

Note: Russell Means participated in the events at Alcatraz.

“Before AIM (American Indian Movement), Indians were dispirited, defeated, and culturally dissolving. People were ashamed to be Indian. You didn’t see the young people wearing braids or chokers or ribbon shirts in those days. Hell, I didn’t wear ’em. People didn’t Sun Dance, they didn’t sweat, they were losing their languages. Then there was that spark at Alcatraz, and we took off. Man, we took a ride across this country. We put Indians and Indian rights smack dab in the middle of the public consciousness for the first time since the so called Indian Wars. And, of course, we paid a heavy price for that. Some of us are still paying it. But now you see braids on our young people. There are dozens of Sun Dances every summer. You hear our languages spoken again in places they had almost died out. Most important, you find young Indians all over the place who understand that they don’t have to accept whatever the dominant society wants to hand them, that they have an obligation to stand up on their hind legs and fight for their future generations, the way our ancestors did. Now, I don’t know about you, but I call that pride in being Indian. And I think that’s a very positive change. And I think—no, I know—AIM had a lot to do with bringing that change about. We laid the groundwork for the next stage in regaining our sovereignty and self-determination as nations, and I’m proud to have been a part of that.”

Document 12

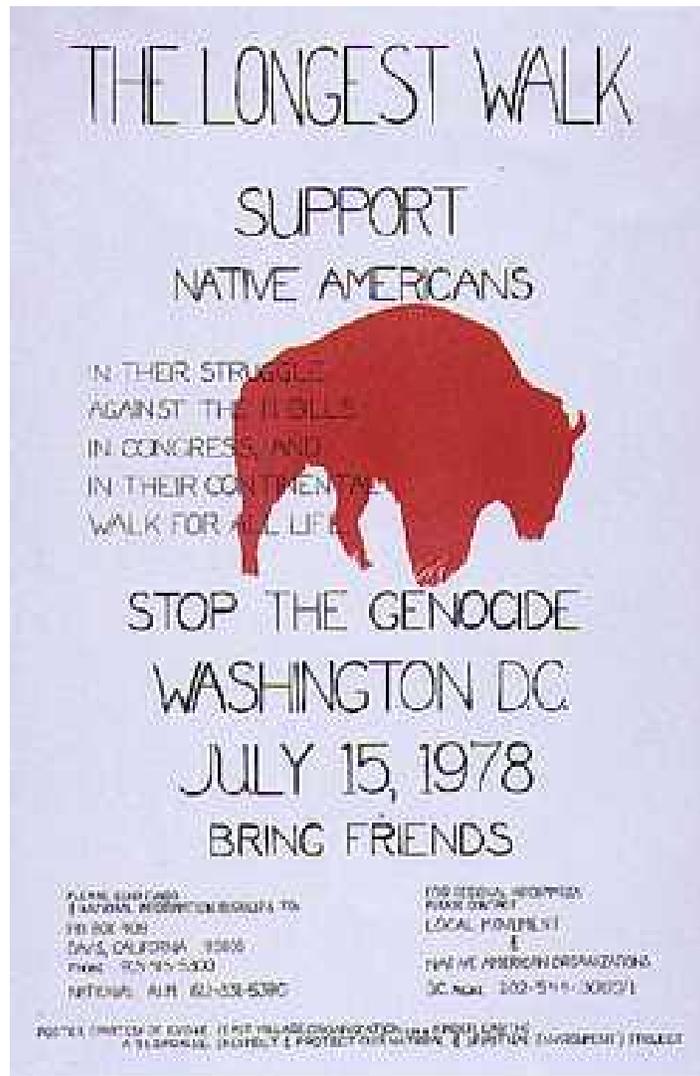
Occupation of Wounded Knee



March 19, 1973, Members of AIM at Wounded Knee, South Dakota. Armed Indians sit back to back supporting one another and keeping eye on all directions as members and supporters of the American Indian Movement (AIM) continue to hold this small village here. These armed militants are at a roadblock into Wounded Knee.

Document 13

The Longest Walk



Note: Several hundred Native Americans marched from San Francisco to Washington D.C. to symbolize the removal of Native Americans from their homelands. The walk was a peaceful event and resulted in the halting of proposed legislation threatening Native American rights and treaties.

Document 14

Excerpts from the Trail of Broken Treaties 20 Points for Renewal of Contracts - Reconstruction of Indian Contracts and Securing an Indian Future in America, 1972

1. RESTORATION OF CONSTITUTIONAL TREATY-MAKING AUTHORITY

The U.S. President should propose by executive message, and the Congress should consider and enact, legislation to repeal the provision in the 1871 Indian Appropriations Act, which withdrew federal recognition from Indian Tribes and Nations as political entities which could be contracted by treaties with the United States, in order that the President may resume the exercise of his full constitutional authority for acting in the matters of Indian Affairs -- and in order that Indian Nations may represent their own interests in the manner and method envisioned and provided in the federal Constitution.

3. AN ADDRESS TO THE AMERICAN PEOPLE & JOINT SESSION OF CONGRESS

The president and the leadership of Congress should make commitment now and next January to request and arrange for four Native Americans -- selected by Indian people at a future date, and the President of the United States and any designated U.S. Senators and Representatives -- to address a joint session of Congress and the American people through national communications media, regarding the Indian future within the American Nation, and relationships between the Federal Government and Indian Nations --on or before June 2, 1974, the first half-century anniversary of the 1924 "Indian Citizenship Act."

4. COMMISSION TO REVIEW TREATY COMMITMENTS & VIOLATIONS

...Indians have paid attorneys and lawyers more than \$40,000,000 since 1962. Yet many Indian people are virtually imprisoned in the nation's courtrooms in being forced constantly to defend their rights, and while many tribes are forced to maintain a multitude of suits in numerous jurisdictions relating to the same or single issue, or a few similar issues. There is less need for more attorney assistance than there is for institution of protections that reduce violations and minimize the possibilities for attacks upon Indian rights.

Note: The Nixon administration rejected all of the proposals in the 20 Points.

Document 15

Longest Walk



Longest Walk Photo, 1978, Washington D.C.

Document 16

Native Americans at Alcatraz, 1970



Document 17

John Trudell



John Trudell speaks to the press during the Alcatraz occupation, 1970

Document 19

Asian American Protest



"Yellow Power to Yellow People" In front of court house - Oakland, California - 1969

Document 18

Asian American Civil Rights Background Essay

Introduction

For many years Asian Americans had been a part of American culture, its economy, and its history, especially in states such as New York, California, and Hawaii. Although they had been part of the American landscape for over 100 years, many still felt the pangs of discrimination.

Many groups trying to achieve equality in America saw the African American Civil Right Movement as a model. Asian Americans were no different. They organized themselves “through the power of a consolidated yellow people.” Collectively, they believed a united “Yellow Power” movement had a better chance of achieving its goals than being in separate groups. They decided they would incorporate strategies and tactics employed by African Americans.

Asian Studies Programs

Up until the 1970’s most colleges and university programs did not include Asian American studies. In fact, Asian American perspectives or experiences played no formal role in university life. Students at UC Berkeley and San Francisco State began to organize student strikes and protests to force the colleges and universities to include Asian American studies programs. To achieve their goal, Asian American students of diverse cultural backgrounds came together to take action, often times partnering with other minority groups. These students brought attention to their cause by holding large rallies, informational picketing, and sometimes by breaking the law through direct confrontations such as blocking campus entrances.

Equal Educational Opportunities - Lau v. Nichols

During the 1970’s, members of the Chinese American community in San Francisco felt that the school district ignored issues that were important to their children’s academic success. Chinese American students only received instruction in English. Many people within the Chinese American community felt that these students had little chance of passing classes or furthering their education if they didn’t receive some instruction in their primary language. A group called Chinese for Affirmative Action formed in 1969 to address this issue of discrimination. Their goal was to force the school district to implement a bilingual education program that would help students that did not speak English. With help from a local community group, Chinese for Affirmative Action, the community filed a class action suit against the school district in 1970. Kinney Kinmon Lau, a high school student at the time, was the principal plaintiff in the lawsuit along with 12 other non-English speaking Chinese American students. The case made its way to the Supreme Court of the United States.

Pursuit of Internment Reparations

Shortly after the attack on Pearl Harbor, the US government ordered that Japanese Americans be “evacuated” from their homes to Internment Camps far away from the coastal cities where many had lived and worked for years. Not only were they confined within the camps, as prisoners, but most lost their homes, a majority of their possessions, as well as land and businesses they legally owned. In 1978, Japanese

Document 18

American activist, Fred Korematsu, led an effort to force the US government to acknowledge the discrimination, apologize, and offer money as a means of reimbursement for the injustice and loss of property. Nearly 10 years later, Congress approved the Civil Liberties Act of 1988. This law authorized that each Japanese American who was interned, and still alive, would received \$20,000 to help make up for the injustice they had endured during World War II. Congress also issued a formal apology to the survivors.

Facts Magazine Cover, 1971



Asian-Ancestry Community College Students Demand Official Voice



Members and applauders of the Seattle Community College's Oriental Student Union circled on the sidewalk in front of the central city campus on Broadway this week to emphasize demands college trustees hire immediately five administrators of Asian ancestry.

Note: The Oriental Student Union (OSU) at Seattle Central Community College (SCCC) decided that the SCCC administration was not moving quickly enough on the its demands that the school hire five Asian administrators and staged a sit-in on February 9, 1971, and took over SCCC offices more forcefully on March 2, 1971.

Document 21

Lau v. Nichols

SUPREME COURT OF THE UNITED STATES

414 U.S. 563

Lau v. Nichols

CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE NINTH CIRCUIT

No. 72-6520 Argued: December 10, 1973 --- Decided: January 21, 1974

Syllabus (The Case)

The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the grounds of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. [414 U. S. 565-569](#).

MR. JUSTICE DOUGLAS delivered the opinion of the Court.

The Supreme Courts Decision

The San Francisco, California, school system was integrated in 1971 as a result of a federal court decree, 339 F.Supp. 1315. *See Lee v. Johnson*, [404 U. S. 1215](#). Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

This class suit brought by non-English-speaking Chinese students against officials responsible for the operation of the San Francisco Unified School District seeks relief against the unequal educational opportunities, which are alleged to violate, *inter alia*, the Fourteenth Amendment. No specific remedy is urged upon us. Petitioners ask only that the Board of Education be directed to apply its expertise to the problem and rectify the situation.

"[s]chool systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system."

That section bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance." The school district involved in this litigation receives large amounts of federal financial assistance.

The text of the decision has been abrieviated.
<http://supreme.justia.com/us/414/563/case.html>

Document 22

Quote from Asian American Political Alliance Newspaper

“Historically, the racist power structure in America has denied the humanity of non-whites peoples. We can see that Afro Americans have been killed, exploited, and economically and psychologically exploited. In regards to Oriental Americans, this denial of humanity presently takes only more subtle and implicit forms.

The Oriental living within the confines of United States boundaries (whether immigrant or citizen whose birth place is on American soil) are in effect told by formal education, the mass media and most forms of social organization to hate himself. He is taught that the European way of viewing the world is the universally correct one, and that Eastern thought is “exotic,” “weird,” and “slothful.” He has also been led to believe that his language is no more than odd sounding, meaningless gibberish, instead of being melodious and expressive. But worst of all, he is taught to hate the color of his skin and the shape of his features. In short, he is, on this level, taught to view even the basic aspect of his physical being as despicable and undesirable.” ---Revolutionary Historian

Steve Louie Collection, AAPA (Asian American Political Alliance) newspaper

Document 23

Asian Peace March

AAPA (Asian American Political Alliance) Newspaper, 1970

SAN FRANCISCO---More than 300 Asian Americans took part in the second Vietnam Moratorium peace march here last Saturday according to Edison Uno, co-organizer of the Ad Hoc Japanese Americans for Peace.

San Franciscan Uno, Ray Okumura of Berkeley and Kathy Reyes were the principal backers of the ad hoc committee.

Asian marchers congregated early Saturday at the Japanese Cultural Center's Peace Pagoda and became a part of the parade for peace in San Francisco, one of the largest public parades the city has ever witnessed.

Among Asian marchers were such heads of Asian American studies in Northern California as Dr. Paul Takagi of U.C. Berkeley, Dr. James Hirabayashi of San Francisco State College, and Prof. Isao Fujimoto of U.C. Davis. Local Churchmen include the Revs. Nicholas Iyoya of Christ United Presbyterian Church, the Rev. Lloyd Wake of Glide Memorial Church and Roy Sano, chaplain of Mills College.

A post-march party was hosted by Aileen Yamaguchi and Marlene Tanioka, where most Nisei and Sansei marchers gathered to compare experiences.

A number of Asian names were also among the more than 1,500 names of business and professional people listed in full-page ads in the San Francisco metropolitan dailies before the peace march.

They included Patricia Oyama Clarke and Don Fujimoto, artists; Joseph Morozumi, attorney; Susumu Togasaki, Business; the Rev. Lloyd Wake, clergy; Susan Tanaka, education; George Nagata, musician; Robert j. Kaneko, Dan Kataoka and Jean Saito, probation officers; Chizuko Mayall, scientist; and Richard Aoki and Nozusuke Fukuda, social workers.

-Kashu Manichi

Japanese American Citizens League Memorandum



**JACL-LEC JAPANESE AMERICAN CITIZENS LEAGUE
LEGISLATIVE EDUCATION COMMITTEE**

WASHINGTON OFFICE: 1730 RHODE ISLAND AVE. N.W., WASHINGTON, DC 20036 (202) 223-1240
NATIONAL HEADQUARTERS: SAN FRANCISCO, CA 94115

TO: ALL SUPPORTERS OF REDRESS FOR JAPANESE AMERICANS
FROM: Grayce Uyehara, JACL-LEC Executive Director *Grayce*
RE: LETTER-WRITING CAMPAIGN FOR S. 1009 AND H.R. 442
DATE: June 5, 1987

ACTION ALERT #4

This is a very important action alert requiring your immediate support. The time for a full scale grassroots lobbying effort has come. Your involvement could help make redress a reality in the 100th Congress.

S. 1009 introduced by Senator Spark Matsunaga on April 10 has 74 Senators as cosponsors of the bill to accept the findings and to implement the recommendations of the Commission on Wartime Relocation and Internment of Civilians. It is assigned to the Committee on Governmental Affairs.

H.R. 442 introduced by Rep. Tom Foley on January 6 now has 141 cosponsors on the bill to implement the recommendations of the Commission on Wartime Relocation and Internment of Civilians. The bill was marked up by the subcommittee on Administrative Law and Governmental Relations on May 13 and has moved to the full Judiciary Committee.

We know you will realize that our task is to make sure that every Member of Congress hears from constituents who believe there must be redress to the surviving Americans of Japanese ancestry for the loss of individual freedom and the denial of constitutional rights during World War II. The more letters, the better.

Please do the following immediately so that the legislators will hear from you before the Fourth of July recess to tie the redress issue to Independence Day and the Bicentennial of the United States Constitution.

ACTION NOW:

1. Write a letter to your Representative and Senators asking them to support the redress bills. If they are already cosponsors, write a thank you letter and ask that they vote for the bills. Please do this even if you have written before.
2. To increase the numbers of constituent letters ask five friends or relatives - anywhere in the United States - to write to their legislators. This will require that you make copies of the sample letter to send to these people.
3. When you receive replies to your letters, send us copies

(over)

Student Handout 4

Writing Prompt and Task Sheet

Background:

The African American Civil Rights Movement of the 1950's and 1960's utilized a number of tactics and strategies in the quest for social justice and equality. These strategies included boycotts, mass marches, sit-ins, legislation, and several others. In the 1960's and 70's other groups of Americans increased their pursuit of justice and equality.

Prompt:

To what extent did Latinos, Asian Americans, and Native Americans continue the civil rights struggle begun by African Americans?

Tasks:

1. Write an introduction in which you give background for the Civil Rights Movement, and take a stand on the prompt.
2. Write body paragraphs that support your thesis statement.
3. Include evidence from at least five documents with supporting explanations of that evidence.
4. Write a conclusion where you restate the thesis statement. Add any additional insight, historical significance of the issue, or connections to the present.

Suggested terms to use in your writing:

social justice
non violence
media
status quo
strategies
tactics
UFW
discrimination
AIM
boycotts
civil disobedience
protest
agenda
equality
legal
legislative

Student Handout 5

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u>		
	<u>Thesis:</u>		
Paragraph 2	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	<u>Restate Thesis</u>		
	<u>Review Main Points</u>		
	<u>Final Thought</u>		

