

A close-up photograph of a bronze door knocker. The knocker is shaped like a hand holding a globe. The hand is positioned as if grasping the globe, with the thumb and index finger visible. The bronze has a patina, showing some greenish-blue oxidation. The background is a dark, possibly black, door with vertical lines.

**Exploring  
History**  
*Vol III*

**University of Portland Students**  
*Peter Pappas, Editor*

# EXPLORING HISTORY: VOL III

This eBook is a collaborative project of Peter Pappas and his Fall 2015 Social Studies Methods Class [School of Education](#) ~ University of Portland, Portland Ore.

Graduate and undergraduate level pre-service teachers were assigned the task of developing an engaging research question, researching supportive documents and curating them into a DBQ suitable for middle or high school students.

For more on this class, visit the course blog [EdMethods](#)  
For more on this book project and work flow tap [here](#).

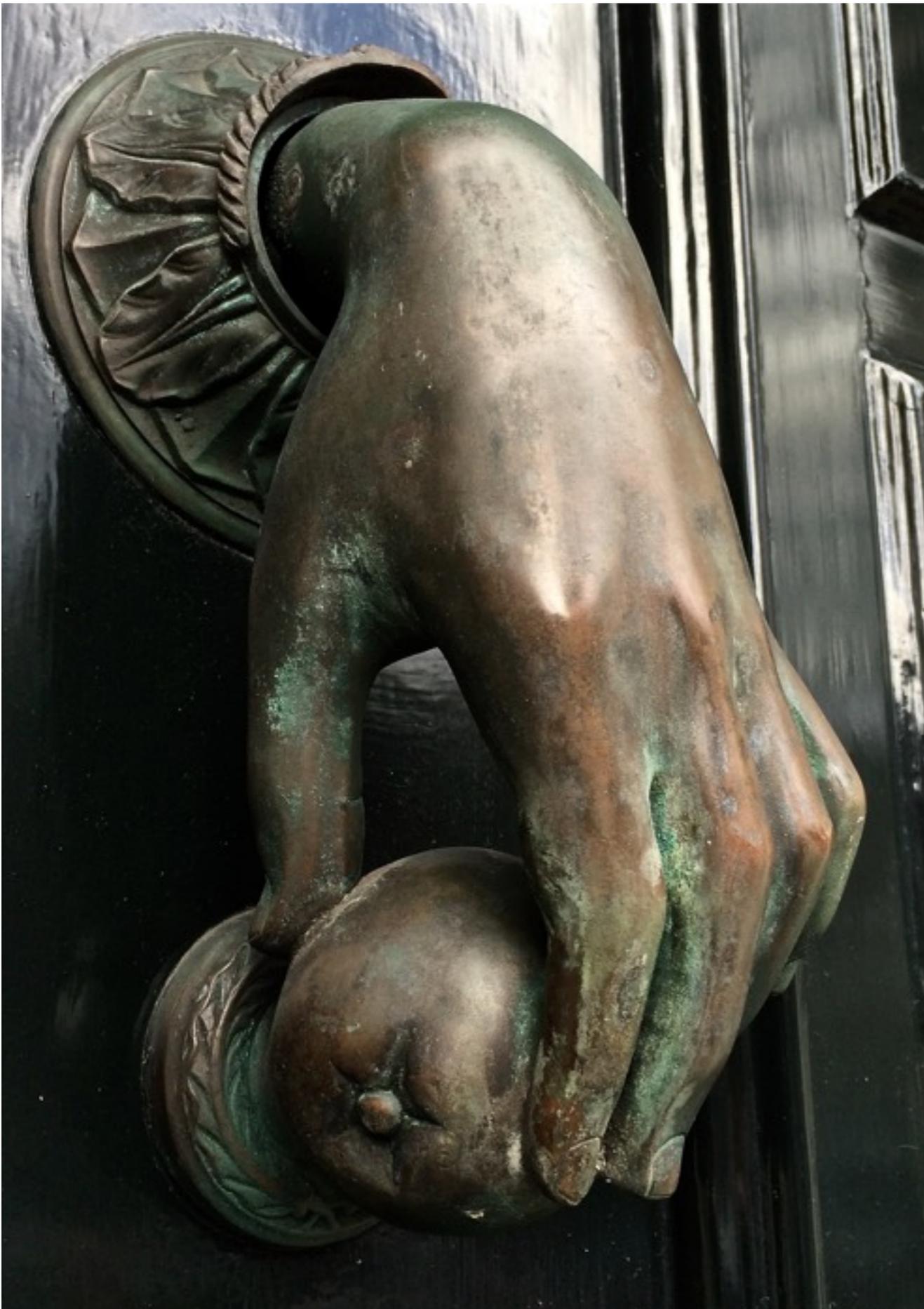
## Chapters in chronological order

1. *Finding Egyptian Needles in Western Haystacks* by Heidi Kershner
2. *Pompeii* by Caleb Wilson
3. *Samurai: Sources of Warrior Identity in Medieval Japan* by Ben Heebner
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6. *Regulation Through the Years* by Chenoa Musillo Olson / Sarah Wieking
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**Engaging questions and historic documents empower students to be the historian in the classroom.**



***Peter Pappas, editor***

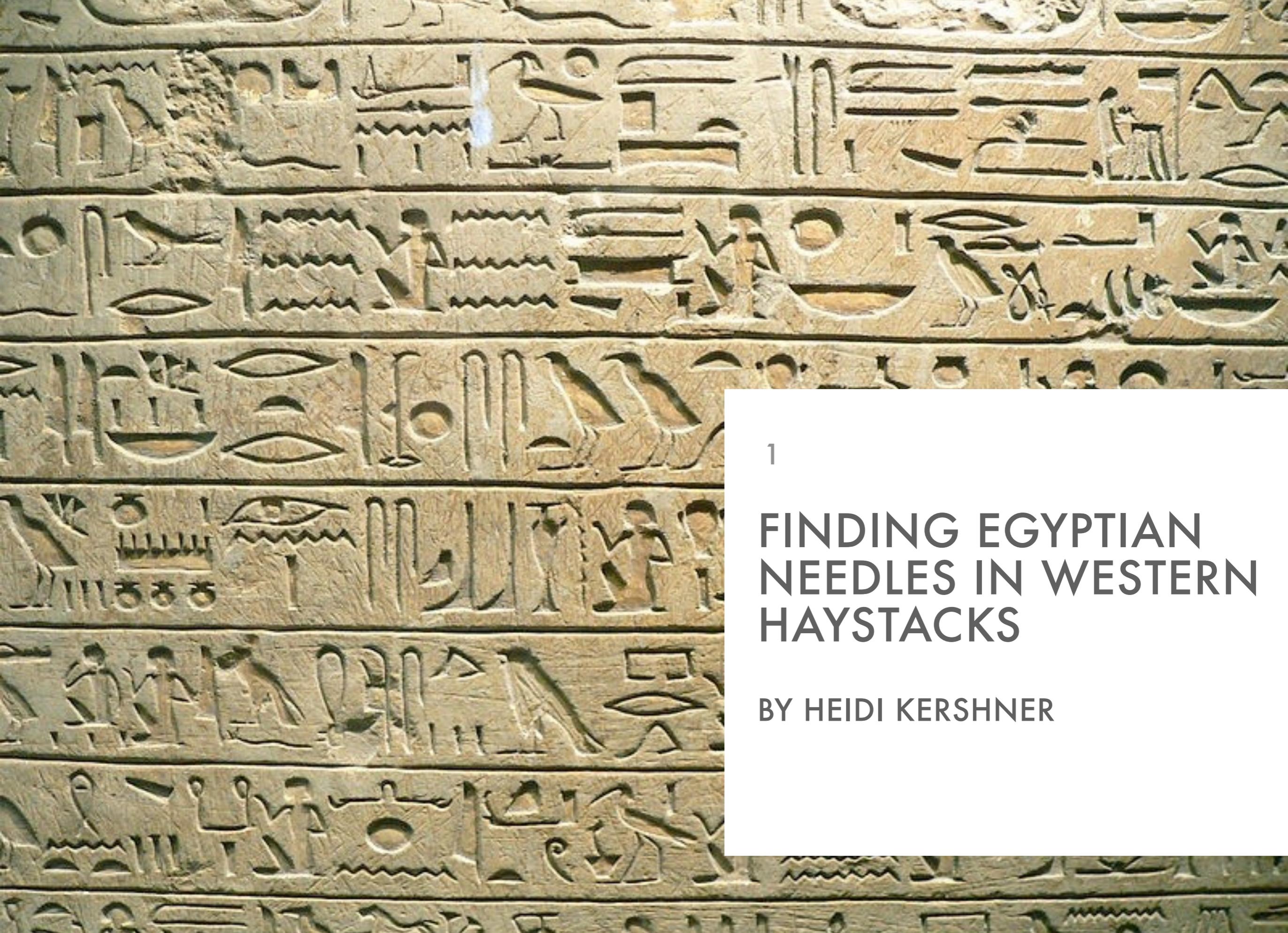
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Cover image:  
Door knocker  
Amsterdam NL  
Photograph by Peter Pappas



1

# FINDING EGYPTIAN NEEDLES IN WESTERN HAYSTACKS

BY HEIDI KERSHNER

# Historical Context

The obelisk was a key architectural feature of Ancient Egypt dating from as early as the 4th dynasty (c. 2575-2465 BCE) and were generally placed in pairs at the entrance of temples dedicated to the sun god Re. Cut from a single piece of heavy stone, Egyptian obelisks were large monuments of a tapered triangular shape topped off with a gold or silver alloy. The four sides of an obelisk were covered with hieroglyphs that usually offered praise to the sun god Re or commemorated the Egyptian ruler who commissioned them. Beginning with Roman rule in 31 BCE many of Egypt's obelisks were transported throughout the empire to be set up in various cities. Because of this, the city of Rome now houses more obelisks than anywhere else in the world (including Egypt). Three such obelisks found their way to the metropolises of London, Paris, and New York in the nineteenth century. Known collectively as "Cleopatra's Needles" these obelisks were given to their new Western homes by the Khedives (or rulers of Egypt and Sudan)—Muhammed Ali Pasha, to London and Paris, and Ismail Pasha to New York.



Khedive Muhammed Ali Pasha (1769-1849)

Click the  
images to  
zoom in.



Khedive Ismail Pasha (1830-1895)



## Essential Question: Who owns—or who has the right to—cultural property?

### Extension Activities for Students

1. Compare the two European viewpoints showcased below.
2. Pretend you are an Egyptian in . write a letter to one of the Europeans in response to their writings (do you agree with what they said? Why or why not? Do you think the obelisks should be returned to Egypt? Why or why not?)
3. Mock debate (Obelisks should return to Egypt v. Obelisks should stay where they are)
4. Research a similar, current controversy and start a twitter hashtag
5. Research a similar, current controversy and create a “wanted” poster for the artifact in question.



Use the scroll bar on the left to read the questions.

1. Compare the engraving with the modern photograph of the obelisks in front of the Luxor Temple.

2. Write down the differences between the two that you notice. Based on your observations, what do you think the purpose of the obelisks were?



Engraving representing the two obelisks in front of the temple of Luxor (one of which today is located in the Plaza de la Concorde in Paris).



Temple of Luxor today.

“I informed his Highness the people of the United States desired one of the ancient obelisks of Egypt, and that a wealthy gentleman of New York had offered to defray the expenses of its transportation and of its erection in that city. I mentioned the obelisk of Paris and that of London and the natural desire of our people to also have one in their metropolis. I explained, in the course of the conversation, that our nation was so young and all its works of so recent a date that one of the ancient monuments of Egypt would be much more highly prized in the United States than in England or France. I called attention to the obelisk at Alexandria as the most accessible for shipment, but added that, if his Highness concluded to favor us with such a gift, we should be much pleased with any his Highness might select.

I found the subject entirely new to the Khedive. He seemed, at first, to be surprised at the proposal. However, after various questions and observations, he said that, while it would be a great pleasure for him to be able to accede to my wishes, or to do anything in his power to gratify the people of the United States, the matter would have to be seriously considered. As to the obelisk at Alexandria, he did not think it best to even mention it, since the people of that city would be opposed to its removal.

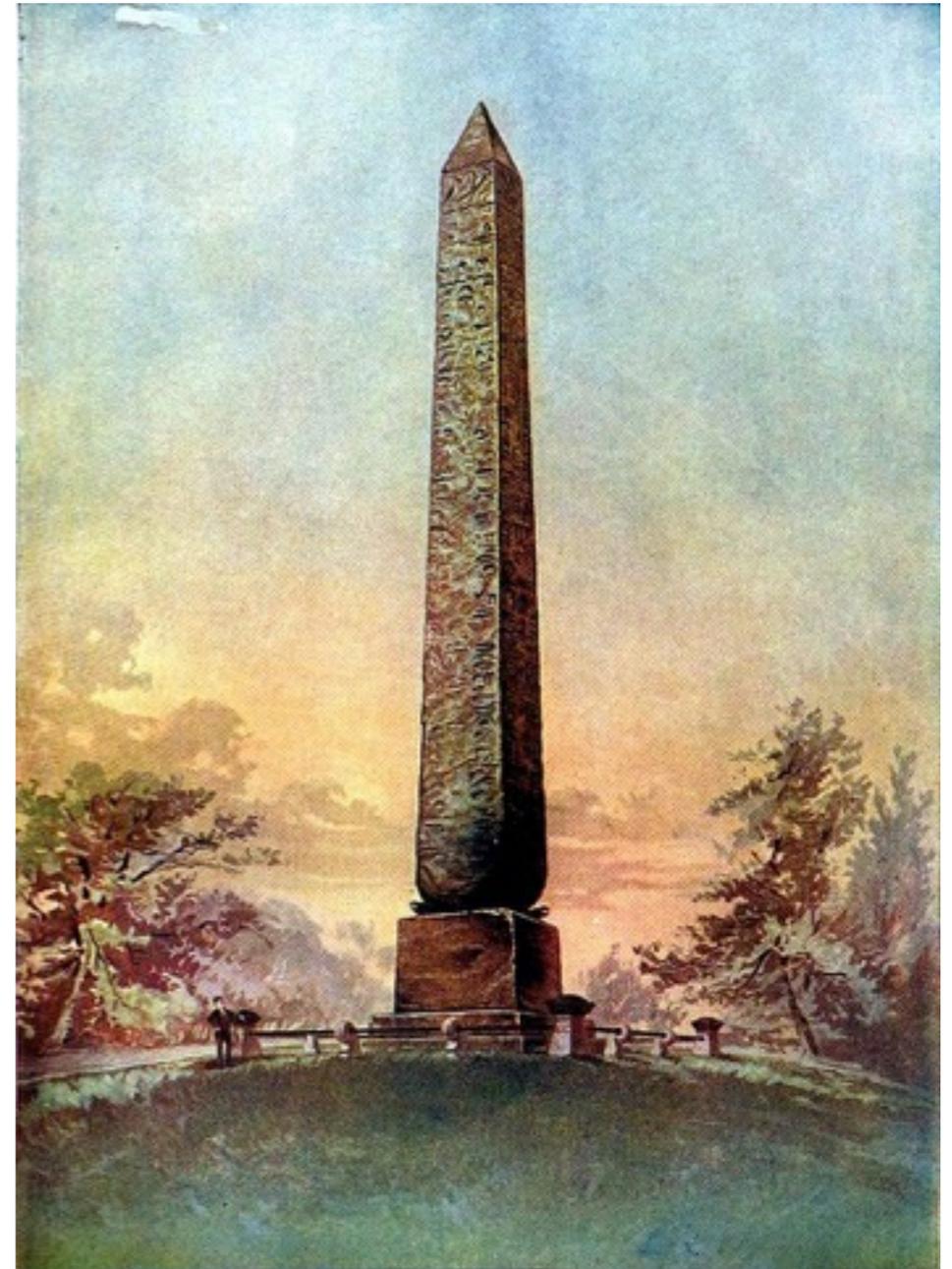
...  
Brugsch Bey [the private secretary to the Khedive] and myself happened to meet and, after the exchange of a few words, he said in a rather reproachful tone, ‘I learn you are trying to obtain an obelisk to take to New York.’

I replied, ‘Why not, they have one in Paris, and one in London and the people of New York wish one also.’

...  
Not desiring to enter into any discussion on the subject, I replied in a conciliatory manner, saying that it was of no great importance, that there were a number of obelisks in Egypt, and that the removal of one would not make much difference. He assured me that I would encounter a great deal of antagonism. This was the beginning of an opposition that was to delay for more than a year the completion of the gift which his Highness had deliberately determined upon.”



1. According to Farman (the United States Ambassador to Egypt from 1876-1881), why does the city of New York want an ancient Egyptian obelisk?



The so-called “Cleopatra’s Needle” in Central Park, New York



1. Henry H. Gorringer was a United States naval officer, famous for successfully transporting “Cleopatra’s Needle” from Alexandria to New York City. According to Gorringer, why did the Egyptian Khedive decide to give an obelisk to America (and specifically the city of New York)?



“Cleopatra’s Needle” in situ in Alexandria, Egypt, 1879.

“The gradual subsidence of the land in this part of North Africa [in the city of Alexandria] has caused the sea to approach nearer to the site of the obelisk, until it was about eighty feet from the base, and its level about the same as that of the lower step. The constant washings of the surf had begun to affect the foundation, and for the last fifteen years the obelisk has been gradually inclining more and more toward the sea. In a few years it must have fallen, and almost certainly have been broken by the fall. But a more ignoble fate threatened it, in the proposition of some of the foreign residents of Alexandria to erect an apartment-house on the adjacent ground around the obelisk, which was to adorn the court-yard.

Originally designed to symbolize the highest attribute of nature, the re-creative power; forming an essential feature of one of the most famous temples ever created by man, in which Moses was educated and of which he became a high-priest; the votive offering of one of the most celebrated Pharaohs, and bearing the records of another equally celebrated, the obelisk had become a Roman trophy to commemorate the subjugation of Egypt, and was threatened either with destruction by neglect, or preservation as a means of advertising a hotel or apartment-house. His Highness, Ismail, the Khedive, who realized the importance of preserving so valuable and interesting a relic and record of the past, and his own inability to do so, merits the thanks not only of the nation to whom he entrusted its preservation, but of all those of every nation who appreciate the necessity of preserving such monuments as long as they will resist the ravages of time. Some objection has been made to removing it from its ‘antique surroundings.’ The most prominent surroundings in Alexandria were a railway depot, a new apartment-house, and an Arab fort.”



Dr. Zahi Hawass. **Click on the headline to the right to the article.**

# ***NEW YORK POST***

## **How Cleopatra's Needle got to Central Park**

By Kate Briquet



1. According to this article, why was the obelisk originally given to the city of New York?
2. Compare the criticisms of Dr. Hawass with the excerpt from Gorringe. How are their concerns alike and different?

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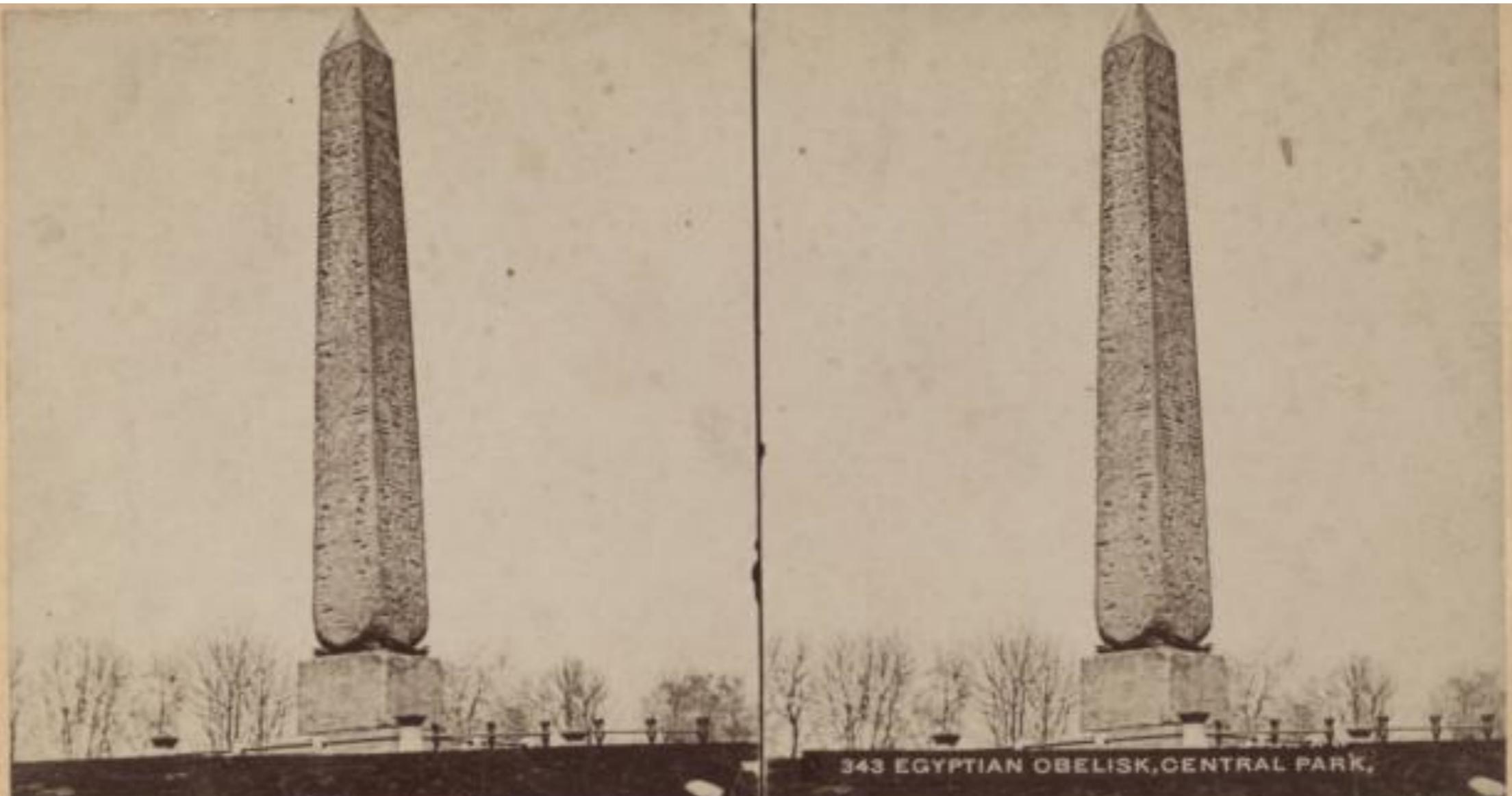
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Alfred S. Campbell, U.S.A.  
Elizabeth H. J.



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## Reflecting on the Document Based Lesson Design Process

The process of designing a document based lesson was quite lengthy and involved. It required finding not only relevant documents and primary sources but ones that were both rich enough yet easily accessible for students to engage with on a deep level.

In my case I found this objective fairly challenging as I was looking to create a lesson to fit within a unit about ancient Egypt. Given that the subject for my lesson was from such antiquity I found it fairly difficult to find primary sources and other documents that would fit the aforementioned stipulations. However once I was able to identify my documents the actual



2

# POMPEII

BY CALEB WILSON

In 79 A.D. Mount Vesuvius erupted burying the vibrant Roman city of Pompeii, and many of its citizens beneath tons of volcanic ash. The City of Pompeii was an ancient Roman town near modern day Naples. The following documents are primary sources related to that event. As you analyze and examine each document consider the source and time period of its creation. I want students to use inference from the documents to determine details of the source event, and use evidence to support those determinations.

I want students to think about the two questions provided as they read the chapter. As you are reading the chapter, and answering the question provided on each page keep in mind the two questions below. At the end of the chapter answer the questions below.

**Generative Question:** How does natural disaster effect civilizations.

**Question:** What happened to the ancient Roman city of Pompeii?

Pliny, translated by William Melmoth [revised by F. C. T. Bosanquet]

LXV

To Tacitus

Your request that I would send you an account of my uncle's death, in order to transmit a more exact relation of it to posterity, deserves my acknowledgments; for, if this accident shall be celebrated by your pen, the glory of it, I am well assured, will be rendered forever illustrious. And notwithstanding he perished by a misfortune, which, as it involved at the same time a most beautiful country in ruins, and destroyed so many populous cities, seems to promise him an everlasting remembrance; notwithstanding he has himself composed many and lasting works; yet I am persuaded, the mentioning of him in your immortal writings, will greatly contribute to render his name immortal. Happy I esteem those to be to whom by provision of the gods has been granted the ability either to do such actions as are worthy of being related or to relate them in a manner worthy of being read; but peculiarly happy are they who are blessed with both these uncommon talents: in the number of which my uncle, as his own writings and your history will evidently prove, may justly

be ranked. It is with extreme willingness, therefore, that I execute your commands; and should indeed have claimed the task if you had not enjoined it. He was at that time with the fleet under his command at Misenum. On the 24th of August, about one in the afternoon, my mother desired him to observe a cloud which appeared of a very unusual size and shape. He had just taken a turn in the sun and, after bathing himself in cold water, and making a light luncheon, gone back to his books: he immediately arose and went out upon a rising ground from whence he might get a better sight of this very uncommon appearance. A cloud, from which mountain was uncertain, at this distance (but it was found afterwards to come from Mount Vesuvius), was ascending, the appearance of which I cannot give you a more exact description of than by likening it to that of a pine tree, for it shot up to a great height in the form of a very tall trunk, which spread itself out at the top into a sort of branches; occasioned, I imagine, either by a sudden gust of air that impelled it, the force of which decreased as it advanced upwards, or the cloud itself being pressed back again by its own weight, expanded in the manner I have mentioned; it appeared sometimes bright and sometimes dark and spotted, according

as it was either more or less impregnated with earth and cinders. This phenomenon seemed to a man of such learning and research as my uncle extraordinary and worth further looking into.

He ordered a light vessel to be got ready, and gave me leave, if I liked, to accompany him. I said I had rather go on with my work; and it so happened, he had himself given me something to write out. As he was coming out of the house, he received a note from Rectina, the wife of Bassus, who was in the utmost alarm at the imminent danger which threatened her; for her villa lying at the foot of Mount Vesuvius, there was no way of escape but by sea; she earnestly entreated him therefore to come to her assistance. He accordingly changed his first intention, and what he had begun from a philosophical, he now carries out in a noble and generous spirit. He ordered the galleys to be put to sea, and went himself on board with an intention of assisting not only Rectina, but the several other towns which lay thickly strewn along that beautiful coast. Hastening then to the place from whence others fled with the utmost terror, he steered his course direct to the point of danger, and with so much calmness and presence of mind as to be able to make and dictate his

observations upon the motion and all the phenomena of that dreadful scene. He was now so close to the mountain that the cinders, which grew thicker and hotter the nearer he approached, fell into the ships, together with pumice- stones, and black pieces of burning rock: they were in danger too not only of being aground by the sudden retreat of the sea, but also from the vast fragments which rolled down from the mountain, and obstructed all the shore. Here he stopped to consider whether he should turn back again; to which the pilot advising him, "Fortune," said he, "favours the brave; steer to where Pomponianus is."

Pomponianus was then at Stabiae, separated by a bay, which the sea, after several insensible windings, forms with the shore. He had already sent his baggage on board; for though he was not at that time in actual danger, yet being within sight of it, and indeed extremely near, if it should in the least increase, he was determined to put to sea as soon as the wind, which was blowing dead in-shore, should go down. It was favourable, however, for carrying my uncle to Pomponianus, whom he found in the greatest consternation: he embraced him tenderly, encouraging and urging him to keep up his spirits, and, the more effectually to soothe his fears by seeming unconcerned

himself, ordered a bath to be got ready, and then, after having bathed, sat down to supper with great cheerfulness, or at least (what is just as heroic) with every appearance of it. Meanwhile broad flames shone out in several places from Mount Vesuvius, which the darkness of the night contributed to render still brighter and clearer. But my uncle, in order to soothe the apprehensions of his friend, assured him it was only the burning of the villages, which the country people had abandoned to the flames: after this he retired to rest, and it is most certain he was so little disquieted as to fall into a sound sleep: for his breathing, which, on account of his corpulence, was rather heavy and sonorous, was heard by the attendants outside. The court which led to his apartment being now almost filled with stones and ashes, if he had continued there any time longer, it would have been impossible for him to have made his way out. So he was awoke and got up, and went to Pomponianus and the rest of his company, who were feeling too anxious to think of going to bed. They consulted together whether it would be most prudent to trust to the houses, which now rocked from side to side with frequent and violent concussions as though shaken from their very foundations; or fly to the open fields,

where the calcined stones and cinders, though light indeed, yet fell in large showers, and threatened destruction. In this choice of dangers they resolved for the fields: a resolution which, while the rest of the company were hurried into by their fears, my uncle embraced upon cool and deliberate consideration. They went out then, having pillows tied upon their heads with napkins; and this was their whole defense against the storm of stones that fell round them. It was now day everywhere else, but there a deeper darkness prevailed than in the thickest night; which however was in some degree alleviated by torches and other lights of various kinds. They thought proper to go farther down upon the shore to see if they might safely put out to sea, but found the waves still running extremely high, and boisterous. There my uncle, laying himself down upon a sail cloth, which was spread for him, called twice for some cold water, which he drank, when immediately the flames, preceded by a strong whiff of sulphur, dispersed the rest of the party, and obliged him to rise. He raised himself up with the assistance of two of his servants, and instantly fell down dead; suffocated, as I conjecture, by some gross and noxious vapour, having always had a weak throat, which was often inflamed. As

soon as it was light again, which was not till the third day after this melancholy accident, his body was found entire, and without any marks of violence upon it, in the dress in which he fell, and looking more like a man asleep than dead. During all this time my mother and I, who were at Misenum -- but this has no connection with your history, and you did not desire any particulars besides those of my uncle's death; so I will end here, only adding that I have faithfully related to you what I was either an eye-witness of myself or received immediately after the accident happened, and before there was time to vary the truth. You will pick out of this narrative whatever is most important: for a letter is one thing, a history another; it is one thing writing to a friend, another thing writing to the public.

Farewell. (SIC)

[Source:](#)

#### Document #1 Questions

1. Why is Pliny the Younger writing this letter? (i.e. What is his PURPOSE?)
2. Why did Pliny the Elder look at the strange cloud forming over Mt. Vesuvius?
3. What can you conclude happened to Mt. Vesuvius based on the descriptions given?
4. What did Pliny the Elder do to help the neighboring towns?
5. Ultimately, what happened to Pliny the Elder due to his efforts?

Watch the video and answer the question related to the video.

[Source](#)



Pompeii Original First Discovery

## Question

1. What did archeologists find under all the volcanic rock at the beginning of the 20th century?
2. Describe what you see in the video.
3. Why was this site “unspoiled” despite being over 2000 years old?



Click on the confused brain and answer the questions related to the images provided.



Crouching Man Body Cast



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# Reflection

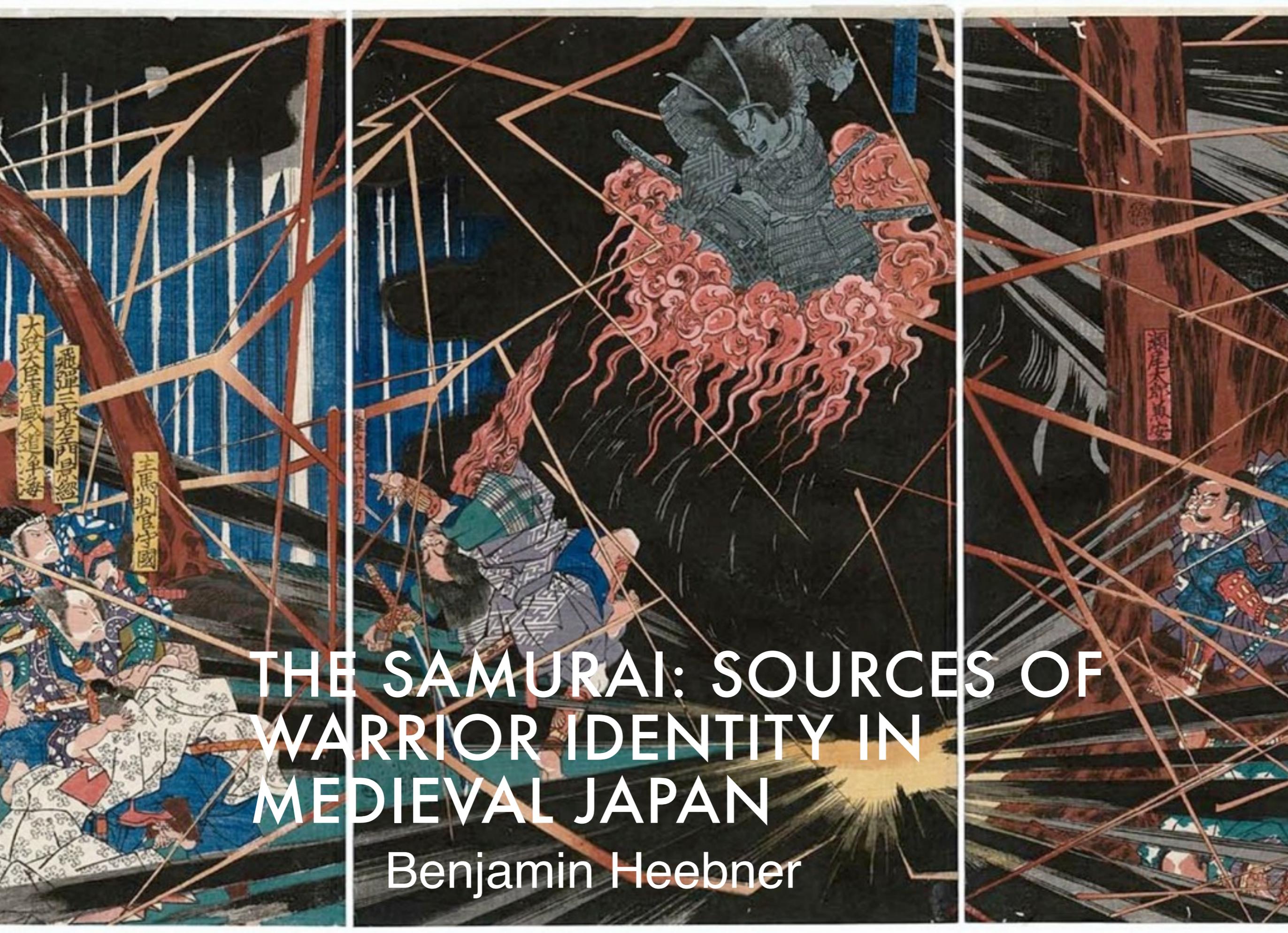
For my DBL I designed a lesson that addresses the disaster that happened in the ancient Roman city of Pompeii. Since I am not placed in a history class at the moment I wanted to design my lesson to flow with any history or social studies class that would be studying ancient civilizations or natural disasters. I wanted an interesting lesson that offered a wide range of documents that would allow students to engage fully into the lesson regardless of needs.

Designing a Document Based Lesson, or DBL, has been a great experience. I learned the importance of creating a generative question that serves as a guide for student learning. The hard part was finding documents that best fit this question. I wanted to show the students how devastating the event was and how important it is to look at a variety of sources that are out there. This also puts students into the place of the researcher as they see the evidence that modern historians were faced with in their attempt to understand the catastrophic event.

I struggled with what sources I should attach to this DBL. I wanted a first hand experience of the events along with some “modern” photographs. The hard part for me was finding what photographs I would provide the students for the DBL. There are a lot of photographs out there on Pompeii, of many different artifacts as well as the location itself. I wanted to pick photographs that best capture the event in a student friendly fashion. It was important to include the bread loaf that was fossilized by the ash because it is so relate-able to their lives. I could of simply front loaded a bunch of photographs of fossilized victims of Pompeii; however, I felt that this would just distract the students rather than help them understand the event. This could also have felt very de-contextualized.

If I had to do the DBL again I would like to find a few more documents of related to the event. I am happy with the photographs and video I have. That said, I feel that the for the lesson to be truly complete I would like a few more textual sources for students to go over and maybe contextualize between. I will continue to strive to build lesson that scaffold students knowledge and experience.

Caleb Wilson. [wilsocal17@up.edu](mailto:wilsocal17@up.edu)



# THE SAMURAI: SOURCES OF WARRIOR IDENTITY IN MEDIEVAL JAPAN

Benjamin Heebner

This document based lesson will use Medieval depictions of the Samurai to answer the question of what it means to be a warrior in Japan and the place of the warrior in society.

This lesson, is aimed for students to think about how warriors were romanticized in Japan, and how the social structure of Japan reinforces these depictions. in addition, students will then use these understandings see how Medieval Japanese society was ordered.

1. What does being a warrior entail?
2. How are warriors identified?
3. Are the depictions of warriors truthful or are they fabricated?

These are the questions that this lesson will allow students to engage with the documents while building students knowledge of Japan



[Washington, D.C. Washington Navy Yard, First Japanese treaty commission to the U.S., 1860](#)

Ukiyo-E prints are one of the ways that we are going to explore depictions of the Samurai

Wood block prints are the main means of image reproduction within Japan during the Edo period (1603 – 1868). Any Japanese person could be expected to own at least one.

Famous images like Katsushika Hokusai's *Red Fuji* and *The Great Wave* have reverberated across the world and are some of the most famous images in the world.

Using these popular images we will source the foundations of Samurai identity in Japan.



Looking at the following images here are some questions to consider.

What do you see in the picture?

What do these men have in common?

According to these prints what should a warrior have?

Is there any reason why these pictures need to exist?

Is there a hierarchy depicted in the pictures?

### GALLERY 3.1 Woodblock Prints



Yoshitsune on Horseback

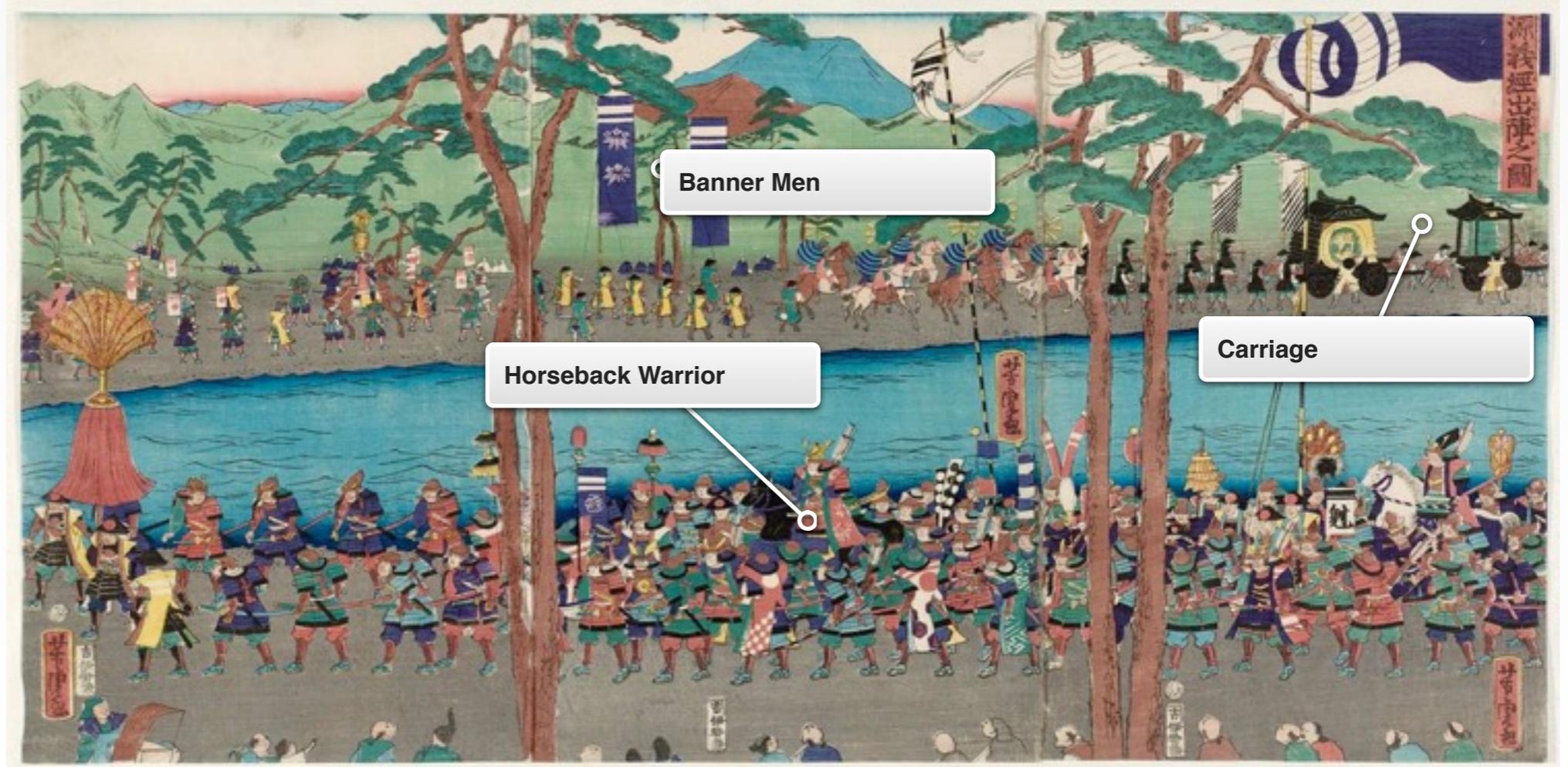
Click on the picture to go  
Fullscreen



### INTERACTIVE 3.1 Yoshitsune Goes to War

The questions that go along with the following woodblock prints pop up when you click on the boxes or the arrows below.

First up is Yoshitsune Goes To War



1

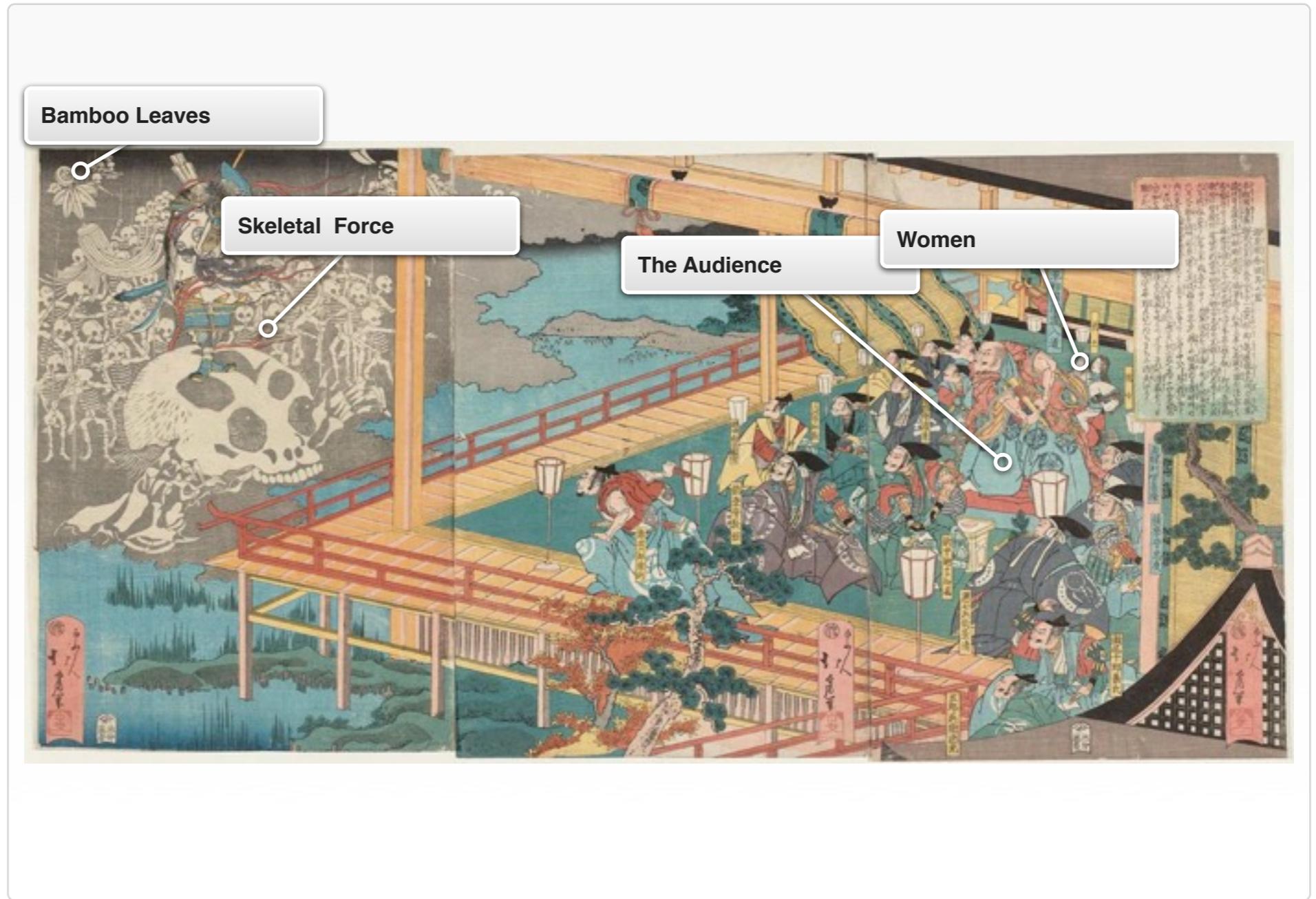
2

3



Second up is the group print of Taira Kiyomori surrounded by guards.

### INTERACTIVE 3.2 Kiyomori Surrounded by Guards



1

2

3

4



Excerpt from Tale of the Hōgen Years Translated by Royall Tyler:

Retired Emperor Go-Shirakawa indicated his approval and soon issued the decree. It authorized Mochimitsu to attack Tametomo with forces raised from the entire province of Izu or, if they did not suffice, from the eight provinces of the east. For an initial attack Mochimistu assembled five hundred Izu warriors under Itō, Hōjō, Usami no Heida, Katōda, and Katōji. These sailed to Ōshima in one hundred boats.

No one rallied to Tametomo's support. Children were crying because their fathers had had their fingers cut off or their arms broken. All longed to be rid of Tametomo. The islanders he had taken knew nothing of bow or sword, and besides, he too, had parents and children on the island and longed for home. Tamemoto would never have his allegiance. Moreover, rites performed to quell him left him bedridden for thirteen days.

Mochimitsu's fleet attacked on the third day after he began feeling better. Tametomo was not a man to linger at the last over old memories. He shot his usual, slender-tipped arrows nine inches below the waterline of an enemy boat. Being capable of piercing two or even three layers of armor, they went straight through the cryptomeria planks from one side to the other, and on into the sea. Water poured in through the holes, and down the boat went. The more heavily armored men on the boat sank to the bottom, while the lighter ones swam about, to be saved by a grappling hook or a bow tip held out from another boat. Of old, one of Tametomo's arrows could go straight through two men in armor. Now he dispatched men by shooting boats.

Before this spectacle the other boats turned around, rowed out of bowshot, and dropped anchor together. They would clearly get nowhere unless they protected themselves better. So they gathered all the armor layers they could and discussed whether to hang them over the sides of the boats or to cover plank shields with them.

Tametomo watched. "The enemy are swarming like clouds and mists," he said, "and I am alone. My arrows might finish them all, and all of Japan would still come after me. They would wear me down, and then these miserable islanders would do me in. I cannot have that."

While reading the excerpt answer these questions:

Who is the main character in this part of the Tale?

What family does he belong to?

What family do his attackers belong to?

What do Tametomo's actions tell us of the Samurai's duty?

Why would Kagetaka need the Tametomo's head?

Based off of what you already know about Japanese society why would the events at the end of this excerpt be the, "Strangest events ever known in Japan."

What is the role of the Samurai as defined by this excerpt?

Does this agree with the depictions and conclusions reached when looking at the pictures?

## Ending Activity

This string of lessons ends with one of two options.

Option one is for students writing a three paragraph essay that answers the following question; The woodblock prints and the excerpt from tale of the Hōgen years, each show a depiction of what a Samurai should be. In your opinion are these depictions justified or are they used to hide their villainy behind a façade of justice and honor?

Option two is for students to create a movie poster similar to the Rashomon movie poster. When creating the poster the students are going to be tasked with the same question, but they will depict their thinking in a different manner.

Produced by Masaichi Nagata

# RASHOMON

Awarded the Grand Prize at the Venice Film Festival, 1951.  
Awarded the Academy Award for Best Foreign Language Film, 1951.

**TOSHIRO MIFUNE**  
**MACHIKO KYO**

Directed by  
**AKIRA KUROSAWA**



ヴェニス国際映画祭  
グラン・プリ受賞に輝く

## 羅生門

三船敏郎・京マチ子・志村喬・森雅之  
上田吉三郎・加東大介・千秋 実・本間文子  
監督 黒沢明  
原作 芥川竜之介・脚本 黒沢明・橋本忍・撮影 宮川一夫

大映映画

## Reflection

The topic of my document-based lesson project is Japanese warrior identity as shown by Medieval era (1185-1868) depictions of warriors. In the lesson students are asked scaffolding questions that help them look at the underlying biases that go into the varied depictions that we are looking at. By doing this students will be interacting with the sourcing of documents, while forming a contextualization of the time period and society that had its top class dominated by warriors. Using the sources that I chose, students will be able to engage in the question of how groups of people are depicted and why these depictions and the truth may not actually match up. I intentionally choose semi-historical depictions of the Samurai to showcase how depictions reflect the identity of the time period that they were created in.

From the first step in creating this document based lesson I knew that I wanted to do something with Medieval Japan. My mind instantly thought about the many woodblock prints (Ukiyo-E) that became massively popular during the Edo Period of Japanese History (1615-1868). By paring these more recent images of warriors and events, that were popularized by the war tale genre, with the war tales and their definition of valor and bravery, I felt that students would become engaged with this material readily. I knew that I would have to include a source from the war tales themselves to be able to tie all the images together so I picked the ending scene from the Hogen Monogatari. While the inclusion of more documents would help, I think that the depictions that I chose give students the chance to question why these documents were made and why these documents became so well known within Japanese society.

Medieval Japan is a secondary topic of study for most World History classes. The time devoted to Japan is either at the very end of the year, when teachers are

## Sources:

Title Page:

[During the Visit of Kiyomori to the Nunboiki Waterfall, the Ghost of Akugenda Yoshihira Strikes Down Nanba Jirô](#)

Page 3:

[Red Fuji](#)

[The Great Wave](#)

Page 4: (In Order)

[Yoshitsune on Horseback](#)

[Taira Kiyomori](#)

[Yoshitsune Goes to War](#)

[Taira Kiyomori with Guards](#)



4

# THE DECLARATION OF INDEPENDENCE

Designed by  
David Deis

Title Page:  
The Declaration of Independence  
By John Trumbull  
[Source](#)



Congress Voting the Declaration of Independence.  
By: Robert Edge Pine & Edward Savage  
[Source](#)

[Click Me!](#)

The Declaration of Independence is the founding document of the United States of America. This document has been a major influence on other events in American History. In this lesson, students will be comparing the Declaration of Independence and the Declaration of Sentiments.

**Generative Question:**  
***How does one document influence other documents written later?***

# Declaration of Independence

The Declaration of Independence was delivered to the British Government (King George III and Parliament) explaining the reasons for why the American Colonies were seceding from the British Empire. This document explains all the grievances that the Colonial governments have attempted to seek redress through the proper channels. However, due to the continued injury visited upon the colonies, they have no choice but to dissolve the political ties that bound the colonies to their mother country (England).

This document was written primarily by Thomas Jefferson, a Virginian Representative to the Continental Congress. He was assisted by Benjamin Franklin (Pennsylvania) and John Adams (Massachusetts), men who would edit his work in to a finished product.

The Declaration of Independence was Ratified on July 2, 1776.

## INTERACTIVE 4.1 The Declaration of Independence



**Scaffolding Questions:**  
**What purposes are served by writing a formal document of separation (independence)?**  
**Are there any names that seem familiar to you?**

[Source](#)

## Declaration of Sentiments

The **Seneca Falls Convention** was one of the founding events of the American Feminist movement. This event served to promote the early forms of feminism in America as well as give the movement a sense of legitimacy.

At this convention, the leaders of the movement created a “Declaration of Sentiments” meant to address the myriad of issues that they believed prevented the equal treatment of women throughout the nation.

The image to the left is a cartoonist's depiction of what he believed this convention to look like. This was meant to be a satire of the event itself.



Signing the Declaration of Their Independence

By: J. Ottmann Lith. Co.

[Source](#)



Click Me!

**Scaffolding Questions:**  
**Why do you think the artist decided to remake the image of Trumbull's "Declaration of Independence"?**

# The Preambles

## Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just

[Source](#)



### **Scaffolding Questions:**

***What about the Declaration of Sentiments is similar to the Declaration of Independence?***

***Why do you think that the women at this convention chose to mirror the language of the Declaration?***

## Declaration of Sentiments

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

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the

[Source](#)

# Grievances

## Declaration of Independence

He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures. He has dissolved Representative Houses



## Declaration of Sentiments

He has never permitted her to exercise her inalienable right to the elective franchise. He has compelled her to submit to laws, in the formation of which she had no voice. He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners. Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides. He has made her, if married, in the eye of the law, civilly dead.<sup>4</sup> He has taken from her all right in property, even to the wages she earns.<sup>5</sup> He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of



### **Scaffolding Questions:**

***To whom are each set of grievances addressed?  
How does this affect the way the grievances are written?***

***Are there any grievances that are shared between these documents? (i.e. similar grievances)***

# Reflection

The creation of a DBL (Document Based Lesson) has been an interesting one. Originally, I looked at the task as if I was creating a DBQ (Document Based Question) such as one that would be found on the AP US History test. However, I soon realized that this is only one aspect of a DBL. For a DBL to work, the students must answer a general question through the use of very specific source material. This hindered my generation of ideas with which to create a DBL. I eventually did decide on a solid topic: The effects that a singular event can have on another event that occurs many decades later.

To answer this question, I am having students examine the Declaration of Independence as compared to the Declaration of Sentiments. For this I have having the students read sections of each work as well as images depicting the events in question. The compare and contrast elements of the assignment are meant to help the students come to a deeper understanding that little in history happens in a vacuum. Almost everything has had some sort of influence acted upon it.

I greatly enjoyed the creating of the Book because it allows for a degree of creativity. The use of this digital medium allows for a more interactive version of a lesson. The use of scrolling text widgets allows the writer/teacher to place large snippets of text in a condensed area. This allows for the reading to become less daunting than a solid block of static text and it allows the creator to add in additional material—such as images—onto the page. This makes it so the students don't have to use only text but can use the text in context/conjunction with the images.

## RECONSTRUCTION IN POLITICAL CARTOONS: VARIED EXPERIENCES AND PERCEPTIONS

**Designed by EmmaLee Kuhlmann**

The period of America's history known as Reconstruction was a tumultuous experience for everyone who experienced it, even as they experienced it in different ways. Following the Civil War, from 1865-1877, the United States government established a set of programs and new legislation in an



attempt to reorganize society and re-integrate the disillusioned and defeated southern states into the Union. Society, politics and the economy had all been affected by the war, especially in the South, where Southerner's way of life had been completely destroyed. By the end of the war, millions of slaves had been freed, upsetting the agricultural economy of the southern states. Not only had they been freed, but they had also been granted citizenship by the 14th Amendment. However, the amendment was not explicit in its provisions: it was unclear as to what African American citizenship would entail. Indeed, American society was in turmoil, attempting to rebuild following the war and re-establish what it meant to be American.

This internal conflict that was an integral part of Reconstruction was highly publicized. Newspapers across the country printed highly opinionated depictions of what Reconstruction policies meant to the readers in their cities. At this time, political cartoons were also highly utilized methods of satirizing political debate.

In this lesson, students will examine various political cartoons and other images from around the United States printed during Reconstruction. They will be asked questions of each image which will help them perform close reading skills and help them come to a conclusion about how the different types of American citizens experienced Reconstruction.

### **Essential Questions:**

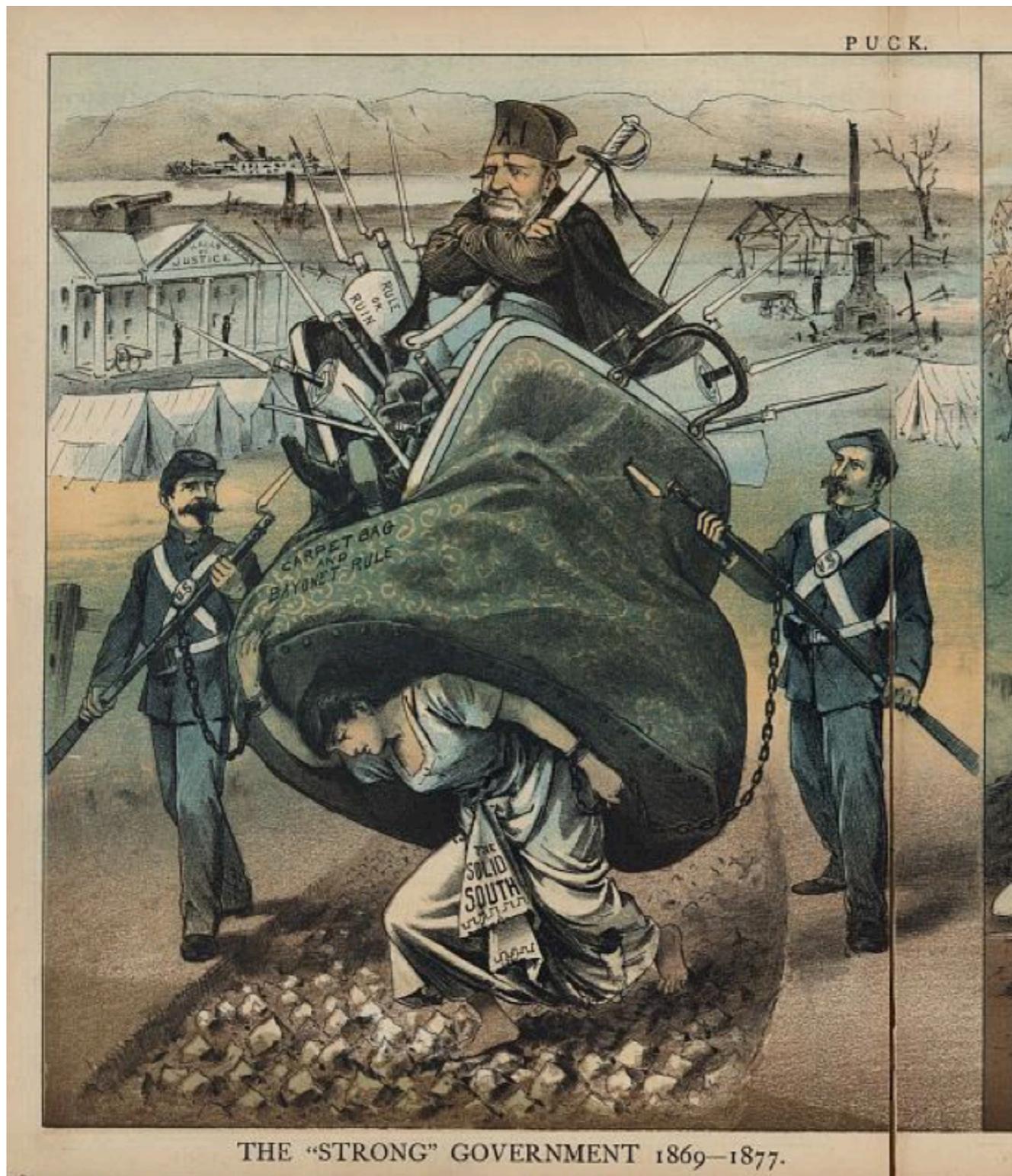
- How did Americans across the country experience the period of Reconstruction differently?
- How did their experience influence their perceptions of Reconstruction policies and the government and society of the United States following the Civil War?
- In what ways are political cartoons useful in exploring how people understood Reconstruction?
- Are political cartoons a good primary source?



Broad Street Charleston South Carolina 1865; [Link Here](#)



Click images to  
enlarge



## Image 1

Title: The "Strong" government 1869-1877

Creator: Wales, James Albert, 1852-1886, artist  
Date Created/Published: 1880. Printed in Puck  
(New York City)

[Link Here](#)

Summary: Cartoon shows woman, "the Solid South", carrying Ulysses S. Grant in a carpet bag marked "carpet bag and bayonet rule"

## The Carpetbag Metaphor



During Reconstruction, many Northerners moved to the South to assist the poor, African American communities, especially as teachers in schools supported by the



*Scroll down  
to learn  
more.*

### Questions to think About:

Q: Who are the characters in the image? How are the characters depicted?

Q: How is the North presented? How is the South presented? Which seems stronger?

Q: What point is the artist trying to make about the relationship between the North and the South during Reconstruction?



# Image 2

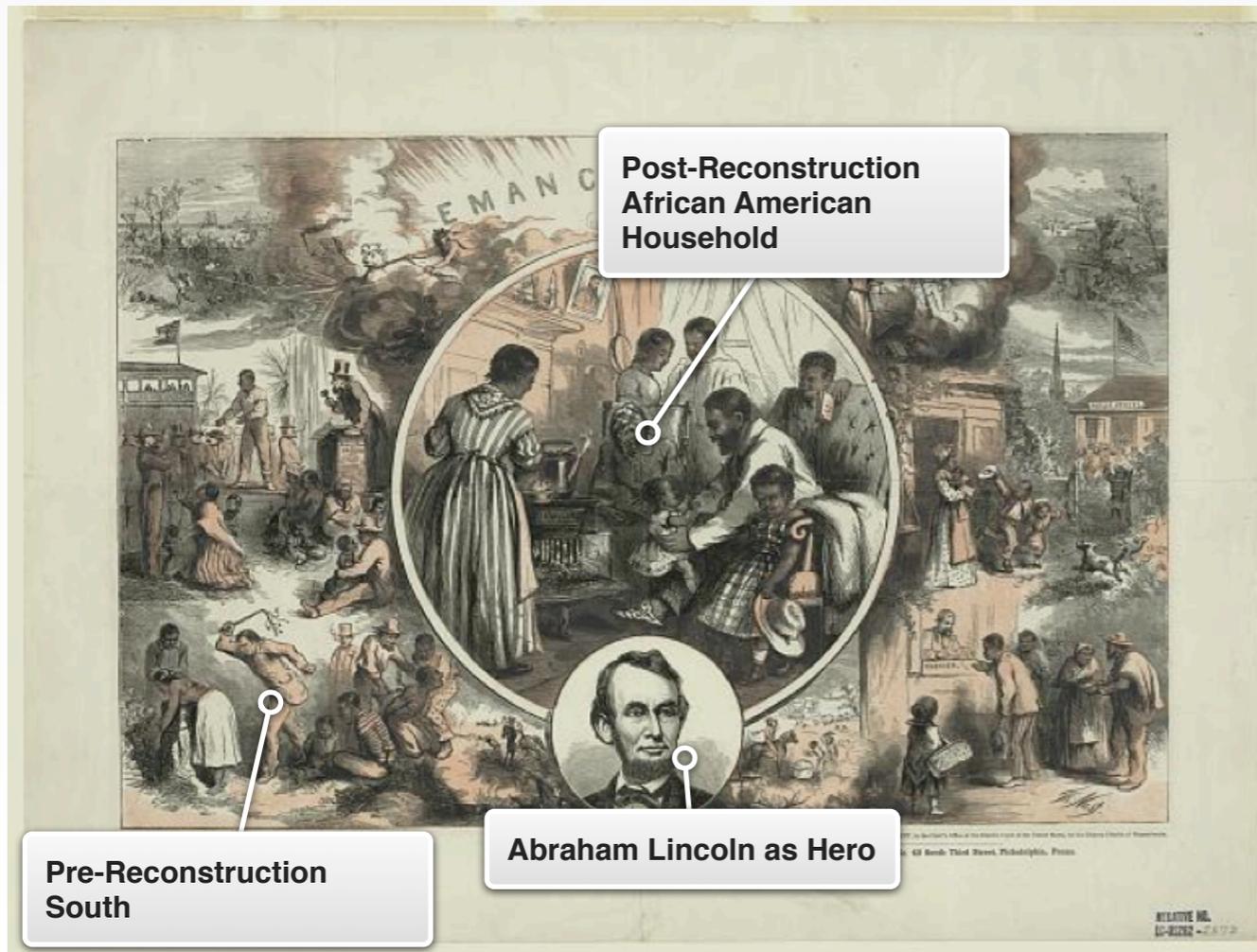
Title: Emancipation

Creator: Th. Nast ; King & Baird, printers, 607 Sansom Street, Philadelphia.

Date Created/ Published: ca 1865

[Link Here](#)

## INTERACTIVE 5.1 Thomas Nast's Depiction of Emancipation



Summary: **Thomas Nast's** celebration of the emancipation of Southern slaves with the end of the Civil War. Nast envisions a somewhat optimistic picture of the future of free blacks in the United States. The central scene shows the interior of a freedman's home with the family gathered around a "Union" wood stove. The father bounces his small child on his knee while his wife and others look on. On the wall near the mantel hang a picture of Abraham Lincoln and a banjo. Below this scene is an oval portrait of Lincoln and above it, Thomas Crawford's statue of "Freedom." On either side of the



### Questions to think about:

Q: How does the imagery change from his presentations of life *before* Reconstruction and *after*? What is the message that the artist is trying to make about Reconstruction? Does he see the period of Reconstruction as ultimately positive or negative?

Q: What other elements does the artist use to make a point about Reconstruction? What are the points that the artist makes about Reconstruction?

Q: Which portion of this cartoon do you find most effective? Why?

[Click on the text boxes to zoom in on a scene.](#)

# More on Thomas Nast: The Father of American Political Cartoons

## Biographical Information

“Thomas Nast (1840-1902), perhaps the most important American political cartoonist of all time, is best known for his invention and development of popular symbols like the Republican Elephant, Democratic Donkey, a fat, jolly Santa Claus and a lean, goatee-wearing Uncle Sam.

“Nast’s most important forum was Harper’s Weekly, the leading illustrated American periodical of the last half of the nineteenth century. HarpWeek has identified the 2200-plus cartoons that Nast drew for Harper’s Weekly—the first in 1859, the last in 1896, and the rest mainly between 1862 and 1886. They were instrumental in winning four presidential elections—for Abraham Lincoln in 1864, for Ulysses S. Grant in 1868 and 1872, and for Grover Cleveland in 1884.”

Biographical Information From: <http://www.thomasnast.com>



Title: Thomas Nast  
Created / Published 1896.  
Summary: Portrait, bust, facing left.  
[Link Here](#)



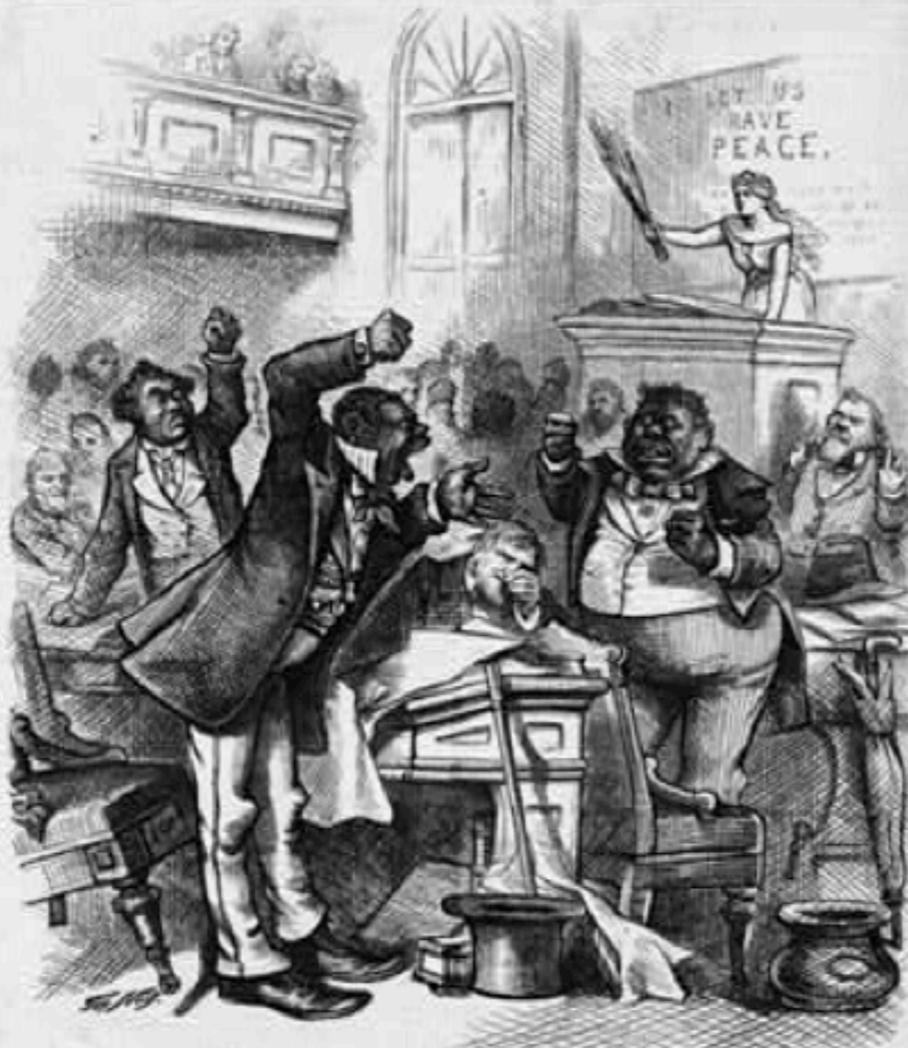
# HARPER'S WEEKLY

A JOURNAL OF CIVILIZATION

Vol. XVIII—No. 104.

NEW YORK, SATURDAY, MARCH 14, 1874.

["THE SUNDAY"]



COLORED RULE IN A RECONSTRUCTED STATE.—(See Post 104.)  
THE NEGROES CALL EACH OTHER THIEVES, LIARS, KISSERS AND CHEATERS.  
REMARKS: "You are taking the best Whites." "I got dozens just here in this year and had better take back more."

## Image 3

Title: Colored rule in a reconstructed state

Creator: Nast, Thomas, 1840-1902, artist

Created / Published 1874.

Summary: Cartoon showing members of the South Carolina Legislature in argument in the House, with Columbia rebuking them.

[Link Here](#)

### Questions to think about:

Q: Who are the characters in this image? How are the characters presented?

Q: What point is the artist (Thomas Nast) trying to make about Reconstruction in this image?

Q: How does this image compare to the previous cartoon created by Thomas Nast? What does this tell you about his perceptions of Reconstruction?



## Image 4

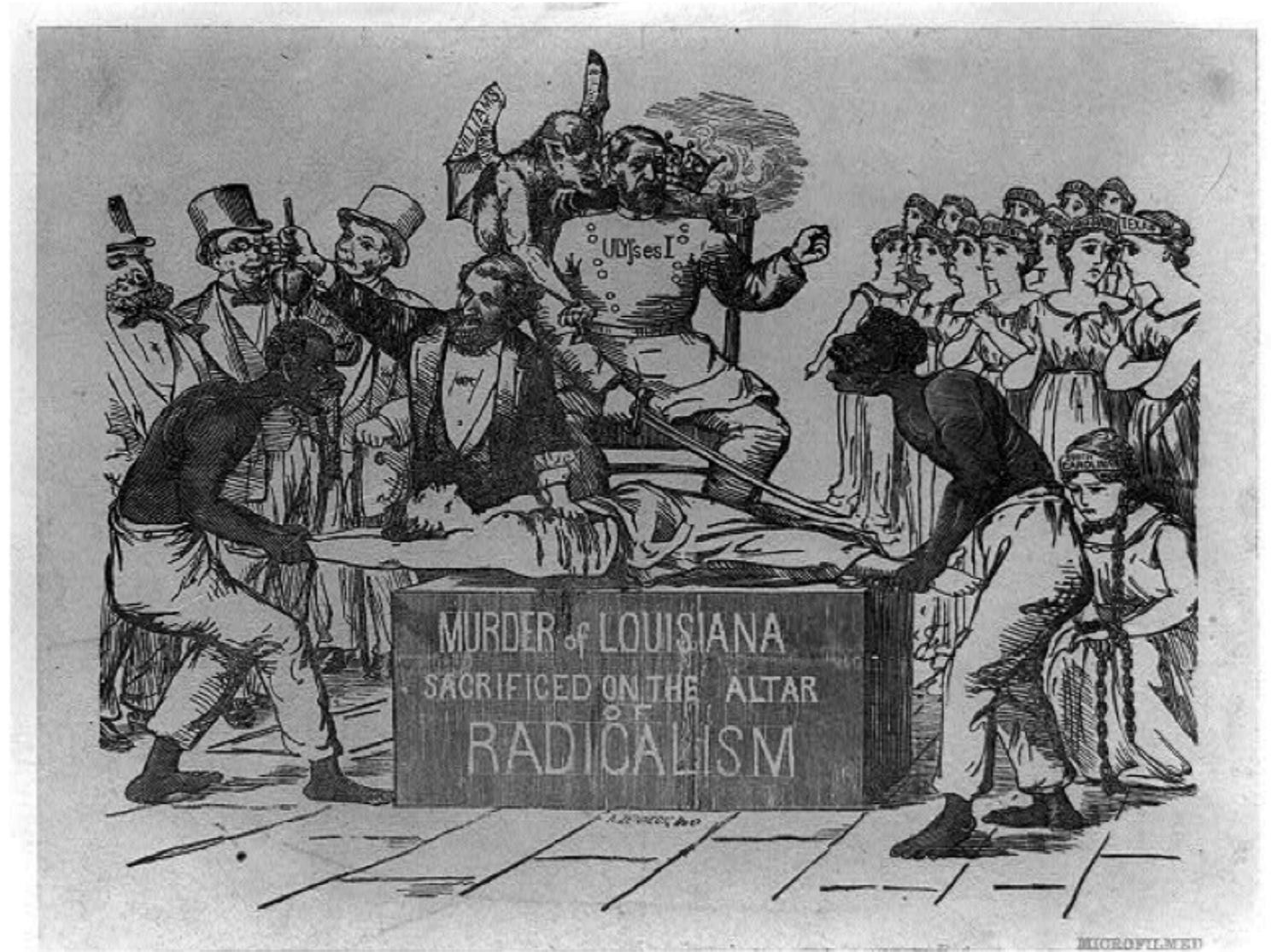
Title: Murder of Louisiana sacrificed on the altar of radicalism

Creator: A. Zenneck

Date Created/Published: 1871.

[Link Here](#)

Summary: President Ulysses S. Grant and Congress turned a blind eye to the disputed 1872 election of carpetbagger William P. Kellogg as governor of Louisiana. In this scene Kellogg holds up the heart which he has just extracted from the body of the female figure of Louisiana, who is held stretched across an altar by two freedmen. Enthroned behind the altar sits Grant, holding a sword. His attorney general, George H. Williams, the winged demon perched behind him, directs his hand. At left three other leering officials watch the operation, while at right women representing various states look on in obvious distress. South Carolina, kneeling closest to the altar, is in chains.



### Questions to think about:

Q: Who are the characters in the image? How are the characters presented? Why might the artist have chosen these characters?

Q: What point is the creator trying to make about Reconstruction, especially its effects on the South?

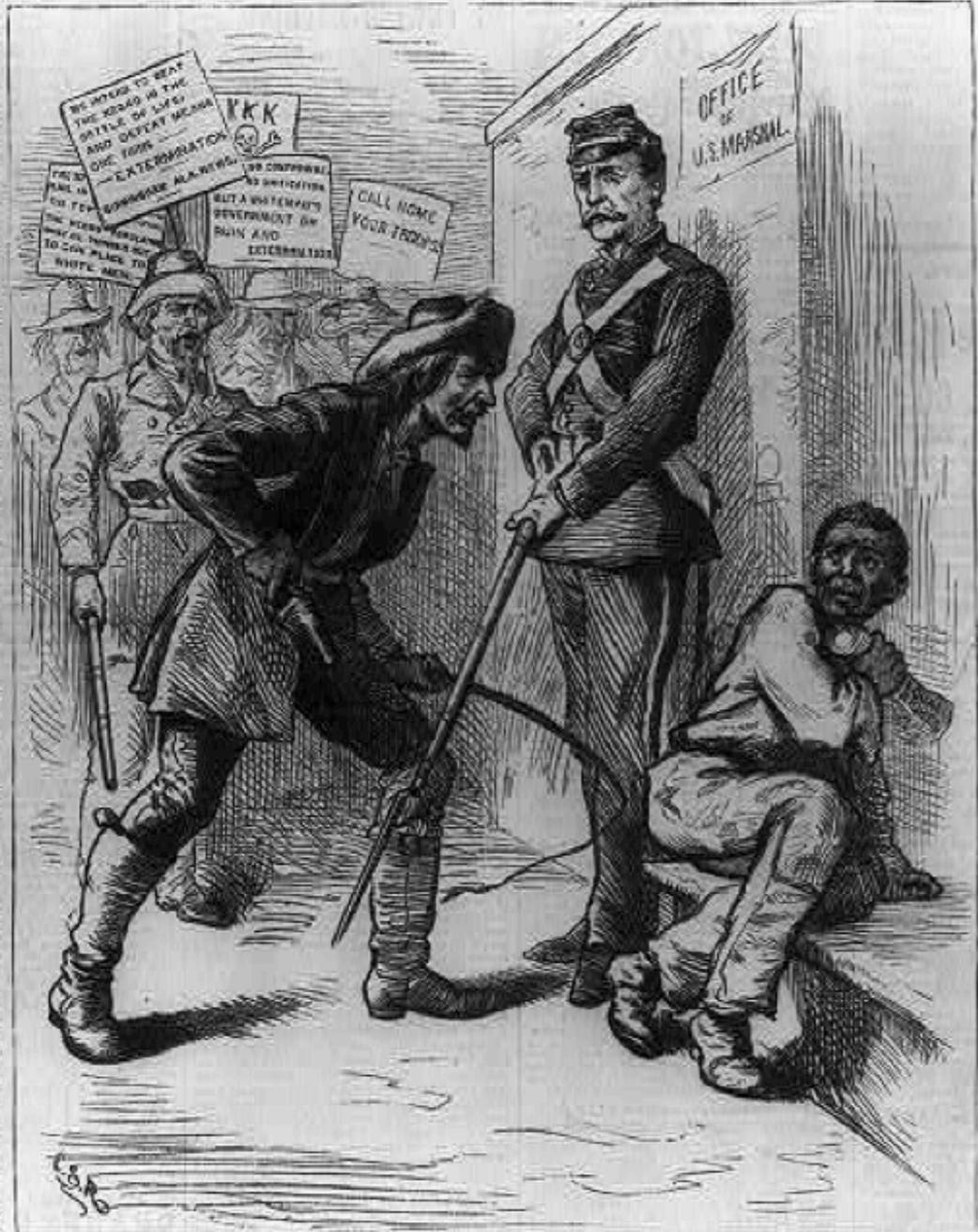


...of the State had  
...Natchez had risen from  
...that worked cheerfully;  
...tion, and religion were  
...in a high rank of civi-  
...disordered Louisiana or

...they voted their own  
...which was signed by  
..."leading" men of the  
...own free-will—and  
...over more rampant  
...The associated telegraph  
...company, so often the

...for his own  
...Nothing but the  
...has made New Orleans  
...a mass of bloodshed.  
...peace to Mississippi,  
...Arkansas, or Louisiana  
...but a perfect union of  
...the North, East, West,

...from the distressed  
...the fear of its  
...of life and property  
...to attractive  
...mechanic—its  
...shops and  
...ed, no  
...gro, I  
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SHALL WE CALL HOME OUR TROOPS?

"We intend to beat the Negro in the battle of life, and defeat means one thing—EXTERMINATION."—Birmingham (Alabama) News.

White Leaguers had planned  
...that low cunning that  
...They procured the in-  
...of officials of Vicksburg,  
...for various offenses.

...murderers of Alabama and  
...Louisiana, gave the  
...first news of the massacre  
...to the North in the  
...chosen words of the  
...capturers against the  
...peace of Mississippi.  
...But Governor Ames and  
...various unworthy  
...of the terrible

...resolute policy toward  
...the Southern marauders.  
...In their own action  
...there is nothing that  
...can resist them. Their  
...press is dumb; the  
...wise majority in every  
...Southern State, who,  
...no doubt, fear and  
...abhor the marauding  
...company, are powerless  
...to do it. This domestic  
...class of men does

...for that the Southern  
...States escape from the  
...control of their  
...Recent reports from  
...the South point  
...show that that whole  
...South is in a kind of  
...anarchy. A  
...horror and  
...sustained effort



## Image 5

Title: Shall we call home our troops? "We intend to beat the negro in the battle of life & defeat means one thing--EXTERMINATION"

Date Created/Published: 1875. Birmingham (Alabama) News

Summary: Reaction of radical South toward Negro after North does not follow up her promises to the Negro.

[Link Here](#)

Q: Who are the characters in this image? How are the characters presented?

Q: Describe the conflict between the characters. What point is the artist trying to make about Reconstruction?

## Image 6

Title: A proper family re-union

Date Created/Published: 1865, Cincinnati, Ohio

Created by Burgoo Zac.

[Link Here](#)



Summary: A biting cartoon showing Confederate president Jefferson Davis in league with both the devil and Revolutionary War traitor Benedict Arnold. Arnold and Davis stir a cauldron of "Treason Toddy," a brew into which the devil drops miniature black slaves. The devil holds a pitchfork and gloats, "I feel proud of my American sons--Benedict and Jeff." Davis, dressed in a bonnet, shawl, and dress (see "The Chas-ed "Old Lady" of the C.S.A.," no. 1865-11), explains to his fellow traitor, "Well, Arnold, the C.S.A. [Confederate States of America] are "done gone" so I have come home." Arnold greets him, "Welcome, Davis! Thou shalt be warmly received by thy father." At the cauldron base, marked "1865," lie two skulls, marked "Libby" and "Andersonville,"--no doubt intended to represent Union victims of the two notorious Confederate prisons Libby and Andersonville. Copperheads writhe on the ground. Near Davis's feet are a bag of "Stolen Gold" and a valise marked with his initials and "C.S.A. 1865."

### Questions to think about:

Q: Who are the characters in the image?

How are they depicted? Why might the artist have chosen these characters?

Q: What point is the artist trying to make about Reconstruction?



## Image 7

Title: Northern coat of arms

Date Created/Published: 1864.

Probably drawn by Joseph E. Baker, Boston.

[Link Here](#)

Summary: A Northern-produced satire, expressing strongly anti-abolitionist sentiments. A large pair of bare feet, obviously those of a black man, protrude from beneath a Phrygian cap adorned with the word "Liberty," several stars, and an eagle with arrows and olive branch from the seal of the United States.

### Questions to think about

Q: What kinds of imagery are being used in this image? What themes does the artist use?

Q: What point is the artist trying to make about Reconstruction?

Q: Read the image summary. What does this tell you about the image and/or author? What does this tell you about the artist's perception of Reconstruction?





# Reflection

In the initial stages of developing this lesson, I had the idea that I might want to focus primarily on political cartoons for this lesson. There are so many available from this time period, and so many with such vivid imagery that allow students to engage in analysis with very little background knowledge. As I began to collect documents for this lesson, I was a bit worried that I did not have enough content, and that I might need to include other types of documents. However, because Reconstruction is such a large topic, and because there are so many different lenses through which it can be understood, I found that it was easier to stick with the medium of political cartoons, and engage with them more deeply. In this way, students get the opportunity to engage with the controversy of how to rebuild after a terrible and destructive war that changed multiple aspects of society.

In secondary history classes, topics such as Reconstruction are rarely discussed; if they are, very little time is spent uncovering the controversy and complexity of the time period. However, Reconstruction is a period in America's history that began the current stream of history. By understanding the period following the Civil War, students can begin to see how America's history has shaped its present. For instance, certain racial policies enacted during Reconstruction played a major role in Americans' later perceptions of race and racial constructs. It isn't an easy time period to untangle, certainly another reason why it rarely is at the secondary level. However, giving students primary sources to discuss and explore give them an effective entry point into the time period and the topics surrounding some difficult issues of Reconstruction.

At the end of this particular lesson, numerous different activities could be assigned. In the creation of this lesson, I wanted to leave the final product/assignment open because there are so many creative ways to assess understanding of the cartoons and the ideas and values they present. When I discussed possible options for closing assignments for this lesson, various suggestions were given. My favorite assignment idea was to have students create their own political cartoon using similar themes and imagery from the cartoons that they explored in the lesson. This could be done either about Reconstruction issues or even current events. This would allow students to make connections across topics and time periods.

## Title Page Image:

Title: Atlanta Roundhouse Ruins

Creator: George N. Barnard

Date: 1866

Summary: Illustration showing the destroyed Atlanta roundhouse, with steam engines and train cars in place but with collapsed stone walls.

[Link Here](#)

[Click Here](#) to learn more about the creator of this lesson.

## Other Sources Used in this Lesson:

- [Scroll Up or Down](#), created by Lloyd Humphreys from the Noun Project
- [Click](#), created by Spencer Loveless from the Noun Project

# REGULATION THROUGH THE YEARS

By Chenoa Musillo Olson & Sarah Wieking

In order to develop student understanding of arguments for and against the use of contraceptives and abortion as a struggle that has persisted for over a century, we are asking students to draw comparisons and synthesize primary source documents from the late 1800's, the 1970's and 2010's. We will be comparing three types of documents: legislation and court documents, advertisements, and specific group's arguments against abortion. This gives students insight into political, legal, medical, and social perspectives on the same argument in three different time periods.

**Grade and Course:** 11th grade history classroom.

This lesson would be a part of a unit on the long 1960's, meaning a study of the movements of the nineteen sixties extending into the nineteen seventies. The content and documents being used are most appropriate for an 11th grade United States History course.

**Picture:**

*Oral Birth Control Pills.*  
Bryan Calabro  
February 19, 2012



# Generative Question: Should people's bodies be regulated by external authorities?

Critically read the following documents keeping in mind the evolving mentality and arguments of people regarding abortion and birth control. When reading each document think about the similarities and differences between each generation.

Also consider key questions:

1. What is the main argument being made?
2. Who is the intended audience?
3. How does each piece play into society? What is significant about the date in which it was published?
4. To what extent is regulation or deregulation being argued for?





**THE FEMALE ABORTIONIST.**

## Comstock Law (1873)

AN ACT for the Suppression of Trade in, and Circulation of, Obscene Literature and Articles of Immoral Use.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That whoever, within the District of Columbia or any of the Territories of the United States, or other place within the exclusive jurisdiction of the United States, shall sell, or lend, or give away, or in any manner exhibit, or shall offer to sell, or to lend, or to give away, or in any manner to exhibit, or shall otherwise publish or offer to publish in any manner, or shall have in his possession, for any such purpose or purposes, any obscene book, pamphlet, paper, writing, advertisement, circular, print, picture, drawing or other representation, figure, or image on or of paper or other material, or any cast, instrument, or other article of an immoral nature, or any drug or medicine, or any article whatever, for the prevention of conception, or for causing unlawful abortion, or shall advertize the same for sale, or shall write or print, or cause to be written or printed, any card, circular, book, pamphlet, advertisement, or notice of any kind, stating when, where, how, or of whom, or by what means, any of the articles in this section hereinbefore mentioned, can be purchased or obtained, or shall manufacture, draw, or print, or in any wise make any of such articles, shall be

Picture: National Police Gazette Restell February 28, 2006

# 1973

## GALLERY 6.1 **Roe v. Wade**

Reargued Oct. 11, 1972.

Decided Jan. 22, 1973.

Rehearing Denied Feb. 26, 1973.

See 410 U.S. 959, 93 S.Ct. 1409.

Action was brought for a declaratory and injunctive relief respecting Texas criminal abortion laws which were claimed to be unconstitutional. A three-judge United States District Court for the Northern District of Texas, 314 F.Supp. 1217, entered judgment declaring laws unconstitutional and an appeal was taken. The Supreme Court, Mr. Justice Blackmun, held that the Texas criminal abortion statutes prohibiting abortions at any stage of pregnancy except to save the life of the mother are unconstitutional; that prior to approximately the end of the first trimester the abortion decision and its effectuation must be left to the medical judgment of the pregnant woman's attending physician, subsequent to approximately the end of the first trimester the state may regulate abortion procedure in ways reasonably related to maternal health, and at the stage subsequent to viability the state may regulate and even proscribe abortion except where necessary in appropriate medical judgment for preservation of life or health of mother.

Affirmed in part and reversed in part.

Mr. Chief Justice Burger, Mr. Justice Douglas and Mr. Justice Stewart filed concurring opinions.

lief and the arguments as to both aspects were necessarily identical. 28 U.S.C.A. § 1253.

### **2. Constitutional Law** ↻42.1(3), 46(1)

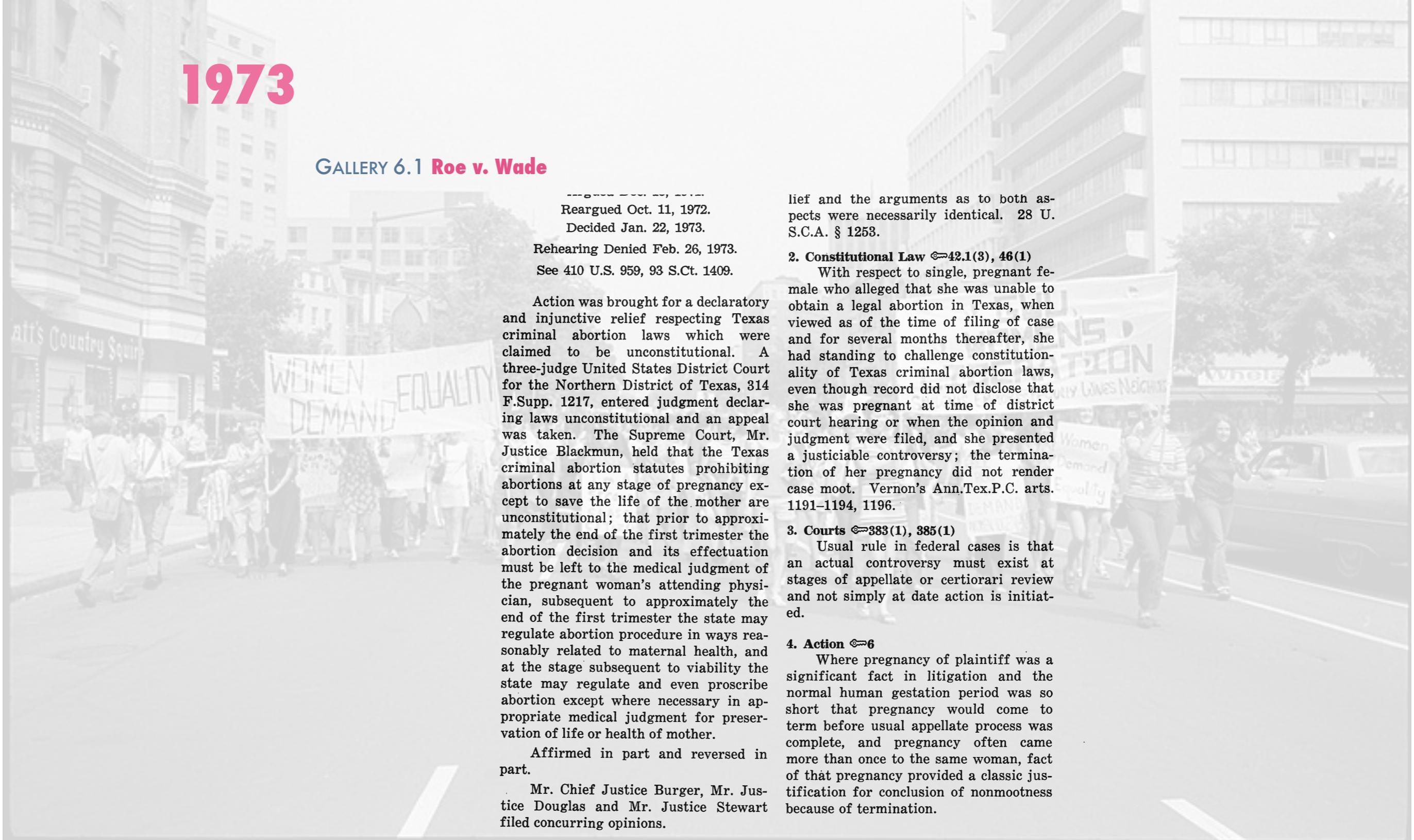
With respect to single, pregnant female who alleged that she was unable to obtain a legal abortion in Texas, when viewed as of the time of filing of case and for several months thereafter, she had standing to challenge constitutionality of Texas criminal abortion laws, even though record did not disclose that she was pregnant at time of district court hearing or when the opinion and judgment were filed, and she presented a justiciable controversy; the termination of her pregnancy did not render case moot. Vernon's Ann.Tex.P.C. arts. 1191-1194, 1196.

### **3. Courts** ↻383(1), 385(1)

Usual rule in federal cases is that an actual controversy must exist at stages of appellate or certiorari review and not simply at date action is initiated.

### **4. Action** ↻6

Where pregnancy of plaintiff was a significant fact in litigation and the normal human gestation period was so short that pregnancy would come to term before usual appellate process was complete, and pregnancy often came more than once to the same woman, fact of that pregnancy provided a classic justification for conclusion of nonmootness because of termination.



Picture:  
Womens Lib 1970 WashingtonDC  
Library of Congress  
August 26, 1970

**Tap to enlarge.** Then read this excerpt of the court decision on the Supreme Court case: **Roe v. Wade.** Read until the section labeled "Syllabus."



Please consider these two amendments in discerning the former supreme court case, *Roe v. Wade*.



Picture:  
Victorian Postcard  
20th century  
[https://commons.wikimedia.org/wiki/  
File:VictorianPostcard.jpg](https://commons.wikimedia.org/wiki/File:VictorianPostcard.jpg)

**Ninth Amendment:** The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people

**Fourteenth Amendment: Section 1.**

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The lower courts based their decision off of the ninth amendment, and the supreme court based its decision off of the fourteenth amendment.

# Mid 18th Century

**Advertisement:** Mrs. Bird, Female Physician To the Ladies- Madame Costello (1842)

Two advertisements from the New York sun newspaper. Mrs. Bird is selling pills that treat menstrual irregularity. Madame Costello is offering to help women who are wanting to be treated for “obstruction of their monthly periods”

[Ad:](#) New York sun. [New York, New York], Feb. 24, 1842. , “Mrs. Bird, female physician To the Ladies--Madame Costello,” Sovereign Body History Project , accessed November 23, 2015,

**M**RS. BIRD, Female Physician, where can be obtained Dr. Vandenburg's Female Renovating Pills, from Germany, an effectual remedy for suppression, irregularity, and all cases where nature has stopped from any cause whatever. Sold only at Mrs. Bird's, 83 Duane st, near Broadway. n24 3m\*

**T**O THE LADIES—Madame Costello, Female Physician, still continues to treat, with astonishing success, all diseases peculiar to females. Suppression, irregularity, obstruction, &c., by whatever cause produced, can be removed by Madame C. in a very short time. Madame C's medical establishment having undergone thorough repairs and alterations for the better accommodation of her numerous patients, she is now prepared to receive ladies on the point of confinement, or those who wish to be treated for obstruction of their monthly periods. Madame C. can be consulted at her residence, 34 Lispenard st, at all times.— All communications and letters must be post paid.

n2f 1m\*

## Advertisement: French Periodical Pills- Warranted to have the desired effect in all cases (1845)

Dr. L. Monroe's advertisement for "French periodical pills" in the Boston daily times newspaper. For regulating "the monthly turns of females." The advertisement suggests that "ladies married should not take them if they have reason to believe they are enciente, as they are sure to produce a miscarriage."

Enciente: pregnant, with child.

- [Ad](#): Boston Daily Times. [Boston, Mass.] : George Roberts, 1845 January 6, p. 4, column 6. (bound volume no. 8256)., "French periodical pills - Warranted to have the desired effect in all cases," Sovereign Body History Project , accessed November 23, 2015,

**FRENCH PERIODICAL PILLS.**  
Warranted to have the desired effect in all cases.  
**T**Hese Pills contain a portion of the only article in the whole materia medica, which can regulate the system and produce the monthly turns of females that can be taken, without hazarding life, and this article is not to be found in any of the pills or nostrums which are pictured forth so largely in the papers of the day. It has frequently occurred that the unhappy patient has by the use of these pills and nostrums given nature such a shock that they have never since enjoyed health, and they never can. It seems that they are got up and advertised merely for the object of making money, regardless of the consequences, and the readers are usually considered beneath responsibility, by all who know them.  
The French Periodical Pills are the result of the combined knowledge and experience of some of the oldest and most distinguished physicians of Europe, and have been used by females embracing the gentility and most of the nobility of France, for the last twenty-three years. To eulogize their virtues would not add to their merits. We will only say TRY THEM, and if they do not prove to be what they are here represented to be, your money shall be refunded.  
They contain no medicine detrimental to the constitution, but restore all debilitated constitutions to their wonted energy and healthfulness by removing from the system every impurity.  
The only precaution necessary to be observed is ladies married should not take them if they have reason to believe they are enciente, as they are sure to produce a miscarriage, and most without the knowledge of the patient, so gentle yet active are they,  
All letters to be directed to DR. L. MONROE, U. S. Agent and Importer, No 58 Union street, Boston.  
N. B. The above Pills can only be obtained at 58 Union street, all sold elsewhere in Boston, are counterfeit, and only calculated to deceive.  
N. B. Full directions accompanying the Pills.   
3 w\* d 11

## 20th Century ads:

**"That's right boys...  
I'm on the pill!"**

says  
**Annette Funicello**  
Starring in—"Beach Blanket Bingo"  
and also "How to Stuff a Wild Bikini"  
AMERICAN TRANSITIONAL PICTURES



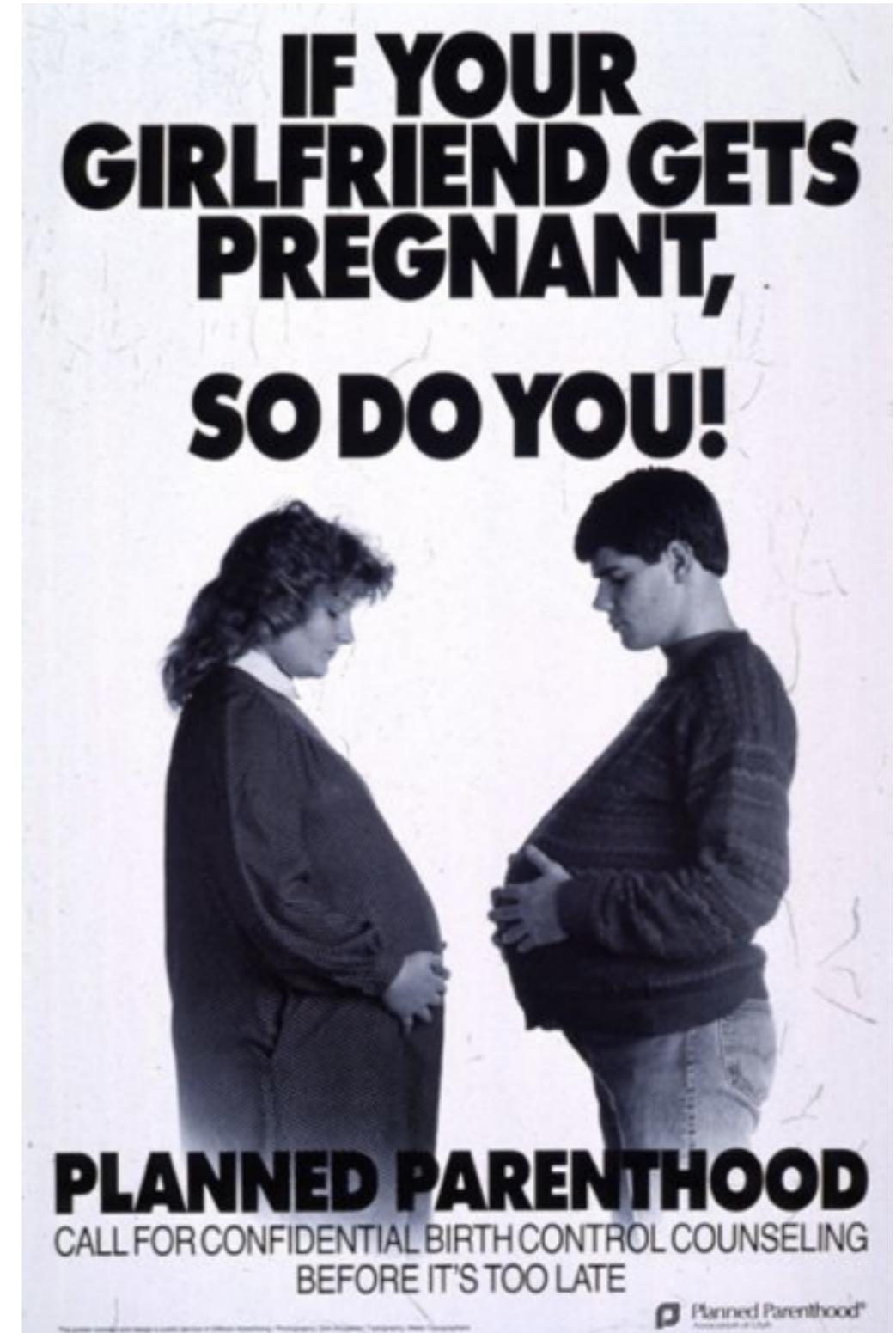
**YASMIN®**

ASK YOUR DOCTOR ABOUT  
**YASMIN**  
ON YOUR NEXT VISIT!

**Bayer Healthcare**  
77 Belfield Road  
Toronto, Ontario | M9W 1G6

Picture

**IF YOUR  
GIRLFRIEND GETS  
PREGNANT,  
SO DO YOU!**



**PLANNED PARENTHOOD**  
CALL FOR CONFIDENTIAL BIRTH CONTROL COUNSELING  
BEFORE IT'S TOO LATE

 **Planned Parenthood®**  
AMERICAN BRANCH OF U.S.A.

Picture

# AMA Report on Criminal Abortion (1859)

*Although no draft of the Report on Criminal Abortion has been located, the unanimous approval of Horatio's March effort probably indicates slight changes at most from the following final version read at the convention in Louisville in May, 1859 and published later that year in the Transactions of the American Medical Association.*

The heinous guilt of criminal abortion, however viewed by the community, is everywhere acknowledged by medical men.

Its frequency - among all classes of society, rich and poor, single and married - most physicians have been led to suspect; very many, from their own experience of its deplorable results, have known. Were any doubt, however, entertained upon this point, it is at once removed by comparisons of the present with our past rates of increase in population, the size of our families, the statistics of our foetal deaths, by themselves considered, and relatively to the births and to the general mortality. The evidence from these sources is too constant and too overwhelming to be explained on the ground that pregnancies are merely prevented; or on any other supposition than that of fearfully extended crime.

The causes of this general demoralization are manifold. There are three

*The committee appointed in May, 1857, to investigate the subject of Criminal Abortion, with a view to its general suppression, have attended to the duty assigned them, and would present the following report:*

Acquired from:  
[www.abortioinessay.com](http://www.abortioinessay.com)

# SACRED CONGREGATION FOR THE DOCTRINE OF THE FAITH DECLARATION ON PROCURED ABORTION (1974)

The Supreme Pontiff Pope Paul VI  
ratified on June 28, 1974

1. The problem of procured abortion and of its possible legal liberalization has become more or less everywhere the subject of impassioned discussions. These debates would be less grave were it not a question of human life, a primordial value, which must be protected and promoted. Everyone understands this, although many look for reasons, even against all evidence, to promote the use of abortion. One cannot but be astonished to see a simultaneous increase of unqualified protests against the death penalty and every form of war and the vindication of the liberalization of abortion, either in its entirety or in ever broader indications. The Church is too conscious of the fact that it belongs to her vocation to defend man against everything that could disintegrate or lessen his dignity to remain silent on such a topic. Because the Son of God became man, there is no man who is not His brother in humanity and who is not called to become a Christian in order to receive salvation from Him.

4. Charged with the promotion and the defense of faith and morals in the universal Church,[2] the Sacred Congregation for the Doctrine of the Faith proposes to recall this teaching in its essential aspects to all the faithful. Thus in showing the unity of the Church, it will confirm by the authority proper to the Holy See what the bishops have opportunely undertaken. It hopes that all the faithful, including those who might have been unsettled by the controversies and new opinions, will understand that it is not a question of opposing one opinion to another, but of transmitting to the faithful a constant teaching of the supreme Magisterium, which teaches moral norms in the light of faith.[3] It is therefore clear that this declaration necessarily entails a grave obligation for Christian consciences.[4] May God deign to enlighten also all men who strive with their whole heart to "act in truth" (Jn. 3:21).

11. The first right of the human person is his life. He has other goods and some are more precious, but this one is fundamental - the condition of all the others. Hence it must be protected above all others. It does not belong to society, nor does it belong to public authority in any form to recognize this right for some and not for others: all discrimination is evil, whether

it be founded on race, sex, color or religion. It is not recognition by another that constitutes this right. This right is antecedent to its recognition; it demands recognition and it is strictly unjust to refuse it.

12. Any discrimination based on the various stages of life is no more justified than any other discrimination. The right to life remains complete in an old person, even one greatly weakened; it is not lost by one who is incurably sick. The right to life is no less to be respected in the small infant just born than in the mature person. In reality, respect for human life is called for from the time that the process of generation begins. From the time that the ovum is fertilized, a life is begun which is neither that of the father nor of the mother, it is rather the life of a new human being with his own growth. It would never be made human if it were not human already.

20. These arguments and others in addition that are heard from varying quarters are not conclusive. It is true that civil law cannot expect to cover the whole field of morality or to punish all faults. No one expects it to do so. It must often tolerate what is in fact a lesser evil, in order to avoid a greater one. One must, however, be attentive to what a change in legislation can represent. Many will take as authorization what is perhaps only the abstention from punishment. Even more, in the present case, this very renunciation seems at the very least to admit that the legislator no longer considers abortion a crime against human life, since murder is still always severely punished. It is true that it is not the task of the law to choose between points of view or to impose one rather than another. But the life of the child takes precedence over all opinions. One cannot invoke freedom of thought to destroy this life.

27. There will be no effective action on the level of morality unless at the same time an effort is made on the level of ideas. A point of view - or even more, perhaps a way of thinking - which considers fertility as an evil cannot be allowed to spread without contradiction. It is true that not all forms of culture are equally in favor of large families. Such families come up against much greater difficulties in an industrial and urban civilization. Thus in recent times the Church has insisted on the idea of responsible parenthood, the exercise of true human and Christian prudence.

Such prudence would not be authentic if it did not include generosity. It must preserve awareness of the grandeur of the task of cooperating with the Creator in the transmission of life, which gives new members to society and new children to the Church. Christ's Church has the fundamental solicitude of protecting and favoring life. She certainly thinks before all else of the life which Christ came to bring: "I have come so that they may have life and have it to the full" (Jn. 10:10). But life at all its levels comes from God, and bodily life is for man the indispensable beginning.

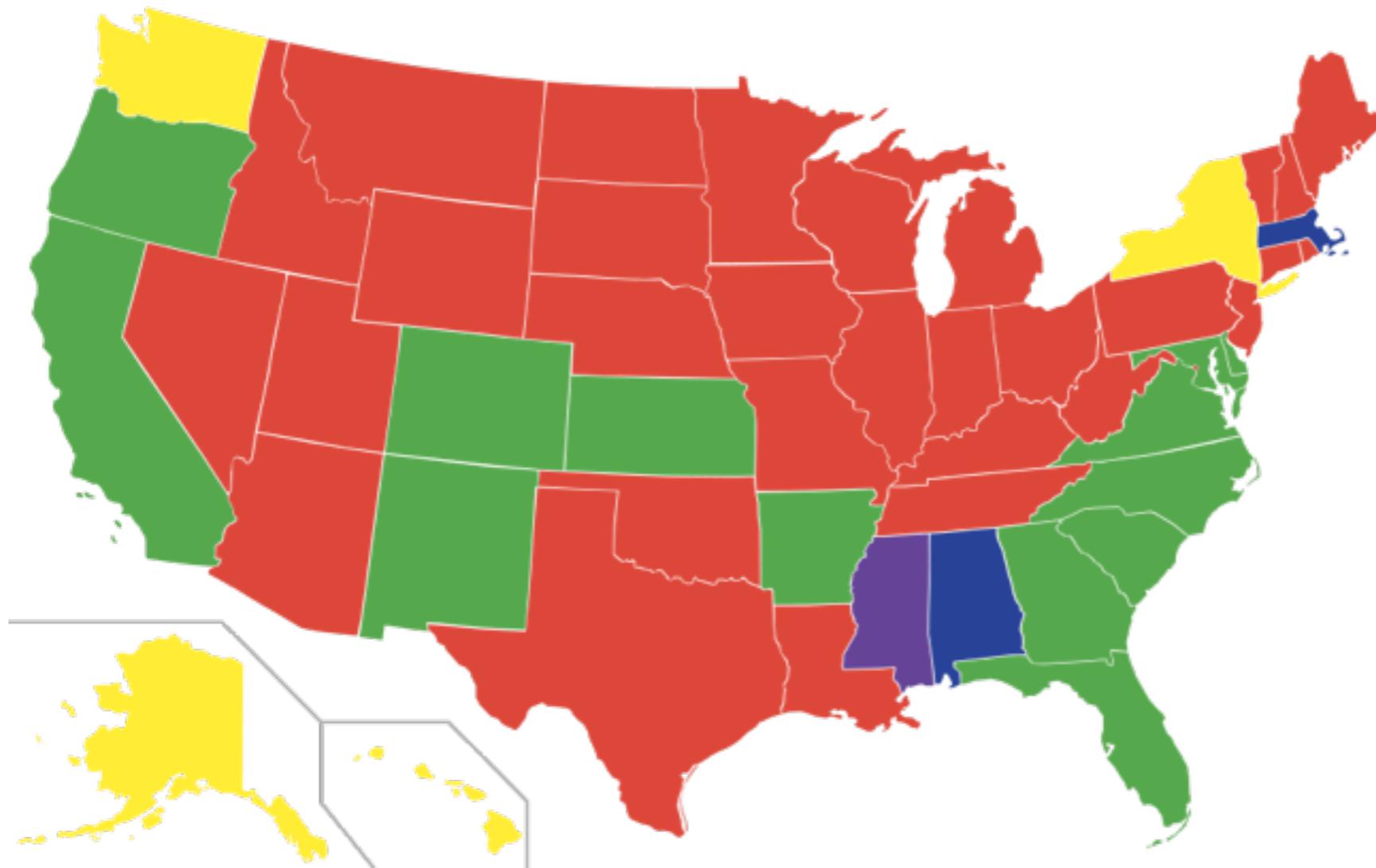
**Watch the following video and analyze at the following picture:**

INTERACTIVE 6.1 *Merinda Advertisement (2008)*



Acquired from: <http://studentsforlife.org/texas-capitol-activism/>

# Abortion Laws in the U.S. before Roe v. Wade



## Key:

- Illegal (30)
- Legal in case of rape (1)
- Legal in case of danger to woman's health (2)
- Legal in case of danger to woman's health, rape or incest, or likely damaged fetus (13)
- Legal on request (4)

## Map:

Map of US abortion laws pre-1973

Lokal\_Profil

March 12, 2007

# Procedure:

1. Students read and annotate the five documents
2. While reading you should consider the following questions:
  - ii. How have the arguments against abortion and birth control changed? How have they stayed the same?
  - iii. How do the advertisements evolve to match the needs of women and society in the different time periods?
  - iv. In what ways has the legislation regarding women's bodies changed over time?
3. Predict what the next phase of advertisements, legislation, and movements about birth control and abortion will be. Use evidence from the documents to support your answer.
4. Students will write an argument for or against the use of abortion and birth control using the arguments utilized in the documents and their knowledge of the late 1800's, 1970's, and present day.
  - iii. Students are asked to consider different restrictions and limitations of their argument.

### **Reflection - Chenoa Musillo Olson**

Writing my chapter for the book has been an interesting exercise in finding sources and being selective in choosing sources accessible to my students. Collecting resources is every historians' favorite pass time. Exposing students to primary documents is an exciting way to allow students to be historians. I also found that it is a skill that will need to be developed in students: to be able to read a document and discern the important parts. I would hope to use document based lessons as often as possible. I would also like to use primary documents as a means to learn how to analyze literature. As far as turning it into a book, I found it to be a long, tedious process that ultimately produced a lesson that will be exciting to look back on. The process of turning something into a book is a long process that requires a lot of time and tech savvy. I hope to use this as an assignment for my students in the future.

### **Reflection - Sarah Wieking**

Designing a DBL was an intricate process. It spanned over several weeks and involved many steps. There were many struggles but also many rewarding moments that accompanied the process.

The first dilemma was in deciding on a topic. I cannot even remember the first topic that I selected because it was hardly intriguing. Then it was a working progress once my partner and I decided to create a lesson on abortion and birth control regulation throughout history.

The next issue was finding the documents. It was really a struggle to select the documents, advertisements, and laws that were appropriate for the topic and that would accomplish our goals. After that, sometimes we discovered the perfect document but then it was difficult to find the full document from a reliable source.

And finally there was the technological struggle. Once we found the documents and advertisements, deciding what we wanted students to accomplish was easy. However, iBooks author and tying it all together in a project was another story entirely. Adding a new page in the middle of my chapter was a huge hassle because it shifted all of the text out of order. It took a few hours to honestly even figure out how to work with the program and how to simply add documents, pictures, and texts.

However, in the end it looked really great and we were able to successfully get it done. It was a fun experience diving into one topic and asking potential students to find connections, make comparisons, and form arguments based on our selections. I mostly just hope that once I am a teacher it will be easier to find the primary documents I need.

# BATTLE OF THE SOMME

Written By [John Hunt](#)

The Battle of the Somme, or the Somme offensive, was the first major British offensive of WWI. It was also the most bloody, resulting in more than 57,000 British casualties in the first day. This outstripped the total number of casualties the British suffered during the Korean, Crimean, and Boer war combined. These staggering losses occurred, in part, due to a faulty strategy. The joint British-Franco force relied upon an artillery barrage that lasted several days in order to weaken the German line. However, due to the heavily entrenched position of the Germans, the artillery proved largely ineffective. When it came time to order the charge, the British command was so sure the Germans had been decimated, they ordered their men to walk – in orderly lines – across No Man’s Land. The result was pure devastation as the unscathed Germans opened up with the automatic fire of their machine guns and mowed down men line by line. ([Cowley and Parker](#)) Documents

Thiepval Memorial to the Missing of the Somme

[Source](#)



Keep these questions in mind as you look through the following sources. Thinking about the context of the people writing, the different points of view they each have. What are the different ways we can construct a narrative of this battle from the perspectives of these unique players?

#### Reading Questions

A. What might the motivation be behind the official reports sent by Haig to his superiors? To what extent do you think these reports might have been motivated by a desire to deceive? To what extent might have they been motivated by intrinsic feelings such as hope and/or resignation?

B. How would you describe the feelings and thoughts of the soldiers who served in the Battle of the Somme? Complete a word, sentence, and phrase that summarize your answer. For example:

Word: Desperation

Sentence: There was an incredible gulf between the British command and the soldiers who served on the ground.

Phrase: They lived to die

**Make sure to click on pictures for additional text!**

# General Douglas Haig

“Also impressed on the world, England’s strength and determination, and the fighting power of the British race... The maintenance of a strong offensive pressure will eventually in the enemy’s complete overthrow.”

[\(Haig\)](#)

Haig to Robertson, 1 August 1916

“Friday, June 30: The weather report is favourable (sic) for tomorrow. With God’s help, I feel hopeful. The men are in splendid spirits. The wire has never been so well cut, nor the Artillery



[Douglas Haig](#)

## General Douglas Haig – Official Dispatch

“The results of the operations of the 14th July and subsequent days were of considerable importance. The enemy's second main system of (sic) defence had been captured on a front of over three miles. We had again forced him back more than a mile, and had gained possession of the southern crest of the main ridge on a front of 6,000 yards. Four more of his fortified villages and three woods had been wrested from him by determined fighting, and our advanced troops had penetrated as far as his third line of (sic)defence. In spite of a resolute resistance and many counter-

# Rendezvous with Death

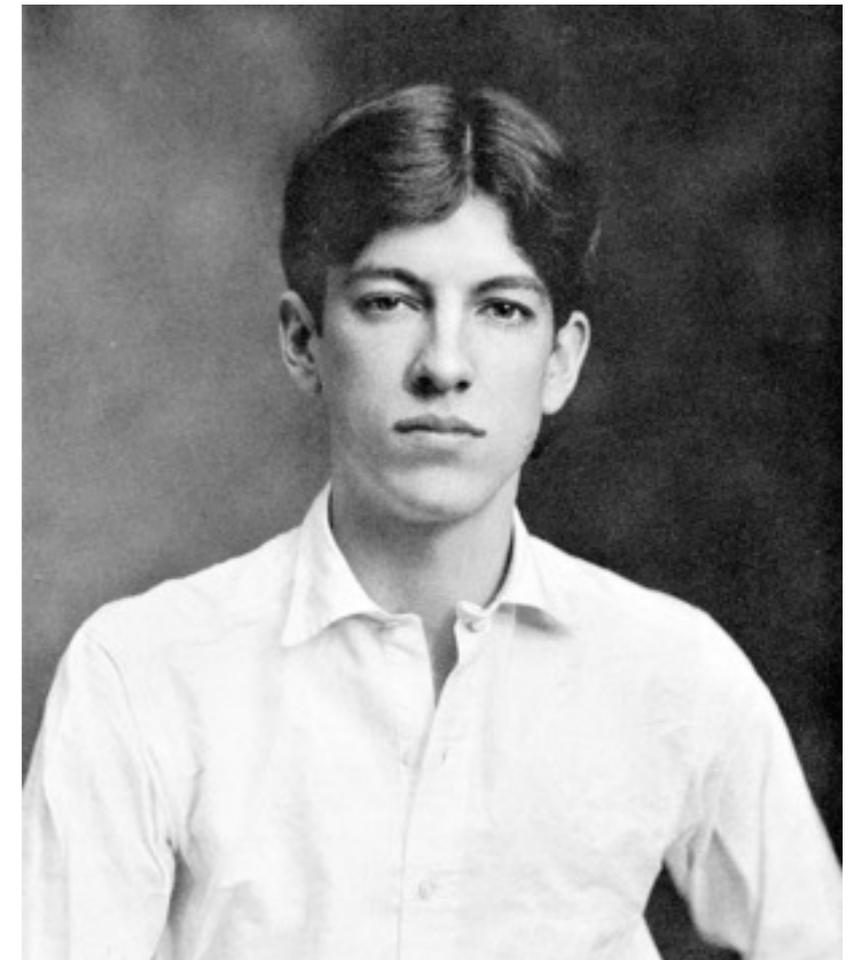
## Alan Seeger

I have a rendezvous with Death  
At some disputed barricade,  
I have a rendezvous with Death  
At some disputed barricade,  
When Spring comes back with rustling shade  
And apple-blossoms fill the air—  
I have a rendezvous with Death  
When Spring brings back blue days and fair.  
It may be he shall take my hand  
And lead me into his dark land  
And close my eyes and quench my breath—  
It may be I shall pass him still.  
I have a rendezvous with Death



[Alan Seeger in French Foreign Legion Uniform](#)

[A Younger Alan Seeger](#)



# John Masefield

## An Account of the Battle of the Somme

A MOMENT before the whistles blew, in the morning of July 1, 1916, when the Battle of the Somme began, the No Man's Land, into which our men advanced, was a strip of earth without life, made smoky, dusty, and dim by explosions which came out of the air upon it, and left black, curling, slowly fading, dust and smoke-devils behind them. Into this smoke and dust and dimness, made intenser by the stillness of the blue summer morning, came suddenly the run of many thousands of men at the point of death. Not less than twenty thousand men clambered up the parapet at that instant. They tripped and tore through the wire, already in lanes, and went on to their fronts, into the darkness of death, cheering each other with cries that could be heard above the roaring and the crashing of the battle. On the instant, before all the men were out of the trenches, the roaring lifted up its voice as the fire doubled and the enemy machine guns opened.

Many men among those thousands were hit as they showed above the parapet, many others never cleared the wire; but the rest drew clear and went forward, some walking, some running, most of them in

[John Masefield](#)



## German WWI Footage – Questioning the Source Activity

The below video is a compilation of German documentary footage from WWI, including but not limited to the battle of the Somme. Information regarding the individuals in the video are scarce. There are no captions, no explanations. This provides us the perfect opportunity to practice the critical analysis of a source, asking questions, and performing research.

As you watch the video, complete the following activity:

A. Being a historian requires you to be critical about sources, not just consuming information, but formulating questions and searching for answers. As you watch the video, note at least ten visuals that are interesting and make you ask a question (what is that, what does this mean, when did this happen?)

B. When you finish watching the clip, pick five of your most interesting or important questions. For each question, you are responsible for answering that question through research documented by at least two different sources

[WWI Footage](#)

| Question   | Answer           | Source        |
|--|------------------|---------------|
| I see a lot of younger men in these videos. That makes me wonder, what the average age of soldiers was during World War I? | According to ... | Title and URL |
|  |                  |               |
|  |                  |               |
|  |                  |               |
|  |                  |               |
|  |                  |               |



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Images

Alan Seeger in his French Foreign Legion uniform [online image]. (1919). Retrieved November 17, 2015 from ([https://en.wikipedia.org/wiki/Alan\\_Seeger#/media/File:Alan\\_seeger\\_foreign\\_legion.jpg](https://en.wikipedia.org/wiki/Alan_Seeger#/media/File:Alan_seeger_foreign_legion.jpg))

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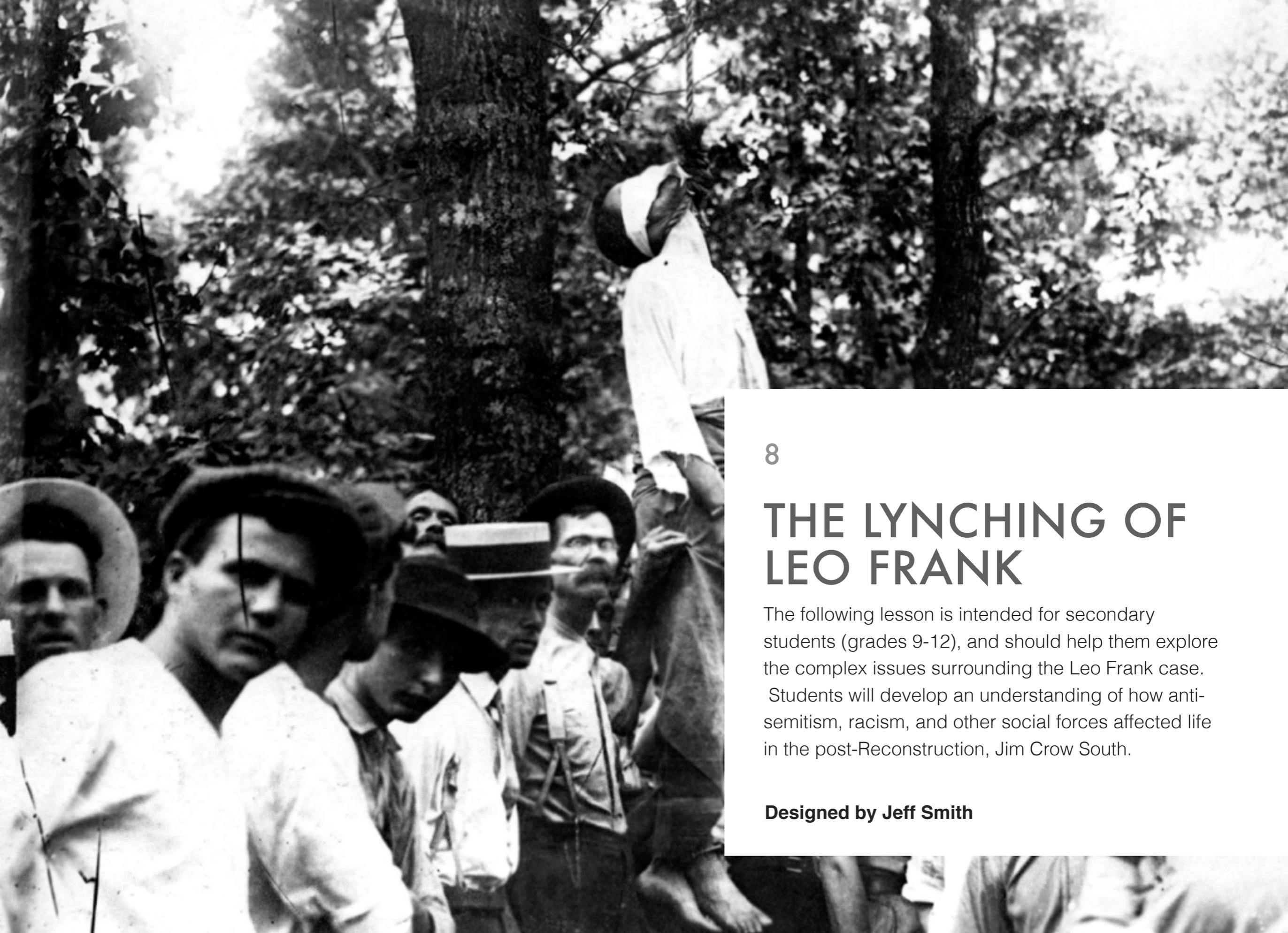
A portrait of a young Alan Seeger [online image]. Retrieved November 23, 2015 from ([https://commons.wikimedia.org/wiki/File:Alan\\_Seeger.jpg#/media/File:Alan\\_Seeger.jpg](https://commons.wikimedia.org/wiki/File:Alan_Seeger.jpg#/media/File:Alan_Seeger.jpg))

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## Reflection

The creation of an book is fundamentally different from anything I have ever done before. It is a truly strange creature, halfway between the old publishing world and the new world of digital media. This is true in more ways than one. Not only does the power of publication, and dissemination, lie in one's own hands, the inclusion of digital media upends the traditional book format. Videos, pictures, and interactive widgets replace text. The author becomes more than a writer. Rather, they take on the role of designer and publisher as well. It is truly a democratization of the publishing process, even more so than previous online publishing platforms.

More than all of this though, it is a unique way to present history. We all know that history is dry. Although we might imagine science or even math using interactives, history has a special place in the realm of books. It is something we have always read. Part of history's mythos, its identity as a scholarly pursuit, is sitting down with a dusty tome and discovering facts line by line. That is no longer the case. There is nothing particularly more or less intellectual or factual about reading. People listen, people appreciate art, and people watch movies. These are all valid sources of information and deserve the



8

## THE LYNCHING OF LEO FRANK

The following lesson is intended for secondary students (grades 9-12), and should help them explore the complex issues surrounding the Leo Frank case.

Students will develop an understanding of how anti-semitism, racism, and other social forces affected life in the post-Reconstruction, Jim Crow South.

**Designed by Jeff Smith**

# THE CASE

In the early morning of April 27th, 1913, the body of Mary Phagan was found strangled to death in the basement of an Atlanta, GA pencil factory. Next to her body the police discovered two semiliterate notes that seemed at first to have been written by her ("i wright while play with me," read one) but were plainly the work of someone else.

The investigation focused on two suspects: Jim Conley, the factory's black janitor who was arrested after he was seen washing out a bloody shirt a few days after the murder, and Leo M. Frank, the factory's Jewish supervisor and the last man to admit to seeing Mary Phagan alive.

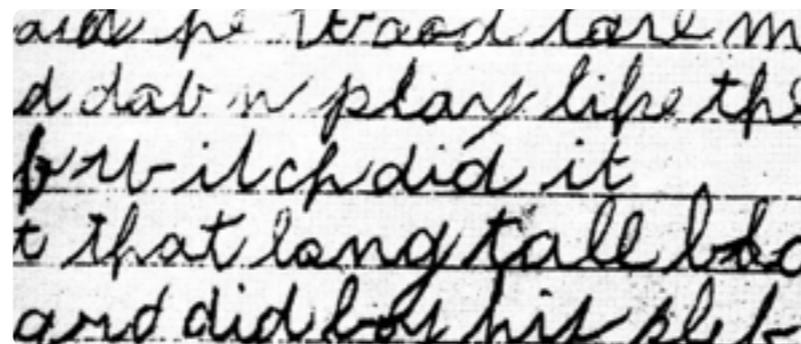
After intensive interrogation, Conley claimed Frank committed the murder when the girl rejected his sexual advances. Conley added that Frank dictated the notes to him in an effort to pin the crime on another black employee.

Frank and Conley were both arrested, and the ensuing trial captivated the entire city of Atlanta. The case also brought to the forefront the ugly realities of bigotry, prejudice, and hatred in the South.

## People and Places



**GALLERY 8.1** Murder notes found at the scene of the crime



The trial of Leo Frank began in a brutal heat wave the summer of 1913. A massive crowd gathered and people clung to rooftops and light poles to catch a glimpse of the trial. The proceedings were highly irregular, full of hearsay testimony, lurid details, shoddy police work and contradictory statements on the witness stand.



Frank's own nervous and rambling testimony did nothing to help his case. Despite Conley's conflicting statements and the lack of any physical evidence linking Frank to the murder, the all-white jurors accepted the word of the Southern black janitor over that of the Northern Jewish factory superintendent. Leo Frank was pronounced guilty and sentenced to death.

# THE HATRED

The deep-seated racism toward blacks in the Jim Crow South is well documented. Rampant lynchings and widespread institutional prejudice made daily life a treacherous affair for most African Americans. Their very survival depended on staying subservient to local white citizens.

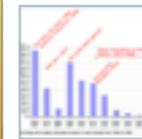
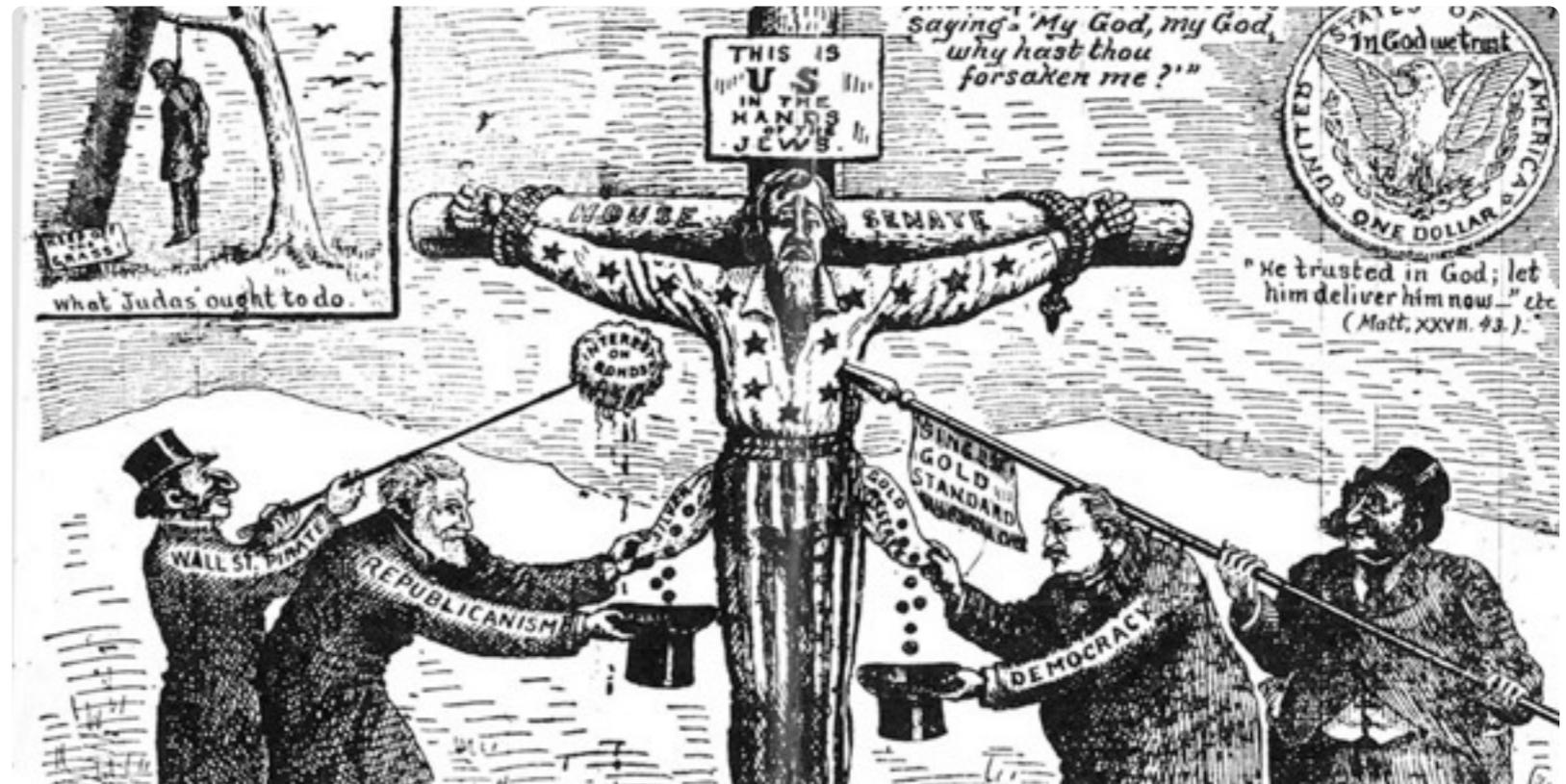
## Lynching Culture in the South



At the turn of the century, the South was still reeling from the after-effects of the Civil War, and had endured a difficult era of Reconstruction. Traditionally, the south had been an agrarian economy, and many people struggled with the transition to industrialization that accompanied reconstruction.

“Carpetbaggers” from the north had descended on the south to take advantage of business opportunities, and

## Images of Hatred in the Jim Crow South



resentment spread toward these outsiders. Leo Frank was a Cornell-educated New Yorker who had married into a wealthy Atlanta family. His arrest fanned the flames of resentment toward invading “Yankees,” and a swell of hatred built up around the case.

Much of the vitriol centered on Frank’s Jewish faith, showing bigotry in the South wasn’t just reserved for blacks. Some

historians argue that prejudice against African Americans shielded Jews in the South from discrimination. Certainly this is the case in comparison to European outbreaks against the Jews culminating in the Holocaust. Yet Jews and blacks have been linked ambiguously in the South since the mid-nineteenth century, and the periods of greatest racism coincide with rises in anti-Semitism.

# NEWSPAPER COVERAGE

In the early 20th century, daily newspapers were still the dominant source for disseminating information to the public. At the time of the Mary Phagan incident, Atlanta featured three prominent newspapers: The Atlanta Constitution, The Atlanta Journal, and the upstart Atlanta Georgian.

The Georgian had recently purchased by noted newspaper tycoon William Randolph Hearst, who had added the paper to his national network. His business tactics had changed the industry, with much of his success coming from employing the practices of “yellow journalism.”

This type of writing featured exaggerations of news events, scandal-mongering, and sensationalism, and proved effective when breaking into established markets and stealing readers. Where traditional journalism called for an unbiased presentation of the facts, Hearst encouraged striking and emotionally charged headlines.

These tactics he brought to the Atlanta Georgian, and, faced with dwindling readership, the established Atlanta papers were forced to follow suit.

The three galleries below feature front pages of the three major Atlanta newspapers covering events in the Leo Frank case.

Peruse the documents and reflect on the following questions as you read:

- What similarities or differences are there between the coverage of the three papers?
- What elements of the case are being sensationalized?
- How does each paper depict Leo Frank?
- What kind of emotions are the papers trying to evoke?
- Identify examples of bias (going beyond just the facts)

The Atlanta Constitution



The Atlanta Journal



The Atlanta Georgian

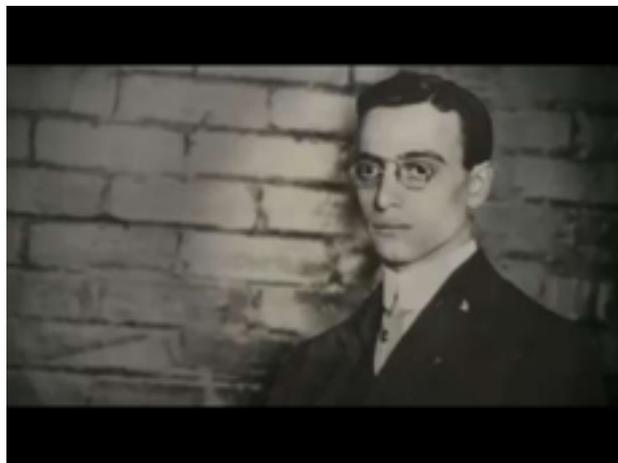


# GOVERNOR JOHN SLATON

Following the highly unorthodox trial of Leo Frank, several parties were unsettled with the result and began efforts to rectify the situation. Judge Leonard Roan, who presided over the case, himself said, "After many months of continued deliberation, I am still uncertain of Frank's guilt." He relied on the jury's decision to assuage his conscience, but several lawyers involved in the case began sifting deeper through the evidence.

In particular, several oddities in the murder notes became clear in light of the testimony of Jim Conley. Key to the prosecution's case was the notion that no "ignorant negro" could have composed the notes, arguing the use of "did" was a sign the author was white as most blacks would have used "done". However, in his testimony Conley used "did" correctly several times, as was also featured in love letters he was discovered to have written.

Also, in his testimony Conley frequently used compound adjectives ("long, tall, lean, black man"), something featured prominently in the murder notes. There was also mention of the "night witch," a spirit of the voodoo-folk faiths common among the black populations of the time who was said to strangle children in the dead of the night. It is highly unlikely Leo Frank was aware of this fable, which casted doubt on Conley's testimony that Frank had dictated the notes to him.



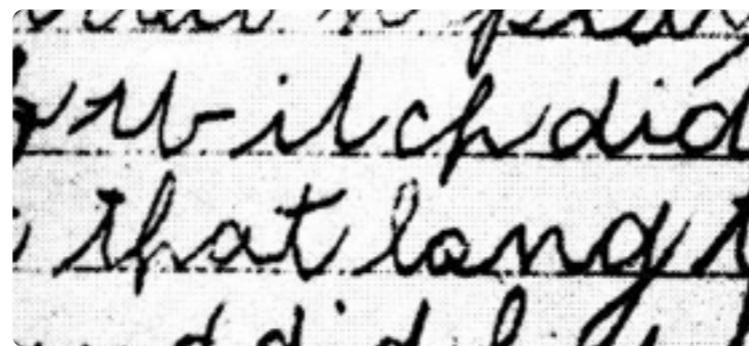
Gov. John Marshall Slaton and his wife, Sarah "Sally" Frances Grant.

Despite this new evidence, Leo Frank's appeals to the courts were rejected, and the Supreme Court seemingly put the question to rest, ruling 7-2 against Frank. The last hope for Frank's life lay with Georgia's Governor, John M. Slaton, who had the power to commute his sentence to life in prison.

Slaton was deeply troubled by the case, and had unearthed evidence against Conley of his own. In his testimony, Conley had besmirched Leo Frank's character by giving detailed descriptions of liaisons Frank had in his office with prostitutes. Conley described very particular sexual fantasies, and Slaton was shocked to read the same fantasies in Conley's love letters. To Slaton, this was a case of "transference," meaning Conley had ascribed his own perversions onto Frank, and called into question the entirety of Conley's testimony.

The governor decided he had no choice and commuted Frank's sentence to life in prison on the final day of his term as governor.

## Murder notes found at the scene of the crime



## Text of Gov. Slaton's statement

"[T]he performance of my duty under the Constitution is a matter of my conscience. The responsibility rests where the power is reposed. Judge Roan, with that awful sense of responsibility, which probably came over him as he thought of that Judge before whom he would shortly appear, calls to me from another world to request that I do that which he should have done. I can endure misconstruction, abuse and

# PASSIONS FLARE

Slaton's action fueled the fires of hatred once again, and the media responded with impassioned opinions. The actions of the court around the Leo Frank case generated national attention, and papers from across the country began making their voices heard. In Atlanta, still reeling from the effects of the Civil War, these articles were seen as intrusive affronts to the honor of the South, especially those from the "Yankee" papers from the North.

The following documents were written by two prominent figures of the time: [Tom Watson](#), who would later become a U.S. Senator from the state of Georgia, and [Adolph Ochs](#), a Jewish American and publisher of the New York Times.

Peruse the documents and reflect on these questions as you read:

- What similarities and differences can you identify between the two pieces?
- What sorts of inflammatory language is used?
- What reasoning does each author employ to support their opinions?
- How do the authors refer to the facts of the case or the ideas communicated by Gov. Slaton?

## GALLERY 8.2 Tom Watson - The Jeffersonian



## Watson vs New York Times



## GALLERY 8.3 Adolph Ochs - New York Times



# THE LYNCHING

## Images of the Hanging

Just a few days after Gov. Slaton commuted Leo Frank's sentence, people enraged by his decision began plotting to exercise their own form of justice.

Among the conspirators were a judge, solicitor general, and an ex-governor; the elite of Georgian society.

On August 16th, 1915, in the dead of night, 25 armed men kidnapped Leo Frank from prison. They wore no masks and didn't fire a shot, yet were able to get Frank out of a state prison in ten minutes. They drove him over a hundred miles to Marietta, Georgia, Mary Phagan's home town. Underneath an oak tree across from Mary's home, the Judge among them delivered the court's death sentence, and Leo Frank was hanged.



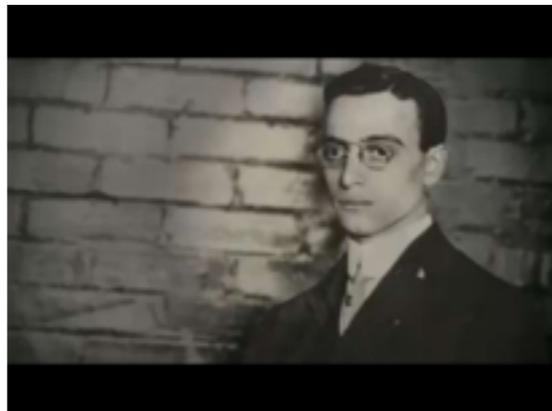
Perhaps even more troubling than the lynching itself was the reaction of the community. As news spread of the hanging, a crowd began to gather around the body. In fact, a party of sorts began in Marietta's town square, where more than a thousand people gathered to celebrate the occasion.

Souvenirs from the scene were also collected. The rope was cut into pieces and sold off, and photos of the scene became prized mementos and were prominently displayed in general stores and other public places.

At Leo Frank's funeral more than 15,000 people filed by to see the body. How many came to pay their respects is another matter entirely.



The Abduction and Lynching of Leo Frank



# ALONZO MANN

In 1982, at 82 years of age, Alonzo Mann couldn't take it any more. After years of silence, he began confiding in his friends the events he saw on the night of Mary Phagan's murder. Mann had been Leo Frank's office boy at the pencil factory when he was just 13 years old, running errands and filing papers for \$8 a day. That fateful night, he witnessed Jim Conley carrying the girl's lifeless body down to the cellar. Conley threatened the young boy, and Alonzo's mother urged him to remain silent throughout the affair.

## Alonzo Mann's account (from NYT article):

**Alonzo was working with Mr. Frank in the office that Saturday morning. He had encountered Mr. Conley early that day when the burly black janitor asked to borrow a dime for beer. Mr. Mann, who is white, did not lend him the money.**

Source

Mann's story was picked up by the Nashville Tennessean, and soon after his sworn affidavit was the key evidence in a new appeal trial for Leo Frank. "Many times I wanted to get it out of my heart," Mr. Mann said in an interview. "I'm glad I've told it all. I've been living with it for a long time. I feel a certain amount of freedom now. I just hope it does some good."

In 1986, the state Board of Pardons and Paroles admitted that officials failed to protect

Alonzo Mann



Frank and prosecute the members of the lynch mob that killed him. However, the board avoided the issue of Frank's guilt or innocence.

The state Board of Pardons and Paroles admitted in 1986 that Georgia officials failed to protect Frank and prosecute his suspected killers, a lynch mob that included many of Marietta's elite. But it sidestepped the issue of his guilt or innocence.

This dark chapter in the history of the South is still alive today. The Atlanta Journal and the Atlanta Constitution became co-owned in 1950, officially merging in 2001 as The Atlanta Journal Constitution. 100 years later, the paper continues to publish articles about the case, and recently printed an opinion calling for Leo Frank's official pardon:

[Atlanta Journal Constitution Article](#)

## THE ASSIGNMENT

Gov. Slaton and Alonzo Mann faced difficult choices as the Leo Frank affair unfolded. Slaton had the courage to correct the injustice he perceived, while Mann took 70 years to face up to his conscience.

- What would you have done if you were in their situations?
- Would events have played out differently?
- How might the world be different today?

Your assignment is to write a 2-3 page essay answering these question and reflecting on courage in your own life. Your paper should include:

- A discussion of the courage of Gov. Slaton, Alonzo Mann, and in the Leo Frank case in general.
- An example of a hard decision you've had to face in your own life, and the courage you showed (or didn't show!).
- A discussion of how the courage of individuals can affect the lives of others. Either draw from historical examples or discuss your own example.

## SOURCES

All video clips are from the film: [The People vs. Leo Frank website](#)

Photos in The Case: [Mary Phagan](#), [Leo Frank](#), [Jim Conley](#), [Pencil factory](#), [Crime Scene diagram](#), [Courtroom scene](#), [Frank in court](#)

Photos in The Hatred: [Anti-semitic cartoon](#), [Graph of lynchings](#)

Photos in Newspaper Coverage: [Constitution](#), [Journal](#), [Georgian](#)

Photos in Governor John Slaton: [Slaton and wife](#)

Photos in Passions Flare: [Tom Watson](#), [Jeffersonian article](#), [Adolph Ochs](#), [NYT article](#)

Photos in The Lynching: [Lynching photos](#), [Marietta celebration](#)

Photos in Alonzo Mann: [Young and old](#), [headline](#), [illustration](#), [at Rich's dept store](#)

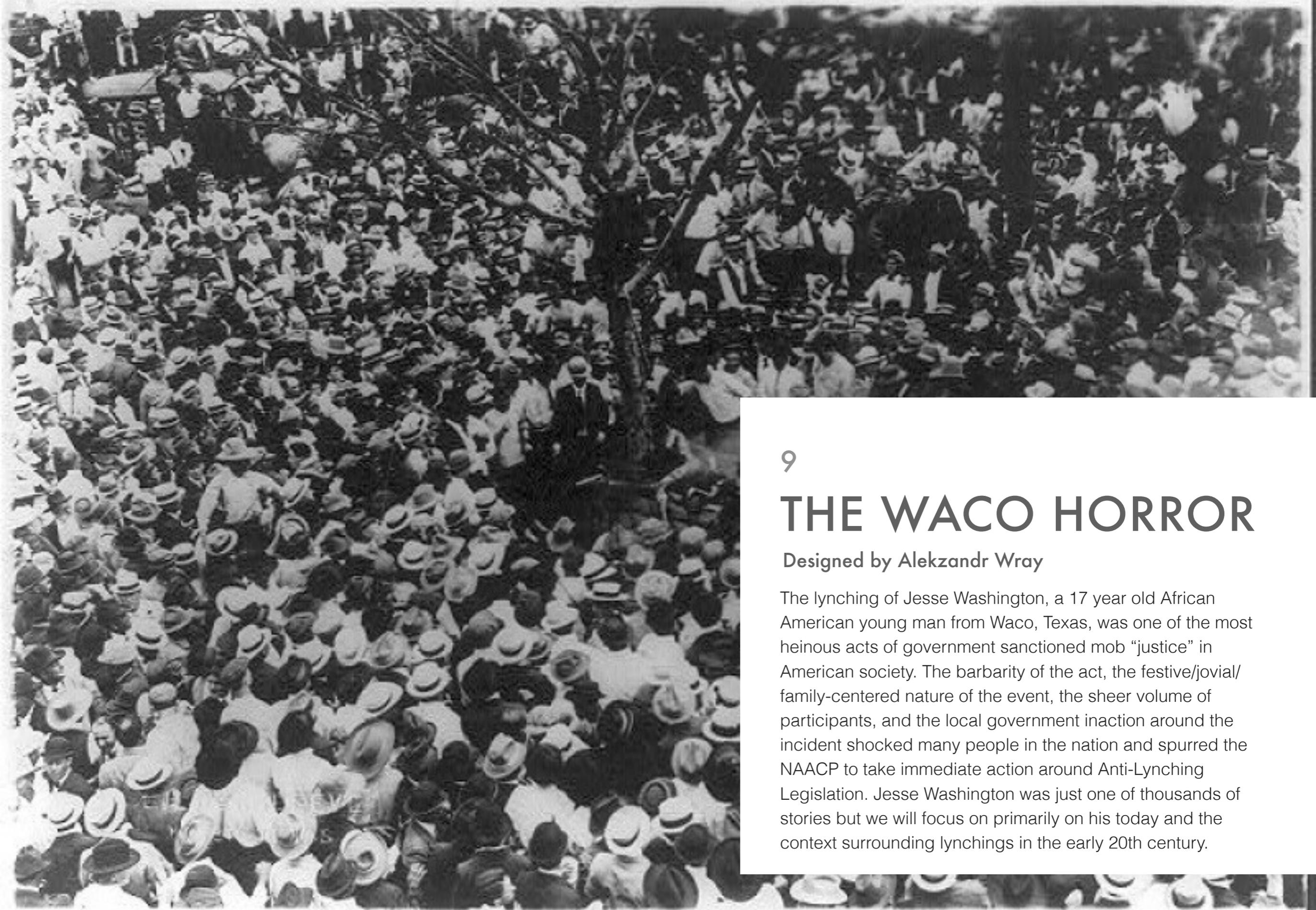
## REFLECTION BY JEFF SMITH

As I began thinking of topics for our document-based lessons, my mind immediately went to a topic with a strong family connection. My great-grandfather, William Smith, was one of the lawyers involved in the trial of Leo Frank.

However, this dark chapter in the history of Atlanta, Georgia and the Jim Crow South is heavy material, dealing with racism, bigotry, prejudice and lynching. All are certainly important issues worthy of a lesson, but the incident is not the most light-hearted affair. I thought I might prefer to investigate in-depth a more approachable topic, but my family ties made the subject too attractive to ignore.

I was indeed correct in the difficulty of the material, and, as I dug deeper, ugliness after ugliness bubbled to the surface. The topic also began to touch on a broad range of issues in the South, and focusing my lesson on specific documents and skills became an problem. I decided to focus on media coverage of the event, comparing the coverage of competing local papers and the unseemly journalism that was practiced.

The most frustrating part of my research



9

## THE WACO HORROR

Designed by Aleksandr Wray

The lynching of Jesse Washington, a 17 year old African American young man from Waco, Texas, was one of the most heinous acts of government sanctioned mob “justice” in American society. The barbarity of the act, the festive/jovial/family-centered nature of the event, the sheer volume of participants, and the local government inaction around the incident shocked many people in the nation and spurred the NAACP to take immediate action around Anti-Lynching Legislation. Jesse Washington was just one of thousands of stories but we will focus on primarily on his today and the context surrounding lynchings in the early 20th century.

# PART I: NEWS ARTICLES

In the widgets below, you will find two separate news reports on the lynching of Jesse Washington, one written in the Bryan Daily Eagle (a newspaper located approximately 70 miles from Waco, Texas) and a piece written by the NAACP's "The Crisis". Read each document and discuss the following prompts with your group. Be sure to designate a scribe to take notes on your conversation, which will be collected.

(Supplement to the CRISIS, July, 1916)

## The Waco Horror

*An account of the recent burning of a human being at Waco, Tex., as reported by a special agent of the National Association for the Advancement of Colored People, 70 Fifth Avenue, New York City.*

1. **The City.**  
THE city of Waco, Tex., is the county seat of McLennan county. It is situated on the Brazos river, about half way between Dallas and Austin. It is the junction point of seven railways. The city is in a fertile agricultural region with grain and cotton as the chief products, and with nearly two hundred manufacturing establishments, representing some seventy different industries.

It had a population of 14,445 in 1890 which increased to 20,686 in 1900, and to 26,425 in 1910. The white population in these twenty years has almost exactly doubled. The colored population has increased from 4,069 to 6,967, forming thus 23% of the population. The bulk of the population is native white of native parentage, there being only about 1,000 foreigners in the city.

The whole of McLennan county contained in 1910 a population of 73,250 of whom 17,234 were Negroes. This total population has nearly doubled in the last twenty years. Waco is well laid out. The streets are broad, over sixty miles of them being paved.

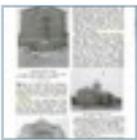
The sewer system of one hundred miles is excellent. There is a fine city-owned water system, and parks on the surrounding prairies.

There are thirty-nine white and twenty-four colored churches in Waco. By denominations the white churches are: Baptist, 14; Methodist, 9; Christian, 4; Presbyterian, 3; Jewish, 2; Episcopal, 2; Evangelistic, 1; Lutheran, 1; Catholic, 1; Christian Science, 1; Salvation Army, 1.

The colleges are: Baylor University, Baylor Academy, the Catholic College, the Independent Biblical and Industrial School, all white; and the Central Texas College and Paul Quinn, colored colleges. There are also the A. & M. College, the Gurley School, the Waco Business College, Toby's Practical Business College, the Provident Sanitarium, and the Training School.

Baylor University was founded in 1854 and has between 1,200 and 1,300 students. It is co-educational. The president is running for the United States Senate.

Two high schools serve white and colored population, and there are seven banks, including four national banks.



1. What are some important pieces of information that should be observed about each document?

2. What do you think accounts for some of their differences in reporting?

3. Which article helps you understand what happened better? Why?

4. Highlight as many similarities/differences between the two articles as you can.

**The Bryan Daily Eagle**  
AND PILOT  
VOL. XXX, NO. 116  
BRYAN, TEXAS, MONDAY, MAY 15, 1916  
PRICE \$4.00 PER ANNUM

### FIFTEEN THOUSAND SAW NEGRO BURN

#### WAGO PUBLIC SQUARE SCENE OF EXECUTION

#### Sole Passage on Jesse Washington

#### SECOND EXPEDITON INTO MEXICO CH...

#### FRESH STRAWBERRIES

#### HARDY NEWTON

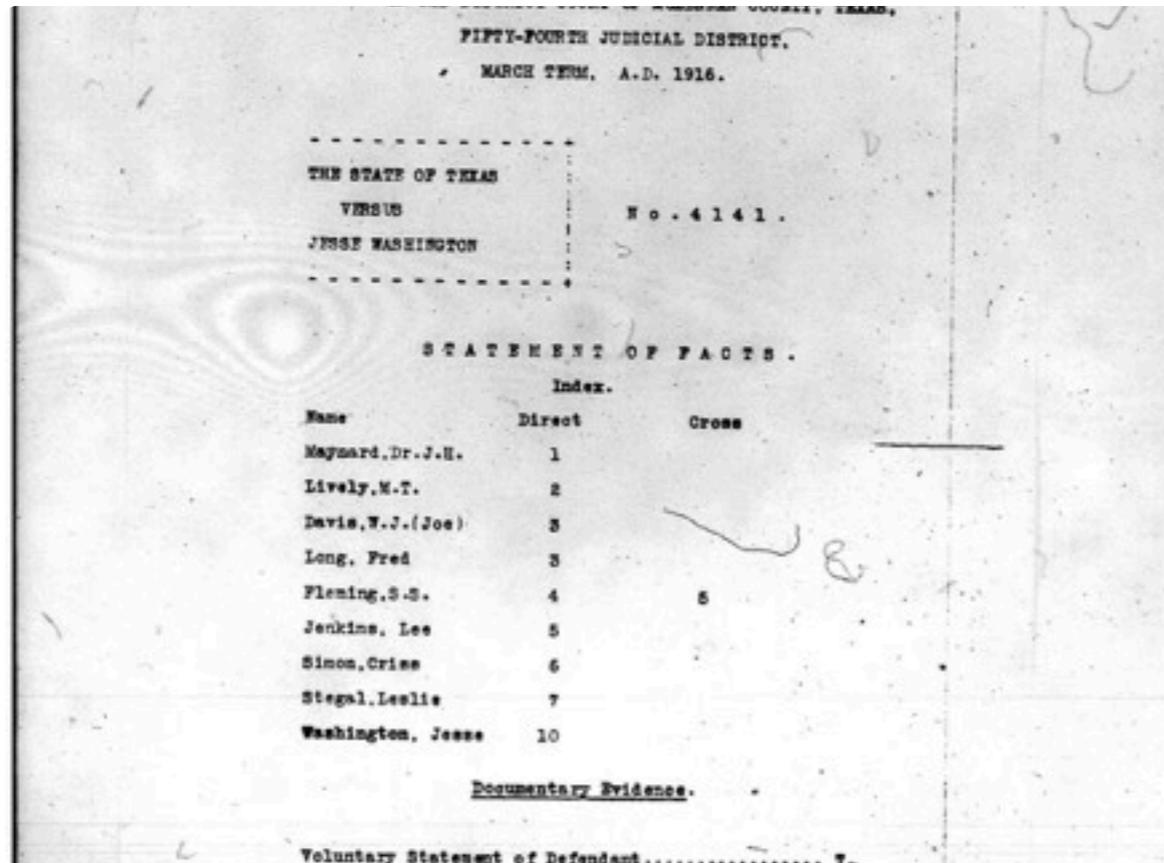
#### SIR ROGER CASEMENT

#### MURDER STREET TO BE PAVED

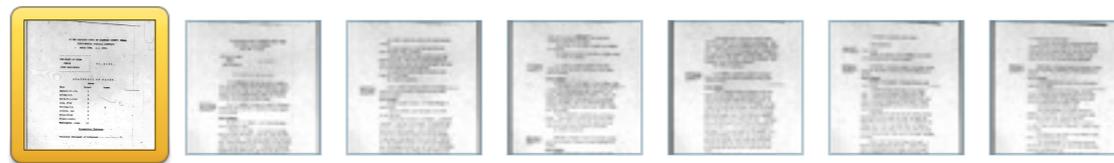
#### SHEET MUSIC

#### FRESH GROCERIES

# Part II: Jesse Washington's Trial



Court Transcripts From the Trial of Jesse Washington



The trial of Jesse Washington was extremely brief and the jury took little to no time to reach a verdict of guilty before a mob stormed the court room and took him (with no opposition from the sheriff who was up for re-election). The photo gallery on the left shows the actual court transcripts from the trial. With a group, read the documents and respond to prompts below:

1. What did the state use to prove that Jesse Washington was guilty?
2. What sort of defense was made for Jesse Washington?
3. Why is it significant that Jesse Washington's statement was called a "voluntary statement" and not a confession?
4. Did you notice any differences in how Jesse Washington's "voluntary statement" sounded as compared to his in-court testimony? What could be the reason for the differences?
5. What else stands out to you about this document?

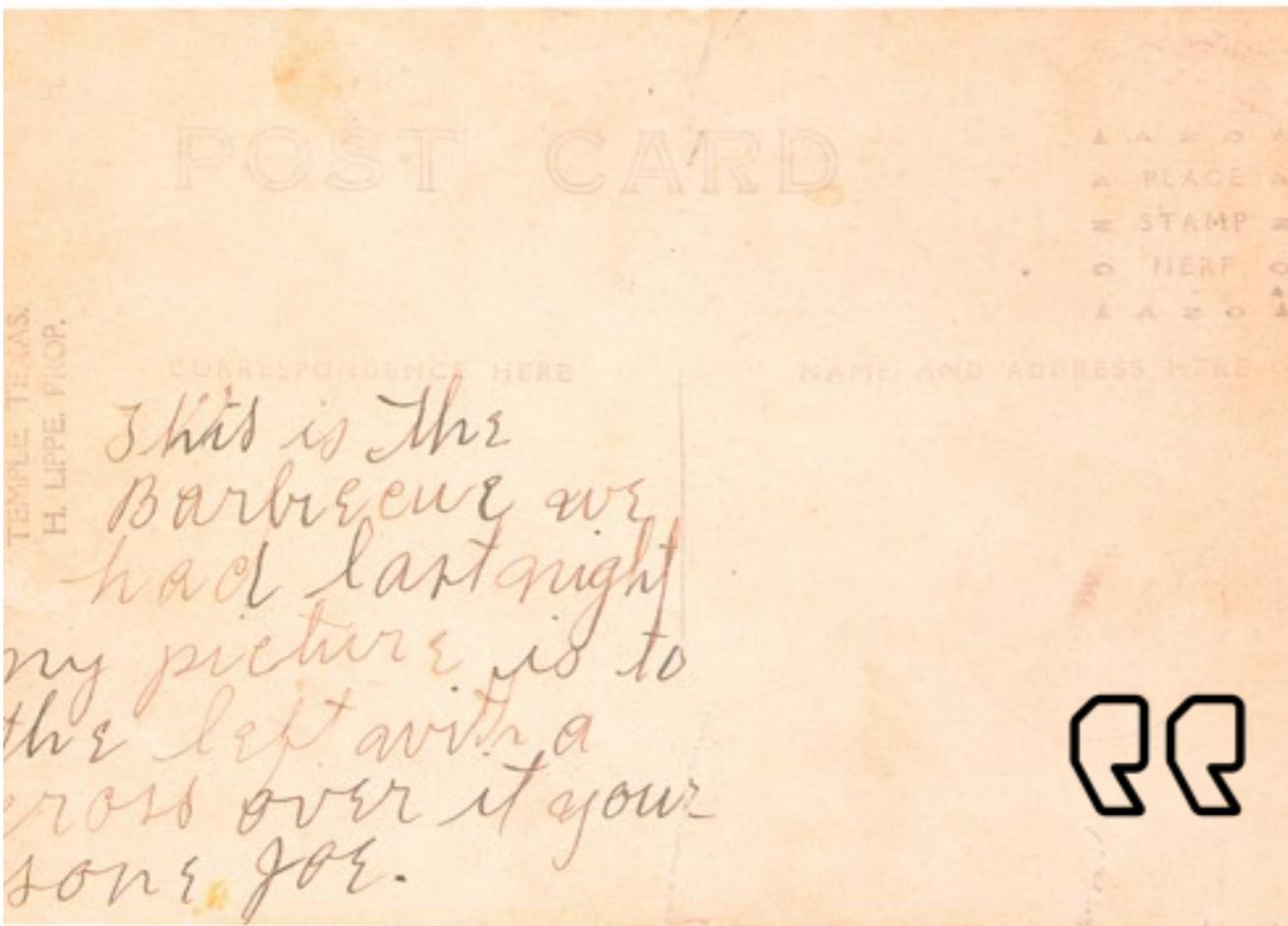
# PART III: POSTCARDS



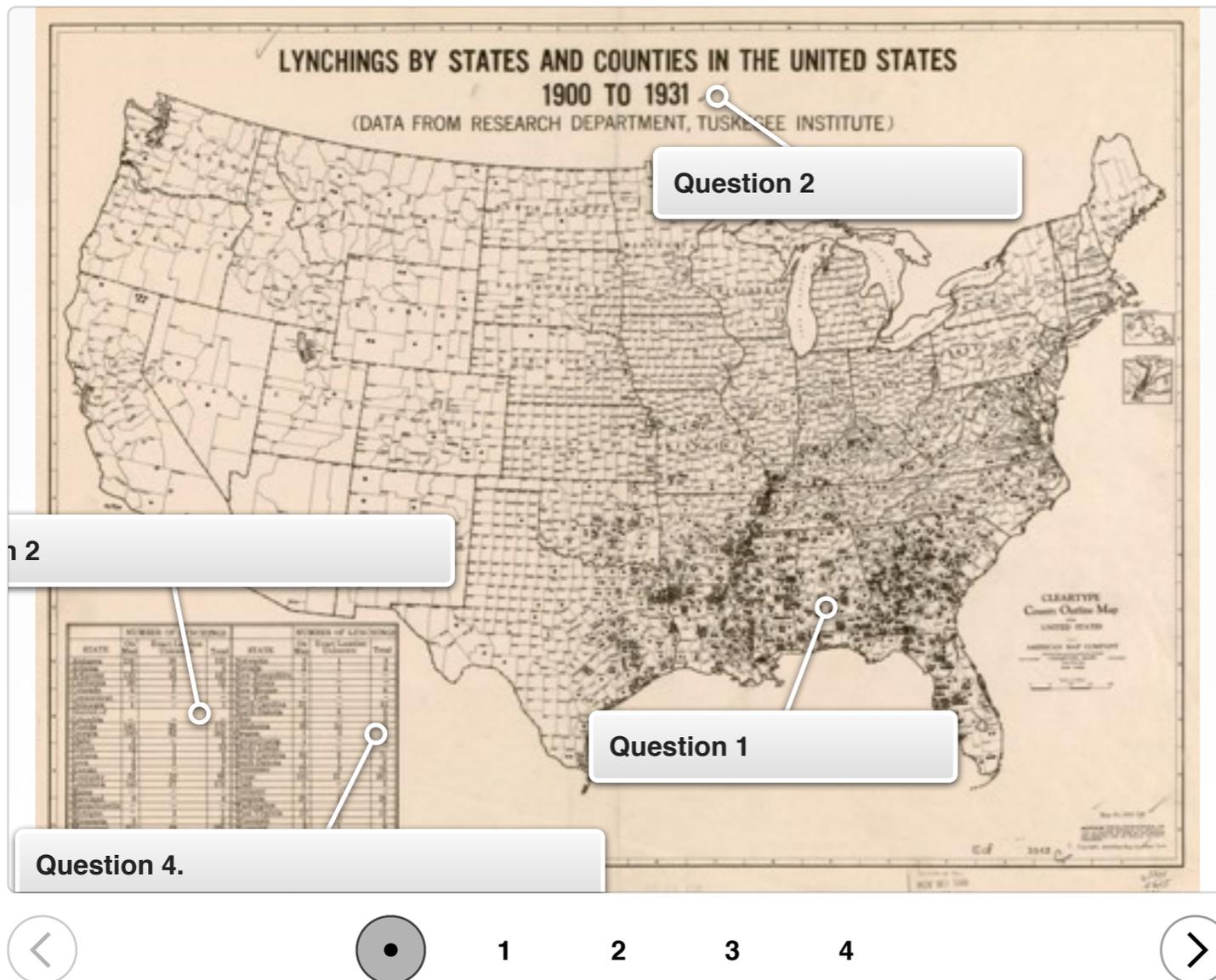
Postcards like the one seen here were common and even popular among locals after Jesse Washington's lynching: Many like it were sent to friends and family all over the country. In addition to postcards, bones, teeth, and other body parts were sold to local participants. In a small group, again, designate a scribe to take notes and respond to the questions below:

1. What sort of message do you think postcards like this sent about African Americans when they were sent all around the country?
2. How does the profitability of human remains and "merchandise" like this land for you? What do you think this means about African American bodies?
3. Based on the author of the note's tone and the fact that postcards like this were bought/sold/sent across the country, do you think violence to this extent was an uncommon occurrence? Why or why not?
4. This incident took place in a college town, a town with big business aspirations and with enough churches for every corner - on top of that, the actual lynching occurred at the tree Wacoans called, "The Tree of Knowledge". What ingredients were necessary for such extremes acts of barbarism to take place in Waco?

*Click on the quotes below to read the handwritten note more clearly.*



# PART IV: THE SCOPE OF LYNCHINGS



You now see a map of lynching that occurred throughout the entire country, by county, from 1900-1931. In your group, examine this map and answer the following questions.

1. Why do you think the Tuskegee Institute chose to only measure data from 1900-1931? What other years would you have liked to see them get data for and why?
2. What three states had the most lynchings occur during this 30 year time period? What type of reputation do you think those states earned in the African American community?
3. In what part of the country did the majority of lynchings take place? Why?
4. Why do you think states like Oregon had so “few” lynchings as compared to states in the South?

# PART V: ANTI-LYNCHING BILL

As a result of so many African Americans losing their lives to mob violence, organizations like the NAACP (National Association for the Advancement of Colored People) spearheaded a campaign to enact federal legislation to snuff out lynchings. In the early 1920s, the Anti-Lynching Bill, often referred to as the Dyer Bill after the man who was responsible for putting it together, went before congress. It passed the House of Representatives but was then filibustered (aka blocked) in the Senate and was never enacted. Read the text of the proposed bill below.

1. Is there any part(s) of the bill that seem like it's asking a lot of local governments? Is there any part that seems unfair?

2. Why do you think this bill was not approved and put to practice?

3. Why do you think the Senate filibustered the bill?

Note: Even though Congress failed to pass the bill, organizations like the NAACP turned most of their attention to anti-lynching laws on a state and local level.

## ANTI-LYNCHING BILL.

APRIL 20 (calendar day, JULY 28), 1922.

AN ACT To assure to persons within the jurisdiction of every State the equal protection of the laws, and to punish the crime of lynching.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the phrase "mob or riotous assemblage," when used in this act, shall mean an assemblage composed of three or more persons acting in concert for the purpose of depriving any person of his life without authority of law as a punishment for or to prevent the commission of some actual or supposed public offense.

SEC. 2. That if any State or governmental subdivision thereof fails, neglects, or refuses to provide and maintain protection to the life of any person within its jurisdiction against a mob or riotous assemblage, such State shall by reason of such failure, neglect, or

Text from the 1922 Anti-Lynching Bill

# PART VI: CONTINUED



There were many people in the country who were upset at Congress' unwillingness to curb lynching through federal legislation. See the political cartoon on the left and respond to the questions that follow:

1. What is happening in the cartoon?
2. How does the caption of the photo connect to the failure to pass the Anti-lynching Bill?
3. What do you think is the artist's point of view/perspective?
4. How does this image reflect what was happening on the ground during the time period?

# PART VII: STRANGE FRUIT

1. Billie Holiday's song "Strange Fruit" was released in 1939, and was sparked by the overwhelming number of African American lynchings at the beginning of the 20th century and has been lauded as one of the most influential songs of the century. Before you watch the video, read the lyrics out loud and collect your groups' initial thoughts (what words stick out to you, which specific imagery makes you stop to think, how does it leaving you feeling, how do you think this poem/song left those who heard it feeling?)

2. After your groups' initial thoughts have been written down, listen to "Strange Fruit" by Billie Holiday. Since the song was an artist's medium to protest the legacy of black lynchings, on your own, use a blank piece of card stock to create your own poem inspired by "Strange Fruit". The poem should :

- b. Be written from the perspective of an individual who took a stand against lynchings in the early 1900s.
- c. Be decorated creatively to make it aesthetically appealing
- d. Be reviewed and given suggestions for improvement by a peer before you start work on your card stock.

3. I don't expect anyone to finish this project in class but I do expect the final piece to be completed and turned in no more than 5 days.



[Click Here for Lyrics](#)



# Works Cited

1. Spectators Watch Jesse Washington Burn:

[https://en.wikipedia.org/wiki/Lynching\\_of\\_Jesse\\_Washington](https://en.wikipedia.org/wiki/Lynching_of_Jesse_Washington)

2. Bryan Daily Eagle:

<http://chroniclingamerica.loc.gov/lccn/sn86088651/1916-05-15/ed-1/seq-1/#date1=1836&index=7&rows=20&words=JESSE+WASHINGTON&searchType=basic&sequence=0&state=&date2=1922&proxtext=jesse+washington&y=0&x=0&dateFilterType=yearRange&page=1>

3. NAACP's "The Crisis" Article:

[https://books.google.com/books?id=KloEAAAAMBAJ&pg=PA110-IA2&lpg=PA110-IA2&dq=the+crisis+jesse+washington&source=bl&ots=6oomYG-iLQ&sig=I2y1OvW6JCPNJFicVzDloj-nq3U&hl=en&sa=X&ved=0CCMQ6AEwAWoVChMI1di674\\_zyAIV0pmlCh0bBg3z#v=onepage&q=jesse%20washington&f=false](https://books.google.com/books?id=KloEAAAAMBAJ&pg=PA110-IA2&lpg=PA110-IA2&dq=the+crisis+jesse+washington&source=bl&ots=6oomYG-iLQ&sig=I2y1OvW6JCPNJFicVzDloj-nq3U&hl=en&sa=X&ved=0CCMQ6AEwAWoVChMI1di674_zyAIV0pmlCh0bBg3z#v=onepage&q=jesse%20washington&f=false)

4. Court Transcripts for Trial of Jesse Washington

Document provided by A.J. Muhammad, Librarian for the Schomburg Center for Research in Black Culture, via email correspondence.

5. Jesse Washington Postcard:

[https://en.wikipedia.org/wiki/File:Postcard\\_of\\_the\\_lynched\\_Jesse\\_Washington,\\_front\\_and\\_back.jpg](https://en.wikipedia.org/wiki/File:Postcard_of_the_lynched_Jesse_Washington,_front_and_back.jpg)

6. Tuskegee Institute's Lynchings Map

<http://www.loc.gov/item/2006636636/>

7. Anti-Lynching Bill:

<http://www.naacp.org/pages/naacp-history-anti-lynching-bill>

8. Political Cartoon

<http://www.lva.virginia.gov/exhibits/mitchell/lynch1.htm>

9. Billie Holliday's "Strange Fruit"

[https://archive.org/details/BillieHoliday-StrangeFruit\\_965](https://archive.org/details/BillieHoliday-StrangeFruit_965)

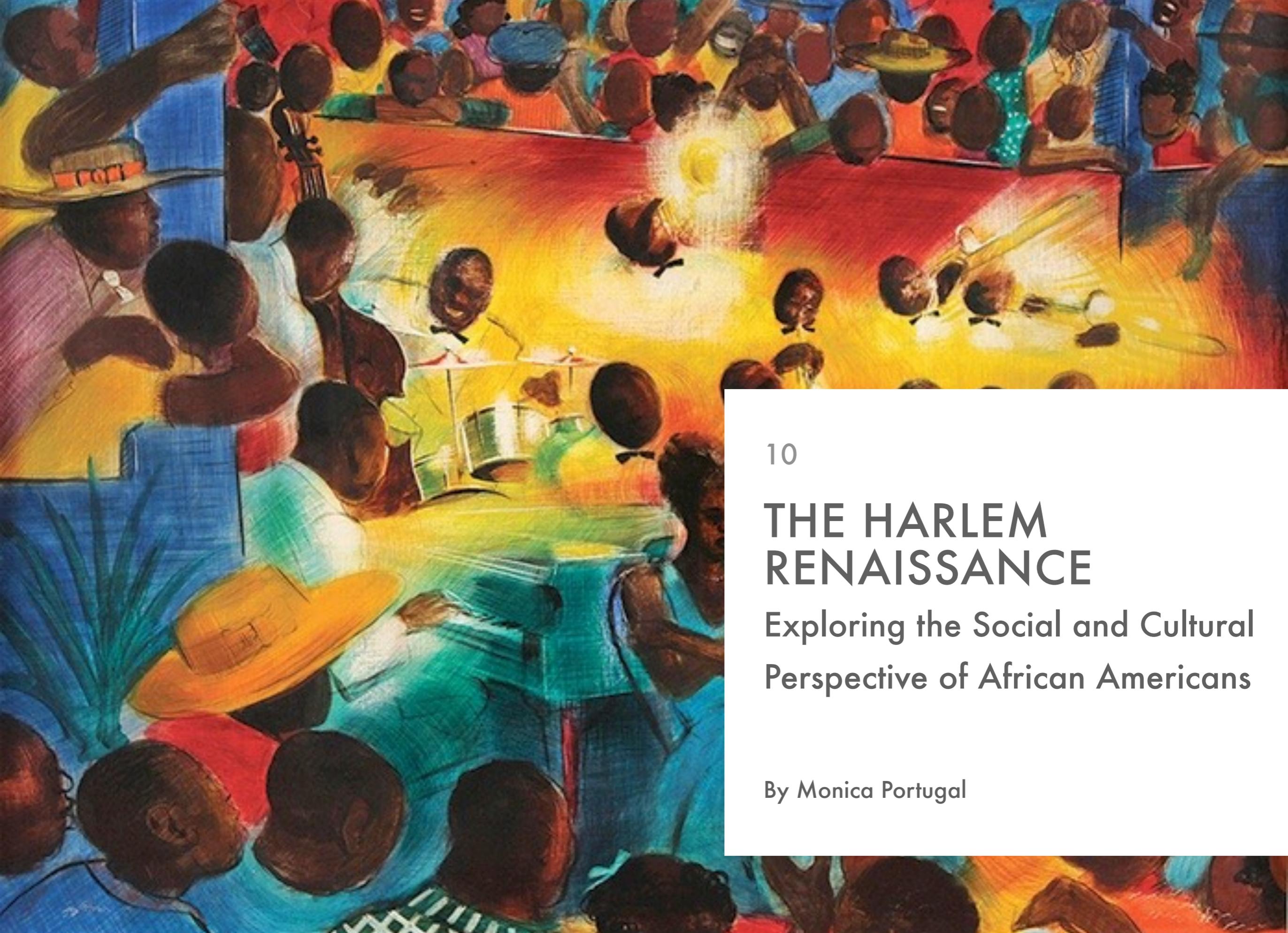
## **Reflection:**

Throughout the entire process of creating my document based lesson I was incredibly engaged. The idea of setting up students to serve as historical detectives was fascinating and doing the research to “uncover” primary sources/information proved incredibly fruitful and fulfilling. I even felt like a historical detective at certain points, especially when the Schomburg Center for Research in Black Culture emailed me the court transcripts from Jesse Washington’s “trial” in Waco, Texas!

Focusing on the lynching of Jesse Washington was certainly a emotionally/spiritually challenging task for me, however, and I initially struggled with the idea of what I wanted students to actually do with this information and what my intention for the lesson was. “Do I want students to get angry over Jesse Washington’s lynching and just sit in that anger? Do I want students to see how groups like the NAACP rose to prominence because of the work they did to quell lynchings? What am I trying to get at?” Ultimately, I ended up deciding that my intention was multifaceted... I am totally fine with students getting upset over historic injustices (after all, who learns about events like the Holocaust or Jim Crow and DOESN’T get upset?) because I believe that will ignite an inner fire/passion to fight against present day injustices and, of course, I want students to feel empowered in their ability to contribute to society for the better so I felt the need to highlight the NAACP’s article in “The Crisis” and Billie Holiday’s “Strange Fruit” as examples of resistance.

I truly appreciated this process and wish I had more opportunities to engage in document based learning during my secondary education career. I fully intend on utilizing this type of lesson in my future classroom in sha Allah.

If anybody who reads my chapter on Jesse Washington and the dark legacy of American lynchings has any feedback or recommendations, I would love to hear from you. Please feel free to contact me on [LinkedIn](#). Much obliged.



10

## THE HARLEM RENAISSANCE

Exploring the Social and Cultural  
Perspective of African Americans

By Monica Portugal



Click Me!



[Source](#)

Aaron Douglas. Aspects of Negro Life: From Slavery Through Reconstruction.  
Oil on canvas, 1934.  
The New York Public Library, Schomburg Center for Research in Black Culture, Art and Artifacts  
Division.

## INTRODUCTION

The Harlem Renaissance was an early 20th century movement which lasted until the mid 1930s. At the time of this movement African American writers, artists, actors and musicians, were being recognized for their talents and contributions to the newest fads of pop culture. However, along with the newest Jazz songs and popular dances that came about during this period, African Americans used these mediums of art and literature as a way to express their experience of being black, being an artist, being an American citizen, and and being all of these things all at once.

Using music, poetry, novels, and other forms of literature and art, African Americans were able to explore questions of race and social tensions in America. Capturing the attention of white Americans, Africans Americans were able to further pursue their desires of equality, and bring to life a rebirth of their cultural identity.

**EQ: How did the Harlem Renaissance allow African Americans to express their experiences within American society?**

## INTRODUCTION

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# THE HARLEM RENAISSANCE

## MOVIE 10.1 "Strange Fruit" performed by Billie Holiday



[Source](#)

Billie Holiday was a well known Jazz Artist during the 1930s, and performed on the stages of various Harlem clubs. Her song, "Strange Fruit" is full of emotion and imagery as she brings to attention the reality of the lynching of African Americans.



[Source](#)

### Lyrics:

**Southern trees bear strange fruit**  
**Blood on the leaves and blood at the root**  
**Black bodies swinging in the southern breeze**



Click Me!

[Source](#)



## THE HARLEM RENAISSANCE

Claude McKay was a well-known poet and writer during the Harlem Renaissance, who blended his love for poetry and African pride into his work. Aside from being a writer, McKay was also an activist who used his literary works to bring to discussion issues of racism and political injustices in America.



Click Me!

## *If We Must Die*

**Claude McKay, 1889 - 1948**

If we must die—let it not be like hogs  
Hunted and penned in an inglorious spot,  
While round us bark the mad and hungry dogs,  
Making their mock at our accursed lot.  
If we must die—oh, let us nobly die,  
So that our precious blood may not be shed  
In vain; then even the monsters we defy  
Shall be constrained to honor us though dead!  
Oh, Kinsmen! We must meet the common foe;  
Though far outnumbered, let us show us brave,  
And for their thousand blows deal one deathblow!  
What though before us lies the open grave?  
Like men we'll face the murderous, cowardly pack,  
Pressed to the wall, dying, but fighting back!

[Source](#)

# THE HARLEM RENAISSANCE



Zora was an anthropologist, a writer, and a civil activist. In her book *Their Eyes Were Watching God*, she discussed not only the oppression that African Americans faced on a daily basis, but also feminist ideals from an African American woman's perspective.



Click Me!

## *Their Eyes Were Watching God*

### Chapter 2

"Ah ain't never seen mah papa. And Ah didn't know 'im if Ah did. Mah mama neither. She was gone from round dere long before Ah wuz big enough tuh know. Mah grandma raised me. Mah grandma and de white folks she worked wid. She had a house out in de backyard and cat's where Ah wuz born. They was quality white folks up dere in West Florida. Named Washburn. She had four gran'chillun on de place and all of us played together and cat's how come Ah never called mah Grandma nothin' but Nanny, 'cause cat's what everybody on de place called her. Nanny used to ketch us in our devilment and lick every youngun on de place and Mis' Washburn did de same. Ah reckon dey never hit us ah lick amiss 'cause dem three boys and us two girls wuz pretty aggravatin', Ah speck.

"Ah was wid dem white chillun so much till Ah didn't know Ah wuzn't white till Ah was round six years old. Wouldn't have found it out then, but a man come long takin' pictures and without askin' anybody, Shelby, dat was de oldest boy, he told him to take us. Round a week later de man brought de picture for Mis' Washburn to see and pay him which she did, then give us all a good lickin'.

Zora Neale Hurston, *Their Eyes Were Watching God*, (University of Illinois Press, 1937), 12-13.

[Source](#)

[Source](#)

### I, Too

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.



Click Me!

### Cross

My old man's a white old man  
And my old mother's black.  
If ever I cursed my white old man  
I take my curses back.  
If ever I cursed my black old mother  
And wished she were in hell,  
I'm sorry for that evil wish  
And now I wish her well  
My old man died in a fine big

[Source](#)

## LANGSTON HUGHES



Langston Hughes was a poet, a social activist, a novelist, and a columnist. Hughes' work became well known during the Harlem Renaissance and continues to be used in the modern day classroom.

[Source](#)

[Source](#)

### As I Grow Older

It was a long time ago.  
I have almost forgotten my dream.  
But it was there then,  
In front of me,  
Bright like a sun—  
My dream.  
And then the wall rose,  
Rose slowly,  
Slowly,



Click Me!

### Mother To Son

Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters,  
And boards torn up,  
And places with no carpet on the  
floor—  
Bare.  
But all the time

[Source](#)

# *DBL Reflection*

For this assignment I chose to focus on the Harlem Renaissance and have my students explore the work of various African American musicians, artists, and writers, in order to identify the purpose of their work, and what it represented. This past semester I did a similar lesson to this DBL with my 11th grade history class for a 1920s unit. For that lesson I introduced similar sources to the ones in this assignment in order to guide my students to a deeper understanding of the Harlem Renaissance, and open a small discussion of race within America. The DBL I have created here will accomplish a similar goal.

For this lesson I wanted to introduce a more serious side of the Harlem Renaissance, and expose my students to these sources in order to guide them to understand a different perspective of America during this time period. Despite the Harlem Renaissance being a time and place full of spirit, opportunity, and pop-culture, it was also a time of opportunity to captivate audiences, black and white, and explore issues of race in America. For myself, the issues and concerns that are expressed in the documents provided by these artists, are still issues seen today. Following this DBL students can be asked to make connections to more modern day issues, compare and contrast, and reflect on American society today. As an educator I want to create a place where such discussions can be held with respect, because I do believe discussing situations and concerns such as this should be held in a classroom in order to help our students be more open minded, respectful, and well rounded to the world around them.

## A DATE OF INFAMY

A document based lesson using national tragedies to build historical empathy.

**Designed by Mollie Carter**



How do Americans react to attacks from outsiders? What are the implications of these kinds of reactions?



[He never knew what hit him, December 8, 1941, Dr. Seuss Political Cartoons. Special Collection & Archives, UC San Diego Library](#)

# DECEMBER 7, 1941



GALLERY 11.1

Source [https://en.wikipedia.org/wiki/USS\\_Shaw\\_\(DD-373\)](https://en.wikipedia.org/wiki/USS_Shaw_(DD-373))



Imagine that you were in Hawaii at the time of the attack. Hawaii is not yet a state but America is dazzled by its island beauty; you might even think of it as part of America, your home.

Now picture that you are seeing these images in person, maybe you even saw and heard the planes flying overhead as the attack commenced.

What about the images sticks out to you that might leave a lasting impression? What are you feeling as you see the smoke billowing over the battleships? As the bomb explodes when it hits the ship? You know there is a war going on in Europe and in Asia, but now it's come to you. What might your thoughts be about the people who attacked you? What ideas or values lead you to these thoughts?

# DECEMBER 8, 1941

It's the day after the attacks and you are listening to the radio waiting for the President to address the nation. The attack is all everyone has been talking about all day. Rumors have been flying around that it was the Japanese that attacked, maybe even the Germans, but maybe the President would make it clear in his address.

How might you feel before you hear the speech?

Next, listen to the speech.

After hearing the speech, what are your thoughts? Do you feel safer? Might you be scared for the future? Are you feeling any anger at the Japanese for the attack? What American values and ideals does the President reference in his speech?



**FDR's Day of Infamy Speech to Congress as you December 8, 1941**

More on the writing of the speech  
from the [National Archives](#)

# WE DID IT BEFORE

AND WE CAN DO IT AGAIN

CLIFF FRIEND  
CHARLIE TOBIAS  
A.S.C.A.P.



## DECEMBER 10, 1941

On December 10 you are listening to the radio when you hear a song about Pearl Harbor. You listen to it intently; maybe it will help you feel differently.

Listen to the song.

Think about how you said you were feeling when you looked at the images from the attack on Pearl Harbor. Does it change after listening to this song? How are you feeling after listening to the song? What lyrics stuck with you? What sorts of values and ideals are touched on in the song?

**AUDIO 11.1** We did it before  
(and we can do it again) By  
Barry Woods  
(December 1941)

[Source](#)

Sheet music cover for We Did It  
Before (and we can do it again) by  
Cliff Friend & Charlie Tobias

[Source](#)

Remember Pearl Harbor  
by Sammy Kaye  
(December 1941)

[Source](#)

Remember Hawaii by  
Bing Crosby  
(January 1942)

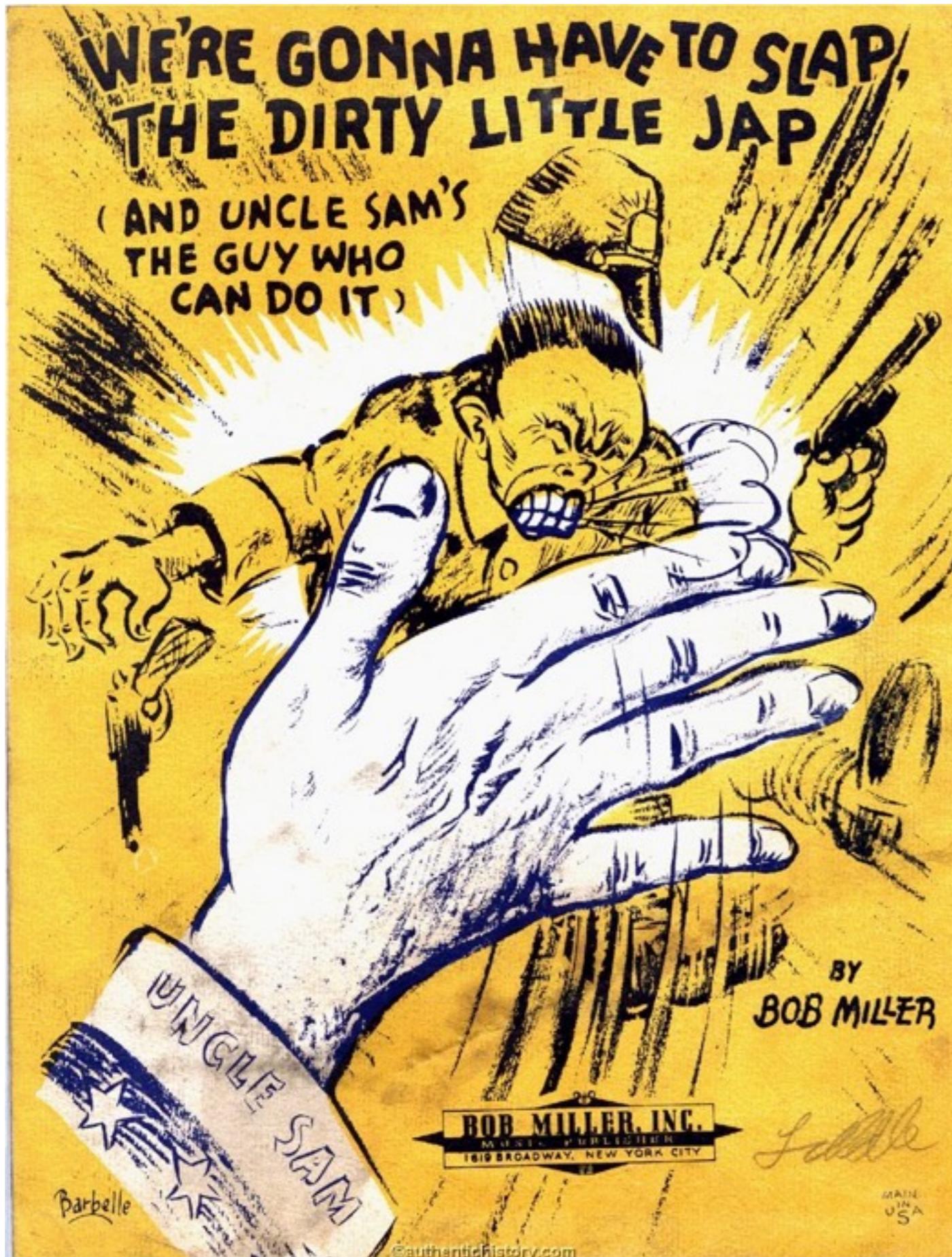
[Source](#)



Here is a collection of songs that came out in the months following Pearl Harbor that are specifically directed at Pearl Harbor or the Japanese that attacked that day. Listen to the songs and compare the message of the song.

Do they focus more on America's assured victory or on bashing the Japanese who attacked? How do they do this? Pick out specific song lyrics that emphasize the message of the song. Why would they choose to focus on these aspects of the event/America instead of others? How do you feel listening to these songs given how you might've felt watching Pearl Harbor be attacked?

## TWO REACTIONS



Remember Pearl Harbor  
by Carson Robinson  
(December 1941)

[Source](#)

Cowards Over Pearl  
Harbor by Denver Darling  
(February 1942)

[Source](#)

We're Gonna Have To  
Slap The Dirty Little Jap  
by Carson Robinson  
(December 1941)

[Source](#)

Pearl Harbor Blues by  
Doctor Clayton (March  
1942)

[Source](#)

Two of these songs were released shortly after the attack and two were released months after. Something to consider when listen to the latter of these songs is that in February of 1942 President Roosevelt signed into effect Executive Order 9066 which began the process of Japanese Internment (confinement) on the west coast. Listen to the songs and compare the message of the song.

What do these songs focus on? Pick out specific song lyrics that emphasize the message of the song. Why would they choose to focus on these aspects of the event/America instead of others? How do feel listening to these songs given how you might've felt watching Pearl Harbor be attacked?

What do you think the reaction in America was to the songs bashing the Japanese?

## TWO REACTIONS

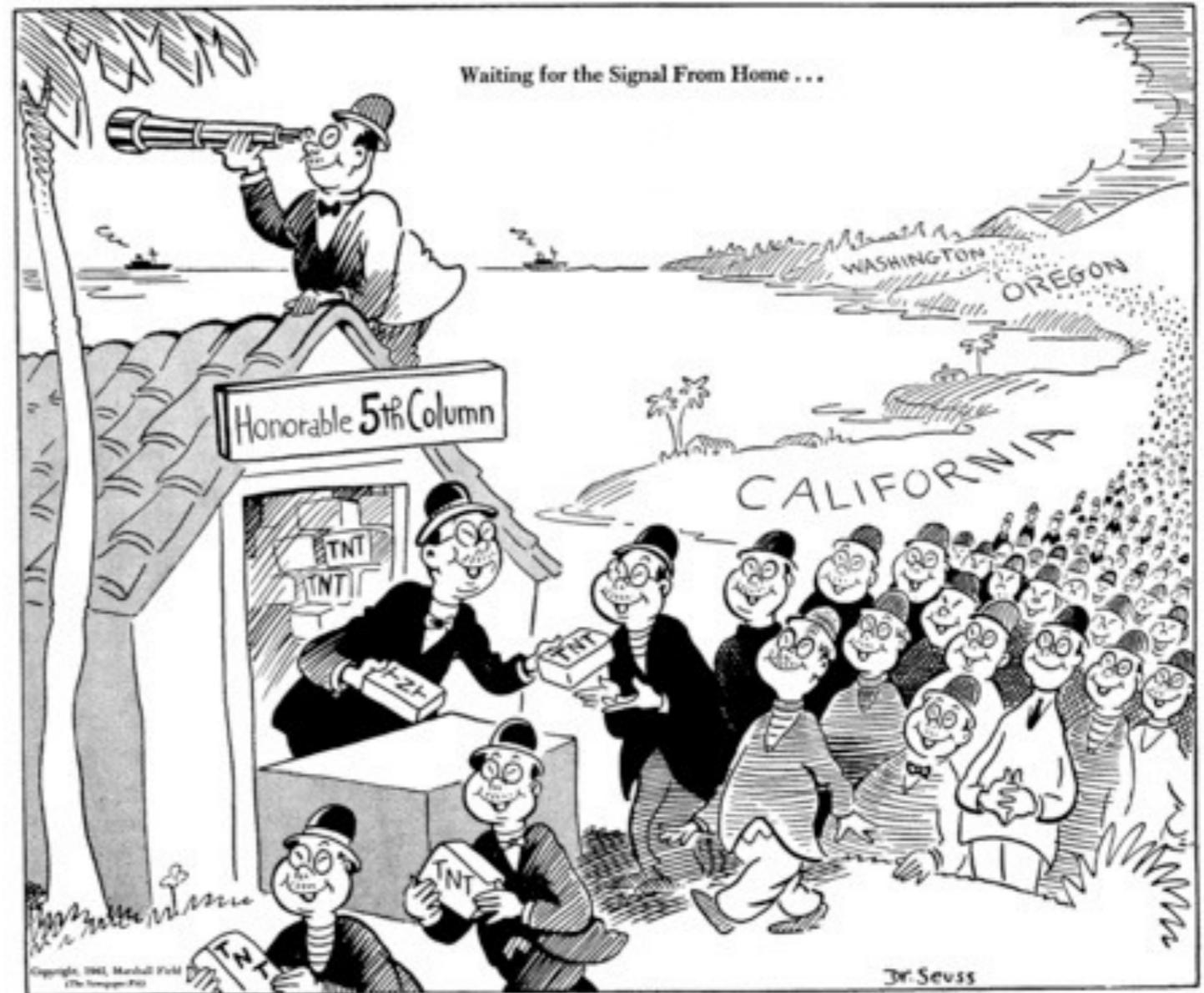
# THOUGHTS ON OUR GENERATIVE QUESTION

How do American citizens react to attacks from outsiders? What are the implications of these kinds of reactions?

In the 1940's, the reactions we've looked at so far were viewed as normal. As stated in the last slide (and shown in the cartoon to the right) people were scared of the Japanese in ways they weren't scared of the Germans or the Russians. To feel safe they took drastic action beyond the musical opinions stated here.

Using our modern perspective, how do you view these actions now? What has changed between then and now? What has stayed the same?

Next we will talk about modern examples.



Waiting for the signal from home..., February 13, 1942, Dr. Seuss Political Cartoons. Special Collection & Archives, UC San Diego Library

[Source](#)

# MODERN DAY CONNECTIONS



Source

Comparisons have been made between Pearl Harbor and many modern events caused by the terrorism of extremist groups. You have grown up in this world, what similarities do you see between Pearl Harbor and events such as 9/11? Or the more recent November 2015 attacks in Paris?

People and politicians may use the fear and sadness after an event to bolster political support for more radical action. Is it possible that internment camps, concentration camps, or registration for groups of people could happen in 2015/2016?

Even if political action isn't taken against the offending group, society may take it upon themselves to act. Should we blame a whole group of people for the actions of a few? What unspoken actions have been taken against Muslim people in the wake of 9/11 and the recent November 2015 Paris attacks?



9/11 Attack



November 2015 Paris Attack

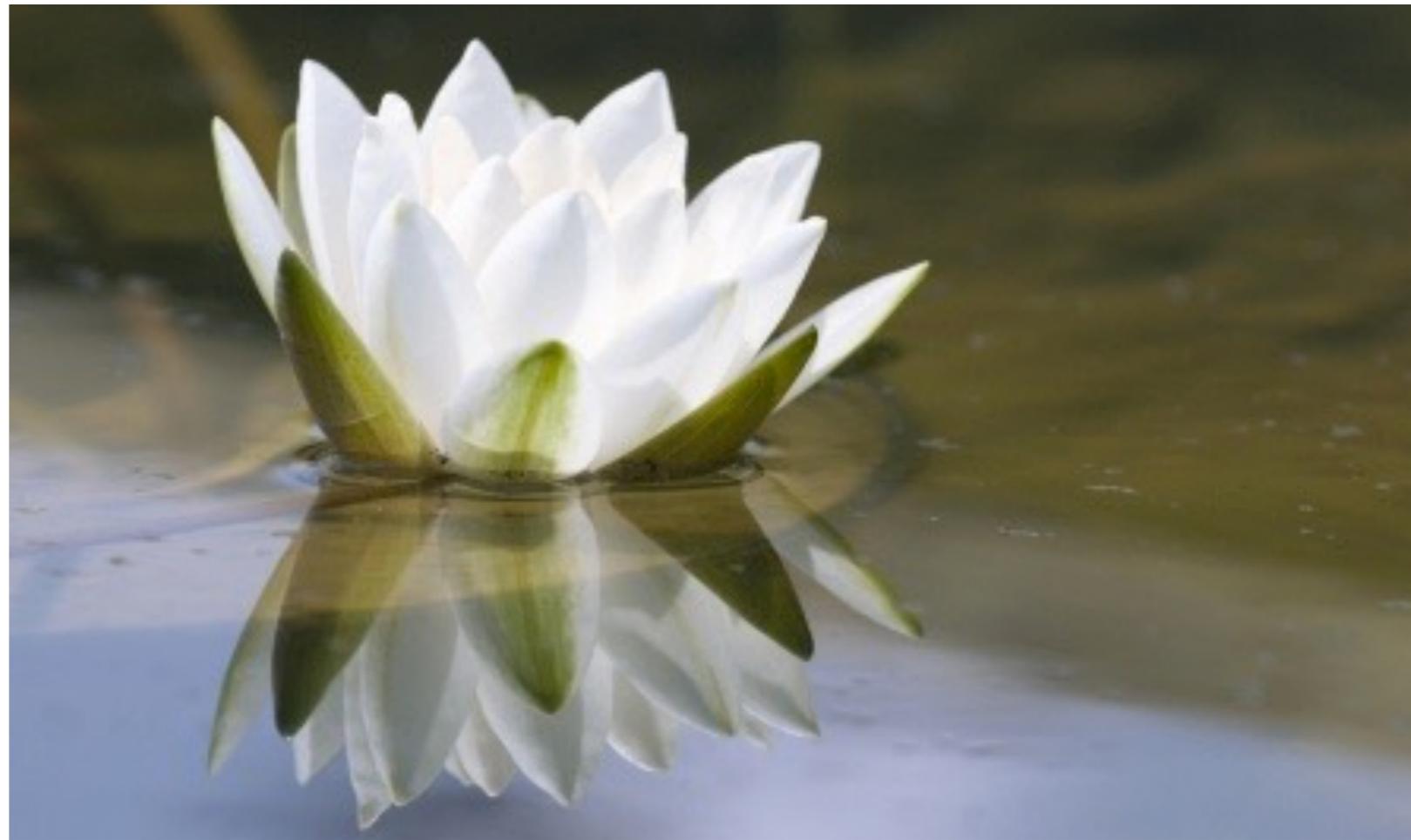
I have rather enjoyed creating this lesson. The idea was something I became interested in while in college and have not had the space to develop since then. When this project was introduced to me I knew immediately what I would do.

It became more interesting, unfortunately, in the middle of November as Paris was attacked and hateful rhetoric began to come from the republican presidential candidates. It reminded me of some of the rhetoric after the attacks on the twin towers, which as a 12 year old then I clearly remember. As I started my venture into teaching, I realized that many of my students would be born near or after this day that so scarred my memory. I was reminded of my own age as well as my place in the greater timeline of history. It is this realization that directed me to think of another generations “day of infamy” and the ways we teach it to students who have little context for it.

I also find myself wanting to emphasize on historical empathy, or perspective taking. Often times when looking at history, we may look at it with our modern day perspectives and judge the people of the past without seeing things through their eyes. The purpose of this is not to justify their actions but realize that it could still happen to us; that if we forget the past or believe we are above it, we are bound to repeat it.

Creating this document based lesson allowed me to combine both of these ideas of mine into one, ideally powerful, lesson. I am not a Mac person so learning to use the book design software was a bit of a learning curve but in the end I found it worth it to create this easy to access lesson. I hope that whoever may find this will have some deep discussions both about our history and the nature of humans themselves.

# REFLECTION



[Source](#)



## 12 ANTI-VIETNAM WAR IMAGERY

Designed by Felicia Teba

The Sixties were a tumultuous time period in America. The Civil Rights Movement was taking place, various student movements were blossoming, and the Vietnam War was coming into full swing. The War would especially create divisions about US Cold War policies, and our military presence in Vietnam. This would be a contentious issue raised by various Student movements and Counterculture groups. These groups would push for the end of the war, through images and protests.

In this DBL, students will answer a series of questions regarding the counterculture movements. When using this DBL, students should have some knowledge about the anti-war movement.

### Essential Question:

How can images/language usage such as posters help us understand the goals of a movement or group?

Image Source: [https://commons.wikimedia.org/wiki/File:Vietnam\\_War\\_protestors\\_at\\_the\\_March\\_on\\_the\\_Pentagon.jpg](https://commons.wikimedia.org/wiki/File:Vietnam_War_protestors_at_the_March_on_the_Pentagon.jpg)

# “Make Love, Not War”

A sign of the counterculture movement of the sixties, “Make Love Not War” would become a popular slogan that seemingly came out of nowhere.

**Essential Question: How can images/ language usage help us understand the goals of a movement or group?**

Why  
is there a peace sign  
on this poster?



What  
is the peace sign  
made out of?

Why  
use the phrase  
“make love not  
war”?

What  
group might use this poster,  
and why?



## “Come to Detroit Nov. 3”

Essential Question: How can images/language usage help us understand the goals of a movement or group?

Why might the Student for a Democratic Society raise these issues?

What objections/arguments are being raised in this poster?

What movements are represented in this poster?

What different groups/movements are represented by the people in the poster?

Click  
the image

Image Source:

[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Exhibits/Track16/come\\_to\\_detroit.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Exhibits/Track16/come_to_detroit.html)

# Vietnam War Protestors

This picture was taken in 1967 in Wichita, Kansas. In this picture, one man is “U.S. Imperialism,” and the other, with his hands tied, is the “Saigon Puppet.”



**Essential Question: How can images/language usage help us understand the goals of a movement or group?**

What is the purpose of each of the captions on the posters?

Why does U.S. Imperialism have dollar signs next to it?

How might these men feel about the war?

Why does one man have his hands tied?

Link to image:

[https://commons.wikimedia.org/wiki/File:Vietnam\\_War\\_protesters.\\_1967.\\_Wichita,\\_Kans\\_-\\_NARA\\_-\\_283627.jpg](https://commons.wikimedia.org/wiki/File:Vietnam_War_protesters._1967._Wichita,_Kans_-_NARA_-_283627.jpg)

## INTERACTIVE 12.1 Public Reactions: The March on the Pentagon



As the war in Vietnam grew, so too did public outrage, especially amongst counterculture and student movement groups. This particular photo was taken at the March on the Pentagon in 1967.

**Essential Question:** How can images/language usage help us understand the goals of a movement or group?

Look at each of the bubbles in the interactive and examine each one.

What groups might have been present at this protest?

Image Source:

<http://docsteach.org/documents/192605/detail?mode=browse&menu=closed&era%5B%5D=postwar-united-states&page=5>

# Excerpt from “A Call to Resist Illegitimate Authority”

**Essential Question: How can images/language usage help us understand the goals of a movement or group?**

To the young men of America, to the whole of the American people, and to all men of goodwill everywhere:

1. An ever growing number of young American men are finding that the American war in Vietnam so outrages their deepest moral and religious sense that they cannot contribute to it in any way. We share their moral outrage.
2. We further believe that the war is unconstitutional and illegal....
3. Moreover, this war violates international agreements, treaties and principles of law which the United States Government has solemnly endorsed. The combat role of the United States troops in Vietnam violates the Geneva Accords of 1954 which our government pledged to support but has since subverted. The destruction of rice, crops and livestock; the burning and bulldozing of entire villages consisting exclusively of civilian structures; the interning of civilian non-combatants in concentration camps; the summary executions of civilians in captured villages who could not produce satisfactory evidence of their loyalties or did not wish to be removed to concentration camps; the slaughter of peasants who dared to stand up in their fields and shake their fists at American helicopters; - these are all actions of the kind which the United States and the other victorious powers of World War II declared to be crimes against humanity...
4. We also believe it is an unconstitutional denial of religious liberty and equal protection of the laws to withhold draft exemption from men whose religious or profound philosophical beliefs are opposed to what in the Western religious tradition have been long known as unjust wars.
5. Therefore, we believe on all these grounds that every free man has a legal right and a moral duty to exert every effort to end this war, to avoid collusion with it, and to encourage others to do the same. Young men in the armed forces or threatened with the draft face the most excruciating choices. For them various forms of resistance risk separation from their families and their country, destruction of their careers, loss of their freedom and loss of their lives. Each must choose the course of resistance dictated by his conscience and circumstances.....

Written in 1967, “A Call to Resist Illegitimate Authority” invited so-called Draft Dodgers to join the protest of the war in Vietnam. This release of this document would have taken place after the March on the Pentagon picture on the previous page.

Why  
might the anti-war movement call  
the US government an “Illegitimate  
Authority”?

Why  
does this group recommend avoiding the  
draft?

What  
reasons does this document give for  
opposing the war in Vietnam?

Is this  
document a reliable source on the  
Vietnam War?



# Reflection:

## Felicia Teba

For the past three weeks, we have been working on designing our own Document Based Lessons (DBLs) to be published as a collaborative book. This experience was interesting . This was my first time working on a project like this. I found that the process was a bit long and required having good knowledge about the topic. This is why I chose to cover anti-Vietnam War images in my DBL. I know a lot about the anti-war movement and it was a topic I felt would be interesting for high school students to examine.

When working on designing this DBL, I had first thought that I wanted to cover '60s pop culture in relation to the counterculture movement. I then had a difficult time finding sources that were not copyrighted or would have such problems arise. This moved me to find images related to the anti-war movement. I found many images, including the one featured above, that related to looking at anti-war protests and what those who were against the war were arguing.

Once I had these images, I arranged them around an essential question: How can images/language usage help us understand the goals of a movement or group? I chose to base my DBL around this question because it helps students to build skills around historical thinking skill such as Sourcing and Close Reading. Each of the images in my DBL features the essential question as a reminder of what to be thinking about, and each image includes 4 questions specific to the image. This helps the student to make deeper connections to the images and what they are conveying.

When creating this DBL, I found the experience to be interesting, and a little scary. It was interesting because I was able to get creative when designing the layout for my image set. I used various colored shapes to help my essential question and each additional question stand out. I also used a couple of widgets that allow students to magnify the image, and another that allows you to click the image and receive additional info about it, almost like a caption box. I feel like these additions helped to make my DBL feel less dull.

If I were to get the chance to, I would definitely like to do another project like this. It makes you think about what questions are worth asking, and what you want students to look at as historians.



13

# EXAMINING THE ONGOING EVOLUTION OF AMERICAN GOVERNMENT

ERIC COLE

# EXAMINING THE ONGOING EVOLUTION OF AMERICAN GOVERNMENT

Charismatic young actor and future American president Ronald Reagan recorded these remarks in 1961. Listen closely to what Reagan has to say. While you listen, jot down answers to the following four questions and be ready to share your ideas:

- What does Reagan mean by the phrase “socialized medicine”?
- In 10 words or fewer: Why is Reagan so opposed to this idea?
- Reagan produced this recording for the American Medical Association (AMA), a professional association of physicians. How does his relationship with the AMA affect the way you think about his comments?
- How do you think the historical context of 1961 might have shaped or informed Reagan’s argument?



[Source](#)

# “THERE YOU GO AGAIN”: RONALD REAGAN RUNS FOR PRESIDENT (1980)



Flash-forward nearly two decades and California Governor Ronald Reagan is running to unseat President Jimmy Carter. Watch the video clip from the only debate between the two presidential candidates and consider the questions below. Again, make notes and be ready to share your thoughts.

- What does this exchange reveal about the politics of healthcare in the United States in 1980?
- What seems to have changed between 1961, when Reagan recorded the preceding statement, and 1980, the year of this debate?
- Why did President Carter draw the audience's attention to Reagan's past opposition to Medicare-like government programs?

[Source](#)

## HEATED DEBATE: THE SOCIAL SECURITY ACT (1935)

The next two pages feature excerpts from floor speeches during the Congressional debate on the Social Security Act. The statements were made by Congressmen Reed and Taber of New York, respectively.

Read each of the statements to yourself. Once you have finished, find a partner and formulate answers to the following questions:

- On what bases do the Congressmen oppose the legislation?
- Are there similarities between the arguments made in these speeches and the arguments made by Reagan regarding Medicare?

Mr. REED of New York. Under section 808 there is a provision giving the Secretary of the Treasury power to issue regulations. The gentleman who interrupted me, Mr. HILL, and every man on the committee knows that a member of the "brain trust" came before our committee and inadvertently dropped the word that the provisions of title II and title VIII could not be carried out without subjecting the employees to a fingerprint test. It means the setting up here in Washington of a Federal bureau with a fingerprint test of regimentation not only comparable to but greater than anything of its kind to be found in Russia, Germany, or Italy under the three dictators. It means absolute regimentation, and if you gentlemen, when you come up the Avenue, will look at the buildings on that side of the street, you will find the sign on the window the whole length of the building, "Fingerprint department."

So, you are going to fingerprint 25,804,000 wage earners after the election in 1936. You would not do it before. You delay it for a month after election, hoping that you can corrupt the electors of this country with your \$5,000,000,000 slush fund, and then put this compulsory tax and the fingerprint system into operation. Then the lash of the dictator will be felt, and 25,000,000 free American citizens will for the first time submit themselves to a fingerprint test and have their fingerprints filed down here with those of Al Capone and every jailbird and racketeer in the country. That is what it means, and it means that no man can go to an employer and get a job until he goes there with a card issued by the Bureau and can answer the questions and prove that he has been fingerprinted; and if he is not, and they employ him, he is subject to a fine of \$1,000 or 5 years imprisonment, or both. That is what you are trying to do in this bill, and it is in harmony with the dictatorship program launched under the new deal and to be carried on by it. It is carrying out a program of Karl Marx from beginning to end, the domination of the citizen and the destruction of private industry. This is only one more effort under a dictatorial program to regiment labor and make

them submit themselves to this Federal test before wage earners can go to an employer and get a job to earn their daily bread.

I was taught and the people I have the honor to represent believe that the greatest heritage of a free people is the right to transmit that freedom to their children. I loathe this attempt to deceive and betray industry and labor and further fasten upon them this foreign system of regimentation. I shall not—I will not—vote for this bill if title II and title VIII remain in this measure.

[Source](#)

Mr. TABER. Mr. Chairman, I am not surprised that the members of the Ways and Means Committee on the majority side have not replied to the charge made by the gentleman from New York [Mr. REED], that this bill was designed to fingerprint and enslave every worker of this land. Never in the history of the world has any measure been brought in here so insidiously designed as to prevent business recovery, to enslave workers, and to prevent any possibility of the employers providing work for the people.

Mr. Chairman, is it not about time that every one of us woke up and realized our constitutional responsibility to pass on legislation intelligently, on its merits, or, as in this case, on its absolute lack of merit, throwing those things out that are absolutely vicious? Do any of you suppose that you can go back home and justify the 6-percent pay-roll tax under title VIII, and the 3-percent pay-roll tax under title IX, and the fingerprint provision under section 808? Oh, that the membership of this House might appreciate its responsibility, that it might stand for the preservation of American liberty, that it might stand for giving the people of America an opportunity to work out their salvation in-

stead of enslaving them and preventing forever an opportunity for America to rise and triumph over this trouble. I hope that the House of Representatives, represented by its Committee of the Whole here today, will vote to strike out title VIII and pass the motion which has been offered by the gentleman from New York [Mr. REED].

[Source](#)

# CONTEMPORARY ATTITUDES TOWARD SOCIAL SECURITY (2012)

This table was produced by the [National Academy of Social Insurance](#), a nonprofit, nonpartisan organization that describes its mission as “[advancing] solutions to challenges facing the nation by increasing public understanding of how social insurance contributes to economic security. “With your partner, interpret the data presented in the table to answer the following questions:

- What does this data suggest regarding the popularity of Social Security?
- Which age group, or generation, appears to be the most supportive of Social Security?
- What are some of the potential limitations of using data collected and analyzed by a group like NASI to understand the way people think about Social Security?

**Table 3. Views on Importance of Social Security, Paying Taxes, and Increasing Benefits, by Generation, Family Income and Party Affiliation (Percent Agreeing)**

| <i>Respondent Characteristics</i> | Social Security benefits now are more important than ever... | I don't/didn't mind paying Social Security taxes because it provides security and stability to millions... | ... we should consider increasing Social Security benefits. |
|-----------------------------------|--|--|---|
| <b>Total</b>                      | <b>89%</b>   | <b>84%</b>   | <b>75%</b>  |
| <b>Generation</b>                 |  |  |   |
| Silent                            | 93   | 88   | 72  |
| Baby Boomer                       | 93   | 86   | 76  |
| Generation X                      | 87   | 85   | 74  |
| Generation Y                      | 84   | 79   | 74  |
| <b>Family Income</b>              |  |  |   |
| Less than \$30,000                | 89   | 83   | 80  |
| \$30,000 to \$49,999              | 93   | 90   | 78  |
| \$50,000 to \$74,999              | 89   | 82   | 70  |
| \$75,000 to \$99,999              | 87   | 82   | 71  |
| \$100,000 or more                 | 88   | 86   | 67  |
| <b>Party Affiliation</b>          |  |  |   |
| Republican                        | 81   | 74   | 62  |
| Democrat                          | 94   | 91   | 84  |
| Independent                       | 91   | 86   | 71  |

Source: National Academy of Social Insurance Survey, September 2012

[Source](#)

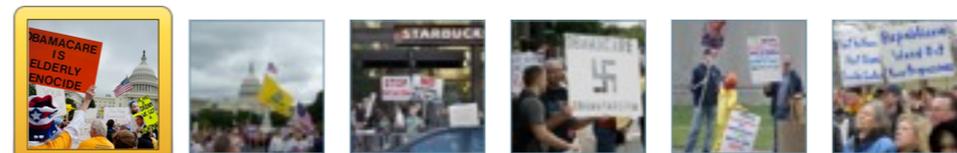
# EXAMINING THE ONGOING EVOLUTION OF AMERICAN GOVERNMENT

## Opponents of the ACA Demonstrate

Many Americans were (and remain) staunchly opposed to the *Patient Protection and Affordable Care Act* (ACA). Review the assortment of photographs on the right of this page and pay close attention to the kinds of icons and symbols protestors employ to convey their opinion.

Consider the following questions:

- What kinds of imagery are protestors using? Do you recognize any themes?
- What sorts of connections are protestors making between the ACA and other historical phenomena or events?



Sources: [1](#), [2](#), [3](#), [4](#), [5](#), [6](#)

## REFLECTION

### ***Your Assignment:***

Write a ~750 word essay responding to one of the following prompts:

Over the last 80 years the federal government of the United States has come to assume a number of new responsibilities.

How have historical debates concerning major new social programs been similar?

What do these similarities reveal about American politics?

Inquiry skills are at the heart of social studies and lessons that provide students with the chance to engage with rich primary sources are unparalleled opportunities for growth. In the document-based lesson (DBL) I prepared for this course, I sought to familiarize high school-aged social studies students with the ways in which the US federal government has changed over time by asking them to engage with samples of popular discourse surrounding Social Security, Medicare, and the Patient Protection and Affordable Care Act (ACA) at various points in the programs' respective histories. Students are presented with arguments made by high-profile figures and various forms of public opinion data. They are then asked to use this information as well as their knowledge of the historical contexts in which these debates take place to recognize connections between these debates and themes underlying the ways that US government and politics have shifted in the last century. Students demonstrate their ability to use the documents to arrive at such conclusions in both a class discussion and a written response to the lesson.

The experience of creating this DBL will inform my approach to the development of future lessons. In particular, I feel that incorporating sources that create opportunities for less proficient readers to engage in grade-level inquiry is important. In this case, I included videos, photographs, and a graph. The diverse character of the documents ensures that barriers to participation in the lesson are minimized.

If you have thoughts or feedback on this lesson, I can be found on LinkedIn at [www.linkedin.com/in/ericcolepdx](http://www.linkedin.com/in/ericcolepdx).