

Additional Activities for U.S. History: 1900-Present

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Immigration

INTRODUCTION

The United States is a country of immigrants. The richness of our culture reflects the great variety of people who have come here to settle.

In many areas, such as New York City, immigration is an ongoing process. However, some parts of the country no longer have much movement or change in population. We hope that our assignments will help evoke the immigrant experience for students throughout this country.

PROJECT LIST

1. Make a family tree showing where your ancestors came from. Wherever possible include: why they came, when they came, any interesting stories about their trip over, and their experiences here.
2. Pretend you are an immigrant coming to this country around 1900. Write a diary describing your trip. This can also be done as poetry or in the form of a play.
3. Make a model of a 1910 steamboat that carried immigrants to the United States.
4. Make a poster of flags showing the different countries immigrants came from.
5. Make a scrapbook, collage, or mobile showing your interpretation of the immigrant experience in this country.
6. Make a model or map of Ellis Island.
7. Write a play about a family that wants to emigrate to the United States. Name the country they are leaving and be sure to include the reasons why they are leaving. You may choose any country from which a large number of immigrants came (example: Ireland).
8. Write a booklet of poems or a narrative poem expressing the feelings of immigrants.

9. Write a report or story contrasting what the immigrants imagined the United States would be like and what they actually found.
10. Do a photographic essay of any ghetto or immigrant area of your neighborhood, town, or city.
11. Make a filmstrip, film, or video telling the story of one immigrant's experience.
12. Do an illustrated cookbook of foods introduced by immigrants.
13. List all the streets and buildings in your city that are named after immigrants who settled here. Include their countries of origin.
14. Make a map of your state showing all the places that have foreign names.
15. Write a biography of an immigrant who you feel did something special in this country. Be sure to give your reasons why.
16. Write a report on a town or neighborhood settled by one particular group of immigrants.
17. Write a manual of instructions on how to become an American citizen.
18. Make a newspaper geared to immigrants in the early 1900s. Include articles and an advertising section for jobs and apartments.
19. Write a report about the contribution of immigrants to the labor movement.
20. Write a report on any group of immigrants or refugees who have been labeled "Boat People."
21. Write a report about how and why illegal aliens come into this country.
22. Make a list of agencies and services in your town, city, or state that provide help for newly arrived immigrants today. Explain what each one does.
23. Write a report about some of the laws that discriminated against immigrants in the past.
24. Make an illustrated glossary of words that were introduced to the American language by immigrant groups (example: rodeo, kindergarten).
25. Read a play or novel that deals with immigrant people. Write:
 - (a) Short plot summary
 - (b) Problems they faced
 - (c) Solutions
 - (d) Changes in life because of coming to the United States
 - (e) Your feelings about the book and experiences it describes

26. Write a report about any famous defector (example: Mikhail Baryshnikov).
27. Using current periodicals, write a report on any new group of immigrants such as Haitians, Russian Jews, or Koreans.
28. Make a scrapbook illustrating some outstanding contributions made by immigrants to this country.
29. Using a tape recorder or camcorder do an oral history of an immigrant. Prepare your questions first. The tape and questions should be handed in together.
30. Write a fantasy short story or play describing what would be missing in the life of your town or city if one ethnic group had not emigrated.

HOMEWORK ASSIGNMENTS

WHY AND HOW IMMIGRANTS CAME TO THE UNITED STATES

1. What would have to happen in the United States to make you consider leaving it for another country? Why?
2. If you were an immigrant and could only take what you could carry with you, what things would you pack? Why?
3. Immigrants spent two weeks crossing the ocean by ship in the early 1900s. How do you think you would spend your time? Include how you would feel.
4. If you lived in another country, what would attract you most to the United States? Why?
5. Make a poster, newspaper, or magazine advertisement for passage to the United States.
6. Create a rap song telling why a group of immigrants wants to come to this country.
7. Read and analyze the Emma Lazarus poem, "The New Colossus."
8. Read the international section of your newspaper. Write about actual problems described in countries of today that you think would make people want to leave and come to the United States.

THE IMMIGRANT EXPERIENCE IN THE UNITED STATES

1. Write a letter to your cousins in the old country. Tell them why they should or shouldn't come to the United States.
2. Write a letter to your best friend in the old country describing how life is different in the United States.

3. What do you think the expression "streets are paved with gold" meant to the immigrants?
4. Write a letter to a "Dear Abby" column describing your problems as an immigrant and ask for advice. The next day, have the students exchange their completed assignments and write their advice about the problems. Then discuss or read them in class.
5. Is the United States a melting pot or a tossed salad? Explain your answer. Which would you prefer and why?
6. What do you think is the main reason why immigrants have endured so much to come and live here? Could/would you have done it?
7. Compare your first day at school with an immigrant's first day in the United States.
8. Make up a new national anthem with an immigrant theme.
9. Tour your neighborhood or any specified street and collect proof of the variety that exists because of immigrants' contributions. For example, a menu from a restaurant serving ethnic food, bills or flyers from stores run by immigrants, and so forth.

LAWS AFFECTING IMMIGRANTS

1. Do you think a quota system is fair? Why or why not?
2. Who, if anyone, do you think should not be allowed into the United States? Why?
3. Why do you think immigrants are required to live here for five years before becoming citizens?
4. Make up an original oath of allegiance for new citizens.
5. What was ungentlemanly about the "Gentleman's Agreement" with Japan regarding immigration?
6. Should boat people, who come here without permission, be sent home or be allowed to stay? Why?
7. Write your own opinions and feelings about the Amnesty Law for illegal aliens.
8. (To be used after teaching the Oath of Allegiance taken by new citizens) Would you take this oath? Why? Why not?

CLASSROOM ACTIVITY 1

FREESTYLE WRITING

By answering the following questions, the students will better relate to the immigrant experience.

Students will answer the following questions with the first thoughts that come into their minds. The teacher may then have them read their answers aloud or put students in small groups for sharing.

1. Name a way in which you would like to improve your life.
2. Can you think of something besides money that would make your life better?
3. If you could move somewhere else, where would you move?
4. Would you prefer the city or the country?
5. Would you want to live in an apartment or a house?
6. If you were given more freedom, what would you do with it?

CLASSROOM ACTIVITY 2

ROLE-PLAYING

By taking on the role of the family, the students will learn the decision-making process on a personal level. This can be expanded to leaving the country today. This activity can be used after teaching the problems in Europe that led to immigration. In discussing this afterward, stress can be given to the choice that exists between the security of a familiar situation and the risk, possible fear, and adventure of the unknown.

Role-play a discussion between parents, grandparents, and two children (age of the class). Half of them want to go to the United States and half don't. The students may choose their roles.

CLASSROOM ACTIVITY 3

MAKING CHOICES

Making choices is always a difficult process. It can be frustrating, sad, painful. Afterwards, one is sometimes left with a gnawing doubt as to whether or not the choice was correct. There is no formal procedure for making choices, but certainly we can train young people to analyze all the options, so that once they have reached a decision, they will feel comfortable with it. In the following activity the students will be forced to make uncomfortable choices. The teacher will stress that there are no right or wrong answers and read the following:

Your family wants to leave their country of origin and emigrate to the United States where they can be free and have a chance to build a better life and future and educate their children, but they can only afford four tickets (on the boat/plane). Who stays behind and who goes?

1. You
2. Father, a 32-year-old laborer
3. Mother, 29 years old, a nurse
4. Grandmother, 72 years old, almost blind and totally dependent on the family
5. Father's brother, 28 years old, medical student, wanted by the police for anti-government activity
6. His wife, the only one who speaks English, a seamstress, six months pregnant
7. Two-year-old son who has a liver disease that can be treated in America

The teacher should feel free to substitute other relatives in terms of age, occupation, disability, or specific circumstances.

CLASSROOM ACTIVITY 4

A NEW START

The students will answer the questions below either verbally or in writing. The teacher will say:

You have the chance to be a modern day immigrant to a new country where you can start a new life.

1. What qualities do you personally have that will help you get along?
2. What change would you most look forward to?
3. Would it be more important to make money or to get a good education?
4. What problems, if any, do you think you might face?
5. What would be the hardest to leave behind?

CLASSROOM ACTIVITY 5

ILLEGAL ALIENS

The teacher will read or tell the following information to the class. When he or she is done, the teacher will divide the class into groups to discuss the statements relating to the information given.

Illegal aliens sneak into the country in many ways. They hide in trains and boats. They enter as tourists and then remain here. They swim across the Rio Grande and sometimes pay people to help them sneak in. They do it because they cannot get in legally and they want a chance to earn more money than they can make in their own countries, or they seek freedom from an oppressive government. Pretend you are a member of a Congressional Committee and have to argue for or against one of the following "solutions" to the problem of illegal aliens.

1. We can solve the problem of illegal aliens by letting everyone into the country.
2. We can solve the problem of illegal aliens by putting more guards along the borders.
3. We can solve the problem by harshly punishing all illegals who get caught.
4. We can solve the problem by creating towns and jobs for them in underpopulated areas.

CLASSROOM ACTIVITY 6

PROBLEM SOLVING

Children of immigrants often face tremendous conflicts in adapting to their new country and new environment. Old ways come into conflict with the new ways.

The teacher will read the questions below to the class and discuss all the possible solutions to the problems. This may also be done as committee work or as a role-playing activity.

1. Your parents speak Spanish at home, but they forbid you to speak Spanish.
2. Your parents speak Spanish at home, but it embarrasses you, and you refuse to speak it.
3. Your parents don't want you to be friends with a boy/girl of another background.
4. There is a new kid in school, and your friends tell you that he looks weird and you shouldn't be friends with him.
5. You want to finish high school and get a job. Your father says, "No. You must go to college."
6. You live in a shabby, run-down apartment and are ashamed to bring your friends home.

7. Your parents want to arrange a marriage for you.
8. Your parents don't understand what's in style and won't let you dress like the other kids.
9. Your parents are "old-fashioned" and won't let you
 - (a) Date
 - (b) Stay out as late as your friends
 - (c) Go to parties
10. Your parents refuse to come to open school night because they don't speak English *or* you don't tell your parents about open school night because you're ashamed of how they dress and speak.

CLASSROOM ACTIVITY 7

DISCUSSING FEELINGS

Money was a major problem faced by the immigrants. They had to make many sacrifices in order to make money and meet expenses. How would the students feel about each of the following? The teacher will discuss anger, jealousy, unhappiness, resentment, and so forth. The teacher might go on to discuss alternative actions as a follow-up, once the students get into the activity. The class could also break up into groups and write lists of alternative solutions to issues that they specifically relate to. How would you feel about:

1. Wearing hand-me-downs to save money
2. Being asked to get an after-school job to help pay the rent
3. Sharing your apartment with another family to save rent
4. Doing cleaning work to help pay bills
5. Staying home from school to take care of a sick brother or sister so your parents don't lose a day's pay
6. Giving up your bedroom so it can be rented to a boarder
7. Buying shoes/sneakers you don't like because they're on sale
8. Moving to a smaller house or apartment to save money
9. Wearing the same clothes every day
10. Wearing old-fashioned clothes
11. Running out of school supplies and not having money for more
12. Your best friend's parent getting a better job and moving to a better neighborhood
13. Getting more change than you are entitled to at the store

14. Your parents being out of work and not able to buy you something you want
15. Your grandmother moving in with you to save money and sharing your room
16. Having to beg the grocer for credit
17. Your parents working and then going to school at night to learn English and get a better job, and you hardly ever seeing them

CLASSROOM ACTIVITY 8

MULTIPLE CHOICE EXERCISE—PROBLEMS OF IMMIGRANTS

The following exercise was prepared to show that there are many different answers to one question without one necessarily being more correct than another. However, it is interesting to discuss why we choose whichever answer we do. This is a nonthreatening way to express a point of view. The students may relate to some questions better than others. The teacher should use his or her discretion. The teacher may also add to the list.

1. If you moved to a new country, which would be hardest for you to get used to?
 - (a) Eating strange new foods
 - (b) Learning a new language
 - (c) Making new friends
2. What would be the hardest thing for you to do in a strange new country where you don't speak the language?
 - (a) Ask for directions to go somewhere
 - (b) Ask for food in a restaurant
 - (c) Ask for a job
3. If the kids in your new school made fun of the way you speak, would you:
 - (a) Ignore it
 - (b) Try to change the way you speak
 - (c) Fight
4. If the teacher constantly corrected your speech in an embarrassing way, would you:
 - (a) Try to improve
 - (b) Complain to your parents
 - (c) Tell the teacher to leave you alone

5. If your father and mother couldn't get jobs and were sick, would you:
 - (a) Try not to spend money
 - (b) Quit school to work
 - (c) Ask friends and relatives to lend you money
6. If you saw many people at a fast food place eating something you'd never seen before, would you:
 - (a) Buy one and try it
 - (b) Not buy one
 - (c) Ask a friend for a taste
7. If a group of kids at school made fun of the country you came from, would you:
 - (a) Ignore it
 - (b) Explain to them that what they are doing is wrong, and that they are prejudiced
 - (c) Fight with them
8. If a new child came to this school from another country and all the kids laughed at his or her clothes and accent, would you:
 - (a) Speak up for him or her
 - (b) Mind your own business
 - (c) Join in with the crowd
9. If you were an immigrant and your brother got sick here, would you want to:
 - (a) Go back to the old country with him
 - (b) Stay here with a relative or friend of the family while both parents take him home
 - (c) Stay here with one parent while the other one takes him home
10. Which would be worse?
 - (a) Getting cheated by a salesperson
 - (b) Being made fun of by other people
 - (c) Not understanding the language
11. Which would be the worst for you?
 - (a) Living in one room with your whole family
 - (b) Having to share a bathroom with three other families on your floor
 - (c) Having to share your house with another family
12. What would you do if you couldn't get your favorite food because it is not available here?
 - (a) Try to find a new favorite food
 - (b) Forget about it
 - (c) Go to different neighborhoods to try to get it

13. If all the children wore blue jeans to school and your parents didn't approve of that, would you:
 - (a) Wear what they told you to wear
 - (b) Buy blue jeans and secretly change when you got to school
 - (c) Get some friends to help you convince your parents to change their minds
14. If your parents wanted you to go to after-school instruction to learn their native language and traditions (Greek, Japanese, etc.), would you:
 - (a) Do it against your will
 - (b) Refuse
 - (c) Do it proudly
15. If your parents wanted to arrange a marriage for you, would you:
 - (a) Run away from home
 - (b) Marry the person
 - (c) Refuse, and fight them on it

CLASSROOM ACTIVITY 9

A MULTICULTURAL CLASS

If the teacher is fortunate enough to have a multicultural class he or she may use any of the following strategies:

- A. Interviews—students sit in pairs and interview each other about their backgrounds, traditions, impressions of the U.S., and so forth. They may share with the rest of the class or describe their experiences in journal writing.
- B. If there is not enough variety in the class, the teacher can assign students to write questions as if they were reporters and then conduct interviews of students who are recent immigrants, with their consent of course.
- C. Before any holiday discussions are held the teacher can list all the variations that come from combining more than one culture. This is especially effective when discussing Thanksgiving meals and what special foods students' families add to the traditional fare.
- D. In a multicultural class the students can be asked to draw pictures of the flags of their country of origin (or family's country of origin). The teacher can create a bulletin board with these flags and photographs of the students. Students may enjoy creating the title for their bulletin board. For example, one group in our school chose the song title, "We Are the World."

DEBATES DEALING WITH IMMIGRATION TODAY

The teacher should follow the procedure explained in the Debate chapter.

1. Should all illegal aliens be allowed to stay here and work?
2. Is someone who is an illegal alien really a criminal?
3. Should someone who is not yet a citizen of the United States be given:
 - (a) Food stamps
 - (b) Welfare
 - (c) Medicaid
 - (d) Unemployment insurance
4. Should immigrants who have become citizens and are then convicted of serious crimes be stripped of their citizenship and sent back to their countries of origin?
5. Should bilingual education be abolished?
6. Should we abolish all quotas for immigrants?
7. Should we stop immigration until all Americans have jobs?

CLASSROOM ACTIVITY 11

IMAGES OF IMMIGRATION

Many collections of photographs exist that illustrate the immigrant experience. The teacher may pass these pictures around the class or display them and have the students move about to view them. Students will write their impressions and feelings quickly as they look at each picture. At the end of the activity these short phrases and words can be turned into poetry.

CLASSROOM ACTIVITY 12

CULMINATING ACTIVITY—INTERNATIONAL FAIR

This is a wonderful culminating activity because:

- It allows for socialization and sharing among the students.
- It offers the family a chance to be part of a classroom activity.
- It enables the students to make use of everything they learned in the unit.
- It embodies the message that immigrants' contributions are a living part of the United States.

SUGGESTED ACTIVITIES

The teacher should plan for one block of time for the fair. It can be done in the classroom, school library, gym, or any other suitable area. It should have on display as many of the students' projects and reports as possible, and it may include any of the following:

- foods that are representative of immigrant groups (if the class does not have a variety of ethnic backgrounds, the teacher may assign different recipes to be worked on)
- costumes
- music and/or singing
- slide show
- handicraft exhibit
- artwork
- flag exhibit
- folk dancing
- language booth
- "Name the Immigrant" contest booth

NAME _____ DATE _____

CONTRACT

IMMIGRANTS

DUE DATE: _____

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For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.

Before this contract begins, you must choose a country from which your family came. All the projects for this contract should be ready for presentation on "Immigration Day," _____ (date). On this day, your class can celebrate the different countries from which you all came. Wear costumes, prepare and share food, show pictures, and share information about the wonderful countries your ancestors once lived in.



VERBAL-LINGUISTIC

- _____ Write a two-page report on your country and why people migrated to the United States from there.
- _____ Write a story about one of your ancestors who came through Ellis Island.



LOGICAL-MATHEMATICAL

- _____ Using a spreadsheet or a family tree diagram, enter as many family members as you can and show their relationships to each other.
- _____ Graph how many people have come to the United States from your country in the decades since the Civil War.



MUSICAL

- _____ Write a poem about your family. Set it to music.
- _____ Find or make a recording of your country's national anthem.

IMMIGRANTS



VISUAL-SPATIAL

- _____ Make a map of the country from which your family comes.
- _____ Make a float that represents one of your ancestral countries. It must include at least five symbols of the country. (Size limit: 2 ft. x 3 ft.)



BODILY-KINESTHETIC

- _____ On "Immigration Day," dress as one of your ancestors would have. (Research costumes of the country.)
- _____ Cook a sample dish of food that originally came from your country.



INTERPERSONAL

- _____ Interview one of your grandparents (or great-grandparents, if possible) about your family history.



INTRAPERSONAL

- _____ Read a book about a country from which your family came and write a synopsis of it.

The Industrial Revolution

INTRODUCTION

The Industrial Revolution created vast political, social, and economic changes in this country. It led to the development of mass production, corporate expansion, and the need for labor unions.

Our assignments will expose the students to various experiences relating to the business world both from the perspective of labor and of management. They will also be involved in many decision-making activities and assignments dealing with issues and problems that many of them will face as adults.

PROJECT LIST

1. Make a map of the United States with a legend highlighting the major industrial centers.
2. Make a map of the United States which shows the locations of natural resources.
3. Construct a home-made model of the Model T Ford.
4. Make a poster illustrating some of the first automobiles made in the United States.
5. Make a manual called *How to Use and Care for Your Model T Ford*.
6. Make a model of a factory assembly line with a conveyor belt.
7. Write the life of Henry Ford in the form of a memoir.
8. Write a newspaper account of a famous strike such as the Pullman strike or the Homestead strike.
9. Make up a series of episodes for a soap opera dealing with the abuses of factory workers in early factories. Include child labor, low wages, long hours, and unsafe conditions.

10. Write a research report on the Triangle Shirtwaist Factory fire. Include eyewitness accounts.
11. Make an illustrated encyclopedia of the labor movement in the United States.
12. Research and write the biography of one famous labor organizer such as Samuel Gompers or Cesar Chavez.
13. Make a film or video describing the benefits of union membership to attract potential members.
14. Make a song booklet or a tape of original union folk songs.
15. Write to the AFL-CIO and to local labor unions. Make a scrapbook about them based on information received.
16. Do a piece of creative writing or a magazine exposé entitled "My Life in a Company Town."
17. Make up a special Labor Day program celebrating the labor movement in the United States. Include awards honoring important labor leaders of the past and present.
18. Make a poster diagramming or illustrating Andrew Carnegie's steel empire.
19. Do an illustrated report or poster on John D. Rockefeller's oil monopoly.
20. Make a poster illustrating how a corporation works.
21. Make a scrapbook illustrating the contributions of some of the early corporate giants such as John D. Rockefeller, Andrew Carnegie, and J. P. Morgan.
22. Make a chart or poster illustrating how a monopoly, trust, or holding company works.
23. Write a government bulletin informing business people of anti-trust legislation.
24. Make a chart illustrating the goals and accomplishments of progressive reformers of the early twentieth century.
25. Write a script for an in-depth TV *Muckraker News Special* exposing the evils of industry and society around 1900.
26. Write an information bulletin for workers describing the laws that protect them on the job.
27. Make a poster or chart showing the accomplishments of Theodore Roosevelt in terms of:
 - (a) Square Deal for labor
 - (b) Trust-busting
 - (c) Land conservation

28. Make a descriptive catalogue of progressive literature that exposed the injustices of society around the turn of the century. Include fiction and nonfiction works by writers such as Jacob Riis, Lincoln Steffens, Upton Sinclair, and Theodore Dreiser.
29. Work out a union strike plan including:
 - (a) Picket signs with slogans
 - (b) Buttons
 - (c) Chants
 - (d) Mascot
 - (e) Speech to gain public sympathy
 - (f) Speech to gain total active support from the membership
30. Write and illustrate a business plan for a factory. Explain:
 - (a) What you will produce
 - (b) The things you will need
 - (c) Where you will get the capital
 - (d) Anticipated expenses
 - (e) Organization of the assembly line
 - (f) Who your potential customers are

HOMEWORK ASSIGNMENTS

MASS PRODUCTION AND THE FACTORY SYSTEM

1. Why is the Industrial Revolution called a revolution? Give specific examples of the drastic changes it created.
2. Make a list of the sounds and sights that would have surprised someone who was about to start working in a factory for the first time.
3. What do you think was the biggest change for a worker who stopped working at home and went to work in a factory?
4. Show how the Industrial Revolution could not have happened if one of the following had been missing:
 - (a) Natural resources and sources of power
 - (b) Inventors
 - (c) Available workers
5. Name any manufactured item in your house and list all the natural resources that it is made from.
6. Name all the places where you see conveyor belts used.
7. Make a list of all the other industries that were stimulated as a result of automobile production.

8. Make up a magazine advertisement for the Model T Ford.
9. Write a dialogue between a salesman at a Model T Ford showroom and a doubtful shopper who owns a horse and buggy.
10. Name something you own or have seen that was handmade. How does it compare with a similar mass-produced product?
11. Write a poem describing work on an assembly line.
12. Interview an older person and ask him or her to name a product that was not available when he or she was young. In what ways does the product change the quality of his or her life?
13. If you had to give up one modern appliance, which one would be hardest for you to live without? Why?
14. If you had the money to open a factory today, what would you produce? Why?
15. How did the Industrial Revolution lead to the growth of cities?
16. In what ways is the Industrial Revolution still going on today? Give it a new name.
17. The Industrial Revolution led to waste and pollution. List all of the ways that you and your family could practice conservation and recycling.

THE GROWTH OF CORPORATIONS

1. Make up a motto that would describe the business philosophy of one of the robber barons.
2. What advice do you think the robber barons would have for the young people of today?
3. If you owned a business, list the things you could do to eliminate your competitors. Put a star next to those things that you would feel comfortable doing.
4. Write a dialogue between the owners of a small business who are discussing how a large monopoly is driving them out of business.
5. Make a cartoon illustrating the idea of the business world being a jungle.
6. Do you think corporations have a responsibility to their employees? Explain.
7. What do you think should be the golden rule for:
 - (a) A business person
 - (b) An employee
8. If you owned a business and made an unexpected large profit one year, what would you do with it? Why?

9. Write a letter to your congressional representative for or against a tariff on foreign cars.
10. Write an editorial for or against granting all the cable TV rights to one company.
11. Pretend you are a fund raiser for a charity. Write a letter to J. P. Morgan or Andrew Carnegie requesting a large donation.
12. Make a cartoon illustrating the idea of trust-busting.
13. Write an editorial suggesting ways in which you think the government should protect the public against dishonest or unethical business practices.

LABOR UNIONS

1. Pretend you are a child laborer in 1900. Write a letter to "Dear Abby" about your problems.
2. Write a day's entry in the diary of a sweatshop worker of 1900.
3. You own a sweatshop in 1900. What is your opinion of the workers?
4. Make up a "Yellow dog contract" for newly hired workers.
5. What would you do if getting hired for a job depended on your signing an oath promising not to join a labor union?
6. You have just been fired from your job and blacklisted because of union activity. Write a poem or rap song describing your feelings and your plans.
7. Imagine that you are a factory owner around 1900. You suspect that some people are trying to unionize your workers. Write a bulletin telling them what will happen if they join.
8. Describe a disagreement in which you compromised with another person.
9. Make a picket sign or a union button in support of a strike.
10. Interview someone who belongs to a labor union. Find out what the union does for him or her.
11. Pretend you are a judge. Write a court injunction ordering striking milk deliverers back to work. Explain why they must return.
12. Make up an agenda of items to be discussed at a collective bargaining meeting between union and management representatives to avoid a transit strike.
13. If you, as students, had a union, what things would you request in a collective bargaining session with teachers and administrators?
14. You want to be president of your union. Make up a speech to convince the members to vote for you.

15. Make up a handout announcing a union membership drive.
16. Find out what child labor laws protect you today.
17. If you found out that you could get fired for going out on strike, what would you do?
18. Make a list of money-saving measures your family could take if your parents went on strike.

CLASSROOM ACTIVITY 1

WORKING ON AN ASSEMBLY LINE

In order to illustrate and contrast the differences between assembly line work and craftsmanship, the class can be set up to mass produce an item. We have found that students especially enjoy making paper airplanes since that is generally regarded as a no-no in the classroom, but any paper folding, drawing, or building task can be substituted. The teacher will have to decide in advance how many tasks to include in the assembly line. In all probability, several assembly lines will be working at the same time, and this is advantageous because then they can compete with each other for speed of production. The teacher will number the tasks and then assign different students to learn each task.

Two students may be given the job of assembly line foreperson. They will walk around encouraging the students to work quickly and carefully. Sloppily made products will be discarded as rejects. Two other students may be seated separately with paper, scissors, markers, and other art supplies and allowed to work creatively and artistically at their own speed.

Once the class is set up with the supplies and they understand their tasks, the teacher can allow them to work for ten to twenty minutes without stopping. When they are done, they can discuss and compare their experiences through the following questions:

1. How many planes were made by each assembly line? By the artisan? Allow them to display their work.
2. Why did the assembly lines produce so many more?
3. In what ways are the assembly line products different from those made by the artisans?
4. Did you enjoy your work? Why? Why not?
5. Is there anything that would have made it more enjoyable?
6. Would you like to do this kind of work for the rest of your life? Why? Why not? If not, what would you prefer?

CLASSROOM ACTIVITY 2

EFFICIENCY EXPERTS

One of the basic ideas behind assembly line production is to break a task down to its smallest component, so as to eliminate wasted motion by the workers.

Divide the class into groups of efficiency experts who will work out the tasks for the assembly line production of one of the products listed below. The teacher may add or substitute products, so as to better motivate the particular students who are participating in this activity.

1. Pencil
2. Candy bar
3. Basketball
4. Looseleaf binder
5. Pair of blue jeans
6. Bicycle

When they are done, the groups can report back to the class. After each group reports, the teacher can ask the rest of the class if they can think of any way to break the tasks down even more.

CLASSROOM ACTIVITY 3

HOW STRIKES AFFECT PEOPLE'S LIVES

When service workers go on strike, the public is affected in many ways. Divide the class into committees to discuss the problems they personally would have and how they would solve or cope with those problems if one of the following unions went on strike. Each committee will deal with a different strike:

1. Transit workers
2. Teachers
3. Postal workers
4. Police
5. Sanitation workers
6. Firefighters
7. Electric company
8. Telephone company

After the committees have met and reported back to the class, the teacher may ask:

1. Have any of you ever experienced a strike? What happened?
2. Do you think certain workers should be prohibited from striking?
3. Do you think it is a violation of our freedom to prohibit someone from striking? Why? Why not?

CLASSROOM ACTIVITY 4

WHAT WILL YOU DO?

The teacher will tell the class that they are all members of the Ambulance Drivers' Union. Collective bargaining has failed. There will be no raise in salary and no improvements in conditions or benefits for the next year due to lack of funds. As union members, they now have to decide what to do about a series of problems and situations. As the scenarios change, they will have to put themselves in the position of the ambulance drivers. For each of the following questions, they must decide what they would do and why.

1. Will you support a strike?
2. Will you actively support it by speaking out and picketing?
3. You don't want to strike, but the majority does. Will you join the strike or cross your co-workers on the picket line?
4. Volunteers are driving the ambulances. A call comes in. There is a medical emergency at the neighborhood elementary school your children attend. What will you do?
5. A court injunction orders you back to work.
6. You are in violation of a court order and will be fined \$100.00 a day.
7. Your spouse thinks you should return to work even though you don't want to. Your disagreement causes constant fights.
8. They will not raise your salary, but they will give one extra coffee break and increase the health and vacation benefits.
9. They will give you a 5 percent raise in salary but will not improve health benefits or working conditions.
10. The strike is nowhere near settlement, and you do not have the money to pay next month's rent.
11. The police have been called, and there may be violence because scabs have been hired to take your jobs.

As a wrap-up, the teacher may ask the students to discuss which problems seemed the most difficult to resolve and why.

CLASSROOM ACTIVITY 5

DECIDING ON DEMANDS

The teacher will reproduce the following list of union demands for the students. Leave a blank space next to each one, so the students can number them. Tell the students that, as members of the Telephone Worker's Union, they are a diverse group. It is time for them to decide on their next set of contract demands and to put them in order of importance. Distribute the list.

- _____ Raise in salary
- _____ Better health and dental insurance benefits
- _____ Longer lunch time and shorter work day
- _____ New lounge for employees
- _____ College scholarship fund for children of employees
- _____ Larger expense account
- _____ Employees' cafeteria
- _____ Larger life insurance policy
- _____ More job security
- _____ Day-care center for children of employees

The following groups of workers must meet to decide on the order of importance of their demands. The first three items on their lists must have clear explanations to go with them. The order on which they decide should be based on the needs of the group they represent.

1. Single men and women around twenty-one years of age
2. Single parents with children between the ages of three months and five years
3. Managers and supervisors
4. Men and women over fifty years old
5. Employees with large families, mortgages, and car payments

After they have met, each group will present its demands to the rest of the union members. The teacher will encourage the other students to raise questions and arguments during the course of the presentations. The entire class will then have to vote on the order of importance of their demands, based on the arguments they heard.

CLASSROOM ACTIVITY 6

BUSINESS ETHICS

The growth of the factory system and big business created opportunity, jobs, and fortunes for many Americans. At the same time, the industrial giants sometimes did cruel, unethical, and immoral acts as they built their corporate empires. It is important for the students to explore these issues in order to clarify their own ideas and feelings.

The teacher will ask the class, by a show of hands, to indicate whether they agree, disagree, or are unsure about the following statements. Where there appears to be interest or controversy, the students can discuss why they feel the way they do.

1. The object of business is to make as much money as possible.
2. Anything that is legal in business is okay.
3. Poor people are poor because of their own shortcomings.
4. The fruits of the labor of millions have been stolen to build the huge fortunes of millionaires.
5. It's alright to pay workers less than they deserve if they are foolish enough to accept it.
6. If a business person is smart enough to drive his or her competitors out of business, then they deserve what they get.
7. It's alright for a business person to give a discount to regular customers who spend a lot of money.
8. When profits go down, companies have to lay off employees.
9. Companies have no obligation to their employees after they've been laid off.
10. Sometimes it's necessary to undersell competitors in order to drive them out of business.
11. It is the job of the government to always watch what business people are doing.
12. It's alright for an employee to take home paper clips and other items without paying for them.
13. Workers should not do more than they are paid to do.
14. It's perfectly understandable that workers slow down when the boss is out.
15. It's alright to hire your friend as a manager even though there are other qualified people who have been working for you.

16. In order to make more money an employer has to hire younger people who accept lower wages and fire older, higher salaried people.
17. It's alright for a company to manufacture its products in countries where labor is cheap in order to get bigger profits.

CLASSROOM ACTIVITY 7

UNION VERSUS MANAGEMENT

Divide the class into groups of four. Within each group, two students will represent the interests of management, and the other two will represent the interests of the union members. Each group of four will try to resolve a different problem from among those below. The teacher can list the conflicts on the chalkboard or write each one on a separate sheet of paper for distribution to each group.

1. Profits have been going down in the factory. Management is planning to lay off 20 percent of the assembly line workers and cut back on production.
2. Group health insurance costs are rising; therefore, management wants the workers to pay for their family health insurance benefits. These were previously paid for by the company.
3. Truck drivers want new trucks for long hauls because the present trucks are breaking down, often causing delays on long trips. This leads to accidents because the drivers become overtired and fall asleep at the wheel.
4. The assembly line work in the soda bottling plant is boring. Workers want to rotate jobs. This requires more training and, therefore, will cost the company more money.
5. Workers want more fringe benefits: a cafeteria, an employees' lounge, a day-care center for their children, and a shorter work day on Fridays during the summer months.

When the groups have finished thrashing out their problems, each one in turn may present their problem and resolution, or lack of it, to the rest of the class. After the last presentation, the teacher may ask:

1. Did you learn anything new about union-management disputes? What?
2. What was the biggest problem your group had?
3. Why is it often very difficult for unions and management to resolve their differences?

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7. What problems have not been solved by industrialization?
8. What problems can't be solved by a new invention?
9. What new inventions do you think we need?
10. What new inventions do you want just for fun?
11. List all the benefits of the Industrial Revolution.
12. List all the problems caused by the Industrial Revolution.

The Industrial Revolution

1. What if the Wright Brothers had stuck to building bicycles?
2. What if the Wright Brothers had crash-landed?
3. What if the refinement of petroleum had been invented 100 or 200 years earlier?
4. What if ways had been found to curb the pollution and waste of industrialism sooner?
5. What if labor laws had been introduced sooner?
6. What if there were no labor unions?
7. What if the labor union movement had been successfully repressed?
8. What if women had labor unions as powerful as those of men?
9. What if the railroad had not been invented?
10. What if the Bessemer Process had not been invented?
11. What if ways to improve the food supply had not been found?
12. What if modern medicine had not arrived to improve living conditions and extend life expectancy?
13. What if the steam engine had been invented earlier?
14. What if cheap labor from immigrants, women, children and freed slaves had been unavailable?
15. What if the Progressive Movement had never taken place?
16. What if the reforms of the Progressive Movement all been accomplished by the Progressive Party?
17. What if we were still on the silver or gold standard?
18. What if the trusts had not been busted?
19. What if the muckrakers had been censored or repressed?
20. What if the electoral reforms of the Progressive Movement had not been made?
21. What if the Clean Food and Drug Act had not been passed?
22. What if Theodore Roosevelt had not adopted some of the reforms of the progressives as his own?
23. What if a Socialist had been elected president?
24. What if America had been lacking in some of the key mineral resources that made the Industrial Revolution possible?
25. What if Thomas Edison or Alexander Graham Bell had been unable to get their inventions to work?
26. What if Henry Ford's idea had been a flop?

STRIKE! Teacher's Guide

Objective: Students will learn a lot about how collective bargaining and the strike tactics of labor and management work.

Duration: 2-5 class periods.

Materials: Materials: Run off enough copies of the simulation description for everyone, and enough of each groups role for each group. Calculators and plenty of scratch paper are also helpful.

Procedure:

1. Divide the students into groups representing labor, management, and if desired, special interests.
2. Conduct planning sessions, bargaining, and contract negotiations.
3. Role-play the contract approval or consequences of a strike.
4. Complete calculations to see if both sides are still profitable.
5. Repeat the above steps as necessary until there is a clear winner, a signed contract, or a hopeless stalemate.
6. Debrief.

Teacher Recommendations:

1. This is a lively simulation that involves planning, bargaining and good old fashioned number crunching.
2. Be careful not to tell the students too much in advance about how to resolve their conflicts. They will learn far more by working it out for themselves. After the simulation is over bring up any tactics that may have been left untried such as hiring scabs, blacklisting, walkouts, sit-downs, sick-ins, sabotage, hiring thugs or security forces, lockouts, company unions, closed and open shops.
3. This simulation may be played by two or three groups depending upon the size and ability level of the class. The last page, which covers special characters, may be added as an additional challenge for a talented group or as away to incorporate additional students.
4. You as the teacher need to play the role of all outside authorities such as government officials etc.

5. It is very important to stress the need for good record keeping for this activity. Lazy groups that don't do their record keeping are usually taken advantage of by the sharp-eyed accountants of the other group. Have students turn in their records and any contracts signed as a part of the grade for the assignment.

6. While it is true that anything could and did happen when a strike occurred, try to keep a lid on the violent actions which students may suggest as a way out of their deadlock. These can make the simulation interesting, but are sometimes a bit difficult to role-play. You don't want to stifle their creativity, but remind them that violent actions have serious repercussions. (See the Golden Rule and similar sayings). While violence was often a part of real strikes, remind them that their primary goal is to negotiate a contract and that anything that distracts from that is bound to only make things worse.

7. Use your judgment as to how far you let students go with their role-playing depending upon their maturity and your comfort level. A truly open-ended simulation is the most fun, but are you really prepared to handle playing the police, courts, etc.? (Keep in mind that the authorities usually sided with the company in a dispute whether they had been bribed to do so or not due to class similarities and the pro-business nature of the law in those days). What about how this will effect the relationships of students in your class? The payoff can be great, but are you willing to take the associated risks?



STRIKE!

A Simulation of Labor-employee Relations

Characters: The Berwind-White Coal Company Board of Directors,
The United Mine Workers Union Bosses

Object: To make the most money and set up the best conditions for your side.

How it works: The class will be divided up into teams, which will compete with each other for power, influence, and money. There are no benefits whatsoever for the workers at the beginning, so everything must be bargained for in whatever way works best for you. The Company on the other hand has no requirements on what they must pay the workers or how they must treat them. Their only requirement is to make as much money as possible while maintaining sensible business practices to avoid going out of business. Both sides will learn the art of compromise or find out that the consequences of conflict may be more than you bargained for.

Each side has basic financial needs they must meet and anything beyond that is up to them to gain any way they can. The winner is the team or teams that do the best job of managing their side successfully. The losers are those who don't get what they want or lose their jobs as leaders of their group. Smaller groups will represent other elements of society such as non-mining company employees, strikebreakers, and elements on either side of the law.

Where and when: This is a simulation of labor conditions in western Pennsylvanian coal mining towns of about 1921. All facts and figures provided are based on those taken from Senate Document #633 1909-1910, *The Immigrant Commission: "The Immigrant in Industry"*, Beik, Mildred A., *The Miners of Windber: Class, Ethnicity, and the Labor Movement in a Pennsylvania Coal Town, 1890's-1930's*, and from local oral histories.

Employer's Needs

1. In order to produce 50,000 tons of coal it will take 3,000 miners 5 days of work at 8-hour days.
2. Workers must receive a minimum of \$3.00 a day to meet their living expenses. If they are paid less than that they will leave town and find work elsewhere.
3. Workers are paid by the ton of coal produced not by the hour or day worked. The going rate is \$1.28 a ton for coal. The company does not pay for so-called "dead work" which involves cutting away and hauling the rock to get at the coal or loading the coal and bringing it to the surface. Different miners work at different speeds and some days would get them no pay at all. All the company is interested in is in the coal, if it takes more than 8 hours a day to dig the average of 3.33 tons produced daily, then the miners must make up the hours on their own without additional pay.
4. At the start of the simulation the Company has a 50,000-ton surplus of coal in storage.
5. The Company must pay a basic operating cost of \$10,000 a week to operate and maintain its machinery and to pay for shipping costs for the coal.
6. Any miners employed at the start of the simulation will already have paid for their own equipment. New miners hired will have to pay one dollar for new equipment and will work at only 50% of the productivity of regular workers for the first week of employment while they are in training.
7. Accidents do occur. On the average there is a 5% chance of an accident in the mines each week. If scab or replacement workers are being used in the mines the accident rate is doubled for one month. With each accident between 1-20 workers will be killed or injured from cave-ins, explosions, gas poisonings, or dangerous equipment. The occurrence of accidents can be determined by the roll of a percentile die. These workers must be replaced by the Company which means that they will need training etc. At the start of the simulation there is no compensation in pay for injured or dead workers as a result of accidents on the job.

You must decide:

1. what kind of wages and benefits you will give the workers
2. the length of the workday
3. the number of workdays in a week
4. how you will handle worker demands and how you will respond to possible strikes, violence etc.

It is necessary that you keep records of your team's weekly financial standing in order to see if you are making a profit or not. It is suggested that you use something like the following example:

Price of coal \$10.41 a ton x 10,000 tons = \$104,100

Price paid to miners \$ 1.28 a ton x 10,000 tons = \$12,800 daily wages

Weekly expenses \$10,000 ÷ 5 days = \$2,000 daily expenses

\$104,000 income
 -\$12,800 wages
 -\$2,000 expenses

\$89,000 daily profit

Make adjustments as necessary when the price of coal or workers' demands change your costs. Then give weekly totals to compare how you are doing over the course of time. This will help you determine how much of pay raises you can give the workers and what price you can charge for the coal.



Workers' Needs

1. You must make \$3.00 a day to cover your basic living expenses and support your families this includes:

a. rent and furnishings (.50 ¢)

(The company owns the homes and pays the utilities)

b. food (\$2.00)

c. mining equipment and clothing (.50 ¢)

Any additional miscellaneous personal expenses and special purchases must be bought on credit from the company store.

2. Workers are paid by the ton of coal produced not by the hour or day worked. The going rate is \$1.28 a ton for coal. The company does not pay for so-called "dead work" which involves cutting away and hauling the rock to get at the coal or loading the coal and bringing it to the surface. Different miners work at different speeds and some days would get them no pay at all. All the company is interested in is in the coal, if it takes more than 8 hours a day to dig the average of 3.33 tons produced daily, then the miners must make up the hours on their own without additional pay.

3. Be careful how long you go on strike:

a. You can go 1 week without pay, but this will use up all of your personal savings.

b. If a strike extends into a second week the workers start to go into debt to the Company Store because it's the only place where you can shop in town. At the beginning of the third week the Company will begin to deduct your charges from your future pay once you do go back to work.

4. If you can't pay your debts after one month, you will have your line of credit cut and be forced to work for the company until your debts are paid off. In other words, you are stuck in this town until you pay up. If you don't pay your debts you can go to jail or skip town and become a fugitive from the law.

5. At the start of the simulation you have:

a. no benefits

b. no job security

c. no contract

In other words, everything must be negotiated. If you don't ask, they are not going to give it to you!

6. Accidents do occur. On the average there is a 5% chance of an accident in the mines each week. If scab or replacement workers are being used in the mines the accident rate is doubled. With each accident between 1-20 workers will be killed or injured from cave-ins, explosions, gas poisonings, or dangerous equipment. The occurrence of accidents can be determined by the roll of a percentile die. These dice are available at most hobby or game stores. These workers must be replaced by the Company which means that they will need training etc. At the start of the simulation there is no compensation in pay for injured or dead workers as a result of accidents on the job.

It is necessary that you keep records of your team's weekly financial standing in order to see if you are making a profit or not. It is suggested that you use something like the following example:

Price of coal paid to miners \$ 1.28 a ton x 10,000 tons = \$12,800

daily wages

\$12,800 daily wages x 5 days = \$64,000 weekly wages

\$3.00 a day living expenses x 3,000 miners x 7 days = \$63,000 weekly expenses

\$64,000 wages

-\$63,000 expenses

\$1,000 weekly profit ÷ 3,000 miners = .33¢ a week profit per miner

Make adjustments as necessary when negotiations change your wages.

Then give weekly totals to compare how you are doing over the course of time. This will help you determine how much of pay raises you can ask for and how much money workers can afford to pay towards benefits or a strike fund.



Special Characters:

Day workers: Commonly known as Company men. Unlike the regular miners, you are native-born Americans and not immigrants. Your jobs have higher prestige and pay. You do skilled jobs such as accounting, carpentry, blacksmithing, machining and counting and loading coal. You earn about \$7.50 a day instead of being paid by the ton. Your work is far less dangerous than the miners' and the company treats you better because you are harder to replace. You represent 630 of the 3000 miners in Windber.

The Strikebreakers: You are the most recent set of immigrants. You will take any job at any pay whether there is a strike going on or not. You don't trust unions and cannot afford to pay union dues. You number 5,000 strong and the company would love to put you in the miners' place if they get too troublesome. Their only worry is how to get you trained fast enough. Try to deal with them to see if they will hire you to replace the miners.

Coal and Iron Police: Private rail police experienced at busting heads and breaking up strikes. They are a legally-armed force, which is given a lot of leeway to keep the peace, as long as they obey the law. They are very expensive, but very effective. They can guard, protect, enforce lockouts, and disperse mobs.

The Hoodlums: These unemployed desperadoes can be hired to do just about any crime you can think of. They may be of use to the miners or the company depending on who pays them better. They will naturally be concerned as to who takes the rap if they get caught.

The Interborough Rapid Transit Company of New York: You are mostly interested in keeping the subways running on time. If anything disrupts that you are concerned. The going rate for coal is \$10 a ton, but you will gladly buy more if the price goes down. You cannot afford to pay more than \$20 a ton for coal to break even with your operating costs. You need about 100,000 tons a week, but have other suppliers if Berwind-White's prices get too high.

The Government: All judges, police, city, county, state, or federal officials are played by the teacher.

Debriefing:

1. What were the tactics used by each side in the simulation? How are these similar to those described in your textbook or those that the teacher has told you about?
2. How successful was your group? What worked well? What might you have done differently? What benefits were earned for the workers? Are there any that you could have asked for given more time? (Health care, hourly pay, minimum wage, holidays, weekends, paid vacations, childcare, profit sharing, accident insurance, better working conditions, competition for the company store etc.)
3. How good was your leadership? What could they have done better? Could you do better?
4. How did this strike compare to the real strike in 1921? (See the book by Mildred Beik listed below. The only thing agreed to after over a year on strike was the right to unionize).
5. How did this simulation compare to other labor disputes in your own area or time?
6. How do you think that you might react if you were caught in the middle of a labor dispute in the future?

CHAPTER TWELVE

The United States Becomes a World Power

INTRODUCTION

As the United States entered world affairs, it had to deal with many new problems and decisions. Starting as a country whose philosophical ties were to isolationism, it slowly became involved in foreign wars and colonialism. This chapter traces the steps toward becoming a world power from the Spanish-American War through World War I. Students will work on assignments and participate in activities that will help them understand the country's growing involvement and influence in world affairs. They will also deal with the responsibilities that this country assumed, whether welcome or not, in foreign lands and study the effect of our new role at home and abroad.

PROJECT LIST

1. Make a board game depicting different types of foreign policies.
2. Make a diorama of the sinking of the *Maine* or the *Lusitania*.
3. Make a three-dimensional map showing famous battles of the Spanish-American War and the new possessions gained by the United States after the war.
4. Write a short history of the Spanish-American War and its peace treaty as it might appear in either a Spanish, Cuban, or Filipino textbook.
5. Make a poster of heroes of the Panama Canal. Be sure to include William Gorgas, Theodore Roosevelt, George Goethals, and David Gaillard.

6. Make a working model of a ship passing through the Panama Canal or draw a detailed diagram.
7. Write an illustrated children's book about the building of the Panama Canal.
8. Write a research report using as many primary sources as possible on the foreign policy of one of the presidents below:
 - McKinley
 - Roosevelt (T.)
 - Wilson
9. Read poems about World War I. Analyze and possibly illustrate at least five.
10. Make a poster of weapons used in World War I.
11. Research any important battle of World War I and write a series of eyewitness accounts for a newspaper.
12. Write a diary or series of letters by a soldier in the trenches. Use actual primary sources for your research.
13. Read *All Quiet on the Western Front* by Erich Maria Remarque. After a short analysis of how the war affects the main characters, explain:
 - (a) Why is this book considered one of the great antiwar, as well as war, novels of all time?
 - (b) Did it matter to you that the protagonist was German?
14. Make a model of a plane used to fight in World War I (not store-bought).
15. Make a booklet of World War I fighter planes.
16. After doing research, write a short story about a World War I ace.
17. Write and tape a radio broadcast about one of the topics below:
 - (a) Life in the trenches
 - (b) Songs of World War I
 - (c) Life on the home front
18. Write a series of letters from a wife, mother, sister, or girlfriend at home to a soldier. Have her describe her job, the hardships at home, and the efforts of civilians to help win the war. Be sure to use actual facts and specific examples.
19. Make a pamphlet that expresses the reasons for the antiwar movement and the opinions of its leaders during World War I. Be sure to use quotes wherever possible.
20. Write a report on the policy of segregation in the army during World War I.

21. During World War I, blacks held a demonstration protesting against the existing discrimination they faced at home. One of the signs asked the president to "make America safe for democracy." Using the quote as your title, compile a list of grievances with specific details and examples. Also include a list of demands.
22. Prepare a radio broadcast about Wilson's Fourteen Points. What was the outcome of his plan?
23. Write your own script for the meetings and writing of the Treaty of Versailles. Include all participants and the actual end result.
24. Do creative writing or artwork on any aspect of World War I.
25. Make a map showing all places in Europe where Americans fought during World War I.
26. Make an illustrated time line depicting the growth of the United States' participation in world affairs from the 1890s through World War I.
27. Write a series of radio scripts, including the music you would use for a program called *Good Morning, World War I*.
28. Prepare a public relations campaign to win World War I on the home front. Include slogans, radio commercials, posters, buttons, and fund-raising activities.

HOMEWORK ASSIGNMENTS

THE SPANISH-AMERICAN WAR

1. Using the style of yellow journalism, write a headline and short article about your school.
2. Find coverage of the same event in two newspapers, one of which uses yellow journalism. Underline some of the major examples of how the articles are different.
3. Draw a cartoon or make a "Wanted—Dead or Alive" poster about "Butcher" Weyler.
4. Write a letter to President McKinley from any of the people below. Explain your position on whether the United States should or shouldn't get involved with the Cuban revolution against Spain.
 - (a) An American businessperson who has invested in a Cuban sugar plantation
 - (b) An American who feels that we should help Cuba's fight for freedom

- (c) A Spanish diplomat who wants his country to avoid war
 - (d) A Cuban exile
- These should be read aloud in class and discussed.
5. Write a list of unanswered questions about the sinking of the *Maine*.
 6. Make up a slogan and poster to recruit men for the war against Spain.
 7. Make a medal citation for Commodore Dewey after the American victory at Manila Bay.
 8. Create a song or motto for the Rough Riders.
 9. Draw a political cartoon showing America's position in the world before and after the Spanish-American War.
 10. Write a diary entry for someone in Cuba, the Philippines, or Puerto Rico who has just learned that the United States will now be in charge.

PANAMA CANAL

1. How did winning the Spanish-American War lead to the United States' building of the Panama Canal?
2. Write a short explanation of how the United States obtained permission to build a canal in Panama from the following points of view:
 - (a) Theodore Roosevelt
 - (b) Colombia
 - (c) Panama
3. Do you think the deal between the United States and Panama was fair? Explain your answer.
4. Write a letter from the French to the Americans warning of the problems found in building the canal.
5. Make up a hit parade of top ten song titles that will tell the story of how the canal was built.
6. Make a shopping list for the men who worked on the Panama Canal.
7. Write a page from a medical journal explaining how to reduce yellow fever and malaria in order to build the canal.
8. Pretend that you were on the first ship to pass through the Panama Canal. Describe how you felt and what you saw.
9. Make up a page for the Help Wanted section of a newspaper listing job openings for operating the Canal. (Example: Toll Collectors, must be good in math.)
10. It is the year 2000 and we are about to turn the Canal over to Panama. Make up a "How To Care For" list of things they should do to avoid trouble in the Canal.

11. It is the year 2000. Make up an acceptance speech by the leader of Panama when the Canal is turned over to them.
12. Make a new deed of ownership for the Panama Canal.

STEPS INTO WORLD INVOLVEMENT

1. Write the definition of the Open Door policy by an American, Chinese, Japanese, and European.
2. Draw a book jacket for a book called *The Open Door Policy*.
3. Make up questions for a press conference with Theodore Roosevelt in which he'll explain his position on the Monroe Doctrine. Include his answers.
4. Write an editorial in a Latin American magazine about the United States' intervention in Santo Domingo in 1905.
5. Describe the nineteen years of Marine "order" in Haiti from a Haitian's point of view.
6. Pretend you are a Marine in Haiti. Write a letter home describing your mission there.
7. Write a conversation that might have taken place if Pancho Villa of Mexico had talked to General John Pershing of the United States.
8. Make a poster urging United States' support for the court at The Hague.
9. Write a wish list for peace to the court at The Hague.

WORLD WAR I

1. Make up picture symbols to illustrate the causes of World War I.
2. If Archduke Francis Ferdinand of Austria had not been assassinated, do you think World War I would have started? Explain.
3. If you had been alive during World War I, which position would you have supported? Explain your answer.
 - (a) Entering the war on behalf of England and the Allies
 - (b) Staying neutral
 - (c) Entering the war on behalf of Germany and the Central Powers
4. Write an editorial about Germany's policy of unrestricted submarine warfare.
5. Write a headline and short news article about the sinking of the *Lusitania*.
6. Make a poster urging the United States to aid England. Be sure to in-

- clude what our ties were with that country. If you prefer, make a poster against entering the war.
7. Write a radio news bulletin announcing the United States' decision to enter the war. Include what you consider an important quote from President Wilson.
 8. Make a recruitment poster for soldiers.
 9. Write a jingle for a radio commercial urging civilians to support the war effort. It can be for Meatless Mondays, Wheatless Wednesdays, war bonds, or any other aspect of support.
 10. Make a list of things that could have been given up for the rest of the days of the week besides Meatless Mondays and Wheatless Wednesdays.
 11. Write a diary entry by a German-American about his or her reaction to words such as liberty cabbage, liberty measles, and other anti-German measures in America during the war.
 12. Write a dialogue between two black people who have just read about some of the heroic deeds of the black soldiers in Europe.
 13. Pretend that you are a woman who has just finished her first morning at her new factory job. Write her thoughts as she sits down for her first lunch break.
 14. Write a letter home from the trenches.
 15. Pretend you are a war correspondent. Send a telegram home describing any major battle studied in class.
 16. Send a letter to President Wilson with your best wishes for his success at the peace treaty talks. Include your opinion of his Fourteen Points.
 17. Write an editorial about the Treaty of Versailles from any point of view below:
 - (a) German
 - (b) American
 - (c) French
 - (d) English
 18. Make up slogans for a rally to convince the Senate to vote for or against our participation in the League of Nations.
 19. What would you bring for lunch on Wheatless Wednesdays?
 20. Write a letter to a soldier in the trenches sending him encouragement from the folks back home.
 21. Make a banner welcoming the soldiers back home after the war.
 22. Write a petition urging the world to outlaw the use of poison gas.
 23. Write a short essay on whether you believe the United States could ever truly stay in its own backyard again after World War I.

CLASSROOM ACTIVITY 1

FOREIGN POLICY HEARINGS

The following activity may be used throughout this unit as the teacher sees fit. Students will argue questions of foreign policy using the point of view of the characters listed below.

CAST OF CHARACTERS

- Isolationist Ida
- Expansionist Ethan
- Imperialist Ivan
- Neutralist Nellie
- Pacifist Pete
- Alliance Alice
- Jingoist Jill
- Freedom Freddy
- Businessman Bob
- Democracy Dave

FOREIGN POLICY QUESTIONS

1. Should the United States help Cuba fight against Spain?
2. Should the United States remain in Cuba after the war?
3. What should the United States do with the Philippines?
4. Should the United States build the Panama Canal?
5. Is it our business to insist on an Open Door policy in Asia?
6. Should we interfere in Mexico's revolution?
7. Should we join the League of Nations?
8. Who should we support, if anyone, in World War I?

CLASSROOM ACTIVITY 2

WHAT IS YOUR FOREIGN POLICY?

Using the same cast of characters as in Classroom Activity 1, the class will role-play reactions to the following situations:

1. An argument between your friends
2. A cry for help from the street

3. A young basketball team not playing well and taking up space and time in the gym
4. Mrs. Jones who does not plant very much in her garden which is right near your crowded one
5. The community center which needs donations for a new senior citizens' lounge

CLASSROOM ACTIVITY 3

FIND THE FACTS

This activity is designed to help students recognize facts and understand the difference between fact and inference. The teacher will reproduce the following passages. Students will read each passage and check off those sentences below it that are absolute facts as told in the paragraph.

After the students have completed each exercise, the teacher should go over each sentence and ask students to find the exact words in the paragraph to prove their answer. It will also be helpful and fun for the students to see how much we infer from material that is not specifically stated. The teacher should encourage the students to discuss what further information they would need to be sure that each sentence was a fact.

PARAGRAPH 1

Cuba wanted freedom from Spain. Many people in the United States sympathized with Cuba. The U.S. battleship *Maine* sailed into the harbor of Havana in order to protect Americans living in Cuba. It anchored there. On February 15, 1898, at 9:40 P.M. the *Maine* exploded. Over 260 men were killed. The United States blamed Spain.

Check Off Facts Below

1. The *Maine* was a U.S. battleship.
2. Spain blew up the battleship *Maine*.
3. This was a surprise attack.
4. Havana is a port city.
5. All the men who were killed were Americans.
6. It was nighttime when the ship sank.

7. It was very dark.
8. The explosion was due to an accident.
9. Spain treated Cuba cruelly.
10. Cuba asked for Americans to help them.

PARAGRAPH 2

In September 1899 U.S. Secretary of State John Hay asked Japan, France, Germany, Italy, Russia, and Great Britain to agree on an Open Door policy in China. He wanted all countries to have equal trading rights in China.

Check Off Facts Below

1. John Hay wanted China to be free.
2. The Open Door policy protected China.
3. China agreed to the Open Door policy.
4. The United States wanted to trade with China.
5. The Open Door policy originated in the United States.

CLASSROOM ACTIVITY 4

CIVILIANS AT WAR

Students will form committees to deal with different aspects of the civilian war effort. Each committee will make a list of all that they could do if World War I were being fought today.

1. *Scrap Drive Committee* will list all scrap material that could be collected for recycling.
2. *Food Committee* will list all the food made with sugar or wheat that could be given up on behalf of the war effort.
3. *Slogan Committee* will work on slogans to encourage people to support the war effort at home.
4. *Care Package Committee* will create care packages that they think would be appreciated by soldiers away from home.
5. *Hand Crafts Committee* will list all the things people could make that could be sent to soldiers away from home.

CLASSROOM ACTIVITY 5

IF WE HAD STAYED HOME

Divide the class into groups and ask them to project what the outcomes of each of the following would have been if we had not:

- built the Panama Canal
- had an Open Door Policy in China
- fought in the Spanish-American War
- entered World War I
- kept Puerto Rico after the Spanish-American War

After the groups have met they can share their ideas with the rest of the class. Students will then write a proposal for or against the action of the United States.

Taking Colonies: A U.S. History writing assignment

Description: The year is 1895. The U.S. does not yet have colonies or overseas possessions. You hear a politician give a speech saying that it is time that America join other great countries and take overseas lands to rule as their own. He says that this would bring the U.S. wealth through new trade opportunities, new jobs, and a source for goods not found in the U.S. He says that colonies would make us seem more powerful to other countries and give us the chance to civilize and Christianize the natives of distant lands.

Choose one of the people from the list below. Imagine that you are one of these people. How would they feel about taking colonies? How would it affect them? Would they have any special reason why they would think that colonies would benefit America or them personally, or would they be against it? Perhaps they have mixed feelings or feel that it wouldn't make any difference to them personally. Use your imagination and write as they would think.

- A housewife from Chicago
- A fisherman from Portland, Oregon
- A maid from Milwaukee
- A Protestant minister from Philadelphia
- A farmer from Kansas
- A shipbuilder from Newport, Rhode Island
- A naval captain from Maine
- A Mexican farm worker from San Antonio
- A sailor from Seattle
- The U.S. ambassador to England
- A rabbi from Boston
- A recent Chinese immigrant from San Francisco
- A banker from L.A.
- A sewing machine manufacturer from New York

Imperialism

1. What if Russia had never sold Alaska to the United States?
2. What if the United States had tried to gain colonies in Africa?
3. What if the United States had tried to gain colonies on mainland Asia?
4. What if the United States had gone to war with Britain over Hawaii?
5. What if the Age of imperialism were still going on today? What would the American Empire look like?
6. What if Europeans had ignored the Monroe Doctrine?
7. What if Europeans had ignored the Open Door Policy?
8. What if the French had succeeded in building the Panama Canal?
9. What if the US had failed to complete the Panama Canal?
10. What if the Panamanians were not interested in independence?
11. What if the Yellow journalism prior to the Spanish-American War had been proved to be false?
12. What if Teddy Roosevelt had been killed in the Spanish-American War?
13. What if Teddy Roosevelt's plans to have the US invade Guam and the Philippines had been foiled by his superiors?
14. What if Spain had won the Spanish-American War?
15. What if it had been proved at the time that the sinking of the Maine was an accident?
16. What if most of the rest of the Latin American countries were still under Spanish control at the time of the Spanish-American War?
17. What if the conquered Spanish colonies had been given their independence right away?
18. What if another nation had decided to fire upon the Great White Fleet?
19. What if the Filipino Insurrection had succeeded?
20. What if the United States still owned all of the territories it gained in the Spanish-American War?

NAME _____ DATE _____

CONTRACT

THE TURN OF THE CENTURY

DUE DATE: _____

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For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.



VERBAL-LINGUISTIC

_____ Write a two-page report on one of the following people:

Theodore Roosevelt

Herbert Hoover

Henry Ford

Franklin D. Roosevelt

Upton Sinclair

Susan B. Anthony

_____ Write a newspaper covering significant events or accomplishments from 1900–1920. (This may be done in a group.)



LOGICAL-MATHEMATICAL

_____ W. H. Seward was criticized for buying Alaska. Compare the cost of the territory to the amounts of money brought in by the discovery of gold and oil.

_____ Make a chart that would illustrate how to buy a car on an installment plan. Research how interest is added and how much the total cost of the car (including interest and taxes) compares to the selling price.



MUSICAL

_____ Learn how to do the Charleston.

_____ Collect examples of Hawaiian music. Explain its significance to this culture.

THE TURN OF THE CENTURY



VISUAL-SPATIAL

- _____ Draw a map showing the countries involved in World War I and which side they were on.
- _____ Draw a cartoon of an event in Theodore Roosevelt's administration.
- _____ Make a poster showing how cars or planes have changed in the 20th century.



BODILY-KINESTHETIC

- _____ Visit a national park or monument. Be prepared to tell the history of the park including its significance and its foundation as a park.
- _____ With your friends, demonstrate the efficiency of an assembly line versus something being made one at a time. Be prepared to compare and contrast the quality of the product and discuss the law of supply and demand.



INTERPERSONAL

- _____ Prepare a mock debate between a woman suffragette and a man who thinks women should stay in the home and not have any say in government.
- _____ Write a letter to a woman in government asking her why she chose her profession and what she wants to accomplish.



INTRAPERSONAL

- _____ Write a 100-word essay answering one of the following questions:
 - What should the responsibilities of factory owners be when dealing with safety?*
 - Early pilots risked their lives when they experimented with flying. Should people risk their lives to follow their dreams? Why or why not?*
 - How would the world be a better place if the car and airplane had never been invented?*
- _____ Pretend you were living in the early 1900s and got the first car in your town. Write a journal of your adventure.

1900 letter to a friend

Historic letters project: The students write each other as if they were living in the turn-of-the-century. It is good because it requires students to research, write, and to role-play. It also shows them the value of letter writing in general and the idea that common people do make history. Letters are a valuable source to the historian even when written by non-famous people.

WWI

1. What if the Archduke Francis Ferdinand had lived?
2. What if the British had tanks at the beginning of WWI?
3. What if the Germans had used all of their battleships during the war?
4. What if Germany had only attacked France or Russia in WWI?
5. What if the Schlieffen Plan had worked?
6. What if Italy had not changed its alliances or stayed neutral?
7. What if Woodrow Wilson's attempts at mediation had succeeded?
8. What if the Russian Revolution had never happened?
9. What if Lenin had not returned to Russia?
10. What if the Russian Revolution had happened earlier?
11. What if America had stayed neutral?
12. What if the White army had won the Russian Civil War?
13. What if the Czar and his family had lived?
14. What if the Treaty of Versailles had been more lenient on the Central Powers?
15. What if the Ottoman Empire or Austro-Hungarian Empire had remained intact?
16. What if the US Senate had ratified the Treaty of Versailles?
17. What if Woodrow Wilson's health had not failed him?
18. What if Woodrow Wilson's 14 Points had worked?

The Twenties

INTRODUCTION

A time of contrast, the twenties ran the gamut of experience from flappers to the Woman's Christian Temperance Union and from the gangsters of Chicago to the resurgence of fundamentalism in the Bible Belt. As great change such as women's suffrage began, we also had the Scopes Trial and the reappearance of the Ku Klux Klan. It was a decade in which Americans let their hair down, so to speak, and did their very best to forget the horrors of World War I and all the complications that come with world entanglements.

The twenties were especially vivid in terms of sight and sound—movies, jazz, sports. We filled this chapter with as many opportunities as possible for the students to recreate the sounds and life force of this decade.

PROJECT LIST

1. Make a scrapbook of fads of the twenties. You may include original drawings, magazine pictures, and selected photocopies from books. All illustrations must be explained.
2. Make a model of the *Spirit of St. Louis*.
3. Write a play about the Scopes trial or the trial of Sacco and Vanzetti.
4. Make up a radio script for a mystery involving the Palmer Raids.
5. Using jazz of the twenties as background music, write a radio show about life in this decade.
6. Make a map, globe, or mobile illustrating Lindbergh's flight from New York to Paris.
7. Make a poster of clothing fashions of the twenties.
8. Make samples of clothing of the twenties. This can be extended into a fashion show accompanied by jazz of the twenties.

9. Using poster board, draw or make samples of fashion accessories of the twenties, such as jewelry, hats, and handbags.
10. Use research to write an hourly log of Lindbergh's historic flight. Include what you think his feelings were.
11. Pretend you are a flapper. Make a calendar or diary of all your activities for a month.
12. Write a biography about a famous sports hero, movie star of the silent screen, or jazz artist.
13. Make up a department store catalogue of items for sale in any year of the twenties. You may include clothing, home furnishings, and appliances, along with prices and descriptions.
14. Make a model of the elaborate lobby of a movie theater of this decade.
15. Make a sales brochure for a Ford dealer in the twenties.
16. Write a research report on immigration laws that were passed in the twenties. Discuss what their major intent seems to have been and why they were passed.
17. Write a research report or radio script about the activities of the Ku Klux Klan during this era.
18. Do research on Al Capone and the Chicago gangs. Make up a movie script about their activities.
19. Make a booklet of newspaper front pages that covers a specific event or topic from start to finish. Any of the following would be suitable:
 - (a) The Scopes Trial
 - (b) Sacco and Vanzetti
 - (c) Outstanding Sports Events
 - (d) The Suffragette Movement
 - (e) The Teapot Dome Scandal
 - (f) The Presidency of Warren Harding
 - (g) The Presidency of Calvin Coolidge
20. Draw a series of cartoons illustrating life under Prohibition.
21. Make up a short story or play using slang vocabulary of the twenties. Students may refer to Volume III of the Time-Life Series *This Fabulous Century*.

HOMEWORK ASSIGNMENTS

WHY THE TWENTIES ROARED

1. Pretend you are living during the twenties. Write a speech for or against women getting the right to vote.

2. Make up a dialogue between an angry mother and her rebellious flapper daughter. The mother is angry about her daughter's wild behavior.
3. Make up a rap song about fun in the "roaring twenties."
4. Make a list, diagram, or cartoon of tricks that stunt flyers could do.
5. Make an illustrated advertisement for a flying circus.
6. Make up a cheer or chant for Babe Ruth.
7. Imagine that you could go back to the twenties and see Babe Ruth play. Write a paragraph describing what would excite you the most.
8. Write a journal entry describing your first car ride.
9. Which activities of the twenties would have interested you the most? Why? Choose from: flagpole sitting, silent movies, jazz clubs, or any other activities discussed in class.
10. Make a shopping list of items that a flapper might buy.
11. Make up a sales pitch to convince a shopper to buy a Model T Ford on credit.

THE OTHER SIDE OF THE TWENTIES

1. Pretend you are either Clarence Darrow or William Jennings Bryan. Make up an opening speech for the trial of John Scopes.
2. Why was the Scopes trial nicknamed "The Monkey Trial"?
3. Do you think Sacco and Vanzetti were guilty? Explain. Do you think they would be found guilty if their trial were held today? Explain.
4. Write a newspaper editorial for or against the Palmer Raids.
5. Why was the Ku Klux Klan so afraid of black people after World War I?
6. Make up a newscast for a day in 1925. Include the following topics:
 - (a) A Palmer Raid
 - (b) Ku Klux Klan
 - (c) Crash of an airmail plane
 - (d) Beauty contest
7. Explain this statement: "Americans of the twenties both loved and fought against new ideas."
8. Pretend you are a senator. Explain to your constituency why you voted to limit immigration.
9. Why would a soldier returning from World War I want us to follow a foreign policy of isolationism?

PROHIBITION

1. Make up a secret password message that can be used during Prohibition to get someone into a speakeasy.
2. Make up a short story about a Chicago gang led by Al Capone that is planning to deliver some moonshine liquor.
3. Pretend you are a police officer in the twenties. Explain to your superior officer why you are having such a hard time arresting people who break the Prohibition law.
4. Make a cartoon illustrating one way that people broke the Prohibition law.
5. Compare the enforcement of Prohibition to the enforcement of marijuana laws today.
6. Make up a conversation between two people deciding whether they should or should not go to a speakeasy.
7. If you were an undercover agent during Prohibition, what would you have done to enforce the law? You may write your answer or do it in cartoon form.
8. (To be used with Classroom Activity 5) Prepare a list of questions for a roundtable discussion on the pros and cons of Prohibition.
9. Why did Izzie Einstein and Moe Smith stand out as law enforcement officers?

THE STOCK MARKET CRASH

1. If you could invest in the stock market today, which company would you invest in? Why?
2. Pretend you have just lost everything in the stock market crash. Describe your feelings.
3. Explain how buying on margin led to the stock market crash.
4. Make up a newspaper headline and article for October 29, 1929.

CLASSROOM ACTIVITY 1

HISTORY REPEATS ITSELF

Problems faced by people in the twenties were similar to many of those faced by people today.

The teacher may reproduce the following list or simply read it aloud and let the students raise their hands to indicate whether they feel the problem is or is not one that is faced by people today. If they feel the problem is not one faced by people today, they can go on to the next problem. If they feel the problem is similar to today's problems, then the teacher can pursue the discussion with such questions as:

1. Why do you think so?
2. Have you read about, or experienced, anything similar? What?
3. Do you feel this is a serious problem? Explain.

PROBLEMS

1. Parents feel their children are staying out too late.
2. Crime is on the rise.
3. Drunkenness is a serious problem these days.
4. Respected people are suddenly found to be taking bribes.
5. People are risking their savings by gambling on stocks.
6. People are spending money unnecessarily on things they don't need.
7. Young people spend too much time listening to the radio instead of doing their homework.
8. Women are spending less time at home being wives and mothers.
9. Young people are going out in cars and it is unsafe.
10. People are going to bars or speakeasies and breaking the law.
11. Today's new popular music is terrible, and it is ruining our young people.
12. Organized crime is a serious problem today.
13. "Nice" girls shouldn't smoke, wear tight skirts, or drink.

CLASSROOM ACTIVITY 2

SOUND EFFECTS

Radio was the new form of entertainment in the twenties. Everyone listened. There was no TV. Since there were no visual images, sound effects people were especially important.

Divide the class into groups of three or four and have them figure out ways to imitate sounds. For example: the sound of fire can be made by

crumpling paper. Each group can decide what sounds they want to imitate. If they have difficulty coming up with ideas, the teacher may want to suggest the following:

1. Thunder
2. Rain
3. People running
4. Ambulance
5. Bird
6. Wind
7. Car starting

The class can then guess what each sound represents. As a follow-up activity, the students may enjoy writing a short radio script using sound effects and then presenting it to the rest of the class or to another class.

CLASSROOM ACTIVITY 3

TIME CAPSULE

The twenties was a decade of new things, of fun, of outrageous activities, and of new inventions and products. As a review, the students can name objects, for a time capsule, that are representative of life in the twenties. The teacher may begin with an example or go directly to volunteers in the class. The objects can be discussed in terms of how they changed or affected people's lives.

CLASSROOM ACTIVITY 4

SEEING THE OPPOSITE POINT OF VIEW

New things do not have the same value for everyone. Using the objects mentioned in Classroom Activity 3, the teacher will have the students take the point of view of someone who opposes them. They can be given a few minutes to write down their reasons for objecting to these new products. They can then come forward as if they were on a TV talk show and present

their points of view. The teacher may even choose to have the other students argue back, as members of the audience.

CLASSROOM ACTIVITY 5

ROUNDTABLE DISCUSSION ABOUT PROHIBITION

This activity is to be used after the students understand the basics about Prohibition. The teacher will assign Homework 8 from the Prohibition section before starting this activity.

Student volunteers will participate in a roundtable discussion, but they must do it by choosing a role and representing the point of view of the character whose role they are taking on. They may choose from the following characters. The teacher may substitute or add others.

1. A member or leader of the Woman's Christian Temperance Union
2. A figure involved in organized crime
3. A Fundamentalist preacher
4. The owner of a speakeasy that was closed down
5. The chief of police
6. A flapper
7. A state senator who voted against Prohibition
8. A state senator who voted for Prohibition

The panelists will be seated in front of the room. Name cards should identify each one in terms of the character represented. The students may enjoy making up names for themselves and these should also be printed on the name cards.

The rest of the class can question the panelists by using the questions they prepared in Homework 8. If the class runs out of questions or is unprepared, the following questions may be used:

1. How do you feel about Prohibition? Are you in favor of it or against it? Why?
2. What do you think will happen if Prohibition ends?
3. What do you think will happen if Prohibition goes on?
4. How do you think Prohibition is affecting teenagers today?
5. As you know, many people break the Prohibition law. Why do you think they do that?

CLASSROOM ACTIVITY 6

YOU ARE THE JURY

The teacher will choose twelve volunteers to act as a jury. He or she will tell the story of the Scopes trial. The volunteers will be instructed to deliberate and reach a unanimous verdict.

The teacher may do the same thing with the Sacco and Vanzetti trial.

CLASSROOM ACTIVITY 7

INVESTING IN THE STOCK MARKET¹

Investing in the stock market was very popular during the twenties because stocks kept going up and it seemed as if everyone was making money.

While this activity involves a little extra preparation on the part of the teacher, the student involvement and excitement that ensues make it well worth the effort.

The teacher will make a large wall chart listing the names of every student in the class. It will include vertical columns with headings that say: Student, Stock, Price, Date Bought. A number of blank columns should be included alongside these in order to fill in the prices of the stocks during the next few weeks.

Photocopies of the stock market page from a current newspaper should be distributed to the class. After the students understand how to read it, each one will choose a stock. They may discuss why they prefer one stock over another. It would be best for each one to choose a different stock. Each stock and the price will be listed next to the student's name on the large wall chart. The chart can be posted on a bulletin board that is easily accessible to the teacher and the students. One day each week can be established when either the teacher or the students (depending on the ability and responsibility of the class) will write down the prices of the stocks for that day.

This activity should culminate when the class is ready to study the stock market crash. Each student will calculate how much money he or she lost or gained. Students enjoy monitoring their own investments. The teacher will find that the students get very excited when they visually see their

stock going up in value and that they get upset when they see they are losing money.

An additional exercise can be to have the students keep a log of their feelings and reactions to the changes in the value of their stocks. Did they want to sell? Buy more? Did they panic? Did they wish they had bought something else?

The teacher can make use of current trends to have classroom discussions about the stock market.

¹We thank Jerry Correll, a colleague at our school, for this idea.

The Great Depression

INTRODUCTION

The Great Depression was a time of poverty and misery for many people in this country. Most textbooks offer some insight into the causes and solutions to the depression but do not tell enough about the lives of the people.

Many of the problems faced by people during the depression are the same as those faced by large numbers of people today. We feel that students should be able to empathize with the problems faced by others in order to develop sensitivity and courage of their own. The assignments in this chapter attempt to open the students' hearts as well as their minds.

PROJECT LIST

1. Construct a Hooverville.
2. After doing research, write a short play, story, or series of poems dealing with how people lived and felt during the depression.
3. Read *The Grapes of Wrath* by John Steinbeck. Do one of the assignments below:
 - (a) Write a report on the book. Include how the family's life was changed by the events of the depression, how they dealt with their problems, and your own feelings about the characters and events of the book.
 - (b) Do a booklet of drawings to illustrate the main events of the book.
 - (c) Write a play based on the book.
4. Using research from the thirties and magazines and newspapers of today, write a report comparing the problems of today's homeless people with those faced by people during the depression. You may also compare problems of farmers and problems of the unemployed.

5. If you have a relative or neighbor who lived during the depression, do an interview about their personal memories of that time. Prepare questions before the interview but also build on their answers to your questions. This interview may be taped.
6. Read about the Bonus Expeditionary Force's march on Washington D.C. in 1932. Write a newspaper that will feature the march as its headline. Include articles about speeches by Bonus Army leaders, response of the administration, General MacArthur's attack, Hoover's response. Also include an editorial, letters to the editor expressing more than one point of view, a few ads from this time, an agony column, and other relevant news items. This would be best as a group project.
7. Prepare a series of graphs showing wages and prices before, during, and shortly after the depression. Include costs of food items, appliances, luxuries, and basics such as clothing and rent.
8. Do research on the New Deal and its programs to end the depression. For each program write the following:
 - (a) What problems existed during the depression that this program tried to solve?
 - (b) How did this program attempt to solve this?
 - (c) How successful was it?
9. Read about Herbert Hoover's philosophy and actions during the depression. Prepare a debate between him and Franklin Delano Roosevelt. Include questions by a moderator and both men's answers.
10. Make a collage showing activities of the depression. Include everything you can find that had an effect on people's lives, such as entertainment, leisure activities, breadlines, freight car hopping, and so forth.
11. Do a glossary of terms from the depression. Illustrate and explain such terms as breadline, Hooverville, dust bowl, Okie, soup kitchen, and so forth.
12. Write a paper dealing with ways in which the New Deal contradicted the spirit of laissez-faire. Include your opinion on the necessity and results of the New Deal.
13. Make a scrapbook of current newspaper and magazine articles that illustrate problems of today that existed during the Great Depression.
14. Do a photo-essay, with your comments, showing the effects that the recession of the nineties has had on the lives of people around you or the area where you live.

HOMEWORK ASSIGNMENTS

EFFECTS ON PEOPLE

1. Write a page in your diary describing a day of job hunting.
2. Draw or describe in writing a farm in the dust bowl. What problems did these farmers face?
3. Write a short story or poem using as many of the following terms as possible: breadline, dust bowl, freight car hopping, eviction, Okie, migrant, buying a job.
4. Why did emigration figures rise during the depression? Would you have left the country? Why? Why not?
5. This is a week's assignment:
 - (a) Keep a budget journal of money you spend for a full week.
 - (b) Pretend that amount must be cut in half. Write what you would be willing to give up.
 - (c) Now cut it in half again. Record your feelings.
6. Make a list of inconveniences of living in a Hooverville or shanty town.
7. Why do you think farmers dumped their food and milk instead of just giving it away?
8. Pretend that you are jobless and homeless. Write a diary entry of your innermost thoughts about Hoover and the government.
9. You arrive at your bank and discover that it's closed for good. Write a letter to a friend describing how you feel.
10. Pretend there's a depression now. Make a list of things you would buy to feed your family using five dollars. Attempt the most nutritious meal possible.
11. Choose one of the following situations and describe how you would feel and all the actions you might take:
 - (a) You lost your job because someone was willing to take it for less money.
 - (b) The landlord just told you that unless you pay your back and current rent, you and your family will be evicted.
 - (c) You are hungry and have no money.
12. Why do you think escapist entertainment was popular during the depression? What are some forms of escapism today?
13. Pretend you own a small store or factory. Write a letter to your employees explaining why you must lower their wages.

THE NEW DEAL

1. What do you think Franklin Delano Roosevelt meant by, "The only thing we have to fear is fear itself"? Do you agree? What were some of the things people feared during the depression?
2. Would you have voted for Franklin Delano Roosevelt? Explain.
3. Make a list of occupations that were helped by the W.P.A.
4. Pretend that you are part of the C.C.C. Write a letter home describing what you do.
5. Write a letter to the editor explaining your reasons for wanting the government to repeal Prohibition as a way to help end the depression.
6. Pretend that you are Franklin Delano Roosevelt. Write a fireside chat for broadcast on the radio.
7. If you were a bank manager, what would you tell your old depositors to convince them to trust your bank and begin saving there again?
8. Make a list of all the things you can think of in wartime that would create jobs.
9. How does preparation for war stimulate the economy? Illustrate this or diagram it beginning with one munitions factory.
10. Do you think the New Deal would have ended the depression even if World War II had not occurred? Explain.
11. Which program of the New Deal do you think was most helpful? Why?
12. Make a list of ideas to end the depression that were not used in the New Deal.

CLASSROOM ACTIVITY 1

CONTINUE THE STORY

This activity can work well in committee form or as a teacher-directed activity. The teacher begins the story (some examples are listed below). Then each student adds a sentence as they go around the room. If using committees, each committee will write its own story and then share with the class.

SAMPLE STARTERS

1. Mr. Jones lost his job in a hat factory and can't pay the rent.

2. The bank foreclosed on the Smith's farm. The family is suddenly homeless after generations of life in the same place.
3. Joyce saw her father selling apples on a street corner.

CLASSROOM ACTIVITY 2

HOW WOULD YOU FEEL IF . . . ?

The teacher may ask the questions below as part of a classroom discussion or may reproduce them and use the questions for a writing assignment. If students write their answers, time should be allowed for sharing their responses with the class. How Would You Feel If . . .

1. You are walking home from school and discover your mother in a breadline.
2. Your father leaves for work every day, but one day you see him in an employment line and realize he's been lying about having a job.
3. Your parents ask you to help the family by selling your prized stamp collection (or coin collection, bicycle, or anything else students care about).
4. Your aunt and uncle have lost their home and will be moving in with you. Your cousin will now share your room.

CLASSROOM ACTIVITY 3

MEETING WITH PRESIDENT HOOVER

President Hoover believed in rugged individualism and did not want any policies that might create dependence on the government. In this activity one student will portray Hoover. Other students may take the roles of advocates for aid needed by distressed farmers, the unemployed, the old, and the homeless. Students will act out the meeting.

If the class is advanced and understands Hoover's policies toward business, the teacher may add a fifth advocate to the meeting, someone trying to help businesses on the verge of failing.

CLASSROOM ACTIVITY 4

EXPERIENCING THE DEPRESSION

Students will understand more fully how people felt if they role-play certain depression experiences. Suggested situations are:

1. Three people standing in a breadline
2. Someone applying for a visa to leave the country
3. A worker offering to buy a job while a second worker stands by
4. A father (or older brother) telling his family why he's leaving home to try to find work
5. A group of people riding in a freight car
6. A family explaining to their child why she or he must leave college
7. A father or mother showing a child how to stuff cardboard in shoes to avoid resoling

CLASSROOM ACTIVITY 5

VIEWING PICTURES

Many collections of photographs have captured the sorrow, despair, and hopelessness plus the fight and spunk of the people who lived during the depression. The teacher may set up pictures around the room or use a book, such as *This Fabulous Century 1930–1940*, Time/Life Books, Volume IV.

Here are some suggested approaches.

1. Students and teacher may discuss the pictures one at a time. Some questions might include:
 - (a) What is the mood of this picture?
 - (b) Does anything disturb you?
 - (c) Does anything remind you of today?
2. The teacher can show the pictures and have the students write down the first words that come to mind. The class will then read their reactions and discuss them. A follow-up to this would be to allow the students to develop their thoughts and reactions into poems or essays.

CLASSROOM ACTIVITY 6

TOWN MEETING

This activity would work well as the class reaches its study of the New Deal. It would be best to do it before actually teaching the solutions brought about by the Roosevelt administration.

Students will be told to imagine that they are all part of a town meeting. They might choose to be farmers, bankers, workers, storekeepers, married or unmarried, with or without children. They are at the meeting to discuss the problems brought about by the depression and to attempt to make suggestions for solving them. One or two students will act as secretaries. After the teacher has taught the New Deal, it would be very interesting to go back and reread the results of this town meeting.

CLASSROOM ACTIVITY 7

NEW DEAL HIT PARADE

This activity will help reinforce the concepts behind the various New Deal programs. The teacher will divide the class into groups and have each group come up with a list of New Deal Hit Parade song titles that reflect the goals of each of the following programs: TVA, CCC, AAA, NRA, FDIC, PWA, SSA, and REA.

As an alternative or additional activity students may enjoy writing a rap song or cheer with their group. When they are done they can perform their work.

The Great Depression

1. What if the stock market had not crashed?
2. What if Hoover had been re-elected?
3. What if Hoover had been able to solve the Great Depression his way?
4. What if FDR had only served one or two terms?
5. What if FDR had not declared the bank holiday?
6. What if the Dust Bowl had never happened or happened in another part of the country?
7. What if the Bonus Army had been given what they demanded?
8. What if the New Deal had been completely overturned by the Supreme Court?
9. What if none of the New Deal had been overturned by the Supreme Court?
10. What if the court-packing strategy of FDR had worked?
11. What if Huey Long had been elected president?
12. What if Huey Long's "deduct box" were found?
13. What if FDR had given up and turned to socialism or fascism?
14. What if the Depression in the US was as bad as it was in Europe?
15. What if the Depression had led to mass starvation in the US?
16. What if Bonnie & Clyde or other gangsters had not been killed?
17. What if the Depression had ended sooner?
18. What if the Depression had not ended at the outbreak of WWII?

Depression

Without defining the concept of Depression, discuss the economic problems in Washington, DC. Students get together in groups and asked them to find solutions to the problems—poverty, unemployment, overproduction and so forth—and then do a comparative analysis between their solutions and FDR’s solutions. This makes them feel good—they designed the New Deal. Ask them to perform soliloquies about individuals suffering from the Great Depression.

World War II

INTRODUCTION

World War II involves more than just battles and battlefields. The concentration camps of Europe, the Japanese internment camps in the United States, and the decision to drop the atomic bomb are among the most devastating chapters in world history. Because the events of the era had such far-reaching effects, the students must be given ample time and opportunity to analyze and evaluate the material.

This chapter in U.S. history is very complex. Most Americans enthusiastically supported the war effort and our involvement. Once the war was over, Americans began to ask some critical questions about our wartime policies in terms of our treatment of Japanese-Americans and our decision to drop the atomic bomb. We want the students to understand both the patriotism of the time and the long-range effects created by the decisions made during the war.

PROJECT LIST

1. Pretend you are a Japanese commander. Write out the orders (including maps) that you will give to those airmen assigned to attack Pearl Harbor.
2. Make a poster showing the equipment issued to marines, soldiers, sailors, and air force men of the United States.
3. Make a map showing all the places where American troops fought.
4. Choose one year of the war. Make up a series of front pages of your local newspaper and cover some of the major events of the war that year.
5. Pretend you are a soldier in World War II. Write a diary telling about an invasion or battle that you participated in.

6. Pretend you are a soldier fighting on one of the following fronts:
 - (a) The Pacific
 - (b) North Africa
 - (c) Europe
 Write a diary describing your surroundings and your activities.
7. Write a series of poems, short stories, or songs describing the life and feelings of a World War II soldier.
8. Make a map and accompanying description of one major American battle strategy of World War II.
9. Make a handbook called *This Is Army Life* outlining all the things that soldiers will encounter in their training period.
10. Make a poster of insignias representing the specializations of different members of the armed forces.
11. Make a program for a Christmas show with live entertainment for the soldiers overseas in World War II.
12. Pretend you were captured by the enemy, either in Europe or in the Pacific. Write a memoir of your experiences in a prisoner of war camp.
13. Make a model of a World War II airplane, ship, or aircraft carrier.
14. Write a report on segregation in the United States armed forces of World War II.
15. Make up a series of illustrated advertisements for commercial war films that served as propaganda and were made during World War II.
16. Write a book report on a novel dealing with World War II. In your report you can include:
 - (a) A very brief summary of the plot
 - (b) How the war affects the lives of the characters
 - (c) Specific incidents or scenes that moved you, and why
 - (d) What the author's point of view is
17. Make a poster or scrapbook illustrating all the ways civilians tried to help in the war effort.
18. Pretend you are living here during World War II. Write a series of letters to your brother who is fighting overseas. Describe how the war is affecting your life. You may include such things as air raids, rationing, scrap collections, and victory gardens.
19. Make an advertising supplement for your local newspaper with help wanted ads describing jobs that are available for women during the war.
20. Make up a week's menus based on ration coupons for a family of four or for your family.
21. Pretend you are a Japanese-American who was kept in an internment camp. Write a diary of your experiences and feelings.
22. Make a map of the United States showing the locations of all the Japanese internment camps.
23. Make a diorama of one specific Japanese internment camp.
24. Write a play about a family of Japanese-Americans which depicts what they went through as they got ready to go to an internment camp.
25. Research the attempts by Jewish leaders to help bring the Jewish victims of Nazism to the United States.
26. Pretend you are a war correspondent in World War II. Write a series of news releases describing the liberation of a concentration camp in Europe.
27. Write a report about either the development of the atomic bomb or the decision to drop it.
28. Make a poster showing medals that were given to war heroes. They should be hand-drawn.
29. Make up a calendar for the war years which highlights:
 - (a) Holidays celebrating significant American battle victories
 - (b) Memorial days in remembrance of battles in which many American lives were lost.
30. Write a research report on the Nuremberg Trials.
31. Some people say that Roosevelt gave in to Stalin on too many issues at Yalta in 1945. Do a research report and decide whether you agree or disagree.
32. Make a chart illustrating all the main parts of the United Nations and explain what their roles are.
33. Do a research report which discusses and weighs the strengths and weaknesses of the United Nations.
34. Write a short story describing the end of World War II and what would have happened to the United States and Japan if the atomic bomb had not been dropped.
35. Use newspapers and periodicals to research the role of the United Nations in world affairs today. Write your opinion on whether the United Nations is really fulfilling its role as a peacemaking organization.

HOMEWORK ASSIGNMENTS

EVENTS THAT GOT US INTO THE WAR

1. Make up a dialogue between an isolationist and someone who feels that we must get involved in the war.

2. Make up a balance sheet of reasons why we should or should not get involved in the war.
3. Make a political cartoon for or against getting involved in the war.
4. Pretend you are President Roosevelt. Make a radio speech for the American people explaining why you support the Lend-Lease Bill.
5. Make up a series of slogans in favor of the Lend-Lease policy.
6. Should the United States have declared war on the Nazis earlier? Explain.
7. Could the United States have done more to help the Jewish people in Europe? Explain.
8. Write a headline and newspaper article describing the surprise attack on Pearl Harbor.
9. How do you think the following Americans might have reacted to the attack on Pearl Harbor?
 - (a) A small child
 - (b) A nineteen-year-old man
 - (c) His mother
10. Describe the attack on Pearl Harbor from Japan's point of view.

THE HOME FRONT

1. Imagine your family during an air raid drill. How do you think each member would feel and act?
2. Make a poster to get people to support the war effort and buy war bonds.
3. Make a list of all the scrap items today that you could save for recycling. What would they be used for?
4. Make a diagram for a victory garden. Label it.
5. Make up an advertisement calling for volunteers to work as air raid wardens. Describe the job and the qualifications needed for it.
6. Write a letter to your mayor explaining why you would make a good air raid warden.
7. Make up a dialogue between a boy and his girlfriend in which the boy explains why he is enlisting in the army.
8. Make up a rap song which tells the reasons why Americans support the war effort.
9. Make a greeting card to cheer up and encourage a friend in the army.
10. Write a letter to your senator explaining why you are for or against the 5 percent Victory tax on all income.

11. What problems did women face as they filled men's jobs during the war? How would you have handled these problems?
12. Make up an election poster to re-elect Roosevelt for a fourth term of office.

OVERSEAS

1. Pretend you are a bomber pilot. Make up a name and an illustration to put on your plane.
2. You are a soldier fighting on a Pacific island. Write a letter to your family or girlfriend describing your feelings.
3. Make a list of all the things you would miss most if you were sent overseas to fight. Try to put them into categories: people, things, sounds, smells, and experiences.
4. Imagine what it was like to be stationed on a ship in the Pacific. Make a list of all the things that you would find strange.
5. If you could interview a soldier who was fighting the Nazis or the Japanese, what questions would you ask him?
6. Make a list of all the non-combatant jobs that a WAC could do.
7. Prepare for a debate: During wartime it is often necessary to bomb cities.

JAPANESE INTERNMENT CAMPS

1. Pretend you are a Japanese-American. You have just been informed that you are being sent to an internment camp. Write a page in your diary describing your feelings.
2. You are a Japanese-American boy. Write a letter to President Roosevelt telling him why you want to be allowed to fight in the armed forces.
3. If you had to get rid of all the things you couldn't carry with you to an internment camp, which things would it be most painful for you to part with? Why?
4. If you were a Japanese-American living in California in 1942, what would have hurt you the most about being relocated?
5. Write a newspaper editorial explaining why your paper feels that the imprisonment of Japanese-Americans is just or unjust.
6. Make a list of rights that you believe were violated when Japanese-Americans were imprisoned.

THE END OF THE WAR

1. Make up an agenda for the Yalta Conference.
2. Why was it difficult for Stalin, Churchill, and Roosevelt to reach agreements when they met at Yalta?
3. Make a political cartoon showing Stalin, Churchill, and Roosevelt at Yalta.
4. Pretend you are a newspaper reporter. Make up a list of questions that you would ask Stalin, Churchill, and Roosevelt at the end of the Yalta Conference.
5. Make up an obituary for Franklin Delano Roosevelt.
6. Describe how you think Truman felt facing his first day of work as president after the death of Roosevelt.
7. Did we do the right thing in using the atomic bomb to end the war, or should we have continued fighting knowing that many thousands more American soldiers would have died? Explain.
8. If you had been on the crew of the *Enola Gay*, how do you think you would have felt?
9. Make up a statement to go on a memorial plaque for the victims of the atomic bombs dropped on Hiroshima and Nagasaki.
10. If you had been there to liberate the Nazi concentration camps, what do you think you would have said to and done for the first prisoners you met?
11. What was the significance of the Nuremberg Trials?
12. Pretend you are a prosecutor at the Nuremberg Trials. Make a statement explaining why you feel the Nazi leaders should be condemned as criminals.
13. The United Nations has been unsuccessful at stopping wars. Why do we continue to participate in it?

CLASSROOM ACTIVITY 1

GROUP DECISION MAKING

This activity is designed to help the students understand the impact of the Japanese relocation camps on the Japanese-Americans who were sent to internment camps. It is divided into several parts. The students will have to exchange ideas, compromise, and then express their feelings about the process. The age and level of maturity of the class will determine the end results.

The teacher will tell the students to imagine that they are Japanese-Americans living in California in 1942 and their family receives the order to report to an evacuation center for relocation at an internment camp. They are to bring along only the things they can carry. The teacher will divide the class into groups of four or five. Within each group, the students must assume the role of a different family member: mother, father, children, and possibly a grandparent. Every group must choose one "parent" to act as the group leader. They must make a list of all the things they have to do in order to get ready for their relocation. This list may include disposing of possessions, saying goodbye to friends, dealing with jobs, and deciding what they can and cannot take with them.

The teacher will walk around to each group and remind them that in their roles each one may have different things that are important to them. They should be reassured that there are no specific right or wrong items on the list and encouraged to include even seemingly unimportant details such as returning library books. It will be helpful for them to use their own lives as a frame of reference and consider some of the things they would have to resolve if they were personally involved in such an affair today.

When their lists are completed, they will share their results with the rest of the class. After they have heard all the lists, the teacher may want to hold a short discussion. This can be followed by an independent writing assignment to be started in class and completed at home, depending on the time available. The students can write a journal describing their feelings about the group activity they just participated in. They may want to include:

1. How they felt about working with their group
2. How they felt about preparing the lists
3. Whether or not they felt the other members of the group considered their needs and feelings

CLASSROOM ACTIVITY 2

REACTION REGISTER

We all react in a very personal way to different events depending upon who we are, how we live, and what our life experiences have been. The teacher will list the following feelings on the chalkboard so that the students can see them and weigh them throughout the course of this activity: happy, sad, angry, frustrated, afraid. He or she may want to add some others or delete some, depending upon the nature or maturity of the class.

As the following statements are read aloud, the students can register their feelings by raising their hands. As the teacher goes through the list, he or she can engage the class in discussion with the following questions:

1. Why does this make you feel this way?
2. Have you ever had a similar experience that gave you the same feeling?

STATEMENTS

1. Without warning, the Japanese attacked our naval base at Pearl Harbor.
2. The attack by the Japanese occurred early on a Sunday morning.
3. Franklin Delano Roosevelt was elected for a fourth term of office.
4. We don't want to get involved in the war between the Axis and the Allies, but we are lending the Allies war supplies.
5. Your class in school will begin planting a victory garden.
6. Your mother is going to work as a riveter in a factory.
7. We can only buy three gallons of gasoline for our cars each week.
8. All the letters sent home by soldiers are censored.
9. Your next-door neighbor's son was killed in the Philippines.
10. You can't have meat for dinner because your mother ran out of ration coupons.
11. Your best friend has enlisted in the marines.
12. Your sister has joined the WACS.
13. A Japanese-American student in your school is being sent to an internment camp.
14. You read that we are dropping bombs on the city of Dresden.
15. You read that we dropped the atomic bomb on Hiroshima.
16. You read that we dropped another atomic bomb on Nagasaki.
17. You read that Jews were being exterminated in concentration camps in Europe.
18. You read that American prisoners of war were being treated cruelly by the enemy.
19. You saw a picture of our men putting the American flag up at Iwo Jima.
20. You just read about Kamikazi pilots sinking an aircraft carrier.
21. Because of rationing, you couldn't have any butter on your bread.
22. You just found out your next-door neighbor is selling black market sugar.

CLASSROOM ACTIVITY 3

PANEL DISCUSSION ON ALTERNATIVES

This activity will enable students to evaluate the pros and cons of a controversial issue by discussion, pooling of ideas, and active presentation.

World War II seemed to be dragging out interminably, and the Japanese did not even seem to be near surrender. President Truman had to evaluate all the possible strategies for ending the war.

The following activity will be divided into two parts. The first part will involve group work, and the second part will consist of a panel discussion in which one member of each group will be chosen by the other members to express their ideas. The issue to be discussed is: what can be done to end the war with Japan? Divide the class into discussion groups. Each group will discuss the advantages and disadvantages of one of the following methods of ending the war with Japan.

1. Drop the atomic bomb on Japan.
2. Warn the Japanese of our plan to drop the bomb, and explain in detail what will happen to them if it is dropped.
3. Invite the Japanese leaders to a demonstration of an atomic bomb explosion on a deserted island.
4. Keep on fighting in the same way and invade Japan.
5. Make a deal with Japan. They can keep everything they've conquered, as long as they agree to stop fighting and stay out of American territory.

Each group can outline the pros and cons of their alternative. One person should record ideas in list form. When they are done, they can vote on one person to represent their committee in a panel discussion moderated by the teacher. After they have all had a chance to make their presentations, the rest of the class can comment or question members of the panel. The class can then vote on what they think is the best alternative.

For homework, or as a follow-up writing activity, the students can write their opinions as to what they think is the best way to end the war with Japan.

CLASSROOM ACTIVITY 4

PUBLIC SERVICE ADVERTISING CAMPAIGN

During World War II, there was strong public support for the war effort. Have the students work in groups to make either a radio advertisement or

a poster for one of the following campaigns:

1. Buy war bonds.
2. Don't waste food or fuel.
3. Save scrap metal and rubber.
4. Join the armed forces.
5. Plant a victory garden.
6. Don't buy on the black market.

When they are done, the students can present their advertisements and posters to the class.

CLASSROOM ACTIVITY 5

DEAR MR. PRESIDENT

Have the students write letters to President Roosevelt in which they express their feelings, doubts, or questions from the point of view of one of the following:

1. A distraught mother whose only son has been drafted into the army
2. A conscientious objector who has received his draft notification
3. A black soldier who questions the policy of segregating the troops
4. A storekeeper requesting stricter law enforcement against black marketeers
5. A Japanese-American citizen who is being sent to an internment camp

After the students have finished writing their letters, they will be collected. The teacher will distribute the letters to the class at random. The students will write a response to their letters as if they were President Roosevelt. The next day it might be fun to read the letters and the responses aloud.

CLASSROOM ACTIVITY 6

ELECTION CAMPAIGN OF ROOSEVELT VERSUS DEWEY

When Roosevelt ran for his fourth term of office, there was a great deal of controversy over his candidacy. On the one hand, a continuity of leadership in wartime was of great importance, but on the other hand, the idea

of one man retaining the office for four consecutive terms seemed incompatible with democratic principles.

The class can be divided in half to prepare campaigns for the two candidates, Roosevelt and Dewey. Once they are divided in half, the teacher can subdivide them into smaller more workable groups, and each group can be assigned a task:

1. Write a campaign speech.
2. Make a campaign poster.
3. Design a campaign button.
4. Make up a print advertisement.
5. Make up a campaign song.

When they are done, the students can present their material. When the presentations are over, the students can vote for the candidate of their choice.

CLASSROOM ACTIVITY 7

HIROSHIMA NO PIKA

The teacher will read aloud the book *Hiroshima No Pika* by Toshi Maruki, published by Lothrop, Lee & Shepard Books, New York. Although this is a book written for young children, it will move individuals of any age group. The teacher should be aware that this may lead to an emotional discussion with the students. However, we feel that this is a very important activity.

As an alternative to a class discussion, the students may write their reactions to the book. The teacher might prefer to give point of view writing to help the students focus. An example would be for students to pretend they are one of the crew on the plane that dropped the bomb. Write a letter to the family in the story either explaining why or apologizing for your act.

W.W. II Debates Teacher's Guide

Objective: To understand the various controversies surrounding W.W.II both at the time and today.

Duration: At least 1 class period for the research. From 1-15 class periods depending upon the number of topics debated.

Materials: Hand out a copy of the W.W. II Debates handout to everyone. A good research library with access to both primary and secondary sources is necessary. Use of the Internet may be helpful, but be very careful to explain that these sites may be very biased and not always accurate.

Procedure:

1. Divide the students into 2-4 member teams of mixed ability levels.
2. Divide the teams into those who will defend a particular side of the issue or the other.
3. Research the topics.
4. Conduct the debates in class with members of other teams judging those who are presenting.

Teacher Recommendations:

These debates require research and a great deal of preparation. What makes them a role-playing experience is that the debate team members must argue one side of the issue even if they disagree with it. Historical roles may be assigned to the students, which they must act out in character. In that case, they must speak as those people would have spoken and know only about things they could have known about in 1945.

If not, the teacher may decide to allow the students to use information from new research about these events as evidence. Either way, team members must defend their resolutions regardless of whether or not they are personally in agreement with it. The teacher and students together should decide what kind of debate format and rules will be used and how the project is to be judged or evaluated.

W.W. II Debates

1. Was it really necessary for the United States to enter W.W.II? Could the United States have remained neutral? Were we dragged into the war or did we enter willingly?
2. Did President Roosevelt conspire to get the US to enter W.W.II even though many were opposed to it? What actions did he take to prevent or join the war?
3. Was the Japanese attack on Pearl Harbor truly a "surprise attack"? Did the United States have any advanced warning of the attack? What could we have done to avoid it?
4. Was it necessary to place Japanese-Americans in internment camps during W.W.II? Should damages be paid to survivors of those camps? What about the Italian and German-Americans? Why weren't they detained?
5. Could the US have done more to prevent the Holocaust from happening in Nazi Germany? Did we act quickly enough or in the appropriate ways?
6. Was it necessary to drop the atomic bombs on Hiroshima and Nagasaki? Could the war have been brought to end in any other way at that time?
7. Was it necessary to insist upon unconditional surrender from the Japanese at the end of W.W.II?
8. Was the use of carpet bombing against our enemies in W.W.II necessary and ethical?
9. Did the United States treat the Soviet Union as an equal partner in W.W.II? Did our handling of the demands of the Soviets at the end of W.W.II lead to the poor relations that would develop into the Cold War? Did Roosevelt and Truman deal with Stalin properly?
10. What happened to the body of Adolf Hitler? How did he really die? Are the bones in the possession of the Russians authentic? What of the conspiracy theories claiming he survived the Fall of Berlin and went into hiding?
11. Should Japan apologize for its actions in W.W.II? Should compensation be paid to the citizens of its former colonies? Who is responsible and who should pay?

12. Should the personal property and money confiscated by the Nazis from Jews be returned to the survivors of the Holocaust and their descendants today? What if the funds were hidden in secret Swiss bank accounts that no one has claimed in all these years?

13. Should land occupied at the end of W.W.II by the victorious Allies be returned to the nations that lost them? Should they remain American or be given independence instead? Should Allied forces be completely withdrawn from countries occupied after W.W.II?

14. Should Nazi war criminals continue to be prosecuted and tried? If convicted, what kind of punishments should they be given?

15. What should be done about the Neo-Nazi movements in Germany and America? What about those who deny that the Holocaust ever took place?

Debriefing:

1. What did you learn from this experience?
2. If W.W.II was so long ago, why are these issues still so controversial today?
3. Is there ever agreement on the truth of what really happened in history?
4. How did it feel to defend a position you might normally be against?
5. What other topics would you consider for debate?

WWII Questions:

1. What if Mussolini had stayed a Socialist?
2. What if Mussolini had stayed neutral?
3. What if Mussolini had not been allied with Hitler?
4. What if Mussolini had been a better military planner? Could the Italian armed forces have performed better?
5. What if Hitler had had a more normal family life during his upbringing?
6. What if Hitler had been successful as an artist?
7. What if Hitler had been killed during WWI?
8. What if Hitler had been replaced as leader of the Nazi Party?
9. What if Mein Kampf had been a flop?
10. What if the Beer Hall Putsch had worked?
11. What if Hitler had remained a democratic leader?
12. What if Britain and her allies had decided to stop Hitler sooner?
13. What if Hitler had honored the Munich Accords?
14. What if Hitler had not attacked Poland?
15. What if Appeasement had continued?
16. What if the Maginot Line had worked?
17. What if Dunkirk had failed?
18. What if the Axis powers had gotten control of Egypt and the Suez Canal?
19. What if Italy had surrendered sooner?
20. What if Mussolini had committed suicide?
21. What if Mussolini had successfully escaped to Germany?
22. What if Italy had not changed sides in the war?
23. What if Hitler had not attacked Russia?
24. What if Hitler had attacked Russia earlier in the summer?
25. What if Hitler had conquered Moscow?
26. What if Japan had attacked Russia instead of the US?
27. What if Stalin had not killed so many generals in the purges?
28. What if Stalin had surrendered?
29. What if the Germans had not tried to conquer Stalingrad?
30. What if the Germans had conquered the Baku oilfields?
31. What if some of the neutral countries like Spain had joined the war?
32. What if Hitler had had a better navy at the beginning of the war?
33. What if radar and sonar had not been invented?
34. What if the Germans had discovered the atomic bomb first?
35. What if the assassination attempt on Hitler had worked?
36. What if the Invasion of Normandy had taken place at an earlier or later time?
37. What if the Battle of the Bulge had succeeded in pushing back the Allies?
38. What if the Americans and British had conquered all of Germany before the Russians arrived?

39. What if Hitler had not committed suicide?
40. What if Japan had concentrated all of her strength on conquering China?
41. What if Japan had conquered Australia or India?
42. What if Japan had never attacked Pearl Harbor?
43. What if the US had been prepared for the attack on Pearl Harbor?
44. What if the attack on Pearl Harbor had succeeded in sinking all of the American aircraft carriers?
45. What if the US had decided to attack Japan directly instead of island hopping?
46. What if the atomic bomb had not been used on Japan?

47. What if the atomic bomb had been used on Germany?
48. What if Japan still hadn't surrendered after the 2 atomic bombs were dropped?
49. What if the atomic bomb had been only been demonstrated, but not dropped on a city?
50. What if the atomic bomb had been used on a strictly military target?
51. What if there had been only one atomic bomb?
52. What if WWII had been resolved by means of a treaty like the Versailles Treaty following WWI with reparations, demilitarization, and loss of land from the defeated powers?

The Post-War Years: 1945–1959

INTRODUCTION

The post-war years of 1945 to 1959 have often been characterized as colorless, with people moving to the suburbs, fearing both communism and the House Un-American Activities Committee, focusing on buying material things, and conformity. Yet, it was also a time of commitment to other nations in the world, a time of civil rights and Martin Luther King, Jr., a time when Edward R. Murrow could speak out against Joseph McCarthy on television. It was a time of tentative beginnings amidst fear and apathy.

Many U.S. history teachers have difficulty teaching this period as they plow through a crowded curriculum. Yet the fifties form the bedrock for a future of civil rights, individualism, and radical changes in taste. They also hold the roots of the war in Vietnam and the problems of nuclear power.

Our assignments cover both the frivolous and serious aspects of the time.

PROJECT LIST

1. Write a short story or play describing the problems and experiences of a G.I. returning home from the war.
2. Write a manual to help the displaced persons arriving from Europe adjust to life in the United States.
3. Write a radio newsprint describing one of the major strikes that occurred soon after World War II. Include concerns and points of view of both sides, interviews with bosses and workers, and opinions of concerned citizens who are affected by the strike.
4. Make a booklet of all the treaties the United States made after World War II from 1945–1950. Describe their intent.

5. Make a map of the world showing all the countries with which the United States made treaties immediately after World War II.
6. Make a collage showing fads of the fifties.
7. Make a poster showing fashions of the fifties.
8. Make a poster or booklet with original artwork for record jackets of hit songs of the fifties.
9. Write a short story or play describing teenage interests and activities during the fifties.
10. Choose any week during the fifties. After doing research, create a TV program guide with actual programs of that week. Write short descriptions of the programs.
11. Do a diorama or an architect's blueprint of a fallout shelter.
12. Write a report on the role of the United States in the Korean conflict. Include reasons for our heavy participation, military involvement, and the feelings of the people back home.
13. Make a special supplement for a newspaper covering the entire trial of Ethel and Julius Rosenberg. Include an editorial, letters to the editor, and all of the facts you have researched.
14. Read a book by an author from the Beat Generation, such as Jack Kerouac. What do you think *beat* means? How is this shown in the book you read?
15. Research any famous person from the fifties. Write a script for a TV show such as *This Is Your Life*. Include surprise guests from this person's past, friends and relatives, and people who will describe his or her accomplishments.
16. Make an illustrated dictionary of fifties' memorabilia.
17. Make up an autograph book signed by famous and infamous people of the fifties. Include what you think they would write.
18. Make a poster or booklet with original drawings of automobiles of the fifties.
19. Write your own script for a TV show about McCarthyism.
20. The boycott in Montgomery, Alabama, had many heroes and heroines. Write a paper about the roles of the little people as well as the more famous ones.
21. After researching the Montgomery bus boycott and the role of Martin Luther King, Jr., write a paper on whether events or people are most important in history. Use the situation in Montgomery for examples to back up your thesis.
22. Choose any event that was important in our foreign relations in the

fifties (for example, the Suez Crisis) and write a research paper describing who was involved, what events occurred, and what was the position of the United States.

23. Do research on the effect McCarthyism had on one individual's life and career. Put this into a TV documentary format.
24. Research and analyze the propaganda of the cold war in the fifties. Try to find examples of both American and Russian propaganda.
25. Make a board game showing how the United Nations works.

HOMEWORK ASSIGNMENTS

RETURN TO PEACETIME

1. Pretend that you are President Truman. Write a speech outlining your plans for returning the country to peacetime life. Include plans for the returning soldiers, the end of rations, and the return of business to a peacetime economy.
2. Make a shopping list of items you would want to buy once you are off rationing.
3. Pretend you are a G.I. returning from World War II. Write an entry in your diary describing your reactions to your first day at home.
4. Imagine that your father has just returned home from the war. Describe your feelings.
5. Write a conversation between a refugee or displaced person arriving in the United States and his or her American cousin.
6. Make a strike poster with a slogan and reasons for striking for any of the following post-war industries:
 - (a) Automobile
 - (b) Coal
 - (c) Steel
7. Pretend you are a woman who worked in a factory during World War II. Describe how you feel when your job is given back to a returning G.I.
8. Why was inflation such a major problem after World War II?
9. Compare the attitudes of people after World War II with the attitudes of people after World War I. Give specific examples of similarities and differences.
10. Pretend you are a German during the Berlin Airlift. How might you change your attitude about the Americans?

11. Prepare for a debate for/against entering the North Atlantic Treaty Organization. This will be used for Classroom Activity 2.
12. Make up a political cartoon commenting on the new statehood of Alaska or Hawaii.
13. Make a campaign button for either Eisenhower or Stevenson.
14. Make up a newspaper headline and short article announcing that Jackie Robinson has just been signed by the Brooklyn Dodgers in 1947.
15. Pretend you attended Jackie Robinson's first game as a Dodger. Write a letter to a friend describing what you saw and what you felt.

CULTURE DURING THE FIFTIES

1. Make up a page from a teenage manual of the fifties on how to behave on a date.
2. Use the following words in a little song, limerick, or story:
 - (a) Poodle cut
 - (b) Ducktail
 - (c) Hula hoop
 - (d) Pop beads
 - (e) Crinoline
 - (f) Poodle skirt
3. Make a list of slang words from the fifties. Translate them into today's slang.
4. Pretend you are a teenager during the fifties and you are planning a party. Make a list of some hit songs you need, the food you will serve, and what you intend to wear.
5. Make a poster advertising a 3-D movie. You may use any movie.
6. Write a list of all the new products, jobs, vocabulary, and customs that have entered American life because of television.
7. Do you think television has done more good or harm in American life? Explain your answer.
8. Prepare a commercial for TV dinners.
9. Pretend that you are a bobby soxer. Plan out your clothes for school tomorrow. You may draw or describe your answer.

CIVIL RIGHTS DURING THE FIFTIES

1. Pretend that you are a lawyer for either Mr. Brown or the Topeka Board of Education. Write your final argument for the Supreme Court.

2. Write a headline and article, or an editorial, or make a political cartoon reacting to the Supreme Court decision of *Brown v. Board of Education* in 1954.
3. Pretend that you are one of the first black students attempting to attend Little Rock High School and had to be escorted by federal troops. Describe how you would feel.
4. Make up interview questions for Rosa Parks after her arrest. You may include how you think she would have answered them.
5. Make a notice encouraging people to support the bus boycott in Montgomery, Alabama.
6. Write a sentence or two expressing how you think each of the following might have felt about the bus boycott in Montgomery:
 - (a) Bus driver
 - (b) Boycotter
 - (c) Owner of the bus company
 - (d) White resident of Montgomery

FEAR OF COMMUNISM

1. Pretend you are a speech writer for Joseph McCarthy. Write a speech for Congress warning of the danger to our country from communism.
2. Write a rap song about the "reds" among us.
3. Make up a list of questions that McCarthy might have asked someone who was testifying before the House Un-American Activities Committee.
4. Write an editorial explaining why so many people feared communism in the fifties.
5. Make up a list of questions that you would ask Senator Joseph McCarthy about his beliefs.
6. Write an editorial against McCarthyism.
7. Interview people today and ask: "Are you afraid of communism?" Ask why or why not and record all the answers.
8. Make up a list of accusations against Joseph McCarthy enumerating all the injustices he committed.
9. Would you have signed an oath swearing you were not a Communist? Why? Why not?
10. Pretend you are a young child in the fifties. Your class has just had its first air raid drill in which you took cover by hiding under your desk. Write an entry in your diary describing how you felt.
11. Make a list of things you would personally take into a fallout shelter if you were going to be there for three months.

12. If you could take any nine people into your fallout shelter, who would you choose? Why?

FOREIGN AFFAIRS

1. Interview your parents or grandparents about their memories of:
 - (a) The Suez Crisis
 - (b) Sputnik
 - (c) Nikita Khrushchev's visit to the United States
2. Compare American civilian involvement during the Korean War with involvement during World War II.
3. Write a speech explaining the policy of containment.
4. Make a symbol to illustrate the policy of containment.
5. The following events and issues spanned more than one decade. Show their roots in the 1950s:
 - (a) The Nuclear Arms Race
 - (b) The Vietnam War
6. What does "cold war" mean? Describe an episode of a "cold war" in your personal life.
7. Write your own version of a United Nations Charter to be signed by every country in the world.

CLASSROOM ACTIVITY 1

CONGRESSIONAL COMMITTEES

After World War II, Congress had to deal with many issues in order to return the United States to a peacetime economy. It was difficult for Congress to prioritize and act on such a variety of concerns. This activity will demonstrate this difficulty.

The teacher will write the list of post-war concerns on the board. Students will be grouped in committees. Each committee will be assigned one issue. They will then prepare a list of arguments for Congress enumerating the reasons why their issue should be dealt with immediately. The students will present their arguments to the class, and everyone can vote and rank the issues in order of importance.

ISSUES

1. Aid to education
2. Low-income housing

3. Equal rights for all Americans
4. Repeal of the Taft-Hartley Law
5. Federally funded health insurance
6. Aid to the elderly
7. Expansion of social security benefits
8. An end to price controls
9. Raising the minimum wage
10. Ways to forestall inflation

CLASSROOM ACTIVITY 2

NATO DEBATE

Joining the North Atlantic Treaty Organization (NATO) was an important and controversial issue after World War II. There was a lot of discussion over the degree of involvement that the United States should take in foreign affairs. Opinions ranged from isolationism to an active role in the post-war world.

Students will prepare for this debate by doing Homework 11 in the *Return to Peacetime* section. After the debate, the class may enjoy voting.

CLASSROOM ACTIVITY 3

MEDIATION

The end of World War II generated new social problems for Americans. The divorce rate went up, the role of women was in a state of flux, and returning G.I.s had to reenter the job market and readjust to civilian life.

Students often feel overwhelmed by problems in interpersonal relationships and would benefit from using the following experiences as a starting point for exploring problem-solving techniques. Students will volunteer to participate in the socio-dramas below. A mediator should be included in each situation to help facilitate clarification of the problem. The role of the mediator is to:

- ask each party to explain his or her point of view
- encourage both parties to listen to each other and to respond to each other
- rephrase or mirror what each party says when necessary

The class can also ask questions and give suggestions of alternative possibilities for solving the problem.

SITUATION 1: CAN THIS FAMILY BE SAVED?

Husband: My wife is more independent than I remember. She ran the house without me when I was away at war. She doesn't seem to need me anymore.

Wife: My husband is a stranger. He seems cold and withdrawn.

Child: I don't know my father. I wonder if I'm to blame for his seeming so unhappy to be home.

SITUATION 2: CAN THIS MARRIAGE CONTINUE?

Husband: I just got home and I want to start a family immediately. We've wasted so much time.

Wife: I'm still angry at being replaced at my job by a returning soldier. I don't know if I want to stop working.

SITUATION 3: IS LIFE FAIR?

Soldier: I put my life on the line for this country. The least they can do is give me back my old job.

Boss: I found a worker who is superb and I want to keep him.

Current Worker: I am handicapped and couldn't fight in the war. Before then, it was hard to even get a job. I knew that once hired I'd give my all and convince the boss that I'm good, and I have. Why should I leave now?

SITUATION 4: CAN THE ROOMMATES REMAIN?

Soldier: I need time to study. I'm twenty-six and in a rush to get on with my life now that I've returned from the war.

Roommate: I'm eighteen and want to enjoy college. He's too serious.

SITUATION 5: CAN WE BE FRIENDS AGAIN?

G.I.: I have nightmares and can't talk to anyone anymore.

Friend: He's so silent! I don't know what he's been through, and he won't let me help.

SITUATION 6: CAN WE LIVE TOGETHER?

Parents: He left a boy and returned a man. Now it's hard to live with him, but we'd hate to lose him again.

G.I.: They don't give me any space. They're always around and they ask too many questions. I feel like a kid again and I resent it.

CLASSROOM ACTIVITY 4

FALLOUT SHELTER DECISIONS

During the fifties, the fear of a Communist attack led many Americans to plan and build fallout shelters. Their elaborate plans for what to include helped switch the focus from fear of death to how to survive, unlike most of today's youngsters who believe that nuclear war will be the end of the world. This activity will help students understand and empathize with the outlook of the fifties.

Students will be asked to make lists of what they would include if they were to spend three months in a fallout shelter of limited space. They should keep in mind their personal feelings as well as the belief that what they bring will be used to start a new life after an atomic war. Students may divide their lists into two sections—what they need for survival and what they want to bring for personal reasons.

The teacher may either lead a discussion about the students' lists or put the students into committees where they will share their lists with each other. If the teacher wants to add drama to this activity, he or she may direct the committees to vote on what they would accept into their shelter. If committees are used, the students should write a follow-up log on how they felt working together.

Some discussion questions follow to help the teacher culminate this activity.

1. How did you feel as you wrote the list?
2. Did you eliminate any items you really wanted? Why?
3. What was hard/easy about working with the group?
4. Did they question any of your choices? Did you question any of theirs?
5. Were there many arguments? How were they resolved?
6. What did the committee choose as their final items for the shelter?

CLASSROOM ACTIVITY 5

CONFORMING

The fifties was called a time of conformity. Teenagers, especially, went to any length not to appear different. Today's teenagers will probably iden-

tify with some of the adolescent concerns of the fifties. This activity will help them clarify just how much conforming means to them. Comparisons may be made to the fifties when appropriate.

The teacher will read the questions and choices to the class. Students may substitute their own answers if they wish.

1. If your friends belonged to a local youth group and you preferred another activity, would you
 - (a) Join anyway just to be like them
 - (b) See your friends less often
 - (c) Try to convince them to join your group
2. Which would bother you the most?
 - (a) Wearing a shirt that is out of style
 - (b) Getting a haircut that isn't like your friends'
 - (c) Having to wear shoes when everyone else wears sneakers
3. Girls: If your parents would not let you wear makeup and your friends already did, would you
 - (a) Obey them but feel embarrassed and different
 - (b) Obey them and not care what anyone else thinks
 - (c) Put on makeup when you get to school
4. What would upset you the most?
 - (a) To be shorter than your friends
 - (b) To be fatter than your friends
 - (c) To be taller than your friends
5. If you really didn't like the music that all your friends listen to, would you
 - (a) Tell them about what you do like
 - (b) Pretend to like it
 - (c) Complain or walk out when they play theirs
6. If you went to a party and all your friends began to smoke (or drink, misbehave, or make out) and you didn't want to, would you
 - (a) Leave
 - (b) Refuse to do what they are doing
 - (c) Do it anyway
7. If you belonged to the Boy/Girl Scouts and your friends made fun of it, would you
 - (a) Quit
 - (b) Tell them you enjoy belonging
 - (c) Change friends
8. Your family still enjoys doing things together and feels that you should join them. They plan on all attending a movie on a date night (Saturday night). Would you

- (a) Go and have a good time
 - (b) Pretend you are sick and stay home
 - (c) Go and hope you don't run into any of your classmates
9. You are visiting a friend whose parent makes a racist remark with which you disagree. Would you
 - (a) Keep quiet because it's polite and you don't want to make trouble
 - (b) State your point of view
 - (c) Keep quiet but later discuss this with your friend
10. Your teacher makes a derogatory comment about a politician that you and your family admire. You
 - (a) Wait to see if anyone else in class challenges the teacher
 - (b) Ask why the teacher feels this way
 - (c) State your own point of view

CLASSROOM ACTIVITY 6

DEBATES

The following debate topics are outgrowths of concerns of the 1950s.

1. Should TV watching time be limited for children?
2. Does TV encourage violence?
3. Should public servants (such as teachers) be forced to sign oaths swearing that they are not Communists?
4. Was Robin Hood a Communist? This is based on a real event when a member of the Indiana State Textbook Commission wanted to prohibit the use of a textbook in which Robin Hood was mentioned as robbing from the rich to give to the poor.
5. Did McCarthyism stifle independent thinking?
6. Did the growth of suburbs ruin American individualism?
7. Should we contribute to the United Nations when we have so many problems at home?

CLASSROOM ACTIVITY 7

THE FIFTIES JUKE BOX

Humor is very important in a classroom. This game can be used after the students have learned enough about the fifties to participate fully.

The teacher or a student will draw a large juke box on the chalkboard or

on a large sheet of poster paper. Students may work alone or in committees to make up names of “hit songs” that express some aspect of life during the fifties. They must include an original title plus the singer or group. As the students brainstorm to think of titles, there should be noise and laughter. The final results should be written into slots on the juke box.

Examples: “The Color Red” by Joe McCarthy
“Feet of Fury” by The Bus Boycotters

CLASSROOM ACTIVITY 8

TO CONFESS OR NOT TO CONFESS

Joseph McCarthy’s search for Communists in the U.S. was a “witch hunt.” He accused many citizens of being involved in Communist activities. If they refused to answer questions or refused to cooperate fully with his investigation they often found that they lost their jobs and that their friends abandoned them. Their lives were often ruined. Therefore, those people who were questioned felt tremendous pressure to cooperate.

This activity is designed to parallel the situation and the types of questions used by the members of the House Un-American Activities Committee. It will help the students to explore their reactions and feelings in a similar type situation, and to better understand the events of the McCarthy era and the effect that fear can have on people.

The teacher will present the following situation to the class. If the topic of condoms is not relevant to the class the teacher can substitute any other volatile issue that the students will relate to (banned books, controversial art or music, etc.).

The teacher will say:

“An investigation by the school administration has shown that there are students in this school who are distributing free condoms. Unless the problem is resolved by getting rid of those students who are doing this, funds will be stopped and this school will be closed down. Therefore, in order to save this school we must investigate and question all of you. You have to answer our questions. If you refuse to answer it will go down on your record and you will be placed in a special school for troublemakers until you graduate. You will not be able to get into a good high school, nor will you be accepted into any college. Your future will be ruined.”

Students will be asked to answer the following questions (under oath):

1. Have you ever distributed free condoms or attended any meetings where distribution was discussed?

2. Have you ever been offered a free condom here?
3. Have your friends or schoolmates ever been offered, or accepted, free condoms?
4. Tell us the names of those students you know who have distributed or accepted free condoms.

As each question is asked discuss the following:

1. How did you feel about answering the question?
2. Did you feel you had to answer? To confess?
3. What pressures are affecting your answer?

As a wrap-up, the students can write their reactions to this activity using a journal type format.

CLASSROOM ACTIVITY 9

THE DINNER PARTY (A CULMINATING ACTIVITY)

Often, dinner parties throw together very diverse people with a variety of opinions and outlooks on life. This activity is designed to allow students to interact in a role-playing situation while reviewing material learned during this unit. It might even be fun to have the students eat lunch during this activity to make it more lifelike and pleasurable.

The teacher may choose from suggestions below but hopefully won’t feel limited by them. The characters can be real people in history or personalities that might reflect outlooks of the fifties. Students will choose or be assigned their roles and then have a few minutes to prepare. The “party” should be limited to six members in order to give everyone a chance to participate. We suggest a ten- to fifteen-minute time limit in order to have more than one dinner party per class period and time for a discussion afterward.

Suggested personalities include the following:

1. A member of the House Un-American Activities Committee
2. A former Communist
3. The real estate agent for a new development of split-level houses in the suburbs
4. A bus boycotter from Montgomery
5. A TV salesman
6. Someone who testified during the HUAC hearings

7. Someone who didn't testify during the HUAC hearings
8. Someone who believes in segregated schools
9. Someone who believes in integrated schools
10. A white collar commuter
11. A strong fan of Douglas MacArthur

POSSIBLE FIGURES FROM THE FIFTIES FOR THE DINNER PARTY

Martin Luther King, Jr.
Joseph McCarthy
Edward R. Murrow
Marilyn Monroe
James Dean
Elvis Presley
Adlai Stevenson

Cold War Questions:

1. What if Roosevelt had lived to finish his fourth term in office?
2. What if there had been no atomic bomb?
3. What if the hydrogen bomb had not been invented?
4. What if the US and USSR had remained allies?
5. What if Germany had remained united and neutral?
6. What if the Soviets had invented the atomic bomb first?
7. What if the Soviets had invented the hydrogen bomb first?
8. What if the Soviets had allowed free elections in Eastern Europe after WWII?
9. What if the Nationalists had won the Civil War in China?
10. What if Korea had been completely reunified by one side or the other?
11. What if China had stayed out of Korea?
12. What if Truman had allowed MacArthur to remain as the commander of Allied forces in Korea?
13. What if the Soviets had used combat troops in Korea?
14. What if the US had used the atomic bomb in North Korea?
15. What if the UN had been involved in Vietnam the same way that they were in Korea?
16. What if the United Nations had not been formed?
17. What if NATO or the Warsaw Pact had not been formed?
18. What if the Marshall Plan had not been implemented?
19. What if Sputnik had been a flop?
20. What if the USA had launched a satellite before Sputnik?
21. What if the Berlin Blockade had succeeded?
22. What if the US had intervened to aid the revolt in Hungary against Communism?
23. What if the United States had been Communist and the Russians were Capitalists?

The Sixties

INTRODUCTION

The sixties were a time of upheaval and radical change. To many who lived through it, the memories are alive today—memories of commitment, social revolution, music, protests. To others, it remains a puzzling and threatening time. Hanging over everything were assassinations, a war that split the nation in two, and a willingness by many to break laws and traditions that had never before been challenged with such vehemence.

In order to capture the spirit of this decade, many of our activities directly involve the students in the process of choosing and evaluating their levels of comfort in activities that are reflective of the sixties.

The units on the sixties, seventies, and eighties also offer the students an opportunity to do many projects and homework assignments based on interviews. Oral history is a dynamic and exciting method of learning. Students are given the chance to explore on their own and to develop the skills of questioning, organizing, and listening. As they gain practice, they will also learn to build new questions based on the answers they hear and to use follow-up questions to uncover more specific details.

If students are uncomfortable with this form of learning, the teacher might find it beneficial to run practice interviews in class. The students or the teacher may act as subjects. Students will build on each other's questions and analyze what they learned, left out, and still need to ask.

Although the purpose of this book is not to list sources of audio-visual material, we feel that no unit on the sixties can be complete without making use of the wealth of tapes and filmed material available. For example, music, famous speeches such as Martin Luther King, Jr.'s "I Have a Dream," footage from newscasts of protests, music festivals, love-ins, Vietnam, or the deaths and funerals of the Kennedy brothers and Martin Luther King, Jr. can all be included in an attempt to make this decade more vivid and alive to the students.

PROJECT LIST

1. Make an illustrated catalogue for a store that sells memorabilia from the sixties.
2. Make a series of ten front covers and accompanying articles for a news magazine using the topic "Person of the Year" or "Event of the Year."
3. Make a guidebook for someone taking a trip back in time to the sixties. Include what clothes, etiquette, slang, mores, and famous names of the decade to be prepared for.
4. Write the script of a documentary entitled *The Primaries of 1960*.
5. Richard M. Nixon began the 1960s as vice-president to Eisenhower and as the loser of the presidential election to John F. Kennedy. By 1969, he was president of the United States. Research his career for the years in between and write a report in the style of either:
 - (a) A date book or diary
 - (b) A photo album with titles
 - (c) A series of articles and headlines about his activities
6. Write a report tracing the accomplishments of the U.S. space program during the sixties.
7. Make a model of a spaceship.
8. Make a poster of diagrams of spaceships developed during the sixties.
9. Research the life of any of the astronauts of the sixties (for example, Alan Shepard, John Glenn, Scott Carpenter, Neil Armstrong, David Scott, Virgil Grissom, Roger Chaffee, Edward White, Edwin Aldrin, or Michael Collins). Write a paper portraying this astronaut as explorer, hero, scientist, dreamer, or any other characteristic that you feel describes him.
10. Make a poster or booklet of the people in President Kennedy's cabinet. Include their backgrounds.
11. Using primary sources of information, write a report on the death of President Kennedy. Include all the events from the assassination to the funeral, the effect on the people of this nation, and your analysis of the coverage from that time.
12. Prepare a script for a TV documentary about the Kennedy presidency. Include excerpts from his speeches.
13. Make a fashion magazine for the sixties.
14. Make a dictionary of new words, phrases, activities, and slang of the sixties.
15. Write a paper entitled *The "Ins" of the Sixties* (for example, sit-in, love-in) about either the civil rights movement or the activities of the "hippies."
16. Do creative writing on the assassinations of the sixties.
17. Prepare questions for interviews with people who remember the life and death of Martin Luther King, Jr., John F. Kennedy, and Robert F. Kennedy. Tape-record or write up the interviews.
18. Do an illustrated time line showing major events in the civil rights movement during the sixties.
19. Write a report on Ralph Nader's efforts to secure automobile safety. Include material from his book, *Unsafe at Any Speed*.
20. Compare the beliefs of Martin Luther King, Jr. with any of the men below. Use speeches and other primary material.
 - (a) H. Rap Brown
 - (b) LeRoi Jones
 - (c) Malcolm X
 - (d) Eldridge Cleaver
 - (e) Stokely Carmichael
21. Collect material from the antiwar movement in the sixties. Make a collage, videotape, or scrapbook.
22. Prepare oral history interviews with one of the people below. This may be done on tape or in writing.
 - (a) Somebody who was involved in the antiwar protests of the sixties. Include questions on why they participated, what they did, what they accomplished, and how they feel about it today.
 - (b) A veteran of the war in Vietnam. You may ask questions about his experiences and also about his feelings about the protests at home.
23. Prepare a tape or cassette for a radio show on music of the sixties. Include the disc jockey's patter and a few commercials.
24. Write an essay with detailed specific examples showing how the music of the sixties reflected ideas, beliefs, and life in that time. You may also tape the music to accompany your report.
25. Using the format of press conferences, recreate the public life and philosophies of one of the following men:
 - (a) Robert F. Kennedy
 - (b) Eugene McCarthy
 - (c) Hubert H. Humphrey
26. Make a board game about the space program in the sixties.
27. Research and report on any of the student movements of the sixties. Be sure to include goals and accomplishments of the group.

28. Make a collage of famous faces from the sixties.
29. Design wallpaper with themes from the sixties.
30. Choose any five people who were important in the sixties and write short essays on what happened to them, what they have done, and where they are now.
31. After doing research, make a series of watercolors or charcoals giving your impressions of the sixties.
32. Write a pamphlet explaining to parents and children why the polio vaccine is so important. Include a history of the disease and how destructive it was before the vaccine.

HOMEWORK ASSIGNMENTS

MOVING INTO THE SIXTIES

1. Make a list of questions about the sixties that you would like to have answered.
2. Why were people so surprised when the students at Berkeley protested so violently?
3. Write an entry from a journal about the U-2 incident using the point of view of any of the following:
 - (a) Francis Gary Powers
 - (b) President Eisenhower
 - (c) Nikita Krushchev
 - (d) De Gaulle of France or Macmillan of England as they prepare for the Big Four Summit
4. Why did the U-2 incident end the Big Four Summit?
5. Write a speech for the defense or prosecution of Francis Gary Powers to be given in Moscow at his trial for spying in the summer of 1960.
6. In President Eisenhower's farewell speech he warned against letting the military-industrial complex get too powerful. What do you think he meant by that? Looking at the speech from the perspective of today, do you think he was right or wrong? Explain.
7. Why do you think John F. Kennedy had to deal with the "Catholic problem" during the 1960 primaries? What does this tell you about our country at that time?
8. Make up campaign buttons or posters that state the philosophies of Richard M. Nixon, Henry Cabot Lodge, John F. Kennedy, and Lyndon B. Johnson.
9. Make a political cartoon illustrating how television hurt Richard Nixon during his first debate with John F. Kennedy.
10. Write a letter of advice to any of the candidates of 1960 stating what you think the problems of this country are and what you hope he'll do about them.
11. Interview someone who voted in the 1960 election. Ask about his or her memories of the campaign and, if the person is willing, who he or she voted for and why.

THE KENNEDY YEARS

1. Make a chart with two columns. In one column write what you expect from your country. In the second column write what you can do for your country.
2. Write a letter describing the failure of the United States in the Bay of Pigs from the point of view of one of the people below:
 - (a) President Kennedy
 - (b) Fidel Castro
 - (c) An anti-Castro Cuban living in the United States
3. Interview any adults who remember the following events and ask about their feelings at the time:
 - (a) Bay of Pigs
 - (b) Berlin Wall
 - (c) Soviet Missile Crisis and President Kennedy's address on television
4. Pretend you were alive during the Soviet Missile Crisis and watched President Kennedy's speech on television. Write a diary entry expressing your fears and hopes about the next few days.
5. Make a recruitment poster for the Peace Corps.
6. Write a page from an instruction manual for new members of the Peace Corps.
7. The Peace Corps still exists today. Would you consider enlisting? Why? Why not?
8. How does the Supreme Court decision of 1962 about compulsory prayer in public schools affect you today? How do you feel about this?
9. What do the following show about President Kennedy's beliefs?
 - (a) Choice of cabinet
 - (b) Encouragement of Green Berets' training program
 - (c) Test ban treaty
10. Make up questions for a press conference with President Kennedy on the topic of our involvement in Vietnam.

11. Write two letters on the right of James Meredith to attend the University of Mississippi. One letter is from President Kennedy to Governor Ross Barnett of Mississippi; the other is from Governor Barnett to President Kennedy.
12. Interview adult members of your family and neighbors who are old enough to remember the death of President Kennedy. Ask where they were when they heard the news, how they felt, and what they did.
13. Make a list of questions for the Warren Commission to answer in their report on President Kennedy's assassination.
14. Write a poem or do original artwork about the death of President Kennedy.
15. Pretend you were alive when John F. Kennedy was assassinated. Write a letter of condolence to his family.
16. Make a chart about the Kennedy administration. Include columns for accomplishments, failures, and unfinished business.

THE JOHNSON YEARS: DOMESTIC ACCOMPLISHMENTS

1. What were some of the ways President Johnson tried to reassure the people of the United States and the world that he was capable of being president in those first weeks after he took office.
2. Write a speech for President Johnson outlining the main points of the "Great Society."
3. Make up a slogan for either Lyndon Johnson or Barry Goldwater to be used in the campaign of 1964.
4. List the differences between Johnson and Goldwater in how they would deal with the following issues:
 - (a) Use of military strength
 - (b) Domestic problems
5. Pretend that you are a black person living in the South on July 2, 1964, when the Civil Rights Act becomes law. How would your life be different now? Give specific examples from the new law.
6. Using President Johnson's words "War on Poverty," write a letter to the editor listing what that war should accomplish.
7. Interview your grandparents or any senior citizen about what benefits they get from medicare.
8. Pretend you are a black person voting for the first time. Write a letter to a grandchild explaining what this occasion means to you. Include how you hope his or her life will be different.

9. Make a political cartoon from any point of view on President Johnson's "War on Poverty."
10. Write a letter from a child of 1965 thanking President Johnson for his Aid to Education Law.

CIVIL RIGHTS IN THE SIXTIES

1. How was the sit-in at Woolworth's in Greensboro in 1960 different from the bus boycott in Montgomery in the 1950s?
2. Write a speech that you might have given in school in the sixties if you had wanted to awaken student awareness of what they could accomplish for civil rights.
3. Write a letter to a friend describing James Meredith's arrival at the University of Mississippi from the point of view of a:
 - (a) State trooper
 - (b) Student at the university
 - (c) Black high school senior
4. Could you have been a freedom rider? Why? Why not?
5. Pretend you were present at Martin Luther King, Jr.'s "I Have a Dream" speech during the march on Washington in 1963. Write your reactions.
6. Do you think Martin Luther King, Jr.'s dream has come true? Give reasons for your answer.
7. Write short diary entries about the riots of Harlem, Watts, Cleveland, Chicago, Newark, or Detroit from the point of view of all of the following people:
 - (a) A looter
 - (b) A white store owner
 - (c) A person who lives in the neighborhood
8. Write a eulogy for Martin Luther King, Jr.
9. Would you have followed Martin Luther King, Jr. or one of the more militant leaders (such as Malcolm X, Stokely Carmichael, and so forth)? Explain your answer.
10. Jesse Jackson had an important role in the 1988 primaries and in the National Democratic Convention. Reflect on his role in our country and in the civil rights movement from the point of view of a black person who first registered to vote at the age of fifty in 1968.
11. Why is the work of Cesar Chavez an important step in the civil rights movement in the United States?

VIETNAM: A WAR AT HOME AND ABROAD

- Write a newspaper article about the role of the United States in Vietnam during the sixties. Include the following terms:
 - Civil War
 - Viet Cong
 - Escalation
 - North Vietnam
 - Tet offensive
 - Domino theory
- Explain the term *credibility gap* and give an example from either Vietnam or recent news.
- If you had been against our participation in Vietnam, which of the following ways would you have chosen to protest? Explain.
 - Teach-in
 - Moratorium
 - Letter-writing campaign
 - Bombing a military recruitment center
 - Protest march
 - Burning your draft card
 - Leaving the United States
- Draw a political cartoon about the difference between "hawks" and "doves."
- Write a dialogue between a "hawk" and a "dove."
- Write a song or poem entitled "The Whole World Is Watching" about the protests at the 1968 Democratic Convention in Chicago.
- How did the war in Vietnam affect the election of 1968?
- Do you agree with the opinion that the war in Vietnam was an immoral war? Explain your answer and give specific examples to back up your feelings.
- Make a report card for President Johnson.

THE SPACE PROGRAM

- Make up a series of movie or song titles to depict the progress of the space program in the sixties.
- Make up a time line showing the progress and problems of the space program in the sixties.
- If you could have accompanied the astronauts who went to the moon in 1969, would you have gone? Explain.
- If you could have given Neil Armstrong one thing (besides the flag)

to take to the moon that symbolizes the United States, what would it have been? Explain.

- Compare the astronauts of the sixties with the explorers who came to the New World hundreds of years ago. How are they alike? How are they different?

HOW LIFE CHANGED

- Pretend you were alive in the sixties and had just read Betty Friedan's *The Feminine Mystique*. Write a letter to the author asking any questions you might have and expressing your opinion on her ideas.
- Make a bumper sticker for or against the Equal Rights Amendment.
- How is life different today because of the early work of the women's liberation movement?
- Use as many of the following terms as possible in a poem, short story, or song about life in the sixties:

Woodstock	Groovy	Commune
Trip	Hippies	Love beads
Love-in	Acid rock music	Flower child
Bell bottoms	Psychedelic	

- What would have to happen to make you angry enough to form a protest group to take over the administration office in your school? Explain.
- If you could go back to the sixties, what would you most enjoy doing? What would you be least likely to enjoy? Explain.
- Is there anything in your culture now that had its roots in the sixties?
- Write a dialogue between a drug user of the sixties and an addict of today. What warning might the addict give?
- Take a poll of sixties memories by asking at least five adults about the first three things they remember about that time.
- Make up the table of contents for a magazine whose cover says, "Goodbye Sixties, Hello Seventies."

CLASSROOM ACTIVITY 1

MOVING INTO THE SIXTIES

Vivid images of this decade abound, and it would be very productive for the students to use their own knowledge, impressions, and even misinformation to introduce the sixties.

The teacher will begin the class by asking the students to take a few minutes to write down everything that comes to mind when they hear the term *sixties*. The teacher will tell the class that nothing is too trivial to include and that the students should not edit the list.

When the writing is over, the students will read their lists. The teacher will write their contributions on the chalkboard. The class will discuss:

1. Why some of the impressions were shared by so many
2. Where they got their ideas—from the media, parents, books, movies, other sources?

The teacher will point out how much the class already knows and also allow the students to see the areas of misinformation and stereotypes that exist. This activity may be followed by Homework 1 from the section on Moving into the Sixties.

CLASSROOM ACTIVITY 2

INTERVIEWS

The teacher may choose to be interviewed alone² or bring in invited guests. Students will use their questions from Homework 1 of the Moving into the Sixties section.

This activity works beautifully if two or three parents, interested neighbors, or other teachers come into the class for the interviews. The teacher may also invite people from a senior citizens' center, which makes for a lively learning experience for adults and children alike.

The students will read from their questions but will be instructed to listen carefully to answers and ask new questions based on them. The best results occur in an informal setting. When the activity is over, it would be productive for students to discuss the success of the interview and their questions—what more they could have asked; what they would have changed, if possible; and what else they want to learn. They might also discuss the limitations, opinions, and possible prejudices in the answers of the interviewees. They might then make suggestions for future interviews.

CLASSROOM ACTIVITY 3

"ASK NOT . . ."

This activity is designed to help students internalize and explore the

²The teacher must of course be old enough to have lived through the sixties.

meaning of President Kennedy's words, "Ask not what your country can do for you; ask what you can do for your country."

Four different approaches follow. The teacher may choose to do one or all of them depending on the age and interest of the class. It is hoped that students will recognize how often they can truly make a difference.

PART 1: MULTIPLE CHOICE

Although the following questions seem to have right as well as wrong answers, the teacher should stress that these are for clarification and not judgment. Students should be allowed to discuss their answers and might even complain about the multiple choice format. This is fine and allows for honesty and analysis. Students should be allowed alternative answers if they choose. The teacher should lead the discussion with as little opinion and judgment as possible but focus on the students' feelings and reasons.

1. You are walking down the street and have some trash in your hands that you wish to discard. You would
 - (a) Carry it around until you find a trash can
 - (b) Only throw it in a trash can if one were conveniently available
 - (c) Throw it in the street
2. If you see a blind person preparing to cross the street, you would
 - (a) Offer to help
 - (b) Help if you're asked
 - (c) Keep your distance
3. An old person gets on the bus. You would
 - (a) Offer your seat
 - (b) Get up if you are asked
 - (c) Look out the window and not make eye contact
4. The school desperately needs people to work on the student play. You would
 - (a) Volunteer
 - (b) Feel that you wouldn't be of any help because you can't act
 - (c) Feel that you are too busy with work for school to get involved
5. Your homeroom teacher asks your class to clean out the desks every morning, even though other classes use the room as much as you do.
 - (a) You resent it since you didn't leave any papers in the desk
 - (b) You help
 - (c) You volunteer to be the monitor and carry the garbage can around the room
6. The community center has a sign asking for volunteers to help shop for home-bound neighbors. You feel

- (a) The sign does not apply to you
 - (b) It would be nice to help someone
 - (c) You should apply but you're too busy doing school work and helping out at home
7. The Parent/Teacher Association is having a meeting about curriculum. The teacher gives you a notice to bring home. You
 - (a) Bring it home
 - (b) Stuff it in the desk because you know your parents are too busy to come
 - (c) Decide to attend the meeting yourself since curriculum affects you
 8. Your school needs new equipment or supplies. You
 - (a) Suggest that the student council try to raise money with a cake sale or dance
 - (b) Start a petition to the mayor or school board asking for more funds
 - (c) Complain that nobody cares about kids
 9. You learn about an anti-fly campaign in a town in China in which all the citizens actually carried fly swatters and killed off the flies.
 - (a) You think it's great for China but could never work here
 - (b) You think it's funny
 - (c) You think it only worked in China because the people are afraid of their government
 10. Your community is having a white elephant sale to raise money for the homeless. You
 - (a) Volunteer to help at the sale
 - (b) Plan to go to the sale and buy something
 - (c) Ask your parents to find things to contribute

PART 2: WHAT I LIKE ABOUT MYSELF

Studies show that altruism is most often the result of self-confidence and a feeling that what you do makes a difference. Often, students have a weak sense of self-esteem and underrate their own talents and abilities. This activity will help them clarify their own qualities and worth and make them realize how these qualities might be used for service to others.

Students will be instructed to make a list of everything they like about themselves. They should include personality traits, character, accomplishments, talent, and ability. They should also list what makes them feel proud about themselves.

When the students are finished, the teacher will tell them to skip a line and now write a list of things they can do but tend to take for granted and

thus never thought to include in the above list. Examples may be given, such as sew on a button, cook, speak a second language.

As a culmination to this activity, the teacher may ask the class to write either:

- what they learned from doing this exercise
- a list of things they discovered about themselves

The students will then meet in committees. They will share their lists and help each other find ways to contribute their unique traits and talents to others. They will answer the following questions:

- What can I do for my family?
- What can I do for my school?
- What can I do for my community?
- What can I do for my country?

PART 3: CAPABLE AND WILLING

This variation of the exercise would help students explore for themselves what they are able and willing to do for others. They will answer the following questions either as a writing assignment or during a class discussion.

1. I am capable of doing the following for my family, school, community, and country.
2. I am willing to do the following for my family, school, community, and country.

PART 4: YOU DO MAKE A DIFFERENCE

Students sometimes overlook how much they do (or can do) to help others. The teacher will use the questions below to lead the class in a discussion. He or she may wish to point out how much one really does to help others and how much it matters. The discussion can also include the various degrees and levels of service that people give.

1. Do you ever hold the door for someone?
2. Have you ever donated money or things to charity?
3. Have you ever given food or money to a homeless person?
4. Do you help other students with their homework?
5. Do you ever wash dishes, take out the garbage, sweep or vacuum, dust the furniture, or do the marketing for your family?

6. Have you ever written a letter to your senator, representative, or to the president?
7. Have you ever called the police or the fire department?
8. How many of you are monitors for teachers or work on squads or belong to the student council?
9. How many of you feel that if we went to war you would enlist in the armed forces?
10. Has anyone ever rescued a stray dog or cat?

CLASSROOM ACTIVITY 4

A GREAT SOCIETY

The teacher will break the class into groups. Each group will try to answer the following questions:

1. What is a great society?
2. Do we have one? Explain.
3. If not, what would we have to do to have one?

Committees will report back to the class, and the teacher will tie together their findings and opinions.

CLASSROOM ACTIVITY 5

CHECKLIST FOR A GREAT SOCIETY

The teacher will reproduce the list below, and students will check off those items that they feel make a great society. If the teacher or the class wishes, the students may number each item according to what they think is the order of importance for a great society.

1. Employment for all
2. Enough food for everyone
3. Strong armed forces
4. Up-to-date weapons
5. Enough affordable housing for everyone
6. A space program
7. Public education

8. A good welfare system
9. Federal medical insurance
10. Clean air and water
11. Care for the aged
12. Federally funded child care for working parents
13. Animal rights
14. Women's liberation
15. Strong religious influence
16. Tough laws for drug dealers
17. Death penalty
18. Civil rights for everyone
19. Strong prisons to punish criminals
20. Effective rehabilitation programs

CLASSROOM ACTIVITY 6

STUCK IN AN ELEVATOR

The students may act out meetings between people listed below who happen to be in the same elevator when it gets stuck.

ELEVATOR 1

1. A black rioter/looter from Watts, Los Angeles
2. A white police officer
3. A black police officer

ELEVATOR 2

1. A follower of Martin Luther King, Jr.
2. A Black Panther
3. A freedom rider

ELEVATOR 3

1. An owner of a newly integrated restaurant
2. A black student enrolled in a white school
3. A southern sheriff who believes in segregation

ELEVATOR 4

1. A draft card burner
2. A G.I. who just returned from Vietnam
3. A hawk (who is not in the army)
4. A dove (who has not really participated in any war protests)

ELEVATOR 5

1. A hard-working parent
2. A young person who lives in a commune
3. A radical feminist
4. A male chauvinist

CLASSROOM ACTIVITY 7

HOW FAR WOULD YOU GO?

Because the sixties offered so many forms of protest, people discovered how far they were willing to go for what they believed. In this activity students will examine their own activism. Students can check off the answers that apply to them from the questions below. If there is more than one answer, they should number them in order of preference, with number 1 denoting first choice.

1. I would be comfortable
 - (a) In a sit-in
 - (b) Boycotting a product
 - (c) Storming an office and taking it over
 - (d) Marching in protest
 - (e) Giving a speech
 - (f) Signing a petition
2. If I truly believed in something (or was very much against something), I would be willing to
 - (a) Go to jail for my beliefs
 - (b) Leave the country
 - (c) Commit violence
 - (d) Write protest letters
 - (e) Participate in civil disobedience
3. Injustice and inequality to others would

- (a) Make me furious
 - (b) Have me out there marching and protesting
 - (c) Spur me on to give time to the organization that would help them
 - (d) Get me to stand on street corners to get petitions signed
 - (e) Not really bother me
4. If I had lived during the sixties, I would have been most likely to get involved in
 - (a) Antiwar movement
 - (b) Nader's raiders
 - (c) Women's liberation movement
 - (d) Civil rights
 - (e) Student organizations to reorganize my school
 5. To me, someone who burned his draft card was
 - (a) A coward
 - (b) A hero
 - (c) A criminal
 6. I believe that someone who avoided the draft was
 - (a) An idealist
 - (b) Not a good American
 - (c) A coward
 7. If I had been drafted, I would have
 - (a) Gone to Canada
 - (b) Gone into the army
 - (c) Done non-combatant service
 8. If friends of mine had wanted to burn their bras, I would have
 - (a) Joined in
 - (b) Been ashamed of them
 - (c) Wished them well
 - (d) Tried to convince them to change their minds
 9. If I believe a law is immoral and wrong, I would be willing to
 - (a) Disobey it and be arrested in order to challenge it in court
 - (b) Write letters of protest and petitions against it
 - (c) Organize others to join me in disobeying it
 10. The worst thing for me to do would be to
 - (a) Spit on the flag
 - (b) Disobey police officers
 - (c) Use drugs
 - (d) Make fun of a president of my country
 - (e) Hurt my parents

After the students have completed this activity, they might benefit from

writing or discussing in class what they learned about themselves and their classmates.

CLASSROOM ACTIVITY 8

"SIXTIES-IN"

As a culmination to this unit, the class might enjoy creating the kind of "in" so popular during the sixties. The classroom, school library, or gymnasium can be decorated with posters, artwork, projects, portraits of famous people of the sixties, and displays of record album covers. Booths and tables can display memorabilia from the sixties, scrapbooks, old magazines and newspapers, buttons, and so forth. Music of the sixties should be played. Skits can be presented, as well as readings from speeches of that time. Neighborhood adults and other teachers should be invited to participate – it might even be fun to make a tape of their memories.

Students and adults who wish to can wear clothes in the style of the sixties.

The planning, preparation, and production of this activity will be both educational and enjoyable for all.

Hippie Day Teacher's Guide

Objective: Students will be able to get a feel for what life was like in the Sixties, answer a few questions, and bring up issues like generational conflict, pop culture and reform movements in a very unconventional way.

Duration: 1 class period.

Materials: Student-created costumes, posters, artwork, news clips, and music from the 1960's.

Procedure:

1. Preparation: Announce to the students that on a date one week from now there will be our annual Hippie Day. Students are encouraged to come in costume as much as possible. Explain to the students the guidelines for dressing "cool", and explain how to acquire costume items from their parents, thrift stores, and theater departments. Make sure your costume is a surprise to build excitement for the big, upcoming event.
2. Come early to school on Hippie Day and decorate the room with appropriate 60's posters, slogans, etc. Push the chairs back and tell students to sit on the floor. Students will notice that things are not as they normally are immediately and will be taken aback by it. Tell them to "Let it all hang out" and "get with the groove" i.e., play along with it, you will catch on soon. As students come into the room make appropriate comments about their costumes like "far out" , "groovy" and "out of sight!"

Classroom Activities:

Play a movie with scenes from the 60's with the sound turned down. Provide your own narration, reflections, and personal remembrances. Play 60's music and discuss how much impact music had on the youth culture. Explain the generation gap created by music and the Vietnam War, the history of rock and roll from underground to mainstream music, and the role of fashion in defining a generation. Compare what was viewed as shocking and rebellious in the 60's to today. Which slang words are still popular today? Finally discuss their own families role in the sixties. Were their parents hippies, were you, would your students be hippies if they had lived in the sixties?

Teacher Recommendations:

1. Hippie Day can be a refreshing break from end-of-the-year pressures. It has a deliberately "kicked-back" style in the manner of the Hippies, and setting the proper mood is everything. The object of the simulation is to make the students feel that they have stepped back in time to the 60's for a day by experiencing its sights and sounds.

2. Informality is the rule of the day. These discussions should be done informally in 60's "rap session" style. If students don't want to participate discuss nonconformism and individuality in the ethics of the Youth movement. For today only let the students "do their own thing".

3. The loose structure of the activity goes with the style of education college reformers were pushing for in those days. Don't worry, students will be having so much fun, they won't get out of control. They will be learning even though they think it is a "kick back" day.

4. Inevitably this activity will lead to some jokes about the drug culture. Do not be alarmed. Explain that drugs are definitely **not** OK, and that different people expressed their nonconformism in different ways in the 60's. Many people, even older ones, expressed sympathy for the ideals of the 60's, but did not take part in the wild extremes of the movement like drugs, nudist camps and radical politics. Many Middle Class youth remained "fashion hippies" or "Jesus People" who challenged society's injustices in milder ways.

Debriefing:

Talk about the legacy of the 60's. Have students list the various reform movements like Civil Rights, Gay Lib, Brown Power, Red Power, The Women's Movement, Ecology, and school reform. Which of these had the most lasting impact? Which movements are gaining momentum and which ones are pretty much spent? Why? What are today's reform movements? What tactics do they borrow from the protesters of the 60's? In what ways was the Vietnam War a watershed for this country?

Cuban Missile Crisis Simulation Teacher's Guide

Objective: To understand the intense bargaining that was necessary to avoid a nuclear catastrophe during the Cuban Missile Crisis.

Duration: 1-2 class periods.

Materials: A copy of the rules for each student. At least one copy of the country description sheet for each group. A large number of tokens in three types representing the pieces for, escalation, de-escalation, and compromise.

Procedure:

1. Sides may be chosen in whatever way the teacher chooses, but it is usually better to give them out at random. The Cuban group should be the smallest since they have the least input in the decision-making process.
2. Go over the rules with the students.
3. Students read their country's description sheet and plan their strategy for resolving the crisis.
4. The team picks one of the three cards they will play that turn.
5. The teacher determines and announces the results of any actions taken.
6. Conduct negotiations as necessary.
7. The teacher awards prestige points to any country that earned them and records the current score for each team on the board.

8. The game continues with as many rounds as necessary to determine a winner. Start each team with 10 prestige points and the first to reach 20 points is the winner.

9. Debrief.

Teacher Recommendations:

1. Carefully read the options charts for each nation in advance. Be prepared to define the terms contained in them such as air strike, ABM's, retaliation, etc.
2. Separate the groups far enough apart so that they may discuss their policy options in private. The Cubans may or may not choose to sit near the Soviets.
3. Remind students not to discuss diplomacy with the opposite side unless they have played a compromise card first, otherwise the simulation may degenerate into the two groups shouting at each other across the room or only a few active students participating while others idle. Insist that all moves be discussed by the entire group and that only one policy card may be turned in per turn: escalation, de-escalation, or compromise. Do not reveal the teams' choices until you have received the card from both teams.
4. In order to resolve any conflicts that may arise from the escalation options, the teacher should estimate a percentage chance of success depending on the complexity of the action taken. To determine success roll percentile dice (available in most game stores). If the number rolled is less than or equal to the number listed the endeavor is successful. For a slightly more difficult version of this game do not reveal the percentages to the students in advance! If you cannot find percentile dice, any reasonable element of chance such as drawing an ace from a deck of cards may be substituted. Simply adjust the probability in relation to what you believe are the option's chances of success.
5. The teacher may have to do a bit of role-playing to represent other nations that get dragged into the conflict such as Turkey or Panama.

These roles may also be assigned to a student if desired. The ramifications of some of the options may have to be invented by the teacher and explained to the students. For example, what would you tell your students might happen if they decided to blockade the Panama Canal or assassinate Castro? Have fun with it; this is the beauty of an open-ended simulation. It leads to a great discussion of "what if...?" questions in the debriefing.

6. Continue the simulation until there is a clear victor and then move on to the debriefing.

Debriefing:

1. How did it feel to come so close to the brink of disaster? How do think it felt for the leaders of the time? Why did they ever let the situation get so bad in the first place?
2. Which country had the advantage at the beginning of the game? Why?
3. In the long run which was better escalation, de-escalation, or compromise? Why?
4. What did you do well? What do you wish you had done differently?
5. How did the simulation compare to the real Cuban Missile Crisis? How would the world be different today if the crisis had been resolved the way you resolved it?

Cuban Missile Crisis Simulation

Teams: The Americans, the Soviets, and the Cubans

The Crisis: It is October of 1962 and The Soviet Union has decided to place intermediate range ballistic missiles in Cuba, only 90 miles from American shores. This act could quite possibly lead to the start of a nuclear war between the Superpowers, possibly even leading to the end of the world.

The Goal: To try and end this crisis peacefully without starting WWII. Don't worry, if you fail, it could only mean the end of your job, your country's honor, or civilization as we know it. No pressure.

How the Game is played: each team is given a stack of option cards to demonstrate how they will deal with the crisis. The cards come in three kinds: escalation, de-escalation, and compromise. The Americans start each round followed by the Soviets, and then the Cubans. After each team plays its card the following teams meet to discuss their options and then produce the next card. A prestige point is earned each time an opponent deescalates or proposes a compromise. The winner is the team with the most prestige points.



Character descriptions:

The Soviets: You are Nikita Kruschev and the Politburo. You have been behind in the arms race. The US has recently placed missiles very close to home in Turkey, so you decided to place missiles in Cuba to threaten the US. Sure, that was a provocative move, but they started it. The Americans' recently failed in their attempt to invade the Bay of Pigs. You feel that you must protect your communist ally Fidel Castro by making sure that Cuba is never again invaded. You have assured the Americans that these missiles are there for purely defensive reasons, and can't understand why they are so surprised or upset. You never really wanted a showdown with the US, but you can't back down now without losing face. Nothing must come in the way of your goal of worldwide communism. You must rescue the innocent people of Cuba from domination by the capitalistic, imperialistic Americans!

The options:

Soviet escalations:

1. Make a televised speech denouncing American intervention in Cuba's internal affairs.
2. Accuse the US of spying and upsetting the balance of power.
3. Call up Kennedy and chew him out.
4. Publicly denounce Kennedy as an aggressor.
5. Attempt to run the blockade of ships from Cuba.
6. Intercept all ships attempting to blockade Cuba. Roll a percentile die to see how many are intercepted.
7. File a formal protest in the United Nations and demand that the US stay out of Cuba.
8. Respond to air strikes with fighter pilots or ABM's.
9. Increase the number of ships in the Caribbean.
10. Increase the number of missiles in Cuba.
11. Increase the number of missile technicians in Cuba.

12. Increase the number of ABM's in Cuba.
13. Close the US Embassy and expel its ambassadors.
14. Ask the Politburo to declare war on America.
15. Conduct an air strike on the US.
16. Engage the American fleet in battle.
17. Patrol the American coastline with subs and ships.
18. Blockade the Panama Canal.
19. Invade the Panama Canal Zone.
20. Blockade Berlin.
21. Invade South Korea.
22. Try to assassinate Kennedy.
23. Conduct an air strike on US missiles in Turkey.
24. Send Soviet troops to defend Cuba.
25. Increase aid to Communist insurrectionists in other Latin American countries.
26. Put your missiles on full alert.
27. Conduct a pre-emptive missile strike on the US.

USSR de-escalations: A reversal of any of the above escalations when possible

Soviet compromises:

1. Do nothing and hope the problem goes away.
2. Make a televised speech announcing your peaceful intentions towards America and call for an immediate resolution to the crisis.
3. Send a special envoy to Kennedy to secretly discuss terms.
4. Call for a summit meeting with Kennedy.
5. Withdraw ships to areas outside the naval blockade zone around Cuba.
6. Decrease the number of missile technicians in Cuba.
7. Decrease the number of ABM's in Cuba.
8. Remove our missiles in Cuba unilaterally.
9. Remove our missiles in Cuba only if they remove their missiles from Turkey.
10. Make a deal with Castro separately to remove the missiles but replace them with some other defensive weapons system.
11. Pledge not to place nuclear forces in Cuba ever again.
12. Propose a nuclear arms reduction treaty.

The Americans: You are John F. Kennedy and his Cabinet. You are ahead in the arms race, but fear that the Commies are catching up. The previous President placed missiles in Turkey, and you meant to remove them, but never got around to it. You are shocked that the USSR placed missiles in Cuba. You have tried to not appear soft on Communism, but have not done well in recent meetings with Krushchev. That guy must be some kind of kook! Is he out of his mind trying to start World War III? Is he just trying to embarrass the President with some kind of showdown? This is a threat to every man, woman, and child in the US! The Soviets have assured you that these missiles are there for purely defensive reasons, but you can't trust those lying Reds. You don't really want a showdown with the USSR, but you can't back down now without losing face. You are the leaders of the Free World. Nothing must come in the way of your goal of containing communism. You must protect the innocent people of the United States from annihilation by the cruel, Godless Communists!

The options:

USA escalations:

1. Reveal that you know about the exact number and location of the missiles to embarrass the Soviets.
2. Declare a national emergency and prepare for attack.
3. Blockade all ships from Cuba.
4. Blockade only military ships from Cuba.
5. Blockade only fuel tankers from Cuba.
6. Bomb Cuba with conventional bombs hitting only airfields and defenses.
7. Bomb Cuba with conventional bombs hitting only the missiles. Roll a percentile die to see how many are destroyed.
8. File a formal protest in the United Nations and demand weapons inspections of Cuba.
9. Make a televised speech denouncing the placement of the missiles.

10. Go before the OAS and ask for measures to be taken to punish Castro.
11. Go before the OAS and ask for measures for mutual defense.
12. Drop leaflets over the missile sites in Cuba warning the Soviets of an imminent US attack if the missiles are not pulled out.
13. Call up Krushchev and chew him out.
14. Publicly denounce Krushchev as an aggressor.
15. Put your missiles on full alert.
16. Ask Congress to declare war on Cuba.
17. Try to assassinate Castro.
18. Activate air defenses and continuously patrol your borders for incoming missiles.
19. Close the Soviet Embassy and expel its ambassadors.
20. Impose trade sanctions on the USSR.
21. Invade Cuba and try to overthrow Castro.
22. Engage the Soviet fleet in battle.
23. Launch a conventional invasion of the USSR.
24. Launch a nuclear strike against the USSR.
25. Threaten to retaliate against a missile strike against any Latin American country

USA de-escalations: A reversal of any of the above escalations when possible

USA compromises:

1. Do nothing and hope the problem goes away.
2. Make a televised speech announcing your peaceful intentions towards the USSR and call for an immediate resolution to the crisis.
3. Send a special envoy to Khrushchev to secretly discuss terms.
4. Call for a summit meeting with Khrushchev.
5. Remove our missiles in Turkey unilaterally.
6. Remove our missiles in Turkey only if they remove their missiles from Cuba.
7. Make a deal with Castro separately to remove the missiles.
8. Pledge not to invade Cuba ever again.
9. Extend diplomatic recognition to Cuba.
10. Lift the trade embargo with Cuba.
11. Return Guantanamo Bay to Cuba.
12. Propose a nuclear arms reduction treaty

The Cubans: You are Fidel Castro and the leaders of the People's Party. You have very few weapons to protect your country from the huge aggressor to the North, the USA. The US has refused to recognize your government and has cut off your trade, so you decided to make friends with the Soviets to annoy the US. Sure, that was a provocative move, but they started it. The Americans' recently failed in their attempt to invade the Bay of Pigs. You feel that you must make sure that Cuba is never again invaded. You are very proud to have Soviet missiles on your soil because it will cement the relations between your two great nations. Now that you have the same toys as the big boys, let's see if the Yankees mess with you. You have assured the Americans that these missiles are there for purely defensive reasons, and can't understand why they are so surprised or upset. You never really wanted a showdown with the US, but you can't back down now without losing face. Nothing must come in the way of your goal of worldwide communism. You must rescue the innocent people of Cuba from domination by the capitalistic, imperialistic Americans!

The options: You may not initiate any major policy options of your own. You may talk to either the Americans or the Soviets separately or together. Naturally you will lean towards what the Soviets want and they have the ultimate say in what the final decision will be for each turn. Remember that you blame America for all of the world's problems, but overall you will do what is best for Cuba, even if that means making a compromise or abandoning the Soviet alliance. You win in any situation that results in Cuba not being invaded or taken over. The stronger a pledge you can obtain to secure Cuba's freedom from American invasion, the more successful you have been.



Escalation



Escalation



Escalation



Escalation



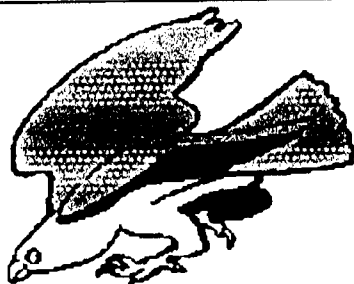
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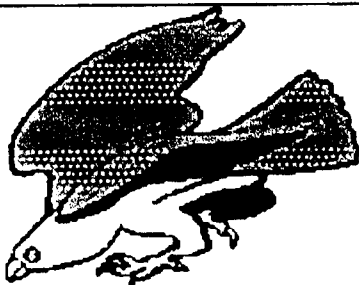
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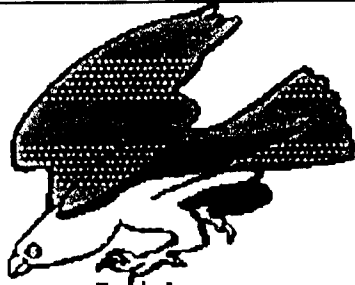
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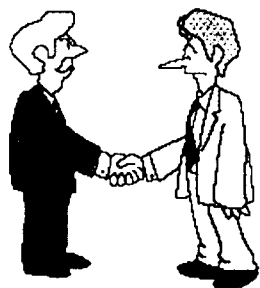
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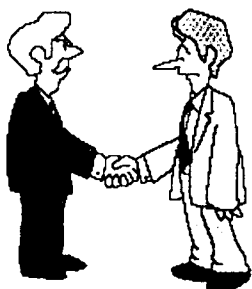
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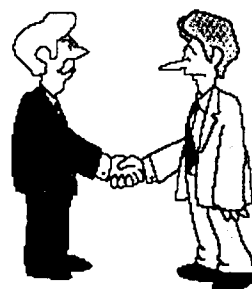
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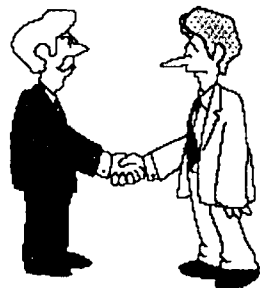
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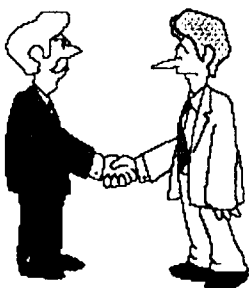
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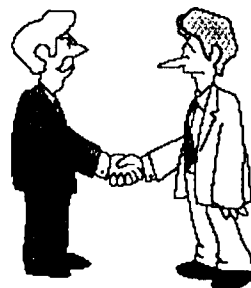
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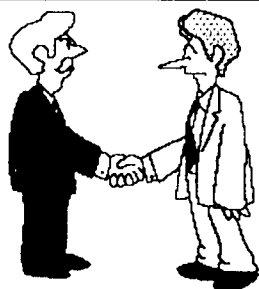
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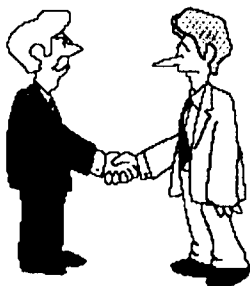
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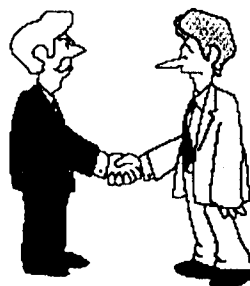
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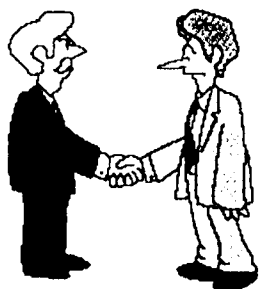
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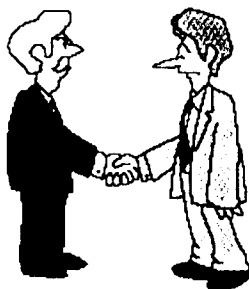
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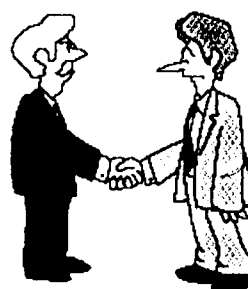
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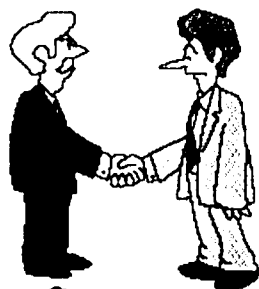
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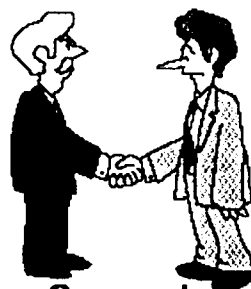
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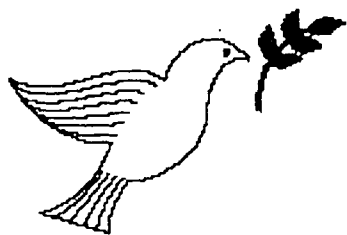
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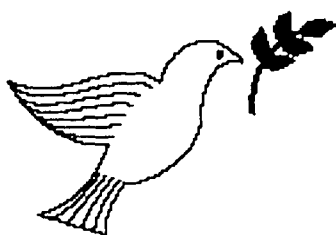
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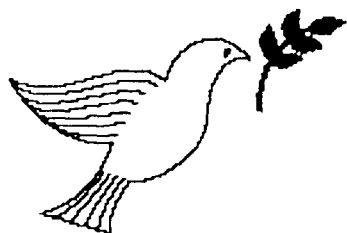
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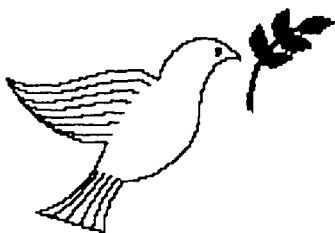
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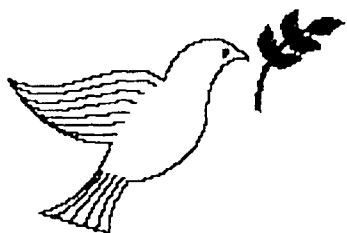
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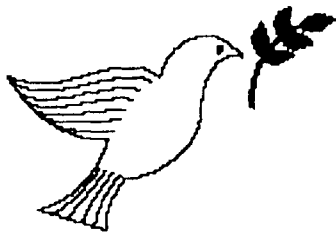
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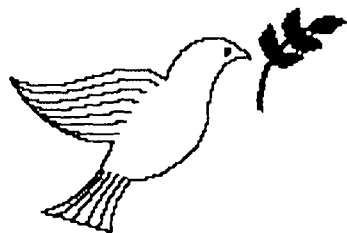
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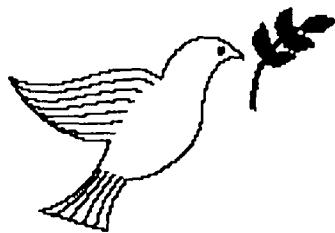
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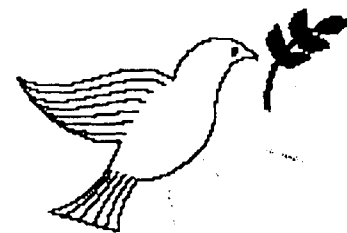
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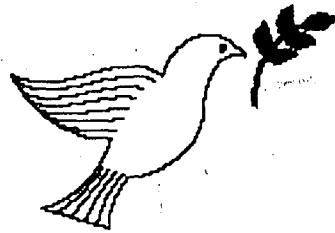
De-escalation



De-escalation



De-escalation



De-escalation

24. What if Joseph McCarthy was right about there being Communists in the Army and the State Department?
25. What if Nixon had been president instead of Eisenhower?
26. What if Nixon had been president instead of Kennedy?
27. What if Fidel Castro had not become a Communist?
28. What if Eisenhower had been president instead of Kennedy during the Bay of Pigs invasion?
29. What if the Bay of Pigs invasion had worked?
30. What if the CIA's attempts to kill Fidel Castro had worked?
31. What if the Cuban Missile Crisis had actually turned into a full-scale war?
32. What if the US had attempted to invade Cuba during the Cuban Missile Crisis?
33. What if the Soviets had used the missiles in Cuba?
34. What if Kennedy had lived to finish his term in office? Would he have escalated our involvement in Vietnam to a full-scale war?
35. What if the US had invaded North Vietnam?
36. What if the US had used nuclear missiles on North Vietnam?
37. What if the Chinese and Soviets had not aided North Vietnam?
38. What if the US had not invaded Cambodia?
39. What if there had been no Ho Chi Minh?
40. What if there had been no Ho Chi Minh Trail?
41. What if the US had withdrawn from Vietnam earlier?
42. What if the US had never been involved in Vietnam?
43. What if there were still two Vietnam's today?
44. What if both sides had honored their obligations under the Paris Cease-Fire Agreements?
45. What if the Prague Spring had succeeded?
46. What if the Republic of Biafra had retained its independence?
47. What if Juan Peron had not married Evita?
48. What if Nixon had not gone to China?
49. What if the Great Leap Forward had worked?
50. What if the Cultural Revolution had worked?
51. What if China had been admitted to the United Nations earlier?
52. What if the Great Leap Forward had not occurred?
53. What if the Cultural Revolution had not occurred?
54. What if Mao had remained a Confucianist?
55. What if someone like Mao remained in charge of China today?
56. What if the Tiananmen Square Revolt had succeeded?
57. What if Britain had refused to return Hong Kong to China?
58. What if Argentina had won the Falklands War?
59. What if Ronald Reagan had been president in 1976?
60. What if Jimmy Carter had succeeded in rescuing the hostages in Iran?

The Seventies

INTRODUCTION

The seventies brought America its 200th birthday. It gave Americans the opportunity to celebrate the achievements and relearn the principles of this country. It was a time of fireworks and big boats and flag waving.

It was also a decade in which Americans watched almost helplessly as the country lost power and influence. Our escape from Vietnam erased any joy at finally ending our participation in the war. We were impotent in the face of the Ayatollah and his followers when our embassy was attacked and Americans were taken hostage in Iran. Three Mile Island and Love Canal, along with the energy crisis, renewed doubts about the infallibility of technology. The resignation and pardon of a disgraced president further eroded trust in the government.

By the end of the seventies we begin to see more of a multicultural awareness in American society. The Voting Rights Act of 1975 created bilingual elections to serve the needs of our growing Hispanic population, which had reached over fourteen million by the end of the seventies. After 1975 "boat people" from Vietnam and Cambodia began to resettle here. In general there was a larger influx of immigrants from Latin America and Asia than there was from Europe.

Further attention was drawn to the plight of Native Americans when in 1973 AIM occupied Wounded Knee, South Dakota for several weeks as a reminder of our government's failure to keep its treaties.

The women's rights movement continued to press forward with the 1972 congressional proposal for an equal rights amendment to our Constitution.

We have tried to open up this decade for the students—warts and all. History hasn't yet brought enough distance and perspective, but students will have access to a wealth of eyewitness accounts. They will also see the continuity of history as they trace social issues and movements from the past through this decade and into the present.

PROJECT LIST

1. Do research and make a poster of slogans, signs, buttons, and bumper stickers that expressed the opinions of both antiwar protesters and war supporters in the seventies.
2. Make a time line of United States' participation in Vietnam, stretching back to the Eisenhower administration.
3. Using your own questions, interview people who remember the end of the war in Vietnam.
4. Prepare questions for an interview with any woman who has been or is still active in the women's movement. Send her the questions (keep a copy for yourself and the teacher in case she doesn't reply) and ask her to answer your questions in order to help you understand the movement more clearly from an eyewitness point of view.
5. Read and compare copies of women's magazines from the 1920s through the 1970s. Write a report on the similarities and differences, including the changes in approach, outlook, and choice of topics. Also include what has stayed the same. Analyze how the magazines reflect the changes in women's lives and the impact of the women's movement.
6. Study pollution in your area and write a report on its sources and possible solution.
7. Pretend you are an anthropologist. Watch reruns of the TV show *All in the Family* for at least two weeks. Observe and write a report on as many of the following as possible:
 Family customs
 Relationships
 Use of language
 Clothing and artifacts
 Interests
 Prejudices
 Values
 Describe the basic points of view and analyze how this show reflects the seventies.
8. Research any prison reform program. Describe it, evaluate it, and add your own suggestions for improving it.
9. Research magazine and newspaper accounts of Watergate. Make a booklet of original political cartoons illustrating this scandal.
10. Make up a series of indictments against all the people and organizations who were accused of criminal acts in the Watergate scandal.
11. Make a newspaper supplement on the Senate hearings about Watergate.
12. Make a time line from the Watergate break-in to President Nixon's resignation.
13. Research the present activities and whereabouts of all the participants in the Watergate story and make a chart entitled "Where Are They Now?"
14. Using newspapers and magazines as your sources of information, write a report on terrorism in the seventies. (Since we are all affected by the horror of this, the report does not have to include only instances in which Americans were victims.)
15. Prepare a celebration for the 200th birthday of the United States in 1976. Include a giant birthday card, a collage or poster of what America is and has accomplished, a menu for the feast, and a wish list for the future.
16. Draw a mural or make a model of a bicentennial fair. Label all the booths and activities that you would include.
17. Write a short story about the seventies called "The Me Decade." Use magazines and newspapers for your research.
18. Make up questions and interview people who remember the following events of the seventies.
 (a) Three Mile Island
 (b) Takeover of the U.S. embassy in Teheran and capture of American hostages
19. Write an investigative report for a newspaper about Love Canal. Include interviews with residents and business people.
20. Make a poster showing progress of the space program in the seventies.
21. Write a report on solar energy and how it can be used. Include diagrams.
22. Make a ledger for the United States in the seventies. Include pages on assets and liabilities (positive and negative events in U.S. history during those years). Also include people whom you would consider assets or liabilities.
23. Research the "boat people" who fled Vietnam and Cambodia in the seventies. Write a first person account from the time of departure to resettlement in the United States.
24. Using research, interviews, and photographs write a magazine article about Asian and Latin American immigrants who have settled in your area since the 1970s.

25. Write a report on the demands and progress of several minority groups in the United States during the seventies. At the end you can evaluate their success.

HOMework ASSIGNMENTS

VIETNAM CONTINUED: A WAR AT HOME AND ABROAD

1. Write a letter to President Nixon expressing your opinion about his plans for Vietnamization. Use the point of view of either:
(a) An American soldier stationed in Vietnam
(b) Someone who believes the war should end immediately
(c) Someone who feels we should stay in Vietnam until the war is won
2. Write a memorial service for the students who were killed during the demonstration at Kent State University.
3. Write a political cartoon defining the silent majority.
4. Prepare a case for or against Lt. William Calley for his participation in the My Lai Massacre of 1968. (This will be used in Classroom Activity 1.)
5. Was Daniel Ellsberg a hero or traitor for leaking the Pentagon Papers? Explain your answer.
6. Write a newspaper article or editorial using the following quote from Henry Kissinger as your headline: "Peace is at hand."
7. Pretend you are living during the seventies. Which would bother you the most about the war in Vietnam? Explain your answer.
(a) Soldiers who are missing in action
(b) Use of napalm
(c) Antiwar protests at home
8. Why weren't there parades and celebrations when the American participation in the Vietnam War ended?
9. Write the questions for a press conference for G.I.'s returning from Vietnam after the fall of Saigon.
10. In Vietnam and the U.S. the war affected civilians as well as soldiers. Write how and give specific examples.
11. Many people considered antiwar protesters "tools of the Communists." Do you think this was true? Do you think they had a right to protest? Explain.
12. Write a short play describing a confrontation between antiwar protesters, hardhats, and the police.

13. Write a last will and testament from the war in Vietnam. What is its legacy to the U.S.?

SOCIAL ISSUES AND MOVEMENTS

1. Interview your parents on their opinions about legalized abortion. Include questions on how they felt when it was first legalized in 1973.
2. As the seventies progressed, the women's movement ran into problems with "backlash." Write a dialogue between two women—one who believes in women's liberation and the ERA and one who doesn't.
3. Write your own definition of liberated women.
4. Before there was a women's liberation movement, there were liberated women. Write about anyone you know, or have read about, who you feel fits the description of liberated.
5. Ask your parents to tell you all the jobs they remember that were once restricted by gender and are now open to both.
6. Write a rallying chant for Cesar Chavez's lettuce boycott.
7. Draw a poster promoting Earth Day or any other environmental concern.
8. Pretend you are a reporter for a news magazine. Write the questions you would have prepared for an interview with the leader of one of the cult religions that existed in the seventies.
9. Make a list of drug-related problems that existed in the seventies. Check off the ones that still exist today.
10. Write a proposal to prevent a repeat of the Attica uprising.
11. As doctors have found better ways to help more people live longer, what new problems and questions are created for society? Which do you think is the most difficult to solve? Why?
12. Write an answer to a TV editorial regarding affirmative action.
13. How would an affirmative action policy affect your admission to college? How do you feel about it?
14. Do you think prisons or prisoners are to blame for the high rate of recidivism? Explain.
15. Make a list of topics for a women's consciousness raising group.
16. Write something a family member has told you about your ethnic background that makes you proud.
17. How is ethnic pride different from assimilation?
18. Write a dialogue in which two eighteen-year-olds discuss their new right to vote and what new responsibilities come with it.

19. Write a series of questions you would want to have answered about the Karen Ann Quinlan case in which the New Jersey court ruled that she had the right to die. Your questions might be addressed to her family, the doctors, or the judges.
20. Write a list of interview questions for the Native Americans who occupied Wounded Knee, South Dakota in 1973.
21. Do you think election materials should be bilingual? Explain.
22. Make a list of all the places where you see and hear languages other than English (signs, conversations, TV).
23. Do you think we should provide bilingual education for students? Explain.

NIXON'S PRESIDENCY AND WATERGATE

1. Make up a toast for Richard Nixon to give at his meeting with Premier Chou-En-Lai during his historic visit to China.
2. Make up a peace prize citation for President Nixon after his visits to China and Russia in 1972. Explain what his visits accomplished toward peace.
3. Why do you think people didn't pay a lot of attention when the Watergate break-in was first reported?
4. Write an account of the Watergate story using as many of the following terms as possible:

Break-in	Tapes
Plumbers	Impeachment
Bugging	Stonewalling
Dirty tricks	Smoking pistol
Leak	Senate hearing
Kickback	Resignation
"Saturday Night Massacre"	Pardon
Sanitized money	"Political base"
Cover up	Obstruction of justice

5. In what ways did the Watergate scandal disgrace this country? In what way did the country find honor?
6. How did the Watergate Senate hearings and investigation prove that even a president is equal before the law?
7. Write a telegram to Nixon urging him to resign.
8. Write a letter to President Ford reacting to his pardon of Nixon.
9. Because Watergate led to much distrust among Americans toward

politicians, it would be interesting to poll the level of trust today. This homework should take a few days to do. Students will make up questions for a poll on trust in government and ask as many people as possible to answer them. They will then tally the results and report back to class. If the teacher prefers, he or she may use the questions below for this poll.

- (a) Is there any politician that you trust today? Who?
- (b) How often do you believe campaign promises?
 1. All the time
 2. Most of the time
 3. Very seldom
 4. Never
- (c) Do you consider politicians to be more honest or dishonest?
- (d) Do you believe elected officials really care about the people they work for?
- (e) Do you think all politicians are rich?
- (f) Do you think politicians are more interested in public service or wealth and power?
- (g) How often do you feel that you're happy voting for someone?
- (h) Do you vote in every election?

THE CARTER PRESIDENCY

1. Write a news bulletin about the results of the Camp David meetings between President Carter, Menachem Begin, and Anwar Sadat.
2. Write questions for a press conference with President Carter on his return from six days of negotiations in Cairo and Jerusalem for the peace agreement between Israel and Egypt.
3. Describe the opening of full diplomatic relations between the United States and China from the following points of view:
 - (a) United States
 - (b) China
 - (c) Taiwan
4. Write a letter to your senator giving reasons why he or she should ratify (or not ratify) the Panama Canal treaties.
5. Pretend you were a member of the family of one of the Americans held hostage in Iran. Write a diary entry or a letter to a friend expressing your feelings and fears.
6. If you had been an Iranian student studying in America when the embassy in Teheran was taken over, what would have been your reaction? Explain.

7. Write a letter to the hostages to let them know Americans are thinking of them and wish them well.
8. Write a letter to President Carter urging him to do more on behalf of the hostages. Write his answer in which he explains his reasons for his policy.
9. Make a political cartoon for or against President Carter's policy with Iran.
10. If you could have sent a care package to the hostages for Thanksgiving, what would you have sent? Draw or describe.
11. Make a public service commercial for television urging Americans to hang out yellow ribbons on behalf of the hostages in Iran.
12. Make a poster explaining how even/odd days for gasoline worked in the seventies.
13. Make a cartoon about waiting in a gas line.
14. Write slogans to convince Americans to conserve energy.
15. Why do you think President Carter was not reelected for a second term of office?

CLASSROOM ACTIVITY 1

TRIAL OF LT. WILLIAM CALLEY

Students will have studied the massacre at My Lai and prepared Homework 4 from the Vietnam homework section before doing this activity.

The teacher will ask for volunteers to read their arguments for and against Lt. Calley. The class will then split into juries of six to twelve students and discuss the case until each reaches a decision. All juries will report back to the class.

In the follow-up discussion the teacher may want to focus on when following orders is not an excuse, possible alternative behavior and options during the massacre, and whether Lt. Calley would still be convicted today.

CLASSROOM ACTIVITY 2

SEXUAL STEREOTYPES

The following short exercises are designed to help students recognize

sexual stereotypes and prejudices. The teacher may do one or all of these exercises to open up a discussion or as writing assignments.

EXERCISE 1

Students will write male, female, or both after the characteristics below.

Sensitive	Loud
Strong	Cries easily
Tough	Persevering
Good at math	Cooks well
Loves children	Tender
Helpful	Gentle
Worries a lot	Kind
Athletic	Artistic

EXERCISE 2

Students will follow the instructions in Exercise 1. The following words should make them think of male, female, or both.

Flower	Butterfly
Rock	Stone
Bird	Hawk
Tiger	Blue
Pink	Lily

EXERCISE 3

Students will list the first five words that come to mind when they hear the term masculine and when they hear the word feminine.

EXERCISE 4

Students will read the list below and write female, male, or both next to the jobs.

Automobile mechanic	Photographer
Ballet dancer	Model
Secretary	Police officer
Nurse	Salesperson
Construction worker	Lawyer
Doctor	Veterinarian
President of company	Bus driver
Librarian	Teacher

EXERCISE 5

Students will list any jobs that they feel are not appropriate for either men or women. A discussion should follow either in committees or as an entire class.

CLASSROOM ACTIVITY 3

DEBATES ON ISSUES OF THE SEVENTIES

1. Should abortion be legalized (1973)?
2. Should the ERA be passed?
3. Will bussing really help integration?
4. Should gay rights be protected by law?
5. Should eighteen-year-olds be allowed to vote (Supreme Court decision 1971)?

CLASSROOM ACTIVITY 4

REVERSE DISCRIMINATION?

The Supreme Court Bakke decision was very controversial and led to heated arguments for and against affirmative action. This activity will help students grapple with the complex issues involved, as well as with their emotional impact.

The format for this activity is a TV discussion show in which both guests and audience participate. The program takes place right after the Supreme Court decided that Bakke, a white male, had indeed been the victim of reverse discrimination. However, the discussion should not be limited to the decision but should also deal with its concept.

Volunteers will choose from the suggested list of guests below. They should have enough time to get into character and prepare statements or anecdotes expressing their opinions and experiences. The rest of the class will act as a TV studio audience and question the guests. They will also be allowed to argue with the guests and express their own opinions. The teacher, or a strong student, will act as a moderator. The activity may begin with the moderator reviewing the Bakke decision and asking the guests for their opinions. The teacher should warn the students that this can become a heated discussion and that there are no easy answers or even fair ones for everyone.

GUESTS

1. A white man who was not hired for a job because of affirmative action
2. A black woman who got the job the white man wanted
3. A woman who had been denied a promotion because of her sex
4. A woman who states that a male colleague is making more money than she is for doing the same job
5. An older black man who has lived through years of discrimination
6. A civil rights activist
7. Two high school seniors—one black and one white
8. A black college student who was admitted because of affirmative action

At the end of this activity, students may vote on whether affirmative action leads to reverse discrimination and/or whether affirmative action is necessary to solve problems caused by years of discrimination.

CLASSROOM ACTIVITY 5

IDENTIFYING FEELINGS

Feelings are not always rational, and many Americans faced a variety of emotions when they learned about the capture of the American hostages in Iran. The teacher will allow the students to choose from the emotions described below. They will then act out a town meeting held at a local school in which people gather to share their concerns and feelings. Other students might choose to react to what is said. While all feelings are valid, it might be helpful for the teacher to point out instances of overreactions.

FEELINGS

1. Anger at the Iranians in the United States
2. Shame that the United States was so weak
3. Fear that the followers of the Ayatollah Khomeini would kill the hostages
4. Frustration with your powerlessness as a country or as an individual
5. Hopes that the United States would bomb Iran off the face of the earth
6. Sympathy for the hostages' families
7. Hatred of the Ayatollah

The Eighties—Moving into the Nineties

INTRODUCTION

This chapter will deal with some of the issues that have been prominent during the eighties. Many of the themes reflect ongoing or recurrent problems with which the students are familiar on some level, either personally or by exposure through the news media. These include social problems and concerns about health, ethics, and the environment. Because of the immediacy of many of the topics, the students will be given ample opportunity to go out into their communities to gather information by carefully observing, taking notes, and interviewing. There are also numerous opportunities for research using newspapers, magazines, and interview techniques.

The students will explore and seek solutions for many of the unresolved problems since the eighties, both in class activities and in homework assignments.

PROJECT LIST

1. Do a photographic essay on the senior citizens in your community.
2. Visit a community center that services senior citizens. By interviewing employees and members, make a brochure that shows how the senior citizens are serviced.
3. Make a blueprint with explanations for a senior citizen center for your area. Include:
 - (a) Housing and other basic needs
 - (b) Entertainment
 - (c) Provisions for health and emergency care
4. Make a booklet describing the programs in your community, city, or state that deal with the problem of drug or substance abuse.

5. Do a research report on the effects of illegal drugs on individuals and society.
6. Using newspapers, magazines, and interviews, make a special Sunday supplement for a newspaper about the problem of the homeless.
7. Do a research report on both the short-term and long-term solutions that different cities are using to resolve the problem of the homeless.
8. Make an original plan for an ideal city. Include a labelled diagram with all the services that would be provided.
9. Do a photographic essay showing all the ways in which your city serves its children.
10. Pretend you are a disc jockey. Make up songs and titles for an hour of "Issues That Concern Kids of Today." This can be taped.
11. Visit one or more day-care centers in your area. Observe and interview employees for a report on whom they service and how they serve the needs of the community. At the end you may write your own evaluation.
12. Do a poster illustrating new roles that both men and women have taken on in recent years, along with new family arrangements that have become more common.
13. Make up an *Entertainment Guide of the Eighties or Nineties* highlighting some of the newer forms of entertainment such as video games.
14. Make up a public service advertising campaign to inform people about how AIDS is spread. Make up both TV and print ads and indicate where and when they would be shown, and why.
15. Make a series of graphs which illustrate how AIDS has spread in recent years within different segments of society, including drug users, homosexuals, heterosexuals, babies, and hemophiliacs.
16. Do a newspaper exposé on the latest scientific information regarding the causes of cancer. Include the destruction of the ozone layer, asbestos in buildings, radiation leaks, acid rain, cigarettes, and sun exposure.
17. Using community and government resources, investigate what programs exist for pollution prevention and control, toxic waste disposal, and recycling. Write your report in the form of a public service information bulletin.
18. Make a poster with examples of today's causes of air pollution.
19. Using local newspapers, research and write a report on race relations in your community or city during recent times.
20. Make a sales catalogue of items that promote health and fitness.
21. Make a directory of institutions and places in your city or town where the services of volunteers could be used. Write a brief description of each.
22. Make up an original video game about life in the eighties or nineties.
23. Make up a TV program schedule for a week with original titles that illustrate the interests and concerns of people today. Include politics, race relations, technology, and social issues.
24. Do a survey of integration in your community in terms of schools, places of employment, and housing. You may use interview techniques for gathering information.
25. Make a series of graphs which compare income levels and education levels of white and black people. Analyze the information and then try to work out a program to even out the gaps.
26. Make up a police blotter of some of the top business people of the eighties and nineties who were accused and convicted of insider trading, embezzlement, or tax evasion. Include brief descriptions of their jobs, their salaries, and their crimes.
27. Based on research about the Iran-Contra affair, make up a *True Confessions Magazine* highlighting the explanations given by all the major figures involved.
28. Make a special newspaper supplement giving a full account of the *Challenger* explosion.
29. Make a calendar for the coming year with holidays honoring outstanding citizens of the eighties and nineties. Include their contributions.
30. Make a scrapbook of memorabilia from the Reagan years.
31. Do an in-depth report on President Reagan's economic policies.
32. Make a labelled diagram or model of a computer with a descriptive list of all the discs covering the major events during President Reagan's terms of office.
33. Write a day-by-day account, in diary form, of one specific hostage situation involving Americans.
34. Make a magazine special on outstanding women of the eighties, including Sally Ride, Sandra Day O'Connor, Geraldine Ferraro, Christa McAuliffe, and Jane Fonda. You may add names of women in the news today.
35. Make a map showing the places where the United States had critical foreign involvements during the eighties and nineties.
36. Make a scrapbook of disasters of the eighties. Include the *Challenger* explosion, the *Achille Lauro* tragedy, the murder of John Lennon, the shooting of an Iranian passenger plane by the United States, and racial violence that reached the front pages of newspapers.

37. Write an illustrated guide to keeping healthy for people of the next decade. Include the things that people should and should not do.
38. Gather information from Alcoholics Anonymous and other sources and write a report entitled "Alcoholism as a Disease."
39. Make a memorial service or poster about famous people who have died from AIDS.
40. Make a map showing all the political changes that have taken place in Europe. Write a short analysis of how this affects U.S. foreign policy.
41. Using periodicals and newspapers do one of the following:
 - (a) Make a time line of the important events in the Persian Gulf war.
 - (b) Write an analysis of the results of the Persian Gulf war.
 - (c) Describe the roles of George Bush, Norman Schwarzkopf, Colin Powell, and Peter Arnett.
42. Write a paper about the Persian Gulf war entitled, "The TV War."
43. If students are old enough to remember the Persian Gulf war they might write a paper describing their memories and feelings as they watched the war progress.
44. Write a report on the role of women in the Persian Gulf war.
45. Make a poster showing all the legislation vetoed by President Bush during his term.
46. Using research and current events do a poster comparing the Great Depression and the economy of the early nineties.
47. Interview any neighbors or family members who fought in the Persian Gulf. Write your questions. The interview may be done on tape.
48. Make a time line entitled; "From Desert Shield to Desert Storm."
49. Using primary sources for research, write a series of editorials, rap songs, or a script for a TV documentary following the events from the arrest of Rodney King to the riots in Los Angeles in 1992.
50. Do a videotaped interview or photo essay describing the range of problems facing urban communities today.

HOMEWORK ASSIGNMENTS

HEALTH, ENVIRONMENT, AND TECHNOLOGY

1. (To be assigned before Classroom Activity 1) Make a list of people (by job) in your community who have contact with drug abusers.
2. (This homework will be assigned in conjunction with Classroom Activity 1, after the students know who will be speaking to the class.) Make up a list of questions for the people who are invited to speak about drugs.

3. Interview five people and ask them how they think the drug problem can be stopped.
4. Make up an original public service advertisement against drugs or alcohol.
5. Choose a print or TV advertisement against drugs. Analyze who it is aimed at and why you think it is or is not effective.
6. How do you think the law should handle drug pushers? Why?
7. Write a letter to your mayor explaining why you feel clean needles should or should not be given to drug addicts.
8. What would you do if you discovered that your sister, brother, or parent is using drugs?
9. Make up an editorial either for or against on-the-job mandatory drug tests.
10. Make a list of the things in your life that would be ruined if you started using drugs.
11. Write a scene from a TV drama in which a school counselor or friend explains the risks of being the child of an alcoholic.
12. Make up an advertisement warning about the connection between cigarettes and cancer.
13. Do you think the manufacture and sale of cigarettes should be prohibited? Explain.
14. Write a letter to your senator explaining why you are for or against raising the drinking age.
15. Walk around your neighborhood or community and make a list of every example that you see of litter or pollution.
16. What things do you notice in your community that point out people's concerns about fitness and health? Why is this so?
17. Look at yourself, a member of your family, or a friend and list all the things you would change in order to live a healthier life.
18. Make a list of all the places where you see computers used in a day.
19. Make a list of all the technological advances that have taken place since you were born. Do they make life better or worse?
20. Write a page for an addition to a dictionary defining all the new words related to computers.

SOCIAL ISSUES

1. Describe one memorable experience you have had with an elderly person. How did you feel about it?

2. (To be assigned before Classroom Activity 2) Make a list of the needs or problems that are unique to the elderly.
3. Interview a senior citizen in your family or neighborhood. Find out:
 - (a) How he or she spends the day
 - (b) What he or she enjoys doing
 - (c) What other things he or she wishes were available to do
4. Walk around your community and write down your observations regarding the homeless. These could include places where the homeless are given food or shelter or simply instances of people living in the streets.
5. Write a poem expressing your feelings about the problems of homeless people.
6. Who, if anyone, do you think should be responsible for resolving the problem of the homeless? How could this person resolve it?
7. Make a list or a diagram of all the other services that must be provided when housing is built for large numbers of people.
8. What other problems are created for people as a result of homelessness? Which do you feel is the worst one? Why?
9. Write a speech as if you were running for president and explain the programs you propose for improving race relations in this country.
10. Make a button with a slogan that encourages improved race relations.
11. What do you think can be done in your community or school to improve race relations?
12. Why was the candidacy of Jesse Jackson in the 1988 Democratic primary so important? Explain.
13. Make a list of all the minority groups in your community or school. Do they get along well? Explain.
14. List the names of all the organizations of today that are working to get more rights for those they represent.
15. Do you think the role of women will change in the next decade? Explain.
16. Make up a song about the rights of children.
17. Write a letter to a factory or large business in your area urging them to set up a day-care center for the children of their employees.
18. Make a list of all the ways you think children could be better served by our society.
19. Why don't abused children tell on their parents?
20. Make a poster to alert adults to signs of child abuse.

21. Using the telephone directory, make a list of all the help lines that offer crisis intervention in your city.
22. Make an original poster urging teenagers to stay in school.
23. What advice would you give to a teenager who wants to drop out of school?
24. Do you think surrogate parenting should be allowed? Explain.
25. Make a cartoon about Yuppies.
26. Make a calendar of activities for a week in the life of a Yuppie.
27. Make up a Yuppie shopping list.
28. Why do you think TV evangelists have such a large audience?
29. Interview three adults and ask them how they were affected by Reaganomics.
30. Make up titles for a TV series about terrorism.
31. Make up an instruction sheet for government officials who deal with terrorists, including what they should and should not do.
32. If you could nominate an outstanding American of the decade, who would it be and why?
33. Do you think welfare should be abolished? Why? Why not?
34. Make a list of things you would include in a time capsule that are representative of the eighties and nineties so that future generations could know about us.
35. Interview five people of different ages and ask them what they think are the three biggest problems the United States has to face in the future. (This is to be assigned before Classroom Activity 7.)

ETHICS IN GOVERNMENT AND BUSINESS

1. Have you ever disobeyed orders from an adult because you felt they were wrong? Explain.
2. You are the president of a large brokerage house and are about to fire one of your top executives for insider trading. What will you say to him or her?
3. Write a dialogue between a stock broker and his or her child in which the stock broker explains what insider trading is and that he or she was just fired for it.
4. You are a bank executive who has just been convicted of embezzling bank funds. Write what you will say to the judge before your sentencing.

5. Should people convicted of white collar crimes be sent to low security prisons with better conditions than those found in regular prisons?
6. Why was the Iran-Contra affair nicknamed Iran-Gate?
7. Make up some original names for the title of a movie about the Iran-Contra affair.
8. Name one way in which you think the Iran-Contra affair could have been stopped, and by whom, before it went so far.
9. Interview someone in your family and ask him or her what they remember as most shocking about the Iran-Contra affair.
10. Oliver North claimed that he was just following orders in everything he did and that he considered himself a good soldier. Do you agree? Explain.
11. Conduct an interview among your family and neighbors on the following questions:
 - (a) Do you think government leaders have the right to withhold information from the American people in the name of defense? If so, when?
 - (b) Do you hold the president responsible for everything our government does? Why? Why not?
12. Interview family members or neighbors about their opinions on paying taxes.

THE PERSIAN GULF WAR

1. What did the yellow ribbons during the Persian Gulf conflict signify?
2. Write a diary entry of one of the following people in the reserves who have just received notice to appear for duty in the Persian Gulf:
 - (a) Mother of two children
 - (b) Someone who has just received a promotion at work
3. Write a list of all the adjustments children of war participants had to make in their daily lives.
4. Why wasn't there a larger anti-war movement during the Persian Gulf war?
5. Write a letter from an American stationed in an Arab country describing all the differences and restrictions he or she faces because of culture and religion.
6. Do you agree with the U.S. policy forbidding religious identification by U.S. personnel stationed in the Middle East? Explain.
7. Why do you think people supporting the war often compared Saddam Hussein to Adolph Hitler? Do you agree? Explain.

8. What domestic problems were forgotten (or shelved) during the Persian Gulf conflict?
9. What new terms entered the U.S. vocabulary because of the Persian Gulf war?
10. Write an argument for or against the statement: If Kuwait was not rich in oil we would not have gone to war with Iraq.
11. Did the United States achieve its goals in the Persian Gulf war? Explain.
12. Write a poem or rap song about the victims of the war on both sides.

CLASSROOM ACTIVITY 1

INTERVIEWING THE EXPERTS

This activity is divided into three components, and each one is to be handled on a separate day.

DAY ONE

Using the information the students gathered in Homework 1 in the Health, Environment, and Technology section, the teacher will make a list on the chalkboard of all the people and organizations in the community that have contact with drug abusers. The students can then decide whom they would like to interview during a class session. The teacher or student volunteers can arrange the appointments.

DAY TWO

Prior to the visit, the students must complete Homework 2 in the Health, Environment, and Technology section. It is very important that the teacher go over the questions and help the students formulate additional ones. The better their questions are, the more information they will get from their guest. Good questions from the students will also serve to put the speaker at ease and enable him or her to provide them with information that is interesting to them. It is a sure way to prevent a boring lecture.

DAY THREE

Once the visit is over, the class can evaluate the experience. The teacher may ask:

1. Did you learn anything new? Surprising?
2. Is there anything else you wish you had asked? What?
3. Is there anything else you would like to learn about the problem of drugs? (The teacher must try to be sensitive to the needs and problems of the students. If, in fact, there appear to be individual cases of drug abuse in the class, the teacher may be able to pursue the situation with the guidance department in the school or with one of the drug agencies in the community.)

CLASSROOM ACTIVITY 2

INTERACTION WITH SENIOR CITIZENS

This activity will be more productive if it is done after the students have completed Homeworks 1, 2, and 3 in the Social Issues section. Using their homeworks as a point of reference, the teacher will make a list on the chalkboard of problems senior citizens of the community have to face.

The teacher will divide the class into committees and assign each committee a different problem. Each committee can discuss possible ways of solving the problem. They can then report back to the class, and when everyone is done, the teacher may ask:

1. Are there any ways in which our class or school can interact more with the elderly to help solve their problems?
2. Could our senior citizens possibly be of any help to us here in the school?

Depending upon the class and the nature of the community, this may be an ideal opportunity to launch an outreach program between the students and the senior citizens. Ideally it should come from the students, but the teacher can be instrumental in channeling the discussion to help the students recognize what they would like to do and what is possible to do, considering the limitations of age and time. This activity could generate a program to help the elderly or one in which the elderly could be brought into the school or class to tutor or interact with the students.

CLASSROOM ACTIVITY 3

WHO GETS THE HEART TRANSPLANT?

Advancements in science and medicine have created a new set of problems for society. The teacher will present the following problem to the class.

You are all in charge of the most advanced hospital for heart transplants. There are six patients waiting for a donor heart, and they will die shortly if they don't receive one. You have just heard that a donor heart has been found and will be flown in immediately. You must decide who gets the heart transplant. In other words, you will decide who gets to live. The teacher will list the patients on the chalkboard. In order to make this activity as meaningful as possible, the teacher may substitute or add to the list of patients.

1. A high school honors student
2. A young mother with two small children
3. The senator from your state
4. A homeless twenty-four-year-old high school dropout
5. A brilliant thirty-eight-year-old doctor who works in your hospital
6. A sixty-three-year-old grandmother

Before there is any discussion, the teacher will ask the students, by a show of hands, to indicate who they think should get the transplant. The discussion can follow with these questions:

1. Why did you vote the way you did?
2. What factors should be weighed in deciding who gets the transplant?
3. Does one person deserve to live more than another?
4. Why is this such a complicated problem?
5. How do you think problems such as this one will get resolved in the future?

CLASSROOM ACTIVITY 4

A QUESTION OF ETHICS

Because of the Iran-Contra affair and the insider trading scandal, the issue of ethics in government and business has gained renewed interest. In this activity the students will have an opportunity to explore their ideas about a variety of questions regarding ethics.

The teacher will read each of the following statements aloud and ask the students, by a show of hands, if they agree, disagree, or are unsure. Whenever there appears to be interest or disagreement, the teacher can encourage discussion of the issue by asking the students why they feel the way they do.

1. It's alright to keep the change when a cashier makes a mistake in your favor.

2. You are still telling the truth even if you leave out a few of the details.
3. Doing a good job means doing everything you are told to do.
4. It isn't stealing when you take money from your parent's wallet.
5. It isn't stealing when a hungry person takes a loaf of bread without paying for it.
6. It's alright to drive just a little above the speed limit since everyone else does it.
7. While it may be illegal to carry a weapon, it's alright if you need it for protection.
8. Using recreational drugs once in a while is okay, so long as you don't make a habit of it.
9. When someone does the homework most of the time, there's nothing wrong with copying someone else's once in a while.
10. Since everyone cheats a little on income tax, there's nothing really wrong with it.
11. If the teacher leaves a test on the desk before giving it, it's perfectly understandable that the students will take advantage of the situation and use it.
12. If a student finds the test, makes copies of it, and sells it, that's good business.
13. Anyone who saw a carton of brand-new calculators lying on the street would take one.
14. It's perfectly okay for the boss to ask an employee to lend him or her money.
15. If the bus driver doesn't ask for the fare, then there's no reason to pay it.
16. When you know that a classmate is going to call for the answers to the science homework, it's alright to have your brother say you're not home.
17. If you are babysitting and you have a big test the next day, it's alright to let the kids watch TV even though the parents said that they shouldn't watch it for more than an hour.
18. You broke your neighbor's window, but there's no problem because no one saw you do it.
19. It's no big deal if you take money from the cash register where you work, so long as you return it.
20. When two companies are bidding for a contract, it's logical to give it to the one who will return some of the profits after the job is done.

21. It makes good sense to do a job "off the books" so that you don't have to pay taxes on the money you earn.
22. When you see someone shoplifting in a grocery store, it's none of your business to do anything about it.
23. When you see someone shoplifting in your uncle's grocery store, it's none of your business to do anything about it.
24. There is a toll-free number to call if you suspect that someone you work with is committing fraud or is involved in something unethical. It's easy to make that phone call and report it.

CLASSROOM ACTIVITY 5

INDEPENDENT DECISION MAKING

Many people involved in the Iran-Contra affair claimed that they felt they had the authority to do the things they did. People make many decisions every day, both on and off their jobs, for which they take responsibility even though there are no specific rules guiding them and no one watching them every minute.

The teacher will have the students make a list of every independent decision they personally made in the last week regarding their family life, friends, school work, behavior, and after-school activities. Have them put a star next to those items which could have gotten them into trouble.

When they are done, they can share their lists. Discussion can be motivated with all or some of the following questions where appropriate:

1. Do you feel that was the only thing/best thing you could have done in that situation? Why?
2. What kind of trouble could you/he/she have gotten into? How would you handle that kind of trouble?
3. What else could you/he/she have done?

CLASSROOM ACTIVITY 6

WHAT'S WRONG HERE?

When the United States government needs fighter planes or MX missiles or any other defense equipment, it turns to privately owned corporations. They bid for the job and one of the bidders is selected. In recent years it

has been found that many unethical things have been done. Divide the class into groups to discuss the reasons why each of the following is wrong.

1. Falsifying product test reports
2. Inflating labor costs
3. Paying off a government employee (an insider) to find out how much the competing companies are bidding
4. Bribing a poor foreign government official in order to get him or her to place an order
5. Treating a key American government worker to expensive meals and gifts so as to get him or her to award the contract to you

When the groups are done, they can report back to the class. The activity can be concluded with a discussion of how these abuses can be avoided or brought under control.

CLASSROOM ACTIVITY 7

ADVICE FOR FUTURE GENERATIONS

The teacher can motivate this activity by going over Homework 35 in the Social Issues section. As the students name the problems they elicited during their interviews, they should be listed on the chalkboard.

The teacher will tell the class that they are going to try to work out words of advice for future generations to help assure an improvement in the quality of their lives. The class will be divided into groups, and each group will work on a specific category or problem from the list on the chalkboard. The advice may be written in rhyme form, chant form, or as a rap song. The students might also enjoy writing it as a fortune teller or palm reader would say it.

If the assortment of topics is not large enough to work with, some of the following can be added to the list:

- | | |
|---------------|-------------------------|
| • nuclear war | • cancer |
| • terrorism | • child Abuse |
| • drugs | • air pollution |
| • crime | • water pollution |
| • racism | • acid rain |
| • AIDS | • extinction of animals |

When they are done, each group can assign a member to read their completed work aloud, or the entire group can read it aloud as a chorus.

CLASSROOM ACTIVITY 8

WHERE SHOULD THE MONEY GO?

The United States' government has a multi-million dollar budget, and each year Congress decides what to spend it on.

The teacher will list the following areas of government expenses on the chalkboard. Although there are other high expense budget items, these were chosen because they will stimulate the interests of the students. The teacher should feel free to substitute or eliminate any of the categories listed:

1. Defense
2. Welfare
3. Education
4. Aid to farmers
5. Health care
6. Environment
7. Foreign aid

The students will be asked to think about why each of these budget items requires a large amount of money. They will then be divided into committees. Each committee will choose or be assigned to work on one of the above budget areas. They will have to tell Congress why they need more money than any other group. Once they have worked out their arguments, one committee member will report to the class. After all the committees have reported, the class can vote on what they feel the government should spend the most money on, in order of importance.

CLASSROOM ACTIVITY 9

DIFFICULT TO RESOLVE

Advancements in science and technology have created difficult moral and ethical problems for society. The teacher may divide the class into groups of two or three to go out and interview people about one of the following issues:

1. Genetic engineering
2. Surrogate parenting
3. The danger of nuclear power

4. Socialized medicine
5. The right to die
6. Stress and push-button warfare

The students can break up into groups to work out the questions for their interviews. The interviews can be arranged with other classes, school personnel, and individual students from other classes. The students will find it more enjoyable and comfortable to share their interview assignments rather than go out alone.

When they return, they can report their findings to the class, and the entire class can discuss their feelings about each issue and why each one presents problems that are so difficult to resolve.

CLASSROOM ACTIVITY 10

SOCIAL ACTION GROUPS

"Balancing the budget" has become a much-heard phrase in federal as well as local government. Most students have had personal experience with budget cuts in education and social services.

In this activity students would begin by listing all the lost services due to these budget cuts. They would then form small groups of three or four and star the items that appear on most of their lists. Each small group will report back to the class and the teacher will list the results on the chalkboard. Students will then vote on which losses affect them most seriously. The teacher will then form new committees called social action groups. These groups will work on a campaign or plan on how to either get the services returned or find alternative ways of funding them.

It is hoped that the groups will take action based on their plans.

CLASSROOM ACTIVITY 11

RETURN OF THE HOSTAGES

As American hostages returned to their families in 1991 students witnessed emotional reunions and press conferences. This activity would encourage students to express their own curiosity and reactions.

Working in groups the students would choose one format:

1. Interview questions for the hostage or family
2. Interview questions for government officials on what they did to try to get the hostages home

3. Letters of welcome
4. Poem of welcome
5. Journal from point of view of returned hostage
6. Questions the hostage might have about what has been happening in the United States
7. Guide for the hostage about all that has changed since his captivity

After the students write their assignments there should be a discussion in class as well as sharing of their work.

CLASSROOM ACTIVITY 12

WISH LIST FOR THE TWENTY-FIRST CENTURY

As they live through the 1990s students will see many of today's problems solved and many new problems created. This activity will depend on the conditions that exist at the time it is used.

Students will make collages, original art, or poetry for display in which they illustrate their vision of a better world. This activity is suitable for the end of any year, decade or century.

NAME _____ DATE _____

CONTRACT

THE 1980s

DUE DATE: _____

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For an A, you must choose seven projects to complete; for a B, you must choose six; for a C, you must choose five. Extra points may be accrued if extra details or elaboration are added. Your teacher reserves the right to reject any work that is illegible or incorrect.



VERBAL-LINGUISTIC

_____ Write a two-page report on one of the following people:

Ferdinand Marcos

Anwar el Sadat

Ronald Reagan

Margaret Thatcher

George Bush

Mother Teresa

Mikhail Gorbachev

_____ Investigate the culture of the once-existing Eastern Germany. Compare and contrast it with the United States.

_____ Write an "If I had been there . . ." paper about one of the following:

The tearing down of the Berlin Wall

The shooting of Ronald Reagan

Tiananmen Square

The Chernobyl explosion



LOGICAL-MATHEMATICAL

_____ Make a time line of major events of the decade.

_____ Make a chart showing different kinds of power sources available in the 1980s.



MUSICAL

_____ Write a poem about Ronald Reagan.

_____ Write a eulogy for the *Challenger* astronauts.

THE 1980s



VISUAL-SPATIAL

- _____ Make a collage depicting inventions from the 1980s.
- _____ Draw a map of the countries of the world. Color code them to show democracies, communist countries, and dictatorships of the 1980s.
- _____ Make a model of the *Challenger*.



BODILY-KINESTHETIC

- _____ Visit a space center. Be prepared to tell the class about your experience.
- _____ Watch an old Ronald Reagan film. Be prepared to share your experience with the class.
- _____ Make a video of a major event of the 1980s.



INTERPERSONAL

- _____ Ronald Reagan now has Alzheimer's. Interview someone who has a relative who also has this disease. Find out the symptoms and how it is different from other diseases.
- _____ Debate with friends whether the income tax should remain the same, be changed to a flat tax, or be done away with altogether.



INTRAPERSONAL

- _____ Read a biography of an important person of the 1980s. Write the biography in your own words.
- _____ Write a 100-word essay answering one of the following questions:
 - How have computers changed your life and/or lifestyle?*
 - The president is limited to two terms. Should Congress have term limits as well? Why or why not?*
 - In 1987, after the completed ratification of the Single European Act, it was decided that all of Europe would be united. What would be the problems you might foresee with this? Consider money, governments, values, etc.*

61. What if the SALT II Treaty had been ratified?
62. What if the Soviets had succeeded in taking over Afghanistan?
63. What if Ronald Reagan had not proposed arms control talks with Soviets?
64. What if Ronald Reagan had not been willing to negotiate with Gorbachev?
65. What if Ronald Reagan had not increased arms spending in the early 1980's?
66. What if the Strategic Defense Initiative had been completed?
67. What if Mikhail Gorbachev had remained a Stalinist style of Communist?
68. What if Mikhail Gorbachev's reforms had worked?
69. What if the USSR had not broken apart? What would the world be like today?
70. What if the USSR had won the Cold War? What would the world be like today?
71. What if Boris Yeltsin had not forced Gorbachev out of power?
72. What if the Communist revolt against Gorbachev had worked?
73. What if the Berlin Wall had not come down?
74. What if Gorbachev had resisted Eastern Europe's attempts to no longer be Communist?
75. What if Eastern Europe had remained Communist?
76. What if Gorbachev had resisted the Baltic State's attempts to leave the USSR?
77. What if peace in the Middle East had been achieved?
78. What if Israel's enemies had succeeded in taking it over?
79. What if the US had decided not to do anything about Iraq's invasion of Kuwait?
80. What if the Persian Gulf had not contained oil?
81. What if George Bush had not been able to assemble the coalition of allies against Iraq?
82. What if Saddam Hussein had been killed in the Gulf War?
83. What if all of Iraq had been occupied during Desert Storm?
84. What if the US had decided not to do anything about the war in the Balkans?
85. What if Slobodan Milosovic had completed his campaign of ethnic cleansing in the Balkans?

NAME _____ DATE _____

CONTRACT

THE 1990s

DUE DATE: _____

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VERBAL-LINGUISTIC

_____ Write a two-page report on one of the following people:

Newt Gingrich

Boris Yeltsin

Princess Diana

Steven Spielberg

Al Gore

Bill Clinton

_____ Investigate the culture of Iraq. Compare and contrast it with the United States.



LOGICAL-MATHEMATICAL

_____ Investigate what a budget and a budget deficit is. Create a budget for yourself telling how you will earn money and then how it will be spent.

_____ Investigate how your electrical company bills your family. Research how much energy common appliances use. Make suggestions on how to cut energy costs.

_____ Make a chart comparing slavery in America to apartheid in South Africa.



MUSICAL

_____ Write a rap song expressing how you feel about having friends of different races.

_____ Investigate "non-human" music or music that is produced by machines. Prepare a demonstration for the class.

THE 1990s



VISUAL-SPATIAL

- _____ Design an environmental awareness poster. Decide on an issue and what you want people to do about it.
- _____ Make a map of Iran, Kuwait, and Saudi Arabia. Show what happened in the Persian Gulf War.
- _____ Create a photographic essay about events in the 1990s.
- _____ Make a floor plan of a modern home showing at least 10 modern pieces of technology.



BODILY-KINESTHETIC

- _____ Visit a space center. Be prepared to tell the class about your experience.
- _____ Visit a science museum. Be prepared to share your experience with the class.



INTERPERSONAL

- _____ Interview someone who has lived in a Communist country. Compare his or her experiences with yours.
- _____ Interview a person from a third political party (not Republican or Democrat). Be prepared to explain why this person feels politics should be changed.



INTRAPERSONAL

- _____ Read about the most recent space shuttle flight in a newspaper or magazine. Tell what was accomplished, who was on board, and any other significant events in the trip.
- _____ Write a 100-word essay answering one of the following questions:
 - Should we, as a nation, be dependent upon oil for fuel, or should we pursue other avenues? If so, what?*
 - Bill Clinton is the first president in recent history who did not serve in any branch of the armed forces. Do you think that since the president is the commander in chief, this should be a prerequisite?*
 - Why, in your opinion, didn't Communism work?*

1. What if the US had decided not to do anything about Iraq's invasion of Kuwait?
2. What if the Persian Gulf had not contained oil?
3. What if George Bush had not been able to assemble the coalition of allies against Iraq?
4. What if Saddam Hussein had been killed in the Gulf War?
5. What if all of Iraq had been occupied during Desert Storm?
6. What if the US had decided not to do anything about the war in the Balkans?
7. What if Slobodan Milosovic had completed his campaign of ethnic cleansing in the Balkans?
8. What if the savings and loan crisis had not led to a downturn economy at the end of George Bush's term of office?
9. What if the election had been held shortly after the conclusion of the Gulf War?
What if George Bush had not said, "Read my lips... no new taxes"?
10. What if Bill Clinton had not imitated the conservative economic policies of the Republicans?
11. What if the economy had not improved under Bill Clinton's tenure?
12. What if Clinton's national health care program had been signed into law?
13. What if Paula Jones or Monica Lewinsky had kept their silence?
14. What if Bill Clinton had resigned or been removed from office?
15. What if the impeachment and trial of Bill Clinton had focused on other issues such as the allegedly illegal foreign campaign contributions or the Whitewater affair?
16. What would the legacy of the Clinton Administration been if it had been free of scandals?
17. What if Albert Gore had won the recounts that he wanted in the 2000 presidential election?
18. What if Albert Gore had not contested the election results in the 2000 presidential election?
19. What if the Supreme Court had not decided to call a halt to the recounts in the 2000 presidential election?
20. What if George W. Bush had had adequate warning of the terrorist acts of September 11, 2001?
21. What if the terrorist acts of September 11, 2001 had not occurred and George W. Bush had been free to pursue the domestic agenda he had campaigned on?
22. What if more of the airplanes had crashed short of their targets during the terrorist acts of September 11, 2001?
23. What if the plane headed for the White House had reached its target?
24. What if George W. Bush had not decided to go to war in Afghanistan?
25. What if Osama bin Laden were killed or captured?