

Lessons Learned

Authored
by

Reg. No. 57
Mabel Smith
Larceny
North Shields
28-9-03

Some sort of intro to book and course

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Cover image

Mabel Smith

Name: Mabel Smith

Arrested for: Larceny

Arrested at: North Shields Police Station

Arrested on: 28th September 1903

Tyne and Wear Archives ref: DX1388-1-31-Mabel Smith

These images are a selection from an album of photographs of prisoners brought before the North Shields Police Court between 1902 and 1916 in the collection of “Tyne & Wear Archives & Museums”

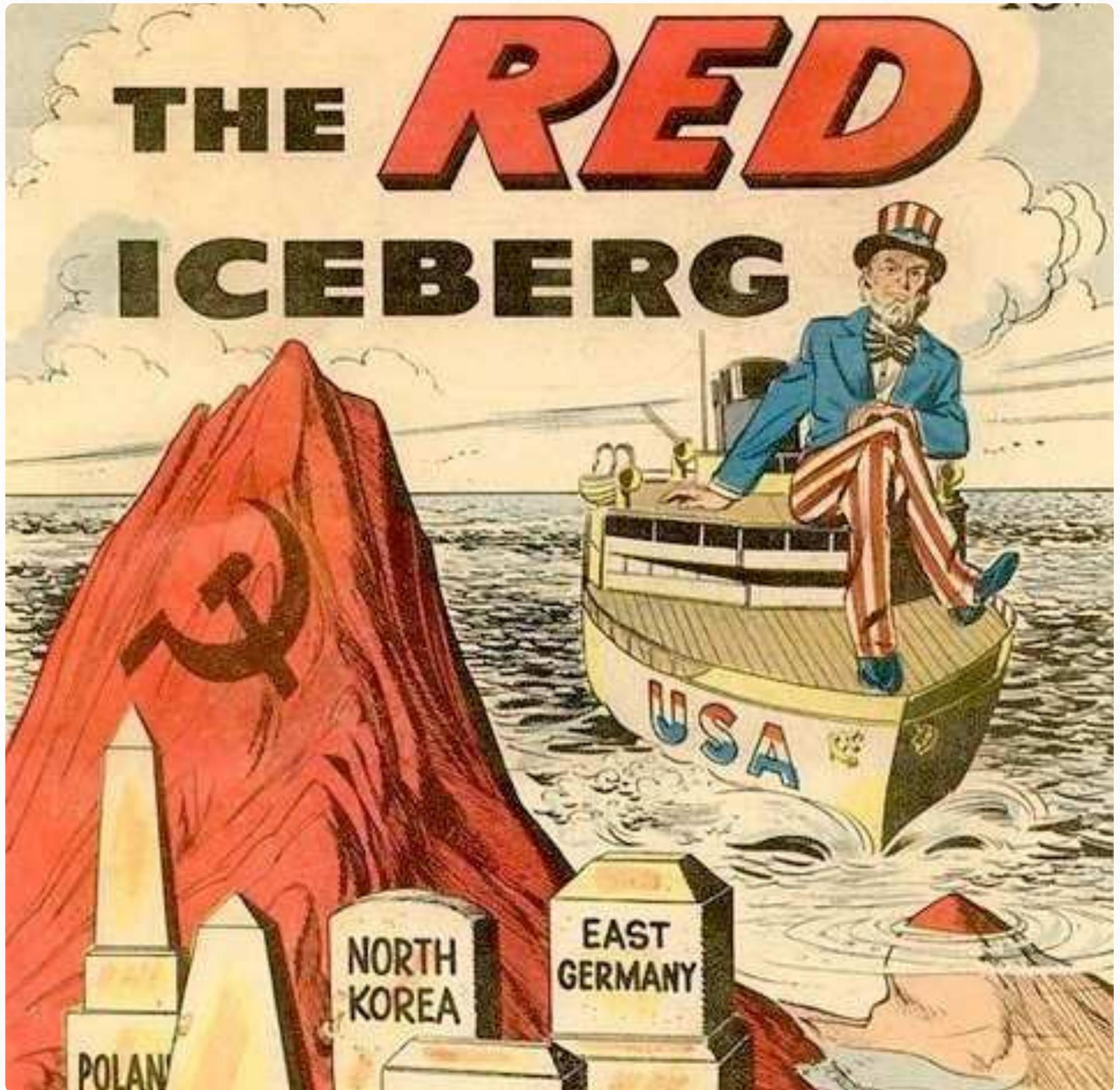
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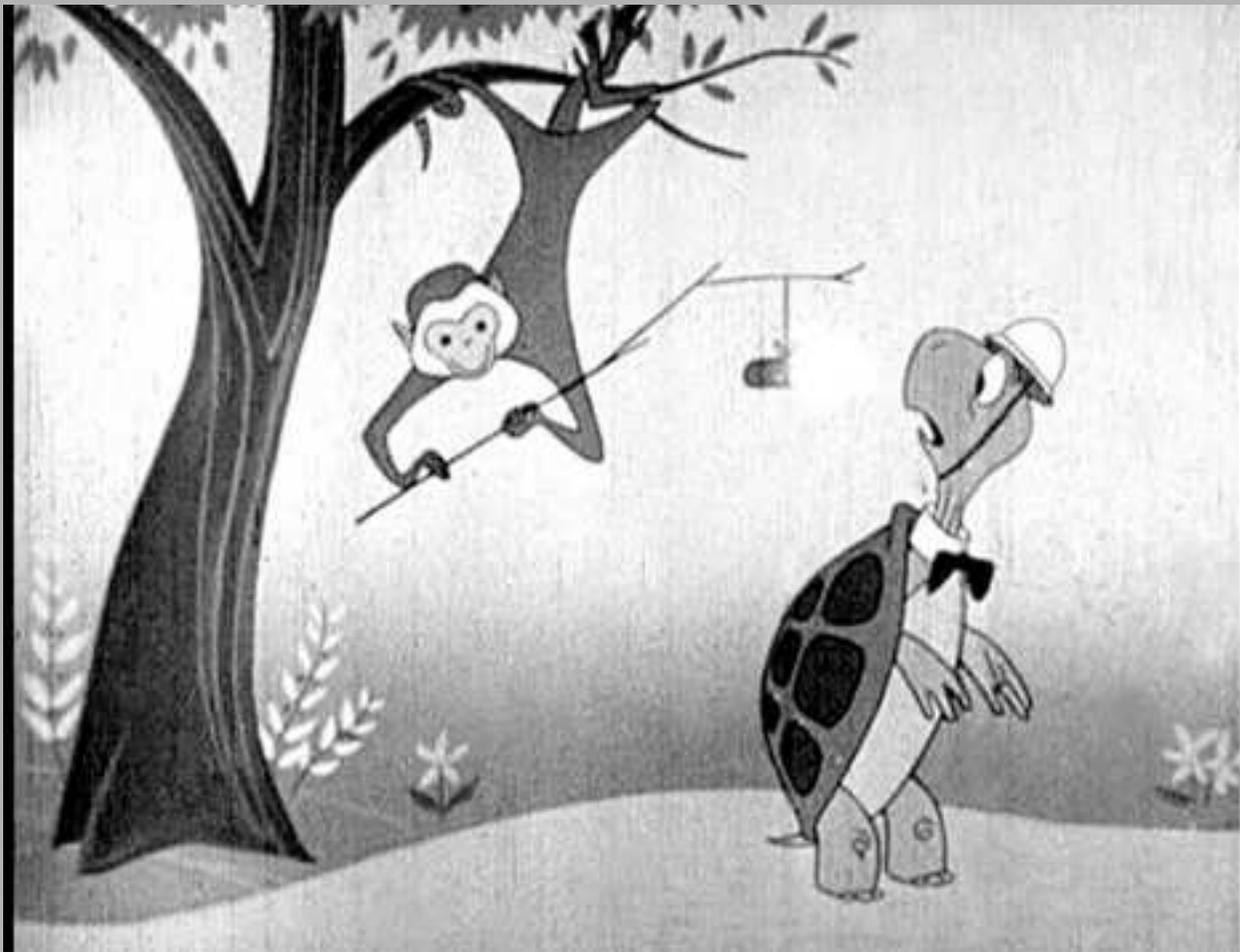
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Red Scare Propaganda

By Kristi Convissor & Christina Steiner



Bert the Turtle



Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

Bert the Turtle Learns to Duck and Cover

Bert the Turtle was a cartoon created by the Federal Civil Defense Administration in 1952. The cartoon was on television, radio and government pamphlets. The cartoon was directed at school children to teach them how to protect themselves in case of a Communist atomic bomb attack.

Follow-up Questions:

- What is the poster showing Bert doing?
- How can you tell the video is meant for school children?
- Why would people make a video like this for children?
- What parts of the video causes fear?
- What happens in those parts that cause fear?
- How would you feel if this was shown to you at school on a weekly basis during a time of war?





Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

Govt. Release: How to Spot a Communist

[This link is a PDF](#) of a pamphlet prepared by the U.S. First Army Headquarters in 1955. It was reprinted in many popular magazines throughout the 1950s.

The picture above is the beginning of the document, click the link below to read it.

Follow-up Questions:

- How does this document present communists?
- What kind of actions could this pamphlet inspire people to do?
- How would you feel seeing a pamphlet like this put out (and encouraged) by the government that told how to identify a certain type of American?
- What kind of emotions would it invoke?
- What kind of actions



Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

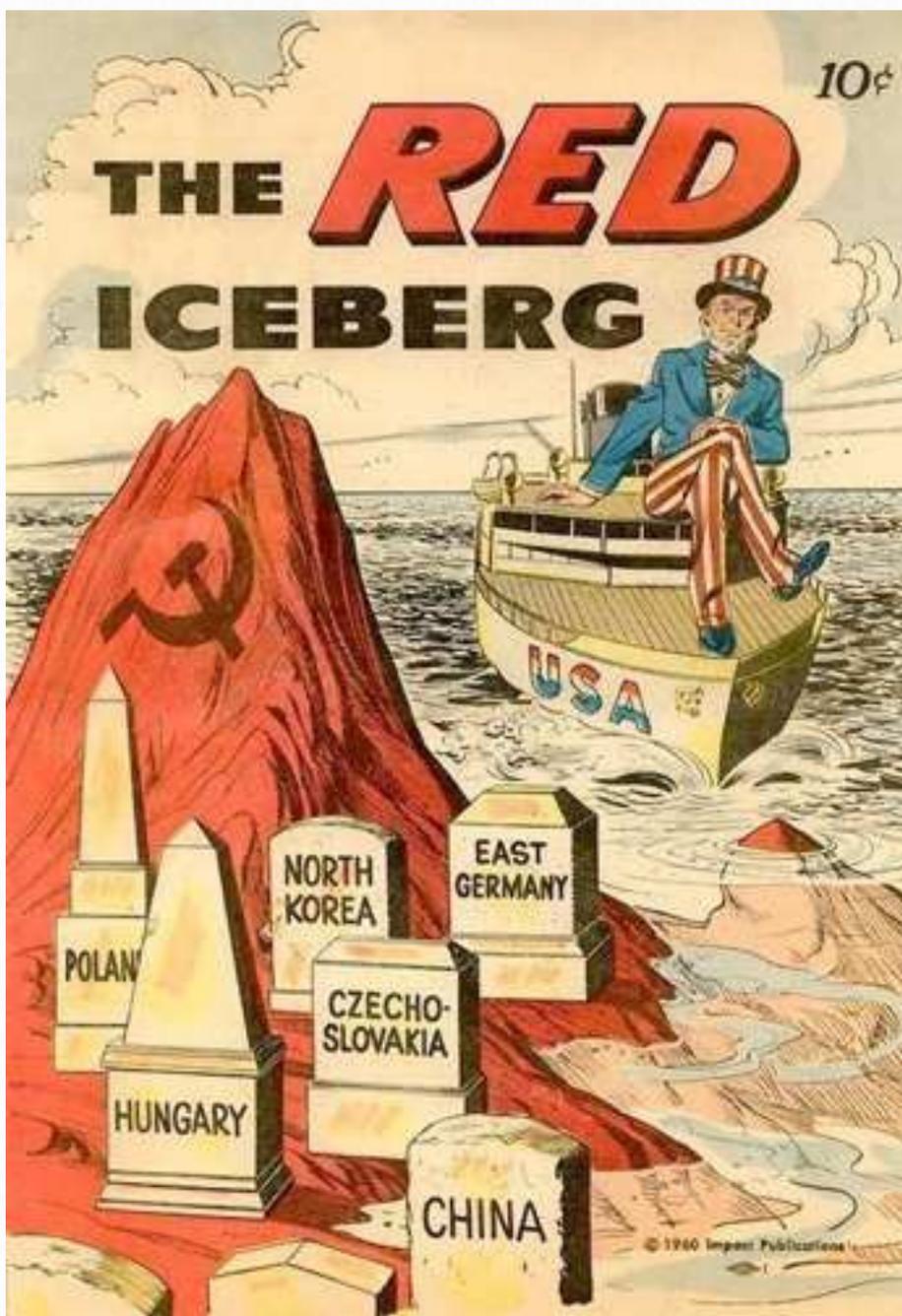
McCarthy Trials

[This New York Times article](#) is about the senator McCarthy's removal of communist books from US libraries.

During the 1950s Senator McCarthy heavily pursued communists and communist ideals. He wanted to oust American communists (who could have been spies!) and show Americans how communist ideology was a dangerous threat to American democracy.

Follow-up Questions:

- Why would McCarthy want communist books removed from libraries and burned? What threat did they pose?
- How could people respond to book burnings?
- Imagine you are living during this time, what kind of emotion would a book burning bring you? Would you have a follow-up action?



The Red Iceberg Comic

"This 1960 comic book warns young readers of the dangers ahead should Uncle Sam fail to steer clear of the 'Red Iceberg.' Published by *Impact*, and imprint of the anti-communist Catholic Catechetical Guild, the comic was distributed to thousands of Catholic school children during the Cold War."

Follow Up Questions:

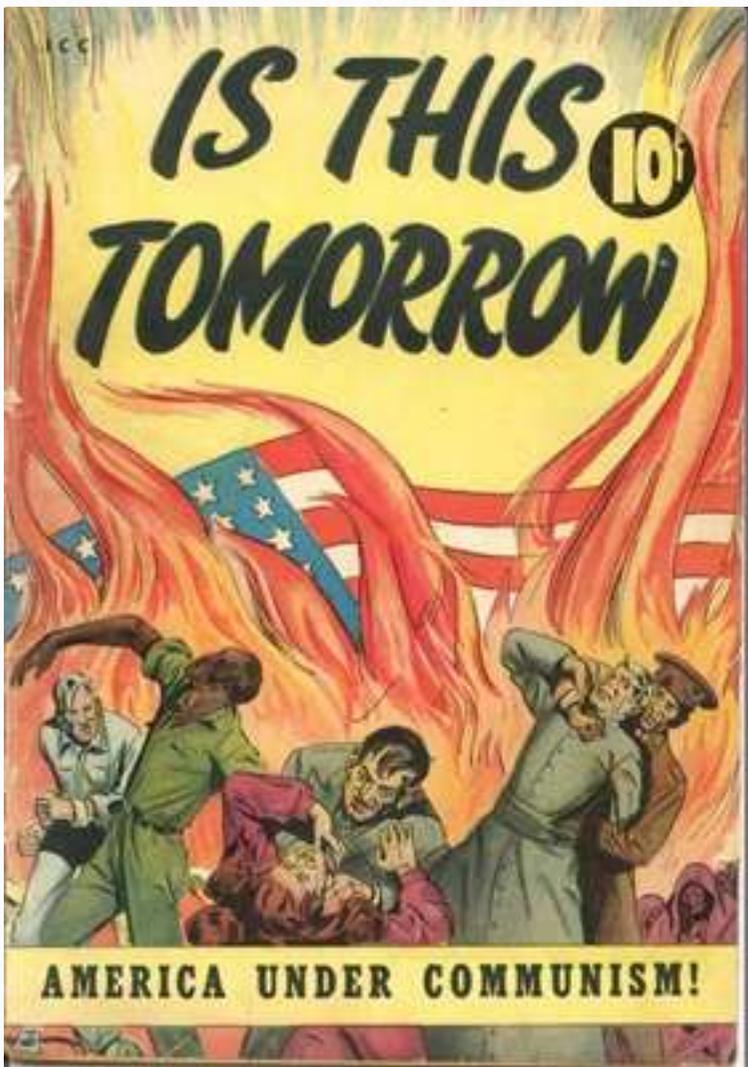
- What do you see in the image?
- Who is meant to see this image?
- What feelings does this image evoke?
- What in the image causes those feelings?
- How would this make you feel about the nations that are represented in this image if you were presented with it?

Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

IS THIS TOMORROW: AMERICA UNDER COMMUNISM!

Is This Tomorrow: America Under Communism, is a 48 page Soviet America cautionary tale. This is a speculative narrative of just how easy it would be for Communists to take over the United States. Naturally, it begins in New York. It too, was released by the anti-communist Catechetical Guild Educational Society through the Catholic Church. This was the first of many classic Cold War comic books. (Although the link at the bottom does not contain the entire comic, it has many useful images and explanations).



Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

Follow Up Question:

- What do these images, and the whole comic book show?
- What do they make you fear?
- Why do they make you fear that?
- What do they make you want to do to prevent that fear?
- How do they help you find ways to prevent that



[Image Credit](#)

Comic Credit: IS THIS TOMORROW: AMERICA UNDER COMMUNISM by an uncredited writer and artist, Copyright 1947. Distributed as a public service by the Catechetical Guild Educational Society. Printed in U.S.A., 48 pages.

AMERICANS DON'T PATRONIZE REDS!!!!

**YOU CAN DRIVE THE REDS OUT OF
TELEVISION, RADIO AND HOLLY-
WOOD**

THIS TRACT WILL TELL YOU HOW.

WHY WE MUST DRIVE THEM OUT:

1) The REDS have made our Screen, Radio and TV Moscow's most effective Fifth Column in America . . .
2) The REDS of Hollywood and Broadway have always been the chief financial support of Communist propaganda in America . . . 3) OUR OWN FILMS, made by RED Producers, Directors, Writers and STARS, are being used by Moscow in ASIA, Africa, the Balkans and throughout Europe to create hatred of America . . . 4) RIGHT NOW films are being made to craftily glorify MARXISM, UNESCO and ONE-WORLDISM . . . and via your TV Set they are being piped into your Living Room—and are poisoning the minds of your children under your very eyes ! ! !

So REMEMBER — If you patronize a Film made by RED Producers, Writers, Stars and STUDIOS you are aiding and abetting COMMUNISM . . . every time you permit REDS to come into your Living Room VIA YOUR TV SET you are helping MOSCOW and the INTERNATIONALISTS to destroy America ! ! !

AMERICANS...DON'T PATRONIZE RED!!!!

This image describes the dangers of supporting entertainers, including film stars, producers, writers etc, who were allegedly communist. It tell the viewer of this pamphlet the dangers of Hollywood and what these films are being used for all over the world. It makes particular use of phrases such as "...and are poisoning the minds of your children under your very eyes!!!"

Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

Follow Up Questions:

- What is being said in this article?
- Who is it aimed at?
- What does it make you fear?
- How does it make you fear those things?
- Why might entertainers be targeted during the Red Scare?



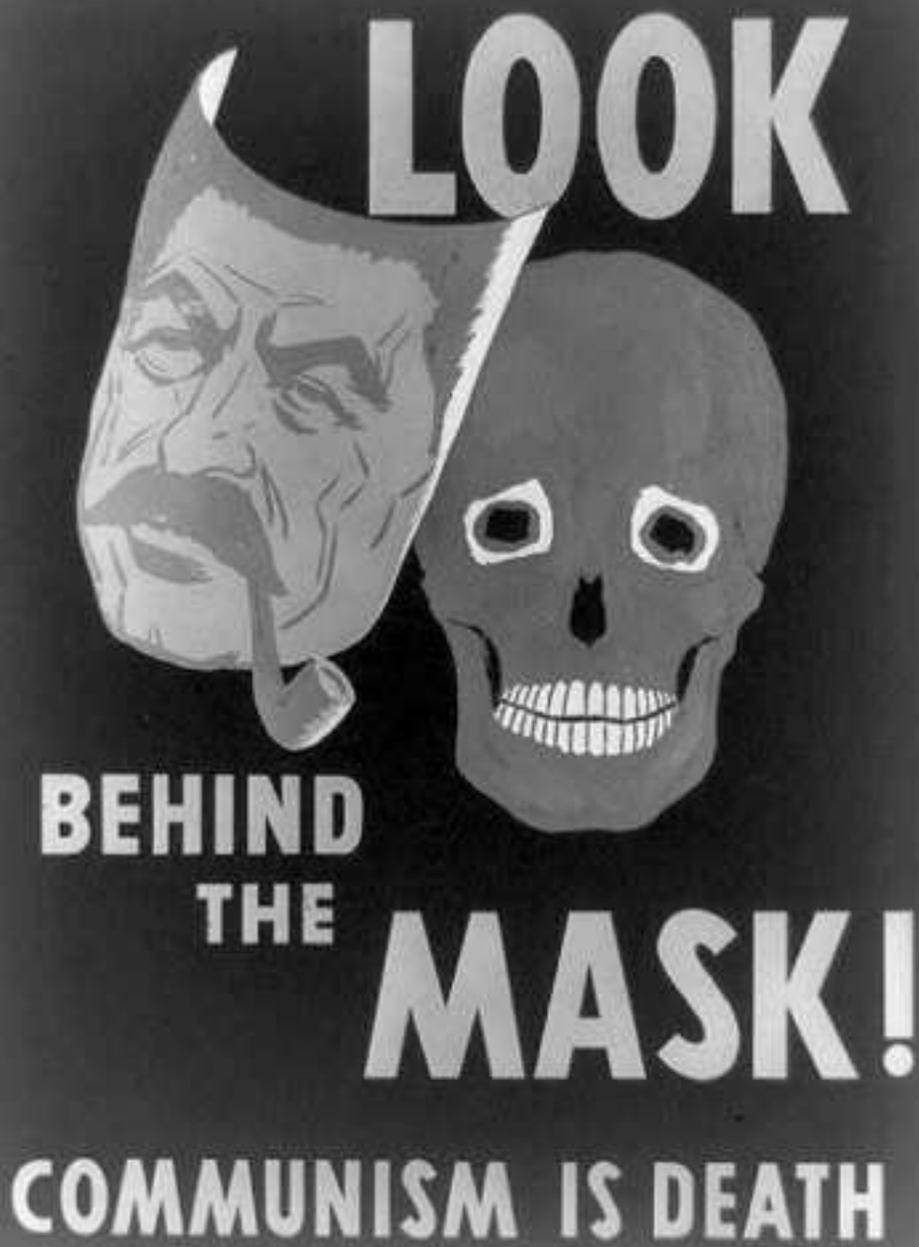
Generative Question:

How does a nation develop such an intense fear and enemy, creating mass hysteria?

How does this relate to today?

For this image:

- Is there still propaganda?
- What would it be showing?
- What in contemporary propaganda would incite fear in the viewer?
- How does the ideas behind old propaganda from the Red Scare still apply to today?



THE RED MENACE IS REAL!



Kristi Convissor's Reflection

Christina Steiner and I have been working on this project for several weeks. We started out with the idea that propaganda is meant to stir feelings in a certain direction, bad or good. Then we decided that we wanted students to recognize the use of propaganda throughout history. Our general question was "What do we want students to learn from the DBQ overall?" The generative question that we formed out of this starting idea was: "How does a nation develop such an intense fear of an enemy, creating mass hysteria?"

We thought that a good starting point to understand such hysteria would be the Red Scare in 1950's America. We wanted students to learn about the paralyzing fear of communism that existed

Christina Steiner's Reflection

A few weeks ago Kristi Convissor and I started creating a DBQ project. We first started with a general outline the DBQ would take. We asked ourselves "What do we want students to learn from the DBQ overall?" To answer that we came up with a generative question to help guide our designing process and to help the students when they are using the DBQ. The generative question was: "How does a nation develop such an intense fear and enemy, creating mass hysteria?"

From there we narrowed it down to look specifically at the Red Scare in 1950s America. We wanted students to learn about Americans fear of communism during the time. We wanted students to not only be aware of the hysteria but to

2

Anne Frank: A Timeless Story

By Erin Deatherage





According to Anne, how did life change for Jews socially and economically?

Consider why each of the rules Anne outlined may have been put into effect.

Image: [Rembrandtplein](#), Amsterdam; Signs read "Forbidden for Jews" or "Jews not wanted"

Anne's Diary Entry: June 20th, 1942

"Our freedom was severely restricted by a series of anti-Jewish decrees: **Jews were required to wear a yellow star**; Jews were required to turn in their bicycles; Jews were forbidden to use trams; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3:00 and 5:00 P.M.....Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc."



Call-up Order



Image: The official call-up notice from the Central Office of Jewish Emigration. It reads the person summoned, the list of items those summoned may be allowed to bring, and when they must leave. This particular call-up is for a man named, Heinrich Schussheim, on July 14th, 1942.

Anne's Diary Entry: July 8th, 1942

From this excerpt, how might the images or stories of concentration camps and prison cells circulate?

How might you feel if you or a family member were summoned?

"Father has received a call-up notice from the SS," she whispered....I was stunned. **A call-up**; everyone knows what that means. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate?"



According to this diary entry, why might Anne Frank feel that Germans were the enemy?

From the images below, what might be some reasons that Anne feels a disconnect from her German identity?

The image above is for viewing only and not intended to be used to answer questions.

Anne's Diary Entry: October 9th, 1942

On her old country, Germany: "Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, **Hitler took away our nationality long ago.** And besides, there are no greater enemies on earth than the Germans and the Jews."

[Image Source](#)

Kristallnacht "Night of Broken Glass" November 1938



This event is one of many attacks on the Jews throughout Nazi Germany and Austria. During this violence, many Jews were incarcerated or killed. It was considered the beginning of Holocaust

"New European Order"



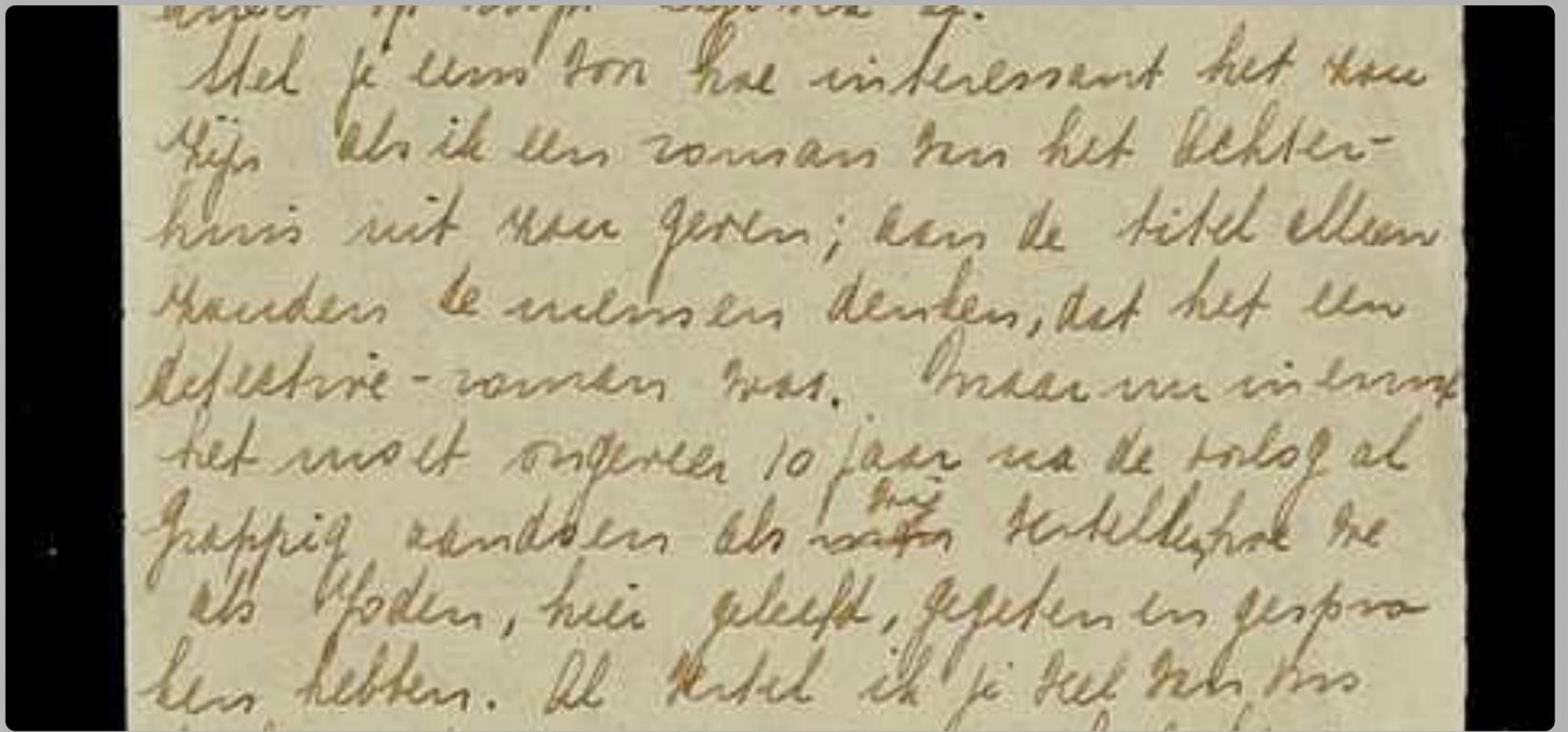
The satirical cartoon reads, "New European Order" from Polish illustrator and author Stanislaw Miedza-Tomaszewski who designed these for the Bureau of Information and Propaganda in opposition to Nazi-occupied Poland. From Halina Auderska; Zygmunt Ziolkka (1972). *Akcja N - Wspomnienia 1941-1944*. Kraków: Czytelnik. pp. s. 357.

According to the cartoon and Anne's entry about the New Order, to what extent had Nazi Germany's ideals affected Europe?

Anne's Diary Entry: May 18th, 1943

"All college students are being asked to sign an official statement to the effect that they 'sympathize with the Germans and approve of the New Order.' Eighty percent have decided to obey the dictates of their conscience, but the penalty will be severe. Any student refusing to sign will be sent to a German labor camp."

Anne's Diary



Revised entry from Anne's diary.

• • •

How does Anne's writing and her experience live on today?

Do you think that despite all that she went through Anne really believed people were good?

Anne's Diary Entry: July 15th, 1944

"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart. It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more"

A Reflection...

I chose this topic of Anne Frank because I was curious to see how the diary could be used as a primary source material in place of a piece of literature. It became difficult to find corresponding images for her diary entries that made sense such as, “*Fine specimens of humanity, those Germans, and to think I'm actually one of them!*” However, adding a historical pillar such as the *Kristallnacht* helped round out the ideas I was trying to convey. The main reason that I thought Anne Frank would make a great resource for a document-based question series is that she is, decades after her death, relatable. Her story has its place in the legacy hall of fame and will forever stay relevant to children and adults in the world.

One of things that I learned while creating this DBQ is making sure the purpose for students is clearly defined. There are times when we teach that that bright light shines down from above to us teachers in the middle of a lesson and, suddenly, we get a marvelous idea. Then, there are times that we kick ourselves for not planning or reflecting more before the lesson takes place. Knowing your purpose ahead of time may lead to more marvelous ideas; therefore, more fun and excitement for students while learning.

I am intending for students to be able to use this set of images, concepts, and questions *in addition* to a Holocaust study or, perhaps, a *The Diary of a Young Girl: Anne Frank* study. It should be used as a supplement resource to any social studies classroom.

Easter, 1916

By Peter Gallagher



Irish Citizen Army (ICA) men on a Dublin rooftop during the Easter uprising (Image courtesy of Camera Press Ireland) Accessed via www.easter1916.ie

This interactive iBook will introduce students to the history of the Irish War of Independence, which took place from January, 1919 to July, 1921. Beginning with the Easter Rising of 1916, students will explore the seeds of Irish discontent, the various revolutionary factions that played a role in the determination of Irish nationhood, and the beginnings of a bloody Civil War that would embroil the new republic in the immediate aftermath of independence through documents, images, and audio clips.

**Who were some of the factions involved in the Easter Rising of 1916?
What was their motivation?**

Interactive Image: The Irish Citizen Army



“It was the massive rush by Irish men to join the British Army in 1914 that seemed to him and to like-minded others to portend an imminent demise of Irish nationalism. In their view, this made an early attempt to end British rule necessary. Unfortunately, a subsequent misguided attempt by myth-makers to portray the Rising as an outcome of the abiding strength of Irish nationalism came to obscure the fact that it was in fact an act of desperation, undertaken by people who believed that *nationalism was dying on its feet*.” - Irish politician Garrett FitzGerald, reflecting on the Easter 1916 Rising.



Courtesy of the National Library of Ireland.

“We Serve Neither King Nor Kaiser, But Ireland!”

This banner was hung in front of the Irish Transport and General Workers Union building following the outbreak of World War One, prior to the Easter Uprising of 1916. The Kaiser represented the threat of German victory in the largest land war to engulf Europe at the time. The participants in the Easter Rising attempted to separate themselves from the Axis powers of World War One, and carve out their own motivations for Revolution.

Why might the creators of the banner feel the need to separate themselves from the Kaiser? What is the significance of the banner’s placement in front of the union building?

Interactive Image: The Irish Volunteers



Courtesy of Kilmainham Gaol, Dublin. Accessed via www.easter1916.ie

How does the uniform and image, of two brothers in the Irish Volunteers, differ from that of the Irish Citizen Army?

“It was their hope that if it failed, it would nevertheless revive a dying national feeling... And although neither my father nor The O’Rahilly nor Eoin MacNeill, the President of the Volunteers who had countermanded the Rising, could see this at the time it was, of course, precisely because the Rising was a heroic failure that its success in reviving national feeling turned out to be beyond the dreams of those who had organized it.”

- Garrett FitzGerald

The Outbreak of Hostilities

If the events of Easter 1916 were doomed to fail, as many of the participants must have known, what was the point of the Rising? What did it achieve?



Members of the Irish Citizen Army stand watch over Dublin and the famous Ha'Penny Bridge that spans the River Liffey. Courtesy of www.easter1916.ie



The Irish Independent: May 4, 1916 Criminal Madness

“When we come to think of what the incendiaries have accomplished the result is pitifully meagre. They set out to establish an Irish Republic. They held a few strong positions in certain parts of the metropolis for about 28 hours. From that time onwards they were surrounded many of them surrendering, others escaping and many of them being shot. A good many of the military fell beneath the insurgent fire, and so did large numbers of civilians, including in-



The Irish News: May 4, 1916 The Aftermath

“The lives of all these victims "rebels" "soldiers" of the Crown and innocent members of the civilian community – will not have been sacrificed in vain if the people of Ireland are wise and brave enough to shape their future course in the light of the lessons that should be brought home to their minds by the catalogue of the week's blunders, disasters, crimes and retributions. There was not a "national uprising" in Dublin. It was not even a sectional "uprising".

“Easter, 1916” by William Butler Yeats

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you pose your
question**

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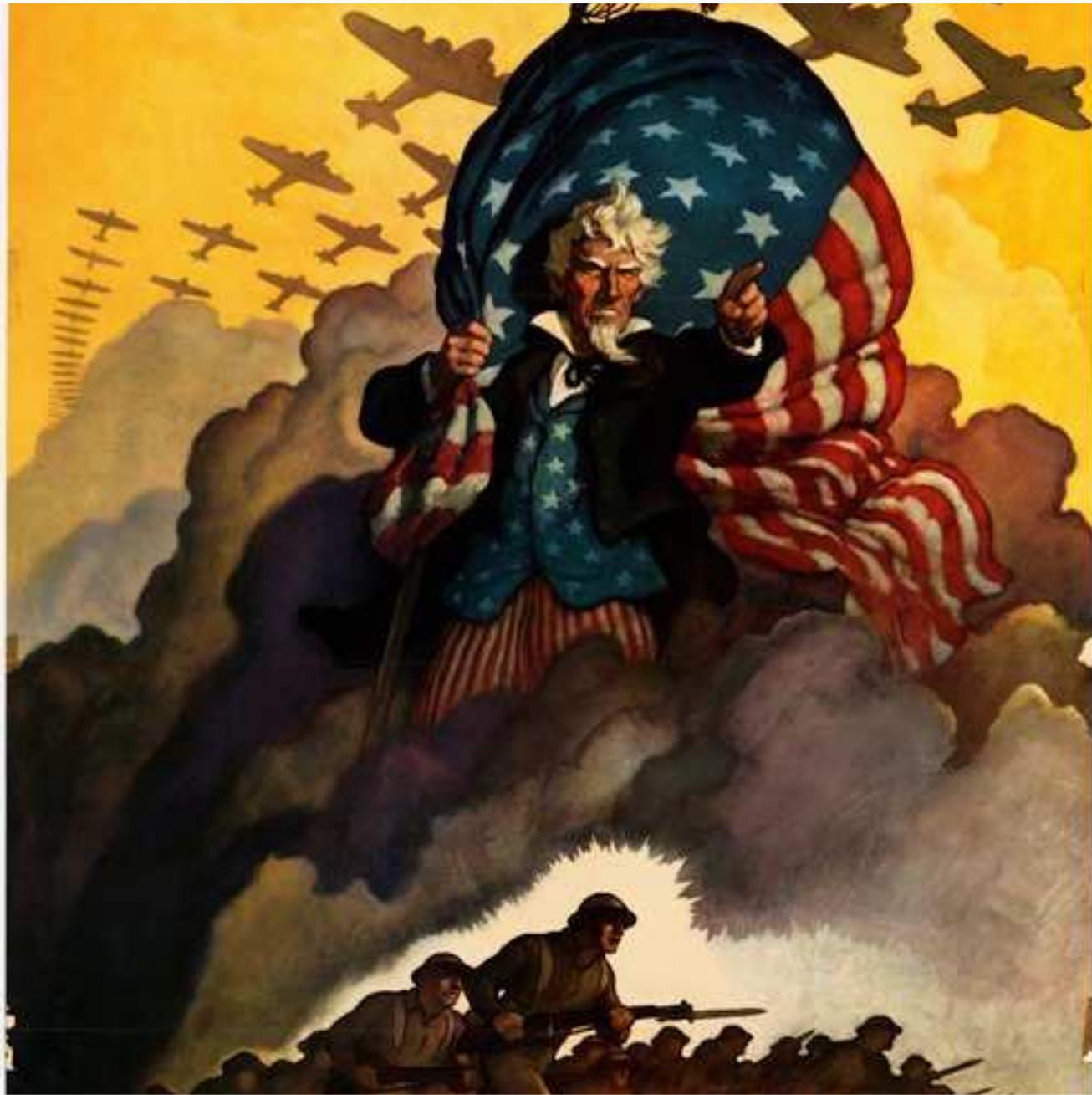
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Images and Emotion: WWII Propaganda

By Aram A. Glick





During the era of World War II, countries at war tried hard to instill a strong sense of patriotism in their citizens, encouraging them to work efficiently, support their governments with money and materials, and stay hopeful for victory. The advertisements, cartoons, movies, and other media designed to influence the national mood are called propaganda.

Here is a sample of propaganda posters from World War II, designed to produce an emotional response in their viewers.

Try to get in the mindset of a civilian during a war. As you look at the posters below, focus on the im-

For each set of posters, ask yourself:

What is striking about the images used in the posters?

What were the artists trying to suggest by using those images?

How do they make you feel?

Image Source:

[Miami University Libraries](#)

Workers



Russian. "Be vigilant at your post!"



During WWII, nations strived to produce large quantities of weapons, vehicles, and equipment for their militaries. These American, German, and Russian posters depict non-military industrial workers.

How are the workers in the posters similar? What qualities do they all share?

How do they make you feel about the role of industry during wartime?

Image Sources:

Fototelegraf.ru

[World War II Poster Collection from Northwestern University Library](#)

Children



Don't Let That Shadow Touch Them
Buy WAR BONDS

American.

• •

During World War II, many countries found their home soil invaded by foreign armies. The safety of one's family at home was a major concern for many people. These American and German posters both feature threatened children.

How is danger shown or implied in each poster? What feelings do they convey?

What do you feel might happen to these children if the threat arrives?

Image Sources:

[National Archives and Records Administration](https://www.nationalarchives.gov.uk/)
[digitalpostercollection.com](https://www.digitalpostercollection.com/)

Enemies



American.

• •

World War II took place on a very large scale. These American and Italian posters show the magnitude of the threat posed by their nation's enemies.

How would you describe the enemies, based on the illustrations?

What do these posters suggest about the war effort? Do the enemies seem beatable?

Image Sources:

[Wikimedia Commons](#)

[Photobucket](#)

Unity



Japanese.

• •

During World War II, countries found themselves fighting on the same side as unexpected allies. These Japanese and American posters try to show how they and their country's allied nations are all on the same team.

How does each poster represent unity?

**How are the two posters different?
How does each one make you feel?**

Image Sources:

[Wikimedia Commons](#)

[World War II Poster Collection from Northwestern University Library](#)

You



American.

• • •

This image of "Uncle Sam," a symbol of the United States, is a very famous military recruitment poster. It was used during both World Wars. The Russian and German governments used posters with similar images.

If you were a civilian during wartime, how would these images make you feel?

Image Sources:

[Wikimedia Commons](#)

[fototelegraph.ru](#)

[Wikipedia](#)

DBQ Project Reflection

by Aram Glick

When I began this project, I expected that choosing documents for a DBQ would be easy, while writing the text and questions to accompany them would require the greater effort.

As it turns out, the effort came in keeping myself terse. The fundamental question in this project was "what do you want the reader to do?" Once I decided that the reader would examine propaganda post-

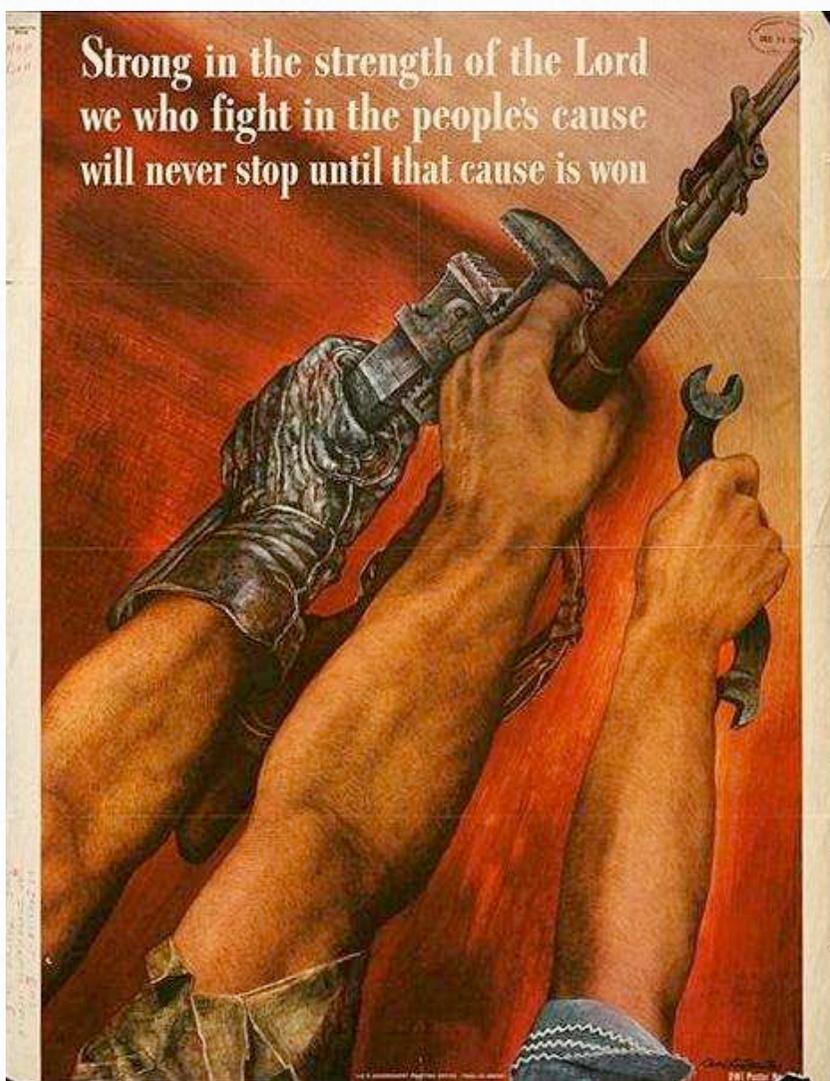


Image Source:

[World War II Poster Collection from Northwestern University Library](#)

ers and analyze what emotional impact they had, it became clear that my main task would be curating the posters themselves. Too much text would only distract from the real focus of the DBQ. Thus, I tried to limit myself to minimal introductions to set the frame, and one or two open-ended questions.

It seems to me that simplicity is at the heart of the DBQ format. As long as the reader is oriented, the documents, visual or textual, should speak for themselves. I'll keep this principle in mind not only when designing formal DBQs in the future, but when presenting primary documents to students in a classroom context.

I'm satisfied with the final project: its narrow focus has allowed it to stake out its own niche. There are many DBQs out there relating to World War II propaganda, but few ask the reader to look across cultures for parallel concerns. Still, this project only scratches the surface: the five propaganda themes I included are hardly the only possible points of comparison. I hope readers find this to be a source of ideas and inspiration for other projects.

5

The Vietnam War

By Samuel T.S. Kelley





INTRODUCTION:

What is the relationship between the civil rights movement and the Vietnam war?

How do the songs illustrate attitudes about Vietnam?



How are attitudes about the war reflected in the lyrics?

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

How is the connection between the civil rights movement represented in the song?

This song is as relevant today as it was over 40 years ago when it first appeared on the charts for the Temptations. This world is truly a Ball Of Confusion!

How do these goals illustrate the African American condition of the 1960s?

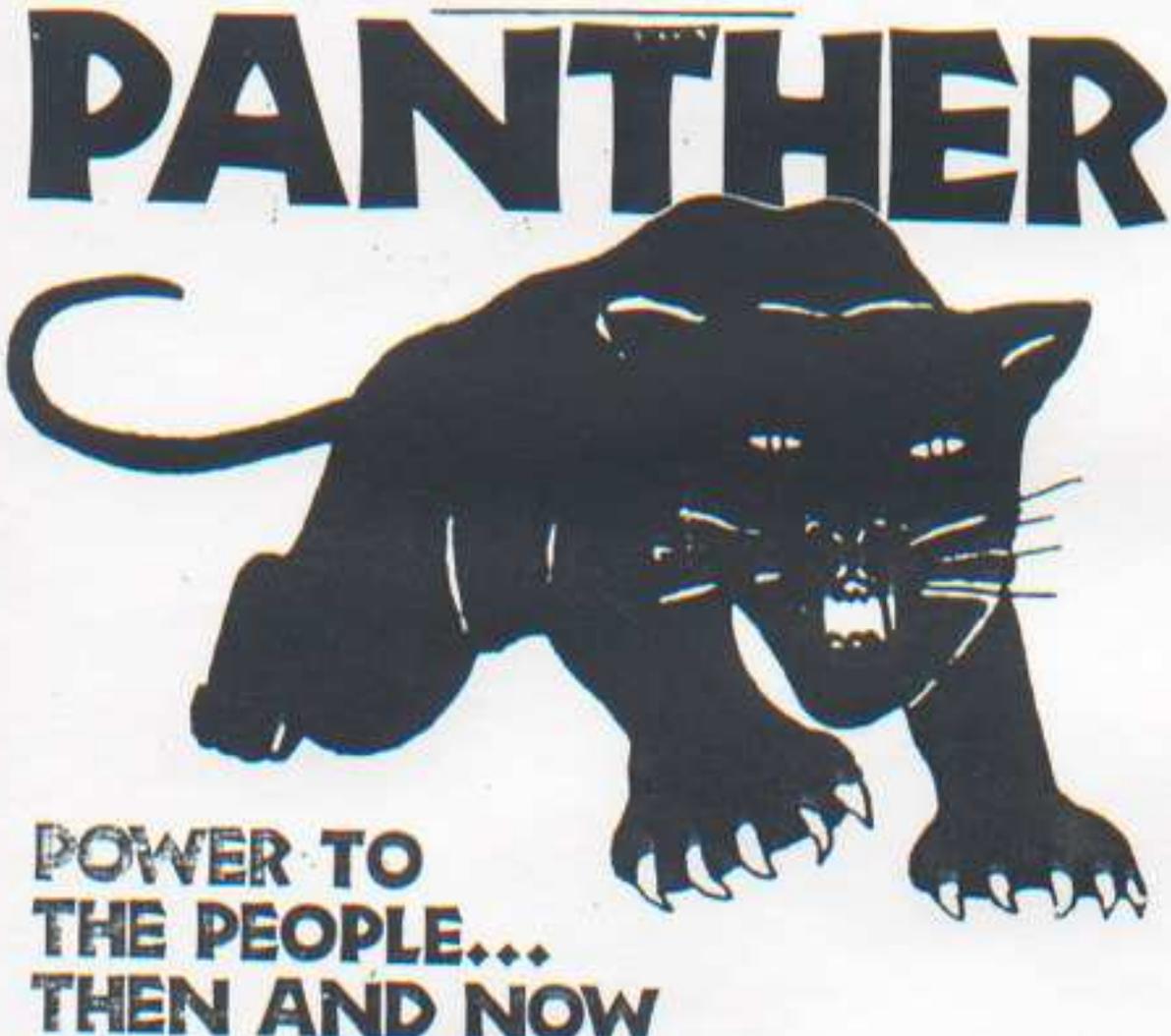
What We Want - Ten Point Platform

Read through the 10 Point Platform. These are the same 10 points that were written in the 1960s.

Are these conditions still around today?
Have any of their goals been satisfied?

How do these goals illustrate the African American condition of the 1960s?

Are these conditions still around today? Have any of their goals been satisfied?





Why did Muhammad Ali oppose the war?

What was his justification for protesting the draft?

<https://www.youtube.com/watch?v=9vk6KWdwJ6A>

Boxer Muhammad Ali would go to jail rather than be drafted in the US Army to fight in Vietnam: "My conscious won't let me go shoot my brother, or some darker people, or some poor hungry people in the mud for big powerful America. And shoot them for what? They never called me nigger, they never lynched me, they didn't put no dogs on me, they didn't rob me of my nationality, rape and kill my mother and father... Shoot them for what? ...How can I shoot them poor people, Just take me to jail."



Why does MLK oppose the Vietnam war? Be specific.

What does he say about the relationship between the civil rights movement and the Vietnam war?

[Read the following sermon](#) by Martin Luther King, jr. Pay particular attention to the specific evidence he uses in this sermon on the Vietnam War.

Who are the
"fortunate sons?"

<https://www.youtube.com/watch?v=Wnyi21tFZOc>

How are attitudes
about the Vietnam
war illustrated in the
song?

CCR's 1969 recording of John Fogerty's "Fortunate Son" was released as the war in Vietnam was dominating every TV and radio newscast, and the thoughts of virtually every draft-eligible American male.



What does this image of Uncle Sam represent?

How do the photos of Uncle Sam change during the period of the Vietnam War?

This image is a recreation of the famous “I Want You!” poster. Instead of a strong, determined Uncle Sam, we see a wounded, beaten, and discouraged Uncle Sam. Follow [this link](#) to see a timeline of Uncle Sam’s depictions, paying close attention to the Vietnam years (1963-1974).





How does this song reflect a young soldier's experience in Vietnam?

<https://www.youtube.com/watch?v=OO8bJo98A>
-S

This song was written in 2004, is this still relevant to the experience of the Vietnam War?



Why do the Students for a Democratic Society oppose the Vietnam war?

How is this different from the African American point of view?

The Students for a Democratic Society was a student activist movement born out of the University of Michigan Ann Arbor campus. MORE...

[Read the document.](#) Focus on the introduction to answer the guiding questions.

How do the lyrics of the song reflect the images seen in the video?

What does Seger mean when he says "2+2 is on my mind"? What does this have to do with his opposition to the war?

https://www.youtube.com/watch?v=W2duz_H0jvI





Who is the "silent majority" that Nixon speaks of?

How does Nixon respond to the anti-war activists?

What is the Nixon Doctrine?

President Nixon's Address to the Nation on the War in Vietnam.

[Use this link to access the speech.](#)

Good evening, my fellow Americans:
Tonight I want to talk to you on a subject of deep concern to all Americans and to many people in all parts of the world—the war in Vietnam.

I believe that one of the reasons for the deep division about Vietnam is that many Americans have lost confidence in what their Government has told them about our policy. The American people cannot and should not be asked to support a policy which involves the overriding issues of war and peace unless they know the truth about that policy.

Tonight, therefore, I would like to answer some of the questions that I know are on the minds of many of you listening to me.

How and why did America get involved in Vietnam in

Cross-Cultural Contact: Native American and European

By: Tom Malone



*www.smithsonianmag.com

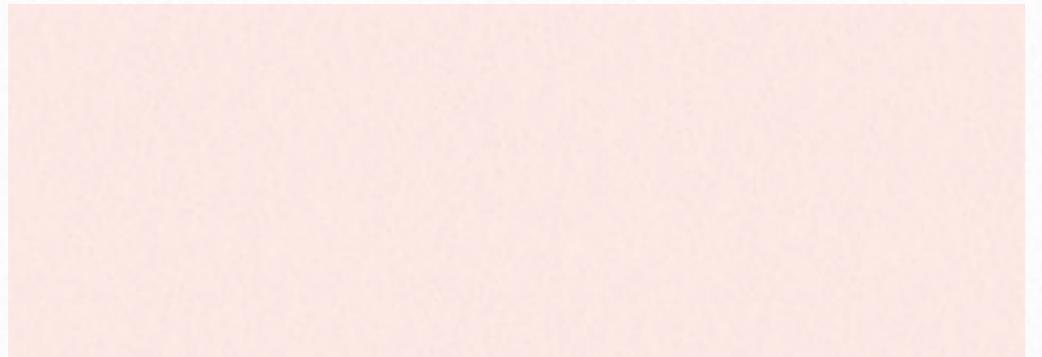


*Image by L. Prang & Co. Credit Line: Library of Congress Prints and Photographs Division LC-USZC2-1687

How is Columbus represented?

How are the Native American residents represented?

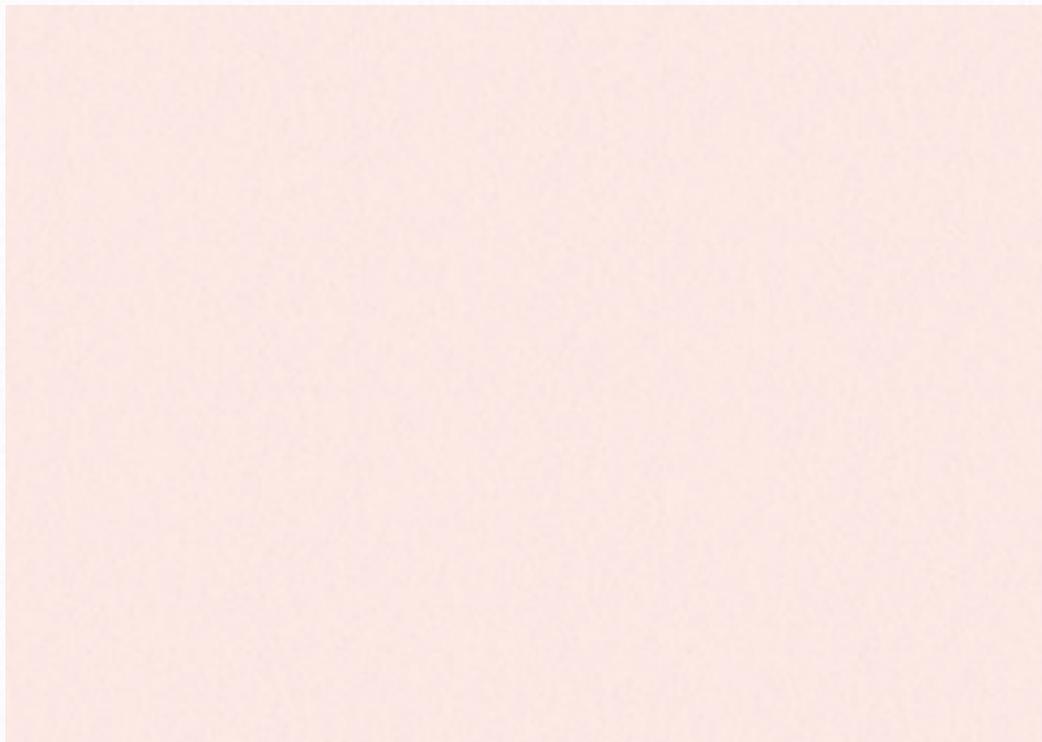
This image depicts Columbus' first landing in the Americas in 1492.



What does this map show regarding Aztec civilization?

What technological advancements made this city possible?

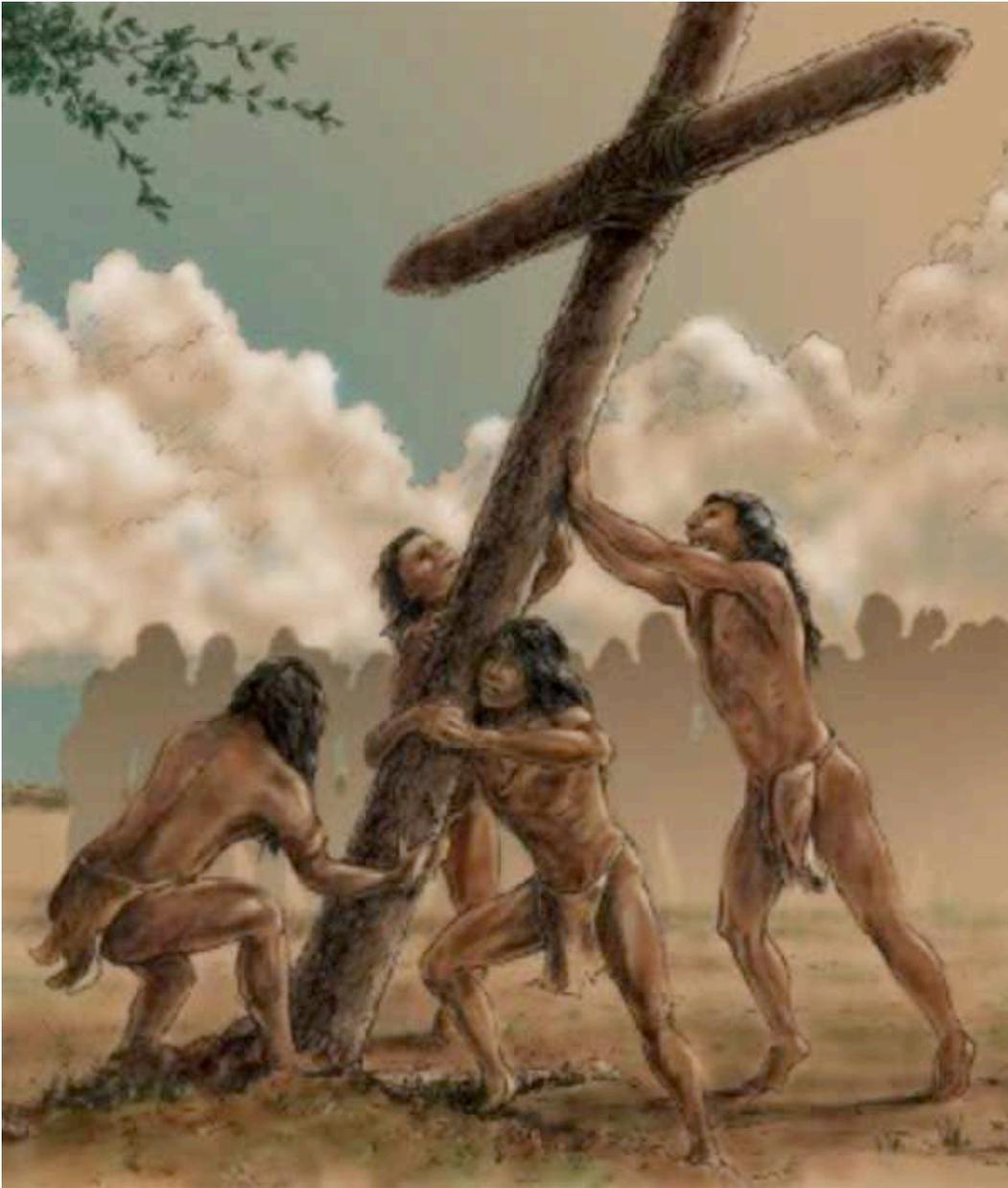
What would a Spanish conqueror see upon entering the city?



The Aztec Empire's capital city, Tenochtitlan, was one of the most populated cities in the world during the time of Spanish exploration of the Americas.



*Tenochtitlán Map From The Memory Of Hernan Cortés. Museo del Templo Mayor.



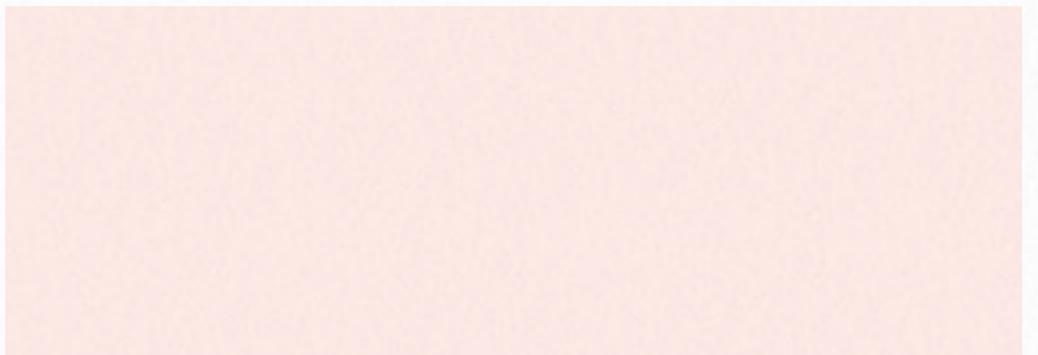
The Requirement was read by Spanish conquerors in Spanish to newly-encountered Native American civilizations:

“I implore you to recognize the Church as a lady and in the name of the Pope take the King as lord of this land and obey his mandates. If you do not do it, I tell you that with the help of God I will enter powerfully against you all. I will make war everywhere and every way that I can. I will subject you to the yoke and obedience to the

Church and to his majesty. I will take your women and children and make them slaves.... The deaths and injuries that you will receive from here on will be your own fault and not that of his majesty nor of the gentlemen that accompany me.”

How were Spanish values imposed on Native American cultures?

How were these values received by Native American peoples?



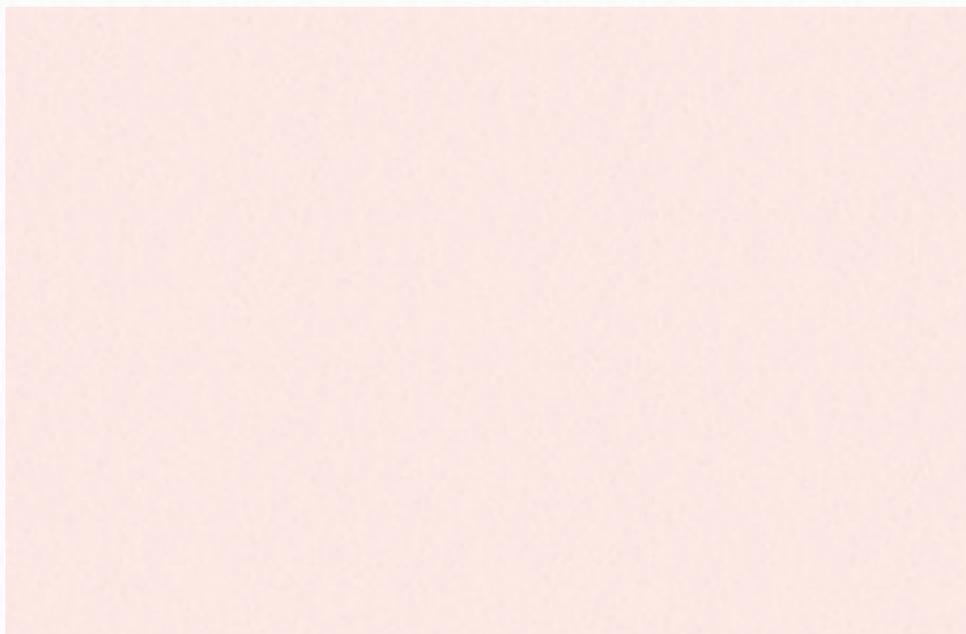


[*http://www.jimwegryn.com/Names/What%20is%20a%20name.htm](http://www.jimwegryn.com/Names/What%20is%20a%20name.htm)

What would a journey of more than three months be like in the open ocean on these ships?

How would Native Americans view these ships upon arrival?

Ships like the Nina, Pinta, and Santa Maria took European explorers to the Americas.



**How does this reflect
Mayan achievement?**

**How would a
European conqueror
view architecture like
this?**



Mayan pyramids remain standing as pinnacles of architectural achievement.





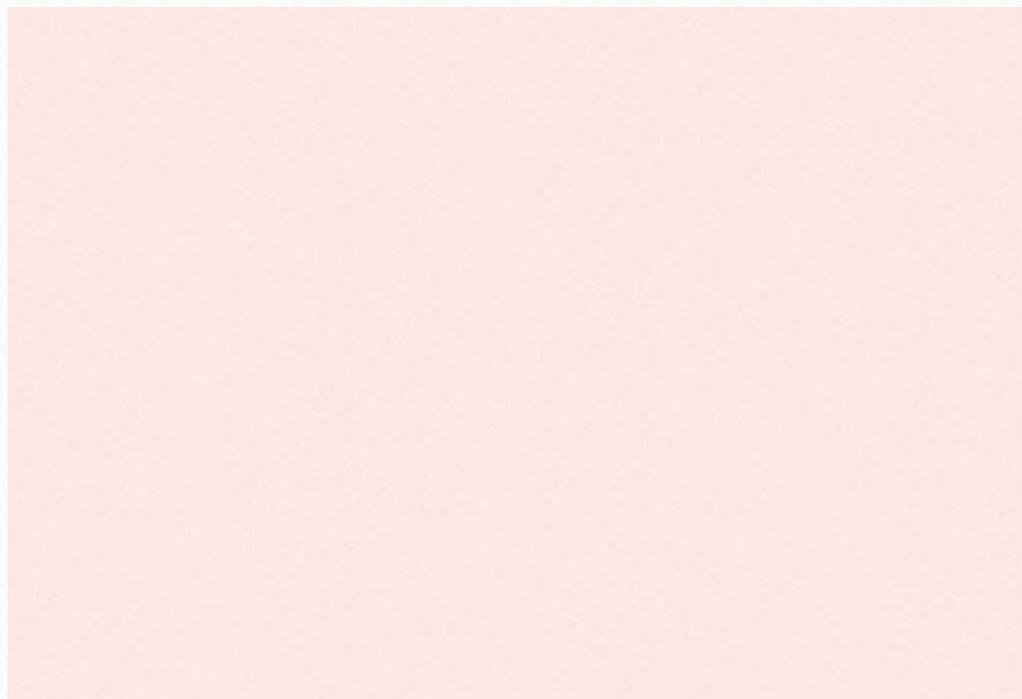
*Wikipedia Commons

What's happening in this picture?

What does this imply about Spanish views of death, brutality, and killing?

How did this attitude follow Spanish conquerors to the Americas?

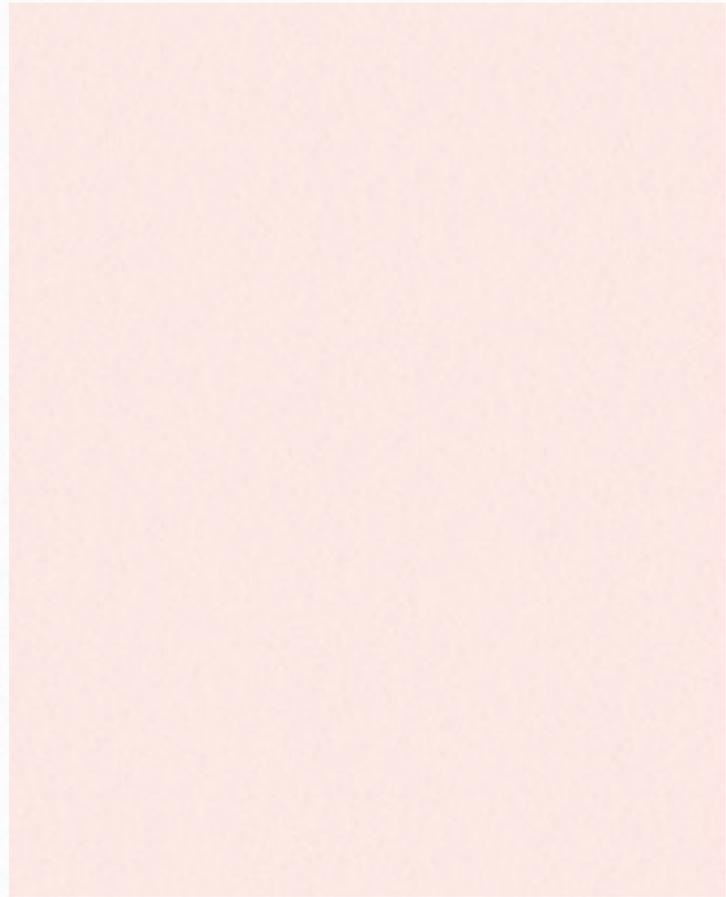
In an effort to rid the kingdom of "infidels" and further Christian reign, the Spanish Inquisition fueled brutalities that occurred in the name of religion.



What does this picture imply about Aztec religion?

What does it imply about Aztec's perspective on death, brutality, and killing?

How did this perspective shape the way they viewed Spanish conquerors?



This picture depicts the brutalities that accompanied Aztec sacrifice.



*Wikipedia Commons



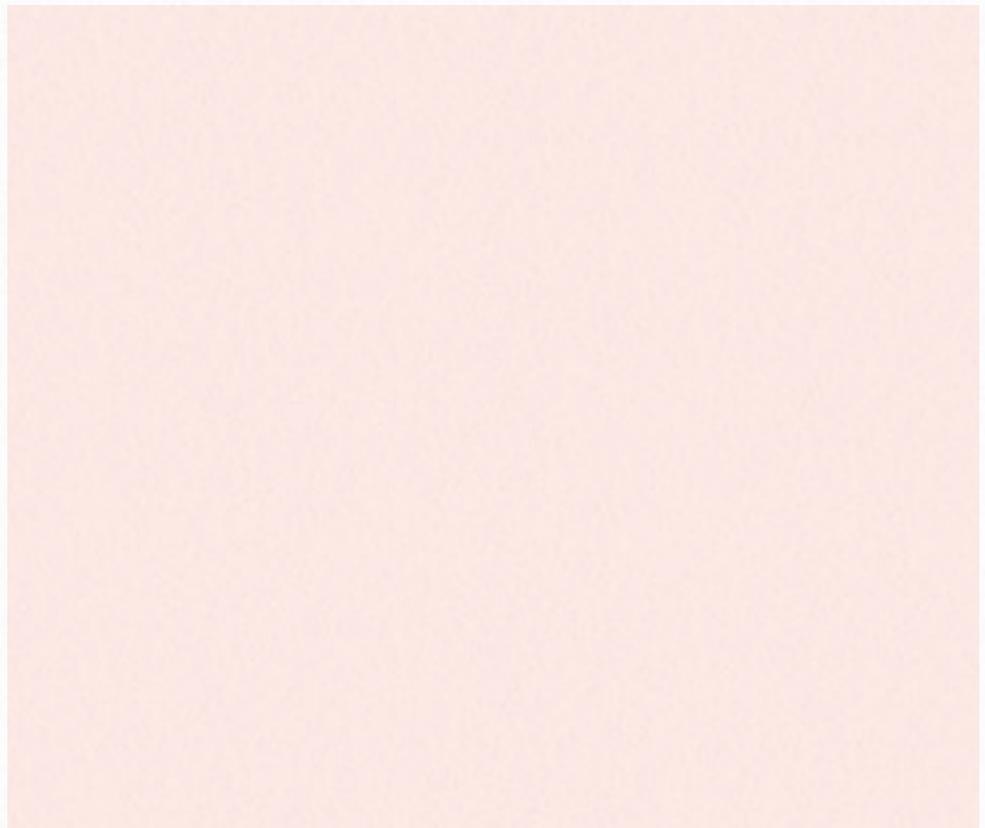
*Wikipedia Commons

What is Columbus displaying to the king and queen of Spain?

How are these findings represented?

What does this imply about Spanish/Native American cross-cultural connections?

This is a portrait of Columbus' return to the Spanish monarchy's court where he displayed his findings.





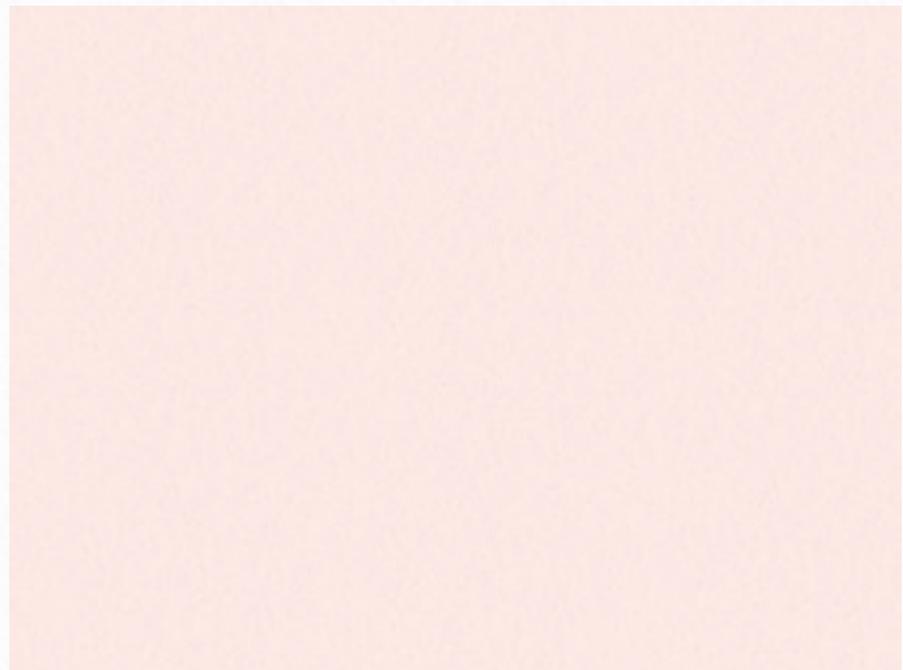
*Photo by Tom Malone

What is he doing in the legacy statue?

What does this say about the Spaniards' view of Columbus?

What does this imply about his legacy through history?

This statue of Columbus rises over the pier in Barcelona, Spain currently.



Reflection



[*www.smithsonianmag.org](http://www.smithsonianmag.org)

The learning goals of this DBQ enable students to formulate a viewpoint about a crucial point in world history through opposing perspectives. Students can interpret primary documents, architecture, and more modern images in order to obtain the European viewpoint as well as the equally important Native American resident perspective. Students will enhance their primary document interpretation skills and their ability to interpret source validity.

This DBQ project achieves these goals, though certain images could be enhanced and authenticated more precisely in order to give students enough information to critically analyze without giving too much information. Some prompts could include more information depending on the target audience and their prior contact with the subject matter.

As a thinking process, the DBQ serves as a strong element to any social studies lesson. The difficulty between including too much or too little information can be tricky. Selecting the proper document to present to students for analysis is the keystone to this method. DBQ design is delicate business, but it allows for freedom to reach common goals.

7

Visions of Freedom: The American Revolution

By Collin Soderberg-Chase





Introduction

Explore each document below. Some pages will include external links along with the primary source. Feel free to explore the external sites as you answer the document based questions.

As you make your way through this project, think about this essential questions:

How do we understand definitions of freedom during the American Revolution?

Rule, Britannia

This poem was written in 1740 by James Thomson, an English poet, during the accession of George II to the throne.

When Britain first, at heaven's command,
Arose from out the azure main,
This was the charter of the land,
And guardian angels sung this strain—
"Rule, Britannia, rule the waves;
Britons never will be slaves."

The nations, not so blest as thee,
Must in their turns to tyrants fall;
While thou shalt flourish great and free,
The dread and envy of them all.
"Rule, Britannia, rule the waves;
Britons never will be slaves."

Still more majestic shalt thou rise,
More dreadful from each foreign stroke;
As the loud blast that tears the skies
Serves but to root thy native oak.
"Rule, Britannia, rule the waves;
Britons never will be slaves."

Thee haughty tyrants ne'er shall tame;
All their attempts to bend thee down,
Will but arouse thy generous flame,
But work their woe and thy renown.
"Rule, Britannia, rule the waves;
Britons never will be slaves."

To thee belongs the rural reign;
Thy cities shall with commerce shine;
All thine shall be the subject main,
And every shore it circles thine.

"Rule, Britannia, rule the waves;
Source: The Longman Anthology of Poetry (2006).



- Reading the poem, how does the author imagine Britain?
- What message of freedom is the author trying to get across in the poem?

Now [listen to the poem](#) set to music and read along as it plays. Does the message change when the format is now a patriotic song?

This advertisement was posted in 1769 during a period of great tension between the colonies and Britain.

To be sold, Negroes



CHARLESTOWN, *April 27, 1769.*



TO BE SOLD,
On WEDNESDAY the Tenth Day of
MAY next,
A CHOICE CARGO OF
Two Hundred & Fifty
NEGROES:

ARRIVED in the Ship
COUNTESS of SUSSEX, THOMAS DAVIES,
Master, directly from GAMBIA, by
JOHN CHAPMAN, & Co.

*** THIS is the Vessel that had the Small-Pox
on Board at the Time of her Arrival the 31st of
March last: Every necessary Precaution hath since
been taken to cleanse both Ship and Cargo thoroughly,
so that those who may be inclined to purchase need not
be under the least Apprehension of Danger from In-
fection.*

*The NEGROES are allowed to be the likeliest Parcel
that have been imported this Season.*

1769

- How are Africans depicted in the posting?
- From this document, what worth was placed on the lives of Africans?
- What type of information does the advertisement emphasize, and how can we use that information to understand the qualities colonists looked for in arriving Africans?

As you read this document, keep in mind that the letter "s" sometimes looks like the letter "f."

Petition Against Slavery

- How is freedom depicted in these petitions?
- What are the visions of freedom the authors of these documents hold?



"FELIX" (UNKNOWN) SLAVE PETITION FOR FREEDOM (JANUARY 6, 1773)

Province of the Massachusetts Bay To His Excellency Thomas Hutchinson, Esq; Governor; To The Honorable His Majesty s Council, and To the Honorable House of Representatives in General Court assembled at Boston, the 6th Day of January, 1773.

The humble PETITION of many Slaves, living in the Town of Boston, and other Towns in the Province is this, namely That your Excellency and Honors, and the Honorable the Representatives would be pleased to take their unhappy State and Condition under your wise and just Consideration.

We desire to bless God, who loves Mankind, who sent his Son to die for their Salvation, and who is no respecter of Persons; that he hath lately put it into the Hearts of Multitudes on both Sides of the Water, to bear our Burthens, some of whom are Men of great Note and Influence; who have pleaded our Cause with Arguments which we hope will have their weight with this Honorable Court.

We presume not to dictate to your Excellency and Honors, being willing to rest our Cause on your Humanity and justice; yet would beg Leave to say a Word or two on the Subject. Although some of the Negroes are vicious, (who doubtless may be punished and restrained by the same Laws which are in Force against other of the Kings Subjects) there are many others of a quite different Character, and who, if made free, would soon be able as well as willing to bear a Part in the Public Charges; many of them of good natural Parts, are discreet, sober, honest, and industrious; and may it not be said of many, that they are virtuous and religious, although their Condition is in itself so unfriendly to Religion, and every moral Virtue except Patience. How many of that Number have there been, and now are in this Province, who have had every Day of their Lives embittered with this most intolerable Reflection, That, let their Behaviour be what it will, neither they, nor their Children to all Generations, shall ever be able to do, or to possess and enjoy any Thing, no, not even Life itself, but in a Manner as the Beasts that perish.



Published according to Act of Parliament, Sept. 1. 1773 by Arch^d. Bell.
Bookfeller N^o. 8 near the Saracens Head Aldgate.

P O E M S
O N

VARIOUS SUBJECTS,
RELIGIOUS AND MORAL,

B Y

PHILLIS WHEATLEY,

NEGRO SERVANT TO MR. JOHN WHEATLEY,
OF BOSTON, IN NEW ENGLAND.

L O N D O N:

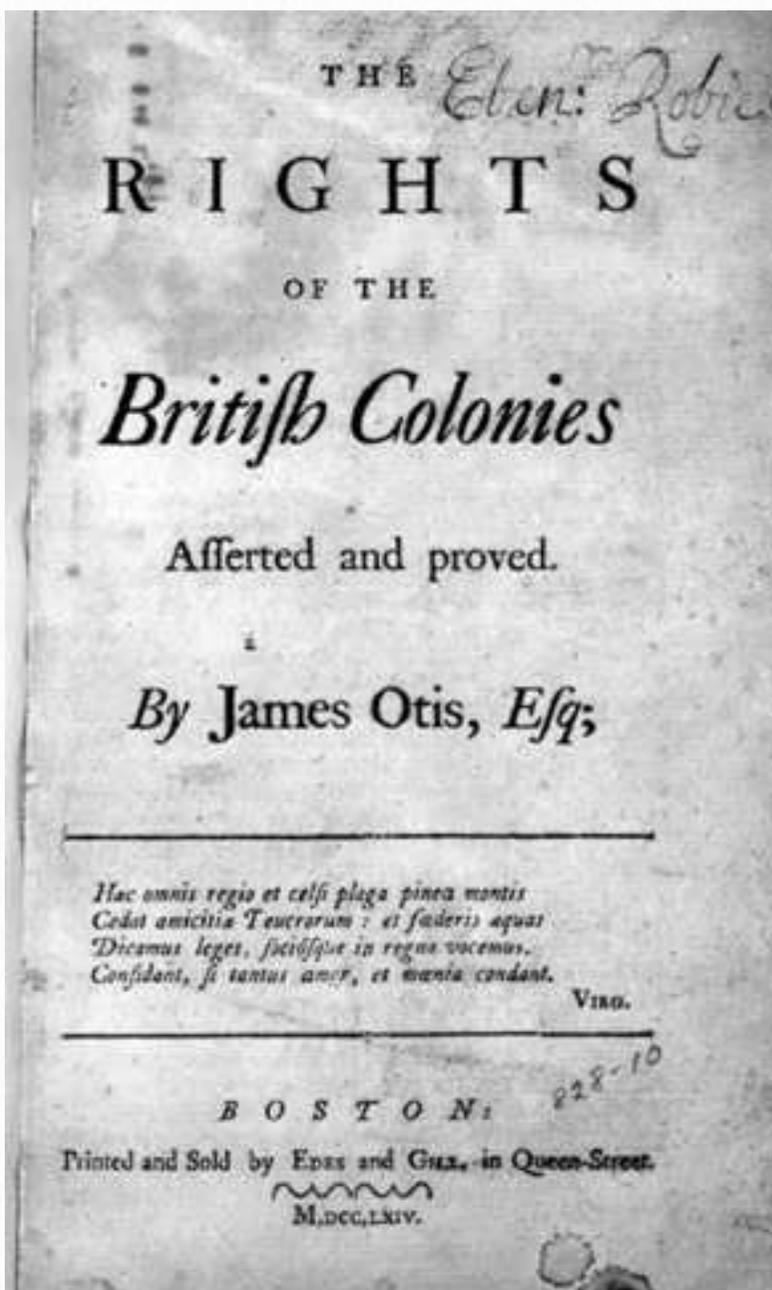
Printed for A. BELL, Bookfeller, Aldgate; and sold by
Messrs. COX and BERRY, King-Street, BOSTON.

M DCC LXXIII.

Phillis Wheatley

Look closely at the picture of Phillis Wheatley. What can we, as historians, learn from this image?

How is freedom, or the lack there of, depicted?



Rights of the British Colonies

Written by James Otis in 1764, this pamphlet calls for equality for black and white men.

In what ways does James Otis compare the fight against the British to the institution of Slavery?

"Of the Natural Rights of Colonists"

The colonists are by the law of nature freeborn, as indeed all men are, white or black. No better reasons can be given for enslaving those of any color than such as Baron Montesquieu has humorously given as the foundation of that cruel slavery exercised over the poor Ethiopians, which threatens one day to reduce both Europe and America to the ignorance and barbarity of the darkest ages. Does it follow that 'tis right to enslave a man because he is black? Will short curled hair like wool instead of Christian hair, as 'tis called by those whose hearts are as hard as the nether millstone, help the argument? Can any logical inference in favor of slavery be drawn from a flat nose, a long or a short face? Nothing better can be said in favor of a trade that is the most shocking violation of the law of nature, has a direct tendency to diminish the idea of the inestimable value of liberty, and makes every dealer in it a tyrant, from the director of an African company to the petty chapman in needles and pins on the unhappy coast. It is a clear truth that those who every day barter away other men's liberty will soon care little for their own. To hits cause

A P R O C L A M A T I O N .

AS I have ever entertained Hopes that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His MAJESTY'S TENDERS, and the formation of an Army, and that Army now on their March to attack His MAJESTY'S Troops and destroy the well disposed Subjects of this Colony. To defeat such unreasonable Purposes, and that all such

Proclamation of Lord Dunmore

- What does the proclamation from Earl of Dunmore promise to the slaves of Virginia?
- Knowing what you know about slavery, do you think his promise is legitimate? Why or why not?

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His MAJESTY'S Lieutenant and Governor General of the Colony and Dominion of VIRGINIA, and Vice Admiral of the fame.

A PROCLAMATION.

As I have ever entertained Hopes that an Accommodation might have taken Place between GREAT-BRITAIN and this colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, bring on His MAJESTY'S [Tenders], and the formation of an Army, and that Army now on their March to attack His MAJESTY'S troops and destroy the well disposed Subjects of this Colony. To defeat such unreasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforefaid good Purposes can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law, and cause the same to be executed throughout this Colony: and to the end that Peace and good Order may the sooner be [effected], I do require every Person capable of bearing Arms, to [rejoin] to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offences; such as forfeiture of Life, confiscation of Lands, &c. &c. And I do hereby further declare

THIS is to certify to whomsoever it may concern, that the Bearer hereof
Cato Hammsay
a Negro, resorted to the British Lines, in consequence of the Proclamations of Sir William Howe, and Sir Henry Clinton, late Commanders in Chief in America; and that the said Negro has hereby his Excellency Sir Guy Carleton's Permission to go to Nova-Scotia, or wherever else *He* may think proper.

Certificate of Freedom

Study the document above and this link to more [information to Colonial Williamsburg](#).

Why do think the Earl of Dunmore made the proclamation of freedom for slaves?



Poem: “William, Earl of Dartmouth”

How does Phillis Wheatley use her own story to relate to the current struggle between the Colonists and Britain in her poem?

Why would her opinion be different from the slaves who took Lord Dartmouth up on his offer of freedom?

"To the Right Honourable William, Earl of Dartmouth"

To the Right Honourable William, Earl of Dartmouth, His
Mayesty's Principal Secretary of State for North-America,
Etc.

Hail, happy day, when, smiling like the morn,
Fair Freedom rose New-England to adorn:
The northern clime beneath her genial ray,
Dartmouth, congratulates thy blissful sway:
Elate with hope her race no longer mourns,
Each soul expands, each grateful bosom burns,
While in thine hand with pleasure we behold
The silken reins, and Freedom's charms unfold.

Long lost to realms beneath the northern skies
She shines supreme, while hated faction dies:
Soon as appear'd the Goddess long desir'd,
Sick at the view, she languish'd and expir'd;
Thus from the splendors of the morning light
The owl in sadness seeks the caves of night.

Liberty Song

Written in 1768 by John Dickinson in response to the Massachusetts Circular Letter, the lyrics of this song were first published in the Boston Gazette, a patriot-run newspaper. Explore the original document and pay close attention to chorus of the song.

In what ways is freedom portrayed in this song?

What does the author connect freedom to in the song?

After you are done exploring the document, [listen to the song](#) as you read along.

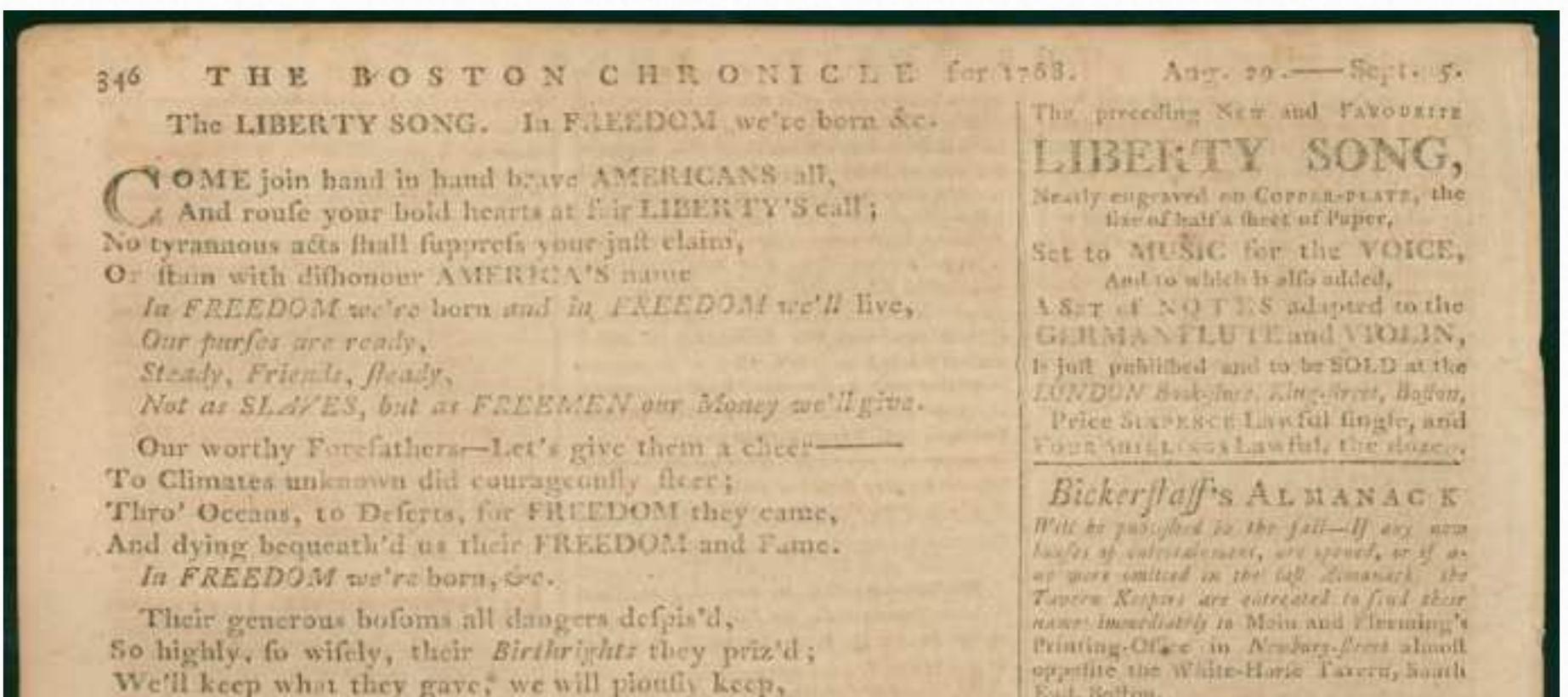
The LIBERTY SONG. In FREEDOM we're born &c.

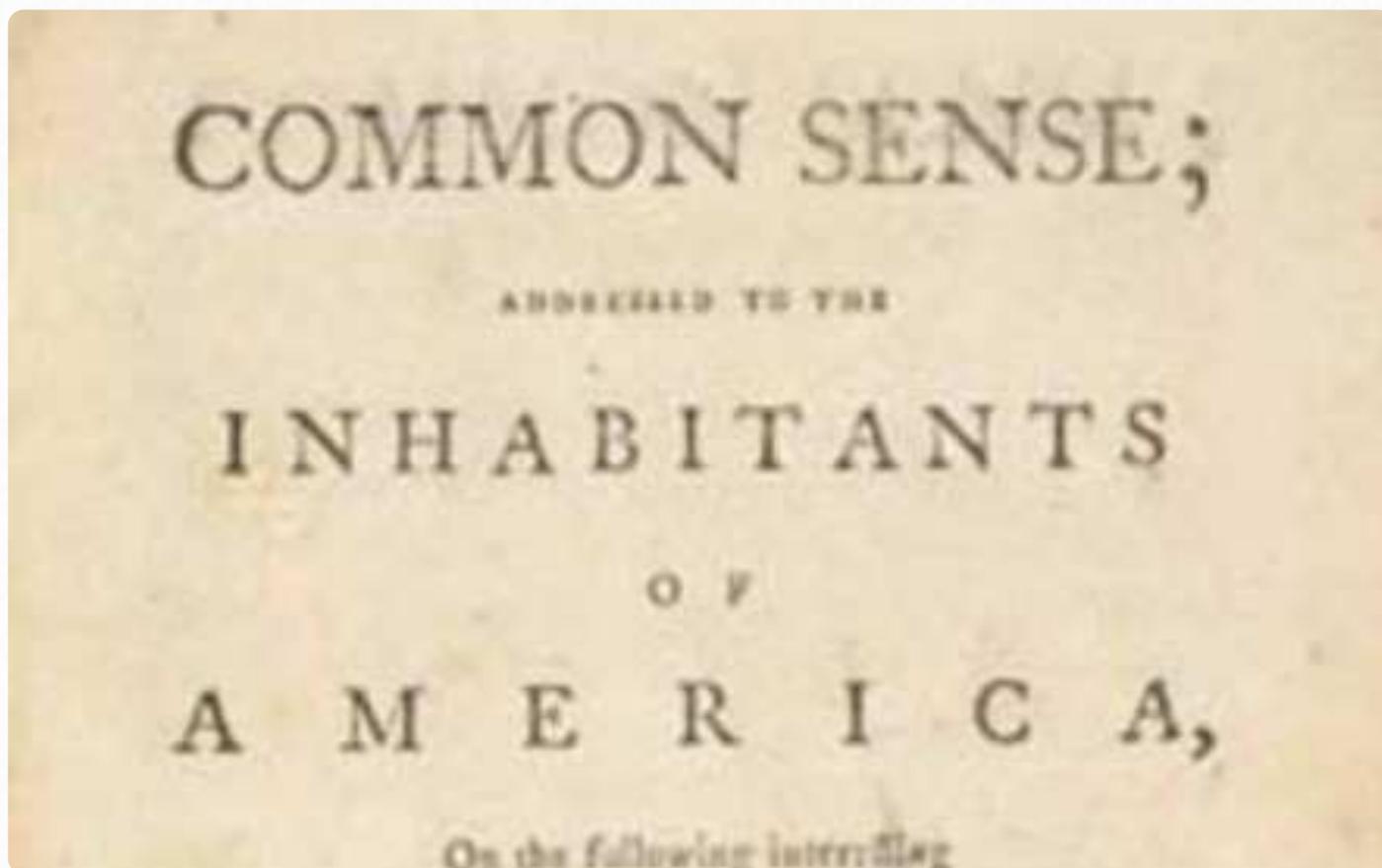
COME join hand in hand brave AMERICANS all,
And rouse your bold hearts at fair LIBERTY'S call ;
No tyrannous acts shall suppress your just claim,
Or stain with dishonour AMERICA'S name

In FREEDOM we're born and in FREEDOM we'll live,
Our purses are ready,
Steady, Friends, steady,
Not as SLAVES, but as FREEMEN our Money we'll give.

Our worthy Forefathers -- Let's give them a cheer --
To Climates unknown did courageously steer ;
Thro' Oceans, to Deserts, for FREEDOM they came,
and dying bequeath'd us their FREEDOM and Fame.

Article from page 346 of *The Boston Chronicle*, Volume 1, Number 38, 29 August - 5 September 1768.





Common Sense

- Who is the audience of Paine's pamphlet?
- When Paine says, "MANKIND being originally equals in the order of creation...", who is he speaking about?

Excerpts from Common Sense by Thomas Paine

February 14, 1776

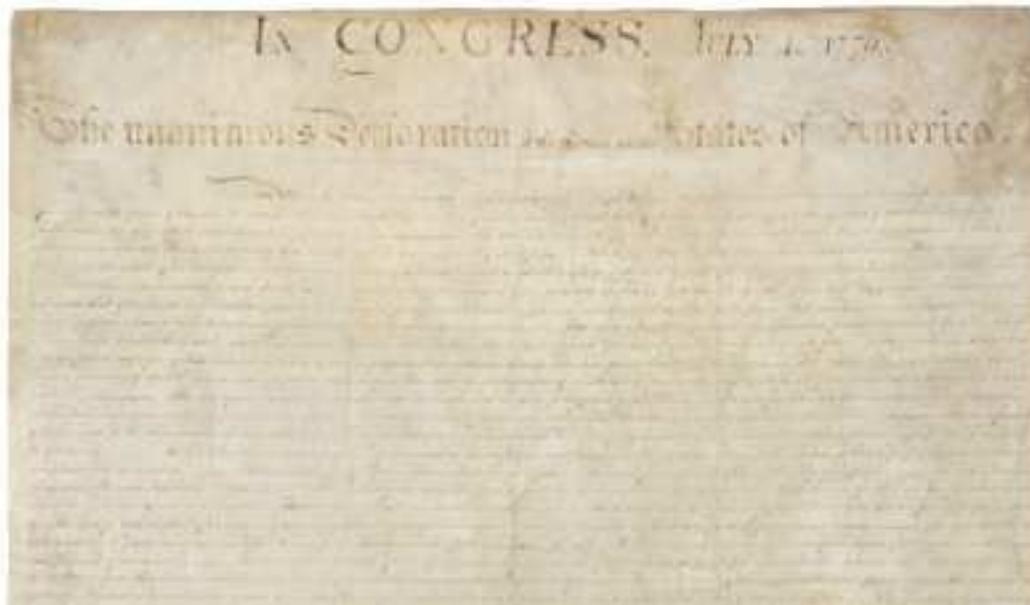
Introduction

PERHAPS the sentiments contained in the following pages, are not yet sufficiently fashionable to procure them general favor; a long habit of not thinking a thing wrong, gives it a superficial appearance of being right, and raises at first a formidable outcry in defence of custom. But tumult soon subsides. Time makes more converts than reason.

As a long and violent abuse of power is generally the means of calling the right of it in question, (and in matters too which might never have been thought of, had not the sufferers been aggravated into the inquiry,) and as the king of England hath undertaken in his own right, to support the parliament in what he calls theirs, and as the good people of this country are grievously oppressed by the combination, they have an undoubted privilege to inquire into the pretensions of both, and equally to reject the usurpations of either.

In the following sheets, the author hath studiously avoided every thing which is personal among ourselves. Compliments as well as censure to individuals make no part thereof. The wise and the worthy need not the triumph of a pamphlet; and those whose sentiments are injudicious or unfriendly, will

Courtesy of <https://www.mtholyoke.edu/acad/intrel/paine.htm>



The Declaration of Independence

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

- How do you think the signers of the Declaration of Independence rationalized the placement of the line, "all men are created equal," when most of the signers owned slaves?
- Does the language found in this document accurately represent the colonial social order of the time?

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

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

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all

Courtesy of http://www.archives.gov/exhibits/charters/declaration_transcript.html

8

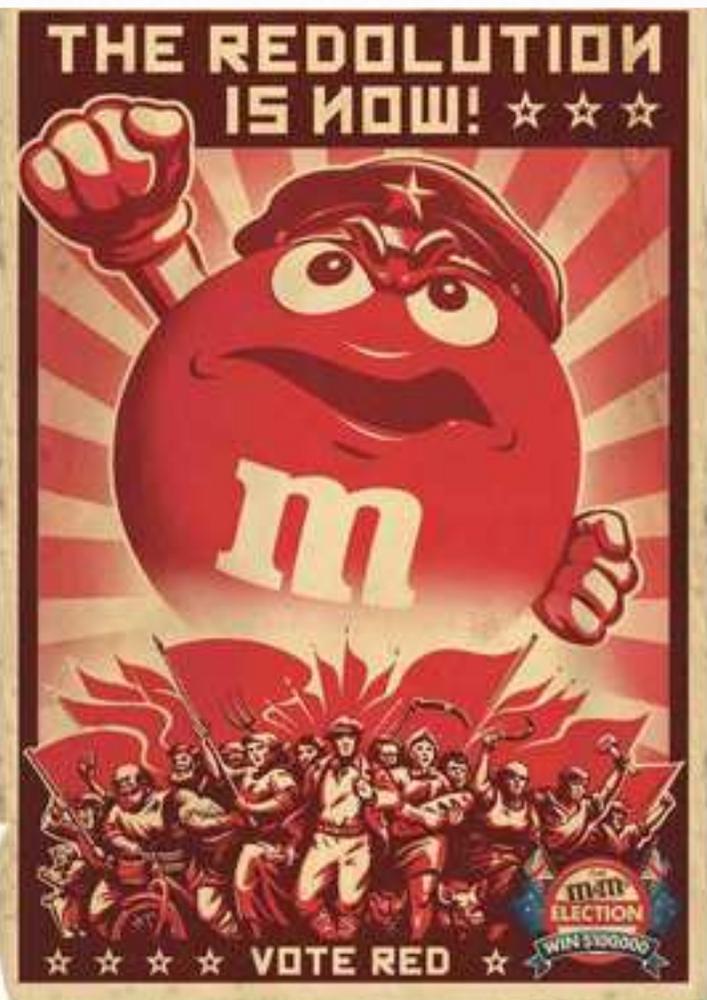
The Power of Propaganda

By: Kyle Stephens



Source:

<http://lawrencerspencer.com/tag/propaganda/>



<http://www.youtube.com/watch?v=yQW1QSkE800>

Interactive 8.1 - Propaganda: Power and Persuasion



Source:

<http://jonathanturley.org/2012/06/17/p>

Before the video:

Talk about your current understanding of propaganda. What is it? What are its goals? Is it something that is bad?

After the Video:

Did this video change your opinion on propaganda? If so, how? Do you agree with the author's definition of propaganda? Was this video some type of propaganda?

At no time up to 1933, did the Nazi Party win a majority of votes at elections. They may have been the largest political party in 1933, but they did not have a majority of support among the people. Therefore, those who had supported the Nazis needed to be informed on how correct their choice was with an emphasis on the strength of the party and the leadership. Those who opposed the Nazi Party had to be convinced that it was pointless continuing with their opposition. The fact that Goebbels had so much power is indicative of how important Hitler thought it was to ensure that the people were won over or intimidated into accepting Nazi rule.



Source:

<http://www.galleria.thule-italia.com/Arte/damsleth/kultterr.jpg>

The translation is "Satan has taken his mask off".

Source:
<https://sites.google.com/site/pesickaenglish8students/artifact>

What symbolism is used to represent the Devil? Who is the face on the mask and why would they depict him as a mask for "the Devil"?



U.S. War Department Anti-Japanese Propaganda Film - 1945



How does this film portray Imperial Japan? How are the people portrayed in Japan? How are the soldiers portrayed? What does this film want you to think about Japan (Should you be scared, angry, etc)?

Make Mine Freedom - 1948 Anti-Communist Propaganda Cartoon



This is a Cold War era cartoon that uses humor to tell of the dangers of Communism while promoting the benefits of capitalism.

In this video, how is "Ism" (Communism) sold to Labor, Management, Politicians, and Farmers?

How is the man selling "Ism" portrayed?

How is Capitalism portrayed by "John Q. Public"? What imagery was while Mr. Public was describing capitalism?

How is "Ism" portrayed when the individuals try it? What imagery is used when the individuals (Labor, Management, Politicians, and Farmers) try "Ism"? Why is that imagery used?

American Imperialist: The Millionaire



Animated Soviet Union Propaganda

During the party the bulldog becomes intoxicated and begins dancing horribly, what happens after that? What is the meaning of it?

The bulldog urinates on the police officer's leg and then the police offer salutes him. What is the author trying to get his audience to believe with this scene?

There is a scene with the bulldog amongst other millionaires. He then become angry when he hears someone mentions peace. What does the bulldog do after that? What is the author trying to tell his audience about the United States?

http://www.youtube.com/watch?v=YxC_JNz5Vbg

Zero Dark Thirty - Trailer



Do you believe there is propaganda in the 21st century? If so, where do you think you have seen it or where do you think it would be?

When I started my DBQ project I wanted to show how propaganda was used throughout history and see how propaganda evolved throughout the years. However, I decided to focus my attention at WWII and the Cold War Era. I was able to find some great documents showing the propaganda used during that time. I wanted to somehow link the idea of propaganda to today's society and challenge the students to think about how propaganda may be used today. However, I didn't come up with a great way to do that without making the project much larger in scope.

I think I should have focused my attention to either WWII or the Cold War exclusively. I think I would have been able to dive in deeper with one of them, rather than trying to span over a long time and different conflicts. However, this DBQ could be used to try to connect the two events and show how propaganda played a part in both of these.

9

The Fight for Civil Rights: Women's Suffrage in Visual Media, c. 1910 - 1920

Heather Treanor
Cory Casanova





“Wash Day” is an early twentieth-century stereo card that depicts what the home life will be after the women receive the right to vote.

• •

Are these positive representations of the suffrage movement? Why/why not?

What are these images saying about the role of men and women?

How are these images different in their representation of gender roles?

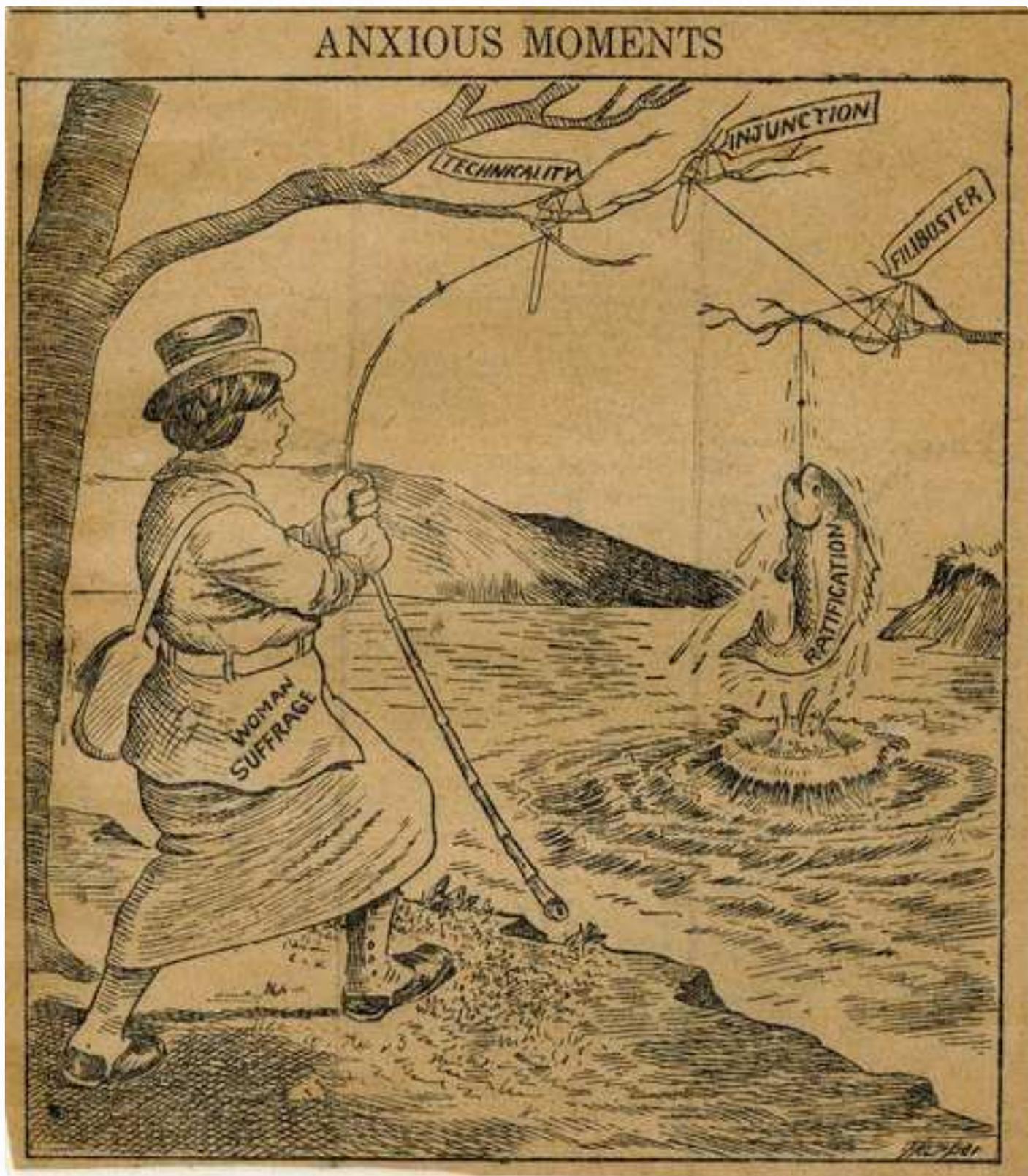


"Looking Backward" is a cartoon that ran in New York: Life Magazine in 1912. It depicts a woman standing on the top of a staircase, with who are presumably her children at the bottom of the staircase. The stairs each have various attributes written on them.

Who made this cartoon?
The pro-suffragists or anti-suffragists? How can you tell?

What is the argument made in this image?

What does this image say about the values of society in 1912?



What is the importance of the words on the tree branches? What do they say about the struggle for ratification?

Who is the target audience in this image?

Is this a pro-suffrage or anti-suffrage cartoon, and how do you know?

"Anxious Moments" appeared in an Alabama newspaper in 1920 - during the fight for ratification of the nineteenth amendment in Tennessee.



What does this image say about women's suffrage?

Who is kneeling in the dark, and what does this person represent?



"The Torch Bearer" was a political cartoon depicted in The Women's Journal, the publication of the American Women Suffrage Association. It was created and displayed in 1916.

Tap the image to see the full version.

What argument does this cartoon make about the suffrage movement?

What does the suffrage movement want, and what would women voters vote for - according to this cartoon?

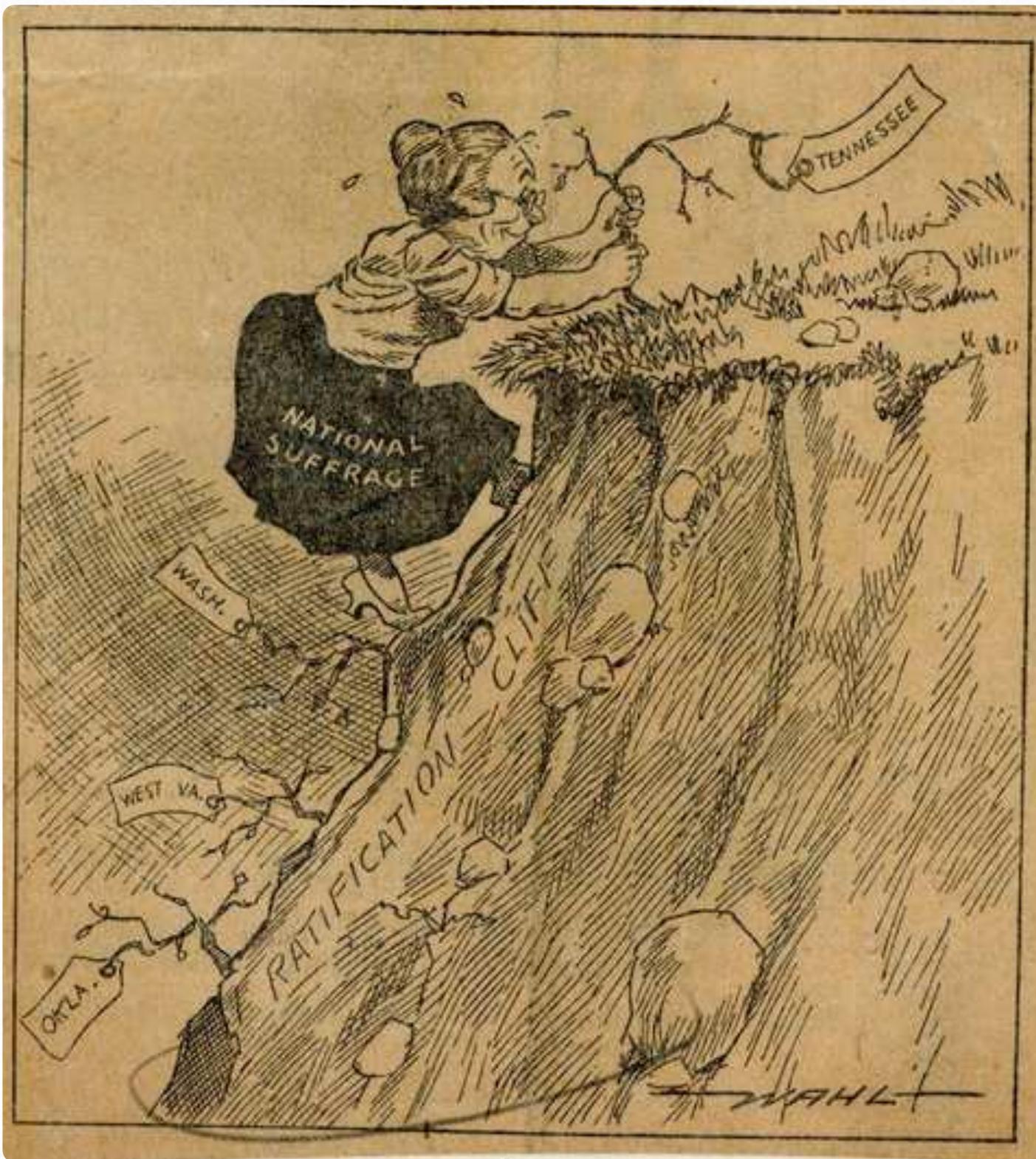
Is this an appealing argument? Why/why not?

What differences are there between this image and “The Torch Bearer”?



THE UNANSWERABLE ARGUMENT FOR SUFFRAGE

This political cartoon was published in 1912 as part of the argument for suffrage during the 1912 presidential election.



Tennessee was the last state required for ratification of the 19th amendment, which granted women the right to vote on a national level in the United States. This cartoon, published in 1920 in Sacramento, California's Bee, shows that struggle for ratification.

Do you think that this cartoon was made before or after ratification?

Who is the target audience in this cartoon?

What other states are represented in this photo, why are they represented, and why are they depicted as branches?

DBQ Reflections

When we first started working on this DBQ we knew that we wanted to educate students on how to best analyze propaganda, understanding what each piece is trying to say, being able to discover how each piece goes about conveying its message, and what historical events are transpiring to bring about such pieces of work. At the beginning of this DBQ lesson there was talk of only showing pro-women's suffrage propaganda, but we discovered that if the students had only positive propaganda to view, then the lesson loses some of its strength. As a result we had to make a slight change my overall lesson. Instead of using only pro-suffrage pieces, we would also use anti-suffrage pieces and the students would compare, contrast, and analyze these pieces as a whole as well instead of independently.

I personally believe that the final project achieved all of my learning goals. My partner had a large amount of excellent material that we used and as a result we were able to created a DBQ that pushes students to both compare and contrast multiple pictures, as well as analyze individual pictures at a deep level.

The biggest lesson that I learned while working on this DBQ is that you have to be careful with what photographic material you use. Pictures are one of the most important parts of a DBQ and if the DBQ has poorly chosen pictures than the overall quality of it will suffer greatly. I also learned that you need to be careful when choosing a topic. While something such as the women's suffrage movement is well documented through images and propaganda, there are other events that are either lacking sufficient pictures or lack any diversity in their imagery.

Reflection by Cory Casanova

In our DBQ on women's suffrage, we wanted the students to learn how image propaganda is used to make an argument or portray a side. Our generative questions were:

1. What is the role of image media in the suffrage movement?
2. How are pro-and anti-suffrage movements depicted in media?
3. What are the biases that are found in image media?
4. How are political, social, and economic factors portrayed in image media?

After doing this unit, the students should be able to look at a women's suffrage image and answer the following questions (which connect back to the generative questions):

1. What side is this image from? (Pro-suffrage or anti-suffrage?)
2. What argument is the image making?
How do you know?
3. What does this image say about the society at the time this image was printed?

Making the DBQ was a challenging assignment, mainly because we needed to find the best images that represented exactly the argument that we wanted. One of the problems was that, because there are so many images from the suffrage movement, there are often images that have different pictures but that make the same argument. We tried to be careful to choose images that did not just show a repeat of an argument, but that depicted a new suffrage position.

Our final project met all of the generative goals and objectives quite well. Each image asks the students to make a decision on the image's argument and back up their answer with evidence, or it asks the students to compare the images to make a decision on how society had changed between the picture publications. The final DBQ is a great tool that can be used in conjunction with a social studies or communications class that is studying the suffrage movement in the United States. It can be found on the website Learnist, and soon on an iBook.

Reflection by Heather Treanor

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Media and War: An Analysis of Vietnam War Propaganda

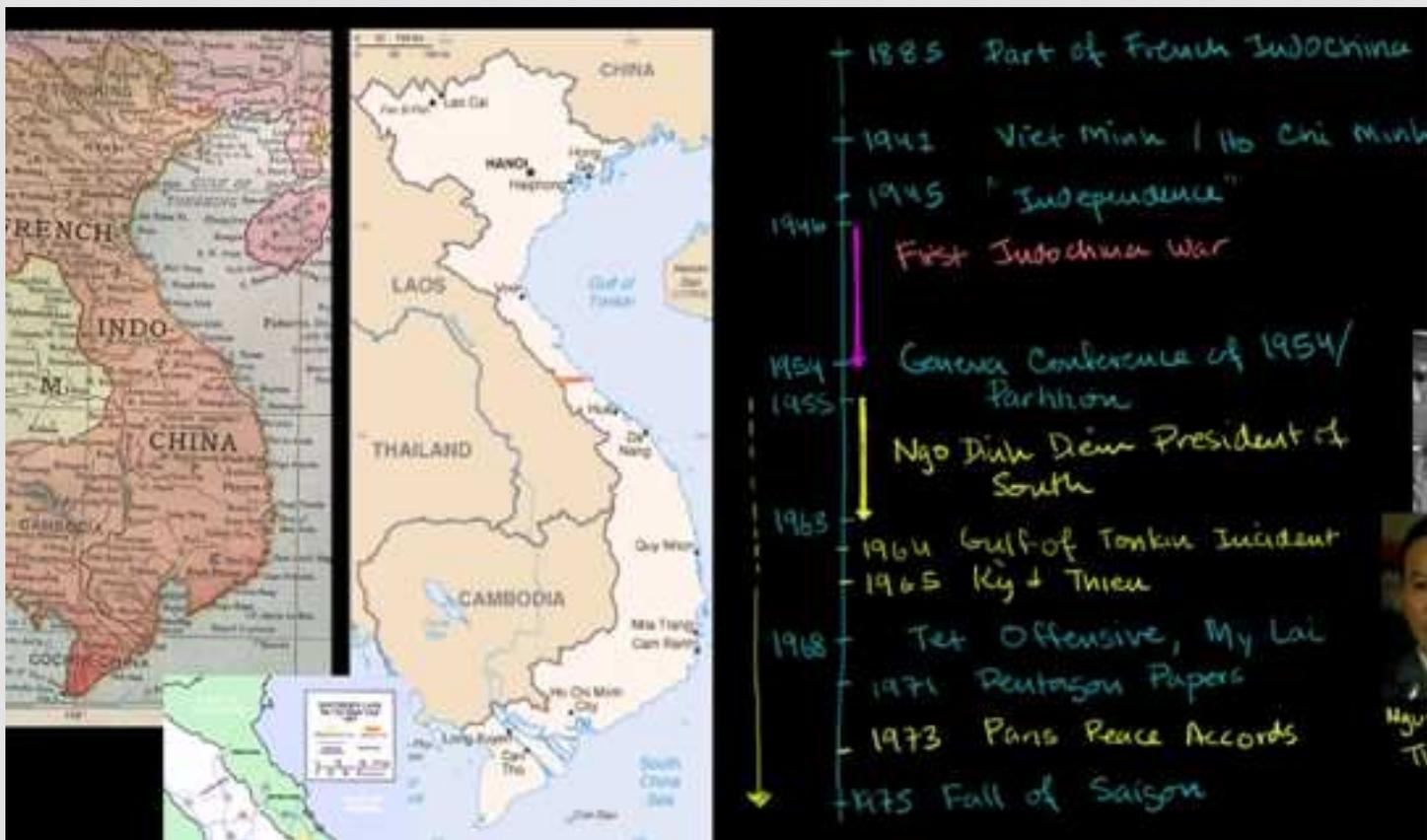
By Damian Wierzbicki



Photograph of Pittsburgh Veterans for Peace at the March on the Pentagon, 10/21/1967. Accessed from the National Archives.

The Vietnam War

By the Kahn Academy



How does media impact our perception of conflict?

The Vietnam War was the first time a major conflict was so thoroughly documented. From embedded photographers on the battlefield to television coverage of the protests at home, the media played a tremendous role in shaping the perceptions of the war. If you are unfamiliar with the content, begin by watching the video above from Kahn Academy.

What follows is a variety of media sources, with accompanying questions, that will help you develop a better understanding of media use during this historic period.

America's Stake in Vietnam June 1st, 1956

Washington, D. C., June first.

It is a genuine pleasure to be here today at this vital Conference on the future of Vietnam, and America's stake in that new nation, sponsored by the American Friends of Vietnam, an organization of which I am proud to be a member. Your meeting today at a time when political events concerning Vietnam are approaching a climax, both in that country and in our own Congress, is most timely. Your topic and deliberations, which emphasize the promise of the future more than the failures of the past, are most constructive. I can assure you that the Congress of the United States will give considerable weight to your findings and recommendations; and I extend to all of you who have made the effort to participate in this Conference my congratulations and best wishes.

It is an ironic and tragic fact that this Conference is being held at a time when the news about Vietnam has virtually disappeared from the front pages of the American press, and the American people have all but forgotten the tiny nation for which we are in large measure responsible. This decline in public attention is due, I believe, to three factors:



In 1956, Kennedy spoke at an event sponsored by the American Friends of Vietnam. Read his speech and answer the following questions:

- What is his argument?
- What evidence does he use?
- Is it effective? Why or why not?

Media Source:

<http://research.archives.gov/description/193152>

Read the leaflet below and answer the following questions:

- What is the perspective?
- What is the argument?
- How is it structured?
- What is the evidence? Is it effective?

Vietnam Day Committee: Attention All Military Personnel

The leaflet reprinted here was originally printed by the Berkeley Vietnam Day Committee in October, 1965; it was distributed in induction centers and on American military bases and sent to soldiers in Vietnam. Its circulation among military personnel provoked a denunciation by civil and military authorities and threats of incrimination for treason. Originally printed in "The New Left: A Documentary History" by Massimo Teodori.

You may soon be sent to Vietnam. You have heard about the war in the news; your officers will give you pep talks about it. But you probably feel as confused and uncertain as most Americans do. Many people will tell you to just follow orders and leave the thinking to others. But you have the right to know as much about this war as anyone. After all, it's you-not your congressman-who might get killed.

We are supposed to be fighting to protect democracy in Vietnam, and yet our own government admits that South Vietnam is run by a dictatorship. General Ky, the latest military dictator, is as bad as they come. In a recent interview he said: "People ask me who my heroes are. I have only one-Hitler. I admire Hitler because he pulled his country together when it was in a terrible state." (London Sunday Mirror, July 4, 1965).

General Ky doesn't mean much to us; we're not even sure how to pronounce his name, but the South Vietnamese have lived under men like him for years. As far as the Vietnamese are concerned, we are fighting on the side of Hitlerism; and they hope we lose.

Media Source:

<http://www.historyisaweapon.com/defcon1/attentionmilitary.html>



Examine the posters above and answer the following questions:

- What is the author's intent?
- How is the message conveyed?
- Is it effective? Why or why not?

Tod Holton Super Green Beret. Published by Lightning Comics, 1967.

Nixon's Peace, 1972



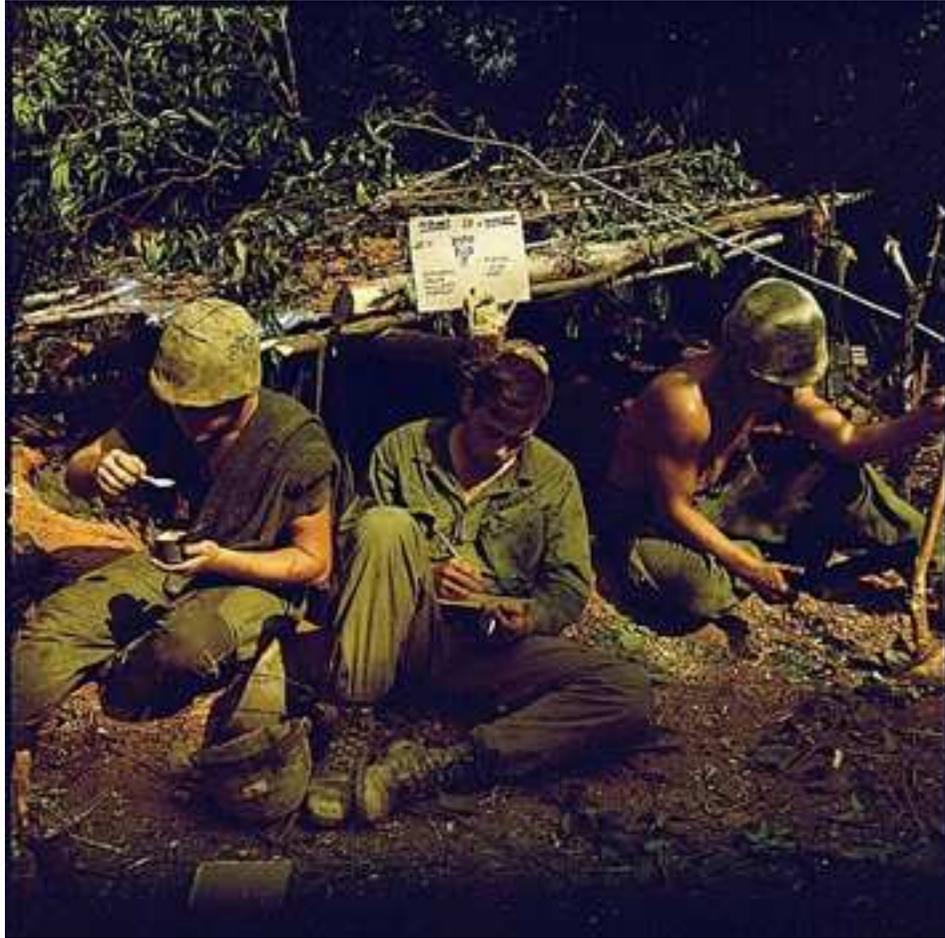
Vietnam War: During Operation Bushmaster, a member of Company L, (Ranger), 75th Infantry, wearing camouflage makeup sits alone with his thoughts while waiting to participate in an assault mission against North Vietnamese Army (NVA) forces in Vietnam in August of 1971.

Accessed from Flickr Commons



Imagine opening a newspaper and seeing these photographs, what emotions are evoked? How did the photographer achieve this?

Applying What You Learned



Media, whether it's print or imagery, has a profound impact on our perception of people and events. Now relying upon what you learned, I challenge you to become the curator.

- Pick a side in a contemporary conflict.
- Select 10 pieces of diverse media supporting your position
- Create an online gallery for your imagery (Tumblr, Flickr, Learnist, or Pinterest)
- Present your project to the class, explaining the rationale behind the media you selected.

Media Source:

"Home is where you dig" was the sign over a fighting bunker, 1968.

Accessed from the National Achieves

Reflecting on the Process

The goal of my DBQ project was for students to gain an appreciation for how one's perceptions of an event can be manipulated through media. The idea was for students to examine a variety of items, identify the techniques employed in conveying the message, and evaluate whether or not the techniques were effective. After investigating the media content within the lesson, students would apply what they learned by curating a series of media items that depict a certain perspective in a contemporary conflict.

Reading my original proposal for the project, I feel the final product achieves the goals I initially set forth. The lesson contains a variety of media types (print, posters, photos) and each example is accompanied by a set of questions that challenge students to do more than just identify what they see. I'm pleased with what I created because it approaches the study of history from a different perspective and medium. I can see this being more enjoyable than reading a history text or listening to lecture on a more traditional topic.

Though I am pleased with what I created, reservations do exist. This product has yet to be used. I don't know how students or educators will react. Will they learn or appreciate the material I put forth? Will they find it engaging? It's hard to say; especially since this was the first DBQ project I created. Teachers must always reflect and adapt. The project I created feels like a solid first step, but I want it to be used so I know how to make it better.

Once I decided upon a topic, the project was straightforward. However, I did run into one hurdle: curating the media. Selecting relevant pieces was challenging and time consuming. There is so much iconic media from the Vietnam era, but not all was applicable to my objective. Using the wrong piece could have led to confusion and undermined what students were supposed to take away from the lesson.