A photograph of a stone staircase leading up a grassy hill towards a stone ruin under a blue sky. The staircase is made of large, flat stones and is surrounded by green grass and some weeds. In the background, there is a stone building with several windows, possibly a ruin or a historical structure. The sky is clear and blue.

Exploring History

Vol III

University of Portland Students
Peter Pappas, Editor

EXPLORING HISTORY: VOL III

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

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

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

Chapters in chronological order

1. *Finding Egyptian Needles in Western Haystacks* ~ Heidi Kershner
2. *Pompeii* ~ Caleb Wilson
3. *Samurai: Sources of Warrior Identity in Medieval Japan* ~ Ben Heebner
4. *Legacies: The Declaration of Independence* ~ David Deis
5. *Reconstruction in Political Cartoons* ~ EmmaLee Kuhlmann

6. *A Woman's Body* ~ Chenoa Musillo Olson / Sarah Wieking
7. *Battle of the Somme* ~ John Hunt
8. *Leo Frank* ~ Jeff Smith
9. *The Waco Horror* ~ Alekz Wray
10. *A Date of Infamy* ~ Mollie Carter
11. *The Harlem Renaissance* ~ Monica Portugal
12. *Sixties Imagery* ~ Felicia Teba
13. *Examining the Ongoing Evolution of American Government* - Eric Cole

Engaging questions and historic documents empower students to be the historian in the classroom.



Peter Pappas, editor

School of Education ~ University of Portland

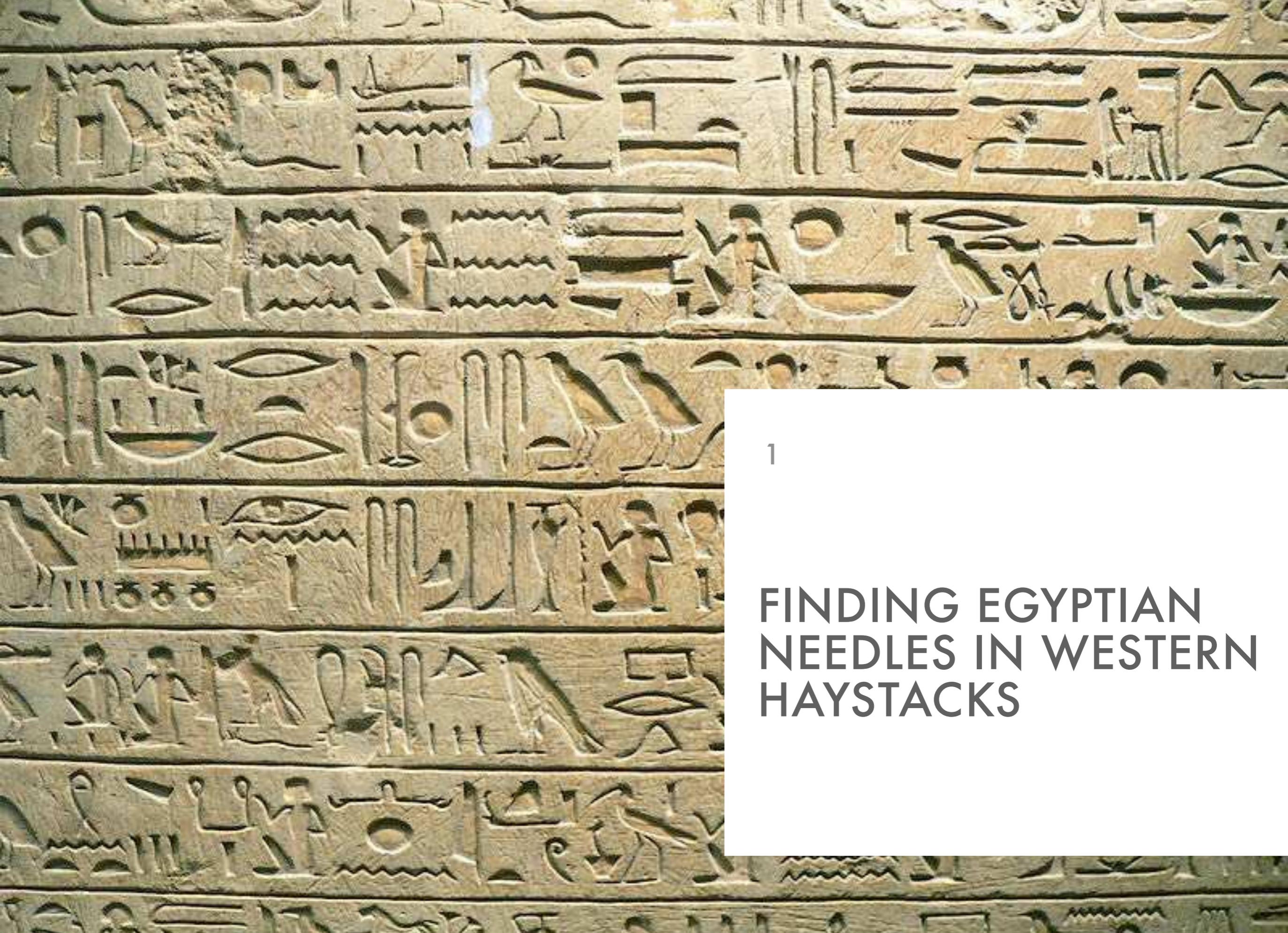
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Cover image: A path to history
Stefan Lins

[Source](#)



1

FINDING EGYPTIAN NEEDLES IN WESTERN HAYSTACKS

Historical Context

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



Khedive Muhammed Ali Pasha (1769-1849)



Khedive Ismail Pasha (1830-1895)



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

Extension Activities for Students

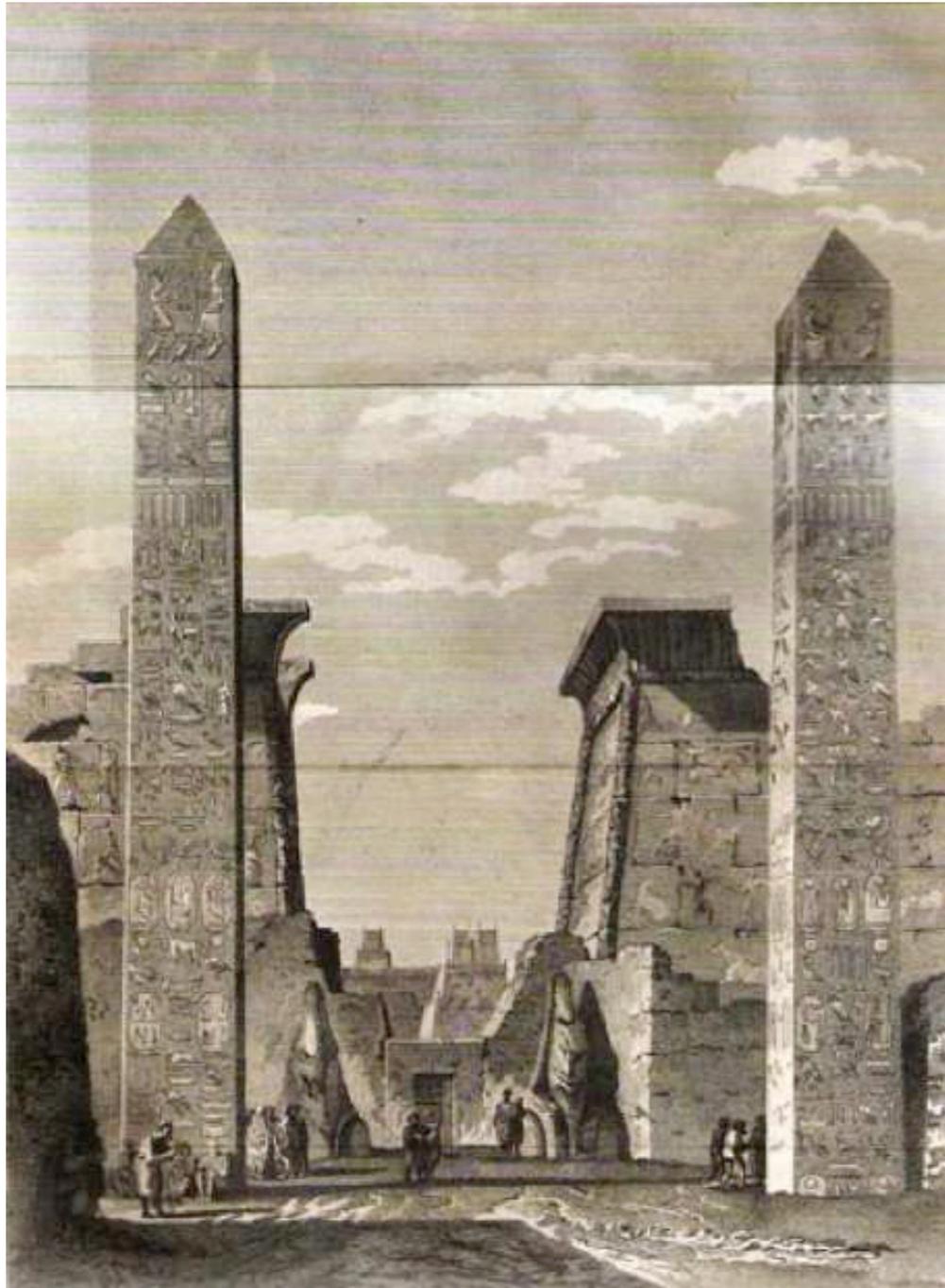
1. Compare the two European viewpoints showcased below.
2. Pretend you are an Egyptian in . write a letter to one of the Europeans in response to their writings (do you agree with what they said? Why or why not? Do you think the obelisks should be returned to Egypt? Why or why not?)
3. Mock debate (Obelisks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



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

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

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



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



Temple of Luxor today.

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

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

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

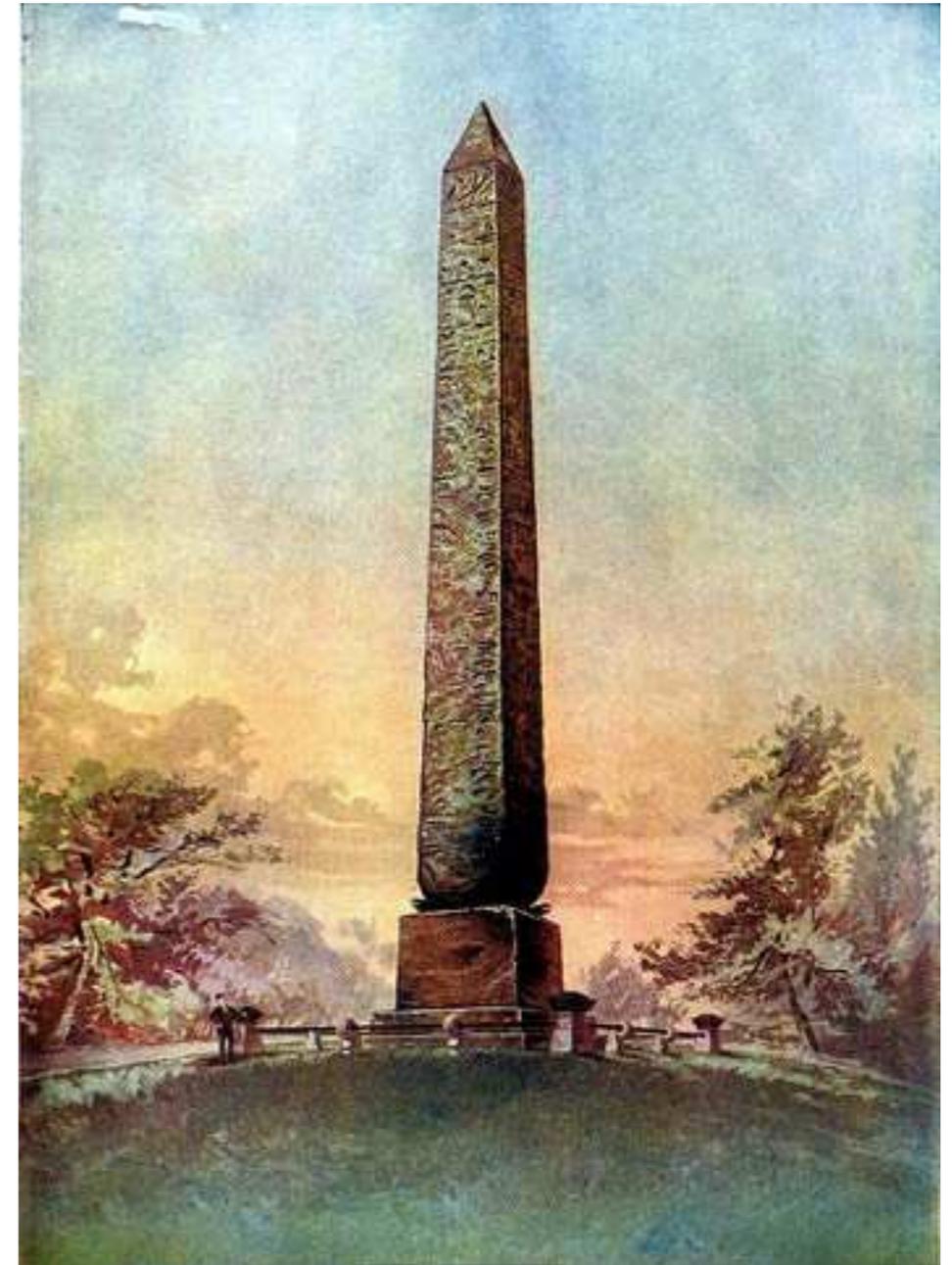
I replied, ‘Why not, they have one in Paris, and one in London and the people of New York wish one also.’

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



1. According to Farman, why does the city of New York want an ancient Egyptian obelisk?

2. Why do you think Brugsch Bey says



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



1. According to Gorringe, why did the Egyptian Khedive decide to give an obelisk to America (and specifically the city of New



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

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

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



Dr. Zahi Hawass. Click on Dr. Hawass to read the New York Post's article about Cleopatra's Needle.

NEW YORK POST

How Cleopatra's Needle got to Central Park

By Kate Briquetelet



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

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Obelisks in front of the Temple of Luxor. Odra engraving of V. Denon, Travels, London, 1803.

Question mark image retrieved November 23, 2015, from <https://pixabay.com/en/question-mark-circle-round-help-27106/>

"Stele of Minnakht, chief of the scribes." Louvre Museum, Accession number C 55. Retrieved from: https://commons.wikimedia.org/wiki/File:Minnakht_01.JPG



2

POMPEII

BY: CALEB WILSON

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

Generative Question: How does natural disaster effect civilizations.

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

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

LXV

To Tacitus

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

be ranked. It is with extreme willingness, therefore, that I execute your commands; and should indeed have claimed the task if you had not enjoined it. He was at that time with the fleet under his command at Misenum.⁹² On the 24th of August, about one in the afternoon, my mother desired him to observe a cloud which appeared of a very unusual size and shape. He had just taken a turn in the sun⁹³and, after bathing himself in cold water, and making a light luncheon, gone back to his books: he immediately arose and went out upon a rising ground from whence he might get a better sight of this very uncommon appearance. A cloud, from which mountain was uncertain, at this distance (but it was found afterwards to come from Mount Vesuvius), was ascending, the appearance of which I cannot give you a more exact description of than by likening it to that of a pine tree, for it shot up to a great height in the form of a very tall trunk, which spread itself out at the top into a sort of branches; occasioned, I imagine, either by a sudden gust of air that impelled it, the force of which decreased as it advanced upwards, or the cloud itself being pressed back again by its own weight, expanded in the manner I have mentioned; it appeared sometimes bright and sometimes dark and spotted, according

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

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

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

Pomponianus was then at Stabiae, 94separated by a bay, which the sea, after several insensible windings, forms with the shore. He had already sent his baggage on board; for though he was not at that time in actual danger, yet being within sight of it, and indeed extremely near, if it should in the least increase, he was determined to put to sea as soon as the wind, which was blowing dead in-shore, should go down. It was favourable, however, for carrying my uncle to Pomponianus, whom he found in the greatest consternation: he embraced him tenderly, encouraging and urging him to keep up his spirits, and, the more effectually to soothe his fears by seeming unconcerned

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

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

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

Farewell.

[Source:](#)

Document #1 Questions

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

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

[Source](#)



Pompeii Original First Discovery

Question

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

Photographs of Pompeii

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



Crouching Man Body Cast



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3

THE SAMURAI: SOURCES OF WARRIOR IDENTITY IN MEDIEVAL JAPAN

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

This lesson, while more engaging for boys, is aimed for all students to think about how warriors are romanticized in Japan, and how the social structure of Japan reinforces these depictions.

What does being a warrior entail? How are warriors identified? Are the depictions of warriors truthful or are they fabricated? These are the questions that this lesson will allow students to engage with while building students knowledge of Japan



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

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

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

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

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



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

GALLERY 3.1 Woodblock Prints

What do you see in the picture?

What do these men have in common?

According to these prints what should a warrior have?

Is there any reason why these pictures need to exist?

Is there a hierarchy depicted in the pictures?



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do tempor incididunt ut labore et dolore magna aliqua.



INTERACTIVE 3.1 Yoshitsune Goes to War

Click the boxes to look at pieces of the larger picture in detail.
First up is Yoshitsune Goes To War



1

2

3



Click the boxes to look at pieces of this larger picture in detail.

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

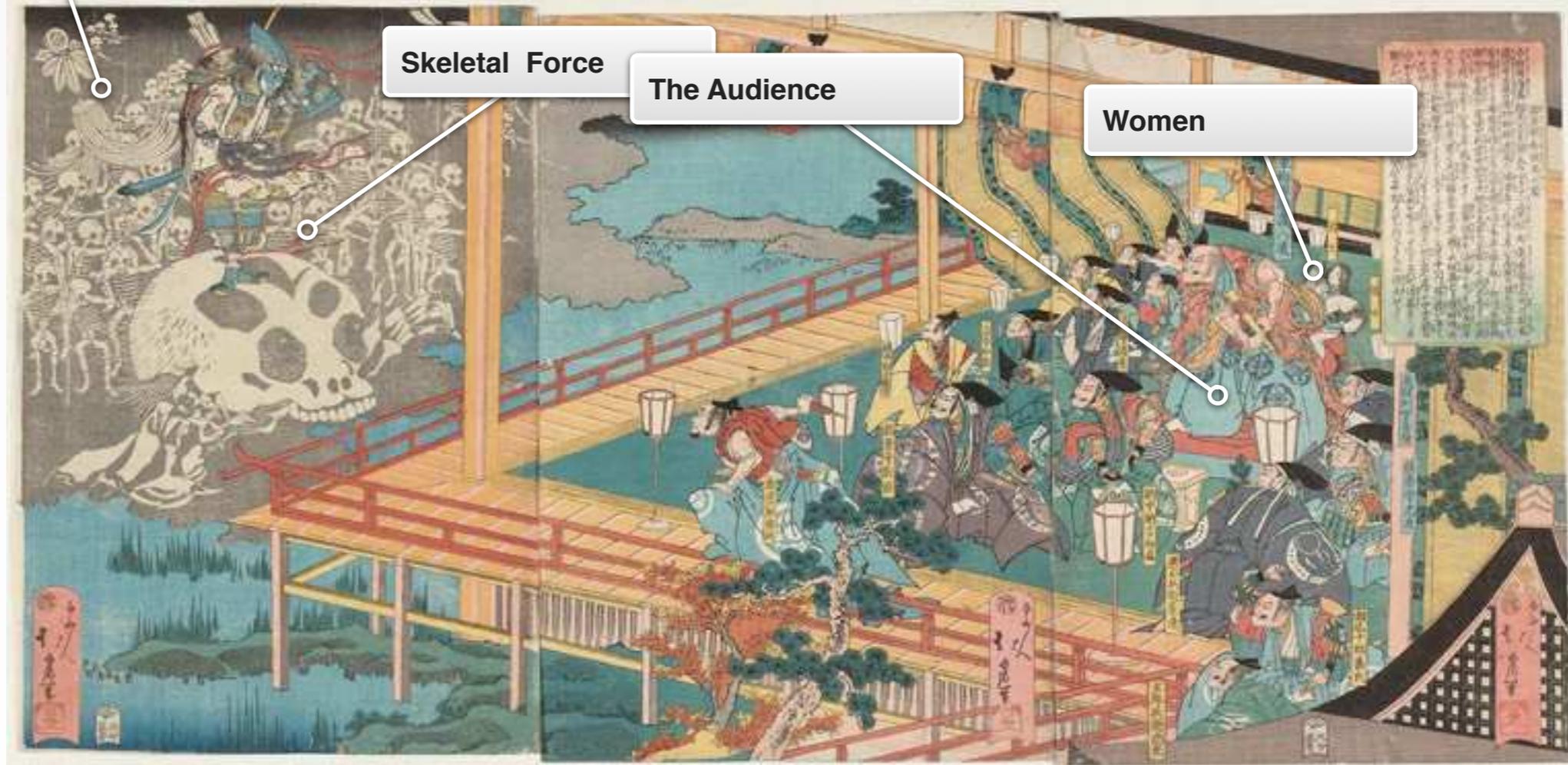
INTERACTIVE 3.2 Kiyomori Surrounded by Guards

Bamboo Leaves

Skeletal Force

The Audience

Women



1

2

3

4



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

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

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

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

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

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

While reading the excerpt answer these questions:

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

What family does he belong to?

What family do his attackers belong to?

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

Why would Kagetaka need the Tametomo's head?

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

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

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

Ending Activity

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



4

LEGACIES: THE DECLARATION OF INDEPENDENCE

Designed by:
David Deis

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



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

[Click Me!](#)

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

Generative Question:
How does the Declaration of Independence influence documents such as the Declaration of Sentiments?

THE DECLARATION OF INDEPENDENCE

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

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

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

INTERACTIVE 4.1 The Declaration of Independence



Scaffolding Questions:

What was this document meant to address?

[Source](#)

DECLARATION OF SENTIMENTS



Signing the Declaration of Their Independence
By: J. Ottmann Lith. Co.

[Source](#)



Click Me!

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

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

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

Scaffolding Questions:

Why do you think the artist decided to remake the image of Trumbull’s “Declaration of Independence”?

THE PREAMBLES

Declaration of Independence

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

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

[Source](#)



Scaffolding Questions:

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

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

Declaration of Sentiments

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

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

[Source](#)

GRIEVANCES

Declaration of Independence

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



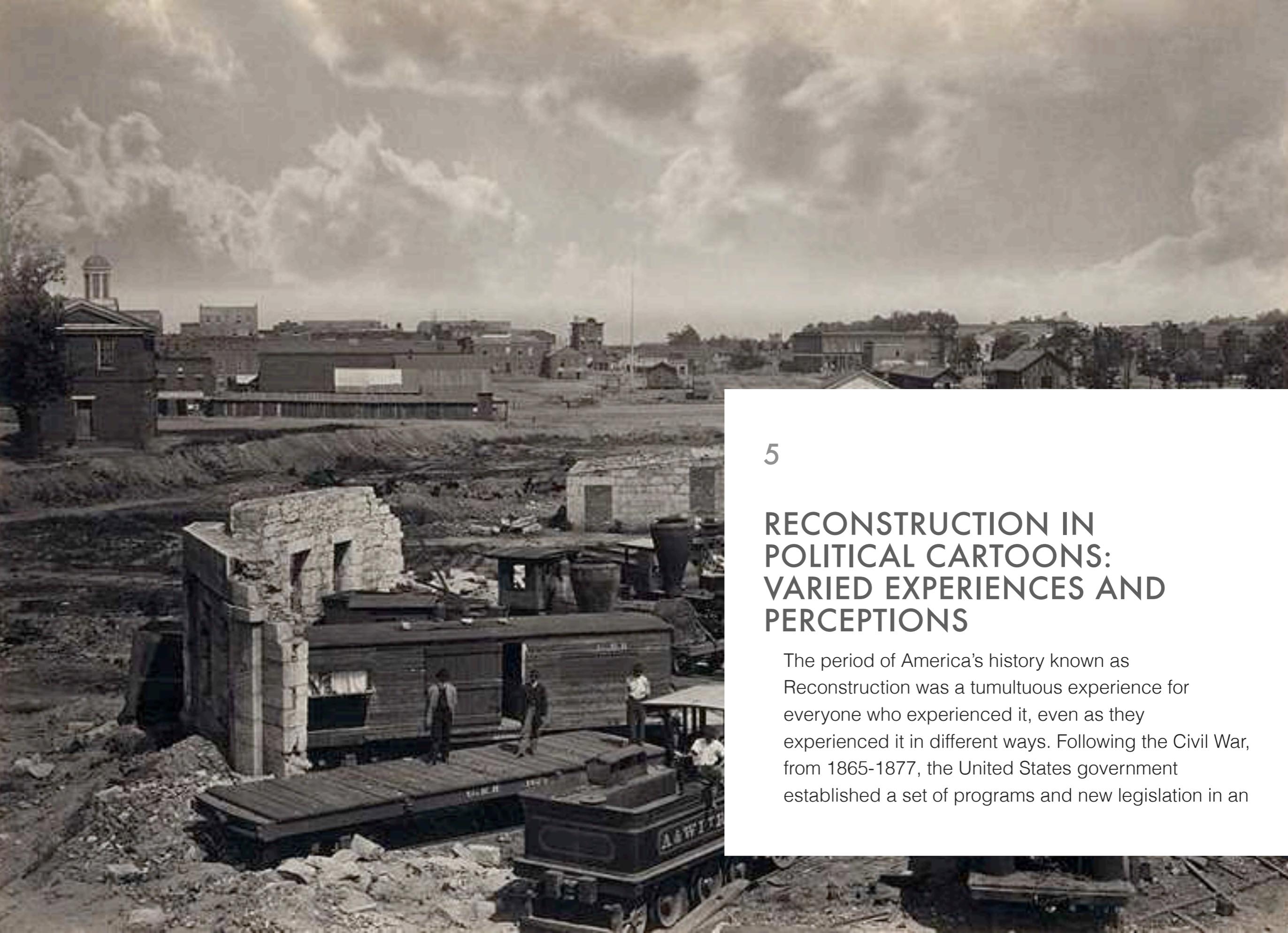
Declaration of Sentiments

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

Scaffolding Questions:

To whom are each set of grievances addressed?

How does this affect the way the grievances are written.



5

RECONSTRUCTION IN POLITICAL CARTOONS: VARIED EXPERIENCES AND PERCEPTIONS

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

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

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

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

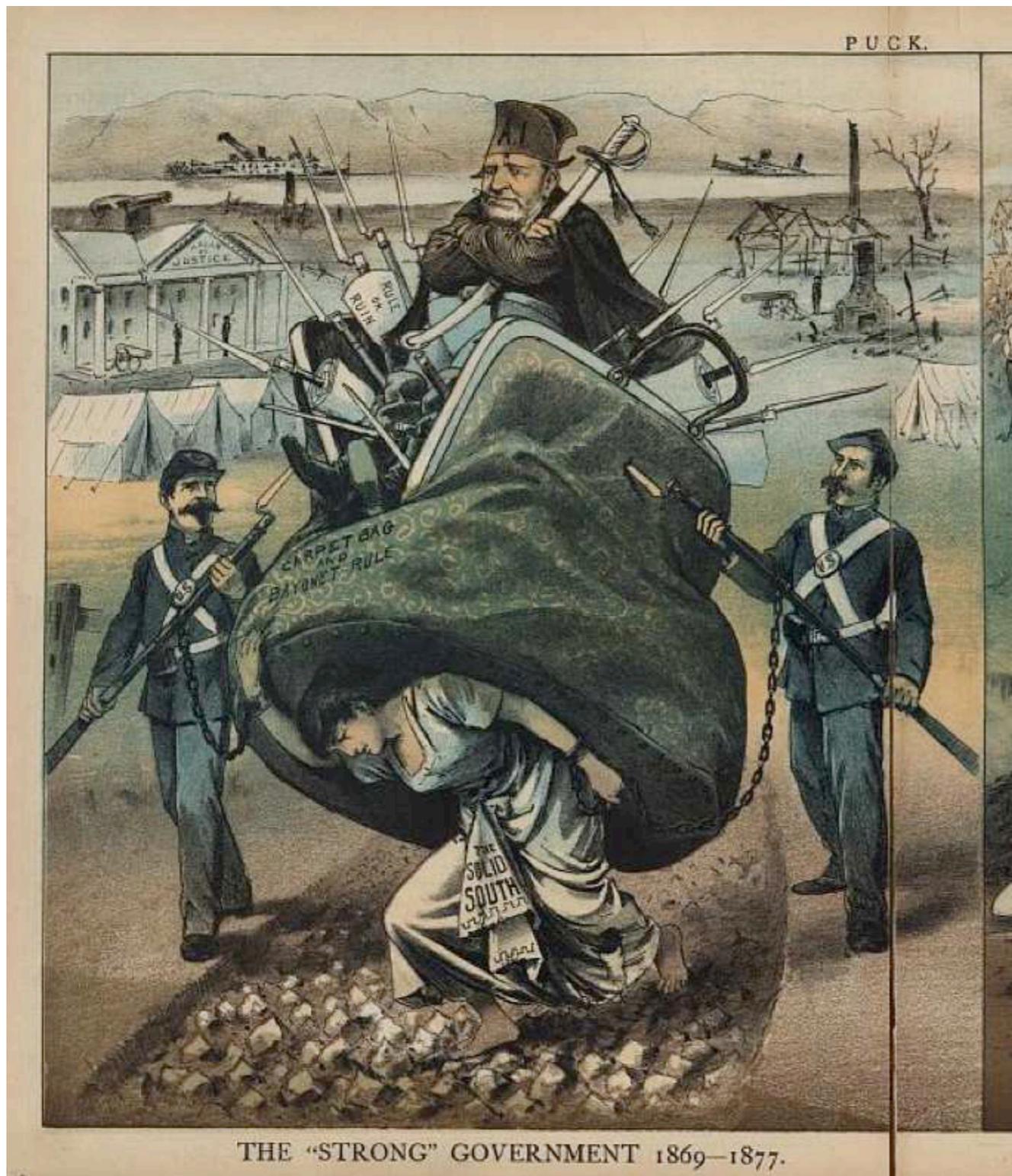
Essential Questions:

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



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

Note: Click on any image to enlarge to full screen.



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

The Carpetbag Metaphor



Scroll down to learn more about carpetbagger

During Reconstruction, many Northerners moved to the South to assist the poor, African American communities, especially as teachers in schools supported by the Freedman's Bureau. These people were

Image 1

Title: The "Strong" government 1869-1877

Creator: Wales, James Albert, 1852-1886, artist

Date Created/Published: 1880. Printed in Puck (New York City)

[Link Here](#)

Questions to think About:

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

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

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

Image 2

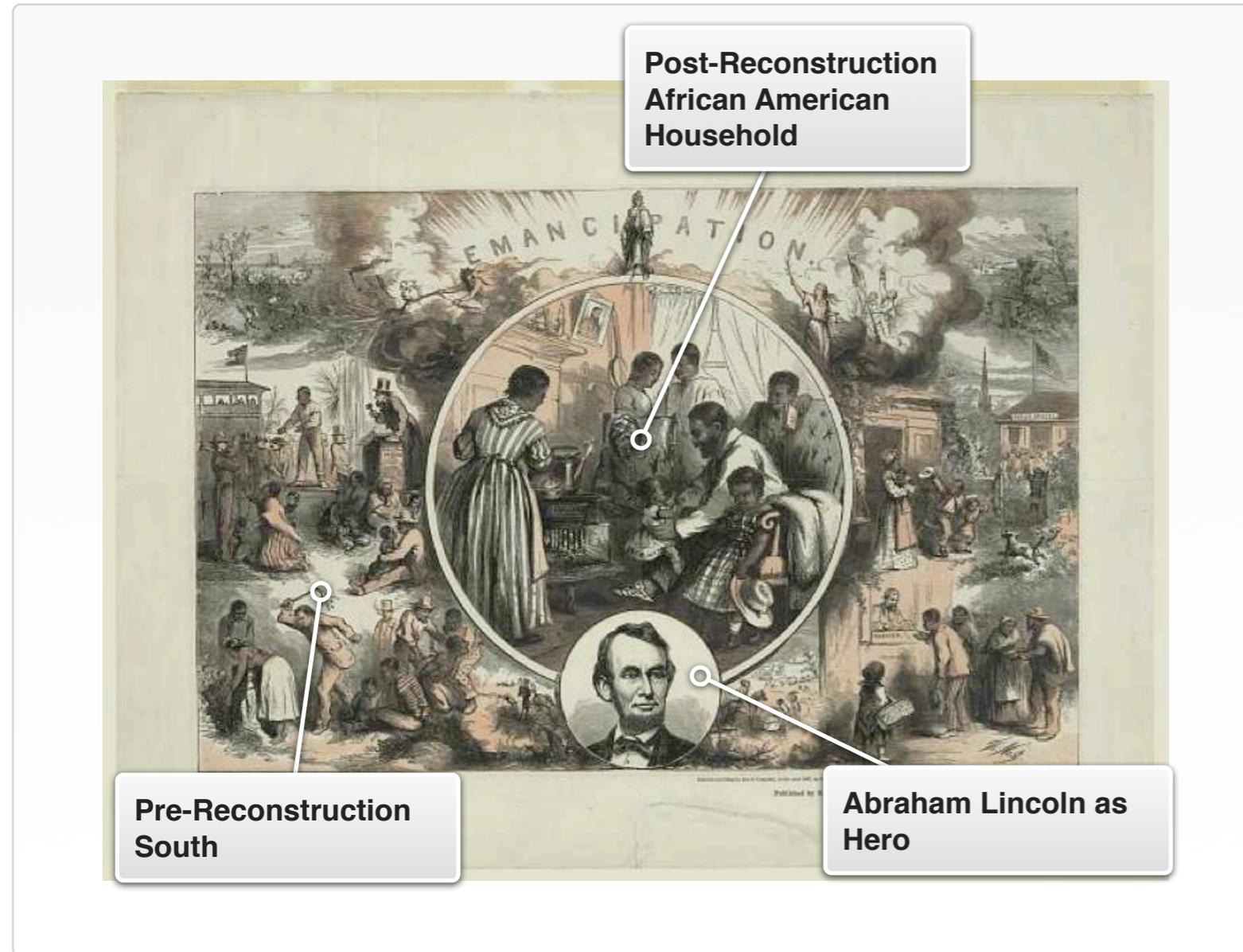
Title: Emancipation

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

Date Created/ Published: ca 1865

[Link Here](#)

INTERACTIVE 5.1 Thomas Nast's Depiction of Emancipation



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

Questions to think about:

Q: What types of imagery does the artist use to present the South before Reconstruction and emancipation?

Q: What kinds of imagery does the artist use to present the South after Reconstruction and emancipation?

Q: How does the imagery change? What is the message that the artist is trying to make about Reconstruction? Does he see the period of Reconstruction as ultimately positive or negative?

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

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

More on Thomas Nast

Biographical Information

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

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

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



Title: Thomas Nast

Created / Published 1896.

Summary: Portrait, bust, facing left.

[Link Here](#)

Image 4

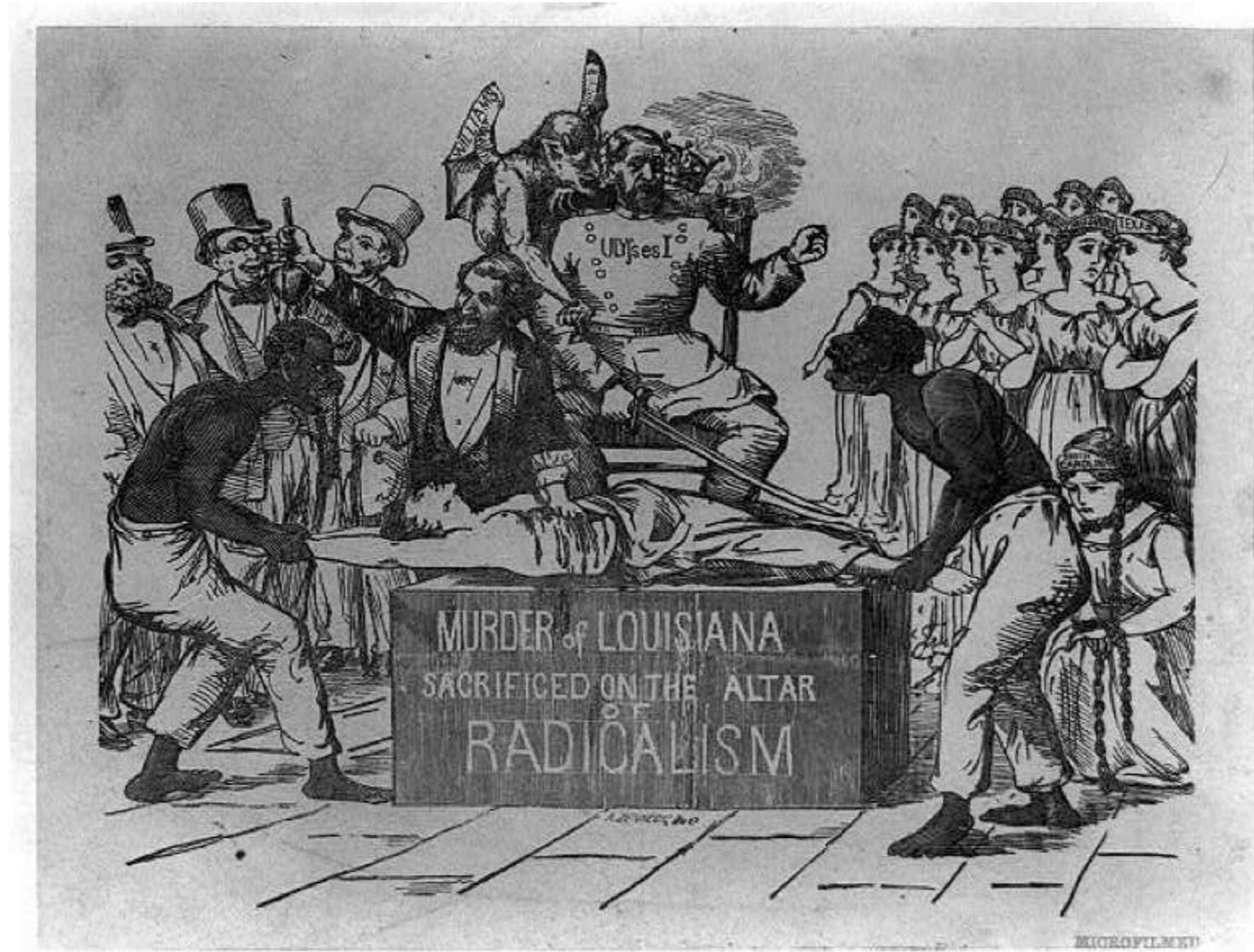
Title: Murder of Louisiana sacrificed on the altar of radicalism

Creator: A. Zenneck

Date Created/Published: 1871.

[Link Here](#)

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



Questions to think about:

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

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

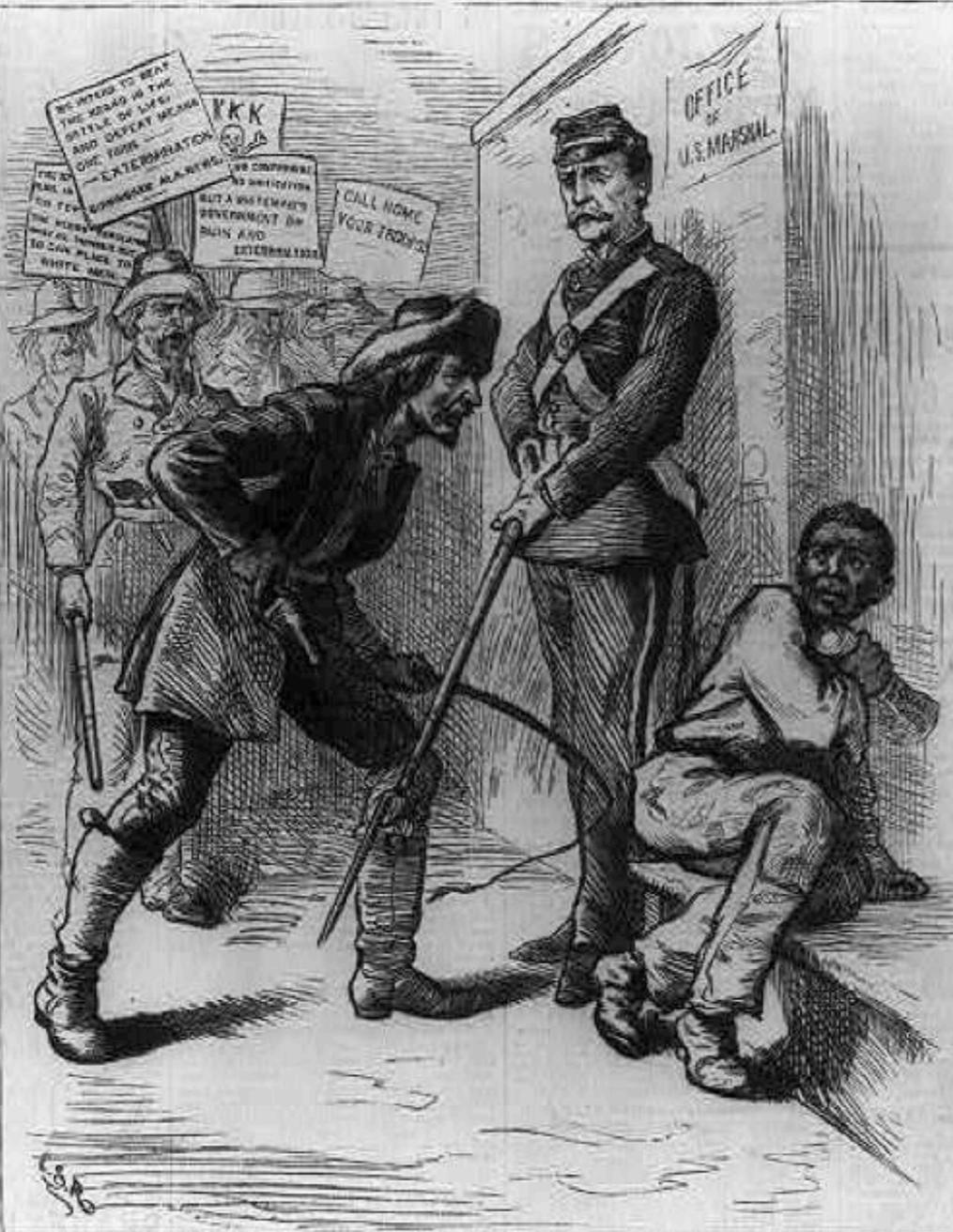
of the State had not been given from the fact that the rebels were not in a high rank of civilization Louisiana or

they cannot bear the violence of the law, and which was signed by presidents of banks and other "leading" men of the place--we trust not of their own free-will--and assured the country that peace was more nigh than in Vicksburg. The associated telegraph company, so often the apologist for the

iron for money and violence as we have seen, has made New Orleans rebellious and Vicksburg a mass of bloodshed. Not one thing remains peace to Mississippi, Arkansas, or Louisiana but a perfect union of the North, East, West, in a

and the distressed country from the fear of its dangerous and innocent life and property. Orleans no attentive place for mechanics. Its shops and ho-

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SHALL WE CALL HOME OUR TROOPS?

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

White Leaguers had planned with that low cunning that even. They procured the inroad of Vicksburg, a mission, for various officers,

murders of Alabama and Louisiana, gave the first news of the massacre to the North in the chosen words of the signature against the peace of Mississippi. But Governor Anna and various traitorous specimens of the terrible

robust policy toward the Southern murderers. In their own nation there is nothing that our resist them. Their press is dumb; the wise majority in every Southern State, who, no doubt, fear and abhor the murderous company, are persecuted before it. This domestic class of enemies

do that the Southern States escape from the control of their Representatives from the north point above that that whole no falls into a kind of anarchy. a terror and cultivated effort

Image 5

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

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

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

[Link Here](#)

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

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

Image 6

Title: A proper family re-union

Date Created/Published: 1865, Cincinnati, Ohio

Created by Burgoo Zac.

[Link Here](#)



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

Questions to think about:

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

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

Image 7

Title: Northern coat of arms

Date Created/Published: 1864.

Probably drawn by Joseph E. Baker, Boston.

[Link Here](#)

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

Questions to think about

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

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

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

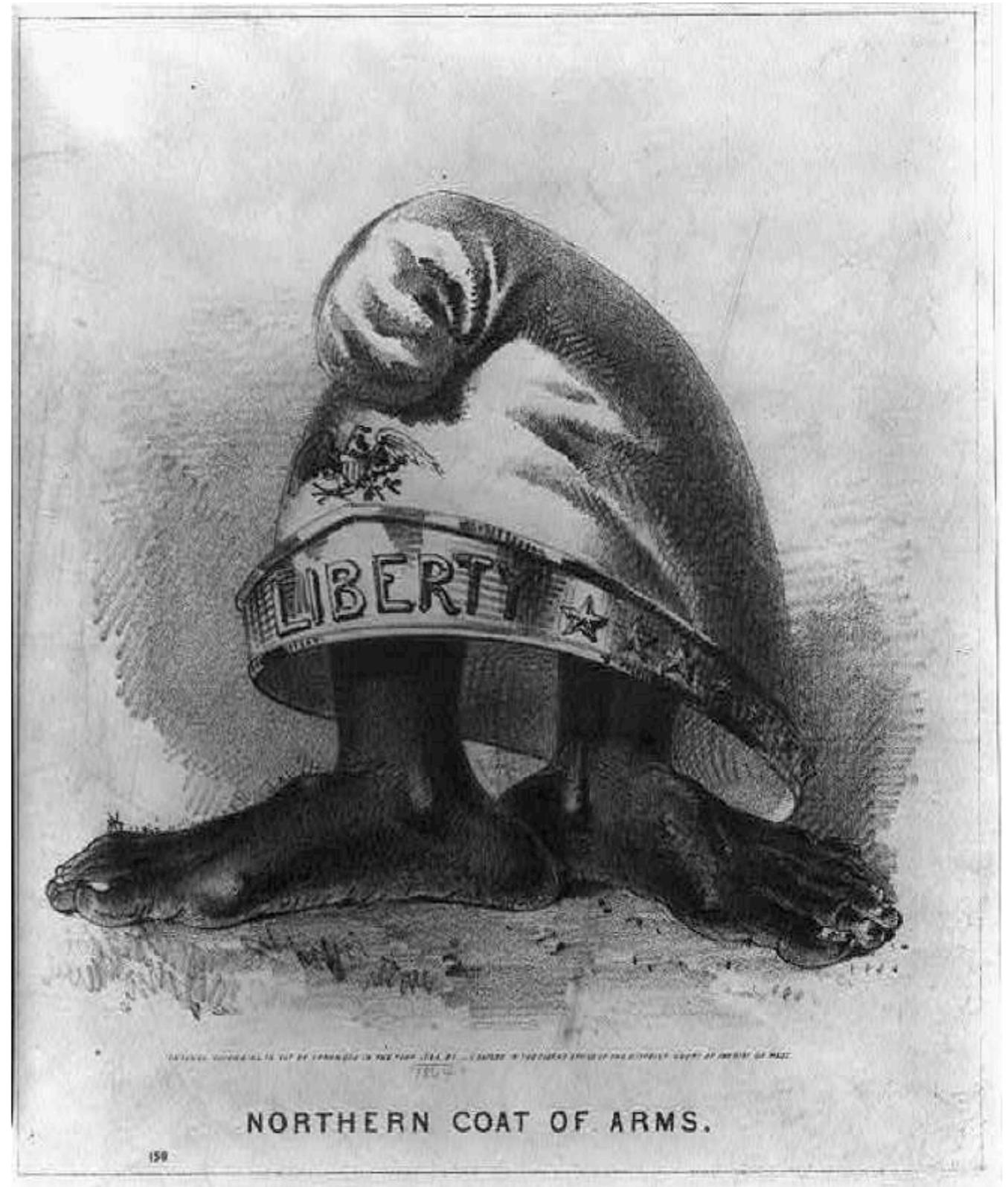


Image 6

Title: Mending the family kettle
Date Created/Published: 1866.

[Link Here](#)



MENDING THE FAMILY KETTLE.

COLUMBIA—“ Now, Andy, I wish you and your boys would hurry up that job, because I want to see that kettle right aisy. You are all talking too much about it.”

UNION ADAMS,
HOSIER, GLOVER,
AND
SHIRT MAKER,
No. 637 BROADWAY,
NEW YORK CITY.

MAGIC LANTERN
AND
Stereoscope.

We are now receiving the most comprehensive and
best representation of Great Views ever made in America.

REMOVAL
BROADWAY RUBBER EMPORIUM.
SHIFFER & CO.,

Have removed from their old store to
No. 713 BROADWAY,
Corner below New York Hotel. A large and complete
assortment of
VULCANITE JEWELRY,
INDIA RUBBER
and Fancy Goods.
713 BROADWAY.

DR. THOMAS'S
WATERBURY



6

A WOMAN'S BODY

Lorem ipsum dolor sit amet, ligula suspendisse nulla pretium, rhoncus tempor placerat fermentum, enim integer ad vestibulum volutpat. Nisl rhoncus turpis est, vel elit, congue wisi enim nunc ultricies sit, magna tincidunt. Maecenas aliquam maecenas ligula nostra, accumsan taciti. Sociis mauris in integer, a dolor netus non dui aliquet, sagittis felis sodales, dolor sociis mauris, vel eu est libero cras. Interdum at. Eget vel. AN



Comstock Law

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

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



any court of the United States having criminal jurisdiction in the District of Columbia, or in any Territory or place within the exclusive jurisdiction of the United States, where such misdemeanor shall have been committed; and on conviction thereof, he shall be imprisoned at hard labor in the penitentiary for not less than six months nor more than five years for each offense, or fined not less than one hundred dollars nor more than two thousand dollars, with costs of court.

Sec. 2. That section one hundred and forty-eight of the act to revise, consolidate, and amend the statutes relating to the Post-office Department, approved June eighth, eighteen hundred and seventy-two, be amended to read as follows:

"Sec. 148. That no obscene, lewd, or lascivious book, pamphlet, picture, paper, print, or other publication of an indecent character, or any article or thing designed or intended for the prevention of conception or procuring of abortion, nor any article or thing intended or adapted for any indecent or immoral use or nature, nor any written or printed card, circular, book, pamphlet, advertisement or notice of any kind giving information, directly or indirectly, where, or how, or of whom, or by what means either of the things before mentioned may be obtained or made, nor any letter upon the envelope of which, or postal-card upon which indecent or scurrilous epithets may be written or printed, shall be

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consectetur adipiscing elit, sed
do tempor incididunt ut labore et
dolore magna aliqua.**



carried in the mail, and any person who shall knowingly deposit, or cause to be deposited, for mailing or delivery, any of the hereinbefore-mentioned articles or things, or any notice, or paper containing any advertisement relating to the aforesaid articles or things, and any person who, in pursuance of any plan or scheme for disposing of any of the hereinbefore-mentioned articles or things, shall take, or cause to be taken, from the mail any such letter or package, shall be deemed guilty of a misdemeanor, and, on conviction thereof, shall, for every offense, be fined not less than one hundred dollars nor more than five thousand dollars, or imprisoned at hard labor not less than one year or more than ten years, or both, in the discretion of the judge."

Approved, March 3, 1873.

410 u.s. 113 ROE v. WADE 705

Cite as 93 S.Ct. 705 (1973)

410 11.s. us, a& r.Ed.ad 147 declaratory aspects of case attacking

Jane BOE, et al., Appellants, constitutionality of Texas criminal aborv.

tion statutes where case was properly

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Argued Dec. 13, 1971.

Reargued Oct. 11, 1972.

Decided Jan. 22, 1973.

Rehearing Denied Feb. 26, 1973.

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

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

Affirmed in part and reversed in part.

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

Mr. Justice White filed a dissenting

court specifically denying injunctive relief and the arguments as to both aspects were necessarily identical. 28 U.S.C.A. § 1253.

2. Constitutional Law ⇨42.1(3), 46(1)

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

3. Courts ⇨383(1), 385(1)

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

4. Action ⇨6

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

5. Federal Civil Procedure ⇨331



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

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

TO THE LADIES—Madame Costello, Female Physician, still continues to treat, with astonishing success, all diseases peculiar to females. Suppression, irregularity, obstruction, &c., by whatever cause produced, can be removed by Madame C. in a very short time. Madame C's medical establishment having undergone thorough repairs and alterations for the better accommodation of her numerous patients, she is now prepared to receive ladies on the point of confinement, or those who wish to be treated for obstruction of their monthly periods. Madame C. can be consulted at her residence, 34 Lispenard st, at all times.— All communications and letters must be post paid.

n24 3m*

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

New York sun. [New York, New York], Feb. 24, 1842. , “Mrs. Bird, female physician To the Ladies--Madame Costello,” Sovereign Body History Project , accessed November 23, 2015,<http://sovereignbodyhistoryproject.omeka.net/items/show/1>.

Advertisement: French Periodical Pills- Warranted to have the desired effect in all cases.

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

Enciente: pregnant, with child.

Boston Daily Times. [Boston, Mass.] : George Roberts, 1845 January 6, p. 4, column 6. (bound volume no. 8256)., "French periodical pills - Warranted to have the desired effect in all cases," Sovereign Body History Project , accessed November 23, 2015,<http://sovereignbodyhistoryproject.omeka.net/items/show/2>.

FRENCH PERIODICAL PILLS.

Warranted to have the desired effect in all cases.

THESSE Pills contain a portion of the only article in the whole meteria medica, which can regulate the system and produce the monthly turns of females that can be taken, without hazarding life, and this article is not to be found in any of the pills or nostrums which are pictured forth so largely in the papers of the day. It has frequently occurred that the unhappy patient has by the use of these pills and nostrums given nature such a shock that they have never since enjoyed health, and they never can. It seems that they are got up and advertised merely for the object of making money, regardless of the consequences, and the readers are usually considered beneath responsibility, by all who know them.

The French Periodical Pills are the result of the combined knowledge and experience of some of the oldest and most distinguished physicians of Europe, and have been used by females embracing the gentility and most of the nobility of France, for the last twenty-three years. To eulogize their virtues would not add to their merits. We will only say TRY THEM, and if they do not prove to be what they are here represented to be, your money shall be refunded.

They contain no medicine detrimental to the constitution, but restore and debilitated constitutions to their wonted energy and healthfulness by removing from the system every impurity.

The only precaution necessary to be observed is ladies married should not take them if they have reason to believe they are enciente, as they are sure to produce a miscarriage, and most without the knowledge of the patient, so gentle yet active are they,

All letters to be directed to DR. L. MONROE, U. S. Agent and Importer, No 58 Union street, Boston.

N. B. The above Pills can only be obtained at 58 Union street, all sold elsewhere in Boston, are counterfeit, and only calculated to deceive.

N. B. Full directions accompanying the Pills. 

3 w* d 11

Thiepval Memorial to the
Missing of the Somme
A memorial to the more than
1,200,000 men who died

7

BATTLE OF THE SOMME



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

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

Reading Questions

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

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

Word: Desperation

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

Phrase: They lived to die

General Douglas Haig

Haig responded by outlining what he thought to be the achievements of the campaign.

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

Haig to Robertson, 1 August 1916

“Friday, June 30: The weather report is favourable for tomorrow. With God’s help, I feel hopeful.

The men are in splendid spirits. The wire has never been so well cut, nor the Artillery preparation



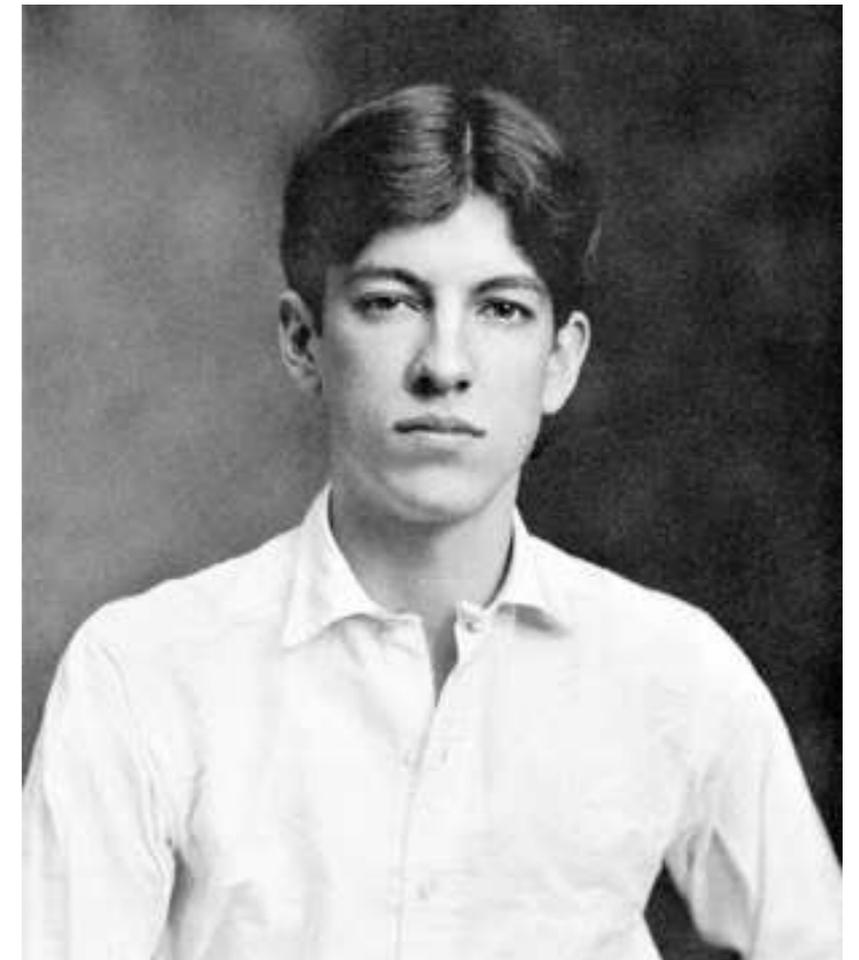
General Douglas Haig – Official Dispatch

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

Rendezvous with Death

Alan Seeger

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



John Masefield

An Account of the Battle of the Somme

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

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



German WWI Footage – Questioning the Source Activity

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

As you watch the video, complete the following activity:

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

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

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



Documents

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Images

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John Edward Masefield in 1916 {online image}. (1916). Retrieved November 17, 2015 from (https://en.wikipedia.org/wiki/John_Masefield#/media/File:John_Edward_Masefield_in_1916.jpg)

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



8

LEO FRANK

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

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

Finally, we will hear the story of Alonzo Mann, an office

boy at the pencil factory, and discuss the importance of speaking out and listening to one's conscience.



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CASE DETAILS

On April 27, 1913, the body of 13-year-old Mary Phagan was discovered in the basement of a pencil factory in Atlanta, Georgia.

Mary, a white girl who worked at the factory, had been robbed and possibly raped. The story grabbed headlines and captivated the public, and several arrests were made. Among them were the two primary suspects in the case: Jim Conley, a black janitor at the factory, and Leo Frank, a Jewish factory superintendent and the last person to see Mary alive.

More case details or maybe a primary source account?

The ensuing trial became a linchpin for the hatred and bigotry prevalent in the post-reconstruction era south. Fueled by sensationalized coverage in the press, the population of Atlanta became whipped into a frenzy of hatred. The south was still reeling from the after-effects of the Civil War, and had endured an era of Reconstruction. Traditionally, the south had been an agrarian economy, and many people struggled with the transition to industrialization that accompanied reconstruction. “Carpetbaggers” from the north had descended on the south to take advantage of business opportunities, and resentment spread toward these

In the early 20th century, daily newspapers were still the dominant source for disseminating information to the public.

At the time of the Mary Phagan incident, Atlanta featured three prominent newspapers: The Atlanta Constitution, The Atlanta Journal, and the upstart Atlanta Georgian. The Georgian had recently purchased by noted newspaper tycoon William Randolph Hearst, who had added the paper to his national network. His business tactics had changed the industry, with much of his success coming from employing the practices of “yellow journalism.” This type of writing featured exaggerations of news events, scandal-mongering, and sensationalism, and proved effective when breaking into established markets and stealing readers.

Where traditional journalism called for an unbiased presentation of the facts, Hearst encouraged striking and emotionally charged headlines. These tactics he brought to the Atlanta Georgian, and, faced with dwindling readership, the established Atlanta papers were forced to follow suit.

The following three documents are the front pages of the three major Atlanta newspapers on the day Leo Frank was arrested for the murder of Mary Phagan. Peruse the documents and reflect on the following questions as you read:

GALLERY 8.1 Lorem Ipsum dolor amet, consectetur



Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do tempor incididunt ut labore et dolore magna aliqua.

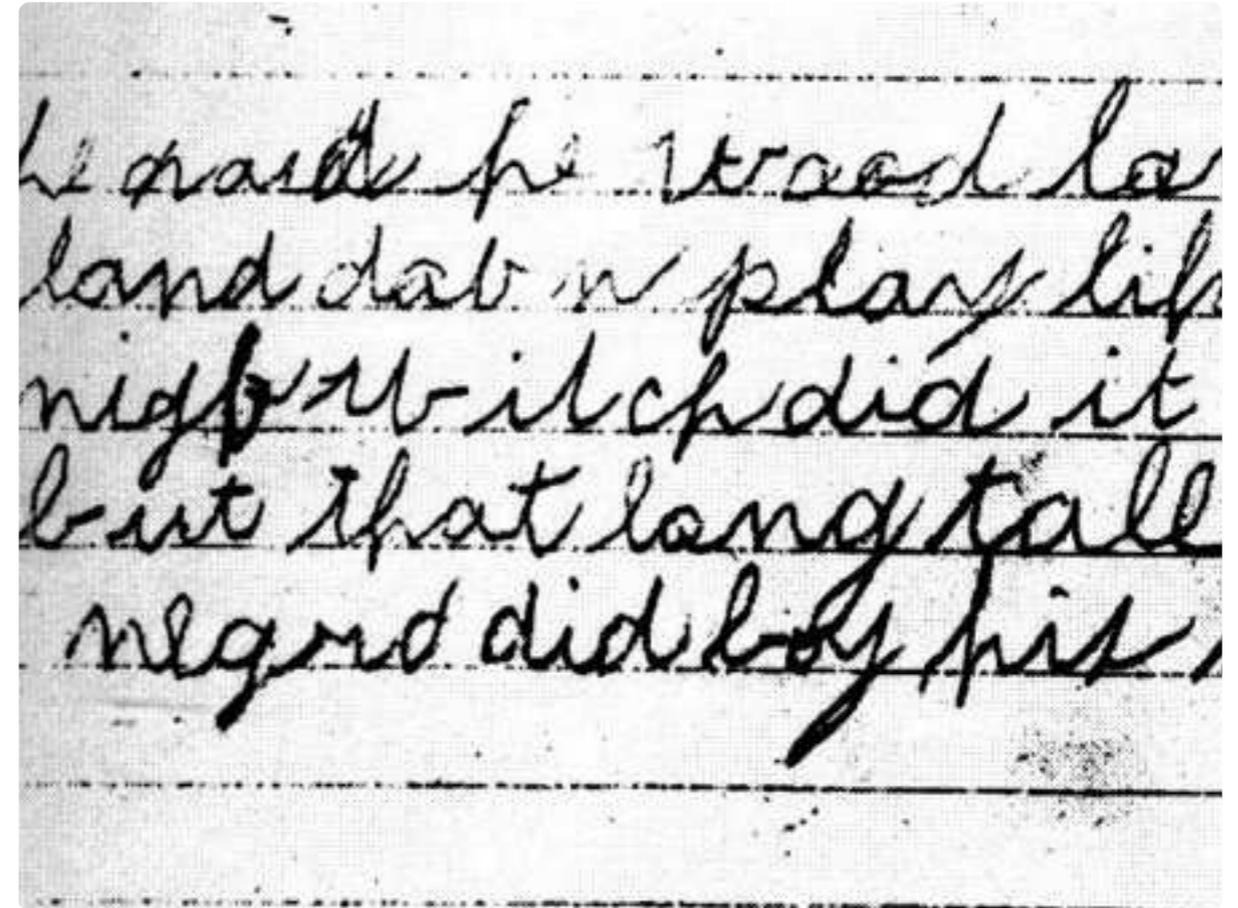


- ▶What similarities or differences are there between the coverage of the three papers?
- ▶What elements of the case are being sensationalized?
- ▶How does each paper depict Leo Frank?

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

In particular, several oddities in the murder notes became clear in light of the testimony of Jim Conley. Key to the prosecution’s case was the notion that no “ignorant negro” could have composed the notes, arguing the use of “did” was a sign of a white author as most blacks would use “done”. However, in his testimony Conley used “did” correctly several times, as was also featured in love letters he was discovered to have written. Also, in his testimony Conley frequently used compound adjectives (“long, tall, lean, black man”), something featured prominently in the murder notes. As was mention of the “night witch,” a spirit of the voodoo-folk faiths common among the black populations of the time who was said to strangle children in the dead of the night. It is highly unlikely Leo Frank was aware of this fable, and casts doubt on Conley’s testimony that Frank had dictated the notes to him.

GALLERY 8.2 Murder notes found at the scene of the crime



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Despite this new evidence, Leo Frank's appeals to the courts were rejected, and the Supreme Court seemingly put the question to rest, ruling 7-2 against Frank. The last hope for Frank's life lay with Georgia's Governor, John M. Slaton, who had the power to commute his sentence to life in prison. Slaton was deeply troubled by the case, and had unearthed evidence against Conley of his own. In his testimony, Conley had besmirched Leo Frank's character by giving detailed descriptions of liaisons Frank had in his office with prostitutes. Conley described very particular sexual fantasies, and Slaton was shocked to read the same fantasies in Conley's love letters. To Slaton, this was a case of "transference," meaning Conley had ascribed his own perversions onto Frank, and called into question the entirety of Conley's testimony. Slaton decided he had no choice, saying:

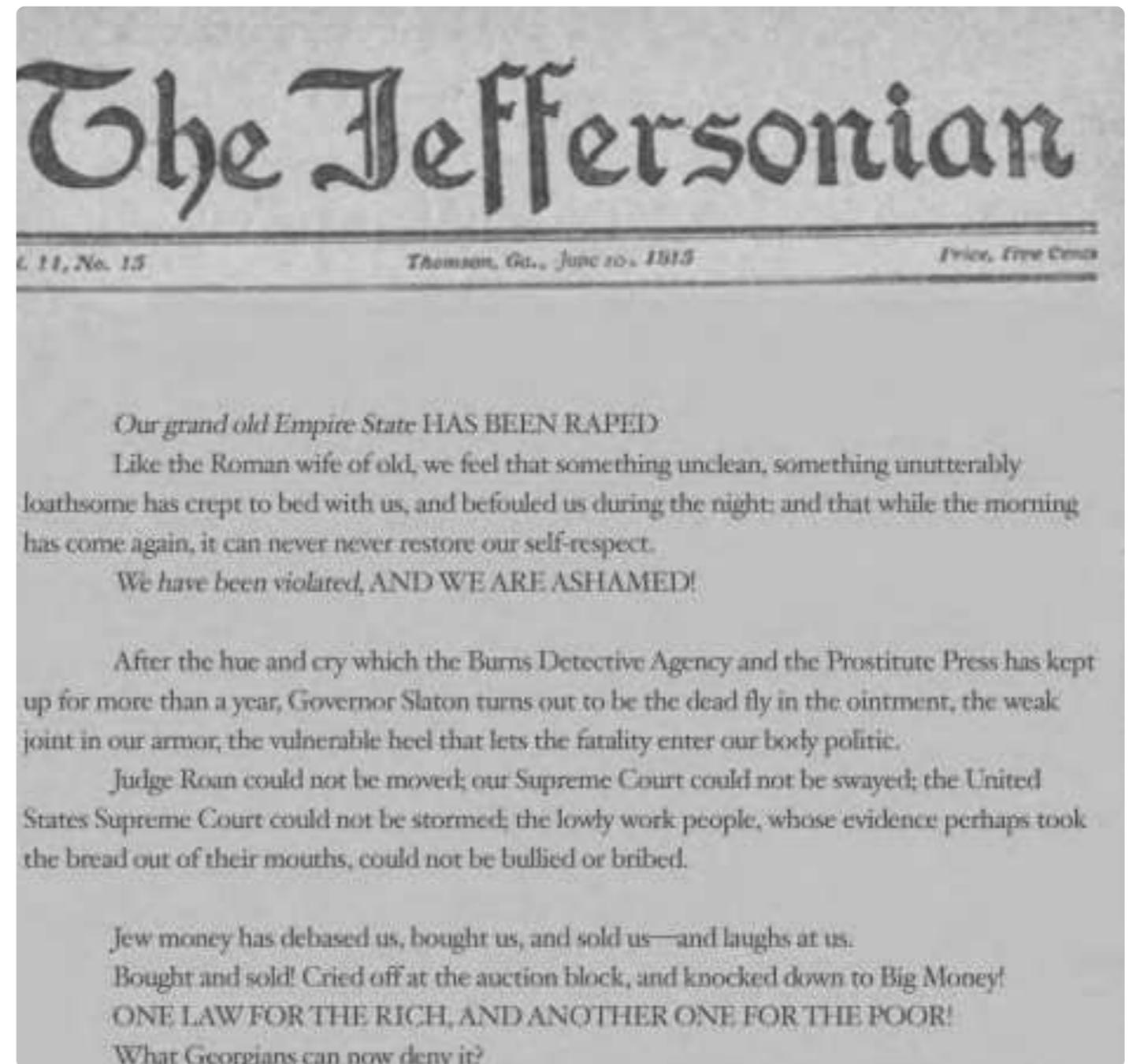
"[T]he performance of my duty under the Constitution is a matter of my conscience. The responsibility rests where the power is reposed. Judge Roan, with that awful sense of responsibility, which probably came over him as he thought of that Judge before whom he would shortly appear, calls to me from another world to request that I do that which he should have done. I can endure misconstruction, abuse and condemnation, but I cannot stand the constant companionship of an accusing conscience, which would remind me in every thought that I, as a Governor of Georgia, failed to do what I thought to be right. There is a territory "beyond a REASONABLE DOUBT and absolute certainty", for which the law provides in allowing life imprisonment instead of execution. This case has been marked by doubt.... "

Governor John Slaton

Slaton's action fueled the fires of hatred once again, and the media responded with impassioned opinions.

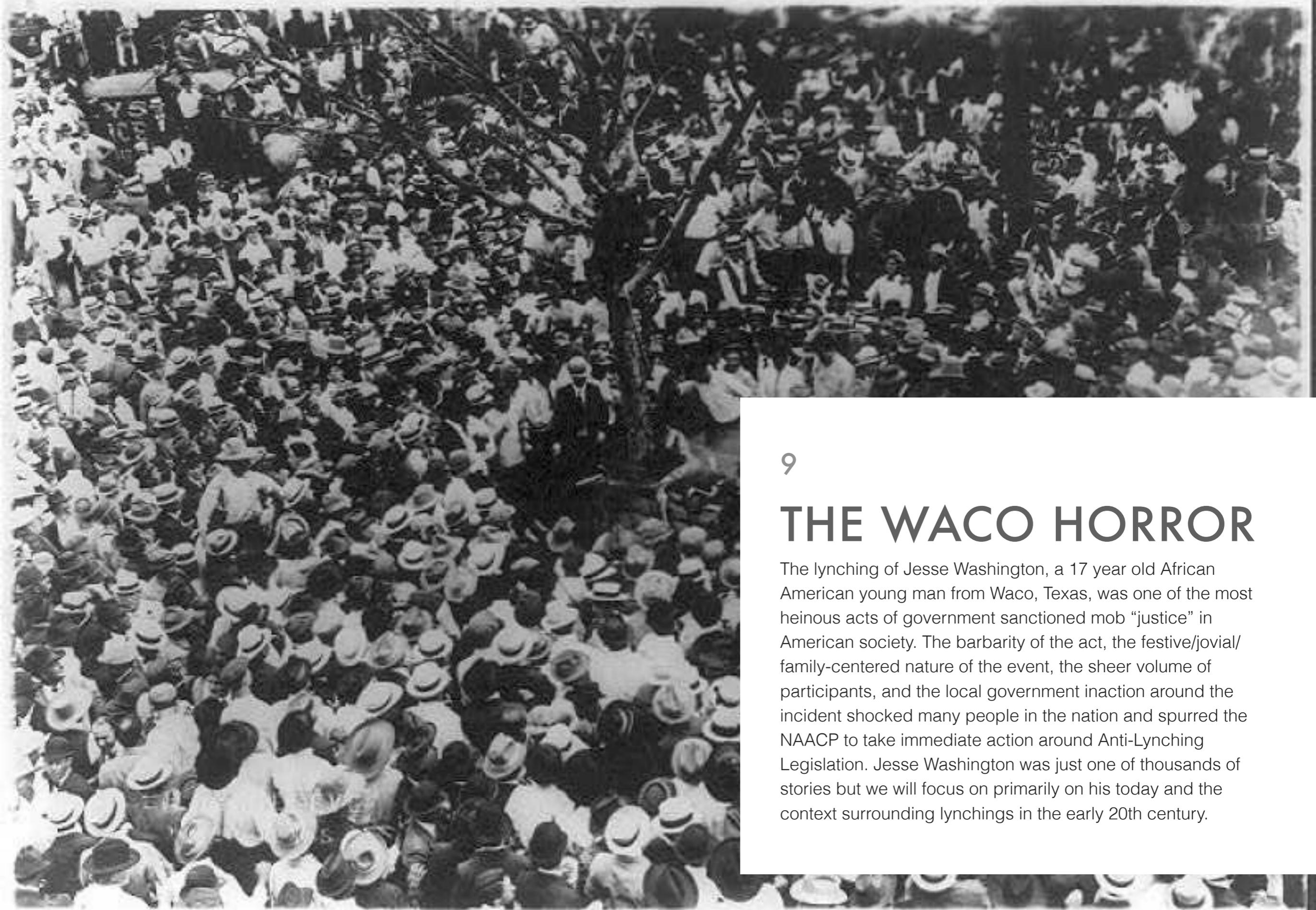
The following two documents were written by two prominent figures of the time: Tom Watson, who would later become a U.S. Senator, and Adolph Ochs, publisher of the New York Times. Peruse the following documents and reflect on these questions as you read:

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



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

Such was the atmosphere that descended on the courthouse as the trial began. The interest was so intense that the small courtroom was packed and a crowd (mob?) collected outside. An accompanying heat wave made leaving the windows open a necessity, and people climbed on roofs and light poles to see the proceedings.



9

THE WACO HORROR

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

PART I: NEWS ARTICLES

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

(Supplement to the CRISIS, July, 1916)

The Waco Horror

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

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

It had a population of 14,446 in 1890 which increased to 20,686 in 1900, and to 26,425 in 1910. The white population in these twenty years has almost exactly doubled. The colored population has increased from 4,049 to 4,967, forming thus 23% of the population. The bulk of the population is native white of native parentage, there being only about 1,000 foreigners in the city.

The whole of McLennan county contained in 1910 a population of 73,256 of whom 17,234 were Negroes. This total population has nearly doubled in the last twenty years. Waco is well laid out. The streets are broad, over sixty miles of them being paved.

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

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

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

Baylor University was founded in 1864 and has between 1,200 and 1,300 students. It is co-educational. The president is running for the United States Senate.

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



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

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

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

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

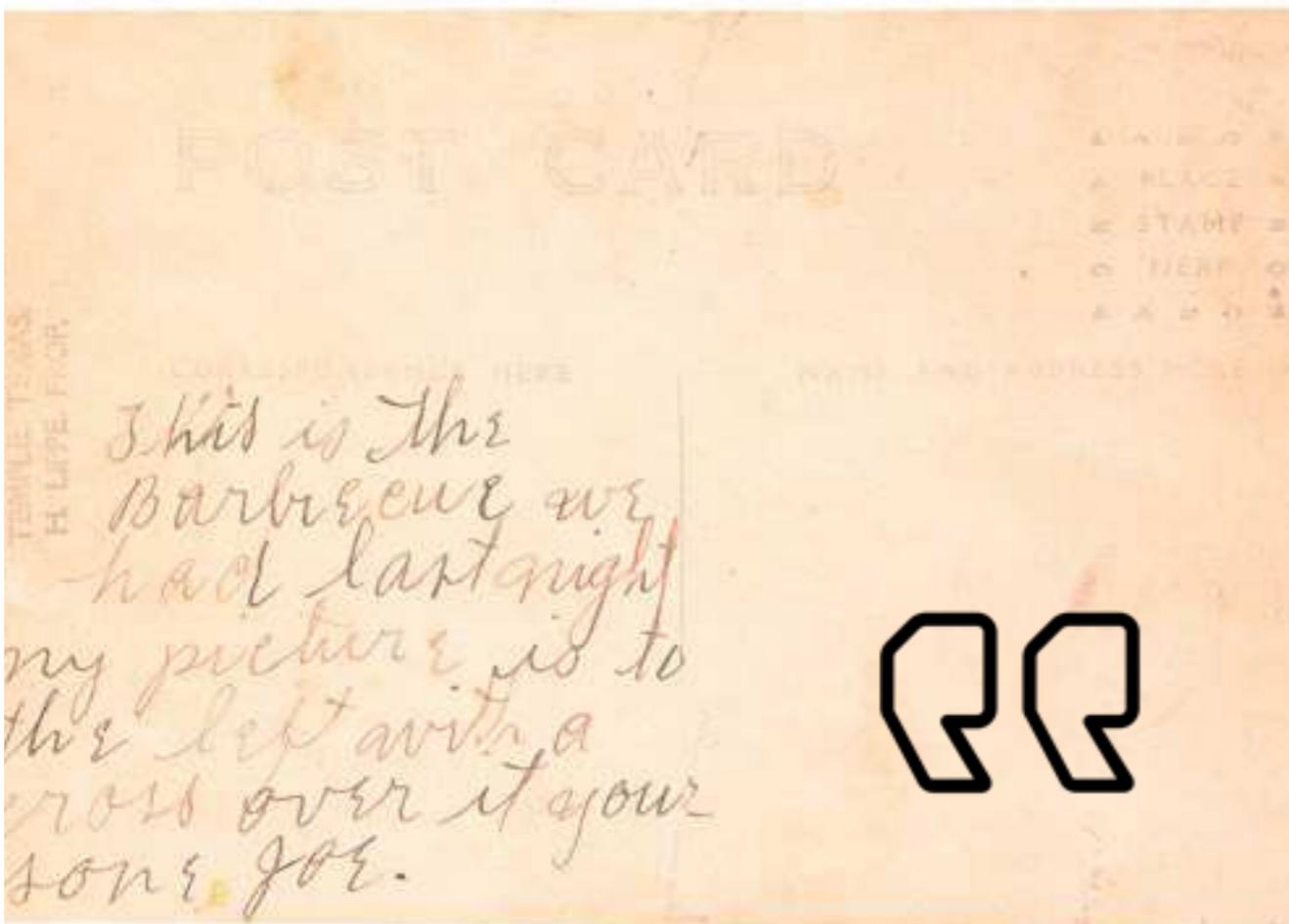


PART II: POSTCARDS



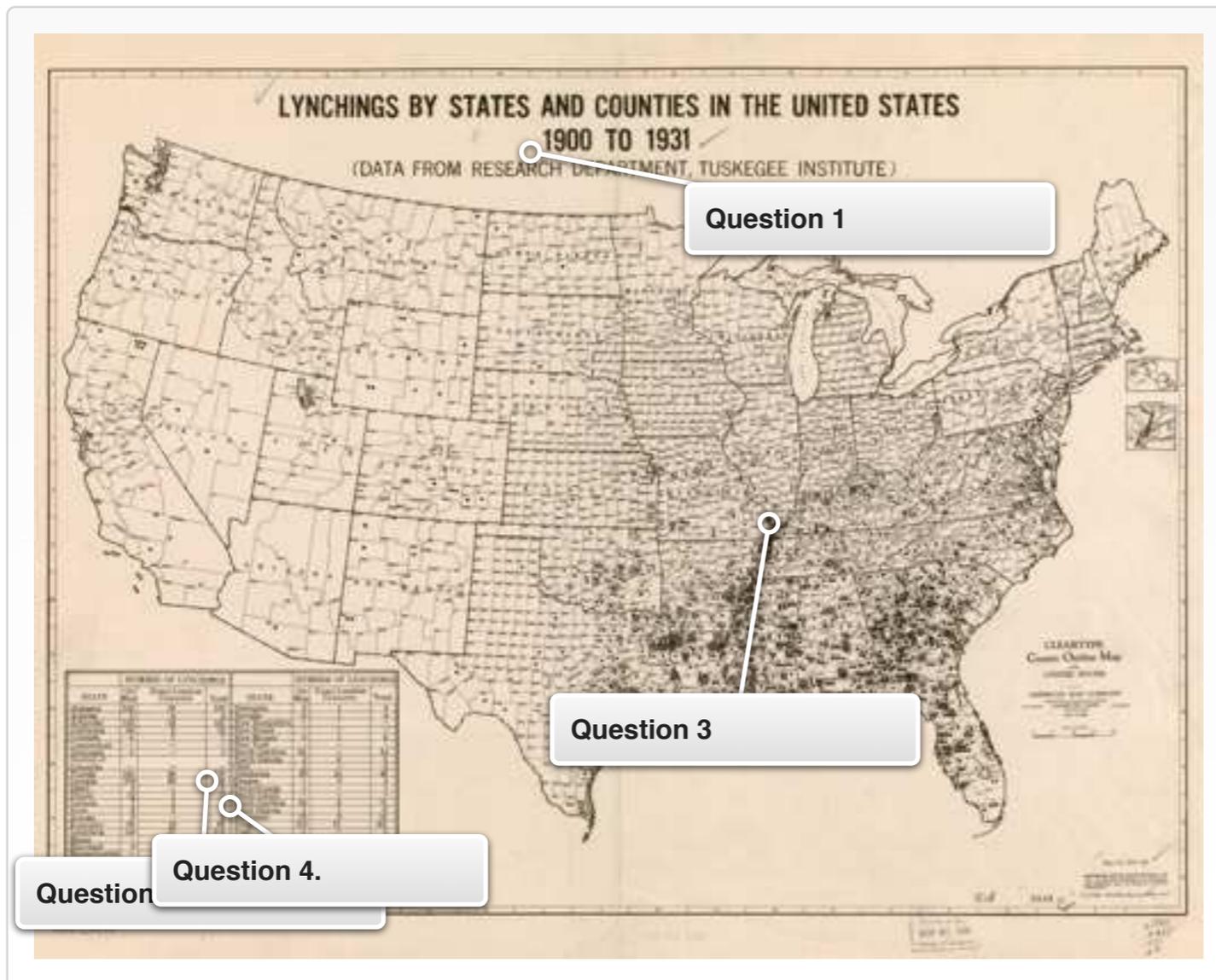
Postcards like the one seen here were not uncommon after Jesse Washington's lynching, many like it were sent to friends and family all over the country. In addition to postcards, bones, teeth, and other body parts were sold to local participants. In a small group, again, designate a scribe to take notes and respond to the questions below:

1. What sort of message do you think postcards like this sent about African Americans when they were sent all around the country?
2. How does the profitability of human remains and "merchandise" like this land for you? What do you think this means about African American bodies?
3. Based on the author of the note's tone and the fact that postcards like this were bought/sold/sent across the country, do you think violence to this extent was an uncommon occurrence? Why or why not?



Hover over the quotes below to read the handwritten note more clearly.

PART III: THE SCOPE OF LYNCHINGS



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

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

PART IV: ANTI-LYNCHING BILL

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

1. Is there any part(s) of the bill that seem like it's asking a lot of local governments? Is there any part that seems unfair?
2. Why do you think the bill passed through the House of Representatives but failed to pass the Senate?
3. Why do you think the Senate filibustered the bill? What could have been driving their reasoning?

ANTI-LYNCHING BILL.

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

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

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

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

Text from the 1922 Anti-Lynching Bill

PART IV: CONTINUED



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

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

PART V: "STRANGE FRUIT"

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

2. After your groups' initial thoughts have been written down, listen to "Strange Fruit" by Billie Holiday. Since the song was an artist's medium to protest the legacy of black lynchings, on your own, use a blank piece of card stock to create your own poem inspired by "Strange Fruit". The poem should be written from the perspective of an individual who took a stand against lynchings in the early 1900s. Take your time on this project, decorate your poem to make it aesthetically appealing, and be sure you get feedback on your poem by having a classmate view your rough draft before you start work on your card stock. I don't expect anyone to finish this project in class but I do expect the final piece to be completed and turned in no more than 5 days.



[Click Here for Lyrics](#)

SOURCES

1. Spectators Watch Jesse Washington Burn:

https://en.wikipedia.org/wiki/Lynching_of_Jesse_Washington

2. Bryan Daily Eagle:

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

3. NAACP's "The Crisis" Article:

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

4. Jesse Washington Postcard:

https://en.wikipedia.org/wiki/File:Postcard_of_the_lynched_Jesse_Washington,_front_and_back.jpg

5. Tuskegee Institute's Lynchings Map

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

6. Anti-Lynching Bill:

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

7. Political Cartoon

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

8. Billie Holliday's "Strange Fruit"

https://archive.org/details/BillieHoliday-StrangeFruit_965

A DATE OF INFAMY

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



How do American citizens react to attacks on American soil and why do they respond this way?



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

December 7, 1941



GALLERY 10.1



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

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

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

December 8, 1941

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

How might you feel before you hear the speech?

Next, listen to the speech.

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



Prof Pappas will you insert the day of infamy speech here?

WE DID IT BEFORE

AND WE CAN DO IT AGAIN

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



December 10, 1941

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

Listen to the song.

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

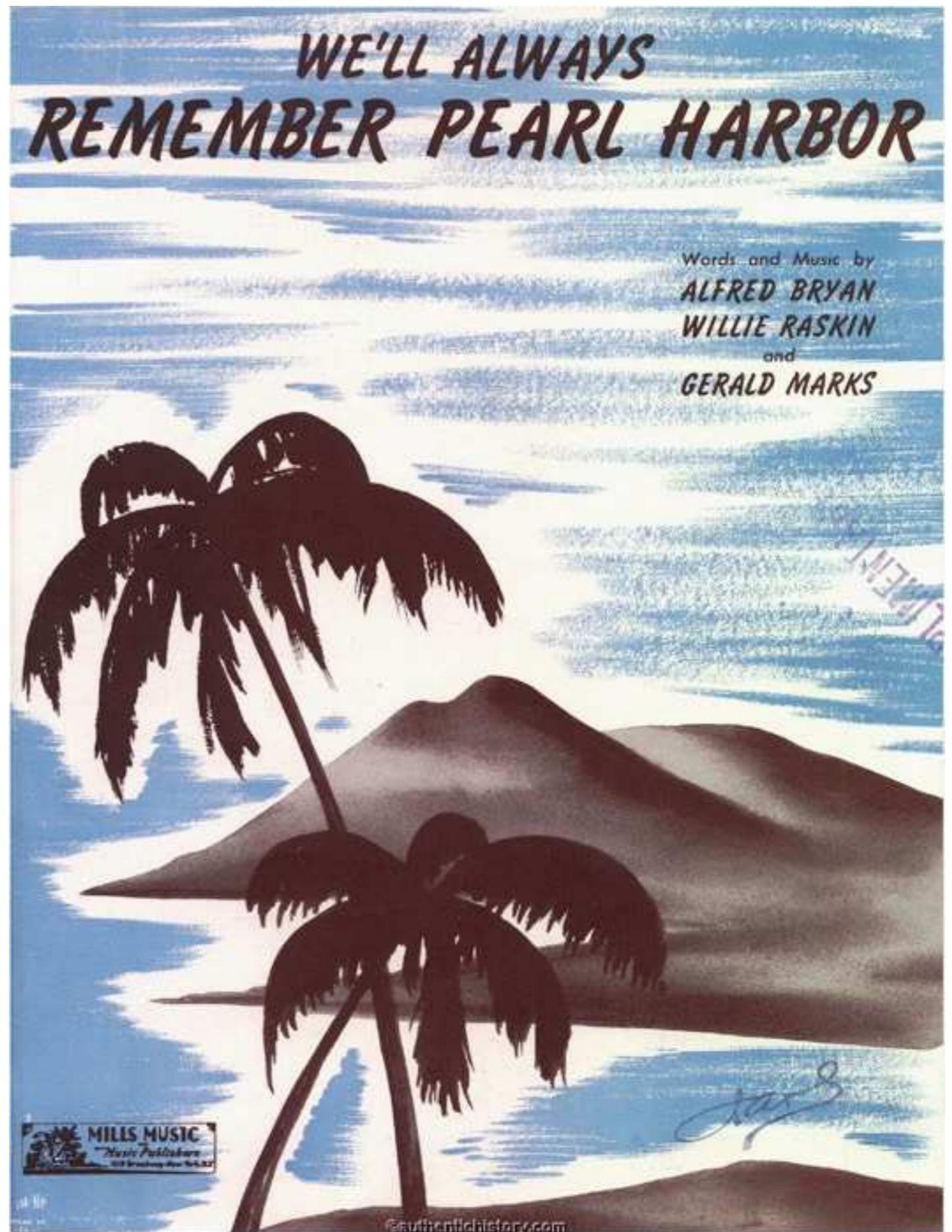
AUDIO 10.1 We did it before (and we can do it again)



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

Remember Pearl Harbor
by Sammy Kaye
(December 1941)

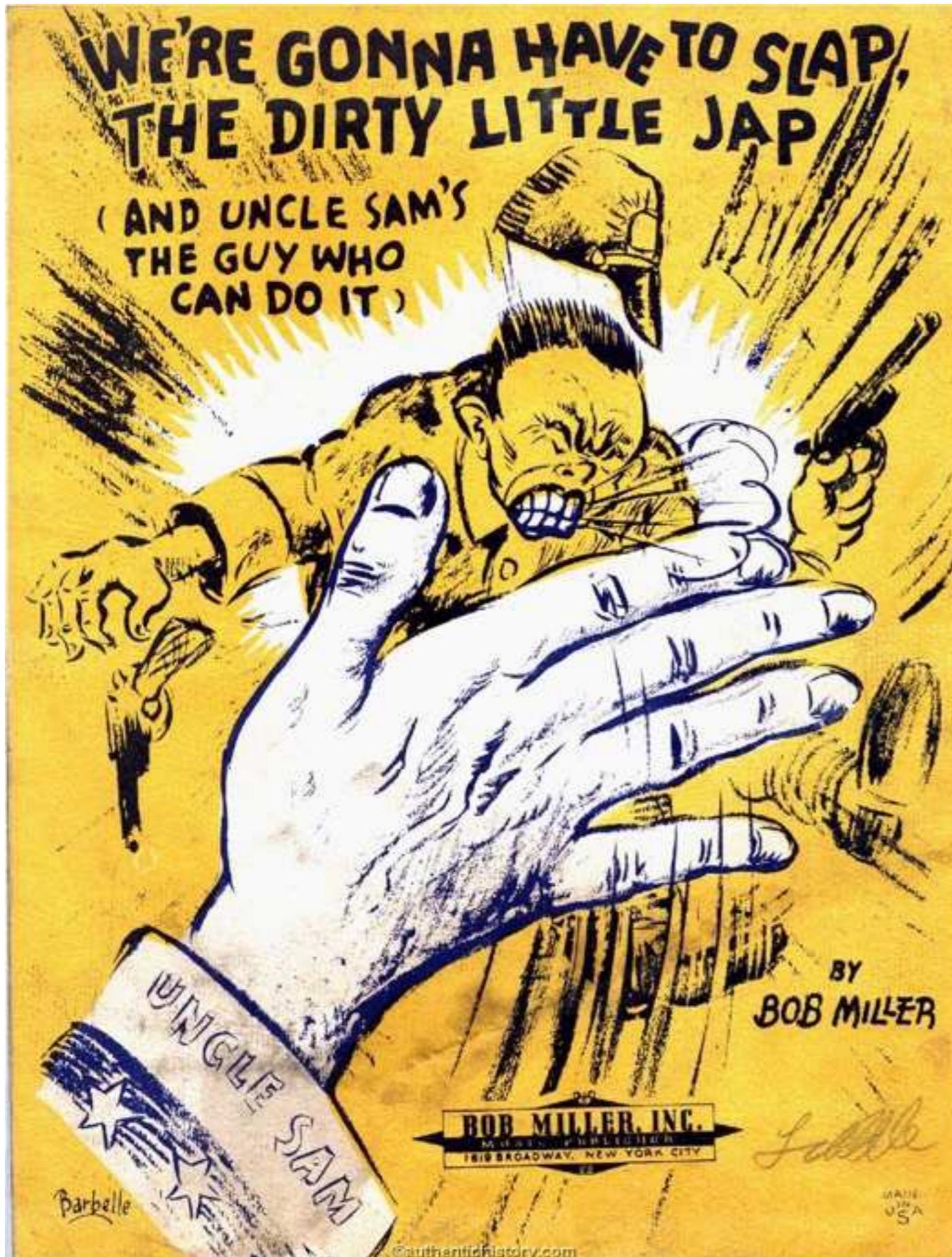
Remember Hawaii by
Bing Crosby
(January 1942)



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

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

Two Reactions



Remember Pearl Harbor
by Carson Robinson
(February 1941)

Cowards Over Pearl
Harbor by Denver Darling
(February 1942)

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

Pearl Harbor Blues by
Doctor Clayton (March
1942)

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

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

Two Reactions

Thoughts on our generative question

How do American citizens react to national attacks and why do they respond this way?

In the 1940's, the reactions we've looked at so far were viewed as normal. What do you think happens next? Do the American people forget the attack or do they take more drastic action against the Japanese people?

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



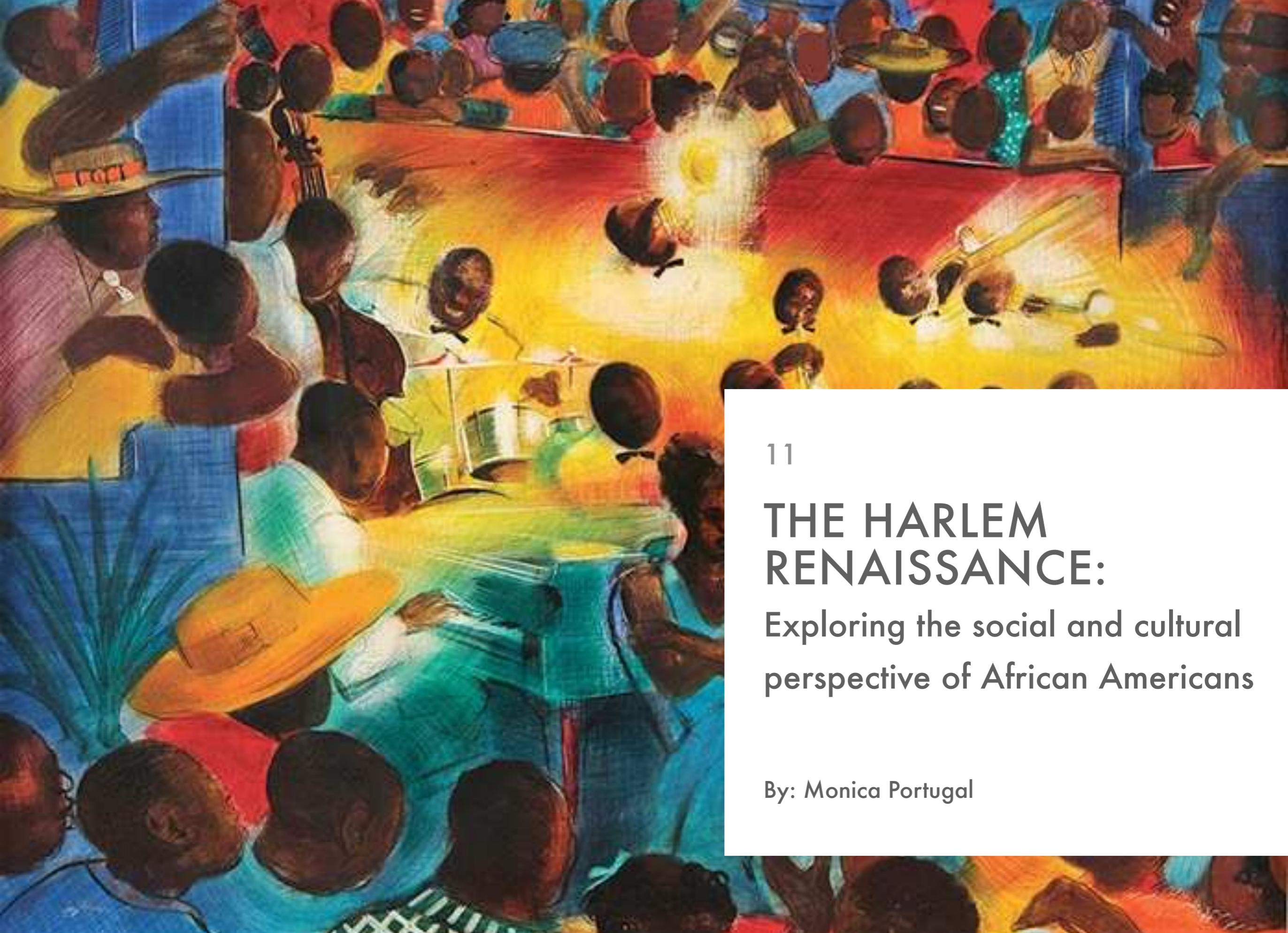
Waiting for the signal from home..., February 13, 1942, Dr. Seuss Political Cartoons. Special Collection & Archives, UC San Diego Library



Comparisons have been made between Pearl Harbor and many modern tragic events caused by terrorism by extremist groups. You have grown up in this world, what similarities do you see between Pearl Harbor and the events of recent years?

Is it possible that internment camps, concentration camps, or registration for groups of people could happen in 2015/2016?



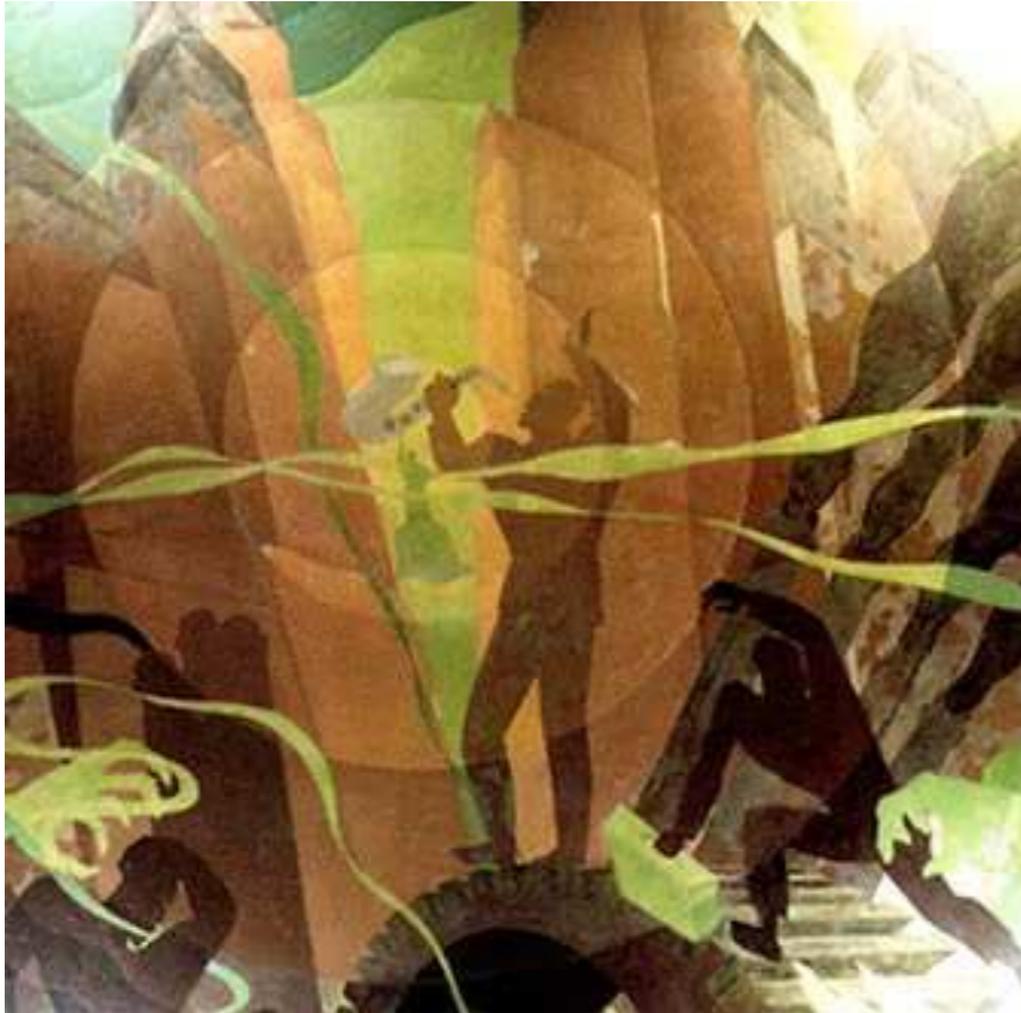


11

THE HARLEM RENAISSANCE:

Exploring the social and cultural
perspective of African Americans

By: Monica Portugal



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

INTRODUCTION

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

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

BILLIE HOLIDAY

MOVIE 11.1 "Strange Fruit" performed by Billie Holiday



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

Lyrics:

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

UNTITLED

How does this poem reflect the experience of African Americans living in the United States?

What is the message Claude McKay is proposing, and who is his audience?

If We Must Die

Claude McKay, 1889 - 1948

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

ZORA NEALE HURSTON



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



Their Eyes Were Watching God

Chapter 2

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

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

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

I, Too

I, too, sing America.

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

Tomorrow,
I'll be at the table
When company comes



Cross

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

LANGSTON HUGHES



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

As I Grow Older

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



Mother To Son

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



12

SIXTIES IMAGERY

The Sixties were a tumultuous time period in America. The Civil Rights Movement was taking place, various student movements were blossoming, and the Vietnam War was coming into full swing. Divisions would be created over what should be done over issues regarding the civil rights of various minority groups (women, African Americans, Mexican Americans, Native Americans, etc.), and the problems of war in Vietnam. As student activism rose, imagery and public demonstration became an important piece of transmitting an argument or position.

In this DBL, students will answer a series of questions regarding the counterculture movements.

Essential Question:

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

Image Source: https://upload.wikimedia.org/wikipedia/commons/3/3e/Vietnam_War_protestors_at_the_March_on_the_Pentagon.jpg

INTERACTIVE 12.1 "Viet Nam: An Eastern Theatre Production"



This image was created in 1968, a year before the Tet Offensive in 1969. By this point in the war, many people were starting to become disillusioned with the whether or not the U.S. would win.

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

Who would create a poster like this?

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

Who is in this poster?

Why was this poster created to look like a movie poster?

Link to image:

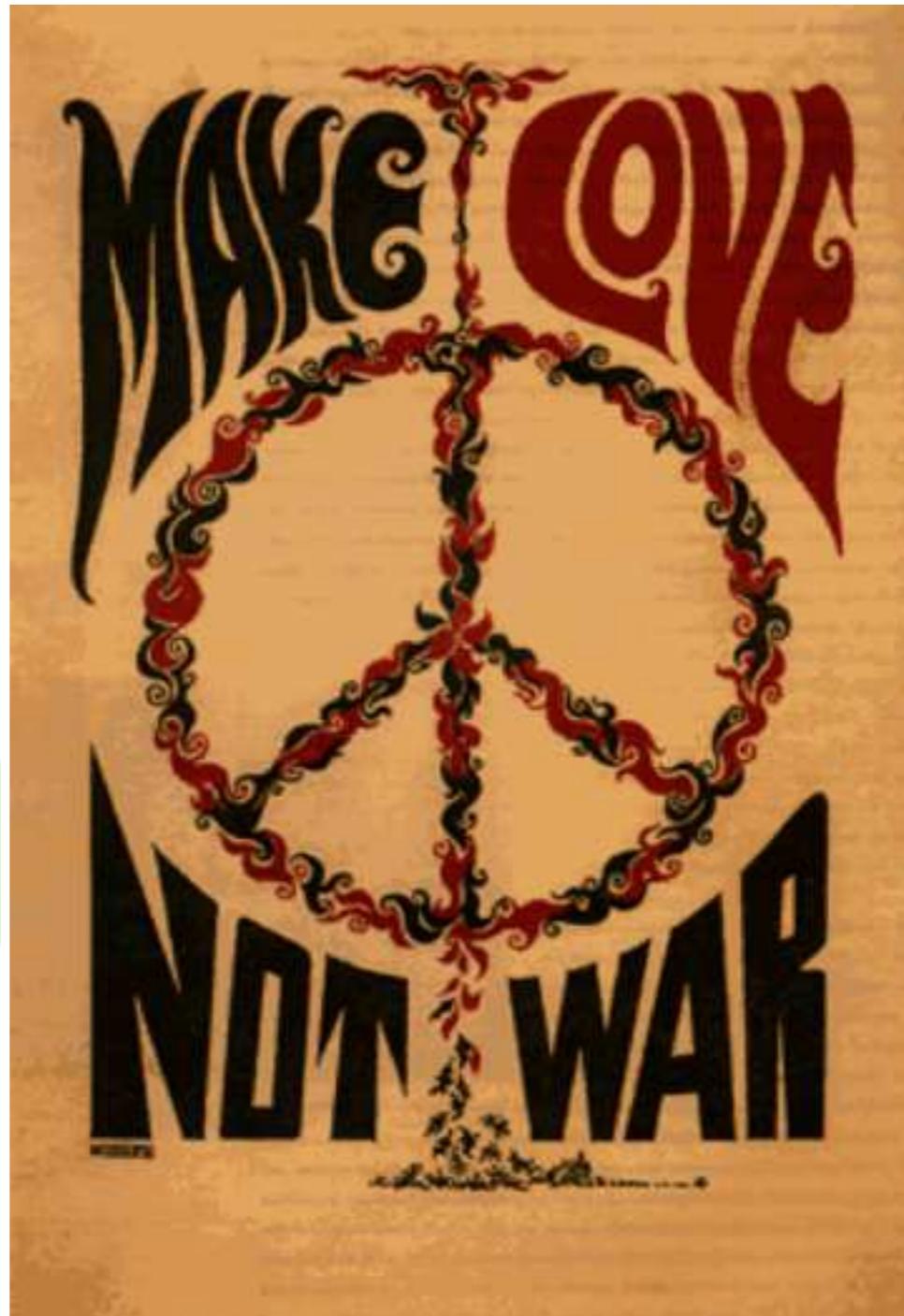
http://www2.iath.virginia.edu/sixties/HTML_docs/Exhibits/Track16/vn_eastern_theater.html

**"Make Love
Not War"**

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

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

Why
is there a peace sign
on this poster?



What
is the peace sign
made out of?

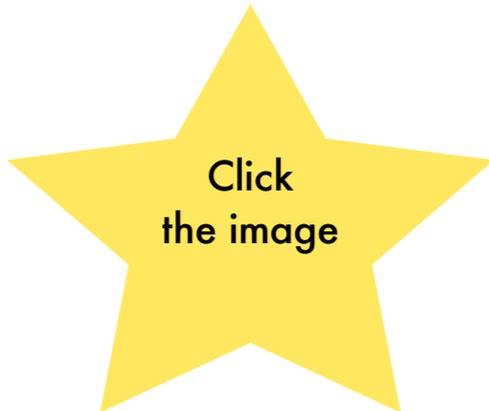
Why
use the phrase
"make love not
war"?

What
group might use this poster,
and why?

Image source: http://www2.iath.virginia.edu/sixties/HTML_docs/Exhibits/Track16/make_love.html

“Come to Detroit Nov. 3”

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



Why might Student for a Democratic Society raise these issues?

What objections/arguments are being raised in this poster?

What movements are represented in this poster?

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

Image Source:

http://www2.iath.virginia.edu/sixties/HTML_docs/Exhibits/Track16/come_to_detroit.html

INTERACTIVE 12.2 Public Reactions: The March on the Pentagon



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

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

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

What
groups might have been present at this
protest?

Image Source:

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

Excerpt from “A Call to Resist Illegitimate Authority”

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

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

1. An ever growing number of young American men are finding that the American war in Vietnam so outrages their deepest moral and religious sense that they cannot contribute to it in any way. We share their moral outrage.

2. We further believe that the war is unconstitutional and illegal....

3. Moreover, this war violates international agreements, treaties and principles of law which the United States Government has solemnly endorsed. The combat role of the United States troops in Vietnam violates the Geneva Accords of 1954 which our government pledged to support but has since subverted. The destruction of rice, crops and livestock; the burning and bulldozing of entire villages consisting exclusively of civilian structures; the interning of civilian non-combatants in concentration camps; the summary executions of civilians in captured villages who could not produce satisfactory evidence of their loyalties or did not wish to be removed to concentration camps; the slaughter of peasants who dared to stand up in their fields and shake their fists at American helicopters; - these are all actions of the kind which the United States and the other victorious powers of World War II declared to be crimes against humanity for which individuals were to be held personally responsible even when acting under the orders of their governments and for which Germans were sentenced at Nuremberg to long prison terms and death...

4. We also believe it is an unconstitutional denial of religious liberty and equal protection of the laws to withhold draft exemption from men whose religious or profound philosophical beliefs are opposed to what in the Western religious tradition have been long known as unjust wars.

5. Therefore, we believe on all these grounds that every free man has a legal right and a moral duty to exert every effort to end this war, to avoid collusion with it, and to encourage others to do the same. Young men in the armed forces or threatened with the draft face the most excruciating choices. For them various forms of resistance risk separation from their families and their country, destruction of their careers, loss of their freedom and loss of their lives. Each must choose the course of resistance dictated by his conscience and circumstances.....

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

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

Why does
this group recommend avoiding the draft?

What
reasons does this document present against the
war in Vietnam?

Is this
document a reliable way of
perspective on the Vietnam

References

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http://www.pbs.org/opb/thesixties/topics/politics/newsmakers_1.html

https://en.wikipedia.org/wiki/National_Mobilization_Committee_to_End_the_War_in_Vietnam

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13

EXAMINING THE ONGOING EVOLUTION OF AMERICAN GOVERNMENT

“RONALD REAGAN SPEAKS OUT AGAINST SOCIALIZED MEDICINE,” 1961

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

- What does Reagan mean by “socialized medicine”?
- In 10 words or fewer: Why is Reagan so opposed to this idea?
- Reagan produced this recording for the American Medical Association. How does his relationship with the AMA affect the way you think about his comments?

“THERE YOU GO AGAIN”: RONALD REAGAN RUNS FOR PRESIDENT

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

Social Security

Opponents

THE AFFORDABLE CARE ACT

OR, OBAMACARE

Heated Debate: Opponents of the ACA Demonstrate

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

Consider the following questions:

- What kinds of imagery are protestors using? What does it tell us about their argument?
- What sorts of connections are protestors making between the ACA and other historical phenomena?



Protestors descend on the US Capitol to voice their opposition to the ACA in September of 2009 ([LINK](#)).



