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ABSTRACT Eleven activity sets for students in grades 8 through 12 are designed to supplement courses in citizenship and U.S. history and government. "The Civil War That Could Have Been" creates a hypothetical situation which requires the participant to analyze the causes of the Civil War. In "History on TV -- Enemy or Ally of the Social Studies Program," students investigate the reliability of television docudrama, contemporary social drama, historically based drama, and a documentary. "How to Make School and Classroom Rules Easier to Swallow" involves analyzing the need for rules. In separate units on local government, historic preservation, the right to privacy, and youth and the law, students interview local government officials, organize into political pressure groups, assess their attitudes toward the role of the police, incarceration, the death penalty, violence, and organized crime. "The Struggle for Rugged Individualism During the Depression" examines New Deal reform and physical/psychological effects on the American people who experienced the Depression. In a study of the old west students discuss a fictitious town which had no laws. "The Home Front in World War I and World War II" focuses on the effect of war on the economy and lives of various groups in society. The final set, "Presidential Decision Making" is intended for above average students and examines how presidents throughout history have used their roles to their advantage. (KC)

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Project ACE Activity Sets, Book III:

GRADES 8 Through 12

1979

Sφ. 012 517

Developed by Project ACE Lead Teachers
From The
Eden City School System
Durham County School System

BOOK III: PROJECT ACE ACTIVITY SETS

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CONTENTS:

Charlet, James, The Civil War That Could Have Been (Grades 8-12).

A creative approach to comparing the conditions of nineteenth century slaves in the South with those of their contemporary immigrant factory workers in the North.

Charlet, James, History of T.V.--Enemy or Ally of the Social Studies Classroom (Grades 8-12).

By critically analyzing a variety of popular t.v. shows, students learn to distinguish factual from fictional historical information.

Charlet, James, How to Make School and Classroom Rules Easier to Swallow (Grades 8-12).

First, students discuss and analyze the need for rules in their classroom and then they apply what they have learned to examining the need for rules in society in general.

Jones, Judy, Local Government (Grades 8-12).

Students learn more about their local government by viewing a film-strip, role playing and interviewing local government officials.

Jones, Judy, The Process of Historic Preservation at the Local Community Level (Grades 8-12).

Students learn to organize themselves into a political pressure group intent on preventing the destruction of a building.

Jones, Marian, The Right to Privacy: Search and Seizure (Grades 8-12).

Students learn about the protections which the Fourth Amendment affords U.S. citizens, they assess their attitudes toward policemen and the legitimate authority of the policemen.

Putney, Fred, Youth and the Law (Grades 8-12).

Students learn information and assess their values regarding several law-related topics, including the role of the policeman, incarceration, the death penalty, violence, and organized crime.

Ragsdale, Nancy, The Struggle for Rugged Individualism During the Depression (Grades 8-12).

Students examine the problem which existed during the depression, the types of New Deal reforms created to ameliorate these problems, and the physical-psychological effects of these problems on the well-being of the American people who experienced the depression.

PROJECT ACE ACTIVITY SETS
(Continued)

Van Skike, David, Law--Who Needs Them?: A Fanciful Look at Life in the Old West (Grades 8-12).

Designed to accompany a study of the old west, students discuss a fictitious town which has no laws and by doing so, they learn that a society cannot exist without laws.

Wilson, Virginia, The Home Front in World War I and World War II (Grades 8-12).

Students learn about the effects which war has on economic financing and government controls, civil rights and the daily life style of various groups in society. These activities are designed to be used with average high school students.

Wilson, Virginia, Presidential Decision-Making (Grades 8-12).

Students learn about the major roles of the American President and about how Presidents throughout history have used these roles to their advantage when making important decisions. These activities are designed to be used with the above average high school student.

THE CIVIL WAR THAT COULD HAVE BEEN

Grades 8-12

James D. Charlet
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NOTE TO THE TEACHER:

The American Civil War was not simply the most costly war of lives in American history, it was a cataclysmic social and economic event which reverberates throughout our society today. Since standard textbook explanations tend to oversimplify this complex event, the Civil War remains largely misunderstood. Even more dangerous is the use that many people make of their oversimplified understanding of the war in explaining current racial tensions and north-south divisions which still exist today.

The "Civil War That Could Have Been" does not simply look at the same old facts from the Southern point of view. It is not an attempt to prove that the South was right. Rather, it attempts to show that perhaps the North was wrong. The difference? It is a mind game which omits the classical assumptions. It looks at the situation instead of the content. Today, Northerners are so sure they were right, Blacks are so sure they were degraded, Southerners are so sure they were victimized, that each side seems far more interested in maintaining its version of the war than understanding it. That, of course, simply compounds the problem.

By creating a hypothetical construction, which logic says could have happened exactly this way with opposite results for all the same original reasons, the participant must draw back and re-analyze. Its major thrust is to show that in this conflict--as in so many other, even at a personal level, both sides were right--and both sides were wrong. That is why there was a war.

This activity set should be taught immediately after the standard textbook version of the Civil War and it should follow the sequence lessons as suggested. Activities 1 and 2 are critically important to establish the

proper mental stage for Activity 3 which is the heart of the unit. Activity 4 should pull it all together for the students. Activity 5 is the "proof of the pudding" and may be omitted in the interest of time, but it not only "ices the cake," it is full of student activities which they enjoy, and hopefully will leave them with more questions than answers.

APPROXIMATE TIME REQUIRED:

<u>Activity</u>	<u>No. of Class Periods Required</u>
1	1
2	1-2
3	2
4	1
5	1-2
Evaluation	1

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

<u>A German Settler's View.</u> Stanford, Calif.: Multi-Media Productions, Inc., (Cost = \$12.95).	1
<u>The Irish Experience.</u> Stanford, Calif.: Multi-Media Productions, Inc., (Cost = \$12.95).	1
<u>The Slovak Man.</u> Stanford, Calif.: Multi-Media Productions, Inc., (Cost = \$12.95).	1
<u>The South Looks Forward: 1861.</u> Stanford, Calif.: Multi-Media Productions, Inc., (Cost = \$12.95).	1

Photo Aids

<u>Child Labor.</u> (Published by Documentary Photo Aids) Culver City, Calif.: Social Studies School Service, (Cost = \$10.00).	1
<u>Industrialization and Social Problems.</u> (Published by Documentary Photo Aids) Culver City, Calif.: Social Studies School Service, (Cost = \$6.50).	1

EXCERPTS FROM BOOKS:

<u>"Slums and Sweatshops."</u> In Jacob A. Riis, <u>The Battle With The Slums.</u> New York, NY: MacMillan Publishing Co., 1930.	35
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WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation	35
Chart Comparing Immigrants and Slaves	35
The Civil War That Could Have Been	35
Epilog	35

For the Teacher As
Background Information

Activity Set Evaluation Answer Key	1
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Activity 1

Instructional

Objective: After discussing the photo aids, the students will be able to list factual information about the early American factory conditions.

Materials: Photo Aids--"Industrialization and Social Problems"
"Child Labor"

Teacher Activities

Student Activities

1. Introduce unit to students by explaining time (about 1 week) and purpose (to look at what you just finished from a different angle). Share with them, in your own words, some of the rationale from the "Note To The Teacher." Explain that some of our history is dead and gone (The War of 1812 or the Spanish-American War has no direct bearing on their everyday lives) some is simply very interesting (pioneers, cowboys, indians) but some they are still living with. If they are Black, or if they are White, or if they are Southern, or if they are living in the South; or if they are Northerners you now have them covered!) they need to understand the Civil War - not the battles, but the causes.

Ask these questions: "We have just finished studying the Civil War. What caused it?"

Did you know that more Americans lost their lives in this war than ALL OTHER WARS THE U.S. HAS FOUGHT SINCE THEN - ALL PUT TOGETHER!? (True: if you add all U.S. casualties for the Spanish-American War, WWI, WWII, Korea, and Vietnam - still don't total the Civil War. You may want to have resources standing by to confirm this - some won't believe it). Do you really believe all that was to "free" a few slaves? Do some Blacks talk today of being "freed" 120 years after the law was passed freeing them? Why? Do whites and Blacks today get along with no problems anywhere? Do some Southerners still talk like the war is still going on? Does the federal government still seem to give the South a hard time about things (e.g., HEW-UNC) that they leave others alone about? Did you know that today more than 95% of all Southern public schools are fully integrated, and that just over 20% of all Northern and Western public schools are?

"Slavery" they say.
Accept it for now.

Activity 1 (Continued)

Teacher Activities

Student Activities

Explain that we are about to look at history in a very different way than the textbooks do.

2. Show appropriate pictures - "Industrialization and Social Problems"

Read captions to class - elicit response.

3. Show appropriate pictures - "Child Labor". Repeat.

Explain to the students that these pictures were taken later in the 19th century, but the conditions they portray probably existed earlier.

In conclusion, stress the point that poor factory conditions existed in the North before, during and after the Civil War even though the attention of the public was directed toward the South and its slavery.

Student discuss factory conditions portrayed in photos.

Activity 2

Instructional

Objective: After viewing the filmstrip, students will be able to add additional information to their list regarding poor 19th century factory conditions.

Materials: Filmstrips--"The Irish Experience"
"The German Settlers View"
"A Slovak Man of Steel"
Excerpt from Book--"Slums and Sweatshops"

Special Directions to the Teacher:

All three filmstrips can be shown in one period if they are prepared properly. It is very important to use all three because they reinforce each other and later activities are tied to them. Since you are merely using immigration to set up your hypothetical construction next, avoid teaching immigration at this point. You may want to ask them some detailed content questions of your own, but direct them to looking for answers to the questions below throughout the series.

Teacher Activities

Student Activities

1. Show filmstrips (any order)
2. Before viewing, direct students to look for these answers:
 - a) What were average working hours?
 - b) What was the average pay?
 - c) Describe their homes, facilities, and neighborhoods.
 - d) How were they treated by their bosses on the job?
 - e) How were they treated by the "average American?" Give examples.
 - f) Why didn't they move to another job elsewhere?
 - g) What did they have to look forward to?
 - h) Could they ever improve their situation? Did they?
3. (Optional) Hand out or read orally to class "Slums and Sweatshops."
Teacher: If you decide to omit this, it is good background information for you.

View filmstrips.

Write down answers and keep for Activity 4.

sue became clearly marked between the two parties, business, as was to be anticipated, threw all its weight onto the side of the existing currency and of gold. The Businessmen's Sound Money League, the Board of Trade Sound Money League, the Dry Goods Sound Money League, the Commercial Travelers' Sound Money League—they sprang up in every corner of the country and entered upon an active propaganda for Mr. McKinley. The effect, as I should judge, has been enormous.

Business went further than sound money leagues. It promised a world-shaking panic if Mr. Bryan were elected. You may say that po-

litical blackmail is no argument. But it is, and the most powerful of arguments that can be urged. Moreover, it is not merely blackmail. There can be little doubt enough that a most serious panic actually would follow a Democratic victory, and the people who would go under are exactly the farmers and operatives [workers] who incline toward free coinage.

As for the real issue of the campaign—or, I should rather say, the nominal issue—everybody has well-nigh forgotten it. Whether the free coinage of silver at the ratio of 16 to 1 with gold would bring silver up to par, or leave gold at a premium, nobody cares to ask.

SLUMS AND SWEATSHOPS

The natural increase in population and the rising tide of immigration created great problems in America's cities at the turn of the century. The population of the cities grew much faster than good housing could be built. This mushrooming growth frequently resulted in appalling living conditions. Tenement apartments were often dirty and overcrowded; entire families lived in one or two rooms. Fresh air, sunlight, and space were hard to find in the crowded slum neighborhoods of big cities.

The rapid growth of factories in American cities also brought problems. Working conditions were poor and wages were low. Women and children sometimes worked unbelievably long hours. The businessmen who operated factories of this kind were called "sweaters"; the factories themselves were called "sweatshops."

Aroused by the problems of the cities, reformer Jacob Riis (page 41) investigated slum tenements and sweatshops. In two books, written twelve years apart, Riis described in vivid detail the housing and working conditions he found in New York City.

The City Slums

Source: Jacob A. Riis, *The Battle with the Slum*, pp. 14-25, copyright 1902 by The Macmillan Company; renewed 1930 by Mary Riis. Reprinted by permission of the publishers.

Look at the "dens of death" in Baxter Street . . . "houses," says the health inspector,¹ "into which the sunlight never enters . . . that are dark, damp, and dismal throughout all the days of the year, and for which it is no exaggeration to say that the money paid to the owners as rent is literally the 'price of blood.'" . . . The mortality officially registered in those "dens of death" was 17.5 per cent of their population. . . .

A dozen steps away in Mulberry Street, called "Death's Thoroughfare" in the same report, were the "Old Church Tenements." . . . "One of the largest contributors to the hospitals," this repulsive pile had seen the day when men and women sat under its roof and worshiped God. When the congregation grew rich, it handed over its house to the devil and moved uptown. That is not putting it too strong. Counting . . . the front tenements that shut out what little air and sunshine might otherwise have reached the wretched tenants, it had a population of 360 according to the record, and a mortality of 75 per thousand! . . .

Men and women were found living in cellars deep down under the ground. . . . In cellars near the river the tide rose and fell, compelling the tenants to keep the chil-

¹ Report of Board of Health, New York, 1869.

dren in bed until ebbside. Untrapped soil pipes opened into every floor and poisoned the tenants. Where the "dens of death" were in Baxter Street, big barracks crowded out the old shanties. More came every day. . . . [Some] had been built only a little while when complaint came to the Board of Health of smells in the houses. A sanitary inspector was sent to find the cause. He followed the smell down in the cellar and, digging there, discovered that the waste pipe was a blind. It had simply been run three feet into the ground and was not connected with the sewer.

The houses were built to sell. That they killed the tenants was no concern of [the] builder's. . . . A dozen years after, when it happened that a row of tenements he was building fell down ahead of time, before they were finished and sold, and killed the workmen, he was arrested and sent to Sing Sing² for ten years, for manslaughter. That time he had forgotten to put lime in the mortar. It was just sand. When the houses fell in the sight of men, the law was at last able to make him responsible. . . .

Knocking a man in the head with an ax or sticking a knife into him goes against the grain. Slowly poisoning a hundred so that the pockets of one be made to bulge may not even banish a man from respectable society. We are a queer lot in some things. . . .

² Sing Sing: a New York state prison.

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Twenty cases of typhoid fever from a single house in one year was the record that had gone unconsidered. Bedrooms in tenements were dark closets, utterly without ventilation. There couldn't be any. The houses were built like huge square boxes, covering nearly the whole of the lot. Some light came in at the ends, but the middle was always black. Forty thousand windows, cut by order of the Health Board that first year, gave us a daylight view of the slum: "damp and rotten and dark, walls and banisters sticky with constant moisture."

Think of living babies in such hellholes; and make a note of it, you in the young cities who can still head off the slum where we have to wrestle with it for our sins. Forbid the putting of a house five stories high, or six, on a 25-foot lot, unless at least 35 per cent of the lot be reserved for sunlight and air. Forbid it absolutely, if you can. It is the devil's job, and you will have to pay his dues in the end, depend on it. . . .

I do not mean that we are not getting anywhere; for we are. Look at Gotham Court, described in the health reports of the 1860's as a "packing-box tenement" of the hopeless back-to-back type, which meant that there was no ventilation and could be none. The stench from the "horribly foul cellars" with their "infernal system of sewerage" must needs poison the tenants all the way up to the fifth story.

I knew the Court well, knew the gang that made its headquarters

with the rats in the cellar, terrorizing the helpless tenants; knew the well-worn rut of the dead-wagon [hearse] and the ambulance to the gate, for the tenants died there like flies in all seasons, and a tenth of its population was always in the hospital. . . . I have lived to see it taken in hand three times, once by the landlord under compulsion of the Board of Health, once by Christian men bent upon proving what could be done on their plan with the worst tenement house. . . . The third time the Court was taken in hand it was by the authorities, who destroyed it, as they should have done a generation before. Oh, yes, we are getting there; but that sort of thing takes time.

The Working Girls of New York:

SOURCE: Jacob A. Riis, *How the Other Half Lives: Studies Among the Tenements of New York*, pp. 234-42 (Charles Scribner's Sons, 1890).

Six months have not passed since at a great public meeting in this city, the Working Women's Society reported . . . "It is simply impossible for any woman to live without assistance on the low salary a saleswoman earns, without depriving herself of real necessities. . . ."

Only a few brief weeks before that verdict was uttered . . . the community was shocked by the story of a gentle and refined woman who, left in direst poverty to earn her own living alone among strangers, threw herself from her

attic window. . . . "I would have done any honest work, even to scrubbing," she wrote, drenched and starving, after a vain search for work in a driving storm. She had tramped the streets for weeks on her weary errand. . . .

The ink was not dry upon her letter before a woman in an East Side tenement wrote down her reason for self-murder: "Weakness, sleeplessness, and yet obliged to work. My strength fails me. Sing at my coffin: 'Where does the soul find a home and rest?'" . . . It is a story that has many parallels in the experience of every missionary, every police reporter, and every family doctor whose practice is among the poor.

It is estimated that at least 150,000 women and girls earn their own living in New York. But there is reason to believe that this estimate falls far short of the truth when sufficient account is taken of the large number who are not wholly dependent upon their own labor, while contributing by it to the family's earnings. These alone constitute a large class of the women wage earners, and it is characteristic of the situation that the very fact that some need not starve on their wages condemns the rest to that fate. The pay they are willing to accept all have to take. . . .

The investigation of the Working Women's Society disclosed the fact that wages averaging from \$2.00 to \$4.50 a week were reduced by excessive fines. . . . A little girl who received \$2 a week made cash sales amounting to \$167 in a single day, while the receipts of a \$15

male clerk in the same department footed up only \$125; yet for some trivial mistake the girl was fined 60 cents out of her \$2. . . . One of the causes for fine in a certain large store was sitting down. The law requiring seats for saleswomen, generally ignored, was obeyed faithfully in this establishment. The seats were there, but the girls were fined when found using them.

Cashgirls,¹ receiving \$1.75 a week for work that at certain seasons lengthened their day to sixteen hours, were sometimes required to pay for their aprons.

A common cause for discharge from stores in which, on account of the oppressive heat and lack of ventilation, "girls fainted, day after day and came out looking like corpses," was too long service. No other fault was found with the discharged saleswomen than that they had been long enough in the employ of the firm to justly expect an increase of salary. . . .

These facts give a slight idea of the hardships and the poor pay of a business that notoriously absorbs child labor. The girls are sent to the store before they have fairly entered their teens, because the money they can earn there is needed for the support of the family. . . . To keep their places they are told to lie about their age and to say that they are over fourteen. The precaution is usually superfluous. The Women's Investigating Committee found the majority of the children employed in the stores

¹ cashgirl: a store messenger who carries money and change between customer and cashier.

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Activity 3

Instructional

Objective: After reading "The Civil War That Could Have Been," students will be able to discuss ways in which the problems of the Northern immigrants were similar to the problems of the Southern slaves.

Materials: Filmstrip--"The South Looks Forward: 1861"
Handout--"The Civil War That Could Have Been"

Teacher Activities

Student Activities

1. Explain to students that they will participate in two things: some real history, and some "made-up" history. The purpose of both is to see things from a different viewpoint. Show "The South Looks Forward: 1861." This is real.
2. Explain to students that they are about to read some "made-up" history. It is not true, but is designed to parallel actual history.
3. After students have read this information, ask the students to consider the following fundamental question: Could this have happened?
4. Other suggested discussion questions for the handout, "The Civil War That Could Have Been":
 - a. Based on the information you learned in Activities 1 and 2, could this have happened? Is it plausible? Give as many specific reasons as you can.
 - b. Was the history entirely fictional?
 - c. Is paragraph 1 true history?
 - d. Did Northern factory owners hire many immigrants at cheap wages? If so, why were they able to do so?
 - e. Did the factory workers work long hours? What were the working conditions like?
 - f. Read through the fictional sections of "The Civil War That Could Have Been," and ask students to make "corrections" to correspond to the actual history.

View Filmstrip.

Students read and discuss.

Listen and read.

THE CIVIL WAR THAT COULD HAVE BEEN

During the late 1700's and early 1800's, America began its "Industrial Revolution". You have already studied how Samuel Slater "smuggled in" plans from England for America's first factory built in 1793 in Rhode Island. Mostly because it was the Northern part of the United States that Slater came to, and because there were many good streams there to produce "water power", factories began to grow and spread throughout the North. Since the South had excellent soil, climate, and growing seasons, it made a very comfortable living from agriculture and, therefore, didn't need to develop factories.

But something started to go wrong in the North. Greedy Northern factory owners had realized that they could make lots of money by selling more and spending less. So they hired many immigrants willing to work at very cheap wages. The owners kept the wages low, they would not let the workers organize into unions, and made the laborers work 12 and 14 hours a day, 6 days a week. In this way, the owners could produce more goods, make more money, and make even more by keeping their costs down. So they didn't spend anything on the factory buildings to make them safe, comfortable, or pleasant. These buildings were dark, cold, damp, and dangerous to the workers. If the worker didn't like his situation, he was, of course, "free" to leave, but he would find the exact same situation in every other factory. This was because so many immigrants were arriving in America each year that there were far more people looking for a job than there were jobs available, so the "lucky" worker with a job was eager to keep it.

Most people in the South during these early years didn't think much about the factory conditions in the North. But by 1819 when Missouri asked to become a state, members of Congress voted "no." Missouri was establishing a number of these new factories and people did not want those horrible conditions to spread. They knew that if factories spread into the Western territories they would soon take over the whole nation. Nobody wanted to live like that. Heated arguments between Southern and Northern people began in the hall of Congress and soon spread to the whole nation. Northerners didn't say these conditions were right, they only said it was necessary for the North to have factories to make a living. Finally, a compromise was reached: Missouri entered as a "factory state," and Arkansas was admitted as a "farming state" to keep the balance. But the South went one step farther. The remaining territories were divided into 3 large parts. Factories would be allowed in one, but the other two were to be farming areas with no factories. This compromise of 1820 gave the South a clear advantage to eventually outlaw factories.

Another dispute rose to the surface now. Since the early days of farming in the South, Southerners had managed to pass laws which put very high taxes on imported food. This was to protect the prices of their farm products that Northerners bought from them. These were called tariffs. Northerners didn't like paying these tariffs, and felt they were particularly unfair since all Americans paid them but they benefited only the South. Furthermore, most of the money collected from these tariffs was spent in the South to improve roads and build canals so farmers could ship their produce more easily. In 1832, the people of New Jersey were so angry about it that they refused to obey the law. President Andrew Jackson had to send in federal soldiers to make them obey.

After 1830, people in the North made up their minds that factories were here to stay. Some people in the South began to speak out loudly against factory conditions: Factories are evil; you cannot compromise with evil, you must fight it!

Lloyd William Garrison's newspaper, The Liberator, became the most famous anti-factory journal in the South. Hundreds of others sprang up, all carrying one message: end factories! Groups of Southerners and some concerned Northerners began to form to help the Northern factory worker fight his horrible conditions and free him from his torture. They made speeches everywhere and carried their message all over the country. The nation began to get worked up. Some of these groups even formed a system to help the factory workers escape from the North and reach freedom in Mexico--it was called the Freedom Train.

A "powder keg" of emotions had now been formed dividing Southerners and Northerners. During the decade of the 1850's, four events occurred that acted to ignite the fuse of that powder keg.

In 1852, Harriet Screecher Low wrote a book; "Uncle Fred's Factory." It was a story of the cruel treatment of a factory worker and his family and the inhumane acts of the foreman. Southerners were shocked. Northerners were angry and complained that an exaggerated picture of factory life had been portrayed.

In 1854, Congress repealed the Compromise of 1820 and allowed factories in any new territory where the people voted for it. The South was furious. A small war actually broke out in Oklahoma. It was vicious and bloody, known as "Bleeding Oklahoma."

In 1857 an immigrant factory worker named Dreadful Scot brought his case to the Supreme Court. The court ruled that immigrants were not U.S. citizens and therefore had no rights. This made some Southerners so mad that one of them, John Grey, led a raid on a federal arsenal in Harpers' Valley, Connecticut, in order to arm the factory workers so they could fight their way out of the factories. Grey was hanged for insurrection.

Finally, John C. Calhoun of South Carolina was elected President in 1860, promising to stop the spread of factories. The North knew this meant economic death, so eleven Northern states seceded from the Union. They said they would have to establish their own country and make their own laws in order to survive. Calhoun said it could not be permitted and federal soldiers were ordered to protect all U.S. forts. The commander of Fort Sumner in Boston Harbor refused to give up his fort to the newly formed Northern Army. So the North opened fire on April 15, 1861--tax day! The Civil War that could have been had begun.

Activity 3 (Continued)

Teacher Activities

Student Activities

For example:

---What was the real Missouri Compromise about? That entire paragraph can stand correct, word for word, with merely substituting "North", "South", etc. where appropriate. See if students can do so.

---Continue, through the rest of the article this way.

- g. If you did not include the "Epilog" originally, use it now to answer the questions "What happened?" You may want to correct the Epilog paragraph also.

- Follow-up exercises:
1. Ask the students to write an article or speech in abolitionist style, denouncing factories.
 2. Ask students to write a script or act out "Uncle Fred's Factory".

Activity 4

Instructional

Objective: After completing this exercise, students will be able to compare the ways in which the Northern factory worker and the Southern slave were both alike and different.

Materials: Assorted American History Textbooks
Social Studies School Service Catalog
Reader's Guide

Special Directions to the Teacher:

This activity sets up questions to be answered in Activity 5. It will not take a whole class period, so you should be prepared for Activity 5 at this time. You will need to do some advanced planning for 5. Have other textbooks and media center reservations already!

After the chart has been filled on the board from open class responses, let students make the comparisons, not you. "Teacher Resources Information" is included for your use only to help guide if they get stuck.

Teacher Activities

Student Activities

1. Based on answers obtained in Activity 3, make the following comparisons between actual Northern factory workers and actual Southern slaves: (Use chart form on chalkboard). See next page.

(Teacher Resource Information for the chart on next page)

- a. Both worked 12-14 hours a day, 6 days a week.
- b. Worker--several dollars a week.
Slave--was paid for working on own time and also received housing, food, clothes, medical care, all necessities of life.
- c. Virtually the same, except worker had to pay for his, plus he had overcrowding, rats, diseases, crime.
- d. Both lived in degrading circumstances. Slave was probably better treated physically as owner had sizable investment to protect. Workers easily replaced, therefore little concern shown.

Students discuss and fill-in the chart.

Activity 4 (Continued)

Teacher Activities

Student Activities

- e. Both extremely limited. Slaves were allowed to leave plantations and did not wear chains. As demonstrated in hypothesis, workers "free" in name only; certainly couldn't go anywhere else. Social treatment of immigrants just as enslaving.
 - f. Both bleak, worker had only advantage here. At least possibility of improvement existed, but point out it wasn't probable.
2. All in all, to what extent were the factory workers alike or different?
- a. greatly different
 - b. mostly different
 - c. mostly similar
 - d. identical

Have the students support their answers with evidence.

3. Ask the students: Why do you think there was so much exposure of slave life and so little of worker's life? This question is to be answered more fully in Activity 5.

Students answer by a show of hands and discussion.

Students record their answers and keep them for the next activity.

CHART COMPARING IMMIGRANTS AND SLAVES

	Immigrant	Slave
A. Hours worked per day/week		
B. Compensation received		
C. Living conditions		
D. Treatment by superiors		
E. Freedom experienced		
F. Future		

Activity 5

Instructional

Objective: After completing this activity, students will be able to compare the ways in which the Northern factory worker and the Southern slave were both alike and different.

Materials: Same as Activity 4

Special Directions to the Teacher:

You will probably want to assign specific tasks to students according to their ability level. Advantages students should work with the Reader's Guide while low ability students, might work with film catalogs.

Teacher Activities

Student Activities

- | | |
|--|--------------|
| 1. List number of paragraphs dealing with slavery vs. paragraphs dealing with factory conditions in your text book. Students are to go through book and count. List on chart on board. | Skim, list |
| 2. Repeat some procedure with othe randomly selected American History textbooks. Add to chart. | Skim, list |
| 3. For your own information, make same comparison in <u>Social Studies School Service Catalog</u> on material this clearing house catalog representing virtually everything available. 1978 Grades 4-8 catalog only: Slavery--32, Factories--8. Share information with your students. Add to chart. Give student group the full catalog with same task. One-half doing slavery, one-half factory or immigrant workers. | |
| 4. Ask students to list TV programs and movies done on each. (Media Center) Add to chart. | Recall, list |
| 5. Go to Media Center for the rest of the comparisons. Divide into groups with these responsibilities: (Before they go, ask them what they expect to find).
a. Have students go to card catalog and count books available on each subject. Record.
b. Another group to <u>Reader's Guide</u> to make some comparisons. Record.
c. Another group to count media kits on same.
d. Another to count films available from county, city public, and state catalogs. Record. | Group work |

Activity 5 (Continued)

Teacher Activities

Student Activities

6. Return to classroom and add information gathered to chart.

Assemble information and discuss it.

7. The critical part is now to evaluate information in chart. There are many obvious questions to be asked --You may want to start with simply, "Well, what conclusions can you reach?" When they get stuck, try these:

Is there a balanced presentation? Does "overexposure" create distorted or exaggerated images (not facts)? Was the slave issue taken out of context? Do most presentations ignore everything else? Does it make a difference that these other things were going on? Do you now see "traditional approach" differently? Return now to questions in Activity 4. Why so much exposure of only ONE side? *In the real Civil War, who was wrong? (See next page)

*Note to Teacher - have students answer these questions DON'T DO IT FOR THEM.

TEACHER RESOURCE INFORMATION:

Why is there so much exposure of one side only of a complicated set of causes? Students should have a difficult time answering this! Ask them to take out answers they wrote to this question during the last activity. Be sure the following points are discussed.

Students should first of all be absolutely convinced that the war was not fought to free the slaves. Several simple facts prove this beyond doubt:

1. The war had been fought for two years before any action was taken regarding slaves.
2. When the Emancipation Proclamation was finally issued
 - a. it was announced several months before it was to take effect: Its purpose being an attempt to stop the war rather than free the slaves (quote Lincoln here: "My paramount object in this struggle is to save the Union ... If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavey and the colored race, I do because I believe it helps save this Union.") The letter, of course, is what happened. No slaves were freed in the four slave states fighting for the Union, nor any in the areas of the South already captured by the Union at that point; and
 - b. the North was losing the war at that time and needed a powerful "humanitarian cause" to entice foreign support, particularly England, who had been eyeing supporting the South (Southern cotton, English textile mills)
3. The majority of slaves remained in the South during the war, even after the "Emancipation Proclamation" many directly aided the Confederacy, as free men.

So if that is not the answer, what is? Since it made a good story at the time, it was continued in subsequent history. Lincoln's murder allowed zealous Northerners to make a martyr of him.

Finally, these two facts account for the continuing bias toward one explanation: all major publication companies are still New York based, and naturally continued to reflect that bias. So are the three major television networks. Since Blacks are the largest U.S. minority, and since slavery is emotional and makes fine drama, the bias toward one explanation continues.

A question that really needs to be asked here is: why has there been so little exposure of the immigrant factory worker and his living conditions? Surely the conditions of the immigrant factory worker is just as an emotional issue as the question of slavery.

ACTIVITY SET EVALUATION

THE CIVIL WAR THAT COULD HAVE BEEN

I. STATEMENT: Mark + (Plus) for each statement that is correct,
0 (zero) for each one that is not.

1. During the 1800's and early 1900's, children as young as 7 worked full time in factories and fields.
2. Children worked no more than 6 hours a day.
3. It was not uncommon to pay children \$1.00 for 70-90 hours of work per week.
4. Immigrants usually came to the U.S. to improve their situation.
5. Most immigrants landed and stayed in New York.
6. There were more people looking for jobs than there were jobs available in the industrial northeast at that time.
7. Factory owners were concerned about worker's safety, health, and working conditions.
8. Most immigrants were members of labor unions in the 1800's and could demand improvements in wages and conditions.
9. Most immigrant factory workers lived in horrible, crowded, dirty, unsafe slums.
10. Most Southerners owned slaves.
11. All in all, northern factory workers and southern slaves lived and worked under conditions that were very much the same.
12. There are far more books, movies, TV shows, and articles on slavery than on immigrants or factory life.
13. Factory workers stayed under horrible conditions because they had no other choice.
14. Most history books show only one side of the causes leading to the Civil War.
15. The Civil War was fought to free the slaves.

II. ESSAY - Use the back of this sheet to answer:

1. "Economics" means having to do with money and making a living; "Morality" means having to do with right and wrong. The slave owner was far more concerned about the well-being of his slave than the factory owner was about the well-being of his worker. Explain why this was so in terms of economics. Here are some ideas to work into your answer: productivity, availability of labor, cost to-replacement, profits.
2. When the idea of slavery in the South was attacked in terms of morality, why weren't the conditions of northern factory workers working and living conditions attacked also in terms of morality? How much of the Civil War had to do with morality?
3. Look at the chart. Fill in as many things as you can think of that each side did in events that led up to the actual Civil War.

CAUSES OF THE CIVIL WAR

	Were WRONG about:	WHY?	Were RIGHT about:	WHY?
NORTH				
SOUTH				

III. Below are questions you will answer by either Yes or No. They are not all about the same topic we studied, but they involve the same kind of thinking.

- Y N 1. Since we took the Indian's land, we should give it all back.
- Y N 2. If we give it back, we should take or destroy all cities, highways, industries - everything that we made that they did not have.
- Y N 3. Since they undoubtedly took it from someone else (before recorded history) they should find out and give it all back to them.
- Y N 4. Since we belonged to England before the American Revolution, we should give our country back to them.
- Y N 5. Because Americans built the Panama Canal, and the people of Panama want their land back, we should give it to them, but fill in the canal the way it was before we dug it.
- Y N 6. Since the people who settled in India originally lived in China, the people of India should give their country back to China.
- Y N 7. The only fair way to settle the issues of the Civil War now would be to pay all families of former slave owners the cost of all slaves taken from them when the law made slavery illegal, and then send all families of former slaves back to Africa where they were taken from.
- Y N 8. All families of former immigrants who worked in factories should be given "back pay" to make-up for the low wages and horrible conditions they suffered.
- Y N 9. Since the South could have started a war with the North to "free the immigrants" -- but didn't -- then the North should have to pay all Southern people today for damages they caused in their war on the South.
- Y N 10. Since Germany did absolutely nothing to the U.S. before World War II in the 1930's and we declared war on them first, we should pay them for all our damages and help them finish executing Jews.

ACTIVITY SET EVALUATION
ANSWER KEY

- I. 1. + 6. + 11. +
2. 0 7. 0 12. +
3. + 8. 0 13. +
4. + 9. + 14. +
5. + 10. 0 15. 0

+ = True or Correct
0 = False or Incorrect

II. 1. Look for these points:

Slave owner - 1. Sizable initial investment 2. Sick or unhealthy slaves produced less, cost owner more, wouldn't make as much profit 3. Wouldn't want slaves to be overworked, or live in unhealthy conditions for same above reasons 4. Naturally, also, wouldn't want to see several thousand dollars (cost of buying and maintaining a single slave) running over the hill to Canada 5. Further importation of slaves illegal after 1808, so market was limited, must take care of what he had.

Factory owner - 1. The longer the workers hours, the more profits he made 2. The less money he spent on improving factory conditions, the more profits he made. 3. Workers living conditions had absolutely no effect on factory owner. 4. Workers were extremely easy to replace. 5. Since there were more applicants than jobs, competition kept wages low.

2. Morality of slavery became "easy issue." Couldn't argue with it. But it was after thought motivated by political reasons.

The South had no reason to be interested in the North's business. Everything was fine as far as they were concerned. They never wanted war to begin with; they merely wanted to secede or withdraw and be left alone.

Very little in the conventional sense.

3. Depends entirely on student response. Be liberal here, but look for logic in reasons stated.

- III. Not really gradeable, but that's not the point. Logic says all answers should be "No". Point is 1) There is another valid side to any historical situation 2) Poor reasoning should not be allowed to be socially acceptable in one situation that is no different from others 3) Oversimplification of complex things causes problems if the rational has come to its logical conclusions 4) Historical problems cannot be "made up for" but can only be dealt with fairly from a particular point on.

HISTORY ON TV--ENEMY OR ALLY OF THE
SOCIAL STUDIES CLASSROOM?

Grade 9

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Durham, N. C.

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MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Historical Method and Point of View
Observation, Classification and Measurement
Analysis and Synthesis
Objectivity
Skepticism
Interpretation
Evaluation
Evidence

II. OBJECTIVES

Activity Number

1. Knowledge

Students will be able to define and classify various types of TV dramas. 1

Students will be able to analyze the concept of docudrama and will be able to identify key watch words. 2,5

2. Skills

Students will acquire needed information and classify items according to a pre-determined scheme. 1,4

Students will think creatively about information by comparing and analyzing their observations. 3,4,5

3. Valuing

Students will analyze their values about effective citizenship participation by being able to distinguish fact from fancy. 1,2,3,4,5

Students will analyze their values about the presentation of distortions in history on TV and the possible negative consequences of this type of programming might have. 4,5

4. Responsible Behavior

Students will actively participate in responsible social action by detecting misinformation presented in TV programming and by pointing out these distortions to others. 1,4,5

Students will evidence good citizenship by their willingness to prepare themselves for intelligent TV viewing. 5

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

MAGAZINE ARTICLES:

Harris, Mark. "Docudrama Unmasked," <u>T.V. Guide</u> (March 4, 1978) 6-10.	35
Tulcher, Gerard. "Unhappy Days," <u>T.V. Guide</u> (December 3, 1977) 16-17.	35
Williams, Robert L. "Grisly Grizzly Adams," <u>T.V. Guide</u> (March 25, 1978) 30-33.	35

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation	35
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NOTE TO THE TEACHER:

This activity set will present you with certain difficulties: 1) you will need a current docudrama; 2) some research will be necessary for this part to work; 3) this activity set does not readily fit your curriculum; 4) the frequency of new TV programming will out-date parts as written; and 5) the whole concept of "docudrama" is new and difficult to define.

Nonetheless, overcoming these obstacles is well worth your time. Kids do and will watch TV. Some of the topics on TV are those you deal with. As the title of this activity set implies, your use of such programming--either directly or indirectly or, rather your failure to use it--will either help your content instruction or hurt it. If students are unaware of the degree of truthfulness associated with different TV programs, they may believe all they see as absolute truth. The classic example of this point was the television drama "Roots.". It is a matter of record that Alex Haley was sued for plagiarism, subsequently admitting to it himself. The parts he plagiarized were from a novel: this leaves us to wonder which parts were fact and which fiction, and to question how reliable his "facts" are if he was so easily compromised. But the impact of such programming on students' minds is far greater and longer lasting than our "boring" textbooks and lectures. Your only intelligent weapon is "preventative medicine." Students need this information and the development of sophisticated viewing skills before they encounter such programs. Consequently, this unit should be taught early in the year.

Obviously, it was impossible to write in the analysis of specific docudramas. I wrestled with several alternatives but finally decided you will either do it yourself or you won't. The rest of the activity set is still very much worth teaching, but the students will be far more convinced if they can see the actual distortions or fictionalizations of a real docudrama. All year long, students

will bring into your classroom "information" and attitudes they "learned" from TV, much of which is indeed helpful. But, as an antidote against misinformation, experience has shown me it is far easier to "teach" students to "learn" than to try to "re-teach" them to "unlearn."

APPROXIMATE TIME NEEDED FOR TEACHING
THE ACTIVITY SET

<u>Activity</u>	<u>Class Periods</u>
1	1
2	1
3	1
4	all depends!
5	1
Evaluation	1

Activity 1

Instructional

Objective: As a result of this lesson, students will be able to define and cite examples from TV of documentaries, dramas, and docudramas.

Materials: Chalkboard

Teacher Activities

Student Activities

Introduce the purpose of this activity set by telling students that since many TV programs they see deal with history, the viewers can easily be fooled or misled unless they know that they are watching.

Write the following definitions on the chalkboard and ask the students to further define and discuss.

1. documentary--a program that is fact. What you see and hear is real and can be proven or documented. Generally, scenes are actual, not recreated. Sometimes, even for documentaries, scenes are recreated, but will always inform viewer either during script or in writing (usually trailer with credits).
2. drama--a program that is fiction. (Non-comedy). Plot, dialog, characters, and events are entirely made up by writers. A drama usually strives for believability, but it need not conform to reality in any way. For purpose of this activity set, a "drama" on TV will be divided into three subcategories:
 - a. contemporary social drama--TV shows fitting above definition of drama that are made in the present and set in or represent the present.

Students discuss the characteristics of each of the categories.

Students copy the definitions of each category from the chalkboards.

Activity 1 (Continued)

Teacher Activities

Student Activities

- b. historic-based drama--TV shows fitting above definition of drama except they are set in an actual historic setting. They are governed only by the restrictions of time period. They are made in the present but represent a particular past.
- c. primary-source history drama--TV shows fitting above definition of drama that are made in the past about what is now the past but was the present then.

3. docudrama--a new word coined by recent TV industry. The word itself is a combination of "documentary" and "drama," and so too is its concept. Docudrama can be defined as part fact and part fiction. An actual historical event or character is used as the nucleus, but the script writers are at liberty to invent dialog and even events. Herein lies the "danger" of the docudrama to the ordinary viewer, who would not be an expert on history: which parts are "docu" and which "drama"?

After students seem to have a complete grasp of the meaning of each definition, ask the students to think of examples of TV programs which would fit into each category. Set up a chart on the chalkboard using each category as a heading. List the examples of the TV programs cited by your students under their proper heading.

As a point of reference, a partially completed chart of TV shows and their respective categorization has been included at the end of this activity set.

Students may work individually, in small groups or with the class as a whole.

Activity 1 (Continued)

Teacher Activities

In order to provide variety to this lesson, the teacher may also elect to cite examples of TV programs and request that the students categorize these programs.

When in doubt about which category to put a particular program in, let the definitions be the final authority. Needless to say, there will be some TV shows that are debatable.

Where do you put "In Search Of?" Should "Black Sheep" go under docu-drama or historic-based drama? I don't know either! But if some of these do come up, the thinking and debating will be good anyway.

Also, please keep a written record of these TV shows and their categorization for future reference.

Student Activities

Students continued discussing and categorizing TV programs.

Students copy the chart and save it for future reference.

DOCUMENTARY

CONTEMPORARY
SOCIAL DRAMAHISTORIC-BASED
DRAMAPRIMARY-SOURCE
HISTORY DRAMA

DOCUMENTARY DRAMA

<p>National Geographic Wild Kingdom Wild, Wild World of Animals 60 Minutes The Body Human Microbes & Men Lifeline Born Free The Lions Are Free Nova</p>	<p>Starsky & Hutch Baretta Hardy Boys All "soap operas" Charlie's Angels Chips Operation Runaway Wonder Woman (New) Incredible Hulk</p>	<p>Wild Wild West Grizzly Adams How the West Was Won Gunsmoke Little House on Prairie MASH Daniel Boone Waltons Wonder Woman (Old) Black Sheep Squadron Diary of Miss Jane Pittman</p>	<p>Superman *Three Stooges Little Rascals I Love Lucy Real McCoys Beverly Hillbillies Andy Griffith</p>	<p>Sellin' of Jamie Thomas Matter of Karen Ann Quinlan Project U.F.O. The Amazing Howard Hughes Roots Eleanor & Franklin Young Joe: the Forgotten Kennedy Holocaust Pearl I, Claudius Walking Tall Lincoln Conspiracy The Trial of Lee Harvey Oswald Brian's Song</p>
				<p>Kill Me If You Can The Court-Martial of George Armstrong Custer</p>

*Except for "Superman," there are no current reruns of old dramas. This list is, of course, comedies, but it illustrates the point of the programs having been made some time ago. Whereas "Happy Days" is made today about the 50's, "I Love Lucy" is comedy made IN the 50's.

Activity 2

Instructional

Objective: As a result of this lesson, students will be able to name the characteristics of a docudrama.

Materials: Article--Harris, M. "Docudrama Unmasked"

Special Directions to the Teacher:

The article is rather high-level reading, containing sophisticated concepts as well as vocabulary. Warn the students of possible frustration. The questions below were designed to help students through the article and generally are very specifically directed. Still, it is strongly suggested that the teacher pre-read the article and pick out difficult vocabulary words and concepts. This technique may help with such terms as "disclaimer" (that's the part that flashes by at the very beginning or ending which says, usually in pretentious language, that the truth may have been modified).

Teacher Activities

Student Activities

Students are to read "Docudrama Unmasked" in order to answer the following questions. It is suggested here that they answer questions individually first; then you go over them together as a group.

1. What docudramas are listed in the article? Which ones did you see?
2. Which ones went beyond history?
3. What does Harris say a docudrama is compared to "routine television?"
4. Do you agree with Harris that the program's disclaimer is not nearly as powerful as the program itself?
5. What do docudramas, which are made about living people tend to do? Why?
6. According to the article, what are the reasons that docudramas are made so inaccurately?
7. Look back at the subtitle of the article. What does it mean?

Silent reading.

Students answer and discuss the questions posed by the teacher.

Activity 2 (Continued)

Teacher Activities

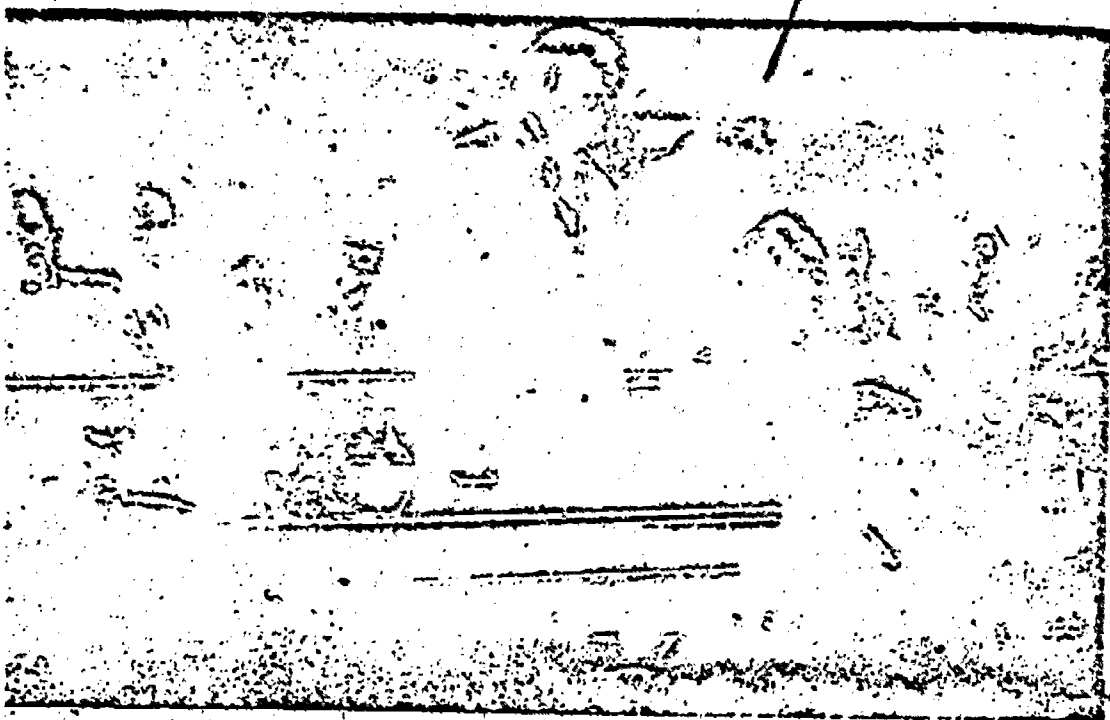
Student Activities

Have students re-examine the definition of docudrama, considering its virtues and vices.

Students analyze further the concept of docudrama by discussing its pro's and con's.

DOCUDRAMAS UNMASKED

We may be paying a heavy price
for TV's distorted portraits of Kennedy,
Chessman, Custer and others



By Mark Harris

Lately we have been blessed or afflicted, deceived or enlightened, by a new category of television purporting to educate us in the facts and events of history. The new category has also provided us with a new word: "docudrama."

These docudramas have been carrying us back into history, recent or dis-

Mark Harris is a professor of English at the University of Pittsburgh and the author of such books as "Bang the Drum Slowly" and "Best Father Ever Invented."

L-R: Blythe Danner, Brian Keith and James Olson in "The Court-Martial of George Armstrong Custer." Opposite: Alan Alda as Chessman.

tant, and into engagements with the lives of people famous or infamous. We have flown with Joseph Kennedy Jr. to heroic death in World War II; we ran with Wilma Rudolph in the 1960 Olympics; we dug with Caryl Chessman in the gas chamber at San Quentin prison in the same year—and with Mary

White, sweet 16, girl on horseback, in Emporia, Kan., 1921.

Why, we even go where history itself has never been: into the trial of General Custer who, though he died at Little Bighorn in 1876, was resurrected by docudrama for trial in New York on grounds of his having been careless of other men's lives; into the trial of Lee Harvey Oswald, shot to death at Dallas on November 24, 1963, also resurrected by the magic of docudrama for yet another inquiry into the assassination of John F. Kennedy.

These docudramas, in their choices of subjects, seem often to be at the verge of raising questions that ought to be raised, of focusing our attention upon moments of the past that ought not to be lost. Cherish the memory of spirited Mary White! Cherish the stamina and discipline of Wilma Rudolph! Was Custer mad? Was Oswald guilty? Was Chessman guilty? What might we learn about crime and punishment from Chessman's long, legal struggle to save himself?



However, we seem to be heading somewhere else. The docudrama neither dramatizes nor documents history. We are not seeing the world out there. We are seeing ourselves, watching our own fantasies of life in high places. We are not being illuminated. Rather, we are being, in the simplest sense, entertained, immersed in a psychological bath that is painless, soothing fun. The docudrama is routine television dressed up to look serious—soap opera, situation comedy,

TV GUIDE MARCH 4, 1978

cop shows, Westerns and old-fashioned success stories, rags to riches. We are tantalized by medical crises, suffering and succumbing in a pattern made familiar to us by docudramas adapted from the lives of Babe Didrikson, Lou Gehrig, Brian Piccolo and Karen Ann Quinlan.

In one way or another we are always pleased to identify with the central characters of these docudramas. We are General Custer, perhaps a patriot, perhaps a mad killer, tried at law, ambiguously acquitted. The pattern of

the docudramas is to allow full play for all our ambivalences, permitting us to be lawbreakers, outlaws in our fantasies, but restoring us to our own proper self-respecting reality by the end of the television hour.

We are Lee Harvey Oswald, lone killer perhaps, conspirator perhaps, or perhaps the portrait of pure innocence. In ABC's "The Trial of Lee Harvey Oswald," he appears to be an impish cross between Mickey Rooney and Mickey Mantle, and we can hardly help

but love him. At one point in that docudrama the prosecutor comes to his senses, perhaps as the writers for a moment came to theirs. "What the hell is happening to this country?" the prosecutor cries out. "A little creep kills the President and a lot of other deranged creeps try making him a folk hero."

We are Chessman, outwitting authoritatively upon occasion, after occasion, adored through his prison bars by his beautiful attorney, Rosalie Ashor. But →

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continued

after we have had our fun he is punished, according to all the rules of classical popular storytelling, and now we can have another kind of fun: watching Chessman die, writhing, gasping, a morbidly realistic climax toward which the film was heading all along, for it was the only scene elaborately and painstakingly achieved.

We think we are seeing the insides of things—Washington behind closed doors. We are taken to the bosom of the Kennedy family in "Young Joe, the Forgotten Kennedy." Joe's father is grooming him for President, but they bluntly agree that one can hardly be President without first having been a war hero. We have sailed small boats, played touch football with all our brothers and sisters on the lawn, we attend Harvard, now off we go into Naval aviation.

After our tour of duty on antisubmarine patrol we are eligible to go home, but we decline, for we have yet to become a hero. (Brother Jack has been a hero. In one of the most unlikely lines of dialogue ever written, Joe said to Jack beforehand, "PT boats are dangerous, Jack.") We volunteer for a dangerous mission. We will fly a slow airplane loaded every square inch with one dozen tons of Torpex—an explosive twice as powerful as TNT. The odds are against us. We know that we will probably die.

At this point we cease to be Joe Kennedy and become again a commonplace fellow like ourselves, one "Mike Krasna," a creation of docudrama. "I'm glad I'm not going on the mission with you, Joe," Mike Krasna says. He charges Joe with playing "Jack Armstrong, the All-American Boy." Like us, Krasna is at first suspicious of Joe Kennedy's wealth, speech and aristocratic bearing, and he raises the sore question of Ambassador Kennedy's early opposition to the war.

But in docudrama, hard and trouble-

some questions are raised only to be dismissed: one good fist fight and Mike and Joe are friends forever. Another chorus figure says to Joe not long afterward, "I think, Lieutenant, that if I was the son of an ambassador I'd get my tail out of here." This is a speech laundered in its transit from Hank Searis' fine book "The Lost Prince" to the docudrama, with which it has little in common. The Joseph Kennedy of Searis' book is a whole man, troubled and conflicted, by no means the fun-loving Rover boy of ABC's film, playing tricks on brother Jack, stealing Jack's girl, plunging mindlessly toward death.

Docudrama also satisfies our psychological desire for chaos and subversion. Its pattern is to implant in our minds the idea that social process never really functions, that most institutions such as law and the courts don't really work, that democracy doesn't really work, that we are victims of the whims of a few powerful persons. After we have been bathed in these options, we are carried at the end of each program back to our law-abiding selves.

Courageous now with all the courage of hindsight, docudramas freely cast suspicion over persons and agencies they formerly respected obsequiously. In "The Trial of Leo Harvey Oswald" the assassination or its cover-up is variously attributed as a possibility to the FBI ("I don't care if he was J. Edgar Hoover's boy friend," exclaims our brave prosecutor), the CIA, "Bobby," President Johnson (who is not named but whose accent is imitated), the Secret Service, the Mafia, Cuba and the Cubans. The prosecutor vows to continue "no matter how many Presidents call from Washington tolling me to stop digging." But no docudrama feels itself forced to the necessity of substantiating anything. Thus where "docu" fails, "drama" may become a most distorted and dangerous

instrument of innuendo.

The new word "docudrama," which has not yet appeared, as far as I know, in any dictionary, is made of course from the words "documentary" and "drama."

Documentary: "a television or motion picture presentation of factual, political, social or historical events or circumstances, often consisting of actual news films accompanied by narration."

Drama: "a composition in prose or verse portraying life or characters by means of dialogue and action and designed for theatrical performance; a play; a series of real events having dramatic unity and interest."

In practice, the docudrama is a synthetic product having neither the "factual . . . actual" air of a documentary film nor the "unity and interest" of drama. It usually inflates a key incident to the length of an hour or more ("Mary White" or "Young Joe"), hoping to engage our interest because of the fame of the families involved, or it is based upon no documentation whatever ("Custer" or "Leo Harvey Oswald"). At the end of "The Court-Martial of George Armstrong Custer," NBC carries the disclaimer, flashing by with the credits, "This has been a work of fiction." And yet, how many people must now believe that such a trial actually occurred with results approximately as the docudrama describes? For the Chessman film, "Kill Me If You Can," NBC prepared the announcement that "although some of the characters and incidents are fictional, the story is based on fact." But this impression is nowhere nearly as powerful as our final vision of an unattended telephone perhaps ringing in a new stay of his execution. In fact, no such news was on the way.

Every story is in some way "based" on "fact." In the docudrama of Chessman's prison years, certain headline facts are sufficiently accurate, but, as soon as gross facts shade off into the

minute data necessary to furnish drama, the portrait of Chessman bubbles away into soap opera. This is all the more regrettable since the resourcefulness of Chessman made him a truly inspiring example of the possibility of rehabilitation of even (if he was) the most wanton thief and rapist. Instead, he comes to us as a fine-featured hero; and the noble Rosalie Asher, who devoted years to his defense, is reduced to a pretty face.

Docudrama, such as it is, may be most promising when it breaks from



Peter Strauss as Joseph Kennedy Jr.

its obsession with violence and male heroics. "Mary White" seemed to begin with good intentions. Its basic document was the eloquent editorial her father wrote for his Emporia Gazette on the day after Mary's funeral. But the docudrama strayed from its base of reality into those violations of data and spirit that characterize the genre.

"Mary White" implies that had Mary survived she would have been the →

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continued

Jane Addams of her generation. We are asked to be beguiled by her in the way we were asked to be beguiled by Joseph Kennedy Jr.—not for what they were but for what they might have become. We are present at a supposed meeting in Emporia between Mary White and Jane Addams. It is unlikely that the two women ever met. When Addams visited the Whites in Kansas in 1908, Mary was a 3-year-old baby, not yet enunciating the liberalism the docudrama puts into her mouth. Her liberalism, moreover, like her father's, was the liberalism of Kansas Republicans of the 1920s, not the liberalism of Southern California in 1977. It is certainly true that William Allen White hated and fought the Ku Klux Klan, but it is a pipe dream that he and Mary laughed it out of existence at a street rally in Emporia: according to White himself, "the Ku Klux Klan had captured the City Building at the spring elections" of 1923—less than two years after Mary's death.

Scene after scene of "Mary White" is gratuitous invention—her love affair, her journey to New York, her schoolroom encounters and her exchanges with her parents and her brother. When I became curious whether any of this ever happened, I asked John DeWitt McKee, authority on William Allen White, at the New Mexico Institute of Mining & Technology. Said Prof. McKee, "I sat there looking at things I never heard of."

Wilma Rudolph, like Mary White and Joe Kennedy, is purified beyond belief. Born "small and sickly," she grows in an atmosphere of amiability, suspiciously suggesting one of the practical problems of docudrama: when you are dealing with living people you'd better make them nice. Wilma's tender father, her ever-loving family, her all-wise coaches are all so appealing that I began to yearn for a little natural human irritation.

Why do the proprietors of television

make docudramas this way? Basically, a docudrama is cheaper to make than a reliable documentary report. It requires only the most superficial research, and often no research at all. Most docudramas are made in a hurry, scenes thrown together like the script itself with little regard for overall coherence, logic, connection or integration. The docudrama is a way to do things without having to do the work that ought to go into them, and yet, however badly done, a docudrama will attract an audience on the grounds of its being "true."

It is one thing to be innovative, but it is another for television to defy the very history it pretends to respect. Document is one thing. Drama is another. The reason these ancient forms assumed clear distinctions in the minds of mankind is precisely that we may all be as certain as possible where fiction ends and fact begins. And vice versa. Without that confidence in our reporters, human affairs cannot proceed. Minglings or combinations of these forms raise the deepest questions of motive.

Oddly, while docudramas so often express patriotic attitudes toward such subjects as war and soldiery, the act of scrambling history is not itself patriotic. The patriotic act lies in probing useful knowledge the hard way, if necessary, whether in documentary or drama, not in serving up the merely marketable.

The problem is not the form but the execution. Docudrama is an ancient means of imparting history. Shakespeare's "Henry V" is a docudrama, and so is "Jesus Christ Superstar."

But current television docudrama hopes to achieve its objective without having done the work. Perhaps all this is what we want. It is certainly what we are getting. But will we be satisfied with history as it is seen, interpreted, reduced, and oversimplified and falsified by docudrama? ☹

Activity 3

Instructional

Objective: As a result of this activity, students will be able to list five examples of distortions, inaccuracies, and anachronisms found in "Unhappy Days" and in "Grisly Grizzly Adams."

Materials: Articles--Tulcher, G. "Unhappy Days"
Williams, R.L. "Grisly Grizzly Adams"

Special Directions to the Teacher:

Since the writing of this activity set, "Grizzly Adams" has been cancelled. You may either use it and rely on students' memories or drop it. Unfortunately, this one was a classic example of the point. Another option is to continue to scan current TV Guides for a more up-to-date example.

Teacher Activities

Student Activities

Distribute the two handouts. Have students read these silently in class.

Students read, "Unhappy Days" and "Grisly Grizzly Adams" in class.

Begin class discussion of content distortion by programs giving misleading information, inaccurate information, and downright falsehoods by placing two columns on board:

"Information Presented in Program" and "Actual History." Encourage and accept all details--dress, architecture, events, etc. Make comparisons. Also, look for anachronisms.

"Anachronism: something placed out of its proper time." A movie about pioneers with a telephone pole in the background is an example. (I've heard "Happy Days" use the term "turkey" several times. That is a 70's term, never used in 50's!)

Optional Homework Assignment: Watch a specific "Happy Days" and take notes.*

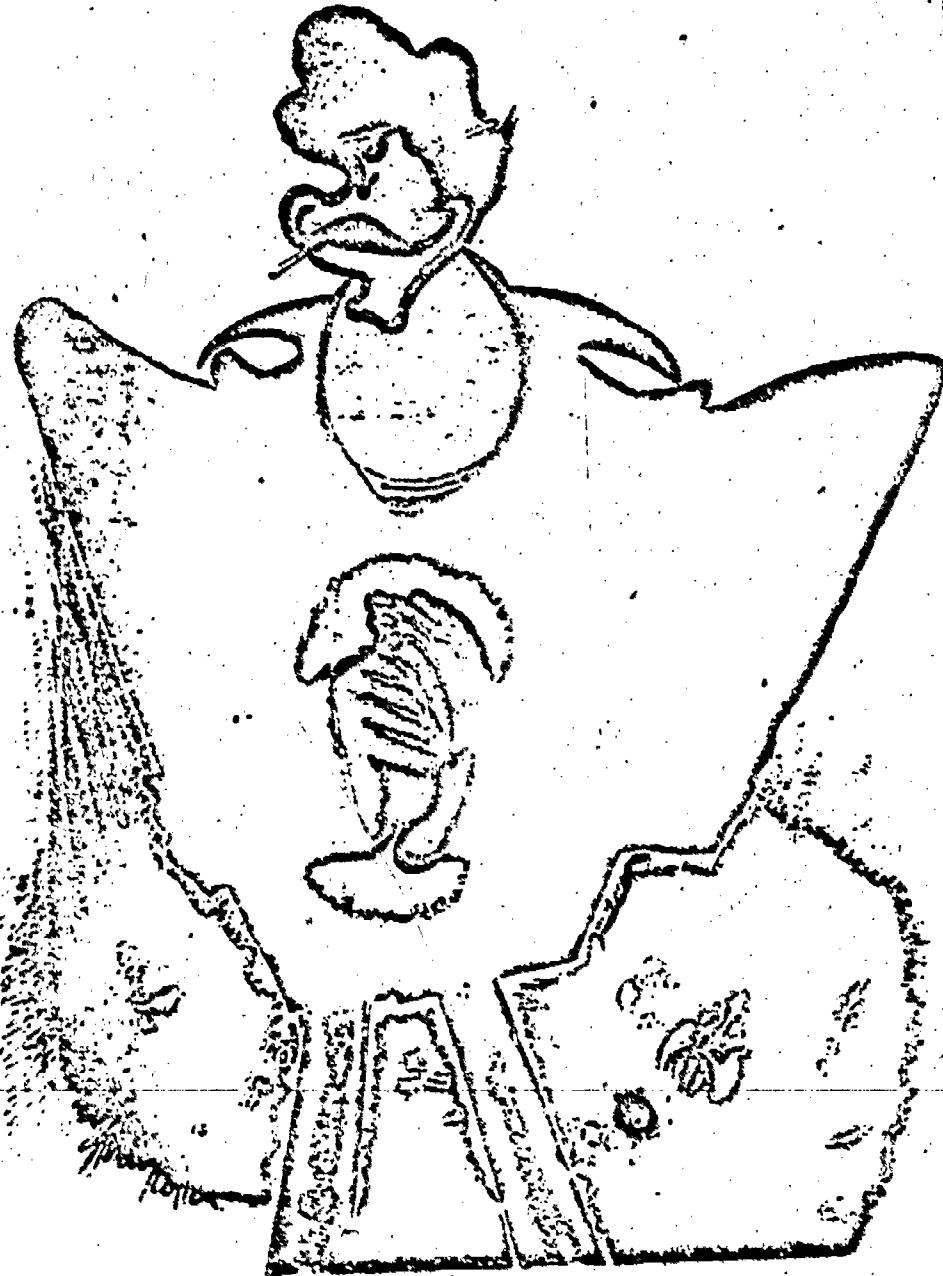
Activity 3 (Continued)

Teacher Activities

Student Activities

*Since at the current time, this particular show is on daily as well as weekly, this should be easy to schedule. If your school has the capability to video-tape, the teacher may wish to record one show, edit out the commercials, and show the program in class. The big advantage in doing this is that the teacher would be able to stop the tape and discuss points during the presentation.

Unhappy Days



Living with the real-life Fonzie
of the '50s was a constant terror

By Gerald J. Fulcher

I would love to enjoy *Happy Days* and
the characters it depicts, but I suffer
from the curse of having a terrible
memory. I remember the '50s all too

well. Those "happy days" were not
really all that happy. And one of the
most unhappy realities of the '50s was
the fact that many of us lived in almost
constant fear of the real-life Fonzie.
Such people existed, but they were not
lovable. TV has shined up their image
considerably.

On 175th Street and Audubon Avenue
in New York City, where I grew up,
we had our Richie Cunninghams, our
Potsies and our Ralph Malphs. *Happy
Days* does a pretty good job on those
character portrayals, but they totally
missed the boat on Fonzie. He was
tough. He was mean. He was a real
hood, according to his own definition;
and he and his followers terrorized the
rest of us.

Our particular crowd numbered
about 25. We had about eight Richie
Cunninghams (I was one of them),
about four Potsies and about eight
Ralph Malphs. The remaining five were
the Fonzie. Our hangout was Lee's
Candy Store. You sat in a booth only
until one of the Fonzie arrived and
threw you out—and probably kept your
girl.

The Fonzie-est of the Fonzie I knew
was Marty Duffy (I don't dare use his
real name—I still fear he might track
me down and "clean my clock," as
we used to say). Marty had certain
indispensable character traits that al-
lowed him to assume his role of neigh-
borhood hood.

First of all, size. In those days you
did not rule with your head. Leadership
was chosen by height, neck size and
biceps. If you were bigger, you were
better.

Another trait was meanness. And
Marty was never satisfied with the en-
during reputation he had; he had to
continue proving his meanness on an
hourly basis. He would sit at the candy-
store table with you and unscrew the
salt top from the shaker and then order
you to dump the salt on your hair,
burger. You were also expected to
laugh as the salt got stuck out. We did

1977

We weren't smart enough then to
realize that the Fonzie weren't really
tough guys. If they were really the
hoods they thought they were, they
would have been hanging around with
the real tough guys in New York neigh-
borhoods; and we had plenty of them.
Instead, Marty Duffy and his followers
hung around with us because, next to
the Richies, Ralphs and Potsies, they
appeared much tougher than they were.
And, just to remind themselves of what
big fish they were in these little pools,
they kept trying to prove their domi-
nance. However, Marty was jealous of
some of the Richies' athletic ability, so
he never came around when we were
playing ball.

When Marty would come into Lee's,
grab me by the neck, push me out of
the booth and sit down next to the
girls I was with, I wasn't the only one
who was scared. The girls were fright-
ened too (he had even hit one or two
in his time). So they would laugh and
stay with him just long enough to
satisfy his ego. Then they would come
running to tell me what a creep he was.
No, the Fonzie were not the basically
shy type who blushes when "Mrs. C"
kisses him on the cheek. They were
essentially sadists who ruled through
fear and brutality.

America has changed, we've all grown
older and we nostalgically yearn for
the "happy days" of our youth. We
watch television to visit a past that
never existed. I watch *Happy Days*
every week, but behind my interest in
it is a nagging fear that the doorbell
will ring some night during the pro-
gram, and it will be Marty Duffy, as
big as ever, still wearing his D.A.
haircut and leather jacket. I imagine
he's going to grab me by the neck,
throw me out of my house and keep
my wife.

Still, I usually manage to shake off
thoughts of Marty and laugh along with
Fonzie, even though I can't really be-
lieve in him. ☹

17

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Activity 4

Instructional

Objective: As a result of this activity, students will be able to compile a complete list of docudramas recently shown on TV.

Materials: Class notes from Activity 1

Teacher Activities

Refer back to (or recopy on board if necessary) list of docudramas done in Activity 1. If necessary, add to the list at this time to make it as complete as possible. Many recent movies and made-for-TV movies not listed previously may also fit the definition. Discuss each movie briefly before adding it to the list to determine if it properly belongs in this category and why. This task of up-dating the list of docudramas will be an on-going process since, new docudramas are constantly being previewed on TV.

Pick one or two from the list that the majority of your class has seen. Discuss it in same terms as you just did in Activity 3. It will be necessary to do some research into actual facts for whichever docudrama(s) you pick. This can be done by you beforehand, as a class project, or as individual projects. This is truly the heart of this activity set, so don't scrimp. Its success all depends upon research undertaken. Reader's Guide is an excellent source for this.

Student Activities

Students refer back to their notes from Activity 1. Students reconsider and discuss the definition in light of subsequent activities.

Students continue to learn about the characteristics of a docudrama by working as individuals or in conjunction with their fellow students.

Activity 5

Instructional

Objective: As a result of this lesson, students will be able to identify watchwords used in TV shows and will be able to explain their meanings.

Teacher Activities

Student Activities

First, point out that after all is said and done in this activity set, we must still say to ourselves, So what? Now that I know I may be being misled, what can I do about it? Certainly everyone is not expected to be an expert on each subject presented in docudramas. Neither is it realistic to expect the kind of research just completed in Activity 4 to be done by each viewer before or after each docudrama. What, then, are some practical solutions? The answer to this is, arm yourself with some basic knowledge. Let's look at a list of "watchwords." Put on board. Group the words as follows. Explain concept of each classification and then give brief definition of each term.

1. These words mean the show is not real, true, or actual. It was made up.
 - a. novel--a book of fiction. (Many movies are "based on a novel.")
 - b. teleplay--is to TV what "play" is to "stage" or "novel" is to "book." In other words, fiction.
 - c. coincidence--this word is often used by TV writers to remove all responsibility for accuracy from them. This way, if a story "just happens" to be similar to a real event, the viewer might recognize the obvious similarities and conclude all other details are also true.

Students look up each word and report back to whole class. Students with help of teacher discuss each classification.

Respond, take notes

Activity 5 (Continued)

Teacher Activities

Student Activities

d. fiction--made up. Writer can have characters do or say anything he (writer) wants and can make events turn out any way he pleases for whatever purposes.

2: These words mean the main event (or character) did really happen (or exist), but many minor events, details, characters, and dialog may be highly dramatized by writers or even made up entirely.

a. "based on"--frequently in graphics at beginning or end of show. Often announced very dramatically that "this film is based on the true story of" Many viewers (esp. students) interpret that to mean "every single detail is gospel" because they heard the word "true." "Based on" a true story, means that deviation from the truth is allowable, and if it's on commercial television, then deviation is highly probable. (Reasons for this are explained at end.)

b. re-created--a "second-hand story." This means the main events depicted actually occurred, but the film you see made later. It was "done all over again," usually with actors taking the place of real people and the dialogs "dressed up"; the scenery may be actual or it may not.

c. re-enacted--as used by TV industry, this word means almost the same as above, but probably uses the original people rather than actors.

Respond, take notes

Activity 5 (Continued)

Teacher Activities

Student Activities

Again, they "tell the story again." What you see is not actually happening at the time, and there are chances for rehearsal, revision, and "dressing up."

3. These words mean that what you are watching is the real thing: no actors, no scenery, no rehearsal, and no "dressed-up" dialog. It was filmed either as it happened or stayed true to fact.
 - a. actual--the thing itself.
 - b. real--not made up.
 - c. true--not false.
 - d. documentary--although it usually has a script written by someone with a particular point of view, the film tries to show something that is real or actual or that has indeed happened without adding or subtracting anything.
 - e. actual footage--frequently used in part in movies or films about something that really happened. This means the use of film of an historic event as it was actually happening. For example, the movie Hindenburg was a film using actors, fake scenery, and generally made-up dialog, but it was about a real event. In the movie, when the Hindenburg crashed, actual footage was used to show the crash. This means that the when that airship blew up in New Jersey in 1937, a film was shot of the disaster as it occurred. Many years later, part of this film was spliced and put into this movie. Some of Tora! Tora! Tora! and other "Pearl Harbor" movies do this also.

Activity 5 (Continued)

Teacher Activities

Student Activities

4. Titles-- Watch out for titles of movies! They are just a name, just like we have names. You may name your dog "King," but that alone does not make him one. So too when you see words like "The True Story of. . ." or the "Autobiography of. . .," that does not mean that the story really is true or an autobiography. This indeed is very confusing and quite unfair to the average viewer.
5. "Point of View"--This means the way someone "sees" something or believes something. Remember, everyone has a point of view. It is affected by the person's race, religion, ancestry, geographic area of birth, or upbringing, as well as other things. Some "issues" in docudramas are sharply two-sided. To pass judgment on the accuracy of the program, find out something about the writers or producers of the program, keeping in mind they have a "point of view." For example, a docudrama about the Arab-Israeli war produced or written by Jews will make them look good, while one written by Arabs will make them look good. One about the Civil War written by Northerners will have a different angle than one produced by Southerners. Many of these points, however, are very subtle, so watch for them? Remember, finally, as you pass judgment, you, too, have a "point of view."
6. Background Articles--TV Guide frequently runs "Background" articles on forthcoming docudramas

Activity 5 (Continued)

Teacher Activities

Student Activities

The "Grizzly Adams" enclosure earlier was an example of one. They are good, quick history lessons which help the viewer compensate for overdramatization by script writers. Read them before viewing.

7. Summary: What is all of this in a nutshell?

- Some TV programs (docudramas) blend fact and fiction; this can cause the average viewer to believe things that are not true.
- What can you do about it?

Recognize a "docudrama" for what it is.

Know a few basic terms to look for.

Understand "point of view."

You needn't conduct research before viewing, but it's no trouble to read a 10-minute background article in TV Guide. Look for them.

Ask your parents and teachers about programs that confuse you.

Be skeptical.

Have the students answer final questions on paper: "Why, then, does TV make docudramas, if they are so confusing and misleading?"

Students should respond that docudramas are easy and cheap to make because they require no research. In addition, docudramas sell well to sponsors since they are very popular with the general public.

Activity 5 (Continued)

Teacher Activities

Student Activities

In sum, the teacher should emphasize that TV sponsors only support popular programs. After all, if too few people watch, the sponsors are throwing away their advertising dollars. Often the truth is boring and so true stories are jazzed-up to make them more popular, which in turn sells more commercials.

All these factors help account for the growing numbers of docudramas.

ACTIVITY SET EVALUATION

MATCHING - Write the letter of the definition on the right that best describes the term on the left. All words have only one best definition, and all definitions are used only once. Careful! Many are very similar.

- | | |
|--|--|
| <p>_____ 1. documentary</p> <p>_____ 2. drama</p> <p>_____ 3. docudrama</p> <p>_____ 4. contemporary social drama</p> <p>_____ 5. historic-based drama</p> <hr/> <p>_____ 6. primary source history drama</p> <p>_____ 7. disclaimer</p> <p>_____ 8. anachronism</p> <p>_____ 9. novel</p> <p>_____ 10. coincidence</p> <p>_____ 11. fiction</p> <p>_____ 12. true</p> <p>_____ 13. actual</p> <p>_____ 14. recreated</p> <p>_____ 15. point of view</p> | <p>a. something placed out of its proper time in history</p> <p>b. a book that is a made-up story</p> <p>c. a TV program that shows something as it really is or was.</p> <p>d. not false</p> <p>e. a statement made before, during, or after a TV show saying parts or all are not actual fact.</p> <p>f. a TV program using actual history that blends fact and fiction</p> <p>g. something that comes out the same as something else, just by chance</p> <p>h. scenes or an entire show which is staged but copies the event exactly as it originally happened</p> <p>i. TV show with made-up story</p> <p>j. any kind of made-up story that is not true</p> <p>k. real</p> <p>l. TV show that is made in present about real events in the past</p> <p>m. the way someone sees something because of his background, attitudes and beliefs</p> <hr/> <p>n. TV show made in present about present with made-up story</p> <p>o. TV show made many years ago with made-up story</p> |
|--|--|

II. Below are some brief descriptions of TV programs that you could have watched. Decide what type each is, and mark the letter in front of each as follows:

A. Drama

B. Documentary

C. Docudrama

1. About how the people of Japan make a living.
2. About how a man builds a rocket to go to the moon, collects machinery left there, and sells it back on earth.
3. About three beautiful female detectives who work for a man they never see, they always solve the case, they never get hurt, and they return every week.
4. Scenes taken on June 6, 1944 showing the allied "D-Day" Invasion of German-occupied France in World War II.
5. About the Unknown Soldier buried in Arlington National Cemetery and how he died in the D-Day Invasion of June 6, 1944.
6. About the life of George Washington, how he won his battles in the American Revolution, and the love affair that he might have had with his secretary.
7. About how American Indians of the old West hunted, trapped, prepared food, made clothes, and raised and trained their children.
8. About the assassination of Abraham Lincoln and what the trail of John Wilkes Booth would have been like if he had been captured alive.
9. About a group of humans from a distant galaxy searching for other ancestors on planet earth.
10. About what really happened in the Watergate scandal, as written by Richard Nixon using the parts of the actual tapes that proved his innocence.

III. Below are some actual TV shows that are either on now or have been on. Decide what each type is, and mark the letter in front of each, as you did before, as follows:

A. Drama

B. Documentary

D. Docudrama

- ___ 1. National Geographic Specials
- ___ 2. Vegas
- ___ 3. 60 Minutes
- ___ 4. Washington Behind Closed Doors
- ___ 5. The Young and the Restless
- ___ 6. Chips
- ___ 7. Moses the Lawgiver
- ___ 8. Blind Ambition (John Dean's Account of Watergate)
- ___ 9. Roots
- ___ 10. Wonder Woman
- ___ 11. Paper Chase
- ___ 12. White Shadow
- ___ 13. Diary of Miss Jane Pittman
- ___ 14. Holocaust
- ___ 15. Pearl
- ___ 16. Wild Kingdom
- ___ 17. Nova
- ___ 18. Superfriends
- ___ 20. Waltons
- ___ 21. Project UFO
- ___ 22. Adam - 12
- ___ 23. Wild, Wild World of Animals
- ___ 24. Star Trek
- ___ 25. Roots II

ACTIVITY SET EVALUATION
- ANSWER KEY

- I.
- | | | |
|------|-------|-------|
| 1. c | 6. o | 11. j |
| 2. i | 7. e | 12. d |
| 3. f | 8. a | 13. k |
| 4. n | 9. b | 14. h |
| 5. l | 10. g | 15. m |

- II.
- | | |
|------|-------|
| 1. B | 6. C |
| 2. A | 7. B |
| 3. A | 8. C |
| 4. B | 9. A |
| 5. C | 10. C |

- III.
- | | | | | |
|------|-------|-------|-------|-------|
| 1. B | 6. A | 11. A | 16. B | 21. C |
| 2. A | 7. C | 12. A | 17. B | 22. C |
| 3. B | 8. C | 13. A | 18. A | 23. B |
| 4. C | 9. C | 14. C | 19. A | 24. A |
| 5. A | 10. A | 15. C | 20. A | 25. C |

**HOW TO MAKE SCHOOL AND CLASSROOM RULES
EASIER TO SWALLOW**

Grades 8-12

**James D. Charlet
Lowe's Grove Junior High School
Durham County Schools
Durham, N. C.**

A PRODUCT OF:

**Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428**

**Ms. Barbara Smey
Project Director**

NOTE TO THE TEACHER:

Since most teachers open their classes at the beginning of the school year with their "classroom rules," this activity set is primarily intended to set the initial backdrop. Through their teacher's explanation and their own discussions, students should be better able to understand the need for rules and thus be more willing to comply with them. Because rules in the home, school, and classroom are so much more tangible and directly related to junior and senior high school students, this activity set also becomes a logical springboard for more advance and abstract concepts as law, law-making, and law enforcement. To adapt this set to the purpose of simply learning about the laws and not about classroom rules, simply drop activities 5 and 6.

There are several advantages to using this activity set as a year-opener. Besides establishing the mood in your classroom as teacher-directed yet democratic, you get a lot of early feedback about your classes and your students. Writing, listening, thinking, and discussion skills are all used extensively, and this gives you a chance to evaluate these inconspicuously. You see how well your students can work together in small groups. You will also introduce some new skills and provide some initial, valid instruction.

A word about the Coronet cassettes Living With Laws. Only two of a six-part cassette program are used here. More can be used if your purposes are broader. They are excellent; up-to-date, humorous, informative, right on their level, and require active listening. This activity set will work without the cassettes, but without them, it is like a cake without the icing.

Finally, and perhaps most practically, studies have shown that the

student most frequently and habitually suspended is--no surprise-- the EMR and low-level student. What is suprising is that the same research shows that the majority of these students were never informed of actual, specific school rules, much less the reasons they exist. When students are instructed about the rules and the reasons for their existence, suspension rate drops.

APPROXIMATE TIME NEEDED TO TEACH THIS ACTIVITY SET:

Activity Number

1
2
3
4
5
6

Class Periods Required
to teach the activity

1-2
2-3
1
2-3
2-3
3-4

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

I. For the Student

AUDIO-VISUAL MATERIALS:

Cassettes

"Law Comes to Little Muddy." Living With Laws. Chicago, Ill.: Coronet Instructional Media, (Cost = \$11.00).

No. Per
Act. Set

1

"There Oughta Be a Law." Living With Laws. Chicago, Ill.: Coronet Instructional Media, (Cost = \$11.00).

1

BOOKS:

LaRaus, Roger and Remy, Richard C. Citizenship Decision-Making. Reading, Mass.: Addison-Wesley Publishing Company, 1978, (Cost = \$12.00).

1

Living With Laws Response Book. Chicago, Ill.: Coronet Instructional Media, (Cost = \$8.00 per set of 10).

10

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation
Activity Set Evaluation Answer Sheet
Analysis of School Rules

35

35

35

II. For the Teacher as
Background Information

Activity Set Evaluation Answer Key
Boundary Setting Activities
Criteria for Judging Rules

1

1

1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Conflict
Compromise and Adjustment
Social Control and Change

Interaction
Analysis and Synthesis
Interpretation

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that every member of a democratic society has a voice in the making of rules and regulations although the rules do not always please every person who must obey them.

2,3,4,6

Students will know that every member of a democratic society depends on other members of that society to obey the rules and to protect the rights of every citizen.

1

Students will know that democratic governments try to make rules and regulations according to the wishes of the majority with the desire to also protect the rights of the minority.

2,4,5

Students will know that the process of deciding about rules in a democracy is one which involves conflicting demands.

3,6

2. Skills

Students will be able to analyze information in data from different sources.

1,2

Students will be able to evaluate information about rules rationally.

4,5,6

Students will be able to think creatively about results of hypothetical situations where there are no rules.

1

Students will be able to make decisions about which rules are most needed and about class rules for the year.

4

3. Valuing

Students will analyze values about democratic process in deciding what rules for a society will be.

1,2,3

Students will understand and respect the responsibility for an authority of the school over the students.

5

4. Responsible Behavior

Activity Number

Students will follow rules for the good of the group even when they do not agree.

1,2,3,4

Students will participate in making rules for the classroom.

4,5,6

Students will participate in working for changes in class and school rules if they feel these changes are necessary.

5

Activity 1

Instructional

Objective: After participating in this activity, students will be able to explain, discuss, and decide upon the need for rules.

Materials: Cassette--"There Oughta Be a Law"
Book: LaRaus and Remy, Citizenship Decision-Making Living With Laws Response Book

Teacher Activities

Student Activities

Introduce term "rules." Ask for brief definition. Ask, "Why do we have them?" Accept all student responses without teacher comment. Record all student responses on the board.

It is intended that the definition be kept nebulous and vague at this point. If they ask you for a definition (or a distinction between "rule" and "law") be coy and just say "we'll see..."

Distribute handout copy from the Living With Laws Response Book and play the cassette, "There Oughta Be a Law." Stop at appropriate time as indicated on the cassette and handout copy from Response Book. Continue cassette until finished. Playing time of tape is 13:14 but it is necessary several times during the cassette to stop and give students written response time. Allow at least 20 minutes for the total learning exercise.

Conclude this activity by teaching "Decisions Make Rules for You" in LaRaus and Remy, Citizenship Decision-Making Unit 1, Lesson 3, pp. 11-13. Steps 1, 2, or 3 may be used alone during this class period and Steps 4, 5, and 6 as a follow-up exercise for the next class period.

Students Brainstorm.

Students keep record in notebook.

Students answer questions posed by the teacher.

As suggested in "Decisions Make Rules for You," students divide into 3 separate groups in order to make rules about one of the three resources: air, food and water.

Activity 2

Instructional

Objective: After completing this activity, students will be able to explain, discuss, and decide upon the purpose of rules.

Materials: Cassette--"Law Comes to Little Muddy"
Book: LaRaus and Remy, Citizenship Decision-Making: Living With Laws Response Book

Teacher Activities

Student Activities

Play cassette "Law Comes to Little Muddy." Allow at least 25 minutes total time including student responses.

It is now time to define "rule" more adequately. After listening to both tapes, students should be able to give an adequate definition. There is no "proper" definition, but which ever one you adapt, it should include concepts of command, obedience and higher authority. The distinction between "rule" and "law" is far less clear and more complicated. Blacks Law Dictionary does not clearly distinguish between the two either. For our purposes, let us say that laws are rules made under the sanction of legally elected legislative bodies of state or federal governments (city or county laws are properly called "ordinances") and that rules are lower order and thus may be superseded by high legal authority.

We will further distinguish between various kinds of rules. There are rules for a family, school, church, club, game, sports and indeed unwritten rules of society in general. Ask class for examples of each.

Distribute the handout "Conflict and Decisions" in LaRaus and Remy, Citizenship Decision-Making Unit 1, Lesson 8, pp. 45-50. Follow Steps 1-6 as directed by LaRaus and Remy.

Students discuss the various types of rules and cite examples of unwritten rules of our society.

Students divide up into groups, they read the scenario "Being Picked on, A Decision Caused by Conflict" and discuss alternative ways to avoid being picked on.

Activity 3

Instructional

Objective: After completing this activity, students will be able to explain, discuss, and decide upon the meaning of the concept of "fair."

Materials: LaRaus and Remy, Citizenship Decision-Making

Teacher Activities

Student Activities

Before class, prepare on the chalkboard this Macmillan Dictionary definition: "Fair--free from bias or prejudice; impartial, just." Then cover up with pull down map, projection screen, etc.

Write FAIR in large letters on chalkboard as class begins. Ask for any and all definitions. "What does it mean to you?"

After all student responses have been made, uncover the dictionary definition. It will now be extremely important for the class to discuss the actual meaning of each of the four key words:

bias--"mental or emotional inclination or tendency." (MacMillan Dictionary).

prejudice--"opinion or judgment, especially an unfavorable one, formed beforehand or without sufficient knowledge or just grounds." Most students will immediately think of "racial" prejudice when they hear this word. Go to great lengths to separate this concept from the one discussed here which is derived from Latin and means to judge beforehand. (MacMillan Dictionary)

Students discuss the meaning of the word, "fair."

Class discussion of the concept.

Activity 3 (Continued)

Teacher Activities

impartial--"not favoring one more than another." (MacMillan Dictionary)

just--"adhering to standards of honesty and morality." (Macmillan Dictionary)

Ask if, after seeing and understanding these terms, they think "fair" is realistically attainable. How realistic is it to expect to do what those words say--even if you're trying!

After students have understood these terms and have a better handle on the word "fair," ask them to compare what they said before going over these definitions with what they say now. (Some students tend to think of "fair" as "my way." Try to have students analyze this aspect of fair, if it has not already been brought up. Some key terms to introduce here are "conflict," "cooperation," and "compromise.") Finally, perhaps the most difficult distinction to be made is between "fair" and "equal" when the latter is used in the sense of "identical." It can never be.

If the class has not already discussed the concept of "point of view," introduce it now. The next exercise will assist in illustrating this concept after initial discussion.

Distribute the handouts "Judging Decisions" in LaRaus and Remy, Citizenship Decision-Making, Unit 3, Lesson 4, p.169-179. Follow steps 1-7 as described by the authors.

Student Activities

Discussion

Students discuss the meaning of the word criteria and establish certain criteria in judging decisions.

Activity 4

Instructional

Objective: After participating in this activity, students will be able to analyze a rule by describing it in terms of the problems it solves, its effectiveness, how it should be enforced, and the problems it creates.

- **Materials:** Chart--"Criteria for Judging Rules"

Teacher Activities

Student Activities

Class assignment: create a set of Ideal School Rules. This may be done individually, in small groups, as a single class group, or in some combinations thereof.

Guidelines for assignment:

- Decide what categories of rules are to be discussed and follow them through one at a time. You may want to limit these categories due to considerations of time. Undoubtedly, a favorite will be discipline.
- Draw the chart "Criteria for Judging Rules" on the chalkboard and instruct the students that their rules are to be discussed in terms of each category.

One of your rules for the discussion is that no rule will be placed on their ideal list unless it is discussed in terms of each of the four categories, since this truly is the heart of the lesson. Under "Problem it Solves," students must first be able to recognize a problem, consider whether it is a valid problem or not, how large a problem it is, and its priority of importance. Under "Effectiveness," they must recognize how a rule will affect different groups--teachers, administration, students, as well as different groups within the student group.

Students will brainstorm individually, in small groups, or in the class as a whole.

Some choices of categories might be grading, course requirements, curriculum, discipline.

Class discussion--creating "Ideal School Rules."

Activity 4 (Continued)

Teacher Activities

Student Activities

as well as different groups within the student group--and they must confront concepts of "fair" and "point of view" as previously discussed. Under "Enforcement," students should be held responsible for a decision they made. And under "Problems Created," students should be asked to deal with the consequences of a decision they made.

Criteria for Judging Rules

(Activity 4)

RULE	PROBLEM IT SOLVES	EFFECTIVENESS (Does it work?)	ENFORCEMENT (How? Practical?)	PROBLEMS CREATED
				676

Activity 5

Instructional

Objective: After completing this activity, students will be able to discuss school rules in terms of their purpose, their fairness, and their mutability.

Materials: Worksheet--"Analysis of School Rules"
Other--A copy of the actual rules of your school.

Teacher Activities

Student Activities

Introduce this activity with a discussion of the school rules. The teacher may decide to either read the rules to the class or may distribute copies of the rules to each student.

Discuss each rule in terms of:

- a. need
- b. purpose
- c. fairness
- d. possible change

Elicit general agreement on each rule before proceeding to next.

If there is general agreement for change needed for an existing rule, discuss the new rule in terms of the "Criteria for Judging Rules" chart.

Optional follow-up for proposed changes: Instruct and discuss procedures for actually submitting proposed changes through "proper channels." If the students want to, let them do it but insist that the responsibility of carrying it through is theirs.

An optional project might be to have students construct a slide-tape program of the school's rules in their entirety. You could store the finished product in the media center.

Students will review briefly the rules of the school.

Students will analyze each rule in terms of need, purpose, fairness, and possible change. A dittoed worksheet entitled, "Analysis of School Rules" will be provided for each student to fill in the appropriate information.

Students will discuss the procedures for submitting proposed rule changes.

Activity 5 (Continued).

Teacher Activities

Student Activities

up-date it and use it to show the annual entering class of seventh and/or tenth graders on "orientation day."

To help you in making a slide tape, Project ACE has a slide-tape show entitled "How to Make a Slide-Tape," by Bonnie Farthing of Wake County School System. You may obtain a copy of this slide-tape show by contacting the Project ACE Director, Barbara Smey in Eden, N.C. (919) 623-3428.

Analysis of School Rules
(Activity 5)

RULE	NEED	PURPOSE	FAIRNESS	POSSIBLE CHANGE
79				80

Activity 6

Instructional

Objective: After participating in the "Boundary Setting" activities, students will be able to differentiate between explicit and implicit rules and between negotiable and non-negotiable rules.

Materials: Other--Copies of your classroom rules.

Special Directions to the Teacher:

Before starting this activity, notice the "Boundary Setting" exercise on the next three pages. Since this comes from a different source, it has a different format. There are various ways in which you might decide to use these exercises: You may discuss your school rules first as suggested here, or you may go over the Boundary Setting Activities first or some combination there of. I personally recommend teaching "Setting Your Own Classroom Boundaries" first, but the initial "Boundary Setting" exercises also set a good mental mood.

It has been suggested that you state the explicit rules and then actually negotiate the implicit rules. The important thing to remember here is that the teacher should always retain the veto power.

Teacher Activities

Student Activities

Begin the class activity by asking students to list the rules and regulation they would apply to a guest staying in their home.

Discuss the house-guest-rules in terms of those that should be discussed with the house guest and those that should be left "understood."

Continue class discussions by classifying the rules suggested above as either negotiable or non-negotiable rules.

Conclude this activity by using the "Analysis of School Rules" chart from Activity 5 to discuss the rules in terms of their need, purpose, fairness, and possible change.

Students divide up into small groups or work together as a class to discuss the problem presented by the teacher.

After listing rules to be imposed on a house guest, students should attempt to classify these rules as implicit and/or explicit rules.

Further analysis and classification of rules continue.

Students refer once again to the "Analysis of School Rules" chart and discuss the house-guest-rules in terms of these parameters.

Boundary Setting Activities

LAW-RELATED EDUCATION PROGRAM FOR THE SCHOOLS OF MARYLAND
(Presented by Jerry Paradise, ACE Workshop, April 30, 1979)

Boundary Setting

Purpose: To become aware of different types of boundaries and to clearly establish clear boundaries for your own class situation.

Suggested Time: Introduction: 10-20 minutes
Setting Your Boundaries: 20-30 minutes

Procedure:

Introduction to Boundaries

1. Present your students with the following situation: Your family will be having a house guest of your age and sex for the next two weeks. This person will be staying in your room, eating with the family, and doing things with you. Make a list, on your own, of all the rules and regulations that would apply to this guest. Be as specific as possible.
2. Share a few of the lists with the class. These rules and regulations are "boundaries".
3. Ask the students to classify their own boundaries as follows:
 - a. Put a check (✓) beside each rule and regulation that you would tell your guest upon their arrival.
 - b. Put an X beside each rule and regulation that would be left unstated or "understood".
 - c. Put a question-mark beside those that you can't decide.
4. Discussion
 - a. Difference between explicit (✓) and implied (X) boundaries.
 - b. Why are some explicit, some implicit? (Cultural and social boundaries are usually implied, such as table manners, wearing shoes, whereas explicit boundaries tend to be something different, such as don't answer the phone, wear a tie at breakfast, or eat dinner with chopsticks.)
 - c. Consider difficulties that may arise when all or most boundaries are implicit, rather than explicit.

Boundary Setting Activities

-3-

(OPTIONAL)

Boundary Setting

Purpose: To become aware of different types of boundaries and to clearly establish definite boundaries for your own class situations.

Suggested Time: 10-20 minutes over several days

Procedure:

"What car safety rules do you know? List these answers on the board. Discuss each rule and the necessity for having this rule.

"So we need classroom rules?" Imagine a classroom without rules. "What rules will we need in our classroom so we can all work together?" List on board the rules as the children mention them, in a positive manner. Discuss why some rules are necessary even though they're against the students' desires. List on a chart for the room

Materials Needed: Chart for rules, magic marker

Variation: Small group brainstorming with ideas written on newsprint.

Basic Source: Institute for Humanistic Education

Teacher's Evaluation: Suggestions for Further Use

ACTIVITY SET EVALUATION

I. Matching

Directions: Write the letter of the definition on the right which best describes the word on the left. All words have only one best definition, and all definitions are used only once.

Questions

- _____ 1. rule
- _____ 2. law
- _____ 3. fair
- _____ 4. prejudice
- _____ 5. impartial
- _____ 6. conflict
- _____ 7. compromise
- _____ 8. equal
- _____ 9. identical
- _____ 10. view point
- _____ 11. purpose
- _____ 12. enforcement
- _____ 13. implicit
- _____ 14. explicit
- _____ 15. negotiable

Answers

- a. where 2 or more things clash, disagree, or at odds
- b. exactly the same; no difference at all.
- c. to not favor one over another
- d. the way somebody sees or understands something because of his background, attitudes, and beliefs.
- e. command made by authority that must be obeyed.
- f. insuring or insisting that a rule or law is actually followed or obeyed.
- g. making a decision before you get the facts.
- h. something that is understood or expected to be understood without saying it.
- i. when each side in a conflict gives up something to settle the problem; neither gets all his own way.
- j. able to make a deal, to make a settlement of a conflict by fair discussion.
- k. clearly stated
- l. the reason something exists
- m. two (or more) different things that have the same value as each other.
- n. command made by state or federal government that must be obeyed.
- o. to deal with something equally, justly, where the same is expected of all members of a group.

II.

Directions:

Read the following story. Put a number in a circle near each law you find. Below, recopy each number and briefly explain the law. For each rule you find (it may be an implied rule) put a letter in a circle, recopy the letter at the bottom, and explain the rule. Two more examples have been done for you. You should have a total of at least 15 laws and 5 rules.

A DAY IN THE LIFE OF TOM PHILLIPS

① Tom Phillips is ② thirteen years old. He lives at 2893 Sycamore Street, Sweet Gum, Ohio, with his family, a mother and father, a brother and a dog. Today was a school day, so Tom got up ③ when his mother called him at 7:00 a.m. He washed his face with Dial soap, brushed his teeth with Crest toothpaste, and then got dressed for school.

Soon Tom ④ came to the kitchen. He turned on the radio and sat down to eat a breakfast ⑤ of orange juice, a bowl of Cheerios, toast, and a quart of milk. When he finished eating, Tom attached a leash to his dog's collar and took the dog for a walk around the block.

Returning to his house, Tom heard the sound of the school bus. He grabbed his books and ran to meet the bus which had stopped in front of his house, its red lights flashing. Tom boarded the bus and greeted the bus driver with a friendly smile. Another day of school was about to begin.

① legal name

② age determined by birth certificate. Also, Tom is a minor, and there are entire sets of laws dealing with minors.

③ family rule - get up at 7:00 a.m. on school days

④ house rule - eat breakfast at the table in the kitchen

III.

Directions:

You are the Principal of the school that has the problem described below. You will be asked to solve the problem:

Your school is next to a park. Once a student steps over the line, he is off school grounds - technically, at least. At noon, many of the students step over the line to eat, smoke, neck, and otherwise violate existing school rules. They are in full sight of other students and passersby in the community -- but beyond the jurisdiction of the school.

You have been receiving complaints from parents about the situation, as well as other members of the nearby community. Some students have complained to you that they are being threatened by those going to the park to keep quiet; other students are complaining that this one group of violators are giving the whole school a bad reputation; and of course, the group going to the park is complaining that people are trying to take away their rights. The group going to the park point out that they are not on school grounds, and that there is no present rule that prohibits students leaving campus at lunchtime; and that since teachers are allowed to leave work for lunch (like almost any other employee in any other job), they are not different from the teachers or other employees. Finally, the police inform you they will have to make arrests if you don't do something. You must now solve the problem by writing one rule that is fair to each group. Use the chart on the next page to write your complete answer.

ACTIVITY SET EVALUATION
Answer Sheet

My Rule:

GROUP AFFECTED	PROBLEM IT SOLVES	EFFECTIVENESS	ENFORCEMENT	OTHER PROBLEMS THIS RULE WILL CREATE
PRINCIPAL				
TEACHERS				
PARENTS				
PEOPLE IN COMMUNITY				
STUDENTS GOING TO PARK				
STUDENTS THREATENED				
STUDENTS CONCERNED ABOUT SCHOOL IMAGE				
POLICE				

ACTIVITY SET EVALUATION

ANSWER KEY

- I.
- | | | |
|------|-------|-------|
| 1. e | 6. a | 11. l |
| 2. n | 7. i | 12. f |
| 3. o | 8. m | 13. h |
| 4. g | 9. b | 14. k |
| 5. c | 10. d | 15. j |

Scoring: 2 pts. each
Total Points: 30

- II.
- | | |
|---|-------------------------------|
| 3. Street number | c. Tom's job to walk dog |
| 4. Street name | d. discipline rules on bus |
| 5. City name | e. discipline rules at school |
| 6. State name | |
| 7. mother/father, etc. | |
| 8. Today - calendar | |
| 9. school | |
| 10. 7:00 a.m. - time | |
| 11. Dial - FTC, FDA, etc. | |
| 12. Crest " " | |
| 13. Dressed - obscenity | |
| 14. Radio - FCC | |
| 15. All Food - FTC, NSDA, price controls, advertising (FCC) etc. | |
| 16. leash laws | |
| 17. dog - vaccination, registration | |
| 18. block - legal entity | |
| 19. books - copyrights, state owned (Taxes) | |
| 20. bus - emissions, seatbelts, safety inspection, traffic laws, etc. | |
| 21. lights flashing - traffic laws | |
| 22. boarding bus - bus capacity, standing behind white line, etc. | |

Scoring: 1 pt. for each rule and each law identified. 1 pt. for each valid explanation:
Total Points: 40
Extra credit for those over 15 - 5. (optional).

- III. Grade subjectively based on logic, fairness, issue addressed. There are 32 categories, plus "RULE" itself. Score: 30 POINTS TOTAL.

LOCAL GOVERNMENT

Grade 9

Judy S. Jones
Chewing Junior High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

Project ACE
Eden City Schools
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

By interviewing local officials, students will observe how local government affects their lives daily. Teacher and students should have some basic knowledge of local government and of note-taking skills.

You can follow up this activity set with a unit on one or more of the following subjects: state government, local, state or federal taxes, or the federal government.

The activities are meant to be taught in the order in which they are listed, but can be taught in any order you wish. I have included a form letter to help you arrange for interviews with local officials. These letters should be sent before you start this activity set in order for replies to be received and interviews set up.

These activities will probably take between 5 and 7 class periods in order to complete the set.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Students

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

*"But I Wouldn't Want to Live There!" Making Democracy
Work: Part II (Published by Current Affairs Films)
Culver City, Calif: Social Studies School Service,
(Cost = \$24.00).

1

WORKSHEET AND/OR HANDOUTS:

*Activity Set Evaluation
Types of Local Governments

35

35

For the Teacher As
Background Information

Form Letter

1

*Available From Your Local LEA Representative
For Project ACE

RESOURCE MATERIALS ALSO RECOMMENDED

For the Student

MAGAZINE ARTICLES:

"Local Government: Who Needs It?" Junior Scholastic, March 9, 1976,
pp. 2-5.

"JS Skills: Square Mile for Sale!" Junior Scholastic, March 9, 1976,
pp. 6-7.

For the Teacher As
Background Information

BOOKS:

Lefler, Hugh T. and Stanford, Patricia. North Carolina. Atlanta:
Harcourt Brace Jovanovich, Inc., 1972, Chapter 23, pp. 419-431.

Lunger, Norman; Jantzen, Steven; and Jackson, Carolyn. Scholastic
American Citizenship Program. New York: Scholastic Book
Services, 1977.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Group Interaction
Decision Making
Citizenship
Power and Influence

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that local democratic governments are structured to be responsible to their citizens. 1,2,4,5

Students will know that there are many roles which citizens may play in local decision-making. 1,2,4

2. Skills

Students will acquire needed information about local government. 1,2,3,4,5

Students will make decisions about civic action while simulating a city council session. 2

Students will participate in making decisions in a simulated city council situation. 2

3. Valuing

Students will analyze the value of effective citizenship participation. 1,2,3,4,5

Students will analyze their values about decision-making and the role it plays in the democratic process at the local governmental level. 1,2,4

4. Responsible Behavior

Students will cope with the consequences of decision-making while role playing as city council members. 2,3

Activity 1

Instructional

Objective: As a result of this activity, students will write a solution to the problem of urban renewal described by the filmstrip.

Materials: Filmstrip--"But I Wouldn't Want to Live There!"

Special Directions to the Teacher:

Before beginning this activity, the letters to the officials should have been sent.

Teacher Activities

Student Activities

Show the filmstrip, "But I Wouldn't Want to Live There!"

Ask the students to identify in writing the problems they see presented in the filmstrip and to describe in writing their suggestions for solving these problems.

The teacher should collect these papers at the conclusion of this class period and should return them to the students after they finish the role playing situation. When the papers are returned, they will be used to compare the decisions made at this time and the type of decisions made after the role playing has taken place.

Students view the filmstrip.

Students identify the problems, and describe possible solutions.

Students hand in their papers to the teacher.

Activity 2

Instructional

Objective: As a result of this activity, students will be able to enact a council meeting to discuss and to decide solutions to the problem of urban renewal described in the filmstrip "But I Wouldn't Want to Live There!"

Materials: Filmstrip--"But I Wouldn't Want to Live There!"

Special Directions to the Teacher:

Let students view filmstrip again taking notes on their roles. When they do the role playing, put the council members at the front of the room. You can allow people with similar views to sit together or to sit where they want.

Teacher Activities

Student Activities

Assign roles to students as follows:

1. 7-9 people to be council
2. Attempt to divide the rest of the class into 4 different groups --
 - a. businessmen who do not want their buildings torn down
 - b. businessmen who do want their buildings torn down
 - c. people who live there who do not want their buildings torn down
 - d. people who live there who do want their buildings torn down

Show the filmstrip "But I Wouldn't Want to Live There!"

Give the groups about 15-20 minutes to formulate their arguments after seeing the filmstrip again.

Write your role and your position (why you want or do not want your building torn down).

Watch the filmstrip again. This time, write down points that would support your point of view.

Get with other members in your group. Discuss your position and list your arguments. Appoint or elect someone as your spokesperson to go before the council.

Activity 2 (Continued)

Teacher Activities

Student Activities

Arrange your classroom so that the council members are sitting at the front of the room, preferably around a desk. Also, provide an extra chair for speakers to sit in when addressing the council.

Give all groups an opportunity to speak.

The council members should then reach a decision.

Lead a discussion on the decision.

Hand them their papers from Activity 1 for them to compare to their positions at this time.

Re-distribute the papers which students submitted to you at the conclusion of Activity 1. Ask the students to compare the decisions they made now with those made previously.

During this time, council members will elect a head councilman to preside over the sessions. Council members will also make up the rules concerning speaking before the council. For example:

- Who will speak first
- How long will each person speak
- How many people from each group may speak

The council members take their places at the front of the room. The head councilman calls the session to order, informs the assembly of the rules, and calls the first speaker forward. After the speaker has finished, council members may ask questions of the speaker. This continues until all have spoken.

After all individuals have addressed the council, the council may ask more questions of any speaker. The council then leaves the room, it makes its decision, reports this decision back to the class.

Discuss the decision.

Compare your position at this time to your decision at the end of Activity 1.

Activity 3

Instructional

Objective: At the conclusion of this activity, students will be able to demonstrate the correct procedure for taking notes during a personal interview.

Materials: Riddle Cards

Special Directions to the Teacher:

You may want to refresh your students on note-taking skills, or you may want to omit this activity if you feel your students do not need to practice interviewing skills.

Teacher Activities

Use the riddle cards as a way to pair off students. Place as many pieces as students in a box or on a table. Make sure you have pieces of the riddles that match! Let each student select one piece. Next, students should circulate around the classroom trying to find their match. Please be sure that there is always an even number of pieces of puzzles. The teacher may have to be someone's partner in order to have even pairs.

For homework, the students are to ask one of their parents ten questions about his or her job.

Student Activities

Select a piece of the card. Circulate to find your match to the riddle card. Interview each other as to interests, life, etc., so you can introduce each other to the class. Take notes to refer to during your introduction. Some questions you may want to ask include:

- What is your full name?
- When were you born?
- Where were you born?
- Have you lived here all your life?
- What do you like to do when you have some spare time?
- What is your favorite t.v. show?

Students introduce their partners to the class.

For homework, interview one of your parents about his job. Ask at least 10 questions. Here are some suggested questions:

- Where do you work?
- How long have you worked?
- What is your job title and what does it mean?
- What do you really do?
- What do you like and dislike about your job?

Activity 4

Instructional

Objective: As a result of this activity, students will be able to compare and contrast the different local government offices.

Materials: Handout--"Types of Local Governments"
Other--Form Letter replies

Special Directions to the Teacher:

This activity will use the replies from the local officials. Allow the students to set up their own interviews or you can set them up. Not everyone needs to interview an official. You can have students who cannot go to an interview, question the students who did go.

This activity will take more time than any other activity since the appointments may have to be spread out over a long period of time.

Teacher Activities

Student Activities

Distribute the handout "Types of Local Governments." Tell students to write a description to explain the responsibilities of each office.

From the replies you have received, direct the students to select one official they want to interview. Give the students time to go to an interview during the school day or allow them to set up their own appointments. Allow students who cannot go a chance to interview students who could go.

Some suggested questions for the interview schedule:

- What is your official title?
- Are you elected or appointed to your office?
- What are some of your duties?
- How long have you been in office?
- What do you like best about your job?
- What do you like least about your job?
- What would you change about your job if you could?

Using your textbook or other reference materials, describe the duties of each office.

Choose an official you want to interview. Interview that person. Then write a job description to read or post in class.

If you cannot go to an interview, interview a student who did go and report on this.

Ask at least 20 questions in your interview. Your teacher can give you some suggestions for the questions.

Types of Local Governments
 DURHAM COUNTY'S CITY MANAGER COMMISSIONER PLAN

VOTERS

CITY AND COUNTY
 BOARDS OF EDUCATION

BOARD OF
 COUNTY COMMISSIONERS

SHERIFF

REGISTER
 OF
 DEEDS

COUNTY
 ATTORNEY

COUNTY
 MANAGER

ADVISORY BOARDS
 AND COMMISSIONS

1. Fire Commission
2. Mental Health
 Advisory Comm.
3. Planning Board

OPERATING
 BOARDS AND
 COMMISSIONS

1. Board of Health
2. Social Services
 Board
3. Memorial Stadium
 Authority
4. Hospital Corp.
5. Library Board

GENERAL COUNTY ADMINISTRATION
 (Some officials appointed by manager, some
 by commissioners, and some by the two jointly.)

1. RABIES INSPECTION
2. CIVIL PREPAREDNESS
3. ACCOUNTING AND BUDGETING
4. DATA PROCESSING
5. DUPLICATING
6. PURCHASING
7. BUILDINGS AND GROUNDS
8. REFUSE DISPOSAL
9. BUILDING ELECTRICAL AND PLUMBING
 INSPECTIONS
10. JUVENILE DETENTION
11. CURB MARKET
12. PERSONNEL
13. PLANNING AND ZONING
14. PURCHASING
15. TAX COLLECTION
16. TAX SUPERVISION
17. VETERANS SERVICE
18. WATER AND SEWAGE

TECHNICAL AND
 REGULATORY BOARDS

1. Board
 Adjustment
2. Boxing
 Commission

STATE - LOCAL
 AGENCIES

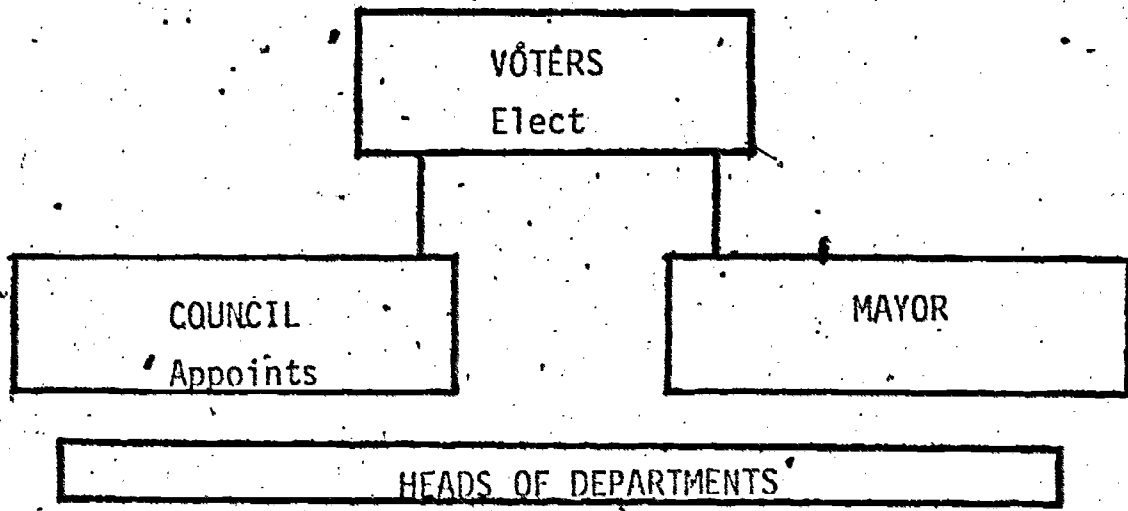
1. ABC Board
2. Board of elec-
 tions
3. Medical Exam-
 iner
4. Durham Techni-
 cal Institute
5. Agricultural,
 Extension
6. Fire and Game
 Protection

ASSOCIATED
 AGENCIES

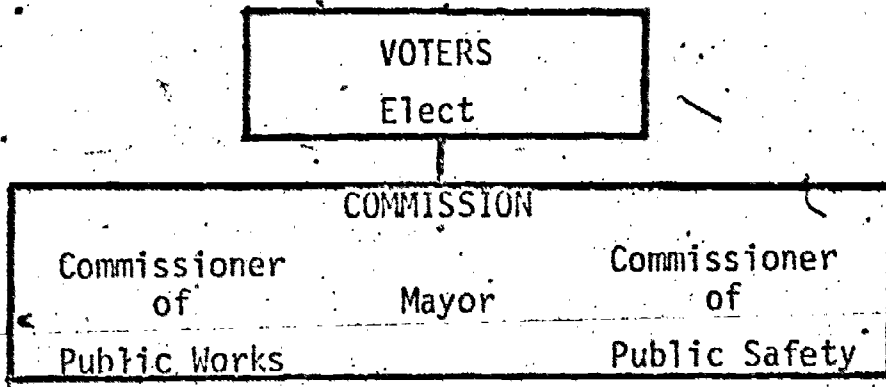
1. Airport
 Authority
2. Council of
 Governments
3. N.C. Museum of
 Life and Science

Types of Local Governments

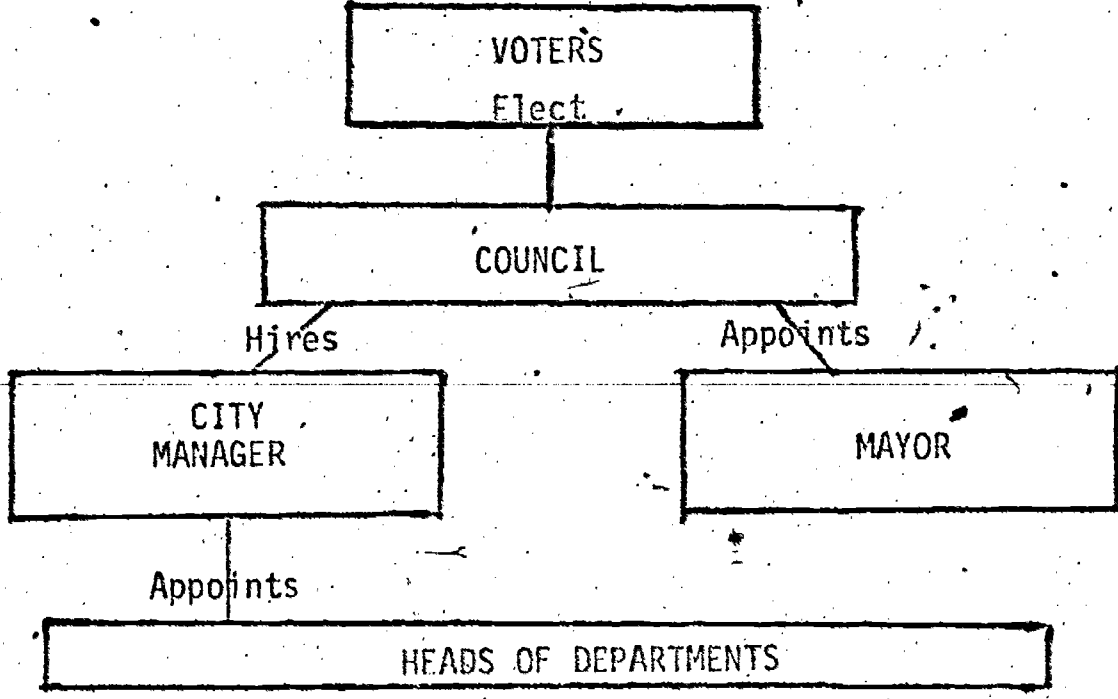
MAYOR - COUNCIL PLAN



COMMISSION PLAN



CITY MANAGER PLAN



Dear Sir:

This year my class is studying local government. I would like them to gather some information by interviewing different officials in our county as to their duties.

I feel that students need to become active in learning about their government and one way to do this is through personal contact. If you would be willing to participate, please answer the questions at the end of the letter and return to me.

If you are not willing to participate in interviews, would you be willing to speak to my classes about your duties?

Thank you for your help and time.

Sincerely,

PLEASE ANSWER AND RETURN TO ME.

1. In how many interviews would you be willing to participate? _____
2. How much time would you allow for an interview? 10 mins. 15 mins.
20 mins. 30 mins. other _____
3. What times would you be available for interviews? _____

4. Would you be willing to allow as many as three students to attend an interview? _____
5. Would you agree to the interview being taped so that other students could have the benefit of hearing you? _____

/- THANK YOU.

Activity 5 (Optional)

Instructional

Objective: As a result of this activity, students will be able to compare and contrast their role-played session to a real council session.

Materials: Videotape camera

Teacher Activities

After having your own council session, you can show the class a videotaped city council session. In our community the city council's meetings are televised on cable TV. You can videotape from the TV or obtain permission to tape at an actual session. Then have the students watch and compare their session to the real council's session.

Student Activities

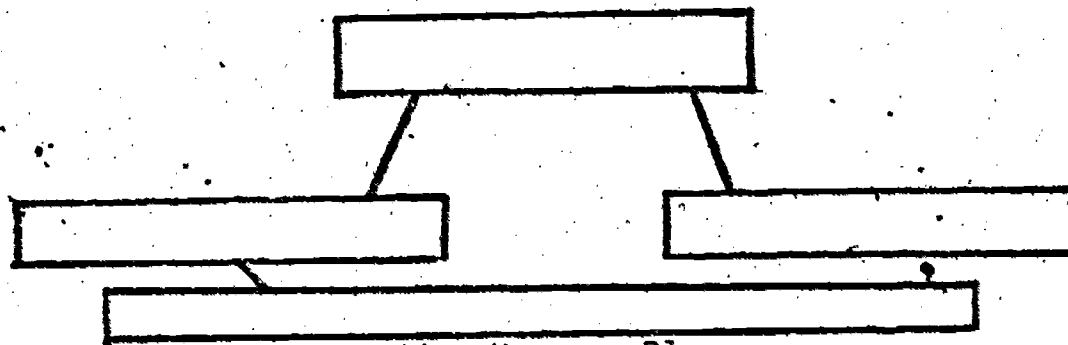
Discuss the real council session. How does it compare and contrast to ours?

ACTIVITY SET EVALUATION

1. What is the major job responsibility of the county manager?
2. What is the major job responsibility of the Board of County Commissioners?
3. What is the major job responsibility of the Sheriff?
4. What is the major job responsibility of the Register of Deeds?
5. Fill in the charts below.

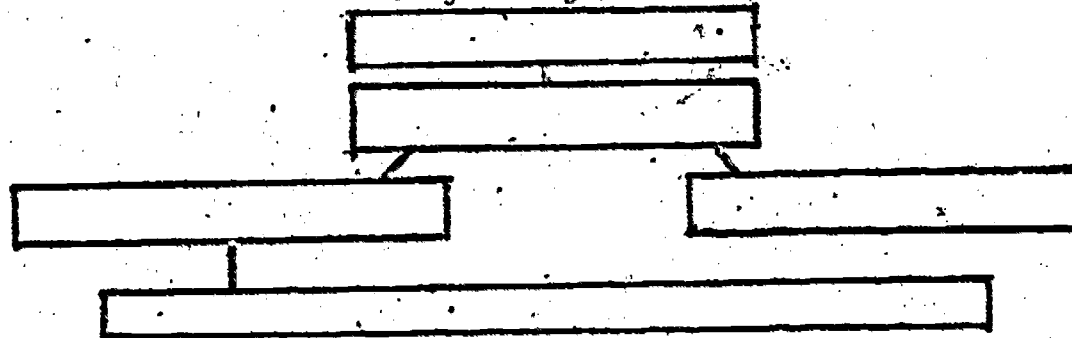
1.

Mayor - Council Plan



2.

City Manager Plan



6. Please answer the following as fully as you can:

There is an election for mayor in one month, hence. You are attending a "Meet the Candidates" reception. Since you are undecided about the candidate to vote for, you decide to find out the opinions of each on three items. What three items would you consider most important? Ask questions to arrive at the answers you would need to evaluate each candidate's stand on your three issues.

Below, write the three issues with five questions under each which would give you responses you wish.

THE PROCESS OF HISTORIC PRESERVATION
AT THE LOCAL COMMUNITY LEVEL

Grade 9

Judy S. Jones
Chewning Junior High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

I would suggest putting this unit into the area of Modern Problems since its purpose is to expose students to the organization that is necessary to save buildings from destruction.

Good follow-up activities would include visiting a local historic site or inviting a person from that site to your class to explain how the site was saved.

This activity set should be taught in the order in which it is printed.

I would suggest that you allow four to five 45 minute periods for the teaching of this activity set.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Cassette

Radio Announcement

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation
Value Sheet Regarding Landmarks
Ways to Persuade an Audience

1
35
35
35

RESOURCE MATERIALS ALSO RECOMMENDED

For the Teacher As -
Background Information

Persons from Local Historic Sites in Durham, N.C.

John Flowers, Stagville
Jim McPherson, Duke Homestead
Harold Mozingo, Bennett Place

Persons from Historic Preservation Society in Durham, N.C.

Mosette Rollins
Mrs. Oldham
Mrs. Wiebe

Local Chamber of Commerce

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Conflict
Compromise and Adjustment
Scarcity
Group Interaction
Culture Change
Decision-making

II: OBJECTIVES

Activity Number

1. Knowledge

Students will know that the background to a problem influences the way people try to solve that problem.

2

Students will know that the process of saving a building from destruction is complicated and involves conflicting demands from members of the community.

1,3

2. Skills

Students will plan for implementing a campaign to preserve a desirable group of buildings for their community.

1,2,3

Students will make decisions about civic action.

4

3. Valuing

Students will accept that change and development are part of a communities life.

1

Students will analyze their values about democratic process in decision-making.

4

Students will analyze possible citizen action to determine what is effective in successful community preservation.

3

Students will analyze their values about the trade-off between historic preservation and community development.

4,5

4. Responsible Behavior

Students will cope with the consequences of community decision-making processes as they affect a specific set of buildings.

2,4

Students will accept the consequences of their actions and campaign to save a shopping center.

Evaluation

Activity 1

Instructional

Objective: As a result of this activity, students will be able to identify the ways to save a threatened building.

Materials: Cassette--Radio Announcement.

Special Directions to the Teacher:

The cassette recording of the Radio Announcement has been included here for those teachers who would like to use it in lieu of reading the announcement outlined below. The example of Northgate is used on the cassette recording of the announcement.

Teacher Activities

Student Activities

Start class by making this announcement: "This morning I heard this on the radio: Good morning, this is John Redding of WCHE. Last evening at Northgate (or any local place where students gather), the Civic Center for Durham (or your city) Organization met and solicited signatures on their petition to build a civic center on the site of Northgate Shopping Center (local "hangout"). Their spokesperson, Judy Jones (your name) had this to say: "...tearing down Northgate (local "hangout") is necessary if we are to build a civic center. There are other shopping malls (whatever the place is) available in our area, but not any other civic centers."

The Civic Center for Durham (your city) Organization say there are many reasons for locating the civic center at the Northgate (local "hangout") site. Some include:

- Easily accessible from major highways.
- Large parking area already available.
- Centrally located in Durham (your city).
- Mass transportation available.

Activity 1 (Continued)

Teacher Activities

We feel that other groups will take up the fight to save Northgate (local "hangout").

WCHE will keep you informed. This is John Redding signing off."

Allow for reaction. List reactions on board.

Ask the students, "If you wanted to organize a campaign to save Northgate (local hangout), what actions would you consider to convince others to save it?" List students' ideas on the board. If the students do not get certain points, you can ask questions to arrive at them. For example:

- How do you decide what to tear down and what to save?
- Who decides this?
- Why do they decide?
- How do you organize to save the site?
- What kind of publicity do you want?
- How do you get it?
- Who could help you get publicity?
- How do you gather facts?
- Where do you go to get the information?

End by explaining that the situation does not exist, but that we are going to assume that Northgate (local hangout) will be torn down unless we can convince the public to save it.

Student Activities

Students state their reaction pro and con. Examples of reactions:

- "They wouldn't do that"
- "Too much money involved in tearing it down"
- "We could have more concerts if we did have a civic center"
- "Yeah, it would be great for ball games"

Students should formulate opinions which involve critical thinking. Sample answers:

- You tear down buildings which are not important.
- The government officials.
- We elect them to decide.
- Find others who want to save the site too.
- In newspapers, on billboards, on T.V.
- Pay for it or get the media involved.
- Newspaper and T.V. civic reporters.
- Call the site managers.
- Library, historic site, newspaper office, senior citizens.

Allow for response and generate class discussion. Make alternative suggestions.

Activity 2

Instructional

Objective: As a result of this activity, students will learn to gather facts about a problem and to use these facts to persuade others to their point of view.

Materials: Telephone
Telephone directory
Maps of your local community
Census reports

Teacher Activities

Assign groups to study different aspects of saving Northgate (local "handout") such as:

- Alternative locations of the new building (using maps, census information, etc.)
- Revenue from Northgate (local "handout") vs. revenue from civic center. (Will the community be losing money from the civic center if it replaces Northgate?)
- History of Northgate (local "handout"). (Were places torn down to build it?)
- Ecological impact of the proposed change
- Need for civic center

Student Activities

Each group reports findings to class and leads the discussion on their area.

Activity 3

Instructional

Objective: As a result of this activity, students will develop a structured organization to fight for Northgate (local "hangout").

Materials: Handout--"Ways to Persuade An Audience"

Teacher Activities

Student Activities

Someone has to take charge of organizing the fight to save Northgate (local "hangout"). How would you suggest that we organize? Lead the discussion. Help your students to arrive at a structured organization with a main spokesperson, other leaders, and followers.

Let the main spokesperson conduct a meeting of this new organization, Save Northgate (local "hangout"). Ask your students to decide what types of things to do to convince the public to help them.

Distribute the handout, "Ways to Persuade An Audience." Continue the discussion of techniques to be used to convince the public by referring to this list of suggestions.

Students will elect a main spokesperson, leaders, and followers. Make a list of suggestions to be presented.

Members not used in the above may be the public. Have a panel discussion between public spokesperson and others leaders previously chosen.

Students discuss the suggestions listed on the handout and decide which one(s) they would like to apply to their particular assignment.

WAYS TO PERSUADE AN AUDIENCE

1. Use facts that support your program or idea.
 2. Use statistics to prove your points in interesting ways.
 3. Tell them just what action you want.
 4. Show them the rewards of the action.
 5. Show them how to act.
 6. Urge action at once.
-

Adapted from Howard, Vernon. Talking to An Audience. New York: Sterling Publishing Co., 1967, pp. 86-95.

Activity 4

Instructional

Objective: After participating in this activity, students will be able to cite reasons why they would prefer a specific type of national landmark to be preserved.

Materials: Handout--"Value Sheet Regarding Landmarks"

Teacher Activities

Student Activities

Distribute the handout, "Value Sheet Regarding Landmarks."

Ask students to read through the list and to identify briefly what each one is.

Next, ask each student to rank order from 1 (would like to have this preserved the most) to 10 (would like to have this preserved the least).

Break the class up into small groups and ask each group to agree on the three items they would like to have preserved the least.

One person from each group should report the groups decision to the class as a whole.

The three choices from each group should be compared with the three choices from the other groups.

Next, ask students to group all items on the "Value Sheet Regarding Landmarks" in some logical category.

Do most of the items you would like to preserve the most tend to be included in a specific category?

Students describe the items, locate the places in the U.S. and tell why each one is important.

Students refer to the rank ordering of landmarks and attempt to select three they would like to preserve the least.

Students examine and discuss the three choices selected by all other groups.

Examples of categories:
man made/ created by nature
Eastern USA/ Western USA
Historic significance/ Non-historic significance

Activity 4 (Continued)

Teacher Activities

Student Activities

What conclusions can you draw regarding the items you would like to preserve the most?

What conclusions can you draw regarding the ones you would like to preserve the least?

Value Sheet Regarding Landmarks

Below are listed 15 places. Rank them from 1 - 15 in the order in which you would save them. 1 = would like to save the MOST

1 = would like to save the MOST
15 = would like to save the LEAST

- Mt. Vernon
- Grand Canyon
- Washington Monument
- Natural Bridge
- Mt. Rushmore
- Statue of Liberty
- Independence Hall
- The Alamo

- Yellowstone National Park
- N. C.'s Outer Banks
- Works of art contained in the N.Y. Metropolitan Art Museum
- Redwood National Park
- Everglades National Park
- The White House
- Disneyland

Which one in the list above did you rank as the first one to save? What does this tell you about yourself and about what you value?

Activity 5

Instructional

Objective: As a result of this activity, students will be able to list the ways others have dealt with this type of situation.

Materials: Community resource people

Special Directions
to the Teacher:

Activity number 5 is not absolutely necessary for the effective teaching of this activity set, but it is highly recommended as a concluding or follow-up activity.

Teacher Activities

Student Activities

Invite people from a specific historic site to come explain the plan involved in saving their site.

You may have students write questions ahead of time to insure that all areas of the fight to preserve the site will be included.

Students listen and ask questions.

ACTIVITY SET EVALUATION

1. Develop a campaign plan to save Northgate (local "hangout"). Be sure to include all phases:

1. organizing
2. gathering facts
3. getting the public involved through publicity

2. After all your hard work, time, and money, Northgate (local "hangout") is destroyed to build the civic center. How do you feel? Should a person give up if the battle looks like it's been lost? What do you plan to do now?

3. Describe the reason why you would want a set of buildings like Northgate (local "hangout") preserved.

THE RIGHT TO PRIVACY: SEARCH AND SEIZURE

Grade 9

Marian Jones
Lowe's Grove Junior High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Students

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

"The Criminal Court." The Law in Democracy. White Plains,
N.Y.: Guidance Associates, Inc., (Cost = \$62.50).

1

Transparencies

The Fourth Amendment

1

PAMPHLETS:

Constitutional Rights Foundation, Bill of Rights In Action.
Vol. XI, No. 4 (November 1977).

15

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation

35

Amendment 4 Survey Sheet

35

Attitudes Toward Police and Authority Survey

35

Constitutional Awareness Chart

35

The Fourth Amendment Worksheet

35

A Sample Search Warrant

35

Selected Passages from Information Research Systems

35

For the Teacher As
Background Information

Amendment 4 Survey Sheet Answer Key

1

Activity Set Evaluation (Teacher's Copy)

1

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

- Constitutional Rights Interpretation
- Compromise

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that persons are dependent upon the institution of government and upon the help of other people to protect their right to privacy. 2,3,4,5,6,7,8

Students will know that the processes of change, development, and evolution are evident in the definition of privacy; the meaning of a "right to privacy" has changed throughout American history. 1,3,4,7,8

2. Skills

Students will be able to acquire needed information about their constitutional right to privacy. 1,2,3

Students will be able to think about their right to privacy rationally and creatively. 2,3,4,5,7,8

Students will be able to make decisions about when the right to privacy has been violated and to make distinctions between legal and illegal police actions based on the Fourth Amendment. 1,2,3,4,5,6,7

3. Valuing

Students will recognize and respect the valid authority of the Constitution and the court's interpretation of the Constitution in American society. 1,4,7,8

Students will respect the law, including the Fourth Amendment, as a growing developing body of rules through which American society tries to be responsive to all its citizens. 1,3,4,5

4. Responsible Behavior

Students will reinforce good citizenship by acknowledging legal action of law enforcement officers and of citizens under the law. 2,5,6

Activity 1.

Instructional

Objective: As a result of this activity, students will be able to list the rights guaranteed by the Fourth Amendment to the Constitution.

Materials: Transparencies--The Fourth Amendment
Worksheet--The Fourth Amendment Worksheet

Teacher Activities

Student Activities

Introduce students to the Fourth Amendment by asking them to respond to the following problems or similar controversial situations theoretically. There are no definite answers to the questions listed below since answers are dependent upon circumstances.

1. Is it possible that I could come to your desk right now, open that brown bag in it, and call a police officer to arrest you for possession of marijuana?
2. Could you be arrested as you got onto the bus this afternoon for something that was found by the police in your locker this morning?
3. If someone knocked on your door and identified himself as police officer, do you have to let them in? Do you have to let them look around your house?

A variety of opinions is welcome so that there will be controversy generated about what are the rights to privacy.

Possible answers to the questions posed by the teacher:

Yes, the teacher could open the bag and the student could be arrested.

Yes, if the school authorities conducted the search and then called the police.

No, you do not have to allow them to enter or to look around your house. If the police have a search warrant, you must permit them to search, but the search warrant must specify the person, place or thing to be searched.

If you discuss these possible answers with students, don't discuss until the close of Activity 1. The purpose of the exercise is to have students speculate on possible legal procedures.

Activity 1 (Continued)

Teacher Activities

Student Activities

What is stopping the police or any authority from these kinds of arrests and searches? Press students far enough to show that none of them really knows much about what specific situations are covered by the Fourth Amendment.

Distribute "The Fourth Amendment Worksheet" and show The Fourth Amendment transparency.

Ask students to first read the wording of the Fourth Amendment and then to proceed to complete the worksheet.

Have students compare their rewritten versions of the Fourth Amendment with the one provided in your textbook.

Write on the chalkboard the rights students give as being guaranteed by the Fourth Amendment. The following are the rights guaranteed by the Fourth Amendment, as it is presently understood.

- 1 - a warrant must be issued by a judge
- 2 - there must be a reason for its use
- 3 - the officer who asks for a search warrant must take an oath in support of his/her reasons for demanding the warrant
- 4 - the warrant must describe the place to be searched and the persons or things to be seized. (evidence illegally seized cannot be used in federal or state courts)

Some students may mention the Constitution, some may even know the Fourth Amendment, but they probably will not know the specific details of the amendment wording.

Students analyze the Fourth Amendment by answering questions on the worksheet and by discussing their answers in class.

Activity 1 (Continued)

Teacher Activities

Student Activities

Identify the restricted or limited rights which are also included.

Point out to students that the amendment is limited: that is, no right is absolute and under certain conditions, different interpretations are allowed.

As a summary, ask students to rewrite the Fourth Amendment in their own words to hand in.

Also, have each student compare his or her paraphrase with the explanation given in the text and with each others'.

Hand in "The Fourth Amendment Worksheet."

Compare students paraphrases with the explanation given in their text and with each others'.

THE FOURTH AMENDMENT WORKSHEET

Have students print Amendment 4 in the space provided below.

1. Define the words you have difficulty pronouncing or understanding.
2. Which rights are guaranteed by the Fourth Amendment?
3. Paraphrase the Fourth Amendment.

Activity 2

Instructional

Objective: After viewing the filmstrip, students will be able to cite the rights guaranteed by the Fourth Amendment.

Materials: Filmstrip--"The Criminal Court," The Law in a Democracy

Teacher Activities

Student Activities

Show the filmstrip, "The Criminal Court."

Use the discussion questions provided by the filmstrip publishers, Guidance Associates, Inc.

A close examination of the teacher's guide is recommended.

Students will discuss the filmstrip and will review the vocabulary glossary at the conclusion of the filmstrip presentation.

Activity 3

Instructional

Objective: As a result of this activity, students will be able to write two actions allowed by the Fourth Amendment and two actions not allowed.

Materials: Worksheet--Amendment 4 Survey Sheet

Teacher Activities

Student Activities

Introduce the "Amendment 4 Survey Sheet" as an opportunity to review their knowledge of the Fourth Amendment.

In the discussion, try to have students explain why they are drawing their conclusions.

Evaluate this statement with students:

"The rights of the best of men will be observed only so long as the rights of the worst of men are respected."

--Justice Oliver
Wendell Holmes

As students discuss and ponder the statement by Oliver W. Holmes and review "Amendment 4 Survey Sheet," it is important for them to realize that the guarantees of the Fourth Amendment apply equally to both the innocent and the guilty.

Students discuss their responses to the worksheet in order to establish which answers are correct and the reasons they selected the ones they did.

Students discuss the statement in light of the provisions of the Fourth Amendment.

AMENDMENT 4 SURVEY SHEET

- | | | |
|--|-------|----------|
| 1. This amendment implies that the government or the police can enter a person's home and arrest the person. | agree | disagree |
| 2. A warrant will say the police officer has the right to search a house or arrest a person. | agree | disagree |
| 3. A warrant is a piece of paper, given to the police or the government, by the courts. | agree | disagree |
| 4. The government's or police officer's hunch is not probable cause. | agree | disagree |
| 5. In general, people are to be safe in their homes and safe from arrest for no reason. | agree | disagree |
| 6. A person's home cannot be broken into and searched by the police without a search warrant. | agree | disagree |
| 7. A person cannot be arrested unless there is reason to believe a crime has been committed. | agree | disagree |
| 8. The police can arrest a person committing crime. | agree | disagree |

Amendment 4 Survey Sheet Answer Key

1 - agree

2 - agree

3 - agree

4 - agree

5 - agree

6 - agree

7 - agree

8 - agree

Activity 4

Instructional

Objective: As a result of this activity, students will identify occasions when laws and rules are developed and changed according to the needs of a community.

Materials: Handouts--Selected Passages from Informational Research System
Other--A student handbook or school rules sheet

Teacher Activities

Student Activities

Introduce the distinction between laws which have the force of governmental enforcement and rules which are suggested guides for conduct and action.

Examples: It is a law, that students under sixteen must attend school (force of the government); it is a rule that students must not eat in classroom (guide for conduct).

Have students give examples of laws and rules pertaining to their school situations. Hand out school rules or student handbook and discuss the differences between rules and laws which are found in the book.

Define the term "in loco parentis" and use it to clarify the responsibilities and rights school officials have in protecting the safety and welfare of students under their supervision.

Ask students to develop imaginary situations in which a primitive society must develop laws and rules to survive.

Share some of the stories with the class and ask them to analyze them to discover why these particular laws and rules were needed.

Discuss the differences by giving examples of each.

Analyze present school rules.

Students learn that "in loco parentis" means in the position or place of a parent.

Singly or in groups, students might write short stories or plays which illustrate the kind of laws and rules a primitive society might develop.

Analysis of laws of a primitive society will probably lead to the conclusion that the first laws dealt with basic needs rather than elaborate consumer laws, for example.

Activity 4 (Continued)

Teacher Activities

Student Activities

Have students give examples of present-day laws which are like those of a primitive society because they take care of basic needs such as food, shelter, and transportation.

Discuss areas included on the Informational Research Systems Guide.

Consumer protection in advertising, renter's protection from landlord, and speed laws were probably not needed in primitive societies.

Give students a copy of the Informational Research Systems guide sheets.

CORPORAL PUNISHMENT

Parents of two Florida junior high school students brought a lawsuit against school officials seeking compensatory and punitive damages for injuries these students claimed to have received as a result of paddlings received at the hands of school officials. The students claim the use of corporal punishment violated their constitutional rights to be free from cruel and unusual punishment under the Eighth Amendment and their rights of substantive and procedural due process under the Fourteenth Amendment. The United States Court of Appeals, Fifth Circuit, upheld the use of corporal punishment by school officials to maintain discipline in public schools as authorized by Florida law. This court refused to apply the Eighth Amendment cruel and unusual punishment safeguards to school discipline, restricting these safeguards to the imposition of punishment for criminal law violations. The Court further rejected the argument that the infliction of corporal punishment violates substantive due process since the maintenance of school discipline bears a reasonable relationship to legitimate state interests of providing an education. With respect to procedural due process the Court felt the infliction of a paddling does not subject a school-child to such a grievous loss as to require the Court to impose procedural safeguards before corporal punishment may be used.

525 F. 2d 909

STUDENT TRUANCY

A recent school truancy case in Illinois has strengthened the concept that the running of schools should not be interfered with by the courts except in grave situations. In this case a student who had been absent from school fourteen days during two months and who had been required to meet with his parole officer brought an action challenging the Illinois statute permitting juvenile court proceedings against habitual truants. In upholding the dismissal of the complaint by a lower court, the United States Court of Appeals, Seventh Circuit, held, among other things, that the state has a right to compel school attendance. In reacting to the student's contention that the statutes dealing with habitual truancy are so vague as to give no guidelines as to what has to be done to cure habitual truancy, the court pointed out that the "simple answer is to comply with the law which requires compulsory attendance at school by going to school. Sporadic or occasional absence even though violative of the compulsory requirement of the law does not activate action under the state statute here challenged." The court went on to say that it would decline to interfere with the reasonable judgmental discretion exercised by school authorities in defining what constitutes excessive absence. 520 F. 2d 825

The right of school officials in Florida to conduct a warrantless search and seizure of a student and to turn over contraband to the state for further prosecution was at issue in a case appealed to the District Court of Appeal of Florida, Second District. The student involved was charged and convicted of the offense of possession of drug paraphernalia after he and another boy were observed smoking, and the school authorities, acting upon suspicions formented by the odor of burning marijuana, ordered him to disgorge the contents of his pockets wherein marijuana was found. The main issue in the case was whether the warrantless search and seizure was unreasonable and a violation of the constitutional rights of the student. The court held that school officials in the State of Florida have the responsibility and duty for the safety and welfare of students while they are on school grounds and they are, at least to a limited degree, standing in loco parentis to students under their supervision and care. Since this action was taken upon reasonable suspicion it should be accepted as necessary and reasonable. Therefore, the conviction of the student was upheld. 319 So. 2d 154

SEX DISCRIMINATION IN HIGH SCHOOL ATHLETICS

A female high school senior in Tennessee asked the court to enjoin the Tennessee Secondary School Athletic Association (TSSAA) and others from denying her the right to participate on the school baseball team because of her sex. Initially she had been told by the baseball coach she could participate but this was later recinded when the TSSAA notified the school it might be suspended if she was allowed to participate. The TSSAA classified baseball as a physical contact sport in its justification for denying female participation. The United States District Court in Tennessee held that the rule prohibiting female participants in baseball based on a risk of harm to females was at least questionable. The Court said it may not be reasonable to classify baseball as a physical contact sport. In addition, the damage to this student in not allowing her to participate in the school baseball program would be irretrievable since she is a senior and intends to play baseball in college. On this basis the Court enjoined the school from prohibiting her participation and enjoined the TSSAA from taking any action against the school for allowing her to participate. 415 F. Supp. 569

from the records of the students. 545 F.2d 30.

STUDENT LEARNING DISABILITY

A mother and minor son sued the Board of Education of the City of Chicago seeking damages for severe and permanent emotional and psychic injuries suffered by the minor when the school the minor attended failed to transfer him to special education classes as a result of a learning disability. The facts showed the boy had a learning disability and both his parents and private physicians recommended he be transferred to special education classes. No action by school authorities was taken. The school board moved to dismiss the lawsuit and this motion was granted in the lower court. On this appeal, the Appellate Court of Illinois reversed the dismissal. The Appellate Court held that the board was in loco parentis to the boy and owed him a duty. Moreover, while generally damages cannot be recovered for purely emotional injury, absent accompanying physical injury, this was not the case where the inflicted emotional distress was intentional. The court held there was a cause of action and the case was remanded back to the trial court. 358 N.E. 2d 67

PRIOR RESTRAINT

A Los Angeles high school student asked the courts to enjoin that city's school district from enforcing a school regulation which gave the school prior censorship of all non-school publications intended for on-campus distribution. The suit challenged the regulation on the grounds that it constituted an illegal prior censorship in violation of the California Education Code, the First Amendment to the U. S. Constitution and the California Constitution. The California Supreme Court found the regulation to be violative of the enacting legislation because the legislative history of the section in question clearly showed that the purpose of the legislation was to prohibit distribution of offensive or slanderous material after distribution began. School officials were never intended to be empowered with the authority to restrain or prevent distribution through prior administrative censorship. To do so would violate the state and federal constitutions as they apply to free speech. The court noted in its opinion, however, that this ruling did not prevent school authorities from enforcing regulations against distribution of offensive non-school literature once distribution begins. Further, school authorities retain the power to discipline those responsible for such distribution. 556 P. 2d 1090

GIRL'S ATHLETIC ELIGIBILITY

An attempt by an Indiana high school girl to get an injunction compelling her school to permit her to try out for a boy's tennis team has failed. The by-laws of the Indiana High School Athletic Association allow girl's participation on boy's teams only if there are no comparable girl's programs. Her school had a girl's tennis program. Therefore, the Court of Appeals of Indiana, upholding a lower court, held that there was not sufficient evidence to show that the girl's program was not comparable to the boy's program. Since the student failed to make a strong showing that she was likely to prevail upon the merits of her appeal, her request for an injunction had to be denied. 333 N.E. 2d 138

PRIVATE SCHOOL RACIAL DISCRIMINATION

A black child who was denied admission to a private school because of her racial background has won a civil rights action against the school. The school was a commercially operated non-sectarian private school. The plaintiff contended her non-admission was based upon her color, in violation of 42 U.S.C. § 1981. A lower court entered judgment for the defendants and dismissed the complaint. However, the United States Court of Appeals, Fifth Circuit, reversed that decision, finding that the plaintiff's race was at least one of the factors which motivated the school's action. Therefore, the school's racial discrimination rendered its action violative of the civil rights statute which states that all persons have the same right in every state and territory to make and enforce contracts and prohibits racial discrimination in the making and enforcing of private contracts. 541 F. 2d 1124

ACCIDENT IN UNSUPERVISED ACTIVITY

A Louisiana school district has been held free of liability in a student injury lawsuit. The student was severely injured in an unauthorized tumbling activity. At the time of the incident the coach was collecting valuables from other students and was unable to personally supervise the activities which resulted in the injury. However, the student had been fully instructed in tumbling by the coach. Subsequent to the injury the student's father brought an action against the school and the coach alleging negligence in that there was not proper supervision of the activity. A lower court dismissed the suit and the Court of Appeal of Louisiana, First Circuit, upheld the dismissal. In so doing the court emphasized that there is just no way that a teacher can give personal attention to every student all of the time. The fact that each student is not personally supervised every moment of each school day does not constitute fault on the part of a school board or its employees. Responding to an attempt to analogize the incident to automobile accidents, the court pointed out that a duty imposed on a playground or gym supervisor to oversee the playing and other activities of children is quite different from the duty of a motorist to keep a sharp lookout ahead. A playground supervisor cannot be burdened with the duty to see and actively direct the movements of each child at all times. As is often the case, accidents such as this, involving school children at play, happen so quickly that unless there was direct supervision of every child (which is impractical) the accident can be said to be almost impossible to prevent. 339 So. 2d 1295

DAMAGES FOR STUDENT SUSPENSION

Two Illinois high school students were suspended from school without first being given a hearing. Despite the fact the school board had acted in good faith by suspending without a hearing, the District Court held that the students had been deprived of their constitutional rights to due process. Notwithstanding that due process had been denied, the District Court refused to grant damages to the students. They appealed to the U. S. Court of Appeals where it was held that non-punitive damages are recoverable for a violation of due process rights even where there is no proof of individualized injury such as mental distress. The amount of damages to be awarded should be neither so small as to trivialize the right nor so large as to provide a windfall. The Court of Appeals also ruled that on remand the plaintiffs may be awarded special damages based upon their actual loss of time out of school. Such special damages however will be recoverable only if it is shown that the suspensions would not have occurred absent the denial of due process hearings. The damages for the already denied right to due process, however, are not to be contested upon remand. Those

STUDENT SMOKING PROHIBITION

An Oregon high school student was discovered smoking on school premises in violation of the Student Code of Conduct and was warned if she repeated this conduct she would be expelled. About five weeks later she was discovered smoking on school grounds and was suspended by the school principal pending a hearing on the principal's recommendation of expulsion. A hearing officer agreed with the principal's recommendation and the school board upheld the hearing officer's decision. Oregon law provides that a school board's authority to enact rules governing student conduct is limited to enacting rules that have some reasonable connection with the educational process. This student argued that to the extent the no-smoking rule applied to open spaces on the school premises there was no connection between the rule and the educational process. The Court of Appeals of Oregon disagreed citing the generally accepted fact that smoking is hazardous to a person's health and that an effort on the part of school officials to maintain and inculcate habits designed to preserve good health among pupils is a legitimate element of an educational system. The Court, in upholding the expulsion, also rejected the contention that improper procedures were followed by the school board. 542 P. 2d 938.

Activity 5

Instructional

Objective: After participating in this activity, students will be able to describe their feelings and attitudes toward the people who are primarily responsible for enforcing laws.

Materials: Worksheets--Attitudes Toward Police and Authority Survey
A Sample Search Warrant

Teacher Activities

Student Activities

Introduce the "Attitudes Toward Police and Authority Survey" by noting that the people who have to enforce and deal with the laws are police officers. They are responsible for seeing that we get a fair break. Sometimes we have to stop and think about the job they do in order to think clearly about our constitutional rights.

I would like you to keep your attitude survey private. Tomorrow we will get a chance to talk with a police officer, and perhaps you will want to question the officer based on some of the items in the questionnaire. Save the questionnaire so that you can look at it again.

In order to get ready for the police officer's visit, let us look closer at the items an officer needs to provide the courts so he or she can get a search warrant.

Do you have any questions about what information is needed to be able to perform legal search and seizure activities?

Fill our questionnaire.

Put the survey away in a notebook or a file so that it can be used again.

Fill out the sample search warrant for an imaginary search; remember that you want the warrant to be legal.

ATTITUDES TOWARD POLICE AND AUTHORITY SURVEY*

1. The police should have the right to use whatever means are necessary to capture and punish criminals.

- Definitely agree
 Undecided, probably agree
 Undecided, probably disagree
 Definitely disagree

2. Law officers, like state or local police, have no rights to be on school property even if there should be disturbances.

- Definitely agree
 Undecided, probably agree
 Undecided, probably disagree
 Definitely disagree

3. High school students should be permitted to dress in any manner they please, to wear their hair the way they want, etc.

- Definitely agree
 Undecided, probably agree
 Undecided, probably disagree
 Definitely disagree

4. Do you think policemen are nice guys?

- Yes
 No
 Not sure

5. Would you like to be a police-person?

- Yes
 No
 Not sure

6. Do you think people would be better off without police?

- Yes
 No
 Not sure

7. Do you think police get criticized too often?

- Yes
 No
 Not sure

8. Do you think police don't even give you a chance to explain?

- Yes
 No
 Not sure

9. Do you think the police have it in for, or pick on young people?

- Yes
 No
 Not sure

10. Do you think the police treat all people alike?

- Yes
 No
 Not sure

11. Would you call the police if you saw someone breaking into a store?

- Yes
 No
 Not sure

12. Do you think criminals usually get caught?

- Yes
 No
 Not sure

13. Do you think teachers treat all people alike?

- Yes
 No
 Not sure

14. Do you think teachers are pretty nice guys?

- Yes
 No
 Not sure

*Adapted from The Purdue Opinion Panel, Poll No. 90, and "Kids and Cops."

A SAMPLE SEARCH WARRANT

(Name of Court)

v

Search Warrant

To _____:

Affidavit having been made before me by _____ that

he has reason to believe _____ on the person of
is positive that _____
on the premises known as _____

in the _____ city of _____ there is now

being concealed certain property, namely _____
(Here describe property)

which are _____

and as I am satisfied that there is probable cause to believe that the

property so described is being concealed on the _____ person
place above described

and the foregoing grounds for application for issuance of the search

warrant exists.

You are hereby commanded to search forwith the person named for
place

~~the~~ property specified, serving this warrant and making the search

in the daytime

and if the property be found there to
at anytime in the day or night

seize it, leaving a copy of this warrant and a receipt for the property
taken, and prepare a written inventory of the property seized and return
this warrant and bring the property before me within ten days of this
date as required by law.

Date this _____ day of _____, 19____

(Judge or Magistrate)

Activity 6

Instructional

Objective: After listening to the police officer, students will be able describe some of the difficulties of being a police officer.

Materials: Public safety officer who has been briefed about the nature of the discussion.

Teacher Activities

Student Activities

Have the public safety officer speak to the class on the procedure followed for obtaining arrest and search warrants and the difficulties presented by varying interpretations of the law. Stress that you want him to talk about changes in the laws during the past few years and changes in interpretations of the laws.

Alert the officer that students may want to discuss general aspects of being a police officer and provide him with a copy of the "Attitudes Toward Police and Authority Survey."

Students listen to and question the police officer applying their knowledge of the Fourth Amendment to the discussion.

Activity 7

Instructional

Objective: As a result of this activity, students will be able to cite instances when the Fourth Amendment is used to protect known lawbreakers.

Materials: Other--Drawing materials
Construction paper
Old magazines

Teacher Activities

Student Activities

Read the following case study to students and ask them whether this shows that the Fourth Amendment helps criminals:

Paul Policeman, who has no search warrant, kicks down the door of Peter Pitful's house and ransacks the entire house looking for anything he can find. He finds narcotics buried in the cellar. Can he use this evidence at Peter's trial?

Have students give examples of other situations where the rights of possible "known lawbreakers" cannot be violated because of the Fourth Amendment.

Have students prepare illustrations of the protection or violation of the Fourth Amendment.

Students should recognize that the evidence cannot be used. The question of whether the Fourth Amendment helps criminals is one which has several aspects to its answer. Help students to explore the complexities and not merely settle for an easy "yes" or "no".

Students may generate examples, or the teacher may feel free to insert information in the discussion.

Students draw charts, cartoons, pictures, murals, or write stories as directed by the teacher.

Activity 8

Instructional

Objective: As a result of this activity, students will be able to cite one example of how the Fourth Amendment is open to the interpretation of the courts.

Materials: Pamphlet--Constitutional Rights Foundation, Bill of Rights in Action
Worksheet--Constitutional Awareness Chart

Teacher Activities

Student Activities

Have students examine the wording of the Fourth Amendment to identify the areas where people will probably disagree about what is meant. Some may have been mentioned in earlier discussions, but all should be listed now.

Cite examples of "probable cause" and "reasonable" in a search and seizure case from the Bill of Rights In Action, pp. 20-21. Have students think of other examples which illustrate positive examples of "probable cause" and "reasonable" for search and seizure.

Definitions: probable cause - a reasonable ground for belief in the existence of facts which justify action taken by legal authorities.
reasonable - following general rules governing a procedure.

Have students generate definition of "reasonable" and "probable cause" which can reasonably (!) satisfy the whole class.

For homework, ask students to watch some crime dramas and complete the "Constitutional Awareness Chart" for each one. Tomorrow we can examine our results briefly before we summarize our study by deciding "What is legal"?

List or underline words which may cause trouble. The Fourth Amendment may be a useful resource for review of definitions.

The difficulty of making this definition will illustrate the problem once again.

Class sets of "Constitutional Awareness Chart."

CONSTITUTIONAL AWARENESS CHART*

	Program:	Program:	Program:	Program:
	Incident	Incident	Incident	Incident
Search and Seizure				
Was evidence seized?				
Was there mention of a search warrant?				
Should there have been a search warrant?				
Was there probable cause to conduct the search with no warrant?				
Was the search part of a legal arrest?				

*Adapted from Television, Police, and the Law.

ACTIVITY SET EVALUATION
WHAT IS LEGAL? THE 4TH AMENDMENT

Directions: Ideally, an arrest is to be made only after an arrest warrant has been issued by a judge. As in the case of search, there must be information sufficient to justify legal action. Yet, courts have allowed certain exceptions. Below are general requirements of the 4th Amendment and some noted exceptions. Mark the box you consider correct.

- | | | | |
|---|-----------------------------------|---------------------------------------|--------------------------------------|
| 1. A search can be undertaken to find evidence. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 2. A search must have probable cause to justify it. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 3. A search must be specific. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 4. An arrested person can be searched without a warrant. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 5. Evidence taken during an illegal search can be used against a suspect at his or her trial. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 6. The search of a person's home with his permission can be conducted without a search warrant. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 7. An arrest without a warrant may be made in case of a minor infraction only if the offense is committed in the presence of the officer. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 8. At the time of a lawful arrest, a vehicle may be searched without a warrant. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 9. A person arrested with a legal warrant may have his immediate environment searched without a warrant. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 10. A warrantless search may take place of a person's house, if the person is arrested in his own front yard. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 11. Information obtained by some wiretapping procedure is admissible in some state courts. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 12. Warrants are required before state wiretapping devices are used. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 13. States may issue unrestricted wiretapping warrants. | legal
<input type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |

ACTIVITY SET EVALUATION
WHAT IS LEGAL? THE 4TH AMENDMENT

(Teacher's Copy)

Directions: Ideally, an arrest is to be made only after an arrest warrant has been issued by a judge. As in the case of search, there must be information sufficient to justify legal action. Yet, courts have allowed certain exceptions. Below are general requirements of the 4th Amendment and some noted exceptions. Mark the box you consider correct.

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<input checked="" type="checkbox"/> | not legal
<input type="checkbox"/> | not sure
<input type="checkbox"/> |
| 13. States may issue unrestricted wiretapping warrants. | 117
legal
<input type="checkbox"/> | not legal
<input checked="" type="checkbox"/> | not sure
<input type="checkbox"/> |

YOUTH AND THE LAW

Grade 9.

Freddie Putney, Jr.
Chewing Jr. High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

Project ACE
P.O. Box 70
Eden, NC 27288
(919) 623-3428

Ms. Barbara Smey
Project Director

118

NOTE TO THE TEACHER:

This activity set is not organized into lesson plans for the entire class. Rather, there are five learning centers that could be used as part of a unit in "Youth and the Law." The flexibility of these materials allows for their being set up in one's media center, the corners of a fairly large classroom, resource room, or some other space. Of course, the individual teacher will need to make appropriate posters, placecards, or directions indicating where each learning center will be. In this set, ditto masters or directions for each learning center are included. In addition, the flexibility of the centers means that any materials or activities can be added.

The five centers are:

1. "Fuzz on the Buzz" (Role of a PSO)
2. "Night in the Slammer" (Rights If Arrested)
3. "Live or Let Die" (Death Penalty)
4. "The Jungle of America" (Violence in the U.S.)
5. "Mafia on the Move" (Organized Crime)

The completion of each of these centers requires about two forty-five minute class periods, or about ten days to complete all of them.

An efficient way of organizing one's class into groups for each center might be to have them count off in five's (1,2,3,4,5,1,2,3,4,5,etc.). Have all the one's get into a group; have all the two's get into a group, etc. Those in Group One go to Center One the first two days; those in Group Two go to Center Two the first two days, etc.

One might also need to work up a schedule for these centers so as to avoid confusion (See attached suggested schedule).

***** If one is not familiar with Learning Centers, he/she would need to get a resource book on the subject.

SUGGESTED SCHEDULE

	Days 1-2	Days 3-4	Days 5-6	Days 7-8	Days 9-10
Group	Center	Center	Center	Center	Center
1	1	2	3	4	5
2	2	3	4	5	1
3	3	4	5	1	2
4	4	5	1	2	3
5	5	1	2	3	4

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Simulations

Organized Crime. Madison, Wis.: EMI Corporation,
(Cost = \$12.00).

1

BOOKS:

McCall, Maxine. They Won't Hang A Woman. Morganton,
N.C.: Burke County School System, (Cost = \$1.95).

5

JOURNAL ARTICLES:

"Death Penalty: Yes or No?" Junior Scholastic, January
27, 1977, pp. 4-6.

1

"You and the Police". Scholastic Search, November 27,
1972, pp. 5-13.

1

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation

35

Attitudes Toward Police and Authority Survey

35

Bill of Rights

35

Could You Be A Public Safety Officer?

35

The Governor's Dilemma

35

Learning Center One, Question 4, Case A

1

Learning Center One, Question 4, Case B

1

Learning Center One, Question 4, Case C

1

Learning Center Two, Question 3, Case A: The Case
of Hannah Helpful

1

Learning Center Two, Question 3, Case B: The Case
of Barney Boobtube

1

Learning Center Two, Question 3, Case C: The Case
of I.M. Eager

1

Learning Center Two, Question 3, Case D: The Case
of Hardy Knuckle

1

Television Viewing Chart

35

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Choice
Responsibility

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that the police are traditional symbols of authority in American society. 1,2

Students will know that young people, as well as adults, are dependent upon the law for protection from violations of their rights. 2,3

Students will know that American society attempts to be responsive to the problems which its citizens face. 4,5

2. Skills

Students will acquire information about controversial topics affecting youth and law. 1,2,3,4,5

Students will think about information rationally, creatively, and independently when dealing with controversial issues about youth and the law. 1,2,3,4,5

Students will make decisions about whether they could be police officers and whether they would endorse capital punishment. 1,3

Students will participate in planning to put their decisions into action. 1,3

3. Valuing

Students will analyze their values about the law as a changing, growing body of rules through which society governs itself. 3

Students will analyze values about their roles in solving problems which affect them. 1,2,3,4,5

Students will grow toward recognition and respect for the valid authority of the Constitution as the source of law in American society. 1,2,3,4,5

II. OBJECTIVES (Continued)

Activity Number

4. Responsible Behavior

Students will cope with the consequences of their decisions about capital punishment.

3

Students will recognize and accept the consequences of their own actions in making decisions about whether to be a police officer or whether to implement capital punishment.

1,3

LEARNING CENTER ONE--"FUZZ ON THE BUZZ"

Instructional

Objective: After completing Learning Center One, students will be able to list the requirements for being a public safety officer:

Materials: Handouts--Attitudes Toward Police and Authority Survey
 Could You Be a Public Safety Officer?
 Case Studies--Learning Center One, Question 4, Cases A,B,C.
 Other--Public Safety Officer materials for making a booklet,
 transparency, filmstrip, slide program or bulletin board

1. Complete "Attitudes Toward Police and Authority" and think about what difference it makes how anybody feels.
2. Read and fill in the "Could You Be A Public Safety Officer?" exercise.
3. Investigate the requirements to be a public safety officer, state patrolman, county deputy, etc. Interview an officer. Show your findings by making a booklet, transparency, chart, poster, filmstrip, slide program, or bulletin board. The questions you might ask include the following:
 1. What are your duties? About how much time do you spend on each task?
 2. What is the most serious problem you face (faced) in your work? What worries you the most about your work?
 3. What part of police work do you find most frustrating?
 4. How does your particular job fit into the criminal justice system?
 5. Does your department require patrol officers to have any community relations training? If so, what kind of training is involved?
 6. What are the education requirements? Tests?
 7. Why did you decide to enter this field?
4. Put yourself in the place of the police in each of the following cases. Answer the questions as an officer would.

How did you do? If you checked a lot of them, you might make a good public safety officer. Each city has its own requirements for joining the police force. A Public Safety Officer is both a police officer and a fire fighter, and the PSO finds job demands double and the rewards triple.

In Durham, every PSO must: be a U. S. citizen; be at least 20 years old; be of good moral character as determined by background investigation; not have been convicted by any local, state, federal, or military court of a felony, a crime for which punishment could have been imprisonment for more than two years, or an offense involving moral depravity; be in good health (Every applicant must have normal hearing and normal color vision. With uncorrected vision, a potential PSO must have 20/50 right; with corrected, 20/30. Weight must be in proportion to height.); and be willing to move within one-half hour drive of Public Safety Headquarters on Mangum and Holloway Streets within six months after hiring.

A PSO must be a high school graduate. One might have a General Education Degree and some college or technical school training in lieu of a high school diploma.

Prior to becoming a PSO one is subject to a complete background investigation, aptitude tests, physical agility test, and general appearance test. Before an oral review board, one must verify age, citizenship, and high school graduation.

Once hired, PSO's must successfully complete eighteen weeks of combined fire and police basic training. The PSO's salary range begins at \$13,050 and can go as high as \$16,655.

There are good opportunities for men and women in police work. If you would like more information about police work, write to:

The City of Durham Personnel Dept.
101 City Hall Plaza
Durham, NC 27701 (683-4214)

The Public Safety Academy also has more details:

2008 East Club Boulevard
Durham, NC 27704 (683-4181)

ATTITUDES TOWARD POLICE AND AUTHORITY SURVEY*

1. The police should have the right to use whatever means are necessary to capture and punish criminals.

- Definitely agree
- Undecided, probably agree
- Undecided, probably disagree
- Definitely disagree

2. Law officers, like state or local police, have no rights to be on school property even if there should be disturbances.

- Definitely agree
- Undecided, probably agree
- Undecided, probably disagree
- Definitely disagree

3. High school students should be permitted to dress in any manner they please, to wear their hair the way they want, etc.

- Definitely agree
- Undecided, probably agree
- Undecided, probably disagree
- Definitely disagree

4. Do you think policemen are nice guys?

- Yes
- No
- Not sure

5. Would you like to be a police-person?

- Yes
- No
- Not sure

6. Do you think people would be better off without police?

- Yes
- No
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8. Do you think police don't even give you a chance to explain?

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- Yes
- No
- Not sure

14. Do you think teachers are pretty nice guys?

- Yes
- No
- Not sure

*Adapted from The Purdue Opinion Panel, Poll No. 90, and "Kids and Cops."

COULD YOU BE A PUBLIC SAFETY OFFICER?*

Could you be a public safety officer? Rate yourself. Put a check next to the things you think you can do:

- work well with other people
- don't mind working long hours
- want to help your community
- able to write reports
- can follow directions
- able to keep your temper in times of stress
- like wearing a uniform
- willing to work weekends and holidays
- able to speak to many different kinds of people

*Adapted from Scholastic Search, Vol. 1, No. 10 (November 27, 1972).
Published by the School Division of Scholastic Magazines, Inc.

LEARNING CENTER ONE, QUESTION 4, CASE A

You have had a long, hard day. You get off your shift at 6:00 p.m. You start walking home. You are very tired. A few blocks from home, you see a large group of teenagers. They are drinking beer.

"Hey, look at the pig!" one of them yells.

"Oink, oink, oink!" they all start shouting. One of them throws a beer can. It bounces right in front of your feet.

"Oink, oink, oink!" They are laughing at you.

What would you do? Why?

LEARNING CENTER ONE, QUESTION 4, CASE B

You are in your patrol car. A red car speeds by. The car has no muffler, and it is speeding. You pull up to the car and stop it. You ask the driver for his license. The driver reaches into his pocket. He pulls out a \$20 bill.

"Officer, you're a nice guy," he says. "Take this and let's forget the whole thing."

There is no one else around.

What would you do? Why?

LEARNING CENTER ONE, QUESTION 4, CASE C

You are patrolling a department store. You see a teenage girl take a scarf off a counter. She slips it into her raincoat pocket and leaves the store. You follow her out and stop her. You make her take the scarf out of her pocket.

She says, "Look, I've never done anything like this before. I've never been in any kind of trouble. Couldn't we put the scarf back and forget the whole thing?"

What would you do? Why?



LEARNING CENTER TWO--"NIGHT IN THE SLAMMER"

Instructional

Objective: After completing Learning Center Two, students will be able to describe some of their basic rights if they are accused of a crime.

Materials: Articles--"You and the Police," Scholastic Search
Case Studies--Learning Center 2, Question 3, Cases A,B,C,D.
Handout--The Bill of Rights
Other--Drawing paper and pens

1. What is it like to spend a night in a police station? Read pages 5-12 of "You and the Police," Scholastic Search, November 27, 1972. Answer all questions on page 13.
2. There are many rights Americans have because of the United States Constitution. Here is a copy of certain sections of the Constitution and an explanation of what the sections mean. Define and give an example of each of the following rights of people accused of crimes: *habeas corpus, protections against ex post facto laws, Fourth Amendment rights, Fifth Amendment rights. Draw a picture or cartoon of a situation showing four rights guaranteed by the Constitution.
3. Read each of the following cases and answer the questions at the end.

*Note to the Teacher:

habeas corpus - one must be formally charged with a crime or be released.

ex post facto - (illegal) law which charges a person for an act that was not a crime when committed.

Fourth Amendment - protection against "cruel and unusual punishment.

Fifth Amendment - protection against self incrimination.

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YOU
& THE
POLICE

What do you suppose is happening in this drawing?
What do you suppose happened a few minutes ago?
What do you think the boy is saying?
What do you think the policeman is saying?
What is the boy wearing glasses thinking?
Think about these questions. Then tell what you

see in the drawing. Choose one of the following:

1. Be the boy talking to the policeman and tell what just happened. Tell your side of the story.
2. Be the policeman and tell what just happened.
3. Write or act out the conversation between the two boys and the policeman.

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NOVEMBER 27, 1972

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A NIGHT

"Let's go," the policeman says. "You are coming with us to the station."

The police station—what goes on there? What happens when you are arrested? What do police do at the station? How do they feel about their jobs?

To find out, *SEARCH* associate editor Richard Maynard went to the 6th Police District in Philadelphia. His job was to see how a big-city police force works. He visited the station house during the busiest part of a policeman's day—the all-night shift, 6:00 p.m. to 6:00 a.m. Here is his uncensored diary of what happened that night.

Friday, 6:00 p.m.

I have arrived at police headquarters. The station house looks the way I expected it to. The walls are white tile—like a public bathroom. There are a few wooden benches against the walls. The room is very hot. All the windows are open. An electric fan is blowing. But you really can feel the heat.

Maybe the lights make it so hot. There must be at least 20 lights in the ceiling. They are very bright. After a while, they start to hurt your eyes.

What else is in the room? A candy

A POLICE

Scholastic *SEARCH*

IN

machine. A soda machine. A water fountain. A bulletin board with "wanted" posters and a notice of a softball game on it. A telephone on the wall.

I walk into an office marked "Information." A burst of noise hits my ears. Phones ringing. Typewriters clicking. A loud radio blasting police calls from all the cars in the district. The office is crowded. There are three policemen working at desks. Another policeman is standing by the door. He is trying to give directions to a woman. The woman can't understand him. "No hablo Ingles," she says.

Gang Trouble

Suddenly one of the men behind the desk stands up and shouts over the noise. "Hey, Corporal Matowski. We just got a tip from the Wallace St. project. There's gonna be gang trouble tonight."

The policeman at the door stops talking to the woman. He turns and shouts, "Better send a car over—right away. And let the Captain know!"

The office seems noisier than when I came in. I try to get someone's attention. Just then I hear a loud siren. A blue police wagon pulls up outside. The men from the office walk out to meet it.

"I've got two guys from that dice game on Ridge Avenue. One of them's the dude we let go this morning,"

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PRISONERS UNLESS
ANOTHER OFFICER
PRESENT IN
THIS ROOM AS
AN OBSERVER

ALL WILL BE PAID
FOR ALL ARRESTS
DO NOT PRINT
SUBJECTS ONLY

STATION

NOVEMBER 27, 1972

yells the driver of the wagon. "Bring them around back," says Corporal Matowski. He seems to be in charge.

I follow the Corporal back inside. "Excuse me, I'm from *SEARCH* magazine. I..."

"You're what? Can't you see how busy I am? I've got no time... Wait a minute. Maybe you'd better see the Captain."

He leads me into another office. "This is Captain Carson. Maybe he can help you."

The Captain is a short, strong-looking man. He is straightening up his desk. "*SEARCH* magazine, eh? We were expecting you. Sorry we can't take too much time to show you around. Fridays are always rough. Especially Friday nights."

No Rest

"I've got to make this quick. I'm going home for a few hours. Then I've got to be back for the midnight shift. No rest on holiday weekends. What can I do for you?"

I ask him to explain how a police district works.

"Well, this city has 22 districts. Each district is a part of the city. We divide the districts up into sections. A section is a few blocks. There is a patrol car sent to each section. My district—the 6th—has 19 sections. Here, look at this map."

He shows me a map of the 6th District. "You see that some sections are smaller than others? Those are places where the crime rate is very high. Besides cars, we also have foot patrolmen in those areas. We also have five wagons driving around the whole district. If really

big trouble happens, we can send in the wagons for extra help."

He stops talking and looks at his watch.

"I've got over 150 men assigned to my district. The men work eight-hour shifts. The first shift is from 8:00 a.m. to 4:00 p.m. The second is from 4:00 p.m. to 12:00 midnight. And the third is from midnight to 8 in the morning."

"Do the same men do night work every week?" I ask.

"No, everybody takes turns. Each man works a shift for six straight days. Then he gets two days off. When he comes back, he's on the next shift. That means every man takes a turn at each shift. All except me. And my four lieutenants. We're on call all the time. Any hour of the day."



6:35 p.m.

The station house is empty, except for Corporal Matowski and his men in the office. Suddenly I hear a girl's voice behind me. "Officer. Officer, when am I going home?"

I look around. The voice is coming from in back of the station house. I get up to walk in that direction. I see a tall policeman coming toward me.

"Are you that reporter?" he asks. "I'm Officer Pedi, the turnkey. I'm kind of like the station house jailer. Dirty job. But someone's got to do it."

He is about six-foot-two, and muscular. But his voice is soft and pleasant.

"We don't have a real jail here," he says. "We have 30 cells. But we never keep anybody longer than 12 hours. If



Photos by Dan Nelken

person is accused of a major crime, like murder or robbery, he is brought here to be booked. Then we ship him down to main headquarters. That's where the real jail is. Our cells are mostly for drunks to sleep it off."

"I heard a girl's voice a minute ago," I say. "Is she in one of the cells?"

"Oh, that poor kid," he answers. "Yeah, she's over on the women's side. We caught her this afternoon trying to break a lock in back of an apartment house. She's only a juvenile. Fifteen years old. We're just holding her until her mother comes to pick her up. The trouble is her mother won't come. I called twice. The woman keeps saying, 'serves the kid right.' This girl is not a criminal. She's got no record. She'll have a

hearing next week. The judge will probably let her go. But with a mother like that—who doesn't even care...that's a shame."

"What will happen if her mother never comes?" I ask.

"Well, we can't keep her much longer. I suppose she'll have to go to the Youth Study Center. That's like real jail. Maybe the Captain will drop the charge and we'll just take her home. I hope that's what we do."

6:45 p.m.

Officer Pedi asks if I'd like to see the cells. He leads me back to the men's section. The cells are ugly. Six feet by eight feet wide. Iron bars. A hard, metal bench. And a toilet. Only five of the cells have men in them. The two men brought in earlier for gambling are in separate

cells. The other cells have drunks in them.

"In the winter, the drunks take up all the cells. They come in begging for a place to sleep to get out of the cold. We don't even charge them with any crime. Poor souls."

I look into one of the cells. An old drunk who looked about 100 years old, but was probably a lot younger, said, "Hey, what year is this?"

"Seen enough?" asks Officer Pedi.

7:03 p.m.

Two policemen report into the station. One of them hands Corporal Matowski a piece of paper. He walks over to the soda machine and calls to his partner. "Hey Mitch, want a Coke?"

"I'll take Dr Pepper," says his partner.

The officer puts a quarter in the machine and pushes the button. Nothing happens. He pushes the machine. Again nothing. He hits the machine, once, twice, three times. Harder.

"What's the matter, Al?" calls his partner.

"I can't get this thing to work."

"Here, let me help."

The two policemen begin to shake the machine. Nothing happens. They both pound at it, punch it, kick it. The noise surprises Corporal Matowski. "Oh, you guys lost a quarter in there too, eh," he says.

Both officers are mad. "Matowski," shouts one, "I'm gonna put this machine in a cell for theft."

"Good idea," laughs the Corporal.

A NIGHT IN A POLICE STATION

"And I'm gonna put you in the cell with it as an accessory!"

They give the machine one last kick and leave.

9:07 p.m.

Sirens. A wagon pulls up. An angry policeman pushes three men into the station. One of them is wearing handcuffs. Matowski meets him.

"I've had it with these guys!" screams the policeman.

"Keep cool, Jim," says Matowski. "We can't lose our tempers. Just tell us what happened."

The policeman takes a deep breath. "I'm not really sure. We got a call that there was a fistfight between a cab driver and two men at 18th and Walnut. Then we heard that the cabbie had pulled a gun. That's the cab driver with the cuffs on. This is the gun. It's not a real one. It just shoots blanks. Anyway, when I got there, I tried to break up the fight. These guys started swinging at me." He points to the two men.

Now the men start to shout at the officer. The cab driver is screaming too. Matowski tries to break it up.

More Visitors

Meanwhile another squad car pulls up. Two officers get out. They lead a short black man into the station. The man is drunk and shouting. "I never hit my wife. She's a liar!" he says.

The phone is ringing. The radio is blasting.

Just then a young bearded fellow walks into the station. He's wearing a torn tee shirt that says Brandeis University on it. He has a pack on his back. He is barefoot. "How do I get to the Benjamin Franklin Bridge?" he asks above all the noise.

At the same time, an old drunk wanders into the station house. He wants to be put to sleep. Nobody notices him. He lies down on one of the benches and dozes off.

Corporal Matowski is tearing his hair out. "Will everybody please wait his turn!" he shouts. He asks

one of the men at a desk to call the Lieutenant. Everyone is talking at once.

A few minutes later Lieutenant Ferrara enters. He is older than the other policemen. He asks, softly, "Will everyone just quiet down, please?" For some reason, it suddenly becomes very quiet.

The Lieutenant handles the cab driver fight first. Since it is between citizens, all the police can do is break it up. No one can be put in jail unless one of the people presses charges.

He looks straight into the eyes of the cab driver and the two men. "I want all three of you to go home and sleep it off! You could all be up on drunk driving charges. We'll keep this 'toy' gun. There may not be any law against it, but I don't want it pointed at anyone else."

The men look ashamed. They turn away and leave.

The Lieutenant points to the man arrested for beating his wife. "Book him!"

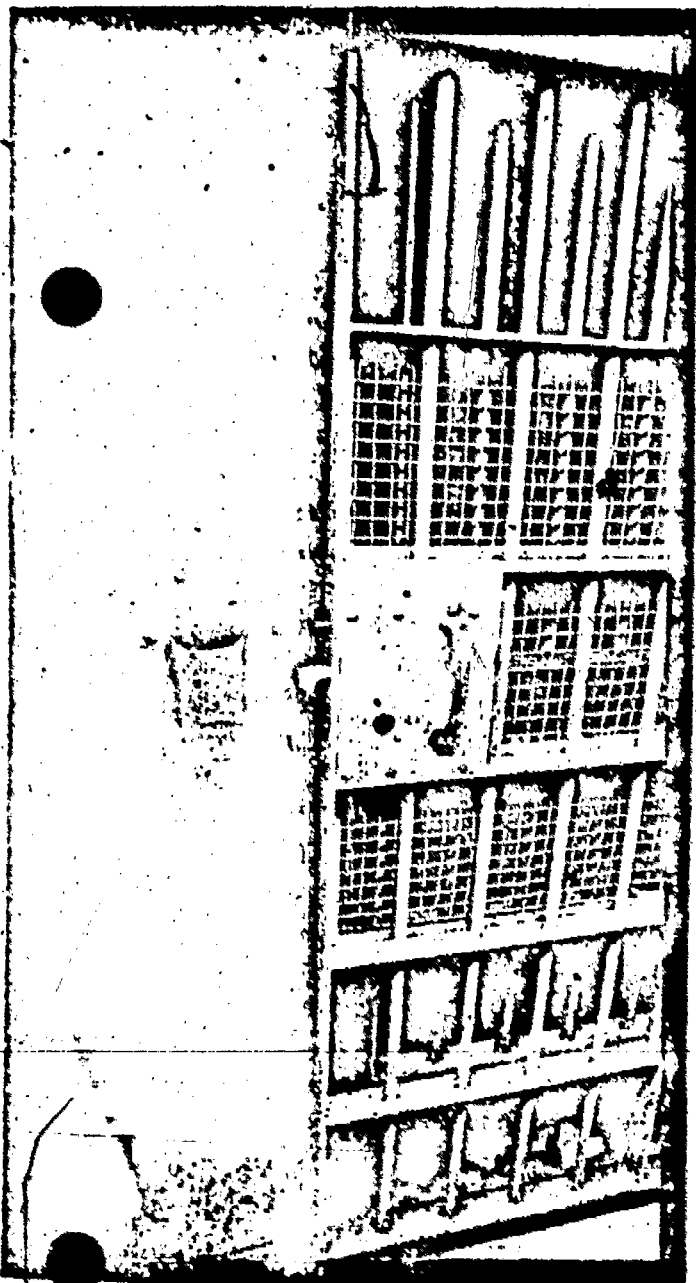
Temper!

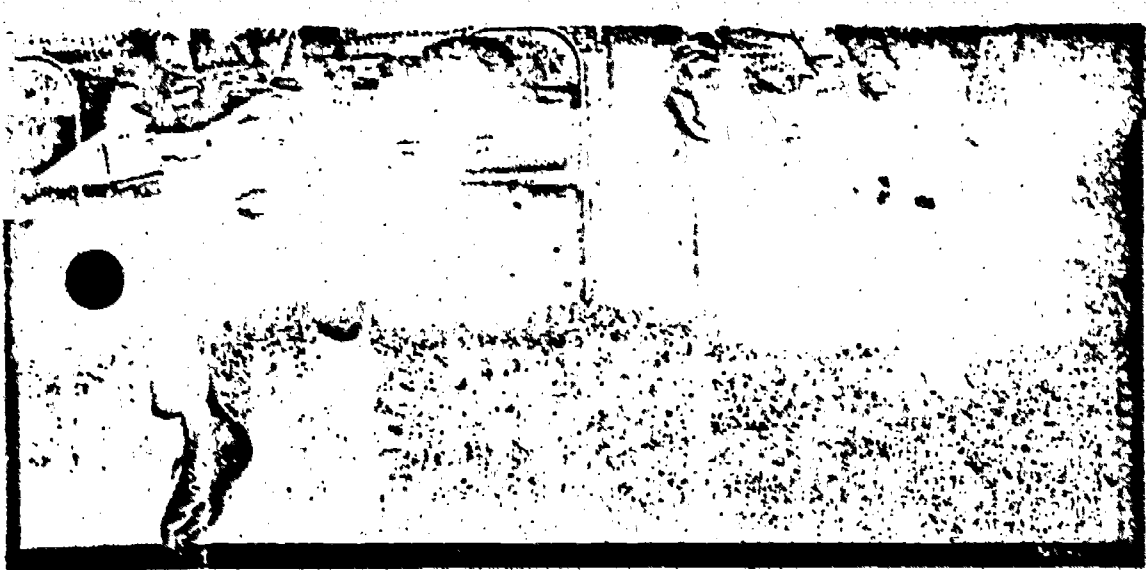
He then calls back the officer who arrested the cab driver. "O'Brian, you'd better watch your temper. You were in there shouting and swearing at those three like you were in a street fight. We don't behave that way, mister!"

Officer O'Brian nods his head. "No, sir," he says. "Sorry, sir."

The Lieutenant starts to leave the station. He sees the old drunk sleeping on the bench. "Put him in a cell," he orders.

The bearded student starts to ask the Lieutenant his question. "Well?" grum-





bles the Lieutenant looking down at him.

"Never mind," says the boy. And he disappears into the night.

10:36 p.m.

The radio is blasting a message about gunfire in the 5th District. Matowski shouts to the others in the office. "There's a gangfight in the 5th District. They're shooting at cops."

A policeman who has just walked in says, "Hey, I live in the 5th District."

Matowski shouts, "Then don't wear your uniform home!"

11:31 p.m.

All is quiet. Corporal Matowski comes over to talk to me. "Want some coffee?"

"Thanks," I say. It's the first time he's been friendly to me all night.

Matowski sits down next to me. He starts to talk. "Brother, am I beat. And this is a slow night, yet."

I ask how he likes night work.

"Oh, I like it better than day work. During the day, I'm always on the phone. People calling up asking directions, complaining about neighbors, asking us to look for lost dogs, reporting 'suspicious' people outside of their houses. Also during the

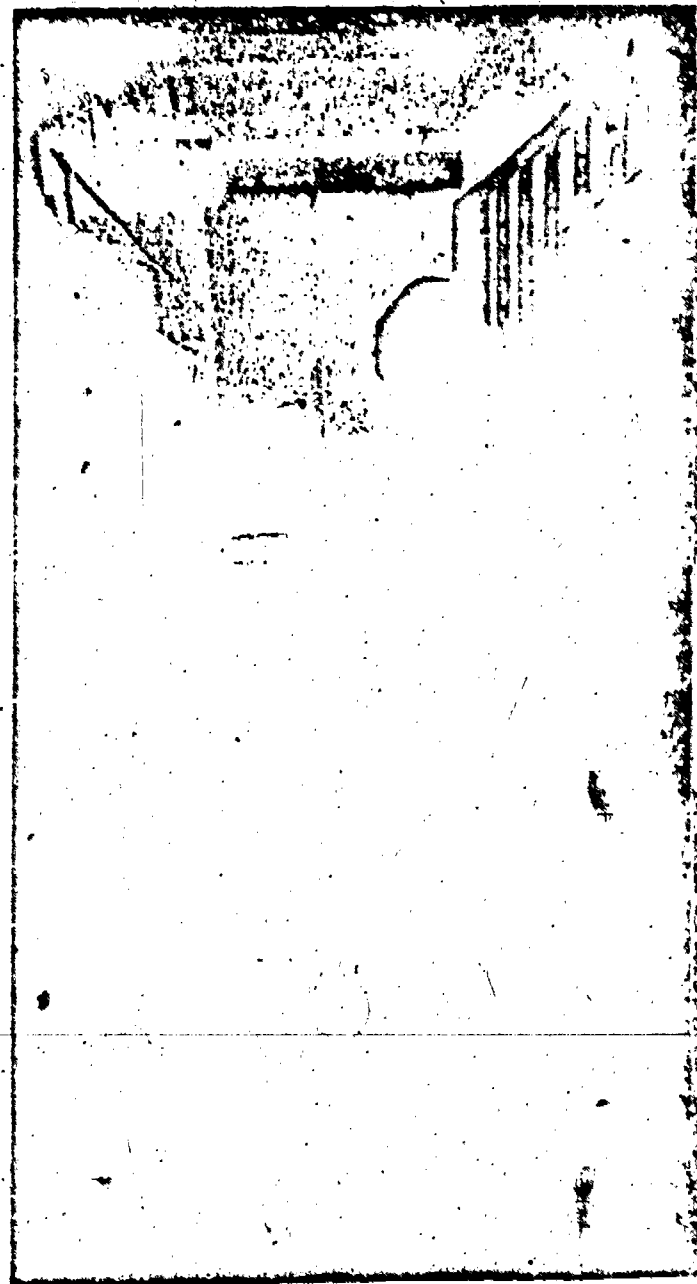
day we have a judge here holding hearings from 9 in the morning till close to 4 in the afternoon. That means twice as much paper work for me. No, sir, I'll take the night shift every time."

A patrolman is standing nearby waiting to come on duty. He hears Matowski and shakes his head. "You have room to talk, Matowski. You're inside. I've got to drive around the street at night. When's the last time you walked down some dark alley wondering if a junkie's gonna try to knife you? I'll take day work on the street anytime. At least then I can see who's out to get me. Besides, there's a lot less crime during the day. The gangs are quieter. No burglars. Mostly traffic tickets and complaints. Believe me, day work's a lot safer."

"OK, OK, DeLeon, you made your point," says the Corporal. "I guess he's right — my job is a lot different than his. But I know a lot more about people than he does. I've been a cop 15 years. I've spent the last eight behind that desk. I've learned more about this city — about all of its people — from this job. I could write books about it. Everything that happens in this district comes through my desk."

He stops to pour more coffee.

fee. "11:45. Fifteen more minutes and I go home. You know, I really like my job. The pay's pretty good. Good security. But there's no ... what's the word I'm thinking of... *dignity*. That's it, there's no dignity in it. I mean, first of all, I wear a uniform. Uniformed cops in movies and on TV are always the dopes. We never get to be heroes. When's the last time a uniformed cop starred in *Dragnet*? That movie, *The French Connection*, was



A NIGHT IN A POLICE STATION

about cops. How many uniforms did you see in it? I bet most people think of us like the old Keystone Kops. But I'll tell you, most police wear uniforms. In this whole district we only have two plain-clothes detectives. They do vice work. You know, undercover work to bust drug pushers and gamblers."

He looks at his watch. "Ten more minutes. You know, I'll tell you something else. Police work is really a dirty job. I mean we don't go up against master criminals or anything like that. We handle traffic. We arrest a lot of really lowly people. Drunks, Junkies. Kids from gangs. Wife beaters. Shoplifters. The bottom of humanity. It gets depressing sometimes. No, sir. No dignity."

He stops talking and stares at his coffee cup.

12:45 a.m.

The Captain comes over to talk to me. "Well, how's your story going?"

I tell him that I've seen quite a lot.

"Oh, you'll see more. This is usually our busiest time of night," he says. "You know, we police get a bad rep from a lot of people. I'll tell you, to me this is a profession—not just a job. I go out and help recruit men. We try to hire dedicated guys who'll work these long hours. I know there are some bad cops. I've thrown some in jail myself. But this is a great police force. Best in the country. Other cities send people to study our methods."

He sounds very proud.

I ask why I haven't seen many black policemen.

"Oh yes. Well, we have some excellent black officers in this district. But, you're right, there aren't enough black policemen. You see, in a lot of black neighborhoods, cops—black or white—are looked at as bad guys. Black people get into a lot of trouble because many of them are poor. Poor people of all races have had trouble with the law. It's sad really. A lot of blacks think of a black policeman as a traitor, or something. So, we don't get too many blacks who want to be cops."

I ask what the police department can do to change this.

"I really don't know," he says. "Maybe society will have to change first." The Captain leaves to go on night patrol.

3:12 a.m.

Two white boys about 18 years old are brought in. One of them has a beard. Both have long hair. "What did I do?" shouts the one with the beard. "At least tell me that."

A patrolman takes them to Corporal Dugan. "I picked these two up in a car check," he says. "This kid's license looks phony."

The Corporal looks at the boy's driver's license. "You're right. The date stamped on here looks like someone wrote over it. Better call the motor vehicle bureau and check."

The boys are upset. The bearded fellow talks to Corporal Dugan. "Someone did write on the license. When I got it, they made a mistake on my birth date. So I took it

to the state office and the man changed it with his pen. He said that it would be O.K. I'm telling the truth."

"All right, son. It sounds reasonable. But it's my job to check these things. Please understand that," says Dugan.

The phone rings. The Corporal picks it up. He listens and nods his head. "O.K.," he says to the boys. "Your story checks. I apologize for any problems we caused you. Car checks are part of our job. That's how we track down stolen cars, drugs, and possible burglars. By stopping cars we stop a lot of crime."

"You guys just picked on us because of the way we look," says the boy without the beard. But his friend tells him to be quiet. "It's O.K., officer. We're just glad it's over." They leave.

Corporal Dugan shrugs. "All in a night's work."

5:25 a.m.

I have dozed off. I wake up. "What did I miss?" I ask.

"Just a few drunks," answers the Corporal. "And a big car accident down the street. Oh, yeah, and an attempted burglary in Society Hill."

6:00 a.m.

I leave the 6th Police District. It has started to rain. I walk to my car. Standing in front of it is the Captain. "Good morning," he says. "I hope you learned a lot about police work."

I nod, and yawn. I get in my car and drive away. In the background I hear a loud, blaring siren. I close my window.

Let's Talk About It

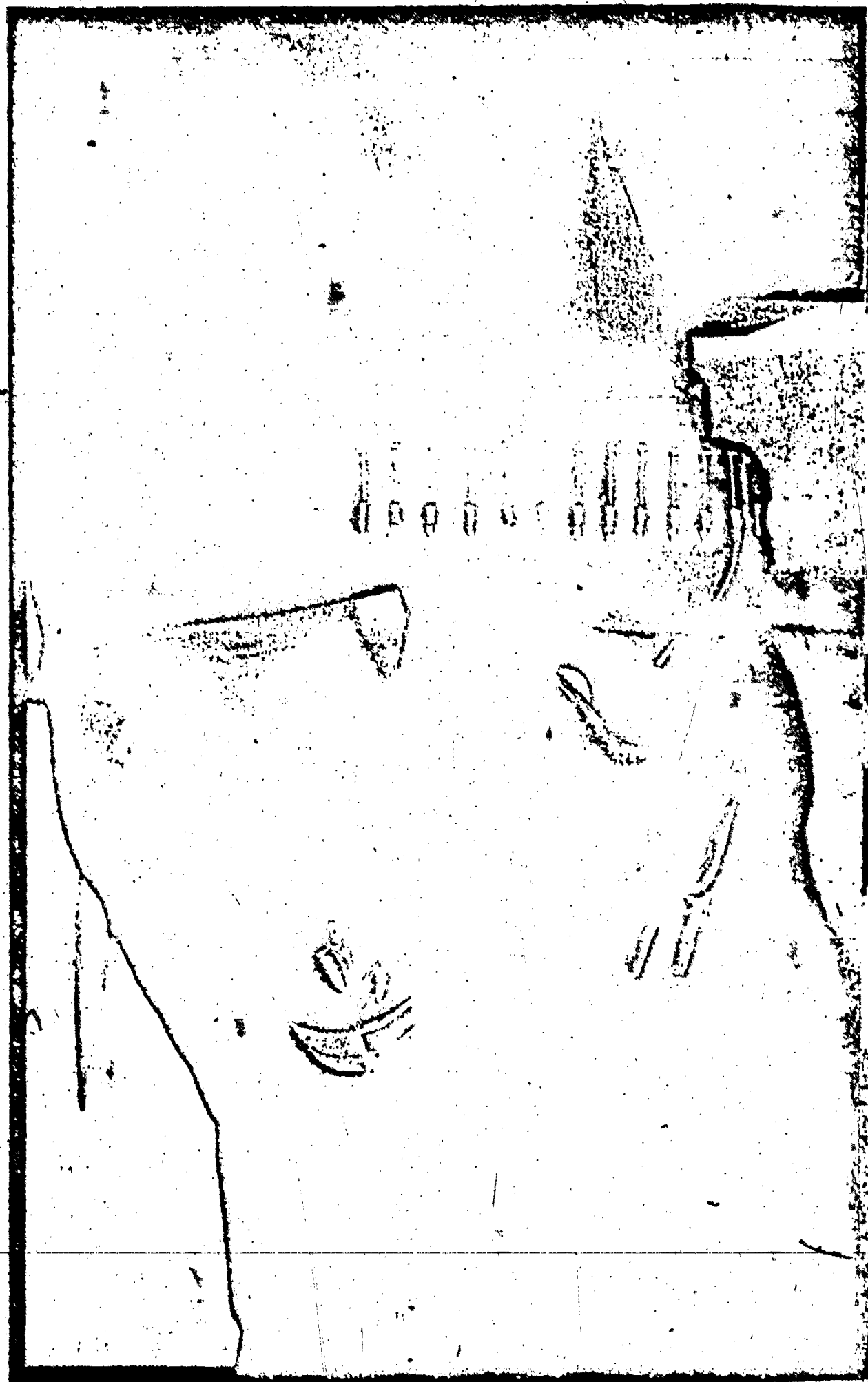
1) Does the job of a policeman in a station house sound exciting to you? Why or why not?

2) What do you think would be the worst part of a policeman's job? Why?

3) Two policemen in the article argue about which shift is best—the day shift or the night shift? Which would you choose to work? Why?

4) How do the photos of the police station make you feel? Do they make the job look routine and boring? Exciting and dangerous? How would you describe the photos?

5) What does Corporal Matowski mean when he says there is no dignity in police work? Do you agree with him? Or do you disagree?



LEARNING CENTER TWO, QUESTION 3, CASE A

THE CASE OF HANNAH HELPFUL

While Hannah Helpful was walking home from secretarial school one day, she bumped into a neighborhood friend, Betsy. In Betsy's hand was a small package. It contained heroin belonging to her boyfriend, whispered Betsy. She said she had to go shopping and was afraid he might lose the package downtown. So, Betsy asked Hannah to take care of the parcel for her. Hannah agreed, and Betsy said she would pick it up later at Hannah's place. Three blocks later, Hannah was arrested with the package. She told the police that the heroin was not hers and she had no intention of using it. How would you handle this case?

LEARNING CENTER TWO, QUESTION 3, CASE B

THE CASE OF BARNEY BOOBTUBE

On Saturday afternoon, Barney Boobtube was lounging around home, watching television with a neighbor, Ace. Barney decided to clean his .45 caliber automatic. While he was doing so, the pistol, pointed at Ace, fired a bullet. It hit Ace in the heart. Before the ambulance arrived, he died. Does this involve criminal homicide? Why?

LEARNING CENTER TWO, QUESTION 3, CASE C

THE CASE OF I. M. EAGER

When I. M. Eager spied the red used car on the lot of a neighborhood dealer, he flipped. I.M. wanted the car so badly that he couldn't sleep nights. But he didn't have enough money. So he used a crowbar to pry open a window of the corner grocery. Once inside, he took \$375 and some cigarettes. As I. M. left the building, however, he was arrested by a patrolman. How should the case be handled?

LEARNING CENTER TWO, QUESTION 3, CASE D

THE CASE OF HARDY KNUCKLE

In the spring, Hardy Knuckle began cutting school. He would write phoney sick excuses from his mother. A class rival, Juan, told the teacher that Hardy had really been playing hooky. As a result, Hardy was suspended for two weeks. For revenge, Hardy got his gang together. They lay in wait for Juan, dragged him into an alley, and beat him up very badly. Later, Hardy and a couple of his gang were arrested. How should this case be handled?

THE BILL OF RIGHTS

AMENDMENT 1.

Freedom of Religion, Speech, Press, Assembly, and Petition

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT 2.

The Right to Bear Arms

A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT 3.

Quartering Soldiers

No soldier shall in time of peace be quartered in any house without the consent of the owner; nor in time of war but in a manner to be prescribed by law.

AMENDMENT 4.

Searches and Seizures

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

AMENDMENT 5.

Rights of Those Accused of Crimes

No person shall be held to answer for a capital or otherwise infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property without due process of law; nor shall private property be taken for public use without just compensation.

AMENDMENT 6.

Jury Trial in Criminal Cases

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT 7.

Civil Suits

In suits at common law where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

AMENDMENT 8.

Unreasonable Bail, Cruel Punishments

Excessive bail shall not be required, nor excessive fines imposed, or cruel and unusual punishments inflicted.

AMENDMENT 9.

Other Rights of the People

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10.

Powers Kept by the States or by the People

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

LEARNING CENTER THREE--"LIVE OR LET DIE"

Instructional

Objective: After completing Learning Center Three, students will be able to cite one reason to support the death penalty, one reason to oppose it, and to define their own values with respect to the death penalty.

Materials: Books--McCall, M. They Won't Hang A Woman
Reader's Guide to Periodical Literature
Journal Article--Death Penalty: Yes or No?
Handout--The Governor's Dilemma

1. What is "proper" punishment? Read the handout called "Death Penalty Yes or No?" Complete the written exercises at the beginning of the article. In your own words, write a paragraph giving at least one "pro" and one "con" concerning capital punishment.
2. Read the handout, "The Governors Dilemma," and make your decision. Write down a statement to be read to the press conference about what and why you decided what you did.
3. Use the Reader's Guide to Periodical Literature and locate any articles on the death penalty or capital punishment. Write down at least six sources of information on this subject that you come across. Choose one of these sources that is available in the media center, read it thoroughly, and write a short summary of the article.
4. (Extra Credit) Anyone interested in finding out about the first woman to be hung in North Carolina? If so, read the first 28 pages of They Won't Hang A Woman by Maxine McCall. Based on your reading, answer the following:
 1. What was her name?
 2. What was she accused of doing? Explain fully.
 3. What were some reputed "irregularities" at her trial?
 4. Where in North Carolina did this occur?
5. We will debate the pros and cons of capital punishment in class using the information acquired from this center. Write a short statement which can be read in class to present the best reason you can find for thinking as you do about capital punishment.

nation

BEST COPY AVAILABLE

THERE IS a common saying: "The punishment should fit the crime." But what punishment fits what crime? Here is a list of possible crimes. On the blank line following each, write the punishment that you think would be proper.

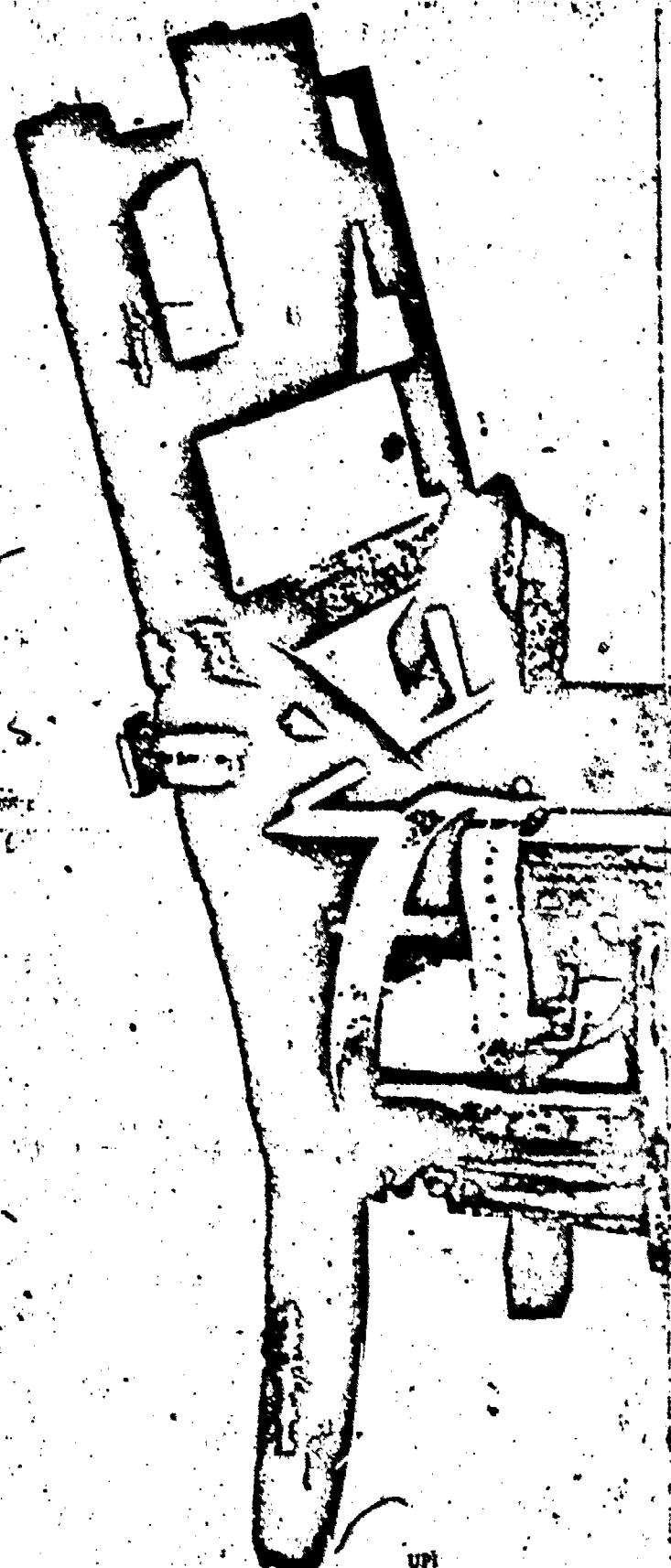
1. Stealing grapes: _____
2. Practicing witchcraft: _____
3. Hijacking an aircraft: _____
4. Killing farm and household animals without permission: _____
5. Cursing one's parents: _____
6. Committing treason: _____
7. Killing a police officer: _____

Now look over your list. How many different kinds of punishment did you choose? Believe it or not, all seven "crimes" have been subject—at one time or another in the United States—to the same punishment: death.

But opinions change. Over the years, the number of crimes for which the death penalty can be used has shrunk. In recent years it has been largely limited to murder, rape, airplane hijacking, and treason.

In 1967 a man was put to death in the Colorado gas chamber. His crime: murdering his wife and three of their seven children. For the following nine years, however, no executions took place in the U.S.

The executions were halted by a series of legal battles. Many people on death row (those sentenced to death) had appealed their cases to the courts. They argued that the death penalty was unconstitutional. In 1972 the U.S. Supreme Court agreed—but only in part.



DEATH PENALTY

YES OR NO?

In the 1972 ruling, the Court upset all death penalty laws then in effect in the United States. The Court said that the laws set no clear standards for a judge or jury to follow. One judge might give a convicted murderer a light sentence. Another might order the death penalty—in the very same circumstances. According to the Court, this was "cruel and unusual punishment." The Eighth Amendment to the U.S. Constitution specifically prohibits cruel and unusual punishment.

The Court did not say, however, that the death penalty itself was "cruel and unusual." But the rules for applying it, said the Court, were "cruel and unusual," and therefore unconstitutional.

Many states began to draw up new laws that would meet the standards set by the Supreme Court. And last July, the Court upheld the capital punishment laws of Florida, Texas, and Georgia.

When is the death penalty constitutional and when isn't it? The Court set down two guidelines:

- It is constitutional—at least for the crime of murder—when there are clear rules to guide the judge or jury in deciding the sentence. The circumstances under which the crime took place should be considered. (For example, was the murder planned in advance, or committed on the spur-of-the-moment in anger?) The character of the defendant must also be considered.

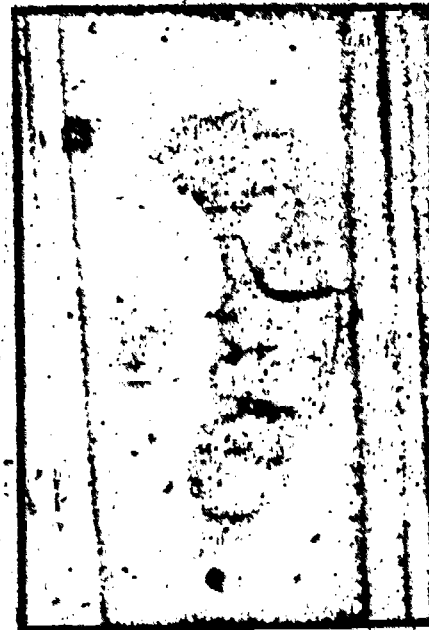
- It is not constitutional to keep people who oppose the death penalty off juries.

With the new Supreme Court ruling, the 418 men and five women on death row across the U.S. were suddenly in real danger of losing their lives.

One case made headlines. Gary Gilmore—convicted of murdering two men in Utah—pleaded with the courts to let him be executed. The courts postponed the date to reconsider his case—but finally set January 17, 1977 as the day for Gilmore to be executed by a firing squad.

The controversy over the death penalty became hotter. People argued: Is the death penalty really needed? Read the arguments—pro and con—on the next page. Then decide for yourself.

George Vasil, 17,
youngest American on
death row.

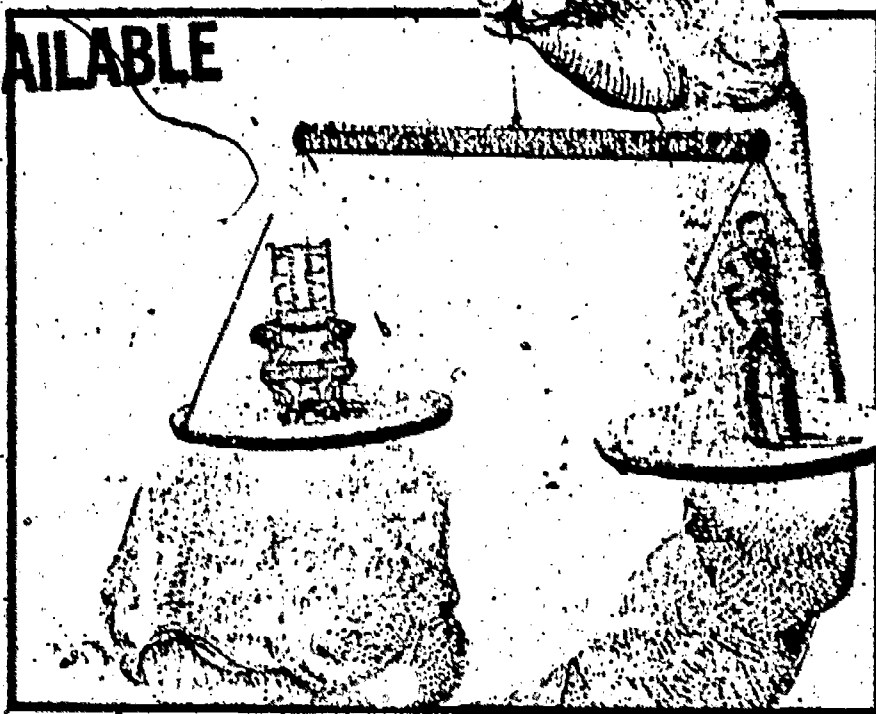


Wide World

• Is the death penalty "cruel and unusual punishment"?

What should the punishment be for murder?

Can there be a set punishment for such a crime?



PRO CON

1. The death penalty is needed to help stop violent crime. Without a death penalty, criminals have little to fear. They know that if they get caught, the worst that can happen is that they may go to jail. And then there is always a chance for parole.

The death penalty, on the other hand, is final. It is the ultimate penalty. Where the death penalty exists for the crime of murder, people will think twice before killing someone. Lives will be saved.

One scientific study estimates that each execution may save seven or eight innocent lives—the lives of people who might have been murdered if the death penalty did not exist.

2. The death penalty upholds the value of human life. It shows that society cares about innocent lives. There is something wrong with a society that won't defend its members.

Some people cry: "Save the murderer." What about his innocent victim? We should be more concerned for the innocent than for the guilty. The way to show that concern is to make murderers pay with their lives.

3. Some crimes are too hideous to be punished by mere jail sentences. What about a man who stabs, strangles, and mutilates eight student nurses? Or a gang that invades a home and stabs to death a pregnant woman and her guests?

In the words of Senator John L. McClellan, (D., Arkansas): "What it all boils down to is whether it is ever 'just' to impose the death penalty. Can a man ever be found to have acted so viciously, so cruelly, so much like an animal as to justify society imposing upon him the ultimate punishment? I firmly believe he can."

1. The death penalty doesn't stop violent crime at all. Scientific studies show it makes little difference in murder rates.

Most murderers are not rational people. They don't stop to consider the possible penalty. They kill on a sudden impulse—during a fight in a bar, or in an argument at home, or when cornered by police.

Here's what a former prison warden says: "I have yet to meet the man who let the thought of the gas chamber stop him from committing murder."

2. The death penalty is cruel and unusual punishment. It should be banned under the Constitution. A man who steals bread no longer is punished by having his hand cut off. Society now recognizes such punishment as cruel. We must also recognize that putting people in gas chambers or electric chairs is barbaric.

3. The death penalty is imposed unfairly. Blacks and poor people are much more likely to be executed than whites and rich people—even if they are found guilty of similar crimes.

A Georgia lawyer describes the kind of defendant most likely to get the death penalty: "Been arrested many times... public sentiment is against him... small town... black or poor or someone who has moved into town recently."

The U.S. Supreme Court has tried to set standards to guard against unfair sentences. But judges and juries will always have prejudices that no rules can wipe out.

The death penalty is an awesome thing. Once done, it cannot be undone. And mistakes do happen. People have been executed and later proved innocent. Let's abolish the death penalty.

THE GOVERNOR'S DILEMMA

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Criminal Justice.

You are the governor of a state which allows capital punishment. However, state law allows the governor to grant a pardon to any person sentenced to prison. The governor can also change a death sentence to life imprisonment.

This is an election year, and recently your mail has been running 3-1 in favor of capital punishment. You have given much thought to this subject.

It is now 8:50 a.m. William Dow is scheduled to die in the electric chair at 9:00 a.m. for the crime of first-degree murder. His letter of appeal lies on your desk. You know the case well.

William Dow is 24 years of age. Although he had been in some minor trouble before, he had never been to prison. Now he has been convicted of murdering a friend, John Geddings. In an earlier argument, Geddings had struck Dow and broken his nose. Dow had left the scene of the game. A day later he returned with a gun he usually used for killing snakes. The argument resumed, and Dow shot Geddings. Dow claimed he had not meant to kill Geddings but had acted in self-defense. The jury did not accept Dow's claim and recommended that he be put to death.

In his appeal to you, Dow argues that capital punishment is immoral. Dow also says he is not a criminal but a victim of human misunderstanding. He regrets the killing of his friend deeply and says that he will never kill again. Dow says the the death penalty will not serve as a deterrent because it will not stop others who might kill in anger. Dow, therefore, pleads with you to spare him from the electric chair.

Consider the following questions in making your decision on Dow's plea.

- a. As a state governor, what part of the Dow case seems most important to you? Why? Would you find this part of the case in most other murder cases?
- b. What are your reactions to Dow's arguments in support of his plea? What would you do? What are your reasons for this decision? Did public sentiment play any role in your decision? If so, what? If not, why not?
- c. Part of a decision-making process is looking ahead to see what might happen as a result of your decision. Think about the possible consequences of your decision.

LEARNING CENTER FOUR--"THE JUNGLE OF AMERICA"

Instructional

Objective: After completing Learning Center Four, students will list several different kinds of violence they witnessed in person or on t.v. during the course of a week.

Materials: Handout--Television Viewing Chart
Other--Videotape of segments of "violent" television shows
Necessary videotape equipment

1. Write down all the examples of violence that you personally witnessed during the past week (7 days). Check those that you think are the worst. Compare your list with those of your classmates. What differences did you notice? Write these down. As a result of your research, define violence as clearly as possible below.
2. Watch some videotaped segments of "violent" television shows. Make note of instances of violence (for example, how many times the leading character is hit, how many times a gun is pointed at the leading character, etc.). Consider the following: What are the most violent television shows? What effect might television violence have on young people in particular? The chart on the following page may help you keep a record of your viewing.

TELEVISION VIEWING CHART

Type of Violence	First TV Show Name _____ _____	Second TV Show Name _____ _____	Third TV Show Name _____ _____
Leading Character hits or gets hit			
Leading Character "pulls" weapon or weapon is pulled on him/her			
Verbal threats are exchanged			

LEARNING CENTER FIVE--"MAFIA ON THE MOVE"

Instructional

Objective: After completing Learning Center Five, students will be able to identify some of the basic aspects of organized crime.

Materials:

Simulation--Organized Crime

1. Students will participate in a simulation Organized Crime to get a basic understanding of the basic struggle for survival involved in this lifestyle.
2. Students will do general research on one of the following:

The Cosa Nostra
Frank Costello
Organization of the Mafia
Dutch Shultz
Al Capone
John Dillinger
etc.

Teacher - These reports should be structured to your own specifications.

ACTIVITY SET EVALUATION

Part I.

1. What do you think is the most difficult part of being a Public Safety Officer?
2. What do you think is the easiest part of being a Public Safety Officer?

Part II.

Identify each of the following:

- A. habeas corpus
- B. ex post facto
- C. Fourth Amendment
- D. Fifth Amendment

Part III.

Write a one page essay on the topic "Death Penalty: Pro or Con"

Part IV.

List and explain at least three solutions to violence in American society today.

- 1.
- 2.
- 3.

ACTIVITY SET EVALUATION
(Continued)

Part V.

Explain why you think organized crime exists in American society.

THE STRUGGLE FOR RUGGED INDIVIDUALISM
DURING THE DEPRESSION

Grade 8

Nancy R. Ragsdale
Holmes Jr. High School
Eden City Schools
Eden, N. C.

A PRODUCT OF:

Project ACE
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(919) 623-3428

Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

The purpose of this activity set is to increase the students understanding of the causes of the Great Depression, the problems created by the Great Depression, the attempted solutions to the problems created by the Great Depression, and the psychological-physical impact of the Great Depression on those who experienced this period of history.

Since this is a relatively comprehensive activity set, it should probably be used as an introduction to the topic of the Great Depression.

It is, also, suggested that activities one and two precede all others included in the set. Activities three and four could probably be taught in reverse order, but it is also highly recommended that the showing of the filmstrip be maintained as the summative activity.

It is estimated that this activity set will take between six and seven regular class periods in order to complete.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

The Great Depression. Stanford, Calif.: Multi-Media
Productions, Inc., (Cost = \$17.95).

1

Photo Aids

The Great Depression. (Published by Documentary Photo-Aids)
Culver City, Calif.: Social Studies School Service,
(Cost = \$18.75).

1

Records

Hard Times. (Published by Caedmon) Culver City, Calif.:
Social Studies School Service, (Cost = \$15.90).

1

EXCERPTS FROM BOOKS:

Graff, Henry F. The Free and The Brave. Chicago: Rand
McNally and Company, 1977, p. 645.

35

Terkel, Studs. Hard Times: An Oral History of the Great
Depression. New York: Pantheon Books, 1970, pp. 39,
45-46, 57-59, 104, 230, 346, 425-426.

10

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation

35

FDR's Emerging New Deal Measures and Related Terms

35

How Did the Great Depression Effect Different Groups in
Society?

35

Interview Questions Regarding the Great Depression

35

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Diversity
Perception
Stereotypes

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that Americans, during the depression, realized they had to rely on each other as well as government agencies. 1,2,5

Students will know that problems during the depression shaped legislation which influenced our daily lives today. 1,2,5

Students will know that New Deal measures were structured to be responsible to its citizens. 2

Students will know that New Deal measures attempted to resolve conflicting demands. 1,2,5

2. Skills

Students will acquire needed information. 4,5

Students will think about information rationally, creatively and independently. 1,2,3,4,5

3. Valuing

Students will evaluate the New Deal measures and decide whether or not they were successful. 2,5

Students will analyze their values about New Deal measures as a body of laws which required change, development and evolution in government. 2,5

Students will analyze the democratic process of decision-making which were evident in the New Deal measures. 5

Students will grow toward recognition and respect for government agencies by analyzing New Deal measures. 3,5

II. OBJECTIVES (Continued)

Activity Number

4. Responsible Behavior

Students will cope with the consequences of decision-making by realizing the good and bad points of New Deal measures.

1,2,3,4,5

Activity 1

Instructional

Objective: After viewing photo aids, students will be able to list problems which existed during the Great Depression.

Materials: Photo Aids--The Great Depression

Teacher Activities

Student Activities

Show photo aids to the students. Ask them to describe what is happening in each picture and to list the problems of which they see evidence.

Ask the students, what reforms are needed to solve these problems?

Why were these actions necessary?

Students identify problems and record these problems in their class notes.

Students describe reforms needed to solve problems and record these in their notes.

Activity 2

Instructional

Objective: After completing this activity, students will be able to describe reasons why the New Deal measures were necessary.

Materials: Handout--F.D.R.'s Emergency New Deal Measures and Related Terms
How Did the Great Depression Effect Different Groups in Society?

Teacher Activities

Student Activities

Distribute handout, "F.D.R.'s Emergency New Deal Measures and Related Terms." Ask students to review their notes from Activity 1.:

What were the problems which were present during the Great Depression? What reforms would you recommend?

Are there any emergency measures listed on the handout which correspond closely to the reforms which you have recommended?

What were the purposes of each of the emergency reforms listed on the handout? Why were each of these measures necessary?

Distribute handout, "How Did the Great Depression Effect Different Groups in Society?" Direct students to fill in the information request on this handout.

Conclude the activity by discussing how the Great Depression affected factory workers, farmers and business men; and what New Deal measures were used to help each group.

Students will match actual New Deal programs with the reforms they have recommended.

Students will describe the purposes of each of the emergency reforms listed on the handout and the reasons why these reforms were necessary.

Students should take notes on the class discussion.

Students complete the worksheet and discuss their answers in class.

F. D. R.'s EMERGENCY NEW DEAL MEASURES AND RELATED TERMS,

1. Bank holiday
2. Banking reforms and stock market regulation
3. C.C.C.
4. T.V.A.
5. N.Y.A.
6. A.A.A.
7. N.R.A.
8. W.P.A.
9. Social Security Act: 1935
10. "Bonus Army"
11. Dust bowl
12. Fair Labor Standards Act of 1938
13. C.I.O.
14. Wagner Act
15. F.D.I.C.
16. C.W.A.
17. F.E.R.A.
18. F.C.A.
19. R.F.C.
20. H.O.L.C.
21. F.H.A.
22. N.I.R.A. and N.R.A.

HOW DID THE GREAT DEPRESSION EFFECT
DIFFERENT GROUPS IN SOCIETY?

Make a list in space provided in chart below

Group	How Did the Depression effect these groups	What New Deal measures were used to help them?
Factory Worker		
Farmers		
Businessmen		

Activity 3

Instructional

Objective: After completing this activity, students will be able to describe how Americans coped with changes in their lives.

Materials: Excerpts--Graff, H. The Free and The Brave,
Terkel, S. Hard Times.
Record--Hard Times.

Teacher Activities

Student Activities

Explain to students that today we are going to learn about how Americans coped with the changes in their lives brought on by the Great Depression.

Divide the students up into five small groups and assign each group a reading, from Hard Times.

Ask each group to report back to the class, as a whole, the answers to the following:

- What was the person's problems as described in the readings?
- How did the depression influence this person's lifestyle?

Play record, Hard Times. Ask students to discuss what life was like during the Great Depression for each of the individuals who speak on the records.

What generalizations and conclusions can you draw about life during the days of the Great Depression?

What evidence can you cite to support these generalizations and conclusions?

Distribute the handout from The Free and The Brave. Ask students to compare the attitudes expressed in the two poems toward rich people. What reasons are given to support each point of view?

Students read selections from Hard Times.

Students discuss the readings and report their findings to the class.

Students listen to the records and discuss what life was like during the Great Depression.

Students read the poems and make comparisons.

Free and Brave

plied most of his needs at home or in the neighborhood, he was little affected by the politics and economics of the nation. Today his income changes due to causes he cannot control, no matter how thrifty and hard working he is.

• Why have Americans always respected farmers? How had farm life changed by 1930? How has it changed since?

COMPARING AND UNDERSTANDING

Perhaps because so many people were poor, much was written about those who were not during the depression. A coal miner named Jim Garland composed this song:

I don't want your millions, mister;
I don't want your diamond ring.
All I want is the right to live, mister;
Give me back my job again.

I don't want your Rolls-Royce, mister;
I don't want your pleasure yacht;
All I want is food for my babies;
Give to me my old job back.

We worked to build this country, mister,
While you enjoyed a life of ease;
You've stolen all that we built, mister;
Now our children starve and freeze.

Some people felt differently toward the wealthy during the depression. "Money can't buy happiness" was a phrase often heard. And Edwin Arlington Robinson's poem "Richard Cory" was very popular:

Whenever Richard Cory went down-
town,
We people on the pavement looked
at him;
He was a gentleman from sole to crown,
Clean-favored and imperially slim.
And he was always quietly arrayed,
And he was always human when he
talked;

But still he fluttered pulses when he said,
"Good morning," and he glittered
when he walked.

And he was rich—yes, richer than a
king—

And admirably schooled in every
grace;

In fine, we thought that he was every-
thing

To make us wish that we were in his
place.

So on we worked, and waited for the
light,

And went without the meat, and
cursed the bread;

And Richard Cory, one calm summer
night,

Went home and put a bullet through
his head.

In what ways do the attitudes expressed in the two poems toward rich people differ? What reasons are given to support each point of view?

SEARCH AND RESEARCH

1. Use an encyclopedia to find pictures of dams built during the 1930's (see page 639 for names). Explain the purpose of each dam. Describe the effects each has on the lives of Americans today.

2. Joe Louis and Jesse Owens were black men who achieved great fame during the 1930's. Report to the class on their accomplishments. How did each win widespread respect among the American people? Why is it important during hard times for people to have such heroes?

3. Eleanor Roosevelt remained a public figure until her death in 1962. Look into her life. Describe her achievements. Discuss the role she played in making the United States a more tolerant country.

Hard Times: An Oral History of the
Depression. New York: Pantheon Books,

Hard Travels

Kitty McCulloch

"I'm seventy-one and I can still swim."

THERE WERE many beggars, who would come to your back door, and they would say they were hungry. I wouldn't give them money because I didn't have it. But I did take them in and put them in my kitchen and give them something to eat.

This one man came in—it was right before Christmas. My husband had a very nice suit, tailored. It was a black suit with a fine white pin-stripe in it. He put it to one side. I thought he didn't like the suit. I said to this man, "Your clothes are all ragged. I think I have a nice suit for you." So I gave him this suit.

The following Sunday my husband was to go to a wake. He said, "Where's my good suit?" And I said, "Well, Daddy, you never wore it. I—well, it's gone." He said, "Where is it gone to?" I said, "I gave it to a man who had such shabby clothes. Anyway, you got three other suits and he didn't have any. So I gave it to him." He said, "You're the limit, Mother."

One elderly man that had white whiskers and all, he came to my back door. He was pretty much of a philosopher. He was just charming. A man probably in his sixties. And he did look like St. Nicholas, I'll tell you that, I gave him a good, warm meal. He said, "Bring me a pencil and paper and I'll draw you a picture." So he sketched. And he was really good. He was an artist.

(Laughing.) A man came to my door, and I could smell liquor a little. He said, "You don't suppose you could have a couple of shirts you could give me, old shirts of your husband's?" I said, "Oh, I'm so very sorry, my husband hasn't anything but old shirts, really. That's all he has right now and he wears those." He said, "Lady, if I get some extra ones, I'll come back and give them to you." I said, "Go on, mind your own business."

And another one, I smelled liquor on his breath, too. He wanted to know if he could have a few pennies. I said, "Are you hungry?" He said, "I haven't had any food. I'd like some money to buy some food." I said, "I'll make you a nice sandwich." So I made him a sandwich with mayonnaise and chicken and lettuce, a double sandwich, put it in wax paper. He gave me a dirty look and he started down the alley. I watched him when he got, oh, two or three doors down, he threw it down the street.

were. Tomorrow they can be different people. It's very important to see people as people and not try to see them through a book. Experience and age give you this. There's an awful lot of people that has outstanding educations, but when it comes down to common sense, especially about people, they really don't know.

Peggy Terry and Her Mother, Mary Owsley

It is a crowded apartment in Uptown. Young people from the neighborhood wander in and out, casually. The flow of visitors is constant; occasionally, a small, raggedy-clothed boy shuffles in, stares, vanishes. Peggy Terry is known in these parts as a spokesman for the poor southern whites. . . . "Hillbillies are up here for a few years and they get their guts kicked out and they realize their white skin doesn't mean what they always thought it meant."*

Mrs. Owsley is the first to tell her story.

Kentucky-born, she married an Oklahoma boy "when he came back from World War I. He was so restless and disturbed from the war, we just drifted back and forth." It was a constant shifting from Oklahoma to Kentucky and back again; three, four times the route. "He saw the tragedies of war so vividly that he was discontented everywhere." From 1929 to 1936, they lived in Oklahoma.

THERE WAS thousands of people out of work in Oklahoma City. They set up a soup line, and the food was clean and it was delicious. Many, many people, colored and white, I didn't see any difference, 'cause there was just as many white people out of work than were colored. Lost everything they had accumulated from their young days. And these are facts. I remember several families had to leave in covered wagons. To California, I guess.

See, the oil boom come in '29. People come from every direction in there. A coupla years later, they was livin' in everything from pup tents, houses built out of cardboard boxes and old pieces of metal that they'd pick up—anything that they could find to put somethin' together to put a wall around 'em to protect 'em from the public.

I knew one family there in Oklahoma City, a man and a woman and seven children lived in a hole in the ground. You'd be surprised how nice it was, how nice they kept it. They had chairs and tables and beds back in that hole. And they had the dirt all braced up there, just like a cave.

* A Chicago area in which many of the southern white émigrés live; furnished flats in most instances.

HARD TIMES

'Oh, the dust storms, they were terrible. You could wash and hang clothes on a line, and if you happened to be away from the house and couldn't get those clothes in before that storm got there, you'd never wash that out. Oil was in that sand. It'd color them the most awful color you ever saw. It just ruined them. They was just never fit to use, actually. I had to use 'em, understand, but they wasn't very presentable. Before my husband was laid off, we lived in a good home. It wasn't a brick house, but it wouldn't have made any difference. These storms, when they would hit, you had to clean house from the attic to ground. Everything was covered in sand. Red sand, just full of oil.

The majority of people were hit and hit hard. They were mentally disturbed you're bound to know, 'cause they didn't know when the end of all this was comin'. There was a lot of suicides that I know of. From nothin' else but just they couldn't see any hope for a better tomorrow. I absolutely know some who did. Part of 'em were farmers and part of 'em were businessmen, even. They went flat broke and they committed suicide on the strength of it, nothing else.

A lot of times one family would have some food. They would divide. And everyone would share. Even the people that were quite well to do, they was ashamed. 'Cause they was eatin', and other people wasn't.

My husband was very bitter. That's just puttin' it mild. He was an intelligent man. He couldn't see why as wealthy a country as this is, that there was any sense in so many people starving to death, when so much of it, wheat and everything else, was being poured into the ocean. There's many excuses, but he looked for a reason. And he found one.

My husband went to Washington. To march with that group that went to Washington . . . the bonus boys.

He was a machine gunner in the war. He'd say them damn Germans gassed him in Germany. And he come home and his own Government stooges gassed him and run him off the country up there with the water hose, half drowned him. Oh, yes sir, yes sir, he was a hell-raiser (laughs—a sudden sigh). I think I've run my race.

PEGGY TERRY'S STORY:

I first noticed the difference when we'd come home from school in the evening. My mother'd send us to the soup line. And we were never allowed to cuss. If you happened to be one of the first ones in line, you didn't get anything but water that was on top. So we'd ask the guy that was ladling out the soup into the buckets—everybody had to bring their own bucket to get the soup—he'd dip the greasy, watery stuff off the top. So we'd ask him to please dip down to get some meat and potatoes from the bottom of the kettle. But he wouldn't do it. So we learned to cuss. We'd say: "Dip down, ~~God~~ damn it."

Fran

Fran is twenty-one. She's from Atlanta. Her family is considered affluent.

MY MOTHER HAD a really big family. she was one of seven kids. She brought me up, not on fairy tales, but on stories of the Depression. They feel almost like fairy tales to me because she used to tell bedtime stories about that kind of thing.

The things they teach you about the Depression in school are quite different from how it was: Well, you knew for some reason society didn't get along so well in those years. And then you found out that everybody worked very hard, and things somehow got better. People didn't talk about the fact that industries needed to make guns for World War II made that happen. "It just got better" 'cause people pitched in and worked. And 'cause Roosevelt was a nice guy, although some people thought he went too far. You never hear about the rough times.

A lot of young people feel angry about this kind of protectiveness. This particular kind is even more vicious somehow, because it's wanting you not to have to go through what is a very real experience, even though it is a very hard thing. Wanting to protect you from your own history, in a way.

Blackie Gold

A car dealer. He has a house in the suburbs.

WHATEVER I HAVE, I'm very thankful for. I've never brought up the Depression to my children. Never in my life. Why should I? What I had to do, what I had to do without, I never tell 'em what I went through, there's no reason for it. They don't have to know from bad times. All they know is the life they've had and the future that they're gonna have.

All I know is my children are well-behaved. If I say something to my daughters, it's "Yes, sir," "No, sir." I know where my kids are at all times. And I don't have no worries about them being a beatnik.

I've built my own home. I almost have no mortgage. I have a daughter who's graduating college, and my daughter did not have to work, for me to

HARD TIMES

put her through college. At the age of sixteen, I gave her a car, that was her gift. She's graduating college now: I'll give her a new one.

We had to go out and beg for coal, buy bread that's two, three days old. My dad died when I was an infant. I went to an orphan home for fellas. Stood there till I was seventeen years old. I came out into the big wide world, and my mother who was trying to raise my six older brothers and sisters, couldn't afford another mouth to feed. So I enlisted in the Civilian Conservation Corps. The CCC. This was about 1937.

I was at CCC's for six months, I came home for fifteen days, looked around for work, and I couldn't make \$30 a month, so I enlisted back in the CCC's and went to Michigan. I spent another six months there planting trees and building forests. And came out. But still no money to be made. So back in the CCC's again. From there I went to Boise, Idaho, and was attached to the forest rangers. Spent four and a half months fighting forest fires.

These big trees you see along the highways—all these big forests was all built by the CCC. We went along plain barren ground. There were no trees. We just dug trenches and kept planting trees. You could plant about a hundred an hour.

I really enjoyed it. I had three wonderful square meals a day, No matter what they put on the table, we ate and were glad to get it. Nobody ever turned down food. They sure made a man out of ya, because you learned that everybody here was equal. There was nobody better than another in the CCC's. We never had any race riots. Couple of colored guys there, they minded their business; we minded ours.

I came out of there, enlisted in the navy. I spent five and a half years in the United States Navy. It was the most wonderful experience I've ever had. Three wonderful meals a day and my taxes paid for. I had security. I came up the hard way, was never in jail, never picked up and what ever I've done, I have myself to thank for. No matter how many people were on relief in those days, you never heard of any marches. The biggest stealing would be by a guy go by a fruit store and steal a potato. But you never heard of a guy breaking a window. In the Thirties, the crimes were a hundred percent less than they are now. If a guy wants to work, there's no reason for being poor. There's no reason for being dirty. Soap and water'll clean anybody. Anybody that's free and white in a wonderful country like these United States never had any wants, never.

In the days of the CCC's, if the fella wouldn't take a bath, we'd give 'im what we call a brushing. We'd take this fella, and we'd take a big scrub brush and we'd give 'em a bath, and we'd open up every pore, and these pores would get infected. That's all he needed was one bath. I imagine we gave a hundred of 'em. A guy'd come in, he'd stink, ten guys would get him in the shower, and we'd take a GI brush. If a guy come in, he wanted to look like a hillbilly—no reflection on the boys from the South—but if

he wanted to look like the backwoods, we'd cut his hair off. Yeah, we'd keep him clean.

You know, in the CCC's or in the navy, you're sittin' amongst thirty guys in one room, and you're not gonna take that smell.

Did you have a committee that decided . . . ?

No, we'd just look at each other and we'd say, "Hey, look at this rat, he's dirty." Then we say, "O.K., he's ready for one. . . ." We'd tell him, "You got until today to take a bath." He'd say, "You're not gonna run my life." We'd say, "You got twenty-four hours." And if he didn't, I guarantee you we grabbed him. We never heard of a goatee. . . .

The guys pretty much conformed?

Absolutely, CCC or navy. I liked that very much. We didn't have to worry where our next three meals were coming from, what the hell. . . .

And in the orphan home . . . ?

Sure. And high school. We had a woodshop teacher, and he would tell you what to do. You give him any back talk, he'd pick up a ruler and crack across the rear end. You settled down. In those days, when I went to school, you said "Yes, sir" and "No, sir." You never gave 'em back talk. They had a parental school, Montefiore, that made a man out of you. You learn to keep yourself clean, I'll tell you that. Obedience. Today, they're giving kids cars when they're sixteen. Another thirty years from now, these kids graduating high school, one may be President; another may be up there buying a planet.

HARD TIMES

Bob Leary

A part-time cab driver, part-time student. During a tortuous ride through Manhattan's narrow streets, there was time for fragments of conversation.

MY FATHER spent two years painting his father's house. He painted it twice. It gave him something to do. It prevented him from losing all his self-respect, because there were many, many people who were also out of work. He wasn't alone.

He belonged to the Steamfitters' Union. They were putting up the old Equitable Building at the time. But I guess they ran out of steam, just around '29.

✓ He never forgot it. I guess it does do something to somebody to be out of work so long. It can affect your confidence in yourself. Not that it destroyed my father's self-confidence. But I could see how it affected his outlook on life, his reaction towards success. He was inordinately impressed by men who had made it in business. It's my feeling the Depression had something to do with this.

HARD TIMES

on here, and they did line up the fence posts. My faithful hen sort of kept them off the tomatoes (laughs), but they were moving in.

One day at noon, we had one of our worst dust storms. I never want to see one again! The air was so filled. We could just see it float in, and we had good, heavy storm windows. A year before, we heard of the dust storms to the south. They were collecting wheat to send down there by the carloads. Some of the good folks said, "Better share, because we never know when we may have a drought." The next year, we finally did. I'm surprised to think we lived through it.

This neighbor woman lost her husband, and, of course, he was owing in the bank. So the auctioneers come out there, and she served lunch, and she stood weeping in the windows. "There goes our last cow. . . ." And the horses. She called 'em by names. It just pretty near broke our hearts. They didn't give her a chance to take care of her bills. They never gave her an offer. They just came and cleared it out. She just stood there crying.

Clyde T. Ellis

Former Congressman from Arkansas. For twenty-five years, he was general manager of the National Rural Electric Cooperative Association.

THE DIRTY THIRTIES—the phrase was coined where we had the dust storms. My people came from Arkansas, where the years of drought coincided with the hard years of the Depression. Even the one good year was no good. Everything dried up . . . the springs, the wells, the ponds, the creeks, the rivers.

We saw bank failures everywhere. In my county, all but three of perhaps a dozen failed. The most valuable thing we lost was hope. A man can endure a lot if he still has hope.

Mountain people are more rigorous than others. We lived a harder life. We had to grow or make most of the things we needed. The country never did lend itself to mechanization . . . still doesn't. Rock. We had relatives who just gave up. Broke up homes, scattered to different states. From down in my county, many would go to what we called *De-troit*. Then they started to go to California, any way they could. Thumbing rides . . . I thumbed rides when I was peddling Bibles. It was during a summer, while still in high school.

I became a schoolteacher. It didn't pay much, but it was decent work. I taught in a one-room country school. By the time Roosevelt was elected,

Campus Life

Pauline Kael

WHEN I attended Berkeley in 1936, so many of the kids had actually lost their fathers. They had wandered off in disgrace because they couldn't support their families. Other fathers had killed themselves, so the family could have the insurance. Families had totally broken down. Each father took it as his personal failure. These middle-class men apparently had no social sense of what was going on, so they killed themselves.

It was still the Depression. There were kids who didn't have a place to sleep, huddling under bridges on the campus. I had a scholarship, but there were times when I didn't have food. The meals were often three candy bars. We lived communally and I remember feeding other kids by cooking up more spaghetti than I can ever consider again.

There was an embarrassment at college where a lot of the kids were well-heeled. I still have a resentment against the fraternity boys and the sorority girls with their cashmere sweaters and the pearls. Even now, when I lecture at colleges, I have this feeling about those terribly overdressed kids. It wasn't a hatred because I wanted these things, but because they didn't understand what was going on.

I was a reader for seven courses a semester, and I made \$50 a month. I think I was the only girl on the labor board at Berkeley. We were trying to get the minimum wage on the campus raised to forty cents an hour. These well-dressed kids couldn't understand our interest. There was a real division between the poor who were trying to improve things on the campus and the rich kids who didn't give a damn.

Berkeley was a cauldron in the late Thirties. You no sooner enrolled than you got an invitation from the Trotskyites and the Stalinists. Both

on gold, it would turn into dust. It looked like bad luck had set its hand on my shoulder. Whatever I tried, I would fail. Even my money.

I had two hundred dollar in my pocket. I was going to buy a taxi. You had to have your own car to drive a taxi, those days. The man said: You have to buy your car from us, Checker Cab Company. So I took the two hundred dollar to the office, to make a down payment on the taxi. I took the money out—he said the kind of car we haven't got, maybe next week. So I left the office, I don't know what happened. The two hundred dollar went away, just like that. I called back: Did you find any money on the table? He said no, no money.

Things were going so bad with me, I couldn't think straight. Ordinarily, I won't lose any money. But that time, I was worrying about my family, about this and that. I was walking the street just like the easy person, but I didn't know whether I was coming or going.

I didn't want to go on relief. Believe me, when I was forced to go to the office of the relief, the tears were running out of my eyes. I couldn't bear myself to take money from anybody for nothing. If it wasn't for those kids—I tell you the truth—many a time it came to my mind to go commit suicide. Than go ask for relief. But somebody has to take care of those kids.

I went to the relief and they, after a lotta red tape and investigation, they gave me \$45 a month. Out of that \$45 we had to pay rent, we had to buy food and clothing for the children. So how long can that \$45 go? I was paying \$30 on the rent. I went and find another a cheaper flat, stove heat, for \$15 a month. I'm telling you, today a dog wouldn't live in that type of a place. Such a dirty, filthy, dark place.

I couldn't buy maybe once a week a couple of pounds of meat that was for Saturday. The rest of the days, we had to live on a half a pound of baloney. I would spend a quarter for half a pound of baloney. It was too cold for the kids, too unhealthy. I found a six-room apartment for \$25 a month. It was supposed to be steam heat and hot water. Right after we move in there, they couldn't find no hot water. It wasn't warm enough for anybody to take a bath. We had to heat water on the stove. Maybe the landlord was having trouble with the boiler. But it was nothing like that. The landlord had abandoned the building. About two months later, all of a sudden—no water. The city closed it for the non-payment of the water bill.

My wife used to carry two pails of water from the next-door neighbors and bring it up for us to wash the kids and to flush the toilet with it, and then wash our hands and face with it, or make tea or something, with that two pails of water. We lived without water for almost two months.

Wherever I went to get a job, I couldn't get no job. I went around selling razor blades and shoe laces. There was a day I would go over all

HARD TIMES

the streets and come home with fifty cents, making a sale. That kept going until 1940, practically. 1939 the war started. Things start to get a little better. My wife found a job in a restaurant for \$20 a week. Right away, I sent a letter to the relief people: I don't think I would need their help any more. I was disgusted with relief, so ashamed. I couldn't face it any more.

My next-door neighbor found me a job in the factory where he was working. That time I was around fifty. The man said, "We can't use you." They wouldn't hire nobody over forty-five. Two weeks later, this same man said, "Go tell Bill (the name of the foreman) I sent you. He'll hire you." They hire me. They give me sixty cents an hour. Twenty-year-old boys, they were paying seventy, seventy-five cents an hour. They were shortage of hand, that's why they hire me.

I read in the paper that some place they're paying a good salary, dollar an hour. I took the street car to go look for that job. On the way . . . I don't know what happened . . . something, like kicked me in the head. I said: I'm going back to my old business. People are now doing good, people's working in the war factory. So I got off the street car and I came into the store I was dealing with before.

I told them I was gonna go back to my old business. They laughed at me: What are you gonna sell? You can't find no merchandise. I said: Whatever you people are selling, I'll do the same thing. All this time that I was working, skimping, and my wife was working, I had saved \$400. So I invested that \$400 and start to go back into business.

Thank goodness, things changed. I came back. I came back. It was the end of 1944. If I had stayed in the factory I would probably still be on relief. Lotta people, even my wife, they told me don't go. We have only a few hundred dollar saved, you're gonna throw it out into the street. I said I'm not going back in the factory.

So for you the hard times were—

1928 to 1944. I was realizing that many, and many other people are in the same boat. That gave me a little encouragement. I was looking at these people, waiting in line to get their relief, and I said, My God, I am not the only one. And those were wealthy people . . . they had failed. But still my heart won't tick. Because I always prayed in my heart that I should never depend on anybody for support. When that time came, it hurted me. I couldn't take it.

Shame? You tellin' me? I would go stand on that relief line, I would look this way and that way and see if there's nobody around that knows me. I would bend my head low so nobody would recognize me. The only scar it left on me is my pride, my pride.

How about your friends and neighbors?

They were the same thing, the same thing. A lot of them are well-to-do

Activity 4

Instructional

Objective: After completing the personal interviews, students will be able to describe how the Great Depression effected the lives of people in the students' local community.

Materials: Handout--Interview Questions Regarding the Great Depression

Teacher Activities

Student Activities

Discuss with the students the correct interviewing procedures.

Tell students that their assignment is to conduct a personal interview of at least one person who is old enough to remember the Great Depression.

Distribute the "Interview Questions Regarding the Great Depression" to the class and review the questions on the handout. Invite students to add some additional questions if they so desire.

After completing the interviews, ask students to describe their experiences during the interview sessions and to tabulate their findings.

Conclude this activity by asking students to compare their impressions of the depression which they gained through the interview sessions with those they gained from listening to the record Hard Times and from the reading selections from the book, Hard Times.

Students describe the proper techniques for conducting a personal interview.

Students examine the questions on the handout and offer suggestions for additional questions.

Students discuss their interview sessions and the information they gained as a result of the interviews.

Activity 5

Instructional

Objective: After viewing the filmstrips, students will be able to describe ways in which personal experiences exemplified the struggle for rugged individualism.

Materials: Filmstrip--The Great Depression, Parts I and II.

Teacher Activities

Student Activities

Introduce the filmstrips by asking the students to think about the following questions. The teacher should write these questions on the chalkboard.

1. What impact do you think the Great Depression had on the psychological viewpoint of most Americans?
2. What impact do you think the Great Depression had on the physical well-being of most Americans?
3. What were the basic causes of the Great Depression?
4. Why did a large number of Americans desire a change in government in 1932 as a partial solution to their problems?

Show filmstrip, The Great Depression, Parts I and II.

Begin discussion of the filmstrip by asking students to respond to questions 1-4 listed above.

Conclude this activity by asking students to compare the information presented in the filmstrip with information learned from the other sources (i.e., the record, Hard Times; the selections from the book Hard Times; and the student-conducted personal interviews).

The students will copy these questions into their notes before viewing the filmstrips.

Students view the filmstrips and attempt to answer the questions which are listed on the chalkboard and in their notes.

Students discuss their impressions of the Great Depression.

INTERVIEW QUESTIONS REGARDING
THE GREAT DEPRESSION

I. Purpose:

The purpose of this interview schedule is to gain some first-hand information about the Great Depression.

II. Procedure:

Find someone who is old enough to remember the Great Depression and ask him or her to answer the questions listed below. While this person is talking, you should be recording the responses on a tape recorder or taking notes on his or her replies. After completing the interview session, review the answers given by the respondent and summarize your findings.

III. Questions for discussion of the Great Depression:

1. Do you remember the day of the stock market crash?
What do you think caused it? Did it effect you? If so, how?
2. What would you say the "Depression" was?
3. Where did you live at the time of the Depression?
4. What kind of work were you doing before the Depression? During?
After?
5. Were times really that hard?
6. Did you see breadlines?
7. Did the Depression effect you directly? Indirectly? How?
8. What did you think of Hoover?
9. What did you think of FDR?
10. Were you a Democrat or Republican?
11. Did you or anyone you know have any direct experience with any of FDR's agencies such as the CCC, WPA, PWA? If so, what details do you remember?

ACTIVITY SET EVALUATION

In each of the following items, write the letter corresponding to the best answer in the space provided.

- A. Cause of hard times
- B. Effect of hard times
- C. Efforts to end hard times

- 1. People lost homes and moved into "Hoovervilles."
- 2. Laws raised crop prices for cotton and grain.
- 3. Speculation in real estate.
- 4. Federal construction programs started.
- 5. Plans for unemployment insurance and old-age pensions.
- 6. Many bank depositors lost their savings.

Select the best answer and write the letter in the space provided.

- 7. Which of the following programs were intended to give employment to young people?
 - A. the CCC and NYA
 - B. the TVA and NRA
 - C. the WPA and AAA
 - D. all of the above
- 8. The major goal of federal work programs was to
 - A. supply food
 - B. pay rent
 - C. put the unemployed to work
 - D. fix prices for clothing
- 9. Government projects to create jobs in private industry were supposed to be
 - A. "pump primers"
 - B. a "square deal"
 - C. geared to conservation
 - D. reforms

10. The Social Security Act provided for all of the following EXCEPT

- A. personal income tax
- B. unemployment insurance
- C. old-age pensions
- D. benefits for the disabled and blind

LAWS--WHO NEEDS THEM?
A FANCIFUL LOOK AT LIFE IN THE OLD WEST

Grade 8

Dave Van Skike
Chewing Junior High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

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NOTE TO THE TEACHER:

These activities are designed to go along with the study of the old West. The purpose is primarily to get students to understand that a society cannot exist if there is no law. It is suggested that the class already have read material about the West before attempting these activities.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

Why Do We Obey Laws. (Published by Sunburst Publications)
Culver City, Calif.: Social Studies School Service,
(Cost = \$55.00).

1

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation
Ain't Nobody Gonna Tell Me What To Do
Black River Gulch Blues
Why Do We Obey Laws

35
35
35
35

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Social Contact
Cause and Effect
Interdependence

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that every member of a democratic society has a responsibility as well as a right to participate in ruling that society.

1,2,3,4

Students will know that every member of a town in the old West depended on every other member of that society to obey the rules and protect the rights of every citizen.

1

Students will know that in a democracy rules are made according to the wishes of the majority as long as the rights of the minority are also protected.

1,2,3,4

2. Skills

Students will be able to think creatively about the results of living in a town where there are no rules.

1,2

Students will be able to make decisions about which rules are needed the most.

2,3,4

Students will be able to evaluate rules to explore reasons why they are needed.

3,4

3. Valuing

Students will analyze values about democratic decision-making in reference to making laws for a town in the old West.

1,2

Students will grow toward recognition and respect for the power of law to control human beings who may be destructive or violent.

1,4

4. Responsible Behavior

Students will participate in the classroom process of analyzing material about law.

1,2,3,4

Activity 1

Instructional

Objective: As a result of this activity, students will make a list of laws which a small community needs.

Materials: Handout--"Black River Gulch Blues"
Dictionary

Teacher Activities

Student Activities

Hand out "Black River Gulch Blues" to the class.

After going over the story, ask students, "What seems to be wrong with this town?"

Now ask the students, "What is a law?" List their responses on the blackboard or overhead projector.

Ask a student to go to a dictionary and look up the word LAW. Write down the definition on the blackboard next to the student responses.

Break the class into four or five groups and tell them that their task is to save Black River Gulch. Tell them that each group is to prepare a list of needed laws for the town. Have each group assign a secretary to record the laws for each group. (Remind them to keep the definition of a law in mind when writing their own.)

Call the class back together. Ask the groups to report on the laws that they made. Copy them on the blackboard. If laws are similar, combine them into one. This will save time.

Students read the story. (You might want to read the story aloud when working with lower ability students.)

Students respond to the question. Hopefully, they will notice that there seems to be no laws in the town.

Students respond.

Students compare definitions.

Students work in groups. (Teacher should circulate and check on each group's progress.)

Group secretaries read their list of laws.

Activity 1-(Continued)

Teacher Activities

Student Activities

Pare down the list to the most essential laws. Copy the list and run it off, or have students copy it.

Class eliminate laws as is needed.

BLACK RIVER GULCH BLUES

The year is 1880. The place is a little town in the old West by the name of Black River Gulch. The town sprung up almost overnight after gold and silver were discovered in the hills around it. A typical day in this town might go something like this:

A group of cowboys come to town after six months on a cattle drive. Of course, they are looking for some fun after such a long time on the trail. One group of cowboys enters the Shady Saloon to have a few drinks and celebrate the end of their drive. After a few drinks, a fight breaks out. Chairs and tables are destroyed, windows are broken, and quickly the saloon becomes a disaster area. This is not the first time something like this has happened. The owner of the saloon dreads the day when the cowboys arrive because he knows what will happen. During the past few months, he has suffered \$1,000 in damages to his saloon caused by fighting cowboys. But nobody has paid him anything for damages. And though he would like to keep the cowboys out of his saloon, he can't. He knows that if he tries to, he will be beaten up. So, the cowboys keep on fighting and breaking his property.

Farmers from nearby areas often come to town to buy supplies. But many of the store owners complain that they are not paid for their products. One owner claims that a few farmers owe him over \$200. He would like to refuse to serve them until they pay their bills, but when he tries this, those farmers just push him aside, take what they need from his shelves, and tell him that they will hurt him if he tries to stop them. So, he keeps on giving these people what they need and hopes that someday these people will pay him.

Many of the town's shopkeepers will not serve Indians. In fact, Indians are not allowed to be on the streets after dark. Nobody has ever told the Indians that they couldn't do this, but when ten Indians were shot last year after dark, they began to get the idea.

Last year, 50 men died in gunfights. Perhaps this is because every man in town carries a gun. Often, a man will be shot because he has been accused of stealing something from someone. The victim who has had something stolen will just find the thief and shoot him. However, if the person who does the stealing is a good gunfighter, he usually gets away with it because few people are brave enough to face him. The people who are best with a gun have the most power in Black River Gulch.

The good citizens of Black River Gulch have become afraid for their lives and their property. But because they feel that they cannot do anything about it, they are often forced to move out. As time goes on in the town, more and more good citizens are forced to leave. Soon, only the gunfighters and the very brave will be left. Just a couple of years after its start, Black River Gulch is in danger of dying. What can this town do to save itself from destruction?

Activity 2

Instructional

Objective: As a result of this activity, students will develop penalties to enforce the laws they have chosen.

Teacher Activities

Student Activities

Review yesterday's lesson. Have students discuss the situation in the town and look over the laws that they made for it.

Look over the list of laws. One by one, go over each law by asking the following questions of the class: "Why is this law necessary for this town?" "What will it do to help the town survive?" Example: Anyone who has a debt to a store must pay it before he can receive any more goods. This is necessary in order to keep the store owner from going broke.

"Okay, we now have a list of necessary laws. Can we say that the problems of Black River Gulch are solved?" (Hopefully, the students will mention that a law in itself will do very little to change the way that people act.)

"All right. We've decided that a list of laws is not enough to save this town. What else must there be?" (Some possible responses: police, etc.)

Return students to their groups and ask them to work out suitable penalties for each of the laws on the list.

Bring students back and ask one member of each group to write the

Students respond.

Students respond until they agree that each of the laws is necessary for a reason(s).

Students respond.

Students respond, hopefully deciding that laws must have some sort of penalty for them to work.

Students work in groups.

Group members write penalties on the board.

Activity 2 (Continued)

Teacher Activities

Student Activities

penalties that they decided on the board.

Discuss penalties with class and decide which are the most suitable for each law. What is the fairest and most realistic penalty for each law?

Have the students add the penalties to the list of laws that they have made.

Students respond and agree to the best penalty.

Students copy list.

Activity 3

Instructional

Objective: As a result of this activity, students will be able to write reason why people obey laws.

Materials: Filmstrip--(Sound)-- Why Do We Obey Laws
Handout--"Why Do We Obey Laws"

Teacher Activities

Student Activities

Review yesterday's final list of laws and penalties with class.

Now, show the class the filmstrip Why Do We Obey Laws and pass out a prepared sheet of questions for the students to answer. (You may have to stop the filmstrip from time to time in order for the class to get the answers.)

After viewing the filmstrip, go over the questions with the class. (Book with filmstrip has answers.)

Keeping the answers to the filmstrip questions on their desks, ask students to take out their list of laws and penalties for Black River Gulch. Now, ask the students to look at each law and penalty and write after it the reason why people will obey the law--according to the various reasons given in the filmstrip.

Students watch filmstrip and answer questions.

Students fill in needed information.

Students write out reasons for obeying laws.

WHY DO WE OBEY LAWS?

1. What was the main purpose of having public hangings in the old West?
2. What was the prime reason why members of the Kiowa obeyed tribal laws? How were members of the tribe dealt with if they broke these laws?
3. What was the Puritan's attitude toward acceptance of the law? How does their attitude reflect their religion and their culture?
4. What was Thomas Jefferson's attitude toward a citizen's responsibility to obey the law? How does his attitude compare with the attitudes of the Pilgrims?
5. What is meant by the "golden rule" in relation to obeying the laws of society?

Activity 4

Instructional

Objective: As a result of this activity, students will list reasons why law breakers must pay a penalty in a democratic society.

Materials: Handout--"Ain't Nobody Gonna Tell Me What To Do!"

Teacher Activities

Student Activities

Have students take out the list of laws and penalties and reasons for obeying the laws. (Also, have them pull out the filmstrip questions for reference.) What is the main reason why the people of Black River Gulch will obey the laws that you have set down for them?

Hand out story of Tex Weed. Ask students to read it. (Either silently or aloud as a class.)

Discuss the story briefly. Then, ask students to respond to the question in a one-page paper.

Hold a class discussion. "How do you convince Tex Weed to obey the laws of the town?" Let the students do most of the talking among themselves. Put various solutions on the board as the discussion progresses.

Try to agree on what the best solution is. Try to point the class towards a discussion of Thomas Jefferson's idea of the function of law in a democratic society.

Wrap up. Ask the students to answer the page of questions using their filmstrip notes, class discussion, and their own thoughts. Have them turn it in for homework.

Students respond and discuss. (Most likely, they will come up with fear of punishment as the reason for obeying the laws.)

Students read.

Students begin writing answers.

"AIN'T NOBODY GONNA TELL ME WHAT TO DO!"

Tex Weed had just spent five hard months on the trail. As usual, he decided to take his pay and enjoy himself in Black River Gulch. The last time Tex was there, he ran up \$100 in bills which he did not pay. He also shot and killed a man whom he claimed had cheated him at cards. Nothing was done about either of these crimes. But when Tex arrived in Black River Gulch this time, he was informed that he was to be put in jail for murder and nonpayment of debts. When told of this, Tex said, "You all can't punish me for something I did six months ago. Besides, I ain't a citizen of this town. So even if you do have laws now, I ain't gonna worry about them. If I don't feel like paying a bill, I won't pay it. And if a man tries to cheat me at cards, I'll shoot him. And if any of you tin horns tries to arrest me, I'll shoot you, too! No one can tell Tex Weed what he can and cannot do!"

Clearly, the townspeople have a problem. If they let Tex go, then other people like Tex will also ignore the laws that they have made. If you were one of the townspeople of Black River Gulch, how would you try to persuade Tex that he ought to follow the town's laws? (Use the answers to the filmstrip questions to help you find reasons why Tex should obey the town's laws.)

ACTIVITY SET EVALUATION

1. Why are laws necessary?
2. What is Thomas Jefferson's idea about a citizen and his responsibility toward obeying the law? Do you agree or disagree with this? Why or why not?
3. What are three ways in which laws work to control people's behavior? Which of these do you think is the most effective? Why?
4. Do you think that there could ever be a justified reason to break a law? Give an example.
5. According to what you have learned, write your own definition of what a law is and what a law should do.

HOMEFRONT: WORLD WAR I AND WORLD WAR II

Grades 11-12

Virginia S. Wilson
Southern High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

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NOTE TO THE TEACHER:

This activity set is designed to complement and follow a military-political study of World Wars I and II. The concern here is with the economic financing and government controls during wartime, the problem of civil rights, and the changes in daily life for various groups.

The activities are designed for average and above students. This study should give them an in-depth look at some of the Homefront issues.

The Manchester and Link readings are demanding, but with some assistance from the teacher and by focusing on only a few pages at a time, the students should be able to profit from these readings. Some teachers may feel that it is more appropriate for some of these readings and other activities to be homework assignments. However, the game suggested is one in which all levels of students can participate.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

Relocation of Japanese-Americans: Right or Wrong? 1
(Published by Zenger Productions) Culver City, Calif:
Social Studies School Service, (Cost = \$39.00).

Photo Aids

Anti and Pro War Cartoons of WWI (Published by Documentary 1
Photo Aids) Culver City, Calif: Social Studies
School Service, (Cost = \$12.00).

Relocation of Japanese-Americans: Right or Wrong? 1
(Published by Zenger Productions) Culver City, Calif:
Social Studies School Service, (Cost = \$6.00).

Reproductions of Homefront Life. Portland, ME.: J. Weston 1
Walch Publisher, (Cost = \$14.00).

Simulations

Homefront. Lakeside, Calif: Interact Company, (Cost = 1
\$14.00).

EXCERPTS FROM BOOKS:

*Editors of Time-Life Books. This Fabulous Century 1910- 30
1920. New York: Time-Life Books, 1969, pp. 235-238.

*Editors of Time-Life Books. This Fabulous Century 1940- 30
1950. New York: Time-Life Books, 1969, pp. 201-207.

Link, Arthur S. American Epoch: A History of the United 30
States Since the 1890's. New York: Alfred A. Knopf,
1955, pp. 205-216, 503-530.

Manchester, William. The Glory and the Dream. New York: 30
Bantam Books, 1975, pp. 289-328.

No. Per
Act. Set

WORKSHEETS AND/OR HANDOUTS:

Activity Set Evaluation
Interview Sheet
True-False Pretest

35
35
35

For the Teacher As
Background Information

Agencies Chart
True-False Pretest Answer Key

1
1

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MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Citizenship
Production and Distribution

II. OBJECTIVES

Activity Number

1. Knowledge

Students will know that the First Amendment has new interpretations during wartime. 4

Students will know that citizens are dependent upon each other during wartime. 2,3,4,5

Students will understand some special problems of America during wartime. 1,2,3,4,5,6

Students will know how various groups were treated differently during World Wars I and II. 4,5

Students will know the meaning of the term Homefront and some economic terms. 1,2,3

Students will be able to identify wartime agencies that controlled the economic life of the country. 2

Students will understand ways in which wars are financed. 3

2. Skills

Students will work independently to research information about the American Homefront in World Wars I and II. 1,4,5,6

Students will simulate some Homefront situations. 6

Students will gather information by conducting an interview. 5

Students will construct their own charts and draw meaningful political cartoons. 2,4

3. Valuing

Students will analyze their values by listing some effective ways for citizens to participate in the war effort. 2,3,5,6

II. OBJECTIVES (Continued)

Activity Number

1. Valuing

Students will analyze their values about sacrifices that citizens must make in times of national crisis.

1,2,3,4,5,6

Students will analyze values about the democratic process of decision-making by comparing and contrasting responsible actions on the part of the government with irresponsible ones.

1,2,3,4,5,6

2. Responsible Behavior

Students will evidence good citizenship in the classroom by working in group situations.

4,5

Students will be able to identify the necessity for responsible citizen action during wartime.

1,2,3,4,5,6

Students will cope with the consequences of their decision-making during a simulated Homefront situation.

6

Activity 1

Instructional

Objective: Following the pretest and discussion, students will be able to define the term, "Homefront," and list the elements that make up the homefront.

Materials: Excerpts--Manchester, W. The Glory and Dream.
Photo Aids--Reproductions of Homefront Life.
Handout--True-False Pretest
Other--Library Books

Special Directions to the Teacher:

The pretest will give you a good idea of whether the students know much about the Homefront during World Wars I and II. This pretest is a sample; you may wish to design one of your own.

The above average students will be able to read Manchester's chapter on their own, but the others will probably need your guidance and explanations as they move through it a few pages at a time.

The library in your school will no doubt have a large collection of World War I and II books. Bring them to your room so that they will be available to the students throughout this activity set.

This activity should take no more than a period and a half.

Teacher Activities

Student Activities

Before discussing anything about the Homefront during World Wars I and II, give the students the short pretest. For each correct answer, give them seven points. (Answer key included)

Generate a discussion of what is meant by the Homefront. Have library books available for them. (Students should state in their own words that it is "civilian activity in support of a war")

Answer the True-False Pretest.

Write a definition of the term Homefront.

Activity 1 (Continued)

Teacher Activities

Give the students time to go through the Reproduction of the Homefront Life packet. This should give them a feel for the Homefront and stimulate some interest.

Encourage them to discuss what they think are some of the elements in the Homefront (for example: production, distribution, and supply of men materials, financing the war, civil rights, individual life styles).

Assignment: Have your students read Manchester's chapter (Excerpt) over the next three or four days. At the end of this activity set, they will be responsible for listing at least 10 major points in the chapter. You may use an alternate assignment from this book.

Student Activities

Take some time to look over the Walch Packet of Homefront reproductions.

Discuss some elements of the Homefront.

Read Manchester, W. The Glory and Dream.

TRUE-FALSE PRETEST

1. Directions: Answer the following true and false questions on a separate piece of paper. List the numbers one through 14 and next to each number, respond to the question by writing the whole word true or the whole word false.
1. More women left the "Hearth" and joined the work force during World Wars I and II.
2. There was no draft system in World Wars I and II.
3. More soldiers died of disease in World War II than in World War I.
4. Wars create new job opportunities for workers.
5. Americans whose ancestors came from wartime enemy countries were often mistreated in World Wars I and II.
6. Black Americans were integrated into White units in World Wars I and II.
7. Taxes decrease during wartime.
8. Government bureaus and agencies shrink in time of war.
9. The right to strike is never taken away from labor.
10. More tolerance is shown toward diverse opinions during wartime than peacetime.
11. There is more government control over individual lives during wartime than peacetime.
12. Some items become scarce on the homefront.
13. Production decreases during wartime.
14. New means of raising money are found during wartime.

True-False Pretest Answer Key

1. True
2. False
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. False
11. True
12. True
13. False
14. True

7 points for each correct answer

Activity 2

Instructional

Objective: As a result of this activity, students will be able to list and identify the purposes of some major agencies that controlled the economic life of the country during World Wars I and II and the results of their work.

Materials: Excerpts--Link, A.S. American Epoch.
Other--Agencies Chart

Special Directions to the Teacher:

For this activity they can merely skim the specific pages of the Link handouts to find the agencies and then go back and read more carefully the section when they actually fill out the chart.

Their textbook as well as a number of books in the school library may have some of this information.

This activity should take no longer than two class periods.

Teacher Activities

Student Activities

Have the students examine the way the government handles the production, distribution and supply of goods during wartime. Have them define these three economic terms: production, distribution and supply. Give them time to skim read pp. 207-213 and 509-513 in Link. As they skim these articles they need to write down all the agencies established during the wars that controlled the production, distribution and supply of goods during wartime. Once they have completed their lists then as a class choose eight to ten of the major agencies they want to know more about.

Have them construct a chart with columns for the name of the agency, which war it was associated with, the agency's purposes and the results of the agency's work. Some agencies they might choose to investigate further, as well as a sample chart, are included.

Define--production, distribution, and supply

Skim read pp. 207-213 (World War I) and 509-513 (World War II) in Link Handout. Write down the names of any agencies which were created to regulate or control the production, distribution and supply of goods.

After choosing eight or ten agencies construct a chart with columns for the name of the agency, the war it was associated with, the agency's purposes, and the results of the agency's work.

Activity 2 (Continued)

Teacher Activities

Student Activities

• For the following questions ask the students to use their textbooks, the Link handout and the library books.

- 1) Why did the government establish these agencies?
- 2) Did these agencies alter wages and/or prices?
- 3) Were certain products rationed? If so, which ones?
- 4) Ask which agencies, if any, were necessary.
- 5) In World Wars I and II who or what was actually controlling the total economy of the country?

Using your textbook, handouts and library books, answer the questions the teacher poses to you.

3

AGENCIES CHART

WWI or WWII

Purpose

Result

War Production Board

Office of Production Management

Office of Price Administration

War Manpower Commission

War Labor Board

War Industries Board

Food Administration

Shipping Board

War Labor Policies Board

U.S. Railroad Administration

Activity 3

Instructional

Objective: As a result of this study, students will be able to identify ways in which nations pay for a war.

Materials: Link, A.S. American Epoch.

Special Directions to the Teacher:

The Link pages which are noted give the answers to the questions. Above average students can deal with these Link pages on their own. For other students who may find this material difficult, allow them to work in groups.

Two class periods should be sufficient for this activity.

Teacher Activities

Student Activities

Ask the students how much they think World War I and World War II cost?
WWI - \$33,500,000,000
WWII - \$321,212,605,000

Why do they think World War II cost so much more than World War I? (Possible answers: more global, lasted longer for Americans, more expensive machines and equipment, more extensive use of Air Force, more direct aid to allies).

Have the students read pp. 205-207, 513-518 in Link. Ask them to define: bonds, surtax, estate tax, graduated income tax, excess profits tax.

Divide the board into two sections: Taxes and Loans. Under each category place the appropriate congressional acts from each war and identify the major components of the act. (Answers are found in the Link pages).

Estimate the cost of World War I and World War II to the American public.

Define: bonds, surtax, estate tax, graduated income tax, excess profits tax.

Look over the handout again and list on the board the taxation acts and the loan acts, with the major components of each.

Activity 3 (Continued)

Teacher Activities

Student Activities

Have the students answer the following questions:

- 1) Did the wealthy benefit from the war or was their relative wealth diminished? Do you agree with the claims of many reformers that the poor fight wars for the benefit of the rich?
- 2) Did the national debt increase? What consequences do the students think this would have on future generations?

Answer questions by referring to information included in the Link's reading, pp. 206-207, 517-518.

Activity 4

Instructional

Objective: As a result of this activity, students will be able to identify legislation and court cases that deal with civil rights during wartime. The students also should be able to compare and contrast the treatment of German-Americans in World War I and Japanese-Americans in World War II.

Materials: Filmstrip--Relocation of Japanese-Americans: Right or Wrong?
Photo Aids--Anti and Pro War Cartoons of WWI.
Relocation of Japanese-Americans: Right or Wrong?
Excerpts--*Editors, This Fabulous Century 1910-1920.
*Editors, This Fabulous Century 1940-1950.
Link, A.S. American Epoch.
Other--Library Books

Special Directions to the Teacher:

This activity is a high interest one. It should take four or five class periods.

Teacher Activities

Student Activities

Show the students the pro-war and anti-war posters. Ask them how they think a government at war might react to these? Would most governments feel that they had a security problem? Why is there more concern for national security during wartime? Do governments sometimes overreact to real or imagined threats?

During World War I the government established the Committee on Public Information. What was its purpose? Why did the government not establish a similar committee in World War II? (See Link, pp. 213-214, 525-526)

Have the class identify the Espionage and Sedition Acts passed during World War I. (Link, pp. 214-216)

Optional: If the Alien and

Study the pro-war and anti-war posters. Then answer the questions posed by the teacher.

Identify the Committee of Public Information.

Identify the Espionage and Sedition Acts.

Activity 4 (Continued)

Teacher Activities

Student Activities

Sedition Acts of 1798 have been studied previously, have the students compare and contrast these with the Espionage and Sedition Acts. How did the Supreme Court in 1919 uphold the Espionage Act in *Schenck v. United States*? (Link, p. 526)

How did the Supreme Court rule in 1944 on the Espionage Act in *Hartzell v. United States*? (Link, p. 526)

Compare and contrast these two court cases and explain the two court rulings.

Ask the students if they think the Espionage and Sedition Acts seriously abridged Americans' First Amendment rights? Divide them into small groups and let each group discuss whether rights were abridged or not. A spokesperson for each group should relate that group's feelings to the rest of the class.

Ask the class what groups within the United States would be particularly suspect during World War I? (We were at war with all the Central Powers, but Germany was the real threat so the German-Americans were singled out).

Ask what groups within the United States would be suspect in World War II? (Japanese-Americans and German Bund or American Nazi Party members) Why was there very little fear of the German-Americans in World War II? (Link, pp. 525-527)

Investigate the court's ruling in *Schenck v. United States* and compare this with the 1944 court ruling in *Hartzell v. United States*.

Compare and contrast these two court cases and explain the two court rulings.

Do you think the Espionage and Sedition Acts seriously abridged Americans' First Amendment rights? Discuss this in groups. Select a spokesperson and let him or her relate your group's feelings to the rest of the class.

Decide which group or groups within the United States would be particularly suspect in World War I.

Do the same for World War II.

Answer from the Link handout why there was little fear of the German-Americans in World War II.

Activity 4 (Continued)

Teacher Activities

Divide the class in half. Have one half research what happened to the German-Americans in World War I. Have the other half research the position of the Japanese-Americans in World War II. (Library books, This Fabulous Century Handouts, Photo-aids and Filmstrip on Japanese, Link Handouts)

Each side is to show what happened to the group they researched through a series of political cartoons. Each side will take one half of the room to display their work. (Group on Japanese-Americans should display photo-aids.) Make sure the group working on the Japanese-Americans discuss the court rulings in *Korematsu v. United States* and *ex parte Endo*.

After the presentations, the class should discuss what similarities and what differences they see in the treatment of German-Americans in World War I and of Japanese-Americans in World War II. What accounts for the difference in treatment? What rights of each group were violated? How could the government justify its actions?

Student Activities

Library research projects.

Students will develop and display political cartoons depicting either the life of the German-Americans during World War I or the life of the Japanese-Americans during World War II.

Each side will choose a spokesperson to explain what happened during the war. Any relevant court cases should be identified. (Group on Japanese-Americans should show the filmstrip to the class. Let your classmates discuss whether they think the treatment of the Japanese-Americans was right or wrong.)

Class discussion in which the treatment of German-Americans in World War I and Japanese-Americans in World War II will be compared and contrasted. Students will analyze the information and draw their own generalizations/conclusions.

Activity 4 (Continued)

Teacher Activities

Student Activities

What alternatives did the government have in handling these situations? Do the students think the U.S. would handle the situation in a similar manner today?

Ask the class to decide whether they think the government was justified in its treatment of these groups.

Activity 5 -

Instructional

Objective: As a result of this activity, students will be better able to conduct interviews, do research, and compare and contrast what happened to various groups during the Second World War.

Materials: Excerpts--Link, A.S. American Epoch, 503-530.
Manchester, W. The Glory and The Dream.
Handout--Interview Sheet
Other--Library Books

Special Directions to the Teacher:

These last two activities will deal with World War II only. However, you may want to apply what they learn from this activity to other wars.

Most school libraries have a large World War II collection, and this activity will utilize this collection.

This activity can be covered in two class periods.

Teacher Activities

Student Activities

Divide the class into five groups. Each group will research one of the following World War II Homefront groups: 1. Blacks 2. Women 3. Blue-collar workers 4. Business Executives (include those in the transportation, clothing, food, fuel, and weapons industries), 5. Scientists and medical people. Give them time in the library to research their group and what life was like for this group during World War II. Also tell them to check their handouts.

Research the group you choose or are assigned to.

Every class member of each group must interview one person from the Homefront group they are researching. (See the attached interview sheet.) The class may use this interview sheet or design one of their own.

Interview one person from the Homefront group you are researching.

Activity 5 (Continued)

Teacher Activities

Student Activities

Each group should present their findings to the class in skit form or through a collage with captions.

When the groups are finished, ask the class, Which groups fared the best? Which group suffered the most? What evidence can you cite to support your opinion?

Present your findings to the class in skit form or through a collage with captions.

Decide which groups prospered, which groups stayed the same or did worse during the war.

INTERVIEW SHEET

Ask a person from your assigned group, what changes occurred in your life during World War II as far as the following areas are concerned?

1. Job opportunities

2. Wages

3. Prices

4. Buying power

5. Food supply

6. Fuel supply

7. New discoveries or advances

8. Fads and fashions

9. What other differences did the war make in your life?

Activity 6

Instructional

Objective: After playing all or part of this game, students should be able to simulate some Homefront situations.

Materials: Simulation--Homefront.

Special Directions to the Teacher:

This game is suitable for all levels. You need to pick and choose from this game what suits your needs. Two or three activities from the simulation would probably give the students a good feel for the Homefront. According to the directions, the simulation can last twenty class periods. If you have done some of the other activities in this set, you probably would not want to spend more than four or five class periods on this simulation.

Teacher Activities

After you have selected the parts of this simulation you wish to use, assign them to the class.

Student Activities

You will participate in some of the activities of the Homefront simulation.

ACTIVITY SET EVALUATION

- I. Answer the "True-False Pretest" once again.
- II. List and give the purposes of five agencies which controlled the economic life of the country during World Wars I and II.
 - A.
 - B.
 - C.
 - D.
 - E.
- III. Identify the following acts and court cases:
 - A. Espionage Act
 - B. Sedition Act
 - C. Schenck v. United States
 - D. Korematsu v. United States
 - E. Hartzell v. United States
- IV. How was each war financed? Explain the ways in which the tax structure was changed. What new ways did the government find to raise money?
- V. Create a fictional character and through the eyes of this character write a story about a German-American in World War I or a Japanese-American in World War II.
- VI. Draw a political cartoon depicting the situation during World War II of one of the following groups: Blacks, Women, Blue Collar Workers, Business Executives or medical/science people.
- VII. List 10 major points that Manchester makes about the Homefront in his chapter.

PRESIDENTIAL POWER AND PRESIDENTIAL DECISION-MAKING

Grades 11-12

Virginia S. Wilson
Southern High School
Durham County Schools
Durham, N. C.

A PRODUCT OF:

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Ms. Barbara Smey
Project Director

NOTE TO THE TEACHER:

The American Presidency has been defined as the world's most powerful and demanding job. The Presidency carries with it multiple powers, and the President must play a number of roles. Through this unit the students will see the complexity of the decisions a President must make and gain some insight as to the process whereby those decisions are made. The students will observe the fact the decisions are not made in a vacuum but rather each decision a President makes has ramifications and consequences.

This activity set can be done as one unit though it is certainly not necessary to do it this way. Activities 1 and 2 could be done at one time during the year, and the specific decisions could be dealt with as they fit in chronologically with the course.

Average, above average and advanced students will benefit from this activity set. Highly motivated, capable students may undertake a number of difficult readings to gain greater insight into the processes of presidential decision-making. These more difficult readings are clearly identified for the teacher. These readings must be read by the teacher so that he or she has the background necessary to deal with the students' questions.

The charts and some of the handouts provide examples of the types of materials one can use, but the individual teacher and her students may find it better to modify these or completely redo them.

The Activity Set Evaluation questions included at the end of this activity set may be altered or some may be deleted according to the needs of the class. The answers to the section on the Presidential Powers are found in Activity 1. The answers to the others are in the readings, handouts and in the appropriate activity.

RESOURCE MATERIALS INCLUDED
IN THE ACTIVITY SET

For the Student

No. Per
Act. Set

AUDIO-VISUAL MATERIALS:

Filmstrip (Sound)

Presidents and Precedents. (Published by Educational Enrichment)(New York Times) Culver City, Calif: Social Studies School Service, (Cost = \$210.00).

1

"To Lead A Nation..." (Published by EMC Corporation) Culver City, Calif: Social Studies School Service, (Cost = \$84.00).

1

BOOKS:

Buggey, Jo Anne, and Tyler, June. "To Lead A Nation..." An Introduction to the American Presidency. St. Paul, Minn.: EMC Corporation, 1974, (Cost = Included with filmstrip).

1

Buggey, Jo Anne, and Tyler, June. "To Lead A Nation..." Teacher's Guide. St. Paul, Minn.: EMC Corporation, 1974, (Cost = Included with filmstrip).

1

EXCERPTS FROM BOOKS:

Borden, Morton, ed. America's Ten Greatest Presidents. Chicago: Rand McNally & Company, 1961, 62-63, 221-224.

10

Chinard, Gilbert. Thomas Jefferson: The Apostle of Americanism. Ann Arbor: The University of Michigan Press, 1964, 396-424.

10

Link, Arthur S. American Epoch: A History of the United States Since the 1890's. New York: Alfred A. Knopf, 1955, 192-196.

10

Morris, Richard. Great Presidential Decisions: State Papers that Changed the Course of History. New York: Harper & Row, Publishers, 1973, 56-68, 375-387.

10

No. Per
Act. Set

*Potter, David M. <u>Lincoln and His Party in the Secession Crisis.</u> New Haven: Yale University Press, 1967, 322-375.	10
Sandburg, Carl. <u>Abraham Lincoln: The War Years 1861-1864.</u> New York: Dell Publishing Company, Inc., 1975, 54-65.	10
Schlesinger, Arthur M, Jr. <u>A Thousand Days: John F. Kennedy in the White House.</u> Boston: Houghton Mifflin Company, 1965, 794-819.	30
Truman, Harry S. <u>Memoirs: Years of Trial and Hope.</u> Garden City, N.Y.: Doubleday & Company, Inc., 1956, 432-450.	30

WORKSHEETS:

Activity Set Evaluation	35
Interview on the Cuban Missile Crisis	35
Limits on Presidential Power	35
Presidential Decision Chart	35
The Presidents of the United States	70
Ratings of the Presidents	35
Roles of the President	70
Sources of Influence	35
Steps in Presidential Decision-Making	35
Truman	35

Other:

Plays

<u>President's Choice: Decision Makers.</u> (Published by Relevant Instructional Materials) Culver City, Calif: Social Studies School Service, (Cost = \$15.00).	1
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*Note: Copyright Permission not granted. Book is included

RESOURCE MATERIALS ALSO RECOMMENDED

BOOKS:

Morris, Richard, ed. Great Presidential Decisions: State Papers that Changed the Course of History. New York: Harper & Row, Publishers, 1973.

Neustadt, Richard E. Presidential Power: The Politics of Leadership. New York: John Wiley & Sons, Inc., 1960.

Rossiter, Clinton. The American Presidency. New York: The New American Library of World Literature, Inc., 1956, 31-53.

Schlesinger, Arthur M. Paths to the Present. Cambridge, Mass.: The Riverside Press, 1964, 104-105.

Sorensen, Theodore C. Decision-Making in the White House. New York: Columbia University Press, 1963, 18-19, 43-84.

MAIN PURPOSE OF THE ACTIVITY SET

I. CONCEPTS

Power
Decision-Making

II. OBJECTIVES

Activity Number

1. Knowledge

Students will understand the process of Presidential decision making, including the alternative choices of decisions which have been made and consequences of these choices. 5,6,7

Students will know the criteria used by some professional historians in evaluating America's Presidents. 3

Students will know the type of groups of people the President depends on for input into decision-making. 4,5,6,7

Students will understand the reasons why Presidents must be responsive to their constituents. 7

Students will be able to understand the different ways in which Presidents handle various problems. 5,6,7

Students will gain knowledge about the powers and roles of the President and about the boundaries of his power. 1,2

Students will learn the five steps that everyone should take in making a decision. 4

2. Skills

Students will locate information about Presidents, their decisions, and citizen reaction to these decisions through library research and personal interviewing techniques. 4,5,6,7

Students will solve some of the problems of group work and group interaction. 2,6

Students will re-word and re-work handouts, charts and other materials to more nearly reflect their needs. 1,3,4,7

Students will associate the appropriate presidential power with the proper role. 1,2

Students will improve their listening and speaking skills. 1,2,3,4,5,6,7

II. OBJECTIVES (Continued)

Activity Number

3. Valuing

Students will be able to analyze their values about the changes in the scope and power of the Presidency.

1,2

Students will analyze their values about the democratic processes in decision-making.

4,5,6,7

4. Responsible Behavior

Students will evidence good citizenship in the classroom by learning to differentiate between positive and negative ways of differing with someone.

3,5,6,7

Students will cope with the consequences of decision-making.

5,6,7

Activity 1

Instructional

Objective: Following this lesson, students will be able to identify the powers and roles of the President and correlate the particular powers with the particular roles.

Materials: Books--Buggey and Tyler. "To Lead A Nation..." An Introduction to the American Presidency. pp. 19-28

Handouts--Limits on the Presidential Power

The Presidents of the United States

Roles of the President

Tugwell, R. "Proposed Constitutional Powers for the Presidency" (Master #9 - To Lead A Nation...)

Other--Article II Constitution (Textbook)

Special Directions
to the Teacher:

If previously the students have studied the roles and powers of the President, then this activity can be abbreviated and parts of it can be used as review activities.

This activity can be used with average through advanced students. The Rexford Tugwell exercise should probably be used with above average and/or advanced students.

The teacher should use his or her own discretion as to which of these activities should be used as homework assignments. This activity should not extend over more than two or three class periods.

Teacher Activities

Student Activities

Ask the students what Presidents they know. Encourage them to recall something that these Presidents did. Then passout the chronological list of the Presidents of the United States.

When the students seem stimulated and interested in the Presidents and the Presidency, begin to turn the discussion to the powers the American President has been given. See what powers they can recall from earlier studies of the Presidency. When they have named all they can remember, have them read Article II of the

Discuss the Presidents of the United States. Try to connect at least one major event, act or decision with each President mentioned.

Look over the chronological list of the Presidents of the United States.

Recall the powers given to the President in the Constitution.

Read Article II or the Constitution. Add any powers to the list that the class may have forgotten.

Activity 1 (Continued)

Teacher Activities

Constitution and fill in any powers they may have forgotten. Do they think Presidential power has increased since the writing of the Constitution? The teacher may want to emphasize that today Presidents actually present their own legislative program, their appointment power is much greater since there are so many officials in government and in the White House staff itself, and in times of crisis at home or abroad people look to the President for solutions.

Hand out a copy or read Rexford Tugwell's "Proposed Constitutional Powers for the Presidency." Do they agree or disagree with Tugwell? Which powers in the Constitution might they change? Which powers do they see as important? Record their answers. This exercise might be used with above average and advanced students.

What limits, if any, do students see on the President's powers? After some discussion, hand out "Limits on Presidential Power." Do they agree or disagree with his list?

Given the list of Presidential powers, the students should be able to see what roles the President plays. First, with the class as a whole, define the word role - i.e. functional aspects of the Presidency.

List on the board the Roles of the President. After they have exhausted their knowledge on this, hand out the "Roles of the President" chart. Encourage them to compare and contrast this chart with the roles they

Student Activities

Discuss whether or not the President's powers have increased over the years. If so, what evidence can be given to support this?

Read Tugwell's article. Write down whether you agree or disagree with each of his proposals. Discuss the answers. Decide which powers, if any, need to be changed. Also, decide which powers, if any, are more important.

Discuss any limits on the President's powers. Should there be less or more?

Read "Limits on Presidential Power." Discuss it and as a class decide whether you agree or disagree with him.

Define the word: role

Write down all the roles the President plays in American life.

Read the "Roles of the President" chart and compare and contrast these roles with the ones on the board.

Activity 1 (Continued)

Teacher Activities

Student Activities

have on the board. They may want to change the wording or categories of the chart.

Each student should have a list of the Presidential powers and the hand-out "Roles of the President." Have each student put the presidential power under the correct role of the President.

For example:

Role	Power
Commander-in Chief	Commander-in-Chief of the Armed Forces
Chief Diplomat	Makes Treaties, Appoints Ambassadors (Both with the advice and consent of the Senate)
Chief Executive	Makes appointments (with advice and consent of the Senate), Sees laws are carried out, May require opinions in writing of the officer of each executive dept.
Head of State	*Host to foreign diplomats *Ceremonial chairman of some worthy cause
Chief Legislator	*State of the Union message *(Today he actually proposes legislation) Call Congress into special session

As a class, decide if changes are needed in the chart.

Take the list of Presidential powers and place each power under the appropriate role.

Activity 1 (Continued)

Teacher Activities

Student Activities

Party Leader

*Head of party and usually controls party machinery
*Campaigns for his own re-election and that of his party members

*Not specifically stated in the Constitution, but are commonly practiced by Presidents today.

The above average students will probably be able to transfer the powers in Article II to the "Roles of the President" handout without much difficulty. For average students or above average students who have some difficulty with this activity, you may want to read pages 19-28 in "To Lead A Nation..." An Introduction to the American Presidency.

LIMITS ON PRESIDENTIAL POWER

Adopted from: Rossiter, Clinton, The American Presidency. New York: The New American Library of World Literature, Inc., 1956, p. 31-53.

1. Congress
2. Federal Administration
3. Party in opposition
4. Federal system (state powers)
5. Free enterprise system (business community)
6. Foreign alliances
7. U.S. public opinion

THE PRESIDENTS OF THE UNITED STATES

George Washington

John Adams

Thomas Jefferson

James Madison

James Monroe

John Q. Adams

Andrew Jackson

Martin Van Buren

William H. Harrison

John Tyler

James K. Polk

Zachary Taylor.

Millard Fillmore

Franklin Pierce

James Buchanan

Abraham Lincoln

Andrew Johnson

Ulysses S. Grant

Rutherford B. Hayes

James A Garfield

Chester A. Arthur

Grover Cleveland

Benjamin Harrison

Grover Cleveland

William McKinley

Theodore Roosevelt

William H. Taft

Woodrow Wilson

Warren G. Harding

Calvin Coolidge

Herbert Hoover

Franklin D. Roosevelt

Harry S. Truman

Dwight D. Eisenhower

John F. Kennedy

Lyndon B. Johnson

Richard M. Nixon

Gerald R. Ford

James Earl Carter

ROLES OF THE PRESIDENT

(Taken from Quiz #2 "The Shaping of the Presidency" from To Lead a Nation)

President	Commander in Chief	Chief Executive	Chief Diplomat	Head of State	Chief Legislator	Party Leader

Activity 2

Instructional

Objective: After watching the filmstrips and studying the readings, students should be able to fill in the "Roles of the President" chart and list some major Presidential decisions.

Materials: Filmstrip--Presidents and Precedents

"To Lead A Nation..."

Handouts--The Presidents of the United States
Roles of the President

Special Directions to the Teacher:

You may use all of the filmstrips mentioned or just some of them. Time constraints and the student's interests may dictate how many of the filmstrips you wish to use. You may decide to choose just one or two Presidents from the 19th and 20th centuries rather than the number included here. Both the "To Lead A Nation..." and the "Presidents and Precedents" series have excellent Teacher's Guides, booklets (Our Presidents and Their Times), background information, stencils, readings, bulletin board material and quizzes. Depending on how many filmstrips you use, this activity could take from two to four class periods.

Teacher Activities

Student Activities

The first, second and third filmstrips with accompanying cassettes of "To Lead A Nation..." and the filmstrips and cassettes of specific Presidents from Presidents and Precedents give a good overview of the Presidency, the roles the President must play and some important decisions made by each. As they watch the filmstrips, have the students fill out the "Roles of the President" chart for those Presidents discussed; also have them list on the chronological list of the Presidents important decisions these particular Presidents made.

After watching the assigned filmstrips, fill in the "Roles of the President" chart for those Presidents discussed.

On the chronological list of the Presidents, add any important decisions a particular President made.

Activity 2 (Continued)

Teacher Activities

Student Activities

With the role chart and the list of the Presidents in their hands, have the students watch filmstrip I in "To Lead A Nation..." and the filmstrip "George Washington" from Presidents and Precedents. Give them time to fill in both sheets.

Again with the same two sheets, have them watch filmstrip II of "To Lead A Nation..." (Outstanding Presidents of the 19th and early 20th centuries). In the media center, arrange one station for each of the following Presidents: Thomas Jefferson, James Monroe, Andrew Jackson, Abraham Lincoln and Theodore Roosevelt. At each station have the appropriate filmstrip from Presidents and Precedents, the appropriate pages marked in the booklet "Our Presidents and Times," which comes with filmstrip series, Presidents and Precedents, and any appropriate library materials on the particular President studied at that station. From the filmstrip and readings, the students should be able to complete the "Roles of the President" chart and the decisions on the Presidential list for the Presidents discussed.

Filmstrip III of "To Lead A Nation..." deals with the major Presidents since 1912: Woodrow Wilson, Franklin Delano Roosevelt, Harry Truman, Dwight Eisenhower, John Kennedy, Lyndon Johnson and Richard Nixon. Once again the whole class can watch this filmstrip, and then divide into groups with the appropriate filmstrip, reading from the booklet, "Our Presidents and Their Times" and readings from library materials. From these, the students should be able to complete the two handouts on the above mentioned Presidents.

Activity 3

Instructional

Objective: As a result of this lesson, students should be able to compare and contrast the roles of the Presidents they have studied, evaluate their decisions, identify how historians rate Presidents and how they themselves would rate some of the modern day Presidents.

Materials: Handouts--Rating of the Presidents
What Makes a President Great (Master #5 from "To Lead A Nation..." Teacher's Guide)

Special Directions to the Teacher:

This activity is optional. The teacher could omit most of this and not really interrupt the continuity of the unit. Activity 4 deals with Presidential decision-making, and although Activity 3 has some material that serves as an introduction to decision-making, one could eliminate Activity 3 or just use some parts of it. Whether one uses all of Activity 3 or very little of it, it can be done in a class period or two at most, because much of it can be given as a homework assignment.

This activity could be a high interest one. Students enjoy seeing how various Presidents were rated, and how they themselves might rate some. This also generates the students into thinking about what decisions a President made that might have determined his place in history.

Teacher Activities

Student Activities

Have one or more of the students read "What Makes a President Great" to the rest of the class. Allow them time to reflect on what they learned from the filmstrips and readings.

One or more students read aloud "What Makes a President Great."

Given the information from the filmstrip and the readings, discuss what you think makes a President great, average, and below average.

Distribute the "Rating of the Presidents" handout. Give them time to see where the historians rated the particular Presidents they have studied. Do they agree or disagree with the historians' decision?

Study the "Rating of the Presidents" handout. Discuss whether you agree or disagree with the ratings.

Activity 3 (Continued)

Teacher Activities

Ask the students to rate the Presidents from Kennedy to the present day. What criteria do they want to use? They could discuss their criteria and the rating of the Presidents in groups of four to six. The students need to go to the library and look in: Time, Newsweek, Congressional Digest, Foreign Affairs, National Review, U.S. News and World Report for additional information on the Presidents since 1960.

Once they have rated the modern Presidents, allow them time to explain why they put each President in a specific category:

Did they feel that the Presidents who had the opportunity to make significant decisions were rated higher than those who did not? Did they rate the Presidents from 1960 on the basis of important decisions that they made?

When they rated the Presidents from 1960 on, what did they consider some important decisions that these men made? Some possible decisions might be -- The Bay of Pigs, Cuban Missile Crisis, James Meredith decision, Increase in commitment to Vietnam, Johnson's decision not to run for re-election, Nixon's decision to bomb Cambodia, Nixon's decision to withdraw from Vietnam, Nixon's decision to open relations with Mainland China, Nixon's decision to resign, Ford's decision to pardon Nixon, Carter's decision to have formal diplomatic relations with China.

In the students' evaluation of the Presidents, did they take these events or how the President handled them into account?

Student Activities

Using the same categories as the historians, rate the Presidents from Kennedy to the present day. This should be done in small groups.

Each group should explain their decisions to the entire class.

The class as a whole should discuss their reasons for rating Presidents as they do.

What decisions did they consider significant?

In the rating of the modern Presidents, was how he handled a situation taken into account?

Activity 3 (Continued)

Teacher Activities

Student Activities

The teacher needs to make the students aware of pending presidential decisions (health care, energy, inflation).

Discuss some present important issues on which the President must make some important long-range decisions.

RATING OF THE PRESIDENTS

Results of the Poll

Great

- | | |
|--------------------------|---------------------|
| 1. Abraham Lincoln | 4. Woodrow Wilson |
| 2. George Washington | 5. Thomas Jefferson |
| 3. Franklin D. Roosevelt | |

Near Great

- | | |
|-----------------------|----------------------|
| 6. Andrew Jackson | 9. Harry S. Truman |
| 7. Theodore Roosevelt | 10. John Adams |
| 8. James K. Polk | 11. Grover Cleveland |

Average

- | | |
|-------------------------|--------------------------|
| 12. James Madison | 18. James Monroe |
| 13. John Quincy Adams | 19. Herbert Hoover |
| 14. Rutherford B. Hayes | 20. Benjamin Harrison |
| 15. William McKinley | 21. Chester A. Arthur |
| 16. William Howard Taft | 22. Dwight D. Eisenhower |
| 17. Martin Van Buren | 23. Andrew Johnson |

Below Average

- | | |
|----------------------|---------------------|
| 24. Zachary Taylor | 27. Calvin Coolidge |
| 25. John Tyler | 28. Franklin Pierce |
| 26. Millard Fillmore | 29. James Buchanan |

Failures

- | | |
|----------------------|-----------------------|
| 30. Ulysses S. Grant | 31. Warren G. Harding |
|----------------------|-----------------------|

Seventy-five historians rated the effectiveness of the Presidents up to John F. Kennedy.

Which two did they leave out? Why do you suppose they did this?

Adapted From: Schlesinger, Arthur M.
Paths To The Present.
Cambridge, Mass.: The
Riverside Press, 1964,
pp. 104-105.

RATING OF THE PRESIDENTS

(Continued)

Questions the historians took into consideration:

1. Was his Presidency during good or bad times?
2. Did he use a creative approach to problems?
3. Was he the master of events?
4. Did he use his prerogatives to advance the public welfare?
5. Did he choose good men?
6. Did he safeguard American interests?
7. Did he affect the future in significant ways?



Activity 4

Instructional

Objective: After this lesson, students should be able to identify and/or construct a Presidential decision-making model or process.

Materials: Handouts---Sources of Influence
Steps in Presidential Decision-Making

**Special Directions
to the Teacher:**

If you have used the last part of Activity 3, you can more directly get into this activity. If you did not, you probably need to discuss some recent Presidential decisions. This activity should take no more than one or two class periods.

Teacher Activities

Student Activities

Ask the students to think of one decision they have made in the past few months. On a piece of paper have them write down the process they went through to reach this decision.

From this, stimulate a class discussion on how one goes about making a decision. What process do they think a President might use? After some discussion, hand out Sorensen's "Steps in Presidential Decision-Making." Encourage them to reword these and perhaps add or delete some. As a class, come up with some steps in Presidential Decision-Making.

As they watched the filmstrips, the students noted a number of important decisions made by Presidents. Give the students time to share some of these with each other. (Some decisions they might mention: Jefferson and the Embargo Act, Jefferson and the Louisiana Purchase, Adams and his avoidance of War with France, Washington and his two term precedent, Cleveland and the veteran's demands, F.D. Roosevelt and the Bank Holiday, Wilson and U. S. entry in World War I,

Write down one important decision that you personally have made in the last few months. See if you can remember the process you went through to make that decision.

From your list of Presidential decisions, taken from the filmstrips and readings, discuss what you consider to be some important historical Presidential decisions.

Activity 4 (Continued)

Teacher Activities

Student Activities

Truman and the Atomic Bomb, Lincoln and the Resupplying of Ft. Sumter, Kennedy and the Cuban Missile Crisis).

Ask the students what groups they think would be most instrumental in influencing presidential decisions. Hand out Sorensen's "Sources of Influence." Why do they suppose Sorensen thought these groups particularly important? See if there are any groups they would like to add.

Also, you might encourage some of your students to react to the quotations on Sorensen's "Sources of Influence" sheet.

Discuss and list which groups would be very influential in helping a President make up his mind.

Read Sorensen's "Sources of Influence." Add any groups you feel have been omitted from his list.

Agree or disagree with the quotations on Sorensen's "Sources of Influence" sheet. Support your answer.

SOURCES OF INFLUENCE

Adopted from: Sorensen, Theodore C. Decision-Making in the White House.
New York: Columbia University Press, 1963, pp. 43-84.

I. Politics

- A. Public opinion
- B. Pressure groups, Congress, press

II. Advisors

- A. Experts in the field
- B. Presidential Assistants and White House Staff Advisors
- C. Cabinet
- D. Univ. people, congressmen, friends, elder statesmen

Do you agree or disagree with these quotations?

"Finally, a President's evaluation of any individual's advice is dependent in part on the human characteristics of both men." (Sorensen, p. 74)

"But advisors, however respected, are still advisors, and the Constitutional Convention, after long debate as to whether the President should, in effect, be required to accept the views of his Executive Council, instead entrusted the final power of decision to the one man with the most comprehensive perspective--the President." (Sorensen, p. 78)

III. Presidential Perspective

Do you agree or disagree with these statements?

"It is not a choice to be exercised lightly. In choosing between conflicting advice, the President is also choosing between conflicting advisors, conferring recognition on some while rebuffing others." (Sorensen, p. 79)

"The nation selects its President, at least in part, for his philosophy and his judgment and his conscientious conviction of what is right--and he need not hesitate to apply them." (Sorensen, p. 84)

Steps in Presidential Decision-Making

Adopted from: Sorensen, Theodore C. Decision-making in the White House.
New York: Columbia University Press, 1963, p. 18-19.

1. Agreement on the facts
2. Agreement on the policy objective
3. A definition of the problem
4. A list of all the alternative
5. A list of consequences for each alternative
6. A final choice
7. An announcement of the decision
8. A planned route for its execution

Activity 5

Instructional

Objective: Following the study of Truman's decision to fire MacArthur, students should be able to write or identify clearly the problem Truman faced, the alternatives he had, the consequences of each alternative, the groups or people who influenced him and the reason for his final decision.

Materials: Excerpts--Truman, H.S. Memoirs
Plays--President's Choice, pp. 8-11.
Handouts--Presidential Decision Chart
Truman

Special Directions to the Teacher:

There are a number of Presidential decisions you could role play and get the same desired effect. R.I.M.'s President's Choice has a number from which you could choose. If one of the others suits your purposes better, then by all means use it. This activity should take no more than a day or two at the most.

Teacher Activities

Student Activities

In order to see how a President makes a decision, stimulate the class into wanting to see how one President made one important decision.

Have two different students give short reports on Truman and MacArthur so everyone in the class is familiar with the two protagonists. These two assignments should be given as extra credit homework to the two students involved.

For homework, ask the students to investigate the Korean War. Have them find the Who, What, When, Where, Why and How of the situation.

Distribute the "Presidential Decision Chart."

One student will give a report on Truman, stressing his Presidential years. Another student will report on Douglas MacArthur, stressing his service in the Korean War.

Write an identification for the Korean War: Who, What, When, Where, Why and How.

Activity 5 (Continued)

Teacher Activities

Have the students role play the situation. Use R.I.M.'s President's Choice (pp. 8-11 to demonstrate Truman's dilemma). As they role play this, have them fill out the "Presidential Decision Chart." For above average students (also a good resource for the teacher), handout Chapter 27 from Truman's Memoirs. This gives an in-depth look at Truman's alternatives and the reasons for his decision.

As a group, or in small groups, give the students time to discuss the alternatives, the groups that may have influenced him, and whether they feel Truman made the right decision.

Hand out Truman's statement. Do they agree or disagree with this quotation. Encourage them to support their opinion.

Student Activities

Role play Truman's decision to fire MacArthur.

Fill in the "Presidential Decision Chart."

In small groups, discuss Truman's alternatives, the groups that may have influenced him and whether he made the right decision.

Read Truman's statement. Agree or disagree with this quotation, but support your answer.

TRUMAN

"Of course, I would never deny General MacArthur or anyone else the right to differ with me in opinions. The official position of the United States, however, is defined by decisions and declarations of the President. There can be only one voice in stating the position of this country in the field of foreign relations. This is of fundamental constitutional significance."

Truman, Harry. Memoirs by Harry S. Truman: Years of Trail and Hope 1946-1952, p. 355.

Activity 6

Instructional

Objective: As a result of this study, students should be able to identify, compare and contrast some important Presidential decisions and the process used in reaching these decisions.

Materials: Excerpts--Borden, M. American's Ten Greatest Presidents
Chinard, G. Thomas Jefferson
Link, A.S. American Epoch
Morris, R. Great Presidential Decisions
*Potter, D. M. Lincoln and His Party in the Secession Crisis
Sandburg, C. Abraham Lincoln
Plays--President's Choice, p. 10-12.

Special Directions to the Teacher:

Because of the difficulty of the readings and the subject matter itself, this activity should be used with capable above average and advanced students. The readings should be assigned as homework. The presentations and the discussion would probably take a period and a half to two full periods.

Teacher Activities

Divide the class into three groups. One group will study Thomas Jefferson and his decision to purchase the Louisiana Territory; another will study Abraham Lincoln and his decision to resupply Fort Sumter; the third group will examine Woodrow Wilson's decision to enter World War I. Give each group the proper filmstrip, handouts, booklets, and other materials. Allow them time in the media center to find other materials on their decision.

Student Activities

Have each group do the following activities:

1. Fill out the "Presidential Decision Chart" on a stencil to be run off for the rest of the class.
2. Choose three people to represent the group. One of the three will play the part of the President's campaign manager, another will play the President himself, and the third will act as an opponent of the President's decision.
3. Give a presentation to the class. The campaign manager introduces the President with a few personal remarks and explains the crisis and the decision made. The President explains his decision-making process, the groups which influenced him, and the reasons for

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Book is included.

Activity 6

Teacher Activities

Student Activities

When the three presentations are finished, have each member of the class write a paper on the significance of the three decisions.

his decision. The opponent of the decision argues his point of view and shows what better alternatives the President had to choose from.

Activity 7

Instructional

Objective: Upon completion of this activity, students should be able to conduct an interview and construct interview questions of their own. They also should be able to identify the groups that influenced Kennedy and to list his alternatives. They will be able to differentiate between positive and negative reactions by the press and citizens to a President's decision.

Materials: Excerpts--Schlesinger, A. A Thousand Days
Plays--President's Choice, 10-14.
Handouts--Interview on the Cuban Missile Crisis

Special Directions to the Teacher:

This activity will take two or three class periods.

Teacher Activities

Have the students read (in their textbook) about the Cuban Missile Crisis. The above average and advanced students should read pp. 794-819 in Schlesinger's A Thousand Days.

The students should participate in R.I.M.'s role play of the situation. Assign parts the day before and be sure that each student investigates the person he or she will portray.

After they role play the Cuban Missile Crisis, give them time to fill out the "Presidential Decision Chart."

Prepare the students for a library assignment. Review the use of the Reader's Guide with them. Ask them to locate magazine and newspaper articles on the Cuban Missile Crisis. Have them directly quote some of the positive and negative reactions of the press. Ask them to write a paragraph evaluation of the press reaction to Kennedy's handling of the situation.

Student Activities

Read in your textbook about the Cuban Missile Crisis.

Role play the situation. Investigate whom you are playing.

Fill out the "Presidential Decision Chart."

In the media center locate magazine and, if possible, newspaper articles on the Cuban Missile Crisis. On a piece of paper, directly quote some of the positive and negative reactions of the press.

Write a paragraph evaluating the press reaction to Kennedy's handling of the situation.

Activity 7 (Continued)

Teacher Activities

In order for them to see how some of the citizens reacted to Kennedy's handling of the crisis, distribute the handout, "Interview on the Cuban Missile Crisis," or have them design a form of their own. Ask them to talk with at least three people who lived through the event. Have them quote exactly their sources' answers.

Encourage them to share the responses with the rest of the class.

Student Activities

Using either the prepared interview form or one the class has constructed, interview at least three people who lived through the Cuban Missile Crisis. Quote your sources' exactly.

Share the responses with the rest of the class.

INTERVIEW ON THE CUBAN MISSILE CRISIS

What do you remember about the Cuban Missile Crisis?

What domestic pressures do you think influenced Kennedy?

In your opinion, what foreign pressures had an influence on Kennedy?

What alternatives do you think Kennedy had at that time?

Did they agree with Kennedy's decision at that time?

In light of events since that time, what do you think of Kennedy's decision now?

ACTIVITY SET EVALUATION

I.

Under which of the Presidential roles (Commander-in-Chief, Chief Executive, Chief Legislator, Chief Diplomat, Party Leader, Head of State) would you put the following powers:

1. Asks for written opinions from department heads
2. Serves as head of the Armed Forces
3. Serves as Honorary Chairman of the March of Dimes
4. Gives a state of the union address
5. Appoints ambassadors (with advice and consent of the Senate)
6. Greets visiting dignitaries
7. Appoints Federal Judiciary
8. Campaigns for party's congressional candidates
9. Appoints members to his cabinet (with advise and consent of the Senate)
10. Makes treaties (with the advice and consent of the Senate)
11. Campaigns for his own re-election
12. Sees that laws are carried out

II.

List 5 groups or institutions that might limit the President's powers:

1. _____
2. _____
3. _____
4. _____
5. _____

III.

In your own words name 5 key steps in Presidential Decision-Making.

III.

In your own words name 5 key steps in Presidential Decision-Making.

1. _____
2. _____
3. _____
4. _____
5. _____

IV.

Name 4 groups that might influence the President's decisions:

1. _____
2. _____
3. _____
4. _____

V.

(Distribute a Roles of the President chart).

Choose any three Presidents you have studied and fill in the appropriate answer for each category.

VI.

Why did Truman feel that he had to fire MacArthur? What were his alternatives? Given the President's constitutional military role do you feel he did the right thing?

VII.

Write an essay on the significance (to future generations) of one presidential decision!

VIII.

Take any recent or pending presidential decision and design an interview questionnaire for it.

IX.

If another constitutional convention were to be held today, how would you change the constitutional powers and roles of the President? Would you limit his power in any way? Would you expand his power? How would you take into consideration the modern world as you re-examine the Presidency?