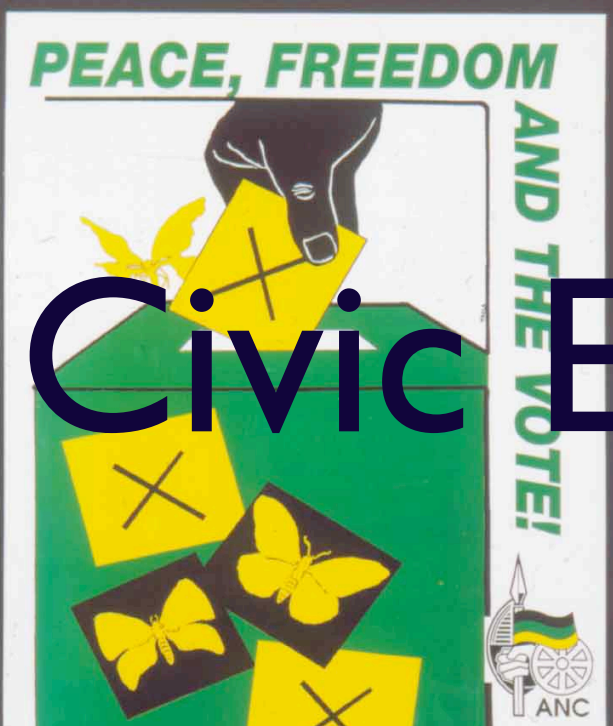
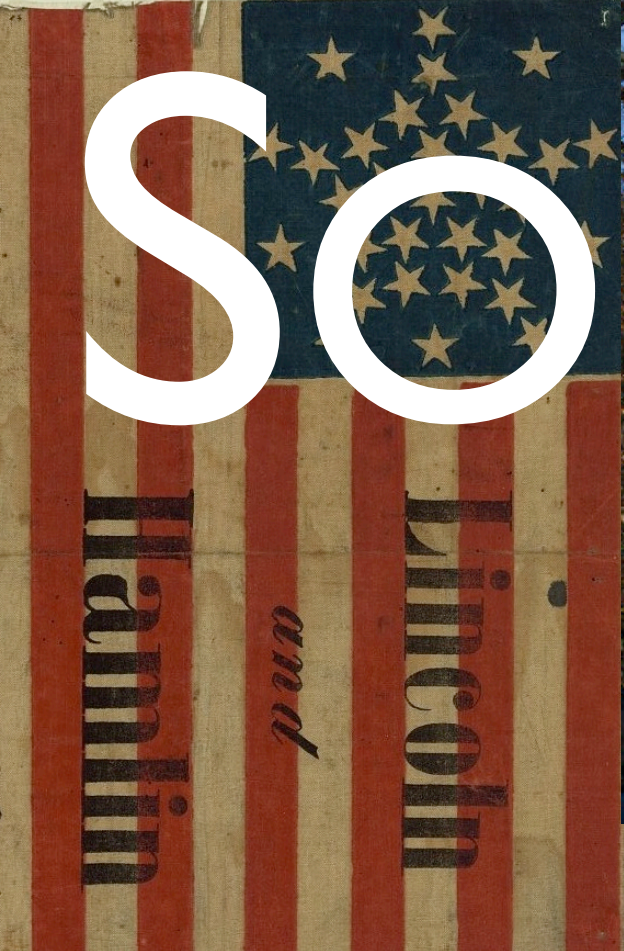


THE SOURCE



Civic Engagement

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2012 Winter Calendar of Open Programs

FEBRUARY

February 7, **"Food for Thought: Chocolate,"** CSULB

February 9, **India Book Club: Tim Keirn, *British Encounters with India*,** CSULB

February 11, **Library of Congress: Teaching with Primary Sources,** UCLA

February 15, **"Sugar in World History,"** UCI

February 16, **"Ending the Cold War,"** UCLA

February 16, **North State World History Online Seminars: "The Rise and Fall of Nazi Germany,"** Broadcast from UCD

February 21, **"Cities In World History: Trade Cities of China,"** Natomas HS

February 23 & March 8, **Library of Congress Workshop, K-6 Teachers,** San Diego COE

February 25, **Saturdays at the Marchand Room,** UCD

MARCH

March 1, **India Book Club: William Dalrymple, *Nine Lives*,** CSULB

March 3, **"Art and Power in Colonial India,"** UCB

March 8, **"Coffee in World History,"** UCI

March 15, **North State World History Online Seminars: "Vietnam as a Cold War Event,"** Broadcast from UCD

March 17, **Library of Congress: Teaching with Primary Sources,** Ronald Reagan Library

March 17, **Spring Conference for Teachers,** CSUDH

March 20, **Cities In World History: Malacca,** Sacramento: Natomas HS

March 21, **"Food for Thought: Cookbooks,"** CSULB

March 31, **Kick-off event for the Cultural Histories of the Hebrew Bible summer institute,** UCB

April

April 17, **Cities In World History: Venice,** Sacramento: Natomas HS

April 18, **India Book Club: Kiran Desai, *Inheritance of Loss*,** CSULB

April 25, **"Food for Thought: Spice,"** CSULB

April 26, **"Popular Movements in Latin America,"** LAUSD's local district 5

April 28, **Saturdays at the Marchand Room,** UCD

For information about any of these programs and events, please contact:
California History-Social Science Project 530.752.0572 or

chssp@ucdavis.edu

Visit our website at <http://csmp.ucop.edu/chssp>

Front Cover Photos: Lincoln Flag, <http://www.loc.gov/pictures/item/2003656566/>

Russian Protesters, <http://digitaljournal.com/image/102030>

United Nations Flags, http://sv.wikipedia.org/wiki/Fil:UN_Members_Flags.JPG

Libyan Woman, <http://digitaljournal.com/image/84232>

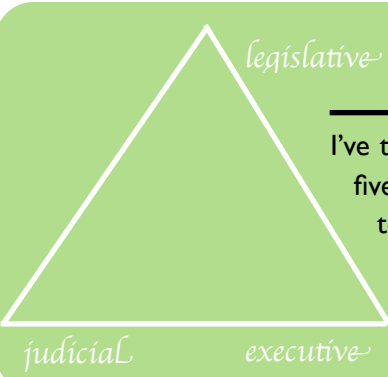
ANC Election Poster, <http://aceproject.org/regions-en/countries-and-territories/ZA/default/search?SearchableText=South%20Africa>

Protests in Tahrir Square, <http://www.fastcompany.com/1720692/egypt-protests-mubarak-twitter-youtube-facebook-twitpic>

Back Cover Photo: McKinley's Inauguration, <http://www.loc.gov/pictures/resource/cph.3a23811/>

What I Learned from Matthew Broderick

by Nancy McTygue, Executive Director, The California History-Social Science Project



I've tried to start this article at least five times and keep coming back to one thing – the movie *Election* with Matthew Broderick and Reese Witherspoon. Released in 1999, this film chronicles the pathetic yet

determined quest of government teacher Jim McAllister (Matthew Broderick) to derail the political campaign of Tracy Flick (Reese Witherspoon), a classic overachiever bent on winning the title of student body president in order to improve her chances of admission to the college of her dreams. Unlike Tracy, most of the student body at this Nebraska high school aren't interested in the election, or in government or politics at all. One of the most memorable scenes is when Mr. McAllister draws that triangle on the chalkboard, connecting the three branches of government again and again and again, monotonously intoning “executive, legislative, and judicial,” to a class of students who don't care and aren't listening. I saw this movie during my tenth year teaching government and wondered just how many times I had said the same thing and felt the same lack of response. It was both sad and hilarious and I'm not embarrassed to admit that I rooted for Mr. McAllister's doomed campaign throughout the rest of the movie.

Election's genius was not in Mr. McAllister's twisted plan to subvert a high school student body election. For me, the beauty of the film was the public acknowledgement of what all government and history teachers know, but few will admit publicly. Young people generally don't care about our government because they fail to see the connection to themselves, their families, and their communities. Government in the abstract – the three branches triangle we've all drawn – has little conceptual appeal on its own. Government that makes a tangible impact on what people can or cannot do will provide the motivation and focus needed to support the development of an informed and engaged citizenry. What I learned, and what successful teachers already knew long before me, is that the study of government, at any level, must begin in a reality familiar to our students and only then advance to the abstract that they can adapt and use as adult participants in our democracy.

With that premise at hand, I'd like to share a few tools that I believe help ground the study of politics in familiar territory, while also developing the skills necessary to be a contributing member of our democracy in the future:

1. An in-depth study of selected court cases. I believe that the Bill of Rights is an important, and at times, beautiful articulation of basic human rights. It's also a long list that is difficult for students to unpack and understand its significance. Fleshing out the meaning of the first amendment's protection of free speech by considering cases like *Tinker vs. Des Moines* (1969), where students were punished for wearing armbands in protest against the Vietnam War at school, makes the topic current, relatable, and by placing the case in its appropriate historical context, increasingly significant and understandable.

2. A careful, but limited, examination of issues that directly impact students' lives. Relevance is a tremendously important ingredient in engaging student interest. Dedicating discussions to topics that can be directly relevant to their lives before studying the political process can produce significant motivation. For example, I taught in a town with a relatively large military population. Focusing our discussion on issues important to that community – pay and benefits for veterans, support for military families, deployment issues – provided a great foundation for students as they considered the electoral process writ large. How much did candidates pay attention to these important issues? These concrete discussions can then quickly move to more generally held and abstract concerns, such as our foreign policy and appropriations for the defense department or the initiative process.

3. Participatory instruction. The study of political science lends itself beautifully, in my opinion, to activities that both deepen content understanding and develop important public skills – the ability to both create and evaluate an argument, the capacity to work together with a diverse group to pursue a common goal, and the willingness to sacrifice individual needs for the common good. Organizing students into competing interest groups, campaign staffs, or congressional leadership teaches students how to work together, make an argument, and put the needs of others before their own. At the same time, it begins to show how individuals and groups can affect change, the electoral process, and our system of government.

Matthew Broderick's character, Jim McAllister, didn't fare too well in *Election*. By the end of the movie, his wife has left him and he's forced to resign his teaching position in disgrace. Given his actions during the movie, I think this is probably an appropriate ending, but I can't help wishing that things had turned out better for him. I think I'm going to rent that movie again – just to see the triangle scene one more time.

Lincoln and Historical Nuance

by Dave Neumann, Site Director, The History Project at CSU Long Beach & Dominguez Hills

As we enter presidential election season, we can count on every candidate slinging one particularly damning accusation at his or her opponent: flip-flopper! While this accusation sometimes highlights a candidate's genuine weakness, often it says more about the accuser who fails to appreciate the wisdom of having nuanced views on complicated issues, or for modifying their views after greater consideration.

Using the example of Lincoln's views on slavery, history educators can teach students the complexity of national political decisions. This historical skill can help stir a hunger for political discourse that is richer and more nourishing than empty sound bites.

In its understandable desire to celebrate Lincoln for civic purposes, the California Standards often set up a very simple portrait of him in the early years that becomes hard to shake. Teachers are instructed to begin "honoring" Lincoln in kindergarten. In second grade, he is included as one of the "heroes from long ago...[who] made a difference in others' lives" and the following year as "an American hero who took risks to secure our freedoms."

By eighth grade, when students are ready to more soberly "discuss Abraham Lincoln's presidency," the die may already be cast. Many secondary students, as well as adults, continue to believe that the South seceded because Lincoln, backed by a unified abolitionist Republican North, hated slavery and vowed to end it when he became president. If they learn a more complicated story in which, for example, Lincoln opposed slavery in the territories but not in southern states, or that he permitted slavery in the border states while announcing Emancipation, they are tempted to respond cynically, mistakenly viewing Lincoln as a hypocrite—a nineteenth-century flip-flopper.

Far from being a flip-flopper, however, Lincoln possessed enough wisdom (a quality we are taught early on to admire in him) to

hold complex views on a fraught issue. As a Republican, Lincoln opposed the expansion of slavery into recently-acquired federal territories, but treated that as a separate issue from the status of slavery in states where it had long been legal. Though he found the institution of slavery morally repellant, he did not think that he possessed the constitutional authority to abolish slavery where it already existed.

Political calculations complicated his already-complex views. Winning less than half of the popular vote and, after secession, controlling a region that included many hostile Democrats, he moved cautiously. Though he could not afford to alienate the slave-owning border states, he quietly began state-by-state negotiations (ultimately unsuccessful) for gradual, compensated emancipation.

Finally, his views on slavery did change markedly over the course of the war. While he went out of his way to reassure Southerners that his views on slavery did not make his election a cause for Southern alarm in his First Inaugural Address, exactly four years later he claimed that the war had been divine punishment for slavery. This reassessment of the relationship between slavery and the war does not, however, reflect flip-flopping, but a greater maturity in assessing the injustice of slavery.

The example of Lincoln can help students see that what looks like flip-flopping might deserve our respect if we look more closely. Here are some ideas teachers might develop in their classrooms:

1) Since many issues are complex, nuance can be a valuable characteristic. We should teach students not to excoriate people for careful/complex positions or for changing their minds.



Abraham Lincoln and his Emancipation Proclamation
The Strobridge Lith. Co., 1888.

Image from Library of Congress

<http://www.loc.gov/pictures/item/975075111>

2) People are all products of their historical contexts. Even the most sympathetic scholar of Lincoln probably recognizes that, by twenty-first century standards, the president's views of African-Americans were less than fully egalitarian—though more generous than those of many of his contemporaries. So we need to teach students the way that context shapes one's views.

3) Since no article about historical thinking would be complete without a nod to reading primary sources, we should emphasize the close reading of at least portions of important texts to help illustrate complex ideas. Careful attention to Lincoln's First

Inaugural Address, for example, would dispel many of the most simplistic stereotypes of Lincoln's views. The CHSSP's recently-created Blueprint curriculum provides an excellent model lesson that does just that.

Together, these three points could help Americans develop greater civic wisdom. Our political discourse would be elevated if we paid more attention to understanding what candidates believe and why, and less time trying to catch them out in some contradiction. In short, it might help us have, as Lincoln called for in his Second Inaugural Address, "malice toward none, with charity for all."

Making Civic Education Fun:



On December 12, 2011, more than 700 high school students from Los Angeles and Ventura counties attended a special presentation by retired Supreme Court Justice Sandra Day O'Connor at the Ronald Reagan Presidential Library in Simi Valley. O'Connor began her talk by noting that she's "...now an unemployed cowgirl," in reference to the cattle ranch she grew up on near the Arizona and New Mexico border. O'Connor regaled the young audience with stories of her youth, "I grew up on the back of a horse," the prejudices she faced as a Stanford law graduate seeking an interview from the law firms recruiting on her campus, "I was female and they wouldn't talk to me," and the pressure she faced as the first woman Justice, "...exciting to be the first, but I did not want to be the last."

One of the reasons O'Connor came to the Reagan Library was to promote iCivics, a web-based educational tool envisioned by the retired Justice to improve student knowledge of civics through games and teacher resources. iCivics games provide students with the chance to run their own mock presidential election, work as a member of Congress to pass a piece of legislation, try to juggle the multiple tasks of the President, guide newcomers through the immigration process, and control the budget of the federal government. These are just a few of the nearly twenty games, built around these themes:

- the three branches of government and separation of powers
- citizenship and participation
- the Constitution and Bill of Rights
- budgeting
- foreign policy and national defense

Through such virtual experiences, iCivics aims to draw students into greater civic engagement in their own communities and beyond.

Teachers can find lesson units covering all of the above themes, as well as:

- the foundations of government
- persuasive writing
- politics and public policy
- state and local government

Additionally, iCivics sponsors an ongoing competition for the best student-run community service project (and voted on by his or her peers). Every three months, the winning project receives \$1,000.



Sandra Day O'Connor, retired Supreme Court Justice, and founder of iCivics. Photo from Supreme Court Historical Society.

To see a recording of Justice O'Connor's presentation and her answers to questions posed by students, visit the Reagan Foundation channel on YouTube or simply click here: www.youtube.com/watch?v=Ho-WHjzwjTM.

To learn more about iCivics or try out one of their games, visit their website: www.icivics.org.

Parliamentary Debate Bolsters Citizenship Skills

by Michael Baradat, Sutter Middle School

A wave of competition is sweeping through middle schools around the country. This competition requires hours of training and practice. It requires high levels of teamwork and dedication to perfect the skills necessary to take home the top prizes. This 'wave' is Parliamentary Debate, and it is enjoying a new-found popularity for students in the classroom and at tournaments.

I am fortunate to have been the coach of the debate team at my middle school for the past eight years, and to teach the elective class "Introduction to Debate." In that time I have seen hundreds of students develop and hone critical thinking skills they can use in every facet of their education and careers. When students can connect events of the past and the lessons learned from those events to the experience of living in this country today, they begin to open up and share their thoughts and listen to the opinions and experiences of others. Oftentimes these discussions turn lively, sides form, and then a debate erupts. Middle school students are only a few years away from participating in the democratic process; discussing history in relationship to current events helps these students express what they think through meaningful discourse.



Students Stephen Liu and Maya Navarrete

Effectively using debate in the classroom requires listening and speaking protocols. As exciting it is for a teacher to have a classroom full of teens who want to talk, a classroom debate can quickly degenerate into thirty-five separate discussions or a shouting match. In competition, we compete in three-person Parliamentary debate, where the proposition side is the government, and they are required to argue a resolve (i.e.

Congress should adopt the DREAM Act). The opposition side argues the negative. In the classroom, I teach debate through different activities that support competitive debate. The students are especially fond of Open Forum Debate where they can speak for as long as they want, as long as it is on topic. When they relinquish the floor, the next person must respond to something that the previous speaker has said before they add any new information or arguments.

In my history classes, we use topics throughout the curriculum to support discussions and debates, such as Loyalists/Patriots, ideas that went into the Constitution, Andrew Jackson as hero or villain, North vs. South in regards to slavery and the Civil War, etc. My end of the year final is a debate where students portray figures from American History and argue a topic about American life that I give them (e.g. America is the land of the free). Students have to apply the history they have learned to create an argument that their character would advocate in his or her own time period. It is a favorite event among my students, and the debate often challenges them beyond what a test can do.

Practicing debate and public-speaking supports students' success in the classroom. Students follow a simple formula of Argument-Reasoning-Evidence or A-R-E (Meany and Shuster, *Speak Out!: Debate and Public Speaking in the Middle Grades*). Students take a side and create their argument in the form of a statement (i.e. 'Occupy protestors do more good than harm'), then think of reasons to support their statement, and finally research articles that support their reasons. Following this model helps students develop strong critical thinking skills supported by practice in research. When students take a stand, it actually becomes fun for them to do the research. They become focused when they research a topic, they learn to select better sources to use in their arguments and research, and they become better at articulating their points. Over the years I have found that when students are trying to argue against their own natural inclination about an issue, they work harder to prove their point. Both in the classroom and with my team, students try to out-think their adversaries, and enjoy the victory when they out-reason their opponents.

Students in my debate class often take the elective for both years, and then move on to debate in high school. I have



Students Ethan Kwong (speaker), Olivia Sison, Samantha Scatton, and Alex Bahm

witnessed students become better students overall because they feel connected to their learning. Debate allows Middle School students to have something that they don't always feel that they own, a voice.

Michael Baradat is a History Project at UC Davis "Fellow." He teaches at Sutter Middle School in the Sacramento City Unified School District and participates in a Teaching American History grant and the Library of Congress' Teaching with Primary Sources Level II program. Baradat won the CHSSP's teacher writing contest for this issue of *The Source*. Forthcoming issues will include a writing competition on the given theme; look for more information via email and Facebook.



Blueprint Civil War Unit Ready for Classroom Test

The *History Blueprint* team at the CHSSP Statewide Office has just released its first unit of study. Eighth grade teachers are encouraged to pilot the unit in their classrooms this spring and provide feedback for final revisions. The unit, which can be downloaded for free, provides a comprehensive collection of lesson plans for teaching the Civil War, aligned to both the Common Core and 8th Grade California Content Standards for History-Social Science.

In March, the *Blueprint* team will post a series of online webinars to introduce the curriculum and provide specific instructions for those teachers who want to pilot the materials in their classrooms. The series will include a lecture by a Civil War historian, an overview of the unit's themes and standards, and explanations of how to teach the individual lessons. The first 100 teachers who sign up to pilot the Civil War unit, complete two brief surveys, and submit copies of unidentifiable student work will receive a gift card.

To download the unit and check out the latest web-based tools, visit our new development site, <http://historyblueprint.org/>. For background information on the *History Blueprint* project and the creation of the Civil War unit, visit historyblueprint.ucdavis.edu. To follow the development of the *Blueprint* project, check out the *Blueprint* blog: blueprintforhistory.wordpress.com. To sign up for the pilot, contact CHSSP Coordinator Shennan Hutton at slhutton@ucdavis.edu.

Using Graphic Organizers to Build Students' Critical Thinking Skills about Government and Elections

By Sarah Suponski, UC Berkeley History-Social Science Project

The history of the United States and its government and elections are closely intertwined. In election years, candidates often draw on past events when they make claims about their candidacy, or compare their political outlook to past presidents. The Republican Party's 2012 primary election campaigns are a good case in point, where candidates and conservative activists argue about the intentions of the founding fathers and how to interpret the Constitution. This year, politicians, pundits, and activists ask repeatedly: *Can, and should, we interpret the Constitution?*

Some professional historians have labeled this trend *Historical Fundamentalism* and believe that it is fruitless trying to fully understand the intentions of the founding fathers, and that it is likewise unrealistic to believe that the Constitution should not evolve over time to address new political and social needs.¹ Furthermore, the news media is becoming more and more partisan and networks accuse each other of reporting news through a liberal or conservative bias. As citizens, how should we evaluate this barrage of information and media? How can we make conclusions and inform our political choices? As teachers, how can we help students analyze and evaluate election media from an historical perspective?

Below is a strategy that history teachers can use in their classroom to build their students' critical thinking and analysis skills about government and elections. Using political cartoons, students learn how to recognize symbolism, exaggeration, and irony in primary sources, analyze symbolism, and answer questions about the cartoon's meaning.

Analyzing Political Cartoons

The Library of Congress has a *Political Cartoons in U.S. History* Primary Source Set, found here: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/>

This primary source set includes nineteen political cartoons throughout American history. Political cartoons can be challenging in their use of symbolism, irony, and exaggeration; they are also exciting sources to analyze for these same reasons. In this strategy, developed by the Mt. Diablo USD Teaching American History Grant, students first identify some background information about the cartoon:

- **TITLE OF CARTOON**
- **AUTHOR/PUBLISHER**
- **PLACE AND TIME:** *Where and when was it published? Background information of the publication.*
- **HISTORICAL CONTEXT:** *What was going on during this event or era/period?*

Students then complete the following chart and questions:

DESCRIPTION OF THE CARTOON <i>What I see... What objects, symbols, captions, people are portrayed in the cartoon? Be specific!</i>		MEANING <i>What do the objects, people, words, etc. symbolize or represent?</i>	QUESTIONS/REACTION: <i>I wonder... My reaction to the cartoon is...</i>
<input type="checkbox"/> Symbolism <input type="checkbox"/> Exaggeration <input type="checkbox"/> Captions/ Labels <input type="checkbox"/> Analogy <input type="checkbox"/> Irony		MESSAGE/ARGUMENT: <i>Explain the message of the cartoon. What is the cartoonist's point of view about this topic/issue?</i>	
<input type="checkbox"/> Symbolism <input type="checkbox"/> Exaggeration <input type="checkbox"/> Captions/ Labels <input type="checkbox"/> Analogy <input type="checkbox"/> Irony			
<input type="checkbox"/> Symbolism <input type="checkbox"/> Exaggeration <input type="checkbox"/> Captions/ Labels <input type="checkbox"/> Analogy <input type="checkbox"/> Irony			

Finally, students respond to the following questions:

CRITICAL THINKING

1. What persuasive techniques were used in this political cartoon?

- ☐ symbolism ☐ exaggeration ☐ captioning and labels
☐ analogy ☐ irony

2. What groups would agree or disagree with the cartoon's message? Why?

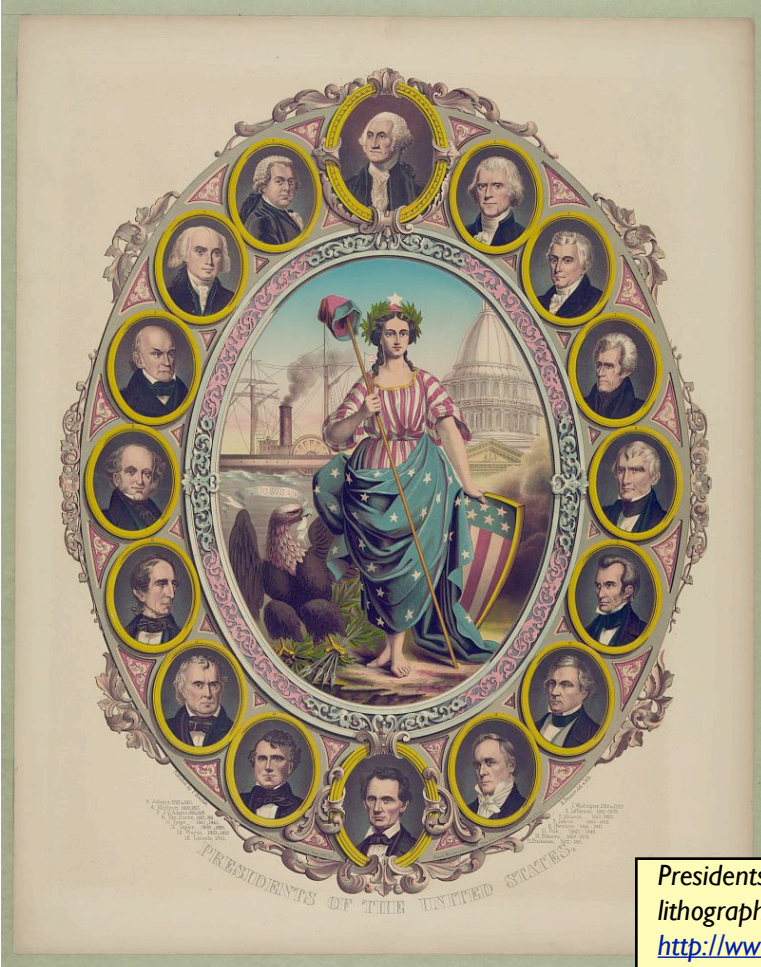
Evaluating historical sources and events will help students understand current political rhetoric, while a thorough understanding of how our government has functioned throughout American history prepares students to be responsible and well informed citizens. Elections in particular are powerful catalysts for profound political and social changes and provide motivation to students, offering many windows into contemporary political arguments.

For examples of lessons that use this analysis strategy, see the *Immigration and Industrialization in the North* 8th Grade Lesson (Cathleen Foster, Will Gregory, Sarah Nice) and *Imperialism and the Panama Canal* 11th Grade Lesson (Jenna Rentz, Lauren Weaver): <http://www.tah4all.org>.

I See Johann N. Neem, "Taking Historical Fundamentalism Seriously," in *Historically Speaking* 12(5), November 2011, pp. 2-5, Jill Lepore, *The Whites of their Eyes: The Tea Party's Revolution and the Battle Over American History*, (Princeton University Press, 2010), and Richard Stengel, "One Document, Under Siege," *Time Magazine* (July 4, 2011): 30-45.



1909 Political Cartoon, copyright by E.W. Gustin. Image from Library of Congress <http://www.loc.gov/pictures/item/97500226/>



Presidents of the United States, 1861. Feusier, lithographer. Image from Library of Congress. <http://www.loc.gov/pictures/item/92506068/>

President's Day Discussion Starters

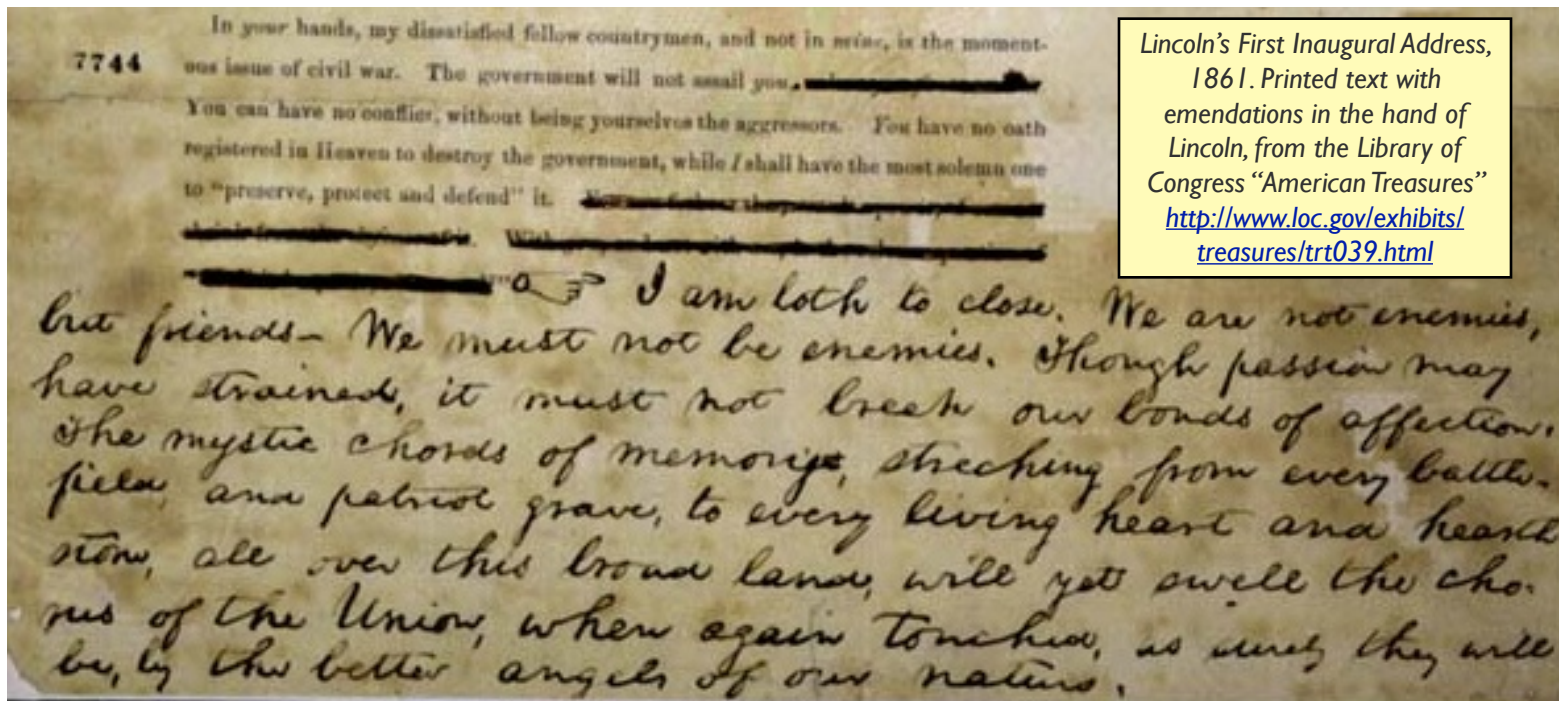
by Shelley Brooks, Communications Coordinator,
The California History-Social Science Project

Americans first began celebrating "Washington's Birthday" in 1832, on the centennial of his birth; four decades later Congress recognized February 22 as a legal holiday. Looking to establish three-day weekend holidays, Congress passed the Monday Holiday Law in 1968, which moved "Washington's Birthday," to the third Monday in the month. Congress also debated changing the holiday to "President's Day" in order to include Abraham Lincoln, who was born on February 12, 1809. Ultimately, Congress rejected the name change, but "President's Day" has become the popular name for this holiday situated between the birthdays of these two prominent presidents. This year, the holiday falls on February 20. On the following page you will find primary source documents from Washington and Lincoln, as well as a striking image of Calvin Coolidge and Native Americans. Consider using these sources as a class opener to prompt discussion about the office of the president, and to encourage investigation of historical context.

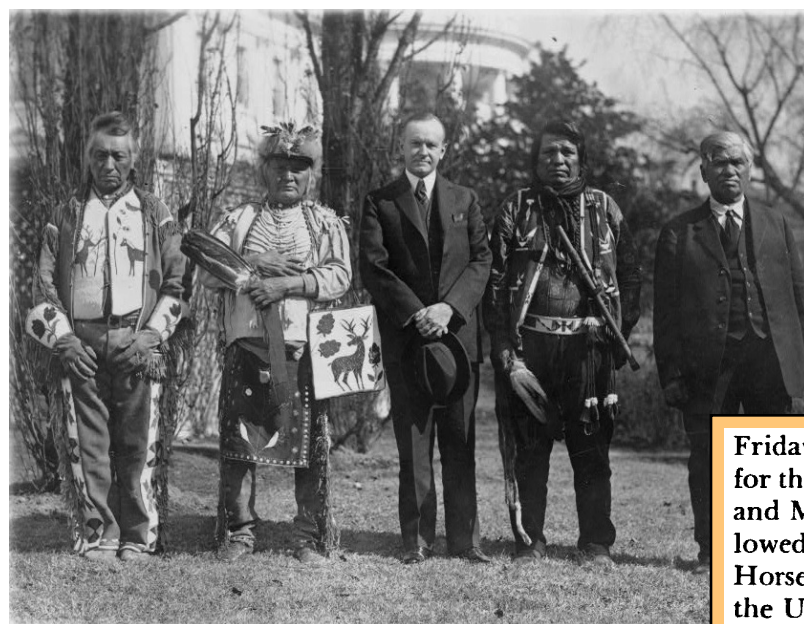
President's Day Discussion
Starters continued on page 10

President's Day Discussion Starters continued from page 9

Possible questions: -What is Lincoln saying about his duty as President? How does he relate to citizens, particularly in terms of their dissatisfaction with his election? How do Lincoln's handwritten notes reveal his concerns and hopes?



Lincoln's First Inaugural Address, 1861. Printed text with emendations in the hand of Lincoln, from the Library of Congress "American Treasures" <http://www.loc.gov/exhibits/treasures/trt039.html>



President Calvin Coolidge posed with Indians, possibly from the Plateau area in the Northwestern United States <http://www.loc.gov/pictures/item/945089911>

Possible questions:

-Why is President Coolidge standing with these Native Americans? Why had they come to Washington, D.C.?
-What relationship did the President and the federal government have with leaders of sovereign Indian nations during the 1920s? How has this changed over the course of United States history?

The Diaries of George Washington. Vol. VI. January 1790. <http://memory.loc.gov/ammem/gwhtml/gwseries1.html#D>

Possible questions:

-Why is Washington so interested in the logistics of the ceremony?
-What role did Washington play in creating the prestige of the office of President?
-How and why is he creating ceremony? How is it distinct from the British precedent?

Friday 8th. According to appointment, at 11 O'clock I set out for the City Hall in my Coach—preceeded by Colonel Humphreys and Majr. Jackson in Uniform (on my two White Horses) & followed by Mesr. Lear & Nelson in my Chariot & Mr. Lewis on Horse back following them. In their rear was the Chief Justice of the United States & Secretaries of the Treasury and War Departments in their respective Carriages and in the order they are named. At the outer door of the Hall I was met by the Doorkeepers of the Senate and House and conducted to the Door of the Senate Chamber; and passing from thence to the Chair through the Senate on the right, & House of representatives on the left, I took my Seat. The Gentlemen who attended me followed & took their stand behind the Senators; the whole rising as I entered. After being seated, at which time the members of both Houses also sat, I rose (as they also did) and made my Speech; delivering one Copy to the President of the Senate & another to the Speaker of the House of Representatives—after which, and being a few moments seated, I retired, bowing on each side to the Assembly (who stood) as I passed, and descending to the lower Hall attended as before, I returned with them to my House.

Digging into the Marchand Archive - Images, Lessons, and a Blog

The article below first appeared in *Into the Marchand Archive*, [<http://marchand.historyproject.ucdavis.edu/>], a blog hosted and maintained by The History Project at UC Davis. The blog highlights key images and teaching resources from the Project's Marchand Archive [<http://historyproject.ucdavis.edu/ic/>], along with reflections from members of our K-16 community of history-social science educators. We invite you to share your own ideas on how these images support teaching and learning. Respond to any post by clicking on the "comments" section to the left of your screen or submit your own experience with using one of our images to historyproject@ucdavis.edu.

Deconstructing "The Mystery of 1920"

Title: "The Mystery of 1920," Leslie's Illustrated Weekly Newspaper, cover, September 11, 1920.

About the image: A well-dressed young woman enters "Voting Booth No. 1."

Why does Natomas Charter School Teacher Jeff Pollard find this image interesting?

"I use this image as part of my introduction to a primary source investigation about the New Woman of the 1920s using Marchand Archive resources. I think it is a fantastic image because it gets students' attention, and the increased status for women in the 1920s is so clear. The image itself does a lot of work for me as a teacher by setting up my investigation. The title of the image is "The Mystery of 1920." So I ask students, "What is the mystery?" Students clearly can see that this New Woman was confident, stylish, and even a bit egotistical in her glance. Through analyzing the image students come to the conclusion that the mystery of 1920 is the question: How will America be changed as women step into voting and toward political equality? It is a great example of how images can be used to set up investigations, get students' attention, and link a concept to an image. I come back to this image later in the year when I review for the the standardized test required by California. I show this image again and ask students the following questions: What was the mystery? Why 1920? What amendment granted women suffrage? The students remember the image and remember the content associated with it as well."



A well-dressed young woman enters "Voting Booth No. 1." Image from the Marchand Archive.

Related Topics/Themed Collections: Twenties, 20's pop culture, women

Lessons in the Marchand Collection:

- The "New Woman" of the 1920s by Jeff Pollard, CHSS 11.5.4, 11.5.7, IN PRINT – AVAILABLE ONLY IN THE MARCHAND ROOM
- Slang in the 1920s by Kevin Williams, CHSS 11.5, IN PRINT – AVAILABLE ONLY IN THE MARCHAND ROOM

Resources Available in the Marchand Collection:

Roland Marchand, *Advertising the American Dream: Making Way for Modernity, 1920-1940*, Berkeley: University of California Press, 1985.

Democracy, Citizenship, and the Presidency

by Mary Miller and Emma Hipolito, Co-Directors, UCLA History-Geography Project

The word “propaganda” is likely to come up over and over again during this election year. Interestingly, it was originally a relatively benign term referring to dissemination of information or a position but is now heavy with negative connotations about bias, manipulation, and indoctrination. If students are to develop the skills necessary for knowledgeable citizenship, they will need to be alert to how political ads are structured and be familiar with common propaganda techniques in order to evaluate the campaign messages we will be besieged with this year.

In an effort to have students look critically at the promotional material flooding televisions and mailboxes, they can be asked to look closely at a televised ad for a presidential candidate, candidate mailings, and proposition ads and mailings. Visit <http://mason.gmu.edu/~amcdonal/Propaganda%20Techniques.html> for a full description of propaganda techniques, which can be found in a more student-friendly form at http://score.rims.k12.ca.us/activity/second_war_independence/pages/aganda.html

Questions for critiquing a campaign advertisement:

1. Name of candidate
2. Party represented
3. Date and time of broadcast
4. Channel
5. What preceded and followed the commercial?
6. Setting (office? country road?...)
7. What is the candidate or other person doing? (working at a desk? holding a child?...)
8. How did the commercial try to get your attention?
9. What message is the candidate hoping you will get from the commercial? (i.e. vote for me because...)
10. Did you learn anything specific about the candidate? If so, describe.
11. Is there a reference to the opponent? If so, describe.
12. Who paid for the commercial?
13. What form or forms of propaganda were used in the commercial? Describe. [See reference above.]
14. Based only on this commercial, would you vote for the candidate? Why or why not?

Supplemental activity suggestions:

1. Contact the advertising department of a TV station and a newspaper to determine the cost and number of viewers or readers of an ad. Write a paragraph in which you compare cost and content between these two forms of media, and give your opinion about which is the better value.
 2. Based on the newspaper's description of either candidate's activities for one day, compute typical costs for plane fare, food, limousines, and hotel for the candidate and a hypothetical entourage of five.
 3. Develop an ad campaign to "get out the vote". Include one or more slogans. Specify possible sources of funding, and how you would advertise.
 4. Create a glossary of 15-20 terms related to the election that you have collected from news coverage. (e.g. electoral college)
 5. Cut out a political cartoon about the campaign. Write a paper of opinion taking the same side of the issue.
 6. Create five buttons or bumper stickers for one candidate, each aimed at a different voting bloc.
- Suggestions: women, union members, environmentalists, an ethnic group, the elderly, first-time voters

Students and their parents often commented that this activity encouraged discussion, peaked their interest in campaign management, and made them better-informed present and future voters.

There is one other wonderful resource you should investigate—www.livingroomcandidate.org. It has commercials from every presidential campaign since 1952 when television became a factor in elections. Students can click on Admaker in the red bars on the left to revise actual ads or create their own.

This year will be the first presidential campaign in which social media will surely be an almost universal means of campaigning, adding yet more demands for thoughtful assessment of advertising. To suggest additional ways to evaluate these new campaign technologies or to get a copy of the complete worksheet used in my classes, write me at mmiller@gseis.ucla.edu.

Elections from the World Perspective

by Shennan Hutton, Program Coordinator, The California History-Social Science Project

As we try this year to make our students understand and appreciate the issues at stake in the upcoming U.S. presidential election, examples from elections in the wider world can give them a useful context for democracy. Many Americans do not vote because they think that their vote won't make a difference, or that all politicians are equally corrupt. It's tough to appreciate a liberty that you have always had.

However, when the context is the world rather than just the U.S., there are many inspiring examples of people who fought for the right to vote in free elections, and enthusiastically showed up to vote in those elections in great numbers. A milestone in the end of South Africa's apartheid regime, the 1994 election was the first opportunity for black South Africans to vote. From the time of South Africa's independence from

Great Britain in 1931, the white minority completely controlled political power, denied the black majority political rights and economic opportunity, and divided the population into rigid racial categories in one of the most extreme forms of segregation in modern history. Nelson Mandela, who won the presidency in this election, is the most well-known hero of the long struggle against apartheid. An activist in the African National Congress, he was imprisoned in 1962 and held there until 1990. The white Afrikaner president, F.W. De Klerk, who released Mandela, also deserves credit for the transformation which resulted in this election. De Klerk came from a pro-apartheid family and political party, but used his political position to bring an end to this unjust system. On election day in 1994, so many black South Africans showed up to vote that the election took three days; relatives carried old people to the polls so that octogenarians could cast their first ballots; people waited patiently in line for not hours, but days.

A lesson idea is to project a photograph of black South Africans lined up to vote (a google image search for 1994 South African Election will turn up several such images), and then ask students why they think people were willing to stand in line that long. Why didn't they get frustrated and leave? For what would you be willing to stand in line for hours? Why don't we in the U.S. have that kind of enthusiasm for voting in elections? What is the danger of taking the right to vote for granted?

More recently, pictures of Egyptian citizens massing peacefully in Tahrir Square (cover image) could also help students understand that not all people in the world take the vote for granted. When the dictators began to fall in the amazing events of last year's Arab Spring, we all witnessed the pent-up frustration of people who have no legitimate outlet at the ballot box. Of course, now the picture is much more messy. Once the dictators are gone, the difficult work of putting together parties, platforms, and coalitions, overcoming entrenched interests, and compromising among diverse groups and points of view begins. The high moment of triumph – along with the high expectations that people have for their new democratic government – cannot survive the political and economic reality under the new regime. Yet even so, that wonderful moment when the people get to choose their government in free elections retains its power.



A poster published by the African National Congress for the 1994 election. The ANC, as it is known, was the largest and oldest anti-apartheid organization, and won the election. Nelson Mandela was the leader of the ANC, and so became president of South Africa.

Elections in the World's Largest Democracy

by Nicole Gilbertson, Site Director, The UC Irvine History Project

As the 2012 election for president gets underway in the United States, teachers may consider comparing our democratic system to others around the world. With a focus on contemporary India, this election allows us to examine the world's oldest democracy and the world's largest democracy. Teachers of both world history and government can guide students to learn more about parliamentary systems of government and compare and contrast how people participate in electoral politics in both the U.S. and India. Both countries have a rich civic culture of popular participation in electoral politics that reflect the history and society of each nation.

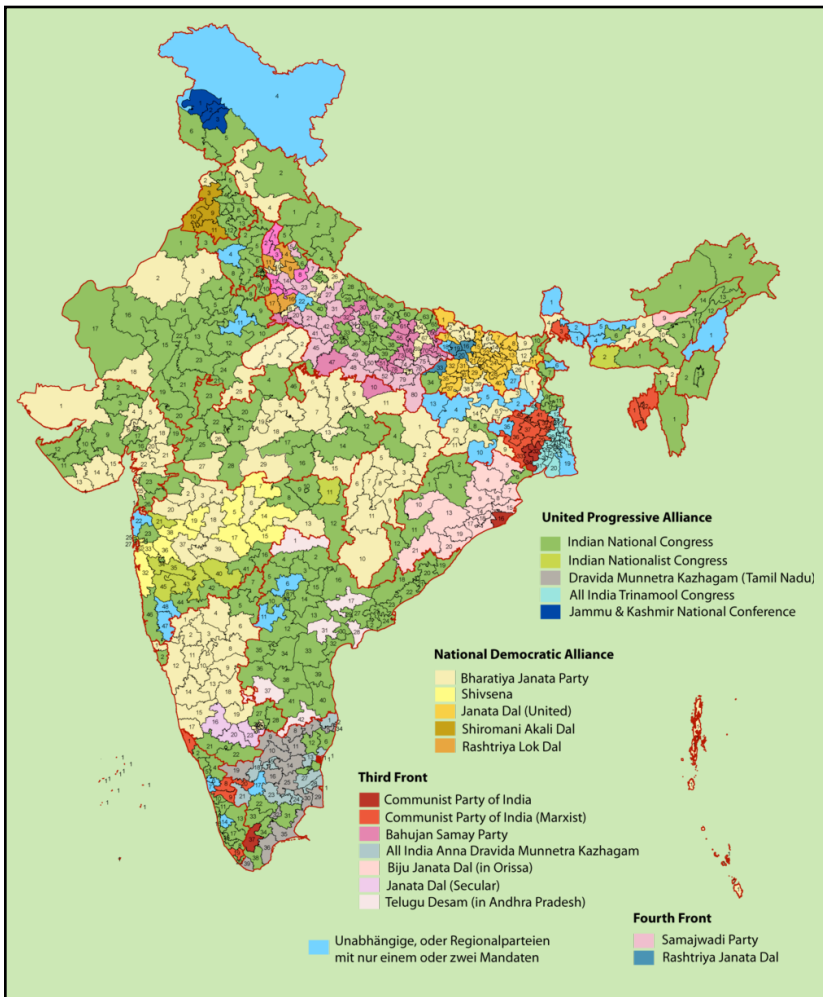
Students can begin their investigation by searching the Central Intelligence Agency's World Factbook to discover interesting demographic comparisons between the two countries. Both countries cover expansive territories. Each includes a diverse geography with mountains, plains, deserts, and tropical regions. However, with a population that measured 1,189,172,906 in 2011, India is easily the world's largest democracy. In contrast to the U.S., the cultural differences across the Indian subcontinent are immense. There are fourteen official languages in India, four major religions, and historic caste and class divisions, not to mention great disparity between urban and rural populations. Despite these challenges, India is indeed a national entity that has emerged politically through a democratic system.

In both countries, adults 18 and over have the ability to participate in electoral politics by voting for representatives to both local and national offices. Teachers may need to introduce or review the concept of parliamentary democracy for students before examining India's bicameral legislature. India has both an upper and lower house, much like the U.S. In a parliamentary system the Prime Minister is the head of state and is elected by

the majority party or a coalition of parties from the two houses. In India's parliamentary system, elections fall within a five-year span, with the next elections occurring on or before May 2014. Indians vote for members of the lower house, the People's Assembly, or Lok Sabha, which includes 545 seats. Indians also elect local and state assemblies, which in turn nominate the upper house members.

Unlike the U.S. where two parties dominate politics, India has dozens of political parties that represent regional, religious, and caste identities. Since independence India's political parties include the Congress Party, the Communist Party, and the BJP, the Hindu Nationalist Party. For the last decade

or so, new political parties have emerged in an attempt to capitalize on identity politics; Muslims, minority caste groups, and women are all voter blocks that political parties attempt to cultivate. These parties are in direct competition with India's oldest and largest political party, the Congress Party. From its beginnings as a nation-state, the central tenant of the Congress Party has been a state that guarantees its citizens rights, despite



2009 Election Results

Eigenes Werk, [http://commons.wikimedia.org/wiki/File:Indische Parlamentswahlen 2009.png](http://commons.wikimedia.org/wiki/File:Indische_Parlamentswahlen_2009.png)

religious differences, with a mandate to protect minorities.¹ In the 2009 election, the Congress Party gained political power with its message centered on the future, with an emphasis on economic growth.

In this 2009 election, 420 million Indians voted, which equals 60% of the eligible population.² These percentages are similar to the vote in the last U.S. presidential election of 2008, with 57% of the eligible population voting.³ In contrast to American elections which take place across the nation in a single day, the 2009 Indian election began on April 16 and continued in five phases through May 13. This included 800,000 polling stations and 6.5 million election workers.⁴ Despite elections in rural areas that often lack basic infrastructure, Indians had the opportunity to vote on electronic voting machines. This massive undertaking offered Indians from every class an opportunity to express their political opinions and vote for representatives who they believed would reflect their values.

India's electoral process highlights the diversity of the subcontinent, with the system having evolved to protect and represent the millions of voters who participate in each

election. While this system, with its parliamentary structure, diversity of political parties, and lengthy election is quite different from the American electoral system, it is clear that both nations successfully sustain democratic institutions and political representation for the majority of their populations. By studying both democratic systems, we can hope that students will understand the process of electoral politics and consider how they can elect representatives who will strengthen our democracy.

For more information about democracy in India, consider reading Ramachandra Guha, *India After Gandhi: A History of the World's Largest Democracy*, New York: Harper Collins, 2008.

¹Congress Party statement from November 1947 in Ramachandra Guha, *India After Gandhi: A History of the World's Largest Democracy*, New York: Harper Collins, 2008, 35.

²Shalendra Sharma, "India in 2009: Global Financial Crisis and Congress Revival," *Asian Survey*, Volume 50, Number 1, 139-140.

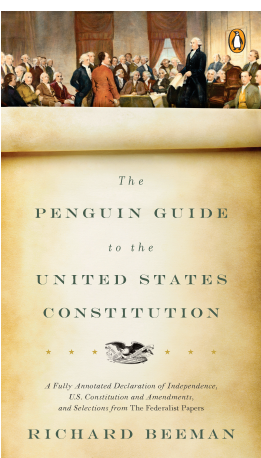
³The American Presidency Project, <http://www.presidency.ucsb.edu/data/turnout.php>, January 4, 2012.

⁴Sharma, 139.

"Searching for Democracy" Partnership with Cal Humanities

Cal Humanities (formerly The California Council for the Humanities) has launched a thematic program initiative entitled "Searching for Democracy," designed to spark a public conversation on the meaning of democracy today - through a series of local, regional and statewide humanities-inspired activities. The California History-Social Science Project is a partner on two programs of the initiative: "California Reads" and "Teaching Democracy."

"California Reads" is a statewide community-reading program of five selected books. Working closely with the Center for



the Book and the California State Library, Cal Humanities selected public libraries across the state to host readings, discussions, and community events in the months leading up to the 2012 election. Teachers and scholars from the History Project designed curriculum for each of the five texts selected: *The Penguin Guide to the United States Constitution* by Richard Beeman, *Farewell to Manzanar* by Jeanne

Wakatsuki Houston and James D. Houston, *A Paradise Built in Hell: The Extraordinary Communities*



that Arise in Disaster by Rebecca Solnit, *It Can't Happen Here* by Sinclair Lewis, and *Lost City Radio* by Daniel Alarcón.

The History Project will also lead a series of webinars in the months leading up to the 2012 election, entitled "Teaching Democracy." Each presentation will include model lessons, selected primary sources, and current historical scholarship shared by leading scholars. Although the topics are not yet finalized, current plans include webinars on each of the following topics: "Intentions of the Framers of the Constitution," "Why Do We Need a Bill of Rights?" "Who is a Citizen?" "No Taxation without Representation: The Historical Roots of Taxes and Politics," and "The Power of the Presidency."

For more information and to find out how you can participate in the months ahead, visit: http://www.calhum.org/programs/democracy_intro.htm



The California History-Social-Science Project (CHSSP) is one of nine disciplinary networks that make up the California Subject Matter Projects, administered by the University of California, Office of the President. Headquartered in the Department of History (Division of Social Sciences) at the University of California, Davis, CHSSP sites can be found at the following universities throughout California: UC Davis, UC Berkeley, CSU Fresno, UCLA, CSU Long Beach and Dominguez Hills, and UC Irvine. For more information about the CHSSP, or to find out how to subscribe to *The Source*, contact the CHSSP Statewide Office (chssp@ucdavis.edu: 530.752.6192) or visit us online at <http://csmp.ucop.edu/chssp>.

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-Shelley Brooks, Editor

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