

The Armillary

Navigating Social Studies in the Twenty-first Century



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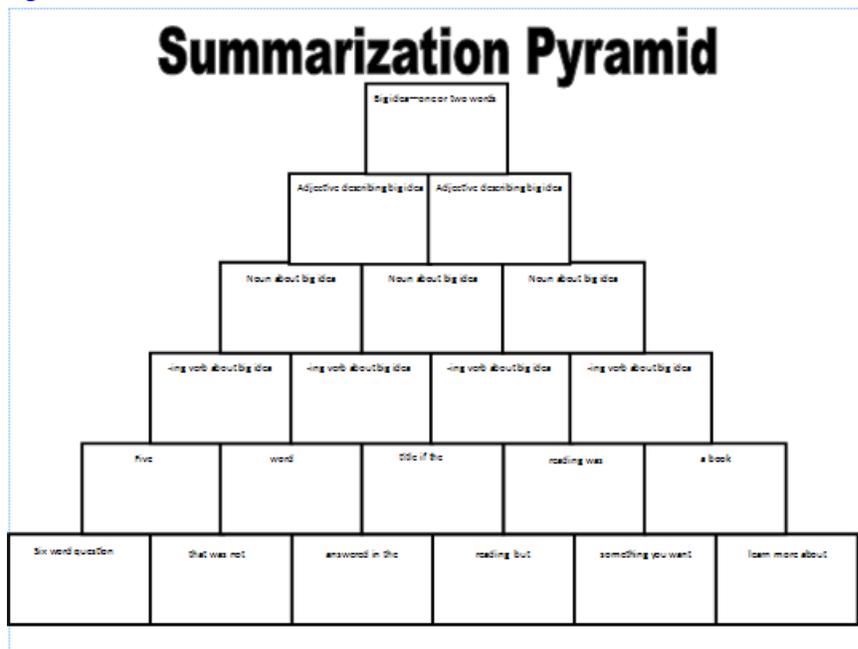
Motivating Summarizing Tool

By Kaye Rizzuto

The new social studies literacy standards require teachers to be more proactive in teaching reading and writing. Gone are the days when the teacher said read the chapter and answer the questions and the end of each section. Teachers need strategies that can help them scaffold the reading and writing process but also then engage the students so that they want to learn. One of the skills these literacy skills that we often need to use in our classes is summarization. We give our students a text and then expect them to summarize the material without plagiarizing. I can hear the students now grumbling as I explain that they will practice their summarizing skills!

A few years ago I attended a model school conference in Nashville. While I was there I attended a session on implementing these literacy standards into the social studies curriculum. I learned about the summarization pyramid in this session where I was shown the idea as an idea to motivate the students to write summaries. I have since done some tweaking of the idea and created a document that can be copied and used with any reading material. You can use this strategy while reading the textbook, a story, a primary source, a poem, a newspaper article, etc. You can access a copy of this document here and feel free to use it in your classes!

<https://drive.google.com/a/jordandistrict.org/file/d/0B351rKIXdDQsNzIxRWNfcGN0d2M/view?usp=sharing>



Students start off their summary by coming up with a one or two words that explains the big idea in the top square of the pyramid. On the next row, students write two adjectives

describing the big idea. The third row contains nouns about the big idea. The fourth row has -ing verbs. Students put a five word title for the reading on the fifth row. And the last row is a six word question that was not answered in the text. The teacher needs to be explicit in instruction about this last row so that you do not get random questions that have nothing to do with the reading. Explain that the question should be something that they wonder about or would like to research more.

Students love to share their summaries in class. Instead of hearing the groans come from students when I tell them that we are going to summarize, I hear students say “I like doing this!” You can even take this activity a step further and add other elements of the new standards. You can do a pair-share and then call on students to share for the class. The new literacy social studies standards also include a speaking and listening element. To accomplish these standards with this activity you could have the students do a pair-share and then when the teacher calls on students to share, they need to share what their partner said to them.

Teachers can either end this summarization pyramid here or go one step further. Because we are trying to get students to learn to not plagiarize material, they can take their summarization pyramid and use what they have put down to write a paragraph summary and not look at the original text. In this case the summarization pyramid would be a pre-write activity.

Good luck and have fun summarizing!

If you have fun literacy strategies that you would like to share with the UCSS members please submit them here:

https://docs.google.com/forms/d/1f8kAUWE_dDbjxIVZ7il6v_QjQOx28PqyIy9JS1ypLyo/viewform

Boone Colgrove Social Studies Teaching Award

Do you know a fantastic social studies teacher? The Utah Council for the Social Studies would like to honor these fantastic educators at our annual conference on October 8, 2016. Please tell us about the great things these amazing educators are doing. We look forward to honoring an educator from elementary, secondary, and university levels. Please nominate these fantastic teachers here:

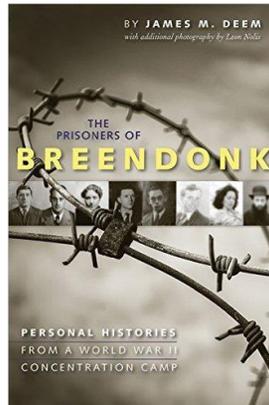
https://docs.google.com/forms/d/1wAOX0mWbbGlbDLCnu_5QpcC-E9jIeLLq-IszBaHpvCU/viewform?usp=send_form

Book Review By Quinn Rollins

The Prisoners of Breendonk: Personal Histories from a World War II Concentration Camp

James M. Deem

2015 hardcover non-fiction, 352 pages



As history teachers, sometimes it seems as though we've seen it all, we've read it all. That's how I feel about Holocaust books. Whether non-fiction, fiction, told from a distance or a deeply personal memoir, I'm probably coming up on fifty different books I've read about this horrific chapter of human history. It's necessary to understand, and difficult to comprehend. But I feel like I've seen it all. So *The Prisoners of Breendonk: Personal Histories from a World War II Concentration Camp* was a surprise.

Breendonk was a Nazi prison camp in Belgium. It's not usually listed with other concentration camps, because it wasn't specifically a death camp or even considered a labor camp. It was a smaller scale than the others, and was officially termed a "reception camp." For many it was a prison they'd be at temporarily, on their way to a labor or death camp. For many others, they were at Breendonk until they died of starvation, disease, or overwork. This book chronicles Breendonk using some extraordinary primary sources and a well-written narrative by James M. Deem that gives a good framework to understand the story.

The prison was actually a recovered and reused fort that had been built during World War I to defend Antwerp. It had been partially buried after the war, and the first waves of prisoners brought to the site by the Nazis were tasked with unburying it. The camp was soon filled to capacity, with around four thousand prisoners there at any given time.

While Breendonk is less well-known than other concentration camps like Dachau, Sachsenhausen, or Auschwitz, the living conditions there were still horrifying. While the prisoners there didn't do much labor to benefit the Nazi war machine, they were often worked doing senseless tasks—moving rocks for the sake of moving rocks—until they collapsed, until they died. The book makes clear that these prisoners weren't only Jews; it was a mix of criminals, political prisoners, communists, and resistance fighters. These groups interacted to an extent, forced to live together and find some kind of camaraderie against their common enemy, but also didn't trust the others being held at Breendonk.

The greatest strength of *The Prisoners of Breendonk* are the black and white photos and illustrations that are on every page of the book. These include photos of documents, passport pictures, family portraits, and photographs of the camp itself. The Nazis infamously documented their camps, and Breendonk is no exception. Even better, one of the prisoners was an artist, and was encouraged to draw cartoons and sketches by the prison guards and commandant. He was given materials for some officially requested cartoons and drawings, but also hid away scraps of paper that he used to draw more angry and more mocking pictures of what was happening around him. These include fellow prisoners being beaten, they include caricatures of the guards and leadership, they include drawings of his friends and bunkmates wasting away. Somehow these drawings seem even more human and even sadder than the actual photographs. I found myself thinking about the man drawing them and what he must have been going through—about his hands, not just a camera. For me, at least, these drawings were more personal than the photos.

Supplemental materials in the book include maps, a bibliography, source notes, and index.

If teaching the Holocaust is part of your curriculum, Breendonk may serve as an interesting contrast that shows that not all of the concentration camps were the same, and not all camp prisoners were there for the same reason. I wouldn't just teach Breendonk alone, because I wouldn't want students to get the idea that this was the most common experience. It's hard to rate human suffering, but the sheer magnitude of the deaths happening in the other labor and death camps would make their story more key to understanding the Holocaust.

That said, there are some good resources for teaching about Breendonk; the United States Holocaust Memorial Museum has incredible resources and lesson plans about the Holocaust on their website, <http://www.ushmm.org/learn/>. There's some information about Breendonk there, but the more valuable resources are probably the timelines and primary sources that would help tell the larger story of the Holocaust.

Breendonk today is a Belgian National Memorial, and their website <http://www.breendonk.be/> has additional resources to help teach the story of Breendonk. These include 360 degree tours of key locations, overviews of the history of the site, and art galleries including several of the cartoons and drawings featured in the book.

THE DRIVEN 2 TEACH PROGRAM: TAKE TEACHERS THERE TO TEACH IT HERE

Hadyn B. Call

History and Goals

The Driven 2 Teach program began in 2007 when Utah Jazz owner Larry H. Miller (1944-2009), and well-known historian David McCullough (1933-present), discussed their concerns about teaching and education in K-12 schools across the United States (Miller & Robinson, 2010, pp. 208-213). Larry and his wife, Gail Miller, were in Boston, Massachusetts attending a leadership conference, where David McCullough was the keynote speaker. They were impressed with his words, and immediately upon meeting, Larry and David became friends.

After the conference, the three went out to lunch. It was at this luncheon where the inspiration came to Larry that he could help improve history education in Utah. The three talked about primary source documents, discussed America's past, contemplated the state of education, and marveled about a successful program David had started for history teachers in Boston. With a desire to help history teachers in Utah and their students, Larry organized the program that is now known as Driven 2 Teach. Gail recalled Larry saying, "If they are going to be Americans," referring to Utah's students, "they need to know American history" (personal communication, August 15, 2015).

The Driven 2 Teach program's goal fulfills Larry's vision, "to make American history come alive in the classroom by taking Utah public school teachers to important historical sites" (Driven 2 Teach, 2015). The program "takes teachers out of the classroom and to the very places where history happened—they travel there so they can teach it here" (Driven 2 Teach, 2015). The Driven 2 Teach program puts into practice the theories behind place-based and experiential education by providing educators with hands-on learning experiences in the places where historical events unfolded (Evans & Kilinc, 2013; Resor, 2010; Gruenwald, Koppelman, & Elam, 2007; Sobel, 2004; Itin 1999; Kolb, 1984). "There are few places where the line between the past and our construction of it is less evident than at historic places" (Baron, 2012, p. 13).

The Program Details

The Driven 2 Teach program is under the auspices of the Larry H. Miller Companies Special Events branch. There are no full time employees dedicated to the program exclusively, however, Driven 2 Teach does employ a dozen or so personnel that work with the program as needed. Online applications to participate are available starting in November of each year. Utah educators that teach U.S. History in particular, or other applicable curricula in general, are eligible to apply, regardless of the size of the district, or the type of school where they are employed. Preference is given to those who plan on staying in the profession and to those who thoughtfully, and articulately complete their application. Past participants may reapply every three years. By mid-December, the participants have been selected. By the end of the year, participants have been notified of their acceptance and are asked to commit to full participation in the program by completing assigned readings, attending meetings before and after the field experience, immersing themselves in the travel, and becoming an advocate for history education with their colleagues and students throughout their careers.

Shortly after being accepted into the program, teachers start to receive materials that are intended to help them rethink the way they teach history. During the month of January, history teachers read an article by David McCullough, called “Why History?” The reading, followed by Cornell Notes, allows teachers to ponder the importance of the discipline, how it can be better understood, and how it can be better taught (McCullough, 2002). Both the reading and notes are completed before the pre-seminar, which is a meeting that takes place in February prior to field study. The pre-seminar lasts five hours. History teachers receive instruction from university professors and master teachers on content and pedagogy and how to assure a successful field study. They receive hundreds of dollars of materials including but not limited to: Visa gift card with stipend money to cover meals, books (content and pedagogy related), reflective journal, three ring binder (with supplemental materials including readings, email lists, contact information, an itinerary for the field study, assignments, expectations, a note section, etc.), back-pack/satchel (with the Driven 2 Teach logo), luggage tag (with the Driven 2 Teach logo), and name tag (with the Driven 2 Teach logo). After the materials are distributed and the history teachers know what is expected of them, they are divided into their field study groups and have the opportunity to mingle with those with whom they will be traveling, and officially meet their field study roommate. The itinerary is covered in detail with the individual field study groups, the groups of teachers traveling to the same destinations, and any questions/concerns posed by history teachers are clarified. History teachers are then excused until June, when the field studies commence, as does the learning through experience, a central role in the acquisition of knowledge (Kolb, 1984).

Between the pre-seminar in February and the field studies in June, history teachers do assignments that are to be completed before the field study begins. They read historical texts and books on pedagogy. They answer challenging and controversial questions and justify their answers with their readings. They write a research paper and prepare a presentation to accompany their findings. The assignments prepare history teachers with the necessary

background knowledge to complement the experiential process of change that will take place on the field study (Itin, 1999). The preparation prior to the field study enhances the learning process (Marcus, Levine, & Grenier, 2012, pp. 72-73) and provides a deeper significance to the sites visited. To ensure accountability, history teachers are required to register for EDUC 5920 through Weber State University (WSU) where they receive 3-6 credits upon completion of all assignments, the pre-seminar, the field study, and the post-seminar. The course costs \$30.00-\$60.00 and is paid out of pocket by each history teacher. A letter grade is then attached to their official WSU transcripts.

In June, history teachers meet with the university professors and master teachers and embark on the field study in which they have been chosen to participate. Each field study lasts approximately seven days. They vary in location, and are on a three-year rotation, meaning, each field study is repeated for three years at which time new ideas are proposed and new field studies emerge. Past field studies have traveled to states such as: Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Virginia, New Mexico, Colorado, and Montana. In each state, history teachers visit important historical sites, monuments, and museums in an effort to add to their academic, historical, and pedagogical background knowledge.

Participants in Massachusetts visit places like Plymouth Rock and Plimoth Plantation, which give participants perspective on the life and experiences of 17th century colonists and Native Americans. They learn about 18th century life by exploring in great detail, the city of Boston, Lexington and Concord, and other outlying sites such as Braintree and Quincy. In New York, participants not only learn about United States history by visiting Federal Hall, the Statue of Liberty, and Ellis Island, but they also experience urban life first hand as they ride the subways of Manhattan, or catch a cab in the Bronx. They recall the events of 9/11 while standing at Ground Zero. In Pennsylvania, teachers enjoy places such as Philadelphia. In the city, they visit Independence Hall, the Liberty Bell, the Constitution Center, and even race up the “Rocky Steps” of the Philadelphia Museum of Art. Teachers enjoy the local cuisine and sites outside of town such as Valley Forge, and nearby Morristown in New Jersey. In Virginia, educators explore the streets of Williamsburg and the fort at Jamestown. They tour Monticello and Mt. Vernon. In Washington D.C., teachers visit the various Smithsonian Museums and the many monuments and historical sites that our country’s capital has to offer. In Colorado participants further their understanding of the Ancestral Puebloans by visiting Mesa Verde and in New Mexico, Chaco Canyon. They walk the streets of Santa Fe where historical sites from Europeans date back to the 1500s. They visit the modern Pueblo in Taos, and walk through their adobe neighborhood. In other areas of the West, participants hike trails and navigate rivers where men like Lewis and Clark explored, and women like Sacagawea called home. The amazing hands-on learning that takes place on the field study is second to none. It is during this portion of Driven 2 Teach where the major impact is felt, and participants begin to reevaluate their teaching practices in order to become better professionals, no matter where they are in their career, or how successful they have been in the past.

After the field study, history teachers meet again in August for the post-seminar meeting. The purpose of the post-seminar is to debrief history teachers after the field study and reiterate the importance of disseminating their experiences to their students in the classroom, “a transactive process between an educator and student” (Itin, 1999, p. 91). History teachers reacquaint themselves with friends and colleagues, discuss shared experiences, look at photographs, participate in historical and pedagogical sessions, and finish with a catered dinner. The financial backers of the program—Gale Miller, owner of the Larry H. Miller Companies and Scott Anderson, President and Chief Executive Officer of Zion’s Bank—usually attend. Speeches and testimonials are proffered and the history teachers leave reinvigorated, with the promise that their experiences will benefit those that surround them, especially their students.

The program’s success is due in part to the dedicated history teachers whose presence is necessary for the program to exist. However, the Driven 2 Teach employees are responsible for the successful implementation of the Larry H. Miller vision. The special events director coordinates the finances between those planning the Driven 2 Teach field studies and those funding the program. Working tirelessly behind the scenes while teaching social studies part time, is the program director. She is in charge of recruiting history teachers, overseeing applications, and is the one who facilitates the pre and post seminars. The university professors and master teachers plan the logistics of the field studies and plan the content and pedagogical curriculum to be implemented in the pre-seminar, the field study, and the post-seminar. They assess each teacher, the level of participation, and the rigor of each assignment. Ultimately, the professors and master teachers post the academic grade earned by each participant. Professional photographers document the history teachers activities throughout the experience, web-designers keep driven2teach.org running flawlessly, and many volunteers help on the selection committee, where each application is read with care, and each answer scrutinized closely and thoroughly. Collectively, the Driven 2 Teach team works toward the success of the program and the ultimate goal of improving history education in Utah.

Personal Reflections

I have been involved with the Driven 2 Teach program in various capacities since 2008, and I can honestly say that it has revolutionized my perspective on history education, and has inspired me as a history teacher, an instructional leader, and as a citizen of this great nation—the United States of America. It is a privilege to be associated with Driven 2 Teach, and an honor to work with such dedicated professionals and social studies educators from across the state of Utah.

My first experience with Driven 2 Teach began in November of 2008 when I applied to be a participant in what was then called the “Larry H. Miller Education Project, Zion’s Bank History Seminar.” I had recently started teaching social studies, including U.S. History, at Millcreek Junior High School in Davis School District. I was new to the field, and had a half-year of full-time experience teaching Art Foundations at Syracuse Junior High School, also in Davis School District. I had been exposed to some learning theory, but not to the extent that Driven 2 Teach was about to deliver. In short, I witnessed first-hand, the power of place-based and experiential

education and its impact on adult learners. Nearly eight years later, my own academic and educational research has been to forward the argument that adults, like K-12 students, acquire knowledge best, through lived experiences. This concept, if applied, would be the first step toward professional development reform!

At the end of the year, I received the email that changed my educational philosophy. I was accepted into the program for the 2009 Boston – New York – Philadelphia field study held June 9-17. The theme was “Revolutionary War: From the Boston Massacre to the Constitutional Convention.” All of the participants were notified of the pre-seminar in February, and looked forward to hearing from Larry H. Miller. During the introductory session of the pre-seminar, however, we were notified that Mr. Miller was unable to attend due to medical complications. He died February 20, 2009, but as hundreds of Utah history educators can attest, his legacy and influence live on.

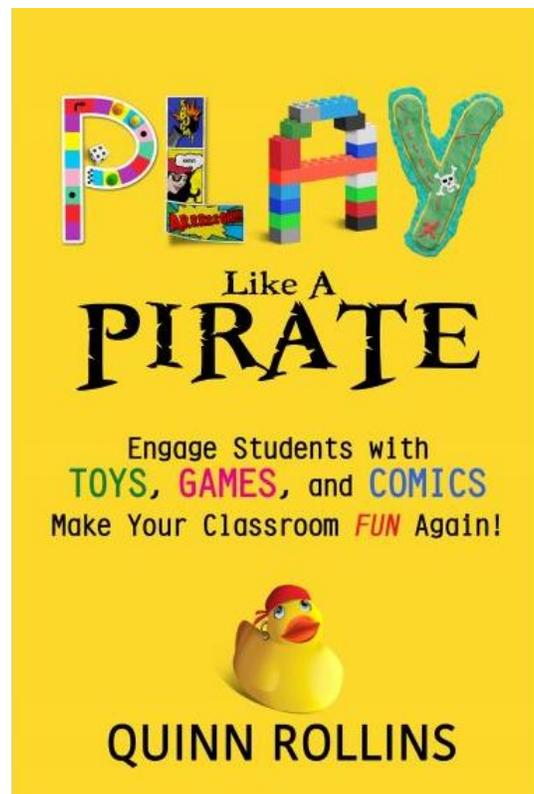
With new books in hand, motivated, and energized, we left the pre-seminar eager to read, write, and thoroughly prepare for the field study in June. We met at the Salt Lake City airport, and the rest is history. We traveled to Boston, walked the freedom trail, and imagined a city in chaos as red coats lined the streets. We visited New York, stood in the footsteps of Washington at Federal Hall, and felt the anxiety and fear of a newly formed government. We ended in Philadelphia, meditated in silence within the walls of Independence Hall, and envisioned men, inspired by Providence, to declare independence, and write our national Constitution. To be in those places, to learn through experience, validated me as a history teacher and a historian. I have not been the same since. I experienced a change in teacher knowledge and practice that could not be duplicated in any other way (Kortecamp & Steeves, 2006).

Since my first field study in 2009, I have been fortunate to share even more experiences with hundreds of others on many field studies as an assistant instructor. It is rewarding to witness in others, the same changes and paradigm shifts that I myself have experienced.

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Response Papers: A Strategy That Works by Tara Chase, NBCT

Great teaching is often about using the right strategies in the classroom. Knowing and loving your material is great, but you have to be able to translate that into a lesson that works. In a social studies classroom you have the added responsibility of helping students think and write critically. For many of us, getting students to write--period--can be a challenge! One of my favorite and often used strategies, therefore, is the Response Paper.

The Response Paper is exactly what it sounds like. It's a paper in which students respond to something. The topic of their response can literally be anything--a quote, a lesson, a section from a textbook, a video, a primary source document. How they choose to respond is entirely up to them. On the simplest level, students might write about why they liked or disliked something. They can make connections between the topic and something else--even their own lives. They can ask questions or make judgements. I emphasized with my students that the only way to fail a Response Paper was not to do it.

Like any favorite strategy, I introduced the Response Paper the first week of class. The topic was always the same--me. I was a new teacher in their lives, I had just introduced myself, so...what did they think? The non-threatening nature of the topic made it an easy sell and also allowed for an open discussion with the class on what the expectations of a Response Paper would be. By allowing students to create the parameters (with some pointed guidance from myself), there was never a debate on the assignment for the remainder of the year. Despite having six or seven different groups of students each year over the course of several years, the parameters we created were always fairly similar.

1. A response paper is my written reaction to a given topic or idea.
2. A response paper can include what I liked or disliked, questions I still have, what I would have done differently, suggestions I would make, connections I can make to something else, and/or how I feel about it.
3. There is no wrong response except not responding.
4. The length of a response paper depends on what we are responding to but will always be at least a paragraph and no more than 2 pages.

The first response paper was always my favorite to review. Many students took it as an opportunity to test the third parameter--was there really no wrong response? I got many personal comments about my hair, the way I talked and my social life.

"Your hair is like the Mad Hatter's in Alice in Wonderland."

"...and make sure you get a boyfriend by the end of the year so maybe you would give us less work."

Since a response paper is all about opinion--and the opinions of middle schoolers don't hold much weight in my personal feelings of self worth, anyway--they all received full points for completing the assignment.

The first topic was easy, but as the year went on we responded to lessons (a great way to get feedback!), movie clips, class debates, and primary source documents. And as the year went on the response papers consistently got better. With practice, students were able to share deeper thoughts and higher level thinking. We were also able to tackle more difficult topics. Sharing their opinion about me was one thing, but what did they think about the Second Amendment? The Lincoln-Douglas debates? The end to Reconstruction? After writing response papers we could often have a class discussion. Writing first meant all students had something written down and had hopefully put some thought into the subject at hand, so they were confident in speaking up in class. The process of thinking, writing and then talking about history helped students achieve a higher level of understanding and critical response to our subject area.

The Response Paper was one of the easiest and yet most effective strategies at work in my classroom. Documents that might seem beyond the reach of a middle schooler could be tackled because all students needed to do was respond. The simplicity of using the strategy in class also allowed me to feel confident in incorporating more and more primary sources. The response paper naturally lends itself to a diverse classroom--each student can respond to the level they understand and are capable of in that moment--so I did not need to worry that some students would not be able to participate or have at least some understanding of what we covered. As such it became my go-to strategy week in and week out. Additionally, it was a great tool to pull out at the end of a class if I had a little too much time left.

Reading and writing are at the heart of history education. Reviewing and grading the number of papers a Utah classroom can often generate is a daunting task, so many of us avoid writing assignments as often as possible. Incorporating regular response papers--that simply need to be looked over by you or even a peer!--is a simple and quick way to bring writing back into the history classroom. It will improve your students' learning and definitely your own effectiveness as a teacher.

Toward a People of the Pacific Curriculum

By Dr. Axel Ramirez

I am currently working in partnership with local Pacific Islander education elders and staff from the UVU Multicultural Office to develop a curriculum framework for the People of the Pacific (POP) class that is taught in 8 high schools in Salt Lake and Utah Counties. My purpose for sharing the current draft of the “People of the Pacific” curriculum with UCSS members is to a) inform UCSS members about this exciting program and perhaps recruit more schools towards offering a similar class at their schools b) solicit feedback from fellow social studies teachers in order to strengthen the curriculum, and c) provide UCSS members with insights of the types of topics that have been identified by Pacific Islanders as helpful for Pacific Islander students in our Utah schools.

The curriculum was developed using an Understanding by Design (Wiggins & McTighe, 2001) approach in which a panel of local Pacific Islander teachers, administrators, and school district personnel along with university personnel, engaged in a discussion as to “what is important for a Pacific Islander student to know, understand and be able to do?” After discussion and reflection, the group created essential questions from the knowledge statement. From there, I have taken the opportunity to start creating potential assessments for the essential questions that tie into the Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects (11th-12th).

I would appreciate any feedback (including lesson or assessment ideas) that might propel this project forward. As of the publication date of this article, the People of the Pacific Class is being taught in the following schools: Bingham, Copper Hills, Cyprus, Granger, Kearns, Taylorsville, Timpview, and West Lake High Schools.

Author: Axel Donizetti Ramirez, Ph.D. Axel is currently a professor of secondary education at Utah Valley University. He has been a UCSS member for over 20 years.

	Self, Family, Community	Pacific Island Culture-Past and Present	College, Career, and Financial Readiness	Leadership	Critical Communications
T e r m 1	<p>Essential Question: Why should a Pacific Islander student know their culture?</p> <p>Assessment: Letter to your future family explaining why a Pacific Islander should know their culture.</p> <p>Common Core W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>	<p>Essential Question: How do I understand my culture and teach it to others?</p> <p>Assessment: PowerPoint on Pacific-Islander cultural wealth to present to others.</p> <p>Common Core R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Essential Question: Why do we have to take a variety of classes in high school?</p> <p>Assessment: Analyze and explain the purpose behind the Utah Scholars initiative.</p> <p>Common Core R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Essential Question: Why is it important to learn about Pacific Islanders in multiple contexts?</p> <p>Assessment: Explain to younger students why it is important for students to see the variety of interviews available through the UVU PI initiative.</p> <p>Common Core R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.</p>	<p>Essential Question: How can we find out who the PI leaders are, past and present?</p> <p>Assessment: Using media and family members as research resources, students will create a biography of a Pacific Island leader.</p> <p>Common Core R3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>Common Core W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Essential Question: How do I respectfully speak out when everyone thinks differently than I do?</p> <p>Assessment: Fictional discussion with younger family member about the importance of being true to yourself and your culture when among others who think differently.</p> <p>Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
T e r m 2	<p>Essential Question: Why did my ancestors immigrate to Utah?</p> <p>Assessment: Recorded, oral synthesis, of</p>	<p>Essential Question: Why is it important to understand Pacific Islander history both locally (Utah) and within Pacific Islands?</p> <p>Assessment: Writing Prompt “If you do not</p>	<p>Essential Question: What are the views of education in my family?</p> <p>Assessment: Students discuss with a family elder what they perceive to be the views of the family on education.</p> <p>Common Core W10: Write</p>	<p>Essential Question: How does my Pacific Islander culture help me become a good leader?</p> <p>Assessment: Students will write talking points to their Cultural Wealth PowerPoint (term 1) about the connection of</p>	<p>Essential Question: How do I negotiate family situations while meeting educational expectations?</p> <p>Assessment: Comparison</p>

	<p>family immigration to Utah. Common Core W2: Write information/explanatory texts, including the narration of historical events.</p>	<p>know the history of Pacific Islanders on the islands and the mainland, you are like a leaf that does not know it is part of a tree.” Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. Essential Question: How does learning my native tongue impact my understanding of my heritage? Assessment: Vocabulary Acquisition Models with Pacific Island proverbs. Common Core R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p>	<p>routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>cultural wealth to strong leadership. Common Core W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Essential Question: What are my cultural strengths that are transferable to education and new contexts? Assessment: Students will write talking points to their Cultural Wealth PowerPoint (term 1) about the connection of cultural wealth to educational contexts. Common Core W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>chart between family expectations and educational expectations as a daily planner or calendar app. Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
T e r n 3	<p>Essential Question: What are my personal goals and how will I meet them? Assessment: Goal chart with 3 overarching goals and sub-</p>	<p>Essential Question: Why is Pacific Island Literature important? Assessment: Explain to a friend, who is not a Pacific Islander, why Pacific Island literature is important. Common Core R9: Integrate information</p>	<p>Essential Question: How and why should a Pacific Islander student be college and career ready? Assessment: Explanation of career demographics from Museum** Census Data and Internet sources in terms of Pacific-Islander statistics. Common Core W8: Gather</p>	<p>Essential Question: What roles do I have in school and how can I use those in a positive way to influence change? Assessment: Shadow Boxes with captions. Common Core W10: Write routinely over extended time frames and</p>	<p>Essential Question: How does a Pacific Islander learn to effectively navigate between multiple cultures? Assessment:</p>

	<p>sets of those goals. Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Essential Question: What is my personal narrative? Assessment: Digital Story Common Core W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Essential Question: How do we counteract the negative and false stereotypes of Pacific Islanders? Assessment: Students will review recent media pronouncements and re-write the media from a Pacific-Islander friendly perspective. Common Core W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Essential Question: How can I prepare financially for college and the future? Assessment: Analyze and explain the purpose behind the financial section of the Utah Futures website. Common Core R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students prepare interview questions for college students about navigating cultures and writes a synthesis of findings. Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>T e r n 4</p>	<p>Essential Question: How can I create the kind of family I want? Assessment: Family Mission Statement Common Core W1: Write an</p>	<p>Essential Question: How does understanding my own culture help me navigate cultures of privilege? Assessment: ABC Paper discussing cultures of privilege and navigation.</p>	<p>Essential Question: Why is it important for me to be financially literate? Assessment: Summarize financial literacy class or if students have not taken it, have students interview the financial literacy teacher for a summary. Common Core W10: Write</p>	<p>Essential Question: How can I, as a Pacific Islander leader, affect my community? (school, neighborhood, false stereotypes, institutions). Assessment: Cause and effect chart for each of the following: School, neighborhood, false</p>	<p>Essential Question: How do I come to a point where I know who I am, my successes, and who I can become? Assessment: Reflective</p>

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<p>argument focused on discipline-specific content.</p>	<p>Common Core W9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>stereotypes, institutions. Common Core W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Journal assessing personal narrative in terms of where student is now preparing for goals, family mission statement, and knowledge of culture. Common Core W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
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*It is expected that each section (self, family, community, Pacific Island Culture, etc) take about 2 weeks in a 10 week term in conjunction with cultural activities/performances in the public school). Curriculum lessons that correlate to each essential question can be found on the UVU Multicultural Center Website: <http://www.uvu.edu/multicultural/pop/curriculum.html>

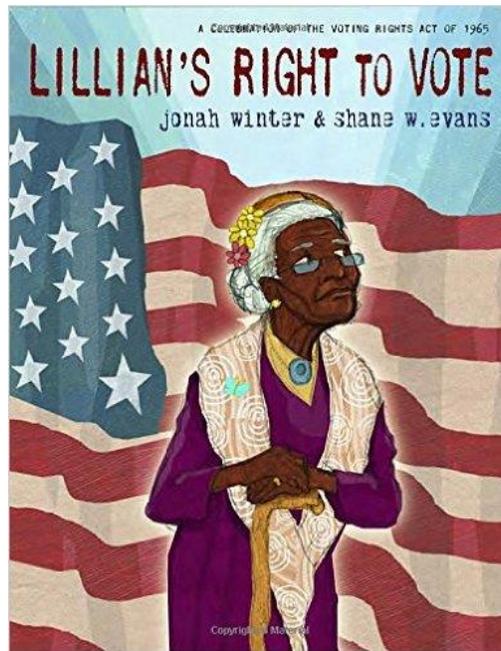
**Museus, S.D. (2013). Asian-Americans and Pacific Islanders: A national portrait of growth, diversity, and inequality. *The mis-represented minority: New Insights on Asian-Americans and Pacific Islanders, and the Implications for Higher Education*. Stylus, Sterling Virginia.

Book Review By Quinn Rollins

Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965

Written by Jonah Winter, illustrated by Shane Evans

2015 hardcover picture book, 40 pages



Election years are always a fitting time to look back on both historic elections and the history of voting itself. Last year was the fiftieth anniversary of the Voting Rights Act, signed into law by President Lyndon B. Johnson. This secured the right to vote for African Americans—a right that according to the Fifteenth Amendment should have been theirs for a century by that point. Jonah Winter's excellent picture book *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965* fills in the events of that century.

Lillian is an elderly black woman, making the long walk from her home to the polling place to place her vote. Her actual walk is a metaphor for the long march that African Americans and the civil rights movement made to secure the right to vote and fully participate in our government. As Lillian slowly walks, she reflects on what has brought her to the voting booth.

Her story begins with her great-great-grandparents, who began their lives as slaves, but were freed at the end of the Civil War. They rejoiced at their freedom and at that idea that they'd be

able to be a part of the larger society, helping determine their own future. Soon, however, we see the rights of African Americans erode via Jim Crow laws and other injustices.

There are two great things about *Lillian's Right to Vote*: first, it explains things like the poll taxes, citizenship quizzes, and reading tests that were put in place in towns across the south. These were essentially made impossible for an African American (for anyone, really) to pass, so they were turned away at the polling places. The whites would sometimes have to take a similar test, but infinitely easier. These pages explain how the right to vote was so restricted for so many years, and were made illegal by the Voting Rights Act.

The second great thing is that while it includes things like the march at Selma, it doesn't focus simply on the leaders of the civil rights movement, but goes beyond that. For many students, all they know about the movement is Rosa Parks on the bus and Martin Luther King's speech. That's it. There was a bus and a dream, and equality happened. *Lillian's Right to Vote* makes it clear that there was an ebb and flow over the decades—an overall turn toward equality, one that was hastened by leaders like King, but one that took a century to accomplish. This is the first picture book I've seen that handles this issue well. There are dozens of wonderful books about Martin Luther King and Rosa Parks; this makes a great complement to those books, and makes the story of the Voting Rights Act clear.

A few strategies that would fit in well with *Lillian's Right to Vote*:

- Read and explain the Fifteenth Amendment
- Compare the Fifteenth Amendment to other amendments dealing with voting and elections
- Create a timeline of the events in *Lillian's Right to Vote*
- Analyze primary source documents from the time periods and events in the book
- Adapt the lesson *The Voting Rights Act, 1965 and Beyond*, from Teaching Tolerance and the Southern Poverty Law Center <http://www.tolerance.org/lesson/voting-rights-act-1965-and-beyond>

Ideas for Election Lesson Plan

By Judy Jackman

This lesson plan has several ideas. Teachers can choose the ones that fit their lesson plans. The ideas can be adjusted to fit different grades.

Analyze the rights, liberties, and responsibilities of citizens

I can appropriately use election vocabulary.

Suggested “I have” vocabulary strategy: Each student has a card, stands, and reads when his definition is given. Half the class the first time; repeat with rest of class. You could time the class and make it into a contest. Here are some examples of what would be on the first two cards.

I have the first card

Meetings of party members to select leaders

I have “Caucus”

Voters represented by a particular official

Vocabulary: • Caucus: Meetings of party members to select leaders • Constituent: Voters represented by a particular official • Debate: Face-to-face discussion of candidates’ views on issues • Delegate: Individual who is selected to represent others • Democracy: Government by the people through free and frequent elections • Electoral College: A body of electors chosen by voters in each state to elect the President and Vice President of the United States; the number of electors in each state is equal to the number of representatives in both houses of Congress • GOP: The Republican party, formerly known as the Grand Old Party • Grassroots: The involvement of

common citizens in an issue or campaign • Incumbent: A person currently in office • Issue: A point, matter, or dispute, the decision of which is of special or public importance • National Conventions: A meeting held every four years by each of the major political parties to nominate a presidential candidate • Non-partisan: An idea or person that does not support a specific party, cause, or candidate • Platform: A public statement of the principles, objectives, and policy of a political party • Precinct: Election district • Primary: A meeting of the voters of a political party in an election district for nominating candidates for office and choosing delegates for a convention • Straight-ticket voting: Voting for candidates who are all of the same party.

If you would like to get a copy of vocabulary ready to print and put on cards go here:

<https://docs.google.com/document/d/1yUNIGZqYShOXz12UbSj5WQySohOj21NbD1a87Nnee3k/edit?usp=sharing>

I can explain political parties and their stands on issues

Suggested strategy: “Anticipation Guide” ANTICIPATION GUIDE (Make a line before and after each statement)

1. Read each statement.
2. Decide if you agree or disagree with the statement.
3. If you agree, write “yes” in the BEFORE column.
4. If you disagree, write “no” in the BEFORE column.
5. Study political parties.
6. Write “yes” or “no” in the AFTER column to show if you now agree or disagree with the statement based on what you have learned.

STATEMENTS

1. There are only two political parties in the United States.
2. A political party is a group of people who have similar ideas about how the government of a country should be run and what it should do.
3. Political parties have basically the same ideas on issues, such as the economy and education.
4. All political parties were founded in the same year.
5. You have to belong to a political party to vote.
6. A political party helps a candidate win an election.
7. Each party has a presidential and a vice-presidential candidate.

To get a digital copy of the anticipation guide, go to this link:

<https://docs.google.com/document/d/1i1JLjpKWHSBLr6uAphvHMi75Pcdm5pWK9T6xISvEDa8/edit?usp=sharing>

Teach about the political parties, giving a succinct description of each. For example:

- Democrats are sometimes referred to as "the Party of the People," attracting immigrants, blue-collar workers, women, and minorities. Democrats tend to take a more liberal stand on important issues. They believe that the federal government should take a more active role in people's lives, particularly those who are in need.
- Republicans tend to take a more conservative stand on issues. They believe that the federal government should not play a big role in people's lives. Most Republicans favor lower taxes and less government spending on social programs. They believe in less government intervention in business and the economy.

Suggested strategy: Scavenger Hunt (This can be done in class or at home with internet or newspapers)

- News article about Candidate #1's campaign
- News article about Candidate #2's campaign
- News article about an Independent's campaign
- Photograph of Candidate #1
- Photograph of Candidate #2
- Photograph of an independent candidate
- Editorial cartoon that relates to one of the candidates
- Editorial cartoon that relates to one of the issues
- Ad or flyer for one of the candidates or a TV or radio ad

Suggested strategy: Compare political parties' stands on issues.

- Make a graphic organizer
- List parties on the left (Constitution, Democratic, Green, Libertarian, Republican)
- Across the top list issues (Education, Economy, Immigration, Health Care, Environment)
- Fill in boxes with the party's stand on the issue.

If you would like a digital file of the graphic organizer, go to this link:

<https://docs.google.com/document/d/1kC1YL5drfhq34w6Lr9S-RG5dL2ISpXiZg4rkSEV73hM/edit?usp=sharing>

Suggested strategy: Mini debate on election issue

- Choose one issue
- Divide the class in half
- Each half takes one side of issue
- Have documents available for both sides
- They meet together and discuss who is going to make which argument
- Line them up with two sides facing each other (seated is best)
- Each person makes one 30-second statement (keep time)
- Go back and forth from one side to the other
- After everyone has spoken, rebuttals can be by raised hand for 30 seconds alternating side.

I can analyze the history of changes in voting rights.

Suggested strategies for The Right to Vote:

List the years and fill in the time line with title of amendment and short explanation of changes it makes

- 1870 (15th Amendment: Giving African American men the right to vote by declaring that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.")
- 1913 (17th Amendment: Direct election of US Senators) • 1920 (19th Amendment: Giving women the right to vote by prohibiting any United States citizen from being denied the right to vote on the basis of sex)
- 1961 (23rd Amendment: Giving District of Columbia residents the ability to vote for the country's president and vice president
- 1964 (24th Amendment: Giving right to vote to those previously unable to pay poll tax by "outlawing the poll tax as a voting requirement in federal elections")
- 1971 (26th Amendment: Giving 18-year-olds the right to vote by stating "The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age")

Answer the following questions about these changes in voting laws:

- Which amendment allowed residents of the District of Columbia to vote for the President and Vice President?
- How many years after the Constitution was ratified did women receive the right to vote?

- In what year was the voting age lowered to 18: Before this amendment, at what age could people vote? • How long after slavery was abolished were African-Americans granted the right to vote?
- Before 1913, how were US Senators selected?

T-chart comparing voting requirements in 1776 and Today

- 1776: Literate, Own land, Male, Age 21 or older, White, Rich
- Today: US Citizen, Age 18 or older

As a review make a time line of the changes in voting requirements

- Put names of changes on cards
- Students stand in chronological order of changes
- Each student explain change and what influenced the change

I can explain how the Electoral College works in elections.

Suggested strategy:

Gracie for President: a picture book ISBN #978-142313999-7 (Excellent)

Voting by state in alphabetical order using state nickname and number of votes

- The Yellowhammer State of Alabama casts its 9 electoral votes for _____
- The Last Frontier State of Alaska (3)
- The Grand Canyon State of Arizona (11)
- The Natural State of Arkansas (6)
- The Golden State of California (55)
- The Centennial State of Colorado (9)
- The Constitution State of Connecticut (7)
- The First State of Delaware (3)
- The Sunshine State of Florida (29)
- The Peach State of Georgia (16)
- The Aloha State of Hawaii (4)
- The Gem State of Idaho (4)
- The Prairie State of Illinois (20)
- The Hoosier State of Indiana (11)
- The Hawkeye State of Iowa (6)
- The Sunflower State of Kansas (6)
- The Bluegrass State of Kentucky (8)
- The Pelican State of Louisiana (8)
- The Pine Tree State of Maine (4)
- The Old Line State of Maryland (10)
- The Bay State of Massachusetts (11)
- The Great Lakes State of Michigan (16)
- The North Star State of Minnesota (10)
- The Magnolia State of Mississippi (6)
- The Show Me State of Missouri (10)
- The Treasure State of Montana (3)
- The Cornhusker State of Nebraska (5)
- The Silver State of Nevada (6)
- The Granite State of New Hampshire (4)
- The Garden State of New Jersey (14)
- The Land of Enchantment State of New Mexico (5)
- The Empire State of New York (29)
- The Tar Heel State of North Carolina (15)
- The Peace Garden State of North Dakota (3)
- The Buckeye State of Ohio (18)
- The Sooner State of

Oklahoma (7) • The Beaver State of Oregon (7) • The Keystone State of Pennsylvania (20) • The Ocean State of Rhode Island (4) • The Palmetto State of South Carolina (9) • The Mount Rushmore State of South Dakota (3) • The Volunteer State of Tennessee (11) • The Lone Star State of Texas (38) • The Beehive State of Utah (6) • The Green Mountain State of Vermont (3) • The Old Dominion State of Virginia (13) • The Evergreen State of Washington (12) • The Mountain State of West Virginia (5) • The Badger State of Wisconsin (10) • The Equality State of Wyoming (3)

Elementary teachers sometimes wonder how they can include social studies into their day, when they have other tested subjects to teach. This lesson comes from Utah's 2015 Gilder Lehrman History Teacher of the year, Rachel Van Orden, and includes some great reading and writing strategies. Using social studies content is a great way to teach your literacy lessons. This lesson could be used in 5th grade as is, or teachers could implement the strategies with multiple different social studies topics!

If you have other great ways to teach social studies in your elementary classroom, please let us know about it. We would love to include your lesson ideas/plans in the next issue of *The Armillary*. Please submit your ideas/plans here: <http://goo.gl/forms/McVLDf7iFa>

Great Depression Newspaper Lesson Plan for Elementary Teachers

By Rachel Van Orden

Objective

Gather information about the Great Depression from primary resource documents and write a newspaper article with the information learned.

Standards

Reading Informational Test 5.3 Explain the relationship or interconnections between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

Reading Informational Test 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Writing 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Utah Social Studies Standard 5 Objective 1 Describe the role of the United States during World War I, The Great Depression, and World War II.

Anticipatory Set

- Read Potato: A Tale From the Great Depression by Kate Lied
- Discuss what this family did to help make it through the depression. Ask what they would do if their family didn't have any money.

Instruction/Practice

- Using the primary resource documents from the book and pictures from the internet make them into enough cards for your class.
- Demonstrate what do with one of the documents and pictures to help analyze. As a class look at Dorothea Lange "A Mother of Seven Children" to analyze. Ask about what kind of expression the woman has, what the children are doing? Talk about what this picture tells about the Great Depression. Ask who the students think is the intended audience. Record information into the graphic organizer
- Demonstrate what to do with one of the quotes. Reading A 9-Year-old Pennsylvania Girl. Talk about how the quote talks about her father losing his job and that they haven't had anything to eat or shoes or clothes to wear. Talk about how this is related to the depression. Ask the students who is the intended audience. Record information into the graphic organizer.
- Instruct students how to do a card pass. Using the cards you made, pass out the cards out to the students. Decide how you are going to rotate cards. Using your examples as a instruction as to what to do, students will see each card for about 1 – 2 minutes and record information regarding who they think the intended audience is, what time period (Great Depression unless a date is listed), and what the document tells about the great depression. Students will only choose 20 of these documents to record.

Closure

- Students will work in partners to decide what was the most important thing they learned about the depression is and report in class discussion.

Independent Work

- WRITING-Newspaper. Draft a newspaper article about the depression. Students must include information about life during the depression learned from the primary resource documents to create a newspaper article with a picture and caption.

Materials—

- Great Depression Graphic Organizer-copied back to back
- Newspaper paper
- Primary Resource Documents from the Great Depression made into cards (From book American History Building Fluency Through Practice and Performance or any other quotes compiled from the Depression, and <http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm>),
- Potato: A Tale From the Great Depression by Kate Lied

To access the Graphic organizer go here: <https://docs.google.com/document/d/1N1KiInIX-vJ9wuPFF0EZSgDBjUGPwppAQj1LRgFvA3E/edit?usp=sharing>

To access the lesson plan including the newspaper graphic organizer go here:

<https://drive.google.com/file/d/0ByRQiXVaPqn-bWNkV24xYIR1eUU/view?usp=sharing>

Jesse Owens, Discrimination, and Civil Rights

Lesson Plan

By David Ellison

Background

Jesse Owens is one of the greatest track stars and Olympic athletes in U.S. history. His controversial participation and success in the 1936 Olympics, held in Nazi-led Berlin, Germany, brought him national and international fame. As sometimes happens with historical heroes, several myths have developed around his experiences in the Olympics and in his subsequent popularity in the United States. Controversies continued to surround him based upon his evolving feelings about civil rights.

Lesson Objectives

1. Students will use primary source documents to develop and defend an interpretation of Jesse Owens's experiences during and after the 1936 Olympics.
2. Students will debate Jesse Owens's role within the broader context of the civil rights movement.
3. Students will engage in sourcing, corroboration, and contextualization when working with primary and secondary sources.

Possible Questions for Consideration

1. Did Jesse Owens make the right decision in attending the 1936 Olympic Games, rather than boycotting it as a protest of both his government and the German government's discrimination?
2. Did Jesse Owens face severe discrimination after returning from the Olympics, or to what degree did his fame make his experiences differ from the average African American's?
3. How does Jesse Owens fit into the broader story of African American civil rights? Consider, for example, the following:
 - a. Owens' success in the Olympics demonstrated for Americans the flaws of Hitler's theories about Aryan supremacy and raised questions about the morality of Jim Crow at home.
 - b. Owens' appeared to be less concerned or less vocal about civil rights throughout his experiences during and after the Olympics. What experiences and people influenced him? How are his experiences reflected in the messages he shared?
 - c. Compare Jesse Owens's words and experiences with those of Martin Luther King Jr., George Washington Carver, Stokely Carmichael, or other activists (Jesse Owens refers to a few of them in his books).

Materials

1. Copy of graphic organizer for every student
2. Copy of Jesse Owens documents for every student
3. Video clips of Jesse Owens at the 1936 Olympics:
 - a. <https://www.youtube.com/watch?v=XXIe5GbLSUs&bpctr=1454113674>
 - b. <https://www.youtube.com/watch?v=9Zn0zErRckc>

Procedures

1. **Mini-Lecture:** Prepare students with adequate background knowledge of the historical context. This may include the following:
 - a. Jim Crow laws in the United States
 - b. Context of the 1936 Olympics (rise of Nazi power and anti-Semitism in Germany)
 - c. General perspectives of white and minority Americans
 - d. Civil rights movements up to this point

2. **Video Activity**

. Play this clip through 0:34:

<https://www.youtube.com/watch?v=XXIe5GbLSUs&bpctr=1454115876>

- a. Analyze Germany's purpose at the beginning of the Olympics, taking into account the context of Germany in the 1930s.
- b. Watch the rest of the video. Ask the class the following questions: What was the significance of Jesse Owens's victories? Predict how this moment would impact Owens and his experiences at home.

3. **Document Analysis Activity:** Documents 1-5 focus on the Olympics, whereas documents 6-10 focus on Owens's later life; select the document-based activity, the historical thinking question, and the documents which would help students fulfill your specific objectives. Possible questions/problems include the following:

. Evaluate Owens's perspective on discrimination according to the sources. Did his opinion change over time? In what ways? What events may have caused these changes?

- a. Many have come to view the experience between Owens and Hitler as the culminating moment of the 1936 Olympics and the main significance of Owens's contribution to the Civil Rights Movement. How might Jesse Owens respond to this idea? Would he agree, or would he emphasize other ideas and messages? In what other ways did he contribute to the Civil Rights Movement, and how do his contributions compare with those of other activists?
- b. Compare and contrast Jesse Owens's life in the 1930s and the 1970s. In what ways did he change? In what ways was he the same?
- c. Explain to the students the controversy involved in Owens's decision to compete in the Olympics in spite of the pressure to boycott the racist Nazi regime and discriminatory practices at home. What were the consequences of Jesse Owens's attendance at the games? How might things have been viewed differently had Owens and other African Americans or the United States refused to attend the games in Berlin? Did Owens make the right choice in competing?

Assessments

1. Questions in the Anticipatory Set can be used as a pre-assessment or formative assessment to measure students' understanding of the historical context.
2. The Graphic Organizer can be used to evaluate student's understanding of sources and context, to assess their ability to detect bias and perspective, and to measure their ability to construct historical interpretations from source material.
3. Students may use these documents to write an argumentative essay responding to a prompt based on one of the lesson objectives. Teachers may use this essay to evaluate student understanding and their ability to use sources to defend interpretations.

Extensions/Additional Resources

1. Watch or select clips from the movie *Race*. Use primary source documents to evaluate the accuracy of the film. Consider what was added or left out and why these changes may have been made. How does the film's message compare with those from Owens's words in *Blackthink* and *I Have Changed*? Does the Jesse Owens portrayed in *Race* more resemble the Jesse Owens of 1936, the Jesse Owens of 1970/1972, or a fictional character from 2016? To what degree does the film reflect the values of our times as opposed to the values of Americans in the 1930s?
2. Read Jesse Owens's books *Blackthink* and/or *I Have Changed*. Consider dividing the class and having the students respond to questions as Jesse Owens would reply during these two different times in his life. How does his perspective change? How do these perspectives compare with his view during the Olympic games? Note that Owens's description of his interaction with Hitler changed over time. Why might that have happened?

Primary Source Documents

Document 1: St. Joseph News-Press, Oct. 16, 1936

Hitler initially congratulated Olympic victors, but when Jesse Owens raced he stepped out. Jesse Owens excused Hitler's choice to leave and claimed it was bad taste to criticize Hitler for this action, but the event was publicized all the same. When Owens returned from the Olympic games, Franklin D. Roosevelt failed to meet with and congratulate him as the president had with other Olympic athletes. When rallying for the Republican Party, Owens was reported to have said the following:



Jesse Owens, Negro Olympic track star, told an audience of 1,000 negroes here that it was President Roosevelt and not Hitler who snubbed him during his triumphs at the Olympic games in Berlin.

“Hitler didn't snub me—it was our president who snubbed me,” Owens said at a Republican rally here last night. “The president didn't even send me a telegram.”

Author unknown. (1936, October 16). ‘Snub’ from Roosevelt. *St. Joseph New-Press*. Retrieved from <https://news.google.com/newspapers?id=9kxhAAAAIBAJ&sjid=uHQNAAAAIBAJ&pg=6051,1761645&hl=en>

Document 2: *The Afro American*, Oct. 10, 1936

Excerpt from an interview of Owens published October 10, 1936 in the Baltimore-area newspaper, *The Afro American*, one of the nation's leading black newspapers.

My greatest thrill came while I was standing on the platform with the two other fellows and the American flag was going up while the band was playing "The Star Spangled Banner."

And I want to say right here that we ought to learn "The Star Spangled Banner." Some of us could start it, but nobody could finish it, and it was very embarrassing.

When it came time for the Germans to sing, they would sing out loudly, "Deutschland, Deutschland, Ueber Alles," and all of them would sing to the end.

I am proud to say that on that team there was no color. We were one team, and I am proud of it. We should not say race, because we are all American people. We, ourselves, are the greatest enemies of our people. I know that is a hard pill to swallow.



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Author unknown. (1936, October 10). Text of Jesse Owens's Address. *The Afro American*. October 10, 1936.

Retrieved from

<https://news.google.com/newspapers?nid=1532&dat=19361010&id=prg9AAAAIABAJ&sjid=5ysMAAAAIBAJ&pg=3031,1091811&hl=en>

Photographer unknown. (August, 1936). *Berlin, Olympiade, Siegerehrung Weitsprung* [photograph]. German Federal Archive.

Document 3: Walter White Letter

Controversy surrounded the 1936 Olympics in Berlin, which was under Nazi rule. Many wanted to boycott the Olympic games, even when the International Olympic Committee eventually forced Germany to allow all qualified athletes to compete. On December 4, 1935 NAACP Secretary Walter White wrote, but never sent, the following letter to Jesse Owens during this time of controversy.

My dear Mr. Owens:

Will you permit me to say that it was with deep regret that I read in the New York press today a statement attributed to you saying that you would participate in the 1936 Olympic games even if they are held in Germany under the Hitler regime. I trust you will not think me unduly officious in expressing the hope that this report is erroneous.

I fully realize how great a sacrifice it will be for you to give up the trip to Europe and to forego the acclaim which your athletic prowess will unquestionably bring you. I realize equally well how hypocritical it is for certain Americans to point the finger of scorn at any other country for racial or any other kind of bigotry.

On the other hand, it is my firm conviction that the issue of participation in the 1936 Olympics, if held in Germany under the present regime, transcends all other issues. Participation by American athletes, and especially by those of our own race which has suffered more than any other from American race hatred, would, I firmly believe, do irreparable harm. I take the liberty of sending you a copy of the remarks which I made at a meeting here in New York, at Mecca Temple, last evening. This sorry world of ours is apparently becoming in a fumbling way to realize what prejudice against any minority group does not only to other minorities but to the group which is in power. The very preeminence of American Negro athletes gives them an unparalleled opportunity to strike a blow at racial bigotry and to make other minority groups conscious of the sameness of their problems with ours and puts them under the moral obligation to think more clearly and to fight more vigorously against the wrongs from which we Negroes suffer.

But the moral issue involved is, in my opinion, far greater than immediate or future benefit to the Negro as a race. If the Hitlers and Mussolinis of the world are successful it is inevitable that dictatorships based upon prejudice will spread throughout the world, as indeed they are now spreading. Defeat of dictators before they become too firmly entrenched would, on the other hand, deter nations which through fear or other unworthy emotions are tending towards dictatorships. Let us make this quite concrete. Anti-Semitic, anti-Catholic, and anti-Negro prejudices are growing alarmingly throughout the United States. Should efforts towards [economic] recovery fail, there is no telling where America will go. There are some people who believe that a proletarian dictatorship will come. I do not believe this will happen and the course

of history clearly indicates that it is not likely to happen. Instead, it is more probable that we would have a fascist dictatorship.

It is also historically true that such reactionary dictatorships pick out the most vulnerable group as its first victims. In the United States it would be the Negro, who would be the chief and first sufferer, just as the Jews have been made the scapegoat of Hitlerism in Nazi Germany. Sinclair Lewis, in his last novel, *IT CAN'T HAPPEN HERE*, has written what seems to me to be a very sound picture of what may happen.

I have written at greater length than I had intended at the outset. I hope, however, that you will not take offense at my writing you thus frankly with the hope that you will take the high stand that we should rise above personal benefit and help strike a blow at intolerance. I am sure that your stand will be applauded by many people in all parts of the world, as your participation under the present situation in Germany would alienate many high-minded people who are awakening to the dangers of intolerance wherever it raises its head.

Ever sincerely,

Secretary.

Mr. Jesse Owens
Ohio State University
Columbus,
Ohio

Source: White, Walter. Letter to Jesse Owens. 4 Dec. 1935. TS. Retrieved from <http://www.loc.gov/exhibits/naacp/the-great-depression.html#obj19>

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Official Organ: *The Crisis*



December
4th
1935

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Olympics

Did not send

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How do your Senators and Congressmen stand on the Costigan-Wagner Anti-Lynching Bill?

ENDORSED BY THE NATIONAL INFORMATION BUREAU, 215 FOURTH AVENUE, NEW YORK

#2 - Mr. Owens

December 4, 1935.

entrenched would, on the other hand, deter nations which through fear or other unworthy emotions are tending towards dictatorships. Let me make this quite concrete. Anti-Semitic, anti-Catholic and anti-Negro prejudices are growing alarmingly throughout the United States. Should efforts towards recovery fail, there is no telling where America will go. There are some people who believe that a proletarian dictatorship will come. I do not believe this will happen and the course of history clearly indicates that it is not likely to happen. Instead, it is more probable that we would have a fascist dictatorship.

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Ever sincerely,

Secretary.

Mr. Jesse Owens
Ohio State University
Columbus,
Ohio.

WW:CTF

Document 4: *Oral History of 1936 Olympian James LuValle*

Excerpt from the oral history of 1936 Olympian James LuValle who won the bronze medal in the 400 meters race, recorded in June 1988 in Palo Alto California and conducted by George A. Hodak as part of the An Olympians Oral History Project sponsored by the Amateur Athletic Foundation of Los Angeles.

LuValle: We got on the train to go to Berlin, and when we arrived in Berlin there was this mob of young people—a lot of girls—yelling, “Wo ist Jesse? Wo ist Jesse?” [Where is Jesse?] Remember, Jesse had set four world records here in the United States that year, so they wanted to see him. Well, Jesse got off the train and these teenage girls had scissors and they started snipping off his clothes. (laughter) I’m not kidding. It was wonderful.

Hodak: How did Jesse respond to this?

LuValle: Jesse got back on the train as fast as he could. (laughter) In fact, to be perfectly frank, if Jesse left the Village, he usually had to go out with some soldiers to protect him. Not that they were trying to harm him, but these people just thought he was wonderful. Nobody else would go out with him as a result.

Hodak: Do you think this was hard on Jesse?

LuValle: I think it was a little hard on him but I think he loved it. After all, it was quite a bit of adulation.

Hodak, George A. (June 1988). “An Olympian’s Oral History” (PDF) (Press release). Los Angeles: LA84 Foundation. Amateur Athletic Foundation of Los Angeles. Retrieved December 10, 2015.

Document 5: Quotes from Ruth Owens

Ruth Owens, Jesse’s wife, stayed home when Jesse went to the games in Berlin. Regarding the situation of the Nazi leadership in Germany at the time, she said the following as quoted in a Los Angeles Times article May 30, 1996:

“He was very young, and he had to work very hard to make the Olympic team. I don’t think Hitler or anything else could have kept him away. You know athletes: They don’t see color. And he had been an athlete all his life.”

Following the games, Jesse Owens was welcomed home with a parade to celebrate his victory. During the festivities, an anonymous person handed Jesse a paper bag containing \$10,000. When National Public Radio interviewed Ruth about this, she said:

“That’s very true. And he didn’t know who was good enough to do a thing like that. And with all the excitement around, he didn’t pick it up right away. He didn’t pick it up until he got ready to get out of the car.

Source: <http://articles.latimes.com/2001/jun/30/local/me-17013>

Document 6: Eddie R. Letter

Jesse Owens wrote that prior to having published his novel Blackthink in 1970, he had never received hate mail. This was one of the first two letters he received from a semi-anonymous white sender.

Dear Jesse:

That’s a mighty fine story you’re doing for all those papers. But why do you say you’re black? Your real color is brown—for your nose. If it wasn’t to start with, it sure would’ve been after what you’ve been putting it in to get on the good side of the murdering Black Panthers. Now *they are* black, boy—and I call you *boy* because you still should be a slave for some white man instead of running around loose like you do after us whites taught you to read and write. But the Panthers—they should be put in ovens, just like the Jews were, every one of them. They don’t give no breakfasts for kids—they kill and rape and rob. Not only their own trashy kind, but us whites. What they all really want for breakfast is our white women.

Eddie R.

P.S. You think if you don’t brown-nose the Panthers, they’ll [threat with racial slur] . But let me tell you, *boy*, that if you don’t plug up your [slur] mouth, we’ll put you back in leg irons like you belong.

Owens, J. (1972). *I Have Changed*. New York: William Morrow & Company. Pages 23-24.

Document 7: Charlie Anonymous Letter

Jesse Owens wrote that prior to having published his novel Blackthink in 1970, he had never received hate mail. This was one of the first two letters he received from a semi-anonymous Black sender.

Dear Jesse Owens:

Your series on the middle class black was very revealing. But it didn’t reveal anything about us blacks—only about you and how you’ve become part of the fascist-capitalist conspiracy to systematically exterminate every black man in America. The only thing I wonder, [racial slur], is why you don’t see that when you’ve helped do away with all your own kind, that the white man will put a gun to *your* head, too. Or is it that you’ve been a Tom for so long that you figure

by then the last little bit of color will have worn off your skin and you'll be white outside like you already are on the inside? Well, [racial slur], you might get your wish sooner than you think. Somebody just might take a knife and scrape all the black away before it wears off from your playing up to White.

Charlie Anonymous

Owens, J. (1972). *I Have Changed*. New York: William Morrow & Company. Page 24.

Document 8: Jesse Owens's Response

In response to the above letters from Eddie R. and Charlie Anonymous, Jesse Owens wrote this as an introduction to a chapter in his book I Have Changed.

Eddie R. & Charlie Anonymous
St. Louis and Newark, U.S.A.

Dear Eddie R. and Charlie Anonymous:

You each wrote me letters, trying to hurt me—hurt me bad. You did—at first. But now, wherever you are, I want you both to know that you ended up helping me—a lot.

Jesse Owens

Owens, J. (1972). *I Have Changed*. New York: William Morrow & Company. Page 21.

Document 9: Selections from *Blackthink*

Jesse Owens despised what he termed "Blackthink," or pro-Negro, anti-white bigotry. He was criticized by some for opposing two black athletes who gave a "Black Power" salute in the 1968 Mexico Olympic Games. In 1970, Jesse Owens wrote Blackthink: My Life as Black Man and White Man, in large part, to explain his opposition to Black Power activists and advocate hard work, moderation, and peaceful approaches to resolving racism.

Believe it or not, most black men today start just about equal with the white...

I know what is usually said. Most whites and Negroes have been brainwashed to believe that black men and women, with a few exceptions such as athletes, entertainers or postmen, don't have much chance in America. It's a lie. If the Negro doesn't succeed in today's America, it is because he has chosen to fail.

I came back from Berlin and the 1936 Olympics to a welcome few people have ever experienced. The streets of New York were lined with tens of thousands of men and women and children wanting to see me—to touch me—as I moved through on the top of a new convertible...but one omission stood out more and more as the months passed.

No one had offered me a job...

I went to work...

I became a Cleveland playground instructor for \$30 a week...

Negroes hadn't offered me anything better because they didn't have anything better to offer, and the white men who wanted me to travel at their expense...didn't seem to have any openings in their firms except for delivery boys or bathroom attendants.

"What does it pay?" I finally asked one of them.

"Oh, Jesse...*you* wouldn't want to do something like that after what *you've* had."

So I didn't do something like that. I worked at the playground and came home every night and thought of what I'd had and went off in a corner of our two-room apartment where I hoped Ruth couldn't hear me and put some week-old newspapers in front of my face to try to hide my sadness...

Yes, things have changed—drastically. In fact, if we're going to tell it true, things have sometimes gone too far and turned completely around. Because for every anti-Negro bigot—and they're still too many—it seems as though there are two pro-Negro bigots today.

Yes, the Negro has problems—sometimes terrible problems. But they are almost always *human* problems now, and who in the hell doesn't have those?

Owens, J. (1970). *Blackthink: My Life as Black Man and White Man*. New York: William Morrow & Company.

Document 10: Selections from *I Have Changed*

Jesse Owens received a lot of criticism for his 1970 publication Blackthink. After a lifetime of experiences and reading words from a militant leader, in 1972 Jesse Owens wrote I Have Changed, a response to his first book.

After my first book, *Blackthink*, went to the printer...a whole bunch of things that I wanted to change came to me.

There was a part where I said, "If the Negro doesn't succeed in today's America, it is because he has chosen to fail." Sure, I qualified it in the very next sentence. I'd said there were exceptions. But then I'd added that there were exceptions for the white man too. Down deep, I knew better. There aren't near as many exceptions if your skin is white. But I'd wanted so badly to tell the young blacks they *did* have a chance, if only they'd work twice as hard and turn the other cheek when the first one was maybe raw and open to the bone. I'd wanted to tell them *too* badly.

It might seem strange to you, but until I wrote *Blackthink*, I'd never gotten a hate letter... Even when I'd spoken on college campuses in the late sixties during the rise of black extremism, even when I'd confronted the most militant of the black militants and the wildest of the white leftists, I hadn't heard a hiss. Sure, I'd know criticism, and prejudice—the worst kind. *But not hate for me as an individual*. Somehow, my confrontation with Hitler had lifted me above that.

Maybe no one except Hitler hated me till *Blackthink*, but just about everybody *deserted* me more than once when I got into trouble before that...

When the tax thing broke I was making my living the same way I had basically for twenty years: speaking to the young and doing things with them. I'd made speeches, had off-the-cuff raps, held youth clinics and set up gang-prevention centers all over the world...

No matter where I was...[I] waited not just to see if I would ever make a good living again, but whether I'd go to jail.

It wasn't that I'd reversed my stand from *Blackthink*...But I realized now that militancy in the *best* sense of the word was the *only* answer where the black man was concerned, that any black man who wasn't a militant in 1970 was either blind or a coward...

Humanity—or inhumanity—is always at the bottom of every “issue.”...

Militancy doesn't mean violence—unless violence means survival.

Owens, J. (1972). *I Have Changed*. New York: William Morrow & Company.

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Document Analysis

Use the documents to evaluate Jesse Owens's experiences before, during, and after the 1936 Berlin Olympics. Use your analyses and refer to the evidence to defend your interpretation to the prompt. Remember to include sourcing, corroboration, and contextualization.

	Source/Context (Who said it? Why? Who were they speaking to? What was going on around them?)	Summary (What did they say? What were their main ideas?)	Analysis (Is this source trustworthy? How does it compare with other sources?)	Additional notes, responses, reflections
Document 1				
Document 2				
Document 3				
Document 4				

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Document 5				
Document 6				
Document7				
Document 8				
Document 9				
Document 10				