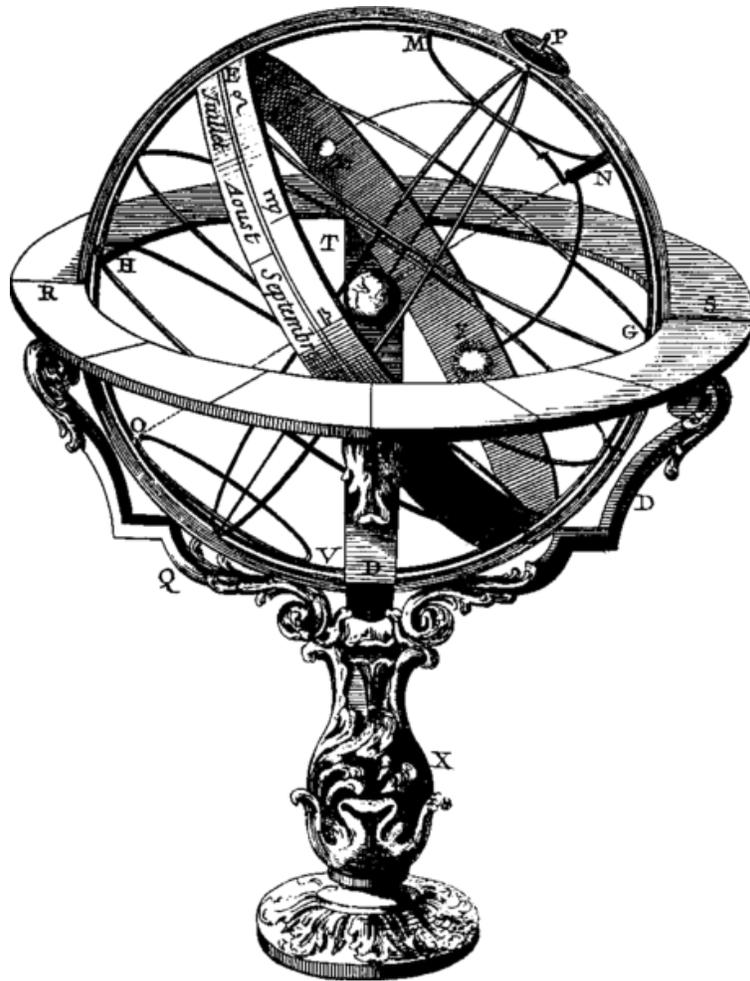


# *The Armillary*

*Navigating Social Studies in the Twenty-first Century*



The Annual Journal for the Utah Council of the Social Studies

January 2019, Volume 7

# Utah Council for the Social Studies Journal

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January 2019, Volume 7

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# Utah Council for the Social Studies Journal

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## Reading the Rails: A Review of Two Journeys to Promontory Summit

by

Peter Van Orden

We study the history we first encounter as private people, and only later as academics. Those who truly love history often do so because of that personal connection. I have loved railroads since I was young. Like many of us, I grew up with a deep romantic attachment to railroads. As a young person I was enthralled by the trains I saw crossing fifty yards behind my grandmother's house in rural Utah. As I grew older my friends and I would flatten pennies on those tracks and later, in my teen years, we would jump on a boxcar as the train slowed and ride to the next small town, returning later the same way. When my family lived in "the East" I was in awe of the great palaces for the railroads we frequented: Grand Central in New York, Union Station in Washington, and others. I still remember my first model train set. Over several years I took great pleasure building it into an intricate system of tracks and landscapes. It would take hours to relate all of my memories of railroads. Recently, I had the opportunity to share memories of growing up around railroads with David Bain, author of one of the iconic histories of the transcontinental railroad, Empire Express. We discovered many similar feelings and experiences from a lifetime of encounters with railroads. For David the railroads became the center of his professional life; for me they are an ongoing link with my past. This year we in Utah celebrate that past with the sesquicentennial of the completion the transcontinental railroad, one of the most consequential achievements in United States history.

To celebrate the completion of the transcontinental railroad reflects only a small part of a complex and multi-faceted history. The good, the bad, the ugly, and, sometimes, the heroic story of that

railroad is told in two brilliantly researched and clearly written books, Empire Express by David Haward Bain and Railroaded by Richard White. Both authors love railroads (Bain's book was a fourteen-year labor of love), both successfully relate the complex story of completing the transcontinental railroad, and, though both books are lengthy, they read like good novels. Using correspondence, telegrams, journals, and personal papers more extensively than previous authors, these books present a comprehensive account of the social, political, and economic effects of the railroad. Both authors provide rich historical context. The broad story of change from Jeffersonian ideas in an agrarian society to Hamiltonian ideas in an industrial one is central to both books. In a sense, the railroads are shown to be representative of the growth of the United States with all of its grand successes and ugly failures.

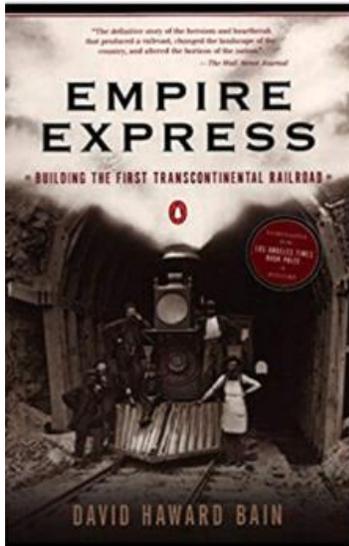
Both books are rich in personal stories of those who were instrumental in creating the railroad. Bain begins his story with the dreamer, Asa Whitney, who links 19<sup>th</sup> century American expansion to the pervasive myth of the China market and, while publicizing the economic and moral necessity of a transcontinental railroad, ultimately fails to achieve more than first making the public aware of future possibilities. Dozens of unique people enter and leave the stage of the great railroad enterprise. Sadly, both authors find corrupt and villainous men at most turns in creating the railroad. From finance to government crooks and sycophants abound, with the greatest villain said to be Dr. Thomas C. Durant. There are heroes as well - Theodore Judah and Grenville Dodge stand out. Ironically, White, a professor at Stanford University, points out that Leland Stanford who endowed the university, one of the Big Four of the Central Pacific, was thought to be a lazy and incompetent fool by his partners in the railroad business. The groups impacted by the railroad get better coverage than in most other books. The Chinese and Irish workers, without whom that transcontinental could never have been built, and the Native Americans who blocked the way, until either removed or co-opted, are treated as major players, as they

always should have been. The Chinese, with their disciplined lifestyle, innovative methods, and work ethic provide the finest example of the American Dream in this story.

The two authors approach the story in a slightly different manner. Bain's story is a gripping narrative of personalities, of heroes and villains. He makes people live more vividly than does White. Bain's road is more chronological, while White organizes around themes. Though still filled with vibrant personalities, White focuses more on causes and effects of the railroads on the development of the United States. His book is narrower, more a political economist's story, dealing with Schumpeterian creative destruction informed by Social Darwinism. Building a railroad is a tough enterprise, which leaves many literal and figurative bodies along the way.

Thoughtful readers will find many lessons for today in both narratives: the damage done by too much money in politics, the corruption of unrestrained economic power, the dangers of bubble economies, the costs and benefits of government regulation, the people who are marginalized or left behind by the advance of progress, the manipulation of public media for political or economic advantage, and more. Great history should transcend its era. The tale of the transcontinental railroad told in these books is broad, epic, and timeless, revealing the universal characteristics of human nature, truly a microcosm of the nation's growth in its most energetic era.

The story in these books is not designed to be celebratory; it is meant to portray the nuanced complexity of creating the transcontinental railroad. However, both books end up celebrating a remarkable achievement – the building of a railroad across the United States. Both authors tell this story with gripping narrative backed by deep research. The beauty of both books is that they present remarkable histories, which only enhance one's love of their object – the railroads.



Empire Express: Building the First Transcontinental Railroad

David Haward Bain

Penguin Books, 2000

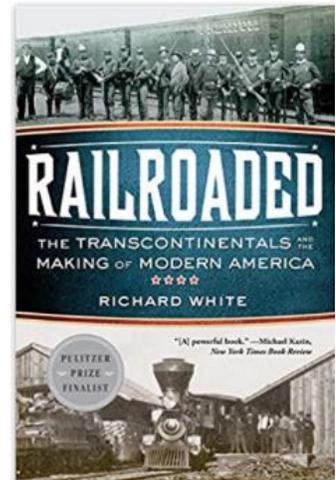
848 pages

Railroaded: The Transcontinentals and the Making of Modern America

Richard White

WW. Norton & Company, 2012

720 pages





## Blow the Roof Off in Social Studies

By Kaye Rizzuto

Blow the Roof Off is an engaging strategy that can be used to introduce or review material. Students use physical actions combined with words to review and reinforce their

knowledge of the content area. The activity initially takes 5-10 minutes. However, it could be used throughout a unit. The time to complete the activity would improve each time it is done. Students can be encouraged to improve their daily time and it can even be made into a competition between classes.

As you encourage students to be overly dramatic and build your classroom culture with the students, this learning activity will turn into a classroom favorite.

### **Materials Needed:**

1. A class set of the instructions for the “Blow the Roof Off.” Each student should receive at least one activity. Copy and cut student instructions into strips and possibly glue them onto 3 by 5 cards.
2. Depending on content that you use, you may need different items to go with certain cards

### **Description:**

1. Give each student one of the numbered pieces of paper.
2. Instruct each student that the goal is to complete the activity as quickly as possible. Students must do and say everything on their paper strip.

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3. Run through the activity one time to show students how to complete the activity. Encourage them to have fun with the activity and read their parts loudly and in a clear voice. They should try and be DRAMATIC with their actions
4. Time the students as they complete the activity.

Here are some sample Blow the Roof Activities

Utah Studies Introduction: <https://docs.google.com/document/d/1nCzwmBz-1huO82Xehc3q8pftL6zjbiAeIrlKrXEOjc0/edit?usp=sharing>

US Constitution Introduction:

<https://docs.google.com/document/d/1CrJSR6vwHmIEYwpWsS6XtPnORe-KhkYiLG2UnxPSsA8/edit?usp=sharing>

AP Human Geography Unit 1:

[https://docs.google.com/document/d/1dzenL7BuceBJtQn0\\_3TJQea2BBv2SUJeAVLV9wqQNI-M/edit?usp=sharing](https://docs.google.com/document/d/1dzenL7BuceBJtQn0_3TJQea2BBv2SUJeAVLV9wqQNI-M/edit?usp=sharing)

Blow the Roof Off Template:

<https://docs.google.com/document/d/1tBvOnB5OKfzF2oo3qPPUJuFtbfcr0DgnSypSacxIUE/edit?usp=sharing>



### North Korean Refugees in South Korea

By Merinda Davis

The funny thing about traveling to a place you want to learn the language is that when someone knows your language they want to speak to you in your language while you want to speak to them in theirs.

After receiving a Fulbright Distinguished Award in Teaching Short-Term Grant I was able to go to South Korea. In September 2018 I had the opportunity to collaborate with teachers and students at Jangdaehyun School, a private Christian school, for middle through high school age North Korean refugees. North Korean refugees isn't exactly an accurate term for all of the students. The purpose of the school is to promote reunification between the Koreas, so the student body consists of North Korean, South Korean, and Chinese born students.

The students were an inspiration, they are talented, creative, and fun loving people who did not let their past challenges deter their dreams. The fact they can work so hard to try to do well the best they can after the experiences I'm sure many of them had to go through was so inspiring. In South Korea there are services to help North Koreans integrate into society, as part of this high school students born in North Korea only compete against other North Koreans to get into universities. If you're not aware, the top Korean universities can be more competitive than Ivy League schools, so only competing against other North Koreans is a huge advantage. The education culture in South Korea is highly competitive, so much so that parents start their

children in after school schools, called hagwons, in elementary school -- sometimes even pre-school. One of the most interesting groups that I learned about are the Chinese born Koreans. One of the biggest human trafficking problems in the world is North Korean women in China. Many times women escaping North Korea are either willingly or unwillingly sold as wives to Chinese farmers -- these students are products of these unions. This group of students were not Chinese citizens and are not considered North Korean, so when they get to South Korea it's the first official citizenship that they have. They are also not necessarily given the same advantages as South Korean students, however they still have to compete against them when applying for universities.

While I was at Jangdaehyun I worked with three groups of students and did a different project with each group. The first group, was 15 year-old girls who loved K-Pop (Korean Pop Music). These girls created a book based on the United Nations' 'Love Yourself' Campaign sponsored by BTS (a K-Pop Boys group) and a book entitled, "I Like Myself." It turned out really cute. The next two groups were the juniors and seniors of the school. One group participated in a PenPal Schools project about international food where they shared about the famous food of their area (Busan). They also took me on a tour of their small town. The last group used Arc GIS Story Maps to create a favorite places map of their town. They often have guest teachers and visitors, so their maps will be used to help them find their way around the town.

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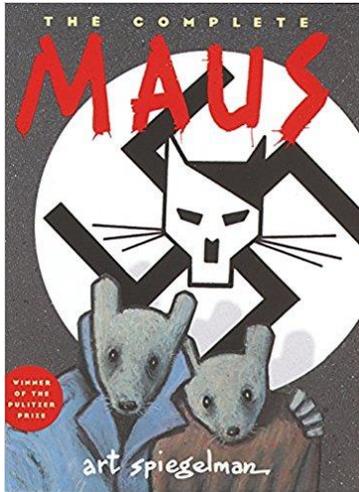
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Getting to know the students and the teachers at Jangdaehyun was an incredible experience. They are so kind and welcoming. This experience was incomparable to any other professional development in which I have participated. Spending a little more than three weeks immersed in a new environment was eye opening. I've been able to gain contacts to North Korean refugees here in Utah who share their experience with others. I learned a lot about myself and the small North Korean community in South Korea.

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<https://www.gilderlehrman.org/teacher-seminars>



Book Review: “The Complete Maus”

By Kara Olsen

In a groundbreaking exploration in storytelling, Art Spiegelman uses a medium characteristically associated with exaggerated humor to tell the anything-but-comic story of his Jewish father’s experience with the Holocaust. “The Complete Maus,” while dealing with potentially disturbing material, makes a difficult topic easy for high-school students to understand and acts as a primary source in understanding some of the emotional effects of World War II. This two-part graphic novel would be a great asset to history teachers in trying to teach about the sensitive topic of the Holocaust.

“The Complete Maus” is a compilation of two graphic novels by Art Spiegelman detailing the personal experience that the author’s father, Vladek, had with the Jewish Holocaust. Vladek Spiegelman was a Polish Jew who used his keen and strategic mind to survive the horrors of Nazi Poland and eventually Auschwitz. The novels follow his telling of how his affluent life in Sosnowiec, Poland was interrupted by drafts and prisoner-of-war camps, persecution and ghettos, and eventually concentration camps and post-war “freedom.” The panels depict not only the story of the 1930’s and ‘40’s, but also the process of interviewing that led to the creation of the graphic novel, providing many intimate and humorous moments interwoven into the narrative.

In telling this story, Spiegelman is successful in how he presents this incredibly somber topic through his use of humor. Unspeakably heavy and serious by nature, the Holocaust can tend to generate literature that is dense and difficult to process emotionally. Spiegelman confronts this dilemma by expertly counteracting intensely disturbing Holocaust narrative with the humor that accompanies any son interviewing his aged, curmudgeonly father – such as when Vladek interjects that he looked “like a million” in his new Auschwitz prisoner suit (193). This style helps readers and students to digest (at least partially) the vivid emotions of a mass genocide. While making light of a dark topic could be seen as a potential weakness of the volume, Spiegelman’s incredible skill in using emotion does not seem to drift into the irreverent. The books successfully present an image of *people* experiencing the tragedy, not just *victims*; that is a useful tactic that can aid teachers in presenting a more rounded view of the Holocaust. The humor also contributes to the readability of the novels. The kind of language used is clear and concise – right on par with the kind of meaning-making high-school students could be expected to accomplish. Spiegelman even manages to write in the charming Polish accent of his father, drawing readers into the storytelling and allowing students to connect further with the characters.

Even though the balance of humor and gravity makes the story understandable, some content may not be appropriate for adolescent readers. The deep emotionality that makes these books impactful can be seen as a cautionary weakness in the high school classroom. Disturbing images of gas chamber executions (232), piles of dead bodies (201, 255), and children being

brutally murdered (110) as well as depictions of nudity (102, 104, 186) should be noted when assigning this reading to teenagers. Even though such content may be a problem when teaching young audiences, it also can be argued that such poignant images are necessary to convey the brutality of the Holocaust experience.

One of the greatest strengths of “The Complete Maus” is that the way it is written allows it to be useful in classrooms as both a secondary and a primary source. It is an engaging, unique secondary account of the Holocaust from a Jewish point of view and would help to establish the progression of persecution that the Jews experienced as the war waxed and waned. The fact that the account stemmed from interviews with a person who actually experienced the event, Vladik Spiegelman, makes the secondary source both valid and applicable in a teaching setting. It also becomes clear throughout the story that the creation of “The Complete Maus” was a deeply cathartic experience for Art Spiegelman: the story in part needed to be shared as a way for him to deal with the emotions associated with being part of the generation following the Holocaust. The fact that Spiegelman lets the audience view this deeply personal part of the story through the panels of interviews between father and son makes this book a valuable primary source in US history. It gives a unique insight into how a rising generation dealt with the kind of grief, guilt, and disbelief that accompanied such a tragedy. Students could use panels from the book where Spiegelman explores his own feelings about the Holocaust (174-176) to investigate attitudes of those born after the war and how the telling of the Holocaust story has changed and been used over time.

Spiegelman's story lends itself incredibly well to the graphic novel genre. The illustrations not only contribute to the playful/serious emotional balance discussed earlier, but they also give students the chance to ponder what Spiegelman is trying to say with his images in addition to his words. Corroboration between written sources and this visual source would lead teenagers to create a more complete story of the Holocaust and become more effective text users. Some concepts are easier for students to digest when presented visually as opposed to linguistically. Specifically, one potential application of this novel would be to use the animals that Spiegelman used to portray the different nationalities in the story as a springboard to a discussion of the perceptions and roles of different countries in WWII. Panels showing the Jews as mice (191), Poles as pigs (151), Germans as cats (51), Americans as dogs (272), British as fish (291), French as frogs (253), and Swedes as deer (285) could be displayed to prompt students to analyze international impressions and relations in the war. Teachers could help their students think more deeply about perceptions and symbolism by asking questions about how these portrayals might change if the novels had been written by a Nazi, a German citizen, or even Art Spiegelman's father. Such probing questions can help students to more fully comprehend the subtext of the novels.

"The Complete Maus" is a unique depiction of a topic that is central to grasping western world history. Written in a way that is both understandable and relatable to teenage readers, Spiegelman uses humor, images, and personal feelings to make this a valuable secondary and primary source to teachers in the classroom.



## I'm a Better Teacher Because of Book Club

By Tara Chase

The UCSS Book Club is a unique and fantastic professional development opportunity offered each school year. Teachers of all levels gather one Thursday night a month and discuss a previously agreed upon book. The book genres are all social studies based but range from young adult historical fiction to popular titles off the Best Seller lists to the nonfiction reads you might be assigned in a college course. Each night of class includes book talks, discussions of how material could be applied to our individual classrooms, introductions of new strategy ideas, and general discussion about the book of the month. All of this is great and the special bonus is that book club also involves treats—what other PD claims that?!

I have been involved in the book club in various incarnations since the early 2000's. The current UCSS-sponsored class is a wonderfully well-rounded PD opportunity I'd encourage teachers of all levels and subjects to take part in. It has made me a better teacher and here are just a few reasons why.

First, Book Club introduces me to book and topics I would not have read on my own. As such, my content knowledge has increased tenfold. This year already I have gained a new understanding of complex relationships between whites and Native Americans in early 20<sup>th</sup> century Oklahoma, looked at the Western view of the Muslim world in a new way, considered the role of exploration and explorers in world history, and I'm ready and prepared for January's discussion on the early Republic era through the perspective of Alexander Hamilton.

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Second, discussing the books we read often changes or gives me new insight into the topics I have read on my own. A great example of this came with our reading in October of the book *Infidel* by Ayaan Hirsi Ali. I read the book prior to our discussion and had some general thoughts on it—how the Western world views and treats Muslims in our community, etc. The course of the discussion that evening opened my eyes to a lot more complexity than I had got out of the book alone. This experience of sharing and discussing social studies topics with peers of different backgrounds has hugely impacted the information and views I take into my own classroom.

Finally, each month's discussion on how to apply the information into teaching gives me new ideas of strategies to use in the classroom. It often occurs that the book we read has no specific connection to the curriculum I teach; this does not keep me from gaining valuable resources, however. Strategies and ideas shared can usually be tweaked or applied to other topics that I will be covering. I've learned some great discussion strategies and group work ideas that can be applied in any unit in my classroom. It's fantastic to have something new to take back each month!

Overall, I find the UCSS Book Club to be one of the most valuable professional development opportunities available to Utah's social studies teachers. The content knowledge, alone, that I have gained over the years has been impactful, but the relationships and learning I have gained with my peers has been equally as valuable. Do yourself a favor and consider signing up for the 2019-2020 book club when registration opens for the new school year!

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## Boone Colgrove Elementary Teaching Award And Peter Van Orden Secondary 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 2019. 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](https://docs.google.com/forms/d/1wAOX0mWbbGlbDLCnu_5QpcC-E9jIeLLq-IszBaHpvCU/viewform?usp=send_form)



Kyle Bracken High School Teacher of the Year



Rebecca Kirkman Middle School Teacher of the Year



Kerry Simi Elementary Teacher of the Year



We couldn't come up with a better name than "Nugget"

by Axel Donizetti Ramirez, UCSS Secretary.

Usually, when social studies teacher think of nuggets they envision the California or Alaska Gold Rushes. However, the USBE has something even more valuable.....online, free, social studies mini-courses. Each mini-course, or "nugget," is a quick 4 week hands-on tutorial that helps you master a K-12 social studies teaching strategy.

The "nuggets" are structured to be very much hands-on so that you learn and apply something new every week in your classrooms and by the end of 4-5 weeks, you have mastered a mini-concept such as: teaching with primary sources, using historical simulations, project-based learning, teaching with technology, integrating language arts, etc. There are "nuggets" for all grade levels.

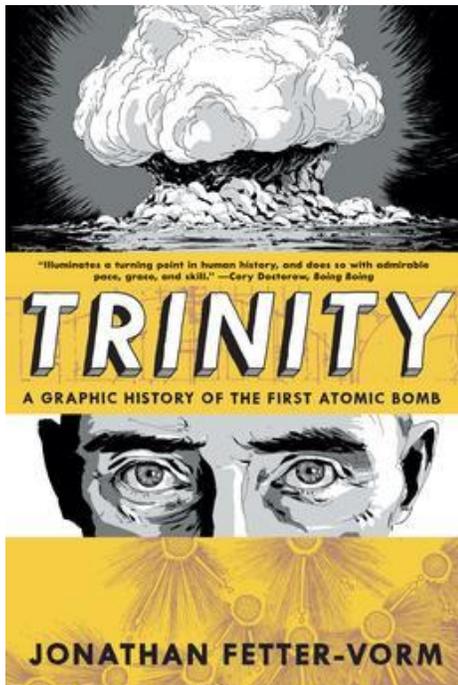
The mini-courses were constructed by Utah teachers for Utah teachers. There is no cost for taking the courses and an opportunity to earn USBE credit upon successful completion is being considered. The expectation for each course is that the teachers apply what they learn week by week and complete a teaching task at the end of the course.

After reviewing several of the mini-courses, my only complaint is that the social studies department at the USBE still could not think of a better name than "nuggets." Other than that, the mini-courses are easy to follow and implement. Most importantly, you can implement what you learn immediately in your own classroom.

To access the sites, go to the following website:

<https://uen.instructure.com/courses/469392>

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A Graphic Novel that is “The Bomb”

By Justin Lynn

Jonathan Fetter-Vorm. *Trinity: A Graphic History of the First Atomic Bomb*. Farrar, Straus, and Giroux, 2013. Paper \$14.95.

The story of the atomic bomb, from its creation to its use, is full of scientific and political complexities that can confound even educated learners. Jonathan Fetter-Vorm’s graphic novel, *Trinity: A Graphic History of the First Atomic Bomb*, guides readers through these complexities in a simple yet powerful way.

Fetter-Vorm begins with a brief description of the science behind the atomic bomb and how scientific theories led to the Manhattan Project. He then deftly introduces the main characters of this story, such as General Leslie Groves, J. Robert Oppenheimer, and President Truman. Fetter-Vorm carefully walks readers through the scientific challenges that led to the creation of the bomb, then shows the political happenings that led to the detonation of the first three atomic bombs the world had seen. Through both graphic illustrations and the text used throughout the novel, he vividly recounts the repercussions of the decision to build the bomb, and how this

decision contributed to Cold War animosity. This book is both captivating and perspective altering as it helps the reader understand one of the most influential periods of both American and modern world history.

The artwork in this graphic novel is both informative—as diagrams illustrate the science in a simple way—and captivating, as images show the grandeur and destructiveness of the bomb. The text is easy, at a 6<sup>th</sup> grade reading level, yet the content maintains a mature feel that could be used effectively with high school students. Teachers should be aware that some pictures might be disturbing to sensitive readers, as images show the injury the bombs caused to humans. Further, some unsavory language is used in dialogue throughout the book, which may be offensive to some. Despite this, most students, male and female, will find the text and images engaging and the narrative flowing. The biggest strength of this book is Fetter-Vorm’s ability to cover a large, complex period of time in a relatively short graphic novel. The work’s comprehensive coverage would aid teachers as they seek to help students understand the context and monumental significance of the development and use of the atomic bomb.

Two of the learning objectives included in the Utah State Core Standards for United States History II might be partially met through the use of Fetter-Vorm’s graphic novel. Standard 6.3 includes the objective of students understanding the impact of “total war” and innovations in weapons and tactics including the use of the atomic bomb. Standard 6.4 asks student to document changing world relationships and key developments that led to the Cold War. Fetter-Vorm’s novel could be used to help students gain background knowledge necessary for

contextualization throughout a unit on World War II and the Cold War. It covers events that are not only interesting but vital in understanding how the world changed after World War II. Fetter-Vorm provides historically accurate information but does take some imaginative liberties to reconstruct dialogue that went unrecorded. Because those conversations may not be completely accurate, they provide teachers with an opportunity to discuss with students the role of historical imagination in inquiry. Such instruction can help students understand how they too can reasonably fill in historical gaps when some evidence is unavailable.

Overall, Fetter-Vorm's graphic novel gave a rich overview of an important time in American history. He did so in a manner that was simple but powerful, and integrated beautifully designed drawings with simple text and dialogue to aid the reader's understanding. This novel would be an excellent source for teachers hoping to help students learn contextualization skills and consider historical imagination while learning important content knowledge related to WWII and the Cold War. It is sure to be a big hit with all readers and would be a great way to start off a unit with a bang!



<https://thc.utah.edu/teacher-workshops/neh/>



## Transcontinental Railroad Source Activity

Why were Chinese workers not in the picture of the Golden Spike Ceremony?

By Rebecca Kirkman

**UT Standard 2.6:** Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state. (economics, geography,)

### **I can statement:**

I can analyze different sources about the building of the Transcontinental Railroad.

I can explain how the Chinese workers were treated during the building of the Transcontinental Railroad.

### **Procedure:**

1. Pass out the sources and the graphic organizer for the Transcontinental Railroad source activity.
2. If students need more background information, have the students read the passage, “Transcontinental Railroad Workers” before they look at the photos.
3. Have the students look at the photos and fill in the graphic organizer.
4. After the students answer the questions, they will create a new photo of the Golden Spike Ceremony that includes all the groups who worked on the railroad.

**Note:**

- This can be a partner or group activity
- You can make the pictures bigger so students can see the details of the photos and paintings.
- Students will also need to know the difference between an observation and an inference.
  - Observation- what you see
  - Inference- based on what you see, and using background knowledge, an educated guess
- Students could use different mediums to create their Golden Spike Ceremony- magazines, photoshop, etc

To access the primary source materials and the graphic organizer go here:

<https://drive.google.com/file/d/1yQjR1poGXDyd4UnormoBC61o-HGR4n2h/view?usp=sharing>



<https://www.uen.org/transcontinentalrailroad/>

## UCSS Student Writing Competition

Last Fall we hosted a student writing competition. We had over 400 submissions. Students picked a historical or geographic topic and wrote the 6 important aspects about the topic. We were so impressed by the ideas and quality of writing. The submissions were judged based on a rubric by BYU students. We had a first, second, and third place for the following age categories: 10<sup>th</sup>-12<sup>th</sup> grade, 7<sup>th</sup>-9<sup>th</sup> grade, 4<sup>th</sup>-6<sup>th</sup> grade, K-3<sup>rd</sup> grade. In the 7<sup>th</sup>-9<sup>th</sup> grade age submission we had a four way tie for third place. Each winner earned \$50 for their submission.

Thanks for getting your students to participate and promote social studies in your classes!

Here are the winning submissions.

### 10th-12<sup>th</sup> Grade

#### Devon G.

The important thing about the Triangle Shirtwaist Factory fire is that it could have been prevented.

Women died, fire escape broke, the road became dented.

The door was locked, they couldn't get out.

They knew they would die without a doubt.

Many women, young and old

Burned, but not from the cold.

Because of that day, many people were saved.

Those women that day were insanely brave.

But the important thing about the Triangle Shirtwaist Factory fire is that it could have been prevented.

#### Luz Maria G.

The important thing about the Statue of Liberty is that she's welcoming.

Her crown is a halo, showing she is divine.

Her spikes represent the seven seas.

Her broken chains represent freedom.

Her active stride represents her leading the way.

The way she faces, the first thing you see upon arriving.

Her torch, lighting the way for her people.

But the most important thing about the Statue of Liberty is that she's welcoming.

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## **Mariane R.**

The important thing about education for girls in less developed countries is that 17% of the world is illiterate and almost half of the female population is unable to get an education.

For each year a girl stays in school the birth of her first child is delayed by 10 months which significantly increases her life expectancy and her baby's.

A secondary education increases a woman's future income by 25%.

Educated women are more civically engaged and informed about their legal rights and how to exercise them allowing cultures to see education in action.

By ending the practice of child marriage, specifically for girls, and allowing them a chance at an education, could generate up to \$500 billion which would put a major dent in global poverty.

The most important thing to remember about female education is that educated mothers raise educated children which breeds an educated culture which is the best way to change the world.

## **7<sup>th</sup>-9<sup>th</sup> Grade**

### **Myah I.**

The important thing about the Christmas truce was People were able to come together and celebrate Christmas together.

War was stopped just to have a day of peace.

Soldiers came out of their trenches and became friendly with their opponents.

Everyone exchanged gifts and food with their rivals.

The year it happened most was 1914.

But the important thing about the Christmas truce was people were willing to stop war and make peace with each other .





### **Priscilla S.**

The important thing about Nelson Mandela is He never resorted to violence and always kept it peaceful. When he was only in his 20's he joined the African National Congress. He tried to accomplish peace and won the Nobel Peace Prize in 1993. He was South Africa's first black president starting in the year of 1994 and ending in the year of 1999. He went to jail for 27 years because he directed a nonviolent campaign towards the South African government against racism and they considered it a political offense. But the important thing about Nelson Mandela is he gave 67 years of his life in attempt to make the world a better place.

### **Kristianne H.**

The important thing about the Navajo code talkers is The organization got really big during World War Two, and continued after. More than 400 Navajos were recruited as code talkers. The marine corps recruited the first twenty nine Navajos in two weeks. Many were underage when they enlisted. Those twenty nine created an unbreakable code based off of their native language. But the important thing about the Navajo code talkers is the code was unbreakable.





**Natalie B.**

The important thing about now is that  
We are the future and we can make a difference.  
We can create new and improved tools that will help everyone  
We will train the next generation to make history  
We will continue to make history better  
Together we can change history  
But the important thing about now is  
That we are history, and we can rewrite it.

**Katie G.**

The important thing about the Apartheid is  
The Apartheid lasted for 50 years, that is 50 years of oppression and humiliation for an entire race of people that did not do anything wrong  
Black South Africans were forced to endure racism, unfair wages, and possible jail time up until 1994  
If you were not a white European, you were classified and persecuted by the color of your skin  
Nelson Mandela, a South African Political leader, was forced to 27 years in prison for protesting the injustice that was being done to him and his country  
It was against the law, punishable by prison time, to marry outside of your race  
But the important thing about the Apartheid is that it was originally put into place by a minority group of white leaders that did not care they were taking away millions of people's basic human rights





## **Paul R.**

The important things about D-Day is that it is a substantial historical event that was a game changer in World War 2.

D-Day means the start of any operation in the military; it was originally called Operation Neptune.

The siege was one of the most brutal battles in the war, yet only 5 to 6 thousand people died in the American fronts, significantly less than the Battle of the Bulge. It was a landing on the beach of Normandy, France done by the Allies, there were 5 fronts called Omaha, Utah, Gold, Juno, and Sword.

The beach was damp and misty on that day, it even was when I went on the 74th anniversary of the beginning of Operation Neptune.

The most important thing though, is D-Day ushered in the ending of the war in Europe.

## **4<sup>th</sup>-6<sup>th</sup> Grade**

### **Kate R.**

The important thing about Patriots' Day (April 19, 1775) is that: It is the day of the first battles of the Revolutionary War which took place in Lexington and Concord, Massachusetts.

It is the day that Paul Revere took his famous ride from Boston to warn the Patriots in Lexington and Concord that the British were coming.

The first shots of the Revolutionary War were fired on Lexington Green, and the first Patriots' were killed there.

The first British soldiers were killed at the Old North Bridge in Concord a few hours later.

It is now commemorated as a state holiday in Massachusetts and Maine on the third Monday of April.

Ever since 1959 the Boston Red Sox have scheduled a home game on Patriots' Day at Fenway park.

It is the day the Boston marathon is run and is also referred to as Marathon Monday.

But the important thing about Patriots' Day is that it is the day of the first battles of the Revolutionary War which took place in Lexington and Concord, Massachusetts.





### **Daniel C.**

The important thing about the Doolittle Raid is: The raid was led by Colonel James "Jimmy" Doolittle. The raid included 16 bomber planes and no fighter escorts.

They bombed military targets in Tokyo, Honshu, and other places in Japan.

Only 3 people died in action and later 3 people were killed by the Japanese.

James Doolittle got promoted to brigadier general.

But the most important thing is that the raid made the Japanese doubtful about their army.

### **Laki S.**

The important thing about New Year's day is it's the beginning of a new year and comes on January 1.

The country of Samoa where my grandparents came from is the **FIRST** country to celebrate New Year's Day.

The territory of American Samoa is one of the **LAST** places to celebrate New Year's Day because of the different time zones.

Many make New Year's resolutions to help them be better people.

We celebrate New Year's Eve with parties and fireworks.

But the important thing about New Year's day is that it's the beginning of a new year.



## K-3<sup>rd</sup> Grade



**Leila S.**

The history of Christmas is important because: Christmas is the day that we celebrate the birth of Jesus Christ in Bethlehem.

We celebrate by giving each other gifts.

People decorate their houses with red and green decorations.

Families put up a tree and put gifts under it.

Many countries have someone like Santa Claus that brings them presents.

But the important thing about Christmas is that it is the birth of Jesus.



## **Ruth Bader Ginsburg and Second-Wave Feminism**

### **Lesson Materials**

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### **Background**

The 1960s-1980s brought a second wave of feminism to the United States. Forty years earlier women had gained the right to vote and some other basic rights, but they still faced legal discrimination. Leaders of this new movement intended for the “equal protection under the law” clause of the Fourteenth Amendment to be applied to the sexes so that discrimination on the basis of sex might be eliminated from laws, policies, and practices. Ruth Bader Ginsburg was a leader in this struggle, representing one who succeeded in spite of discriminatory practices and who was then determined that these practices should end. The lesson materials included here provide an investigation of Ginsburg’s work before the Supreme Court and other courts to end discrimination on the basis of sex.

### **Objectives**

1. Students will identify the civil rights objectives held by women, assess the strategies used to obtain those rights, and evaluate the success of women in reaching their objectives.
2. Students will apply precedence and the Constitution to evaluate court decisions.

3. Students will use laws of the 1960s and 1970s to explore the social context during which the second-wave feminism movement took place.
4. Students will apply the skills of sourcing and corroboration when working with primary sources.
5. Students will develop the inclination to defend the civil rights of themselves and others.

### **Materials**

1. A copy the graphic organizer “Ruth Bader Ginsburg Document Analysis Form” for each student.
2. A classroom set of the “Ruth Bader Ginsburg Document Set” or make a copy for each student if you intend to have them highlight or annotate the documents.

### **Procedures**

1. Provide students with basic background information on Ruth Bader Ginsburg and the social context in which she became an attorney, fought for the end of discrimination on the basis of sex, and became a Supreme Court justice. Much of the context of second wave feminism can be induced from the materials provided in the lesson, so teachers should limit any lecture or reading to the following basic facts:
  - a. Women gained the right to vote when the Nineteenth Amendment passed in 1920. They had also gained some educational and economic opportunities, however these opportunities were still limited during the 1960s and 1970s. The documents that students investigate in this activity should help them understand some of the ways women continued to face discrimination.

- b. The Fourteenth Amendment guarantees “equal protection of the laws” but in 1960 this standard did not yet apply to women or some other groups. When the amendment was ratified in 1868, most people thought it only applied to race (and over the years it wasn’t applied to race very well either).
- c. Ruth Bader Ginsburg studied law at Harvard and Columbia and became a lawyer and law school professor. She became interested in women’s rights, and founded the Women’s Rights Project at the American Civil Liberties Union. She argued six women’s rights cases before the Supreme Court—these cases are the focus of the investigation in this lesson. Ginsburg was nominated for the United States Court of Appeals in Washington, DC by President Jimmy Carter. She was later nominated for the Supreme Court by Bill Clinton in 1993. She continues to serve on that court in 2018. Ginsburg has become somewhat of a superstar in recent years due to the movie *RBG* and her nickname, “The Notorious RBG.”
- d. Consider showing the trailer for the movie *On the Basis of Sex* at this link [https://www.youtube.com/watch?v=6f9n\\_mDR3QE](https://www.youtube.com/watch?v=6f9n_mDR3QE) and/or the trailer for the movie *RBG* at this site <https://www.youtube.com/watch?v=biIRlcQgmOc> and/or images of “The Notorious RBG” merchandise to demonstrate her popularity.
2. Engage students in a document based activity using the “Ruth Bader Ginsburg Document Set” and the “Ruth Bader Ginsburg Document Analysis Form” graphic organizer.

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. Pass out both papers to students and read out loud with them the instructions on the RBG Document Analysis Form. Explain anything that appears to be unclear about the process of completing the analysis.

a. Model for students how to complete the analysis using the court case of *Reed v. Reed*. First read the case description and question, thinking aloud as you summarize what the case is about. Model contextualization by thinking about how different society was in 1971 to have had such a law—it seems unthinkable today. Next turn to the document packet and look at the sources and think out loud about which documents might be useful in understanding the case. Certainly Document 1, the Fourteenth Amendment is relevant. You might read that document to students (either the simplified version or the original) with an emphasis on the last line. Continue through each document looking at the source to identify those that are particularly relevant. If the document source information does not make the document seem relevant, skip reading it and move to the next source. Since Document 6 is Ginsburg’s memory of the *Reed v. Reed* case it is also useful. Before reading it, you might think aloud, realizing that this is from an interview many years after the case, so Ginsburg’s memory is influenced by the many other cases that came later. Still, the source is an eye witness account from someone who was personally involved. After analyzing the source, read the document with students, pausing to think about what Ginsburg argument is about the case. Then complete the RBG Document Analysis Form by filling in the last two columns. In the “Useful Sources” column you can write “14<sup>th</sup> Amendment, and RBG’s memory of *Reed v. Reed*.” In the “Ginsburg’s Argument Summarized” column you

might write, “the law that says ‘males must be preferred to females’ is a perfect example of a violation of the equal protection of the laws in the 14<sup>th</sup> Amendment. She remembers women seeing the courts as a way to win equal protection of the laws” Teachers might model a second case if they think students are not ready to work on their own.

b. When confident that students understand the process, assign small groups of students to follow the same process with the next two cases, *Weinberger v. Wiesenfeld* and *Frontero v. Richardson*. Remind them to first read the case information and question, then search through the document packet for relevant cases. Circulate to help students as needed.

c. As students finish the analysis of these two cases, regroup the class and lead the entire class in a discussion of what they found in their analysis of these two cases. Consider asking the following questions: What did the cases show about the social context of time? What, if anything, surprised you about the cases? How did one case build on the next, each increasing women’s rights? What patterns do you see in Ginsburg’s arguments?

d. After the discussion, allow students to work in small groups again on the remaining three cases.

e. As students finish these cases, regroup the class and lead students in a discussion of these cases using the same questions as in the previous discussion or other appropriate questions.

f. Assign students to finish the RBG Document Analysis Form individually by reading the case background and question related to *Moritz v. Commissioner of Internal Revenue* then writing a basic argument as if they were Ginsburg. You might remind them that her arguments

would have drawn from the amendments and precedents (cases that had happened before that serve as models for the decision in the current case).

### **Assessments**

Allowing students to analyze two cases in small groups, then gathering the class for a whole class discussion allows the teacher to conduct a formative assessment, identify general flaws or gaps in students' reasoning, and reteach if necessary before having them complete the assignment. The second discussion, before the independent work at the end of the activity, provides another opportunity to conduct a formative assessment and to correct any errors students may have.

The final question on the RBG Document Analysis Form is intended to assess students' understanding of the context of the time, Ginsburg's approach in arguing a case, and their understanding of the 14<sup>th</sup> and 5<sup>th</sup> Amendments as well as the precedents set in *Reed v. Reed*. Students who refer appropriately to precedents and the amendments in their argument demonstrate a strong mastery of Ginsburg's strategy for arguing a case before the Supreme Court.

### **Adaptations/Extensions**

1. The RBG Document Analysis Form could be completed as a cooperative learning jigsaw, with expert groups analyzing one case then forming home groups with students who come from each of the expert groups.
2. Students might choose two or three of the cases to study, rather than doing all of them.

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3. Students who are gifted readers could be given the original documents rather than the modified documents included in the document set. The original documents can be found on the links included in the source of each document.
4. The class might listen to audio recordings of Ginsburg and other attorneys arguing one or more of the cases before the Supreme Court. Audio recordings can be found in the links in the sources on the document set.
5. If there is extra time in class, numerous video clips have been made about or with Ginsburg—clips that might help students appreciate her celebrity status. For example, the news report at this link <https://www.youtube.com/watch?v=kW6YEZMtIto>
6. Students could research her writing as a Supreme Court justice, particularly the dissenting opinions she has recently become famous for as a liberal justice. For example, such a dissenting opinion can be found at [https://www.supremecourt.gov/opinions/17pdf/16-111\\_j4e1.pdf](https://www.supremecourt.gov/opinions/17pdf/16-111_j4e1.pdf) starting on page 52.
7. Students could read the court decision in *Moritz v. Commissioner of Internal Revenue* at this site [https://scholar.google.com/scholar\\_case?case=16431354896237075729&hl=en&as\\_sdt=6&as\\_vis=1&oi=scholar](https://scholar.google.com/scholar_case?case=16431354896237075729&hl=en&as_sdt=6&as_vis=1&oi=scholar)

Here are the primary sources and graphic organizer:

<https://docs.google.com/document/d/1u7ErQGu3jbAFNxqwyObpUD8xb4Q7xpOGCnVmGDGIUM/edit?usp=sharing>

<https://docs.google.com/document/d/1uGdqYcKgm6FIkp6OIVDG3Cl38mux2nzMDSUDI8xdGrY/edit?usp=sharing>