

**Using Internet Primary
Sources to Teach
Critical Thinking Skills
in Government,
Economics, and
Contemporary World
Issues**

*JAMES M. SHIVELEY
PHILLIP J. VANFOSSEN*

GREENWOOD PRESS



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Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues



**JAMES M. SHIVELEY
AND PHILLIP J. VANFOSSEN**

Greenwood Professional Guides in School Librarianship
Harriet Selverstone, Series Adviser



GREENWOOD PRESS
Westport, Connecticut • London

Library of Congress Cataloging-in-Publication Data

Shiveley, James M.

Using Internet primary sources to teach critical thinking skills in government, economics, and contemporary world issues / James M. Shiveley and Phillip J. VanFossen.

p. cm.—(Greenwood professional guides in school librarianship, ISSN 1074-150X)
Includes bibliographical references and index.

ISBN 0-313-31283-4 (alk. paper)

1. Social sciences—Computer network resources. 2. United States—Politics and government—Computer network resources. 3. Economics—Computer network resources. 4. World politics—Computer network resources. 5. Social sciences—Study and teaching. 6. Internet in education. I. VanFossen, Phillip J., 1964— II. Title. III. Series.

H61.95.S49 2001

025.06'3—dc21 00-052147

British Library Cataloguing in Publication Data is available.

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Library of Congress Catalog Card Number: 00-052147

ISBN: 0-313-31283-4

ISSN: 1074-150X

First published in 2001

Greenwood Press, 88 Post Road West, Westport, CT 06881

An imprint of Greenwood Publishing Group, Inc.

www.greenwood.com

Printed in the United States of America



The paper used in this book complies with the Permanent Paper Standard issued by the National Information Standards Organization (Z39.48-1984).

10 9 8 7 6 5 4 3 2 1

Contents

Acknowledgments	xi
Introduction: The Internet and the World Wide Web—Potential for Education	xiii
PART I USING CRITICAL THINKING IN POLITICAL SCIENCE, ECONOMICS, AND CONTEMPORARY WORLD ISSUES	1
PART II USING PRIMARY SOURCES	17
PART III PRIMARY SOURCE SITES	37
Political Science	39
Early America	39
How to Read a 200-year-old Document	39
Mayflower Compact	40
Fundamental Orders of Connecticut	42
Peter Zenger and Freedom of the Press	43
Bacon’s Rebellion	45
Iroquois Constitution	46
Albany Plan of Union	48
Stamp Act	49
Give Me Liberty or Give Me Death	51

Revolutionary Period and Early U.S. Documents	53
Declaration of Independence	53
Articles of Confederation	54
Northwest Ordinance	56
Constitution of the United States	57
Virginia Declaration of Rights	59
Federalist Papers, Number 10	61
Proclamation of Neutrality	62
The Alien and Sedition Acts of 1798	64
The Nineteenth Century	66
War of 1812	66
Monroe Doctrine	67
Declaration of Sentiments	69
Fugitive Slave Act	70
Emancipation Proclamation	72
Fourteenth Amendment	74
Fort Laramie Treaty	75
Thomas Nast Homepage	77
Sherman Anti-Trust Act of 1890	79
The Twentieth Century	81
Child Labor	81
Jim Crow Laws	82
Prohibition	84
Red Scare	85
First Hundred Days of the New Deal	87
World War II Posters	89
Truman and the Decision to Drop the Bomb	90
Nixon-Kennedy Debate	92
Martin Luther King, Jr.—“I Have a Dream”	94
Watergate and Nixon’s Resignation	95
The Judiciary Branch	97
John Marshall	97
Dred Scott	98
<i>Plessy v. Ferguson</i>	100

Scopes Monkey Trial	101
<i>Brown v. Board of Education of Topeka, Kansas</i>	103
Thurgood Marshall	105
<i>Roe v. Wade</i>	106
<i>Miranda v. Arizona</i>	108
Today's Supreme Court	110
The Presidency and the Executive Branch	112
Presidents—In Their Own Words	112
Letters of Thomas Jefferson	113
Abraham Lincoln's Second Inaugural Address	115
Impeachment of Andrew Johnson	116
Theodore Roosevelt	118
Franklin Delano Roosevelt's First Inaugural Speech	120
Other Inaugural Speeches	121
John F. Kennedy's Berlin Speech	122
Presidential Succession Act	123
Executive Orders	125
Presidential Libraries	127
Legislative Branch	129
About the U.S. Congress	129
Tour of the Capitol Building	130
<i>Congressional Record</i>	132
House of Representatives	134
Senate's Official Homepage	136
Rules of the House and Senate	138
Seventeenth Amendment	139
Committees	141
Elections and the Voting Process	143
Presidential Elections and Voter Turnout	143
The Electoral College	144
National Party Committees	146
Prohibition Party	148
Learning Page Library of Congress and the Election of 1920	150
Election of 1860	151

Election of 1948	153
American Indian Movement	155
International Politics	157
Magna Carta	157
John Locke's <i>Second Treatise on Government</i>	158
Edmund Burke's Speech on Conciliation with America	159
Paris Peace Treaty of 1783	161
<i>Democracy in America</i> by Alexis de Tocqueville	162
Declaration of the Rights of Man and of the Citizen	163
Woodrow Wilson and the League of Nations	165
Universal Declaration of Human Rights	167
Truman Doctrine	168
Elections around the World	169
Economics	173
General Economic Data	173
The Dismal Scientist	173
About.Com: Economics	174
Economagic	175
GeoStat	176
Global Population and Economic Statistics	178
EconData.Net	179
International Economics	181
Foreign Currency Converter	181
International Trade Data	182
Economic History	184
U.S. Currency Exhibit	184
What Is (Was) a Dollar Worth?	185
Adam Smith's Writings on Economic Theory	186
The Leslie Brock Center for the Study of Colonial Currency	188
David Hume's Economic Writings	189
David Ricardo's Writings	190
Factory Life circa 1900	192

Internet Modern History Sourcebook: The Industrial Revolution	193
Historical Census Data	194
Macroeconomic Data	196
Unemployment and Productivity	196
Gross Domestic Product	197
Budget of the U.S. Government	199
Income and Poverty	200
Other Economics Sites	203
Contemporary Economic and Business Cartoons	203
The Stock Market Indexes	204
The Department of Commerce	205
State and County Demographic and Economic Profiles	206
WOODROW	208
Dr. Yardeni's Economic History Page	209
Contemporary World Issues	211
China and Taiwan	211
Cuba and the United States	212
HIV and Africa	213
Human Rights in China	214
North Korea	215
Refugee Crisis	217
Drugs in Colombia	218
India and Pakistan	219
Newspapers around the World	220
Comprehensive Nuclear Test Ban Treaty	222
Terrorism	223
World Trade Organization	225
Organization for Petroleum Exporting Countries	227
Middle East Conflict	228
World Hunger	230
Third World Debt	231
The Rights of Children	233

Selected Primary Source Databases 235

Index 239

Acknowledgments

We would like to thank our families for their continued patience and understanding throughout this project, especially our wives, Mindy and Bethany, who have always been our chief supporters and our best friends. We are grateful to Debby Adams at Greenwood Press for her editorial support and advice and for her belief in us and our abilities to carry out this project. Finally, we wish to thank each other for the years of fruitful collaboration that have led to, and culminated in, this book.

Introduction: The Internet and the World Wide Web—Potential for Education

From the use of electronic mail to the transmission of multimedia such as digital audio and video, the Internet/WWW has become pervasive in many of our daily lives. Whether buying a book at Amazon.com (e-commerce) or finding out the latest college football scores (information gathering) or listening to a classical radio station in Cleveland from your living room in Denver (entertainment), many Americans consume Internet/WWW services on a daily basis. Estimates place the number of Internet/WWW users in the United States at between 88 and 92 million (*Information Please*, 1999).

Why has Internet/WWW use become such a widespread phenomenon? First, access to both computers and Internet service providers (ISPs) has been steadily increasing since 1990; by 1998, nearly half of American households had a home computer (*Wall Street Journal*). Second, the Internet/WWW provides heretofore unobtainable access to nearly unlimited information in a staggering variety of formats from myriad sources. The very nature of a digital information network—such as the Internet—implies that once information, or any type of media, has been digitized, access to that information is no longer bound by time or space. People can now access much of the Library of Congress on-line, take a “virtual tour” of the Louvre, or buy stocks from the New York Stock Exchange—all unthinkable for ordinary Americans even a few years ago. Even more important, perhaps, is that access to this information, via the Internet/WWW, is possible at a very low cost. Because it is no longer necessary to bear the transportation costs associated with traveling to Paris to see the Louvre, for example, more Americans (and other people around the globe) have access to such experiences than ever before.

Perhaps the best measure of the pervasiveness of the Internet/WWW in our society is the degree to which “the web” has entered the American lexicon. During the last few years of the decade of the 1990s, for example, such words and phrases as “e-mail,” “surfing,” “downloading,” and “dot.com” became commonplace in news broadcasts and everyday conversations. Certainly such language is prevalent in the many recent television commercials that extol the virtues of e-commerce for both businesses and consumers.

Citing many of the same reasons noted above, experts and pundits have recently extolled the potential of the Internet/WWW for educational applications as well. Because of its interactive and multimedia nature, the Internet/WWW has been highly touted as an increasingly important aspect of both elementary and secondary education. For example, in a nationwide study of Internet/WWW use by teachers, Henry J. Becker concluded that “along with word processing, the Internet may be the most valuable of the many computer technologies available to teachers and students” (Becker 1999, 32).

Experts point to several powerful benefits for using the Internet/WWW in the classroom and library media center. Jeri Wilson (1995) has argued that the Internet/WWW has the ability to break down the classroom’s physical limitations and to allow students access to experiences well beyond the limited resources available in classrooms and media centers. Such experiences might include having students e-mail an expert scientist with questions about a chemistry problem, students listen to digital audio files of 1930s folk music archived at the Library of Congress, or take a virtual fieldtrip to the Amazon rain forest. All of these experiences are well beyond the capabilities of nearly any school or teacher.

Joseph Braun, Phyllis Fernlund, and Charles White (1998) believed that the use of the Internet/WWW could develop students’ inquiry and analytical skills. Indeed, the nature of the Internet/WWW as a wide-open information superhighway provides a perfect backdrop for developing and honing research and critical thinking skills. Unlike traditional information sources (e.g., libraries, encyclopedias), the Internet/WWW is “unfiltered” in the sense that information is not reviewed for accuracy before publication on-line. Indeed, the only “filter” on the Internet is whether one has a computer and access to a server at an Internet node for posting web pages. We have described this lack of information filtering as an opportunity to develop critical thinking skills in students:

For some (teachers), the commitment of teaching their students critical-thinking skills and having them apply these skills to the Internet is simply an extension of the central task that they are already engaged in, namely, the effort to foster a critical citizenry able to make reasoned decisions. (Engle and Ochoa 1988)

Teachers do this whenever they have their students apply critical thinking to their textbooks, some current event in the news, a recent television commercial, or a political campaign speech. For others, this represents perhaps the latest best reason for teaching critical-thinking and reading skills directly. In either case, for the classroom teacher to assume the role as the exclusive filter for Internet material in their classroom is to deny students the opportunity to learn the information-gathering skills needed in a democracy, skills they will need to apply daily once they have left the classroom. (Shiveley and VanFossen, 1999, 43)

Charles White (1997) has also argued that the use of the Internet/WWW in classrooms can expand students' experience with visual technologies. These visual technologies include digital resources—increasingly available on the Internet/WWW—such as graphics interchange format (GIF) images, QuickTime VR (virtual reality) files, and on-demand streaming video. These media allow students to go beyond not only their own classrooms and media centers but also beyond the medium of print or text. In an increasingly multimedia society, these can be valuable experiences.

Access to the Internet/WWW is growing among the nation's schools. National data have suggested that approximately 90 percent of the nation's schools have access to the Internet in some location within the school building (Becker 1999). Results from recent state-level studies have indicated that in some states this percentage may be even higher. VanFossen (2000) reported that more than 95 percent of the respondents in a study of secondary teachers in Indiana had access to the Internet/WWW somewhere in their school building.

How does the tremendous potential of the Internet/WWW—along with this increased access—affect students in the social studies classroom? To better examine this question, one needs to first take a brief look at the nature of social studies, its traditional role in public education, and the logical “fit” between social studies and the Internet/WWW.

THE NATURE OF SOCIAL STUDIES

Ever since the inception of social studies as a field of study, debate and criticism have enveloped the field in regard to its definition, scope and sequence, and purpose. One way of helping teachers and students better understand the nature of social studies is to focus on some of the widely accepted goals in this field. Social studies, particularly that aspect that focuses on political science, economics, and world issues, is often broadly defined as “that part of the elementary and high school curriculum which has the primary responsibility for helping students to develop the knowledge, skills, attitudes, and values needed to participate in the civic life of their local communities, the nation, and the world”

(Banks and Clegg 1990). To achieve this, social studies teachers are urged to use an interdisciplinary approach and multiple perspectives to promote the skills of participatory citizenship, decision making, and critical thinking (Adler 1991; National Council for the Social Studies 1992).

Participatory citizenship has always been an important part of the social studies curriculum. According to W. Parker, "This is where, if anywhere, the core knowledge base of citizenship will be debated and developed. Social studies is the only place in the school curriculum where focused inquiry on democratic ideals and practices might be located" (1990, 17). Participatory citizenship is often best emphasized in political science and world issues courses, and, in recent decades it has been infused throughout many history and geography courses (Butts 1993). Economics also has been a content area closely associated with the goals of citizenship education. The case for economic literacy as it is connected to democratic citizenship is built on the premise that Americans think and talk about economic issues, that these issues affect us as citizens, and that economic issues are primarily concerned with making decisions, a primary attribute of democratic citizenship (Schug and Walstad 1991). According to S.L. Miller, "Economics is for everyone in part because we live in an economic world. Most of the major decisions that confront us are fundamentally economic. Effective decision making and participation in a democratic republic requires citizens to have at least a minimum of competency in economics" (1987, 162).

Students benefit from certain skills that assist them in making decisions. Some of these skills include collecting, analyzing, and organizing information, and then determining how best to use this information when reaching conclusions. One of the best strategies utilized by teachers to help students develop these skills is teaching through inquiry or discovery. In inquiry-oriented instruction, students are challenged with a problem, or a "point of perplexity," from which they proceed through a series of steps to solve the problem. These steps include defining the problem, developing a tentative solution to the problem (hypothesis), gathering any analyzing relevant data, testing the hypothesis, accepting or rejecting the hypothesis, and—after reaching a conclusion—testing this conclusion in new situations (Dewey 1933). An inquiry or discovery-oriented approach to instruction promotes reflection, decision making, and participation more than a didactic expository approach, and it is therefore very consistent with the goals of social studies (Ferguson 1991).

Critical thinking is also seen as "essential to citizenship in a democratic society where citizens are confronted by persistent and complex social problems" (Stanley 1991, 255). Critical thinking has been defined as the rules of logical inquiry or argument analysis (Newmann 1975) or as "a collection of discrete skills or operations each of which to some degree or other combines analysis and evaluation" (Beyer 1985, 272). More on

how critical thinking applies specifically to the social studies will be covered in Chapter 1; however, most would agree that the teaching of critical thinking skills is considered a fundamental component of citizenship education at every grade level.

Citizenship education also needs to promote understanding and appreciation of the multiple perspectives vital to a democratic society. A pluralistic democratic society can work only when its diverse groups really believe that they and those around them are an important part of the institutions and social structure in which they are immersed (Banks and Banks 1993). When multiple perspectives are infused throughout a school's curriculum, classrooms become more consistent with key democratic principles. Such a curriculum encourages students to view people from a pluralistic perspective—one that is inclusive, non-stereotypical, and unprejudiced which helps prepare them to "build authentic, democratic communities" (Alter 1995, 355)

Finally, teachers of social studies believe that the approach most consistent with the goals and skills of democratic citizenship as stressed above is best achieved through an interdisciplinary approach. This is apparent in the definition provided by the National Council for the Social Studies which, in part, states that social studies is

the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. (National Council for the Social Studies 1992, 3)

After reviewing the purpose and nature of the social studies and reflecting on many of the characteristics associated with the Internet, one could conclude that the recent increased access that social studies students and teachers have to the Internet/WWW is fortuitous indeed.

USE OF THE INTERNET/WWW BY SOCIAL STUDIES TEACHERS

Internet/WWW resources abound for teachers of all subject areas and all grade levels, but such resources seem particularly well-suited to the social studies (Braun, Fernlund, and White 1998). The social studies are interdisciplinary by their very nature, and the content disciplines (e.g., political science and economics) that make up the social studies draw heavily on all types of information and media. Because the Internet/WWW structure provides wide access to rich sources of just this kind of

information and media, it would seem to correspond very well with the field of social studies and the disciplines that undergird the field.

Indeed, typing in the term “social studies” at the search engine Yahoo! generates 158 site matches and more than 1,200 web pages devoted, in some shape or form, to social studies education. What are some examples of these social studies resources? Teachers and students might choose to log on to National Geographic On-Line (www.nationalgeographic.com) and view a web cast of a presentation on life in Ancient Egypt or in modern Havana, or develop and print out maps of any country in the world, or take a trip on the Underground Railroad. Teachers and students might also log on to the National Archives and Records Administration (www.nara.gov) and download a copy of the Declaration of Independence, photographs of slave life in the antebellum south, or propaganda posters from World War II. Teachers and students could also use the Intercultural E-mail Classroom Connection <www.stolaf.edu/network/iecc/> to exchange e-mail messages with students in a classroom in Japan or Russia or Canada about life in those countries. Even this short list demonstrates the powerful potential of this medium.

Indeed, some social studies teachers have already seen the benefits to classroom use of the Internet/WWW. In a study of secondary social studies teachers’ Internet/WWW use, VanFossen asked teachers to describe why they thought the Internet/WWW was important or valuable in the classroom. One enthusiastic teacher responded, “Teachers would have to be crazy not to use the Internet!” (1999, 5). A second teacher outlined the reasons why:

Many people say exploratory learning is important. There is no better way for kids to explore a subject than to do it on the ‘net. I have students getting excited about what they find. Often they feel they get info I don’t know. Sometimes they do. Often times [*sic*] people think math and science are the only subjects that use computers. Social studies teachers need to use the Internet. We already have a bad reputation of being boring teachers of a boring subject! (VanFossen 1999, 1)

In spite of the Internet/WWW’s perceived fit with education (and with social studies in particular), and enthusiasm of teachers like those above, research has indicated that few teachers are actually integrating this medium into their lesson plans in any meaningful way. Becker found that nearly a third of the teachers surveyed (from grade 4 to grade 12) were not using the Internet/WWW at all in their classrooms; another 40 percent admitted to only “occasional” use (1999, 5). Data suggest that Internet/WWW use among social studies teachers is no better. VanFossen (1999) found that, although more than 85 percent of respondents were employing the Internet/WWW in some way for their own professional

use (e.g., planning or research), few were using the medium in their classrooms. For example, two-thirds of the respondents had never used the Internet/WWW to take students on a virtual fieldtrip of a museum site, and slightly less than half had never developed an interactive lesson that required students to use the Internet/WWW to complete some task or assignment. Additionally, VanFossen discovered that more than 80 percent of the social studies teachers who responded wished they were using the Internet/WWW more than they currently were.

These findings seem to beg the question: if social studies teachers have access to the Internet/WWW, have myriad interesting and useful web sites to access, and want to use the Internet/WWW more than they currently are—why aren't they? Two factors seem to explain this lack of use. First, social studies teachers, like most other teachers, suffer from a lack of formal training in the classroom use of the Internet/WWW. R. Coley (1997) found that 85 percent of teachers had less than nine clock hours in general training—one would assume that Internet/WWW training was some subset of these nine hours—in using the computer in the classroom. VanFossen found similar results among social studies teachers. This lack of training was summarized by one teacher in VanFossen's study: "I would like to attend a workshop where an actual lesson is taught and authentic (alternative) assessments are given. We need hands-on, not just what web sites to access. We need to see it done, then practice it" (1999, 15).

A second explanation for the low degree of classroom use of the Internet/WWW is a perception among social studies teachers that using the medium takes too much time and is not worth the investment. Many social studies teachers believe that resources on the Internet/WWW are "an inch deep and a mile wide"—except for a few flashy bells and whistles, very little meaningful social studies content can be found on the Internet/WWW. One teacher summarized this view:

I'm not convinced the Internet is great progress over the school or public library. It can be an enormous waste of time, a migraine frustration, a panacea that doesn't "pan" out, a way to spend a lot of time learning technology with a disproportionately small return in learning of subject matter. Too often the means becomes the end. (VanFossen 1999, 14)

We hope that this book will address this very sentiment and the barrier to Internet/WWW use in classrooms represented by it by providing a wide range of resources appropriate for use in social studies classrooms.

PURPOSE OF THIS BOOK

The purpose of this book is to discuss and demonstrate how primary sources found on the Internet can be used to teach critical thinking skills

in social studies generally and in political science, economics, and world problems specifically. This book will also provide teachers, students, and school library media specialists with a wide range of strategies for using Internet/WWW primary sources.

Many educators who do not actively embrace the use of the Internet in their classrooms perceive that the costs of its use outweigh the benefits. These teachers want to take advantage of the Internet—and indeed may feel guilty and left behind if they don't—but they find themselves in a predicament. How do they use this great new tool, teach in a manner that retains the integrity of their curriculum and content area, and do both effectively? Also, as stated earlier, many teachers believe that mining the Internet/WWW for meaningful material takes too much time, or they feel incapable of judging good sites from bad ones and are reluctant to take a chance on employing a bad site in class. Other teachers point out that the WWW is replete with on-line lessons that present style (technological bells and whistles) over substance (teacher-developed, field-tested, easily implemented lessons). The book hopes to address some of these concerns.

Social studies teachers are not always pleased with the classroom textbooks they have been given to use as their primary source. Research into the methods and materials used to teach political science, economics, and world issues reveal surprisingly similar, and unfavorable, results. Students tend to like these subjects less than any other topic in school, in large part due to the materials and methods that stultify students' interests (Goodlad 1984). Often these textbooks are described as dry, redundant, supportive of the status quo, and designed for passive learning and the transmission of facts rather than active involvement in the pursuit of knowledge (Carroll et al. 1987; Larkins, Hawkins, and Gilmore 1987). These studies seem to describe a field—social studies—that is ripe with potential to utilize new content resources such as those increasingly available on the Internet/WWW.

USER POPULATION

This book is designed to assist teachers and school library media specialists who wish to create lessons and units that integrate critical thinking and primary source documents in political science, economics, and world issues. Students will find this text helpful as a resource for research into topics or time periods that would benefit from the critical examination of the related primary source documents. Teachers (as well as preservice teachers) will be able to use this book as a reference that provides examples of the infusion of technology into the classroom related to political science, economics, and world issues. This book is in-

tended as a supplement for many of the resources currently used by classroom teachers and library specialists in these subject areas. The authors' intent is that this text be used to support secondary sources such as class texts and additional readings such as biographies, fictional readings, and multimedia presentations associated with these subjects.

TECHNICAL NOTES: HARDWARE AND SOFTWARE REQUIREMENTS

In order to take advantage of the Internet/WWW primary sources outlined in this book, a user need only have a relatively basic set of hardware and software resources. In addition to a Windows-compatible (with 486 processor or above preferred) or Macintosh (PowerPC processor or above preferred) computer, users must have access to the Internet via a service provider or, preferably, their school. The computer should be equipped with either Netscape Navigator, version 4.1 or above (this is preferred), or Microsoft's Internet Explorer installed in order to "browse" the Internet. Some of the primary sources described in this book require additional, readily available (without price cost) Internet/WWW software. For example, in order to listen to Internet audio files (.au, .wav, etc.), readers will need to download RealPlayer <<http://www.real.com/>>. In order to view Internet video files (.mpeg, .mov, .asp), Windows users are encouraged to download Windows MediaPlayer <<http://www.microsoft.com/windows/mediaplayer/en/default.asp>> and Macintosh users are encouraged to download Apple QuickTime <<http://www.apple.com/quicktime/>>.

Teachers with only one computer in the classroom (or one computer in the school building) may be able to make a single computer screen accessible to an entire class by using an LCD palette that can project a computer screen onto the wall using an overhead projector. Some school media centers may have a digital video projector that can be used in the same manner. Teachers without these resources can still make many of the primary sources described in this book available to students by printing out various primary sources and making photocopied classroom sets.

FAIR USE ISSUES

As noted previously, one use of primary source materials accessed over the Internet/WWW is to print out representative examples or classroom sets for distribution to students in class. This brings classroom teachers into the debate over the fair use of Internet/WWW materials. Generally, materials produced by federal agencies are in the public domain and may be reproduced without permission for fair use (National

Archives 1999). The fair use statute refers to Section 107 of the Copyright Act of 1976:

Limitations on exclusive rights: Fair use

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified in that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work. (statute downloaded from Consortium for Educational Technology in University Systems <<http://www.cetus.org/fair5.html>>)

Among the examples that fall under these fair use criteria are “reproduction by a teacher or a student . . . to illustrate a lesson” (Library of Congress 1999, 1). For example, the Library of Congress’ copyright restrictions indicate that access to materials in the public domain for “non-commercial, educational and research purposes” requires no written permission (Library of Congress 1999). We are of the opinion that nearly all of the materials described in this book fall under public domain, fair use criteria.

The Digital Millennium Copyright Act (DMCA) of 1998 describes the nature and use of copyrighted materials and digital technology that did not exist, or were in limited use, when the 1976 Copyright Act was passed. One result of the DMCA was to assign copyright—without the creator having to apply for a copyright—to every single document or piece of media that appears on the Internet/WWW. While this is an important change to the 1976 act—among other things, this change recognizes the instantaneous nature of publishing on the WWW—the DMCA did not change the basic elements of the fair use doctrine. When making a decision about fair use of Internet/WWW resources, then, the same criteria should be used. If the work or resource found on the WWW is in the public domain, teachers should feel confident they are adhering to the fair use doctrine.

However, we also feel obliged to warn readers that the line between fair use and copyright infringement is a fine one. In its pamphlet on fair use, the Copyright Office stated that there “is no specific number of

words or lines that may be taken without permission” and that the safest course is seek “permission from the copyright owner before using copyrighted material” (Library of Congress 1999, 1). Therefore we offer two suggestions for the classroom teacher intent on using primary source material from the Internet/WWW. First, when in doubt about whether a primary source document requires permission to reproduce, e-mail the web master of the site you are downloading the material from and inquire about the permissions needed. Second, it is always a good idea to provide credits for images or other primary source material used. Simply typing a line across the bottom of the printed document is usually enough (e.g., “image downloaded from the Library of Congress American Memory site <<http://memory.loc.gov/>>”).

BOOK ARRANGEMENT

This book is arranged in three parts. Part I presents an overview of critical thinking. It discusses what critical thinking is (and what it is commonly misunderstood to be) as it pertains to the social science areas of political science, economics, and world issues. Part I also discusses research findings related to, and suggested practices designed for, assisting the teaching of critical thinking. Part II defines and gives characteristics of primary sources and distinguishes these from secondary and tertiary sources. Instructional strategies are provided for using primary source documents in the classroom or media center. Part III presents 118 Internet/WWW sites containing primary source documents in the areas of political science (82), economics (27), and contemporary world issues (17). Each site description contains an abstract of the web site and a set of questions and activities designed to promote the application of critical thinking skills to the primary sources found at that site. Where applicable, web sites are followed by the listing and brief abstracts of subject-related web sites. The book concludes with a listing of selected primary source databases for future reference.

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USING CRITICAL THINKING IN POLITICAL SCIENCE, ECONOMICS, AND CONTEMPORARY WORLD ISSUES



INTRODUCTION

One would be hard pressed to generate a case against the need for critical thinking in a democratic society. It is widely understood that critical thinking skills are vital to an educated citizenry. This, however, may be where agreement stops on this subject. How critical thinking is defined, how it is applied, and how and when it should be taught (indeed, whether it can be taught at all) are all topics of debate within the social studies. In an effort to clarify some of the issues surrounding critical thinking as it applies to political science, economics, and contemporary world issues, this chapter reviews problems associated with defining critical thinking in general, defines critical thinking as it applies to the social studies, describes characteristics and skills commonly associated with critical thinking in social studies, reviews the research conducted on critical thinking in social studies, and examines how critical thinking may be applied specifically to political science, economics, and world issues.

CRITICAL THINKING DEFINED

The term “critical thinking” is so commonly used that consensus on the meaning of the term remains elusive. Definitions of critical thinking that do have broad support, however, tend to be too vague to be useful to educators. For example, if it is defined as “reasonable, reflective thinking that is focused on deciding what to believe or do” (Ennis 1991, 1) or “the art of thinking about your thinking while you’re thinking, in order

to make your thinking better" (Paul 1992, 2), one is uncertain how to improve students' ability to think critically.

In spite of these difficulties, efforts have been made to create a definition that captures most of what people have in mind when they refer to critical thinking and, at the same time, develops a definition that is concise and unique to the skills associated with the term. S. Bailin, R. Case, J. Coombs, and L. Daniels determined that three features are typically understood by educators to embody critical thinking:

- Critical thinking is done for the purpose of making up one's mind about what to believe or do.
- The person engaged in the thinking is trying to fulfill standards of adequacy and accuracy appropriate to the thinking.
- It involves an effort to fulfill some relevant standards for critical thinking, at least at a threshold level. (Bailin et al. 1999, 287)

The authors went on to note that fulfilling these "relevant standards" is by no means an all or nothing proposition and that, because of this, "the basic concept of critical thinking possesses several kinds of vagueness" (1999, 287). Herein lies the major concern with defining critical thinking.

J. McPeck (1981) also addresses the problem of vagueness related to critical thinking. He believes that this ambiguity is a result of the broad scope in which the term is defined.

The problem has not been a dearth of literature on critical thinking: on the contrary, journal discussions and pre-packaged curricula are legion. The problem is that there is no precise way of assessing this material in the absence of an understanding of what the concept entails and what it precludes. At the moment, the persistent vagueness of the concept supports curriculum proposals ranging from courses in Latin to logic and clever puzzle games. All such proposals have claimed to promote critical thinking. (McPeck cited in Wright 1995a)

Such broad definitions of critical thinking lead to many terms being used interchangeably when the concept is discussed. Examples of such terms include problem solving, higher-order thinking, decision making, reflective thinking, inquiry, applying Bloom's taxonomy, metacognition, or simply searching for the truth (Beyer 1985; Dhand 1994). Not only does this lead to definitions that are too broad and vague to be of much use, it also causes some to reach the conclusion that critical thinking is an umbrella term for any type of thinking that can be taught. Until a more precise definition is agreed upon, teachers, curriculum directors, library media specialists, curriculum directors, and test developers will be unable to assist students in learning this skill (Beyer 1985).

One means of better understanding what critical thinking is, and

therefore, understanding how to help students become more proficient in it, is to examine what critical thinking means in a particular field of study. For this we can examine critical thinking as it applies to the social studies.

CRITICAL THINKING IN THE SOCIAL STUDIES

As stated in the introduction, the primary purpose of social studies is to promote democratic citizenship. Because of the importance of critical thinking in a democracy and to democratic citizens, critical thinking has been an area of central focus for social studies educators for most of the twentieth century. Critical thinking is understood to be “essential to citizenship in a democratic society where citizens are confronted by persistent and complex social problems” (Stanley 1991, 255). Indeed, one of the most cherished goals of social studies has been to teach students to think, evaluate, and make decisions on their own (Leming 1998). Teaching the skills of critical thinking is considered a fundamental component of citizenship education at every grade level. While social studies educators recognize that enhancing students’ abilities to think critically is by no means unique to the social studies, most believe that social studies has a special place in the curriculum for promoting these skills.

Most curriculum areas would claim that they contribute to the development of critical thinking skills. But, given the nature of the subject, it is the social studies which must carry the main responsibility for encouraging students to think critically about public, social, and personal issues and other concerns of the society. Indeed, critical thinking skills in the social studies are important because these skills enable citizens to cope with the barrage of information they encounter in contemporary life. (Dhand 1994, 149)

This goal of creating a democratic citizenry helps one to narrow the focus of critical thinking. Critical thinking now becomes more focused on “assessing the accuracy, authenticity, validity, reliability, and worth of data” (Beyer 1985, 276).

Scholars and researchers of critical thinking in the social studies point out that critical thinking has two important dimensions—behaviors associated with critical thinking and specific critical thinking skills.

Behaviors associated with critical thinking include a frame of mind that possesses “an alertness to the need to evaluate information, a willingness to test opinions, and a desire to consider all viewpoints” (McClure, Fraser, and West 1961, as cited in Beyer 1985, 272). Such a questioning attitude is vital because critical thinking strategies require one to question constantly the ideas he or she encounters (Cornbleth 1985). Stated differently, critical thinking involves not only knowing

when and how to question something, but also possessing an inclination to do so. According to this line of thought, one can identify a set of behaviors that are helpful for critical thinking. A critical thinker

- Is open-minded
- Does not argue about something he or she knows little about
- Recognizes when more information is needed
- Realizes that different people interpret meanings in different ways
- Questions everything that doesn't make sense to him or her
- Attempts to separate emotional thinking from logical thinking
- Determines and maintains a focus on the questions or conclusion
- Takes into account the total situation under question. (Paul et al. 1987)

Behaviors such as these become second nature to a critical thinker; they become how he or she naturally thinks.

A critical thinker also routinely applies this frame of mind to certain mental skills necessary to critical thinking. After conducting a review of the literature, B. Beyer identified a set of ten “core operations” associated with critical thinking skills in the social studies:

- Distinguishing between verifiable facts and value claims
- Determining the reliability of a source
- Determining the factual accuracy of a statement
- Distinguishing relevant from irrelevant information, claims, or reasons
- Detecting bias
- Identifying unstated assumptions
- Identifying ambiguous or equivocal claims or arguments
- Recognizing logical inconsistencies or fallacies in a line of reasoning
- Distinguishing between warranted and unwarranted claims
- Determining the strength of an argument. (1985, 272)

Beyer is quick to explain that these skills are probably not the only operations that might be labeled as critical thinking skills, but they were included because they represented those that were most commonly referred to in the social studies literature on this topic.

Given the varying definitions of critical thinking that are often given, an important first step toward improving the teaching of critical thinking is to establish some widely accepted skills and behaviors associated with it. This alone, however, is not enough. If one examines the research on critical thinking, it is evident that there remains additional disagreement on the degree to which it has been determined that critical thinking can

be taught. Assuming that critical thinking can be taught, what does the research say are the best methods for teaching it? It is to these questions that we now turn.

RESEARCH INTO CRITICAL THINKING

Research describing the current practice of critical thinking in American schools provides results that are clear but often unfavorable. The weight of this research indicates that the goal of having students think critically remains elusive and, to date, unrealized (Leming 1998; Parker 1991). There is little evidence that critical thinking among students occurs to any large extent at any grade level. Even college-bound students with SAT scores well above the national average often fail to engage in critical reasoning (Wright 1995b).

After studying over one thousand U.S. classrooms, J. Goodlad (1984) found that less than 1 percent of teachers actively encouraged their students to think critically in a manner outlined in this chapter. Similar studies have reinforced this conclusion stating that, even though many public schoolteachers as well as university instructors claim to support and value critical thinking as a goal, very little class time is devoted to its practice (Paul 1992; Su 1990). Perhaps this is because many teachers do not have a clear conceptualization of critical thinking themselves and often fail to practice it. One study found that "51.8% of his sample of 293 social studies teachers could not distinguish between facts and opinions" (Unks 1985, as cited in Wright 1995a, 66).

Some would question whether, even when a concerted effort is made, critical thinking can be taught successfully at all. Citing three "noteworthy controlled studies" devoted to higher-order thinking programs, Leming (1998) concluded that time and again researchers were not able to identify any substantial relationships between the presence of classroom critical thinking and logical soundness of argument and critical thinking on the part of students. Instead, students continued to rely primarily on their own unsubstantiated positions and were able to convince others of the correctness of these positions not on logic or expertise, but rather by their verbal and interpersonal skills. Concerned with these findings, Leming went on to challenge the reader, asking

If decision making is at the heart of the social studies, if the development of an informed citizenry is our most cherished goal, and if we have no evidence, despite intelligently conceived and carefully implemented programs, to indicate achievement of these objectives, what does that mean for the future of the social studies? (1998, 62)

Fortunately, other studies offer some hope and provide some evidence that critical thinking can be successfully taught in the classroom. For example, in her study of the research on controversial issues in the social studies, C.L. Hahn (1991) concluded that students who had the opportunity to study controversial issues were better able to apply certain critical thinking skills (e.g., analyzing arguments) when compared to students who did not study these issues. Similarly, after reviewing the research literature on achieving thinking and decision-making objectives in social studies, W.C. Parker concluded that “direct instruction on critical thinking is more likely to improve critical thinking than is instruction on regular course content (1991, 352). Questions remain, however, on the best approach for fostering critical thought among students.

Most agree that one of the first steps to enhancing critical thinking instruction is to remove some of the barriers that are currently found in many schools, including the following six barriers:

- Teaching as knowledge transmission
- Broad, superficial coverage of content
- Teachers’ low expectations of students
- Large numbers of students in a class
- Lack of teacher planning time
- A culture of teacher isolation. (Onosko 1991, as cited in Leming 1998)

Leming argues that until such barriers are removed, or at least greatly reduced, teachers will not be able to focus on methods that are designed to promote critical thinking.

The removal of barriers does not necessarily ensure that critical thinking will occur. A curriculum that actively teaches critical thinking is also needed. On this point there are two schools of thought about how this curriculum should be structured—through the direct teaching of critical thinking skills or by immersing students deeply into more limited content.

Direct Teaching of Strategies to Assist in Critical Thinking Skills

Researchers supporting this approach argue that learning to think critically is like learning any other skill—it takes repeated practice over a series of increasingly complicated tasks. Critical thinking can be mastered with the practice of specifically designed activities and exercises in an atmosphere of questioning and acceptance. Strategies for enhancing critical thinking skills include

- Aiding students in learning information-processing skills
- Maintaining a classroom atmosphere conducive to questioning and reflection
- Improving instructional coherence and continuity
- Modeling thoughtfulness in problem solving
- Allowing sufficient time for students to think and respond to questions
- Accepting original and unconventional views
- Examining open-ended social problems
- Using analogies and case studies
- Studying controversial issues
- Engaging in student debates
- Using materials containing contradictory statements
- Analyzing propaganda techniques
- Engaging in activities that require students to look for bias and judge the reliability, validity, and authenticity of sources. (Dhand 1994; Newmann 1988; Stanley 1991)

The direct approach also argues that, in an age of increasing access to vast amounts of new knowledge and of extraordinary information-processing demands, the particular information that will be needed in the future cannot be predicted. Therefore, an emphasis on skills rather than on specific content is more useful and transferable (Parker 1991).

In a society facing the twenty-first century, where change may be the only constant, the ability to formulate problems, resolve issues, determine the most effective decisions, and create new solutions is a prerequisite of success—for life as well as schooling. The time has come to seriously consider thinking as a major goal for teaching and learning at all levels of instruction. (Presseisen 1986, 5)

This direct approach to teaching specific critical thinking skills argues that, without defining and preparing students to use critical thinking skills, we cannot expect students to engage in critical thinking in daily life.

The Argument for Content Immersion to Develop Critical Thinking

The content immersion approach argues that, for students to think critically, they must be thinking critically *about something*. This cannot be done without a firm content base in the topic under study. Stated differently, the knowledge of content is vital to developing a student's critical thinking abilities. In fact, any effort to teach some form of generic thinking skills to students without giving adequate attention to content will have very little impact (Cornbleth 1985; Stanley 1991; Perkins 1986).

On this analysis, steeping oneself in the facts, concepts, history, and methods necessary to comprehend and reflect well on public policy issues (or whatever the subject matter) delivers more analytic power and brings one closer to a thorough understanding of the issue than does isolated training in general thinking skills. Most helpful for the cultivation of thoughtfulness is not skills training alone—not pedantry on the syntax of thought—but the struggle to understand issues and problems in all their complicated dimensions. Such understanding does not come easily, of course, but it is made all but impossible when too many topics are covered and when concentrated study is dissipated by general skills training. (Parker 1991, 353)

This requires teachers to teach more in depth about fewer topics and then make efforts to show how these topics are related. There is evidence that programs designed to help increase the critical thinking and decision-making skills of students seem to work best when they have students practice critical thinking skills in concert with the learning of specific content matter (Cornbleth 1985). One of the strategies suggested involves having teachers work to combine subject matter, skills, and thinking strategies into single lessons and then encouraging students to apply the content they have recently learned toward the solving of some problem.

A Proposed Compromise

We believe that these two approaches are not incompatible and that the direct teaching of critical thinking skills is best accomplished when the student is immersed in learning discipline-specific content. One of the best means of combining both of these approaches to fostering critical thinking may be to have students apply critical thinking skills to the study of primary source documents found on the Internet/WWW. Many of the suggested activities connected to the web sites in Part III of this book incorporate direct critical thinking instruction methods; other questions and activities use techniques that are best associated with the discipline under investigation. To better understand how some critical thinking strategies are related to a particular content area, we will now take a brief look at the content areas of political science, economics, and contemporary world issues and view some examples of how critical thinking might be applied in each case.

CRITICAL THINKING IN POLITICAL SCIENCE

Political science may be defined as “the discipline associated with the study of society’s attempts to maintain order by establishing governing institutions and processes” (Maxim 1995, 15). The curriculum often fo-

cuses on the structure and functions of government—who has power, how this power is achieved, and what duties and responsibilities are associated with various offices and branches in government.

Politics in a democracy is the art of diverse people coming together representing multiple interests for the purpose of making choices in the public domain. A citizen in a democracy, therefore, must possess not only a working knowledge of how government works, but must also have the ability to sort through vast amounts of information presented from multiple perspectives in order to reach conclusions that make sense for the individual and for society. Citizens are asked to engage in open and critical discourse about public affairs, drawing on historical and political knowledge to reach a defensible position on issues of public concern (Leming 1998). Critical thinking then becomes an important attribute of a democratic citizen—one who must be an informed, autonomous thinker, while being resistant to manipulation, able to recognize logical inconsistencies in an argument, and communicate one's own position clearly.

How is political science currently taught in the schools? In elementary schools, one rarely finds specific courses devoted to civics. Instead, many of the principles of government are infused throughout the curriculum, embedded in courses such as American history, state history, and geography or in projects done within the context of a larger interdisciplinary theme. In contrast, in the secondary schools, the content of political science is most often delivered in a discrete government or civics course, often containing 30 or more students. The predominant means of teacher instruction for these courses remains traditional lecture, recitation, homework from the textbook, and an occasional use of an audiovisual aid or field trip with the focus on respect for rules, laws, and authorities. Unfortunately, regardless of grade level, little effort is given to include time for reflective or critical thinking (Harrington 1980).

The good news is that there is evidence that instruction in critical thinking as it applies to political science can render favorable results. Several studies indicate that students' abilities to think critically are enhanced when these skills are taught in concert with the learning of specific content in government (Patrick and Hoge 1991). For example, students given appropriately related facts and concepts are capable of sorting through the criteria needed to justify a particular political position (Cornbleth 1985). Other studies indicate that, when students are engaged in analyzing political documents or arguments in multiple short exercises, critical thinking skills may be improved (Atwater 1991; Bradley 1997). Teachers have also been able to increase their students' potential for critical thinking about public matters when they have created classroom conditions conducive to the free and open exchange of viewpoints (Guyton 1988; Hahn 1988). Hahn (1991) also related that too much one-

sided teaching or an authoritative classroom environment (as well as the overuse of controversy) led to such negative results as passivity, disinterest, and civic intolerance (Hahn 1988, as cited in Patrick and Hoge 1991).

Clearly, the nature of political science in a democracy society and the positive results of critical thinking instruction in civics classes cause one to be optimistic about the potential for applying critical thinking skills to this content area.

CRITICAL THINKING IN ECONOMICS

Economics is commonly defined as the social science that examines how people choose to allocate scarce productive resources to meet their relatively unlimited wants. More simply put, economics is often referred to as “the science of decision making.” Critical thinking (regardless of how this construct is defined) is a large part of the discipline of economics, in part because the discipline focuses on how people make choices and the consequences of those choices.

Economists describe the particular brand of critical thinking that goes into this analysis of choice as an economic way of thinking. W.D. Rohlfs has described this economic way of thinking as “a way of reasoning about problems” which allows us to “make sense out of the real world and devise policy solutions to (economic) problems” (1999, vii). Economists have built this notion of economic thinking or reasoning around four basic assumptions about human behavior as it relates to decision making.

The first of these assumptions is that we have to make choices because—to paraphrase the words of that famous London School of Economics student turned rock star Mick Jagger—we can’t always get what we want. Because productive resources are scarce, we are forced to make choices. Second, these choices are constrained in that our options (or alternatives, as economists call them) are always limited by time and space or other such limited resources. Again, because resources are scarce, we are forced to make trade-offs from among limited alternatives.

The third assumption is that people choose “at the margin.” This assumption recognizes that we are rarely confronted with all or nothing alternatives. Rather, our choices are often incremental in nature—“a little bit more of this, a little bit less of that.” Economists call these decisions *marginal* decisions. Choosing at the margin then is choosing one more (or one less) increment of some good or service. Consider, for example, the student who receives her schedule for the fall semester and realizes that one of the courses she has scheduled meets at the wrong time. In-

stead of scrapping the entire schedule, she makes a marginal change (one course) to her schedule for the semester.

The final assumption that undergirds an economic way of thinking is that people choose rationally. In economic terms, rational decisions are those that bring maximum benefit for minimum cost. People try to maximize their happiness while trying to minimize their unhappiness (which may correspond directly to what they have to *pay* for their happiness). Take, for example, the case of two 2000 Ford Explorers being sold by different car dealers in one's hometown. The vehicles are identical in every way but price. One dealer is selling the Explorer for \$5,000 more than his competitor. Economists would say that the rational choice is to take the *same* vehicle at the *lower price*. Conversely, economists would say that it is *irrational* to pay more for an identical vehicle.

These four assumptions serve as the foundation for the six most commonly accepted tenets of an economic way of thinking. David Dahl, a public affairs economist with the Minneapolis Federal Reserve Bank, lists these tenets as follows:

1. There is no such thing as a free lunch. All choices have costs (trade-offs) associated with them.
2. We think incrementally. We weigh additional benefits of a choice against its additional costs.
3. Markets coordinate consumption and production. Competitive markets determine prices and signal buyers and sellers.
4. Relative price changes guide decision making. We weigh price changes relative to income changes.
5. Trade makes the traders better off. All trade, by definition, is mutually beneficial. (Dahl 1999, 5–7)

These basic economic assumptions and tenets constitute a reasoned approach to making and analyzing decisions, *all* decisions. Indeed, most, if not all of the decisions we make, on a daily basis, can be analyzed by using these assumptions and tenets. As Steven Miller has argued, an economic way of thinking helps students “analyze new and unique problems” and arrive at “reasoned decision or judgements” about them (1988, 4). Given all of this, then, an economic way of thinking seems very closely related to, and draws heavily on, the definitions for critical thinking outlined earlier.

CRITICAL THINKING AND CONTEMPORARY WORLD ISSUES

For the purpose of this book, world issues include those contemporary issues that are shared by all people, regardless of nationality, gender,

ethnicity, religion, or economic status. World issues are typically global in nature and may include such concerns as the deforestation of the rain forest, the worldwide AIDS epidemic, population growth, nuclear proliferation, or political instability in some part of the world. Students with a world or global perspective are often required to “understand interdependence, value diversity, and identify not only with their own culture group and nation-state but with the world community as well” (Parker and Jarolimek 1984, 2). Such a perspective hopes to “better prepare students for citizenship in a global age” (Anderson 1979, 15).

In the schools, world issues often fall under the umbrella heading of global education (Maxim 1995). Global education is defined by the National Council for the Social Studies as curriculum efforts intended to

cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. (1982, 1)

Children often seem more receptive than adults to learning about other cultures and peoples, which makes the time spent in school on world issues optimal for learning political, economic, and social systems from a global and multicultural perspective. Robert Hanvey has clarified this global perspective by identifying five key dimensions associated with it:

- Perspectives Consciousness—the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared.
- State of the Planet Awareness—the awareness of prevailing world conditions and developments and how to use such information to make decisions.
- Cross-Cultural Awareness—the awareness of the diversity of ideas and practices to be found in human societies around the world.
- Knowledge of Global Dynamics—some modest comprehension of key traits and mechanisms of the world system and the interconnected parts of this system.
- Awareness of Human Choices—some awareness of the problems of choice confronting individuals and nations and recognition that these choices have short- and long-term consequences. (Hanvey 1986, 20–21)

As these dimensions imply, critical thinking skills become imperative for an individual studying world issues. To examine any world issue requires one to collect information from multiple perspectives (e.g., statements from opposing governments or editorials from newspapers from around the world). For example, if a class chose to study the political

tensions surrounding the British and Northern Ireland peace process, it would be helpful to collect information and perspectives from sources close to those political arenas as well as from the United States and other interested nations. Much of this information could be gleaned from the mass media. Students would then need to engage in the primary step of using this mass media as a “text” to be read and critically analyzed. In so doing, the students could apply critical thinking skills to uncover hidden assumptions, to distinguish between relevant and irrelevant information, to recognize biases, to separate fact from opinion, and, ultimately, to determine the strength of the mass medium’s message. Teachers would then engage students in a critical dialogue concerning the message of the mass medium under consideration. One goal of the lesson would be to engage the class in dialectical reasoning through discussion and to generate critical reflection by the students as they deconstruct the medium’s message (Splaine and Splaine 1992; Duncan 1989).

CRITICAL THINKING AND THE INTERNET/WWW

Information is vital to making sound decisions. It comes as no surprise that today many individuals are increasingly relying on the Internet/WWW as a valuable source of readily available information. The Internet/WWW has therefore become a powerful tool affecting the decision-making processes essential to our lives as citizens in a democratic society. Due to the position of citizenship development as a core element of social studies education, understanding the influence of mass media, including the Internet/WWW, on our increasingly complex lives has long been central to the social studies teacher’s mission (e.g., Engle and Ochoa 1988; Griffin 1992; Remy 1980).

Our ability to consume information from the Internet/WWW, with a discriminating appetite for relevance and accuracy, is an essential part of citizenship. Viewing the Internet/WWW with a critical eye requires one to “focus on underlying root interests, root assumptions, and root approaches” (Hlynka 1991, 514). This approach assumes that the Internet/WWW (indeed, all mass media) is “involved in a process of constructing or representing reality rather than simply transmitting or reflecting it” (Masterman 1993, 5). Entertainment and marketing are at the heart of mass media, including the Internet/WWW, when viewed through a critical lens (Melamed 1989).

Applying critical thinking skills to the Internet/WWW requires a slightly different set of skills than critically studying primary source documents. More on these critical thinking skills, as well as much more detail on the nature of primary source documents in political science, economics, and world issues, will be discussed in the following chapter.

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USING PRIMARY SOURCES



WHAT IS A PRIMARY SOURCE?

K. Craver has stated that “just as there are multiple definitions of critical thinking, so there are multiple answers to the question What constitutes a primary source?” (Craver 1999, 15). While this statement may be true in a technical sense, we have found broad consensus on both the definition of primary source material and what types of resources can be called primary sources.

We have defined *primary* sources as “documentary records or materials that have survived from a particular historical era; that are contemporary or nearly contemporary with the period being studied” (VanFossen and Shiveley 2000, 1). We are supported in this definition by the Library of Congress: “Primary sources are actual records that have survived from the past, such as letters, photographs, (or) articles of clothing” (Library of Congress 2000, 1).

In contrast, *secondary* sources are often drawn from time periods significantly later than the era being studied and are often commentaries about, or analyses of, the earlier era. “Secondary sources are accounts of the past created by people writing about events sometime after they happened” (Library of Congress 2000, 1). Thus, primary sources are resources that have some contemporaneous connection to historical, economic, or political events: they were produced during the era being studied. Examples of primary source materials may include text sources (e.g., letters to the editor), photographs, etchings, paintings, maps, diaries, speeches, cartoons, broadsides, newspaper or other first-hand accounts of events, as well as audio and video footage.

Secondary sources are interpretations of historical, economic, or political events produced, quite literally, after the fact. Examples of secondary source materials include textbooks, books written by historians about an earlier era, documentary films (which may have primary source material in them), and interpretive art.

Several examples may help illustrate the difference between primary and secondary sources. One of the great political speeches from U.S. history is Abraham Lincoln's Gettysburg Address. A primary source in an examination of the speech would be the speech itself, as Lincoln wrote it. We can find an image of the original speech at the Library of Congress' American Memory (<http://lcweb.loc.gov/exhibits/gadd/ga.html>). A secondary source would be the description of the speech and of Lincoln's composition of it in Russell Freedman's award-winning photobiography of Lincoln (Freedman 1987). Freedman refers to the speech and the text of the speech in his book, but he is writing about the speech more than one hundred years after it was delivered. Thus, Freedman's book is not directly connected to Lincoln's time.

A Note about Economic Data

The historian, and even the political scientist, can easily define and explain primary sources, provide illustrative examples of these sources, and describe clearly how these sources might be used. However, in the field of economics, these historical (and to some degree, political) notions of primary and secondary sources are less prevalent. Most economists do not deal with primary sources in the same sense that a historian might, and thus the economist's concept of a primary source differs slightly from a historian's. Indeed, economists collect information about a wide range of economic activities in our economy as the activities are occurring, and much (if not most) of the economic data economists collect might accurately be called primary source material. For example, economists at the Bureau of Economic Analysis in Washington, D.C., have been collecting data on national income and gross national (now domestic) product for more than sixty years. Each year of these types of data might be thought of as a primary source in that these data are linked to a particular time period (the year or quarter they were collected) and are a product of that time period. Thus, raw data that economists collect (e.g., unemployment rates, inflation rates, trade deficits, and size of the money supply) constitute most of the primary sources for the field of economics. Secondary sources in economics would include any analysis of these raw data made in an attempt to draw conclusions about past economic events, for example, journal articles, economic textbooks, and policy analysis by private and government economists. For purposes of

this book, then, when we discuss primary source materials in economics, we will often be dealing with these kinds of economic data.

TYPES OF PRIMARY SOURCE MATERIALS

K. Craver concluded that “the range of primary sources (in history) is so broad that classifying them is the only way to impose order on such a chaotic assortment of historical materials” (1999, 18). Craver further classified primary sources by their modes of transmission: written, oral, visual, or electronic transmission. This typology appears useful for primary sources in social studies as well. Indeed, each mode of transmission brings with it particular issues related to the veracity of the primary source material as well as issues related to the analysis (by students) of the materials.

Teachers should help students to see that not all primary sources are equally valid when it comes to documenting an event; for example, popular music. Music from an era before sound recordings were made was often passed from generation to generation by word of mouth. A particular song might therefore be shaped as much by subsequent generations as by the one who originated the song, and thus, with each passing generation, may sound less and less like the original song. The well-known spiritual “Amazing Grace” is an example.

According to Craver (1999), primary sources transmitted primarily by writing include such documents as books, journals, letters, eyewitness accounts, laws, and newspaper articles. Craver divided these types of written transmissions into public and private writings and stressed that public writings may reflect societal, organizational, or governmental objectives or values, whereas private writings may reveal more personal interpretations of events. Therefore, ascertaining whether a source is a public or private writing is an important step in interpreting that source.

Oral transmissions may consist of speeches, ballads, myths and legends, and anecdotes. Craver cautions that oral transmissions often contain inaccuracies and embellishments, and that while “facts may be passed on orally for long periods of time, there is great potential for distortion of truth as details are dropped from an orally transmitted story to appeal to listeners” (Craver 1999, 22). The reader must be aware of this possibility with these orally transmitted sources and must take these sources with the necessary caveats.

Visual transmissions include videotapes, films, photographs, woodcuts, cartoons, and other forms of artwork. Often these media were produced to evoke an emotional response from the viewer, and thus visual transmissions must be interpreted as cautiously as those sources that are primarily oral in nature. However, some of these types of primary

sources were also developed for educational purposes. Craver cites the example of stained glass windows from medieval churches. Because few people in this historical era were literate, these windows were used “for both decorative and educational purposes . . . the Biblical stories in the windows were used to provide religious and ethical instruction” (Craver 1999, 23).

Finally, Craver described electronically transmitted primary sources as electronic mail, facsimile transmissions, and other machine-readable data files. Because these sources are similar to written transmissions in nature, Craver applied the same public/private differentiation to this type of primary source material. Craver cited the use of Microsoft executives’ e-mail as evidence in the recent U.S. Department of Justice monopoly trial as an example of this type of primary source.

INFORMATION AND THE INTERNET: SEPARATING THE WHEAT FROM THE CHAFF

Craver’s typology of primary source transmission types is useful because each mode of transmission brings with it particular issues related to the veracity of the primary source material as well as issues related to the analysis of those materials. However, because of the nature of the Internet/WWW, and the ways in which primary sources can be accessed via the Internet/WWW, a strong warning of *caveat lector* (reader beware) is particularly important concerning all information sources found on the Internet/WWW.¹

Accessing information on the Internet/WWW is always a double-edged sword. The Internet/WWW can provide nearly instantaneous access to almost unlimited quantities of information—which is also the medium’s primary drawback. Legitimate sources of information reside alongside the questionable. Elizabeth Kirk notes that “there are no filters between you and the Internet” and warns readers to be prepared to uncover “information of the widest range of quality, written by authors of the widest range of authority, available on an ‘even playing field’ ” (Kirk 1997, 1). Literally, anyone with the necessary hardware, and access to an Internet service provider, can develop and post a web page that contains misleading, or downright spurious, information.

Exacerbating this problem is the fact that, unlike traditional information sources (e.g., the library and archives), information sources on the Internet/WWW do not go through a rigorous validation process (either formal or informal). Lisa Hinchliffe has noted that “over time, librarians and other information professionals have developed a set of criteria which can be used to evaluate whether to include a particular item in the collection of a given library or institution” (Hinchliffe 1997, 1). Li-

brarians, archivists, and other information professionals act as informed filters of information, and while these professionals are not perfect and can make errors of judgment, their reviews of information sources are relatively informed. This is not the case on the Internet/WWW.

In an effort to help classroom teachers and school media personnel guide students (and themselves) through the labyrinth of information sources on the Internet/WWW, we conducted an ERIC and Internet search for articles that outlined criteria for evaluating information found on the Internet/WWW. Using an informal content analysis, we discovered that six key criteria were emphasized. These criteria are described in the section following and Table 1 provides a list of guiding questions that might be used by someone questioning the veracity and validity of a primary source accessed over the Internet/WWW.

Authorship/Source

When validating an information site or a primary source found on the Internet/WWW, one must begin with the author and his or her credibility and credentials. According to Kirk, "Authorship is perhaps the major criterion used in evaluating information" (1997, 1). Obviously, in the case of true primary sources, questioning the credentials of the author of a document is an essential part of understanding and interpreting the primary source. In the case of materials accessed over the Internet/WWW, however, this question takes a slightly different form, especially if the primary source in question is being used to advance a political agenda.

For example, John Ball is the web master of an Internet/WWW site called Air Photo Evidence <<http://www.air-photo.com/>>. This site claims to have "photographic evidence" that contradicts eyewitness accounts of survivors of the Holocaust, and thus (claims Ball) calls into question whether the Holocaust ever occurred. Because the site offers access to photographs of various concentration camps taken by Allied aircrews at the end of World War II, a less-than-cautious reader might take these as valid primary sources.

However, a few questions about Ball as the author of this web site calls the validity of these primary sources into question. For example, what is Ball's authority to write on this subject? We are told that his background and training are in the geological sciences, not in aerial photography or its interpretation. What is Ball's expertise? We are told that in 1992 he acquired air photos from the National Archives, in Washington, D.C., USA, examined them with stereo magnifying equipment, and then wrote and published 'Air Photo Evidence' with hundreds of first time prints of WW2 air photos taken by Allied and German planes over

Table 1
Evaluating Information on the Internet: Some “Filters” to Consider

Filter	Key Questions
Authorship	<p>Who is providing the information? Is the author/organization listed?</p> <p>What is the author's authority to write on this topic? What is the author's expertise?</p> <p>Is the author affiliated with national or international institution or organization?</p> <p>Is the author's training and background appropriate and related to the topic?</p> <p>Does the author provide detailed background information that supports his/her authority, e.g., vita, bibliography?</p> <p>Does the author provide means of contacting him/her for verification or follow-up by e-mail, phone, etc.?</p> <p>Is the site supported or funded by an institution or organization? What information is provided about that institution?</p> <p>Was the author's product (the information on the page) subject to any review or scrutinized in any way?</p> <p>Why is the author/source providing this information? Is there a stated goal for this site?</p>
Objectivity/Bias	<p>If the site deals with a controversial issue, is more than one side/argument presented? Are link pages with alternative views provided?</p> <p>Does the author/organization state clearly potential biases?</p> <p>Are indications of gender or racial bias present?</p> <p>Does the site reside on the server of an organization that has a vested interest in the issue (e.g., a political party)?</p> <p>Does an individual or organization sponsor the site with an established position regarding the topic discussed?</p> <p>Are there advertisements located on the Web page? How might these influence the author or indicate a bias?</p>

Validity of Content	<p>Does the author describe the methodology used to develop the site? Does this methodology seem reasonable?</p> <p>Was the site subjected to peer review? Has the site been linked to other referenced sites?</p> <p>Does the author provide verifiable statistics or data? Links to sites to verify?</p> <p>Does the author use a recognizable style manual (APA, MLA) to quote material and cite references?</p>
Bibliographic/ Reference Links	<p>Does the document contain a bibliography? Was it developed using an appropriate style manual?</p> <p>Does the author allude to or provide a list of reference links to related topics?</p> <p>Are readers informed about type of resources they will link to?</p> <p>What are the link selection criteria?</p> <p>Are links primarily to resources or just to lists of resources?</p>
Currency	<p>When was the data/information in the document collected?</p> <p>When was the data/information in the document first published?</p> <p>Is the document updated regularly? When was the last update?</p> <p>Does the author exhibit a commitment to ongoing maintenance of the site?</p>
Quality of Writing	<p>Is the text well written? Is it concise? Is the central thesis clear?</p> <p>Does the site contain indications of hasty or incomplete preparation (spelling errors, poor grammar)?</p> <p>Is data clearly presented (tables, etc.) and easily interpreted?</p> <p>Is the text free from jargon, or do terms go undefined?</p>

Source: Shiveley and VanFossen 1999.

Auschwitz, Birkenau, Treblinka, Bergen Belsen, Sobibor, and Belzec camps (Ball 2000, 3). Again, no description of Ball's training, experience, or credentials is given. Ball fails to include any detailed background information (including links to other sites that support his conclusions) that led him to his conclusions nor does he describe the scholarly review process to which his thesis was subjected. All in all, Ball's authority is questionable here, and the "evidence" he provides should be interpreted cautiously. Without the use of this authorship filter, however, Ball's photographic evidence might be considered completely valid.

Objectivity/Bias

The "popularity of the Internet makes it a perfect venue for commercial and sociopolitical publishing" in areas that are "open to highly 'interpretive' uses of data" (Kirk 1997, 2). Thus, we should know not only who is providing the information (the author) at a particular site but also what biases might color the way in which some primary sources are displayed and used. Furthermore, evidence of information bias "includes such things as obviously misleading statements or outrageous unsupported claims made by the author(s), sponsorship by individuals and groups with vested interest in the topic, or one-sided arguments about controversial issues" (Wilkinson, Bennett, and Oliver 1997, 6). Again, Ball's Air Photo Evidence site could serve as an example of such information bias.

Validity of Content

While an information site that provides access to primary source materials may have no overt biases, such an information site might contain inaccurate data or evidence. Gene Wilkinson, Lisa Bennett, and Kevin Oliver call this review criteria related to information accuracy "validity of content" and state that such validity "deals with the confidence one can place in the information in a document" (1997, 6). In other words, how certain is the reader that the information he or she is reading—or the document or photograph he or she is accessing—is, in fact, accurate or true? Confidence in the validity of content is particularly important when "reading the work of an unfamiliar author presented by an unfamiliar organization, or presented in a non-traditional way" (Kirk 1997, 3).

Bibliographic/Reference Links

Primary or other information sources found on the Internet/WWW should be situated within a larger body of scholarship and ideas. The

use of a bibliography or set of reference links “reveals what the author knows about his or her discipline and its practices,” and the presence of such a list allows the reader “to evaluate the author’s scholarship or knowledge of trends in the area under discussion” (Kirk 1997, 3). In fact, because of the format of the Internet/WWW—in particular, the use of hypertext links—it becomes even easier for authors to send readers to additional information sites. These reference links might take a reader to sites that provide further information on a topic or might offer a reader a link to an alternative point of view.

Currency

How timely is the information being presented? For certain types of primary sources, currency is not an issue at all. For others, currency is crucial. In printed documents, the date of publication and the copyright date are the key indicators of currency. For Internet documents, however, currency is not so easily determined. Often currency can be determined by using two similar indicators: the date when information at the site was first gathered and published, and the date the site was last updated.

Quality of Writing

For many primary source materials, the question of writing quality, as with the question of currency, is unimportant. What can be important is the quality of the writing found at the Internet/WWW site that provides a reader access to the primary source materials. Indeed, as is true of all information sources, if the reader cannot interpret the message of the author, has difficulty accessing data or evidence, or cannot employ the presented information in a useful way, the information source—no matter what its origin—has questionable utility.

Ball’s Air Photo Evidence page can be used as an example here also. The format of the page is not a version of any recognizable manual of style (e.g., APA, MLA, Chicago), but rather is an example of “web style” publishing. Web style writing is characterized by the frequent use of garish and distractingly bright backgrounds, an overreliance on graphic images that often seem unrelated to the topic, and very little actual text. The Air Photo Evidence page is not “written” at all in the sense that it is presented as a series of points, and no central thesis is provided in this paper, nor is one supported. The “text” appears hurriedly and poorly written, and the page relies almost wholly on images to convey its central thesis. The quality of writing is poor.

Because the Internet/WWW provides nearly unlimited access to a vast array of information and primary source sites and web pages, it is more

important than ever that consumers of this information be critical consumers. We do not claim that these simple filters will enable the user to ascertain the veracity of all information or primary source sites. The critical reader—and the critical student—will, however, find these filters an important tool in developing a critical eye and in developing a sense of *caveat lector*.

INSTRUCTION STRATEGIES FOR PRIMARY SOURCES

Clearly, primary sources can be used in a wide variety of ways in the classroom. Indeed, the use of documents and artifacts in the social studies classroom helps create an environment where investigation, analysis, and critical thinking can flourish. Having said this, however, we also recognize that effective teaching using primary sources involves more than just simply placing primary source documents in front of students and leaving them to their own devices. In fact, the effective use of primary source materials takes just as much planning and preparation as the use of any other teaching resource. The following section briefly outlines several suggested instructional strategies for using primary sources such as those described in Part III of this book.

Document Analysis

According to the National Archives and Records Administration (NARA) interpreting and analyzing primary source documents and artifacts help students gain skills in “recognizing how a point of view and a bias affect evidence, what contradictions exist within a given source and to what extent sources are reliable” (1989, viii). In an effort to help students engage in just this kind of systematic primary source analysis, the NARA has developed a series of document analysis worksheets that can be printed from the NARA web site <<http://www.nara.gov/education/teaching/analysis/analysis.html>>. These sheets provide a systematic framework for students to employ when beginning their analysis.

For example, students can use the cartoon analysis worksheet (see Figure 1) to examine, critically and systematically, a Thomas Nast cartoon from the Tammany Hall era (c. 1865–1880). This worksheet provides a structure for students’ analysis and, as they repeat this type of cartoon analysis, students become more and more comfortable with the process of critically analyzing a wide range of primary sources such as these. The NARA has developed a number of analysis worksheets for primary sources such as photographs, maps, posters, sound recordings, motion pictures, and other artifacts.

Figure 1
National Archives Cartoon Analysis Worksheet

Cartoon Analysis Worksheet

Visuals

Level One:

1. List the objects or people you see in the cartoon.

Level Two:

2. Which of the objects on your list are symbols?
3. What do you think each symbol means?

Level Three:

- A. Describe the action taking place in the cartoon.
- B. Explain how the words in the cartoon clarify the symbols.
- C. Explain the message of the cartoon.
- D. What special interest groups would agree/disagree with the cartoon's message? Why?

Words (not all cartoons include words)

1. Identify the cartoon caption and/or title.

2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
3. Record any important dates or numbers that appear in the cartoon.

4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

5. List adjectives that describe the emotions portrayed in the cartoon.

**Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.**

[Primary Sources Page|The Digital Classroom]

Source: URL: <http://www.nara.gov/education/teaching/analysis/cartoon.html>
webmaster@nara.gov
Last updated: May 29, 1998

Think-Pair-Share

Often it is advantageous to divide primary source materials among the students in your classroom. One strategy for doing so is the think-pair-share (TPS) model. In this simple cooperative grouping model, students analyze, by themselves, a primary source (often with a document analysis worksheet such as those described above or key questions) and then develop an initial response to the document or artifact. Once students have done this, they are paired together with another student who has examined the same primary source. These inquiry pairs then discuss and debate their initial individual responses to the source and come to a consensus. After each pair shares its consensus with the whole group, similarities and differences among the pairs are noted, and a class consensus is reached. A variation on this theme would be to have half the class (individually and then in pairs) examine one document or artifact, while the other half examines a different, but related, primary source.

R. Lesh (1999) provides an example of this last technique in a lesson he designed around documents describing the Baltimore and Ohio (B&O) rail strike of 1877. Half the student pairs were given a letter from John Garret, the president of the B&O, announcing the decision to cut the salaries of all employees because of poor company revenues. The other student pairs received a copy of the B&O balance sheet, which showed strong company revenue. Student pairs presented their findings and tried to determine the relationship between these two documents and what each document conveyed about the strike and the strikers.

Jigsaw (Division of Labor) Cooperative Grouping

A second strategy involving cooperative learning is the jigsaw strategy. In this approach, small groups of students systematically examine a range of primary sources related to a particular theme or historical era. Students are first placed in an “expert group” where they examine and analyze a particular document or artifact. Students then assemble in “home groups” which consist of one member from each of the expert groups. Each member shares his or her expertise (i.e., what they learned from their document or artifact) with the other members of the home group. Guiding questions help home groups develop deeper understanding of the materials analyzed by each group.

For example, if students were studying about the development of the Tammany Hall political machine and the Boss Tweed ring in New York City in the 1860s and 1870s, they might examine a wide range of primary sources. Expert groups might each examine one of the following: Thomas Nast political cartoons, political pamphlets from Samuel Tilden’s 1876

presidential bid, an excerpt from William T. Riordon's *Plunkitt of Tammany Hall*, and newspaper editorials of the time from New York City papers and papers outside New York. Once the expert groups had completed their analysis, a member of each group would form a home group and share what they had learned from each primary source. Here an overarching question (e.g., who would have supported the Tammany Hall machine and why?) can serve to guide all discussion and analysis of the primary source materials. This approach has the added advantage of allowing a large number of primary sources to be examined efficiently and effectively.

Document-Based Questions

Document-based questions (DBQs) are often used in advanced placement examinations to evaluate students' ability to understand and analyze primary source documents. One strategy for employing DBQs in social studies classrooms is to have students generate their own DBQs based on a set of primary source documents. One such activity was carried out in an advanced placement history class in New Jersey (Chimes et al. 1998). Students were asked to develop a DBQ around the growing involvement of the United States in world affairs during the period from 1865 to 1914. The following guidelines were given for developing well-constructed DBQs:

1. Use from seven to ten documents
2. Keep documents brief by editing long sources
3. Label documents as *Document A*, *Document B*, and so on
4. Make sure that each document has a source/author
5. Make sure that each document includes a bibliographic citation
6. Make sure that each DBQ asks students to use the Internet/WWW to find at least one source
7. Allow students to spend time in the library. (Chimes et al. 1998, 55).

It was recommended that each member of the class answer the DBQs of another group and that grades for these written essays be assigned jointly by the classroom teacher and the student team who created the DBQ.

Primary Source Packets

Another effective strategy for using primary source materials is to develop a packet of primary source documents or artifacts that revolve

around a single theme, topic, or historical era. In other words, the teacher would assemble a wide range of primary sources concerning, for example, the *Federalist Papers*. Students would then compare and contrast documents in this packet to understand more fully the historical and political context and repercussions of the *Federalist Papers* (the jigsaw strategy also works well with these primary source packets).

Several commercial firms specialize in reproducing packets of primary documents. Perhaps the best known of these are the Jackdaws, produced by Jackdaw Publications. The term “jackdaw” comes from the British relative of the crow that picks up brightly colored objects and carries them off to its nest. In the process, the bird collects a wide variety of objects (Dowd 1990). Thus, these commercial Jackdaws are collections of a wide variety of reproductions of historical primary source documents used for teaching about a time period or a historical event.

A typical Jackdaw packet might include reproductions of maps, photographs, political speeches, broadsides, and political cartoons—all from the time period or theme under study. These primary source packets are accompanied by teacher-friendly study guides that provide suggestions for introducing and teaching with the document reproductions. More information on these helpful packets may be found at the Jackdaws Publications web site (<http://www.jackdaw.com>).

Because of the vast quantities of primary course materials available over the Internet/WWW, classroom teachers themselves can begin to develop on-demand, personalized classroom primary source packets. Indeed, Part III of this book is dedicated to outlining Internet/WWW sites that can provide just such materials. Many social studies teachers are recognizing the Internet/WWW’s potential for bringing multiple sources and perspectives into the classroom while simultaneously helping students become more technologically literate and sophisticated. Only a few years ago, this option remained unavailable for many social studies teachers due to limited computer availability, classroom wiring, and training. This is no longer the case. Most teachers now have relatively easy access to the Internet/WWW in their classrooms (Becker 1999; VanFossen 1999) and, once connected, have an enormous amount of free public domain primary source links at their fingertips. We have developed a web site that provides some examples of on-line primary source packets that can be produced using the Internet/WWW and some helpful hints for developing these resources <http://www.soe.purdue.edu/vanfoss/primary/primary_packets.html>.

Web Quests

Web quests are another Internet/WWW-based strategy for using primary sources in the social studies classroom. Bernie Dodge (2000) has

defined web quests as inquiry-oriented activities in which some or all of the information that learners interact with comes from resources on the Internet/WWW. Because Dodge questioned the benefit of having students (or teachers) engage in activities that require exhaustive surfing on the Internet, web quests were designed to be entirely self-contained instructional modules: the assignments and the resources needed to complete the task are all to be located at the WWW site accessed by students. Dodge outlined six key elements that must be included in any web quest:

1. An *introduction* that sets the stage and provides some background information.
2. A *task* that is doable and interesting.
3. A *set of information sources needed to complete the task*. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or real-time conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.
4. A *description of the process* the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
5. Some *guidance* on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams as described by Marzano (1988, 1992) and Clarke (1990).
6. A *conclusion* that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains. (Dodge 2000, 2)

An example of an economics web quest can be found at the National Council on Economic Education's Economics Minute site (http://www.econedlink.org/minute/archive/minute_991113.html). "Economic Forecasting: An Internet WebQuest" (VanFossen, 1999) asks students to use up-to-date key economic statistics to make predictions about the state of the future economy. Students—in small groups—begin by reading a fictional letter from a businesswoman in Australia who is interested in moving her guava jelly business to the United States and has asked the student group to prepare a report on the expected economic health of the U.S. economy for the next year. Students analyze primary source data such as real gross domestic product statistics, unemployment rates, and the current rate of inflation in order to prepare their report.

From this example, it is easy to see that the real benefit of web quests lies in their ability to provide a sound instructional framework for student analysis of primary sources found on the Internet/WWW. By fo-

ocusing on the process of analysis and critical thought, and not on the process of searching out resources (surfing), the web quest model brings out the real power of this medium.

Other Instructional Strategies

Craver (1999) outlined several instructional strategies for using primary sources for teaching history which can be used in other social studies areas as well. For example, Craver described a “database approach” in which students would draw on data sources (especially statistical data) available on the Internet/WWW that would allow students to “formulate (and test) their own thesis statements” (1999, 26). Such an approach seems well-suited to using primary sources in the field of economics especially since these types of primary sources are frequently statistical data.

Craver also describes a “counter-factual approach” that “requires students to ask themselves, ‘what if?’ with primary sources” and then research the possible implications of such a question (1999, 27). This technique is often used by economic historians. For example, some economic historians have made a counterfactual analysis of the development of the U.S. transcontinental railroad: What if it had never been built? By using data from the time period and other primary sources, economic historians have attempted to explain the impact of the railroad on life in America at that time and what would be different if the railroads had not replaced the canal system at that time.

Finally, Craver describes a simulation approach that employs “primary sources to re-create past historical events such as military encounters” (27). This approach, however, is probably better described as role playing than as social simulation. Social simulations model complex social phenomena in the classroom and thus can be open-ended with outcomes that cannot be predicted. Role plays, on the other hand, have clearly defined (often historically based) roles and characters and might be thought of as informal theater. Certainly using primary sources to develop these characters and roles is beneficial. For example, a role play in a world history class that involved students playing representatives from Pakistan and India trying to negotiate a peaceful settlement to the Kashmir question would have to be based on historical documents and other primary sources. To develop such a role play, a teacher might use information from the Pakistani government’s official web site on the history of the crisis <<http://www.pak.gov.pk/public/kashmir/kashmir.htm>>, the Human Rights Watch report from 1994 <<http://www.hrw.org/campaigns/kashmir/1994/>>, and other key documents available on the Internet/WWW to enable students to develop a sense of the nature of the crisis from both perspectives.

PLANNING TO IMPLEMENT PRIMARY SOURCES IN THE SOCIAL STUDIES CLASSROOM

Social studies teachers have never questioned the value of using primary sources in their classroom. Yet, squeezed by a crowded curriculum, limited financial resources, and multiple demands on their time, these same teachers often find it difficult to create or buy topic-specific primary source packets. As a result, too few social studies teachers incorporate this strategy into their curriculum.

The advantages of using primary sources in the classroom are nevertheless numerous and are consistent with what we know about how students learn in general and should learn about social studies in particular. Therefore, planning to use primary sources in social studies classrooms should take a greater priority for teachers than it does. Luckily, the Internet/WWW provides access to primary sources in ways that classroom teachers could have only dreamed of even a few years ago. The Internet/WWW holds tremendous potential for bringing multiple sources and perspectives into the social studies classroom while simultaneously helping students become more technologically literate and sophisticated.

Craver offers several concrete suggestions for taking advantage of this “electronic primary source banquet” (1999, 28). Her first suggestion is one that we echo heartily: Teachers and media specialists need to become more sophisticated surfers and searchers on the Internet/WWW. Anyone who has ever taken a trip on the “information superhighway” has found it difficult to find *exactly* what he or she wants without wading through site after site of what is not wanted. Search engines (e.g., Yahoo! or Dogpile) can help sort through this seemingly unending stream of information, but they operate as little more than key word searches. We employ several simple techniques in order to be more efficient when using search engines.

For example, it is very inefficient simply to type in a set of key words at the Yahoo! main search page (<http://www.yahoo.com>). When we used this strategy to search for audio files of famous Franklin Delano Roosevelt speeches, we typed “FDR audio speeches” and found one Yahoo! category match and 1,465 web pages (few of which had anything to do with FDR). A better approach was to use Yahoo!’s “advanced search” page (<http://www.yahoo.com/r/so>) and select “exact phrase match” or “matches on all words” and enter the search terms. By using this strategy, our search for “FDR audio speeches” netted two web pages, both with several audio files.

In addition to being able to find primary sources, Craver suggested that social studies teachers must work to make the use of primary sources second nature in their teaching. Further, teachers must work to

make using primary sources second nature for students as well. Finally, Craver stressed that we, as teachers, librarians, and media specialists, must be creative in employing primary sources in the classroom or media center. She stresses that teachers need to keep six key points in mind when developing activities that employ primary sources: (1) the activities must present a puzzle, or (2) the activities must challenge stereotypes or conventional wisdom, or (3) present a contradiction, or (4) offer insight or an aha! experience, or (5) activities must promote human interest stories or (6) present explanations that other explanations can be compared with (Craver 1999, 28–29). If teachers, librarians, and media specialists are painstaking about this phase of activity development, students not only will benefit from the use of primary sources, but also look forward to participating in the lessons that employ them. However, as with all worthwhile learning activities, the use of primary sources in the social studies classroom does not occur without both planning and diligence. We hope that these introductory chapters, and the Internet/WWW sites and activities that follow, will provide a beginning step for teachers who wish to employ primary sources—found on the Internet/WWW—in their classrooms.

NOTE

1. This section summarizes J.M. Shiveley and P.J. VanFossen (1999). Readers who wish to study this topic in greater depth are encouraged to read this article.

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PRIMARY SOURCE SITES



Political Science

EARLY AMERICA

1. HOW TO READ A 200-YEAR-OLD DOCUMENT

URL: <http://earlyamerica.com/earlyamerica/howto.html>

This site, a good web site to begin this section, provides a fascinating account of the history of printing in our country. Tips are provided on reading a 200-year-old document and how these documents compare to newer documents. This page also explains the differences of writing that is 200 years old and shows the reader how to decipher these documents. Examples of older documents are given so that students can apply the tips to real documents. This site also contains answers to “frequently asked questions” pertaining to old primary source documents (e.g., How can documents printed 200 years ago still be in good condition? How did printers set the type in those days? What is meant by “browning” or “toning” in a document?). Such information is not only interesting to those examining primary source documents but also helpful in understanding these documents.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to (1a) <<http://earlyamerica.com/earlyamerica/bookmarks/franklin/index.html>>. Select the original version of the letter by Benjamin Franklin to John Alleyne as it appeared in the October 30, 1789, issue of the *Pennsylvania Packet*. Rewrite the first four sentences using the same words in a style that would be commonly accepted today.

To check your transcription, select the text version of the same letter to compare.

2. Rewrite the same letter (Franklin's to Alleyne) as you think Dear Abby might write it today.
3. Go back to the original sites on how to read a 200-year-old document. Scroll down to the question, "How do original documents differ from Early American History 101?" In that section, an old city editor is quoted as saying, "Newspapers are history written in a hurry." What do you think he meant by that statement and to what extent do you believe that it may still be true, if at all?
4. Farther down on this site there is a response to the question, "What is the historical relevance of maps from the Revolutionary War?" In this section, there is a quote claiming that early maps "were the earliest and, sometimes the only, pictorial portrayals of the engagements of battle. In another context they might be likened to CNN's on-the-spot coverage of the military action during the Gulf War, the fighting in Bosnia and Somalia." What do you think this means?
5. After reviewing some of the information found on this page, answer the following questions. Why were so few copies of newspapers printed then as compared to now? What are some of the ways in which an old newspaper might compare, for example, to *USA Today*?
6. Go to (1b) <<http://earlyamerica.com/earlyamerica/past/past.html>>. This site shows a copy of the January 2, 1750, issue of the *Pennsylvania Gazette* published by Benjamin Franklin. Select one of the articles or advertisements and rewrite it using language more typical of today.

RELATED INTERNET SITE

Newspapers around the World

(1c) <http://www.middlebury.edu/~gferguso/news.html>

This site accesses many of the world's major newspapers.

2. MAYFLOWER COMPACT

URL: <http://members.aol.com/calebj/mayflower.html>

The voyage of the *Mayflower* from Plymouth, England to the New World in 1620 was historic in the shaping of our country. After being blown off course by a storm and landing near Cape Cod in present-day Massachusetts, the Pilgrims decided to remain in the area rather than resetting sail for the Virginia Colony. Before disembarking however, the leaders drafted an agreement of laws to help govern the new colony.

This document, the Mayflower Compact, recognized as the beginning of self-government by the Pilgrims, helped form our country into a democracy. This extensive site contains aspects of the ship and its crew. Students can explore the physical features of the boat as well as the people that would be called Pilgrims. The primary source documents describing the assets in the ship help shed light on these early explorers.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The Mayflower Compact is a relatively short document. Use two adjectives to describe each of the following: (a) the document's content, (b) its language, and (c) its style. Compare and discuss these adjectives with other class members.
2. Imagine that you have just landed your spaceship on a distant planet. Before you disembark from the ship, you want to make sure all members of the crew have a common understanding of some rules and guidelines for governance. Write a modern-day Mayflower Compact in language that would be better understood by you and your crew.
3. Assign one or two signers of the Mayflower Compact to each student. Have the students read the short biographies of these signers and present a short summary to the rest of the class. What similarities can you find among the signers? Are there significant differences among the signers? Compare the signers to the rest of the crew. To do this, you may wish to click on the link entitled "Passenger Lists—Mayflower, 1620." In your opinion, who is best represented by the signers of the Compact and who is not represented very well, if at all? Why might that be the case?
4. Look again at the Mayflower Compact and note the many religious references. Research the religious background of the Pilgrims and discuss the influence this background had on why they came to America and on the content of the Mayflower Compact itself.
5. The Compact refers to the "raigne of our soueraigne Lord king James of England, France, & Ireland ye eighteenth and of Scotland ye fiftie fourth." Research who King James was and why he was given so many titles. See, for example, (2a) <<http://encyclopedia.com/articles/06563.html>> and (2b) <<http://www.camelotintl.com/bin/cgi/person?p=264>>.
6. The plight of the Pilgrims during their early years has become an important part of our American heritage, which is celebrated yearly with the national holiday of Thanksgiving. Go to the link entitled "Thanksgiving Proclamation" and read the address given by Abraham Lincoln to establish this holiday. What is the context in which

this address was given? Why do you think this address was given at this time?

RELATED INTERNET SITES

First Thanksgiving Proclamation

(2c) <http://www.law.ou.edu/hist/thanksgiv.html>

This site provides a copy of the proclamation issued on June 20, 1676.

Thanksgiving Traditions

(2d) <http://www.night.net/thanksgiving/first.html-ssi>

The stories and traditions of Thanksgiving are neatly organized in this site. Legislation concerning the national holiday is shown here. The terms of the peace treaty with the Massasoit are also shown. Various Thanksgiving proclamations from George Washington and Lincoln are also available.

3. FUNDAMENTAL ORDERS OF CONNECTICUT

URL: <http://odur.let.rug.nl/~usa/D/1601-1650/connecticut/orders.htm>

The British colonies in America believed in and attempted to follow the long-established English tradition of limited government. This was reflected in many of the Colonial constitutions that were written during the Colonial period. This site provides the full text of what is considered to be the first written constitution of democratic government in the New World—the Fundamental Orders of Connecticut. As significant as this document may be, few government students would claim any knowledge of it. The Fundamental Orders set up a detailed scheme of government in which the sovereign power rested with the freemen. Written in January 1639, it set up the colony as a “confederation of townships” (the “Orders” were adopted by a popular convention of the three towns of Windsor, Hartford, and Wethersfield) and established many of the rights and freedoms that would be taken for granted by later generations. This document is important in American political history because it served as a guideline for the democratic documents that followed.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What is meant in the opening paragraph by a “combination and confederation”? To whom do you think this refers? What are the principles of a confederation? How is the term confederation, as used in the Articles of Confederation and the Confederacy of the Civil War, related to how it is used in this document?

2. The term “freemen” is used throughout the document. What is the meaning of this term? Who did this include and who did this leave out? What changes have come about in constitutions to replace this term?
3. It is significant that no mention is made of the king in this document. Do you think this was an oversight? If not, why do you suppose the first Colonial constitution failed to give specific power to the king of England?
4. According to this document, a governor was to be elected yearly. What was the process by which this was done and what were the limits on how long one could serve in office? What other qualifications were established for who could be governor?
5. Section 10 of the Fundamental Orders lists some of the powers given to a general court. What were some of the powers granted?
6. The Fundamental Orders are often referred to as America’s first constitution. What aspects of the Fundamental Orders do you believe to be consistent with later constitutions and what elements do you find absent that became part of later constitutions?

RELATED INTERNET SITE

The Iroquois Confederation

(3a) <http://www.axess.com/mohawk/constitution.html>

This site contains information on the Iroquois Confederation, which was referred to by our nation’s founders in their construction of the U.S. Constitution.

4. PETER ZENGER AND FREEDOM OF THE PRESS

URL: <http://earlyamerica.com/earlyamerica/bookmarks/zenger/index.html>

This site includes an editorial from a New York City colonial newspaper called the *New-York Weekly Journal*. This newspaper was often critical of the policies of newly appointed colonial governor William Cosby. Editorials such as these led to the arrest and subsequent trial of the publisher of the newspaper, Peter Zenger, in 1734. After being held in jail for eight months, Zenger’s case went to trial. Alexander Hamilton defended Zenger in what has become one of the benchmark cases in American history for freedom of the press. In addition to the excerpts from the *New-York Weekly Journal* presenting Zenger’s case, there are photocopies of the original newspaper, and an artist’s rendering of the Zenger trial.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What was the impetus for the arrest of Peter Zenger? Identify individuals in the newspapers today and on television who could be arrested for the same “crime” if similar laws were still allowed. Should newspapers today be permitted to take stances based on political inclination, or should newspapers just report the news as it happens?
2. Define libel. What is the difference between libel and slander? Why was Peter Zenger not found guilty of his offense? What is meant by the statement, “The truth is an absolute defense against libel”?
3. Page one of the *New-York Weekly Journal* is presented on this site. It is written by a gentleman who calls himself “Cato.” Who was Cato, and why did he not use his real name? What examples can you find today of individuals in journalism and entertainment who use pseudonyms? What reasons are there for using pseudonyms today?
4. Why is this such an important case in American political history? What protections do Americans have today that are a direct result of this court case?
5. Refer to the case made by Cato presented on the web site (refer to the excerpt presented on the main page or to the primary source link entitled “Page One of the New-York Weekly JOURNAL”). What is the main defense being made in this editorial? What does Cato mean when he writes, “The expofing therefore of Publick Wickedness, as it is a Duty which every Man owes to the Truth and his Country, can never be a Libel in the Nature of Things”? Also, what is meant by “Libels against the People”?
6. Note who the trial lawyer was who represented Peter Zenger in 1734. Construct a timeline of the career of Hamilton. How old was Hamilton when he undertook this case? What other important positions did this man hold during the colonial, revolutionary, and early U.S. periods?

RELATED INTERNET SITES

More on the Zenger Trial

(4a) <http://www.law.umkc.edu/faculty/projects/ftrials/Zengerlinks.htm>

Links to sites concerning the John Peter Zenger trial are found at this site.

Biography of Peter Zenger

(4b) <http://www.printersmarketplace.com/btfree.html>

In addition to the biography, this site chronicles the battle for the freedom of the press.

5. BACON'S REBELLION

URL: http://odur.let.rug.nl/~usa/D/1651-1700/bacon_rebel/bacon.htm

Life in the American colonies during the seventeenth century was not easy for the common worker and small farmer. However, some earlier settlers had adjusted to the new climate and geography and became wealthy and dominant landowners growing vast amounts of tobacco. Smaller farmers were continually pushed west toward poorer land and the Native American population by these dominant farmers and slave owners. In the 1670s, a new governor, William Berkeley, had been appointed to Virginia by Charles II, the king of England. It was felt that this new governor was serving only the wealthy upper class and was largely unresponsive to the needs of the less powerful. In 1676 Nathaniel Bacon, a planter frustrated by the lack of good tobacco land, raised a makeshift army of disgruntled farmers and indentured servants to force Native Americans off their land. When the new governor gathered an army to stop Bacon's force, Bacon changed his plans and attacked Jamestown instead, burning much of it to the ground. Afterward, Bacon's forces retreated to Surry County and occupied the estate of Arthur Allen, a supporter of Governor Berkeley and the Colonial government. The rebellion ended when Bacon died, probably of dysentery.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to the site listed above. This is a declaration of protest against the English-appointed governor and his army. In your own words, what are the grievances of the "people," what are their demands, and what do they claim will happen if the demands are not met?
2. Go to (5a) <http://odur.let.rug.nl/~usa/D/1651-1700/bacon_rebel/bever.htm>. This represents a perspective of the rebellion as written by one who supported the governor's position. Read and compare this to the demands put forth by Bacon. What language is present in this document that gives clues about the author's biases?
3. Conduct a mock trial of Nathaniel Bacon. Select a team to represent Bacon's position and one to represent the government's position. What might your concluding remarks sound like? What "witnesses" could you call on and what might they contribute to your team's position?
4. Bacon's Rebellion is considered by some to be one of America's earliest protest movements. What are some other violent protests and

rebellions that occurred later in this country? What characteristics does this rebellion have in common with some of these? What generalization might be drawn as to the causes of such rebellions?

5. Critique the actions taken by Nathaniel Bacon and his followers. What actions, if any, were justified? What actions, if any, were not? What alternative methods might you suggest for Bacon's rebels if you were the leader? Are there times and circumstances that justify violent rebellion? If so, what might these be?
6. The position of the Native Americans is not represented in the above documents. What do you think their position was? With which side do you think they would have been more closely aligned? Why?

RELATED INTERNET SITES

The Bacon Rebellion House

(5b) <http://www.apva.org/apva/bacreb.html>

This shows the site of a house that Bacon's men took over during the rebellion.

Whiskey Rebellion

(5c) <http://capo.org/opeds/whiskey.html>

(5d) <http://www.earlyamerica.com/review/fall96/whiskey.html>

This uprising by Pennsylvania farmers came after a severe tax was levied on the whisky they produced.

John Brown's Raid

(5e) <http://www.norfacad.pvt.k12.va.us/project/brown/raid.htm>

(5f) <http://jefferson.village.virginia.edu/jbrown/story.html>

John Brown was an abolitionist who tried to end slavery by creating an uprising with freedmen and slaves.

Watt's Riot

(5g) http://www.ldfla.org/time_line.html

The Watt's Riot occurred in 1965 amid the struggle for civil rights.

6. IROQUOIS CONSTITUTION

URL: <http://www.law.ou.edu/hist/iroquois.html>

About the time Christopher Columbus was preparing to sail on his maiden voyage of discovery, the Iroquois League of Nations were formalizing their constitution in what is now the state of New York. There is strong evidence that a number of the U.S. founding fathers, most notably Benjamin Franklin and John Rutledge, were strongly influenced by this confederate and democratic form of government which had been successfully functioning for hundreds of years. In fact, some believe the Iroquois Constitution represents the oldest participatory democracy in

the world. This site, maintained by the University of Oklahoma Law Center, has the complete constitution of the Iroquois tribe organized under a table of contents into twelve sections.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Look at the headings listed under the Table of Contents on this site. What types of subjects covered in this constitution would be similar to those covered in the U.S. Constitution?
2. The Iroquois Constitution held together what is often referred to as the Iroquois Confederacy. What nations made up this confederacy? What are the characteristics of a confederate type of government? After reviewing the Iroquois Constitution, try to determine how this constitution sets up some of these characteristics?
3. How are power and responsibility divided and delegated in this constitution? What areas of concern help hold the Five Nations together? Where is a good amount of independence allowed between nations? What elements of this constitution do you think the drafters of both the Articles of Confederation and the U.S. Constitution would find appealing?
4. Go to the link titled "Official Symbolism" and read this section again. What symbolism is used in this constitution? Why is symbolism important in this, or in any, culture? What symbols are currently used by our government?
5. Review again the section "Rights of Foreign Nations." Under what conditions can a foreign nation be admitted to the confederacy? What would be the advantages of joining the confederacy? What are the restrictions or limitations of a new nation's joining the confederacy?
6. What is the overall purpose of the constitution? How is the constitution set up to ensure this purpose?

RELATED INTERNET SITES

The Forgotten Founders (an on-line book)

(6a) http://www.ratical.org/many_worlds/6Nations/FF.html

This site contains the complete book written by Bruce E. Johansen on Benjamin Franklin, the Iroquois, and the rationale for the American Revolution. It was first published in 1982.

Iroquois History

(6b) <http://www.iroquois.net/history.html>

This site contains links to many of the nations making up the Iroquois Confederacy.

Native Web

(6c) <http://www.nativeweb.org/resources/>

This resource database contains information about indigenous cultures around the world.

7. ALBANY PLAN OF UNION

URL: <http://www.save-a-patriot.org/files/view/albplan.html>

Before the French and Indian War many English and Colonial leaders realized that some sort of unity between the colonies was needed. In June 1754 delegates from most of the northern colonies and representatives from the Six Iroquois Nations met in Albany, New York, where they adopted a “plan of union” that was drafted by Benjamin Franklin of Pennsylvania. Under this plan each Colonial legislature would elect delegates to an American continental assembly presided over by a royal governor. The Albany Plan essentially was an appeal to the English Parliament to establish some form of governing body specifically for the needs of the American colonies. While the Albany Plan of Union was never implemented, it did initiate the idea of a union among the colonies. The plan was used to strengthen the pact between the Iroquois and the colonies.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What factors, both in America and in Europe, may have contributed to the concept of creating a political union of the American colonies at this time?
2. The Albany Plan called for a “President-General, to be appointed and supported by the crown; and a Grand Council, to be chosen by the representatives of the people of the several Colonies.” What important democratic political concepts are being set up here? In what ways was this structure similar to what then existed in England and how was it different? In what ways was this structure similar to and different from what would be later established by the U.S. Constitution?
3. The Albany Plan called for each colony to choose members for the Grand Council in a proportional manner. Look at the proportional representation first proposed. What conclusions could one draw from these early proportions? Who is not represented here and why might that have been? Which colonies might not be as enthusiastic about this union and why?
4. Point number five in the plan attempts to address some of the representation issues. How might the proposals found in this paragraph

be considered an attempt at compromise on the representation issue? The debate over how colonies should best be represented came up again several more times in the next half century. How was this issue ultimately resolved in our political structure today?

5. How does the Albany Plan of Union deal with issues that later became central to a young fledgling country: finances, dealing with the Native American tribes, commerce, and defense? Which of the ideas proposed by this plan were brought up again and this time adopted in Philadelphia thirty-three years later?
6. Once the Albany Plan of Union was written and proposed, it received a lukewarm reception in the English Parliament. The plan was largely ignored and allowed to die. Why do you think the English had second thoughts about granting the American colonies a form of unified government, particularly after many originally thought it might be a good idea? Similarly, many colonists were not ready for such a plan of union. What reasons might many colonists have given for not supporting the plan?

RELATED INTERNET SITE

The Articles of Confederation

(7a) <http://www.yale.edu/lawweb/avalon/art1613.htm>

This site gives the text version of the Articles of Confederation which derived much of its structure from the Albany Plan.

8. STAMP ACT

URL: http://www.constitution.org/bcp/dor_sac.htm

The Stamp Act, a tax requiring all American colonists to pay a tax on every piece of printed paper they used, was passed by the British Parliament in March 1765. The money collected by the Stamp Act was supposedly earmarked to help defray the costs of defending and protecting the American frontier. What most colonists objected to was not the cost, which was relatively small to the average colonist, but to the precedent established by the tax. Rather than the prior taxes on the colonies, which had been used as a means of regulating commerce, the Stamp Act was a direct tax for the purpose of raising revenue and was being levied without the approval of the colonial legislatures. Many colonists felt that such "taxation without representation" should not go unchallenged. The Stamp Act led to the formation of the Stamp Act Congress, a group formed to protest this tax. This site contains the Stamp Act resolutions

asking for the repeal of this act and that other basic rights be recognized by Parliament.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the opening paragraph of the Declaration of Rights and the first article. What is the opening mood of this declaration? Why do you think the delegates to the Stamp Act Congress began their petition this way?
2. What are the main points of this declaration? Rewrite these in your own words and connect each point you make with an article from the declaration. At what point in the declaration are points made which are particularly relevant to the Stamp Act? How many of the fourteen declarations and requests specifically concern the Stamp Act? What other issues raised in this declaration could be unconnected to the Stamp Act? Why do you think this congress, which convened as a direct result of the Stamp Act, chose to address these other issues at this time?
3. Compare the point made in article nine to the abstract stated above. Why do you think that the colonists claimed the tax was “extremely burdensome and grievous”? What evidence is provided to support this claim?
4. Speaking earlier in the House of Burgesses in Virginia on the Stamp Act, Patrick Henry fervently denounced the act causing some of his peers to accuse him of treason. To this Henry replied, “If this be treason, make the most of it.” Why was there such division on this new tax? Take the position of those who were not opposed to it. What might their argument sound like?
5. This Declaration of Rights would ultimately be signed by members of only six of the thirteen colonies. What might be some reasons for this? If you were a member of English Parliament, what signal might this have sent you?
6. Research the colonies’ response to the Stamp Act. What action taken by the colonists do you give credit for having the most influence on the repealing of the Stamp Act?

RELATED INTERNET SITES

Patrick Henry Speeches

(8a) <http://www.inmind.com/schools/lessons/PatrickHenry/index.html>

This site has excerpts from speeches made by Patrick Henry including his speech condemning the Stamp Act. It includes an audio clip.

The Intolerable Acts

(8b) <http://www.dell.homestead.com/revwar/files/INTOLER.HTM>

Information is given on this series of bills which helped lead to the American Revolution.

9. GIVE ME LIBERTY OR GIVE ME DEATH

URL: <http://www.law.ou.edu/hist/henry.html>

After the passage of the Intolerable Acts, a few colonists believed that it might be necessary to fight a brief war to show the British the seriousness of the American grievances. One member who believed that such a war was necessary was Patrick Henry. In a speech given on March 23, 1775, only a few weeks before the “shot heard around the world” was fired at Lexington and Concord, Henry delivered a passionate address to the Virginia Convention of Delegates. This, his most famous speech, became a symbolic call for many patriots in the years to follow. This site, part of a database of U.S. Historical Documents from the University of Oklahoma Law Center, contains the speech in its entirety.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Give a brief overview of the context of this speech. What was going on at this time? What events had happened only a short time earlier and what events would occur soon after this speech? Why were some colonists made nervous by the words of Patrick Henry?
2. In the opening paragraph, Henry states, “Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.” What does he mean by this? Why are the words “treason,” “disloyalty,” “Majesty,” and “kings” particularly relevant in this passage?
3. In the third paragraph of Henry’s oration, he stated that he had only one way to guide his decisions, that of the “lamp of experience.” What did he mean by this? Create a timeline of the events Henry might have been referring to when he mentions “the conduct of the British ministry for the last ten years.”
4. Imagine you are a debate teacher and have been asked to critique Henry’s speech. How would you grade it in the following areas: persuasiveness, consistency of logic, and overall strength of argument?
5. Take two different colored highlighters. Highlight each sentence you believe to be a fact in one color. Highlight each sentence you believe

to be an opinion in another color. Those sentences you are unsure of leave unmarked. Discuss and compare how this text is marked with your class and attempt to reach some consensus on how it is marked. Compare the percentages of each category. Many eloquent speeches of passion are on issues that are deeply and personally felt by the speaker. One result is that these speeches often rely heavily on statements of opinion. How does this speech compare?

6. A dozen years later, Patrick Henry, along with several other prominent patriots, refused to support the U.S. Constitution drafted at the Constitutional Convention in Philadelphia. Research the reasons he had for opposing this new, stronger federal constitution.

RELATED INTERNET SITE

Continental Congress Documents

(9a) <http://elsinore.cis.yale.edu/lawweb/avalon/contcong/contcong.htm>

This site contains all the correspondence from the Continental Congress to a variety of people from King George VIII to prominent colonists. There is also a search engine that allows you to find a particular event or person associated with the Continental Congress. The grievances that the colonists had toward Britain are laid out in a variety of letters and official documents. The Stamp Act, Quartering Act, and Intolerable Acts were among the laws imposed on the colonists that led to the formation of the Continental Congress and their action.

REVOLUTIONARY PERIOD AND EARLY U.S. DOCUMENTS

1. DECLARATION OF INDEPENDENCE

URL: <http://www.founding.com/>

By June 1776 the colonies had been at war with Britain for a little over a year, and the Continental Congress determined it was time to sever ties officially with the mother country by issuing a proclamation of independence. A committee was formed comprising John Adams of Massachusetts, Roger Sherman of Connecticut, R.R. Livingston of New York, Thomas Jefferson of Virginia, and Benjamin Franklin of Pennsylvania. This Committee of Five was responsible for the first draft of what became the Declaration of Independence. Jefferson, however, was the principal author. This site listed here is very valuable in helping students better comprehend the Declaration of Independence. The document is broken down step by step to help students better understand each component. Experts are available to answer questions.

DISCUSSION QUESTIONS AND ACTIVITIES

1. After clicking on the homepage banner, click on the Declaration of Independence. Take a few minutes and read the text through completely. Stop and click on any underlined phrase to gain additional information on that phrase in the box on the right. What is your impression of the language used in the document? Is it easily understood? Where it is not, what language would you substitute to make it clearer to you, without altering the meaning?
2. Review again the first paragraph, or the preamble. What is meant by "one people" here and why is this term significant?
3. Perhaps the most famous quote in American history is "WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." Break down this statement. What is meant by self-evident, by "all Men are created equal," by unalienable rights? What does "life, liberty, and the pursuit of happiness" mean to you? Refer to the guide link at the top of the web site page to give additional help on any of these questions.

4. The Declaration of Independence refers to “repeated Injuries and Usurpations” and then submits these injuries to “a candid World.” Candid here means unbiased. Read the injuries that follow. Imagine you are part of this “candid world” in 1776. Do you believe these grievances are fairly presented? Do you believe a strong argument has been made for the case of independence? In your opinion, which grievances do you believe to be the most serious?
5. Click on the link at the top of the page labeled “issues.” Divide the class into five groups and assign an issue to each class for them to research. Have each group present their findings on this issue to the rest of the class.
6. Think of a question you would like to know about the Declaration of Independence. Click on “Ask an Expert” and submit your question.

RELATED INTERNET SITES

John Hancock

(1a) <http://www.norfacad.pvt.k12.va.us/project/hancock/hancock.htm>

Background and information on the chair of the Second Continental Congress is found at this site.

John Adams

(1b) <http://odur.let.rug.nl/~usa/P/ja2/about/bio/adamsxx.htm>

John Adams, another signer of the Declaration of Independence, became our second president. His biography is found at this site.

2. ARTICLES OF CONFEDERATION

URL: <http://www.yale.edu/lawweb/avalon/artconf.htm>

The Articles of Confederation were written and adopted by the Second Continental Congress in 1777. This is the same body that had written the Declaration of Independence one year earlier. Written during the early years of the Revolutionary War, the Articles of Confederation did not become operative until March 1, 1781, when the last of the thirteen states signed the document. The articles established a “firm league of friendship” among the states and continued the tradition of allowing these states to retain the largest share of power, reflecting the newly established nation’s distrust of a strong centralized government. The articles established an executive branch and a legislative branch of government. The duties of a legislative branch were left to the individual states to handle. The Articles of Confederation constituted the first national U.S. governing document and took us through the remainder of the Revolutionary War and the early years of the struggling emergent nation, until the U.S. Constitution was adopted in 1789.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What is a confederation? What other times in American history has this term been used? What rationale is given for the establishment of such a confederacy, which the articles term a “firm league of friendship”? Which of these reasons may still be relevant today?
2. Article V establishes a legislative branch in the form of a congress. What is the structure and nature of this congress? How is each state represented and how many votes would each state get? What might be some advantages and disadvantages to this system? Which states might favor this system more than others and why?
3. What restrictions are placed on the states in Article VI? Why do you think these restrictions were established? Are these restrictions still in place today?
4. What powers did the Articles of Confederation give the central government in the areas of foreign affairs, the creation of an army and navy, and other areas of national defense? What do the articles say about taxes and regulating commerce?
5. According to the Articles of Confederation, how many states were required to agree in order for the articles to be amended or for new action to be taken that affected the United States? What percentage of the states does this represent? Review some of the issues that separated the various states. What might be the consequences of not reaching agreement on key issues by the allotted number of states?
6. Although the Articles of Confederation provided a framework for government which allowed states with widely diverse interests to remain united during its formative years, the articles ultimately failed to lead the country into the next century. What do you believe are some of the key reasons for its failure? If you were a delegate to a conference charged with changing or rewriting the Articles of Confederation, what is the single most important change you would make in the document?

RELATED INTERNET SITES

The Articles of Confederation Draft

(2a) <http://www.yale.edu/lawweb/avalon/contcong/07-21-75.htm>

This site provides Benjamin Franklin’s draft of the articles.

Thomas Jefferson and the Articles of Confederation

(2b) <http://www.yale.edu/lawweb/avalon/jeffauto.htm#artconfdebate>

Thomas Jefferson’s discussion of the Articles of Confederation in his autobiography is presented.

Text Version of the Articles of Confederation

(2c) <http://www.yale.edu/lawweb/avalon/art1613.htm>

This site gives the text version of the Articles of Confederation. It also explains the document briefly.

3. NORTHWEST ORDINANCE

URL: http://www.ohiokids.org/ohc/history/h_indian/treaties/nword.html

Following the Land Ordinance of 1785, which provided for the survey and sale of Native American land northwest of the Ohio River (the Northwest Territories), the Northwest Ordinance of 1787 established the process by which these territories could become states in the union. Eventually, the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota emerged as a direct result of this ordinance. The Northwest Ordinance is an important piece of legislation in American history for several reasons. It provided the mechanism by which new states could enter the union “on an equal footing with the original states,” supported public education in these territories, and addressed the issue of slavery by stating that “neither slavery nor involuntary servitude” was to be allowed.

DISCUSSION QUESTIONS AND ACTIVITIES

1. How many inhabitants must one of the counties or townships in the “northwest” have before it can elect a representative to the general assembly? What characteristics must these inhabitants have? What additional requirements must be fulfilled before one could be one of the elected representatives?
2. The Northwest Ordinance sets forth a number of conditions in Article 5 by which a territory “northwest of the River Ohio” may become a state. What were these conditions? How does this compare to the process of being admitted into the union as a state today?
3. One reason the Northwest Ordinance is considered such an important political document in the history of the United States is that it provided a framework for how states could enter the union on an equal footing with the original thirteen colonies. Why was this such an important issue for a nation such as the United States in the last part of the eighteenth century? Can you imagine the arguments put forth by some against allowing states to enter as equal partners? Who might not have wanted this and why? What might have been some of the

repercussions if the Northwest Ordinance had not been set up this way?

4. Make a list of the civil rights and liberties guaranteed in the Northwest Ordinance. Compare these to those that would later be guaranteed in the U.S. Constitution and the Bill of Rights, which would be written just a few years later.
5. The Northwest Ordinance provided that all states from these territories were to be admitted to the union as free states. It was believed by many in the south that this would upset the delicate balance of free and slave states in Congress. Go to the website (3a) <<http://infoplease.lycos.com/ipa/A0763770.html>> and study the dates of admission to the union of all the states from 1787 to 1850. What pattern do you notice of the states that got admitted to the union during this time? What conclusions could you make about the implications this had for the coming Civil War?
6. Many early territorial governors of the Northwest Territories would later become prominent political figures. Select one of the states that was carved out of the Northwest Ordinance and research its early governors.

RELATED INTERNET SITES

“Chronicle of the Revolution”

(3b) <http://www.pbs.org/ktca/liberty/chronicle/northwest.html>

Part of the PBS television series on the “Chronicle of the Revolution,” this site contains a brief description of the Northwest Ordinance.

Northwest Ordinance Day in Indiana

(3c) <http://www.statelib.lib.in.us/WWW/IHB/NWORD.HTML>

This Indiana historical site about the Northwest Ordinance is contained in a “Northwest Ordinance Day” press release in 1988.

4. CONSTITUTION OF THE UNITED STATES

URL: <http://www.nara.gov/exhall/charters/constitution/constitution.html>

Drawn up at the Federal Constitutional Convention in Philadelphia in 1787, the U.S. Constitution was in large part a response to the discontent many had experienced with the original constitution of the United States, the Articles of Confederation. It was hoped that this new constitution would address the need for a stronger centralized government while maintaining a balance of sovereignty between the central government

and the states. To offset this more powerful central government, the founders established the U.S. Constitution as the supreme law of the land, making it clear that no other law, state constitution or statute, federal legislation, or executive order could operate in conflict with it, and they created a simple, but effective, checks and balances system among three distinct branches of government. The Constitution was adopted by the convention delegates on September 17, 1787, and, after a national debate, was subsequently ratified by June 1788. This link connects to a page maintained by the National Archives and Records Administration. It not only contains the full text of the document in its original form, but has highlighted hypertext sections which link to later amendments which are related to that portion of the document. The site also has links to biographies of each of the original signers of the Constitution.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What are the reasons given in the Preamble for the writing of the U.S. Constitution? Knowing what you do about the background leading up to the Constitutional Convention, why is it significant that the Constitution begins with “We the People” as opposed to “We the States” as was originally suggested by one early draft?
2. Article I establishes the legislative branch and creates a two-house legislature: the Senate and the House of Representatives. Why are representatives to these two chambers elected differently? What arguments led to this type of compromise? Today almost every state legislature also has a Senate and a House of Representatives. Why is the rationale for a two-house legislature at the state level not the same as the rationale for the original structure of the two-house legislature at the national level?
3. Assign each branch of government to a different group of students. Have each group brainstorm on the duties, responsibilities, and restrictions they believe are associated with the branch they are assigned. Then have each group study the article of the Constitution associated with their assigned branch. Have students compare what the Constitution says with their list. What is similar and what is different and why?
4. The Constitution is a concise document. View a copy of your state’s constitution and compare its size to the U.S. Constitution. Most likely you will find that the states’ constitutions contain much more detail. What characteristics does the federal constitution have that have allowed it to govern a nation effectively through extraordinarily changing times for over 200 years with very few amendments?

5. Go to (4a) <http://www.usconstitution.net/constfaq_sub.html> or (4b) <<http://www.nara.gov/exhall/charters/constitution/conqa.html>>. Both of these sites contain frequently asked questions relating to the Constitution. Assign some of these questions to different class groups to research and present to the class. Think of additional questions you might want to find answers to and post these questions to the e-mail addresses given.
6. Go to (4c) <<http://www.usconstitution.net/constframe.htm>>. This site contains character sketches written by William Pierce, a delegate to the Constitutional Convention from Georgia. Divide the delegates among class members and have students research their delegate (from information on this site as well as from other links and resources). Have students give a short presentation of their character that would give some insight into their personality and views.

RELATED INTERNET SITES

More on the Constitution

(4d) <http://odur.let.rug.nl/~usa/GOV/chap1.htm>

This site details the historical significance of the Constitution.

Constitutional Convention Documents

(4e) <http://memory.loc.gov/ammem/bdsquery.html>

The Constitutional Convention was set up to fix the Articles of Confederation. This site has every major piece of writing from the convention.

5. VIRGINIA DECLARATION OF RIGHTS

URL: <http://www.nara.gov/exhall/charters/billrights/virginia.html>

After the U.S. Constitution was written, it had to be ratified by the states. Such ratification was by no means a foregone conclusion. Indeed, the creation of this new and powerful central government was highly controversial. It was believed that, to gain the approval of several key states such as Massachusetts, Virginia, and New York, the Federalists had to agree immediately to adopt a series of amendments to be added to the Constitution. Thomas Jefferson was one of the Federalists who urged others, including James Madison, to draft such a document. The Virginia Declaration of Rights, written by George Mason in 1776, was the document referred to by Thomas Jefferson when he wrote the Declaration of Independence. It was one of the models used by our founding fathers to construct the Bill of Rights.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The top of this web site states that “Virginia’s Declaration of Rights was drawn upon by Thomas Jefferson for the opening paragraphs of the Declaration of Independence.” What sections of the Virginia Declaration do you believe Jefferson drew on most heavily? Support your conclusions with similar quotes from each document.
2. Read the Virginia Declaration of Rights and compare it to the Bill of Rights. What sections can you connect with specific amendments in the Bill of Rights?
3. The American Revolution had profound effects on other nations seeking a more democratic way of life. In 1789 the French Revolution, committed to “liberty, fraternity, and equality,” began. In August 1789 the French Declaration of the Rights of Man and of the Citizen was approved by the National Assembly of France. Go to (5a) <<http://www.civnet.org/resources/document/historic/french.htm>> and compare this document to the Virginia Declaration of Rights written twelve years earlier. What similarities do you find?
4. Reread section 5 from the Virginia Declaration. What similar statements are made in the Constitution of the United States?
5. After drafting the Constitution, many Federalists held the view that a separate Bill of Rights was not necessary because the Constitution established a government of, for, and by the people. There was, therefore, no need for a Bill of Rights to protect the people from themselves. Others, of course, disagreed believing that the new federal government was a potentially tyrannical force from which the people needed protection. Where do you believe George Mason and other supporters of the Virginia Declaration would have fallen on this issue?
6. George Mason is given credit for writing most of the Virginia Declaration of Rights. Mason, a wealthy Virginia planter and a leader at the Constitutional Convention in 1787, refused to sign the Constitution drafted at that convention and argued against its ratification during the Virginia Convention of 1788. Research his reasons for not supporting the federal constitution after being such an influence on its creation, even after a Bill of Rights was promised to be forthcoming.

RELATED INTERNET SITE

Photocopy of the Declaration of Rights

(5b) <http://www.loc.gov/exhibits/treasures/trt006.html>

This site has photocopies of the original text.

6. FEDERALIST PAPERS, NUMBER 10

URL: <http://lcweb2.loc.gov/const/fedquery.html>

The Federalist Papers, eighty-five essays published between October 1787 and August 1788, argued for the ratification of the U.S. Constitution to replace the Articles of Confederation. The essays discussed the weakness of the confederation, presented the structure of the federal government in the new constitution, and presented the numerous safeguards in the new constitution designed to prevent tyranny. These papers were originally published anonymously, but it is now known that Alexander Hamilton, John Jay, and James Madison wrote them. The Federalist Papers are important because they show the intentions of the U.S. Constitution from the perspective of those who supported its adoption and who were crucial in its conception and drafting. Thomas Jefferson, while reading the Federalist Papers in Paris while he was the minister to France, called them “the best commentary on the principles of government which was ever written.” Federalist Paper number 10, written by James Madison, is perhaps the best known of the essays.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “A list of titles” and then scroll down to number 10, “The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection.” Construct an outline of the argument put forth by Madison in this essay writing one line for each main point presented. What points stand out regarding the organization and flow of the case presented here?
2. How does Madison define faction in this essay? Of the two ways he notes to prevent factions, why is neither a viable choice?
3. Madison posits that, if what causes factions cannot, or should not, be eliminated, then one must work to control the effects of factions. Of the two types of factions, majority and minority, Madison seems to fear the majority more. Why is that? One of the great principles of the Constitution is “majority rule with minority rights.” What does this mean and how is it consistent with Madison’s argument?
4. Why does Madison favor a republic government, as set up in the Constitution, over a pure democracy? How does it distinguish between the two?
5. Divide the class into three groups—the Federalists, the Anti-Federalists, and the jury. Have the Federalists and Anti-Federalists research their position and present “closing arguments” to the jury on

why the new Constitution should be ratified or rejected. Allow the jury to decide.

6. What is in a name? Sometimes a good deal. One of the disadvantages the Anti-Federalists had is that their name implied they were against something rather than for something. Think of groups today that are on different sides of an ideological debate. Often, both sides label themselves as “pro” something (for example, pro-life versus pro-choice; who would want to be labeled anti-life?). Create a list of other political and ideological organizations’ names that follow a similar pattern.

RELATED INTERNET SITES

John Jay

(6a) <http://www.leftjustified.com/leftjust/lib/sc/ht/fed/jbio.html>

Information about John Jay may be found at this web site.

Alexander Hamilton

(6b) <http://odur.let.rug.nl/~usa/B/hamilton/hamilxx.htm>

Biographical information on Alexander Hamilton is included at this site.

James Madison

(6c) <http://www.jmu.edu/madison/>

This site contains pertinent information about James Madison.

7. PROCLAMATION OF NEUTRALITY

URL: <http://www.federalist.com/proc.htm>

The declaration of war that was declared on England by France in 1793 placed the United States in a sticky political situation. Many Americans were sympathetic to France because of their support to the American cause only a few years earlier. Yet, the United States had many strong economic ties to England. After consulting with his cabinet, which contained members sympathetic to both sides, George Washington decided to present this proclamation, warning Americans to avoid any participation in the hostilities and regard it strictly as a European war. The proclamation was signed on April 22, 1793, in Philadelphia by Washington, less than two months after war was declared. Washington’s decision that it was in the best interests of the United States to remain neutral in European affairs was a stance that he reiterated in his Farewell Address three and a half years later.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The proclamation begins by noting “that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands,

- of the one part, and France on the other." Look at a European map of the time period and locate these countries. Where were Prussia and Sardinia? In what modern-day countries would these territories be located today? Why were all of these countries aligned against France?
2. In what ways did Washington envision citizens aiding one side of the war or the other? What reasons might some people have for assisting one side or the other? Would there be some who would work to assist both sides and, if so, what reasons would they have for that? What repercussions were put in place for those who did not follow this proclamation?
 3. Within Washington's cabinet, Thomas Jefferson and Alexander Hamilton both officially supported neutrality; however, it was well known that Jefferson favored supporting France and Hamilton favored supporting England. Look into the government positions each of these men held and attempt to explain why each man sided as he did.
 4. Another member of Washington's cabinet, James Madison, questioned the authority of the president to make any proclamation at all without the consent of Congress. What constitutional grounds did Washington have to make this statement? What similar actions in the arena of foreign policy have some later presidents taken, perhaps acting on Washington's precedent-setting proclamation?
 5. Notice that nowhere in his proclamation does Washington use the word "neutrality." Why do you suppose Washington avoided using that term?
 6. Before the advent of World War I, many people cited Washington's proclamation as a clever reason to remain isolated from the rest of the world's troubles. When else in American history has this proclamation been called on to support neutrality? Why do you suppose this proclamation (along with Washington's Farewell Address) are the ones most often cited?

RELATED INTERNET SITES

Washington's Farewell Address

(7a) <http://earlyamerica.com/earlyamerica/milestones/farewell/index.html>

George Washington's "Farewell Address To the People of the United States," published in the *Independent Chronicle*, September 26, 1796, is located here.

President Woodrow Wilson's Neutrality Speech before WWI

(7b) <http://www.lib.byu.edu/~rdh/wwi/1914/wilsonneut.html>

President Wilson, in this famous speech, said, "The United States must be neutral in fact, as well as in name."

8. THE ALIEN AND SEDITION ACTS OF 1798

URL: <http://earlyamerica.com/earlyamerica/milestones/sedition/index.html>

Relations between France and America were not good during the early years of the John Adams presidency. By 1798 tensions between America and France were very high. Both nations were firing on and seizing each other's ships when the opportunity presented itself, and the United States was concerned that this undeclared war would soon become an official all-out war. Political tensions were also high during this period. The bitter rivalry between Alexander Hamilton and Thomas Jefferson had led to the first competitive party system with Hamilton leading the Federalists and Jefferson leading the Republican party. Under President John Adams, the Federalists were clearly in control and tried to intimidate the Republicans, many of whom were newly arrived immigrants, by passing the Alien Acts. In a reaction to the foreign affairs and domestic political crisis, the Federalists increased the size of the army, raised taxes to support national defense, and passed the Alien and Sedition Acts. These acts allowed for the deportation of or imprisonment of political dissenters who were not yet legal citizens. Jefferson and James Madison reacted to these laws with the Kentucky and Virginia resolutions, which argued that the people of individual states had the right to determine whether federal laws agreed with the U.S. Constitution and, in the process, brought up the issue of states' rights. When Jefferson became president during the next administration, the acts were repealed.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the background of the Alien and Sedition Acts provided on the initial page of this site. This brief description of the context for the Alien and Sedition Acts implies that, although the threat of war with France was real, the Federalists used this crisis as an excuse to pass legislation which would "quell any political opposition from the Republicans, led by Thomas Jefferson." Consider other times of crisis in America's history (e.g., foreign and civil wars, economic depression, the Cold War) and think of other examples of how the ruling political party has used an event to minimize opposition from another political party.
2. Click on the text version of the Alien Enemies Act located at the bottom of this web site. Read each section slowly. Note how the language makes each passage difficult to comprehend. Rewrite and simplify each section into one or two sentences.

3. Note that the Alien Enemies Act allowed for the restraint or removal of any aliens who could be regarded as “dangerous to the peace and safety of the United States.” Compare the definition of an alien according to this law to that of today’s definition. Discuss the internment of Japanese Americans during World War II and compare these actions to the Alien and Sedition Acts.
4. Click on the text version of the Sedition Act and read this document. Pay particular attention to the language in section 2. Review the case of Peter Zenger and his trial earlier in the eighteenth century. Review the language contained in the First Amendment to the Constitution. On what grounds would you consider the Sedition Act to be unconstitutional?
5. Examine the penalties that could be levied against one found guilty of actions deemed illegal in the Sedition Acts. Research the cost of everyday items during the eighteenth century and compare this cost to today’s. Approximate the amount of possible fines in today’s currency, if adjusted for inflation. How severe would these fines be if they were still in effect today, and would this seem reasonable for the offense?
6. Select a time period in American history when there was a large amount of public protest regarding official American foreign policy (e.g., the late 1960s and the Vietnam War). How might these protests have been handled differently if the Alien and Sedition Acts were still in effect? Compare how these protests were handled by the U.S. government operating in a democratic society to how the Tiananmen Square protests of April–June 1989 were handled by the Chinese government operating in a nondemocratic society.

RELATED INTERNET SITES

XYZ Affair

(8a) <http://odur.let.rug.nl/~usa/P/ja2/speeches/jaxyz.htm>

This site contains John Adams’ account of the XYZ Affair.

Kentucky Resolution

(8b) <http://libertyonline.hypermall.com/KentuckyRes.html>

This protest to the Alien and Sedition Acts, written by Thomas Jefferson, is regarded as a major document for states’ rights.

Japanese-American Internment

(8c) <http://www.geocities.com/Athens/8420/main.html>

The Japanese American internment during World War II was one of the darkest acts against our democracy. This site highlights many aspects of it.

THE NINETEENTH CENTURY

1. WAR OF 1812

URL: <http://www.hillsdale.edu/dept/History/Documents/War/FR1812.htm>

The struggle for the control of America did not end with the Revolutionary War. It would not be until after the War of 1812 that the United States could be comfortable with itself as a sovereign nation. The ideal of America as a united front during the War of 1812 is not correct. The United States felt it was suffering at the hands of both Britain and France as these two nations engaged in a prolonged European war—a conflict which often left the United States in the middle. The political arena in America at that time was hot in debate about the issue of how to address these grievances, and the foreign policy decisions that were made, such as the Embargo Act, further divided the nation. Indeed, when Congress did declare war in June 1812, urged by President James Madison, it was quickly labeled by some as “Madison’s War.” At one point during the war, New England even threatened to secede from the union. This site contains a plethora of primary documents pertaining to each armed campaign. It also contains the major documents of the political issues surrounding the war.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “The American Debate on Neutrality (1807–1809)” and on the links under “Naval Actions” related to the *Chesapeake*. Review the newspaper excerpts and personal accounts related to the *Chesapeake* and *Leopard*. What was this event? Why did it cause such outrage among American citizens? What was happening in Europe to cause these events to happen?
2. It is not unusual for neutral nations to be caught in the middle of other nations at war. Prior to the War of 1812, the United States was trying to avoid getting involved in what they regarded as yet another European conflict. A similar situation existed prior to World War I. Research the sinking of the *Lusitania* in 1915 [you may go to (1a) <<http://members.aol.com/~bry1976/lusi.htm>> for some information on this]. Compare and contrast this event to the *Chesapeake* affair.

3. Remain on the site entitled "The American Debate on Neutrality (1807–1809)" and read those excerpts related to the Embargo Act. What was the purpose of the embargo? What was the message of the "Farmers' story"? What were the reactions of Americans to the embargo? Many called the Embargo Act the "O grab me" act (embargo spelled backwards). Why was that name given to it?
4. Numerous times in American history different types of embargoes or boycotts have been levied against a country as a foreign policy action designed to hurt a nation while falling short of declaring war. The embargo on Cuba, the boycott of the 1980 Olympics, the restrictions on purchasing Iraqi oil are all examples of different types of "economic warfare." Often these types of actions affect one group of people more than others. Research some of these other embargoes in American history and take a stand on how effective they were and whether a few should suffer for the overall benefit to national foreign policy.
5. Click on the link entitled "The New England Threat of Secession (1813)." What is the case being made by those who wrote this declaration? What reasons are given by the New Englanders as a reason to "separate" from the rest of the union? What aspects of this argument foreshadow later secession arguments made by the Southern states?
6. Review the case made by Quebec to secede from Canada. What points are similar to and what points are different from the New England argument? In your opinion, does a state or province have the right to create its own country? If so, under what circumstances should that be allowed? What other conflicts around the world have resulted when former territories have broken off and set up their own nations?

RELATED INTERNET SITES

The Treaty of Ghent

(1b) <http://members.tripod.com/~war1812/>

This site includes the Treaty of Ghent, which ended the war, and the Hartford Convention, a convention of New England states discussing possible secession.

Johnny Bull and the Alexandrians

(1c) <http://www.boondocksnet.com/cartoons/mcc035.html>

This political cartoon from 1814 comes from a series entitled, "History of the 19th Century in Political Cartoons."

2. MONROE DOCTRINE

URL: <http://www.law.ou.edu/hist/monrodoc.html>

What would become known as the Monroe Doctrine began as part of an annual message to Congress made by President James Monroe on De-

ember 2, 1823. Written with the idea of making a statement about American policy stressing the separateness of the Old World from the New World, the Monroe Doctrine was responsible for three major ideas in U.S. foreign policy. First, the United States would not allow Europe to colonize further any parts of the American continents, while simultaneously “recognizing existing colonies or dependencies” in the Western Hemisphere. Second, any attempt by Europe to force their own system on any Western state whose independence the United States had recognized, was to be considered a threat to the United States. Finally, the United States would not interfere in European affairs in return. The Monroe Document, written primarily by John Quincy Adams and Monroe, represented many elements of a foreign policy position evolving in the United States since the Revolutionary War. This site contains the excerpt from the annual address which became the Monroe Doctrine document.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the excerpt of Monroe’s annual message to Congress that became known as the Monroe Doctrine. What are the main points of this speech, and what is the rationale given for these points?
2. What is the context of this speech? What are the “late events in Spain and Portugal” referred to by Monroe? Why were these events of concern to the United States?
3. Monroe refers to a European political system on several occasions. What does he mean by this?
4. Toward the end of the speech, Monroe refers to much of Latin America as our “southern brethren.” Go to (2a) <<http://www.smplanet.com/imperialism/toc.html>> and review some of the foreign policy relations the United States have had with Latin America during the past several centuries. What might be the response of Latin Americans to the effects of the Monroe Doctrine?
5. Study the manner in which the nation of Panama became independent. How was the Monroe Doctrine used to assist this process? What benefits did the United States gain as a result of this independence? When else has the Monroe Doctrine been called upon to justify actions for which the United States would possibly benefit? Can you think of a time when the Monroe Doctrine was ignored?
6. The United States was still a relatively young and emergent nation at the time of this proclamation. What do you suppose the European response was to these statements? Why was Europe not in a very good position to do much to dispute the Monroe Doctrine at the time this speech was delivered?

RELATED INTERNET SITES

Latin American Timeline

(2b) <http://www.courses.ncsu.edu/classes/hi300001/hi216time.htm>

This timeline of Latin America since 1826 allows one to view the context of some of the events in which the United States played a role.

Speeches of James Monroe

(2c) <http://odur.let.rug.nl/~usa/P/jm5/jm5.htm>

The State of the Union addresses as well as both of Monroe's inaugural speeches are provided here.

3. DECLARATION OF SENTIMENTS

URL: <http://aurora.wells.edu/~sfalls98/dos48rev.htm>

In the years prior to the Civil War, many women were involved in the antislavery movement. Yet often these same women were denied the right to participate in abolitionist conventions, causing them to conclude that they had much in common with the enslaved African Americans for whose freedom they worked. In July 1848, the first Women's Rights Convention was held in Seneca Falls, New York, and was attended by such leaders as Elizabeth Cady Stanton, Lucretia Mott, and Frederick Douglass. The Declaration of Sentiments, written at this convention and signed by its sixty-eight female and thirty-two male delegates, followed the form of the Declaration of Independence as it highlighted the double standard present in American society for men and women and called for increased political and legal rights for women. The Seneca Falls convention is commonly referred to as the starting point for the organized women's rights movement in America—a struggle that continues today.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Compare the Declaration of Sentiments to the Declaration of Independence. What passages have been borrowed word for word? Where were passages changed to suit the need of the Declaration of Sentiments? Why was the Declaration of Independence selected as the format to be followed by those attending the Seneca Falls convention?
2. Review the grievances listed in the Declaration of Sentiments. How many deal with the right to vote? When were women finally awarded this right on a national level? Note that the Declaration of Sentiments calls for an "immediate admission" for the grievances listed. Why do you think women were disenfranchised so long in this country?

3. Review some of the other grievances listed by the Declaration of Sentiments. Do any listed here surprise you? How have many of these conditions changed? Do some of these grievances continue today to some extent? Which ones and why?
4. Study the logic of the argument put forth in the Declaration of Sentiments. How did Elizabeth Cady Stanton, the primary author of this document, and the other delegates to the convention structure their case? Is it convincing? What specific aspects of the declaration do you consider the strongest? Are there parts that you do not support? What type of rhetoric is used to persuade the reader to support their side?
5. The women's movement of the 1840s was closely aligned with the abolitionist movement at that time. Similarly, the women's movement of the 1960s was energized by the civil rights movement of that same time period. Why do you think there were connections between these two movements?
6. Study the history of the Equal Rights Amendment [one place to begin would be (3a) <<http://equalrightsamendment.org/history.htm>>]. Why was this proposed amendment written right after the passage of the Nineteenth Amendment? In your opinion, what might be some reasons why this amendment did not gain passage? Review some of the rationale given in favor of its passage. Do you agree or disagree and why?

RELATED INTERNET SITES

The Signers of the Declaration of Sentiments

<http://www.rootsweb.com/~nyseneca/signers.htm>

The complete list of those who signed the document may be studied at this site.

Documents Concerning Women

<http://www.huntington.org/vfw/artgal/index.html>

This site holds seventy-eight primary documents, including pictures and various governmental and private documents concerning women.

The Equal Rights Amendment

<http://equalrightsamendment.org/history.htm>

The history of the Equal Rights Amendment may be found here.

4. FUGITIVE SLAVE ACT

URL: <http://www.yale.edu/lawweb/avalon/fugitive.htm>

In 1850 Congress engineered a deal between the North and the South in an effort to keep the Union together. The temporary solution agreed

upon was known as the Compromise of 1850. As part of the Compromise of 1850 the Fugitive Slave Act was passed. This section of the compromise became the most controversial in the North. The Fugitive Slave Act required all citizens to assist in the return of any runaway slaves to their owners and made the harboring of fugitive slaves in free states a crime. The act also denied a jury trial to any slaves who had escaped. The Fugitive Slave Act had several unintended results for the South. It galvanized the abolitionist movement, increased the activity and resolve of the Underground Railroad, and caused many Northern citizens who previously had been ambivalent to the "peculiar institution" of slavery to take a strong position against it.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Study some of the events that led up to the Compromise of 1850. Among the chief concerns of both the North and South was the recurring issue of whether newly established states admitted into the union were free or slave. The Missouri Compromise of 1820 had supposedly put an end to those questions. What events occurred between 1820 and 1850 that caused this concern to continue to emerge?
2. In Section 5 of the Fugitive Slave Act, all "good citizens" are commanded to aid and assist in the return of runaway slaves. What is your definition of a good citizen? How might some believe that the role of a good citizen is to resist this law? Are there ever conditions when a good citizen is required to disobey a law? If so, what might those conditions be? Can you think of times in history when famous citizens of a nation voluntarily resisted certain laws and were punished for doing so?
3. The Underground Railroad had been in effect for years prior to the passage of the Fugitive Slave Act. Why after its passage did the Underground Railroad reach its peak of activity in the north? Why was the Underground Railroad in full effect all the way to Canada? What do you suppose was the reaction of many free blacks who lived in the North after the passage of this law?
4. Prior to the Fugitive Slave Act provisions in the Constitution and laws passed by Congress required the return of runaway slaves to their masters. Why did the South feel compelled to pass this additional law? Eric Foner, a professor of history at Columbia University, makes the point that the South claimed to be fighting for states' rights, and yet, the Fugitive Slave Act called for federal agents to go into Northern states and conduct business contrary to the wishes of those states. How does the Fugitive Slave Act make a point contradictory to the South's case?

5. Examine Section 8 of the Fugitive Slave Act. What business did this essentially set up?
6. What penalty could be levied against one who did not obey the Fugitive Slave Law? What would be your estimate of a modern-day equivalent to the fine? If you were a poor farmer with a family in the North, what factors would you have to consider before deciding to disobey this law? How does this impact your opinion of those who did so?

RELATED INTERNET SITES

Africans in America

(4a) <http://www.pbs.org/wgbh/aia/>

This site, hosted by PBS, highlights America's journey through slavery.

Harriet Tubman

(4b) <http://www.nyhistory.com/harriettubman/life.htm>

This site gives a biography of Harriet Tubman and relates her role in the Underground Railroad.

Underground Railroad Rap

(4c) <http://www.ushistory.com/ugrrfull.ram>

This opens up a real player link to an underground railroad rap.

5. EMANCIPATION PROCLAMATION

URL: <http://odur.let.rug.nl/~usa/P/a116/writings/emancip.htm>

Shortly after the battle of Antietam in September 1862, President Abraham Lincoln released the Emancipation Proclamation, which declared free any slaves in the states still in rebellion against the Union as of January 1, 1863. It was hoped by the Lincoln administration that the Emancipation Proclamation would help gain foreign support for the Union cause while simultaneously inspiring the Northern populace and weakening the Southern war effort. Most historians agree that the proclamation changed the whole meaning of the war. Until this point the Civil War, from the Northern perspective, was about maintaining the union. The proclamation made official the issue of ending slavery a major component and transformed the Union Army into an army of liberation. This site contains the text of the proclamation and has links to sites which provide additional context to the speech.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The Emancipation Proclamation points out the specific states to which the proclamation applies (and, therefore, where it does not apply). Why were these states mentioned and other slave states not mentioned?
2. After the Emancipation Proclamation was released, William Seward, Lincoln's secretary of state, was said to have commented, "We show our sympathy with slavery by emancipating slaves where we cannot reach them and holding them in bondage where we can set them free." What was meant by this statement and why did the Union follow this course of action?
3. Why was the proclamation released when it was? Why was the issue of freeing slaves not mentioned until almost two years of the war had passed?
4. Research Abraham Lincoln's position on slavery throughout his political career. How does the proclamation represent a shift in his official position, and why do you believe this shift occurred at this time?
5. Study the political positions of the Copperheads and the Radical Republicans, two prominent political parties in the North during the civil war. Why did Lincoln often feel that he could satisfy neither of these political factions regardless of what action he took? In what ways do political parties today follow similar compromising positions on controversial issues in order to keep their political party together?
6. The Emancipation Proclamation had practical effects as well as a moral effect. In what way did the proclamation influence the actions of African Americans, in both the North and the South, that was beneficial to the North's cause?

RELATED INTERNET SITES

Emancipation Proclamation Document

(5a) <http://www.pbs.org/wgbh/aia/part4/4h1549b.html>

This site contains a photocopy copy of the original document.

Thirteenth Amendment

(5b) <http://www.law.cornell.edu/constitution/constitution.amendmentxiii.html>

Civil War Primary Sources

(5c) <http://scrtec.org/track/tracks/f02004.html>

This site contains an amazing amount of primary source documentation concerning the Civil War. It has photo originals of documents concerning the war, as well as transcripts of these documents.

6. FOURTEENTH AMENDMENT

URL: <http://www.nara.gov/exhall/charters/constitution/14th/14th.html>

As in war, the nation was split over the peace following the Civil War. The South was resistant to the Reconstructionist policies of the Northern Congress, and the federal government had a conflict between Congress, controlled by the Radical Republicans and President Andrew Johnson, from the Southern state of Tennessee. After Johnson vetoed the Civil Rights Act in 1866, a law that attempted to ensure equal rights for blacks despite black codes, Congress overrode his veto and proposed the Fourteenth Amendment. This amendment, among other things, had the effect of making the contents of the Civil Rights Act of 1866 part of the U.S. Constitution. Although initially not accepted, due to the Southern states' failure to ratify, this amendment did become part of the Constitution in 1868.

DISCUSSION QUESTIONS AND ACTIVITIES

1. How does Section 1 of the Fourteenth Amendment define citizen? What is guaranteed and protected to citizens of the United States? Note that the Fourteenth Amendment still does not guarantee the right to vote to all citizens. Who is left out? Also notice that, for the first time, the term citizen is not capitalized in the Constitution. Some argue that the Fourteenth Amendment established a new form of citizen, a federal citizen, that had not existed before. On what grounds can such an argument be made?
2. The Thirteenth Amendment abolished slavery. Why was the Fourteenth Amendment still needed?
3. The Fourteenth Amendment, for the first time, places restrictions on states. How is this a significant shift from the original Constitution? Why was this done, how has this affected the relationship between the federal government and the state governments, and what have remained some of the implications of this?
4. Section 2 discusses how representatives should be numbered and apportioned. Compare this to Section 2 of Article I of the Constitution (the sentence beginning with "Representatives and direct Taxes shall be apportioned"). Why has this changed and why was it originally set up the way it was?
5. What do Sections 3 and 4 say about the Fourteenth Amendment? Why were these added to the amendment, and what do you think the impact of their addition was?

6. Examine the numbers of African Americans who were congressmen in the 1870s. View this as a percentage of Congress. Compare that number to the late 1800s, the mid-1900s, and today. What trends and cycles do you see, and what reasons might be attributed to these changes? Go to (6a) <<http://ea.grolier.com/ea-online/wsja/text/ch02/tables/pp019.htm>> and view recent trends. How do you interpret these data, and what reasons might be given to support your interpretations?

RELATED INTERNET SITES

Reconstruction

(6b) http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm

This site provides opposing views on Reconstruction from a project on American History containing outlines of American history and culture.

Civil Rights Act of 1866

(6c) <http://www.americana.ru/cra1866.htm>

This site provides a transcript of the Civil Rights Act of 1866.

Civil Rights Act of 1964

(6d) <http://www.usbr.gov/laws/civil.html>

This site provides a link to the Civil Rights Act of 1964 and other civil rights legislation.

7. FORT LARAMIE TREATY

URL: <http://www.pbs.org/weta/thewest/wpages/wpgs640/flaram.htm>

Fort Laramie, established as a military post along the Oregon Trail in 1849, served as an outpost for patrolling and protecting a long section of that trail as well as maintaining and protecting telegraph and railroad lines in later years. During times of trouble, it was a military command post and staging area for troops. The fort also was the site of two important treaties between the United States and the Plains Indians. This web site contains the second of these treaties, the Fort Laramie Treaty of 1868. For two years prior to this treaty, Red Cloud had conducted the most successful military campaign ever against the United States by a Native American people. His success on the field of battle over a sustained period of time was the main reason the United States agreed to the Fort Laramie Treaty. This treaty essentially gave the Lakota Sioux much of the western half of North and South Dakota (including the sacred Black Hills territory). Unfortunately, the terms of the Fort Laramie treaty were not honored for long. By the early 1870s, military campaigns

were once again being waged against the Plains Indians. When gold was discovered in the Black Hills in 1874, followed by the inevitable swarm of miners, it became apparent that any hope of maintaining the original integrity of the treaty was lost.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Divide the class into pairs and assign each team an article of the treaty. Have each team read their article, put it in their own words, and present their findings to the rest of the class (some teams could be assigned several of the shorter articles to summarize). Once the terms of the treaty have been understood, hold a class discussion to determine how each side benefited from the treaty. In what ways could this be considered a fair agreement for both sides?
2. Study Article 2 in some detail with a map. Draw borders around the territory designated for Indian settlement [you may wish to view maps provided at (7a) <<http://helenamontana.com/LBH/FtLarTre.htm>>]. Compare this map to a modern-day map of the territory showing Sioux reservation lands. What happened?
3. Review Article 11. What terms did the Sioux agree to in order to make this peace? Why was this an important aspect of the treaty for America at this time?
4. Study the history of this part of the nation during the decade that followed the signing of this treaty. Even though the opening statement of the treaty declares that “from this day forward all war between the parties to this agreement shall for ever cease,” the peace was actually short-lived. What major events led to the disregard of this treaty? Hold a debate in which each side presents its case for the other side being responsible for violating the treaty. Which side has the strongest argument? Go to (7b) <<http://www.usd.edu/~ttroxel/tom.doc.htm>> for a site entitled “Government Violations of the Fort Laramie Treaty of 1868” for some additional information from a Native American perspective.
5. Study the names of the signers of the treaty. Study how Native Americans received their names. What name would you be called if you were named in a similar way in our culture? Note that Crazy Horse, a major Sioux leader, was present but did not sign this treaty. Follow the course of this leader in the years following the Fort Laramie Treaty. When does his name most notably show up again in the history books?
6. The terms of the Fort Laramie Treaty remain an issue of hot debate even today, especially in regard to the Black Hills area. Research the

claims and demands put forth by present Native American people over this territory [see (7c) <<http://www.prop1.org/caravan/coj06.htm>>]. When Bill Bradley was a senator from New Jersey, he proposed the return of a large portion of the Black Hills to the native peoples, along with monetary compensation. What would be the pros and cons of his proposal? Research your position on this argument and present it to the class.

RELATED INTERNET SITES

Bureau of Indian Affairs

(7a) <http://www.doi.gov/bureau-indian-affairs.html>

This official web site for the U.S. Department of the Interior's Bureau of Indian Affairs contains dozens of related links.

U.S. and Native American Treaties

(7e) <http://www.yale.edu/lawweb/avalon/ntreaty/ntreaty.htm>

This site provides links to other treaties between the United States and Native Americans.

National Park Service—Fort Laramie

(7f) <http://www.nps.gov/foia/laramie.htm>

The National Park service has a web site providing history, photos, and a virtual tour of Fort Laramie.

Fort Laramie Treaty Document

(7g) <http://www.nara.gov/exhall/originals/sioux.html>

This site, from the National Archives and Records Administration, contains pictures of the original Fort Laramie Treaty document.

8. THOMAS NAST HOMEPAGE

URL: <http://www.buffnet.net/~starmist/nast/nast.htm>

Thomas Nast is considered by many to be the father of American political cartooning, and he remains to this day one of America's best-known political cartoonists. Although political cartoons had existed in America and abroad for hundreds of years, no one had ever taken the art form to the level of political savvy and effectiveness of Nast nor had anyone ever become such a dominant influence in the field. Nast used his pictures to fight vigorously against slavery during the Civil War, and then he turned his pen toward the corruption of city bosses, most notably Boss Tweed of New York City. He is also credited with inventing the concept of the elephant as depicting the Republican party, the donkey as the symbol for the Democratic party, and Uncle Sam and John Bull as easily recognizable caricatures. Even our notion of Santa Claus, as

depicted in Clement Clarke Moore's *The Night Before Christmas*, comes from Thomas Nast.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read some of the history of Thomas Nast and his times as provided on this Internet web site. Note the impact that this one political cartoonist had on public opinion (for example, the election of 1871 or on every presidential election of the day). How do you account for such influence? Can you think of any comparable political cartoonist or political pundit today?
2. Discuss the importance of a free press for Nast to have had the impact he did. What documents and events had paved the way for such freedoms in this country up to the time Nast published his work? What figures today use politics as their main arena to poke fun at or to lambaste, and what mass media do they typically use?
3. Click on several of the political cartoons presented at this site. What made these pictures so powerful? What techniques are used by Nast to gather and mold public opinion? Why were these political cartoons more influential on public opinion than other commonly used means of the day such as public speeches?
4. Most political cartoons, also referred to as "editorial cartoons," have four questions that can be answered when interpreting them. One is, "What is the news event that prompted this cartoon or why is this cartoon being drawn now?" A second question is, "What is literally going on in this picture?" In other words, describe what you see happening in the picture. A third question is, "What caricatures are being used in the cartoon to represent who or what?" Finally, one should ask, "What is the editorial comment being made by the cartoonist?" Apply these four questions to one or more of Nast's cartoons.
5. Select several political cartoons from your local newspaper and answer the questions posed in the previous activity.
6. Choose a current event, political topic, or controversial issue that you feel strongly about. Draw your own political cartoon. As class members share their cartoons, discuss each of the four questions posed about the editorial cartoons you have drawn.

RELATED INTERNET SITES

Other Political Cartoonists

(8a) <http://cagle.slate.msn.com/politicalcartoons/>

A database of the work of over sixty current political cartoonists is contained on this site.

Samuel Tilden

(8b) <http://www.bozosoftware.com/mike/writings/tilden.html>

Information on New York Democrat Samuel J. Tilden, a self-proclaimed “opponent of Tammany Hall,” is provided here.

Thomas Nast Biography

(8c) http://www.boondocksnet.com/cartoons/cartoons_nast03.html

9. SHERMAN ANTI-TRUST ACT OF 1890

URL: <http://www.stolaf.edu/people/becker/antitrust/statutes/sherman.html>

The Sherman Anti-Trust Act was the first legislation enacted by the U.S. Congress to curb concentrations of power that interfere with trade and reduce economic competition. Introduced by Senator John Sherman from Ohio and passed in 1890, the act’s main provisions outlawed combinations that restrain trade between states or with foreign nations and made illegal all attempts to monopolize any part of trade or commerce in the United States. The Sherman Act, however, remained difficult to enforce, in part due to the vague language used in the law. This law represented, however, one of the first major steps made to regulate big business during this period of industrial growth and labor unrest in our nation. In the early 1900s, Congress was able to use the act to break up two large monopolies: Standard Oil Company and the American Tobacco Company.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read over Sections 1 and 2 of the Sherman Anti-Trust Act. Put these sections into your own words. Pay particular attention to defining clearly the following concepts: trust, conspiracy, monopolize, and felony.
2. Review Sections 6 and 7. What is the ruling of monopolies as they apply toward foreign nations? Why do you think a distinction is made here? How are “persons” defined in this law and why?
3. Click on the link at the top of the page labeled “Statutes.” Go to the link “the Clayton Antitrust Act (1914).” Compare this legislation to the Sherman Anti-Trust Act. How are these two acts similar? Different? What does this legislation add that was not part of the Sherman

Act? Why do you believe the Clayton Act was necessary to pass this additional legislation at this time?

4. Go to (9a) <<http://k7moa.gsia.cmu.edu/antitrust.htm>>. This site contains excerpts from the Sherman Anti-Trust Act as well as a brief history of the law and some commentary related to it. After reading the historical background, summarize this author's thoughts on why the Sherman Anti-Trust Act was important legislation for this time in American history. Compare and contrast the economic conditions of the late nineteenth century to those of today.
5. Go to the site (9b) <<http://www.history.ohio-state.edu/projects/coal/1902AnthraciteStrike/>>. This will lead to a series of pictures and drawings of the coal mining conditions of the time. Also included is a text from Frank Leslie's *Popular Monthly* of November 1900. Have the students read portions of the text to determine the working conditions of the mines at that time and the arguments put forth by the miners for the strike. Students could also try to link some pictures with the supporting text (for example, the picture of "an unsatisfactory paycheck" could be supported by the risks involved with the job and the salary paid).
6. Discuss in class the current status of monopolies in this country. Review the Microsoft rulings which were handed down in the year 2000. What connections can you make between how the court viewed Microsoft and the Sherman Anti-Trust Act?

RELATED INTERNET SITES

History of the Labor Movement

(9c) <http://members.tripod.com/~RedRobin2/index-25.html>

This site has numerous links related to the history of the labor movement in this country. Included is an archive of the Haymarket Riot. It also includes women in the labor movement and child labor laws.

The Molly McGuires

(9d) <http://www.history.ohio-state.edu/projects/Coal/MollyMaguire/mollymaguires.htm>

The Molly McGuires were a band of Irish immigrant coal miners who fought for better working conditions in the coal fields of Pennsylvania. This is an article from an 1894 *McClure's Magazine* on the Molly McGuires, as told from the perspective of an undercover Pinkerton detective.

THE TWENTIETH CENTURY

1. CHILD LABOR

URL: <http://www.historyplace.com/unitedstates/childlabor/>

Child labor remains an important international issue because a multitude of children continue to work in horrendous conditions around the world. The United States has not been immune to the abuse of children in the labor process. The beginning of the twentieth century in America saw widespread use of children working long hours in unsafe conditions. However, it was also at this time that the progressive era began to initiate some reform measures into multiple areas, including child labor. The first substantial inroad against child labor occurred with the passage of the Child Labor Act in 1916 under President Woodrow Wilson and the newly elected progressive Democrats. Until that time, child labor was so widely accepted a practice that even Wilson had previously blocked legislation outlawing child labor for fear of going against what he believed to be the mainstream political thought in America. This site contains pictures by Lewis Hine of children (some as young as three years old) working in mines, fields, docks, farms, and factories across America from 1908 through 1912.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Examine the pictures of these children. What common features do you see in their expressions and features? Think back to what you were doing when you were seven or eight years old and compare your typical day with what you believe was their typical day. If children were working as they did then, what were they not doing?
2. Why were children so prevalent in the workforce 100 years ago? What conditions existed (and what conditions did not exist) that allowed and promoted this practice? Why did employers often hire children instead of adults to do the same work?
3. Click on the pictures and read the passages under the heading of "the Mill." React to the safety conditions that existed at that time and to the logic put forth by the overseer on why certain children were hired.

4. Review the pictures and quotes under the heading of the "Newsies." Children today have paper routes and, therefore, work for newspaper companies. What are the differences, however, between having a newspaper route and the work and hours done by these "newsies"?
5. Divide the class into groups and have each group study one of the following categories: miners, factory workers, seafood workers, fruit pickers, and struggling families. Have each group report and, as a class, develop a composite of the working hours, conditions, and pay of the time period.
6. Have the class go to (1a) <<http://www.nclnet.org/child%20labor/fact1.htm>> and read some of the current laws and restrictions on child labor. Compare this to what the conditions were 100 years ago. Discuss these laws and determine if they seem fair today or if more or less restrictions on child labor should be implemented.

RELATED INTERNET SITES

Child Labor Coalition

(1b) <http://www.nclnet.org/child%20labor/clc2.htm>

This site is the web page of the Child Labor coalition which is determined to fight for children's rights in labor. It gives the history of child labor along with federal regulations and helpful hints for teenagers looking for jobs.

Current Labor Issues

(1c) <http://www.summersault.com/~agj/clr/index.html>

This site has up-to-date listings of labor problems in the United States as well as in the rest of the world. It includes sites on such companies as Nike, Guess, and Disney. The plight of various laborers is discussed on these pages.

2. JIM CROW LAWS

URL: http://www.nps.gov/malu/documents/jim_crow_laws.htm

Following the Civil War, the passage of the Thirteenth and Fourteenth Amendments, and Reconstruction, many states throughout America passed laws to maintain and enforce segregation and to disenfranchise African Americans. These laws were reinforced with the landmark U.S. Supreme Court decision *Plessy v. Ferguson*, which upheld the legality of the principle of "separate but equal." Such laws, commonly called "Jim Crow" laws, were enacted to keep blacks separate from whites in public places like restaurants, restrooms, transportation vehicles, and schools. It was only through the persistent courageous acts of many individuals that these laws were overturned. However, the legacy of the Jim Crow laws remains an important part of our country as the nation battles for

fair treatment for all. This site, created by the Martin Luther King, Jr., National Historic Site staff, has a sampling of Jim Crow laws.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the laws found on these pages. Notice the wide scope of the laws. If you were an African American living during this period in these states, what aspects of your life would be affected? Which areas, if any, would not be affected by these laws? Which categories of laws are found in multiple states? Which laws strike you as being the most unusual?
2. This represents only a partial list of Jim Crow laws, and it should be remembered that states in all regions of the country had some form of discriminatory legislation. However, reviewing this list, in which parts of the country would the Jim Crow laws have been most prevalent and inclusive? Why was this? Are there any states listed here that surprise you? Research your own state to find out the history of Jim Crow laws in your area.
3. This site lists the dates 1880 through 1960 as the era in which many American states enforced Jim Crow laws. Although this may seem long ago, many current American citizens were raised and lived through part of this time period. Locate an individual in your community who might have been affected by such laws, and ask him or her to talk to your class about the impact of these laws on one person.
4. What do you think were the social effects of these laws? What messages did these laws send to generations of children, of every ethnicity, raised where these laws were enforced?
5. What do you think were the financial impacts of these laws? Where duplicate facilities were required for almost every aspect of public life, and since resources were limited, what do you think often resulted?
6. Although Jim Crow laws have been declared unconstitutional, discrimination and segregation continue. Why is this and how can it happen? What is the difference, both technically and realistically, between legal segregation and de facto segregation? What are the pros and cons of segregation by choice?

RELATED INTERNET SITES

Newspaper Articles on Jim Crow Laws

(2a) http://www.nilevalley.net/history/jimcrow_art1.html

Each site gives a short newspaper article related to Jim Crow legislation beginning in the 1880s.

An Analysis of Jim Crow Laws and Their Effects on Race Relations

(2b) <http://www.cis.yale.edu/ynhti/curriculum/units/1996/1/96.01.01.x.html>

From the Yale-New Haven Teachers Institute, this site gives lesson plans, teacher materials, and bibliographies to help teach elementary children about this topic.

Sit-ins

(2c) <http://www.si.edu/i%2bd/sitins.arc.html>

Sit-ins were a reliable tactic used to help combat the Jim Crow laws. This site has signs, pictures, and real audio songs of the sit-ins.

3. PROHIBITION

URL: <http://www.cohums.ohio-state.edu/history/projects/prohibition/Contents.htm>

Another example of the social legislation being enacted during the progressive era of the early twentieth century was the Eighteenth Amendment. This amendment outlawed the manufacturing, selling, and importing of liquor by Americans (although, oddly enough, not its consumption). This amendment was passed in 1919, but it is important to remember that the outlawing of alcohol took an extraordinary amount of political perseverance and maneuvering by many groups since the latter half of the nineteenth century. By the time the Eighteenth Amendment became the law of the land, many states had been pressured by groups such as the Prohibition party, the Woman's Christian Temperance Union, and the Anti-Saloon League to pass some form of prohibition—at least for a short time. Immediately after the ratification of the Eighteenth Amendment, debate began over the wisdom of its passage. Even many Progressives did not necessarily favor prohibition but believed it might help protect society from the vices associated with alcohol abuse. This great social experiment lasted only fourteen years until the passage of the Twenty-first Amendment in 1933. This site looks at the argument being waged over Prohibition during the 1920s.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the Federal Council of Churches 1926 statement. This represents this council's position of support for national prohibition. What are the arguments this organization puts forth? Do they make sense to you? What language does this statement contain that reveals the biases against alcohol of the organization? Can you find any logical inconsistencies in the statement?

2. The Federal Council of Churches statement also compares prohibition to the trade of narcotics. Where is this analogy helpful and where does this analogy break down? What are some of the differences between Prohibition and the selling and consumption of illegal drugs?
3. The Federal Council of Churches statement makes a good point in that the policy of Prohibition was not “foisted upon the country by a puritanical minority” but, instead, went through all legal channels and was formally adopted as part of the U.S. Constitution. Does it not seem odd that, after such a lengthy process, so many people would still oppose it, and, in fact, ignore it? What might be some reasons for the dualistic behavior of the nation during this time?
4. Click on “Fiorella LaGuardia testifies against prohibition.” Who was LaGuardia and what is his case against prohibition? What are the strong points and weak points of his case?
5. Can you think of any situations today that might be comparable to Prohibition? What issues today cause individuals to take sides on one side or the other? One of the points of contention against Prohibition was the inability to enforce it. Do you agree with this criticism? Do some of the issues that arise today have a similar case against outlawing them?
6. Summarize what you think or hope America learned about the Prohibition experiment.

RELATED INTERNET SITES

Anti-Saloon League

(3a) <http://www.wpl.lib.oh.us/AntiSaloon/>

This site gives a history of the Anti-Saloon League, including the documents that the league used to promote their cause. In addition, classroom activities are available which promote the temperance movement.

Prohibition Party

(3b) <http://www.prohibition.org/>

This site gives the history of the Prohibition party. Portraits of the founders of the party are presented. Quotes and historical documents are included as well.

4. RED SCARE

URL: http://newman.baruch.cuny.edu/digital/redscare/HTMLCODE/CHRON/C13_24.HTM

The years immediately following World War I and continuing through the early 1920s were a time of great uncertainty and upheaval in Amer-

ica. Many of the ideals held in high regard during the progressive era seemed naïve and irrelevant to a world devastated by the first world war. During these few years, Americans witnessed a national influenza epidemic, labor unrest and riots, an incapacitated president, high inflation, Prohibition, and women's suffrage. The Communist seizure of power during the Bolshevik Revolution in Russia in 1917, combined with a high immigration rate from Eastern Europe to America following World War I, added to a feeling many Americans had of "losing control" of their country. The Red Scare was one result of the social and political uncertainty of the period—an almost hysterical fear of "Red" threats within the United States from Bolsheviks, anarchists, and "subversive" aliens. The web site listed here contains political cartoons from 1918 to 1921, many of which deal with the Red Scare.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on picture 14 (enlarge it again if necessary by scrolling down and clicking on "larger image"). Interpret this editorial cartoon. What message is the illustrator sending here?
2. Click on 15, 16, 17, and 22 and respond as you did to activity 1 above. Against which different groups are these editorial cartoons speaking out?
3. Based on these cartoons, how would you characterize the mood of the country following World War I? America emerged from this war as a reluctant world leader. What evidence of this reluctance can be seen in some of these political cartoons?
4. Look at editorial cartoon 18 (enlarge as needed). What are some of the issues addressed in this cartoon? The world is clearly represented in this picture by a globe, but who do you think the globe more accurately portrays? According to Walter Lippmann, a political commentator of the day, this was a time during which "right-thinking men" were "scared out of their wits." How is this cartoon representative of this feeling?
5. At the top of the page, there are links to the "previous 12" and the "next 12" political cartoons. Skim these cartoons (as well as others this site is linked to—you can keep linking to the next 12 and so on) and discuss some of the pressing issues of the day other than the Red Scare that were on Americans' minds during 1919 and 1920. President Warren G. Harding was elected to the presidency with a slogan of "Return to Normalcy." How do these cartoons help you understand the appeal of this slogan to the general public in 1920?

6. There was another Red Scare in America during the twentieth century. Research when this scare occurred and draw comparisons between the causes, targets, degree of hysteria, and length of the two Red Scares. What generalizations may be drawn from studying these two events?

RELATED INTERNET SITES

McCarthyism

(4a) <http://www.wms-arl.org/mccarthy.htm>

This web site contains information on McCarthyism and the Red Scare of the 1950s.

Presidential Election of 1920

(4b) <http://rs6.loc.gov/ammem/nfexpe.html>

This site contains information on the presidential election of 1920 and Harding's call to a "Return to Normalcy."

5. FIRST HUNDRED DAYS OF THE NEW DEAL

URL: <http://newdeal.feri.org/index.htm>

A new era of government was born with the presidency of Franklin D. Roosevelt and the Great Depression, which led to Roosevelt's famous program, the New Deal. Originally designed to help combat the Depression, it led to a whole system of governmental works. A vast amount of governmental agencies resulted from the New Deal programs. By 1939 Roosevelt was nearing the end of his second term, World War II had begun in Europe, and over five million persons previously unemployed were back at work. Still, the recovery remained only partially complete (over eight million workers remained unemployed); it would take America's involvement in World War II to achieve full economic recovery. This site has over 4,000 photographs, seventeen interviews with Works Progress Administration with (WPA) workers, and a research database, all related to the New Deal of the 1930s. It also contains a very good classroom site with lesson plans and web projects. The discussion questions and activities below focus on the first hundred days of the Roosevelt administration.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "document library" and then on "subject." Scroll down and click on "fireside chats." Click on "the bank crisis" and then, again, on "Title: On the Bank Crisis:" This will bring up the text of one of

- Roosevelt's first fireside chats. Read this text. What is the "crisis" that brought about this fireside chat? Why were his talks called fireside chats?
2. Look at the language used in this speech. How would you characterize it? What is Roosevelt trying to do here? What was the mood of the country at this time, and what techniques did Roosevelt use to try to offset this mood?
 3. Radio, which had become a household item by the early 1930s, was still a relatively new mass medium. How did Roosevelt recognize and take advantage of its power to influence? Click on (5a) <<http://www.old-time.com/fdr39.ram>> or (5b) <<http://www.old-time.com/fdr39.ram>> to hear excerpts from later fireside chats. What additional information can you pick up about Roosevelt's style and purpose from listening to his speeches?
 4. Click on "Outlining the New Deal Program" under the heading of "fireside chats." Review this text. What rationale does Roosevelt use to explain to the American people what steps he has taken so far and why? What future programs and legislation does Roosevelt outline in this speech? Research the history of some of these programs and discuss the impact, both short term and long term, they had on the nation.
 5. What techniques did Roosevelt use to explain the New Deal—a program many conservatives at the time blasted as radical—so that it seems simple, straightforward, and logical? How did he appeal to both ends of the political spectrum?
 6. Go to (5c) <<http://www.nisk.k12.ny.us/fdr>> and click on cartoons. Then click on "The First One-Hundred Days." View the editorial cartoons labeled "Of Course The Operation Will Be Serious But So Is The Disease" and "Confidence In Your Doctor Is Half The Battle." Compare these two cartoons. In what ways are the messages of these cartoons similar and in what ways are they different? How is the "Confidence" cartoon similar to what Roosevelt was doing with the fireside chats?

RELATED INTERNET SITES

New Deal Timeline

(5d) http://www.libarts.sfasu.edu/history/134_Unit%207B.html

This site contains a timeline of the Roosevelt administration's New Deal policies.

FDR Presidential Library and Museum

(5e) <http://www.fdrlibrary.marist.edu/>

The homepage of the FDR Presidential Library and Museum, this site contains over 10,000 digitized documents from this time period.

6. WORLD WAR II POSTERS

URL: <http://americanhistory.si.edu/victory/index.htm>

Posters were the primary means of rallying public support during World War I. Following World War I, much of this responsibility was taken on by newer communication media such as radio, movies, billboards, and, eventually, television. Still, posters remained an important mass medium communicator because of their advantages in cost, mobility, and the capacity for quick-hitting propaganda techniques. Posters therefore remained an important contributor to the mobilization effort throughout World War II. Public support during times of national crisis was, and is, essential for success. Posters from World War II, such as the ones shown here, helped galvanize the public war effort providing money, morale support, industrial support, and conservation of vital war materials. They were considered invaluable. This site was organized by the National Museum of American History, the Smithsonian Institution, and the Smithsonian Institution Traveling Exhibition Service (SITES). World War II posters are organized into six American home front categories.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the link to "Every Citizen a Soldier." The top of this web page states that "wartime posters united the power of art with the power of advertising techniques." Look at the posters on this page as well as others. Give examples of how the posters unite the power of art with the power of advertising techniques.
2. Discuss forms of advertising used today. Why are posters not a common medium for advertising today? In what way are posters used today (where do you commonly see them)? How are the advertising techniques used today similar to those used in these World War II posters?
3. Divide the class into groups and assign each group one of the categories listed (Every Citizen a Soldier, the Poster's Place in War Time, Retooling for Victory: The Factory Front, Efficient Workers, War Aims Through Art: The U.S. Office of War Information, and Fighting an Ideal America). Have each group study the messages and techniques used for their category. Have each group also look for propaganda techniques used by the posters. For more information on common propaganda techniques, refer to (6a) <<http://carmen.artsci>.

washington.edu/propaganda/contents.htm>. Discuss the question, “Why is it so important to have a unified home front during a time of national crisis?” When was the home front not united?

4. Under the heading “The Poster’s Place in Wartime” find the poster entitled “Remember Pearl Harbor/Purl Harder.” What is the double meaning in this poster? What emotion is the poster evoking? Who specifically and who generally was this poster designed to motivate?
5. Look at the following posters: “Battle Stations,” “It’s a Two Fisted Fight,” “Killing Time Is Killing Men,” “Thanks for Loafing Pal!,” “Strong Is the Strength of the Lord,” and “Give ‘em Both Barrels.” What is the similar message in all of these posters? How is a double meaning used in each?
6. Select an issue or current event with which you or your group associates. Conceive and design a poster, such as the ones demonstrated on these sites, that states your position and attempts to persuade others to your position.

RELATED INTERNET SITES

It’s a Woman’s War Too!

(6b) <http://www.nara.gov/exhall/powers/women.html>

This site encourages women to join the war effort by working in the factory and supporting the men in the war.

War Bond Support

(6c) <http://www.nara.gov/exhall/powers/bond.wav>

A downloadable war bond song is available here.

7. TRUMAN AND THE DECISION TO DROP THE BOMB

URL: <http://www.mtholyoke.edu/acad/intrel/hiroshim.htm>

The horrific power that was displayed to the world in the bombing of Japan by the United States left an indelible mark. The use of the atomic bomb showed the world the power of such a tool and the responsibility needed by those who control such a weapon. The decision to use nuclear weapons to shorten the length of World War II was, ultimately, in the hands of President Harry S. Truman. Truman had taken over the job of the presidency only a few months earlier following the death of President Franklin D. Roosevelt. Since the bombing, there has been much debate surrounding this controversial and difficult decision. Although initial reactions in America to the bombings, and the subsequent surrender of Japan (following the second nuclear attack), were overwhelmingly pos-

itive, organizations sprang up almost overnight to protest the use of nuclear weapons. Many of these organizations remain active and continue to act as watchdogs over our government's nuclear policy. This site has an enormous amount of resources pertaining to the bombing of Hiroshima, Japan. It includes a list of documents showing some the information used by officials to determine whether to drop the bomb. It also includes articles that voice different views on the debate.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the link "HIROSHIMA: HARRY TRUMAN'S DIARY AND PAPERS." Review the first three journal entries (4/12/45, 5/17/45, and 3/3/48). What position did Truman feel he was put in after Roosevelt's death? The importance of a president and a vice president working closely together seems imperative, especially during a time of crisis. Given the phrase "the vice president is only a heartbeat away from the presidency," why do you think Truman and Roosevelt did not have more of a working relationship? What are some of the reasons for selecting vice presidential candidates?
2. Review the timeline during which Truman learned more about the atomic bomb, its existence, its availability, and its potential for destruction. Where was Truman when he gathered much of this information, and how was this information used during the negotiations he was engaged in? Why was more information not shared during these negotiations? Why was more information shared with Winston Churchill than with Joseph Stalin?
3. Review the entries in Truman's diary and papers. What was the rationale he used for dropping the atomic bomb? In his explanation for the bombing to the American public, and later in his defense of the bombing to some who opposed the use of atomic weapons, how did Truman characterize the Japanese? In your opinion, was he justified in making these characterizations? What reasons do people have for describing their enemies, either in words or in pictures, in terms that are less than human?
4. What might have been some alternatives to bombing Hiroshima (and Nagasaki a few days later)? Make a case in favor of the bombing of Hiroshima and against the bombing. For additional information you may wish to go to the links "Hiroshima: Was It Necessary?" and "Hiroshima: Ralph Bard's Alternative to A-bombing Japan."
5. What evidence is there that Truman may have had second thoughts about his decision to drop the bomb, and what were the reasons for these second thoughts? In several places in the diaries and papers,

Truman indicates that the atomic bomb was to be used on a military base and that all efforts would be made to avoid the killing of civilians. How could such an important decision be made without more accurate information? In your opinion, based on reading the diary, did Truman really believe that Hiroshima was primarily a military base? What lessons could citizens learn about the use of such misinformation? Have there been other times (less dramatic to be sure) when errors have been made regarding the location or characteristics of an intended bombing target?

6. One of the arguments put forth for the dropping of the atomic bomb is that the United States was fearful that the Soviet Union would enter the war in the Pacific and, after having a favorable impact on the victory, would want to negotiate a large sphere of influence in Asia. Refer to the last sections of the diaries and papers and respond to this argument. From Truman's point of view, to what extent did the Soviets' timing for entering the war in the Pacific influence his decision?

RELATED INTERNET SITES

Hiroshima and Nagasaki

(7a) <http://www.fas.org/nuke/hew/Japan/Hirosh.html>

This site contains pictures of the Hiroshima and Nagasaki bombings as well as some pictures of the victims.

Harry S. Truman Library and Museum

(7b) <http://www.trumanlibrary.org/>

This site of the Harry S. Truman Library and Museum has links to almost every aspect of the Truman presidency and also has classroom activities and a kids' page.

8. NIXON-KENNEDY DEBATE

URL: <http://www.historychannel.com/cgi-bin/framed.cgi>

The 1960 presidential campaign between John F. Kennedy and Richard M. Nixon is one of the most discussed elections ever. The modern era of campaigning is said to have started with the Nixon-Kennedy "debates" that occurred during this election campaign. These first televised debates, viewed by over 80 million Americans, demonstrated the power of television in influencing voters. A young, vibrant Kennedy, wearing makeup and a blue suit, beat Nixon, who looked worn and pale without makeup and dressed in a darker suit, in polls of people who watched the debate on television. Yet, a majority of radio listeners believed that Nixon had won the debate. This site has an audio version of a portion of the fourth debate between Kennedy and Nixon (specifically, parts of the closing

statements of each candidate are included here). The fourth debate focused primarily on the candidates' positions on foreign policy. To get to the debate, proceed with the following sequence. Click on "Great Speeches" and then on the link "politics and government." Scroll to the bottom of that link and click on "speech archive." When the speech archive link comes up, click on the letters "F-K" at the top of the page, and then scroll down and click on the "John F. Kennedy, U.S. senator of Massachusetts; Richard M. Nixon, U.S. vice president, Fourth Presidential Debate."

DISCUSSION QUESTIONS AND ACTIVITIES

1. Listen to the audio of the presidential debate. Remember that this is the end of the fourth debate between the two candidates. How would you describe their individual styles and demeanor toward each other? With only this short audio excerpt to go by, what descriptors would you use to describe each man and his position on foreign policy?
2. In 1960 Kennedy was a relatively young senator from Massachusetts, and Nixon was just finishing his eighth year as vice president. What do you think each candidate hoped to demonstrate to the American people by participating in these televised debates?
3. During this campaign, it is important to remember that Nixon represented the incumbent political party (Republican), and Kennedy represented the challenging political party (Democratic). With this context in mind, what language did each candidate use to describe how America had fared during the last eight years (or, in Kennedy's words, the last twenty-five years)?
4. Summarize what each candidate believes should be done during the next few years.
5. In these closing statements, what techniques does each candidate use to promote his own accomplishments and positions while downplaying those of his political opponent?
6. Go to (8a) <<http://v1.cs.umb.edu/jfklibrary/60-4th.htm>>. This site has the full text of the fourth Kennedy/Nixon debate. Review this text in its entirety and determine, based on the strength of each candidate's arguments and positions, as well as your own political dispositions, who you believe "won" this debate. Be prepared to back up your opinion with specifics.

RELATED INTERNET SITES

Audio Links of the 1960 Campaign

(8b) <http://www.si.edu/i+d/debate.arc.html>

This Smithsonian Institution site has audio links related to the 1960 presidential campaign.

Television versus Radio on the Debates

(8c) <http://www.sas.upenn.edu/~kristen2/second.html>

This site contains pictures, statistics, and opinions related to the famous debates. The site also has links to other famous political sound bites and quotes.

9. MARTIN LUTHER KING, JR.—“I HAVE A DREAM”

URL: <http://odur.let.rug.nl/~usa/D/1951-1975/mlk/dream.htm>

During the summer of 1963, over 200,000 individuals from around the country merged on Washington, D.C., to demand civil rights legislation and greater economic and political opportunities for African Americans. The culmination of this protest march was a speech given by Martin Luther King, Jr., on the steps of the Lincoln Memorial. Regarded by many as the key political figure in the civil rights movement, King helped shape America in the 1950s and 1960s. His unparalleled oration skills remain part of his legacy. His “I Have a Dream” speech is shown at this site.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Study the timing, location, and opening language of this speech. How are all three related? When have other marches occurred in Washington and at the Lincoln Memorial and for what causes? Why does this march on Washington, almost forty years later, remain the most famous?
2. Early in this speech, King refers to three important American documents. What were these and why did King reference them? Review these documents and find specific passages in each that support King’s case in his speech.
3. King was a master of the rhythm and sound of language. Review this document and look for examples of where rhythm and poetic language are used to help make his points in a powerful way.
4. King often used analogies and metaphors to help clarify his points. Review the document and find as many of these as you can. Why were these useful in helping people across America better understand the purpose and the passion of the March on Washington?
5. King stressed urgency of action early in the speech and cautioned against the “tranquilizing drug of gradualism.” What did he mean by that?

6. Review the history of the civil rights movement since King's famous speech. What progress has been made in what areas? In what ways does the dream remain unrealized? If King were alive today, how do you think he would assess this progress?

RELATED INTERNET SITES

Martin Luther King, Jr., Papers Project

(9a) <http://www.stanford.edu/group/King/>

The Martin Luther King, Jr., Papers Project is housed at Stanford University, which has done an excellent job of chronicling all of King's papers made public. Writings include "I've Been to the Mountaintop," "Letters from Birmingham Jail," and an address during the March on Washington for Jobs and Freedom. Sermons and other speeches are also available.

More on Martin Luther King, Jr.

(9b) <http://www.seattletimes.com/mlk/>

This comprehensive web site includes a teachers' guide and many classroom activities.

10. WATERGATE AND NIXON'S RESIGNATION

URL: <http://cnn.com/ALLPOLITICS/1997/gen/resources/watergate/>

Richard M. Nixon was overwhelmingly reelected to the presidency in 1972, carrying forty-nine of the fifty states. His second term, however, was overshadowed by the Watergate scandal. Watergate, so named for the apartments in which Republican partisans were arrested when they attempted to "bug" the offices of the Democratic headquarters, was a prolonged ordeal of investigations, attempted cover-ups, court actions, and impeachment proceedings. Nixon's resignation from the office of the presidency on August 9, 1974, finally put an end to the two-year scandal that had tested the rule of law in the United States as well as the U.S. Constitution. He was the first president to resign from the presidency. This site provides the reader with an overview of what Watergate was, transcripts of Nixon's resignation and farewell speeches, and some audio clips of Nixon denying the cover-up.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down until you see, on the left side of the page, "Transcripts." Click on "Nixon's resignation speech." Read this speech. What lan-

- guage does Nixon use to characterize himself, particularly in the beginning and at the end of this speech?
2. Look at paragraphs three through eight of this speech. What reasons does Nixon give for his resigning the presidency? What does it mean to not have a “strong enough political base in the Congress”? Is a strong political base in Congress a necessary condition for a president? Review the times that both houses of Congress have been controlled by the political party opposite from the president. Did those presidents have a strong political base in Congress? What did Nixon fear from not having this political base?
 3. In his resignation speech, Nixon refers to Vice President Gerald Ford’s taking over the duties and responsibilities of the presidency. Who was Nixon’s vice president when he was reelected in 1972? How and why did Ford become vice president? When Ford became president, in what unique position was he placed?
 4. About halfway through the speech, Nixon acknowledged that some of his judgments were wrong, but he justified these judgments by stating that “they were made in what I believed at the time to be the best interest of the Nation.” Nixon also spent about one-third of his speech reviewing the accomplishments of his administration. This argument is similar to a belief that “the ends justify the means.” What does that mean and, in your opinion, is that a fair statement to make? Do the ends ever justify the means and, if so, under what circumstances?
 5. Review the sequence of the main events that occurred during the Watergate investigations (look at “What was Watergate?” on the main Watergate page as well as the headlines under “TIME’s Watergate Coverage”). Discuss these events in light of Nixon’s resignation speech. How do the two compare?
 6. It is widely accepted that, had Nixon not resigned, he would have been impeached. During President Bill Clinton’s second term, he was impeached by the House of Representatives. Compare the reasons and rationale for Clinton’s impeachment to the reasons and rationale for Nixon’s impending impeachment prior to his resignation. How are the two similar and different?

RELATED INTERNET SITE

Nixon’s Resignation

(10a) <http://www.nara.gov/exhall/originals/nixon.html>

The one-sentence resignation letter is shown on this page.

THE JUDICIARY BRANCH

1. JOHN MARSHALL

URL: <http://odur.let.rug.nl/~usa/B/jmarshall/marsh.htm>

During his long career, John Marshall was a captain in the Revolutionary War, a commissioner to France, a congressman from Virginia, a U.S. secretary of state, and, finally, the fourth chief justice of the U.S. Supreme Court. During his thirty-four-year tenure as chief justice, Marshall clearly established the judiciary branch of government as a vital and equal partner in the federal system of checks and balances. He is principally responsible for developing the U.S. Supreme Court as the body ultimately responsible for the interpretation of the U.S. Constitution with the establishment of the principle of “judicial review” in the case of *Marbury v. Madison*. While this case may be Marshall’s best-known decision, he resided over numerous precedent-setting decisions, including *McCulloch v. Maryland*, *Gibbons v. Ogden*, *Brown v. Maryland*, and *Ogden v. Saunders*.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the biography of John Marshall. Pay particular attention to the sections entitled “1782 to March 4, 1801 (Jefferson becomes President)” and “Chief Justice of the United States.” How did Marshall become the chief justice of the Supreme Court? What were the conditions and timing of his appointment? Why were these called “midnight appointments” and why were they so significant? What do you suppose Marshall’s relationship with newly elected President Thomas Jefferson was and why?
2. Click on the link “*Marbury v. Madison*” and review the background for this case (you may wish to refer to your textbook for a condensed version of this case). In this case, the Judiciary Act of 1789 was ruled unconstitutional. Why is this considered a landmark decision?
3. In this document you will find the following quote:
Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and, consequently, the theory of every such government must be, that an act of the legislature, repugnant to the constitution, is void. This theory is essentially attached to a written constitution, and, is consequently, to be considered, by

this court, as one of the fundamental principles of our society. It is not therefore to be lost sight of in the further consideration of this subject. If an act of the legislature, repugnant to the constitution, is void, does it, notwithstanding its invalidity, bind the courts, and oblige them to give it effect? Or, in other words, though it be not law, does it constitute a rule as operative as if it were a law? This would be to overthrow in fact what was established in theory; and would seem, at first view, an absurdity too gross to be insisted on. It shall, however, receive a more attentive consideration. It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound and interpret that rule. If two laws conflict with each other the courts must decide on the operation of each. So if a law be in opposition to the constitution; if both the law and the constitution apply to a particular case, so that the court must either decide that case conformably to the law, disregarding the constitution; or conformably to the constitution, disregarding the law; the court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty.

State in your own words Marshall's opinion.

4. Go to (1a) <<http://stanley.feldberg.brandeis.edu/~pwooll/14b99lec2.htm>>. Review the information contained on the case of *McCulloch v. Maryland* (1819). What is meant by the "necessary and proper clause"?
5. How long is the term of office of a Supreme Court justice? What are the pros and cons of this? Given the length of service of Marshall and the number of important decisions his Court ruled on, reflect on how important Supreme Court appointments can be.
6. Review the decision of the *Cherokee Nation v. State of Georgia* [found at (1b) <<http://odur.let.rug.nl/~usa/B/jmarshall/marsh.htm>>]. How does this decision answer the question, "Do the Cherokees constitute a foreign state in the sense of the Constitution?"

RELATED INTERNET SITE

Marbury v. Madison

(1c) <http://www.jmu.edu/madison/marbury/index.htm>

This site is dedicated to the debates and proceedings surrounding the *Marbury v. Madison* decision.

2. DRED SCOTT

URL: <http://odur.let.rug.nl/~usa/D/1851-1875/dredscott/dredxx.htm>

Dred Scott, a slave, moved with his master between Illinois, a free state; the free territory of Wisconsin; and Missouri, a slave state. When his

master died in 1846, abolitionists, in hopes of creating a test case, encouraged Scott to sue for his freedom on the grounds that he had lived in a state and territory where slavery was illegal and was, therefore, a free man. This case was ruled on by the Supreme Court in March 1857 under the leadership of Chief Justice Roger Taney. In his majority opinion, Taney ruled first that blacks, whether free or slaves, were not citizens and so had no rights. Second and third, the Court ruled that Scott was the property of his owner and that property was protected by the Fifth Amendment in the Bill of Rights. This meant that property, even a slave, was protected anywhere in the United States, regardless of laws passed by Congress outlawing slavery in some states. This decision, applauded in the South and detested in the North would have far-reaching implications. It has remained one of the Court's most controversial decisions.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the opening paragraphs of this ruling which review the points made in the previous case from the Circuit Court of the district of Missouri. What was the ruling given by the lower court and what was the rationale given for that ruling? What are the facts agreed to by both sides?
2. Justice Taney concluded that Scott, as the plaintiff, did not have the right to sue. Why?
3. In his argument, Taney makes the point, "No word can be found in the Constitution, which gives Congress a greater power over slave property, or which entitles property of that kind to less protection than property of any other description. The only power conferred is the power coupled with the duty of guarding and protecting the owner of his rights." What does this mean that Congress was obligated to do throughout the Union? According to this ruling, what did Congress not have the power to do?
4. Notice as you look through this lengthy argument the number of previous court cases that are cited. What is the name given to the process of reviewing previous, related court cases to base one's decision on and what is the reason for doing this?
5. Although Justice Taney was a Southerner, he was reported to have hated the institution of slavery. This point he made evident by freeing his own slaves. Yet, Taney was also fearful of the backlash and far-reaching results a ruling to free Scott might have in the South. What do you believe those fears were? On what basis might you have argued for a different decision?

6. What was the ultimate statement made by this decision regarding slavery and the numerous fragile compromises that had been constructed over the years to hold the Union together? What alternatives did antislavery contingents now believe were available to them to stop the spread of slavery?

RELATED INTERNET SITE

More on the Decision

<http://www.tourolaw.edu/patch/Scott/>

This is the full case and decision of the Court. It has the concurring and dissenting opinion of the Court.

3. PLESSY V. FERGUSON

URL: <http://www.virtualscholar.com/cr/cr2.htm>

In 1892 Homer Plessy, a black man, was jailed for sitting in the white section of a railroad car. Many states had long had a formal, legalized system of segregation, commonly known as Jim Crow laws, but Plessy argued that the law he was arrested under violated the Thirteenth and Fourteenth Amendments. After several years of lost court cases and appeals, Plessy's case eventually found its way to the U.S. Supreme Court. Again, this Court upheld the lower rulings arguing that the separation of races was legal if the facilities were "equal." This, in effect, legitimized Jim Crow and led the way for restaurants, schools, and theaters to remain or become openly segregated across the country. This "separate but equal" doctrine remained dominant for another fifty-eight years until it was overturned by *Brown v. Board of Education of Topeka, Kansas* (1954), which held that separate is inherently unequal. The site listed here does not have the entire Supreme Court transcript, but it contains excerpts from both the majority and minority opinions as well as related links and commentary on the Court ruling's impact.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the excerpt from the majority opinion. Read again the Thirteenth and Fourteenth Amendments to the Constitution. Summarize in a few sentences the logic used to support this position of the Court.
2. Look at the history of this case before it reached the Supreme Court and notice that the Judge (Ferguson) made a distinction between railcars that crossed state lines and those that did not. The railcar that Plessy was arrested on did not cross any state lines and, according to

Ferguson, this made a difference in how he ruled on the case. What was his logic in that decision?

3. What were the result and implications of the decision *Plessy v. Ferguson* not only in the South, but in the entire country?
4. Read and study the logic of the minority opinion in this case. Why did the words of the lone dissenting judge prove to be prophetic? What is the value of the minority opinion in all Supreme Court decisions?
5. In 1954 this decision was overturned in the court case of *Brown v. Board of Education of Topeka, Kansas*. How can something that is ruled constitutional in one time period be ruled unconstitutional in another (assuming that there are no further amendments to the Constitution relevant to the case)? Even though the Constitution had not changed during the interceding years in regard to the Plessy case, what had changed during that time? What does this tell you about the definition of “constitutional”?
6. Study the process regarding the appointment of Supreme Court judges and the length of their term. Why are the political views of the president considered so important when it comes time to appoint a (or several) Supreme Court judge(s)?

RELATED INTERNET SITE

Brown v. Board of Education of Topeka, Kansas

<http://brownvboard.org/>

This site has information and links related to the *Brown v. Board of Education of Topeka, Kansas* decision including a link to the National Park Service’s *Brown v. Board of Education National Historic Site*.

4. SCOPES MONKEY TRIAL

URL: <http://www.law.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>

In 1925 John Scopes, a high school biology teacher in Dayton, Tennessee, was arrested and charged with illegally teaching the theory of evolution. By the time the case went to the U.S. Supreme Court that summer, it became the most closely followed court case of the decade and was labeled the trial of the century by some. Both sides were represented by nationally known lawyers—Clarence Darrow for the defense and three-time presidential candidate William Jennings Bryan for the prosecution. The court case, which was later made into a movie starring Spencer Tracy and Gene Kelley, came to represent the developing conflict of so-

cial and theological differences reflecting the changing nation. Some of the issues of this trial remain points of contention for many even today. This site contains testimony, photographs, and background information related to this case as well as links to other “famous American trials.”

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the link at the bottom of the page titled “Introduction.” Read this to gain some background information about the trial. Click also on the link to the side titled “year 1925.” Summarize the nature of this trial and explain why it was an important event at this time in our nation’s history. What similar arguments continue today on this topic? Click also on the “biographies of the trial participants.” Who were Clarence Darrow and William Jennings Bryan and why would they be interested in being the main trial lawyers in a case in a small town in Tennessee?
2. From the Scopes trial homepage, click on the link “Tennessee’s Anti-Evolution Statute.” Study this law. Comment on the law’s purpose, penalties, and language. What arguments were used in the trial in favor of and against this law?
3. Click on “Excerpts from Scopes Transcript.” Divide the class into groups and have each group research one of the eight-day excerpts. Each group should be prepared to summarize the key points of their trial transcripts. Then put all the pieces together to gain a better understanding of the flow of the trial as presented from these excerpts.
4. From the site “Excerpts from Scopes Transcript,” click on the link titled “H. L. Mencken’s Reports from the Trial.” This contains the description of the trial from the viewpoint of an out-of-town reporter covering the trial. What is the perspective of this reporter? What clues can you find about the type of town he came from? What language is used in his writings that gives insight into his opinions and/or biases? Review sections of his writings and place statements into categories of fact or opinion.
5. Go to the link “Trial Pictures and Cartoons.” At the bottom of this page, click on the two links that go to the political cartoons of this trial. Study each of these and give your interpretation of the cartoon as well as the political opinion of the cartoonist on this issue.
6. Rent the movie *Inherit the Wind* starring Spencer Tracy and Gene Kelly. After viewing the movie, compare the Hollywood version of this trial to what you believe happened based on your viewing of the primary sources. Where are there similarities and where are there differences? What techniques were used in the movie to heighten the

drama of the event? Which individuals were played by Tracy and Kelly in the movie?

RELATED INTERNET SITE

Other Famous American Trials

<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>

This site contains links to a number of influential trials that have helped to shape our country's history.

5. BROWN V. BOARD OF EDUCATION OF TOPEKA, KANSAS

URL: <http://coursesa.matrix.msu.edu/~hst306/documents/brown.html>

This landmark decision, handed down by the U.S. Supreme Court in May 1954, overturned *Plessy v. Ferguson's* "separate but equal" doctrine established fifty-eight years earlier. Linda Brown, a third grade black student, in Topeka, Kansas, had to walk over a mile to school when there was an all-white school down the block. The Browns filed suit and Thurgood Marshall successfully argued the case before the Earl Warren-led Supreme Court claiming that state-sanctioned public education was in violation of the fourteenth Amendment to the U.S. Constitution. The Supreme Court unanimously agreed by declaring that "separate" was inherently "unequal." The *Brown v. Board of Education of Topeka, Kansas* decision led directly to desegregation in the public school system. The following year, the Supreme Court called on all school authorities to submit plans for desegregation "with all deliberate speed" and gave local federal courts the authority to determine whether these plans were in compliance with the Brown decision. This Supreme Court decision was also used to help desegregate restaurants and other public venues. This site gives Chief Justice Earl Warren's opinion for the Court.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the opening paragraphs of the opinion of Earl Warren. What is the history of the case as provided here and what reasons does the Supreme Court give for hearing this case? What are the positions of the plaintiffs and defendants in this case?
2. Warren refers to the Fourteenth Amendment, which was adopted in 1868. Review this amendment and determine the reasons why this amendment is critical to the ruling of this case.

3. Referring to the Fourteenth Amendment, Warren states, “The inconclusive nature of the Amendment’s history, with respect to segregated schools, is the status of public education at that time.” What does he mean by this statement, and on what does he base his conclusion?
4. Later in the opinion Warren states that, in making this decision, the Court had to “look instead to the effect of segregation itself on public education.” Summarize this argument as it is made in points 1–3. Which points here do you believe are the most convincing? Are there any points here with which you do not agree?
5. Go to (5a) <<http://www.nara.gov/education/teaching/analysis/write.html>> This helpful “Written Document Analysis Worksheet,” created by the National Archives and Records Administration, can be used to help analyze many primary source documents. Apply the questions on this sheet to the *Brown v. Board of Education of Topeka, Kansas* opinion issued by Warren for the Supreme Court.
6. Go to (5b) <<http://media.nara.gov/media/images/14/18/14-1735a.gif>>. This is a letter written on October 23, 1954, by President Dwight D. Eisenhower to a friend, an E.E. “Swede” Hazlett. Toward the end of this letter, Eisenhower discusses the qualifications that a Supreme Court chief justice should have (Eisenhower had just appointed Earl Warren). What are the qualities that Eisenhower believed were important? Are those same characteristics important today? Are there any that you would add? Why was age an important consideration for Eisenhower? Based on Eisenhower’s political views and the last paragraph of this letter, what do you suppose Eisenhower’s reaction was to the Brown decision?

RELATED INTERNET SITES

“With All Deliberate Speed”

(5c) <http://www.loc.gov/exhibits/treasures/trr007.html>

This web site briefly examines the history of the phrase “with all deliberate speed” used by Earl Warren in this case.

More on the Decision

(5d) <http://www.worldbook.com/fun/aajourney/html/bh082.html>

This site gives some additional historical context to this decision.

Central High School Remembered

(5e) <http://www.msnbc.com/news/112301.asp?cp1=1>

This web site is dedicated to remembering the desegregation of Central High School in Little Rock, Arkansas, in 1957.

6. THURGOOD MARSHALL

URL: <http://www.thurgoodmarshall.com/speeches/speeches.htm>

Thurgood Marshall became nationally known first as the lawyer for the National Association for the Advancement of Colored People (NAACP) who prosecuted the *Brown v. Board of Education of Topeka, Kansas* case before the U.S. Supreme Court. Fourteen years later he became the first African American justice to that Court when President Lyndon B. Johnson appointed him in 1968. From this position of legal authority, Marshall influenced the interpretation of the law of the land for nearly a quarter of a century. While this site was established primarily to disseminate information on a new biography on Marshall entitled *Thurgood Marshall: American Revolutionary*, it houses many useful primary source documents that help shed light on the background and views of this great civil rights leader and judicial scholar. Included at this location are some of Marshall's best-known speeches and articles. There are also links to interviews on numerous topics of interest as well as pictures of him in his early years.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on and read Marshall's "The Bicentennial Speech." What was the occasion for this speech? What is Marshall's interpretation of the evolving nature of the U.S. Constitution as well as the reasons the founding fathers set it up that way? Why does Marshall later refer to the Constitutional Convention as the "Miracle in Philadelphia"?
2. Divide the class into groups and have each group read one of the remaining speeches or articles on this page written by or about Thurgood Marshall. Have each group summarize the assigned reading focusing on those passages that give some insight into the character and beliefs of Justice Marshall.
3. Click on the link titled "Interviews." Click on "Miscellaneous." What are Marshall's views on dissenting opinions, the death penalty, and gun control? Compare these views to your own. Compare these views to the views of your classmates. Compare Marshall's views to the positions held on these topics by your congressman and the current president of the United States.
4. Click on the interview link "Marshall on the Politics of Race and the Court." What are the reasons given for Marshall's working in the court system to try to change discriminatory practice? What was his

strategy? What is Marshall's rationale for affirmative action? What does Marshall believe the Supreme Court can do to further eradicate racism?

5. Imagine you are the president of the United States and an opening for the Supreme Court has suddenly become available for appointment. What qualities would you look for in a justice? How many of the qualities of Thurgood Marshall would you look for? What other factors would you consider for your appointment? In your opinion, and based on the testimony of Marshall, how much influence can one justice have on the Court and on the decisions that are rendered?
6. Click on the link titled "Gallery." Available here is a collection of photographs, each with a brief descriptive sentence, from Thurgood Marshall's personal and professional life. View these pictures and write several paragraphs that tell what insights into Marshall's character are provided by these pictures.

RELATED INTERNET SITES

Thurgood Marshall Biography

(6a) <http://members.tripod.com/~kabba/aatmarshall.html>

This web site features a biography and photos of Thurgood Marshall.

Thurgood Marshall Remembered

(6b) <http://lcweb.loc.gov/exhibits/treasures/tlc0240.jpg>

This site contains an editorial cartoon that ran after the death of Thurgood Marshall in 1998.

7. ROE V. WADE

URL: <http://members.aol.com/abtrbng/roeins.htm>

Roe v. Wade is the controversial U.S. Supreme Court decision that made abortions legal in the United States in 1973. Argued before the Court in 1971 and in 1972, the case of *Roe v. Wade* was handed down as a split 7–2 decision in which six opinions were written (four majority, three concurring, and two dissenting) covering almost eighty pages of text. Justice Harry A. Blackmun, speaking for the Court, ruled that a woman had a right to obtain an abortion during the first six months of pregnancy and that a fetus, until that point, was not protected by the Fourteenth Amendment. *Roe v. Wade* remains a hotly debated topic today as groups opposed to abortions and groups supporting choice continue to battle. This site contains both edited and full-text versions of each of the opinions written.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “Justice Harry A. Blackmun” to bring up excerpts from the majority opinion on this case. Pay particular attention to the red-faced type. What are the main arguments given for the decision to legalize abortion? What also are the restrictions placed on a woman’s right to an abortion? This decision also left some leeway for individual states to place some restrictions on abortions. Under what conditions may additional restrictions be considered by the states?
2. In the beginning of this majority opinion, Blackmun refers to the “sensitive and emotional nature” of this case and states that the task of the Court was to “resolve the issue by constitutional measurement, free of emotion and of predilection.” Why do you think Blackmun makes this statement? Why would many argue that this is an important point to make not only in this case, but in all cases of law? Do you think it is possible to make decisions at this level without emotion being involved?
3. At the beginning of the second page of this decision, Blackmun refers to the “right of privacy” as a reason for a woman’s right to terminate her pregnancy. What Constitutional connections and precedents are given to uphold this argument?
4. Later in this argument, the majority opinion attempts to define the term “person” according to the Constitution. What qualifications are made in the Constitution according to Blackmun? Are these still legitimate ways to define a person? Why or why not?
5. This case produced, not unusually, a majority opinion, a concurring opinion, and a dissenting opinion. What is the relationship of these three types of opinions? Why are all three important?
6. Refer back to the first page and click on the link “Justice William H. Rehnquist.” This provides a one-page edited version of the dissenting opinion. In your opinion, what are the strengths of this argument? Hearing both sides of the case, which opinion do you believe to be the best interpretation for yourself and for the nation today?

RELATED INTERNET SITES

Twenty-five Years Later

(7a) <http://www.cnn.com/SPECIALS/1998/roe.wade>

This site comes from a CNN special report on the Court’s decision on its twenty-fifth anniversary. Interviews with original “Jane Roe” are included as well as audio versions of the oral arguments for each side.

A Pro-Choice Perspective

(7b) <http://www.choice.org/roevwade/TLpgRoe.html>

The perspective of *Roe v. Wade* is presented in a web site dedicated to pro-choice issues.

A Pro-Life Perspective

(7c) <http://www.roevwade.org/ed.html>

The perspective of *Roe v. Wade* is presented in a web site dedicated to pro-life issues.

8. **MIRANDA V. ARIZONA**

URL: <http://www.aclumontana.org/rights/miranda.html#amend>

Miranda v. Arizona is one of Chief Justice Earl Warren's most remembered cases. In 1966 the Warren-led Supreme Court case ruled in a 5–4 decision that police must inform a suspect of his or her rights to remain silent and to have a legal counsel present during questioning. Police must also notify the suspect that anything he or she says may be used against him or her in a court of law, and the police must do all of this in a manner that ensures that the suspect understands these rights. This ruling actually expanded a similar decision handed down two years earlier by the Supreme Court against self-incrimination and the right to counsel (*Escobedo v. Illinois*). Since the case of *Miranda v. Arizona*, largely as a result of the power of television and movies, the phrase "Miranda rights" has become part of our culture. Even elementary-age children playing "cops and robbers" know that they must begin an arrest procedure with "you have the right to remain silent." This site briefly summarizes the case and gives links to the full text of the decision and real audio of the oral argument.

DISCUSSION QUESTIONS AND ACTIVITIES

1. In the short abstract about the case located on this page, the point is made that the Court decided that Miranda's Fifth Amendment rights were violated. Review the Fifth Amendment (also located on this page) and explain in what way the action taken against Miranda violated his constitutional right of due process.
2. Click on the link under the "Find Law" titled "full text" of the decision. Because this decision may be too long to read in its entirety, scroll down to the beginning of Warren's opinion (this section begins with "MR. CHIEF JUSTICE WARREN delivered the opinion of the Court"). Read the first two paragraphs of this opinion. What are the

facts of the case as determined, and what does Warren mean by “the restraints society must observe consistent with the Federal Constitution in prosecuting individuals for crime”?

3. Go to (8a) <<http://lcweb.loc.gov/exhibits/treasures/uc005077.jpg>>. This typed note from Justice William J. Brennan, Jr., to Earl Warren was written a month before the final opinion of the Court was handed down. What is Brennan’s view on the position taken by Warren, as discussed in question 2 above? What type of opinion would you expect Justice Brennan might write on this case? To find out how Justice Brennan voted, go to (8b) <http://oyez.nwu.edu/cases/cases.cgi?command=show&case_id=251&page=voting> for a picture that tells how each justice voted on this case.
4. This landmark decision, the result of a 5–4 vote of the Court, is controversial to this day. Why are so many important Court decisions decided by split votes? Is this a sign of strength or of weakness? Give reasons to support your answer.
5. Go back to the website identified at the top of this case (<http://www.acumontana.org/rights/miranda.html#amend>) and click on the link titled “Miranda Info.” The beginning of this web page addresses several relevant questions concerning Miranda, such as whether an arrest is illegal if the police neglect to read the Miranda rights to a suspect and what is meant by the term “harmless error” in regard to the reading of Miranda rights. Review these and write a statement in favor of and against each position.
6. Near the bottom of the page of this same link there is some information on how this case relates to the right of teachers or schools to conduct school searches. What is your position on school searches? Construct an argument, which invokes the Fifth and Fourteenth Amendments, in favor of school searches and an argument against school searches.

RELATED INTERNET SITES

Miranda in Audio

(8c) http://oyez.nwu.edu/dynaram.cgi?case_id=251&resource=argument.ra

This site provides full audio of the oral argument of the Miranda decision.

Escobedo v. Illinois

(8d) <http://law.touro.edu/patch/Escobedo/>

The transcript of the *Escobedo v. Illinois* Supreme Court decision may be found here.

Amendments of the Constitution

(8e) <http://www.house.gov/Constitution/Amend.html>

This link can be used to review relevant amendments of the Constitution.

9. TODAY'S SUPREME COURT

URL: <http://supct.law.cornell.edu/supct/justices/fullcourt.html>

The U.S. Constitution provides for one Supreme Court. This Court represents the highest judicial authority in America, and since the Supreme Court ruling of *Marbury v. Madison* in 1803, the Court has maintained its position as the final interpreter on all issues involving the Constitution. Although this Court has appellate jurisdiction over cases from lower federal courts, it is not required to hear all them. In fact, it considers only a small number of these cases and usually selects only those believed to involve important legal issues. Of the three branches of the federal government, only the judicial branch has officials—federal judges—who are free of the obligation of election to public office. The term of a Supreme Court justice is for life. This site contains photographs of the current court as well as biographical information on each justice.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Study the picture of the Supreme Court justices. What statements of fact can you make about the composition of the current Court? What similarities are there among the justices? What differences do you see? How might these similarities and differences influence Court decisions?
2. Divide the class into nine groups and have each group study the biographical information about one justice. Summarize this information on a chart and make further comparisons about the ages, sex, ethnicity, place of birth, education, length of service, and any other relevant information you can glean from the biographical data sheet. Discuss how each justice's background experiences might contribute to his or her philosophical position when rendering Court opinions.
3. Discuss Justice Sandra Day O'Connor in some background. Why was her appointment to the Court significant in American history? What factors may have contributed to her appointment to the Court? What special perspectives does Justice O'Connor bring to the Supreme Court?
4. Review the picture and background of the justices. Who, in America, is not represented on this Court? Is that an important issue? In addition to a Supreme Court justice nominee's legal ability, should one consider a candidate's personal background, culture, ethnicity, and age? Are there other factors that should be considered as well?

5. Compare the composition of today's current Court to the one pictured from the early 1960s [found at (9a) <http://oyez.nwu.edu/cases/cases.cgi?command=show&case_id=251&page=voting>]. How has the makeup of the Court changed over the years? Why do you believe it took so long to have women and minorities present on the Supreme Court? In your opinion, is the 1960s Supreme Court equally qualified to rule on issues concerning women and minorities? Why or why not?
6. Review the procedure for appointing a Supreme Court justice (indeed, any federal judge). Why is the appointment of a Supreme Court justice so important for a president and the Senate to make? Why are the political affiliations of the president, the Senate, and the Supreme Court nominee all important variables in the procedure? Under what conditions may a Supreme Court justice be removed? Has this ever happened?

THE PRESIDENCY AND THE EXECUTIVE BRANCH

1. PRESIDENTS—IN THEIR OWN WORDS

URL: <http://www.pbs.org/wgbh/amex/presidents/nf/words/words.html>

This site, connected to the PBS series *The American Experience*, has interesting quotes from various American presidents of the last century organized by topics ranging from taxes, to foreign affairs, to the presidency itself. This site also features links to more detailed information related to each of the presidents of the twentieth century as well as a teachers' guide for each president.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the presidential quotes found on this site. Select two that are profound and meaningful to you. Discuss these with the class. Select one quote you do not understand or you believe is not appealing. Discuss this quote with the class as well.
2. Select one of the headings at this web site and study the collection of quotes found there. Can you find any two quotes that seem to be at odds with one another? If so, research the two individuals associated with these quotes, along with the time period in which they lived and the political party with which they were affiliated. Which of these factors might have contributed to their differing views on the same subject?
3. Review the quotes dealing with "the Presidency." What common themes are found in this section? Why do you believe many American presidents, regardless of the time period, have similar feelings on this topic? Do you believe this feeling is unique to American leadership? Why or why not?
4. Review the quotes on peace and war. Research which of the presidents quoted in these sections were in office during a major war. Did the quote associated with them here occur during a war? Which presidents made these quotes at a time in which the United States was trying to avoid going to war? Which of these quotes were made the

year prior to a presidential election? How might these conditions influence what is being said?

5. Go to the link connected with this page located at (1a) <<http://www.pbs.org/wgbh/amex/presidents/nf/teach/teach.html>>. Scroll down to the presidents featured on this page. Under each president's name, there is a link labeled "In Quotes." Click on this. This gives a series of quotes attributed to each president along with discussion questions for each quote. Study these quotes and address each question in order to gain a better understanding of each president highlighted here.
6. Click on the link at the bottom of this page titled "Resources." This will take you to a page containing additional information on several twentieth-century presidents. Have student groups choose a president, research a document of their choosing from the page labeled "primary source material," and report their findings to the class.

RELATED INTERNET SITE

The American Experience

(1b) <http://www.pbs.org/wgbh/amex/index.html>

This homepage of *The American Experience* runs features on different U.S. presidents.

2. LETTERS OF THOMAS JEFFERSON

URL: <http://odur.let.rug.nl/~usa/P/tj3/writings/brf/jeflxx.htm>

Following a hard-fought campaign against John Adams and the Federalists in 1800, Thomas Jefferson become our nation's third president in March 1801. Jefferson, a man of high education and culture, disliked the ceremony and pomp of government. He believed that democracy was the ideal form of government and that democracy flourished best in a society of small, independent farmers. His presidential agenda included working to limit the role of the national government in the lives of the people, expanding the role of popular education in America, and ensuring that the civil liberties of the common citizen remained protected. Although Jefferson believed in limited government and in a strict interpretation of the U.S. Constitution, he justified the purchase of the vast Louisiana Territory from Napoléon Bonaparte and France in 1803. This site contains transcripts of almost 300 letters written by Jefferson between 1760 and 1826, which shed light on the diverse thoughts of this complex thinker. This activity, however, concentrates on one letter, written during his presidency, to Captain Meriwether Lewis, just prior

to undertaking his expedition to explore the Louisiana Territory with William Clark.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down and click on letter 155, under the heading of 1803. After reading this letter, make a list of the multiple purposes charged to this expedition. Place these purposes in the order you believe were considered to be the most important at that time. If you, as president of the United States, were to send an exploration party out to a newly discovered territory today, what objectives would you charge your exploration party with? How would they be similar and different from the objectives Jefferson wanted accomplished?
2. Examine the instruments and arms that were provided for the Lewis and Clark expedition (click on these links for more details on this). What do you think these items were used for? Compile a list, of approximately the same size, of items that you would take today if you were going on a similar expedition.
3. Note the size of the party of men and supplies Jefferson expected to travel with Lewis and Clark. Why do you think it was not larger? Smaller? What would be the advantages and disadvantages of traveling so far in unknown territory with a group of this size?
4. Jefferson mentions in his letter to Lewis that the mission and its "objects" have been communicated to the "Ministers from France, Spain, and Great Britain, and through them to their governments." What does he mean by this? Why do you think this was done? What would be the reasons for communicating with these three countries?
5. What are the instructions given to Lewis regarding the treatment of the native people? What are the practical reasons, both short term and long term, for these instructions? What valuable information do you believe Lewis and Clark could gain from the natives encountered on their trip? Click on the link "intercourse with the natives" to gain more information about some of the objects they found on their trip.
6. Study the conditions that led up to the purchase of Louisiana by Jefferson. What factors contributed to its hasty purchase? Why do you believe Jefferson was able to rationalize his use of a loose interpretation of the Constitution (something he had always maintained he was opposed to) in order to buy the Louisiana Territory? What are meant by "strict interpretation" and "loose interpretation" of the Constitution?

RELATED INTERNET SITES

Louisiana Purchase

(2a) <http://www.nara.gov/exhall/originals/louistxt.html>

This site from the National Archives contains a copy of the Louisiana Purchase.

More on Jefferson

(2b) <http://www.pbs.org/jefferson/>

This PBS site concerns Thomas Jefferson.

Lewis and Clark

(2c) <http://www.pbs.org/lewisandclark/>

This very interesting PBS site covers the Lewis and Clark expedition.

3. ABRAHAM LINCOLN'S SECOND INAUGURAL ADDRESS

URL: <http://odur.let.rug.nl/~usa/P/a116/speeches/lincoln2.htm>

The better known of Abraham Lincoln's two inaugural addresses, Lincoln's second inaugural address is one of the speeches engraved inside the Lincoln Memorial. By the time this address was given, on March 4, 1865, a Union victory in the Civil War finally seemed assured (Robert E. Lee's surrender at Appomattox occurred one month later). Lincoln was assassinated on April 14, 1865, less than six weeks after taking the oath of office for a second time. This site contains Lincoln's second inaugural address, links to other Lincoln speeches, and links to all other presidential inaugural addresses.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read this speech in its entirety. What attributes make this such a powerful speech? What is the context of this speech? What events were taking place when Lincoln gave this address? How did these events affect what was said?
2. Note the brevity of this speech. What reasons does Lincoln give for not speaking longer on this occasion? This speech and the Gettysburg Address, another very short speech, are perhaps Lincoln's best-known speeches. What lessons can one learn from them regarding clear writing, thinking, and communication? Compare this address to the length of most political speeches heard today.
3. At the time this speech was given, the Union was rapidly approaching victory in a long, hard-fought war. During the entire four-year war,

Lincoln had been the commander in chief. Given that this speech was delivered at a time of great military, personal, and political triumph for Lincoln, what strikes you as remarkable about the tone of this address?

4. How does Lincoln sum up the four years of war prior to this address? At the time of this speech, the war is not yet over and Lincoln does not seem content to assume that it will be. What message does he send to the nation and, perhaps more important, to the Confederate States about the course the Union will follow until the war's end?
5. What is meant by the phrase "with malice toward none, with charity for all"? What other powerful messages are being sent in Lincoln's last sentence of this speech? Why was this such an important statement at this time?
6. In a little more than a month from the date of this speech, Lincoln will be dead from the bullet of John Wilkes Booth. The job of rebuilding the country would fall to the vice president from Tennessee, Andrew Johnson. Johnson was not successful in his attempts to carry out Lincoln's reconstructionist policies. Speculate on how the years following the Civil War might have been very different if Lincoln had not been assassinated. Do you think Lincoln could have been more successful in reuniting the country? Why or why not?

RELATED INTERNET SITES

Lincoln's First Inaugural Address

(3a) <http://odur.let.rug.nl/~usa/P/a116/speeches/lincoln1.htm>

POTUS

(3b) <http://www.ipl.org/ref/POTUS/alincoln.html>

Information on Lincoln from the Presidents of the United States web site (POTUS) may be found here.

4. IMPEACHMENT OF ANDREW JOHNSON

URL: <http://www.law.umkc.edu/faculty/projects/FTrials/impeach/impeachmt.htm>

Although once in American history the threat of a probable successful impeachment caused the resignation of a president (Richard M. Nixon), never has a president of the United States been removed from office by this process. On two occasions, however, impeachment proceedings have been carried out in both houses of Congress. The first of these occurred

in May 1868 when the House of Representatives, led by Thaddeus Stevens, impeached Andrew Johnson. Johnson, who had taken over the presidency after the assassination of Abraham Lincoln, was from Tennessee and refused to go along with the recently elected Radical Republicans' harsh treatment of the South following the Civil War. According to Constitutional procedure, Johnson was tried in the Senate. After hearing the evidence, the Senate failed by one vote to reach the two-thirds majority necessary for conviction. This site contains background information on the trial, the Articles of Impeachment, political cartoons on the trial, opinions of various senators involved, and much more.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Connect on the link titled "A trial account." Read this to gain some background and context to the trial. In the opening paragraph, the author states that "although the impeachment trial of Andrew Johnson was ostensibly about a violation of the Tenure of Office Act, it was about much more than that. Also on trial in 1868 were Johnson's lenient policies towards Reconstruction and his vetoes of the Freedmen's Bureau Act and the Civil Rights Act. The trial was, above all else, a political trial." After reading this account, do you agree with this statement? What evidence can you give to support your position?
2. From the "Andrew Johnson Impeachment Trial" homepage, click on the link "Constitution and Impeachment." This will connect you to a page which gives the relevant sections in the Constitution associated with impeachment and a transcript of some of the discussions and debates held among the framers on this topic. Read the framer's debate from the notes of James Madison taken at the Constitutional Convention in Philadelphia 1787 and summarize the main points pro and con that some of the framers had on this subject. Are some of these points still valid today? On which side of the argument would you fall?
3. From the "Andrew Johnson Impeachment Trial" homepage, click on the link "Articles of Impeachment." Review these articles in order to get the main points being brought against President Johnson. What phrases are used throughout the document to paint a portrait of Johnson as one who has committed "high crimes and treason"? Paying particular attention to article XI, of what crimes is Johnson accused?
4. From the "Andrew Johnson Impeachment Trial" homepage, click on the link "Opinions of Senators." From here select and read the opinion of Charles Sumner. What is Sumner's rationale for voting to convict Johnson? What are the tone and nature of the language used in this

opinion? Go over the document line by line and categorize each sentence as either a statement of fact or of opinion. What results do you find? Repeat this process for Senator Trumbull. Which of the two arguments do you find more convincing and why? Select other opinions and review those. Discuss any that might have swayed your own opinion had you been a senator at the time.

5. From the “Andrew Johnson Impeachment Trial” homepage, click on the link “Photos, Sketches, Cartoons” and then click on the first two links under the “cartoons” heading. What editorial statement is being made in the cartoon entitled “President as Samson”? Do you think the cartoonist is a supporter of Johnson or not? Of Reconstruction? In the second cartoon, what is being said by the cartoonist? What do you think his position toward Johnson is in this drawing?
6. Compare Andrew Johnson’s impeachment to the more recent impeachment of Bill Clinton. What aspects of the two proceedings are similar? What aspects are different? Which of the two impeachments and trials was more justified in your opinion? Under what circumstances do you believe a president should be removed from office by impeachment?

RELATED INTERNET SITES

More on the Impeachment

(4a) <http://www.impeachment-johnson.com/default.htm>

This web site, dedicated to the impeachment topic, contains many good photographs and political cartoons.

Andrew Johnson National Historic Site

(4b) <http://www.nps.gov/anjo/ajnhs.htm>

This is the web site from the National Park Service on the Andrew Johnson National Historic Site.

5. THEODORE ROOSEVELT

URL: <http://www.theodoreroosevelt.org/life/quotes.htm>

Theodore Roosevelt became our twenty-sixth, and youngest ever, president when President William McKinley was assassinated in 1901, six months after his second inauguration. Roosevelt served the remainder of McKinley’s term and then was elected to office in his own right in 1904—a position he held until 1909. Roosevelt later made an unsuccessful bid for a third term as president when he ran as the Bull Moose party candidate in 1912 against an incumbent Republican, President William H. Taft, and a Democratic candidate, Woodrow Wilson. Known for his tremendous energy and progressive ideology of moderate reform, Teddy

Roosevelt remains one of America's most fascinating and respected leaders of the twentieth century. This site contains famous quotes from throughout his political career as well as numerous links to sites containing biographical information, a timeline of his achievements, stories and myths surrounding his life, and much more.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the quotes found on this first link. List the characteristics of Roosevelt illuminated by these quotes. Write a paragraph that summarizes Roosevelt's "philosophy of life."
2. Before becoming vice president, Roosevelt served in a variety of offices in New York State. Eventually elected to the governorship of New York in 1898, Roosevelt achieved a number of civil and tax reforms and displayed an independence that irritated many state Republican leaders. It is claimed that his nomination to the vice presidency in 1900 was a tactic used by party leaders to "kick him upstairs" where he could do no harm. What is meant by that and how did this strategy obviously backfire?
3. Roosevelt was a member of the Republican political party for most of his adult life. Yet, many of his views were considered somewhat liberal for that party at that time period. Which quotes do you believe identify Roosevelt as a bit out of step with many of his conservative political colleagues of that day?
4. One of Roosevelt's quotes is, "It is no use to preach to [children] if you do not act decently yourself." In some ways, this may be considered true of his administration as well. What actions did Roosevelt take during his term as president that were consistent with, or reinforced, some of the comments found on this page?
5. Select your favorite quote on this page and write a paragraph about what it says to you and why you selected it.
6. It is important to remember that Roosevelt, like all presidents, was not loved by all. Go to the web site (5a) <http://www.boondocksnet.com/gallery/tr_080400.html> and view this political cartoon. What is the topic inspiring this cartoon? What do each of the caricatures represent? What is the editorial comment being made here?

RELATED INTERNET SITES

More on Theodore Roosevelt

(5b) <http://www.npg.si.edu/exh/roosevelt/>

This informative web site on Teddy Roosevelt comes from the Smithsonian Institution, organized by the National Portrait Gallery.

Theodore Roosevelt National Park

(5c) <http://www.theodore.roosevelt.national-park.com/sights.htm>

The Theodore Roosevelt National Park Page is “dedicated to providing information on Theodore Roosevelt National Park,” located in the badlands of western North Dakota.

Political Cartoons

(5d) http://www.boondocksnet.com/gallery/tr_intro.html

This web site contains political cartoons about Theodore Roosevelt.

6. FRANKLIN DELANO ROOSEVELT'S FIRST INAUGURAL SPEECH

URL: <http://odur.let.rug.nl/~usa/P/fr32/speeches/fdr1.htm>

By November 1932, the country had suffered through three years of the Great Depression. One political result of the economic downturn was that the incumbent president, Herbert Hoover, suffered an overwhelming loss in the presidential election to then New York Governor Franklin D. Roosevelt. On March 4, 1933, Roosevelt was sworn into office by Chief Justice Charles Evans Hughes for what would be the first of an unprecedented four times. While most agree that the style with which he delivered this address was as important as the words, the message put forth to an anxious American public has long been considered inspiring as well. Roosevelt's speech did not disappoint those who were looking for new leadership. This speech also helped established his style of straightforward confidence which characterized his leadership for the next dozen years.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What does Roosevelt do in the opening paragraph of this speech to establish himself as a credible leader during a time of crisis?
2. Roosevelt's phrase, “that the only thing we have to fear is fear itself,” is one of his most often quoted statements. What did he mean by this? What are some factors that cause some phrases from presidential addresses to be remembered long after the speech? What other famous quotes from presidential speeches can you remember?
3. Roosevelt came from a background of wealth and political prominence. Why might this cause some Americans to be skeptical of what he would do for the many unemployed laborers during the Depression years?

4. Identify the places throughout this speech where Roosevelt makes references to the current economic situation as if the nation were at war. What would be his reasons for doing this? What do you believe he hoped to gain from this tactic?
5. Identify in this speech Roosevelt's plan of action for dealing with the nation's problems. Although the phrase "New Deal" is never used in this speech, what aspects of the New Deal are clearly spelled out in advance?
6. Find specific phrases in this speech that are used by Roosevelt to establish Americans' confidence in himself as a leader and to demonstrate his confidence in the American people. Why are both of these important?

RELATED INTERNET SITES

Life Portraits

(6a) <http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=31>

This site complements C-SPAN's 20th Anniversary Television Series, *American Presidents: Life Portraits*.

The Speech in Audio

(6b) <http://www.historychannel.com/cgi-bin/framed.cgi>

This site lets you hear an audio version of this speech. Go to "speech archives," "L-R."

7. OTHER INAUGURAL SPEECHES

URL: <http://odur.let.rug.nl/~usa/P/index.htm>

Every president who is elected to office is sworn into office by the Chief Justice of the United States during an inauguration ceremony. At this time the newly elected president affirms to "preserve, protect, and defend the Constitution of the United States." This is also an opportunity for the president to address the American people on his thoughts and plans for the upcoming years. This site contains the inaugural speeches of every president who had the opportunity to give one. Many of the links to the individual presidents also provide State of the Union addresses and other important speeches given during their tenure in office.

DISCUSSION QUESTIONS AND ACTIVITIES

1. This section has already highlighted Abraham Lincoln's second and Franklin D. Roosevelt's first inaugural speeches. Select an inaugural

- address of another president of and summarize the main points for the class. In your opinion, was this a good speech or not? Why or why not? What were its strong points and weak points?
2. Select and read any three inaugural addresses by presidents about whom you know very little. What common traits do you find in these speeches? What common purposes do these speeches serve? In your opinion, why are some speeches remembered throughout history and others forgotten shortly after they are given?
 3. Some of the most often quoted inaugural addresses are those given during a time of crisis. Select a time in American history during which tensions were high and review the inaugural address given nearest that time. What references do you find in the speech to the high-profile event(s) of the day?
 4. Note that some presidents never gave an inaugural address. Identify who these were and investigate the reasons for their not giving such a speech.
 5. Many presidents have given more than one inaugural speech (one gave four). Select a president who gave multiple inaugural addresses and compare the speeches given. What similarities in style do you see? What, other than current events, may lead to differences in style?
 6. Select and copy an inaugural address without revealing the president who gave it or the date on which it was delivered. White out other obvious clues in the speech. Give the speech to a classmate to read and then try and guess the president associated with it.

RELATED INTERNET SITE

Inaugural Excerpts

<http://commercel.com/Rhetoric/SpeechSearch.asp>

This web site is dedicated to helping you find excerpts from inaugural addresses specific to a particular topic. Many of the links have audio broadcasts of the speech as well.

8. JOHN F. KENNEDY'S BERLIN SPEECH

URL: <http://www.historyplace.com/speeches/berliner.htm>

The Cold War was in full force during the three years of the Kennedy administration, and much of Kennedy's foreign policy revolved around tense Soviet-American relations. Shortly after Kennedy took the oath of office, work began on the construction of the Berlin Wall. Built by the Soviets to stop the mass emigration of Germans from Communist-controlled East Berlin to non-Communist West Berlin, the wall quickly became a symbol

of the differences that existed between countries on opposite sides of the Iron Curtain. In June 1963, Kennedy visited the Berlin Wall and delivered a brief, yet powerful, speech to a large, enthusiastic crowd of Berliners. This site contains some helpful background information, the entire transcript of the speech, several photographs taken at the time, and a link to an audio version of an excerpt of the speech.

DISCUSSION QUESTIONS AND ACTIVITIES

1. In the fourth paragraph of this speech, Kennedy repeatedly uses the statement, "Let them come to Berlin." What does he mean by this and why does he evoke this phrase so often?
2. Several times during the speech, Kennedy speaks in German, rather than having it translated. Why do you believe he did this?
3. Why was the Berlin Wall, according to Kennedy, a symbol of the failure of the Communist system?
4. Click on and study the photographs located at this site. Compare the two pictures and describe the different moods each picture conveys. Look at the picture with the crowd. Why do you believe such a large gathering of people was on hand to hear this speech? Do you believe that they supported what he had to say? Why or why not?
5. Click on the link that allows you to listen to the last part of the speech—the audio clip also lets you hear the enthusiasm of the crowd toward his last line. What does Kennedy mean by this statement?
6. This speech was delivered to a group of West Berliners. For what other audiences was this speech intended? Give a reason why you believe Kennedy wanted each group to hear what he had to say.

RELATED INTERNET SITE

More on the Kennedy Speech

(8a) <http://www.nara.gov/exhall/originals/kennedy.html>

This site, from the National Archives and Records Administration, has more on this historic day.

9. PRESIDENTIAL SUCCESSION ACT

URL: <http://www.nara.gov/exhall/charters/constitution/constitution.html>

Presidential succession is an important issue. Nine times in our nation's history a vice president has become president as a result of the death or

resignation of the president. This transition of power has always occurred smoothly and without question. What would happen if both the president and the vice president were unable to assume the duties of the office? Who would become president if there was no vice president in office at the time of death of the president? In fact, the office of vice president has been vacant for more than thirty-seven years during our nation's history. The answer is that the line of presidential succession is clearly spelled out in three sections of the U.S. Constitution and in the Presidential Succession Act passed by Congress in 1947, which places the speaker of the House and the president pro tempore of the Senate in direct line of succession of the vice president. This was further refined with the ratification of the Twenty-fifth Amendment. This site connects to a transcript of the Constitution to allow further study of the relevant sections.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the following sections of the Constitution: Article II, Section 1, Clause 6; the Twentieth Amendment; and the Twenty-fifth Amendment. Remembering that later amendments modify previously written sections and amendments, create a list of the current offices in line for presidential succession. Now study the list of individuals who would be in line to assume the presidency. Who from this list would not be eligible and why? Who else from this list might you have concerns about being president and why?
2. Study the history of presidential succession. Create a list of presidents who became president by succession. Who was the first vice president to take the office? Which presidents were never elected? Which presidents had no vice president? Who was the only president not elected to either the presidency or vice presidency? You can check your answers at (9a) <<http://www.about.com/culture/usgovinfo/library/weekly/aa010298.htm?once=true>>.
3. Study the Twentieth and Twenty-fifth Amendments to determine the procedures to follow if a president becomes incapacitated in some way during his tenure (e.g., becomes comatose or suffers severely from an illness). Has this ever happened? What scenarios could you think of in which this might be needed?
4. Under President Harry S. Truman, a law was passed that changed the order of succession to insert the speaker of the House and the president pro tempore of the Senate before the members of the Cabinet. What do you believe his reasoning was for this, and do you think this was a good idea or not?

5. Several times during a presidential tenure, events occur which place most of the individuals in line for presidential succession at the same place at the same time. When might this occur, and what provisions are made to avoid a “doomsday scenario”?
6. Why is the question of succession such an important one to have spelled out so clearly? Why has this question become more important in the last century?

RELATED INTERNET SITES

More on Presidential Succession

(9b) <http://gi.grolier.com/presidents/ea/side/succsion.html>

This site from the Grolier on-line encyclopedia contains information on presidential succession, vice presidential vacancies, and proposals for changing the current system.

Who's Next in Line?

(9c) <http://www.home.inreach.com/usm/presuccession.html>

This simple list contains the posts and current individuals in line for presidential succession.

10. EXECUTIVE ORDERS

URL: <http://www.about.com/culture/usgovinfo/library/weekly/aa121897.htm>

Article II, section 1 of the U.S. Constitution states, “The executive power shall be vested in a president of the United States of America.” Article II, section 3 informs us, “The President shall take care that the laws be faithfully executed.” These clauses have been used by almost every president since George Washington to issue executive orders. These orders carry the weight of law, so long as they are not determined to be unconstitutional, and they bypass the traditional legislative process of creating laws. Executive orders are routinely issued by presidents as they exercise their right as chief executive to administer the various executive agencies, further the public interest, and carry out the “laws of the land.” Executive orders may be revoked by any president at any time, or a president may simply issue new orders that supercede previous ones. After 1907 executive orders were codified and given numbers in order of their issuance. Since this system began, over 13,000 executive orders have become law. This site further defines executive orders, gives reasons for issuing an executive order, and connects you to a number of archives containing executive orders.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Beginning with the section “Executive Orders Defined,” review the sections down to “Online Executive Orders, Lists, and Archives.” What are some reasons cited for giving executive orders? Do these seem reasonable to you? What are the limitations, if any, on executive orders?
2. What is the difference between an executive order and a proclamation? Give an example of why an executive proclamation might be issued. Why might the lines between these two sometimes become blurred?
3. Click on the link on this page entitled “President Nixon used this 398 word Executive Order establishing NOAA” and read this executive order. What was the purpose of this order? In which branch of the government is the Commerce Department? How do executive orders help presidents administer their office?
4. Go to (10a) <<http://www.lib.umich.edu/libhome/Documents.center/jfkeo/exodates.htm>>. This will take you to the executive orders issued by John F. Kennedy in order of the date they were given. Notice how many there are. Do you believe this many executive orders is normal procedure or not? How did you determine your answer? Select a number of these orders and read them. What types of subjects do they cover? How is the language at the beginning of each one similar? How does the reading of executive orders give you a better understanding of the nature of the responsibilities of the presidency?
5. Click on (10b) <<http://www.nara.gov/fedreg/eos/e08809.html>>. Who issued this executive order originally and when was it amended? What is the purpose of this order? What constitutional authority does the president have to issue orders dealing with this subject?
6. The issue of whether a president has the authority to declare executive orders has long been debated. Some believe that any proclamation that carries the weight of law without going through a legislative branch is, on its face, unconstitutional. What is your position on this? Research the use of executive orders and have a class debate in which both sides of this topic are presented.

RELATED INTERNET SITES

Presidential Proclamations and Executive Orders

(10c) http://www.nara.gov/fedreg/cod_chps.html

This web site of the National Archives and Records Administration contains a codification of presidential proclamations and executive orders.

Clinton's Executive Orders

(10d) <http://www.pub.whitehouse.gov/search/executive-orders.html>

This site allows you to search for any of the executive orders issued by the Clinton administration.

Anti-executive Orders Argument

(10e) <http://www.thewinds.org/archive/government/eobf6%2D97.html>

This web site argues that the use of executive orders is unconstitutional.

11. PRESIDENTIAL LIBRARIES

URL: <http://www.nara.gov/nara/president/overview.html>

The Presidential Library system is maintained by a division of the National Archives and Records Administration. Since the library system was founded in 1939, every president since Franklin D. Roosevelt has contributed materials to the Presidential Library system. The system also maintains a library for President Herbert Hoover. A series of laws passed since the inception of the libraries has increased the types and amounts of materials available to the presidential libraries in recent years. Each library, and often connecting museum, contains a rich assortment of official documents, photographs, interviews, diaries, and memorabilia associated with that particular president. Many times tapes and documents not revealed during the life of the former president are released after his death (the Lyndon Johnson Library recently released more tapes concerning his presidency). Many library sites contain links to multimedia presentations, information about the first family, and educational activities as well. This web site listed above contains links and contact information to each of the ten presidential libraries, Nixon's presidential materials, and the National Archives and Records Administration.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the opening paragraphs of this site, which serves as an overview of the Presidential Library system. What seems to be the purpose of the presidential libraries?
2. A president now knows that, following his term in office, a presidential library will be established containing important information and documents from his administration. How might this affect what papers are made available to the library? If you were the president, why would you like, or not like, to have a presidential library chronicling your administration, and what types of items would you like to see housed in it?

3. In the section “A Brief History,” it is mentioned that “many (previous presidents’) materials have been lost or deliberately destroyed.” Why might some of these materials have been destroyed?
4. Several laws have been passed in recent decades affecting what might or is required to go into the Presidential Library system. How have these laws changed the library system? If you were president, would you consider these laws a change for the good or for the worse?
5. Click on the link “Presidential Libraries” and go to the Jimmy Carter Library. Click on the link titled “Documents/Photosdiary on the web” and then click on the link that contains the “President’s Daily Diary, 1977–1981.” Read parts of this diary to get a sense of what the daily routine of this president was. Select a time during his presidency that coincides with an important event during his administration (e.g., the Iran hostage crisis, the decision to boycott the 1980 Olympics) and see if writings in his diary shed light on what he was going through as the nation’s leader.
6. Returning to the Presidential Libraries page, click on Lyndon Johnson’s Library and then click on the link containing “The President’s Daily Diary.” Look at Johnson’s diary on the day of November 22, and review the events of that day. How would you characterize the description found in this diary of this fateful day?
7. Compare the setup of different presidential libraries. How are they similar and how are they different? Should there be a standardized structure to the library system? Why or why not?

RELATED INTERNET SITE

Center for the Office of the Presidency

(11a) <http://www.cspresidency.org/>

This is the site of the Center for the Office of the Presidency. It contains links to the presidential libraries of a dozen presidents.

LEGISLATIVE BRANCH

1. ABOUT THE U.S. CONGRESS

URL: <http://lcweb.loc.gov/global/legislative/abtcong.html>

This web site, sponsored by the Library of Congress, has background information about the structure and history of Congress, the leadership of both Houses, the standing committees of the House of Representatives and the Senate, an overview of the process by which a bill becomes a law, and information about the *Congressional Record*. This page also contains Internet links to applicable sections of Article I of the U.S. Constitution dealing with the establishment and powers of the legislative branch, including those powers unique to each House. This page is well organized and easy to understand, making it a good first site to visit when beginning a study of the legislative branch.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the information found on this web site. What determines how many members each state sends to Congress? How have the numbers of representatives and senators grown for your state over the years? If an increase in population justifies an increase in members from that state to the House of Representatives, how can the size of the House be constant at 435? Is it possible for a state to grow in population and lose representatives to the House? Explain. Review the latest Census information for the United States [one place to find information would be at (1a) <<http://www.census.gov/>>]. Approximately how many people does each representative currently represent? Which states have more senators than representatives?
2. Review the leadership positions of both the House and the Senate. Which positions are the same for both Houses? Which ones are unique to each House? What is the responsibility of the majority and minority leaders? Of the whip? Of the sergeant at arms?
3. What is the role of the committees of both Houses? Why are there so many? What committees are the same for both Houses? Which are different? Review the names of the committees. Can you determine the primary duties of some committees? Which ones? Do you need

more information to determine the primary duties of others? Which ones?

4. Review Sections 1–4 of Article I of the Constitution (any of the Article I links on this site will take you to a transcript of the entire Constitution). What times were originally set up for Congress to meet? How has this been changed? How, and why, has the job of a congressman changed from a part-time job to a full-time job over the years?
5. Review Sections 8 and 9 of Article I of the Constitution. What powers are granted to Congress by the Constitution? What powers are unique to each House? What prohibitions are placed upon Congress and why?
6. Review Section 7 of Article I of the Constitution. Rewrite this section in your own words. Why do you think the founding fathers wanted revenue bills to originate in the House of Representatives? What happens to a bill after it passes both Houses of Congress? What options does a president have with a bill once it reaches his desk? What options might Congress have after a bill leaves the president's desk?

RELATED INTERNET SITES

How a Bill Becomes a Law

(1b) http://members.tripod.com/us_constitution/bill.htm

This link takes you through the entire process of how a bill becomes a law.

The Library of Congress

(1c) <http://www.loc.gov/>

This site, the official site of the Library of Congress, includes numerous sources of information concerning Congress.

2. TOUR OF THE CAPITOL BUILDING

URL: <http://www.aoc.gov/>

When one thinks of the legislative branch and Washington, D.C., one of the first images that comes to mind is the Capitol building. The Capitol, which has come to represent American democracy at work, is visited by millions of tourists each year from the United States and around the world. More than just a building to house the Senate and the House of Representatives, the Capitol is one of the rich architectural treasures of our nation. Indeed, one way to study the history of America is to study the pictures, sculptures, reliefs, and artifacts preserved in the Capitol. This web site, developed and maintained by the architect of the Capitol, allows one, among other things, to take a virtual tour of many of the

areas in and around the great building. This site contains links to information related to the Capitol including construction history, architectural features and historic spaces, renovation projects, the works of art found in the Capitol, the Capitol grounds and botanic gardens, and the congressional office buildings.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “Architectural Features and Historic Spaces in the U.S. Capitol” and then on “The Capitol Dome.” After reading the history of the dome, click on the “photographs of the dome.” From here, study several of the links that give you photographs and original drawings of the Capitol dome. Throughout history domes have been considered architectural wonders as well as great architectural challenges (other great domes in history include the Pantheon, Florence Cathedral, and Saint Peter’s Cathedral). What is appealing about a great domed building and why are they hard to build? Why do you think Thomas Jefferson and other early American leaders favored a Roman and Greek style in many of the early government buildings?
2. Click on the link “Works of Art,” and go to the link “The Statue of Freedom.” This statue is located on the top of the Capitol dome. Read the text on the statue and click on “A photograph of the statue.” What symbolism is presented in the statue?
3. Under the category of “Works of Art,” click on the link “The Apotheosis of Washington.” Read the text and study the photograph of this rotunda canopy painting in the U.S. Capitol. What is happening in this painting? What symbols are used in this painting?
4. Go to (2a) <http://www.aoc.gov/pages/art_page.htm> to see a picture of the Capitol rotunda. Scroll down and click on the “Rotunda Frieze” and then on “A 360-degree panoramic photograph of the entire frieze.” Scroll around this frieze and study the history represented in this work of art. What history is well represented in this frieze? What history not included would you include if you could? If you were to separate the pictures from the descriptive titles, for which scenes would you be able to guess the historical event?
5. Take a virtual tour of some of the more historic rooms located inside the Capitol. From the link “Architectural Features and Historic Spaces in the U.S. Capitol,” click on “Introduction to Historic Rooms in the Capitol.” Scroll down and study a number of these rooms. Each room has a descriptive paragraph and a photograph (if you click on any of the pictures of the various rooms they will enlarge for better study) as well as a link to more detailed information about that room. Select

one room to be an “expert” on and be prepared to present your information to the rest of the class.

- Click on “List of the statues arranged by states” (located from the link “Architectural Features and Historic Spaces in the U.S.” and then “Art in the U.S. Capitol”). This link provides a listing of all of the statues located in the National Statuary Hall Collection arranged alphabetically by states. Find your state and research each of the statues located in the hall representing your state. How many of these individuals do you know? Why are these statues representative of your state? If you could decide who would be included in this gallery from your state, who would it be?

RELATED INTERNET SITES

Building the Capitol

(2b) <http://lcweb.loc.gov/exhibits/us.capitol/s2.html>

Here you can find information on the competition for the design of the Capitol.

Congressional Office Buildings

(2c) <http://www.aoc.gov/pages/currpage.htm>

This link contains information about the Congressional Office Buildings including current and recent projects at the U.S. Capitol.

3. CONGRESSIONAL RECORD

URL: <http://thomas.loc.gov/>

Since 1873 the *Congressional Record* has been the written daily account of all of the floor proceedings of the U.S. Congress. For the past fifty plus years, there has also been the *Daily Digest*, which summarizes that day’s activities (number of bills introduced, floor actions, and committee meeting abstracts). The *Congressional Record* is considered the more complete and reliable record of what occurs on the chamber floors because everything is printed exactly as it was said or read—it is essentially a verbatim account of what happened in Congress that day. This site, maintained by the Library of Congress, is an excellent search engine for the *Congressional Record* as well as the other official records of Congress. It is organized by Congressional sessions, committee, and the different Houses. The site also has links to Internet resource pages on the judicial and executive branches and the state and local governments.

DISCUSSION QUESTIONS AND ACTIVITIES

- Click on the most recent issue of the *Congressional Record*. This will take you to the current month of the *Congressional Record*. Click on

the House version and review the schedule of events by looking at the table of contents. Compare this to several other days' table of contents for the House. What is similar in the regular routine that is followed? How are the days' activities different?

2. Click on some of the events that occurred during the day you selected. What are some of the activities that happened? Click on the Senate accounting of the same day. Compare the table of contents with that of the House. How are they similar and different?
3. Click on the *Daily Digest* for several of the days in the current month. Why might this be considered a helpful document? What is the value in having this information available to the general public at no cost and little effort? Click on the link for the same day titled "Extension of Remarks." Review some of these. What is the purpose of the "Extension of Remarks"? Why might the senators and representatives want these included?
4. Back on the main Thomas page (<http://thomas.loc.gov/>), click on the link "Bills in the News." What are some current bills being considered by Congress? Choose one of these that you consider interesting or important and review it. Write or e-mail your senator or representative about your position on this bill.
5. Go to (3a) <<http://thomas.loc.gov/home/r106query.html>>. Go to number 2, Member of Congress, and locate one or more of your representatives in Congress. This will bring up a list of times and topics on which your congressional representative has spoken (and is therefore in the *Congressional Record*). Review some of the comments made by your representative(s) and determine whether you agree or disagree with these positions. If you have representatives from opposing political parties, compare each one's comments on similar issues.
6. Back again on the main Thomas page (<http://thomas.loc.gov/>), click on the link "Historical Documents" and then on the link "Early Congressional Documents." Either type in a phrase to search for or browse from the list of early congressional documents from the Constitutional Convention and the Continental Congress. Compare these documents to some of today's congressional documents. Are some of the topics the same? How does the language compare? Do you recognize some of the names of those speaking in the early documents?

RELATED INTERNET SITES

Parliamentary Procedure

(3b) <http://www.robertsrules.com/>

This web page gives the history and proper procedure for Robert's Rules of Order.

Contacting Your Representatives

(3c) <http://www.aclu.org/cgi-bin/congress.pl?cf=aclu/congress.cf>

This site of the American Civil Liberties Union (ACLU) gives you the necessary information to write, call, or e-mail anyone in Congress.

4. HOUSE OF REPRESENTATIVES

URL: <http://www.house.gov/>

This is the official site of the House of Representatives. Do you want to know how your congressman voted on an issue or what committees they belong to? What do the committees actually do? This site gives you any bit of information concerning the House of Representatives that you want. From this web page you can view the records of the roll call votes of many recent congressional sessions, view House documents and archival information related to the House of Representatives, and connect to many links to other sites that provide information on the daily actions of this chamber.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The title of this site is "U.S. House of Representatives—106th Congress, 2nd Session." What is meant by the 106th Congress, 2nd Session? Why is this only the 106th Congress even though Congress has been in session for well over 200 years? How many sessions make up a "Congress"?
2. From this site, click on "Roll Call Votes." Click on the most recent session of Congress (or any other session you wish). This will take you to a page listing of all the roll call votes, along with the appropriate dates and bill numbers, that have occurred during this session. Click on any bill that looks interesting to you and read what it is about (you can click on links that give you a general summary of the bill, tell you more about the bill's status and its committee history, information on any related bills, what amendments, if any, were added, and the names of the sponsors and cosponsors). Imagine that you are a representative from your congressional district. How would you vote on this issue?
3. Go back to the roll call page [(4a) <<http://clerkweb.house.gov/evs/2000/index.asp>>] and click on "roll" for that bill. Look up how the bill fared in the House. Did the vote go the way you would have wanted it to? Now look up how your representative voted. Repeat

this process for several bills over several sessions of Congress. About what percentage of the time are you in agreement with your representative?

4. From the main page (<http://www.house.gov/>) click on the link "Media Galleries" and then on the link "Daily Press Gallery." The right-hand side of this page will tell you the events scheduled for that day and week. The left-hand side frames have a number of additional links. Review the links labeled "Party Breakdown" and "Casualty List." What does this data tell you about the current makeup of the House of Representatives? Which party is in the majority and by how much? What would it take to reverse this trend? After reviewing the casualty list, discuss what opportunities exist for the minority party to retake the majority in the next election.
5. Staying on the same page (<http://www.house.gov/daily/hpg.htm>), determine how many female, African American, Asian American, and Hispanic American members are in the House. What percentage of the House is in each category? Compare this to the demographic makeup of the country. Which compare favorably and which do not? What reasons can you give for any discrepancies?
6. Go to the web site (4b) <<http://clerkweb.house.gov/histrecs/history/elections/elections.htm>>. This site will give you the statistics of presidential and congressional elections. Select the most recent congressional election year and go to the statistics for your state. Find your representative's election figures. By how large of a margin did he or she win? Review the table at the end of your state's statistics labeled "Recapitulation of Votes Cast." How many representatives does your state have? How many are Republican? Democrat? Independent? Which candidates ran unopposed and why might that be? Note that every representative to the House must run for election every two years. What are the advantages and disadvantages to this requirement?

RELATED INTERNET SITES

Office of the Clerk

(4c) <http://clerkweb.house.gov/>

This site connects you to the Office of the Clerk On-line Information Center for the House of Representatives.

Legislative Resources

(4d) <http://www.house.gov/house/Educat.html>

This web site provides links to educational resources related to the legislative process.

5. SENATE'S OFFICIAL HOMEPAGE

URL: <http://www.senate.gov/>

This is the official site of the Senate and, just as the House page does, this site gives you a great deal of information concerning this chamber of Congress in a very user-friendly way. From this site you can contact your senator, view the committee hearing schedule, examine the schedule before the Senate for the upcoming week, learn about the Senate art collection, study Senate history, and much more. You can also search for and collect information on any bill currently before the Senate.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on "This Week in History" from the main page. What are some of the significant events that occurred in Senate history this week? Rate them in order of importance and be prepared to justify your ranking. Look at the events that are on the calendar for the Senate this week. Which ones, if any, might be on a list of history-making events, say, twenty years from now and why?
2. From the main page, click on "Senate History." This will take you to a page that "provides biographical, institutional, and statistical information and analysis to help you explore and understand Senate history." Read the information provided on the "Senate Historical Office." On this page there is a link to the Senate's "Famous Five." This interesting study, done by the Senate in the mid-1950s, charged a committee with selecting the five most influential Senators in American history—a sort of Senators Hall of Fame. Before reading about these five men, try to guess who they might be. After seeing who was chosen by committee, read some of the biographical information provided. Finally, have your class form a "committee of the whole" to decide the three most famous senators since 1950 who, you think, should be added to this list. What criteria did you use to determine your nominees?
3. Back on "The Senate Historical Office" page, click on "Historical Photos." Study the pictures and captions provided here. What features do these pictures have in common? Why are they included on this web site? Which pictures require further explanation and which are self-explanatory?
4. Back on the Senate homepage (<http://www.senate.gov/>), click on the link to "Nominations." The Senate is given special responsibility by the Constitution to confirm presidential nominees for a host of job

responsibilities in the federal government. While Supreme Court nominations receive the most attention, most nominations and confirmations go unnoticed by the general public. Click on the link that will give you the document of "civilian confirmed" that identifies civilian nominations confirmed by the Senate during the current Congress. Which types of duties and responsibilities on this list did you expect to see? Which ones surprise you or were jobs you were unaware of? How do you suppose the president and the Senate keep track of all those positions that need to be filled and of all the individuals capable of filling the openings? Review how many federal judge positions are currently unfilled. What might be some of the consequences of these vacancies?

5. From the main page (<http://www.senate.gov/>), click on the link "Nominations." From this next page, select from the menu on the left side the link "Treaties." The ratification of treaties is another power specifically granted to the Senate by the Constitution. Select "This Document" from the heading "Treaties Approved" to view a list of treaties approved by the Senate during the current Congress (if the current session has just begun, view the list of "Treaties on the Executive Calendar"). How many treaties are on the current list? What range of topics do they cover? Why does the general public rarely hear of such treaties? Should this information be more widely disseminated? What types of treaties are usually fully covered by the media? What are some famous treaty ratifications or non-ratifications that have occurred in America's history?
6. Back on the main page (<http://www.senate.gov/>), click on the link "Roll Call Vote." What is a roll call vote and when is it used? Click on the link "Roll Call Tables" for the current session of Congress and check out how your senators voted on a number of bills (if you do not know who your senators are, you can access this information on the main page by selecting your state on "Connect With Your Senators"). Read about a particular bill by clicking on the link to it and then determine if your vote would be the same as your senators'. What factors may influence how your senator votes on a particular issue? What information on this issue has he or she had access to that you perhaps have not had?

RELATED INTERNET SITES

Treaties of the United States

(5a) <http://www2.lib.udel.edu/subj/godc/resguide/ustreat.htm>

This site is a research guide to U.S. treaties.

Congressional News

(5b) <http://www.loc.gov/global/legislative/news.html>

This Library of Congress Internet resource page has congressional news and analysis links.

6. RULES OF THE HOUSE AND SENATE

URL: <http://lcweb.loc.gov/global/legislative/rules.html>

There are 535 members of Congress (435 representatives to the House and 100 senators). Between these two Houses of Congress, legislation is acted on pertaining to every imaginable area of domestic and foreign life. To help regulate the daily activities, the House and the Senate have created a set of rules, relevant to their particular chamber, to indicate clearly the processes and responsibilities by which each should go about its business. These have been compiled and made available to the public by the Senate and House clerks. This site, a Library of Congress Internet resource page, has the rules of each House broken down into categories (twenty-seven for the House and forty-three for the Senate) ranging from the duties of officers, to various committee responsibilities, to codes of official conduct.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the main page, click on “House Rules: 106th Congress” and on “Standing Rules of the U.S. Senate.” Compare the categories of rules for the House and Senate. What categories are the same? Which ones are unique to each House?
2. Under the House Rules, review the duties of the various officers. What are the responsibilities of the speaker of the House? How long may he or she serve? Go to (6a) <<http://clerkweb.house.gov/histrecs/history/members/biotoc.htm>> to view a list of past speakers along with their biographical information. Review the history of how long some speakers have served in the past. Has anyone served more than the current maximum terms? Who has served the most years as speaker altogether?
3. What is a quorum and how is it determined for each House of Congress? What is the purpose of a quorum? What happens if a quorum is not present?
4. Go to the link for the “House of RULE XXIV—Code of Official Conduct.” Review these rules on the conduct of House representatives. Which ones seem obvious to you? Are there any that you did not expect? Are there any rules that you believe need further clarification?

What is the reason for having such a code of conduct and what, if anything, is the penalty for violating articles of this code?

5. Review the rules for each House on the limitations on outside income and the acceptance of gifts. What is the purpose of such limitations? Do you think these are too strict or too lenient? How are the two Houses different in these areas of rules? Go to (6b) <<http://www.house.gov/daily/salary.htm>> for a listing of the salaries of members of Congress. With the rules placed on each House regarding gifts and outside income, how much can a member of Congress actually make? Is this enough? Too much? Just right? Why do you think so?
6. After reviewing the categories and some of the rules of both chambers of Congress, create your own set of rules that you would like to see included in either House's list.

RELATED INTERNET SITE

Standards of Official Conduct

<http://www.house.gov/ethics/>

This is the web site for the Committee on Standards of Official Conduct of the U.S. House of Representatives.

7. SEVENTEENTH AMENDMENT

URL: <http://www.house.gov/house/Constitution/Amend.html>

The Seventeenth Amendment was passed by Congress on May 13, 1912, and ratified on April 8, 1913, to become part of the U.S. Constitution. This amendment, which requires the popular election of senators to the Senate every six years, was the result of a growing dissatisfaction with the established manner by which senators were appointed. With this amendment, senators were elected to their offices in the same manner as representatives. However, rather than campaigning in only one congressional district, senators had to gain the popular approval of their entire state. Those in favor of the amendment made the case that this amendment helped the democratization of the Constitution by bringing the control of government closer to the people. Those against this amendment averred that this took yet more control away from the states and created additional problems in the area of campaign finance. This site links you to the amendments of the Constitution and provides a link to the main body of the Constitution.

DISCUSSION QUESTIONS AND ACTIVITIES

1. In the abstract above, it states that “the Seventeenth Amendment was passed by Congress on May 13, 1912, and ratified on April 8, 1913, to become part of the U.S. Constitution.” Review the process by which an amendment may be added to the Constitution. Why, for this particular amendment, might some consider the method of initiating the process a “conflict of interests” with regard to the Senate?
2. Review what the Seventeenth Amendment says and compare this with the original method established under Article I, Section 3 of the Constitution. What do you believe would be some of the advantages and disadvantages to each method of selecting senators?
3. The manner by which senators were appointed to office in the original Constitution was but one example by which the founding fathers demonstrated a reluctance to give the common voter too much power in early America. What are some other examples in the Constitution of such an indirect democracy? What were some of the reasons the founders may have had for this hesitancy?
4. The Seventeenth Amendment was ratified in 1913. This time period in American history is referred to as the Progressive Era. How is this amendment consistent with this time period? What other legislation and amendments were passed during this era that are consistent with some of the goals of this era?
5. Go to (7a) <http://www.nara.gov/exhall/treasuresofcongress/Images/page_17/57b.html> to view a political cartoon on the Seventeenth Amendment that appeared in the *Omaha World Herald* in 1912. What is going on in these two pictures? What editorial comment is being made?
6. There are factions today that believe the Seventeenth Amendment should be repealed. To gain a perspective on some of these arguments, visit the following sites: (7b) <<http://acclaimedmedia.com/voafa/letters/28e.htm>>, (7c) <http://www.issues.reformparty.org/sat_506.html>, (7d) <<http://www.nhumanities.org/Hoebeke.htm>>, and (7e) <<http://www.bizjournals.com/denver/stories/1997/03/03/editorial3.html>>. What reasons are given for its repeal and how strong are these arguments? What is your position on the value of the Seventeenth Amendment?

RELATED INTERNET SITES

The Gilded Age

(7f) <http://www.emayzine.com/lectures/Gilded~1.htm>

This web site has information on the time period known as the Gilded Age (1890 to World War I).

The Progressive Era

(7g) <http://www.swarthmore.edu/SocSci/rbannis1/Progs/>

This web site contains information on America during the Progressive Era.

8. COMMITTEES

URL: <http://www.access.gpo.gov/congress/>

Both the Senate and the House have such a volume of work that each chamber depends heavily on the committee system, and this is where the bulk of the work of Congress is done. Each House has a number of standing committees, select committees, and joint committees to which all bills are delegated according to the subject matter of the bill. This allows for a degree of division of labor and a certain specialization of knowledge on the part of the representatives and senators. Most bills never make it out of committee, and those that do are often voted on in accordance with the recommendations of the committee reporting on them. Committees vary in size and in importance, and many congressional careers have benefited or suffered as a result of assignment to committees. The committee chairpersons of certain standing committees are considered to be among the most powerful individuals in Congress.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the links "House Committees" and "Senate Committees" and study the types of committees found in each chamber. Why do you believe so many committees are needed? What is the main purpose of the committee structure? To read more about the committee system, go to (8a) <http://www.senate.gov/committees/comm_about.html>. Why do you think the roles of committees would be specially critical to the House of Representatives? Which committees are joint committees? Why do you believe these committees are set up this way?
2. Study the names of different committees and guess the range of responsibility of each. The names will be an obvious indicator of the general topic, but many have a wider range of jurisdiction than one might imagine. To check the types of topics each committee deals with, click on a specific committee, and then click on the heading "JURISDICTION." (You may wish to assign individuals to research the jurisdiction of different committees and report their findings to the class.) Have each member of your class create a topic for a bill that they would like to see considered by Congress (by either House) and then determine to which committee each bill would be assigned.

3. Compare the topics of committees for each House. What committees are the same in both and which are unique to one chamber or another?
4. Look at the membership makeup of several committees. Regarding party membership to committees, what will you consistently find? Look also at the size of different committees (by committee membership numbers and the number of subcommittees). Why are some committees so much larger than others?
5. If you were an up-and-coming young member of Congress, which committees (in either House) would you hope to get assigned to and why? Go to (8b) <<http://clerkweb.house.gov/106/mbrcmtee/members/cmteeassign/mcaframe.htm>> to find out to which committees your representatives are assigned.
6. Committees must do the bulk of the research on each bill assigned to them and then report their findings to the Senate or the House of Representatives. Much of the data collection of a bill is done in congressional hearings, and final recommendations, if any, are presented in "reports." Many of the committees on this site allow you to connect to links that present the transcripts of the committee's hearings and/or reports. Go to the web site of a committee of your choice and click on either the hearings or report related to a bill assigned to it. What is the value of providing all of this information to the general public over the Internet, just as the members of Congress have access to it?

RELATED INTERNET SITES

Committee Structure

(8c) <http://www.house.gov/rules/95-608.htm>

This is an additional site with helpful information regarding the committee structure of both Houses of Congress.

Hearing Schedules and Oversight Plans

(8d) <http://thomas.loc.gov/home/hcomso.html>

This link provides a chart of all hearing schedules and oversight plans for each committee in the House of Representatives.

ELECTIONS AND THE VOTING PROCESS

1. PRESIDENTIAL ELECTIONS AND VOTER TURNOUT

URL: <http://infoplease.lycos.com/ipa/A0764586.html>

This interesting site provides information on the election process and contains statistical information related to presidential, congressional, and gubernatorial elections. The election returns for every presidential election are provided as well as a state-by-state breakdown of popular and electoral votes for each candidate in the most recent presidential election. Other links allow the reader to examine voter turnout statistics for federal elections, review the process by which a president is nominated and elected, and learn more about presidential elections that yielded unusual voting results. There are also links to Article II, Section I of the Constitution, which explains the powers of the president, and the Twelfth and Twentieth Amendments to the U.S. Constitution explaining the current method of electing the president and vice president by electors and the process of presidential succession.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the main elections page, click on the link "Presidential Elections, 1789–1996." This gives the election results (candidate, party, and electoral votes) for every presidential election. Note that the structure of the table changes with the election of 1804. How does it change and why? Study the election results provided here for the election of 1800 and refer to the Twelfth Amendment (there is a link provided to this on this site) for additional insight to this question.
2. Look at the electoral results for the presidential elections. Which elections would you classify as landslides? What would you consider a "close" election? How many close elections have there been in the twentieth century and in which years did these close elections occur?
3. Note the election of 1824. Which candidate had the most electoral votes? Which candidate became president? How did this happen? Study the procedure that is followed in such a case. Study more closely this election in particular. When have similar events happened

- in presidential elections? What circumstances could occur to cause such an event to happen today?
4. Back on the main page (<http://infoplease.lycos.com/ipa/A0764586.html>), click on the link "National Voter Turnout in Federal Elections: 1960–1998." Study the voter turnout statistics from 1960 to 1998. What pattern do you see in the rate of voter turnout? Why are some years consistently higher than others? What suggestions would you have to improve voter turnout during nonpresidential years?
 5. Determine the number of voters registered as a percentage of voting age population for every presidential election year and graph the results by dividing the number of the voting age population into the number given for voter registration. What overall trend do you see? Compare this to the trend in percentage of voting age turnout. How might you account for the first trend, and why are these trends not consistent?
 6. The low percentage of voter turnout at elections (particularly for off-year elections) has been the subject of debate for years. What arguments could be made as to the perils of low voter turnout and, conversely, what rationale could be made for the argument that low voter turnout in America is not a problem?

RELATED INTERNET SITES

Project Vote Smart

(1a) <http://www.vote-smart.org/>

This site from Project Vote Smart allows the viewer to research the voting and finance records of government officials. It also has amusing surveys for teenagers. The site includes classroom lesson plans as well as a catalog of quotes from presidential candidates.

Kids Voting

(1b) <http://www.activedayton.com/community/groups/kidsvoting/>

This site from Kids Voting has a sample ballot and important facts about the election process.

2. THE ELECTORAL COLLEGE

URL: <http://www.nara.gov/fedreg/elctcoll/>

The delegates at the Constitutional Convention were wary of the president of the United States being elected directly by popular vote or by the Congress. Instead they created a new system called the Electoral College whereby each state was given as many electors as they had mem-

bers to Congress and were given freedom to determine the method by which these electors would be selected. The original idea of the founding fathers was that each state would choose electors who were educated, informed, reflective citizens and that these electors would meet every four years to select the individual best suited to serve as president. This is precisely what did happen for the first two elections when George Washington was elected unanimously. Since that time, however, although the Electoral College has continued to operate, it has remained controversial as to its merit and functionality. This site is the Electoral College homepage from the National Archives and Records Administration, and it contains Electoral College statistical data on all presidential elections, links to “relevant provisions of the U.S. Constitution and federal law” related to the Electoral College, and a state-by-state breakdown of Electoral College votes.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the link labeled “Relevant Provisions of the U.S. Constitution and Federal Law” and read Section 1 of Article II of the Constitution, which establishes the Electoral College. Why do you believe the founding fathers established this system of electing a president? Why were they afraid of direct popular vote? What would be the disadvantages of allowing Congress to elect the president?
2. From the main page, click on the link “Procedural Guide to the Electoral College” and review the information found here under the heading “The Electoral College in Brief.” This section, among other points, refers to the process to follow set up by the Twelfth Amendment if no candidate receives a majority of electoral votes (go back to the link “Relevant Provisions of the U.S. Constitution and Federal Law” to study the provisions of the Twelfth Amendment). What is this process and what conditions might exist today to cause this to happen? When has this happened in the past and what were the results?
3. How are electors generally selected by the states today? What determines how they vote in December of an election year? Are they legally bound to vote any particular way? In your opinion, should they be?
4. The Twelfth Amendment was passed in 1804. What events led to the need for this amendment? Review also the Twenty-third Amendment, passed in 1961. How is it relevant to the Electoral College process and what was the argument for its adoption? How is the number of electors for the District of Columbia determined? What was the status of those individuals living in the District of Columbia before this amendment was passed?

5. How many electors does it take to become president, and how is that number determined? How many votes does it take in each state for a candidate to earn all of the electoral votes of that state? With both of these factors in mind, click on the link “List of States and Votes” and determine the minimum number of states that it would take for a candidate to win a majority of votes in and become president. Theoretically, approximate how badly a presidential candidate could lose the popular vote and still become president.
6. Divide the class into two groups and have each group take a position either in favor of or against the continued use of the Electoral College. Have each side research its position and argue its case in a class debate.

RELATED INTERNET SITES

More on the Electoral College

(2a) <http://www.fec.gov/pages/ecmenu2.htm>

This web site, maintained by the Federal Election Commission, has information on how the Electoral College works and gives a brief history and the distribution of votes.

Mapping the Electoral Votes

(2b) <http://www.jump.net/~jnhtx/ec/ec.html>

This site provides an Electoral College calculator and a color-coded map of the electoral votes for the past five elections.

3. NATIONAL PARTY COMMITTEES

URL: <http://www.rnc.org/>

URL: <http://www.democrats.org/index.html>

While a multitude of political parties officially exist in the United States and Independents do successfully get elected into national office, the bulk of the political power is shared between two major groups, the Republican and Democratic parties. Listed here are the sites for the official pages of both. Each site provides a partisan view of the ideology of the party. Included are major platform issues, a directory of officeholders, news about upcoming party events, and up-to-date news on all political issues affecting the nation (presented from that party’s perspective). Each web page is also used as a tool to spotlight the triumphs of the party and to illuminate the failures of the rival party. Links provide information about how to donate money to the party cause.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Examine and compare both sites. What information can you connect to on each site which may be classified as a primary source? Which information is clearly a secondary or tertiary source? What criteria are you using to distinguish between the different types of sources? For a review of information related to primary sources, you can refer back to Chapter 2 of this text or visit (3a) <<http://memory.loc.gov/ammem/ndlpedu/primary.html>>.
2. Both sites provide links to their party platform from the previous presidential election. Click on the party platform for each political party (these are both relatively lengthy documents). What are the major headings for each platform? What topics are discussed by both parties? How are the two platforms organized differently? Are there any issues, which you consider important on a national level, that are not included in one or both of the party platforms? What would some of these issues be and why might they not be included here?
3. What is the purpose of the party platform? Why do you think it is called a “party platform”? How is it helpful for someone who wants to know more about a particular political party? In what way is it not that helpful? Study some of the language used in each platform. What tactics are used to present that party in the best possible light?
4. Select a topic addressed by both political party platforms (e.g., taxes, education, economic growth, the environment) and summarize each party’s position on that issue. How, according to the platform, are the official positions clearly different? In what ways are they similar?
5. If possible, select a transcript of a recent speech from one of the political party sites. Read the speech and give a short abstract on its purpose. Select an important part of the speech and categorize each sentence as either a statement of fact or a statement of opinion. Which category contains more sentences?
6. Study the homepage of each political party. What propaganda techniques are used on each site [for more information on common propaganda techniques, refer to (3b) <<http://carmen.artsci.washington.edu/propaganda/contents.htm>>]. How much space on each site is devoted to positive issues regarding one’s own political party, and how much is devoted to negative information regarding the rival political party?

RELATED INTERNET SITES

Democratic Socialist Party of America
(3c) <http://www.dsausa.org/dsa.html>

This site has a summary of the Democratic Socialist Party of America. The party platform is included here as well as resources for researchers.

Libertarian Party

(3d) <http://www.lp.org/>

This is the Libertarian party homepage, which gives the party platform, history, and a list of candidates for upcoming elections. It includes a quiz to help the reader decide whether he or she is a Libertarian.

Green Party

(3e) <http://www.greens.org/gpusa/>

This is the web site of the Green party, an environmental party organized after the success of the German Greens. This web page gives the principles of the party, the history of the party, and current campaigns and endorsements.

4. PROHIBITION PARTY

URL: <http://www.prohibition.org/>

Although the American political scene has been dominated by two major political parties since the beginning of the 1800s, alternative political parties continue to compete for votes. Often referred to as “third parties,” these organizations frequently organize around a specific issue or candidate of the day. An example of one such party is the Prohibition party. Begun in 1869, this party, along with several other groups such as the Anti-Saloon League and the Women’s Temperance Movement, carried enough clout to change the political landscape of the early 1900s, culminating with the passage of the Eighteenth Amendment. Like many third parties, the Prohibition party remains active, if not widely known, today. This site gives the history of their organization and the political movement. Portraits of the founders of the party, quotes, and historical documents are also present.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down and click on the link “history” and read about the beginnings of this political party. Note the two different pledges taken by different members of this party. What issue today is similar in its debate over limited use for medicinal purposes? How did the term “teetotaler” get started in reference to one who does not drink?
2. This essay on the history of the Prohibition party acknowledges that the party has never won a national election, but it has been an effective political contributor. What were the two major issues on which the Prohibition party was founded? What events occurred in the first quarter of this century to address these issues? Based on this history

would you agree with the Prohibition party's claim that the "movement stands as a classic example of the value and effectiveness of 3rd parties in effecting social reform in America"?

3. The Prohibition party remains an active political party today. Since the two most important political issues of the original party have been addressed in some way on the national level, why is this party still active? Study some of the issues located on the main page and determine what issues are most important to it today and how these issues are different from the issues that helped start the party.
4. Scroll down and click on the link "Platform" and review the official party platform. How do these compare to the original party platform? What does the platform say about the namesake topic of prohibition today? How is this different from its original position? Based on the positions taken on the topics in this platform, where on the political spectrum (running from very conservative to very liberal) would you place this party today?
5. Look at types of related links on the homepage of the Prohibition party. Visit some of these links for additional information. Based on the history of this party, why do some of these organizations share common opinions on certain issues?
6. What roles do alternative political parties play in today's politics? What alternative political parties are active today and, of these, which do you believe have the most influence? Study some major presidential elections in America's past that involved major third party contenders. What was the impact of these parties?
7. Visit the web site of the Reform Party at (4a) <<http://www.reformparty.org/>>. This is, arguably, the third most popular political party in America today. What positions does it take, and how does it differ from the Democratic and Republican parties?

RELATED INTERNET SITES

Women's Christian Temperance Union

(4b) <http://wctu.org/>

The Women's Christian Temperance Union was founded in 1836. It was one of the leaders in the temperance movement.

Bull Moose Party

(4c) <http://www.backgroundbriefing.com/thdpty.html>

This includes the historical context and origins of this famous third party in the presidential election of 1912.

5. LEARNING PAGE LIBRARY OF CONGRESS AND THE ELECTION OF 1920

URL: <http://memory.loc.gov/ammem/ndlpedu/features/election/election.html>

The American Memory Historical Collections National Digital Library from the Library of Congress has put together this selection of resources on “Elections in American History.” This site features primary sources about various aspects of the voting process in America including a short history on how the election system grew out of the debate at the Constitutional Convention, links to some early campaign speeches, perspectives of American voters throughout history, and some early photographs of presidential candidates. An extensive search engine is provided to enable individuals to access a vast amount of primary source materials available on this topic. There are also links to activities that students can use to improve their understanding of the election process. One of the features on this page focuses on the presidential election of 1920 and includes a number of real audio clips from the presidential and vice presidential candidates.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The initial page that this link will take you to contains a transcript from the Constitutional Convention of 1787–1788. Among the many issues decided at that convention was the process by which early Americans would elect the president. Read this selection from the proceedings of the Constitutional Convention, or go to (5a) <[http://lcweb2.loc.gov/cgi-bin/query/r?ammem/bds:@field\(FLD001+90898171+\):@@@REF\\$](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/bds:@field(FLD001+90898171+):@@@REF$)> for a more complete transcript. What does this proposal establish? What is this system known as today? Why is there such a time delay between the three dates in this quote?
2. From the main page, click on the link “the Debate.” This will take you to a page featuring the presidential election of 1920. Click on this link. Of names listed on this page, which do you recognize as individuals who will eventually become president? Click on some of the links of the individuals to see pictures of the candidates and to learn more about their backgrounds at the time of this election. What traits do you believe these men had that led their respective parties to nominate them for office? What did each vice presidential candidate contribute to the ticket of their party?
3. From the presidential election of 1920 page, click on the link titled “Introduction.” Read the text and view the pictures provided on this

page. According to the information provided here, what was the overall mood of the country going into this election?

4. Notice at the bottom of this page that the campaign was made accessible to the American public via phonograph. This would soon be replaced by radio. What eventually replaced the radio as the chief campaign medium and when did this occur? What is the primary means of dispensing campaign information now, and how do you think that might change in the future?
5. Go back to the page titled "The Presidential Election of 1920" and click on the link to Warren G. Harding. Listen to the brief audio selection entitled "Readjustment" at the bottom of this page. The message found in this clip would be the theme of his campaign. What is the main point being made here? What administration is being attacked indirectly and how? What speaking technique is Harding using to make his point more memorable?
6. Return to the main page <<http://memory.loc.gov/ammem/ndlpedu/features/election/election.html>> and click on the link "The Voters." Scroll down to the bottom of this page and read the quote that begins, "[I]t is doubtful if my enthusiasm ever run higher." Who is this quote from and why is he so enthusiastic? What do you think the context is for this quote? Why are most individuals today not nearly as enthusiastic about casting a vote, and what might be done to recapture some of this enthusiasm?

RELATED INTERNET SITES

American Memory

<http://lcweb2.loc.gov/>

This is the opening page for the American Memory of the Library of Congress. This first page contains a different set of photographs each time you access the page. You can click on them to receive a full description.

More on the Election of 1920

<http://www.multieducator.com/elections/1920.html>

This site provides additional information on the presidential election of 1920.

6. ELECTION OF 1860

URL: <http://jefferson.village.virginia.edu/vshadow2/newspapers.html>

Every presidential election brings with it debates over topics voters consider fundamental to the day. Both political parties assert that, if the rival party should win the forthcoming election, disaster will closely follow regarding a particular program or issue. While these claims may at times

be exaggerated, there has been no presidential election in this nation's history in which the stakes were as clear or as high as in 1860. This was a four-candidate race. The Democratic party had split in two with John Breckinridge being nominated from the South and Stephen Douglas from the North. The Republicans had nominated Abraham Lincoln, and a third party, the Constitutional Union party, nominated John Bell. It was well known that Lincoln was opposed to the expansion of slavery and his election would more than likely result in some Southern states attempting to secede from the union. This site examines the issues being discussed immediately before and after the hotly debated 1860 presidential election through the editorial pages of several national newspapers. Included here are excerpts from pro-Northern, pro-Southern, and border-state major metropolitan newspapers dating from September 1860, several months before the election, to the summer of 1861, at which time the Civil War had begun.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down and click on the link "Major Metropolitan Newspapers" and from there click on the link for "*The New York Tribune*." On this page scroll down and click on the articles for the dates of October 24 and October 29. These are excerpts from the paper just days before the presidential election. Read these excerpts and comment on the mood of the authors right before the election. What is the purpose of these editorials? What language or phrases are used here that you might find unusual?
2. Back on the page for "*The New York Tribune*," scroll down and click on the articles for the dates of "January 24, 1861 Untitled, re: Virginia" and read this short editorial. Why does the author find what is about to occur in Virginia "curious, not to say comical"? What assumptions does the author make about the general populace of Virginia?
3. Scroll down a little farther on the same page to the link for "February 27, 1861 What Secession Actually Has Done." Read and summarize this editorial. How many states had seceded by the time this was written? How many Southern states had not yet seceded? What is the attitude of the farmer as recounted by the author of this article?
4. Return to the top of the page and click on the link for the "*Richmond Enquirer* articles." Then go to the article dated November 6, 1860, titled "The Day of Battle Has Arrived." Read this article and summarize its position. How is the attitude of the editorials in this newspaper different from those of the *Tribune*?

5. Now go to the two articles dated Friday, December 21, 1860, titled “The First Act” and “Where the Shoe Pinches.” Again, place these articles in historical context—what had and had not happened as of late December 1860? What do these articles seem to be saying about the long-suffering grievances of the South? On what basis do these articles rationalize the possibility of secession? Explain what is meant by the last phrase, “It is, we fear, a gordian knot—very difficult to untie; but, if not soon untied, it must be cut.”
6. Review articles from the *Baltimore American* and try to determine the political position of this paper. Why would the Baltimore paper not be as clear cut? What was the role of Maryland in the Civil War? Collect a number of editorials from several local newspapers (this is especially useful close to a state or national election) and try to determine if a paper has a bias toward one political party or another.

RELATED INTERNET SITES

Divided by War

(6a) <http://jefferson.village.virginia.edu/vshadow2/choosepart.html>

This is the homepage of the Valley of the Shadow Project which “takes two communities, one Northern and one Southern, through the experience of the American Civil War.”

More on the 1860 Election

(6b) <http://jefferson.village.virginia.edu/vshadow2/outlines/election.html>

This site on the election of 1860 contains a huge amount of primary documents about the election process. It has all of the voting totals and recounts how each candidate did. This is a good site to learn about the election and the eventual secession of the South from the Union.

7. ELECTION OF 1948

URL: http://www.whistlestop.org/study_collections/1948campaign/large/docs/1948campaign_base.htm

The presidential election of 1948 had one of the most surprising finishes of this century. Even through the campaign’s waning days, almost every political expert had marked Harry S. Truman’s opponent, Thomas E. Dewey, as the certain winner. Many Democrats, Truman’s own political party, had been dissatisfied with Truman during his first term—a term he inherited as vice president after the death of Franklin D. Roosevelt in 1945. Yet, despite not having the full support of his own party, Truman waged one of the more vigorous barnstorming campaigns in American

history and, in the end, shocked the experts and pollsters alike with an upset victory. This site is one of the “Project Whistlestop” pages, sponsored by the U.S. Department of Education.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the link “Brief Summary of the 1948 Campaign” and read an overview of this election. What evidence do you find of the mood of defeat surrounding Truman and the contrasting mood of overconfidence in the Dewey camp? What are some factors that might have contributed to these moods?
2. Truman’s victory is often attributed to the hectic and determined campaign schedule he maintained during the months leading up to election day. Click on the links under the heading “Speech Schedule” and examine the daily routine of Truman during this time. What insights does this schedule give you regarding Truman and his character at this time? Find the time in which he came closest to your hometown. See if you can find someone in your community who heard Truman speak during his “whistlestop” campaign.
3. Back on the main page, click on the link that compares the 1948 party platforms for the two major parties. On what issues are the two parties clearly different? On what issues do they seem the most similar? How do these party platforms compare with current political party platforms for the same two parties?
4. Back on the main page, click on the names of the “challengers” to Truman during this campaign, and then click on and read some background information on each. What party was Henry A. Wallace originally from and what issue mainly set him apart from Truman? What surprises you about seeing Strom Thurmond’s name? What was Thurmond’s main campaign issue? What are some of the issues that Dewey seems most concerned about and how would you characterize his campaign?
5. Go to the link (7a) <<http://www.whistlestop.org/archive/photos/images/58-777.htm>>. This picture of Truman shows him holding up the famous “Dewey Defeats Truman” headline from the *Chicago Daily Tribune*. Why is Truman holding up the inaccurate headline? Why is this such a well-known picture? Go also to the link (7b) <<http://www.whistlestop.org/qg/dsdewey.htm>> and view this picture. Why do you think Truman had this paperweight made?
6. How could the pollsters have been so wrong in this case? What lessons were learned about campaign polling and predictions from this

event? What has been the record of campaign predictions in recent years?

RELATED INTERNET SITES

1948 Election Overview

(7c) <http://www.multied.com/elections/1948.html>

This provides an overview of the 1948 election including a map of how each of the forty-eight states voted.

The Harry Truman Library and Museum

(7d) <http://www.trumanlibrary.org/>

8. AMERICAN INDIAN MOVEMENT

URL: <http://www.aimovement.org/>

In a democracy, one powerful way to increase one's access to the election process is to join a special interest group. In this way, individuals attempt to get the government to respond to their opinions and needs by joining forces with others who share similar political goals. Special interest groups can wield much more political clout in their attempt to influence public policy than individuals working alone. An example of one of many such groups in America is the American Indian Movement, or AIM. AIM began as a political entity in the late 1960s and early 1970s—a time when many other groups were organizing to raise political awareness of their condition and to strengthen their political bargaining position. This site has links to the background of AIM, information on other AIM chapters throughout the country, and interviews with AIM leaders.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the introductory paragraph on this page and also click on and read the information found on the "brief history link." What is the purpose of AIM, why was it founded, and what are some of the things it has accomplished in the past thirty years?
2. Click on the link "AIMGGC Profile." This contains a 1973 quote from Birgil Kills Straight of the Oglala Lakota Nation regarding the purpose of the American Indian Movement. According to this author, why was this movement founded and what are some of the characteristics of this movement? Explain what you think he means when he states, "The American Indian Movement is then, the Warriors Class of this

century, who are bound to the bond of the Drum, who vote with their bodies instead of their mouths.”

3. Go to the link (8a) <<http://www.dickshovel.com/aim101.html>>. Review the principles associated with AIM. What is meant by Principle One and why do you think it is included? Why do you think Principle/Rule Four is included? In Principle Six it is mentioned that “AIM is not supportive of the so called American Way.” What do you think this means and why is this statement included here? What other aspects of these principles do you find interesting?
4. At the top of this page you will find the seal of the American Indian Movement. Study this seal. What does the symbolism in the head of the Indian mean? What is the significance of the dates found in the seal? Explain what is meant by the statement, “Remember Wounded Knee.”
5. Viewing AIM as an example of a special interest group, in what ways do some of the goals of AIM and some of the methods of AIM seem paradoxical? How do they use the current political system to work to gain greater autonomy from the system? In what ways is this really a good example of people working together to change the things with which they disagree?
6. What do you see as the value of special interest groups? What might be the downside of such groups? Why are special interest groups often presented in a negative light by the media and politicians? Why are these groups often called pressure groups? What other special interest groups can you think of with powerful voices in American society?

RELATED INTERNET SITES

An Interview of a Chippewa Member and Activist

(8b) <http://www.hartford-hwp.com/archives/41/027.html>

This site is an interview of Vernon Bellecourt, an activist for Native Americans.

Native American Links

(8c) http://www.pride-net.com/native_indians/

This site contains a directory of links to Native American web sites.

Native American Alcatraz Occupation

<http://www.nps.gov/alcatraz/indian.html>

The lore of Alcatraz has occupied the minds of people throughout the century. Yet, little is said about the Native American occupation of Alcatraz, which can be regarded as a protest against the U.S. government by all Native Americans. It also has many excellent pictures documenting the event.

INTERNATIONAL POLITICS

1. MAGNA CARTA

URL: <http://odur.let.rug.nl/~usa/D/1400/magna.htm>

In 1215 King John of England was compelled by a group of about sixty rebelling nobles to sign a document, known as the Great Charter or Magna Carta, which restricts the king's authority as an absolute ruler. This was the first step in the process of placing limits on the power of rulers which, eventually, established the concept of limited government. While the Magna Carta had little real effect on the common citizen of the day, its symbol as a document of freedom continued to grow far beyond its original intent. This landmark in English history was one of the documents used by early Colonists to form their views of the rights and privileges they believed they had as Englishmen. This site contains the full text of the Magna Carta as translated from the original Latin.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read through the Preamble and the sixty-three clauses of the Magna Carta (also spelled Magna Charta). Which demands and concessions could be similar to those made at any age, and what are some examples of demands that are very specific to the feudal times in which they were written?
2. The Magna Carta was coerced from the king of England by a group of barons who were concerned with his disregard for their status and privilege. Yet, one remarkable trait about this document is that many of the demands deal with rights of the common freedman. Categorize some of the clauses of the Magna Carta into those that were specific to the needs of the noble class and those that benefited all freedmen.
3. Previous kings of England had issued charters which granted some general concessions to barons. This charter was considered different, primarily because rather it extracted concessions more or less by force. Why is this considered a significant distinction?
4. Look at clauses 17, 20, and 21. What might have been the previous circumstances that caused these demands to be included? What parts of the U.S. Bill of Rights are related to these demands? Similarly, re-

view clauses 30–32 and 38–39. To which clauses in our own Bill of Rights are these clauses similar?

5. The Magna Carta was not a one-way peace document. What concessions did the barons agree to in order to restore the peace? Why was reaching an agreement with the king important to them?
6. The Magna Carta is not as radical a document as its place in history makes many believe. Why do you believe the writers of this document did not go farther in their attempts to limit the rule of the king or to guarantee the rights of the citizen of that day?

RELATED INTERNET SITES

More on the Magna Carta

(1a) <http://www.nara.gov/exhall/charters/magnacarta/magcart.jpg>

This site, part of the National Archives and Record Administration, contains a picture of the actual document.

Background on the Magna Carta

(1b) <http://www.encyclopedia.com/articles/07862.html>

This encyclopedia site provides background to the Magna Carta and links to related topics such as King John and the right of habeas corpus.

2. JOHN LOCKE'S SECOND TREATISE ON GOVERNMENT

URL: <http://odur.let.rug.nl/~usa/D/1651-1700/locke/ECCG/governxx.htm>

John Locke is considered one of the great philosophers of the late seventeenth and early eighteenth centuries as well as one of the most influential thinkers on government of that time period. In his *Two Treatises of Civil Government*, written earlier but published in 1690, Locke distinguished between legitimate and illegitimate civil governments. Believing that governments should be responsible to the people they are governing, Locke supported democracy as a form of government and even made the case that a revolt against a government that does not have the people's consent is justified. His writings have been credited with influencing the American founders as a source for their own writing. Because of this, Locke is claimed by some to be the intellectual father of our country. Included here is Locke's *Second Treatise on Government*. Since this is a very lengthy and complex piece of writing, the questions and activities below focus on one part of this paper, "An Essay concerning the true original, extent and end of civil Government," "Chapter 8, Of the Beginning of Political Societies."

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the table of contents located on this page, click on “Chapter 8, Of the Beginning of Political Societies” and read sections 95 to 99. According to Locke, what is the natural state of “man,” and what is the basis for the formation of a government?
2. Once individuals have consented to form a government, under what obligations does this place the individual?
3. In section 99 of this essay, Locke writes, “That which begins and actually constitutes any political society is nothing but the consent of any number of freemen capable of majority, to unite and incorporate into such a society. And this is that, and that only, which did or could give beginning to any lawful government in the world.” This was written in England in 1690. Why might this be considered a dangerous way to think and write publicly at that time?
4. Reviewing Locke’s writing here (and in other sections and chapters in this essay), why do you think some of the political leaders in colonial America would look at John Locke as an inspiration for their own political cause? Why would it be significant that Locke was an Englishman who lived almost 100 years before the American Revolution?
5. How was Locke’s argument on the nature of man and the definition of a political society as “nothing but the consent of any number of freemen capable of majority, to unite and incorporate into such a society” used later by Southern states in their rationale for forming the Confederacy? Why are states not allowed to leave the Union at will today? Under what conditions could you see future states wishing to do so?

RELATED INTERNET SITE

Additional Background on John Locke

<http://landow.stg.brown.edu/victorian/religion/locke1.html>

This site contains bibliographic information on Locke as well as links to related historical topics and some of his writings.

3. EDMUND BURKE’S SPEECH ON CONCILIATION WITH AMERICA

URL: <http://odur.let.rug.nl/~usa/D/1751-1775/libertydebate/burk.htm>

Edmund Burke, a British statesman and philosopher, was a member of Parliament during the years leading up to the American Revolutionary

War. Burke believed in liberty as an essential right of man, if this liberty was accompanied by order and if this liberty was gained gradually. Hence, as a member of the opposition Whig party, Burke argued for a liberal treatment of the colonies and viewed the coercive treatment of the American colonies by England as the end result of misgovernment and corruption at home. He, along with another notable statesman of the time, William Pitt, publicly defended the Colonial position of resistance to England by claiming that the colonists were only fighting for their rights as Englishmen. This site contains one of his more famous opposition speeches, "The Speech on Conciliation with America," which he delivered in Parliament on March 22, 1775, just days before the "shot heard around the world" at Lexington and Concord.

DISCUSSION QUESTIONS AND ACTIVITIES

1. While reading this speech, remember that Burke is speaking as a member of the opposition Whig party. That is to say, his political party did not at this critical time hold a majority of seats in Parliament, and Prime Minister North was also from the other political party. What words and phrases used in this speech indicate that Burke is not a member of the "government" party at this time?
2. Reread the third paragraph of this speech. What does Burke mean by his first sentence? What argument is Burke making in the first half of this paragraph?
3. Later in that same paragraph Burke uses the term slavery. In what context is the term used here, and what does he mean when he says that "freedom they can have from none but you"?
4. In the last few sentences of this speech, Burke calls for his colleagues in government to "elevate our minds to the greatness of that trust to which the order of Providence has called us" and states also that, by doing so, "our ancestors have turned a savage wilderness in to a glorious empire . . . not by destroying, but by promoting the wealth, the number, the happiness of the human race." What case does Burke seem to be presenting here so that all can benefit?
5. What are some of the possible effects that arguments such as Burke's would have on the English public opinion of foreign policy toward the colonies? Is the role of an opposition party in a democracy a good thing during times of crisis? Why or why not?

RELATED INTERNET SITE

Edmund Burke Quotes

(3a) <http://www.chesco.com/~artman/burke.html>

4. PARIS PEACE TREATY OF 1783

URL: <http://www.law.ou.edu/hist/paris.html>

Soon after General George Washington defeated General Charles Cornwallis at the battle of Yorktown in the fall of 1781, public opposition in England toward the war rose to new heights, and negotiations for ending the conflict began in earnest. America sent Benjamin Franklin, John Jay, and John Adams to France to arrange the terms of the peace and, in September 1783, the Treaty of Paris was signed. In this treaty, Britain officially recognized thirteen American states as independent and established the boundaries of the new nation. This site contains the entire text of the treaty and has links to other historical documents maintained by the University of Oklahoma Law Center.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What might be some reasons for the almost two-year gap between the final major battle of the war and the conclusion of this treaty? Compare this time delay with other major peace treaties the United States has signed. Are there any wars that the United States has been involved in that have no peace treaty to end them officially?
2. Read the preamble to the treaty (focus on the first five lines as the entire preamble is one very long sentence). What do you find interesting in these opening lines? What seems to be the position of both sides at the beginning of this treaty?
3. Note in Article 1 that each of the thirteen states are named as independent states. Why was this done and what was the significance of this in terms of how the United States viewed itself at that time?
4. Why was Article 3 considered an important issue to include in this treaty at that time, and how has it remained important even today?
5. Get a map of the United States and outline the territory that was conceded by Britain as the boundaries for the United States at that time. What areas are clearly delineated and which areas are described in more general terms? What nations laid claim to the territories just beyond those described as the U.S. boundaries in this treaty? What treaties in later years would have the most impact in expanding the U.S. territories to what we know it as today?
6. This treaty most notably gave America its independence from Great Britain; however, concessions were made by the United States as well. What did Britain gain as a result of signing this treaty?

RELATED INTERNET SITES

Preliminary Articles of Peace: November 30, 1782

(4a) <http://www.yale.edu/lawweb/avalon/diplomacy/prel1782.htm>

Several times in the Treaty of Paris, these articles are mentioned. This site contains the text of this document.

Battle of Yorktown

(4b) <http://hobart.k12.in.us/gemedia/amrev/revwar/yorktown.htm>

This site has a brief explanation of the final major battle of the American Revolution including a letter written by English General Cornwallis.

Yale Avalon Project

(4c) <http://www.yale.edu/lawweb/avalon/amerdip1.htm>

This site has most of the major U.S. treaties with other nations.

5. DEMOCRACY IN AMERICA BY ALEXIS DE TOCQUEVILLE

URL: <http://xroads.virginia.edu/~HYPER/DETOC/home.html>

Alexis de Tocqueville, a French politician and writer, came to America in 1831–1832 at the age of twenty-five. He came on the premise of studying the U.S. penal system, but what resulted from his tour of the United States was his book *Democracy in America*, considered one of the classics on political democracy and one of the most insightful books ever written on the American democratic character. Although de Tocqueville came from an aristocratic family in France, he was a liberal who believed in democracy and social equality. His book examines how early Americans struggled to balance these principles in everyday practical terms. Many of the issues covered by de Tocqueville in his book, such as race, class structure, and the role of government, are still relevant topics for discussion today. This site, maintained by the American Studies Department of the University of Virginia, contains a full text version of *Democracy in America* organized by a comprehensive table of contents as well as links to commentary and analysis of the book and statistical information on America during the time of de Tocqueville's visit.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the main page, click on the link "The Text" and then click on and read the "The Author's Preface." Here de Tocqueville wrote, "Nothing struck me more forcibly than the general equality of condition among the people." How did he see this equality permeating society as a whole? How did he think this condition of equality compared to his home continent?

2. Toward the end of his introduction, de Tocqueville begins a paragraph with the sentence, "There is one country in the world where the great social revolution that I am speaking of seems to have nearly reached its natural limits." Read this and the next paragraph again. Why did de Tocqueville believe that the shores of America were ideally suited for the spread of democracy? Do you agree or disagree and why?
3. Divide the class into groups and have each group read and report on one of the following topics covered at this site: race relations in 1831, everyday life in 1831, American religion in 1831, or American women in 1831. On each subject summarize de Tocqueville's major points and comment on what you find most interesting about his observations.
4. Go to the link (5a) <<http://xroads.virginia.edu/~HYPER/DETOC/TOUR/usx4.html>> and view a map of de Tocqueville's tour of America. The link (5b) <<http://xroads.virginia.edu/~HYPER/DETOC/TOUR/itin.html>> gives the itinerary of the tour that allows you to follow his progress on the map. Considering the length of time that de Tocqueville stayed, and the modes of transportation available at the time, what is your opinion of the comprehensive nature of his visit? If you were to try and capture the essence of the American democratic character today, what route would you take and how much time would you need?
5. From the main page (<http://xroads.virginia.edu/~HYPER/DETOC/home.html>), click on the link "Tour de Tocqueville's America in 1831" and then click on "Virtual Tour—Travel with de Tocqueville." Follow the links to take the tour of America as de Tocqueville did.
6. Go to the site <<http://www.tocqueville.org/chap5.htm>> and read selected quotes from the book *Democracy in America*. Which quotes strike you as true even today? Which appear outdated? Which quotes appear prophetic?

RELATED INTERNET SITE

The Alexis de Tocqueville Tour—Exploring *Democracy in America*

(5c) <http://www.tocqueville.org/>

This site has links to de Tocqueville's writings, background, and journal entries. Teaching modules are also included here.

6. DECLARATION OF THE RIGHTS OF MAN AND OF THE CITIZEN

URL: <http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decman2.html>

In July 1789, just as America was beginning its great experiment in democracy, the French Revolution began in France based on many of the

same principles. Within one month of the outbreak of the revolution, the traditional parliament of France under King Louis the XVI, the Estates General, now a General Assembly, wrote a new constitution which overthrew the absolute power of the king. Unlike the American version in which the Bill of Rights was written after the Constitution and added to the end, in the French version, the bill of rights was written first and later, in 1791, included as the preamble to the new French constitution. This bill of rights was called the “Declaration of the Rights of Man and of the Citizen,” and it became the fundamental document of French constitutional history. Influenced in part by the American Constitution and Bill of Rights, this document served as an inspiration for future French Republics as well as many later European democracies.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the first sentence of the declaration. This makes a strong statement about the causes for the “public calamities” occurring in France. What were these calamities, both occurring in the streets at the time and those leading up to the revolution? Where do the writers of this declaration squarely place the responsibility for these events?
2. Article 1 states, “Men are born and remain free and equal in rights.” What are these rights? Would you add any to the list of rights given in the declaration? Why are the rights of women not mentioned? Do you believe the term “men” was meant to be inclusive of all people? Why or why not?
3. Read Article 3 again and compare this logic to the argument put forth by John Locke in his *Second Treatise on Government* (see the second entry in this section). Is it reasonable to assume that Locke’s writings, completed in England 100 years before, also influenced the work of the writers of the Declaration of the Rights of Man and of the Citizen?
4. How does Article 5 define liberty? To what degree may an individual exercise his or her liberty? In today’s society, there exist numerous laws that prohibit one from taking action (or not taking action) that might be detrimental to one’s well being. Can you think of examples of such laws? Would such laws be a violation of liberty according to this declaration? In what ways might you harm others when you harm yourself?
5. Review Articles 9 to 13 and compare these to the U.S. Bill of Rights. Where in our Bill of Rights can very similar statements be found for each of these articles?
6. The French King, Louis XVI, signed this document, but he did so under duress. Why was he opposed to such a declaration? What hap-

pened to Louis XVI shortly after the French Revolution began? Review the course of French history from the revolution through the time of Napoleón I. Although no group ever denounced the Declaration of the Rights of Man and of the Citizen, few followed its principles. Why do you believe it was honored in name, but not followed in practice during the years immediately following the revolution?

RELATED INTERNET SITE

French Revolution

(6a) <http://www.newadvent.org/cathen/13009a.htm>

This site provides an overview of the French Revolution up to the rule of Napoleón Bonaparte and includes links to key figures of this time period.

7. WOODROW WILSON AND THE LEAGUE OF NATIONS

URL: <http://www.mtholyoke.edu/acad/intrel/ww40.htm>

In January 1919, an international peace conference met at Versailles, outside Paris, to negotiate the terms of peace following World War I. The U.S. delegation was headed by President Woodrow Wilson. One of the proposals to emerge from the Paris Peace Conference was the concept of a League of Nations, an organization of nations that would join together for the purpose of maintaining international peace. The concept of the league came from the final “point” of Wilson’s Fourteen Points—a program Wilson had conceived and delivered to Congress before the war’s end. However, the U.S. Senate still had to accept the conditions of the treaty that admitted the United States into the league—an alliance they hesitated, and eventually failed, to accept. This site contains a speech delivered by Wilson appealing for the support of the League of Nations after it had met initial criticism in the Senate and from the media after his return to the United States.

DISCUSSION QUESTIONS AND ACTIVITIES

1. In the fourth paragraph of Wilson’s speech, Wilson refers to unsettled land titles. Why was this such a concern at the peace conference after World War I? How does Wilson propose to solve the issue? What analogy does he give his audience to help them better understand the volatility of the situation?
2. Who were the Big Four referred to by Wilson and the newspapermen? Who was the fifth person that sometimes joined this group? What key nations were notably missing from this group?

3. According to the arrangements the members of the League of Nations agreed to, an absolute boycott would be imposed on any country that disregarded the terms of the covenant. What would be the extent of this boycott? When in history have boycotts been used? How would you determine the degree of success of these boycotts? What often happens to break down the effectiveness of economic boycotts? When Germany violated the terms of the treaty in the 1930s, what was the reaction of the League of Nations?
4. Review the paragraphs that begin with Wilson's statement, "The point is this." What case is Wilson making here? Compare his views on the position the United States needs to take following the war to the position of isolationism of many others. Why did many Americans not want any further connections to European affairs at this time?
5. It does not say here who the audience was that Wilson was addressing. However, several times in the speech Wilson makes it clear that he is not happy with the U.S. Senate and others who have not supported the ideas of the League of Nations. Point out where Wilson shows impatience or displays sarcasm toward those critical of the League of Nations in this speech. Do you think these tactics are helpful or harmful to his gaining support? Why or why not?
6. How would you summarize Wilson's appeal? Knowing the path that the United States followed after World War I, and knowing the events that led up to World War II, do you believe that active support by the United States in the League of Nations could have made a difference in world affairs?

RELATED INTERNET SITES

More on the League of Nations

(7a) <http://www.library.miami.edu/gov/League.html>

This site contains a vast amount of information on the League of Nations including how it functioned, what its membership was, and comments on its failures and accomplishments.

Wilson on the League of Nations

(7b) <http://www.mtholyoke.edu/acad/intrel/ww38.htm>

This contains the transcript of the explanatory speech of the League of Nations given by Woodrow Wilson to the delegates of the Paris Convention in February 1919, shortly after the Covenant of the League had been drafted and read.

8. UNIVERSAL DECLARATION OF HUMAN RIGHTS

URL: <http://www.un.org/Overview/rights.html>

The United States failed to support the League of Nations after World War I, but it was the first nation to ratify the Charter of the United Nations. This charter was written in San Francisco in April and May 1945, shortly after the death of Franklin D. Roosevelt and before the actual conclusion of World War II. In 1948 the General Assembly of the United Nations overwhelmingly approved the “Universal Declaration of Human Rights,” which worked to establish commonly accepted legal, social, and economic rights among people throughout the world. This site, maintained by the United Nations, was set up to celebrate the fiftieth anniversary of the adoption of this declaration in 1998.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Take a poll of the class to decide how many students have ever read all or even part of the “Universal Declaration of Human Rights.” Very few Americans are actually familiar with this document. If this is a “universal declaration” and the United States was a charter member of this organization, why do you suppose so few Americans know about it?
2. Read the statements made in Articles 1 and 3. How are these statements similar to and different from those of the U.S. Constitution? Why, after reading Articles 1 and 3, is Article 2 necessary? Why do you believe it was added at this time in history?
3. Read the following articles. Which ones line up with our Bill of Rights or seem second nature to us? Which articles do you consider more unusual or you think are added as a result of transgressions against people in other parts of the world?
4. What is the key difference, in the area of enforcement, between a declaration such as this and the Constitution of the United States? Compare the process of what happens if an article is ignored or violated in the “Universal Declaration of Human Rights” to the process if an article of the Constitution or its amendments are violated in the United States.
5. What parts of this declaration do you believe the United States does well in honoring? Are there any sections that you believe the United States does not do well in upholding? Are there any articles with which, you believe, a majority of Americans may not even agree?

6. The “Universal Declaration of Human Rights” was written over fifty years ago. Much has changed in the world since then, and many things remain unchanged. If you were to rewrite the declaration today, with a belief that it could be enforced, what would you add and what, if anything, would you take out?

RELATED INTERNET SITE

United Nations Homepage

(8a) <http://www.un.org/>

The official homepage of the United Nations has a large database for research.

9. TRUMAN DOCTRINE

URL: <http://w3.one.net/~mweiler/ushda/trudoct.htm>

In 1947 Greece, under great economic duress as a result of the Axis occupation of that country during World War II, was being attacked by Communist guerrillas in the countryside. Similarly, Turkey was feeling pressure from the Soviet Union to give up the straits of the Dardanelles connecting the Black Sea to the Mediterranean. The United States felt as though it had to act to stop the Soviet Union from expanding its sphere of influence beyond what it had already firmly established in Eastern Europe. One policy that was key to “containing” the spread of communism was the Truman Doctrine. This site presents the address given by President Harry S. Truman on March 12, 1947, outlining the program of aid to be given to Greece and Turkey for the purpose of strengthening their resistance to communism. The speech was delivered to Congress to gain their support, but it was also intended to sell the American people on the need to have a foreign policy program that supported free people around the world who wanted to resist communism.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Truman, a Democrat, wanted and needed the support of the Republican party for his plan of massive foreign aid set forth in this speech. Before delivering this address, Truman discussed his ideas with ranking Republican leaders and was told that, to get the program passed, he needed to garner public support. The best way to do that, he was advised, was to give a speech that would “scare” the country. What language does Truman use in this speech to accomplish this?
2. According to Truman, what were the threats to Greek and Turkish freedom and security? How were these threats different in each coun-

try and how were they similar? Why did Truman believe that the United States was the only nation in a position to help at this time?

3. Why were Greece and Turkey considered such important nations to save from communism? What geographic, historical, and political significance did these countries have?
4. The Truman Doctrine was a significant part of our foreign policy program for decades, and many of the concepts initiated by this program remain important in U.S. foreign policy today. How would you summarize the principles imbedded in this policy? Where in the world today do we give economic and other types of aid for reasons similar to those promoted in this speech?
5. In this speech Truman makes reference to the leading part taken by the United States in establishing and supporting the newly founded United Nations. How is this position taken by the United States vastly different from the one taken at the end of World War I, and what reasons do you attribute to this turnaround in foreign policy?
6. Toward the end of this speech, Truman makes the case that World War II represented an investment of \$341 billion toward world freedom and that what he asked for now was but a small portion of that to safeguard that investment. Is that argument still a valid one today for the use of foreign aid? Create a list of the pros and cons you associate with foreign aid. What reasons and conditions would you consider as sound for the use of foreign aid? How might the discontinuance of foreign aid actually be more expensive to the United States in the long run?

RELATED INTERNET SITES

George Marshall and the Marshall Plan

(9a) <http://www.npg.si.edu/exh/marshall/index.htm>

This is the web site from the John Marshall Foundation. It has excellent portraits of Marshall and links to information on the Marshall Plan.

Foreign Aid

(9b) <http://inst.santafe.cc.fl.us/~cah/speech/forenaid.html>

This site provides arguments for and against the use of American money for aid to other nations.

10. ELECTIONS AROUND THE WORLD

URL: <http://www.ifes.org/eguide/1999.htm>

A very well-organized database of elections held around the world can be found at this site. Sponsored by the International Foundation for Elec-

tion Systems (IFES), it includes an election watch guide from CNN, a map and fact finder, the dates of each country's election, type of election, election results, definitions of terms used in an election, and other information regarding world elections.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Take some time to study the chart of elections provided on this page. Click on and explore some of the information found under the headings. The link "About Election Guide" on the top left-hand side of this page provides additional information in helping one interpret the chart's different categories. Select a few countries and click on the "Cambridge factfinder" link to learn more about a particular country. How are these nations similar and different?
2. Under the heading of "election type" a number of categories are listed. What are the different types of elections that nations have, and what are some of the characteristics of each type of election? For additional help on this you may wish to click on the link on the top left of this page labeled "election terms."
3. Divide the class into groups and assign several countries to each group (make sure that the countries assigned have had an election recently to which there are results in the "results summary" category). Study the "results summary" category for each country. What is the percentage of votes cast to eligible voters? How does this compare to the United States? What are the percentages of "valid" and "invalid" votes? Why are these categories present and what do they mean? Be prepared to report your finding to the class as a whole and to compare your group's results with those of other groups. What generalizations, if any, can you make from your findings?
4. Click on one of the links labeled "voter turnout." This will provide a table that summarizes election information, including the percentage of registered voters. What is the highest percentage of turnout you can find on this chart? What is the lowest? How does the United States compare on this chart? What types of election provide a higher percentage of voter turnout than other types of elections? What might be some reasons for low (or high) voter turnout? Note the asterisks on some countries. What does this asterisk mean and how does it affect voter turnout?
5. The main page also provides information on elections over a four-year period. Select a country and investigate the different types of elections it has had during the past few years. How have the results of these elections been similar or different? In what ways might the

results of past elections help you predict future results? What factors might exist that cause past results to not to be a good indicator of future election results? What techniques are used to help predict election results today?

6. Click on the link "Election Home Guide" on the table at the top left of the main page. This page provides information on current elections. Study some of the countries that have elections coming up soon and make a prediction as to what you believe the results might be (the CNN.com election watch link provides useful information in this regard). Follow up on the results in the paper or Internet after the election is over.

RELATED INTERNET SITES

Worldwide Election Results

(10a) <http://www.agora.stm.it/elections/election/cal3.htm>

This web page gives up-to-date election results from around the world.

Federal Election Commission

(10b) <http://www.fec.gov/>

This site links you to the Federal Election Commission for the United States. The FEC, an independent regulatory agency, administers and enforces the financing of federal elections in the United States.

Economics

GENERAL ECONOMIC DATA

1. THE DISMAL SCIENTIST

URL: <http://www.dismal.com/>

Economics has long been known as “the dismal science.” Many mistakenly believe this is based on the perception that economics is boring and lifeless, but this belief is incorrect. In fact, the label comes from Thomas Malthus’ bleak outlook (in 1798) that population growth would always outpace economic growth, a “dismal” prospect indeed. The Dismal Scientist attempts to overcome its bleak moniker by providing a bright, easy-to-access site that is one of the leading providers of economic information on the Internet. It offers comprehensive and timely analysis, data, tools, and other features designed to keep the user fully informed on the state of the world economy. By far the best feature of this site is the interactive calendar of economic data release dates. This feature allows the user to browse the most up-to-the-minute economic data.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Under “Economic Releases” select “view by subject.” Before proceeding, construct a chart (a spreadsheet such as Excel works well here) with the following countries along the vertical: United States of America, Japan, Germany, Brazil, and China. Along the top of the chart, create rows for “GDP” and “employment.” Use the four most recent data points available from the Dismal Scientist reports to complete the

- chart. What are the trends for these countries compared to the United States? Which of these countries (based on the limited data) seem to have the healthiest economies?
2. Go to “toolkit.” Scroll down to “Mortgage Calculator.” Using the current average rate for a thirty-year fixed-rate mortgage [find this at (1a) <www.Mortgage101.com>], enter your state to find the average rate. What would the monthly payments be on a \$150,000 home? If the interest rate increased by one percentage point, what impact would this have on your monthly payments? What if you decided to take out a fifteen-year mortgage?
 3. Under “Browse,” Go to “Federal Reserve.” Open up the most recent speeches made by Federal Reserve Board Chairman Alan Greenspan. What are the topics? What does Greenspan have to say? What is the Federal Reserve chairman’s role in the economy? See (1b) <<http://woodrow.mpls.frb.fed.us/info/sys/index.html>> for details.

RELATED INTERNET SITE

FreeLunch.Com

(1c) <http://www.freelunch.com>

FreeLunch claims to be the web’s most accessible free database of economic, industrial, financial, and demographic data with over 1,000,000 time series available for download.

2. ABOUT.COM: ECONOMICS

<http://economics.about.com/money/economics/>

This site is a collection of interesting links and original analysis of economic news and history. The site is part of the About.com network of over 700 subject area guides to the Internet. Each site is run by a person with experience in his or her individual topic area, in this case, John S. Irons, a professor of economics at Amherst College. About.Com’s economics site provides a user-friendly format for finding a wide range of economic data and analysis including an economic chart room, a newsstand with current articles about economics, and a glossary of economic terms. Users can find data on domestic and international economic performance, including historical time series such as exchange rates over the last century and macroeconomic performance of various nations.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to “Data Sources.” Select “Chart Room.” Print out the following: GDP, CPI, unemployment rate, and productivity. Using the economic

glossary and the recent articles on economics written by Professor Irons, develop a presentation that incorporates each of the charts you printed. Imagine that you are trying to convince a group of foreign businessmen to move their business to the United States. What do the charts show? What do the numbers say?

2. Go to the “Who wants to be an economist” on-line quiz. Take the quiz and remember, you have the economics glossary to use as a “lifeline.”
3. Select “Current Data.” Click on “Currencies and currency exchange rates history graphs.” Select “custom table.” Choose U.S. dollars. Print out the table. Over the next few weeks, read the international economic news briefings available at this site. Based on your readings, predict whether a certain country’s currency will appreciate or depreciate relative to the U.S. dollar. Go back to “Currencies and currency exchange rates history graphs.” Select “custom table.” Choose U.S. dollars. Print out the table. Were your predictions correct?

RELATED INTERNET SITE

Bill Goffe’s Internet Resources for Economics

(2a) <http://rfe.org/Intro/index.html>

This guide is sponsored by the American Economic Association. It lists 1,164 resources in sixty-eight sections and subsections available on the Internet of interest to academic and practicing economists, and those interested in economics. Almost all resources listed here are also described in some detail. This is an excellent portal for the more sophisticated economics students or teachers.

3. ECONOMAGIC

URL: <http://www.economagic.com/>

The word *economagic* comes from the word *economagician*, which is a pun on the word *econometrician*. An *econometrician* is an economic statistician. This is a comprehensive site of free, easily available economic time series data useful for economic research—economic forecasting, in particular. Students are given easy access to large amounts of data and can get charts of that data. The nice thing about this site is that students can transform the data into charts that meet their individual inquiries. For example, a student might like to know the real GDP growth for the United States for the years 1981–1988 (the Reagan years).

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to “most requested series.” Choose the “chart” for “Gross Domestic Product in Current Dollars.” Scroll down to the options for the

- chart and enter the years 1981 and 1988. Make the chart and print it out. Now enter the years 1993 and 2000. Make the chart and print it. Do the two charts have the same increments along the Y-axis (vertical)? If so, we can compare the two. Which line has a steeper slope? The steeper the slope of this line, the more quickly the GDP grew relative to the other chart.
2. Go to "Discount Rate." Click on the chart. Print it out. The discount rate is used by banks to calculate the rate for home and auto loans. When was the highest discount rate in the 1990s? The lowest? Go to "Bank Prime Rates." Click on the chart. Print it out. Make a prediction: If the prime rate (the rate banks charge you and me) is based on the discount rate, when did the lowest prime rate occur? The highest?
 3. Go back to the home page. Click on "maps." Select "Monthly, by State, from 1978." This is an animated .gif file that shows the state of unemployment in each state from 1978 to 1999. When the nation is closer to all yellow than all black, unemployment is low. When the nation is closer to dark red than to yellow, unemployment is high. What do the colors tell you? In 1981? In 1990? Today? Find your state and follow the patterns. Print out your state's unemployment rates from 1987 to 1999; see (3a) <<http://www.economagic.com/blssta.htm>>. Predict the colors based on the data from your state. For example, if your state's unemployment rate for 1982 was 12.3 percent, this would be shown as dark red on the animated map.

4. GEOSTAT

URL: <http://fisher.lib.virginia.edu/>

Because it supports a wide range of academic and scholarly activities through access to extensive collections of numeric and geospatial data files, GeoStat may not seem to be a site for primary economic data resources. Closer inspection reveals that GeoStat provides access to interesting data collections that are economic in nature (e.g., domestic economic data and international trade data) and can be manipulated and researched using a suite of Internet-accessible tools. The most exciting thing about GeoStat is that students can access and manipulate data sets to analyze and compare and contrast particular economic events or issues. For example, GeoStat allows students to access data on per capita income for their particular state and to compare per capita income from various years (1958–1997).

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to “Interactive Data Resources.” Select “Regional Economic Information System.” Go to “Metropolitan Statistical Area level variables.” Find your city (or one close by) and, under Table CA05, select “per capita personal income.” Scroll to the bottom of the page and enter the years 1960, 1965, 1970, 1975, 1980, 1985, 1990, and 1995. Enter these figures into a spreadsheet chart.
2. Go to “Interactive Data Resources.” Select “Regional Economic Information System.” Go to “Metropolitan Statistical Area level variables.” Find your city (or one close by) and, under Table CA25, choose “Full and part-time employment” for the years 1960, 1965, 1970, 1975, 1980, 1985, 1990, and 1995. Enter these figures into the same spreadsheet chart you produced in activity no. 1.
3. Go to “Interactive Data Resources.” Select “Regional Economic Information System.” Go to “Metropolitan Statistical Area level variables.” Find your city (or one close by) and, under Table CA35, choose “Unemployment benefits” for the years 1960, 1965, 1970, 1975, 1980, 1985, 1990, and 1995. Enter these figures into the same spreadsheet chart you produced in activity no. 1. You now have a very simple economic profile of your city (or region) over the last forty years. What were the best economic times? The worst? What do you base your judgement on? What criteria did you use?
4. Go to “Interactive Data Resources.” Select “U.S. Imports and Exports of Merchandise.” Select “Cuba” and “Mexico” from the country list. Select “General Import Value (\$),” “General Export Value (\$),” and “Gross Trade Activity (General Exports plus General Imports) (\$).” Which country has the largest gross trade activity with the United States? Which country has the largest level of exports (import value) to the United States? What do you notice about our trade with Cuba? Why is this the case?
5. Go to “Interactive Data Resources.” Select “U.S. Imports and Exports of Merchandise.” Select “Canada,” “Japan,” and “Mexico” from the country list. Predict which country will have the highest “Gross Trade Activity (General Exports plus General Imports) (\$).” Were you correct?

RELATED INTERNET SITE

Statistical Universe

(4a) <http://web.lexis-nexis.com/statuniv>

CIS Statistical Universe is the world's most comprehensive access to statistical information from Congressional Information Service, Inc. The service allows users to search summaries of statistical publications, then link to the full text of selected publications on Statistical Universe and government web sites.

5. GLOBAL POPULATION AND ECONOMIC STATISTICS

URL: <http://www.xist.org/>

This site provides statistics on the human population. The data available here include population of regions, countries, provinces, and cities but also statistics on wealth, manmade objects, nature's extremities, and more. One of the nicest features of this site is the ease of navigation between global statistics and country statistics made possible via the left-hand frame. For example, this site provides comparative national data on economic development and the same kinds of data for regions and continents. In addition, this site provides comprehensive geographical statistics on global population and demographics.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Under "Global" go to "charts." Select "Human Development Index." Print this page. Which country is rated the highest? Where does the United States rank? What three factors are used to calculate the Human Development Index (HDI)?
2. Under "Global" go to "charts." Select "GDP 2." This is a measure of GDP (in US\$) per capita. Print this page. How do the rankings in the HDI compare with this table? Why isn't this surprising?
3. Go to "Countries." Select "Africa." Open "General" and go to "economy." What statistics are given for African countries? What country has the lowest GDP per capita? The highest? By this measure, which region is the poorest in Africa?
4. Go to "Countries." Select "Europe." Open "General" and go to "economy." Which are the ten poorest nations (as measured by GDP per capita) in Europe? What do almost all of these countries have in common?

RELATED INTERNET SITES

World Bank Development Site

(5a) <http://www.worldbank.org/data/countrydata/countrydata.html>

The country tables available here are drawn from the World Development Indicators 2000. The tables, intended as quick reference, cover the 206 nations reported on in the World Development Indicators and the World Bank Atlas. Vast numbers of comparative statistics are available at this page.

World Resource Indicators

(5b) <http://fisher.lib.Virginia.EDU/wri/>

The World Resources report is a definitive reference on the global environment with the latest information on essential economic, population, and natural resource conditions and trends for nearly every country in the world.

Census Bureau World Data

(5c) <http://www.census.gov/ipc/www/idbnew.html>

The International Data Base (IDB) is a computerized data bank containing statistical tables of demographic and socioeconomic data for 227 countries and areas of the world.

6. ECONDATA.NET

URL: <http://www.econdata.net/>

This site claims to be “your guide to regional economic activity on the Web.” EconData.Net has more than 400 links to socioeconomic data sources, arranged by subject and provider, links to many of the best economic data collections on the WWW, and a list of the ten best sites for finding regional economic data. Some of the data on this site provide access to quality of life indicators, housing indicators, and labor force issues, including wages by occupations. This is a nice “one-stop-shopping” portal for economic data.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Under “links by subject” select “Quality of life.” Click on “general” and go to *Money Magazine’s* rating of the best 300 places to live. Find your city (or the closest large city). How does your city rank? What factors were considered? How important was the economic health of the city in determining its ranking? What is the best place to live? The worst (number 300)?
2. Under “links by subject” select “Occupations.” Scroll down and select “occupational projections.” Once in the site, select “Teachers, Secondary.” How many secondary teachers will be needed between now and

2006? Now select "Teachers, elementary." Will more elementary teachers be needed than secondary? Why might this be the case?

3. Under "links by subject" select "Quality of Life." Click on "Housing." Go to "Census of Housing." Select "HOUSING: THEN AND NOW: 50 YEARS OF DECENNIAL CENSUSES." Click on "Homeownership." Read the overview and then find your state. Has home ownership been increasing or decreasing in your state? Do more people in your state own their homes than the United States' average? Has the percentage of home ownership increased or decreased since 1900? What does this imply for the quality of life in the United States over this time period? Click on the "graph" of home ownership. Print this out. Plot your state's trend on the same graph.

INTERNATIONAL ECONOMICS

1. FOREIGN CURRENCY CONVERTER

URL: <http://www.oanda.com/converter/classic>

All Americans' daily lives are impacted by international trade and international economic activity. One of the most interesting aspects of this international activity is the fact that in order for trade between nations to occur, one nation must trade its currency for another's. This foreign exchange takes place—as do all trades—in a market where prices are set. Thus, the foreign exchange rate is simply the price of one nation's currency expressed in terms of another's. Exchange rates, as with all prices, can fluctuate. The currency converter located at this site provides up-to-the-minute foreign exchange rates, a map of the world with the names of various countries' currencies, and historical data on changes in the price of one nation's currency compared to others. Students can choose, for example, the U.S. dollar and determine how many Bulgarian leva or English pounds that dollar would buy.

DISCUSSION QUESTIONS AND ACTIVITIES

1. You are planning a trip to Brazil. What is the name of the Brazilian currency? What is the current exchange rate (in US\$) for this currency? You know that your hotel room in Rio will cost 275 real per night and you will be staying for five nights. How many U.S. dollars should you budget for the hotel?
2. Use the "FXHistory" link to find out the trend for the real over the last few years. Can your U.S. dollar buy more reals or less than it could last year? Would your hotel bill have been higher last year? Use the "FXGraph" feature to print out a one-year trend graph for the U.S. dollar/Brazilian real exchange rate.
3. When the U.S. dollar can buy more of Brazil's currency today than it could yesterday, economists say that the U.S. dollar has *appreciated* compared to the Brazilian currency. If the U.S. dollar can buy fewer reals today, economists say the U.S. dollar has *depreciated*. Is the U.S. dollar appreciating or depreciating compared to the Brazilian real? Write down the current exchange rate. Next week, log onto the "Cur-

rency Converter” and get the latest exchange rate. Has the U.S. dollar appreciated over the week? Depreciated? Stayed the same?

4. Log onto Allders Department Store at (1a) <<http://www.allders.co.uk/>>. Find an item you like. Once you have determined the price, find the exchange rate for British pounds and calculate the price of this item in U.S. dollars. What would you expect to pay in the United States? Is the converter price higher than you would expect to pay in the United States?

RELATED INTERNET SITES

“Do You Have a Yen to Go to College?”

(1b) http://www.econedlink.org/minute/archive/minute_000225.html

This site uses the Japanese yen/U.S. dollar exchange rate to compare the cost of college in Tokyo with a typical technical school in the United States. This lesson provides excellent practice in calculating exchange rates.

Collecting Paper Money: Currency Links

(1c) <http://www.collectpapermoney.com/links.html>

This site contains links to pictures of foreign banknotes, and students can compare the features of foreign bills to U.S. dollars past and present. What features of currencies are similar? Different?

2. INTERNATIONAL TRADE DATA

URL: <http://www.bea.doc.gov/bea/di1.htm>

The Department of Commerce collects a wide variety of data on U.S. economic activity, including the nation’s trade with foreign countries. Foreign trade continues to make up larger and larger proportions of our economic activity, particularly in certain sectors such as automobiles and petroleum products. Some politicians and pundits have expressed alarm because our balance of trade (the difference between our imports and our exports) has been negative (more imports than exports) for most of the 1980s and 1990s. Others have expressed concern over the fact that foreign investment in the United States (capital flows from outside the United States) seems to be increasing, and many are worried that this is a dangerous trend. This site provides up-to-the-month data on our patterns of trade, our trading partners, the balance of trade in various sectors, and the levels of direct foreign investment in the United States.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Scroll down to “exports and imports” and click on “charts” under “exports and imports, monthly (1998–2000).” Once there, scroll down

- to “Exports and Imports of Goods and Services.” Are we importing more than we are exporting? By a large amount? Is this a trend? What other trends do you notice here? For example, is our level of international trade increasing or decreasing?
2. Scroll down to “Exports and Imports of Services.” What is the trend here? Are we importing more services than we are exporting? Why is this the case? (Hint: Some of it has to do with places like Disney World.)
 3. The United States was a very attractive place to invest in during the 1990s, and many foreign businesses and governments took advantage of the booming U.S. economy by buying stocks and other securities in the United States. This resulted in capital flows (money from foreign countries) into the United States. Click on “Direct Foreign Investment in the United States.” Once there, find “Total Capital Flows” and click on the chart for 1998. What was the total direct foreign investment in the United States in 1998? The size of the U.S. economy in 1998 was approximately \$8.5 trillion. What percentage of our economy was based on direct foreign investment?
 4. Americans and American businesses invest in foreign countries as well. Go to “US Direct Investment Abroad.” Click on “Total Capital” for 1998. What was the total investment in foreign countries held by Americans in 1998? Is this more or less than the total investments held in the United States by foreigners?

RELATED INTERNET SITES

“NAFTA: Are Jobs Being Sucked Out of the United States?”

(2a) http://www.econedlink.org/minute/archive/minute_991128.html

This lesson looks at the impact of the North American Free Trade Agreement (with Canada and Mexico) on the U.S. economy. Students examine data on America’s top trading partners, the level of trade with Canada and Mexico, and the impact of NAFTA on the U.S. labor market.

International Trade (The Dismal Scientist)

(2b) http://www.dismal.com/economy/releases/dyn_release.asp?r=usa_trade

This site gives access to the latest international trade data as it is released. It also provides definitions of key terms, a summary of recent trends, and links to other helpful data. Dismal Scientist economists also provide pithy and witty articles, based on economic data, that explain changes in international trade to laymen.

U.S. International Trade in Goods and Services

(2c) <http://www.census.gov/foreign-trade/www/press.html>

This site provides press releases and data about international trade. Especially interesting are the exhibits that break out trade data by sector and by region. It is an excellent source of data tables that students can manipulate and answer questions about.

ECONOMIC HISTORY

1. U.S. CURRENCY EXHIBIT

URL: <http://www.frbsf.org/currency/>

This site, maintained by the Federal Reserve Board of San Francisco, provides an on-line tour of hundreds of banknotes and examples of U.S. currency from the Colonial era to the present day. Students can see our nation's history portrayed in the examples of our currency displayed here and discover how our nation's rich history is closely tied with our currency. The virtual exhibit begins with the earliest examples of banknotes from the Colonial era, including state notes from the 1770s, and concludes with notes from the twentieth century no longer in service (counterfeiting laws make it illegal to post an image of a currently circulating Federal Reserve note). The site also provides a concise history of the development of U.S. currency over the years. Especially interesting is the gallery of artistry and imagery used on banknotes throughout our history. Students can learn about the mottoes, images, and borders used on various notes over time and begin to see similarities in the features of banknotes from the 1700s, 1800s, and 1900s. Using browser plug-in available at the site, students can also take a virtual tour of the actual exhibit in San Francisco.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Examine the earliest notes in the exhibit, those of the "Independence" era; see (1a) <<http://www.frbsf.org/currency/independence/index.html>>. Are all the currency names the same? Why not? What problems might this cause if you were a farmer in Georgia trying to sell your cotton to a dressmaker in Massachusetts? What do these notes have in common with modern Federal Reserve notes?
2. Go to the Independence-era "Showcase of Bills" at (1b) <<http://www.frbsf.org/currency/independence/show.html>> and find the Pennsylvania \$4 bill. Why would the bill state "to counterfeit is death" on its face? What would happen if people believed that counterfeit bills were widely circulated today? What measures does the Bureau of Engraving and Printing use to prevent counterfeiting? See (1c) <<http://moneyfactory.com/cd042500/start.html>>.

3. Find the “World Standard” section of the exhibit. Click on the “Notes No Longer In General Circulation” link. What is the largest bill? Why do you think this bill is no longer in circulation? What might it have been used for?
4. Look at several of the bills from the “National Stability” era. Are these similar to modern bills? For example, find the \$5 bill from 1914. Look at a \$5 bill from the 1990s. What are the similarities and differences between the two bills?

RELATED INTERNET SITES

Bureau of Engraving and Printing

(1d) <http://www.bep.treas.gov/>

Learn about the way paper money is printed, how much is printed, and the new faces of U.S. currency. Learn how the Secret Service (housed in the Treasury Department) is working to prevent counterfeiting in the United States.

“Bill, Are You Bogus?”

(1e) http://www.econedlink.org/minute/archive/minute_991221.html

This lesson introduces students to the wide range of information and history that can be gleaned from the \$100 bill. It also introduces new changes in the \$100 bill designed to prevent counterfeiting.

2. WHAT IS (WAS) A DOLLAR WORTH?

URL: <http://woodrow.mpls.frb.fed.us/economy/calc/cpihome.html>

This site, maintained by the Wilson Federal Reserve Bank of Minneapolis (the site is nicknamed “Woodrow”), presents historical data on inflation and inflation rates in the United States from 1913 to 2000 (the federal government has been collecting such data only since 1913). The site also provides estimates of the consumer price index (CPI) and inflation rates as far back as 1800. Students can find the CPI—the primary macroeconomic indicator of inflation—for each year from 1913 on. Students can also use the “CPI Inflation Calculator” to compare the inflation-adjusted price of a good or service in any one year to the inflation-adjusted price of that same good in any other year.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What is the definition of inflation? What is the CPI? Use the economic glossary at the “Amos’ World” economic site [at (2a) <<http://www.amosweb.com/>>] to develop the definition found at Woodrow. What

- might be some of the goods and services included in the “basket of goods” used to calculate the CPI? If the inflation rate in the United States is rising, what impact would this have on you?
2. A new car purchased in 2000 might cost approximately \$20,000. Using the “CPI Inflation Calculator” pick a year in the 1960s, the 1940s, and the 1920s and calculate the inflation-adjusted price of a similar new car in those years. Were cars really cheaper in those years? (Hint: think about the definition of inflation.)
 3. The average price of a new house in the United States today is \$150,000. What was the average house cost (adjusted for inflation) in 1950? In 1930?
 4. What is the current rate of inflation in the United States? Consider the definition of inflation. What does increasing inflation mean for consumers? Who is likely to be hurt by inflation? Why? Who is likely to be helped?

RELATED INTERNET SITES

“Let’s Talk Turkey: The Price of a Thanksgiving Day Dinner”

(2b) http://www.economicamerica.org/econedlink/minute/archive/minute_991107.html

This lesson calculates a crude consumer price index using a “basket” of Thanksgiving favorites. Students can use these familiar items to track the long-term rise in prices of turkey, mashed potatoes, and all the trimmings.

Economic Statistics Briefing Room

(2c) <http://www.whitehouse.gov/fsrb/prices.html>

This site has current CPI data, including time-series graphs and charts and other data related to inflation and prices.

3. ADAM SMITH’S WRITINGS ON ECONOMIC THEORY

URL: <http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3113/smith/index.html>

Adam Smith has been called the father of classical economic thought and theory for good reason. His *An Inquiry into the Wealth of Nations* (1776) is a seminal text in how markets work and why nations should specialize and trade rather than remain isolated. Smith, a Scottish professor of political economy (the early precursor to the modern discipline of economics), also wrote widely (as did many philosophers of the day) on religion, society, and politics. Smith’s lesser known work *A Theory of Moral Sentiments* (1759) also contains important elements of classical political economy and the modern role of governments in the economy. Smith believed the enlightened pursuit of self-interest was the driving force of

a successful economy, but in the context of societal norms about reasonable behavior. For Smith, an important role of the state was to assume powers extending to the system of justice, and even to legal provisions for the state to deal with monopoly powers. Smith is arguably the most influential of the early classical economists, and his writings clearly influenced the founders of the United States. Indeed, it seems more than just coincidence that *Wealth of Nations* was published in the same year the Declaration of Independence was signed.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the first section of an “Account of the Life and Writings of Adam Smith LL.D.,” read by Dugald Stewart on March 18, 1793. This account served as a form of academic eulogy for Smith before his Royal Society peers. What was Smith’s early life like? What experiences shaped his later writings? How was he viewed by Mr. Stewart?
2. Smith is often characterized as the founder of a field of study (economics) that celebrates (or at least acknowledges) self-interested behavior—that humans all act in their own self-interest alone. Open Smith’s *Theory of Moral Sentiments* and read the first ten pages. What is Smith’s view on the selfish nature of humans? How does Smith’s view in *Theory of Moral Sentiments* reconcile with the popular view of Smith?
3. Open the first book of *Wealth of Nations*, “Improvement in the Productive Powers of Labor.” Smith says clearly that the wealth of a nation is a function of two circumstances. What are these? Imagine that Smith were a presidential candidate running for election and he had made a speech stating these two simple ideas. How might his speech be received? Does he sound more like a Republican candidate or a Democratic candidate?
4. Open the fourth book, “Of Systems of Political Economy.” In the first few pages, Smith talks about the goals of individuals and nations being the same: to get rich. In Smith’s time wealth was measured in precious metals (like silver), and Smith describes the nature of these metals as “money.” What characterizes money according to Smith? What served as money for the Tartars? What does Smith criticize about John Locke’s view of money? Reading further, why does Smith say that the pursuit of gold or silver alone by nations is not a wise strategy?

RELATED INTERNET SITES

Adam Smith Page

<http://www.utdallas.edu/~harpham/adam.htm>

This page was developed to promote the study of the moral, political, and economic ideas of Adam Smith. The web site “provides scholars, students, and other interested readers with an entry into the vast scholarship on Smith.”

The Adam Smith Campfire Chat

<http://www.killdevilhill.com/adamsmithchat/wwwboard.html>

This chat room is devoted entirely to the life and works of Adam Smith. Users can log on, read old postings, and start new lines of discussion.

4. THE LESLIE BROCK CENTER FOR THE STUDY OF COLONIAL CURRENCY

URL: <http://www.virginia.edu/~econ/brock.html>

This site is devoted to the history of America’s colonial currencies. According to the author of this site, decades before the American Revolution, the colonies all issued their own paper money. These monetary experiments embroiled the colonies in controversy, fueling political disputes both within the colonies and between the colonies and England. These experiments also raised fundamental economic questions, such as how paper money influences prices, exchange rates, economic growth, and the balance of trade. This site contains such primary sources as Benjamin Franklin’s pamphlet on the necessity of currency, the Currency Acts of 1751 and 1764, and links to examples of every Colonial currency in use in the 1750s and 1760s.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read Franklin’s pamphlet “A Modest Enquiry into the Nature and Necessity of a Paper Currency.” What does Franklin mean when he writes, “There is a certain proportionate Quantity of Money requisite to carry on the Trade of a Country freely and currently; More than which would be of no Advantage in Trade, and Less, if much less, exceedingly detrimental to it”? Can you think of a modern example of this tenet in action?
2. Read the Currency Act of 1764. What problem was it designed to address? As the supply of money (in this case, Colonial currency) increases, what happens to the price of goods and services? Hint: Look up “money supply” at Amos’ World at (4a) <<http://www.amosweb.com>>.
3. Under “Articles on the Web,” go to “Canada’s Playing Card Money.” How does this example from history illustrate the nature of money as a medium of exchange? How is this a classic example of “fiat” money? Hint: Look up “money supply” at Amos’ World at (4a) <<http://www.amosweb.com>>.

4. Go to “miscellaneous” and click on “examples of Colonial coins.” How many different examples of coins were circulating in the colonies around 1750? What problems might this have incurred? Did every state have its own currency? What problems might this have led to?

RELATED INTERNET SITE

Money—Past, Present, and Future

(4b) <http://www.ex.ac.uk/~RDavies/arian/money.html>

This is a wonderful portal to sites that highlight the development and use of money throughout recorded history. Links include forms of money, politics of money, alternative monetary systems, and even novels set in financial institutions.

5. DAVID HUME'S ECONOMIC WRITINGS

URL: <http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3113/hume/index.html>

David Hume is perhaps best known as a philosopher and as the author of the *Treatise of Human Nature* (1739). However, Hume, along with contemporaries Adam Smith and Frances Hutcheson, also produced writings that shaped early classical economic theory, and still influence modern economic thought. For example, in 1752, Hume published *Political Discourses*, which contains more than a dozen short essays on the basic principles of economics, including taxation, money, and trade. For more information about Hume's life, please see the Hume Archives listed under Related Internet Sites. Perhaps most interesting was the long friendship and correspondence between Hume and Adam Smith. Hume and Smith did not always agree on their economic theories (Hume criticized much of Smith's *Wealth of Nations* (1776), even on his deathbed), but many of their shared ideas became the foundation for modern economic thinking.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read *On Taxes*. What kinds of taxes does Hume argue are the best? Which are the worst? What does Hume think of poll taxes? At the time of this writing, a U.S. presidential election was under way. What are the candidates' views on taxes (hint, use a search engine such as Yahoo! to find out; e.g., use “issues” and “Gore” to search)? Which would Hume support according to his views?
2. Read *On the Balance of Trade*. Hume presages future economic thinkers like David Ricardo with his view of foreign trade. Indeed, Hume ar-

gues for nations to seek out comparative advantages in their trade and describes the impact of inflation on trade. What does Hume say about the price of goods in one nation and its impact on trade?

3. Read *On Money*. What does Hume describe as the most important function of money? Compare Hume's views on money with Adam Smith's. Are they similar? Hume argues for the elimination of private banks. Why? What benefits does he see?

RELATED INTERNET SITES

Ty's Hume Homepage

(5a) http://www.geocities.com/Athens/3067/hume/h_index.html

Excellent portal of very helpful Hume links including links to other on-line texts, criticism of Hume's work by contemporaries (including Smith), and other bibliographies.

The Hume Archives

(5b) <http://www.utm.edu:80/research/hume/hume.html>

This site focuses more on Hume's philosophical works (including his work in skepticism), but it does contain some interesting biographical material and a unique sample of contemporary reviews of Hume's works that appeared in the newspapers and periodicals of his time.

6. DAVID RICARDO'S WRITINGS

URL: <http://cepa.newschool.edu/het/profiles/ricardo.htm>

After Adam Smith, perhaps no classical economic thinker has had more impact on the field of economics than David Ricardo. Ricardo (1772–1823) was a businessman from the age of fourteen. In finance, he made a large fortune and retired from business at the age of forty-two. [Learn more about Ricardo at (6a) <<http://www.britannica.com/bcom/eb/article/idxref/4/0,5716,423669,00.html>>]. From about 1799, Ricardo entered into controversy with the major British economists in a series of books and pamphlets and in his book *The Principles of Political Economy and Taxation* (1817). Ricardo's writings about diminishing marginal returns to capital and comparative advantage in international trade are regarded as bedrock principles in economic theory. This site provides access to several of Ricardo's major works and a series of critiques and analyses of his work that appeared during or shortly after his lifetime.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Open *The Principles of Political Economy and Taxation*. Go to Chapter 1, “On Value.” How does Ricardo define value? In section 1.4, Ricardo says that the value a good holds is dependent upon what?
2. Using the “Table of Contents,” go to Chapter 7, “On Foreign Trade.” In Ricardo’s day, as in the current era, critics warned against engaging in too much foreign trade, should the domestic nation become reliant on the foreign nation. Read section 7.11. What are Ricardo’s views on trade? Read sections 7.13–7.17. Develop a chart using the examples Ricardo provides to illustrate how nations would be better off trading for some goods.
3. This last idea, known as the law of comparative advantage, is one of the economic theories for which Ricardo is best known. How would you explain comparative advantage? Check your response with the definition found in the Amos’ World [at (6b) <<http://www.amosweb.com>>] glossary. How close were you?
4. Read Patrick J. Buchanan’s speech “Political Rat Poison—NAFTA Expansion” at (6c) <<http://www.theamericancause.org/pjb-97-0915.html>>. Develop a “letter to the editor” from Ricardo that responds to Buchanan’s position. What would Ricardo say?

RELATED INTERNET SITES

The Iron Law of Wages

(6d) <http://www.fordham.edu/halsall/mod/ricardo-wages.html>

One of Ricardo’s less quoted, but no less important, works, this short essay invokes a wide range of key economic ideas including the market structure and the value of productive resources.

BOLA: David Ricardo

(6e) <http://sol.brunel.ac.uk/~jarvis/gallery/ricardo.html>

This site explains, with examples, Ricardo’s theory of comparative advantage. It has links to other WWW resources for Ricardo.

Victorian Web: David Ricardo

(6f) <http://landow.stg.brown.edu/victorian/economics/ric.html>

Victorian Web is a site that catalogues a wide range of web-based resources related to the Victorian age including arts, culture, politics, and economics. The classical economics section describes Ricardo in relation to other classical economists and critics of the times.

7. FACTORY LIFE CIRCA 1900

URL: <http://memory.loc.gov/ammem/papr/west/westhome.html>

This site is part of the Library of Congress's *American Memory* on-line collection. Entitled "Inside an American Factory: Films of the Westinghouse Works, 1904," this site contains one- to two-minute digital video clips of factory life in several Westinghouse plants around the turn of the century. The Library of Congress describes the site, "The Westinghouse Works Collection contains 21 actuality films showing various views of Westinghouse companies. The films were intended to showcase the company's operations. Exterior and interior shots of the factories are shown along with scenes of male and female workers performing their duties at the plants." In order to view these films, you must have access to RealPlayer Basic (version 7.0 or above) or Apple QuickTime (version 2.5.2 or above).

DISCUSSION QUESTIONS AND ACTIVITIES

1. After reading the overview of the site, go to "The Westinghouse World: The Companies, the People, and the Places." Read about the "Working Conditions at the Westinghouse Works." How do these conditions compare to modern-day working conditions? What has changed?
2. Go back to "The Westinghouse World: The Companies, the People, and the Places." Read the account of "Life in Wilmerding." How is this a typical factory town? What are the "chief complaints" among the citizens?
3. Go back to "Inside an American Factory: Films of the Westinghouse Works, 1904." List the films in this collection. Load the film "Girls winding armatures." What are these workers doing? What is their task? What is the woman who is standing and walking among the workers doing? Does this look like an exciting job? Who took these kinds of jobs?
4. Load the film "Coil winding section E, Westinghouse works." What are these workers doing? What is their task? What are the woman and the man who are standing and walking among the workers doing? Does this look like an exciting job?
5. Load the film "Tapping coils, Westinghouse works." What are these workers doing? What is their task? After viewing three films of workers in this plant, what can you conclude? What do the workers seem to have in common? Generally, what are their tasks?

RELATED INTERNET SITES

Factories Change the Way America Works

(7a) http://157.182.12.132/omdp/marge/html/student/st_12.htm#bottom

This site, developed by students, documents some of the historical and economic impact of the rise of the factory system in the United States. It contains some nice photos and first-hand accounts of factory life.

Industrial Revolution Portal

(7b) <http://members.aol.com/TeacherNet/Industrial.html>

This is a comprehensive listing of a wide range of links dealing with the Industrial Revolution including some on factories and mills and the working conditions associated with them.

8. INTERNET MODERN HISTORY SOURCEBOOK: THE INDUSTRIAL REVOLUTION

URL: <http://www.fordham.edu/halsall/mod/modsbook2.html>

The Industrial Revolution began in England in the eighteenth century and from there spread to other parts of the world. The main features of the Industrial Revolution included the following: the use of new basic materials, such as iron and steel; the use of new energy sources (e.g., coal, the steam engine, electricity, petroleum, and the internal-combustion engine); the invention of new machines, (e.g., the power loom); a new organization of work known as the factory system; and the increasing application of science to industry. These technological changes made possible a tremendously increased use of natural resources and the mass production of manufactured goods.

The Internet Modern History Sourcebook is one of a series of history primary sourcebooks developed to serve the needs of teachers and students in college survey courses in modern European history and American history, as well as in modern Western civilization and world cultures. As part of the Internet History Sourcebooks Project, this site began as a way to access texts that were already available on the Internet. It now contains hundreds of texts made available locally. This site provides links to dozens of primary source materials (available on-line) that help illustrate the complex historical phenomenon known as the Industrial Revolution.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read Cowley's "Of Agriculture." Imagine that you are the owner of a factory in London in the late 1790s and have just read a reprint of

- Cowley's essay in the *London Times*. What would your reaction be? Draft a letter to the editor that explains your position.
2. Read the "Leeds Woollen Workers' Petition, 1786." What is the chief complaint of these workers? Do they support the Industrial Revolution? Why or why not? Read "Letter from Leeds Cloth Merchants, 1791." What is the chief reason merchants support the use of machines? Using your background knowledge of the Industrial Revolution, make a chart listing groups that would be in favor of the changes brought about by it. What groups would be opposed to the Industrial Revolution?
 3. Read "William Radcliffe: On Power Looms, 1828." What is the main benefit Radcliffe sees in the use of power looms in textile manufacturing? Are people better off now, according to Radcliffe, than before the Industrial Revolution?
 4. Read "Observations on the Loss of Woollen Spinning, 1794." Who, according to this author, will suffer the greatest loss? How many girls and women are replaced by the work of twenty on the new carding machines and spinning Jennies? What other unanticipated consequences does the author ascribe to the development of the spinning machines?
 5. Read "Observations on the Filth of the Thames" by famous scientist Michael Faraday. What is Faraday's concern? Does it sound familiar? What are some other consequences of the Industrial Revolution?

RELATED INTERNET SITES

The Life of the Industrial Worker in England

(8a) <http://applebutter.freesevers.com/worker/>

This site has links to several primary sources describing the lives of those who made the transition from farm to factory in early nineteenth-century England.

Table on the Spread of Industrialization in Europe

(8b) <http://www.fordham.edu/halsall/mod/indrevtabs1.html>

This site contains excellent data on population increases, the number of industrial workers, and so on. It is perfect for use in a primary source lesson that analyzes data on the Industrial Revolution.

9. HISTORICAL CENSUS DATA

URL: <http://fisher.lib.Virginia.EDU/census/>

A nationwide population census dates from the establishment of the United States. The U.S. Constitution (Article I, Section 2) outlines a num-

ber of categories to be covered by the census. Among these are a number of economic categories including manufacturing, agricultural participation, and some rather arcane categories such as “persons not taxed.” The data presented here describe the people and the economy of the United States for each state and county from 1790 to 1970. This site allows easy searching by category and state, but in order to compare results across each census, you are required to open up a new database. Still, this primary source data provides a unique picture of the growth of the United States and of the economic expansion over the first 190 years of the nation.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Choose 1850. Select “number of farms,” “number of persons employed in manufacturing sectors,” and “aggregate population.” Print out the results. Create a chart with these headings and “percent of total population” for the years 1850, 1900, 1950. Enter the data for 1850. What percentage of the population were engaged in farming? What percentage were engaged in manufacturing? Choose 1900. Select the same categories and enter the results in your chart. Do the percentages increase? Decrease? Before gathering the data for 1950, predict what will happen to the number of farms and the percentage of people employed in manufacturing. Were your predictions accurate?
2. Choose 1940. Under employment select “number of females under 14 in the workforce.” How many women were working in 1940? What percentage of women over 14 were working outside the home? Choose 1950. Predict what the percentage of women over 14 working outside the home will be. Will it be higher?
3. Choose 1900. Under manufacturing/labor select “average number children under 14 employed.” Choose 1940. Try to find “average number children under 14 employed.” This category no longer exists in 1940. Why not? What do you think happened between 1900 and 1940 with respect to child labor laws?
4. Choose 1850. Select “total number of farms.” Using the graphing feature at this site, create a bar graph from highest to lowest. What state had the most farms in 1850? The least? Choose 1950. Select “total number of farms.” Using the graphing feature at this site, create a bar graph from highest to lowest. What state had the most farms in 1950? The least? Why did the changes occur?

MACROECONOMIC DATA

1. UNEMPLOYMENT AND PRODUCTIVITY

URL: <http://www.whitehouse.gov/fsbr/employment.html>

Another of the three most important indicators of our nation's economic health is the number of people who are working. This makes sense because if people are not working, they are not producing and the nation's output (as measured by gross domestic product) falls. This site provides up-to-the-month data on the status of employment in the United States. The Bureau of Labor Statistics has provided easy access to data on the number of persons employed in a given month, the unemployment rate, average hourly wage rates, and the size of the civilian labor force. The site also provides easy-to-reproduce charts and graphs that illustrate trends in these key economic indicators.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What is the economic definition of unemployment? What is the unemployment rate and how is it calculated? Use the economic glossary at Amos' World at (1a) <<http://www.amosweb.com>> to develop a working definition of these terms. Why aren't all people who do not have a job considered unemployed? Is a rising unemployment rate good for the economy? Why or why not?
2. What is the current unemployment rate for the United States? Click on "CHART: Unemployment Rate." What has been the highest unemployment rate in the last ten years? The lowest? What is the trend? Is this trend a good sign for the U.S. economy? Why?
3. At the top of the page, click on "CHART: Civilian Labor Force." Are more people working today than ten years ago? Than five years ago? Why aren't people in the military used when calculating unemployment rates?
4. Many politicians and labor leaders argue that while unemployment has fallen and more people are working, these jobs are not "good jobs with high pay" but rather are minimum wage jobs in industries like fast foods. Click on the "CHART: Average Hourly Earnings." What is the trend in wages paid to hourly workers? Approximately how much more in real wages (adjusted for inflation) are hourly workers

earning—on average—in 2000 versus 1990? Based on these data, what would you say to these politicians and labor leaders?

5. Another argument used by some business leaders is that U.S. employees are not competitive with workers in foreign countries because U.S. workers are not as productive. Productivity is defined as some level of output (e.g., cars assembled) per some unit of input (e.g., hours worked). Click on “CHART: Productivity.” The red line indicates the productivity of U.S. workers (output/hours worked). What is the trend for U.S. workers’ productivity rates? Are workers more productive now than five years ago? Ten years ago?

RELATED INTERNET SITES

Economic Indicators

(1b) http://www.econedlink.org/minute/archive/minute_990312.html

In this lesson you can retrieve up-to-date, key economic statistics (including unemployment and productivity data) which provide valuable hints about the state of the future economy.

Economic Report of the President

(1c) http://w3.access.gpo.gov/usbudget/fy2001/pdf/2000_erp.pdf

Perhaps the most comprehensive report of leading economic data issued each year, the Economic Report of the President provides time-series data making it easy to compare one year to the next. Appendix B contains statistical tables for unemployment, productivity, and wages.

2. GROSS DOMESTIC PRODUCT

URL: <http://www.whitehouse.gov/fsbr/output.html>

This site provides statistics and graphs that contain information on the U.S. gross domestic product (GDP). GDP is one of the most important measures of our economic health because it is an indication of the amount of goods and services (the product) our economy is producing. GDP is made up of four components: (1) total consumption spending on such things as tacos and CDs, (2) total investment expenditures, such as stock and mutual fund purchases, (3) total government expenditures on such things as tanks and roads, and (4) net international trade with foreign countries. If our GDP is increasing from year to year, then our economy is healthy; a falling GDP may imply a recession or even, in severe cases, a depression. This site breaks the U.S. GDP down into its component parts and provides several charts that plot U.S. GDP trends over the past few years.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “Gross Domestic Product.” What is the GDP for the United States in 1999 (the first column)?
2. What is the largest component of U.S. GDP: consumer spending, investment spending, government spending, or net trade?
3. What was the “net export of goods and services” in 1999? What does this imply? Are we exporting more than we import?
4. Click on the GDP chart at (2a) <<http://www.bea.doc.gov/briefrm/gdp.htm>>. What quarter saw the largest GDP growth? The smallest? Did GDP grow in every quarter pictured here?
5. When GDP growth falls for two consecutive quarters, economists say we are experiencing a recession [see (2b) <http://www.amosweb.com/cgi-bin/gls_dsp.pl?term=recession>], and if GDP growth falls for three or more years, we are experiencing a depression. Go to the table of U.S. GDP over the last forty years at (2c) <<http://www.neatideas.com/data/data/GDP.htm>>. In what years has the United States been in a recession? Depression?

RELATED INTERNET SITES

DataLinks

(2d) <http://www.econedlink.org/datalinks/index.html>

This site gives the latest macroeconomic data including GDP. Find out how GDP is calculated and link to the original source.

“What Does the Nation Consume?”

(2e) http://www.econedlink.org/minute/archive/minute_991220.html

“This lesson will focus on what the nation consumes and how that is measured by Gross Domestic Product (GDP). In the United States, the goods and services produced for household consumption account for about two-thirds of total output measured by GDP.”

“Economic Forecasting: A WebQuest”

(2f) http://www.econedlink.org/minute/archive/minute_991113.html

This lesson uses the web to retrieve up-to-date key economic statistics which provide valuable hints about the state of the future economy. When the lesson is complete, students will have a better understanding of how economists predict our economic future using indicators such as GDP.

“Gross Domestic Pizza”

(2g) <http://www.economicsintl.org/pubs/lessons/nov99/nov99.html>

This lesson “explores how gross domestic product (GDP) is determined. The major components of GDP are described.” In this lesson, students create and compare GDP pie charts for the countries of Pepperonia and Anchovia.

3. BUDGET OF THE U.S. GOVERNMENT

URL: <http://w3.access.gpo.gov/usbudget/fy1999/maindown.html>

This very informative site, maintained by the U.S. Government Printing Office, contains a complete copy of the 1999 federal budget, “A Citizen’s Guide to the Federal Budget,” and various data tables and charts that can be downloaded and imported to a spreadsheet for analysis. Over the last decade, one of the talked-about economic issues has been the size of the federal budget. Politicians and citizen-activists decry “big government” often without getting down to particulars. Economic reasoning tells us that we cannot get everything we want and thus must choose between alternatives. If we want the federal budget reduced, some programs must be eliminated. Which ones? It might help us to see first what the federal budget looks like, discover what categories of spending exist, and determine historical trends in spending. This site is a wonderful place to begin that investigation.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on “Budget System and Concepts.” Find “Receipts, Outlays and Surplus or Deficit.” Where does the majority of revenue for the federal government come from? What percentage of revenue comes from excise taxes (on gasoline, cigarettes, and so on)?
2. What percentage of government expenditures goes directly to individuals? What percentage is spent on the military?
3. Is the government getting bigger? Look at Table II-1. One way to measure how big government is to look at government spending as a percentage of our GDP. A higher percentage means government is bigger than a lower percentage. What is the trend for the projected size of government in Table II-1? Is the percentage increasing or decreasing?
4. Go back to the “Budget of the United States Government” page. Open “A Citizens’ Guide to the Federal Budget.” Click on the “Glossary.” What is the difference between a debt and a deficit? Click on “Deficits and Debt.” Since the end of World War II, has the U.S. government more often been in surplus or deficit? When was the last time (prior to 1999) that the government ran a surplus?
5. Go back to the “Budget of the United States Government” page. Open “The Budget of the United States Government” link. Critics of the federal government often point to the large, unwieldy nature of the budget. Just how many pages long is the 1999 budget?

6. Go to "The Budget Message of the President." President Bill Clinton claimed to offer Congress the first balanced budget in how long?
7. Go to "Summary Tables." Open Table S-1. What is the size of the proposed federal budget for 1999? Do receipts exceed outlays for this proposed budget? Is the budget in deficit or surplus?

RELATED INTERNET SITES

National Budget Simulator

(3a) <http://socrates.berkeley.edu:6997/shortbudget.html>

This site allows users to make adjustments to allocations for various budget categories and see the results. Ideal for use with a cooperative group activity where students role-play the budget drafting process because this page gives immediate feedback on changes in the federal budget.

National Debt Clock

(3b) http://www.brillig.com:80/debt_clock/

This site gives up-to-the-second data on the national debt. Caution: the author of the page uses government data but his own formula and calculations to arrive at his figures. Still, this is an interesting look at the growth of the debt over time.

The Public Debt On-Line

(3c) <http://www.publicdebt.treas.gov/opd/opd.htm>

Operated by the Treasury Department, this site provides not only a time-series of data on the debt, but also links to other helpful sites and data.

4. INCOME AND POVERTY

URL: <http://www.whitehouse.gov/fsbr/income.html>

Questions about the poverty rate and personal income levels in the United States are central to analyzing our nation's economic health. In particular, political candidates often seem to make reference to per capita income level or the level of poverty in the United States, depending, of course, on the audience being addressed and the point being made. Indeed, the United States is often referred to as the richest nation on earth. What is the average income in the richest nation and how many people live in poverty here? How is poverty defined? Answers to these questions can be found here. Among the data that can be uncovered at this site are personal income, average household income, household wealth, and statistics on poverty in the United States.

DISCUSSION QUESTIONS AND ACTIVITIES

1. One of the simplest measures of a nation's wealth is called per capita income. Simply put, economists divide the annual national income by the population of the United States. What was the per capita income for the United States in 1999? Is per capita income rising? What might this mean for the economic health of the United States?
2. Many economists believe that a better measure for income levels is personal disposable income. Use the Amos' World glossary at (4a) <<http://www.amosweb.com/>> to find the definition of personal disposable income. Why might this be a better measure of income?
3. Go back to the income and poverty data page <<http://www.whitehouse.gov/fsbr/income.html>>. What is happening to personal disposable income in the United States? Is it rising? What was the percentage change in personal disposable income for 1999? How might this positive change affect the economy?
4. Another measure of income is median household income. The term median implies the middle and is determined by ranking all family incomes from the top to the bottom and (quite literally) assigning the very middle family the status of median. What is the current median household income in the United States? Open "CHART: Median Household Income by Race and Hispanic Origin: 1972 to 1998." Which racial or ethnic group has the highest median household income? Which has the lowest?
5. Poverty is often a very subjective measurement. However, the federal government has developed a so-called poverty line which is used as an official measure of who is in poverty and who is not. Most important, this poverty line is used to determine who is eligible to receive welfare and other forms of public assistance. Click on "Poverty." You will enter the U.S. Census Bureau's "Poverty 1998" page. Click on "Poverty Thresholds." Poverty thresholds are the lines the government draws to determine who is and who is not in poverty. What is the poverty threshold for a family of four with two children? What is the threshold for a family of four with three children? Why does the threshold go *down* with more children? What percentage of the U.S. population currently lives in poverty?

RELATED INTERNET SITES

"Income: It Ain't Where You Start, It's What You Got, and Where You End"

(4b) http://www.econedlink.org/minute/archive/minute_000411.html

This lesson asks students to examine data regarding the distribution of income

in the United States. Students examine more closely the poverty threshold notion and use congressional data to examine the “income distribution fallacy.”

The Myth of Widespread American Poverty

(4c) <http://heritage.org/library/backgrounder/bg1221.html>

This site, maintained by the conservative think tank Heritage Foundation, provides extensive data from Congress and the Census Bureau on the question of poverty and income distribution.

OTHER ECONOMICS SITES

1. CONTEMPORARY ECONOMIC AND BUSINESS CARTOONS

URL: <http://www.cartoonwork.com/Archive.html>

This site contains several dozen editorial cartoons drawn and published by Carol Simpson. The subjects include labor-management relationships, wages, health benefits, global trade, and other union issues. The site (and the cartoons) reflect a very heavy pro-union, anti-industry bias, and readers should be aware of this before reviewing the cartoons. However, many of the cartoons depict very contemporary issues and do reflect the feelings of one group of stakeholders in the American economy; namely, union workers. Moreover, the cartoons provide an opportunity to use a different sort of primary source media in the study of economic issues.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Open the cartoon entitled "Corporate Culture." Describe the action taking place in the cartoon. What are the symbols (e.g., clothing and props) used to convey the cartoonist's message? In your own words, what is the cartoonist's message?
2. Open the cartoon entitled "Productivity Up." What does the foreman mean when she says "our productivity is up 23%"? For help, go to the definition of productivity at Amos' World at (1a) <<http://www.amosweb.com>>. What is the cartoonist's message here?
3. Open the cartoon entitled "Global Economy." Describe the action taking place in the cartoon. What symbols are used to convey the cartoonist's message? What historical event is the cartoonist drawing on here? In your own words, what is the cartoonist's message?
4. Open the cartoon entitled "GI Joe." Describe the action taking place in the cartoon. What symbols are used to convey the cartoonist's message? In your own words, what is the cartoonist's message? Is this message consistent with that expressed in "Global Economy"?

2. THE STOCK MARKET INDEXES

URL: <http://indexes.dowjones.com/home.html>

This is the homepage of the Dow Jones Indexes. The indexes (along with the Standard and Poor's 500 and the Nasdaq) are the main source of data concerning the performance of the New York Stock Exchange. The Dow Industrial Index is merely an average of the prices of the stocks of which it is composed. Originally, there were two indexes: the Dow Jones Railroad Average and the Dow Jones Industrial Average. The railroad average was made up of twenty railroad stocks, and it has been renamed the Dow Jones Transportation Index. The industrial average comprised twelve stocks of other businesses. The industrial average was increased to twenty stocks in 1916; and in 1928, the industrial average was increased to thirty stocks. In 1929 the Dow Jones Utility Index was created. It initially comprised twenty utility stocks. It was subsequently lowered to fifteen utility stocks. When you hear about the "Dow" on the news, however, it is the Dow Jones Industrial Average (DJIA) that is being reported.

As with all indexes, the Dow Industrial Average when originally created had a base of 100. That is, on the day it was created, the Dow Industrial Average was set equal to 100. Today, the average is more than 100 times this original level. While many economists debate the importance of the stock market in our overall economic health, one thing is for certain: when most people think of economic data, the DJIA is one of the first things that comes to mind. This site provides answers to frequently asked questions, current data on the DJIA and other indexes, charts of historical time-series data, and an interesting database that lets you search out the DJIA for a particular day and year.

DISCUSSION QUESTIONS AND ACTIVITIES

1. What is the current Dow Jones Industrial Average? Go to "About the Averages." Find "Frequently Asked Questions." What is the DJIA? How many stocks does it comprise? What does a DJIA of 10,000 mean?
2. Go to "About the Averages." Select "Dow Jones Industrial Average Facts." What were the original twelve stocks in the DJIA? Which of the original companies are in the current DJIA? Go to "DJIA Milestones." In what years did the Dow first pass 1000, 5000, 7500, and 10,000?
3. Go to "Dow Data." Select "Charts." Pick 1990–1999. What was the Dow in at the beginning of the 1990s? At the end? What happened to the Dow during the recession of 1990? When did the single biggest fall of the Dow occur during the 1990s?

4. Go to "Dow Data." Select "Historical Queries." Enter October 25, 1929 (the Friday before the infamous Black Monday crash). What was the DJIA? Now enter October 29, 1929 (the Tuesday after). What was the DJIA? What percentage did the DJIA fall in two days? Now enter October 16, 1987. What was the DJIA on this Friday? Now enter October 19, 1987. What was the DJIA? What was the percentage change? Which was larger, the crash leading to the Great Depression or the one in 1987? Why didn't the nation plunge into a depression after the 1987 fall?

RELATED INTERNET SITES

NASDAQ

(2a) http://www.nasdaq.com/about/about_nasdaq.stm

This site describes the NASDAQ (National Association of Securities Dealers Automated Quotation) stock market, its history, and indices. Links to charts comparing NASDAQ and DJIA are most interesting.

Standard and Poor's 500

(2b) <http://www.spglobal.com>

This site describes the S and P 500, explains how the index is calculated, and gives historical data. It also provides data on all 500 of the stocks in the S and P 500 along with data on their performance.

3. THE DEPARTMENT OF COMMERCE

URL: <http://www.doc.gov/>

The U.S. Department of Commerce (DOC) is charged with a wide range of economic responsibilities. For example, the DOC maintains the Bureau of Economic Analysis (responsible for much of the economic data that comes from the federal government), the International Trade Administration (responsible for data on U.S. foreign trade), and the Census Bureau (responsible for the economic census of the United States). The DOC also runs the U.S. Trademark and Patent Office, and it provides statistics and data for this office as well. The Department of Commerce site provides access to a wide range of statistics and press releases about the state of the economy in a variety of sectors.

DISCUSSION QUESTIONS AND ACTIVITIES

1. The DOC displays its press releases on its homepage. Pick one that is economic in nature (i.e., that deals with foreign trade, or the health of the U.S. economy) and read it. What is the DOC's role in this issue? Draft a letter of response to the secretary of commerce that asks some

- questions about the press release and e-mail it to him or her. Compare responses with your classmates.
2. Go to "Economics and Statistics Administration." Click on "US Economy." Select "Overview of the US Economy." What is the trend for the GDP over the last two years? Scroll down to "personal income" and find your region. Has income in your region been increasing? Is this a trend across the country?
 3. Go to "Economics and Statistics Administration" again. Click on "ESA Analysis." Find "Our Analysis of Recent Leading Indicators." Go to "Durable Goods." What is the trend here? What is a durable good? [Hint: Go to Amos' World at (3a) <www.amosweb.com> and use the glossary.] Is this a good indicator for the U.S. economy?

RELATED INTERNET SITES

USATRADE

(3b) <http://www1.usatrade.gov/website/website.nsf>

This site supports the international trade efforts of U.S. businesses. It gives links to various reports on the economic status of nations around the globe.

European Union (EU) Home Page

(3c) <http://www.europa.eu.int/index-en.htm>

This site is similar for the European Union. It contains data on trade with the United States and general EU trade issues and links to EuroStat, the EU counterpart to the DOC's STAT-USA.

4. STATE AND COUNTY DEMOGRAPHIC AND ECONOMIC PROFILES

URL: <http://www.census.gov/datamap/www/>

As one division of the Commerce Department, the Census Bureau is not only responsible for counting the population, but also for developing an economic picture of the population of the United States. The Census Bureau publishes a wide range of economic reports, including the Economic Census of the United States; see (4a) <<http://www.census.gov/epcd/www/econ97.html>>. One of the most interesting sources of data at the Economic Census of the U.S. homepage is the "State and County Demographic and Economic Profiles." Through this image map of the United States, one can select a state economic profile that includes reports on income and poverty, state population, a breakdown of industries in that state, and population and housing figures. In addition, one can go to the county level in each state and find the same type of information.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Find your state on the image map. Once your state map loads, look at the links across the bottom of the page. Select "State profile." What is the 1999 population estimate for your state? Select "Population, demographic, and housing information from the 1990 Census: Summary Tape File 1A." Under "select the tables you wish to receive," indicate "Sex" and "Race." Submit. Are there more women than men in your state? What is the largest racial or ethnic group in your state? The smallest?
2. Using a spreadsheet program (e.g., Excel), enter the race data from your state and use the spreadsheet commands to calculate the percentage for each racial group. Now select New York and California (if you live in one of these states, use Florida). Go through the same process outlined in activity no. 1 above and enter the racial/ethnic breakdowns for each of these states in your spreadsheet. How does your state compare with the others?
3. Go to "Income and poverty." What is the percentage of all persons in your state living in poverty, of persons under eighteen, of children under five?
4. Go to "Economic Census, 1992" for your state. What is the largest economic sector in your state? What is the smallest? What is the largest sector in the United States? What is the smallest? How does this compare to your state?
5. Go to your county. Select "Population, demographic, and housing information from the 1990 Census: Summary Tape File 1A." Under "select the tables you wish to receive," indicate "Sex" and "Race." Submit. Are there more women than men in your county? What is the largest racial or ethnic group in your county? The smallest? Enter your county's race data in the spreadsheet you created earlier. How does your county compare to the state?
6. Go to "Income and poverty" for your county. What is the percentage of all persons in your county living in poverty, of persons under eighteen, of children under five?

RELATED INTERNET SITE

Economic Census Report (1997)

(4b) <http://www.census.gov/epcd/www/econ97.html>

This site is the most comprehensive collection of Census Bureau economic data available. Users can find the latest press releases, hypertext tables of data including geographic breakdowns, and an "Ask Dr. Census" feature.

5. WOODROW

URL: <http://woodrow.mpls.frb.fed.us/>

This is the site of the Federal Reserve Bank of Minneapolis, named after Woodrow Wilson who signed the Federal Reserve Act into law in 1913. The site provides access to economic and banking information pertinent to the Ninth Federal Reserve District and the nation including full texts of publications, speeches, reports, and other research produced by the Minneapolis Fed and provides links to the Federal Reserve Board and each Federal Reserve Bank. Features also include an inflation calculator, curriculum resources for teachers and business, and agriculture and banking statistics on the Ninth Federal Reserve District.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Find out a little bit about the Federal Reserve by clicking on “The Fed: Our Central Bank.” What are the four primary roles of the FED? What is meant by a central bank? Could you open an account there? Read about the FED’s role in monetary policy at (5a) <<http://www.frbsf.org/system/fedsystem/monpol/tofc.html>>.
2. Go to “US Economy.” Open the chart that tracks the “Short Term Interest Rates.” What is the Federal Funds Rate? What is the Discount Rate? Go to Amos’ World at (5b) <<http://www.amosweb.com>> to look up these terms. What is the trend for the Fed Funds rate and for the Discount Rate? Do they seem to move together? If the FED raises these rates, how might it impact housing sales or new car sales? Why?
3. Under “US Economy” go to “Beige Book.” The *Beige Book* reports the economic health of each of the FED’s twelve districts. Find the FED district in which you live. Choose the most current report for your district. Pretend that you are a newspaper reporter doing a story on your region. Summarize the FED *Beige Book* report in three or four paragraphs. What are the strongest sectors of the regional economy? What are the weakest?

RELATED INTERNET SITE

Board of Governors of the Federal Reserve System

(5c) <http://federalreserve.gov/>

The official homepage for the FED, this site provides links to FED monetary policy, banking regulations, and each of the twelve regional banks. Of particular

note is the “Consumer information” section which provides advice on buying a house, leasing a car, and getting a credit card.

6. DR. YARDENI’S ECONOMIC HISTORY PAGE

URL: <http://www.yardeni.com/history.asp>

Ed Yardeni, the chief global economist and investment strategist of Deutsche Bank Securities in New York, has compiled an impressive list of links to historical economic data and general economic history. The page is nicely broken down into U.S. economic history, financial history, macroeconomic history, census bureau history, and other economic databases and charts.

DISCUSSION QUESTIONS AND ACTIVITIES

1. One measure of personal wealth is whether your family owns a television set. Perhaps we assume that every family owns a television set of some sort, but this may be a false assumption. Go to “Consumers.” Print out the “Total TV Households as a Percent of Total Population.” In 1997 what percentage of U.S. households owned television sets? By what year did nearly all families own a television set?
2. Go to “Industrial Production.” Print out the charts here. With a highlighter, indicate all the periods in which industrial production fell. Based on your knowledge of U.S. history, what major events occurred during these periods? Find a timeline of key events in U.S. history (e.g., the launch of Sputnik) and lay it out next to the chart of industrial production. Were your predictions correct? What impact do historical events have on the economy?
3. Go to “Land, Labor and Capital.” Print out the charts on “Railroad Mileage” and “Total Road and Street Mileage.” Compare the two charts. What conclusions can you support based on the economic history presented by these two charts? What was the preferred mode of transportation in 1925, autos or trains? In 1995?

RELATED INTERNET SITE

Yardeni’s E-economy Site

(6a) <http://www.yardeni.com/cyber.asp>

Here you’ll find Dr. Yardeni’s latest research on the impact of technology on the economy. Numerous resources related to e-commerce are also available.

Contemporary World Issues

1. CHINA AND TAIWAN

One of the most pressing political battles that is encompassing the world today is between Taiwan and China. Following the victory of Mao Zedong's Communist party in 1949, Chiang Kai-shek (the leader of the Republic of China) and almost a million Nationalists fled the mainland of China for Taiwan and set up the Republic of China's government there. Mao Zedong's Communist party, which still controls the entire mainland under the mantle of the People's Republic of China (PRC), considers Taiwan a runaway province.

In February 2000, China renewed military threats against Taiwan straining tensions across the Taiwan Strait and provoking strong reactions from the U.S. government. China issued a white paper warning the Taiwanese that they must open talks on reunification or risk an invasion. Taiwan wants to maintain its independence and has received military aid from the United States to defend itself. The situation is an explosive one because of the firepower of both China and the United States if the United States were drawn into the battle.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Ask students to develop a short timeline of the history of the China-Taiwan issue. A good place to start is at the FoxNews page at (1a) http://www.foxnews.com/national/spying/timeline_chinataiwan.sml. What is the primary claim that China has on Taiwan? When was Taiwan ordered returned to (Nationalist) China?

2. Read the Chinese government's white paper on the question of "one China" at (1b) <<http://www.china-embassy.org/issues/taiwan.htm>> and compare the views of the Taiwanese government with those of the white paper at (1c) <http://www.taiwaninformation.org/policy/china/china_ra.html>. Construct a data retrieval chart with three columns ("issue," "China," "Taiwan") and use the chart to compare the two nations' views on the following issues: Taiwan's independence, representation in the United Nations, military aid from the United States, and membership in the World Trade Organization.
3. Compare how these issues are presented in each country. Log on to the *Taipei Times* at (1d) <<http://www.taipetimes.com/news>> and find an article that deals in some way with China-Taiwan relations. Now log on to the English-language version of *The People's Daily*, the official newspaper of the Chinese Communist party, at (1e) <<http://english.peopledaily.com.cn/home.html>>. How do the stories differ? How are they the same?

2. CUBA AND THE UNITED STATES

The animosity between the United States and Cuba goes back to the Cuban Revolution led by Fidel Castro in the 1950s. From a botched attempt to overthrow Castro, called the Bay of Pigs, to the Cuban missile crisis, to the recent Elián González case, the turmoil between these two countries continues. Many Cuban Americans continue to press the U.S. government for stricter policies of isolation directed toward Castro and his government. However, the recent visit of Pope John II to Cuba illustrates the desire of most of the rest of the world to enjoy open relations with Cuba. From travel and tourism to its famous cigars, Cuba holds a great interest for much of the world. Because Cuba can no longer rely on aid from the former Soviet Union and it is one of only three nations left (China and North Korea are the others) with long-standing Communist central governments, Cuba is also increasingly isolated from the modern world.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Begin by completing the on-line activity outlining the history of U.S.–Cuban relations developed by the Close-Up foundation at (2a) <<http://www.closeup.org/tv-act-7.htm>>.
2. One of the most visible consequences of the U.S. policy toward Cuba has been a ban on trade with and travel to Cuba by American citizens. Go to the U.S. State Department's Cuba policy site at (2b) <<http://>

www.state.gov/www/regions/wha/cuba>. What is the current travel policy? Could you vacation in Cuba if you so desired?

3. Another key issue in the relationship between Cuba and the United States is the immigration of Cubans (labeled refugees) to the United States. Consider the recent Elián González case. Go to the U.S. State Department's Cuba policy site. If you had relatives living in Cuba, could they immigrate to the United States? What criteria would they have to meet?
4. Go to the U.S. State Department's Cuba policy site. What is the official U.S. policy toward Cuba?
5. Go to the *Washington Post's* "Scenes of Cuba" at (2c) <<http://washingtonpost.com/wp-srv/inatl/galleries/cuba/splash.htm>>. Select the "La Vida" gallery. Use the following chart to compare and contrast daily life in Cuba with daily life in your community.

	Cuba	Your Community
Housing		
Transportation		
Entertainment		
Food		
Family life		

3. HIV AND AFRICA

A potentially devastating epidemic has gripped Africa for the last fifteen years, and little has been said about its effect on Africa. AIDS now affects every country in the world, but it is sub-Saharan Africa that today is the most affected. Estimates on the number AIDS cases in Africa vary from 22 million to an estimated one-quarter of the population of Africa, 150 million people. The nine most heavily affected countries in the world are all in Africa. Increasingly, children are being left orphans because their parents have died from AIDS-related illnesses. The effects of this disease could cripple the continent in the next ten years.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to MSNBC's "Fast Facts" on AIDS/HIV at (3a) <http://www.msnbc.com/news/AIDS_front.asp>. What does the acronym AIDS mean? Go to "Tracking the Epidemic" and select "AIDS in Africa." Pick several north African countries and several in southern Africa. Which region seems to have a higher percentage of AIDS cases? What is the percentage of adults in South Africa infected with AIDS?

2. Read the speech made by Peter Piot, the executive director of UNAIDS, given at (3b) <<http://www.africapolicy.org/docs99/hiv9906.htm>>. What four areas of African society are most heavily impacted by the AIDS epidemic? Why does Piot say that AIDS is more than a “health-related problem?”
3. Go to MSNBC’s “Aids in Africa” slideshow at (3c) <http://www.msnbc.com/modules/Aids_In_Africa/LO.asp> (WARNING: this site contains graphic photographs). Go through “2000: The Epidemic Matures.” What are some of the problems experienced by the families of people with AIDS?
4. Read Nelson Mandela’s speech made at the conference on AIDS held in Durban, South Africa. What does he call for? What else is being done to combat this devastating illness? Go to the UNAIDS homepage at (3d) <<http://www.unaids.org>>. Go to the “press release” section. What are some of UNAIDS’ strategies for fighting AIDS? Who are the United Nation’s partners in this venture?
5. Go to the U.S. Centers for Disease Control and Prevention’s “HIV/AIDS Prevention Division” at (3e) <<http://www.cdc.gov/hiv/dhap.htm>>. Go to “The XIII International AIDS Conference” and open the U.S. surgeon general’s press release. What is the U.S. position on the African AIDS epidemic?

4. HUMAN RIGHTS IN CHINA

URL: <http://www.hrw.org/campaigns/china-99/china-june99.htm>

Violations to basic human rights in China have been a subject of intense debate for the world and the United States in particular. Many claim it is well-documented fact that China is currently committing the most blatant human rights violations since the Tienamen Massacre on June 4, 1989. Human rights organizations believe that, given the gross and systematic pattern of human rights violations in China during the last two years, the United States should rethink its policy toward China generally and its trade policy specifically. The recent debate over “most favored nation” status for China is illustrative of this point. Human rights groups have long sought to punish the Chinese for their alleged abuses. Among the abuses that are chronicled are religious persecution, child labor, prison labor, and denial of freedom of speech. In addition, China’s continued occupation of Tibet has brought charges of human rights violations. What is the policy of the United States toward China? What violations have been documented? How is the world reacting to these charges?

DISCUSSION QUESTIONS AND ACTIVITIES

1. What human rights violations is China accused of, and what evidence is there for these charges? Create a data retrieval chart with two columns: "charges" and "evidence." Go to Human Rights in China's "Current Situation" link at (4a) <<http://www.hrichina.org/topics/cursit.html>>. Choose "Children's Rights," "Religious Freedom," "Tibet," and "Worker's Rights." Briefly record the charges and evidence in your data chart. Go to the Human Rights Watch (HRW) World Report for China and Tibet at (4b) <<http://www.hrw.org/hrw/worldreport99/asia/china.html>>. How does this report compare to your chart thus far? Finally, go to the Amnesty International (AI) 1999 report on China at (4c) <<http://www.amnesty.org/ailib/aireport/ar99/asa17.htm>>. Are the same charges made? What evidence is similar?
2. What is the official U.S. policy toward China and human rights violations in China? First read the U.S. State Department's report on human rights in China at (4d) <http://www.state.gov/www/global/human_rights/1999_hrp_report/china.html>. Does it differ markedly from the HRW and AI reports? Find out about the normalization of trade with China at (4e) <<http://www.chinapntr.gov/>>. Are human rights an issue? Read Secretary of State Madeline Albright's interview with Sam Donaldson at (4f) <<http://www.chinapntr.gov/speeches/albright0521.htm>>. Does the United States hold conflicting views?
3. What is the Chinese government's perspective? Read the "White Paper on Human Rights in 1998" at the Chinese Embassy homepage at (4g) <http://www.china-embassy.org/Cgi-Bin/Press.pl?wp_humanrights>. What is the Chinese government's view? Have human rights increased in China, according to their view? Can all three perspectives (AI and HRW, the U.S. government, and the Chinese government) be valid?

5. NORTH KOREA

At the end of World War II, the United States and the Soviet Union agreed that U.S. troops would accept the surrender of Japanese forces south of the 38th parallel in Korea and the Soviet Union would accept the surrender of Japanese forces north of the 38th parallel. In 1948 the United Nations proposed nationwide elections be held in Korea. Elections were held in the south and the Republic of Korea was established. The Democratic People's Republic of Korea was established the following month in the north. Communist North Korean forces invaded South Ko-

rea in 1950. The United Nations (led by the United States) subsequently came to the aid of the south. The Korean War lasted until 1953. North Korea and South Korea have had a rocky relationship ever since.

According to the latest annual reports issued by such international human rights organizations as Amnesty International and Freedom House, the worst human rights violations in the world are being committed in North Korea. This along with North Korea's threat of developing nuclear weapons capable of reaching other nations has made it a hotspot in world politics. Because of its shared history and the fact that the Korean peninsula is a vital security region, the United States has kept its presence in South Korea, which has contributed to making the area one of the most volatile areas in the world.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read some background on the Korean War and the formation of the People's Republic of Korea. See (5a) <<http://www.odci.gov/cia/publications/factbook/kn.html>>.
2. Go to "KoreaScope" at (5b) <<http://www.koreascope.org/english/sub/2/ks2.htm>>. What is the South Korean perspective on human rights and "political prisoners" in North Korea?
3. One of the major concerns of the United States is the development of North Korean missiles. Go to (5c) <<http://secretary.state.gov/www/briefings/statements/2000/ps000628a.html>>. Read the following newspaper accounts and describe the key issues involved in this question. See (5d) <<http://www.nytimes.com/library/world/asia/080500korea-missile.html>> and (5e) <<http://www.washingtonpost.com/wp-dyn/articles/A31918-2000Aug3.html>>.
4. What is the official U.S. policy toward North Korea? Read the U.S. State Department briefing at (5f) <http://www.state.gov/www/regions/eap/991012_northkorea_rpt.html>. What does the fact sheet "Further Easing of Sanctions Against North Korea" at (5g) <http://www.state.gov/www/regions/eap/fs-nkorea_sanacs_990917.html> give as the reasons for the easing of U.S. policy toward North Korea?
5. Recently, for the first time in decades, North and South Korea have met to discuss trade and other political issues. What has been the result of these meetings? Read the following newspaper articles and describe the goals and outcomes of these talks. See (5h) <http://www.koreaherald.co.kr/t_news/2000/08/_02/20000801_0209.html>, (5i) <http://dailynews.yahoo.com/h/ap/20000805/w1/koreas_media_4.html>, and (5j) <http://www.asiasource.org/news/at_mp_02.cfm?newsid=22063>.

6. The Olympic Games have become political opportunities for boycott (e.g., the Moscow summer games, 1980), terrorism (Munich, 1972), or other protests (U.S. athletes protesting during the 1968 Mexico City games). The Sydney Olympics, however, signal a new trend in the way the world views North Korea. Read the following report and discuss how these changes are reflected in Olympic policy: (5k) <http://dailynews.yahoo.com/h/ap/20000804/sp/oly_samaranch_koreas_1.html>.

6. REFUGEE CRISIS

In 431 B.C. Greek dramatist Euripides stated, "There is no greater sorrow on earth than the loss of one's native land." There have been refugees for as long as man has fought wars and engaged in persecution, but the world refugee crisis has been increasing over the last fifty years. The United Nation's High Commission on Refugees at (6a) <<http://www.unhcr.ch/un&ref/un&ref.htm>> defines refugees as people who have fled their own countries because of a well-founded fear of persecution for reasons of their race, religion, nationality, political opinion, or membership in a particular social group. These people cannot or do not want to return.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to "United Nation's High Commission for Refugees (UNHCR) By the Numbers" at (6b) <<http://www.unhcr.ch/un&ref/numbers/numbers.htm>>. Go to "Tables." How many refugees exist? What region has the most refugees? Did the number of refugees increase in 1999? Where does the largest group of refugees come from? Are the Palestinians considered refugees? Go to Table 5. What country repatriated ("took back") the most refugees last year?
2. Read the United Nations's "Convention relating to the status of refugees of 28 July 1951" at (6c) <<http://www.unhcr.ch/refworld/refworld/legal/instrume/asylum/1951eng.htm>>. What rights do refugees have? If refugees have no home country, what laws should they follow, according to the United Nations? Do refugees have the right to attend school in the country in which they are taking refuge?
3. Go to the UNHCR slide show on refugees at (6d) <<http://www.unhcr.ch/images/images.htm>>. What are some of the circumstances that force people to leave their homes? What are the conditions in refugee camps? What are the conditions in some of the largest camps?

4. What is the U.S. policy toward refugees? Go to the State Department's Bureau of Population, Refugees and Migration (PRM) at (6e) <<http://www.state.gov/www/global/prm/index.html>>. What is the PRM's primary task? Go to the PRM's "Proposed Refugees Admissions" at (6f) <http://www.state.gov/www/global/prm/fy2001_rpt_refugee.pdf>. How many refugees were admitted to the United States in 2000 and what was their origin? Using the total world population of refugees and the number admitted to the United States, calculate what percentage of the world's refugees were taken in by the United States. Read PRM Director Julia Taft's statement on the treatment of refugees at (6g) <http://www.state.gov/www/global/prm/refugee_protect_9807.html>. How does U.S. policy reconcile with the United Nations's policy?

7. DRUGS IN COLOMBIA

The so-called war on drugs has been a gigantic effort on the part of many areas of government in the United States. Indeed, the U.S. government has a "drug czar" named Barry McCaffrey (Full title: director of the Office of National Drug Control Policy). Billions of dollars have been allocated by Congress to fight this so-called war. Much of this allocation has gone to keeping drugs out of the United States and eradicating drug production in such places as Colombia. Colombia has been a hot spot in recent years for governmental action. Colombia, a poor country ripe for an explosion of the drug trade, has abundant land good for growing coca (raw materials for cocaine) and poppy plants (raw materials for heroin). The money derived from the drug trade over the last fifteen years has enabled the drug producers in Colombia to assemble a cadre of soldiers that control the mountains in northern Colombia. The most infamous of these cartels is the one located in Cali, Colombia. The issue of continuing the drug war has been a volatile one, which has proponents for both sides. The Colombian government has made pleas to the United States for more aid to fight the war, but Congress has been reluctant to give them more. What is the current U.S. policy toward this increasingly worldwide problem? What results have been achieved by the Office of National Drug Control Policy (ONDCP)?

DISCUSSION QUESTIONS AND ACTIVITIES

1. Log on to the ONDCP homepage at (7a) <<http://www.whitehouse.drugpolicy.gov/index.html>>. When was the office founded? What is its chief function? Go to "International." What is the chief focus of ONDCP on the international scene?

2. Go to “International Drug Policy.” Read Director McCaffrey’s statement “Rescuing Colombia” at (7b) <<http://www.whitehousedrugpolicy.gov/news/commentary/oped/2000/030200.html>>. What is the United States doing to prevent drug trafficking from Colombia? What aid has the United States committed? Why does McCaffrey stress the need to “return to the rule of law” in Colombia? How many Colombians have died as a result of the internal conflicts in Colombia?
3. Go to the Department of State’s “International Narcotics Control Strategy Report on Colombia” at (7c) <http://www.state.gov/www/global/narcotics_law/1999_narc_report/samer99_part3.html>. Scroll down to the “Cultivation and Production” section. Has the war on drugs been successful in Colombia? Has coca production increased? Poppy production? What percentage of the world’s illegal cocaine and heroin are produced in Colombia? What specific policies has the United States instituted to eradicate coca production in Colombia?
4. Read the Peter Reuter editorial from the *New York Times* at (7d) <<http://www.arcata.org/reuter.columbia.html>>. What does Reuter think of the latest attempts to eradicate coca growing in Colombia? What does he advocate instead?

8. INDIA AND PAKISTAN

In 1947 India received independence from the British Empire. Part of the terms of that agreement involved the creation of two states, a Hindu state (India) and a Muslim state (Pakistan). Bloody confrontations between the two groups occurred almost immediately as each migrated to their new homeland. Barely two months after independence, war broke out between India and Pakistan over the disputed region of Kashmir. See the chronology of events at (8a) <<http://www.napf.org/asia/india/pakchron.html>>.

A second, bloodier conflict occurred in 1971, again over land disputes. Since the Indian and Pakistan War in 1971, both sides have been engaged in a tremendous arms race. Indeed, both India and Pakistan now have the potential to wage a nuclear war, making an already tense regional situation of much greater concern to the rest of the world.

DISCUSSION QUESTIONS AND ACTIVITIES

1. In 1998 India conducted tests of several nuclear weapons. Critics claim this was done only to intimidate the Pakistani government over the question of Kashmir. Read the interview with India’s Prime Minister Atal Bihari Vajpayee (8b) <<http://www.indianembassy.org/pic/pm->

- interview.htm>. What reasons does he give for the tests? Why does India refuse to sign the Comprehensive Test Ban Treaty (CTBT)?
2. What is the official policy of the United States toward these nuclear tests and the escalation of nuclear tensions in the region? Read the U.S. State Department's official press release at (8c) <http://www.state.gov/www/regions/sa/980516_wh_threat.html> as well as that of the Central Intelligence Agency at (8d) <http://www.odci.gov/cia/public_affairs/press_release/archives/1998/pr051298.html>.
 3. Many experts believe the tensions between Pakistan and India will continue as long as the region of Kashmir is in dispute. What started this dispute? Go to the Virtual Library on Kashmir at (8e) <<http://www.clas.ufl.edu/users/gthursby/kashmir>>. Why is Kashmir a "disputed territory"?
 4. What is each side's position on Kashmir? Go to the the official web page of the Pakistani government at (8f) <<http://www.pak.gov.pk/>> and the Ministry of External Affairs of the Indian government.
 5. Kashmir has endured many human rights violations. Read the Human Rights Watch 1999 report on the disputed region of Kashmir at (8g) <<http://www.hrw.org/reports/1999/kashmir/>>.

9. NEWSPAPERS AROUND THE WORLD

URL: <http://www.middlebury.edu/~gferguso/news.html>

This is a wonderful site to access hundreds of major newspapers from around the world, outside of the United States and Canada. From the *Afghan Online Press* to the *Zimbabwe Independent*, this site allows one to view what is news from the perspective of others around the globe and to compare these perspectives to those in the local or national newspapers. The newspapers located on this site are organized alphabetically by the country in which they are published. A surprising number of these are published in English or have English translations.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Browse through many of the newspapers listed on this site and locate a number of newspapers from multiple regions of the world that are published in English text. What do many of the newspapers you have identified, or the countries in which they are published, have in common? Also note that some countries have dozens of newspapers available on-line while other countries have very few. Why might this be?

2. Look over some of the newspapers you can access in English. How do you compare the topics covered, and not covered, to those topics typically found in a U.S. newspaper?
3. Select a specific current major world news item found in a local or national newspaper. Go to some of the newspaper sites you found in activity no. 1 and find a story on that same topic. What are some of the different perspectives these newspapers bring to the same topic?
4. Identify an ongoing news event that is particularly relevant to another part of the world (e.g., the Middle East Peace talks, conflicts in Northern Ireland, a World Cup soccer victory for a particular country) and go to the newspapers from the countries most affected by these events. How is the coverage of these events different from the coverage found in U.S. newspapers?
5. For those newspapers that have editorial sections you can access, read what topics are of interest in these sections. What are the topics being addressed in these editorials? What are the topics being discussed in the local papers' editorial section? What is the value of this section in each paper? Select a sample editorial and go through it line by line and categorize each statement as a fact or an opinion.
6. Go to the sports section of those papers that have this section available on-line. What sports are covered more completely than those in U.S. newspapers? What sports, that you know little about, popular in that part of the world, are represented by this newspaper? What sports that are popular in the United States are also covered in the newspaper you have downloaded, and to what extent?

RELATED INTERNET SITES

New York Times

(9a) <http://www.nytimes.com/>

The online version of today's issue of this newspaper can be found at this site.

Chicago Tribune

(9b) <http://www.chicago.tribune.com>

The online version of today's issue of this newspaper can be found at this site.

USA Today

(9c) <http://www.usatoday.com/>

The online version of today's issue of this newspaper can be found at this site.

10. COMPREHENSIVE NUCLEAR TEST BAN TREATY

URL: <http://www.ctbto.org/>

Many organizations have been formed to end the production of nuclear weapons and even to disarm all remaining nuclear weapons. One of these organizations is the Comprehensive Nuclear Test Ban Treaty Organization (CTBTO). This organization authored the Comprehensive Nuclear Test Ban Treaty (CTBT), which prohibits any nuclear weapon test explosion or any other nuclear explosion anywhere on earth. Drafted at the Conference on Disarmament in Geneva, Switzerland, the treaty was adopted by the General Assembly of the United Nations in September 1996. The treaty is still undergoing the ratification process of the major nations around the world. As obvious as the good intentions of this treaty may appear at first, many nations hesitate to ratify a treaty that may inhibit their options toward nuclear weapons development. This site contains a summary along with a complete text of the treaty. It also has a list of nations that have agreed to the treaty and a table that displays the current status of each of the nations which must first ratify the treaty for it to take effect.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Go to the link (10a) <<http://www.ctbto.org/ctbto/treaty/treatytext.tt.html>>, which contains the full text of the treaty, and read the preamble. What does the treaty mean when it states that the “present international situation provides an opportunity to take further effective measures towards nuclear disarmament”? How has the international situation changed since earlier decades?
2. What are the overall goals of this treaty and what steps does it propose to help reach this goal?
3. How will the following of the terms of this treaty be verified? This can be found under Article IV of the treaty or in the summary section. Does this seem to be an effective means of verification?
4. Read Article XIV of the treaty, titled “Entry Into Force.” This section, in part, discusses the need for all countries listed in Annex 2 to ratify the treaty before it can take effect. Scroll down to look at this section [or go to (10b) <http://www.ctbto.org/ctbto/treaty/treatytext.tt.html#ANNEX_2-TREATY>]. What nations must still approve the treaty? Why do you think these are the nations included here? Why do you think there is a provision in this treaty for all of these nations to agree to the terms of the treaty for it to take effect? What are the pros and cons of this approach? Overall, is this a good idea?

5. Back on the main page of this site (<http://www.ctbto.org/>), click on the link titled "signature and ratification." This will take you to a site that has information on the status of the treaty. Click on the link "Status of the 44 States whose ratification is required for the Treaty to enter into force." What is the current status of the treaty? What percentage of the required countries have ratified the treaty? How many nations have signed or ratified the treaty that are not states whose ratification is required? In total (as of this writing), 155 states have signed the treaty. What does this say about the support worldwide from nations not included in the required forty-four?
6. Note the status of the United States on this treaty. Why would the United States be one of the original signers of the treaty and delay so long in ratifying it? What process must all treaties go through in the United States? What rationale can you come up with for the current U.S. position on this treaty? What is your position?

RELATED INTERNET SITES

Nuclear Nonproliferation

(10c) <http://www.soton.ac.uk/~ppnn/>

This British web site is dedicated to promoting nuclear nonproliferation worldwide.

Comprehensive Nuclear Test Ban Treaty Editorial

(10d) <http://jinx.sistm.unsw.edu.au/~greenlft/1996/243/243p21.htm>

This editorial article gives India's position on the CTBT and argues that the United States must share much of the blame for the continued proliferation of nuclear weapons.

11. TERRORISM

URL: <http://nsi.org>

Terrorism has existed as long as government. With the breakdown of the Cold War balance of powers, many believe that the next major battles, in the twenty-first century, will not be between countries, but instead between countries and terrorists. Such terrorist groups have become more successful as a result of the increasingly sophisticated and accessible technology that has allowed such groups to impart more damage. In recent years the United States has felt a growing need to become more informed and active in fighting this increasing threat to national security. This site, sponsored and maintained by an organization called the National Security Institute, contains links to many security topics,

including recent antiterrorist legislation and executive orders. Other links provide information on personal security and travel advisories around the world.

DISCUSSION QUESTIONS AND ACTIVITIES

1. From the main page click on the link to the left titled "Terrorism." This will take you to a series of links related to antiterrorist legislation and terrorist facts. Click on the link under the heading of Terrorist Facts labeled "Effective Counterterrorism Act of 1996." Scroll down on this legislation until you find the section on Terrorist Organization Defined (Sec. 2339B). What is the definition of a terrorist organization? How does this differ from what you thought it was? What are some examples of action taken by such groups that would fit under this definition? Can you think of any examples of terrorist acts in recent years, as defined by this legislation?
2. Back on the "Terrorism" page, click on the link "Recent Trends in Domestic and International Terrorism." Read this short article and summarize its main point. Midway through the article are some statistics compiled from the FBI on domestic acts of terrorism that occurred, were prevented, and were suspected for the years from 1989 to 1994. What do these statistics reveal, if anything? In your opinion, and according to these statistics, how serious is the threat of terrorist action in the United States?
3. On the "Terrorism" page, click on the link "Highlights of President Clinton's Anti-Terrorism Legislation." According to this report, what actions have been taken by the Clinton administration to combat terrorism? What other suggestions would you have to combat this threat?
4. Click on the link "FBI Domestic Counter-Terrorism Program" and read and summarize this article. According to this article, what constitutes enough evidence for the FBI to initiate an investigation? What does the Center for National Security Studies believe to be one of the greatest growing threats related to national security today?
5. In this article the Fifth Amendment is mentioned. In another article on this site, it is mentioned that "a counter-terrorism bill drafted by the Clinton Administration was introduced in the Senate as S. 390 and in the House of Representatives as H.R. 896. The legislation poses serious threats to constitutional rights." In your opinion, where is the line between protecting individual rights and protecting the national security against terrorism? How far are you willing to go in sacrificing your constitutional rights for added protection? Give examples of

when a threat to national security, perceived or real, has caused the infringement of an individual's constitutional rights.

6. What event led to the 1995 Anti-Terrorist Legislation discussed on these pages? According to the definition of terrorism discussed earlier, why did this event not fit under this category?

RELATED INTERNET SITES

1995 Anti-Terrorist Legislation

(11a) <http://www.lectlaw.com/files/leg07.htm>

This site contains the transcript on the press conference held in April 1995 on this proposed legislation by Deputy Attorney General Jamie Gorelick, Deputy Assistant to the President for Domestic Policy Bruce Reed, and Under Secretary of the Treasury for Enforcement Ron Noble.

Cyber Attack Protection

(11b) <http://usinfo.state.gov/journals/itps/1198/ijpe/pj48min.htm>

This site includes an article written by Lieutenant General Kenneth A. Minihan, director of the National Security Agency, titled "Defending the Nations against Cyber Attack: Information Assurance in the Global Environment."

12. WORLD TRADE ORGANIZATION

URL: http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm

URL: http://news.bbc.co.uk/hi/english/special_report/1999/11/99/battle_for_free_trade/newsid_533000/533220.stm

The World Trade Organization (WTO) came into being in 1995 as the successor to the General Agreement on Tariffs and Trade (GATT) established in the wake of World War II. The WTO has been heralded as the most efficient mechanism to help the economies of developing and developed nations alike, as the most efficient way to bring about fair trade to all, as the best means to settle trade disputes, and as an effective agency to protect the environment. Many groups believe that the WTO is doing exactly what it set out to do and, in the process, has helped expand the world's economy. Yet, there is a growing number of divergent groups that believe that the WTO has not only failed to reach these goals but has, instead, hurt the development of poorer nations and contributed to the destruction of the environment. The sites listed here include the official web site of the WTO, which provides some history, an explanation of purpose, and access to WTO trade agreements. As a contrast are perspectives from news reports protesting the WTO and arguments from opposing organizations.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Review the information on the WTO and review each of the “10 benefits” provided by the link on this page. Based on the information presented here, which points do you see as the most important contributions of the WTO? Are there any arguments put forth here with which you do not agree? Why or why not?
2. Go to the second link listed above, which provides coverage of some of the protests that occurred in 1999 against the WTO. What different groups joined together in their protests against the WTO? What were some of the criticisms levied against the World Trade Organization? Which of these criticisms most concerns you?
3. Go back to the WTO site and click on the link “10 Common Misunderstandings about the WTO.” What are some of the counterarguments presented here against the WTO criticisms? Which side do you believe is correct? Is it possible that both sides are partially right (and partially wrong)? Explain your answer.
4. Go to the link (12a) <<http://www.cagle.com/news/WTO/>> which provides editorial cartoons on the World Trade Organization. Study a number of the cartoons provided here. For the most part, which side, the WTO or the protestors, are made to look foolish? Select at least one editorial cartoon that presents each side in this debate and explain the meaning of each cartoon.
5. Make your own editorial cartoon either in favor of or against the WTO.
6. Some have made the point that the argument on this issue is not whether one is in favor of or against increasing world trade, but rather how it is done and at what cost to whom. Explain this statement.

RELATED INTERNET SITES

Uruguay Round Trade Talks

(12b) <http://www.ces.ncsu.edu/depts/agecon/trade/seven.html>

This contains an article titled “The GATT Uruguay Round and the World Trade Organization: Opportunities and Impacts for U.S. Agriculture.”

GATT Agreements

(12c) http://www.wto.org/english/docs_e/docs_e.htm

Provided on this site are the WTO documents including the GATT agreements of 1947 and 1994.

13. ORGANIZATION FOR PETROLEUM EXPORTING COUNTRIES

URL: <http://www.opec.org/>

The Organization for Petroleum Exporting Countries, or OPEC, is a group of eleven countries which are major producers and exporters of crude petroleum. This organization, founded in 1960, is used by its members to set prices and production quotas to maintain those prices. OPEC is responsible for about 40 percent of world exports in petroleum. Some groups are unhappy with OPEC because they believe that it unfairly determines prices in the world market. This price determination they claim can cause recessions in other economies that are affected by the increase in oil prices. Increases of gasoline prices at the pump in America have often been attributed to OPEC's raising their rates. OPEC claims that many other factors contribute to the sometimes volatile pricing found in the petroleum market.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Before beginning, name as many OPEC member countries as you can. Also guess from which part(s) of the world OPEC nations come. Then, from the OPEC homepage, click on the button named "member countries." Compare the names and locations of the member nations. Are there any that surprise you? Which nations (and continents) were you surprised to see represented on this list?
2. Click on map location or name below each of the member nations and study the statistics provided. What is the percentage of petroleum-related exports for each country? What does this say about the strength of many of these nations without the demand for petroleum? Which country has the largest reserves and the largest production of petroleum per day? Why are Iraq's numbers relatively low in the areas of exports and production?
3. Go to the link titled "FAQS" and click on the question, "Who are the OPEC Member Countries?" What conditions determine whether a nation can join OPEC? Which of these conditions do you believe keeps the United States from being a member? When was the last time a new member joined OPEC? Do you expect any to be joining soon?
4. Stay on the "FAQS" page and click on the link "Why does OPEC set oil production quotas?" and read the brief explanation. If OPEC keeps its oil production at lower levels, what are the short-term and long-

- term benefits to OPEC nations? What does OPEC say are the benefits of doing this for non-OPEC nations?
5. What are the benefits to an OPEC nation that decides it does not want to stay within the set production limits but rather export substantial amounts of oil above the quota allowed? What keeps all the OPEC nations from doing this?
 6. Back on the main page, click on the link, "Why you pay so much for gasoline and other oil products." According to OPEC what are the main contributors to the perceived high cost of gasoline? Click on the graphs provided to compare the percentage of cost for different parts of the world and the reasons given here for those differences.
 7. Go to the link (13a) <http://www.energy.ca.gov/fuels/gasoline/us_gas+oilprices_1918-1999.html>. This provides a graph of crude oil prices from 1918 to 1999 (in constant 1995 prices). According to this graph, provided by the U.S. Department of Energy Office of Transportation Technologies, what has the overall cost of oil really done during the past eighty years? During what years did the price of gasoline, and the crude oil price, rise the most drastically? Why do you think this was? What has happened to the difference in cost between a barrel of crude oil and a barrel of gasoline during the past century? What might be some reasons for this?

RELATED INTERNET SITE

Energy Web Directory

(13b) <http://www.energy.ca.gov/links/oil.html>

This web site has more than seventy links to petroleum-related companies and topics.

14. MIDDLE EAST CONFLICT

URL: http://abcnews.go.com/sections/world/DailyNews/israel_maps.html

Even before nation status was granted to Israel after World War II in 1947, the struggle between Israeli citizens, who are mostly Jewish, and Palestinians, who are mostly Muslim, has been wrought with violence and upheaval. Religious differences, land rights, and ethnicity have all played a part in the creation of the conflict between Israel and Palestine. Talks and peace agreements have been tried and implemented in the past, but with little lasting success. This site provides a series of maps related to the changing boundaries of the State of Israel and links to the

latest press releases on any ongoing peace talks. Other links to historical documents are provided in the questions and activities section.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the dated links at the top of the map on this page. View the changes in the borders of Israel since its inception. When did the size of Israel reach its greatest extent and what were the causes of that growth? What changes in the size of Israel have occurred since then? When territory is exchanged between competing governments, what might be some of the issues of most concern for the people living in those areas?
2. Who occupied this territory before the creation of the State of Israel? Why was this land chosen to create a new nation? What options do you suppose were given to those already living in the area when they were told that they would now be living in the State of Israel?
3. The first world power nation to support the idea of creating a Jewish home in Palestine was Great Britain. Go to the link (14a) <<http://www.israel.org/mfa/go.asp?MFAH00pp0>> to read the famous letter from Lord Balfour to Lord Rothschild, written in 1917, publicly declaring England's sympathy for a "national home for the Jewish people" in Palestine. What does this letter say about the conditions for such a home? Nothing was done at that time to establish this state. What occurred since that letter, and before the creation of Israel in 1947, that provided additional global support for a national Jewish state?
4. Go to the link (14b) <http://user.cs.tu-berlin.de/~ishaq/pal/peace_talks/washington-dec-jor-isr> which contains a joint declaration made among Jordan, Israel, and the United States in 1994 and review this declaration. What are the five principles of understanding found here? Why is Jordan an important player in the peace of the Middle East? Why is the United States often a facilitator of peace talks in this region? Why is the United States interested in creating and maintaining peace in this region? What historical, political, and economic ties does the United States have with both sides of this conflict?
5. Back on the original link, click on the link on the right labeled "Complete Middle East Coverage." Read a number of the latest news items on the peace process. What are the current sticking points in any ongoing negotiations? How have these changed and evolved in recent years?

RELATED INTERNET SITES

Middle East Resources

(14c) <http://www.columbia.edu/cu/libraries/indiv/area/MiddleEast/>

This is a good site for access to Middle Eastern studies.

Documents Related to the Middle East Peace Talks

(14d) <http://user.cs.tu-berlin.de/~ishaq/pal/palestine/node33.html>

A number of documents relating to the peace process between the two groups are housed at this site.

Hamas Links

(14e) <http://www.hamas.org/links.htm>

This is a web site of an anti-Israeli extremist group.

15. WORLD HUNGER

URL: http://www.brown.edu/Departments/World_Hunger_Program/hungerweb/intro.html

Even as the world develops new technology and better methods of producing food, and even as some nations continue to harvest a surplus of food, there remain millions of people who are hungry and malnourished each day. Civil wars, corrupt leaders, droughts, discrimination, and an inadequate economic distribution system are but a few of the reasons given for the lack of adequate nutritional resources worldwide. This site has statistical information related to hunger in the United States and throughout the world, and it provides links to the 1993 Hunger Report, facts and myths about hunger, information on what individuals can do to help reduce hunger in the community and around the world, and various manifestos published on the subject of world hunger.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the link “The Nobel Manifesto Against Hunger” and read the excerpt of this manifesto found here. According to this, what is the cause of much of the world’s hunger? To what do they compare this situation? What does this manifesto call for readers to do? What is significant about the list of individuals who have signed this statement?
2. Click on the link titled “Six Myths About Hunger.” Which of these, if any, surprise you? Which of these, if any, did you believe before reading this?

3. Click on the link "Fifty Facts About Poverty" and review these statistics. What part of the world do most of these statistics concern? Review these statistics and discuss the ones that you were most unaware of or that amazed you the most.
4. Note the sources of these statistics. Would you consider these to be trustworthy sources? Why or why not? Which of these sources would you consider the most reliable and which, if any, the least reliable?
5. Go to the link (15a) <<http://www.worldhungeryear.org/hpinfo-us.htm>> and read additional statistics on hunger, poverty, and homelessness in the United States. Again, note the sources of the data provided here. Select one of these categories to study further and come up with some steps that could be taken, either locally or nationally, to help reduce the extent of this problem.

RELATED INTERNET SITES

The Hunger Site

(15b) <http://www.thehungersite.com/cgi-bin/WebObjects/HungerSite>

In addition to providing information about worldwide hunger, this site allows one to donate free food simply by clicking on a link.

World Hunger Year

(15c) <http://www.worldhungeryear.org/>

World Hunger Year (WHY) is an organization dedicated to exploring solutions to world hunger and poverty. This is their web site.

16. THIRD WORLD DEBT

URL: <http://www.worldbank.org/html/extpb/WDT95ENG/wdt-home.htm>

URL: <http://www.mcgill.pvt.k12.al.us/jerryd/cm/debt.htm>

Jubilee 2000 is a movement working to cancel the international debt owed by some of the poorest countries in the world. This organization is made up of many groups worldwide who believe that the burden of paying the interest and principal on debt owed to nations such as the United States by these countries (usually through the World Bank) significantly hurts the populations of these debtor countries by diverting much needed resources from the more pressing needs of health care, education, and infrastructure. Additionally, these groups contend that since these debts are not likely to be ever paid back in full, the debt should be canceled to enable the poorer countries to rebuild and better provide for their citizens. Some countries to which such money is owed, such as Norway, have already unilaterally canceled their Third World

debt. Is this a policy the United States should follow as well? The first site above allows one to view the world debt tables issued by the World Bank and the second URL connects to a site with over two dozen links to world debt-related issues.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Click on the first URL above. This will connect you to “World Debt Tables 1996: Extracts.” Click on each of the six links located below the heading “Regional Trends in Debt Flows.” For each region, scroll down to the graphs under the heading “Debt and Indicators” and click on the first graph. This will indicate the “total debt outstanding” for this region of the world. Which region of the world owes the most money to the World Bank? Is this the region you would have expected? What reasons are given in the text to indicate why this debt is so high for this region?
2. Viewing these same statistics, study the trend in the amount owed for 1985, 1994, and 1995. What is happening to the amount of debt? Which region of the world has seen the most increase in debt, both in terms of real amounts and in terms of percentage increase?
3. Click on the second URL above. Click on and read the link located toward the bottom of this page titled “The International Debt Crisis.” According to the brief background information section, what is the current situation regarding worldwide debt and what factors have helped create this situation? Does the argument made here seem balanced? Why or why not?
4. How do the suggestions for reform presented here address the concerns of world debt? What is the U.S. position on world debt?
5. Click on the link at the bottom of this page titled “See NETWORK’s update on debt forgiveness” and view what the U.S. House and Senate have currently done on this topic. How do the two Houses differ in what they have proposed so far? In your opinion, what course of action should be followed from here?
6. Create a chart showing the argued pros and cons for the forgiveness of Third World debt. Based on this data, where do you stand on this issue? Be prepared to argue your position in class.

RELATED INTERNET SITES

Cancel Third-World Debt: *Wall Street Journal*

(16a) <http://www.flora.org/flora.mai-not/18190>

This article on this topic from a March 2000 *Wall Street Journal* was written by

Allan Meltzer, a professor of political economy at Carnegie Mellon University, and Jeffrey D. Sachs, the director of Harvard's Center for International Development.

Bread for the World

(16b) www.bread.org

This is the site of a "nationwide Christian citizens movement seeking justice for the world's hungry people by lobbying our nation's decision makers." Information about how to support debt relief may be found here as well.

17. THE RIGHTS OF CHILDREN

URL: <http://www.unicef.org/crc/crc.htm>

The human rights of children are perhaps best represented in the Convention on the Rights of the Child, an international treaty ratified by every country in the world except two, which according to UNICEF, "places children centre-stage in the quest for the universal application of human rights." This document attempts to spell out a set of universally accepted principles of basic human rights that children everywhere should have. With this document the civic, political, social, economic, and cultural rights of children have been established as benchmarks by which each nation can judge its own progress.

DISCUSSION QUESTIONS AND ACTIVITIES

1. Read the introduction to the Convention on the Rights of the Child and then click on the link titled "The Convention" located at the bottom of the page. From this link, click on the "preamble" under the heading "Highlights and defends the family's role in children's lives." This will take you to the full text of the convention. Read the preamble. What is the purpose of the preamble? Are there any sections that you find especially convincing or are there any with which you disagree?
2. Review the articles to this document. Which articles would you assume would be a part of this document? Which articles did you not expect to find here? Rewrite the main points of the articles in your own words. Of these, which are most important to you?
3. What are some of the issues addressed by this document concerning the rights of children? Which articles discuss issues that you do not believe are concerns in the United States? Which issues do you believe are still a problem to be addressed in the United States?
4. Click on the link on the left titled "Setbacks and Successes" and review the information found here. What are some of the major achieve-

ments and challenges of this document? Of these which do you believe to be the most significant in each category?

5. Create your own document on the "Rights of Children" for your school, community, country, or the world. Which articles would you include from this document? Which, if any, would you leave out? What new articles would you add that you do not believe are addressed in this document?

RELATED INTERNET SITES

State of the World of Children

(17a) <http://www.unicef.org/sowc96/>

This site is maintained by UNICEF for the fiftieth anniversary of the United Nations. It discusses the current status of children around the world.

UNICEF Statistical Data

(17b) <http://www.unicef.org/statis/>

This site provides statistics on mortality, immunization, nutrition and sanitation, education, and more for virtually every country in the world. This provides a good research base to compare certain conditions for children around the world.

Selected Primary Source Databases

American Memory

<http://memory.loc.gov/>

This Library of Congress site contains over seventy collections of primary sources from the "Historical Collections of the National Digital Library."

Avalon Project at the Yale Law School

<http://www.yale.edu/lawweb/avalon/avalon.htm>

This site contains primary source sites from throughout the world; its specialty is American primary source documents.

Bill Goffe's Internet Resources for Economics

<http://rfe.org/Intro/index.html>

This guide is sponsored by the American Economic Association. It lists 1,164 resources in sixty-eight sections and subsections available on the Internet of interest to academic and practicing economists, and those interested in economics.

Census Bureau Economics Page

<http://www.census.gov/econ/www/index.html>

The U.S. Census Bureau collects and reports on a wide range of economic data on trade, housing, income, and manufacturing. This site has a nice searchable index that can assist in locating particular types of data.

EcEdWeb

<http://ecedweb.unomaha.edu/>

The EcEdWeb is an excellent clearinghouse for economic education resources. There is a wide variety of K-12 materials, links to numerous other sites, and lesson and unit plans.

EconomicsAmerica

<http://www.economicsamerica.org>

This site is part of the MCIWorld.com-sponsored “Marco Polo” network. There are links to a wide range of economic data, lesson plans, and interactive, on-line teaching strategies.

Economic Census Report (1997)

<http://www.census.gov/epcd/www/econ97.html>

This site is the most comprehensive collection of Census Bureau economic data available. Users can find the latest press releases, hypertext tables of data including geographical breakdowns, and an “Ask Dr. Census” feature.

Economic Report of the President

http://w3.access.gpo.gov/usbudget/fy2001/pdf/2000_erp.pdf

Perhaps the most comprehensive report of leading economic data issued each year, the Economic Report of the President provides time-series data making it easy to compare one year to the next. Appendix B contains statistical tables for unemployment, productivity, and wages.

FreeLunch.Com

<http://www.freelunch.com>

FreeLunch claims to be the web’s most accessible free database of economic, industry, financial, and demographic data with over 1,000,000 time series available for download.

From Revolution to Reconstruction (The WWW Project)

<http://odur.let.rug.nl/~usa/usa.htm>

Hundreds of primary sources from the Department of American Studies of the University of Groningen in the Netherlands are presented here.

History Buff

<http://historybuff.com>

This site has documents of news coverage from the sixteenth century to the twentieth century. It also includes a section that has real audio of famous newsmakers.

The History Guy

<http://www.historyguy.com/#polgov1>

This site is rich in documents from around the world. The site is broken down by categories for easy searching.

Library of Congress

<http://www.loc.gov/help/about.html>

This is the nation’s library containing over 119 million items. It also gives access to several other on-line databases.

National Archives and Records Administration

<http://www.nara.gov/>

This site contains almost everything you would want to find about the federal government from the independent federal agency charged with preserving America’s past.

National Council on Economic Education

<http://www.nationalcouncil.org>

This homepage of the preeminent organization in economics education provides access to national and state standards, legislation, and the Campaign for Economic Literacy.

Ohio State History Project

<http://www.history.ohio-state.edu/projects/>

This site is full of rich primary source documents chronicling the history of the United States.

Thomas

<http://thomas.loc.gov/>

This site, part of the Library of Congress and named after Thomas Jefferson, is a database of all congressional records, from past to present.

United Nation's Publications Database

<http://www.un.org/Pubs/>

This contains a comprehensive listing of nearly all United Nations publications.

The University of Oklahoma Law Center: A Chronology of U.S. Historical Documents

<http://www.law.ou.edu/hist/>

This well-organized site makes it easy to find primary sources from specific time periods.

USA Today's Economy Track

<http://www.usatoday.com/money/economy/econ0001.htm>

This site provides students and teachers with practical articles and statistics on all aspects of the U.S. economy. Charts and graphs can be printed or downloaded and used in lesson plans.

The White House Economic Statistics Briefing Room

<http://www.whitehouse.gov/fsrb/prices.html>

This site provides access to the most current economic data supplied by the federal government. More than a dozen categories of data are presented including CPI, GDP, and employment data. It provides access to a complete selection of charts to illustrate trends in each of these categories.

World Constitutions

http://www.gn.apc.org/charter88/politics/links/link_cons_af.html

This site houses almost every known constitution from countries around the world. Countries are listed in alphabetical order.

Index

- Abolitionist movement, 71
Acquired Immune Deficiency Syndrome (AIDS), 213–214
Africa, 213–214
Air Photo Evidence web site, 21, 25
Albany Plan of Union, 48
Alien and Sedition Acts of 1798, 64, 65
“Amazing Grace,” 19
Amazon.com, xiii
Amendments to the Constitution:
 Fifth Amendment, 224; Twelfth Amendment, 143; Thirteenth Amendment, 73, 82; Fourteenth Amendment, 74, 82; Seventeenth Amendment, 139; Eighteenth Amendment, 148; Nineteenth Amendment, 70; Twentieth Amendment, 143; Twenty-third Amendment, 145. *See also* Equal Rights Amendment
American Economic Association (AEA), 175
American Memory web site, 192
Anthracite Strike, 80
Anti-Federalists, 62
Articles of Confederation, 47, 49, 54, 61
Bacon’s Rebellion (Bacon, Nathaniel), 45
Ball, John, 21, 25
Baltimore and Ohio rail strike (1877), 28
Battle of Yorktown, 162
Bay of Pigs, 212
Becker, Henry J., xiv
Bell, John, 152
Bill of Rights, 57, 59, 60, 157, 164, 167
Boss Tweed Ring, 28, 77
Breckinridge, John 152
Buchanan, Patrick, 191
Bull, Johnny, and the Alexandrians, 67
Bureau of Economic Analysis, 18
Bureau of Engraving and Printing, U.S., 184
Burke, Edmund, 159–160
Cartoon Analysis Worksheet, 27
Castro, Fidel, 212
Caveat lector, 20
Census Bureau, U.S., 179, 206
Centers for Disease Control and Prevention, U.S., 214
Central Intelligence Agency (CIA), 220

- Chesapeake*, 66
- Chiang Kai-shek, 211
- China, People's Republic of, 211–212, 215
- Citizenship education, xvi–xvii
- Civilian labor force, 196
- Civil Rights Act of 1866, 74, 75
- Civil Rights Act of 1964, 75
- Civil Rights Movement, 70
- Clayton Antitrust Act (1914), 79
- Close-Up foundation, 212
- Colombia, 218–219
- Comprehensive Nuclear Test Ban Treaty (CTBT), 222–223
- Compromise of 1850, 71
- Conference on Disarmament (Geneva), 222
- Constitutional Convention, 57, 144, 150
- Consumer price index (CPI), 174, 185
- Continental Congress, 52, 53
- Convention on the Rights of the Child, 233
- Copperheads, 73
- Copyrighted material: Copyright Act of 1976, xxii; Digital Millennium Copyright Act of 1998, xxii; fair use doctrine, xxii; suggestions for fair use, xxii
- “Counter-factual approach,” 32
- Counterfeiting, 184
- “CPI Inflation Calculator.” *See* Inflation calculator
- Craver, K., 17, 19, 20, 32, 33, 34
- Critical thinking: barriers, 6; behaviors, 3–4; content immersion to develop, 7–8; defined, 1–3; direct teaching strategies, 6–7; and the Internet/WWW, 13; research into, 5–8; in the social studies, 3–5; strategies for enhancing, 6–7
- Cuban missile crisis, 212
- Currency exchange rates, 175
- Debt, Third World, 231–232
- Declaration of Independence, xviii, 53, 60, 69
- Declaration of Sentiments, 69
- Declaration of the Rights of Man and of the Citizen, 163–165
- Democracy in America*, 162
- Democratic People's Republic of Korea (North Korea), 214–216
- Department of Commerce, U.S., 182, 205–206
- Department of State, U.S., 213, 215, 218
- Dewey, Thomas E., 153
- Discount rate, 176
- Dismal science, 173
- Document-based questions, 29
- Dodge, Bernie, 30–31
- Douglas, Stephen, 152
- Douglass, Frederick, 69
- Dow Jones Indexes, 204–205
- Drug czar (Director). *See* Office of National Drug Control Policy
- E-commerce, xiv
- Economic cartoons, 203
- Economic data and indices: global population and, 178; historical census and, 194–195; Human Development Index, 178; industrial production, 209; international trade, 176; quality of life index, 180; regional, 177; state and county demographic profiles, 206–207; time-series, 175
- Economic data defined, 18–19
- Economic education, xvi–xvii
- Economic history, 208–209
- Economic Report of the President, 197
- Economics: basic assumptions, 10–11; tenets of an economic way of thinking, 11
- Economics Minute site (National Council on Economic Education), 31
- Effective Counterterrorism Act of 1996, 224
- Egypt, xviii
- Elections around the world, 169–171
- Electoral College, 144–146

- Emancipation Proclamation, 72
 Embargo Act, 66, 67
 Equal Rights Amendment, 70
 Euripides, 217
- Factory life, 192
 Fair use. *See* Copyrighted material
 Faraday, Michael, 194
 Federal budget, U.S., 199–200
 Federal Reserve Bank of Minneapolis, 185, 208
 Federal Reserve Board of San Francisco, 184
Federalist Papers, 30
 Federalist Papers, 61
 Federalists, 59, 60, 64
 Foreign investment in the U.S., 183
 Franklin, Benjamin, 39–40, 48, 53, 161, 188
 French Declaration of the Rights of Man and of the Citizen, 60
 French Revolution, 60, 164, 165
 Fugitive Slave Act, 70
 Fundamental Orders of Connecticut, 42–43
- General Agreement on Tariffs and Trade (GATT), 225–226
 Global education, 12
 Goffe, Bill, 175
 González, Elián, 212
 Greenspan, Alan, 174
 Gross Domestic Product (GDP), 174–175, 197–199
- Hamilton, Alexander, 43, 44, 61–64
 Hancock, John, 54
 Havana, xviii
 Henry, Patrick, 50
 Hinchliffe, Lisa, 20
 House of Representatives, 58
 Human Immunodeficiency Virus (HIV), 213–214
 Human rights, 214–16
 Human Rights Watch, 32
 Hume, David, 189
 Hunger, 230–231
- Imports/Exports, U.S., 177, 183
 Income: median household, 201; per capita, 176, 201
 India, 32, 219–220
 Indian and Pakistan War (1971), 219
 Industrial revolution, 193–194
 Inflation calculator, 185, 186
 Information filters: authorship/source, 21; bibliographic/reference links, 25; currency, 25; need for on Internet, 20; objectivity/bias, 24; quality of writing, 25; validity of content, 24
An Inquiry into the Wealth of Nations (Adam Smith, 1776), 186
 Inquiry oriented instruction, xvi
 Intercultural E-mail Classroom Connection, xviii
 International trade, with U.S., 183
 Internet: access to, xiv; browsers, xxi; correspondence with social studies, xvii; educational impact, xv; information filters, xiv; number of users, xv; teachers' view of, xviii
 Internet Service Providers (ISPs), xiii
 Internet use: barriers to, xviii; costs and benefits of, xx; degree of, xix; skepticism of, xix; social studies teachers and, xix; teacher training and, xix
- Intolerable Acts, 51
 Irons, John, 174
 Israel, 229
- Jackdaws, 30
 Japanese-American Internment, 65
 Jay, John, 61–62, 161
 John Brown's Raid, 46
 Jordan, 229
 Jubilee 2000, 231
- Kashmir, 32
 Kentucky and Virginia resolutions, 64–65
 Kids Voting, 144
 King John of England, 157
 King Louis the XVI, 164, 165

- Kirk, Elizabeth, 20
 Korean War, 214–216
- Labor Movement, 80
 Land Ordinance of 1785, 56
 League of Nations, 165–167
Leopard, 66
 Library of Congress, xiii, xiv, 17
 Locke, John, 158, 164, 187
 Louvre, xiii
Lusitania, 66
- Magna Carta, 157
 Malthus, Thomas, 173
 Mandela, Nelson, 214
 Mao Zedong, 211
 Marshall, George, 169
 Marshall Plan, 169
 Mason, George, 59–60
 Mayflower Compact, 40–41
 Middle East, 228–230
 Miller, S.L., xvi
 Missouri Compromise of 1820, 71
 Molly McGuires, 80
 Money: appreciation/depreciation, 181; Canada's playing card money, 188; foreign currency, 181; history, 189; paper money, 182
Money Magazine, 179
 Monopolies, 79–80
 Monroe Doctrine, 67
 Mortgage calculator, 174
 Mott, Lucretia, 69
- Nast, Thomas, and political cartoons, 28, 77–78
 National Archives and Records Administration (NARA), xviii, 21
 National Assembly of France, 60
 National Association of Security Dealers Automated Quotation (NASDAQ), 205
 National Budget Simulator, 200
 National Council for the Social Studies, xvi, xvii
 National Geographic On-Line, xviii
 National Security Institute, U.S., 223
 Native Americans: Alcatraz occupation, 156; American Indian Movement (AIM), 155; Bureau of Indian Affairs, 77; Crazy Horse, 76; Fort Laramie Treaty, 75; Iroquois Confederation, 43, 48; Iroquois League of Nations, 46; Lakota Sioux, 75; Oregon Trail, 75; Plains Indians, 75, 76; Red Cloud, 75; treaties, 77; Wounded Knee, 156
 Neutrality Speech before WWI (President Wilson), 63
 New England Threat of Secession (1813), 67
 Newspapers: 220–222; *Baltimore American*, 153; *Chicago Daily Tribune*, 154; *The New York Tribune*, 152; *New York Weekly Journal*, 43, 44; *Richmond Enquirer*, 152
 New York Stock Exchange, xiii, 204
 North American Free Trade Agreement (NAFTA), 183
 North Korea. *See* Democratic People's Republic of Korea
 Northwest Ordinance, 56
- Office of National Drug Control Policy, 218
 Oil prices, 228
 Organization for Petroleum Exporting Countries (OPEC), 227–228
- Pakistan, 30, 219–220
 Palestine, 229
 Paris Peace Treaty of 1783, 161
 Parker, W., xvi
Plunkitt of Tammany Hall, 29
 Political economy, 187
 Political parties: Anti-Saloon League, 84, 85, 148; Bull Moose Party, 149; Democratic Socialist Party of America, 147; Green Party, 148; Libertarian Party, 148; political party platforms, 147, 149, 154; Prohibition Party, 148; Radical Republicans, 73, 74; Reform Party, 149; "third parties," 148
 Political Science: defined, 8–9;

- research on, 9; taught in the schools, 9
 Poverty, 200–201
 Presidential Elections: of 1804, 143; of 1824, 143; of 1860, 151; of 1871, 78; of 1920, 150; of 1948, 153; unusual results, 143
 Primary source packets, 29
 Primary sources: cartoon analysis, 27; defined, 17; document analysis, 26; electronically transmitted, 20; examples, 18; instructional strategies for, 26–32; jigsaw grouping with, 28; modes of transmission, 19–20; planning instruction with, 33; think-pair-share (TPS), 28
 Proclamation of Neutrality, 62–63
 Productivity, 174, 196–197
 Project Vote Smart, 144

 QuickTime VR, xv

 Reconstruction, 75
 Ricardo, David, 190–191
 Riordon, William T., 29
 Roosevelt, Franklin Delano (President), 33

 Search engines, 33
 Search strategies, Internet/WWW, 33–34
 Secondary sources, 17–18
 Second Continental Congress, 54
Second Treatise on Government (John Locke), 158, 164; Senate, 58
 Seneca Falls, 69
 Seward, William, 73
 Sherman, Roger, 53
 Sherman Anti-Trust Act of 1890, 79
 Slavery, 56
 Smith, Adam, 186–188
 Social studies, xv–xvii
 South Korea (Republic of Korea), 216
 “Speech on Conciliation with America” (Edmund Burke), 160
 Stamp Act, 49
 Stamp Act Congress, 49–50

 Stanton, Elizabeth Cady, 69, 70
 Stock market indexes, 204–205
 Surgeon General, U.S., 214

 Taiwan, 211–212
 Tammany Hall, 28
 Terrorism, 223–225
 Thanksgiving Proclamation, 41–42
 Thanksgiving traditions, 42
 Third World Debt. *See* Debt, Third World
 Thurmond, Strom, 154
 Tibet, 215
 Tienamen Square Massacre (China), 214
 Tilden, Samuel J., 79
 Tocqueville, Alexis de, 162
 “Total Capital Flows,” 183
 Treaty of Ghent, 67
 Treaty of Paris, 161
 Truman Doctrine, 168
 Tubman, Harriet, 72

 Underground Railroad, xviii, 71–72
 Unemployment rate, 174, 176, 196–198
 United Nations, 167
 United Nations Children’s Fund (UNICEF), 233
 United Nation’s High Commission on Refugees (UNHCR), 217
 “Universal Declaration of Human Rights,” 167
 Uruguay Round Table Trade Talks, 226
 U.S. Constitution, 47–48, 57, 60–61, 74, 143, 145, 164
 U.S. Presidents: John Adams, 53–54, 64; John Quincy Adams, 68, 161; Thomas Jefferson, 53, 59, 63–64; Andrew Johnson, 74; Abraham Lincoln, 72–73, 152; James Madison, 59, 61–64, 66; James Monroe, 67–69; Franklin D. Roosevelt, 153, 167; Harry S. Truman, 153–154; George Washington, 62, 161; Woodrow Wilson, 165–166

- Versailles, 165
Virginia Declaration of Rights, 59
- War of 1812, 66
Washington's Farewell Address, 63
Watt's Riot, 46
Web quests, 30–32
"The Westinghouse World," 192
Whiskey Rebellion, 46
White, Charles, xv
Wilson, Jeri, xiv
Wilson's Fourteen Points, 165
Woman's movements, 70
Women's Rights Convention, 69
Women's Temperance Movement, 148–149
- WOODROW (Minneapolis Federal Reserve Bank web site), 208
World Bank, 179, 232
World issues, 11–13
World Trade Organization (WTO), 212, 225–226
World War I, 165, 167
World War II, 21
- XYZ Affair, 65
- Yahoo!, 33
- Zenger, Peter, 43–44, 65

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